

QUARTERLY EVENT SUMMARY

African American Student Services Department

During the 2012 – 2013 School Year, the following opportunities were implemented to provide a wide range of materials, including fliers and information for outreach and meetings. Below is the list:

- African American Youth Heritage Day
- Parent University
- Pre-College Initiative – University of Arizona, National Society for Black Engineers Chapter
- Tutoring – Saturday tutoring throughout the school year

Materials were distributed at the following events and/or used to inform students and families about the following events.

1st Quarter:

- September 12, 2013 – Superintendent Meet & Greet with parents and community @ Donna Liggins Neighborhood Center
- September 26, 2013 – Parent Community Advisory Meeting @ TUSD District Office
- October 3, 2013 – Quarterly Parent Meeting @ Tucson High and Palo Verde

2nd Quarter:

- October 19, 2013 – Parent University @ Pima Community College West Campus
- October 31, 2013 – Parent Community Advisory Meeting @ TUSD District Office
- November 3, 2013 – Presentation to Rising Star Baptist Church congregation about open enrollment, Free full-day kinder and AASSD services @ Rising Star Baptist Church
- November 10, 2013 - Presentation to Mt. Calvary Baptist Church congregation about open enrollment, Free full-day kinder and AASSD services @ Mt. Calvary Baptist Church
- November 21, 2013 – Superintendent 2nd Quarter meeting with parents and community @ Living Water Ministries Church
- December 5, 2013 – Quarterly Parent Meeting and Career Fair @ Rincon/University HS

3rd Quarter:

- February 6, 2014 – Quarterly Parent and Superintendent Meeting (also honored students for academics and attendance) @ Mt. Calvary Baptist Church on Lester
- March 11, 2014 - Parent Community Advisory Meeting @ TUSD District Office

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4th Quarter:

- April 26, 2014 – Cradle to College program for middle school students and their parents/guardians
- May 12, 2014 – Annual Student Recognition Program and University of Arizona College Resource Fair (Academic Outreach, Financial Aid, TRIO and others) @ the University of Arizona Student Union, Grand Ballroom

Parent events during the 2013 – 2014 school year addressed the following:

- African American Student Services Department
- Advanced Learning Experiences
- AIMS and Common Core
- Career Awareness & Resource Fairs
- College Preparation (financial aid, admission)
- Navigating TUSD (e.g., International Baccalaureate, TUSD Stats, Magnet Programs, Self-advocacy, Promotion Retention)
- Opportunities to network with University of Arizona and Pima Community College Outreach Programs
- Science Technology Engineering and Mathematics (STEM)
- Student Recognition

Successes:

- Greatly increased the number of opportunities for AASSD to interact with groups of parents and community members through the department's efforts.
- Through e-mail, we were able to provide parents with e-mail addresses in Mojave with timely information. To increase parent communication, we e-mailed department updates at least once per month to parents.
- Increased awareness of full-day kinder, ALE opportunities and district policies (i.e., promotion retention policy).
- Mailed personal invitations or handed invites out at school to increase parent participation.

Areas for Growth:

- Consistent implementation and monitoring of sign-in sheets.
- Continue researching and asking parents what would be the most beneficial workshop topics to offer each quarter.
- Opportunities for parents to support parents.
- Enhance website.

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Mexican American Student Services Department

The Mexican American Student Services Department held parent quarterly informational events in various schools. The focus of the parent quarterly sessions was to enhance and support the academic success of Latino students and to provide parents with information and training. These quarterly parent informational events were held quarterly at different TUSD school sites. Materials were distributed at the following events and/or used to inform students and families about the future events, TUSD magnet opportunities and advanced learning experiences. Parents were invited to all of the Parent Quarterly Sessions from the following schools: **Dietz K-6, Secrist MS, Pueblo HS, Tucson HS, Cholla HS, Catalina HS, Rincon HS, Palo Verde HS, Pistor MS, Valencia MS, McCorkle K-8 Academy, Doolen MS, Hollinger K-8 and Maxwell MS.**

1st Quarter:

- October 19, 2013 – Parent University @ Pima Community College West Campus 9:00 a.m. to 2:00 p.m.

2nd Quarter:

- **December 10, 2013 – Quarterly Parent Session (also honored students for academics and attendance) at Pueblo High School 6:00 p.m. to 7:30 p.m.** A resource fair was conducted and Selena Llamas, a guest speaker from Expect More Arizona spoke to 80+ parents in attendance about setting high expectations for their children to finish high school and go on to college. All MASS specialists learned how to plan for the quarterly sessions with the December parent sessions.

3rd Quarter:

In February of 2014 the MASS specialists and MASS director rolled out a series of four (4) parent sessions in the following dates and locations:

- **On February 12, 2014 McCorkle and Catalina had parent sessions from 6:00 to 7:00 p.m.** McCorkle had 50 parents sign in and Catalina had 100 parents sign in.
- **February 13, 2014 from 6 to 7:00 p.m. both Cholla High School and Pueblo High** MASS specialist delivered their parent quarterly sessions with Pueblo securing 60 parents and Tucson High had 90 parents sign-in. All families from schools with MASS specialists were invited to these meetings.

4th Quarter:

In May four additional quarterly parent information sessions were held.

- **May 1, 2014 at Pistor Middle School** from 6:00 to 7:30 p.m. (35 parents signed in) and
- **May 1, 2014 at Palo Verde High School** (No parents signed in). This was the only school we were unable to send post card invites via bulk mail as we were informed by finance that there was not money available.
- **May 8, 2014 Cholla High School** from 6:00 to 7:30 p.m. we restored our numbers in attendance as we were able to send out bulk mail invitations again, aside from calling parents etc.
- **May 8, 2014 Tucson High School** from 6 to 7:30 p.m. with 35 parents signing in at both sessions.
- **On April 24, 2014 the Mexican American Student Services held its annual student recognition event** at Palo Verde for Middle school and High School Students. Over 1,800 families were in attendance.

Parent events during the 2013 – 2014 school year addressed the following:

- Mexican American Student Services Department
- Advanced Learning Experiences
- AIMS and Common Core
- Career Awareness & Resource Fairs
- College Preparation (financial aid, FASFA and admission papers)
- Navigating TUSD (e.g., International Baccalaureate, TUSD Stats, Magnet Programs, Self-advocacy, Promotion Retention)
- Opportunities to network with University of Arizona and Pima Community College Outreach Programs
- Science Technology Engineering and Mathematics (STEM)
- Student Recognition

Successes:

All of the Academic Specialists were trained to independently schedule, plan and invite parents to the parent quarterly sessions.

For the most part parent turn out was decent to all but one of the parent quarterly sessions for the 2013-14 school year.

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In November and May of 2014, support was provided for High School Seniors in the form of completing FAFSFA forms and applications for scholarships. Academic specialists assisted in recruiting students to participate in advanced learning experiences by calling families with information on Advanced Placement classes, summer boot camp opportunities and parents to attend parent quarterly sessions.

Areas for Growth:

The District needs to do more extensive recruitment and outreach to Latino students regarding GATE enrollment and ALE participation. ALE and Mexican American Student Services should continue to work closely to identify students who need support services on an individual basis as needed.

Parent Quarterly Sessions and home visits for parents and principals requesting assistance from the Mexican American Student Services require mediation and support from a Senior Community Representative. I am not certain why this position was eliminated from this department when the focus of continuing these services and adding on focus for parent supports were added. This position should be re-instated to support Latino families in schools where there are no Community Representatives. Academic Specialists need to respond differently to parent invites when parent numbers are disconnected or dead end contacts. Home visits need to take place for them to make contact with parents.

In addition, the District needs to continue extensive outreach efforts to Latino students in order to encourage their enrollment in and successful completion of all ALEs. Specialists from this department should continue to place personal phone call invitations to families aside from advertised events from each department and school. Electronic invitations and hard copy invitations to ALEs should also be funded. ALEs and Magnet programs should continue to be offered in parent quarterly sessions and in newsletters from MASS department.

WHERE

Living Water Ministries

4343 E. 22nd Street Tucson, Arizona 85701
(North side of 22nd near 22nd and Columbus)

Quarterly Superintendent Meeting

Update: Addressing the needs of African American Students in TUSD.



Dr. H.T. Sanchez

TIME

6:30 pm

DATE

Thursday, November 21, 2013



WHERE

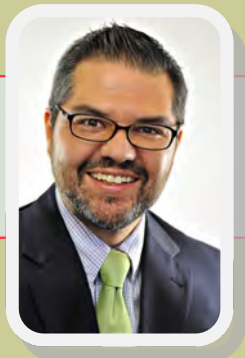
Northwest Neighborhood Center/Donna Liggins Center

2160 N. Sixth Ave. Tucson, Arizona 85701

Meet and Greet with TUSD's New Superintendent and Deputy Superintendent



Dr. H.T. Sanchez



Dr. Adrian Vega

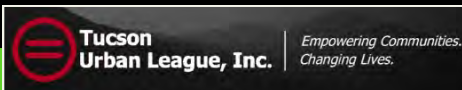
TIME

6:30 pm

Please join us for ice cream and peach cobbler as we welcome TUSD's new Superintendent, Dr. H.T. Sanchez and Deputy Superintendent, Dr. Adrian Vega.

DATE

Thursday, September 12, 2013



WHERE

Mt. Calvary Baptist Church

226 E Lester St, Tucson, AZ 85705

Quarterly Parent-Community & Superintendent Meeting

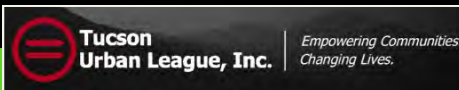
Addressing the needs of
African American Students in TUSD

TIME

6:00 pm - 8:00 pm

DATE

Thursday, February 6, 2014



KEEP LEARNING WITHOUT LEAVING.



EARN YOUR NAU DEGREE
AT PIMA COMMUNITY COLLEGE



NAU offers programs at Pima Community College and online.

nau.edu/pima2nau

- Pima2NAU—a joint admission program between Pima Community College and NAU
- Receive guidance from both institutions while earning your associate's degree *and* bachelor's degree
- Pay less than half the price of a traditional four-year education
- Choose from a variety of majors



PimaCommunityCollege



**NORTHERN
ARIZONA
UNIVERSITY**

nau.edu/pima2nau
(520) 879-7900

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WHY SHOULD I APPLY?

- Pima2NAU is an affordable way to earn your associate's degree *and* bachelor's degree
- NAU will waive your application fee
- You can complete your degree right in your community, online or at the NAU Mountain Campus in Flagstaff
- Cost, convenience and customer service are the three C's that set Pima2NAU apart from other local degree paths



WHAT DEGREES CAN I PURSUE?

NAU offers a variety of programs on Pima Community College campuses

- Business Administration
- Nursing
- Elementary and Special Education
- Criminology and Criminal Justice
- Hotel and Restaurant Management
- Public Management
- Technology Management
- Emergency Services Administration
- More online ...

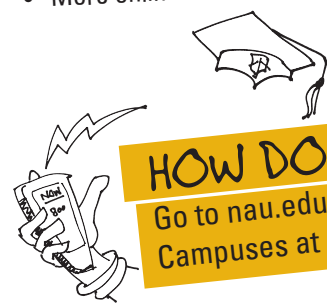
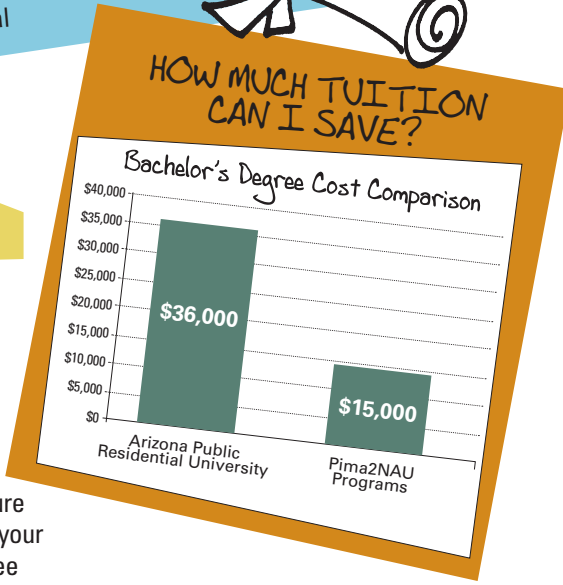
IS THIS A 'REGULAR' NAU DEGREE?

- Yes, in the past 20 years NAU has awarded 30,000 degrees, each backed by the university's solid reputation and ability to provide a personal touch
- Many NAU locations offer degree programs that accept up to 90 credits from your local community college



WHAT ARE OTHER PIMA2NAU BENEFITS?

- With Pima2NAU, you can earn your associate's degree at Pima Community College then seamlessly complete your bachelor's degree in an NAU program offered locally, online or in Flagstaff
- You will work with advisors from Pima Community College and NAU to make sure you are taking the right courses to earn your associate's degree and bachelor's degree
- You will receive guidance in exploring majors and figuring out careers to match your dreams and goals
- You will have access to online resources, NAU's Cline Library, an NAU e-mail account and more!



HOW DO I FIND OUT MORE?

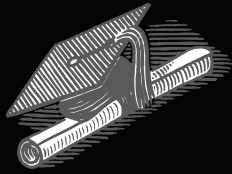
Go to nau.edu/pima2nau, or contact NAU Extended Campuses at (520) 879-7900



PimaCommunityCollege **NORTHERN ARIZONA UNIVERSITY**

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TUSD



PARENT UNIVERSITY:

“Changing Lives, Building Community”

Saturday, October 19, 2013

8:30 AM - 2:00 PM

Pima Community College West Campus

2202 W Anklam Road, 85701



- ♦ Tukio maalum itatia nguvu kwa jamii yetu.
- ♦ Jumamosi itakua yako
- ♦ Kufungua kwa wanafunzi wa TUSD K-12 na familia.
- ♦ Kujifunza ni vipi TUSD inasaidia watoto wenu kujitayarisha kwa kuingia College na vinginevyo.
- ♦ Utunzaji wa watoto (childcare) itatolewa na TUSD kulingana juu na ombi la familia.
(Muda wa mwisho ni talehe 4(nne) Oktoba, 2013)
- ♦ Chakula cha asubuyi na chakula cha mchana itatorewa

Hujachelewa kuanza kupanga College au maisha.

Mada itakua

- ♦ Chuo kiku cha Muungano ya Masomo ya ARIZONA.
- ♦ Chuo kiku cha Pima Community college.
- ♦ Kuwezesha Vijana na Uwongozi wa Maendeleo.
- ♦ Unatazamia nini kama Mwanariadha wa Chuo kiku
- ♦ Ndoto zako za Maisha. Unazifikisha kiviipi!
- ♦ Ngonja tucheze rap,” Watoto wa Chuo Kiku”.
- ♦ Kukubaliwa na misaada ya masomo. (hera za kusomea.)
- ♦ Jifunze zaidi kuhusu mabadiliko na nyuma ya sekondari.
- ♦ Na vinginevyo!

Kwa kuwa una swali, husiana kwa namba ifuatayo:

TUSD Multicultural Student Services 225.6247 au 225.6229

Multicultural Student Services, 1010 E 10th Street, Room 234 Jiandikishe kwa mtandao wa : tusdl.org/parentu.

Mawasiliano ya habari

Muda wa mwisho wa kujiandikisha ni talehe 11, oktoba, 2013.

Wazazi: _____ Namba ya simu # _____ Email _____

Mwanafunzi: _____ Jina la shule: _____

Mwanafunzi: _____ Jina la shule: _____

Mwanafunzi: _____ Jina la shule: _____

Idadi ya Wageni: (chakula cha muchana): _____

Mkalimani anaitajika: Y au N ,Kwa lugha gani: _____

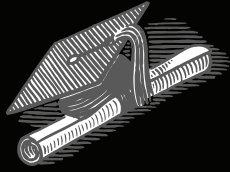
Kutunza watoto vinitajika (daycare): Y au N. Namba ya watoto: _____

Namba ya watoto wa umri ya mwaka 1-5. _____

Wanafunzi wa umri ya miaka 6-10 wataanza” Kid Kollege.”

Wanafunzi wa umri wa miaka 11 na wakubwa watakuwa kwenye mukutano wa kuongeza elimu.

TUSD



PARENT UNIVERSITY:

"Changing Lives, Building Community"

Saturday, October 19, 2013

8:30 AM - 2:00 PM

Pima Community College West Campus 2202 W Anklam Road, 85701



- مناسبة خاصة هدفها تعزيز مجتمعنا
- نهار السبت مكرس لكم!
- مفتوح لجميع الطلبة و الأهالي من صف الروضة و حتى صف الثاني عشر
- تعرف كيف يمكن مقاطعة مدارس توسن الموحد مساعدة أطفالكم التحضير للجامعة، الكلية و ما بعد
- رعاية الأطفال مقدمة لأهالي مقاطعة مدارس توسن الموحد عند الطلب
(الموعد النهائي 4 تشرين الأول (أكتوبر)، 2013)
- سيتم توفير إفطار كونتيننتال و غداء أيضا

ليسه سابق الأوان البدء في التخطيط للجامعة، الكلية او المهنة

المواضيع تشمل

- ♦ التوعية الأكاديمية لجامعة أريزونا
- ♦ كلية بيما
- ♦ تمكين الشباب وتطوير القدرات القيادية
- ♦ التوقعات لطلبة الرياضة في الجامعة او الكلية
- ♦ كيفية الحصول على المهنة التي تحلم بها!
- ♦ دعونا نلعب موسيقا راب "كيد كوليديج"
- ♦ التأهيل للمتح الدراسي
- ♦ المزيد من المعلومات حول المرحلة الإنتقالية و مرحلة ما بعد الثانوية
- ♦ و أكثر من ذلك!

TUSD Multicultural Student Services للأسئلة أتصل بـ 225-6247 أو 225-6229

RSVP by completing and submitting to:

Multicultural Student Services, 1010 E 10th Street, Room 234 tusdl.org/ على الإنترنت

معلومات للإتصال

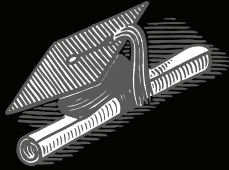
الموعد النهائي للتسجيل هو 11 تشرين الأول (أكتوبر)، 2013

الأهل: _____ رقم الهاتف _____ البريد الإلكتروني: _____
الطالب: _____ اسم المدرسة: _____
الطالب: _____ اسم المدرسة: _____
الطالب: _____ اسم المدرسة: _____
عدد الضيوف (للغداء) _____

اللغة: _____
بحاجة الى مترجم: نعم او كلا (ضع دائرة)
عدد الأطفال الرضع: _____ عدد الأطفال من 1 - 5 _____
على اطلاب التي تتراوح أعمارهم من 6 - 11 حضور "كيدز كوليديج"، و سيقوم طلاب 11 عاما و ما فوق بحضور ورش عمل.

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TUSD



Universidad para los Padres:

“Cambiando vidas, construyendo nuestra Comunidad”

Sábado 19 de octubre de 2013

8:30 AM - 2:00 PM

Pima Community College West Campus 2202 W Anklam Road, 85701



- ◆ Un evento especial que reforzará a nuestra comunidad
- ◆ ¡El sábado se lo dedicamos a USTED!
- ◆ Abierto a los estudiantes y familias de TUSD de K- 12
- ◆ Aprenda como TUSD puede ayudar a sus hijos a prepararse para el colegio/ universidad y más allá.
- ◆ Se les proporcionará cuidado infantil a las familias de TUSD, si lo solicitan (Fecha límite, 04 de octubre de 2013)
- ◆ Se les servirá desayuno continental y almuerzo

NUNCA ES DEMASIADO TEMPRANO PARA COMENZAR A PLANEAR PARA EL COLEGIO/UNIVERSIDAD O PARA UNA CARRERA

Los temas incluyen:

- ◆ Extensión Académica de University of Arizona
- ◆ Pima Community College
- ◆ Apoderando a la juventud y Desarrollando Líderes
- ◆ Que esperar de un atleta estudiante de Colegio/ Universidad
- ◆ Tu Carrera soñada. Cómo obtenerla
- ◆ Cantemos un “Rap”; “Kid Kollege”
- ◆ Cómo calificar para Becas
- ◆ Aprenda más sobre la transición y la vida después de la escuela secundaria
- ◆ ¡ y mucho más!

¿Preguntas? Llame a los Servicios Multiculturales Estudiantiles de TUSD 225.6247 o al 225.6229

Confirme su asistencia llenando y entregando a:

Multicultural Student Services, 1010 E 10th Street, Room 234 o en línea a tusdi.org/parentu

INFORMACIÓN:

La fecha límite de inscripción es el 11 de octubre de 2013

Padres: _____ # de teléfono _____ Correo Electrónico: _____

Estudiante: _____ Nombre de la Escuela: _____

Estudiante: _____ Nombre de la Escuela: _____

Estudiante: _____ Nombre de la Escuela: _____

Número de Invitados: (almuerzo) _____

¿Necesita Interprete? S o N (indique) Idioma: _____

¿Necesita cuidado infantil?: S o N (indique) # de (pequeños): _____ # de niños de 1-5 años _____

USP V.F. 1.m

Los estudiantes de 6-10 años asistirán a “Kid Kollege;” Los estudiantes de 11 años en adelante, asistirán a los talleres



Multicultural Symposium:

Building Relationships, Valuing Cultures

Purpose: Systemically address the achievement gap and issues of intercultural proficiency through professional development focused on best practices related to culturally relevant pedagogy, diversity and learning.

Objective: Participants will be empowered and better equipped to create a culturally proficient learning environment.

Partnership: Cross-departmental collaboration to support the professional development needs of TUSD employees in response to the Post Unitary Plan.

Who: Teachers, administrators and support services are invited to participate as attendees or presenters.

What:

4th Annual Multicultural Symposium:
Building Relationships, Valuing
Cultures

When:

Thursday, March 6, 2014

Where:

Rincon/University High School
421 N Arcadia Avenue, 85711

Time:

4:30 p.m. – 6:30 p.m.

Larry Brimmer



Larry Dane Brimmer is the author of more than 155 books for children and young adults. He writes everything from nonfiction books about science, history, and technology to fiction picture books and early readers about characters like Old Armadillo, Country Bear, and a hog-riding grandmother to chapter books about the adventures and misadventures of young characters. Although he is known for his award-winning nonfiction titles: *We Are One: The Story of Bayard Rustin*, *Birmingham Sunday* and *Black and White*; he admits that fiction, especially picture book fiction, is probably his first love. He also still dabbles in poetry. In addition to writing, Larry visits schools to present his "Take a Notion" programs. He has visited schools all over the United States, as well as Department of Defense Schools and International Schools in Europe and South America. In this program he demonstrates how he has taken a factual incident and transformed it into a fictional story. With older children, he also talks about nonfiction: how to research it and how to add punch to the writing of it.

WHERE

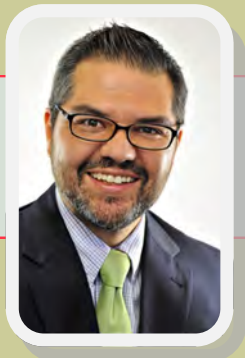
Northwest Neighborhood Center/Donna Liggins Center

2160 N. Sixth Ave. Tucson, Arizona 85701

Meet and Greet with TUSD's New Superintendent and Deputy Superintendent



Dr. H.T. Sanchez



Dr. Adrian Vega

TIME

6:30 pm

Please join us for ice cream and peach cobbler as we welcome TUSD's new Superintendent, Dr. H.T. Sanchez and Deputy Superintendent, Dr. Adrian Vega.

DATE

Thursday, September 12, 2013





Tucson Celebrates the Life of Nelson Mandela



1918 - 2013

The Tucson Southern Arizona Black Chamber of Commerce joins with, TUSD's African American Student Services, Tucson Chapter NAACP, and Mount Calvary Missionary Baptist Church's Social Justice Ministry to proudly host a Memorial Tribute to President Nelson Mandela. Recognizing his contributions to the world in the areas of Civil Rights and Non-violence that have has profound effects.

We invite you to join us to reflect on your own remembrances of this Great Man. We thank him for his deep personal sacrifice, commitment to nonviolence, and the impact his life had on all of our lives.

Mount Calvary Missionary Baptist Church

210 E. Lester

Tucson, AZ 85705

Pastor LaBryant Friend

Tuesday December 17, 2013

6:00PM

Questions regarding this memorial service can be directed to Mr. Jimmy Hart, (520) 225-6247 or, Jimmy.Hart@tusd.org TUSD African American Student Services; and Mrs. Diane Barrett, (520) 624-3813 or, admin@mtcalvarytucson.org Mount Calvary Missionary Baptist Church.

Clarence Boykins
TSABCC
President & CEO
clarence540@tsabcc.org





A Legacy of Excellence Scholarship Banquet

Tucson Unified School District

The Legacy

*"Passing on the gift
of education to the
next generation."*

Event Committee

Jeffrey Sawyer, Chair
Elaine Buckner
Natalie Clark
Maiola Coleman
Richard Langford
Marilyn McGlory
Lee Simpson
Shani Stewart
Jimmy Hart,
Director of
African American
Student Services

A Legacy of Excellence Scholarship Banquet

P. O. Box 65049
Tucson, Arizona 85728

For more information or
to purchase tickets,
contact Jeffrey Sawyer,
Committee Chair at
(520) 609-7943
Email:

jeffrey.sawyer@tusd1.org

*Benefitting African American
Graduating Seniors of the
Tucson Unified School District*

Saturday, May 3, 2014

6:00 p.m.

**Loews Ventana Canyon Resort
7000 N. Resort Drive
Tucson, Arizona 85750**

\$70 per person

(\$34 of the ticket price is tax deductible)

Formal Dinner, Dancing, Silent Auction

- ◇ *Live music by ForTheLuvvaMusic!!
Featuring Mark and Arlette Willis*
- ◇ *Dance music by DJ Kansas City*
- ◇ *Silent Auction sponsored by Zeta Phi Beta
Sorority, Inc.*



Keynote Speaker:

*Robert A. (Bob) Elliott,
Owner/President of Elliott
Accounting*

***Stewardship of Inspiration Award Recipients will be honored at this event.**

Jacqueline Woodson

Please join us for a guest lecture provided by Jacqueline Woodson. Ms. Woodson is an American writer of children's books. Her book, *Miracle's Boys*, won the Coretta Scott King Award in 2001.

Thursday, March 13, 2014

6:00 pm—7:30 pm

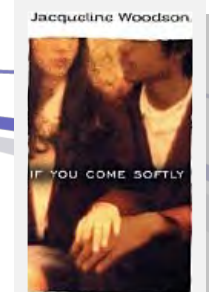
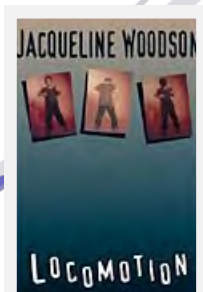
Booth-Fickett Magnet
Cafeteria

450 S. Montego Dr. (Kolb between
Broadway and 22nd Street)
Tucson, AZ 85710



Born on February 12, 1963, in Columbus, Ohio, Jacqueline Woodson grew up in Greenville, South Carolina and Brooklyn, New York and graduated from college with a B.A. in English. A former drama therapist for runaways and homeless children in New York City, she now writes full-time. She has received The Kenyon Review Award for Literary Excellence in Fiction and most recently, three Coretta Scott King Honor books. Though she spends most of her time writing, Woodson also enjoys reading the works of emerging writers and encouraging young people to write, heated political conversations with her friends, and sewing. Jacqueline Woodson currently resides in Brooklyn, New York. Her books for young readers include *Locomotion* (2003); *Miracle's Boys* (2000); *If You Come Softly* (1998); *The House You Pass on the Way* (1997); and *From the Notebooks of Melanin Sun* (1995). Her new book *Hush* is a National Book Award finalists.

TUSD
African American Student Services



Summer Programs 2014

The University of Arizona
 ~ Partial List compiled by the Office of Early Academic Outreach ~

<http://eao.arizona.edu/summer>

Please contact the summer program of your choice to acquire detailed information about these opportunities. Space is limited in most programs; therefore, students should apply as soon as possible. The information below may have changed since the time of printing.

Name	Cost	Age Group	Description	Dates	Contact
Algebra Academy	Varies	Grade 9	Five week summer program designed to introduce students to algebraic concepts via hands-on activities. In addition, students will participate in high school, college and career preparation workshops.	June	UA Early Academic Outreach 520/626-2300
Arizona Youth University	Depends on program choice; Scholarships and discounts are available. \$115-\$435	Grades 3 – 12	Summer enrichment classes that explore a wide variety of subject areas. Lunch is not provided. Spaces are available on a first come, first served basis. http://ce.arizona.edu/youth	June4– July 20	Allen Robin 520/621-7724 520/626-5144
Astronomy Camp	\$975-\$995 Some scholarships and financial aid available	Beginning Camp Ages 12– 15 Advanced Camp Ages 14-19	Students learn about how science and engineering apply to astronomy. Participants develop scientific skills of experimentation and data collection and have the opportunity to work with telescopes. Possibilities for future careers in the field are explored as well. Spaces are available on a first come, first served basis. www.astronomycamp.org	Different dates are available-see website Beginning Camp June 3-9 Advanced Camp June 18-26	Dr. Don McCarthy 520/621-4079 dmccarthy@as.arizona.edu
Business Careers Awareness Program (BCAP)	Free	Grade 11	Students learn about the fields of accounting, finance, and economics, preview classes, tour accounting firms in Phoenix and Tucson, and compete for UA book scholarships. Students will live in a residence hall. Deadline Date: March 31, 2014	June 1-6	Katie Maxwell 520/621-2620 bcap@eller.arizona.edu
DigiDudes and TechDivas Summer Camps	\$250 Some scholarships and discounts are available	Grades 3 - 8	Join other campers as you create your own business or non-profit, while learning how to use technology for success. By the end of camp you will be able to open up shop. Not only does the Technology camp provide a healthy learning environment for boys and girls alike to learn about technology, the campers will be able to enjoy outdoor games, campus tours, and crafts. Most importantly, our goal is to teach campers about technology in their lives, and	Grades 3 – 5 Camp 1: June 3 – 7 Camp 2: June 17 – 21 Grades 6 – 8 Camp 3: June 10– 14 Camp 4: June 24 – 28	gillett@email.arizona.edu (214)-668-3562 Chris Gillett

Name	Cost	Age Group	Description	Dates	Contact
			prepare them to use computers, photography, and the internet to enrich their education.		
LEAD Business Leadership Education and Development	\$2100 for 3 week program \$2800 for 4 week program + Travel + Fees Some need-based scholarships available.	Grade 11	Three or four week program that introduces high school juniors to careers in business. Participation is selective. Students attend programs at Summer Business Institutes (SBI's) outside of Arizona including: University of Pennsylvania and Dartmouth College. www.leadprogram.org Application Deadline: February 5, 2014	June / July/August	LEAD info@leadprogram.org
Med-Start Summer Program	Approx. \$2,100 Varies on income Includes registration fees, meals, residence hall, books and supplies. Financial aid available.	Between Grade 11 and 12	Academic summer program for low income, minority and first generation college-bound students interested in health careers. Participants prepare for college through classes and explore careers opportunities. Only 40-60 students accepted per year. Apply online. www.medstart.arizona.edu Application Deadline: February 1, 2014	Tucson & Phoenix June 2- July 6 June 2- July 13	Alma Aguirre-Cruz 520/621-5531 1-800-841-5948 aaquirre@email.arizona.edu Jeannie Carlisle jcarlisle@email.arizona.edu
New Start Summer Program	\$798--931 Financial Aid is available	Graduating high school seniors who are admitted to the UA.	Six-week academic summer program designed to orient students to campus in hope of a successful transition from high school to university life. Participants take UA courses and register for Fall classes. www.newstart.arizona.edu Application Deadline: April 1, 2014	June 6 – July 18	520/621-5773 newstart@email.arizona.edu
Summer Engineering Academy	\$500 Includes materials, room and board. Some need-based scholarships available. \$15 non-refundable application fee	Session I Entering 9 & 10 Grades Session II & III Entering 11 & 12 Grades	One-week residential camp at the University of Arizona which encourages students to investigate careers available in engineering. Application Deadline: May 1, 2014.	Session I June 1-6 Session II June 8 –13 Session III June 15 – 20	Cecilia Gaxiola 520/621-6032 gaxiola@email.arizona.edu
Summer Engineering Robotics Camp	\$350 Non- residential Some need-based scholarships available	Grades 7-8	The fundamental idea behind the Summer Engineering Robotics Camp is to show prospective engineers exactly how an idea becomes reality. Students will build robots from Lego Mindstorm kits and compete in design team challenges testing their models for speed, endurance and other technological abilities.	June 10-14	Cecilia Gaxiola 520/621-4018 gaxiola@email.arizona.edu

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Programas de Verano 2014
La Universidad de Arizona
~ Lista Parcial ~

<http://eao.arizona.edu/summer>

Favor de contactar al programa de verano de su preferencia para adquirir información más detallada sobre estas oportunidades. Se limita la cantidad de estudiantes aceptados para participar en estos programas. Por este motivo el estudiante debe de aplicar para los programas que le interesa lo más pronto posible. Esta información pudo haber cambiado desde el tiempo que se imprimió.

Nombre	Costo	Edad	Descripción	Fechas	Contacto
Algebra Academy Academia de Algebra	Los costos varían cada año.	Grado 9	Un programa de cuatro semanas diseñado para presentar conceptos de algebra por medio de diversas actividades. Los estudiantes también participarán en talleres que los preparan para la high school, el colegio y careras.	Junio	UA Early Academic Outreach 520/626-2300
Arizona Youth University Universidad Para la Juventud de Arizona	Depende en la selección del programa. Hay becas y descuentos disponibles. \$115-\$435	Grados 3 – 12	Clases de enriquecimiento que exploran una variedad extensa de materias. El almuerzo no está incluido. Espacios disponibles son limitados. Los primeros en entregar su solicitud serán los seleccionados para el programa.	4 de junio – 20 de julio	Allen Robin 520/626-7724 520/626-5144
Astronomy Camp Campamento Astronómico	\$975-\$995 Algunas becas y ayuda financiera son disponibles	Campamento principiante Edades 12 – 15 Campamento Avanzado Edades 14-19	Los estudiantes aprenden cómo la ciencia y la ingeniería se aplican en la astronomía. Los participantes adquieren experiencia en experimentación y colección de datos. Carreras astronómicas son exploradas. El espacio es limitado. Los primeros en entregar su solicitud serán los seleccionados para el programa. www.astronomycamp.org	Las fechas varían Vea página en Internet Campamento principiante 3 de junio-9 de junio Campamento avanzado 18 de junio- 26 de junio	Dr. Don McCarthy 520/621-4079 dmccarthy@as.arizona.edu
Business Careers Awareness Program (BCAP) Programa de Conocimiento Sobre Carreras en Negocios	Gratis	Grado 12	Los estudiantes aprenderán sobre las carreras de contabilidad, finanzas y la economía. Asistirán a clases, visitarán agencias de contabilidad en Phoenix y Tucson, y competirán para becas de libros universitarios. Los estudiantes vivirán en un dormitorio.	1 de junio – 6 de junio	Katie Maxwell 520/621-3713 maxwellk@email.arizona.edu
DigiDudes y TechDivas Programas de Verano	\$250 Algunas becas y descuentos están disponibles.	Grados 3 - 8	Estudiantes crearán su propio negocio y aprenderán como usar tecnología para tener éxito. Los estudiantes también participarán en juegos al aire libre, en tours de la universidad y otras actividades. Nuestro propósito es enseñarles a los estudiantes sobre el uso de la tecnología en sus vidas y prepararlos para que usen	Grados 3 – 5 Sesión 1: 3 – 7 de junio Sesión 2: 17 – 21 de junio Grados 6 – 8	ugatorf@email.arizona.edu 520/621-2505 Matthew Goodwin mgoodwin@email.arizona.edu

Name	Cost	Age Group	Description	Dates	Contact
	\$10 Non-refundable application fee		Application Deadline May 3, 2014		
Honors Summer Academy	Approx. \$3,664.00 Some need-based scholarships available.	Grades 10, 11, 12	The Honors Summer Academy will provide students with the ability to take UA Honors College courses taught by Honors Faculty members. These interdisciplinary courses will include work in the humanities, arts, social sciences, and science. Students will also have the opportunity to live in a residence hall, participate in off-campus classes and field trips, and have structured study time. http://www.honors.arizona.edu/future-students/honors-summer-academy-0 Application deadline: April 15, 2014	June 15 – July 11	Honors Summer Academy The Honors College The University of Arizona (520) 621-6901
Summer Institute for Writing & Thinking Across the Curriculum	Free to underrepresented & economically disadvantaged students.	Grades 9, 10, 11	Helps students improve their writing abilities in all subject areas. 1/2 high school credit is available. Individual tutorials and writing workshops included. Application Deadline: April 25, 2014	June 30 – July 18	Dr. Donna Rabuck 520/621-5849 drabuck@u.arizona.edu
Summer Institute on Medical Ignorance	Free	Grade 11 & 12 Occasionally younger students are selected, but not the norm	Seven week paid summer research program in which students gain experience working in a laboratory and explore health careers at the UA College of Medicine. Attendance at seminars is mandatory. http://www.ignorance.medicine.arizona.edu/ Application Deadline: February 14, 2014	June 2– July 25	Marlys H. Witte 520/626-4181 msrp@u.arizona.edu 520/626-6360

Name	Cost	Age/Group	Description	Dates	Contact
	\$10 Non-refundable application fee		Application Deadline May 3, 2014		
Honors Summer Academy	Approx. \$3,664.00 Some need-based scholarships available.	Grades 10, 11, 12	The Honors Summer Academy will provide students with the ability to take UA Honors College courses taught by Honors Faculty members. These interdisciplinary courses will include work in the humanities, arts, social sciences, and science. Students will also have the opportunity to live in a residence hall, participate in off-campus classes and field trips, and have structured study time. http://www.honors.arizona.edu/future-students/honors-summer-academy-0 Application deadline: April 15, 2014	June 15 – July 11	Honors Summer Academy The Honors College The University of Arizona (520) 621-6901
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Nombre	Costo	Edad	Descripción	Fechas	Contacto
			computadoras, fotografía y el Internet para enriquecer su educación.	Sesión 3: 10 – 14 de junio Sesión 4: 24–28 de junio	
LEAD Business Leadership Education and Development Educación en Liderazgo de Negocios y Desarrollo LEAD	\$1,850 por 3 semanas \$2,100 por 4 semanas No incluye otros gastos como los que están asociados con viajar. Hay becas disponibles dependiendo de la necesidad del estudiante.	Grado 11	Un programa de tres o cuatro semanas que introduce a los estudiantes de minorías a diferentes carreras de negocios. La participación en este programa es selectiva. Los estudiantes participan en programas fuera de la Universidad de Arizona, como los de Dartmouth College y la Universidad de Pennsylvania. www.leadprogram.org La solicitud deberá ser entregada el 25 de junio, 2014	Junio / Julio/ Agosto	LEAD info@leadprogram.org
Med-Start Summer Program Med-Start Programa de Verano	Aprox. \$2,100 Incluye registración, comida, vivienda, libros, y materiales. Ayuda financiera dependiendo en la necesidad del estudiante está disponible.	Grado 11 y 12	Un programa académico de cinco semanas para estudiantes de minorías, con bajos ingresos, y de primera generación interesados en carreras médicas. Participantes se preparan para el colegio por medio de estas clases y exploran carreras médicas. Sólo se aceptan 40-60 estudiantes por año. www.medstart.arizona.edu La solicitud deberá ser completada por el internet el 1 de febrero, 2014	Tucson y Phoenix 2 de junio - 6 de julio 2 de junio- 13 de julio	Alma Aguirre Cruz 520/621-5531 1-800-841-5948 aaguirri@email.arizona.edu Jeannie Carlisle jcarlisle@email.arizona.edu
New Start Summer Program Programa de Comienzos Nuevos de Verano	\$730-\$850 Ayuda financiera está disponible.	Para estudiantes recién graduados de la high school que han sido admitidos a la Universidad de Arizona	Un programa académico de seis semanas diseñado para orientar y preparar a los estudiantes para la vida universitaria en la Universidad de Arizona. Los participantes toman cursos universitarios y se registran para las clases de otoño. www.newstart.arizona.edu La solicitud deberá ser entregada el 1 de abril, 2014	6 de junio – 18 de julio	520/621-5773 newstart@email.arizona.edu
Summer Engineering Academy Academia de Ingeniería de Verano	\$500 Incluye vivienda, libros, y útiles. Hay becas disponibles dependiendo en la necesidad del estudiante. Se requiere una cuota de \$15 con la entrega de la solicitud	Sesión I Ingresados al los grados 9 y 10 Sesión II y III Ingresados a los grados 11 y 12	Un programa residencial en la Universidad de Arizona de una semana donde los estudiantes exploran las posibilidades de carreras en ingeniería. La solicitud deberá ser entregada el 3 de mayo del 2014	Sesión I 1 – 6 de junio Sesión II 8 – 13 de junio Sesión III 15 – 20 de junio	Cecilia Gaxiola 520/621-4018 gaxiola@email.arizona.edu

Nombre	Costo	Edad	Descripción	Fechas	Contacto
Summer Engineering Robotics Camp Verano de ingeniería robótica de campo	\$350 No residencial Hay becas disponibles dependiendo en la necesidad del estudiante. Se requiere una cuota de \$10 con la entrega de la solicitud	Grados 7-8	La idea fundamental detrás del Campamento de Verano de Ingeniería Robótica es para demostrar a futuros ingenieros exactamente cómo una idea se puede convertir en realidad. Los estudiantes construyen robots con equipos de Lego Mindstorms y completan en un equipo de diseño con retos a prueba sobre sus modelos para la velocidad, la capacidad tecnológica y de otro tipo de resistencia.	10 de junio- 14 de junio	Cecilia Gaxiola 520/621-4018 gaxiola@email.arizona.edu
Honors Summer Academy Academia de Verano de Honores	Approx. \$2,000 Hay becas disponibles dependiendo en la necesidad del estudiante.	Grados 10, 11 y 12	Un programa de verano diseñado para estudiantes con un alto nivel académico. Las clases son enseñadas por maestros en el colegio de honores en la Universidad de Arizona. Las clases ofrecidas incluyen trabajo en las humanidades, las artes, los estudios sociales, y la ciencia. Estudiantes podrán vivir en los dormitorios, participar en paseos, y se les proveerá tiempo para estudiar. http://www.honors.arizona.edu/future-students/honors-summer-academy-0	15 de junio – 11 de julio	The Honors College The University of Arizona (520) 621-6901 soe@email.arizona.edu
Summer Institute for Writing & Thinking Across the Curriculum Instituto de Verano para Escribir y Pensar a través del Currículo	Gratuito para los estudiantes de minorías y para estudiantes de bajo recursos.	Grados 9, 10, 11	Ayuda a los estudiantes mejorar sus habilidades de escritura. 1/2 crédito de high school está disponible para los participantes. Tutores individuales y talleres de escritura incluidos. La solicitud deberá ser entregada el 26 de abril del 2014	30 de junio-18 de julio	Dr. Donna Rabuck 520/621-5849 drabuck@u.arizona.edu
Summer Institute on Medical Ignorance Instituto de Verano sobre La Ignorancia Médica	Gratuito	Grados 11 y 12 Ocasionalmente estudiantes más chicos son seleccionados pero no es la norma.	Un programa de siete semanas donde se les paga a los estudiantes por mientras ellos obtienen experiencia trabajando en el laboratorio y obtienen información sobre carreras medicas por medio del colegio de medicina de la Universidad de Arizona. Asistencia a los seminarios es requerida. www.ignorance.medicine.arizona.edu La solicitud deberá ser entregada el 14 de febrero del 2014	2 de junio – 25 de julio	Grace Wagner 520/626-6118 grace@u.arizona.edu 520/626-6360

Nombre	Costo	Edad	Descripción	Fechas	Contacto
Summer Engineering Robotics Camp Verano de Ingeniería robótica de campo	\$350 No residencial Hay becas disponibles dependiendo en la necesidad del estudiante. Se requiere una cuota de \$10 con la entrega de la solicitud	Grados 7-8	La idea fundamental detrás del Campamento de Verano de Ingeniería Robótica es para demostrar a futuros ingenieros exactamente cómo una idea se puede convertir en realidad. Los estudiantes construyen robots con equipos de Lego Mindstorms y compiten en un equipo de diseño con retos a prueba sobre sus modelos para la velocidad, la capacidad tecnológica y de otro tipo de resistencia.	10 de junio- 14 de junio	Cecilia Gaxiola 520/621-4018 gaxiola@email.arizona.edu
Honors Summer Academy Academia de Verano de Honores	Approx. \$2,000 Hay becas disponibles dependiendo en la necesidad del estudiante.	Grados 10, 11 y 12	Un programa de verano diseñado para estudiantes con un alto nivel académico. Las clases son enseñadas por maestros en el colegio de honores en la Universidad de Arizona. Las clases ofrecidas incluyen trabajo en las humanidades, las artes, los estudios sociales, y la ciencia. Estudiantes podrán vivir en los dormitorios, participar en paseos, y se les proveerá tiempo para estudiar. http://www.honors.arizona.edu/future-students/honors-summer-academy-0	15 de junio – 11 de julio	The Honors College The University of Arizona (520) 621-6901 soe@email.arizona.edu
Summer Institute for Writing & Thinking Across the Curriculum Instituto de Verano para Escribir y Pensar a través del Currículo	Gratuito para los estudiantes de minorías y para estudiantes de bajo recursos.	Grados 9, 10, 11	Ayuda a los estudiantes mejorar sus habilidades de escritura. 1/2 crédito de high school está disponible para los participantes. Tutores individuales y talleres de escritura incluidos. La solicitud deberá ser entregada el 26 de abril del 2014	30 de junio-18 de julio	Dr. Donna Rabuck 520/621-5849 drabuck@u.arizona.edu
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The Plan for College

Your quick guide to preparing for



**start!
now!**

startnow.arizona.edu
empiezhoy.arizona.edu



Plan A: The Direct Route

Assured admission to an Arizona university is as easy as 1, 2, 3!

1. Complete the Sweet 16



Every university has a set of courses you must complete to be eligible for admission to their school. In Arizona, we call these courses the "Sweet 16." These are the 16 classes you need to complete during

your four years in high school to guarantee admission to a university in Arizona. Because most high schools require 21-22 units to graduate, this should be really easy. Meet with your counselor regularly to ensure you take the right courses.

2. Be an Arizona Resident



You don't have to be an Arizona resident to attend an Arizona university. However, if you are a resident, the application process is much smoother. For most students, being an Arizona resident means graduating from an accredited

high school within the borders of the State of Arizona. That's it!

If you live near a border with another state, and your parents work in that state, your situation may be a little more complicated, and you should speak with a counselor soon to make sure you know how to proceed.

3. Graduate in the Top 25% of your Class



In most cases, if you have a 3.0 grade point average (GPA), or better, you should easily be admitted to an Arizona University. To guarantee admission, however, you should strive to graduate

in the top 25% of your high school class. This means that your GPA should be better than 75% of your class. If you graduate even higher (the top 15% or higher) you may also be eligible for university scholarships. The better the grades, the better your chances!



The Sweet 16

The 16 courses you should take in high school to guarantee university admission



4 Years of Math

Qualifying courses include algebra, geometry, trigonometry/algebra 2, pre-calculus, calculus, statistics, etc.



3 Years of Lab Science

Qualifying courses include biology, chemistry, physics, anatomy, etc.



2 Years of Social Science

Qualifying courses include world history, american history, government, arizona history, ethnic studies, etc.



4 Years of English

Qualifying courses include freshman through senior English, creative writing, advanced composition, etc.



2 Years of the Same Foreign Language

Qualifying courses include Spanish, French, German, Mandarin, Portuguese, Latin, etc.



1 Year of Fine Art

Qualifying courses include painting, photography, drama, orchestra, band, etc.



Plan B: The Scenic Route

Help admissions officers assemble the pieces of your admissions puzzle

Sometimes students don't meet the requirements for assured admission (see left page). This is completely fine, as most students do not meet all of these requirements. These students are reviewed in a different process, called comprehensive admission. This is a complete look at the whole student, which

means it is often better to have a well-rounded experience in high school. Below you will find some insights into the areas upon which you may be evaluated for admission. All students are also evaluated using some of this information for university merit-based scholarships.



Essays

Some applications (UA, ASU Barrett) give you an opportunity to write a short essay or personal statement. This is a chance to brag about your accomplishments and future plans.



Tests

Although Arizona universities do not require students to take standardized tests like the PSAT, SAT or ACT, good scores can definitely help your chances for admission and scholarships.



Honors & AP Courses

Taking more challenging courses generally makes your transcript look more attractive. Enroll in as many honors, AP or dual enrollment courses you feel you can handle while still earning good grades.



Leadership & Activities

Participation in clubs, sports or other activities can speak to your development as a leader. Choose your activities wisely, and commit to a few so you can gain valuable experience and recommendations.



Plan C: The Alternate Route

It may be best to start at a community college; learn how to get in and get out!

Don't feel ready for a university right after high school? No worries. Arizona community colleges may be the best route for you to prepare for a university education while also making progress toward your four-year degree. There are also programs where you can attend

both a university and a community college at the same time. There are a couple ways to ensure your time is transferrable at an Arizona university, but all methods always begin with a visit to an advisor at your community college.



AGECE

The Arizona General Education Curriculum (AGECE) is a series of 36 units (about 12 classes) that you can take to transfer to a university in Arizona. Because the community colleges have an agreement

with the universities, all units in these programs transfer to your new institution. There are three types of AGECEs, depending on the 4-year degree you want to attain: "A" for liberal arts majors, "B" for business majors, and "S" for science majors.



Associate's Degree

Another way to guarantee yourself admission as a transfer students is to complete an associate's degree. Although the number of transferrable units varies from program to program,

simply completing an associate's degree is your key to university admission. If you meet with an advisor at your community college, you can ensure as many units as possible transfer, and that your degree program is aligned with requirements at the university.

USP V.F.1.m

Your Plan for College

Track your own progress toward completing the most crucial step: the Sweet 16

Year in School	Freshman		Sophomore		Junior		Senior	
Term	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING
English (4) Composition, Literature, English I, II, III, IV, etc.								
Math (4) Algebra I, II, Geometry, Pre- calculus, Calculus, etc.								
Science (3) Biology, Chemistry, Physics, etc.								
Social Science (2) American History, World History, Government, etc.								
Foreign Language (2) Spanish, French, German, Latin, Mandarin, Arabic, etc.								
Fine Arts (1) Painting, Photography, Drama, Band, Orchestra, etc.								
Academic GPA* (16 units total)								

*When calculating your GPA, Arizona universities only use the courses you complete from the Sweet 16, and they do not use weighted grades.

Test	Science		Reading/Verbal		Math		Writing	
PSAT October of 10th and 11th grade	N/A	N/A	Test 1	Test 2	Test 1	Test 2		
SAT 11th or 12th grade	N/A	N/A	Test 1	Test 2	Test 1	Test 2		
ACT 11th or 12th grade	Test 1	Test 2	Test 1	Test 2	Test 1	Test 2		

For resources to help you prepare for college tests, check out:

www.number2.com
www.ineedapencil.com

www.actstudent.org/testprep
www.khanacademy.org/sat-math

sat.collegeboard.com/practice
www.mymaxscore.com (\$)

Web Guides



startnow.arizona.edu

This website provides college preparation information specific to Arizona's three public universities.

3 Minutes for College

If you have three minutes, then you have time for college. Our short videos (available on our site, YouTube, Vimeo and iTunesU) explain complex college preparation concepts in just 3 minutes. These videos are great for classes, college planning for families or personal learning.



Begin to Prepare

The information and connections you need to make your plan for going to college

Start to Apply

The tips and tricks for completing applications, securing letters of recommendation and taking tests

Find Money to Pay

The tools of the trade for securing financial aid, earning scholarships and choosing loans

Prepared by the Office of Early Academic Outreach at The University of Arizona - eao.arizona.edu

Pima County Resources

Emergency/ Hotlines/ Health Services/ Family Support

Mental Health Crisis/

Mobile Acute Crisis Response

Southern Arizona Mental Health Center

(SAMHC): 520-618-8600

Office: 520-622-6000 *Crisis Resource Center*

Emergency Shelter/DV/Sexual

Assault

Emerge Center Against Domestic Violence

520-795-8001

Southern AZ Center Against

Sexual Assault (youth)

Main office: 520-327-1171

24 hour CRISIS: 520-327-7273

Wingspan (LGBTQ)

(Youth and Adults)Anti-violence

English: 520-624-0348

24hr anti-violence Bi-Lingual line:

520-624-0348

Health Department

Pima County Health Department:

520-243-7770

Medical Clinic/ Medicine Man

Pascua Yaqui Health Dept: 520-243-5050

x: 6000

HIV/AIDS Info & Testing

Southern Arizona AIDS Foundation

(SAAF): 520-628-7223

Children's Services

Child Protective Services

888-SOS-CHILD

Parent/ Family Training

Jewish Family & Children's Services of
Southern Arizona
520-795-0300

Family Support Services

Survivors of Suicide
520-881-6632

Youth Shelter/ Safe House

Open Inn
520-670-9040

Native American Contacts

Tucson Indian Center
520-884-7131

Hot/ Warm Lines

National Suicide Prevention Lifeline: 1-800-273-TALK (8255)

~Crisis (Distress) Center

Suicide Prevention Resource Center: 1-877-438-7772

~Suicide Prevention Center

TeenLife Line: 1-800-248-TEEN (8336)

~Teen Line

National Domestic Violence Hotline: 1-800-799-SAFE (7233)

~Domestic Violence Hotline

Rape, Abuse & Incest National Network: 1-800-656-HOPE (4673)

~Sexual Abuse Hotline

ChildHelp National Hotline: 1-800-4-A-CHILD (800-422-4453)

~Child Abuse Hotline

911: Police, Emergency, Security

USP V.F.1.m

Parent/ Family Training

Jewish Family & Children's Services of
Southern Arizona
520-795-0300

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~Child Abuse Hotline

911: Police, Emergency, Security

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TUSD



PARENT UNIVERSITY:

"Changing Lives, Building Community"

Saturday, October 19, 2013

8:30 AM - 2:00 PM

**Pima Community College West Campus
2202 W Anklam Road, 85701**



- ◆ A special event that will strengthen our community
- ◆ Saturday is dedicated to YOU!
- ◆ Open to TUSD K-12 students and families
- ◆ Learn how TUSD can help your kids prepare for college and beyond
- ◆ Childcare provided for TUSD families upon request
(Deadline October 04, 2013)
- ◆ Continental breakfast and lunch will be provided

IT'S NEVER TOO SOON TO START PLANNING FOR COLLEGE OR A CAREER

Topics include:

- ◆ University of Arizona Academic Outreach
- ◆ Pima Community College
- ◆ Empowering Youth and Developing Leaders
- ◆ What to Expect as a College Student-Athlete
- ◆ Your Dream Career. How to Get to It!
- ◆ Let's Rap; "Kid Kollege"
- ◆ Qualifying for scholarships
- ◆ Learn more about transition and post-high school
- ◆ And more!

For questions, contact TUSD Multicultural Student Services **225.6247** or **225.6229**
RSVP by completing and submitting to:

Multicultural Student Services, 1010 E 10th Street, Room 234 or online at tusdl.org/parentu

CONTACT INFO:

Deadline for registration is October 11, 2013

Parent: _____ Phone # _____ Email: _____

Student: _____ Name of School: _____

Student: _____ Name of School: _____

Student: _____ Name of School: _____

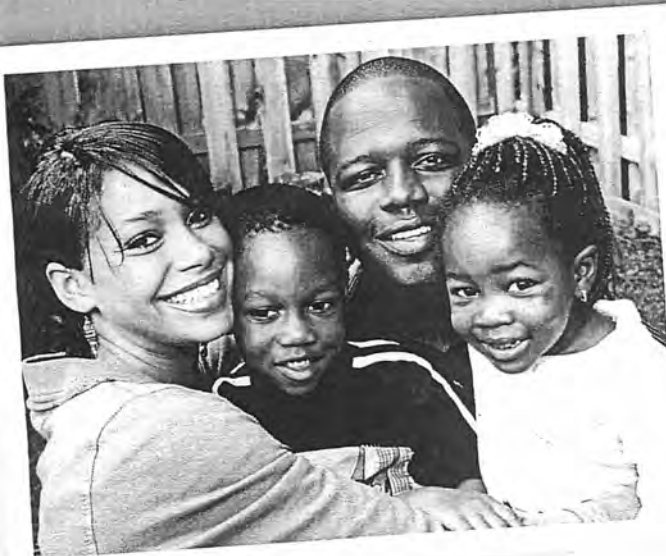
Number of Guests: (lunch) _____

Interpreter Needed: Y or N (circle) Language: _____

Daycare Needed: Y or N (circle) # of (Infants): _____ # of Children ages 1-5 _____

Students 6-10 year olds will attend "Kid Kollege;" Students 11 years and older will attend workshops

USP V.F.L.m



Parent University: *“Changing Lives, Building Community”*

Save the Date! Saturday, Oct. 19, 2013

8:30 a.m. (registration)

9:30 a.m. - 2 p.m. (event)

PCC West Campus, 2202 W. Anklam Road

Special guest speaker: Keith McIntosh,
PCC Vice Chancellor for Information Technology

- Open to families of TUSD students
- Participate in workshops just for you
- Continental breakfast and lunch provided

*Sponsored by TUSD Multicultural Student Services, Title 1 and
Pima Community College*

TUSD
Tucson Unified School District



PimaCommunityCollege

TUSD

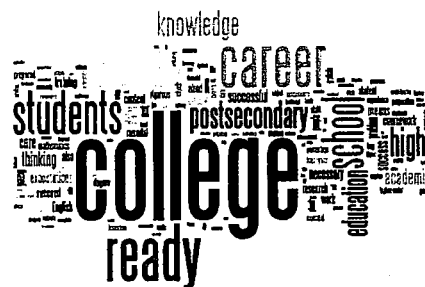
PARENT GUIDELINES

TO SUPPORT A STUDENT WITH ADVANCED ACADEMIC COURSES (AAC) (Advanced, Honors, GATE, IB, AP)*

What helps an AAC student outside the classroom?

Parents or guardians who do or are willing to...

- provide a consistent time and place for their student to complete homework.
- understand that this is a year-long commitment.
- remind student of the benefits of a rigorous course of study.
- encourage and support student; do not let their student quit when (s)he is challenged.
- assist their student in learning time management skills.
- support and understand the homework load as it may affect family trips, work, and/or sibling responsibilities.
- allow and encourage their student to attend tutoring.
- encourage their student to talk to their teachers.
- ask about their school day.
- read communications from the teacher and school and respond when necessary.
- have and utilize a TUSD Stats account in order to stay current with their student's progress.
- attend Open House, Conference Night, and/or special school events
- work with the school to help their student.



Will you offer that support? Will you help your student be college bound?

Yes! Then TUSD has courses and your student needs your encouragement. Have her/him enroll in AACs at school, support her/him, and unleash her/his potential! See your school for more information.

Not sure? Give it a try! Join your student and the AAC teacher to create a learning team that empowers your student. (S)he can be successful if (s)he has the work ethic and confidence to keep trying when things are unfamiliar or challenging. Why not talk to your student and/or a school counselor about these opportunities if you still aren't sure.

* GATE = Gifted and Talented Education; IB = International Baccalaureate; AP = Advance Placement

Advanced Learning Experiences | Tucson Unified School District | 1010 E. Tenth St. | Tucson, AZ
520-225-6426 | <http://www.tusd1.org/contents/distinfo/ale/index.asp>

HOMework HELP

FREE DROP-IN TUTORING FOR ALL AGES

ONLINE AND AT A CONVENIENT LOCATION NEAR YOU

August 2013 - May 2014

Online/en linea.....www.library.pima.gov/homeworkhelp

In English every day 2:00-11:00 pm. En Espanol diario 2:00-11:00 pm.



For more information, please call 520.791.4010.



Anza Trail School

15490 S. Rancho Sahuarita Boulevard
Sahuarita

Arivaca Community Center

16012 W. Universal Ranch Road
Arivaca

Canyon del Oro High School

25 W. Calle Concordia
Oro Valley
Call (520) 696-5710 for details

Caviglia-Arivaca Library

17050 W. Arivaca Road, Arivaca

Click Boys & Girls Club

1935 S. Columbus Blvd
Call (520) 300-5715 for details

Eckstrom Columbus Library

4350 E. 22nd Street

El Pueblo Library

101 W. Irvington Road

El Rio Library

1390 W. Speedway Blvd.

Flowing Wells Library

1730 W. Wetmore Road

Himmel Park Library

1035 N. Treat Avenue

Holmes Tuttle Boys & Girls Club

2585 E. 36th Street
Call (520) 622-0694 for details

Joel D. Valdez Main Library

101 N. Stone Ave

John Valenzuela Center

1550 S. 6th Ave

Joyner-Green Valley Library

601 N. La Canada Drive
Green Valley

Kirk-Bear Canyon Library

8959 E. Tanque Verde Road

Martha Cooper Library

1377 N. Catalina Avenue

Miller-Golf Links Library

9640 E. Golf Links Road

Mission Library

3770 S. Mission Road

Mission Manor Elementary School

600 W. Santa Rosa St.

Murphy-Wilmot Library

530 N. Wilmot Road

Oro Valley Library

1305 W. Naranja Drive
Oro Valley

Quincie Douglas Library

1585 E. 36th Street

Quincie Douglas Community Literacy Center

949 E. 35th St.

Roy Drachman Boys & Girls Club

5901 S. Santa Clara Avenue
Call (520) 741-9947 for details

Sahuarita Library

725 W. Via Rancho Sahuarita Rd
Sahuarita

Sahuarita Middle School

350 W. Sahuarita Road
Sahuarita

Salazar-Ajo Library

15 West Plaza #179
Ajo
Call 1-(520) 387-6075 for details

Sam Lena - South Tucson

1607 S. 6th Avenue

Santa Rosa Library

1075 S. 10th Avenue

Southwest Library

6855 S. Mark Road

Valencia Library

202 W. Valencia Road

Woods Memorial Library

3455 N. 1st Avenue



**CITY OF
TUCSON**



NEWS RELEASE

Contact: Sierra Davenport
Community Promotions and Marketing Manager
Parks and Recreation
520-837-8032
Sierra.Davenport@tucsonaz.gov

Date: 09/30/2013
TDD: 791-2639

FREE AFTER SCHOOL MEALS AT THE FREEDOM CENTER

The Community Food Bank of Southern Arizona announces the start of the after-school free meal program with Tucson Parks and Recreation. Meals will be served from 4:30 p.m. to 5:30 p.m. Monday through Friday for youth 18 and under at Freedom Center from October 2013 through May 2014. This program is sponsored by the USDA Child and Adult Care Food Program (CACFP). Meals will be made available to enrolled children at no separate charge without regard to sex, race, color, age, handicap or national origin.

If you would like to enroll your child in the program so that they can receive free meals, please fill out the program enrollment form. You can get this form at Freedom Center, 5000 E. 29th Street. If your child is not enrolled in the Youth or Teen Program, please contact the staff at Freedom Center to enroll, 520-791-4969.

For more information about the meal program please contact Anne Krepps, Child Nutrition Programs Manager at akrepps@communityfoodbank.org or call (520) 882-3285.

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If participants require an accommodation or materials in accessible format or require a foreign language interpreter or materials in a language other than English for any event, please call Tucson Parks and Recreation, 791-4873, at least five business days in advance

tucsonaz.gov

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USP V.F.1.m

DO YOU NEED MONEY FOR COLLEGE?

Federal Student Aid at a Glance 2014–15

WHAT is federal student aid?

Federal student aid comes from the federal government—specifically, the U.S. Department of Education. It's money that helps a student pay for higher education expenses (i.e., college, career school, or graduate school expenses).

Federal student aid covers such expenses as tuition and fees, room and board, books and supplies, and transportation. Aid also can help pay for a computer and for dependent care.

There are three main categories of federal student aid: grants, work-study, and loans. Check with your school's financial aid office to find out which programs the school participates in. Details about the federal student aid programs are on page 2 of this document.

WHO gets federal student aid?

Our most basic eligibility requirements are that you must

- demonstrate financial need (for most programs—to learn more, visit StudentAid.gov/how-calculated);
- be a U.S. citizen or an eligible noncitizen;
- have a valid Social Security number;
- register (if you haven't already) with Selective Service, if you're a male between the ages of 18 and 25;
- maintain satisfactory academic progress in college or career school; and
- show you're qualified to obtain a college or career school education by
 - having a high school diploma or General Educational Development (GED) certificate or
 - completing a high school education in a home-school setting approved under state law.

Find more details about eligibility criteria at StudentAid.gov/eligibility.

HOW do you apply for federal student aid?

1. Complete the *Free Application for Federal Student Aid* (FAFSASM) at www.fafsa.gov.

If you need a paper FAFSA, you can get one from

- our website at www.fafsa.gov, where you can download a PDF, or
- our ED Pubs distribution center at www.edpubs.gov or toll-free at 1-877-433-7827.

For the 2014–15 award year, the FAFSA is available from Jan. 1, 2014, to June 30, 2015. But you need to apply as soon as you can! Schools and states often use FAFSA information to award nonfederal aid. Their deadlines are usually early in the year. You can find state deadlines at www.fafsa.gov or on the paper FAFSA. Check with the schools you're interested in for their deadlines.

2. Review your *Student Aid Report*. After you apply, you'll receive a *Student Aid Report*, or SAR. Your SAR contains the information reported on your FAFSA and usually includes your Expected Family Contribution (EFC). The EFC is an index number used to determine your eligibility for federal student aid. Review your SAR information and make any corrections or changes, if necessary. The school(s) you list on your FAFSA will get your SAR data electronically.

3. Contact the school(s) you might attend. Make sure the financial aid office at each school you're interested in has all the information needed to determine your eligibility. If you're eligible, each school's financial aid office will send you an aid offer showing the amount and types of aid (from all sources) the school will offer you. You can compare aid offers from the schools to which you applied and see which school is the most affordable once financial aid is taken into account.

Federal Student Aid

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U.S. DEPARTMENT of EDUCATION

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the AMERICAN MIND®

HAVE QUESTIONS?

Contact or visit the following:

- StudentAid.gov
- a college financial aid office
- studentaid@ed.gov
- 1-800-4-FED-AID (1-800-433-3243) toll-free
- 1-800-730-8913 (toll-free TTY for the hearing impaired)

Federal Student Aid Programs 2014–15

DO YOU NEED MONEY FOR COLLEGE?
Page 2 of 2

Program	Type of Aid	Program Details	Annual Amount
Federal Pell Grant	Grant: does not have to be repaid	For undergraduates with financial need who have not earned a bachelor's or professional degrees; in some cases, however, a student enrolled in a postbaccalaureate teacher certification program might receive a Federal Pell Grant. A student can receive a Federal Pell Grant for no more than 12 semesters or the equivalent (roughly six years).	Up to \$5,645 for the 2013–14 award year For the 2014–15 award year amount, visit StudentAid.gov/pell-grant .
Federal Supplemental Educational Opportunity Grant (FSEOG)	Grant: does not have to be repaid	For undergraduates with exceptional financial need; Federal Pell Grant recipients take priority; funds depend on availability at school.	\$100–\$4,000
Teacher Education Assistance for College and Higher Education (TEACH) Grant	Grant: does not have to be repaid unless student fails to carry out service obligation, in which case student must repay TEACH Grant as Direct Unsubsidized Loan with interest accrued (accumulated) from date grant was disbursed (paid out to student)	For undergraduate, postbaccalaureate, and graduate students who plan to become teachers; recipient must sign Agreement to Serve saying he or she will teach full-time in a high-need field for four complete years (within eight years of completing the academic program) at an elementary school, secondary school, or educational service agency serving children from low-income families.	Up to \$4,000
Iraq and Afghanistan Service Grant	Grant: does not have to be repaid	For students who are not Pell-eligible due only to having less financial need than is required to receive Pell funds; whose parent or guardian died as a result of military service in Iraq or Afghanistan after the events of 9/11; and who, at the time of the parent's or guardian's death, were less than 24 years old or were enrolled at least part-time at an institution of higher education. A student can receive an Iraq and Afghanistan Service Grant for no more than 12 semesters or the equivalent (roughly six years).	Up to \$5,238.56 for the 2013–14 award year For the 2014–15 award year amount, visit StudentAid.gov/Iraq-Afghanistan .
Federal Work-Study	Money earned while attending school; does not have to be repaid	For undergraduate and graduate students; jobs can be on campus or off campus; students are paid at least federal minimum wage; funds depend on availability at school.	No annual minimum or maximum amounts
Federal Perkins Loan	Loan: must be repaid with interest	For undergraduate and graduate students with exceptional financial need; must be repaid to school that made the loan; 5% interest rate.	Undergraduate students: up to \$5,500; graduate and professional students: up to \$8,000
Direct Subsidized Loan	Loan: must be repaid with interest	For undergraduate students; U.S. Department of Education pays interest while borrower is in school and during grace and deferment periods; student must be at least half-time and have financial need; 3.86% interest rate for new loans made on or after July 1, 2013, and before July 1, 2014; visit StudentAid.gov/interest for latest information on interest rates. First-time borrowers may not receive this type of loan for more than 150% of the length of their program of study; and U.S. Department of Education may stop paying their interest if they exceed that limit.	Up to \$5,500 depending on grade level
Direct Unsubsidized Loan	Loan: must be repaid with interest	For undergraduate and graduate students; borrower is responsible for all interest; student must be at least half-time; financial need is not required; 3.86% (undergraduate) and 5.41% (graduate or professional) interest rates for new loans made on or after July 1, 2013, and before July 1, 2014; visit StudentAid.gov/interest for latest information on interest rates.	Up to \$20,500 (less any subsidized amounts received for same period), depending on grade level and dependency status
Direct PLUS Loan	Loan: must be repaid with interest	For parents of dependent undergraduate students and for graduate or professional students; borrower is responsible for all interest; student must be enrolled at least half-time; financial need is not required; 6.41% interest rate for new loans made on or after July 1, 2013, and before July 1, 2014.	Maximum amount is cost of attendance minus any other financial aid student receives.

Note: The information in this document was compiled in fall 2013. For updates or additional information, visit StudentAid.gov.

Printed: December 2013

Federal Student Aid
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LOOKING FOR MORE SOURCES OF FREE MONEY?

Try StudentAid.gov scholarship tips on where to look and for a link to a free online scholarship search.

Federal Student Aid Programs 2014–15

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HOW YOU CAN HELP IMPROVE YOUR CHILD'S EDUCATION

Set clear expectations

- Let your child know you expect him or her to go to college—nothing less.

Be an advocate at school

- **Meet with your child's teachers and counselor.** Together, map a course of study that prepares your child for college. Ask to see your child's schedule and transcript to be sure your child is taking college-prep courses, including honors, Advanced Placement, and dual enrollment if available. It is never too early to plan for college—as early as middle school—and it is important to let the school know you expect your child to attend college.
- **Get a copy of the state academic standards for each subject**, and make sure you know what your child should be learning. Look at your child's homework and ask for a syllabus or outline of the work your child will receive during the year. If you're alarmed after comparing the state standards with the syllabus or outline or the homework, discuss your concerns with the teacher and principal. For more information, see our homework guide at www.edtrust.org.
- If your child struggles in a specific subject, **ask the teacher or principal about a plan to help your child learn.** (Beware if they lack a plan or tell you not to worry.) Insist your child receive appropriate extra help through tutoring, after-school support, and lunch-time support—whatever it takes.
- **Check with the principal to find out whether your child's teachers are certified** to teach a specific subject and their number of years of experience. If you're dissatisfied, ask for a different teacher.
- **Ask the principal for data** to find out how the school's African-American students score on tests, how many graduate, and how many go on to college. If your child's school is doing poorly, reach out to other parents and express your concerns collectively.

Be an advocate at home

- **Find out the high school course requirements** for competitive four-year colleges that interest you and your teenager. Check the admissions page on the college's Web site for this information as well as www.collegeboard.org. And find out whether your state requires any extra courses for graduation (such as health, physical education, and art).
- **Learn all you can about college financial aid.** Students and parents often overestimate the costs and underestimate the amount of available financial aid. Use the FAFSA4caster to receive an early estimate of how much federal student aid your child is eligible for: <https://fafsa4caster.ed.gov>.
- **Find out which colleges offer your child the best chances of success.** Visit College Results Online, www.collegeresults.org, to compare different colleges' graduation rates and to find those with a strong track record of graduating African-American students.
- **Find outside help to navigate the college admissions process.** Many libraries, community centers, and colleges themselves offer help to students and parents, including help filling out college application and financial aid forms.



**BECOME AN INVOLVED PARENT.
YOU CAN MAKE A DIFFERENCE FOR YOUR CHILD.**

ABOUT THE EDUCATION TRUST

The Education Trust promotes high academic achievement for all students at all levels—pre-kindergarten through college. We work alongside educators, parents, policymakers, and community and business leaders across the country to help transform schools and colleges into institutions that serve all students well. Lessons learned in these efforts, together with unflinching data analyses, shape our state and national policy agendas. Our goal is to close the gaps in opportunity and achievement that consign far too many young people—especially those who are black, Latino, American Indian, or from low-income families—to lives on the margins of the American mainstream.

This publication is made possible through the generous support of the Annie E. Casey Foundation.



The Education Trust

1250 H STREET, N.W., SUITE 700, WASHINGTON, D.C. 20005
P 202/293-1217 F 202/293-2605 WWW.EDTRUST.ORG

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A GUIDE FOR AFRICAN-AMERICAN PARENTS

How to Help Your Child Prepare for College and Career



The Education Trust

THIS GUIDE SHOWS YOU

- Why your child needs to prepare for college and a career
- How to tell if your child's school has college-ready academic standards
- The special hurdles facing African-American students
- How to be an effective advocate for your child.

The adolescent years often bring stormy weather for teens and parents alike. When you're arguing over grades, dates, chores, or simple respect, it's easy to lose sight of long-term goals that could secure your child's future. But now's the time to plan for success.

Just as President Obama has set a goal of returning America to world leadership in college attendance, you and your family need to focus squarely on the road to opportunity for your child: a rigorous high school academic program that leads not just to college admission but to college success as well.

Because equality for our kids remains a work in progress, African-American parents must be prepared to stand up for their child's right to a good education. And that means helping them get the classes they need now for success beyond high school.

The adolescent years often bring stormy weather for teens and parents alike. When you're arguing over grades, dates, chores, or simple respect, it's easy to lose sight of long-term goals that could secure your child's future. But now's the time to plan for success.

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HELP YOUR CHILD PREPARE FOR COLLEGE AND A CAREER

Consider this: In 1950, 60 percent of jobs were filled by unskilled workers, but by 2005, just 14 percent of jobs fell into this category. Today, even fewer jobs exist for people without education beyond high school. What's more, many entry-level jobs that don't require a college degree require the same skills all colleges require—an ability to speak and write clearly—and many occupations that may not require a bachelor's degree nevertheless demand high-level math and science skills.

For example, plumbers and construction workers nowadays need four or five years of apprenticeship or training. They need to be able to understand complex technical manuals and solve problems that often involve applying skills in mathematics, physics, or statistics.

College graduates have access to many more jobs and are less likely to be unemployed than those with a high school diploma. Young people with college degrees are more likely to get a job with such benefits as health insurance, a retirement fund, paid vacations, and disability insurance. And according to the latest Census Bureau data, college grads on average earn far more annually as well:

- College diploma: \$56,788
- High school diploma: \$31,071
- No high school diploma: \$20,873

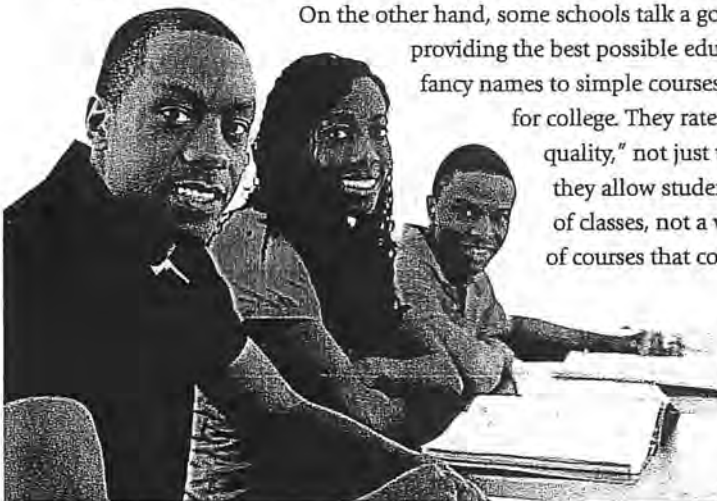
Over a lifetime, the difference in salary between a high school graduate and a college graduate amounts to nearly \$1 million. So it just makes good sense to help your child prepare now for college and a career.

IS YOUR CHILD'S SCHOOL FOCUSED ON SUCCESS BEYOND HIGH SCHOOL?

Today, many schools have exactly the right goal: educating all students for college and a career. These schools have high expectations. They hire the best teachers they can find. They've developed rigorous curricula and offer demanding courses. And teachers give students challenging assignments. No one makes excuses for low achievement; instead, principals and teachers work hard to give each student what he or she needs to succeed.

On the other hand, some schools talk a good game but are not really providing the best possible education. These schools give fancy names to simple courses that don't prepare kids for college. They rate all their teachers "high quality," not just the very best ones. And they allow students to take a hodgepodge of classes, not a well-planned sequence of courses that colleges expect students to master.

No matter where you live,



you need to know the courses that can help your child get into college—and meet academic expectations once they enroll. Some states require all students to take college-prep courses to graduate, but many have mismatching requirements for high school graduation and college admission.

Remember, research clearly shows that the best predictor of college success is a rigorous high school program of study. So as you help your child explore options for college, you might find the college's catalogue or Web site lists courses like this:

Content Area	Common courses for college admission and success
English (4)	Four years of English
Math (4)	Algebra 1, Geometry, Algebra 2, and high-level math in 12th grade
Science (3)	At least three years with labs (typical courses include Biology, Chemistry, Physics)
Social Studies (3)	Typical courses include World History, American History, Civics, Economics
World Language (2)	At least two years of a second language in sequence (i.e., Spanish 1, Spanish 2)

Speak with your child's principal and teachers to find out whether the school really offers a college and career-ready curriculum. And make sure your child enrolls in the required classes and makes steady progress in earning the right credits needed to get into college—and succeed once there.

AFRICAN-AMERICAN STUDENTS FACE SOME TOUGH CHALLENGES

Given lingering racism in this country, you won't be surprised to learn this: African-American students are much less likely than white students to have the most qualified teachers—the ones with the most experience and greatest expertise in the subject matter.

And many African-American students go to schools that do not even offer some of the high-level courses necessary for admission to the best colleges. This is a terrible injustice. The tragic consequence is that African-American graduates are nearly half as likely to finish high school with a rigorous academic diploma as white students.

The best schools encourage all students to aspire to the most challenging courses. Then they provide plenty of academic support for those struggling with assignments, and they don't lower standards. This support includes concentrated help on specific skill sets during the school day and extended-day options.

HOW YOU CAN BE AN EFFECTIVE ADVOCATE FOR YOUR CHILD

Until every school gives all students an education that prepares them for college and a career, African-American parents will have to fight for their children's future, class by class, teacher by teacher, and school by school. Your child deserves nothing less.

A strong high school education is a legacy that lasts, a gift that can propel your child on a journey of independence. When equipped with the learning today's world demands, our young people can begin to truly live their dreams.

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COLLEGE KNOWLEDGE

"College Knowledge" is a special edition of the African American Student Services Department's newsletter. In this issue, Desiree Cueto will feature news on the college admissions process, financial aide and scholarships. Students can then follow-up with AASSD Mentor and Academic Specialists for additional support and guidance.

Celebrating Student Success!

As we begin another wonderful school year, it is important to reflect on our previous year's success!

- ◆ AASSD was proud to honor 450 students in grades 6-12 at our 27th Annual Student Recognition Program.

Fall Check-list

If you have not started the college application process already, begin now!

Here are a few suggestions:

DRAFT YOUR COLLEGE ESSAY

Focus on a topic. Write for 20 minutes. Proof read or read out loud. Make changes. Visit me for edits and suggestions!

EXPLORE COLLEGE CHOICES

Make a list of colleges or universities you may want to attend and discuss them with your parents, Mentor and Academic Specialists. Make arrangements to visit local area campuses, but research out-of-state and private schools as well! Many private schools provide full-scholarships based on need and merit.

FIND OUT MORE ABOUT FINANCIAL AID

Visit www.studentaid.ed.gov to learn more about financial aid. Even though you can't submit a financial aid form (FAFSA) until January of your senior year, it's good to see what information you will need. Check with colleges to see if they require supplementary financial aid information.

GET ORGANIZED!

Put together a system to organize all your forms--perhaps for admissions, scholarships, financial aid, recommendations and essays/requirements!

SAT and ACT Test Dates for 2013-2014

SAT and ACT scores are used by colleges to determine student placement. Students' scores are also consulted when distributing scholarship dollars. Juniors who have yet to take the ACT will want to test in **September or October**.

December 1, 2013 marks the **Priority Deadline** for most colleges and universities, and students who are not accepted by the December 1st deadline may not receive the scholarships they deserve. Visit www.collegeboard.org and www.actstudent.org for information on preparation and registration.

2013-2014	
ACT Test Dates & Registration Deadlines	
September 21, 2013	August 23, 2013
October 26, 2013	September 27, 2013
December 14, 2013	November 8, 2013
February 8, 2014	January 10, 2014
April 12, 2014	March 7, 2014
June 14, 2014	May 9, 2014

2013-2014	
SAT Test Dates & Registration Deadlines	
October 5, 2013	September 6, 2013
November 2, 2013	October 3, 2013
December 7, 2013	November 8, 2013
January 25, 2014	December 27, 2013
March 8, 2014	February 7, 2014
June 7, 2014	May 9, 2014

Upcoming College Support Opportunities

Throughout the school year, AASSD will host Parent University events. The first "kick off" event is October 19, 2013 at Pima West. It is important that you and your parents attend!

- ◆ [Bring a draft of your college essay](#)
- ◆ [Visit your Mentor or Academic Specialist](#)
- ◆ [List all high school accomplishments](#)
- ◆ [List all high school jobs and volunteer work](#)
- ◆ [Set up an AZCIS account](#)

start! now!

College is not a dream, it's a plan.

Your plan starts now with the courses you select each year. To keep your options open, and plan for college, you should take these courses in high school:

English	4 years
Math	4 years
Lab Science	3 years
Social Studies	2 years
Foreign Language	2 years
Fine Arts	1 year

Start Now! Explore different opportunities for college with your counselor. Be sure to ask about specific admissions requirements at the college of your choice.

Don't let the cost scare you away. Many types of financial aid are available. Visit your school counselor to discuss how to finance your college education.



College Track: Four Year Academic Plan

Colleges and universities use various criteria when making admissions decisions. These criteria include a student's grade point average (GPA), rank in class, SAT or ACT test scores, and the types of courses taken while in high school. To be considered for admission, universities in Arizona (i.e., ASU, NAU, UA) require seniors to complete 16 core academic courses, the "Sweet 16," while in high school. The table below can be used as a guide to help students fulfill the university requirements.

The Sweet 16: Core Academic Courses

Year in School	Freshman				Sophomore				Junior				Senior			
School Term	Fall 20__ – Spring 20__				Fall 20__ – Spring 20__				Fall 20__ – Spring 20__				Fall 20__ – Spring 20__			
	Quarter Grades				Quarter Grades				Quarter Grades				Quarter Grades			
Core Academic Courses	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
English (4 yrs) <small>Composition or Literature English I, II, III, IV</small>	1st Sem:		2nd Sem:		1st Sem:		2nd Sem:		1st Sem:		2nd Sem:		1st Sem:		2nd Sem:	
Math (4 yrs) <small>Algebra I, II Geometry Advanced Math</small>	1st Sem:		2nd Sem:		1st Sem:		2nd Sem:		1st Sem:		2nd Sem:		1st Sem:		2nd Sem:	
Science (3 yrs) <small>Biology, Physics, Earth, Chemistry, Integrated or Advance Science</small>	1st Sem:		2nd Sem:		1st Sem:		2nd Sem:		1st Sem:		2nd Sem:		1st Sem:		2nd Sem:	
Social (2 yrs) Studies <small>American History and one other social studies</small>	1st Sem:		2nd Sem:		1st Sem:		2nd Sem:		1st Sem:		2nd Sem:		1st Sem:		2nd Sem:	
Foreign (2 yrs) Language <small>Must be same language</small>	1st Sem:		2nd Sem:		1st Sem:		2nd Sem:		1st Sem:		2nd Sem:		1st Sem:		2nd Sem:	
Fine Arts (1 yr) <small>Art, Dance, Music, or Drama</small>	1st Sem:		2nd Sem:		1st Sem:		2nd Sem:		1st Sem:		2nd Sem:		1st Sem:		2nd Sem:	
*Academic GPA (16 units)																

*Academic GPA is based on the 16 units of college track courses required for university admission. Students are encouraged to have a 2.00 GPA or higher in each subject area. Students should always strive to achieve the highest academic GPA possible and to take honors and advanced courses to ensure they are prepared for university courses.

Note: In addition to the core academic courses, each high school has additional requirements that must be completed in order to graduate i.e., physical education, health, and electives. It is important for students to get information from their school counselors to understand both university admission and high school graduation requirements and select courses appropriately.

GPA Calculator

Grade	Points	Number of Semesters	Quality Points	
A	4	X	=	The GPA can be calculated by subject area, by year and all four years by using this calculation. $\frac{\text{Total Quality Points}}{\text{Total Number of Semesters}} = \text{GPA}$
B	3	X	=	
C	2	X	=	
D	1	X	=	
F	0	X	=	
Total Number of Semesters			Total Quality Points	

Extracurricular Activities

This chart can be used to record your participation in extracurricular activities. List the name of the activity and keep a record of the year you participated by placing an "X" in the appropriate box. Keep copies of award certificates, letters of recommendation and similar documentation in this folder. This information will be useful when you create a resume and apply for scholarships.

Clubs, Organizations and Sports	9th Grade	10th Grade	11th Grade	12th Grade

Volunteer Experience and Community Service	9th Grade	10th Grade	11th Grade	12th Grade

Work Experience	9th Grade	10th Grade	11th Grade	12th Grade

Honors and Awards	9th Grade	10th Grade	11th Grade	12th Grade

Test Scores

Use the space below to keep records of your college entrance examinations. The PSAT should be taken in October of the junior year. The SAT and/or ACT should be taken at the end of the junior year and beginning of the senior year.

PSAT:	Date Taken	Score	Reading	Math	Writing		
SAT:	Date Taken	Score	Reading	Math	Writing		
SAT:	Date Taken	Score	Reading	Math	Writing		
ACT:	Date Taken	Score	English	Reading	Math	Science	Composite
ACT: USP V.F.1.m	Date Taken	Score	English	Reading	Math	Science	Composite

College Planning Tips and Recommendations

Freshman Year

Research at least two or three colleges of interest (libraries, school counselors, and the internet are good sources of information). Find out what the entrance requirements are; what areas the school is particularly strong in; what facilities, clubs or other resources related to your interests are available; how much it costs to attend and what types of aid are available. Make a chart comparing these options.

Attend college information sessions to make sure you have current information about entrance requirements and different forms of financial aid, or arrange to visit a local university.

Meet with a counselor to register for the courses required for high school graduation and admission to the desired college or university. Also, take honors, Advanced Placement (AP), or International Baccalaureate (IB) courses available in English, Math, Science, Social Studies, or a second language. If available consider taking dual enrollment courses. These courses, taught by high school teachers, earn students community college credit that may also transfer to a 4-year college or university.

Participate in extracurricular activities such as sports, clubs, community service, etc. However, remember that the academic performance of high school freshmen year will have great implications on your overall cumulative high school GPA (grade point average). The solution is finding balance and being able to manage time in a way that allows for both academic and extracurricular success.

Start a portfolio containing all certificates and awards so that everything will be organized when it's time to apply for colleges and scholarships.

Sophomore Year

Keep up registration in advanced college preparatory courses and participation in extracurricular activities, plus:

Take the PSAT in October to become more familiar with the tests required for college entrance. Fee waivers are available if money is a barrier to taking the test.

Arrange for a tour of a college and make sure to ask the tour guide about his or her college experience.

Make sure to seek extra help if grades are dropping. Grades this year and next will continue to be important when it comes to scholarship consideration.

Try to attend a summer program on a college or university campus. Financial aid is often available for these programs. For UA Summer Programs visit:
eao.arizona.edu/summer

Junior Year

Continue taking advanced classes, keeping up good grades and participating in activities.

Attend college fairs in your city. Write a scholarship request letter, resume, and personal statement for college and scholarship applications. Have a teacher who knows the student well review these materials.

Research scholarship opportunities by using the library, internet, and your guidance counselor's resources. Talk to a guidance counselor and specify that you are interested in any scholarship opportunities that you qualify for. Never pay for scholarship searches.

In the fall, begin preparing for the SAT and ACT. There are many low-cost preparation workbooks that are available at local bookstores. There are also websites

such as collegeboard.com and act.org that can provide free information such as test questions, practice tests, and more information about the examinations. Contact your high school counselor for other opportunities, including fee waivers if you need help paying for the test. Plan on taking the SAT and/or ACT in the Spring.

Develop positive relationships with teachers or club sponsors who may be able to write letters of recommendation for scholarships.

Try taking on leadership in extracurricular activities.

Senior Year

You've come a long way, but it's not over yet: Taking a full day of classes during senior year can improve chances of getting competitive scholarships. Plus, students will be more prepared for a full-time college schedule.

Continue to take Math, Science, AP and academically rigorous courses that will prepare you for success in college. Meet regularly with local college representatives when they visit your high school. Make sure they know who you are.

In the early fall, submit applications to colleges of interest.

Once admitted, review the admittance packet in great detail. Develop a timeline of important next steps that will be necessary to go from being admitted to being enrolled at a college or university. Some next steps may include signing up for an orientation session, on-campus housing, parking, summer bridge programs, etc.

Submit the Free Application for Federal Student Aid (FAFSA) application as soon as possible after January 1. The University of Arizona priority deadline is February 14, but the application may still be submitted after this date.

Office of Early Academic Outreach

ADDRESS

University Services Building, Suite 501
P.O. Box 210158
Tucson, AZ 85721-0158

PHONE

(520) 626.2300

FAX

(520) 626.2307

WEBSITE

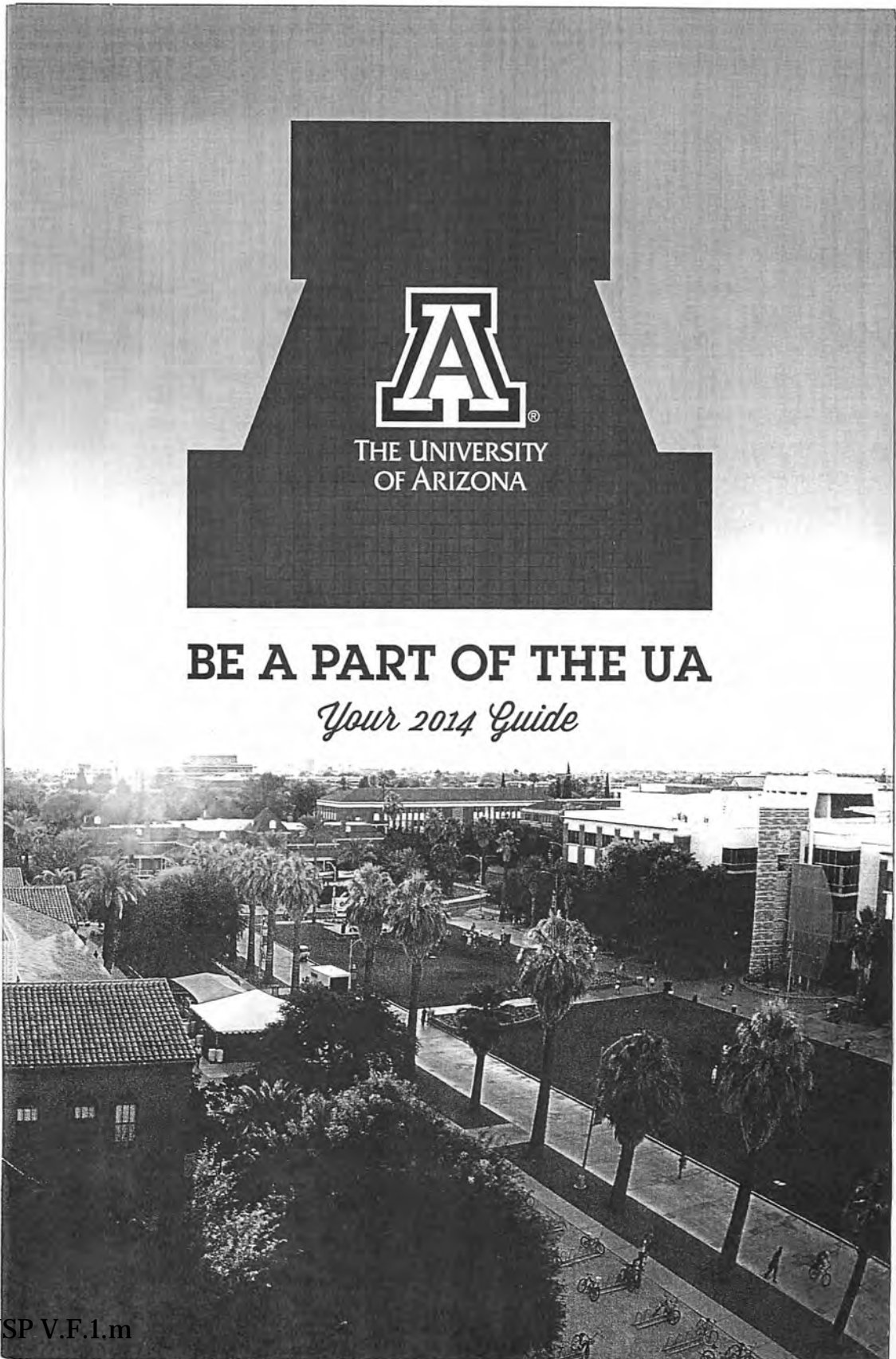
startnow.arizona.edu

TWITTER

StartNowAZ



USP V.F.1.m



USP V.F.1.m

You belong here...

Your senior year is going to be a blur of classes, friends, sports, clubs and random moments. So, in the midst of the blur, look up, and take that final step to get to your dream school. With a little planning, and by following our tips, the application process is a breeze. Here's how it works:

- 1 Finish your senior year strong!
- 2 Submit your complete* UA application
- 3 Take your **Next Steps** (more on that later)

1 MAKE YOUR SENIOR YEAR REALLY COUNT

Here's a quick guide to the ultimate senior year.

- **Make sure you have taken all the required core high school classes.** And yes, your second semester DOES count
 - 4 yrs of English
 - 3 yrs of Lab Science
 - 2 yrs of the same 2nd Language
 - 2 yrs of Social Studies (1 yr of American History)
 - 4 yrs of Mathematics
 - 1 yr of Fine Arts
- **Get your transcripts ready:** Meet with your high school counselor to have them sent straight to the UA
- **Want to be considered for Honors and merit-based scholarships?** Be sure to submit your test scores. UA school code **4832 (SAT)** or **0096 (ACT)**. Please note, we can still admit you to the UA without test scores, so don't wait to apply!

Questions? Visit admissions.arizona.edu/steps for more info

2 APPLY TO THE UA TODAY

Remember, the application process is about showing us who you are. When you apply to the UA, think about what really makes you, YOU. And remember, **GPA and test scores aren't everything; we do a comprehensive review** and consider your course load, extracurricular activities, and more. Before you apply, here's what you'll need:

- A list of your extracurricular activities (sports, clubs, jobs, etc.)
- A list of completed courses as well as those you plan to complete your senior year

And if you have ANY questions, talk to one of our expert admissions counselors!

☎ 520.621.3237 @UAadmissions

* A complete UA application means:

- You've filled in and submitted the online or paper application
- You've submitted the application processing fee or a waiver (\$50 for AZ residents, \$65 for out-of-staters)
- Your school has submitted your official transcripts
- You've sent in your SAT/ACT test scores (for merit-based scholarships and Honors College consideration)

ADMISSIONS.ARIZONA.EDU/APPLY

Apply and you can be considered for three things:

1. Undergraduate Admissions
2. The Honors College
3. Merit-Based Scholarships

3-in-1

3 ONCE YOU'RE IN, TAKE THE NEXT STEPS

The Next Steps Center guides you through life after acceptance:

- Pay your Enrollment Fee to reserve your spot in the 2014 freshman class
- Sign up for New Student Orientation where you'll meet with advisors to register for classes, meet other new Wildcats, get a meal plan, and if in Tucson, you'll see campus!
- Guarantee your place in one of our 23 outstanding residence halls. Just apply for housing by April 1
- Set up your official UA account and email

NEXTSTEPS.ARIZONA.EDU

MAJORS AND MORE!

ARIZONA.EDU/COLLEGES

UA COLLEGE CONTACT INFO

- Bachelors
- Masters
- Doctorate/Professional

CALS
Agriculture and Life Sciences
 cals.arizona.edu
 520.621.7621

CAPLA
Architecture, Planning, Landscape Architecture
 capla.arizona.edu
 520.621.6751

EDU
Education
 coe.arizona.edu
 520.621.1462

ELLER
Eller College of Management
 eller.arizona.edu
 520.621.2165

ENG
Engineering
 engineering.arizona.edu
 520.621.6032

CFA
Fine Arts
 cfa.arizona.edu
 520.621.1778

HUM
Humanities
 humanities.arizona.edu
 520.621.1044

LAW
College of Law*
 www.law.arizona.edu
 520.621.1373
 *No bachelor's degrees

CLAS
Colleges of Letters, Arts, and Science
 clas.arizona.edu
 520.621.7763

NUR
Nursing
 nursing.arizona.edu
 520.626.6154

OPT
Optical Sciences*
 optics.arizona.edu
 520.621.6997
 *No bachelor's degrees

- **ELLER** Accounting
- **ENG** Aerospace Engineering
- **HUM** Africana Studies
- **CALS** Agribusiness Economics & Management
- **CALS** Agricultural & Biosystems Engineering
- **CALS** Agricultural & Resource Economics
- **CALS** Agricultural Education
- **CALS** Agricultural Technology Management & Education
- **CLAS** American Indian Studies
- **CALS** Animal Sciences
- **SBS** Anthropology
- **SBS** Anthropology & Linguistics
- **CLAS** Applied Biosciences
- **CLAS** Applied Mathematics
- **CAPLA** Architecture
- **CLAS** Arid Lands Resource Sciences
- **CFA** Art
- **CFA** Art Education
- **CFA** Art History
- **CFA** Art History & Education
- **SCI** Astronomy
- **SCI** Atmospheric Sciences
- **SBS** Audiology
- **SCI** Biochemistry
- **SCI** Biochemistry & Molecular & Cellular Biology
- **SCI** Bioinformatics
- **SCI** Biology
- **ENG** Biomedical Engineering
- **ENG** Biostatistics
- **ENG** Biosystems Engineering
- **ELLER** Business Administration
- **ELLER** Business Economics
- **ELLER** Business Management
- **CLAS** Cancer Biology
- **SBS** Care, Health & Society
- **ENG** Cellular & Molecular Medicine
- **ENG** Chemical Engineering
- **SCI** Chemistry
- **ENG** Civil Engineering
- **ENG** Civil Engineering & Engineering Mechanics
- **HUM** Classics
- **SBS** Communication
- **SCI** Computer Science
- **EDUC** Counseling & Mental Health
- **HUM** Creative Writing
- **SBS** Criminal Justice
- **CFA** Dance

- **SBS** Development Practice
- **EDUC** Early Childhood Education
- **HUM** East Asian Studies
- **SCI** Ecology & Evolutionary Biology
- **SCI** Economic Geology
- **SBS** Economics
- **EDUC** Educational Leadership
- **EDUC** Educational Leadership & Policy
- **EDUC** Educational Psychology
- **ENG** Electrical & Computer Engineering
- **ENG** Engineering
- **ENG** Engineering Management
- **HUM** English
- **HUM** English as a Second Language
- **CLAS** Entomology & Insect Science
- **ELLER** Entrepreneurship
- **ELLER** Environmental & Water Resource Economics
- **ENG** Environmental Engineering
- **ENG** Environmental Health Sciences
- **CALS** Environmental Hydrology & Water Resources
- **CALS** Environmental Sciences
- **SBS** Environmental Studies
- **SCI** Epidemiology
- **SBS** eSociety
- **CALS** Family & Consumer Sciences
- **CALS** Family Studies & Human Development
- **CFA** Film & Television
- **ELLER** Finance
- **CFA** Fine Art Studies
- **HUM** French
- **SBS** Gender & Women's Studies
- **CLAS** General Studies
- **CLAS** Genetics
- **SBS** Geographic Information Systems Technology
- **SBS** Geography
- **SCI** Geosciences
- **HUM** German Studies
- **CLAS** Global Studies
- **EDUC** Higher Education
- **SBS** History
- **SBS** Human Language Technology
- **SCI** Hydrology
- **SCI** Hydrometeorology
- **MED** Immunobiology
- **ENG** Industrial Engineering
- **SBS** Information Resources & Library Science
- **CLAS** Information Science & Arts

DEGREE SEARCH

Still choosing a major? Degree Search is the UA's online tool to help you quickly find your perfect major by college, subject, personal interests, and more. Now go make your dreams happen!

• DEGREESEARCH.ARIZONA.EDU

PHA
Pharmacy
www.pharmacy.arizona.edu
520.626.1427

MED
Physiology
physiology.arizona.edu
520.621.4850

SCI
Science
cos.arizona.edu
520.621.4090

SBS
Social and Behavioral Sciences
sbs.arizona.edu
520.621.1112

PH
Public Health
publichealth.arizona.edu
520.626.7083

HC
The Honors College
www.honors.arizona.edu
520.621.6901

BUT WAIT, THERE'S MORE!

Just because it's not listed doesn't mean it's not offered! The UA has minors and degree paths to help you land your dream job.

- Visual communications (graphic design)
- Interdisciplinary Studies – Create a CUSTOM major just for you
- Archaeology
- Sports management
- Photography
- Game design
- Forensics
- Pre-law
- Pre-health

Ask your UA recruiter or check out Degree Search to find the right path for you!

- DEGREESEARCH.ARIZONA.EDU
- ADMISSIONS.ARIZONA.EDU/FRESHMEN/FIND-RECRUITER

- **SCI** Information Science & Technology
- **SCI** Integrated Science
- **CLAS** Interdisciplinary Studies
- **SBS** International Security
- **HUM** Italian
- **SBS** Journalism
- **SBS** Judaic Studies
- **CAPLA** Landscape Architecture
- **EDUC** Language, Reading & Culture
- **SBS** Latin American Studies
- **LAW** Law
- **LAW** Legal Studies
- **SBS** Linguistics
- **EDUC** Literacy, Learning & Leadership
- **ELLER** Management
- **ELLER** Management Information Systems
- **ELLER** Marketing
- **ENG** Materials Science & Engineering
- **SCI** Mathematics
- **ENG** Mechanical Engineering
- **MED** Medical Pharmacology
- **SCI** Medical Physics
- **MED** Medical Sciences
- **MED** Medicine
- **SBS** Mexican American Studies
- **CALS** Microbiology
- **SBS** Middle Eastern & North African Studies
- **SCI** Middle School Mathematics
- **ENG** Mining Engineering
- **ENG** Mining, Geological & Geophysical Engineering
- **SCI** Molecular & Cellular Biology
- **CFA** Music
- **CFA** Music Education
- **CFA** Musical Theatre
- **CALS** Natural Resources
- **SCI** Natural Science for Teachers
- **CLAS** Neuroscience
- **SCI** Neuroscience & Cognitive Science
- **NUR** Nursing
- **CALS** Nutritional Sciences
- **ELLER** Operations Management
- **OPT** Optical Sciences
- **ENG** Optical Sciences & Engineering
- **CFA** Performance
- **PHA** Pharmaceutical Sciences
- **PHA** Pharmacology & Toxicology
- **PHA** Pharmacy

- **SBS** Philosophy
- **SBS** Philosophy, Politics, Economics & Law
- **OPT** Photonics Communications Engineering
- **SCI** Physics
- **CLAS** Physiological Sciences
- **MED** Physiology
- **SCI** Planetary Sciences
- **CAPLA** Planning
- **CALS** Plant Pathology
- **CALS** Plant Sciences
- **SBS** Political Science
- **SCI** Psychology
- **SBS** Public Administration
- **SBS** Public Health
- **SBS** Public Management & Policy
- **CAPLA** Real Estate Development
- **EDUC** Rehabilitation
- **HUM** Religious Studies
- **CALS** Retailing & Consumer Sciences
- **HUM** Rhetoric, Composition & the Teaching of English
- **HUM** Russian
- **SCI** School Psychology
- **SCI** Science Education
- **CLAS** Second Language Acquisition & Teaching
- **SBS** Sociology
- **CALS** Soil, Water & Environmental Science
- **HUM** Spanish
- **EDUC** Special Education
- **EDUC** Special Education & Rehabilitation
- **SCI** Speech, Language, & Hearing Sciences
- **CFA** Stage & Screen Studies
- **CLAS** Statistics
- **CFA** Studio Art
- **CAPLA** Sustainable Built Environments
- **CALS** Sustainable Plant Systems
- **ENG** Systems & Industrial Engineering
- **ENG** Systems Engineering
- **EDUC** Teaching & Teacher Education
- **CFA** Theatre Arts
- **CFA** Theatre Production
- **HUM** Transcultural German Studies
- **CAPLA** Urban & Regional Development
- **CALS** Veterinary Science
- **CALS** Water, Society & Policy

Visit Us

YOUR FIRST STEP

➤ ADMISSIONS.ARIZONA.EDU/MYUA

MyUA is your connection to the people and resources you need to make the transition to life as an Arizona Wildcat. Register online today and begin your journey! Use MyUA to:

- Check your application status
- Register for campus tours and programs
- Get updates on majors that interest you

AMBASSADOR TOURS

(Monday – Saturday)

➤ ADMISSIONS.ARIZONA.EDU/VISIT/AMBASSADOR

Student Ambassadors show you the campus from the inside out — from where to get a good meal, great workout, or quiet place to study — to where to blow off steam after acing that last exam.

CLASS CATS

➤ ADMISSIONS.ARIZONA.EDU/VISIT/CLASS-CATS

Visit a class with a current student. Class Cats gives you a personal perspective of the first-rate UA academic experience.

ARIZONA EXPERIENCE —

Spend a day at the University of Arizona

➤ ADMISSIONS.ARIZONA.EDU/VISIT/AZ-EXPERIENCE

Join us for a full day, open-house-style event and learn more about academics, financial aid, student services, residence life and more! Meet current students, hear from academic advisors, make valuable campus connections, and enjoy lunch on us!

OCTOBER 11, 2013

DECEMBER 6, 2013

JANUARY 25, 2014

FEBRUARY 21, 2014

MARCH 29, 2014

APRIL 12, 2014

NOTES



Wilbur the Wildcat is our beyond-awesome mascot. The word 'mascot' doesn't really do him justice though. Dance champion, super hero, push-up champ, style icon. Those names do.

Set a timer for four years from now. Why? Because when you graduate, a whole stadium celebrates. Find it on YouTube.

On Campus Housing

Your residence hall is the place where you'll meet your first friends, stay up way past your bedtime, and learn how to make pizookies (so good). But that's only part of the story. Did you know that students in our residence halls have a 10% higher GPA than those who don't? Living on campus means you're closer to classes, advisors, clubs, libraries, and everything else you need to be successful.

Visit the Next Steps Center and register for housing by April 1 to guarantee your spot on campus.

www.life.arizona.edu



SUNSHINE
We get 350 days of it. Flip-flops, bike rides, major hikes, and yes, we have waterfalls.

AUTHENTIC TUCSON

Tucson is a college town that just happens to have a million people. The UA is located in the heart of the city and Tucson's authentic, laid back vibe is definitely a part of student life.

Wildcats love Tucson's music scene, coffee houses, hiking, biking, and more. No matter where you're from or what your interests are, Tucson welcomes you.

Explore Tucson, you'll love it. visittucson.org

*After all, Tucson is a top 10 weekend getaway destination. (U.S. News & World Report, 2013)

LET'S FIGURE OUT HOW TO PAY FOR COLLEGE. TOGETHER.

Our team at the Office of Scholarships and Financial Aid (OSFA) is helpful and friendly. They'll help create your personal plan to cover tuition, housing, and other expenses. Every year they connect 75% of Wildcats with scholarships, grants, loans, and other types of aid.

📍 FINANCIALAID.ARIZONA.EDU

OSFA determines your financial aid award by reviewing your Free Application for Federal Student Aid (FAFSA) — so fill it out early!

JANUARY 1, 2014: FAFSA is available
UA school code: 001083

MARCH 1: UA financial aid priority deadline

📍 FAFSA.ED.GOV

BUT THAT'S NOT ALL!

Want some extra scholarship money? Who doesn't? Scholarship Universe is the search engine that connects you with scholarships you may not have known about.

And it's only available to UA students. All the more reason for you to commit to the UA. Score.

📍 SCHOLARSHIPUNIVERSE.ARIZONA.EDU

ESTIMATED COST OF ATTENDANCE

FOR 2013-2014*

	IN STATE	OUT OF STATE
TUITION & FEES	\$10,390	\$27,070
ON-CAMPUS HOUSING	\$6,240	\$6,240

📍 FINANCIALAID.ARIZONA.EDU/UNDERGRADUATE/ESTIMATED-COST-ATTENDANCE

Important Dates

August, 2013

The UA's 3-in-1 application is now available!

Apply, apply, apply!

October 11, 2013

Arizona Experience Day

October 13, 2013

Phoenix National College Fair

October 17, 2013

Northern Arizona Region College Night, Flagstaff

October 22, 2013

Tucson College Night

November 1, 2013

Submit by October 1, know today.*

December 1, 2013

Submit by November 1, know today.*

December 6, 2013

Arizona Experience Day

January 1, 2014

FAFSA available online fafsa.ed.gov

January 25, 2014

Arizona Experience Day

February 21, 2014

Arizona Experience Day

March 1, 2014

Financial Aid Priority Deadline

March 29, 2014

Arizona Experience Day

April 1, 2014

Guaranteed Housing Deadline

April 12, 2014

Arizona Experience Day

May 1, 2014

It's College Decision Day! Choose UA!

nextsteps.arizona.edu

FACTS & FIGURES

Enrollment	40,223
Undergraduate students	31,565
International students	3,118
Student-to-faculty ratio	22-to-1
Bachelors programs offered	113
Residence halls	23
Laboratory space (sq ft)	1,959,107
Major campus libraries	7
Athletic conference	PAC-12
Conference championships	51
NCAA team championships	20

Stay Connected

facebook.com/UAadmissions
Twitter: @UAadmissions
youtube.com/arizona
arizona.edu/apps

A new way to visit the UA:
admissions.arizona.edu/visit/az-experience

* Remember, it's got to be complete!
See Apply to the UA section

University of Arizona

RANKINGS

GRADUATE SCHOOL RANKINGS

TOP 6% Nursing graduate program by U.S. News & World Report, 2012

#7 Optical Science graduate program by U.S. News & World Report, 2013

#1 in the U.S. and #2 in the world for Environmental Research by Journal: Science of the Total Environment, 2013

#19 Producers of Fulbright Scholars nationally, 2013

#10 Best Pharmacy School by U.S. News & World Report, 2012

#7 Entrepreneurial Program by Entrepreneur Magazine and The Princeton Review, 2012

TOP 24% Times Higher Education by World University Rankings, 2012-2013

ROI Bloomberg Businessweek ranked the UA the Best Return on Investment in Arizona

TOP 100 Top 100 Medical Schools: Research by U.S. News & World Report, 2014

#3 Anthropology program by National Research Center, 2011

UNDERGRADUATE RANKINGS

#1 Management Information Systems among public programs by U.S. News & World Report, 2012

TOP 8% of 1,000 top ranked universities by Academic Ranking of World Universities, 2012

#4 In NASA funding by National Science Foundation, National Center for Science and Engineering Statistics, 2012

#3 in funding for Physical Sciences (Space Sciences, Chemistry, Physics) by National Science Foundation, 2013

#1 Geology graduate program by U.S. News & World Report, 2013 - Rock on!

#7 Sociology program by National Research Center, 2011, 20th by U.S. News and World Report

TOP 20% of top universities in the world by QS World University Rankings, 2012

TOP TIER Law School by U.S. News and World Report, 2013

#22 One of only 30 institutions in the U.S. and Canada to receive the Gold Standard for sustainability for AASHE, 2012 and 22nd greenest campus according to Sierra Magazine

#6 Public Entrepreneurship program by U.S. News & World Report, 2012

#1 in funding for Physical Sciences (Space Sciences, Chemistry, Physics) by National Science Foundation, 2013

#8 Communication program by National Research Center, 2011

#7 Our dance program is **AMAZING**

ADMISSIONS OFFICES

ADMISSIONS.ARIZONA.EDU


Main Campus	520.621.3237
West Coast	
Pacific NW/Northern CA	707.373.0170
Greater LA County/Central Coast/Central Valley	562.230.4188
San Diego/Orange County/Inland Empire	760.846.6416
Mountain States (CO, ID, MT, UT, WY)	720.315.2223
Mid-Atlantic	267.566.7822
Midwest Region	773.849.3450
New York Tri-State	917.670.4653
Phoenix Area	602.827.2277
Texas	682.888.3635
Yuma Area	928.210.6101
Admissions fax	520.621.9799
Admissions e-mail	admissions@arizona.edu

OTHER CONTACTS

Athletics	520.621.2200
Campus Tours	520.621.3641
Center for Student Involvement & Leadership	520.621.8046
Disability Resource Center	520.621.3268
New Start Summer Program	520.621.5773
Next Steps Center	520.621.5293
Off-Campus Housing	520.621.5859
Residence Life	520.621.6501
Residency Classification	520.621.3636
Scholarships and Financial Aid	520.621.1858
Strategic Alternative Learning Techniques (SALT) Center	520.621.1242
Student Unions	520.621.7755
UA Sierra Vista	520.458.8278

To request a disability-related accommodation in the admissions process, email admissions@arizona.edu or call 520.621.3237

To find your personal UA contact, go to admissions.arizona.edu/freshmen/find-recruiter



TUSD – Student Equity and Intervention African American Student Services



DESCRIPTIVE NARRATIVE

We are a comprehensive department whose goals support direct services to students, equip TUSD personnel to better meet the needs of all students, and empower parents to take an active role in their child's academic success and school.

The AASSD improves the academic achievement of African American students and promotes cultural sensitivity throughout the TUSD community. Services are provided through individualized and specialized learning support, counseling and guidance, program development, cultural awareness and sensitivity training, community education, 1:1 and group tutoring & mentoring, and student advocacy. We work directly with exceptional education, schools, and district departments to meet the needs of students. While the department's primary focus is African American students, no students are turned away or denied support; for example Saturday tutoring and direct classroom support.

MISSION

Delivering Excellence in Education Every Day through Advocacy, Collaboration, Empowerment, Equity and Intervention.

VISION

We will ensure African American Students receive a quality education and are prepared to succeed in a global society.

CORE VALUES

- Advocacy
- Empowerment
- Integrity
- Teamwork

DEPARTMENT GOALS

We will support schools to:

1. Increase and Strengthen Student Advocacy
2. Increase and Strengthen Parent/Community Involvement
3. Attract and Retain Students in Rigorous Course Offerings
4. Reduce Suspension Rates to Reduce Failure Rates

ACADEMIC INSTRUCTION SUPPORT: Academic Specialists working in schools provide direct support during classroom instruction, lessons, and activities. Academic Specialists provide support based on administrator and/or teacher request. Support may be 1:1, small groups, or in a classroom.

SUPPORT SERVICES: AASSD utilizes Academic Specialists, Behavioral Specialists, Student/Family Mentor Specialists, Mentor Program Specialist, and a Curriculum Coordinator to provide a wide spectrum of student, parent, and educator support. This support includes community and social resource referrals such as trips to the clothing bank, food bank, and transportation for eye exams and shoes. Other support services include home visits, parent pick-ups, individual and small group tutoring, mentoring, support groups, field trips, prevention strategies, intervention, behavior plans, classroom and school presentations, club sponsorships, after school programs, and curriculum support to teachers.

LITERACY INITIATIVE: AASSD is committed to student and family literacy. We recognize the importance of providing students with literature that accurately represents and reflects their cultural heritage. Additionally, AASSD understands the value and benefit of learning to read. Therefore AASSD implemented Achieve 3000 during the summer of 2010 to improve reading. AASSD partnered with 9 elementary schools to implement Achieve 3000 before and after school, and during the school day. As part of this initiative, AASSD partners with schools and community members during the month of February to participate in the annual African American Read-In Chain, a national literacy initiative.

SUMMER YOUTH ENRICHMENT: High school juniors and seniors participate in leadership development during June and July. Students discuss topics related to leadership and mentoring in preparation to serve as a campus mentor to incoming 9th grade students. The Male Leadership Academy focuses on leadership and life-skills development. The success of this program is based on reducing suspensions and increasing attendance and academic success.

CULTURALLY RELEVANT ENRICHMENT EXPERIENCES: To promote cultural appreciation, the AASSD sponsors or partners with community organizations to host a number of experiences including Harambee celebration, Taste-of-Soul fundraiser, African American Heritage Day, Historically Black College and University Expo, University of Arizona Engineering Pre-College Initiative, empowerment workshops, and AASSD essay contests. Students and adults from diverse backgrounds participate in all experiences.

COMMUNITY PARTNERSHIPS: AASSD builds relationships with community organizations to support academic, cultural, and social experiences for students. The purpose of these relationships are twofold: 1) To serve as a conduit for connecting students, families and schools with community resources, and 2) To increase the number of positive role models students are able to connect with, and to learn about careers, leadership skills, and college prep.

MULTICULTURAL CURRICULUM INTEGRATION: AASSD supports schools with Afrocentric and multicultural curriculum resources, and cultural diversity training. AASSD is committed to addressing the lack of culturally relevant curriculum resources in schools through assisting teachers and making resources available to teachers. Additionally, AASSD is committed to assisting teachers with closing the achievement gap through staff development, and working with teachers, schools and departments to implement culturally proficient and responsive practices.

www.tusd1.org/aastudies • (520) 225-6247 • jimmy.hart@tusd1.org

AASSD update 5/2013 2

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AASSD update 5/2013 2

USP V.F.1.m

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AASSD update 5/2013 2

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AASSD update 5/2013 2

USP V.F.1.m

Our Shared Vision

We will ensure African American Students receive a quality education and are prepared to succeed in a global society.

What We Value

- Advocacy
- Integrity
- Empowerment
- Teamwork

African American Student Services communicates with families by maintaining a highly informative website, e-mails, personal contact, fliers, letters and home visits when necessary.

Notice of Nondiscrimination

Tucson Unified School District does not discriminate on the basis of race, color, national origin, sex, sexual orientation, age, religion, or disability in admission or access to, or treatment or employment in, its educational programs or activities.

Male Mentoring Program



The African American Student Services Department Male Leadership Academy is a holistic approach to creating proactive opportunities for African American male middle and high school students through consistent contact with successful African American men in the community. The hope is that these students will eventually participate and commit to proactive activities within their schools and community.

TUSD

Tucson Unified School District
African American Student Services

Department

1010 E. 10th Street Room 234

Tucson, Arizona 85719

Phone: 520 - 225 - 6247

Fax: 520 - 225 - 6546

www.tusd1.org/aastudies

Tucson Unified School District



African American Student Services



MISSION:

Delivering Excellence in Education Every Day through Advocacy, Empowerment, Equity & Intervention.

Our Shared Vision

To meet the challenges of the 21st century and a global society, we will ensure African American students receive equitable access to quality educational experiences.

Department Goals

We will support schools to:

- 1) Increase and Strengthen Student Advocacy
- 2) Increase and Strengthen Parent/ Community Involvement
- 3) Attract and Retain Students in Rigorous Course Offerings
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Math Tutoring

AASSD partners with the National Society of Black Engineers to expose students to Science, Technology, Engineering and Math.



USP V.F.I.m

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PCC Has Six Campuses and Two Learning Centers to Choose From!

Visit www.pima.edu



(520) 206-4500
www.pima.edu

USP V.F.1.m

Important Web Resources

www.tusd.k12.az.us Tucson Unified School District
www.pima.edu Pima Community College

College Searches

www.metedu.org Regional College Access Center; also has scholarship and financial aid information
www.mapping-your-future.org Get help in planning for College and Career destinations; college search through a link to the College board database

College Admission Testing

www.collegeboard.com Register for the SAT® Reasoning and/or SAT® Subject Tests; find proactive SAT® questions and advance placement exams, and data on more than 3,000 two- and four-year colleges.
www.act.org Register for the ACT® and try sample questions.

Financial Aid and Scholarships

www.pima.edu To learn about Pima Community College Foundation scholarships visit www.pima.edu/paying-for-school/scholarships-grants/pcc-foundation/index.html. This webpage allows students to complete one application that will screen them for all the available assistance they qualify for.
www.fafsa.ed.gov Complete the FAFSA (Free Application for Federal Student Aid) application online or request a form to be mailed to you.

www.FederalStudentAid.ed.gov Complete a FREE application for federal student aid and read other important information about financial aid.

www.fastweb.com FREE scholarship service
www.gocollege.com FREE scholarship service

NCAA

www.ncaa.org Guidelines and registration forms for college-bound student-athletes
www.ncaaclearinghouse.net Eligibility requirements posted for college-bound student-athletes

Jobs and Careers

www.bls.gov/OCO
www.azcis.intocareers.org

You Can Do It!

1210BE4D



You Can Make It Happen!

A college degree can help you reach your dreams of being a teacher, astronaut, doctor, nurse, athlete, actress or whatever you want to be. Plan early and follow the steps in each grade level.

What Classes Do I Need to Take?

(Ninth through 12th Grades)

The Arizona state university system requires the following college preparatory pattern of classes for admission:



Subject Requirements

Subject	High School	In-state University (ASU, NAU, UA)	Selective Colleges
English	4 credits total; one each for freshman, sophomore, junior & senior years	4 years of college preparatory English	4 years of college preparatory English
Mathematics	Geometry 3 credits (Class of 2012) 4 credits (Class of 2013)	4 years, including Algebra 1-2, Geometry, Algebra 3-4 and advanced math for which Algebra 3-4 is a prerequisite	4 years, including Chemistry and Physics
Science	2 credits (Class of 2012) 3 credits of 2013	3 years, including Chemistry-Physics, Biology and Chemistry, Physics or Earth Science	4 years, including Chemistry and Physics
Social Studies	3 credits (Classes of & 2013)	2 years must include American History	4 years, including World Geography, World History and all other required Social Studies classes
Foreign Language	None	2 years of the same Foreign Language	4 years in the same language
Fine Arts/Practical Arts/Vocational Education	1 credit	1 year of a Fine Art	1 year in Visual and Performing Arts
Physical Education		None	None
Health Education		None	None
Electives	8.5 credits		
TOTAL ELECTIVES	20 credits (Class of 2012) credits (Class of 2013)	16 Core Courses	

Test Requirements	High School	In-state University (ASU, NAU, UA)	Selective Colleges
	Pass the AIMS Test (Reading, Writing, Math)	ACT® or SAT® test	Check with schools for specific requirements.
Other		3.0 unweighted Core GPA or 22 ACT® or 1040 SAT® (Critical Reading & Math)	Check with schools for specific requirements.

How Will I Pay for College?

- PCC tuition and fees are among the lowest in the nation for a two-year public community college.
- You may qualify for financial aid (www.fafsa.ed.gov).
- If you earn good grades in high school, meet financial need requirements and are an Arizona resident, you may be eligible for a Pell Grant (www.FAFSA4caster.ed.gov), which does not have to be repaid.

How Can Families Help Students Succeed?

- Help your child with homework and meet with teachers and counselors to discuss coursework that will prepare your child for college.
- Talk to your children about careers that interest them and what college they would like to attend.
- Research financial aid, scholarships and grants. Consider opening a college savings account at ScholarShare (www.scholarshare.com).
- Identify colleges and universities for your children to take campus tours and get information about programs, admission requirements and financial aid.

How Important Are Grades?

- If your grade point average (GPA) in college preparatory courses taken in 10th through 12th grades is 3.0 or above, you automatically meet the minimum eligibility requirements for most programs.
- If your GPA is between 2.0 and 3.0, your eligibility depends on your GPA in combination with your ACT® or SAT® test score.

What Will Help Me Succeed?

- Develop a good relationship with your high school counselor.
- Visit www.pima.edu for information admission, financial aid, majors, campus virtual tours, student services and more
- Develop a good relationship with your high school counselor.
- PCC Upward Bound Programs at the Downtown, East, Desert Vista and Northwest Campuses have information on admissions, campus virtual tours, student services, and more!



Follow the steps at each grade level

Sixth & Seventh Grades

- Talk to your school counselor about courses that will prepare you for college.
- Complete a college prep English course.
- Take mathematics courses, such as pre-Algebra.

Eighth Grade

- Take Algebra I.
- Take a language other than English.
- Take the ACT® EXPLORE®.
- Research the courses and grades required for admission to various colleges.

Ninth Grade

- Take required courses that meet college admission standards. These may include Algebra I, Geometry, college prep English and a foreign language.
- Take the ACT® EXPLORE®.
- Prepare for AIMS Reading, Writing and Math Assessments.

10th Grade

- Take Geometry or Algebra II.
- Take college prep English.
- Take ACT® PLAN®, which helps you prepare for the ACT®.
- Take part in enrichment programs and summer workshops in such subjects as music, science, engineering, writing and filmmaking.
- Prepare for AIMS Reading, Writing and Math Assessments.

11th Grade

- Review with your school counselor the classes you need to take to meet college admission standards, including Algebra II or advanced math and English with emphasis on writing and critical reading.
- If you are taking Advanced Placement (AP) classes, you should register to take your AP exams in the spring. You can earn college credit for AP courses if you score well on the test(s).
- October: Register for the Preliminary SAT®/National Merit Scholarship Qualifying Test®, a practice exam for the SAT® that also makes you eligible for a National Merit Scholarship.
- Register for the ACT® (www.actstudent.org) or the SAT® (Scholastic Assessment Test) early. If you take the exam in the spring or summer, you will get the results in time to see if you need to retake it in the fall. Some universities require you to take the ACT® or the SAT® by October of your senior year.

12th Grade

- Take English and other courses required for Arizona state university admission. Advanced math courses, such as Trigonometry or Analytic Geometry/Calculus, also are recommended.
- Take a 12th grade mathematics course with a prerequisite of Algebra or Algebra II to improve your math skills.
- Early September: Register for the October ACT® (www.actstudent.org) or SAT® (www.collegeboard.com); apply for scholarships (Check with your counselor or career center for information.)
- Early November: Register for the December ACT® or SAT® if you are retaking the exam.
- January-March: Apply for financial aid (www.fafsa.ed.gov). You can submit as early as Jan. 1.
- March-May: Register for any college assessment tests, unless you are exempt.
- Late Spring: Students taking AP classes should take the AP exams. You can earn college credit for AP courses if you score well on the tests.

Origins of Black History Month

Historian, educator, author, and publisher, **Carter G. Woodson** was born in 1875 in New Canton, Virginia. The son of freed slaves, Woodson worked as a sharecropper and a miner to help his family. After high school, Woodson attended college and earned his doctorate from Harvard University in 1912—becoming one of the first African Americans to earn a Ph.D. at the institution. After college, he committed himself to studying and promoting African American history to be taught in schools. As a result, Woodson is often known as the "Father of Black History."

In 1915, Woodson helped found the Association for the Study of Negro Life and History (later called the Association for the Study of Afro-American Life and History). The next year he established the *Journal of Negro History* (now the *Journal of African American History*), a scholarly publication. Woodson also formed the African American owned Associated Publishers Press in 1921, producing his own works, including *The Negro in Our History* (1922) and *Mis-Education of the Negro* (1933).

Woodson lobbied schools and organizations to participate in a special program to encourage the study of African American history, which began in February 1926 with Negro History Week and was later expanded and renamed Black History Month. To help teachers with African American studies, he created the *Negro History Bulletin* in 1937. While Woodson died on April 3, 1950, his work continues on. Every February, students around the United States spend time learning about the subject closest to his heart—African American history.

(Reference: Biography.com)

Special Thanks to all of our performers, and speakers for supporting the 4th Annual African American Student Heritage Day

USP V.F.1.m

6th Annual African American Student Heritage Day January 31, 2014



Sponsors



"And The Children Shall Lead..."
Southern Arizona Black College Community Support Group



TUSD
African American Student Services Department

African American History

The Dunbar School was the first and only segregated school in Tucson established in 1912. The school was completed in January 1918, for the purpose of educating Tucson's African American students and named after Paul Lawrence Dunbar, a renowned African American Poet. African American children in first through ninth grades attended Dunbar until 1951, when de-jure segregation was eliminated from the school systems of Arizona. When segregation in Arizona was eliminated, Dunbar School became the non-segregated John Spring Junior High School, and continued as such until 1978 when the school was closed permanently.

- Garrett A. Morgan invented the first automatic traffic signal and a gas mask used to rescue people.
- Otis Boykin invented electronic devices to guide missiles, IBM computers, and the control unit for the pacemaker.
- Lonnie G. Johnson, an engineer who performed spacecraft system design for NASA, invented the Super Soaker water gun – the #1 selling toy in America in 1991.
- Granville Woods, known as the Black Edison, invented devices for railway systems, air brakes and telegraph system that allowed communication between trains.
- Dr. Charles Drew discovered ways to store blood resulting in blood banks and the modern day blood transfusion.
- John Love invented the pencil sharpener in 1897.
- Sarah E. Goode invented a folding bed in 1885.
- Lewis Latimer invented the filament used to make a light bulb work.
- Dr. Shirley Jackson is credited with helping create fiber optic cables, call waiting, and caller ID.
- Dr. Patricia Bath, famous Ophthalmologist and inventor of the Laser phaco Probe and procedure is credited with modernizing the removal of cataracts.
- Dr. Benjamin Carson, the world's most famous neurosurgeon, was the first to successfully separate Siamese twins joined at the brain in 1987.

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STATE STANDARDS

Strand 1 – American History

Concept 4: Revolution and New Nation

- PO 6.** Examine the experiences and perspectives of the following groups in the new nation: (African Americans)

Concept 10: Contemporary United States

- PO 1.** Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).
- PO 2.** Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).
- PO 3.** Describe how key political, social, environmental, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.

Tucson Black College Cultural Tour

ONLY FOR TUSD STUDENTS

March 16 - 23, 2014



This year we will travel through Georgia, Alabama, Louisiana, and Mississippi. Students will experience the college atmosphere of the South and learn the history and culture of several amazing colleges.

While on this tour students will meet with academic advisors, experience the rich cultural activities and events in the area.



For more information the 1st meeting will be:

Date: October 1, 2013

Time: 6:00 pm

Location: Tucson Magnet High School
Counseling office
400 N. 2nd Ave, 85705



- Schools**
- Dillard University
 - Xavier University
 - Southern University
 - Jackson State University
 - Alabama State University
 - Tuskegee University
 - Grambling State University
 - Spelman College
 - Morehouse College
 - Clark Atlanta University
 - Alcorn State University
 - Alabama A&M University
 - Stillman College
 - Concordia College

If you are unable to attend the first meeting or have additional questions, please feel free to contact Levette McEaddy at 520-225-5125 (office), 520-850-1173 (cell) or at levette.mceaddy@tusd.org for more details.

USP V.F.1.m

Program

8:30 a.m. - 9:15 a.m. - Registration and Music

9:20 a.m.

- Welcome - Marie Cephers, SABCCSG & Jimmy Hart, TUSD
- Invocation - Pastor Dr. DaMond T. Holt, Pilgrim Rest Missionary Baptist Church
- Lift Every Voice - Tiara Terry, Student
- Introductions and Acknowledgements
- Proclamation - Imani Harvey, TUSD Student

10:00 a.m. - 11:45 a.m. - Workshops

- Harlem Renaissance - Dr. Bryan Cater, U of A
- Black History Through Photography - Joe Jackson, Raytheon Retiree
- Remembering Our History - Dr. Johnny Bowens U of A
- HBCU'S - Joshua Sanders, Eric Brown, TUSD
- Boys to Men - Marcus Coleman, FEMA, Jimmy Hart, TUSD Paul Reed, TUSD, Tyrone Cephers, DPS, & Ernest Rose, MCRSD
- San Kofa—Desiree Cueto, Treya Allen, Marilyn McGlory, Keisha Coleman, TUSD

•College Exhibits

12:00 p.m. - 1:30 p.m.

- Lunch & Entertainment
- Closing Remarks



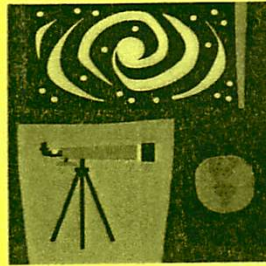
Prizes

You are cordially invited to attend!



We encourage you to come to Palo Verde High Magnet School!

Name: _____



Per _____

Teacher _____ Rm # _____

Mrs. Elliott
Counseling



Snacks



Prizes

Snacks

Palo Verde High Magnet School

A "STEAM" School

Supports

The Tucson Chapter of the Links, Incorporated



STEM – U – LATION EXPO

What's That?

We Will EXPLORE The areas of:

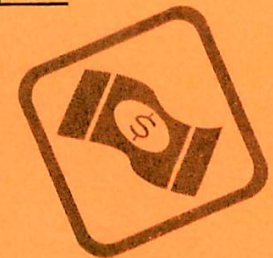
Science, Technology, Engineering and Math! That's where the \$ is!



Tuesday, October 29, 2013

4:00 PM – 5:00 PM

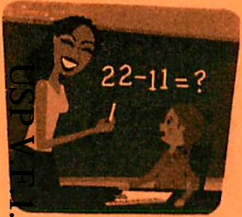
Palo Verde HS Cafeteria!



If the United States is to hold a competitive edge in a rapidly changing global workforce, we **MUST** improve the USA's science, technology, engineering and math (STEM) workforce.

USP V.F.1.m





.m

What's STEM

Science, Technology, Engineering and Mathematics!

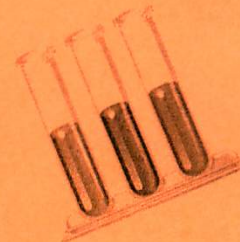


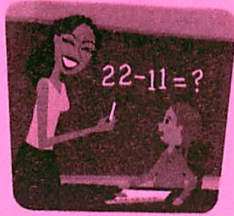
Soon to include the ARTS (STEAM)

1. **Science** is the study of the natural world, including the laws of nature associated with physics, chemistry, and biology and the treatment or application of facts, principles, concepts, or conventions associated with these disciplines.
2. **Technology** comprises the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating all forms of technology.
3. **Engineering** is all about the design and creation of products and a process for solving problems. Engineering goes hand in hand with math, science, and technology.
4. **Mathematics** is the study of patterns and relationships among numbers and shapes. Mathematics includes theoretical and applied mathematics.

STEM education is a sequence of courses or program of study that prepares students, including underrepresented groups:

- For successful employment, post-secondary education, or both that require different and more technically sophisticated skills including the application of mathematics and science skills and concepts.
- To be competent, capable citizens in our technology-dependent, democratic society.





What's STEM

Science, Technology, Engineering and Mathematics!

Soon to include the ARTS (STEAM)

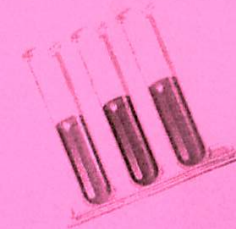
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Snacks

Palo Verde High Magnet School

A "STEAM" School

Supports

The Tucson Chapter of the Links, Incorporated



Cyber Café' EXPO

What's That?

Fun and more fun

Monday, November 4, 2013

4:00 PM – 5:00 PM

Palo Verde HS

Cyber Café

(In the basement)

Prizes

USP V.F.1.m



TUCSON UNIFIED SCHOOL DISTRICT



2013 ~ 2014



T
U
S
D



**STRENGTHENING OUR
LEGACY, BUILDING
OUR FUTURE**



*African American Student Services
Annual Student Recognition*

Special Moments from our 2012-2013 African American Student Recognition Program





*Congratulations Students
For A Job Well Done!*



Dr. Anna Jolivet Award

For students who participated in Fine Arts and/or Athletics with at least a 3.25 GPA, earned 95% attendance, and were active in community service for the school year.

Dr. Jolivet was a renowned local educator who grew up in Tucson, Arizona and attended Dunbar-Spring school and Tucson High school. She modeled academic achievement as a student who graduated with her undergraduate and doctoral degree from the University of Arizona. Dr. Jolivet was an advocate for fine arts and served as a music teacher prior to becoming the first African American female to work as a principal in TUSD. Her legacy and commitment to serving the Tucson community lives on through the Education Enrichment Foundation (EEF) and other organizations. Dr. Jolivet was a founding member of EEF, an organization serving TUSD students.

The African American Student Services Department would like to extend a Special “Thank You” to each school for providing the names of the recipients who met the criteria in each category.

Academics: 3.25-3.99 GPA through the first 3 quarters (6th – 12th grade)
4.0 GPA through the first 3 quarters (6th – 12th grade)
4.0 GPA for all 4 years of high school (Seniors only)

Perfect Attendance: Any student who maintained perfect attendance through the first 3 quarters (6th – 12th grade)

Special Award: Students who participated in Fine Arts and/or Athletics with at least a 3.25 GPA, earned 95% attendance, and were active in community service for the school year (6th – 12th Grade)
Dr. Anna Jolivet

Tucson Unified School District
28th Annual African American Student Services Recognition
Program
May 12, 2014

<i>Master of Ceremonies</i>	Jimmy Hart Director, African American Student Services
<i>Mistress of Ceremonies</i>	Desiree Cueto Staff Development & Multicultural Curriculum Integration Coordinator
<i>Welcome / Occasion</i>	Jimmy Hart Director, African American Student Services
<i>Invocation</i>	Warren Anderson, Pastor Living Water Ministries
<i>National Anthem</i> <i>Black National Anthem</i>	Zoe White, Sabino High School Tianna Williams Utterback Middle School
<i>Welcome to the University of Arizona</i>	Kendal Washington White Assistant Vice-President of Student Affairs University of Arizona
<i>Special Remarks</i>	Dr. Helidoro T. Sánchez, Superintendent Tucson Unified School District James E. Fish, Executive Director Student Equity & Intervention
<i>Performance</i>	Tucson High Magnet School Concert Choir
<i>Clinton Pinellas Award Presentation</i>	Eric Brown, Academic Specialist African American Student Services
<i>Special Academic Presentation 4.0 GPA</i>	Jomar Jenkins, UHS Graduate
<i>Dr. Anna Jolivet Award</i>	The Anna Jolivet Family
<i>Student Recognition Scholarships</i>	Keisha Coleman, Academic Specialist African American Student Services
<i>Student Recognition Presentations</i>	Desiree Cueto Staff Development & Multicultural Curriculum Integration Coordinator
<i>Closing Remarks</i>	Jimmy Hart Director, African American Student Services

The Black National Anthem



John R. Johnson



James Weldon Johnson



Booker T. Washington

"Lift Every Voice and Sing" was publicly performed first as a poem as part of a celebration of Lincoln's Birthday on February 12, 1900, by 500 school children at the segregated Stanton School. Its principal, James Weldon Johnson, wrote the words to introduce its honored guest Booker T. Washington. The poem was later set to music by Johnson's brother John in 1905. Singing this song quickly became a way for African Americans to demonstrate their patriotism and hope for the future.

Lift every voice and sing, till earth and heaven ring,
Ring with the harmonies of liberty;
Let our rejoicing rise, high as the listening skies,
Let it resound loud as the rolling sea.
Sing a song full of faith that the dark past has taught us,
Sing a song full of hope that the present has brought us;
Facing the rising sun of our new day begun, Let us march on till victory won.

Stony the road we trod, bitter the chastening rod,
Felt in the days when hope unborn had died;
Yet with a steady beat, have not our weary feet,
Come to the place for which our fathers sighed?
We have come over a way that with tears has been watered,
We have come, treading our path through the blood of the slaughtered;
Out from the gloomy past, till now we stand at last
Where the white gleam of our star is cast.

God of our weary years, God of our silent tears,
Thou who has brought us thus far on the way;
Thou who hast by Thy might, led us into the light,
Keep us forever in the path, we pray.
Lest our feet stray from the places, our God, where we met Thee,
Lest our hearts, drunk with the wine of the world, we forget Thee.
Shadowed beneath Thy hand, may we forever stand,
True to our God, true to our native land.



THE WHITE HOUSE
WASHINGTON

January 16, 2014

Please accept my congratulations on receiving the President's Education Award. I am pleased to join your family, friends, and teachers in honoring this tremendous achievement.

America's continued success depends on how well your generation is prepared for the future, and this special recognition is a testament to the dedication and skill you have shown in the classroom. I am proud of you for pushing yourself academically, and I am counting on you to continue to set a good example and help others whenever you have the opportunity. Smart, driven young people like you remind me that America's best days are yet to come. And as long as you continue to stay focused on your education and work hard, no dream will be beyond reach.

Congratulations, again. I hope this award inspires you to continue seeking out new challenges and setting your sights on new horizons. I wish you all the best for the years ahead.

A handwritten signature in black ink, appearing to be "Barack Obama", written in a cursive style.





Heliodoro T. Sánchez, Ed. D.
Superintendent

May 12, 2014

Tucson Unified School District
African American Student Services Department
1010 E. 10th Street
Tucson, AZ 85719

Honored Students:

On behalf of Tucson Unified School District, congratulations to you for your many accomplishments in academics, athletics, attendance, fine arts and humanitarianism. This 28th Annual African American Student Recognition Program is an example of our district commitment to serve all students well, as we recognize your success. Your families and teachers are sure to be very proud. You honor them with your commitment to excellence.

The TUSD community celebrates with you and acknowledges your desire to succeed. We know this is only the beginning of great things to come, so continue the hard work and commitment to achieving excellence.

Sincerely,

A handwritten signature in black ink, appearing to read "H. Sánchez", is written above the printed name.

Heliodoro T. Sánchez, Ed. D.
Superintendent

Morrow Center – 1010 E. Tenth St. – Tucson, AZ 85719 – (520) 225-6060 – Fax (520) 225-6174
Governing Board
Adelita S. Grijalva; President, Kristel Ann Foster; Clerk, Mark Stegeman, Michael Hicks, Cam Juaréz



1010 E. 10th Street • Tucson, Arizona 85719
OFFICE OF STUDENT EQUITY & INTERVENTION (520)225.6294 • fax (520)225.6721

February 4, 2014

Dear Students:

"Keeping your eye on the prize." That is what this evening is about. You have demonstrated your willingness to commit to rigorous academic work as you prepare for your "place in society"

This high honor is indicative of an individual who has achieved significant success in the field of academics as well as one who personifies the highest standards of service, leadership, and character. You are in every respect a model student and one in whom we have the greatest pride.

We would also like to congratulate your parents, who have contributed so much to what you are and what you have accomplished.

We have the greatest confidence in you and your chances for continued success in your future endeavors, whatever they may be.

Respectfully

A handwritten signature in black ink, appearing to read "James E. Fish", is written over a large, faint circular watermark or stamp.

James E. Fish
Executive Director
Student Equity & Intervention

"Delivering Excellence in Education Every Day"
Grow - Reach - Succeed

"Delivering Excellence in Education Every Day through Advocacy, Empowerment, Equity & Intervention"

African American Student Services
Student Equity and Intervention
TUCSON UNIFIED SCHOOL DISTRICT



May 12, 2014

Honored Students:

It is with great honor and a privilege to gather on this evening to recognize you on your accomplishments. You have demonstrated success during the school year and now able to reap some of the benefit of your hard work. "Hard work does have its rewards."

This year's theme: "Strengthening Our Legacy, Building Our Future," marks 28 years of recognizing students' accomplishments. Thousands of students have been honored since 1987 and this evening is no different. We applaud your success as you continue on the road to accomplishing your goals, achieving your dreams and making our world a better place.

"Continue striving to be your best and your dreams will come true."

Please thank your families, community, and TUSD staff who have helped you to this point. "It takes a whole village to raise a child."

Congratulations,

Jimmy Hart
Director

Delivering Excellence in Education Every Day®
Grow - Reach - Succeed

Delivering Excellence in Education Every Day through Advocacy, Empowerment, Equity & Intervention
1010 E. 10th Street, Rm # 235 Tucson, Arizona 85719 (520) 225-6247(520) 225-6546 FAX




"Speaking Truth To Power"

Dear Honorees,

On behalf of the Tucson Branch NAACP, we congratulate you on your accomplishments during this historic 28th Annual African American Student Recognition Program.

As the nation's oldest and largest civil rights organization, the NAACP has worked all allies of all races who believe in and stand for the principles of political, educational, social, and economic equality of minority groups. It is with this mission in mind that we want to commend the hard work and dedication that the students of TUSD have achieved. Academics, attendance, athletics, humanitarianism, and fine arts are cornerstones to becoming productive citizens and set the standards for success as you continue your education. Our future truly depends on you.

The Tucson Branch NAACP is very proud of the accomplishments you have achieved!


NAACP President

RAÚL M. GRIJALVA
3RD DISTRICT, ARIZONA

COMMITTEE ON NATURAL RESOURCES

PUBLIC LANDS AND ENVIRONMENTAL
REGULATION—*RANKING MEMBER*

INDIAN AND ALASKA NATIVE AFFAIRS
ENERGY AND MINERAL RESOURCES

COMMITTEE ON EDUCATION AND THE WORKFORCE

EARLY CHILDHOOD, ELEMENTARY,
AND SECONDARY EDUCATION

HEALTH, EMPLOYMENT, LABOR, AND PENSIONS

CONGRESSIONAL PROGRESSIVE CAUCUS
Co-CHAIR

Congress of the United States
House of Representatives
Washington, DC 20515-0307

WEBSITE: <http://grijalva.house.gov/>

1511 LONGWORTH HOB
WASHINGTON, DC 20515
PHONE (202) 225-2435 | FAX (202) 225-1541

738 N. 5TH AVENUE, SUITE 110
TUCSON, AZ 85705
PHONE (520) 622-6788 | FAX (520) 622-0198

130 NORTH STATE AVENUE
P.O. BOX 4105
SOMERSET, AZ 85350
PHONE (928) 343-7933 | FAX (928) 343-7949

13065 WEST McDOWELL ROAD, SUITE C-123
AVONDALE, AZ 85392
PHONE (520) 536-3388 | FAX (623) 748-0451

FACEBOOK: [Facebook.com/Rep.Grijalva](https://www.facebook.com/Rep.Grijalva)
TWITTER: [Twitter.com/RepRaulGrijalva](https://twitter.com/RepRaulGrijalva)

Dear Honorees,

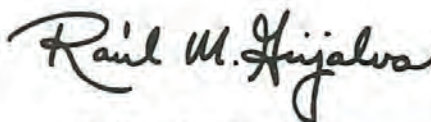
I would like to extend my most heartfelt congratulations. Your accomplishments are worthy of honor and accolades, and I am extremely pleased to have this opportunity to communicate with you.

The youth of Southern Arizona and their commitment to their education never ceases to impress me. I am grateful to witness such accomplishments and achievements from the constituents of my Congressional district. Achieving a 4.0 grade point average requires dedication, aptitude and most importantly, discipline. This is truly a testament to your hard work.

All of these skills and qualities you have acquired in your high school career will help you on your journey to a brighter future. I have no doubt that you are prepared for the challenges that still lay ahead because you have already demonstrated to be leaders of our community.

As we take this opportunity to honor and recognize your accomplishments in this academic year, I look forward to hearing about all of your future endeavors and accomplishments. I know you will continue to contribute great things to Southern Arizona, and our community. Once again, congratulations.

Sincerely,



Raúl M. Grijalva

Member of Congress



JONATHAN ROTHSCHILD
MAYOR

CITY OF TUCSON
OFFICE OF THE MAYOR

255 WEST ALAMEDA
P.O. BOX 27210
TUCSON, ARIZONA 85726-7210
PHONE: (520) 791-4201
FAX: (520) 791-5348

May 12, 2014

Welcome to the 28th Annual African American Student Recognition Program

Dear Honorees

On behalf of the citizens of Tucson, I am honored to congratulate each African American middle and high school student on being recognized tonight for your efforts in the areas of Academic Achievement, Perfect Attendance, Artistic Endeavor, Community Service and Athletic Accomplishment.

I am happy to join with your family, teachers and friends in sending my best wishes to you. This is the beginning of your role as a leader, a decision-maker and contributor to our community. You have worked diligently to receive this tribute, and I am confident that you will continue to be successful.

I commend you on behalf of a community that looks to its outstanding youth for the leadership it will need in the future. You have demonstrated that the key to success is through education.

Today is a day to be proud of your accomplishments and Tucson shares in your pride. Congratulations on a job well done. We wish you a wonderful event and continued success.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jonathan Rothschild".

Jonathan Rothschild
Mayor of Tucson



Administration Building, Room 712
1401 E. University Boulevard
P.O. Box 210066
Tucson, AZ 85721-0066
Tel: (520) 621-5511
Fax: (520) 621-9323
www.president.arizona.edu

May 12, 2014

Student Honorees
28th Annual Student Recognition and Scholarship Program
c/o African American Student Services Department
Tucson Unified School District
1010 East 10th Street
Tucson, Arizona 85719

Dear Honorees:

As President of the University of Arizona, I would like to welcome you to campus! We hope you enjoy this evening's exciting celebration.

On behalf of the UA community, I want to congratulate you on your remarkable accomplishments in academics, fine arts, athletics, attendance, and humanitarianism. The recognition that you are receiving at this historic 28th Annual Student Recognition and Scholarship Program, hosted by the TUSD African American Student Services Department, is well deserved. As Arizona's land-grant university, an important part of the UA's mission is to serve our community and its outstanding students through outreach and partnership. The University of Arizona applauds you and your parents and extended family on your success, and we encourage you to continue your focus on academics, which is the key that opens the doors to your choice of colleges.

This is an exciting time as you prepare to close out the current school year. It is also exciting for you, the graduating seniors, as you prepare for college and post-high school plans. As you begin to review the colleges that will undoubtedly be interested in you because of your demonstrated talent, hard work, and good citizenship, we hope you consider the University of Arizona. I encourage you to call on our many support services to assist you with admission, enrollment and career planning. They will ensure that you have an extraordinary student experience.

Keep up the good work and continue to work hard through school no matter what level of education you have currently reached, and enjoy the celebration!

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Ann Weaver Hart'.

Ann Weaver Hart
President





Tucson
Urban League, Inc.

Deborah Embry
President & CEO

2305 S. Park Ave
Tucson, AZ 85713

P 520 791 9522
F 520 623 9364

Empowering Communities.

Changing Lives.

www.tucsonurbanleague.org

March 25, 2014

Dear Honorees:

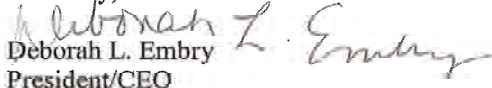
Congratulations on behalf of the Tucson Urban League, we applaud your accomplishments during this historic 28th Annual African American Student Recognition Program. As we celebrate 44 years of empowering communities and changing lives in Arizona, the Tucson Urban League is steadfast in helping to secure a bright future for the next generation of leaders who are committed to improving the quality of life for all. Our mission, to advance economic and social prosperity for African Americans and other underserved Tucson area residents by creating access to opportunity through advocacy, community partnerships, and programs and services. We are dedicated to strengthening and empowering communities so that they are capable of taking on the bold challenges that we face into the 21st Century. Recognize that you are empowering yourselves to become the leaders of tomorrow committed to equality and justice for our children, youth and families. Please take the pledge to become part of the **"I AM EMPOWERED 2025"** Tucson Campaign, which focuses on achieving the following goals by the year 2025:

The Pledge: "I pledge to responsibly commit my time and talent to ensure that the nation is empowered to achieve the following goals by 2025" www.iamempowered.com or www.tucsonurbanleague.org

- Every American child is ready for college, work, and life.
- Every American has access to jobs with a living wage and good benefits.
- Every American lives in safe, decent, affordable, and energy efficient housing on fair terms.
- Every American has access to quality and affordable health care solutions.
- Every American has full access to a fair and equitable justice system.
- Every documented and undocumented American has full access to a system of due process as embodied in our Constitution and Bill of Rights.

The fact that all of you are being recognized for your incredible accomplishments indicates that you are fully committed to ensuring that our nation is empowered to achieve the above-mentioned goals. I encourage all of you to take this pledge and join our efforts at creating opportunity and prosperity for all. Once again, congratulations on your amazing accomplishments and we look forward to working with you to make our communities a better place.

Sincerely,


Deborah L. Embry
President/CEO

Xavier Clinton Pinellas Spirit Award

Dr. Xavier Clinton Pinellas, an African American educator, was dedicated to the empowerment of African American youth. He wisely sought to instill in students the principles of self-motivation and personal pride, knowing that these values lead to the confidence necessary to achieve their goals.

He graduated from Kissimmee High School in 1966, Bethune-Cookman College (HBCU) in Daytona Beach, FL in 1969 and Fort Valley State College in Fort Valley, Ga. in 1973. He later attended Boston State University earning his educational specialist degree in educational administration. In 1993, he received a doctorate of education degree in counseling and educational administration from the University of Arizona.

As a counselor at Tucson High School he began a program to develop leadership qualities for African American students; students were exposed to guest speakers and community members who addressed strategies for success in high school and beyond. Leadership was a primary focus and served as a foundation for college readiness and future careers. His efforts, and those of like-minded colleagues, culminated in an annual event which is now called the "African American Student Recognition Program."

When illness necessitated a move to Florida, Ms. Carlo Thomas stepped in to continue his work. Mr. Pinellas died in February, 2001, but will long be remembered as the inspiration for the Xavier Clinton Pinellas Spirit Award.

African American Student Services 2013-2014 Recognition Program**Middle Schools 3.25—Above****Booth Fickett***Adams-Thomas, Ebony A***Allen, Jeremiah A**Allen, Jezaniah A**Atkins, Anthony J**Bartlett, Caitlyn R***Bell, Lil Johnny R**Boykin, Olivia R**Bryant, Romello T****Cadena, Sarena****Daniels, Savantay S**Dilyou Jackson, Domonique**Flowers, Jarie A**Halverson, Natasha R**Howard, Makayla S*****Jankowski, Samantha R****Johnson, Darius J**Jones, Jevon A***Kennedy, Chanz A***Kennedy, Max E**Leeks, Esiae S**Leonard, Mariyah J***Mallard, Ivory S***McCraney, Shayla J**Morken, Ian S**Reece, Nailani M**Robersts, Jasmien A**Russell, Jamahl R**Sorrell, Richard I**Tanggap, Miriam A**Tekle, Winta M**Thiam-Doucoure, Fodiye A**Whaley, Keosha M***Michael Konrad***Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics, Perfect Attendance**Academics**Academics**Academics**Perfect Attendance**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Perfect Attendance**Academics**Academics**Academics, Perfect Attendance**Academics**Perfect Attendance***Dietz K-8***Bettors, Nicole***Irakunda, Seth**Moreno Davil, Orlando***Dodge Magnet****Kosseke Lossebio, Enee**Walls, Abigail**Walls, Jordan***Doolen***Abdalla, Tasnem***Abdi, Isha***Abdikadir, Addey**Abney, Serone****Anyaeji, Essence****Barrow, Austin N***Bigirimana, Manifique***Broadway, Takirah**Brown, Nehemiah**Brye, Tyiana**Crenshaw, Delainna**Hall, Cyanne M**Herron Jr, Keni***Iman, Fatuma*****Jallayu, Noynowoh*****John, Samya**Kannah, Ericsson**Lee, Genevieve**Lossou, Samuel**Mahamat, Hassan***Moussa Rostow, Gasore**Omar, Asli***Tiffany McKee***Academics**Academics**Perfect Attendance***Daniel Schulter***Academics**Academics**Academics***Venessa Morales***Academics*

Please Note: Student's names in bold have a 4.0 GPA. Students that have an asterisk by their name will receive the Dr. Anna Jolivet Award .

African American Student Services 2013-2014 Recognition Program**Middle Schools 3.25—Above**

<i>Robinson, Gabriela</i>	<i>Academics</i>	<u>Magee</u>	<u>Daniel Erickson</u>
<i>*Scott, Gabrielle Sache</i>	<i>Academics</i>	<i>Bell, Kobi</i>	<i>Academics, Perfect Attendance</i>
<i>Spangle, Tyneja</i>	<i>Academics</i>	<i>Doe, Carlos</i>	<i>Academics, Perfect Attendance</i>
<i>*Tailey, Eric</i>	<i>Academics</i>	<i>Fernando, Mariana</i>	<i>Academics</i>
<u>Drachman K-6</u>	<u>Jesus Celaya, Ph. D.</u>	<i>Francis-Magloire, Me'Shelle</i>	<i>Perfect Attendance</i>
<i>Abdikadir, Hussein</i>	<i>Academics</i>	<i>Hoges, Nayloni</i>	<i>Academics, Perfect Attendance</i>
<i>Aganye, Tina</i>	<i>Perfect Attendance</i>	<i>Lewis, Maurice</i>	<i>Academics</i>
<i>Dupree, Kaiyer</i>	<i>Perfect Attendance</i>	<i>Ndisabiye, Sasha</i>	<i>Academics</i>
<i>Omar, Furqan</i>	<i>Academics</i>	<i>Reese, Mercedes</i>	<i>Academics, Perfect Attendance</i>
<i>Uwase, Paradis</i>	<i>Academics</i>	<u>Mansfeld</u>	<u>Richard Sanchez</u>
<u>Gridley</u>	<u>Kathleen Scheppe</u>	<i>Ahmed, Abdirisak</i>	<i>Academics</i>
<i>Benson, Savannah</i>	<i>Academics</i>	<i>Burton, Anaya</i>	<i>Academics</i>
<i>Bonura, Gabriella</i>	<i>Academics</i>	<i>*Deng, Majok</i>	<i>Academics</i>
<i>Brumfield, Elijah</i>	<i>Academics</i>	<i>Enriquez, Adrian</i>	<i>Academics</i>
<i>Colquitte, Sabrea</i>	<i>Academics</i>	<i>Eyssallenne-Cook, Jasmine</i>	<i>Academics</i>
<i>Conley, Kayla</i>	<i>Academics</i>	<i>Gerald, Gemma</i>	<i>Academics</i>
<i>Diggles, Jessica</i>	<i>Academics</i>	<i>*Givens, Zion</i>	<i>Academics</i>
<i>Dillard, Demetri</i>	<i>Academics</i>	<i>Hicks-Dortch, Kayla</i>	<i>Academics</i>
<i>Grigsby, Jazmine</i>	<i>Academics</i>	<i>*John, Gaudence</i>	<i>Academics</i>
<i>Kaufman-Fuller, Grace</i>	<i>Academics</i>	<i>John, Jenesiya</i>	<i>Academics</i>
<i>Malone, Angela</i>	<i>Academics</i>	<i>*Junius, Lawrence</i>	<i>Academics</i>
<i>Messinger, Jamelle</i>	<i>Academics</i>	<i>Lujendo, Hassan</i>	<i>Academics</i>
<i>Montgomery, Kira</i>	<i>Academics</i>	<i>*Mcle, Simone</i>	<i>Academics</i>
<i>Nguyen, Alec</i>	<i>Academics</i>	<i>Molla, Benjamin</i>	<i>Academics</i>
<i>Nguyen, Braden</i>	<i>Academics</i>	<i>Mukoma, Halima</i>	<i>Academics</i>
<i>Richards, Lyriq</i>	<i>Academics, Perfect Attendance</i>	<i>*Scupin, Carlie</i>	<i>Academics</i>
<i>Rodgers, Alexys</i>	<i>Academics</i>	<i>Washington, Nadia</i>	<i>Academics</i>
<i>Ross, Danyza</i>	<i>Academics</i>	<i>West, William</i>	<i>Academics</i>
<i>Walker, Tiana</i>	<i>Academics</i>		

Please Note: Student's names in bold have a 4.0 GPA. Students that have an asterisk by their name will receive the Dr. Anna Jolivet Award .

African American Student Services 2013-2014 Recognition Program**Middle Schools 3.25—Above**

<u>Mary Belle McCorkle</u>	Elizabeth Redondo	<u>Roberts/Naylor</u>	<u>Concepcion Zepeda</u>
<i>Luna, Kyauna</i>	<i>Academics</i>	<i>Ali, Marian</i>	<i>Academics</i>
<i>Scott, Hughie</i>	<i>Academics</i>	<i>Armstrong, Travis</i>	<i>Academics</i>
<i>Siaha, Rita</i>	<i>Academics</i>	<i>Armstrong, Trevor</i>	<i>Academics</i>
		<i>Eric, Irakoze</i>	<i>Academics</i>
<u>Maxwell</u>	<u>Rosanna Ortiz-Montoya</u>	<i>Gardiner, Kaitlyn</i>	<i>Academics</i>
<i>Boling, Daija</i>	<i>Academics</i>	<i>*Griffin, Christina</i>	<i>Academics</i>
<i>Hicks, William</i>	<i>Perfect Attendance</i>	<i>Hamza, Roshanali</i>	<i>Academics</i>
<i>Waggoner, Jaira</i>	<i>Academics</i>	<i>Kimaraungu, Shaka</i>	<i>Academics</i>
		<i>Mohamed, Abdullahi</i>	<i>Academics</i>
		<i>*Niyigena, Christina</i>	<i>Academics</i>
<u>Miles</u>	<u>Robin Weldon</u>	<i>Nsabimana, Virginia</i>	<i>Academics</i>
<i>*Eberlein, Karinnah</i>	<i>Academics</i>	<i>Walker-Johnson, Immanuel</i>	<i>Academics</i>
<u>Pistor</u>	<u>Kathryn Manley-Crockett</u>	<u>Robins K-8</u>	<u>Chandra Thomas</u>
<i>Bell, Destiny</i>	<i>Academics</i>	<i>Martin, Briyani</i>	<i>Academics</i>
<i>Chase, Phillip</i>	<i>Perfect Attendance</i>	<i>McHenry, Mikhaela</i>	<i>Academics</i>
<i>Gibson, Kenneth</i>	<i>Academics</i>		
<i>LeCount, Alissa</i>	<i>Academics</i>	<u>Roskruge</u>	<u>Jose Olivas</u>
<i>Maxwell-Kinslow, Edna</i>	<i>Academics</i>	<i>Abdi, Malyun</i>	<i>Academics</i>
<i>Payne, Henry</i>	<i>Academics</i>	<i>Foster, Ryan A</i>	<i>Perfect Attendance</i>
<i>*Stocker, Kenyae</i>	<i>Academics</i>	<i>Lewis, Ajaysha</i>	<i>Academics</i>
		<i>Robinson, Isaiah C</i>	<i>Perfect Attendance</i>
<u>Pueblo Gardens</u>	<u>Seth Aleshire</u>	<u>Safford</u>	<u>Theresa Tenace</u>
<i>Eason, DezMariah</i>	<i>Academics</i>	<i>*Booker, Esis</i>	<i>Academics</i>
<i>*Ingabire, Mireille</i>	<i>Academics</i>	<i>*Bowen, Leshawn</i>	<i>Academics</i>
<i>Scott, Na Kaela</i>	<i>Academics</i>	<i>*Hall, Ticarah</i>	<i>Academics</i>

Please Note: Student's names in bold have a 4.0 GPA. Students that have an asterisk by their name will receive the Dr. Anna Jolivet Award .

African American Student Services 2013-2014 Recognition Program**Middle Schools 3.25—Above****Secrist***Austin, Elijah**Fox, Daisia**Gainous, Felicity****Hagler, Kitana****Hector-Smith, Jade Patrice**Henry, Dallas J****Jones, Daisha****Patton, Amber**Primitiva, Tuyishimire****Sanders, Sierra****Smith, Anthony Charles**Thompson, DoMonique L**Thompson, Isaiah M**Tisdale, Naijah**Williams Jr, Kendall***David Montano***Academics**Academics**Academics**Academics**Academics, Perfect Attendance**Academics**Academics**Academics**Academics**Academics**Academics**Perfect Attendance**Perfect Attendance**Academics**Academics***Vail***Benson, Azariah****Covington, Jailyn Jayanna******Curry, Nicholas****Lawyer, April****Lennon, Roje****Mohamed, Amina**Namvula, Mihwa*****Petronia, Ninahazwe****Rashad, Arizona*****Reed, Jordin******Reed, Xye******Roebuck, Jasimiair****Smith, Kylan Jalil****Thomas, Gabriel*****Tolbert, Jaedon*****Williams, Brendan A*****Lisa McCallion***Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics, Perfect Attendance**Academics**Academics, Perfect Attendance**Academics**Academics**Academics**Academics**Academics, Perfect Attendance**Academics***Utterback***Coleman, Serena*****Davis, Jada*****Garrard, Celciana**Givens, Shaniyah**Glasker, Sierra**Jeter, Sarah**Mukeshimana, Alliance*****Stembridge, Kyla****Robets, Cayla**Tyree, Inez***Watson, Jocelyn K***Williams, Tianna***Wilmore, Dejanae***Cindy Shepard-Mady***Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics***Valencia***Daniels, Najah**Dean-Jackson, Samuel**Gilliam, Ashlee***Nelson, Nikayta**Stevens, Eman***Younger, Kenadie***Patricia Acosta***Academics**Academics**Academics**Academics**Academics, Perfect Attendance**Academics*

Please Note: Student's names in bold have a 4.0 GPA. Students that have an asterisk by their name will receive the Dr. Anna Jolivet Award .

African American Student Services 2013-2014 Recognition Program**High Schools 3.25—Above****Catalina Magnet****Abdi, Abdijamal**Bishop, Breana**Chibasa, Jonathan**Elhag, Moaz*****Eshate, Dagem****Fairbanks, Matthew M**Gilmore, Jordan J*****Hassan, Mohammed****Kamalebo, Maisha**Kaneza, Cynthia**Kassim, Nasra*****Lamb, Akina****Lee, James**Logo, Amanuel*****Martin, Michaela****Molett, Alisha**Ntirampeba, Angelique**Otto, Jennifer**Rajabu, Rahma**Saeed, Heba**Soares, Steff Mccartney**Stubblefield, Antonio***Tefera, Metasebyia**Tima, Ramana**Yanseratou, Prince***Cholla******Anyaeji, Nonye****Barnes, Autumn**Edwards, Jerry**Heartfield, Avereal**LeCount, Larry**Mbonera, Boss***Rex Scott***Academics**Academics**Academics**Academics**Academics**Perfect Attendance**Academic, Perfect Attendance**Academics**Academics**Academics**Perfect Attendance**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Perfect Attendance**Academics***Frank Armenta***Academics**Academics**Perfect Attendance**Academics**Academics**Academics***Mary Meredith K-12***Kinslow, Rajev***Palo Verde Magnet***Greenhouse, Janaya**Haywood, Dayeesha**Higgins, Tyshenay**Kennedy, Leon**Morris, Leonjo**Niyonkomezi, Delfina**Oum, Eric**Palmer, Donte**Rashad, Kenya***Siaha Tchiandjeu, Jordan**Stallworth, Sydni***Waggoner, Tahmia***Walker, Kristen**Whaley, Kenya***Pueblo Magnet****Twaje, Sand**Payne, Trenton***Rincon***Abdiraham, Ismahan**Dieke, Didi**Dieke, Obie**Edwards, Leslie**Harrison, Martin**Hatter, Geiya**Hussein, Ruweda***Irumva, Gideon**Jackson, Darjai***Terry Polan***Academics***Janna Acevedo***Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics***Vivi Watt***Academics**Perfect Attendance***Catherine Comstock***Academics**Academics**Academics**Academics**Academics, Perfect Attendance**Academics**Academics**Academics**Academics*

Please Note: Student's names in bold have a 4.0 GPA. Students that have an asterisk by their name will receive the Dr. Anna Jolivet Award .

African American Student Services 2013-2014 Recognition Program**High Schools 3.25—Above**

<i>Jackson, Duncan</i>	<i>Academics</i>	<i>Green, Andre</i>	<i>Academics</i>
<i>McDaniel, Tiana</i>	<i>Academics</i>	<i>*Green, Bobby</i>	<i>Academics</i>
<i>Mohamed Hawa</i>	<i>Academics</i>	<i>*Holliday, Jamie</i>	<i>Academics</i>
<i>*Moye, Alexandra</i>	<i>Academics</i>	<i>*Jackson, Wilma</i>	<i>Academics</i>
<i>*Owens, Ashli</i>	<i>Academics</i>	<i>Lumia, Diona</i>	<i>Academics, Perfect Attendance</i>
<i>*Watkins, Myleah</i>	<i>Academics</i>	<i>*Matondo, Prisca</i>	<i>Academics</i>
		<i>Ngoma Madiata, Michelle</i>	<i>Academics</i>
<u>Sabino</u>	<u>Matthew Munger</u>	<i>Njungeh , Nkengafac</i>	<i>Academics</i>
<i>Carter, Trinesha</i>	<i>Academics</i>	<i>Peebles Jr, Jason</i>	<i>Academics</i>
<i>Edwards, Marcus</i>	<i>Academics</i>	<i>*Ray, Kiana</i>	<i>Academics</i>
<i>*Ezeugwu, Charles</i>	<i>Academics</i>	<i>*Renfro, Nathaneal</i>	<i>Academics</i>
<i>*Hill, Caylor</i>	<i>Academics</i>	<i>*Roadman, Areya</i>	<i>Academics</i>
<i>Matthews, Steven</i>	<i>Perfect Attendance</i>	<i>*Stevenson, Adrian</i>	<i>Academics</i>
<i>McBrayer, Aaron</i>	<i>Academics</i>	<i>*Watson, Nikya</i>	<i>Academics</i>
<i>Nelson, Tristan</i>	<i>Academics</i>		
<i>Stevenson, Tori</i>	<i>Academics</i>		
<i>Thomas, Maleke</i>	<i>Academics</i>	<u>Santa Rita</u>	<u>James Palacios</u>
<i>Wallace, Maya</i>	<i>Academics</i>	<i>*Freeman, Sash</i>	<i>Academics</i>
<i>White, Zoe</i>	<i>Academics</i>	<i>German, Devonta</i>	<i>Academics</i>
<i>Wright, Ayanna</i>	<i>Academics</i>	<i>Grisby, Ariana</i>	<i>Academics</i>
<i>Yonas, Jeremiah</i>	<i>Academics</i>	<i>Hicks, David</i>	<i>Academics</i>
		<i>Holmes, Marquis</i>	<i>Academics</i>
<u>Sahuaro</u>	<u>Roberto Estrella</u>	<i>Lighter, Tristan</i>	<i>Academics</i>
<i>Baxter, Erin</i>	<i>Academics</i>	<i>Lowman, Amani</i>	<i>Academics</i>
<i>Bell, Trej</i>	<i>Academics</i>	<i>Myers, Brianna</i>	<i>Academics</i>
<i>Benjamin, Dorothy</i>	<i>Academics</i>	<i>Payne, Khri-Lee</i>	<i>Academics</i>
<i>Butler, La Shante</i>	<i>Academics</i>	<i>Standifer, Amarea</i>	<i>Academics</i>
<i>Clabourne, Breanna</i>	<i>Academics</i>	<i>Upshaw, Brandon</i>	<i>Academics</i>
<i>Colter Carman, Chambray</i>	<i>Academics</i>		
<i>Coombs , Cheyenne</i>	<i>Academics</i>		
<i>Fluker, Kenneth</i>	<i>Academics</i>		
<i>*Grady, Cortnee</i>	<i>Academics</i>		

Please Note: Student's names in bold have a 4.0 GPA. Students that have an asterisk by their name will receive the Dr. Anna Jolivet Award .

African American Student Services 2013-2014 Recognition Program**High Schools 3.25—Above****Teenage Parent*****Impraim, Alice*****Anne Dudley***Academics****Scott Jr, Gary****Academics***Strayhorn, Devin L**Academics**Stringer, Desmond**Academics***Tucson Magnet***Abdi, Hawa A**Academics***Strong, Johnisha**Academics**Abdikadir, Fatuma**Academics**Tiago, Belinda**Academics**Abreu, Ayla**Academics***Uwera, Immaculee**Academics**Batain, Ejahn-ea V**Academics***Walls, Katie**Academics***Boyd, Logan**Academics***Watson Rodriguez, Martha**Academics**Coyle, Kayla R**Academics***Wells, Khori J**Academics**Deebom, Gianbari**Academics***Williams, DeAndre**Academics**Effing, Serena**Academics**Worthy , Kalina**Academics**Gambrell, William**Academics***University****Dean Packard****Gerard-Osbourne, Avadney**Academics**Albertie, Mariah**Academics***Harvey, Imani**Academics**Augusto, Yasmeen**Academics**Hawthorne, Chandra**Academics**Bailey, Eleora**Academics**Haymore, Aja**Academics****Blackmon, Lena****Academics***Howard, Jelani M**Academics***Chasimba, Clifton**Academics**John, Janine**Academics, Perfect Attendance****Ezeugwu, Natalie****Academics**Jones, Britney**Academics**Falana, Sadia**Academics**Maxey, Izaria**Academics**Keita, Oumou**Academics**Moriniere, Lutece**Academics, Perfect Attendance***King, Kayla**Academics**Muhina, Hawo**Academics****King, Mackensey****Academics**Murray, Lillie**Academics***Lee, Deja**Academics**Onyi, Eneji**Academics**Malone, Catherine**Academics**Orbay Villar, Selim A**Academics***Moyer, Marge**Academics, Perfect Attendance**Perkins, Austin**Academics**Mutwiri, Peace**Academics**Robinson, Blair**Academics**Naiman, Claire**Academics**Roebuck, Rhyasin**Academics**Nelson, Halla**Academics***Samake, Noouhoum W**Academics**Noblesse, Andrew**Academics**Sanders, Brandi C**Academics**Ratliff, Unique**Academics**Strong, Jaesa**Academics**White, Summer**Academics*

Please Note: Student's names in bold have a 4.0 GPA. Students that have an asterisk by their name will receive the Dr. Anna Jolivet Award .

Middle Schools—4.0 Cumulative Through 3 Quaters

Booth Fickett

Cadena, Sarena
Jankowski, Samantha R.

Roberts/Naylor

Nsabimana, Virginia

Doolen

Anyaeji, Essence
Jallayu, Noynowoh

Secrist

Hagler, Kitana
Jones, Daisha
Sanders, Sierra

Gridley

Benson, Savannah
Conley, Kayla
Grigsby, Jasmine

Utterback

Davis, Jada
Stembridge, Kyla

Magee

Lewis, Maurice
Ndisabiye, Sasha

Vail

Covington, Jailyn Jayanna
Curry, Nicholas
Lennon, Roje
Petronia, Ninahazwe
Reed, Jordian
Reed, Xye

Mansfeld

Deng, Majok
John, Gaudence
Junius, Lawrence
Scupin, Carlie

Roebuck, Jasimair
Thomas, Gabriel

Mary Belle McCorkle

Luna, Kyauna
Scott, Hughie

High Schools—4.0 Cumulative Through 3 Quaters

Catalina

Eshate, Dagem

Hassan, Mohammed

Lamb, Akina

Martin, Michaela

Sabino

Edwards, Marcus

Ezeugwu, Charles

Hill, Caylor

Thomas, Maleke

Teenage Parent

Impraim, Alice

Tucson High

Scott Jr., Gary

Cholla

Anyaeji, Nonye

Sahuaro

Clabourne, Breanna

Watson, Nikya

University

Blackmon, Lena

Ezeugwu, Natalie

King, Mackensey

Palo Verde Magnet

Waggoner, Tahmia

High Schools—4.0 Cumulative Through Four Years

Catalina Magnet High School

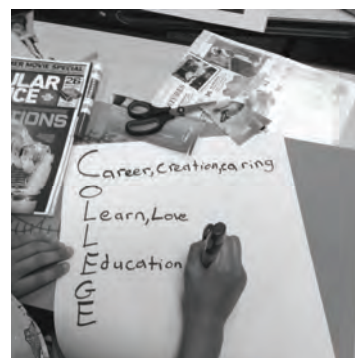
Eshate, Dagem

Sabino High School

Ezeugwu, Charles

Hill, Caylor

*TUSD AFRICAN AMERICAN STUDENT SERVICES DEPARTMENT
EVENTS THROUGHOUT THE YEAR FROM AFRICAN AMERICAN
HERITAGE DAY, CRADLE TO COLLEGE, HARAMBEE, PARENT
UNIVERSITY, MULTICULTURAL SYMPOSIUM AND MORE.*



Scholarships

\$ www.tusd1.org/aastudies

www.naacp.com/scholarship (NAACP Scholarship)

\$ www.uncf.org (United Negro College Fund)

\$ www.blackstudents.com (List of scholarship in alphabetical order)

\$ www.coca-colascholars.com (Coca-Cola Scholarship: \$10,000 - \$20,000)

\$ www.nationalmerit.org/nasp.php (National Achievement Scholarship for African American students)

\$ www.admissions.college.harvard.edu (Free Tuition to Harvard)

\$ www.hsf.net (Hispanic Scholarship Fund)

\$ www.assurance.arizona.edu (Provides scholarship money over 4 years to attend an Arizona University)

\$ www.gmsp.org (Gates Millennium Scholarship - for next years seniors)

\$ www.admissions.college.harvard.edu (Harvard will pay for you college depending on your grades)

<http://knowhow2go.org/> (what it takes to get into college)



*On Behalf Of The TUSD
African American Student
Services Department,
We Congratulate
All The Honorees.*

TUCSON UNIFIED SCHOOL DISTRICT

Governing Board

Adelita S. Grijalva, President

Kristel Ann Foster, Clerk

Michael Hicks

Cam Juarez

Dr. Mark Stegeman

Superintendent

Dr. Heliodoro T. Sánchez

Deputy Superintendent-Operations

Yousef Awwad

Deputy Superintendent –Teaching & Learning

Dr. Adrian Vega

Assistant Superintendent—Curriculum & Instruction

Steve Holmes

Assistant Superintendent –Elementary & K-8 Leadership

Teri Melendez

Assistant Superintendent—Secondary School Leadership (Middle & High School)

Dr. Abel Morado

Executive Director, Student Equity & Intervention

James E. Fish

Director, African American Student Services

Jimmy D. Hart



Cradle to College: Visualizing the Future

Join the TUSD African American Student Services Department and interns from the University of Arizona Africana Studies Program for a series of college-student led, engaging workshops geared towards middle school students and their families. Parents will have the opportunity to interact with U of A professionals from Academic Outreach, Financial Aid and other offices during the college-student led workshops.

SPONSORS:



COLLEGE OF HUMANITIES
**AFRICANA
STUDIES**

UA Black Alumni (UABA)

WHAT: College Awareness from a College Students Perspective

WHEN: Saturday, April 26th from 9:00 a.m. – 12:30 p.m.

WHERE: U of A - Manuel Pacheco Integrated Learning Center (ILC) on the U of A mall lower level

WHO: TUSD Middle School Students

RSVP: www.tusd1.org/aastudies

QUESTION: Please call 225-6247



Space is limited to 50 student participants and their parents



You are Cordially Invited

College Fair

Saturday, September 21st from 10:00am to 3:00pm

Join Congressman Raúl M. Grijalva and Mayor Jonathan Rothschild in cooperation with colleges and universities from across the country to present students with post-secondary opportunities. Attending institutions will present select students with acceptance letters and scholarship awards.

This event is free and open to the public.



Congressman Raúl M. Grijalva

&

Mayor Jonathan Rothschild



Location:

**El Pueblo Activity Center
101 W. Irvington Road, Bldg. 9
Tucson, AZ 85706**

Please RSVP to: Evan Wesley at Evan.Wesley@mail.house.gov or (520) 622-6788

Participating Colleges and Universities listed on reverse side

Participating Colleges

Alabama A&M University: *Alabama*
Alcorn State University: *Mississippi*
Arizona State University: *Arizona*
Benedict College: *South Carolina*
Central Arizona College: *Arizona*
Clark Atlanta University: *Georgia*
Florida A&M University: *Florida*
Huston-Tillotson University: *Texas*
Kentucky State University: *Kentucky*
North Carolina A&T University: *North Carolina*
Northern Arizona University: *Arizona*
Paul Quinn College: *Texas*
Pima Community College: *Arizona*
Prairie View A & M University: *Texas*
Southern University: *Louisiana*
Spelman College: *Georgia*
Texas Southern University: *Texas*
Tuskegee University: *Alabama*
University of Arizona: *Arizona*
Virginia State University: *Virginia*
Wilberforce University: *Ohio*
Wiley College: *Texas*
Yale University: *Connecticut*

Tucson Black College Cultural Tour 2014



The Tucson Black College Cultural Tour is a wonderful opportunity to visit Historical Black Colleges and Universities in the United States. This year we will be traveling through Georgia, Alabama, Louisiana, and Mississippi. Students will be able to experience the college atmosphere of the South and learn the history and culture of several amazing colleges.

While on this tour, students will not only visit and tour colleges and universities, but will also be experiencing the rich cultural activities and events in the area.

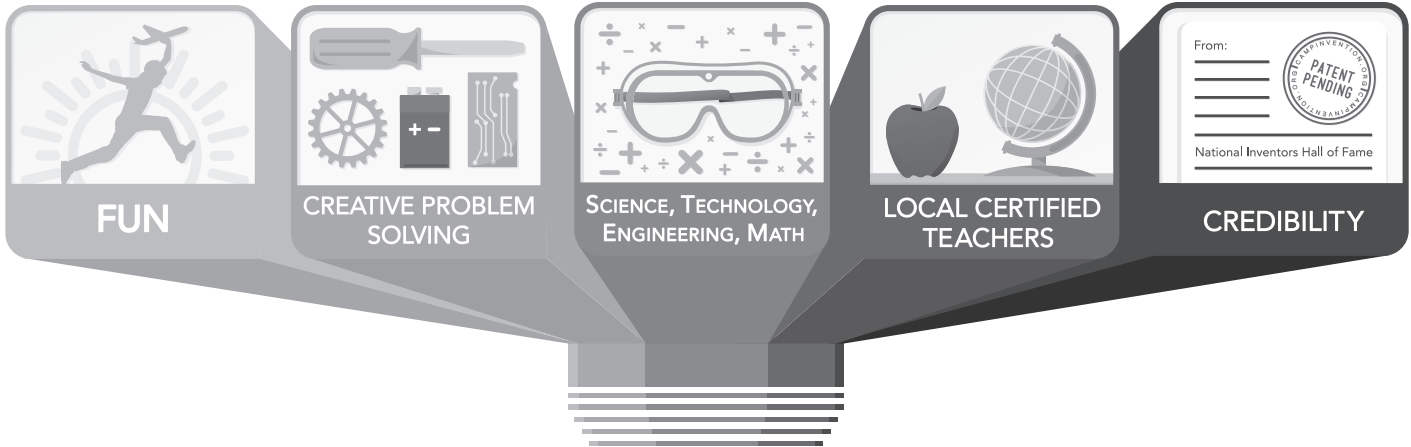
The tour will depart from Tucson or Phoenix on Sunday, March 16, 2014 and return Sunday, March 23, 2014. The tentative price for this trip is **\$850 which may be reduced depending on the clubs fundraising efforts. It's not too late to attend the tour. Please contact** Levette McEaddy at 520-225-5125 (office), 520-850-1173 (cell) or by email at levette.mceaddy@tusd1.org for more details.



USP V.F.1.m

- | |
|---|
| <p><u>Schools</u></p> <ul style="list-style-type: none">Dillard UniversityXavier UniversitySouthern UniversityJackson State UniversityAlabama State UniversityTuskegee UniversityGrambling State UniversitySpelman CollegeMorehouse CollegeClark Atlanta UniversityAlcorn State UniversityAlabama A&M UniversityStillman CollegeConcordia College |
|---|

Only at Camp Invention®



Camp Invention is FREE!
Last Chance to Join the Summer Fun.

**See the new Morphed!
 program in action.**

**Camp Invention is coming to
 Booth-Fickett Math/Science Magnet School**
 located at 450 S. Montego Drive, Tucson, AZ 85710
 on June 2 - 27, 2014 from 7:45 AM- 12:30 PM.
 hosting the Morphed! program!

Directed by African American and Mexican American Student Services

Register your 3rd through 5th grade child today!



Watch the fun at
[campinvention.org/
 revyourengines](http://campinvention.org/revyourengines)



A Message to Parents of the Next Generation of Innovators:

Dear Parents,

Fostering innovation and competitiveness is the mission of the United States Patent and Trademark Office (USPTO). That's why the USPTO has been so supportive of Camp Invention since its founding in 1990 and continues a formal partnership to this day. Creativity and innovation are necessary skills we should encourage in our children to keep the American dream alive in communities nationwide, and Camp Invention does this and more.

Camp Invention gives your son or daughter the opportunity to create and invent outside the box by exploring science, technology, engineering, and math (STEM) concepts in a hands-on, safe, and fun environment.

Camp Invention exposes children to ideas and practices that will help them succeed later in life. A recent research study from H.A. Praxis Solutions indicates that participation in Camp Invention raises children's creativity scores, and creativity is critical to college readiness and future success in the 21st century. Moreover, both the USPTO and the National Inventors Hall of Fame support Camp Invention for its great, ongoing work with children to nurture their inventive spirit and imagination.

Innovation, creativity, and STEM are an investment in your child and hold the key to solving many of the world's challenges. To face these challenges, we encourage you to be a part of something big and visit www.campinvention.org to find a location near you.

Sincerely,



Todd Elmer
Chief Communications Officer



UNITED STATES PATENT AND TRADEMARK OFFICE
Office of the Chief Communications Officer



**National Inventors
Hall of Fame®**

In partnership with



United States Patent and Trademark Office,
an Agency of the Department of Commerce



See what parents
say about our program.

Return registration form (one for each attending child) to: *building secretary*

2014 CAMP INVENTION REGISTRATION FORM

Each registrant will receive a free Camp Invention T-shirt.

Promotional Registration discounts are valid only for registrations received by the applicable date and cannot be used with any other discount.

Child's Name _____

Date of Birth _____

Alumnus? Yes No | Gender M F

Fall 2014 Grade Level _____

School Child Attends _____

Special Needs _____

Does your child require an epinephrine syringe? Yes No

Parent's Name _____

Street Address _____

City _____ State _____ Zip _____

E-mail Address _____

Home Phone _____ Cell Phone _____

Signature _____ Date _____

ASK ME what it feels like to see his eyes
LIGHT UP when he talks about his day-
how his teachers INSPIRE him to learn.

ASK ME why FREE ALL DAY KINDERGARTEN
was the right choice for us. As a proud parent,

ASK ME why I choose
TUSD.



ASK
ME!
TUSD

To learn more about free all day Kindergarten, open house schedules,
and enrolling in K-12 for the 2014-2015 school year, call 225-6400 or
visit TUSD1.org/freealldayk.

Tucson Unified School District
Many Choices. One TUSD.

KINDERGARTEN OPEN HOUSE WEEK IS MARCH 10TH - 14TH!



TUSD

Tucson Unified School District
1010 E. 10th St.
Tucson, AZ 85719

Non-Profit Org.
U.S. POSTAGE
PAID
Tucson, Arizona
Permit No. 790

Families with kindergarten-age children are invited to visit any of our elementary and K-8 schools to discover the many benefits TUSD has to offer.

TUSD FEATURES:

- Free all day kindergarten
- Magnet schools and programs
- Transportation (*for eligible students*)
- Advanced learning opportunities
- Healthful food choices
- Multicultural student services support, a variety of enrichment activities including group tutoring, mentoring, and support during classroom instruction

For more information on enrolling in K-12 for the 2014-2015 school year, call us at 225-6400 or visit www.tusd1.org.





TUSD MULTICULTURAL STUDENT SERVICES

HIGH SCHOOL AIMS PREP TUTORING
FOR JUNIORS AND SENIORS.
TUTORING IS OFFERED OCTOBER
8TH & 9TH @ **NAYLOR MIDDLE
SCHOOL (1701 S COLUMBUS BLVD)
85711.**
**JUST SOUTH OF 22ND ON
COLUMBUS**

- Practice AIMS Tests
- AIMS Reading Review
- AIMS Writing Review
- AIMS Math Review

Please call TUSD Multicultural
Student Services @ 225-6294 or
@ 225-6247 for details.

**African American Student Services Department
TUCSON UNIFIED SCHOOL DISTRICT**



Male Leadership Academy

The African American Student Services Department along with Goodwill Youth Mentoring Services facilitates the Male Leadership Academy, a holistic approach to creating proactive opportunities for middle school aged males. This will occur with exposure to specific curriculum content and visibility of successful male guest speakers from the community.

During the 2013-2014 school year, thirty 8th grade males will be selected on a **first come, first serve basis**. Students will learn proactive strategies leading to more participation and commitment to beneficial activities within their education and immediate community.

Main components of the academy are: consistent mentoring from men in the community (AASSD, businesses, fraternities, U of A, and other various organizations), service activities, and family bonding (parents can participate in meetings). This academy is structured to allow for the positive development of the students' academic and socio-emotional well-being.

Students will also explore career options exposed to them through various contact with community leaders in the areas of science, business, education, and engineering. In addition, students will participate in the following activities:

- ***Exposure to guest speakers***
- ***Outings (Kings of Cooking, MLK March, U of A Homecoming, etc.)***
- ***Biweekly Meetings & Service Learning***

Please return enclosed applications by **09/09/13** to:

African American Student Services
C/o Christopher Golston
1010 E. 10th St.
Tucson, AZ 85719
(520) 225-6546 fax
(520) 225-6247

Or email to: Christopher.Golston@tusd1.org

**African American Student Services Department
TUCSON UNIFIED SCHOOL DISTRICT**



**Male Leadership Academy
*Program Objectives***

- 1. Help students improve their academic performance and prepare for college and career.**
- 2. Decrease suspension rates and days suspended from the previous school year among academy participants**
- 3. Engage students in career exploration and identify possible fields of study via contact with successful males from the community**

**African American Student Services Department
TUCSON UNIFIED SCHOOL DISTRICT**



**Male Leadership Academy
*Application/Questionnaire***

Name: _____

Address: _____

Parent Phone: _____ **Parent Email:** _____

School: _____ **Student Phone:** _____

Please attach one letter or statement of recommendation from one teacher/counselor

In the spaces provided, please answer the following questions as truthfully as possible. Please print or type legibly.

1. Why do you want to be a part of the Male Leadership Academy?

2. Identify a goal to be accomplished within the next year.

3. Identify your strengths and weaknesses.

Strengths-

Weaknesses-

4. Give your own definition of leadership.

5. Please list possible career fields or post high school options you have considered.

6. Please list any other clubs, community activities, and/or extracurricular activities that will compete for your time.

**African American Student Services Department
TUCSON UNIFIED SCHOOL DISTRICT**



**Male Leadership Academy
Parent Permission Slip**

I/We _____ parent(s) or guardian(s) of
_____ hereby grant permission to have my son attend meetings hosted
by African American Student Services staff. This may include other members of the
Tucson community. I/We understand these meetings function to empower my son
through discussions of any and all topics. These meetings will also include leadership
activities that may include community service events and attending mentoring sessions. I
also understand there will be times I will be asked to participate in activities alongside
my son. I commit to transporting my son to all meetings. I understand the intent of this
program is to assist my son in continuing advancement in becoming a proactive student
committed to excellence in academics and social behavior. However, if any action is
deemed hurtful to self or others, and/or meetings are not sufficiently attended my son
may be dismissed from the program.

Parent(s) signature _____

Student signature _____

TUSD
Student Equity & Intervention
African American Student Services
Regional Parent Meeting
December 5, 2013



There is great power in harmony and mutual understanding.

USP V.F.1.m

WE ARE...

A comprehensive department whose goals support direct services to students, equip TUSD personnel to better meet the needs of all students, and empower parents to take an active role in their child's academic success and school.



MISSION

Delivering Excellence in Education
Every Day through Advocacy,
Collaboration, Empowerment, Equity
and Intervention.



SHARED VISION

We will ensure African American Students receive a quality education and are prepared to succeed in a global society.



CORE VALUES

Advocacy

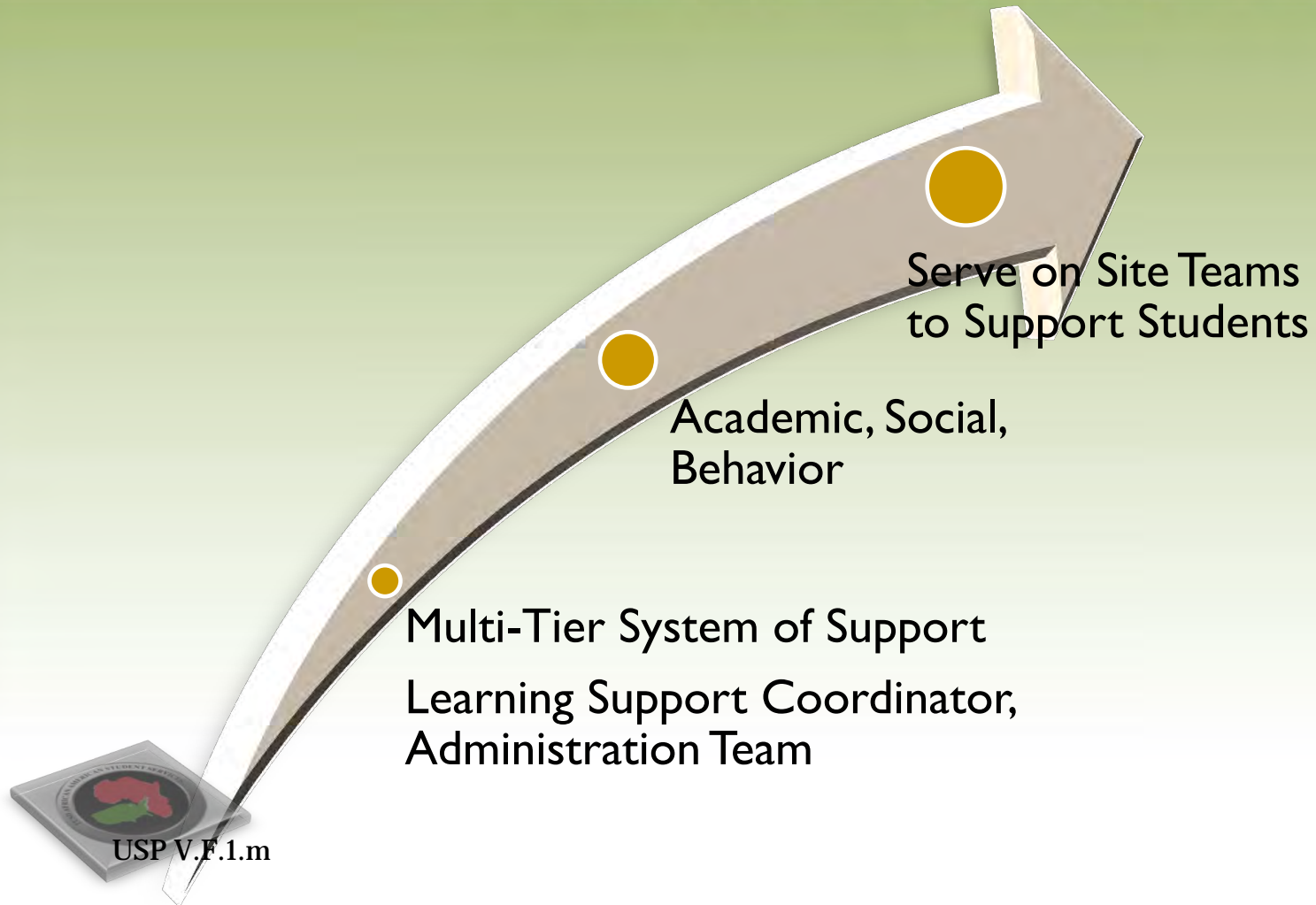
Empowerment

Integrity

Teamwork



INCREASE & STRENGTHEN STUDENT ADVOCACY



INCREASE PARENT/COMMUNITY ENGAGEMENT



Community
Volunteers

Tutoring

Parent
University

Parent
Training

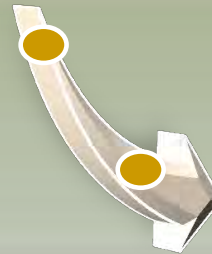


ADDITIONAL GOALS

Attract and Retain Students in Rigorous Courses

Pilot Program @ Sahuaro

Reduce Suspensions



Reduce Failure Rates



Program Components

- Academic Instruction Support
- Support Services (e.g., home visits, mentoring, behavior)
- Literacy Initiative (Achieve 3000, Read-in Chain)
- Summer Youth Enrichment
- Culturally Relevant Enrichment Experiences
- Community Partnerships
- Multicultural Curriculum Integration



Organization Chart – 2013-14

ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL	DISTRICT SUPPORT
Keisha Coleman, Academic Specialist Booth	Nicole Chambliss, Academic Specialist Secrist	Chris Golston, Mentor Specialist Palo Verde	Jimmy Hart, Director
Evelyn Cassidy, Academic Specialist Myers	Keisha Coleman, Academic Specialist Fickett	Joshua Sanders, Student Family Mentor Specialist Tucson High	Eric Emerson, Behavior Specialist District-wide support
Elaine Buckner, Academic Specialist Cragin	Eric Brown, Academic Specialist Mansfeld	George Brown, Student Family Mentor Specialist Cholla/Catalina	Jeff Sawyer, Behavior Specialist District-wide support
Lacey Grijalva, Academic Specialist Erickson	Marilyn McGlory, Academic Specialist Doolen	TBD, Academic Specialist Santa Rita	Desiree Cueto, S.D. / Curr. Dev. District-wide support
Miles Warrior, Academic Specialist Blenman	Debbie Worthy, Academic Specialist Utterback	Richard Langford, Academic Specialist Rincon/Sahuaro	
	Chris Golston, Mentor Specialist Fickett/Gridley/Vail		

USP V.F.1.m

How We Support You

- We advocate on behalf of African American students and families.
- We provide information about TUSD's policies and practices, and help our students and families navigate the system.
- We serve as liaisons between students, families and school personnel.
- We support equity programs and curricula that promote African American student achievement.



How will we get there?

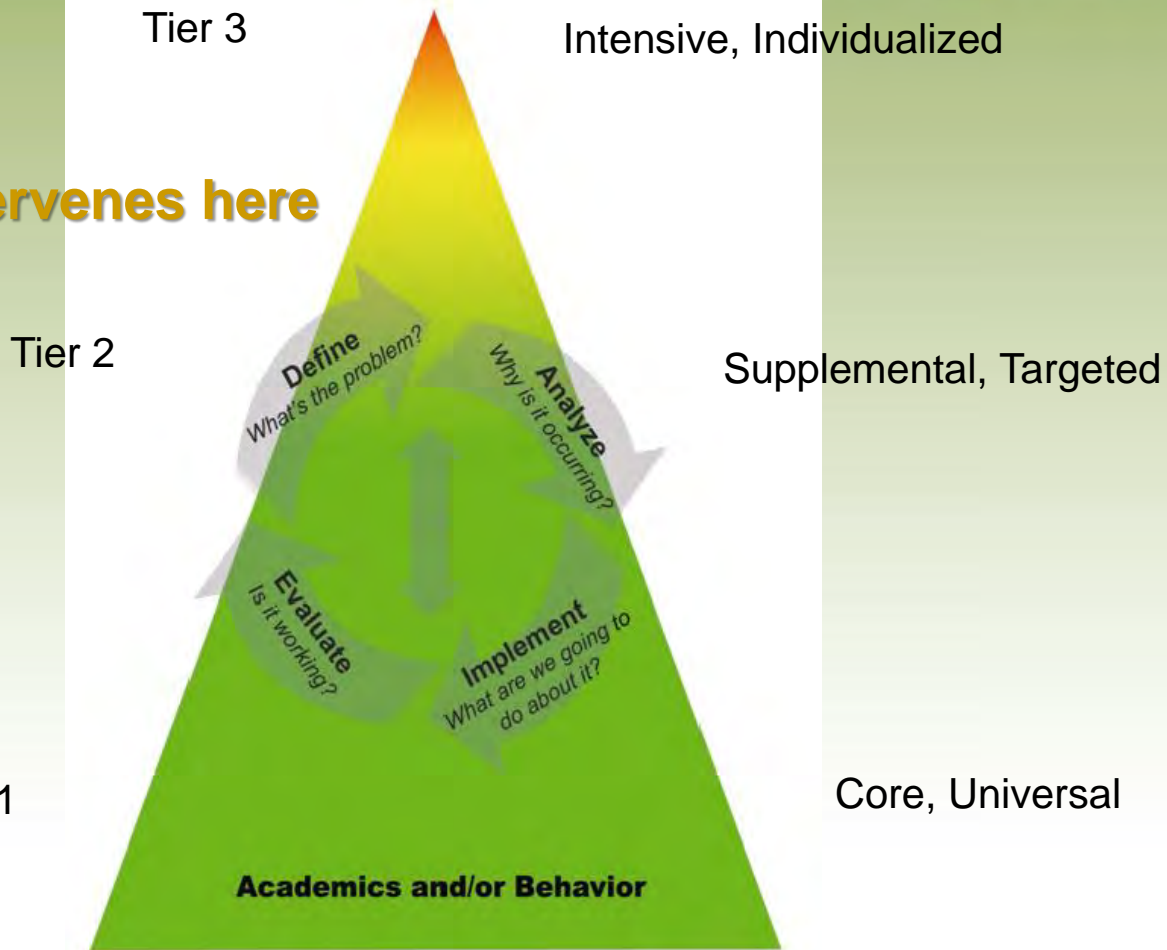
We Help Schools:

- Implement effective teaching strategies
- Create inclusive and supportive learning environments
- Support students in meeting grade level standards
- Provide interventions (“help”) as a natural, ongoing part of education that does not wait until students are struggling.



Multi-Tier System of Support

AASSD intervenes here



Get involved, ask key questions

- Is my child succeeding? How do I know? If not, why and what can we do differently?
- If needed, how is additional help going to be provided? By whom? How often? For how long?
- What can I do to help support my child at home?
- How will we follow-up? How will I know our efforts are successful?



What do I do if I believe my child is struggling?

- Is my child engaged academically?
- Ask for regular progress reports in the areas of difficulty
- Celebrate when progress is made; ask questions when there is little or no progress
- Make a list of specific questions to ask about your child's progress.



USP V.F.1.m

Culturally Responsive Practices



Leadership Development

Faith-based partnerships
career awareness



Summer leadership
development



National Society of Black
Engineers



Leadership Development

Male Leadership Academy



AKA – Emerging Young
Leaders for middle school girls



Parent University & Black College Expo



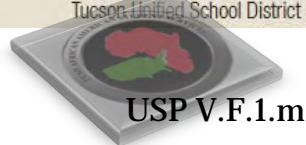
Tucson Unified School District



PCC vice Chancellor for information technology



PimaCommunityCollege



USP V.F.1.m

African American Heritage Day



Empowerment Groups



Female & Male
Empowerment
workshops



African American Read-In (February)



- Teach Black History
- Inform others about our culture
- Black History by Radio



Annual Student Recognition Program



End Goal

High School Graduation
College Graduation



College Bound
Students



Learn more about AASS

- Visit www.tusd1.org/aastudies
- Call 225-6247
- Jimmy Hart, Director



Questions, Comments, Concerns??

We'd love to hear from you

- Feedback Survey
- Questions



TUSD
Student Equity & Intervention
African American Student Services
Regional Parent Meeting
October 3, 2013



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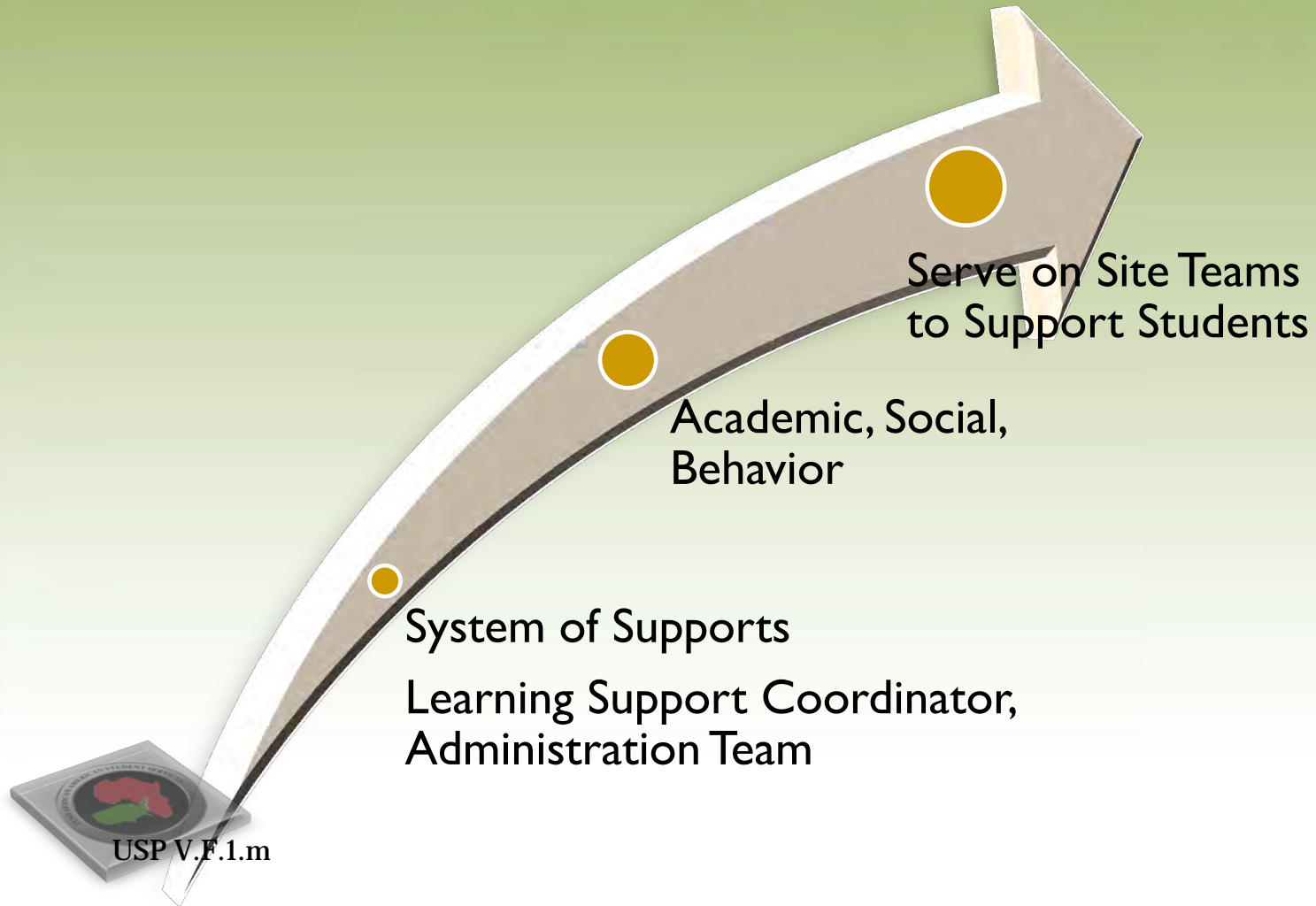
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Volunteers

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Parent
University

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USP V.F.1.m

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Reduce Failure Rates



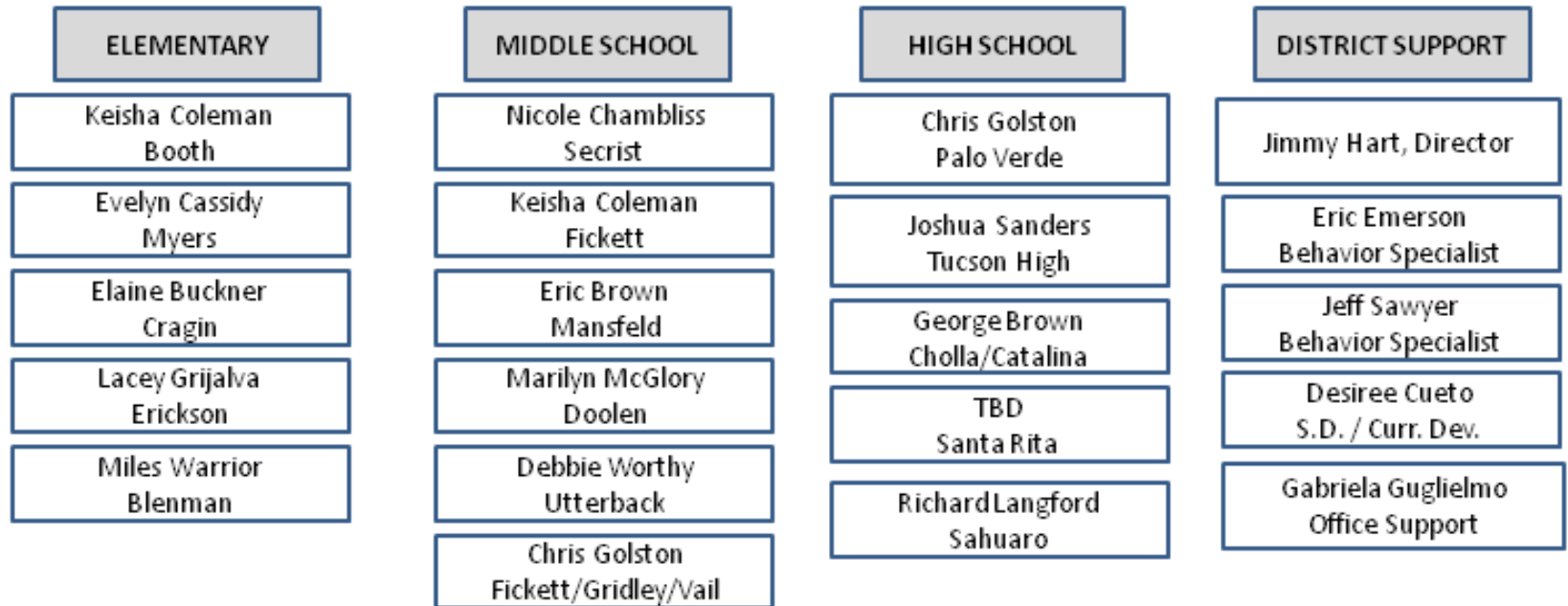


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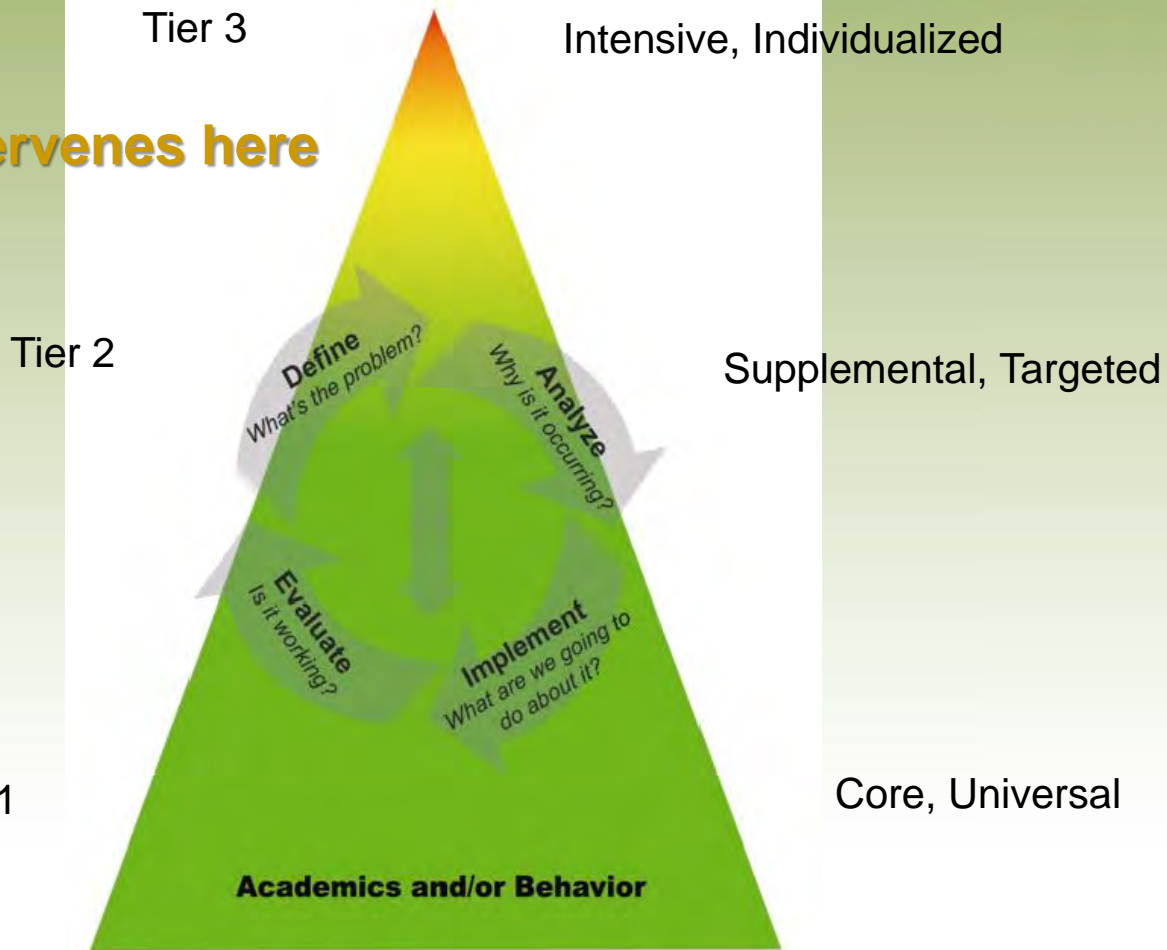
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Faith-based partnerships
career awareness



National Society of Black
Engineers



Summer leadership
development



Leadership Development

Male Leadership Academy



AKA – Emerging Young Leaders for middle school girls



Parent University & Black College Expo



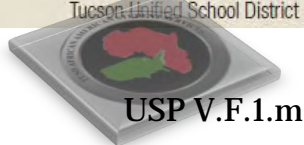
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- Questions





ADVOCATE

JUNE 2013

Tucson Unified School District

SUMMER READING AND MATH ENRICHMENT

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The African American Student Services Department (AASSD) and Mexican American Student Services (MASS) partnered with Booth-Fickett K-8 to provide summer enrichment for 40 students entering grades 3-6. Students are engaged in reading enrichment using Achieve 3000, a web-based reading program, and Linda Mood-Bell, a reading strategies program. Both Achieve 3000 and Linda Mood-Bell strategies reinforce what students have learned during the school year while strengthening and/or enhancing their reading skills.

Achieve 3000 is a non-fiction, web-based literacy program for grades 2 - 12. However, our focus is on grades 3 - 6. Since August 15, 2012, African American Student Services have provided over 3,000 hours of reading support using Achieve 3000.

EMBEDDING A CULTURALLY RESPONSIVE APPROACH TO READING

For the past 2 summers AASSD embedded a culturally responsive approach to reading. This year, as a result of partnering with MASS, students learn about the African American culture and the Mexican American/Latino culture. For example, students have the opportunity to read about scientists, astronauts and supreme court justices representing the African American

and Latino/Mexican American community. Individuals not discussed in our traditional curriculum.

One of the reasons AASSD believes in Achieve 3000 is that the web-based program includes a strong African American history component providing past and present information, and non-fiction reading for students based on reading level. Jimmy Hart, AASSD director stated, "The opportunity for students to read about their cultural experiences while improving their reading skills helps to make reading relevant to their historical backgrounds and strengthen their self-efficacy. Psychologist Albert Bandura argues self-efficacy plays an important role in how one thinks, feels and behaves."

COLLEGE & CAREER READINESS REPORT

Within Achieve 3000, AASSD staff have access to custom College and Career Readiness Reports used to measure student readiness for college and career based on individual Lexile® levels.

Lexile measures students reading ability to the difficulty of text read. The College and Career Readiness report shows each student's ability level based on Common Core State Standards.

MATH ENRICHMENT

New to the summer program is a 1 hour block focused on math review. Students work with Richard Langford, Academic Specialist for AASSD and Rashad Robinson, Academic Specialist for MASS. Both love math. Mr. Langford's background is in Science and Math and Mr. Robinson served as an engineer prior to choosing to work with students.

EDUCATION EXPLORATION

Students with consistent attendance have the opportunity to attend education exploration visits to the Arizona-Sonora Desert Museum and U of A Flandrau Science Center & Planetarium.

DID YOU KNOW?

District-wide African American student AIMS scores have improved 3 straight years in Reading and Math

When asked about the support provided by AASSD, 90% of principal responses show AASSD adds value to their school and goals



Students using Achieve 3000

NSBE & UNIVERSITY OF ARIZONA PRE-ENGINEERING INITIATIVE



Cholla students with engineering professor and Ms. Kincade

Approximately 90 TUSD students from Cholla, Howenstine, Rincon, Sabino, Sahuaro, Santa Rita and Tucson High attended the initiative sponsored by the U of A chapter of the National Society for Black Engineers (NSBE). The program is

a partnership with the U of A school of engineering, engineers from IBM and Raytheon, and TUSD AASSD.

The event was coordinated by several

TUSD graduates who attended the pre-college initiative as high school students and are now engineering students at the U of A. Jerri-Lynn Kincade, Pueblo graduate and engineering major, shared, "As a

member of the U of A NSBE chapter I can now give back to TUSD students interested in engineering. The program is a good opportunity to give high school students an idea of what they can expect when attending the U of A and majoring in engineering."

Students participated in completing engineering related projects, met professors, dialogued with college students and learned from current engineers.

HERITAGE DAY FOCUS ON COLLEGE AND HISTORY

The 5th Annual African American Heritage Day, a partnership with AASSD and the Southern Arizona Black College Community Support Group, focused on teaching students their history and strategies to prepare for college. Student also had an opportunity to meet representatives from Pima

College, U of A, Grand Canyon University and several Historical



Black Colleges and Universities. About 400 high school students attended the heritage day held during Black History Month.

Marie Cephers, founding organizer and AASSD advisory board member stated, "Our children and all children deserve to learn about the cultural experiences and contributions of African Americans.

27TH ANNUAL STUDENT RECOGNITION PROGRAM

On May 13, 2013, AASSD hosted the 27th annual student recognition program. Over 600 students, families, and community members attended the event to honor about 450 students were honored in grades 6 - 12. Students were honored for their



Mr. Jim Fish, Executive Dir. congratulates a student

academics and other criteria. Students who earned a 4.0 were honored with authentic Kente Clothe from Ghana,

Africa.

SPIRIT AWARD

In 2011 AASSD implemented the Xavier Clinton Pinellas Spirit Award. This year AASSD Academic Specialist Eric Brown presented Mansfeld Principal, Paul De Weerd, and the Mansfeld MS team with



Principal DeWeerd and Eric Brown, AASSD

the Spirit Award. Mansfeld was honored for their efforts in reducing African American suspensions and improving AIMS scores over 3 years. Although not honored, Janna Acevedo, Palo Verde Principal, and the Palo Verde HS team were strongly considered for their AIMS improvement and other school success.



4.0 Honorees

IMPORTANT DATES

AUGUST

1 - 1st Day of School

SEPTEMBER

2 - Labor Day

23 - 25 - Parent Teacher Conferences

OCTOBER

4 - Grading Day

7 - 11- Fall Break

16 - PSAT/Explore/Plan

Open Enrollment for the 2013 - 2014 year begins

19 - *Parent University*

22 - 24 - AIMS Retake HS

NOVEMBER

11 - Veteran's Day

28 - 29 - Thanksgiving Recess

DECEMBER

20 - Grading Day

23 - Jan 3 - Winter Break

JANUARY

20 - Martin L. King, Jr. Day

FEBRUARY

13 - 14 - Parent Teacher Conferences

20 - 21 - Rodeo Break

BLACK HISTORY IN TUSD

Dr. Clarice Clash is the first African American Principal of Tucson High, Southern Arizona's largest high school

Maxwell K-8 is named after TUSD's first African American principal, Morgan Maxwell

Visit www.tusd1.org/aastudies for more Black History Facts

FLOYD COOPER & JACQUELINE WOODSON VISITS TUCSON

African American Student Services partnered with the U of A World of Words and the Tucson Book Fair to introduce educators, students and parents to two

internationally known authors. Floyd Cooper and Jacqueline Woodson visited Blenman Elementary during our Parent Literacy Night, and Jacqueline Woodson

Having both authors visit our schools and meet with teachers, students and parents was an opportunity to showcase literature relevant to the students we serve. It was an opportunity to make reading real. Not often do children have the chance to talk with the authors of the books they are reading."

visited classrooms at Blenman ES and Booth-Fickett K-8. Both Mr. Cooper and Ms. Woodson are recipients of the Coretta Scott King Award for their children's literature books.

According to Desiree Cueto, Staff Development and Curriculum Coordinator for AASSD, "It is important that we motivate children to read and desire to become life-long readers.



Author Floyd Cooper teaches students how to draw with chalk



MALE LEADERSHIP ACADEMY COMPLETES 3 YEARS

The Male Leadership Academy continues to be a successful model. Having just completed the 3rd year of implementation, some students have graduated from the program as a mentee and now serving as a mentor to new students in the program. Chris

Golston, Mentor Specialist, has organized the academy for the past 3 years. The results include a decline in suspension, partnerships with other mentor organizations and recognition as a model program by the Southern Arizona Mentoring Coalition.



Male Leadership Academy Participants

ADVOCATE

DISTRICT-WIDE AIMS SCORES UP FOR AFRICAN AMERICAN STUDENTS

African American Students continue to show growth district-wide on the AIMS test. Although considerably lower than Anglo students, Reading and Math data provided by TUSD Stats shows some gains.

Area	% Mastery	2010-2011	2011-2012	2012-2013
Reading		56.8	57.6	60.6
Writing		33.8	36.4	35.4
Math		31.4	33.9	35.2

COMMON CORE & MOVE ON WHEN READY

COMMON CORE

Please talk with your child's principal regarding the Common Core State Standards. Arizona and many other states including the District of Columbia adopted the new standards for implementation by the 2013/2014 school year. They are commonly referred to as Common Core Standards. For more information please visit: www.azed.gov/azcommoncore or visit www.pta.org. Both sites provide links for families and students.

SMART PHONE

If you have a "Smart Phone" you can download several free Apps. Just search common core standards.

MOVE ON WHEN READING

Beginning this August, students in 3rd grade will be required to pass the 3rd grade AIMS reading exam. Students

who score Falls Far Below (FFB) may be retained in the 3rd grade. If your child is entering 3rd grade please talk with the principal and/or teacher to better understand how this state law may impact your child. You may also call our office for assistance connecting with your child's school. Below is the state website. www.azed.gov/k12-literacy/move-on-when-reading-home-page/

CULTURALLY RELEVANT & RESPONSIVENESS STAFF DEVELOPMENT

Under the leadership of Student Equity and Intervention, AASSD partnered with Blenman ES, Booth-Fickett K-8, Grijalva ES and Doolen MS for culturally responsive staff development. Staff development workshops emphasized the need for culturally proficient and culturally relevant practices within our classrooms and school culture. Topics discussed



Doolen MS Team

included identifying culturally proficient and non-culturally proficient practices, embedding a multicultural approach to the curriculum, mental models, and digging deeper into understanding students background experiences. Our hope is to partner with all schools and departments to provide culturally relevant and responsive staff development over the next few years.



AASSD team member Desiree Cueto provides PD for Blenman ES

3RD ANNUAL MULTICULTURAL SYMPOSIUM

Student Equity and Intervention's Multicultural Student Services Departments hosted the 3rd Annual Multicultural Symposium at Catalina HS. Approximately 150 TUSD educators attended the general session and workshops. Workshops were led by TUSD educators implementing best practices proven to support the needs of all students. The keynote speaker was Dr. Kathy Short, U of A professor and founder of

the World of Words.

The Purpose: Systemically address the achievement gap and issues of cultural proficiency through professional development focused



on best practices related to culturally relevant pedagogy and learning.

The Goal: Empower individuals to be better equipped to create a culturally proficient and culturally responsive learning environment.

Partnership: Cross-departmental collaboration to support the professional development needs of TUSD employees in response to the Unitary Status Plan.

CULTURALLY RELEVANT AND RESPONSIVE PRACTICES IN SCHOOLS

When asking today’s male students about their dream career, many will say sports or entertainment careers. This trend in a desire to focus on sports and entertainment is in part due to a lack of diverse, positive African American Images provided in our schools. Gloria Ladson-Billings (2009), author of *The Dream-Keepers*, shares practices that successful teachers of African American children implement. Some of those practices include: 1) high self-esteem and high regard for others, 2) see themselves as part of the community and see teaching as giving back to the community, 3) believe that all students can learn, 4) help students make connections between their community, national, and global identities, and 5) see teaching as “digging knowledge out” of students. Further, Ladson-Billings (2009) encourages teachers to extend learning beyond the classroom and into the community. The belief that community involvement is critical to student success is by no means a new idea, and is a key component for the success of African American youth and the African American Student Service Department. Below is a set of ideas to engage community in the classroom.

WHAT THE COMMUNITY CAN DO TO PROMOTE A CULTURALLY RELEVANT CURRICULUM

Serve as a mentor, volunteer, or guest speaker in a school. When members of the community serve in schools the resulting benefits are many. Benefits include exposing all students to positive African American role models, something that is missing in environments with very small percentages of African Americans, and providing an opportunity for students to re-adjust mental models of success. Meaning, if our students only see success that mirrors their image on television, it will not matter how many times we encourage them to become doctors, judges, or business executives because the images on television are far removed from their daily circumstance. Our students deserve the opportunity to see living examples of rocket scientists, inventors, nurses, and business owners. Other examples include serving on school committees (e.g. site council), and participating in career days. For additional ideas please call our office at 225-6247.

TUSD COMMUNITY GIVES TIME AND MONEY

AASSD builds relationships with community organizations to support academic, cultural, and social experiences for students. The purpose of these relationships are twofold: 1) To serve as a conduit for connecting students, families and schools with community resources, and 2) To increase the number of positive role models students are able to connect with and learn about potential careers, leadership skills, and college prep. The following list of partnerships were active in our schools this year and/or provided scholarships: Graduate Chapter - Alpha Phi Alpha Fraternity, Graduate Chapter - Alpha Kappa Alpha, Graduate Chapter – Delta Sigma Theta, Graduate Chapter Phi Beta Sigma, National Society for Black Engineers, Tucson Chapter of The Links, U of A Black Engineers Club, U of A Black Law Club, Legacy of Excellence Scholarship Fundraiser Committee, Southern Arizona Black College Community Support Group, Tucson Southern Arizona Black Chamber of Commerce, Buffalo Soldiers Greater Southern Arizona Chapter, Grace Temple MBC, Living Waters Family Oasis Life Center, Trinity Mission Baptist Church and several consistent individual volunteers including, Freida Baker, Effie Gregory, Margaret Hart and many others. AASSD also appreciates the advisory committee for supporting our events and providing support to the department.



Southern Arizona Buffalo Soldiers and Scholarship winners



Delta Sigma Theta Sorority and Santa Rita A.P. Ms. Thomas



Black Chamber CEO Clarence Boykins and male leaders



National Society of Black Engineers assisted 270 students with Math

www.tusd1.org/aastudies

TUCSON UNIFIED SCHOOL DISTRICT

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E-mail: jimmy.hart@tusd1.org

ACADEMIC SUCCESS

Congratulations to middle and high school students who earned a 4.0 GPA for the 2012 –2013 school year, and congratulations to graduating seniors who have enrolled in college this fall.

" R E M E M B E R I N G O U R P A S T ; C R E A T I N G O U R F U T U R E "

SCHOLARSHIPS

- www.tusd1.org/aastudies
- www.naacp.com/scholarship (NAACP Scholarship)
- www.uncf.org (United Negro College Fund)
- www.blackstudents.com (List of scholarship in alphabetical order)
- www.coca-colascholars.com (Coca-Cola Scholarship: \$10,000 - \$20,000)
- www.nationalmerit.org/nasp.php (National Achievement Scholarship for African American students)
- www.admissions.college.harvard.edu (Free Tuition to Harvard)
- www.hsf.net (Hispanic Scholarship Fund)
- www.assurance.arizona.edu (Provides scholarship money over 4 years to attend an Arizona University)
- www.gmsp.org (Gates Millennium Scholarship - for next years seniors)
- www.admissions.college.harvard.edu (Harvard will pay for you college depending on your grades)
- <http://knowhow2go.org/> (what it takes to get into college)

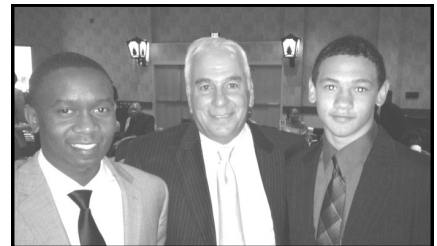
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STUDENT ADVOCACY:

The African American Studies Department is committed to providing timely advocacy support for your child when needed or requested. If you have a concern or believe your child is not receiving equitable and fair treatment, please give us a call. We do not have a staff person in each school. However, if there is a need we will make adjustments to support you in meetings with the school and advocating on behalf of your child.

ADVOCATE:

Verb: to speak or write in favor of; support or urge by argument; recommend publicly: *He advocated higher salaries for teachers.*



2013 AASSD Scholarship Honorees Andrew Muse and Damian Shindler with Superintendent Pedicone



A GUIDE FOR AFRICAN-AMERICAN PARENTS

How to Help Your Child

Prepare for College and Career



The Education Trust
USP V.F.1.m

THIS GUIDE SHOWS YOU

- ▶ Why your child needs to prepare for college and a career
- ▶ How to tell if your child's school has college-ready academic standards
- ▶ The special hurdles facing African-American students
- ▶ How to be an effective advocate for your child.

The adolescent years often bring stormy weather for teens and parents alike. When you're arguing over grades, dates, chores, or simple respect, it's easy to lose sight of long-term goals that could secure your child's future. But now's the time to plan for success.

Just as President Obama has set a goal of returning America to world leadership in college attendance, you and your family need to focus squarely on the road to opportunity for your child: a rigorous high school academic program that leads not just to college admission but to college success as well.

Because equality for our kids remains a work in progress, African-American parents must be prepared to stand up for their child's right to a good education. And that means helping them get the classes they need now for success beyond high school.

USP V.F.1.m

HELP YOUR CHILD PREPARE FOR COLLEGE AND A CAREER

Consider this: In 1950, 60 percent of jobs were filled by unskilled workers, but by 2005, just 14 percent of jobs fell into this category. Today, even fewer jobs exist for people without education beyond high school. What’s more, many entry-level jobs that don’t require a college degree require the same skills all colleges require—an ability to speak and write clearly—and many occupations that may not require a bachelor’s degree nevertheless demand high-level math and science skills.

For example, plumbers and construction workers nowadays need four or five years of apprenticeship or training. They need to be able to understand complex technical manuals and solve problems that often involve applying skills in mathematics, physics, or statistics.

College graduates have access to many more jobs and are less likely to be unemployed than those with a high school diploma. Young people with college degrees are more likely to get a job with such benefits as health insurance, a retirement fund, paid vacations, and disability insurance. And according to the latest Census Bureau data, college grads on average earn far more annually as well:

- College diploma: \$56,788
- High school diploma: \$31,071
- No high school diploma: \$20,873

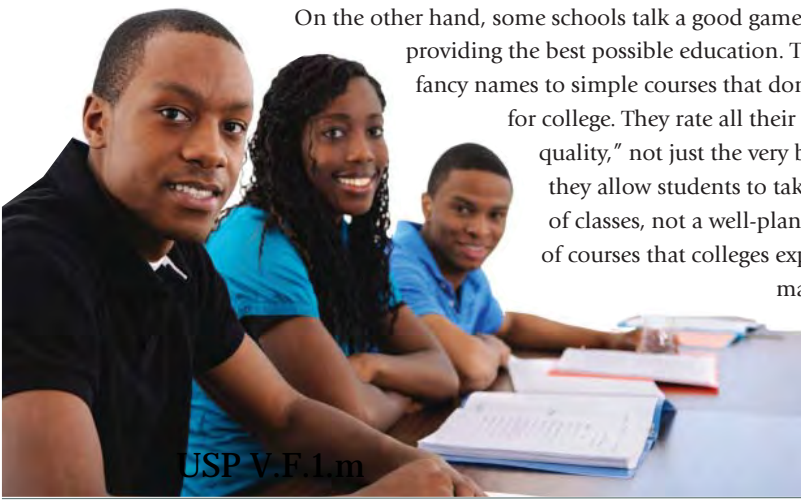
Over a lifetime, the difference in salary between a high school graduate and a college graduate amounts to nearly \$1 million. So it just makes good sense to help your child prepare now for college and a career.

IS YOUR CHILD’S SCHOOL FOCUSED ON SUCCESS BEYOND HIGH SCHOOL?

Today, many schools have exactly the right goal: educating all students for college and a career. These schools have high expectations. They hire the best teachers they can find. They’ve developed rigorous curricula and offer demanding courses. And teachers give students challenging assignments. No one makes excuses for low achievement; instead, principals and teachers work hard to give each student what he or she needs to succeed.

On the other hand, some schools talk a good game but are not really providing the best possible education. These schools give fancy names to simple courses that don’t prepare kids for college. They rate all their teachers “high quality,” not just the very best ones. And they allow students to take a hodgepodge of classes, not a well-planned sequence of courses that colleges expect students to master.

No matter where you live,



USP V.F.L.m

you need to know the courses that can help your child get into college—and meet academic expectations once they enroll. Some states require all students to take college-prep courses to graduate, but many have mismatching requirements for high school graduation and college admission.

Remember, research clearly shows that the best predictor of college success is a rigorous high school program of study. So as you help your child explore options for college, you might find the college’s catalogue or Web site lists courses like this:

Content Area	Common courses for college admission and success
English (4)	Four years of English
Math (4)	Algebra 1, Geometry, Algebra 2, and high-level math in 12th grade
Science (3)	At least three years with labs (typical courses include Biology, Chemistry, Physics)
Social Studies (3)	Typical courses include World History, American History, Civics, Economics
World Language (2)	At least two years of a second language in sequence (i.e., Spanish 1, Spanish 2)

Speak with your child’s principal and teachers to find out whether the school really offers a college and career-ready curriculum. And make sure your child enrolls in the required classes and makes steady progress in earning the right credits needed to get into college—and succeed once there.

AFRICAN-AMERICAN STUDENTS FACE SOME TOUGH CHALLENGES

Given lingering racism in this country, you won’t be surprised to learn this: African-American students are much less likely than white students to have the most qualified teachers—the ones with the most experience and greatest expertise in the subject matter.

And many African-American students go to schools that do not even offer some of the high-level courses necessary for admission to the best colleges. This is a terrible injustice. The tragic consequence is that African-American graduates are nearly half as likely to finish high school with a rigorous academic diploma as white students.

The best schools encourage all students to aspire to the most challenging courses. Then they provide plenty of academic support for those struggling with assignments, and they don’t lower standards. This support includes concentrated help on specific skill sets during the school day and extended-day options.

HOW YOU CAN BE AN EFFECTIVE ADVOCATE FOR YOUR CHILD

Until every school gives all students an education that prepares them for college and a career, African-American parents will have to fight for their children’s future, class by class, teacher by teacher, and school by school. Your child deserves nothing less.

A strong high school education is a legacy that lasts, a gift that can propel your child on a journey of independence. When equipped with the learning today’s world demands, our young people can begin to truly live their dreams.

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HOW YOU CAN HELP IMPROVE YOUR CHILD'S EDUCATION

Set clear expectations

- Let your child know you expect him or her to go to college—nothing less.

Be an advocate at school

- **Meet with your child's teachers and counselor.** Together, map a course of study that prepares your child for college. Ask to see your child's schedule and transcript to be sure your child is taking college-prep courses, including honors, Advanced Placement, and dual enrollment if available. It is never too early to plan for college—as early as middle school—and it is important to let the school know you expect your child to attend college.
- **Get a copy of the state academic standards for each subject,** and make sure you know what your child should be learning. Look at your child's homework and ask for a syllabus or outline of the work your child will receive during the year. If you're alarmed after comparing the state standards with the syllabus or outline or the homework, discuss your concerns with the teacher and principal. For more information, see our homework guide at www.edtrust.org.
- If your child struggles in a specific subject, **ask the teacher or principal about a plan to help your child learn.** (Beware if they lack a plan or tell you not to worry.) Insist your child receive appropriate extra help through tutoring, after-school support, and lunch-time support—whatever it takes.
- **Check with the principal to find out whether your child's teachers are certified** to teach a specific subject and their number of years of experience. If you're dissatisfied, ask for a different teacher.
- **Ask the principal for data** to find out how the school's African-American students score on tests, how many graduate, and how many go on to college. If your child's school is doing poorly, reach out to other parents and express your concerns constructively.

Be an advocate at home

- **Find out the high school course requirements** for competitive four-year colleges that interest you and your teenager. Check the admissions page on the college's Web site for this information as well as www.collegeboard.org. And find out whether your state requires any extra courses for graduation (such as health, physical education, and art).
- **Learn all you can about college financial aid.** Students and parents often overestimate the costs and underestimate the amount of available financial aid. Use the FAFSA4caster to receive an early estimate of how much federal student aid your child is eligible for: <https://fafsa4caster.ed.gov>.
- **Find out which colleges offer your child the best chances of success.** Visit College Results Online, www.collegeresults.org, to compare different colleges' graduation rates and to find those with a strong track record of graduating African-American students.
- **Find outside help to navigate the college admissions process.** Many libraries, community centers, and colleges themselves offer help to students and parents, including help filling out college application and financial aid forms.



**BECOME AN INVOLVED PARENT.
YOU CAN MAKE A DIFFERENCE FOR YOUR CHILD.**

ABOUT THE EDUCATION TRUST

The Education Trust promotes high academic achievement for all students at all levels—pre-kindergarten through college. We work alongside educators, parents, policymakers, and community and business leaders across the country to help transform schools and colleges into institutions that serve all students well. Lessons learned in these efforts, together with unflinching data analyses, shape our state and national policy agendas. Our goal is to close the gaps in opportunity and achievement that consign far too many young people—especially those who are black, Latino, American Indian, or from low-income families—to lives on the margins of the American mainstream.

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The Education Trust

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**6TH ANNUAL
AFRICAN AMERICAN YOUTH
HERITAGE DAY**

TUSD



**Friday, January 31, 2014
9:00 AM—1:30 PM
Dunbar Center
325 W. Second Street**

For additional information contact:
**Marie Cephers 869-5885
Joshua Sanders 248-3473**



**Lunch will be
provided by
SABCCSG**

The Southern Arizona Black College Community Support Group and TUSD African American Student Services Department is hosting the Sixth Annual African American Youth Heritage Day. The day will be filled with Black History workshops, history, college recruiters and more!!!

See the counseling office if you are interested in attending

*TUSD African American Student Services
will provide bus transportation*

“AND THE CHILDREN SHALL LEAD”

SABCCSG

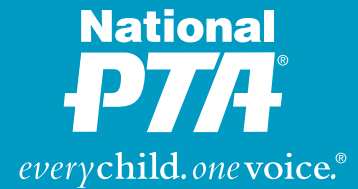
SABCCSG

P.O. Box 90643

Tucson, AZ 85752

email: ptlcepers@yahoo.com

Parents' Guide to Student Success



This guide provides an overview of what your child will learn by the end of 3rd grade in mathematics and English language arts/literacy. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 4th grade.

3RD GRADE

Why Are Academic Standards Important?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide an important first step — a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

English Language Arts & Literacy

A Sample of What Your Child Will Be Working on in 3rd Grade

- Reading closely to find main ideas and supporting details in a story
- Describing the logical connection between particular sentences and paragraphs in stories (e.g., first, second, third; cause and effect)
- Comparing the most important points and key details presented in two books on the same topic
- Writing opinions or explanations that group related information and develop topics with facts and details
- Writing stories that establish a situation and include details and clear sequences of events that describe the actions, thoughts, and feelings of characters
- Independently conducting short research projects that build knowledge about various topics
- Asking and answering questions about information he or she hears from a speaker or while participating in classroom discussions, offering appropriate elaboration and detail that build on what others have said
- Reading stories and poems aloud fluently, without pausing to figure out what each word means
- Distinguishing the literal and nonliteral meanings of words, such as *something's fishy* and *cold shoulder*
- Spelling correctly and consulting dictionaries to clarify meanings of words



Talking to Your Child's Teacher

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 3rd grade, these include:

- Reading grade-level books, stories, poems, and articles fluently
- Writing and speaking well, following rules of punctuation and grammar
- Reading grade-level books and stories with understanding and fluency
- Building a foundation of knowledge through reading and listening to books in history/social studies, science, and other subjects

Mathematics

A Sample of What Your Child Will Be Working on in 3rd Grade

- Multiplying and dividing up to 10×10 quickly and accurately, including knowing the times tables from memory
- Solving word problems using addition, subtraction, multiplication, and division
- Beginning to multiply numbers with more than one digit (e.g., multiplying 9×80)
- Understanding fractions and relating them to the familiar system of whole numbers (e.g., recognizing that $\frac{3}{1}$ and 3 are the same number)
- Measuring and estimating weights and liquid volumes, and solving word problems involving these quantities
- Reasoning about shapes (e.g., all squares are rectangles but not all rectangles are squares)
- Finding areas of shapes, and relating area to multiplication (e.g., why is the number of square feet for a 9-foot by 7-foot room given by the product 9×7 ?)

TALKING TO YOUR CHILD'S TEACHER

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 3rd grade, these include:

- Multiplication and division
- Fractions

Help Your Child Learn at Home

Try to create a quiet place for your child to study, and carve out time *every day* when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

English Language Arts & Literacy

- Make reading for fun a part of your child's daily routine.
- Encourage your child to find a picture from a newspaper or magazine, cut it out, paste it on paper, and write a story about it.
- Start a family vocabulary box or jar. Have everyone write down new words they discover, add them to the box, and use the words in conversation.

Mathematics

Look for "word problems" in real life. Some 3rd grade examples might include:

- Notice those everyday occasions when you find yourself using your times tables — such as to determine how many days there are in four weeks. Ask your child for the answer.
- Involve your child when you notice yourself using division to "work backward" in the times tables — such as determining how many candies each child will get if 36 candies are shared equally among nine children at a party.

For more information, the full standards are available at www.corestandards.org.



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[Home](#) > [Departments](#) > African American Student Services

African American Student Services

Second Quarterly Parent Meeting and Career Fair

Where: Rincon High School Auditorium, 422 N. Arcadia Ave.
(Fifth and Swan)

When: 6:00-7:00 p.m., December 5, 2013

[Online R.S.V.P for the event >>](#)

Students who have achieved an un-weighted **3.0** or better grade point average for the 1st quarter of the 2013-2014 school year will be honored at this event.

Following the program will be an opportunity to meet with members of the community working in different careers like business, engineering and medicine. You will also have an opportunity to learn about TUSD's many [advanced learning experiences](#) like [Gifted and Talented Education](#) and advanced level courses available to your child.

Be sure to [R.S.V.P.](#) if you will be attending and if your child will be honored!


Our Purpose

[How to Help Your Child Prepare for College and Career](#) (in PDF)

We are a comprehensive department whose goals support direct services to students, equip TUSD personnel to better meet the needs of all students, and empower parents to take an active role in their child's academic success and school.

Information

- AASD Brochure
- About Us
- Black History Month Daily Fact
- Events
- FAQ
- Math Resources
- News Clips & Articles
- Newsletters
- Recognition
- Scholarships & Opportunities
- Supplemental Curriculum Resources
- Web Resources



African American Student Services
TUSD
Jimmy Hart, Director
1010 E. 10th St.
Tucson, AZ 85719
Phone: (520) 225-6247

JSP In O e W

SOUTHERN ARIZONA LEAGUE OF UNITED LATIN AMERICAN CITIZENS



YOUTH LEADERSHIP CONFERENCE

EDUCATION IS THE KEY TO SUCCESS

Agenda

November 12, 2013

12:00 pm – 1:30 pm

Pima Community College – Community Campus, Rm. B-212
401 N. Bonita

I. Old Business

a. Conference Chairs

- i. Javier Herrera (Arizona LULAC District 3), Rene Pacheco (LULAC Council 1082), Mary Fimbres (Southern Arizona Institute of Leadership)

b. Conference Theme

- i. Education is the Key to Success: *Building and Strengthening Our Community*

c. Conference Date

- i. March 14, 2014 (Friday)

II. New Business

a. Conference Agenda

- i. Discussion

b. Conference Planning

- i. **Resource Fair** (Margie Farmer, Lydia Kennedy, Linda Leatherman, Arnold Palacios, Fran Senechal, YAC/TTC)

1. Pavilions - Careers, College Access, Health, Public Safety, Student

Resources

- ii. **Workshops** (Erika Solis)

1. Teen Town Hall – November 8th

2. Themes

- iii. **School Registration** (Sylvia Ortega)

- iv. **Keynote Presentation** (Javier Herrera)

1. First Generation Film

- v. **PCC West Campus Logistics** (Shawn Graham)

- vi. **Volunteers** (Vanessa Hernandez)

c. Evening Celebration

- i. 520's Top Dance Crew Season 3

d. Educator's Breakfast

- i. January 14, 2014 (Tuesday) – PCC West Campus Community Room

e. Promotion (Rene Pacheco, Tracy Skinner)

- i. Website, Social Media, Print Materials

III. Adjournment and Next Meeting

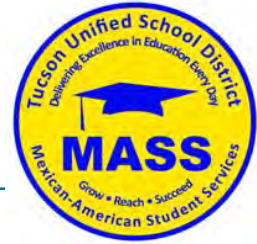
- a. Tuesday, November 26th and every 2 weeks thereafter

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Ayuda en Matemáticas Gratis los Sábados

Patrocinado por : TUSD Departamento de Servicios
Mexicano-Americano



*** Ayuda en Matemáticas para Escuela Intermedia:

Valencia Middle School: 4400 W. Irvington Road
Llame al (520) 225-6229 para mayor información
Inscríbese en Valencia Middle School
Llame al 908-4500 y pregunte por la Srita. Muñoz.

Fecha de Inicio: Sábado 24 agosto 2013

Horario: 10:00 AM ~ 2:00 PM

La ayuda en matemáticas está disponible para los estudiantes del 5to a 8vo grado.

¡Gratis para TODOS los estudiantes!

Lugar: Biblioteca
Valencia Middle School

Calendario 2013-2014

Agosto: 24

Septiembre: 7, 14, 21, 28

Octubre: 26

Noviembre: 2, 16, 23

Diciembre: 7, 14

Enero: 11, 25

Febrero: 1, 8, 15

Marzo: 1, 8, 29

Abril: 5, 12, 26

Mayo: 3, 12



Padres, por favor pidan al maestro de su niño(a) las tareas de matemáticas. Por favor, asegúrense que su niño(a) llegue listo para trabajar.

Se pide a los estudiantes que traigan sus materias y libros de matemáticas.

La información del lugar, horario y calendario será publicado en nuestro sitio de internet:

www.tusd1.org/massd

Servicios Estudiantiles Mexicano-Americano

Teléfono: 520-225-6229

focusing recruitment efforts on appropriately certified teachers (*see* Section (IV)(C)(3)(a)(i)).

D. Exceptional/Special Education

1. 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.

E. Student Engagement and Support

1. Overview

- a. The objective of this Section is to improve the academic achievement and educational outcomes of the District's African American and Latino students, including ELL students, using strategies to seek to close the achievement gap and eliminate the racial and ethnic disparities for these students in academic achievement, dropout and retention rates, discipline (described in Section (VI)), access to Advanced Learning Experiences (described in Section (V)(1)) and any other areas where disparities and potential for improvement may be identified as a result of studies required by this Order. The District shall utilize transformative strategies that are designed to change the educational expectations of and for African American and Latino students. Through the strategies in this Section, the District shall improve African American and Latino student engagement in the academic curriculum, shall adopt culturally responsive teaching methods that encourage and strengthen the participation and success of African American and Latino students, and shall provide African American and Latino students with the necessary student support services that will allow them to improve their educational outcomes. The services and programs in this Section shall be adequately funded to meet the objectives herein.
- b. To carry out the objective of this Section, the District shall implement the following strategies: (i) student support services that focus on academic intervention and dropout prevention; (ii) socially and culturally relevant curriculum, including courses of instruction centered on the experiences and perspectives of African American and Latino communities; (iii) professional development and training for administrators and certificated staff to teach socially and culturally relevant curriculum and engage African American and Latino students; (iv) establishment of support

services for African American and Latino students including college mentoring programs; and (v) support for parent and community participation to improve the educational outcomes of African American and Latino students.

2. Academic and Behavioral Supports Assessment and Plan

- a. 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.
- b. By July 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. By October 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.

- c. 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.

3. Data

- a. 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.

4. Personnel

- a. Director of Support Services for African American Student Achievement. 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.
- b. Director of Support Services for Latino Student Achievement. 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.

- c. Director of Culturally Responsive Pedagogy and Instruction (“CRPI Director”). 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.
- d. Director of Multicultural Curriculum. 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.

5. Professional Development

- a. By the start of the 2013-2014 school year, the District shall provide all administrators and certificated staff, particularly those 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. 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.

6. Engaging Latino and African American Students

- a. The District shall adopt the following strategies to increase academic achievement and engagement among African American and Latino students:
 - i. 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.
 - ii. 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.

7. Services to Support African American Student Achievement:

- a. 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.

- b. 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).
- c. 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.
- d. 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.
- e. 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.
- f. 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.
- g. 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.

- h. 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.
- i. 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. The recommendation shall include a plan for annual reporting and monitoring, and cost estimates of any proposals made.

8. Services to Support Latino Student Achievement

- a. 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.
- b. 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).
- c. 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.







- d. 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.
- e. 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.
- f. 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.

E. Maintaining Inclusive School Environments

1. The District shall not assign students to classrooms or services in a manner that impedes the District from meeting its desegregation obligations. 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.
2. 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) piloting and implementing strategies to develop students’ intercultural proficiency; 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









**Family Engagement Workshop
Presentation Talking Points**

 <p>Parent and Family Engagement Workshop</p> 	<p>Slide 1: Title Slide Welcome and thank you for joining us today. We appreciate your participation. This workshop is designed to be interactive and to give you specific tools and resources to help you create a high expectation culture in your home and stay engaged in your child’s education. You should have the following workshop resources:</p> <ul style="list-style-type: none"> • High Expectations Booklet • Academic Milestone Grade sheets (audience specific) • High Expectations Commitment worksheet • Parent & Facilitator Surveys <p><i>Facilitator- Cover housekeeping (Sign in sheet, bathrooms, etc)</i></p>
<p>HIGH EXPECTATIONS</p>  <p>The Movement Dedicated to World-Class Education for All Arizona Students</p> 	<p>Slide 2: Expect More Arizona is a statewide nonpartisan education advocacy organization building public will for a world-class education, birth through career, for all Arizona students.</p>
<p>HIGH EXPECTATIONS</p> <p>YOU are Our Most Important Partner</p> <p>Families with high academic expectations have students who:</p> <ul style="list-style-type: none"> ▪ Attend school regularly ▪ Have stronger social skills ▪ Earn higher grades ▪ Graduate from high school ▪ Go on to college or other postsecondary program 	<p>Slide 3: Like Expect More Arizona, we know that parents are our first and most important partner in fulfilling our mission. That’s why we’re here today with you!</p> <p><i>Facilitator- REVIEW SLIDE POINTS.</i></p>
<p>HIGH EXPECTATIONS</p> <p>Expect More Arizona’s Big Goal....</p> <p>That YOUR child is prepared to thrive in college, career and life.</p> 	<p>Slide 4: We all want what is best for our kids and most days we spend a lot of time thinking about what we can do to help our kids succeed. <i>Facilitator-here is an opportunity to share a personal anecdote to connect with your audience; e.g. if you are a parent you can share a quick personal example</i></p> <p>You aren’t alone. Expect More Arizona is a statewide resource whose goal is to help your child succeed.</p> <p>We [PERSONALIZE TO YOUR ORGANIZATION] are a resource for you as well. Our goal is to partner with you to ensure that your child is prepared to thrive in college, career and in life.</p> <p><i>ASK PARENTS WHAT THEIR BIG GOALS ARE FOR THEIR CHILD’S FUTURE [TRY TO ENCOURAGE RESPONSES THAT ARE RELATED TO EDUCATION SUCH AS SELF-SUSTAINABLE, GOOD JOB, GOOD INCOME, FULFILLED, SUPPORT A FAMILY]</i></p> <p>Take a minute to think about HOW PREPARED ARE YOUR STUDENTS IN REACHING YOUR BIG GOALS? [this is rhetorical- they can think to themselves]</p>







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	<p>The reality is that the world's <i>expectations</i> for our children have changed. Let's talk some more about that.</p>
<p>HIGH EXPECTATIONS</p> <p>Ex-pec-ta-tion</p> <ul style="list-style-type: none"> ▪ a standard of conduct or performance expected by or of somebody 	<p>Slide 5: So what exactly is an expectation anyway? "A standard of conduct or performance expected of or by somebody."</p> <p>Let's talk a little bit about why expectations are so important in our lives.</p>
<p>HIGH EXPECTATIONS</p>  <p>Let's Talk: How do expectations impact our lives?</p> 	<p>Slide 6: ASK: WHAT ARE SOME EXAMPLES OF EXPECTATIONS THAT OTHER PEOPLE HOLD FOR YOU? WHAT IS EXPECTED OF YOU AT WORK, HOME, ETC.?</p> <p><i>Faciliator- give some examples of expectations.</i></p> <p>ASK: CAN YOU GIVE EXAMPLE OF A HIGH EXPECTATION YOU THOUGHT WAS UNATTAINBLE, BUT THEN WAS ACHIEVED?</p> <p><i>Facilitator- This slide is interactive. It's important for parents to understand how many expectations are out there: family, work, school, etc. Make the conclusion that expectations drive what we do.</i></p>
<p>HIGH EXPECTATIONS</p> <p>High Expectations and Your Child</p> 	<p>Slide 7:</p> <p>So, how are the world's changing expectations going to impact our children and ultimately the goals we want them to achieve? (transition slide)</p>
<p>HIGH EXPECTATIONS</p> <p>Rapidly Changing Expectations</p> <ul style="list-style-type: none"> ▪ Technology changes rapidly- The cell phone you have in your pocket has more computing power than NASA had when they put a man on the moon. ▪ We are preparing students today for jobs that do not exist  <p>* Students are now competing for jobs with kids from around the world</p> 	<p>Slide 8: <i>Facilitator- make the points on this slide</i></p> <p>Technology changes quickly – Look at your cell phones. As soon as I get one, a new one comes out that is even better! We have more computing power in our smart phones than NASA did when we put a man on the moon. Employers need people who can keep up, adapt, and keep their company competitive.</p> <p>Given the rate of change in technology, the reality is that we are educating our students for jobs that may not even exist today.</p> <p>What's more, employers aren't just looking for qualified talent in their area, but are now looking across the globe. This means that your child will not be competing for jobs with the other kids in their class or in their city, but with other kids from around the world.</p> <p>So, I'm sure you are asking yourself – what does this mean for my child? How can I be confident that he will be able to get a good job and be prepared to succeed in the future?</p>



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<p>HIGH EXPECTATIONS</p> <p>Job Expectations of the Future</p> <ul style="list-style-type: none"> A high school diploma is no longer enough In Arizona, most high growth, high wage jobs require some type of postsecondary education or training 	<p>Slide 9: Well, recent reports in AZ tell us that 85% of high wage jobs require some type of post-secondary education! (HIGH WAGE IS DEFINED HERE AS \$13 AN HOUR)</p> <p>And we all want our kids to make at least that much!</p> <p>Post-secondary is not just four-year colleges, but includes licenses, certificates, AA and BA degrees.</p>
<p>HIGH EXPECTATIONS</p> <p>More Education = A Better Life</p> 	<p>Slide 10: More education attainment means a better future for your child. Take a look at this graph.</p> <p>These averages show the growth in income from high school diploma through graduate school. Adults with bachelor's degrees or above earn on average \$40,000 more than those with just a high school diploma.</p> <p><i>Facilitator- make a point to highlight that this is an average but across the board, more education leads to greater employment opportunities and over a lifetime increased earnings.</i></p>
<p>HIGH EXPECTATIONS</p>  <p>Let's Talk: High Expectations & Your Child</p> <ul style="list-style-type: none"> Why do you think expectations have changed? Think about what Kindergarten (or any grade) was like for you. How do you think your school experience differ from your child's experience? 	<p>Slide 11: <i>Facilitator- Lead parents in a discussion about changing expectations in today's world.</i></p> <p><i>Customize the grade level based on parents who are in the room.</i></p> <p><i>If group is large, you can split up into groups for this discussion. Each group can share their ideas with the broader group if there is time.</i></p>
<p>HIGH EXPECTATIONS</p>  <p>Let's Talk: World-Class Education</p> <p>With these changes, what will your child need from school to be prepared to succeed in college, career and life?</p>	<p>Slide 12: We want to ensure that all students have the opportunity to attain a world-class education so that your child will meet and exceed the world's changing expectations.</p> <p>What do we need to do here in Arizona to make sure your child is prepared to succeed in college, career, and life?</p> <p><i>Facilitator- try to capture points that support the 5 building blocks for world-class education so that you can use those points as you explain the building blocks on the next slide.</i></p>
<p>HIGH EXPECTATIONS</p> <p>Expectations in Arizona</p> 	<p>Slide 13:</p> <p><i>[TRANSITION SLIDE TO INTRODUCE NEXT SECTION OF INFORMATION. SECTION OF INFORMATION.]</i></p>
<p>HIGH EXPECTATIONS</p> <p>A Shared Vision for Our Kids</p> 	<p>Slide 14: Our kids today need a world-class education system to help them prepare for a globally competitive future.</p> <p>What is a world class education system? Expect More Arizona defined these building blocks to highlight how education in AZ needs to help your child succeed.</p>




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	<p><i>Facilitator- use the responses from the last “Let’s Talk” to talk through these building blocks so we are being more interactive.</i></p> <p>The 5 Building Blocks to a world class education are:</p> <ul style="list-style-type: none"> • World Class Academic Achievement– birth through career – students are prepared to and can compete with students from around the world. That means succeeding in post-secondary education. • Commitment to Innovation- We need to make sure our children learn critical thinking and problem solving skills, so they can be innovative and ready for the jobs of the future. • Excellence for All- All students need to have the opportunity to attain an excellent education, regardless of ethnicity or socio-economic status. • Strategic, Smart Investments- We need to invest our precious resources in the most important things such as high quality, well trained teachers and school leaders. • Communities Working Together- We encourage everyone to take responsibility and play a role, business leaders, voters, parents need to work together with educators if we are to succeed. <p>The Building Blocks reflect Expect More Arizona’s belief that all students deserve an education that recognizes their potential and challenges them to meet high expectations.</p> <p>By building a world-class education system in Arizona, students will be prepared to be successful in college and career and Arizona’s economic future will be stronger.</p>
<p>HIGH EXPECTATIONS</p> <p>A World-Class Education</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. All students are prepared for and successful in early grades 2. All students graduate from high school prepared for college and career 3. All students complete postsecondary education or training and are prepared to compete for a quality job 	<p>Slide 15:</p> <p>Well established bodies of research indicate that these three milestones along with the birth through career continuum are absolutely critical indicators of future success toward our vision</p> <p>We want to propose these as aspirational goals for Arizona and rally cries behind which we want to mobilize our communities and the public.</p>
<p>HIGH EXPECTATIONS</p> <p>Where Do We Stand Today?</p> <p>22% — Arizona students who do not graduate on time</p> <p>53% — Arizona graduates who do not qualify for admission into state universities</p> <p>59% — Arizona students that enroll in remedial classes in community colleges</p> <p>42% — Employers who report their new hires are deficient in basic skills</p> 	<p>Slide 16:</p> <p>How well is our education system working today?</p> <p>Right now in Arizona, far too few students graduate from high school prepared to be successful in college or career.</p> <ul style="list-style-type: none"> • 22% of Arizona’s students do not graduate from high school on time. Of those who do, many are not prepared for college. • 53% of Arizona high school graduates do not qualify for admission into Arizona’s public universities. • 59% of students in community college have to enroll in remedial classes. • Employers are also saying that students are not as prepared as they should be. Nationally, 42% of employers surveyed report that newly-hired high school graduates are deficient in writing (72%), math (53%), and reading (38%). <p><i>STATISTIC SOURCES CAN BE FOUND ON EXPECT MORE ARIZONA’S WEBSITE</i></p>

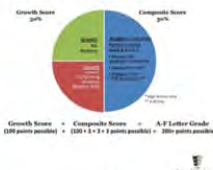


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<p>HIGH EXPECTATIONS</p> <p>How do we Compare with Other States?</p> <p>Arizona is 43rd in the nation Overall Grades & Scores (2013) U.S. Average: C+ (76.9)</p> 	<p>Slide 17: Arizona is also falling behind other states.</p> <p>Think about how this impacts on your child's future if they want to go to school out of state or need to compete with other graduates from other states for jobs.</p>
<p>HIGH EXPECTATIONS</p> <p>Arizona Initiatives that are Raising the Bar</p> <ul style="list-style-type: none"> • Arizona's Common Core Standards • A-F Letter Grades • Move on When Reading 	<p>Slide 18: [Transition slide]</p> <p>The good news is that Arizona has recently made several efforts to improve the quality of our education system- let's talk a little bit about each of these.</p>
<p>HIGH EXPECTATIONS</p> <p>Arizona's Common Core Standards</p> <ul style="list-style-type: none"> • New academic standards in English and math in grades K-12 • Goals for what students need to know and be able to do in each grade and subject • Implemented in targeted grades for the past two years, with full implementation expected this year 	<p>Slide 19: Arizona has adopted and is in the process of implementing Arizona's Common Core Standards, which are an important step toward ensuring that your child is ready to succeed in high school, post-secondary education and in a career.</p> <p><i>Facilitator- read points on the slide</i></p>
<p>HIGH EXPECTATIONS</p> <p>Helps Arizona Students to be Nationally and Internationally Competitive</p> <ul style="list-style-type: none"> • Raises the bar for what students need to know and be able to do • Benchmarked against countries and states with top-notch education programs • Shared across 46 states and DC who adopted similar standards 	<p>Slide 20: The new standards in Arizona are designed to prepare your students to be able to succeed in college without remediation and to compete nationally and internationally with their peers.</p> <p>Arizona's standards are part of a larger initiative led by states. States worked together to develop the standards and to date, 46 and the District of Columbia are working to implement them and develop assessments that will be consistent across states, including Arizona.</p> <p>Now states are working to implement the standards and develop assessments that will be consistent across states, including Arizona.</p> <p>By having consistent and rigorous standards and tests across states, it will allow schools, districts and states to see how well students are performing in a way that is not possible now.</p> <p>For the first time, students will be held to the same standards as the number 1 performing state in the country- Massachusetts...</p>
<p>HIGH EXPECTATIONS</p> <p>How are the New Standards Different?</p> <ul style="list-style-type: none"> • Focuses the goal on college and career readiness • More focus on critical thinking, problem solving, and effective communications skills • Less teaching to the test • Encourages more analysis and deeper understanding of concepts 	<p>Slide 21: Here are some additional benefits of the new standards and how they are different from the old standards.</p> <p><i>Facilitator- read points on the slide</i></p>











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<p>HIGH EXPECTATIONS</p> <p>A-F Letter Grades</p>  <p><small>Growth Score = 200 points possible Composite Score = 200 + 1-3 + 4 points possible A-F Letter Grade = 200 points possible</small></p>	<p>Slide 22: Arizona began grading the performance of schools on an A – F scale. The quality of your local schools matters. It impacts your property value, the desirability of your neighborhood and opportunities available to your neighborhood kids.</p> <p>Find out what your local schools are graded and support their success. You can find your school’s grade on the AZ Dept of Ed website and also on the AZ charter schools website on the “Education Evaluator” at www.azcharter.org/maps</p>
<p>HIGH EXPECTATIONS</p> <p>Move on When Reading</p> <ul style="list-style-type: none"> • Third grade reading retention law • Students that score “falls far below” on AIMS reading may be held back • Goes into effect this year (2013-2014) 	<p>Slide 23: Another important new law that parents should know about is called “Move on When Reading”</p> <p>Move on When Reading is a 3rd grade retention law where is students score “Falls Far Below” on the AIMS test, they will be retained.</p> <p>Reading proficiently by the third grade is important because 3rd grade is a critical turning point, where students go from learning to read to reading to learn. Data show that students who are not able to read proficiently by the end of third grade struggle in later grades and are four times more likely to dropout. The outcomes are markedly worse for children living in poverty: these students are almost nine times more likely to drop out of high school if they don’t master reading by third grade.</p> <p><i>ADDITIONAL INFO THAT MAY BE HELPFUL FOR FACILITATOR:</i> What’s the Impact to Children in Arizona? If we use the most recent 2012 third grade AIMS data as an indicator of what might occur in the 2013-2014 school year, it shows that at least 1500 students may be held back for failing the AIMS reading test. <i>(About 3,000 students actually scored FFB, but 1500 comes from applying the exceptions for ELL and special needs students).</i></p> <p>What’s more, more than 17,500 (21%) third grade students in Arizona are scoring between “Falls Far Below” and “Meets,” which means that they are not failing, but aren’t yet proficient. These students may proceed to the 4th grade, but may still struggle with reading.</p> <p>For the last 2 years, the legislature approved \$40 million to help children in grades K-3 improve their reading ability.</p> <p>To learn more and to get involved, visit Expect More Arizona’s Vote 4 Education initiative.</p>
<p>HIGH EXPECTATIONS</p> <p>Move On When Reading</p> <ul style="list-style-type: none"> • Some exemptions will include Students who have been an ELL for less than 2 years & students whose IEPs indicate an exemption • As a parent, here are some ways you can support your child: <ul style="list-style-type: none"> – Ask the teacher/principal how they are preparing for Move on When Reading to take effect this year. – Ask whether your child is on track to being proficient in reading by the 3rd grade. – Know what tests are administered throughout the year to gauge your child’s progress and ask to see the results ongoing. 	<p>Slide 24: How will elimination of AIMS impact MOWR?</p> <p>This has not yet been determined. The state needs to propose legislation to address what we will do with this retention law when the new test takes effect. Sign up with Expect More Arizona, and we’ll keep you informed.</p>







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<p>HIGH EXPECTATIONS</p> <p>Time for Action!</p> 	<p>Slide 25: [Transition slide]</p>
<p>HIGH EXPECTATIONS</p>  <p>Let's Talk: High Expectations at Home What are you doing to create high academic expectations at home?</p> 	<p>Slide 26: <i>Facilitator- Begin a brief 2 min discussion on this question. You can intro/Refer to the High Expectations booklet as a useful resource for them to get ideas to answer this question.</i></p> <p><i>Identify a couple of questions from the bullets and ask parents to find the answer in the booklet: Give an example of an expectation along with the age group it pertains to. (pages 9-17) What is a question you might ask your child's teacher? (page 11) How should you help with homework? (page 16)</i></p> <p><i>Facilitator- DISCUSS AND GENERATE IDEAS IN THE GROUP to get ideas flowing for the next activity.</i></p>
<p>HIGH EXPECTATIONS</p>  <p>Write down the four things you will do to create high academic expectations in your home</p> 	<p>Slide 27: <i>Facilitator- Ask parents to write down 4 things they will do to create high academic expectations at home. Use the "I Expect More/Yo Espero Mas" High Expectations Commitment worksheet.</i></p>
<p>HIGH EXPECTATIONS</p> <p>Some ideas...</p> <ul style="list-style-type: none"> • Make sure your child knows school comes first. • Talk to your child about college... starting now. • Commit to being involved in your child's schoolwork and activities. • Talk with your child's teacher(s) regularly and know their academic goals. • Find out your school's A-F grade and talk to the principal about it.  	<p>Slide 28: <i>Facilitator- Put this slide up as they fill out their worksheet to provide ideas.</i></p>
<p>HIGH EXPECTATIONS</p> <p>Resources to Support You</p> 	<p>Slide 29: [Transition slide]</p>
<p>HIGH EXPECTATIONS</p> <p>ExpectMoreArizona.org</p> <ul style="list-style-type: none"> • K-12 Academic Milestone One-pager • College and Career Planning • Free information, tools and resources • Online community calendar • Request a presentation  	<p>Slide 30: <i>Facilitator: GIVE HIGH LEVEL OVERVIEW OF THESE RESOURCES ON THE WEBSITE.</i></p>

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<p>HIGH EXPECTATIONS</p> <p>Next Steps</p> <ul style="list-style-type: none"> ✓ Stay Connected- turn in your sign up form ✓ Share your high expectations worksheet ✓ Continue the conversation ✓ Help other parents! Turn in your survey and give us your feedback 	<p>Slide 31: <i>Facilitator- Thank parents for coming. Encourage parents to:</i></p> <ul style="list-style-type: none"> • <i>Sign up with Expect More Arizona to stay up to date on important information</i> • <i>Display their High Expectations Commitment prominently in their house</i> • <i>Fill out and return their surveys to you (Please ask them to do this before your workshop ends and then mail surveys back to Expect More Arizona)</i>
<p>HIGH EXPECTATIONS</p> <p>Thank you!</p> <ul style="list-style-type: none"> • Join the Movement – ExpectMoreArizona.org • Join the Conversation:   	<p>Slide 32: <i>Facilitator: conclude the workshop and thank everyone for attending.</i></p>
<p>HIGH EXPECTATIONS</p> <p>Group Activity</p> <ul style="list-style-type: none"> • Putting Education to Practice in the Workplace  	<p>Slide 33: <i>[Optional slide & activity]</i></p> <p><i>Group Activity regarding various positions in the office and the degrees you need to work them</i></p>

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*Mexican American
Student Services*

Student Recognition Program

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Student Recognition Program



Your name was submitted by your school to be honored for your Academics, Outstanding Athletics , Fine Arts, Community Service or Perfect Attendance

RSVP to Monica Arciniega at 225-6229 by April 16, 2014



Your name was submitted by your school to be honored for your Academics, Outstanding Athletics , Fine Arts, Community Service or Perfect Attendance

RSVP to Monica Arciniega at 225-6229 by April 16, 2014

*In your honor, you are invited to attend
Tucson Unified School District's
Mexican American Student Services
Student Recognition Program*

Thursday, April 24, 2014

5:00 pm - 6:30 pm (Grades 6-8)

7:00 pm - 8:30 pm (Grades 9-12)

Palo Verde High School

Auditorium

1302 S. Avenida Vega

Tucson, AZ 85710

USP V.F.1.m

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No More Deaths
No Más Muertes



¡Gratis! CLINICA LEGAL
COMUNITARIA
Free! COMMUNITY
LEGAL CLINIC

El Mantenga Tucson Unido clínica legal de No Más Muertes y abogado Margo Cowan, invita a todos quienes están en proceso de deportación en las cortes de inmigración y que no tengan abogados.

The Keep Tucson Together Legal Clinic of No More Deaths and Attorney Margo Cowan, invite people in immigration deportation proceedings and who do not have lawyers.

Habrás asesoría gratis para preparar su paquete de documentación que se presentará ante los fiscales para que cierran su caso y pueda permanecer en este país a lado de su familia. El Presidente Obama prometió cerrar todos los casos de personas con deportación si tienen los siguientes requisitos: tener amplias raíces en este país, no tener antecedentes de cargos serios criminales, y tener familiares con ciudadanía o residencia.

CUANDO: el primer y tercer Sabádo del mes, de 2 a 5 de la tarde

DONDE: Iglesia Southside (El Santuario), 317 W 23rd Street (esquina de avenida 10 con la calle 23, una cuadra sur de la calle 22)

There will be free advice to aid you to prepare a documentation package to be presented to prosecutors to have your case closed and remain in this country. President Obama promised to close all deportation cases if they meet the following requirements: have broad roots in this country, have no previous history of serious criminal charges, or have family members with citizenship or residency.

WHEN: 1st & 3rd Saturday of the month from 2 to 5:00 pm

WHERE: Southside Presbyterian Church, 317 W 23rd Street (corner of 10th Ave. & 23rd St.)

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¡Gratis! CLINICA LEGAL PARA DREAMers

Free! Legal Clinic For DREAMers

**Abogado Margo Cowan te invita a la clinica legal para
DREAMers. Ayuda gratis a DREAMers aplica para
DACA.**

Attorney Margo Cowan leads a free, community clinic
to aid DREAMers in applying for the DACA (Deferred
Action Childhood Arrival) Application.

CUANDO: el primer y tercer Sabádo del mes, de 2 a 5
de la tarde

DONDE: Iglesia Southside (El Santuario), 317 W 23rd
Street (esquina de avenida 10 con la calle 23, una
cuadra sur de la calle 22)

WHEN: 1st & 3rd Saturday of the month from 2 to 5 pm

WHERE: Southside Presbyterian Church,
317 W 23rd Street

USP V.F.1.m (corner of 10th Ave. & 23rd St.)



10 Terms You Need to Know

1

Undocumented: A student is considered undocumented if he or she is not a legal permanent resident and does not possess a green card, visa, or other legal documentation. This includes those who were born outside of the U.S. and have lived in this country for a significant portion of their lives.

2

Deferred Action for Childhood Arrivals (DACA): On June 15, 2012, President Obama signed a memo calling for deferred action for certain undocumented young people who came to the U.S. as children and have pursued education or military service. Eligible undocumented students who have a valid I-766 and can demonstrate residency in Arizona, are considered for in-state tuition status at Pima Community College.

3

Development, Relief, and Education for Alien Minors (DREAM) Act: A federal bill aimed at providing immigration relief to undocumented immigrant students. The passage of this bill would grant many undocumented youth access to legal residency and federal financial aid, thus removing legal and economic barriers to higher education and increasing their contributions to America and the likelihood of upward mobility.

4

Generation 1.5: Generation 1.5 refers to these immigrants who were brought to the United States as young children and identify as American. The label comes from the group's special place as first-generation Americans who migrate to this country during childhood and feel strong identification with the U.S., yet are native to another country.

5

Individual Taxpayer Identification Number (or ITIN): A U.S. tax processing number issued by the IRS to individuals who are required to have a taxpayer identification number but who do not have, and are not eligible to obtain, a Social Security Number.

6

Naturalization: The process by which U.S. citizenship is conferred upon a lawful permanent resident after he or she fulfills the requirements established by Congress in the Immigration and Nationality Act (INA). The general requirements for administrative naturalization include: a period of continuous residence and physical presence in the United States; an ability to read, write, and speak English; a knowledge and understanding of U.S. history and government; good moral character; attachment to the principles of the U.S. Constitution; and a favorable disposition toward the United States.

7

Non-immigrant: Non-immigrant visas are issued to the citizens of other countries coming to the U.S. temporarily. Some of the nonimmigrant categories are students, tourists, treaty investors, foreign government officials, etc.

8

Permanent Resident: Someone who has been granted authorization to live and work in the U.S. on a permanent basis. As proof of that status, a person is granted a permanent resident card, commonly called a "green card."

9

Senate Bill (SB) 1070: A legislative act in Arizona that requires all immigrants over the age of 14 who remain in the U.S. for longer than 30 days to register with the U.S. government and to have registration documents in their possession at all times; violation of this requirement is a federal misdemeanor crime.

10

Comprehensive Immigration Reform: Reform of the immigration system as a whole. Some issues that are discussed in CIR are border enforcement, border security, adjusting the status of the undocumented population living in the U.S, visa reforms, among others.

Resources

Scholarships az.org

- Educators for Fair Consideration www.e4fc.org
- Hispanic Scholarship Fund <http://latinocollegedollars.org/>
- Immigration Policy Center <http://www.immigrationpolicy.org/>
- Mexican American Legal Defense Education Fund www.maldef.org
- National Council of La Raza www.nclr.org
- National Immigration Law Center www.nilc.org
- Pew Hispanic Center www.pewhispanic.org
- Salvadoran American Leadership & Educational Fund www.salef.org
- United We Dream <http://unitedwedream.org/>
- Urban Institute www.urban.org
- Western New Mexico Univ.
- College Board <http://professionals.collegeboard.com/guidance/financial-aid/undocumented-students>
- Pima Community College <http://www.pima.edu/new-students/apply/residency.html>

imebecas program: go through Mexican Counselate
Pima CC visit Karrie Mitchell (502) 206-5241

Selected References

→ kdmitchell@pima.edu and Jacquie Allen jallen24@pima.edu (502) 206-5220

Enriquez, L. A. (2011). Because we feel the pressure and we also feel the support: Examining the educational success of undocumented immigrant Latina/o students. *Harvard Educational Review*, 81(3), 476-499.

Gonzales, R. G. (2009). *Young lives on hold: The college dreams of undocumented students*. The College Board. <http://professionals.collegeboard.com/profdownload/young-lives-on-hold-college-board.pdf>

How to Support College-Bound Undocumented Students: Advice for Counselors and Educators, http://www.scholarshipsaz.org/collateral/E4FC_EducatorGuide.pdf

Huber, L. P. & Malagon, M. C. (2007). Silenced struggles: The Experiences of Latina and Latino undocumented college students in California. *Nevada Law Journal*, 7(3), 841-861.

Pattinson, M. & Loera, L. (2013). Improving higher education opportunities for undocumented students: A Resource guide for Washington students and their advocates. Washington State Educational Access Coalition for HB 1079 Students. <http://www.uwb.edu/financialaid/hb1079/hb-1079-resource-guide>

Perez, W., Muñoz, S., Alcantar, C. and Guarneros, N. (2011). Educators supporting Dreamers: Becoming an undocumented student ally. In J. Landsman & C.W. Lewis (Eds.), *White Teachers/Diverse Classrooms: Creating inclusive schools, building on students' diversity, and providing true educational equity* (pp. 299-313). Sterling, VA: Stylus Publishing, LLC.

Perez, W. (2010). Higher education access for undocumented students: Recommendations for counseling professionals. *Journal of College Admission*, 32-25.

Rincon, A. (2012). *Repository of Resources for Undocumented Students*, The College Board. <http://www.pima.edu/new-students/apply/residency.html>



7 Reasons to Advocate for Undocumented Students

- 1** While Congress continues to debate immigration reform, a growing number of undocumented youth are graduating from high schools with little information about their higher education options (Perez, Munoz, Alcantar & Guarneros, 2011).
- 2** There are an estimated **65,000 undocumented students** — children born abroad who are not U.S. citizens or legal residents — who graduate from U.S. high schools each year (College Board, 2012).
- 3** It is estimated that only between **5-10%** of undocumented high school graduates go to college (Gonzales, 2009).
- 4** **Arizona** is **one of five** states, along with Florida, Missouri, New Hampshire, and Ohio, where DACA grantees may be eligible to pay in-state tuition rates at **some** colleges and universities (United We Dream, 2013).
- 5** Teachers and school officials are the traditional source of informational resources for minority students, but undocumented students often find needed information through weak ties to undocumented peers (Enriquez, 2011).
- 6** Research shows that college-eligible undocumented students exhibit high levels of academic achievement, civic engagement and resilience. Many overcome academic and socio-emotional barriers through support from family, peers, school agents and academic programs (Perez, 2010).
- 7** Research indicates that when given an opportunity to regularize their status, undocumented immigrants experience substantial upward mobility, not only improving their own circumstances but, in turn, making greater contributions to the U.S. economy (Gonzales, 2009).

Did you know?



Federal law does not expressly prohibit the admission of undocumented immigrants to U.S. colleges and universities. No federal statutes require disclosure and proof of immigration status and citizenship for students to enter higher education (Gonzalez, 2009).

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10 Ways to Develop Your Skills as an Advocate

- 1 Create a climate of trust that allows undocumented students to reveal their situation at their own pace.
- 2 Avoid making assumptions about a student's status based on their race, ethnicity, accent or appearance.
- 3 Refuse to tolerate derogatory or anti-immigrant jokes, name calling, or remarks.
- 4 Do not pressure students to reveal the details of their immigration status. Respectfully ask for the information you need to find alternatives to the challenges they are encountering, but do not inquire into other private matters.
- 5 Understand that each student's personal story is unique.
- 6 Attend training sessions on how to become a stronger ally for undocumented young adults and families.
- 7 Become aware of immigration policies, laws, and practices and how they affect those who are undocumented.
- 8 Share your knowledge and awareness with other educators, administrators, and policy makers.
- 9 Outing someone refers to telling others about a person's immigration status without that person's permission. Confidentiality is essential in order for students to share their reactions, opinions, and feelings.
- 10 Take an openly political stance by planning to support current legislation that advocates for undocumented students. Also, take a stance against legislation such as SB 1070.

Adopted from: Pattinson & Loera, 2013; Huber & Malagon, 2007

Did you know?

17
states

As of February, 2014, **17 states** have passed provisions which allow undocumented students to receive in-state tuition rates. Fourteen states provide these provisions through state legislation—California, Colorado, Connecticut, Illinois, Kansas, Maryland, Minnesota, Nebraska, New Mexico, New Jersey, New York, Oregon, Texas, Utah, and Washington. Two states—Oklahoma and Rhode Island— allow in-state tuition rates to undocumented students through Board of Regents decisions.

<http://www.ncsl.org/research/education/undocumented-student-tuition-state-action.aspx>

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Find more resources including tips and academic articles at www.scholarshipsaz.org



SAVE THE DATE

* **...to attend the
Tucson Unified School District's
Mexican American Student Services
Student Recognition Program**

**Thursday, April 24, 2014
5:00 pm—9:00 pm**

PALO VERDE HIGH SCHOOL—AUDITORIUM

Formal invitation to follow

Mexican American Student Services Saturday Math Tutoring Student Sign-In

Date	Student's Name	School	Emergency Phone#	Email Address
1/11	✓ Kenny Snow	Sabino H.S.		
1/11	✓ Xavier Gonzalez	Roskrige		
1/11	✓ Maher Gonzalez	Roskrige		
1/11	✓ Lorenia Valdez	Robins		Lori Frank 19@yahoo.com
1/11				

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You are Cordially Invited

College Fair

September 21st from 10:00am to 3:00pm

Join Congressman Raúl M. Grijalva and the City of Tucson in cooperation with colleges and universities from across the country to present students with post-secondary opportunities. Attending institutions will present select students with acceptance letters and scholarship awards.

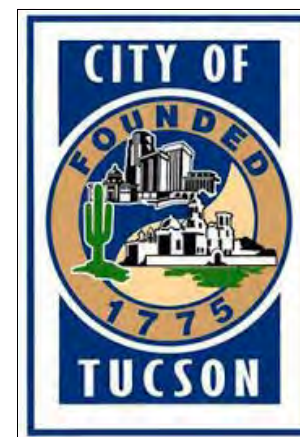
This event is free and open to the public.



Congressman Raúl M. Grijalva

In Cooperation with:

City of Tucson



Location:

El Pueblo Neighborhood Center

101 W. Irvington Road

Tucson, AZ 85706

Please RSVP to: Evan Wesley at Evan.Wesley@mail.house.gov or (520) 622-6788



Ayuda en Matemáticas Gratis los Sábados

Patrocinado por **Departamento de TUSD Servicios**
Para Estudiantes Mexicano-Americano



****Ayuda en Matemáticas para Secundaria:*

Pueblo High School 3500 S. 12th Avenue

Llame al (520) 225-6229 para mayor información

Inscribirse en la escuela Secundaria Pueblo

Llame al 225-4300 con el Sr. Rashad Robinson o la Sra. Diana Soto.

Horario: **10:00 AM ~ 2:00 PM**

¡Gratis para TODOS los estudiantes!

La ayuda en matemáticas está disponible para los estudiantes del 9no - 12vo grado.

Lugar: Biblioteca de Pueblo High School

Calendario 2013-2014

Agosto: 24

Septiembre: 7, 14, 21, 28

Octubre: 26

Noviembre: 2, 16, 23

Diciembre: 7, 14

Enero: 11, 25

Febrero: 1, 8, 15

Marzo: 1, 8, 29

Abril: 5, 12, 26

Mayo: 3, 12



Padres, por favor pidan al maestro de su niño(a) las tareas de matemáticas. Por favor, asegúrense que su niño(a) llegue listo para trabajar.

Se pide a los estudiantes que traigan sus materias y libros de matemáticas.

La información del lugar, horario y calendario será publicado en nuestro sitio de internet:

www.tusd1.org/massd

Servicios Estudiantiles Mexicano-Americano

Teléfono: 520-225-6229



Tucson Unified School District

Mexican American Student Services

2013-2014 Student Recognition

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Supporting over

-
Hispanic students...

*...In collaboration with TUSD
schools and families...*

*...We advocate for students'
academic achievement
and social well-being...*

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*If you believe it,
you can achieve it...*



**ACHIEVE 3000
McCorkle K-8**

USP V.F.1.m

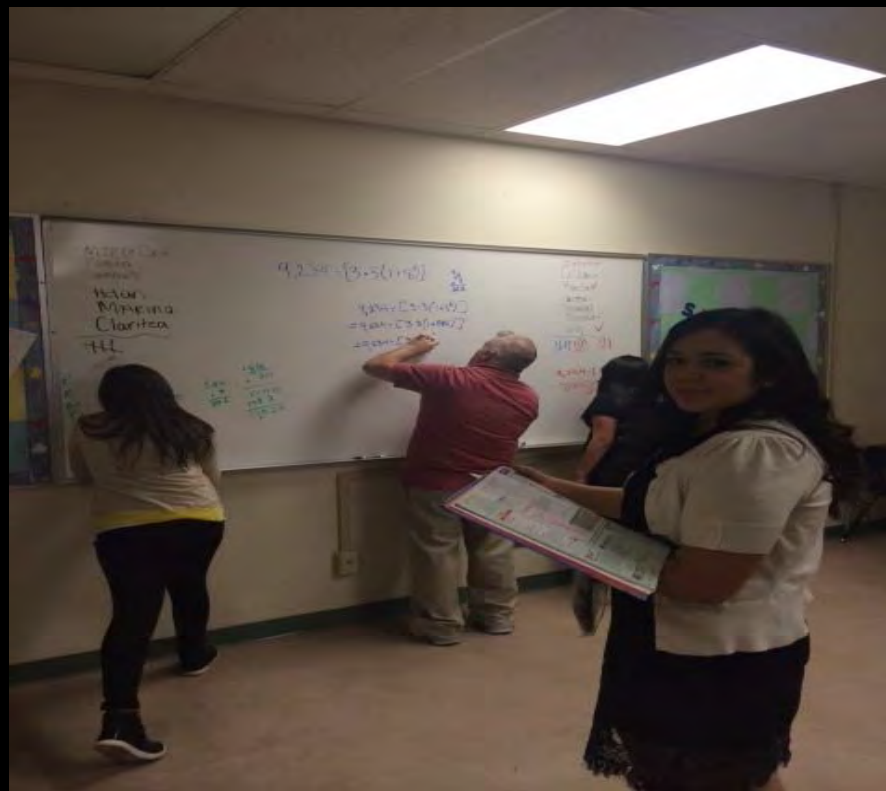
USP V.F.1.m



McCorkle K-8
ACHIEVE 3000



USP V.F.1.m



After school tutoring Pistor Middle School

USP V.F.1.m

USP V.F.1.m



Maxwell Middle School

USP V.F.1.m

USP V.F.1.m



USP V.F.1.m



Mr. De La Torre
Tutoring
USP V.F.1.m

USP V.F.1.m



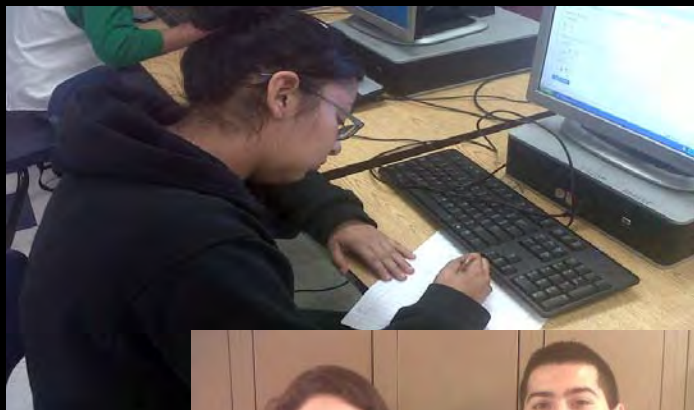
Welcome back for Hollinger K-8

Mariachi Aztlan

USP V.F.1.m



USP V.F.1.m



Pueblo High School

USP V.F.1.m

USP V.F.1.m



Cholla High School



USP V.F.1.m

"We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community –
and this nation."



"Students must have initiative; they should not be mere imitators."
They must learn to think and act for themselves-and be free."

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USP V.F.1.m



Dolores Huerta

“We can’t let people drive wedges between us...
because there is only one human race...”

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USP V.F.1.m



President Barack Obama

“Change will not come if we wait for some other person, or if we wait for some other time.”

“We are the ones we've been waiting for.”

“We are the change that we seek.”

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Sonia Sotomayor



“Until we get equality in education,
we won’t have an equal society.”

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USP V.F.1.m

December's Parent Quarterly at Pueblo Magnet High School



USP V.F.1.m

USP V.F.1.m

Student and Parent Services

Parent Quarterly
Informational Meeting
Pueblo High School



USP V.F.1.m

Parent Quarterly
Informational Meeting
McCorkle K-8 School



Parent Quarterly
Informational Meeting
Cholla High School



Student Services

Tutoring
Tucson Magnet High School



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Saturday Math Tutoring
Pueblo High School



USP V.F.1.m

Student Services

Saturday Math Tutoring
Valencia Middle School



USP V.F.1.m

Student and Parent Services

Parent Quarterly
Informational
Meeting Cholla
Magnet High School



USP V.F.1.m



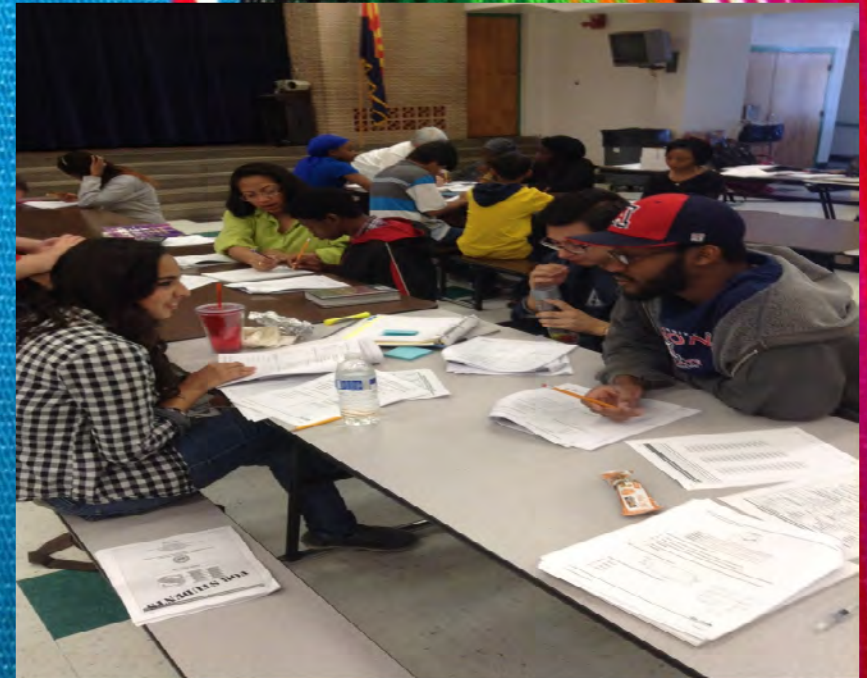
Student and Parent Services

University High School



USP V.F.1.m

Roberts/Naylor AIMS Math Academy



USP V.F.1.m

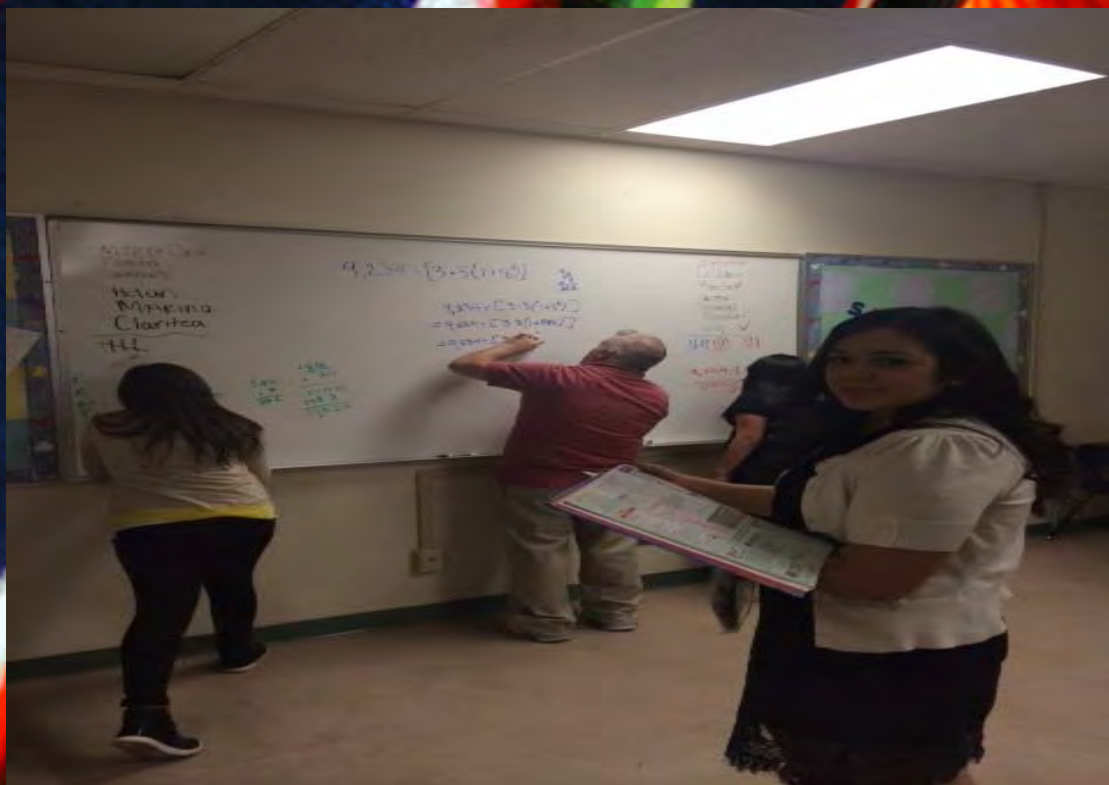
Girrls Project Partnership at Valencia Middle School



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USP V.F.1.m

Student and Parent Services



Pistor Middle School

USP V.F.1.m

USP V.F.1.m

December Celebration with Mariachi Aztlan



USP V.F.1.m



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Cesar E. Chavez
Holiday Coalition Youth
Leadership Week
In TUSD March 24th- 28th 2014



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USP V.F.1.m

McCorkle Celebrating Hispanic Heritage - September 16th



USP V.F.1.m

McCorkle Celebrating Hispanic Heritage - September 16th



USP V.F.1.m

McCorkle Celebrating Hispanic Heritage - September 16th



USP V.F.1.m

USP V.F.1.m



Top twenty-five SENIORS Catalina Trojans

Pablo Lemas

Edna Macias

Francisco Navarro

Eloy Cruz

Jesus Morales

Katherine Franco

Rodolfo Valencia

Margarita Coronado

Cesar Navarro

Daniel Munoz

Sixto Loya

Tanner Giessuebel

Misael Loya

Jorge Antonio Castro

Cinthya Barreras

Luis Alfonso Valdez

Andrue Rodriguez

Ramon Meza Martinez

David Chavez

Sherine Rocha

Alejandro Machado

Xochil Goretsky

Norma SalinasValazquez

Aviel Hernandez

Cassandra AmezquitaMedina

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USP V.F.1.m



Top twenty-five SENIORS Cholla Chargers

Dulce Jimenez
Jocelin Ramirez
Rachel Oroz
Allison Castillo
Cristina Guerrero
Daniel Valencia
Maritza Acosta
Ashley Gomez
Eduardo Corrales

Daniel Ornelas
Alina Vasquez Juvera
Ariel Aguilar
Ambar Teran
Jose LopezBorbon
Janeth Cuamea
Marco Cardenas
Kristen Calcagno
Omar Jimenez

Jesus Rodriguez
Katia SolisQuintero
Wendy Palacios
Daniel Lewis
Stephanie Segura
Hunter Bracy
Jessica Gonzales

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USP V.F.1.m



Top twenty-five SENIORS Palo Verde Titans

Brian Molina
Ranta Rhummel
Lillie Watson
Kayla Waters
Marianna Martinez
Lizbeth Cota Cohen
Alejandra Calderon
America Maldonado
Saul Miranda

Jaycee Hoepelman
Mayram Velazquez
Lara Guevara
Vicente Ettien Figueroa
Aaron Mathew
Maria Tono
Sondra Alvey
Angel Moreno
Michell Romero

Vernon Jones
Daniel Navarro
Damien Diaz
Erik Hernandez
Kayla Simpson
Ian Costello
Jazari Goff

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USP V.F.1.m



Top twenty-five SENIORS Warrior Wolves

Julieta Valenzuela
Victoria Manriquez
Salma Flores Reyes
Pablo Grijalva
Yvonne Salcido
Adriana Dalton
Cristabel Acosta
Nikaiel Altamirano
Brianna Sanchez

Alondra Motijo
Angelica Almedia
Ivan Cota
Jessica Franco
Joel Valenzuela
Iram Cota
Angel RivasGonzalez
Raul Soto

Karina Martinez
Chantelle Contreras
Melissa Bustamante
Brandalett Anaya
Cristian Garcia
Marilyn Ochoa
Marco Quintero
Abraham Baca

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USP V.F.1.m



Top twenty-five SENIORS Rincon Rangers

Joshua Smutzer
Alexander Granillo
Marissa Carrillo
Pheabie Wamhoff
Jesus Nunez
Ramon Garavito
Cody Rigsby
Rachelle Penton
Samantha Smith

Katy Johnson
Gabriela Zamora
Julieta Hernanadez
Guisselle Galaz
Estevan Gallardo
Isabel Campos
Holly Hanna
Bailey Jaquay
Mario Dorame

Yasmin AlmeidaSolis
Leslie Pilli
Sofia Saucedo
Eli Hawley-Veilleux
John Lopez-Aldas
Ashley Felix
Roberto Vargas

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Top twenty-five SENIORS Sabino Sabercats

Diego Garcia

Cheyly Borrer

Sylvanna Islas

Kristen Leyva

Taylor Schlicht

Sophia Streitfeld

Anton Hud

Monica Pita

Marissa Sniecikowski

Melissa Arnaud

Maria Carvalho

Noah Crawford

Carly Miller

Madison Cardenas

Luis Martinez

Sierra Heredia

Daisy Reyes

Wyatt Mauerhan

Natalie Barragan Dojaque

Michael Mazzola

Demitria Rodriguez

Daniel Burrola

Lorena Palmer

Lucas Watkins

Briana Wiggans

Dafne Zapata Sanchez

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USP V.F.1.m



Top twenty-five SENIORS Sahuaro Cougars

Alexis Salazar
Teresa Brooks
Damon Courturier
Hannah Gradillas
Milagros Mejia
Samantha Allen
Eric Romero-Wagner
Carmen Mendoza-Soto
Jessica Dimas

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Misty Ruiz
Anthony Ramos
Angela Gracia
Tianna Young
Marco Romero
Stephanie Peralta
Ryan Shalaty
Alexis Machado
Kristen Flores

Alejandra Frausto
Breanna Lopez
Joseph Chan
Elisa SagadracaPerez
Savannah Ramos
Anthony Ekloff
Zachary Ortiz

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Top twenty-five SENIORS Santa Rita Eagles

Ashley Kring

Brianna Rodriguez

Eduardo Perez

Marcos Perez

Kayla Hancock

Christopher Hancock

Alejandra Gomez

Sidnie Conner

Joshua Ruiz

Dominic Kelly

Joseph Shestko

Lizette Lopez

Michael Hernandez

Sebastian Morales

Alexander Flores

Renee Villa

Dominique Freeman

Albert Escobar

Christian Norris

Micaela Lopez

Andrea Garnica

Jennifer Enriquez

Edgar Osorio

Erick Lopez

Andrew Miranda

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Top twenty-five SENIORS Tucson Badgers

Sophia Aguirre

Sorrel Fivecoat

David Duran

Katarina Raptis

Ernest SantaMaria

William Frieden

Jordyn Luna

Mallary Parker

Adrian Briseno

Chastity Ruiz

Liliana Norzagaray

Selene AmadorSaenz

Korina Lopez

Adrianna Vasquez

Brenna Abril

Ignacio Mondaca

Veronica Schuette

Ariana Terry

Sabrina Garay

Alyssa Yanez

Isabellyana Dominguez

Zoe Martin Cowan

Thomas Huerta

Danielle Perry

Ivan Estrella

Alexis Yrrizarry

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USP V.F.1.m



Top twenty-five SENIORS University High

Jessi Field Sierra
Chung Bui
Adrienne Berring
Joshua Kessler
Ana Hormel
Issac Rosado
Neil Mason
Lizbeth Encinas
Rose Cronin

Felina Rodriguez
Daniela Saucedo
Atalanta Hoyt
Jesus Jacquez
Nicholas Mitchell
Frances Gradillas
Sergio Salguero
Brenda Valencia
Anahi Herrera

Samantha Trappman
Nadia Schutt
Karina Machado
Nicholas Flowers
Andrew Cable
Harrison Hanzlick
Kaetlyn Bernal

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USP V.F.1.m

Number of scholarships secured for Hispanic Students by their respective High School

Catalina - 7
Cholla - 35
Palo Verde - 41
Pueblo - 19
Rincon - 20
Sabino - TBA
Sahuaro - 25
Santa Rita - 3
Tucson High - 29
University High - 46

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Specialists In Training



USP V.F.1.m

USP V.F.1.m



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**STEM PROJECT Raytheon Partnership
At Pueblo Magnet High School**



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Lynn Urquides Mentoring Partnership



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Cesar E. Chavez Holiday Coalition Youth Leadership Conference



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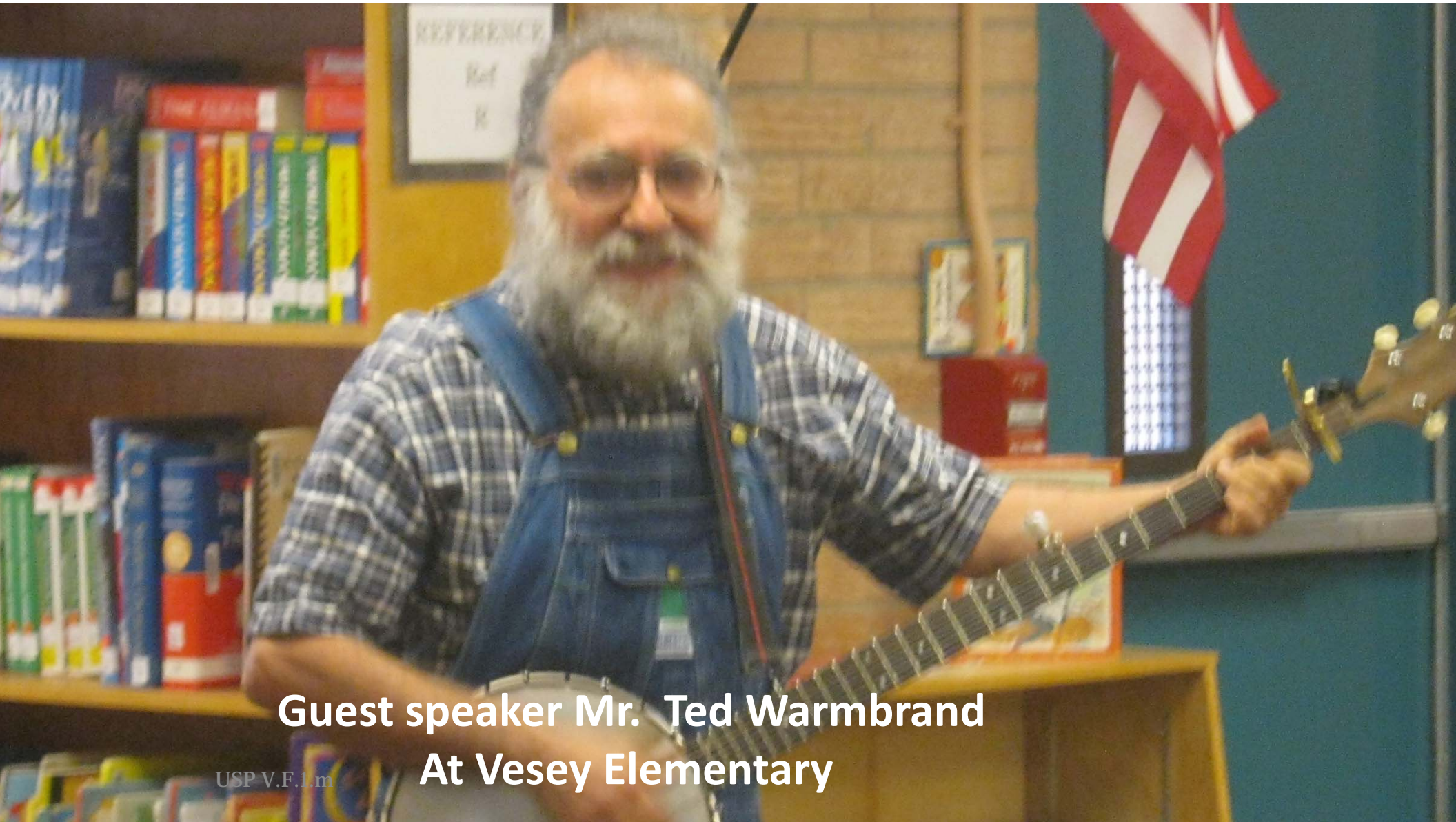
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**Council Woman Romero at
Tucson Magnet High School**

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**Guest speaker Mr. Ted Warmbrand
At Vesey Elementary**

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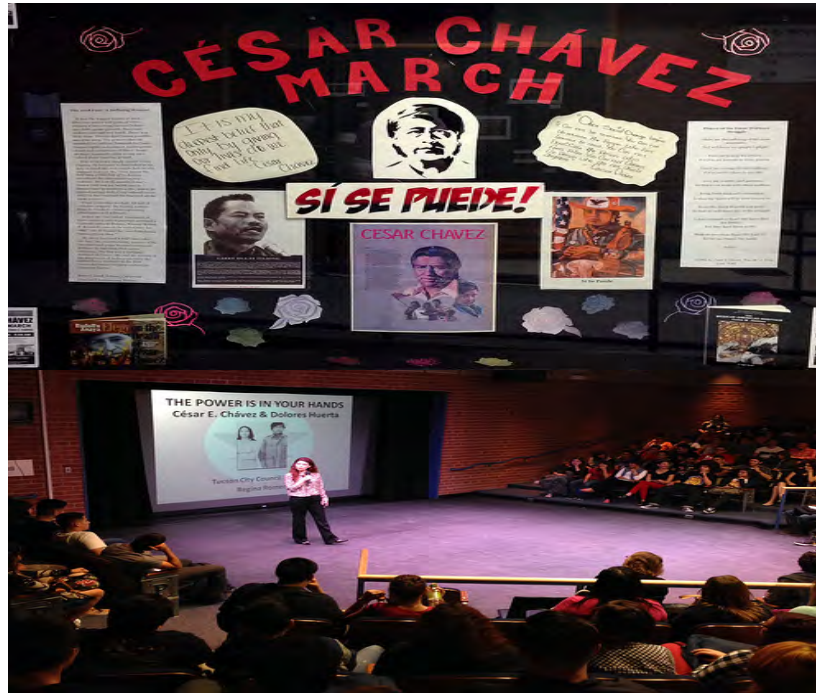
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USP V.F.1.m

Guest Speaker Council
Woman
Regina Romero



Pueblo Magnet
High School Rose
Garden



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USP V.F.1.m

Board Member Cam Juarez at Pistor Middle School



USP V.F.1.m

USP V.F.1.m

Board Member Adelita Grijalva at Ochoa Elementary



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LULAC League of United Latin American Citizens Youth Leadership Conference March 14, 2014 at Pima Community College



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University of Arizona's 8th Annual Young Women's Leadership Conference



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Mexican American Student Services Congratulates the graduating class of 2014



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USP V.F.1.m

Mexican American Student Services Department



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Quarterly Parent Informational Meetings

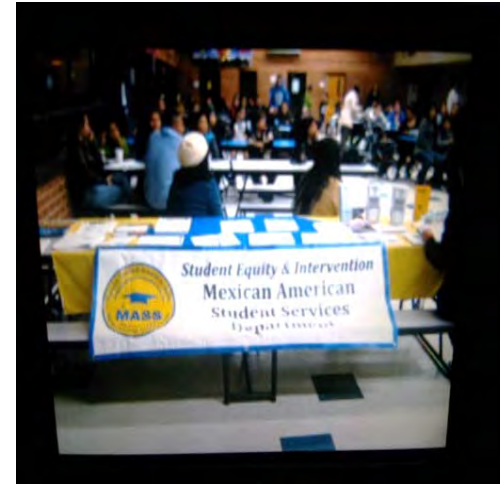


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2nd Quarter Parent Information Meeting held at Pueblo Magnet High School

- On December 10, 2013 Mexican American Student Services held their second quarterly Parent Informational Meeting at Pueblo High School. Parents were very happy with the information they received from various TUSD departments such as, IB programs at Cholla HS, Advance Learning, Magnet Schools Programs, Community Outreach, and Family Support within our district. Higher education schools Pima Community College, University of Arizona, NAU, and ASU with Scholarship information. It felt good to see parents participating in the "Let's Talk: High Education and Your Child" presentation facilitated by Selena Llamas from Expect More AZ she really got parents involved!!



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25th Annual LULAC Youth Conference

March 4, 2014 ~ 8:00 am to 1:00 pm ~ Pima Community College, West Campus



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USP V.F.1.m

LULAC

An overview shot of the Resource Fair in PCC West's Palm Court



Specialist Rashad Robinson signing in students from Pueblo High School.

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USP V.F.1.m



STUDENTS FROM VARIOUS SCHOOLS (INCLUDING TWO FROM TUCSON HIGH, MARIAH RODRIGUEZ AND VIVIANI ROMERO) AT THE RESOURCE FAIR.



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KEY NOTE PRESENTATION – FIRST GENERATION DOCUMENTARY





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Caesar Chavez Week Guest Speakers Around the District



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Students at Tucson High School with Councilwoman Regina Romero



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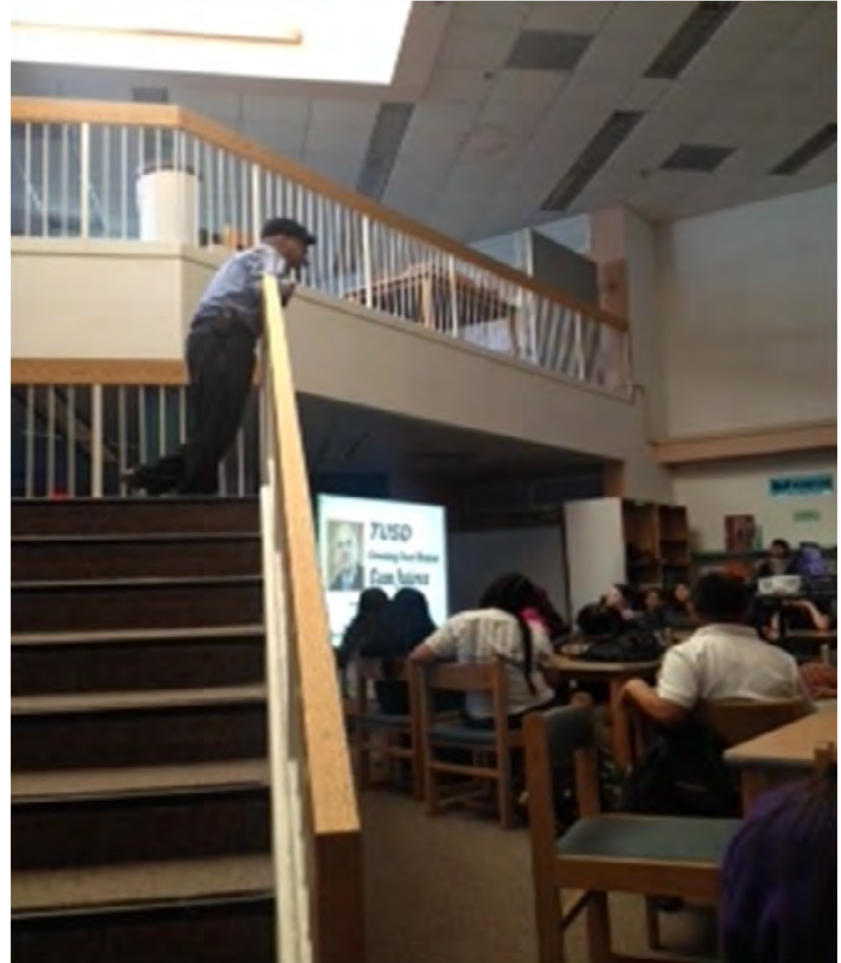
Cesar Chavez display with Presenter City of Tucson Council Member (Regina Romero) and the 2013-2014 dedication of the Cesar Chavez rose garden at Pueblo Magnet High School



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University of Arizona's 8th Annual Young Women's Leadership Conference



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Cholla and Sahuaro students



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Mexican American Student Services Department Math Tutoring - AIMS Math Academy Place: Cafeteria – Roberts / Naylor K-8 Students of High School

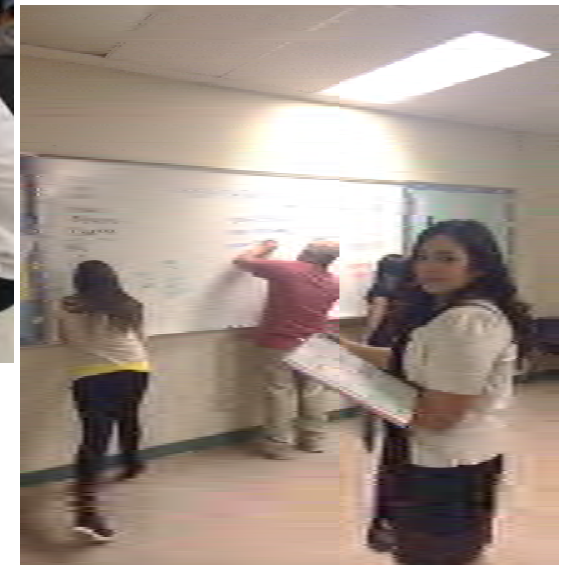
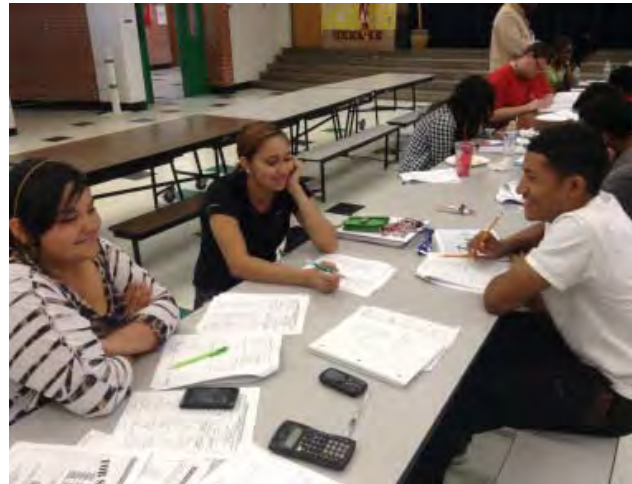
Tucson Unified School District (TUSD), Title I Department sponsored an AIMS Math Academy for high school students district-wide. The AIMS Academy was held at Roberts-Naylor K-8 schools. Our primary focus was to help prepare students for the upcoming AIMS testing in April. TUSD students attended the AIMS Academy three days during Spring Break, March 17-19, 2014. Two Academic Specialist from the Mexican American Student Services Department helped tutor students: Clayton Henderson and Angelica Goebel.

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AIMS MATH ACADEMEY



USP V.F.1.m

USP V.F.1.m

Pistor Middle School

AS MASS SPECIALIST, MS. MONTANTE, ESCORTED THE 8TH GRADERS FROM CORE ENRICHMENT TO THE CAFETERIA, NO ONE KNEW THE BIG SURPRISE WAITING ESPECIALLY FOR THEM. ON FRIDAY, APRIL 4, STUDENTS AT PISTOR MIDDLE SCHOOL HELD AN ASSEMBLY TO MOTIVATE STUDENTS FOR THE AIMS EXAM COMING UP. WHAT STUDENTS DIDN'T KNOW IS THAT TWO VERY SPECIAL INDIVIDUALS WOULD BE IN ATTENDANCE TO HELP THEIR ADMINISTRATION OUT, WILBUR AND WILMA WILDCAT! STUDENTS WERE TREATED TO PICTURES WITH THE UNIVERSITY OF ARIZONA MASCOTS AND A SPECIAL PEP-RALLY TO ENCOURAGE STUDENTS TO TRY THEIR BEST.



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USP V.F.1.m

Saturday Math Tutoring

Pueblo, Valencia, Frank & Edith Morton Boys and Girls Club, and
Palo Verde Magnet High School



USP V.F.1.m

USP V.F.1.m

This week's spotlight features Andrea and Marissa Machado

Cholla High School Math Support Group

USP V.F.1.m

Andrea and Marissa are twin sisters who are juniors at Cholla High School. When asked about the effectiveness of Mr. Robinson's math support, Marissa provided the following response:

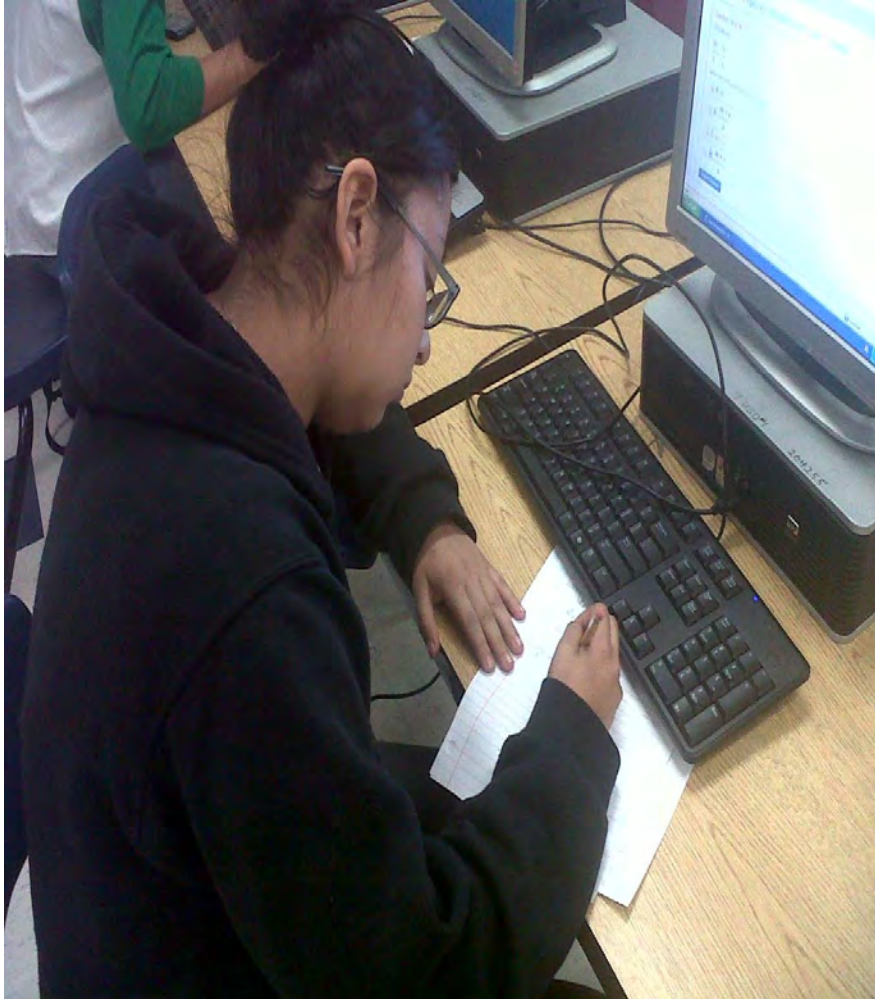
"Mr. Robinson helped me with my understanding of math, and I feel that I have improved as a result. He does a good job of providing optional methods of solving problems."

Andrea followed by saying, "I love the help that Mr. Robinson provides. He is a great teacher."

Andrea and Marissa are taking Intermediate Algebra, and both students attend tutoring after school on a regular basis. They are dedicated to improving their understanding of math



USP V.F.1.m



USP V.F.1.m

USP V.F.1.m

- This week's spotlight features Lisana Matus. Lisanna is a senior at Pueblo High School. When asked about her experience with math intervention offered by M.A.S.S., she had this to say:
- "Math is my toughest subject. The help that Mr. Robinson offers is great because he guides me through each step of the problem solving process. After working with him, I can remember how to solve similar problems when I see them."
- Lisanna makes an effort to receive tutoring before and after school during the week.

Spotlight

Pueblo High Magnet School

USP V.F.1.m

This week's spotlight features Isela Celaya and Laura Flores. Isela and Laura are seniors at Pueblo High Magnet School, and they have accomplished a major feat...PASSING THE AIMS MATH TEST!!!! This was the last of the AIMS exams that each student had to pass in order to graduate.

"Extra tutoring and AIMS prep opportunities at school helped me to prepare for the exam," said Isela.

"I used the internet and found a lot of great resources that helped with math and test-taking techniques," said Laura. Congratulations on a job well done!



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Spotlight

Pueblo High Magnet School

USP V.F.1.m

spotlight features Juliana Lopez and George Lujan. Juliana and George are juniors at Pueblo High Magnet School, and both students passed the AIMS math exam this past Fall semester. When asked how they prepared, they had this to say.

"I began studying for the AIMS at the beginning of the school year," said George. "Additionally, I focused on my class work, which was similar to many of the math topics on the AIMS exam."

"I found a lot of tools and study materials on the internet," said Juliana. "I recommend that students go to tutoring and be confident when they take the exam."

Juliana and George, here's to a job well done!



USP V.F.1.m

TUSD



**Mexican American Student Services
Student Recognition Program
2013-2014**



Palo Verde High School

Thursday, April 24, 2014

5:00 pm - 6:30 pm (Grades 6-8)

AGENDA

K-6, K-8 & Middle Schools (Grades 6-8)

5:00 pm - 6:30 pm

Welcome: ***Maria Figueroa, Ed.D., Director***
Mexican American Student Services

Special Remarks: ***H.T. Sánchez, Ed.D.***
Superintendent
Tucson Unified School District

James Fish
Executive Director
Student Equity and Intervention

Pledge of Allegiance: ***Maria Figueroa, Ed.D., Director***

National Anthem: ***Kiana Martinez, Mariachi Pumas***
Roskruge Bilingual K-8 Magnet School

Opening Ceremony: *Roskruge Bilingual K-8 Magnet School - Mariachi Puma*
Rodolfo Valenzuela, Director

Presentation of Awards:

President's Awards for Educational Excellence
Presented by Maria Figueroa, Ed.D., Director

TUSD Mexican American Student Services Awards
K-6, K-8 and Middle Schools (Grades 6-8)
Schools in Alphabetical Order
Presented by School Principals

Closing Remarks: ***Maria Figueroa, Ed.D., Director***



TUSD

**Mexican American Student Services
Student Recognition Program
2013~2014**



Palo Verde High School

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Presented by School Principals

Closing Remarks: ***Maria Figueroa, Ed.D., Director***



THE WHITE HOUSE
WASHINGTON

January 16, 2014

Please accept my congratulations on receiving the President's Education Award. I am pleased to join your family, friends, and teachers in honoring this tremendous achievement.

America's continued success depends on how well your generation is prepared for the future, and this special recognition is a testament to the dedication and skill you have shown in the classroom. I am proud of you for pushing yourself academically, and I am counting on you to continue to set a good example and help others whenever you have the opportunity. Smart, driven young people like you remind me that America's best days are yet to come. And as long as you continue to stay focused on your education and work hard, no dream will be beyond reach.

Congratulations, again. I hope this award inspires you to continue seeking out new challenges and setting your sights on new horizons. I wish you all the best for the years ahead.

A handwritten signature in black ink, appearing to be "Barack Obama", written in a cursive style.



Heliodoro T. Sánchez, Ed. D.
Superintendent

April 24, 2014

Tucson Unified School District
Mexican American Student Services Department
1010 E. 10th Street
Tucson, AZ 85719

Honored Students:

On behalf of Tucson Unified School District, congratulations to you for your many accomplishments in academics, athletics, attendance, fine arts and humanitarianism. This Annual Mexican American Student Recognition Program is an example of our district commitment to serve all students well, as we recognize your success. Your families and teachers are sure to be very proud. You honor them with your commitment to excellence.

The TUSD community celebrates with you and acknowledges your desire to succeed. We know this is only the beginning of great things to come, so continue the hard work and commitment to achieving excellence.

Sincerely,

A handwritten signature in black ink, appearing to read "Heliodoro T. Sanchez", is written over a light blue horizontal line.

Heliodoro T. Sánchez, Ed. D.
Superintendent

Morrow Center – 1010 E. Tenth St. – Tucson, AZ 85719 – (520) 225-6060 – Fax (520) 225-6174
Governing Board
Adelita S. Grijalva; President, Kristel Ann Foster; Clerk, Mark Stegeman, Michael Hicks, Cam Juaréz

TUSD

1010 E. 10th Street • Tucson, Arizona 85719

OFFICE OF STUDENT EQUITY & INTERVENTION

(520)225.6294 • fax (520)225.6721

February 4, 2014

Dear Students:

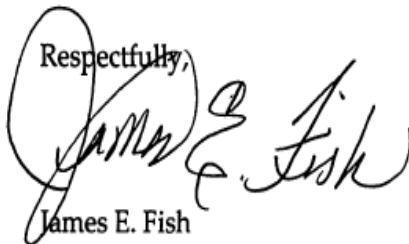
"Keeping your eye on the prize" That is what this evening is about. You have demonstrated your willingness to commit to rigorous academic work as you prepare for your "place in society"

This high honor is indicative of an individual who has achieved significant success in the field of academics as well as one who personifies the highest standards of service, leadership, and character. You are in every respect a model student and one in whom we have the greatest pride.

We would also like to congratulate your parents, who have contributed so much to what you are and what you have accomplished.

We have the greatest confidence in you and your chances for continued success in your future endeavors, whatever they may be.

Respectfully,



James E. Fish
Executive Director
Student Equity & Intervention

RAÚL M. GRIJALVA
3rd DISTRICT, ARIZONA

COMMITTEE ON NATURAL RESOURCES

PUBLIC LANDS AND ENVIRONMENTAL
REGULATION—*RANKING MEMBER*

INDIAN AND ALASKA NATIVE AFFAIRS
ENERGY AND MINERAL RESOURCES

COMMITTEE ON EDUCATION AND THE WORKFORCE

EARLY CHILDHOOD, ELEMENTARY,
AND SECONDARY EDUCATION

HEALTH, EMPLOYMENT, LABOR, AND PENSIONS

CONGRESSIONAL PROGRESSIVE CAUCUS
Co-CHAIR

Congress of the United States
House of Representatives
Washington, DC 20515-0307

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FACEBOOK: [Facebook.com/RepGrijalva/](https://www.facebook.com/RepGrijalva/)
TWITTER: [Twitter.com/RepRaulGrijalva/](https://twitter.com/RepRaulGrijalva/)

Dear Honorees,

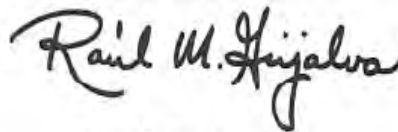
I would like to extend my most heartfelt congratulations. Your accomplishments are worthy of honor and accolades, and I am extremely pleased to have this opportunity to communicate with you.

The youth of Southern Arizona and their commitment to their education never ceases to impress me. I am grateful to witness such accomplishments and achievements from the constituents of my Congressional district. Achieving a 4.0 grade point average requires dedication, aptitude and most importantly, discipline. This is truly a testament to your hard work.

All of these skills and qualities you have acquired in your high school career will help you on your journey to a brighter future. I have no doubt that you are prepared for the challenges that still lay ahead because you have already demonstrated to be leaders of our community.

As we take this opportunity to honor and recognize your accomplishments in this academic year, I look forward to hearing about all of your future endeavors and accomplishments. I know you will continue to contribute great things to Southern Arizona, and our community. Once again, congratulations.

Sincerely,



Raúl M. Grijalva

Member of Congress

REGINA ROMERO

Tucson City Council - Ward I

Westside Southside Downtown

www.tucsonaz.gov/ward1

520.791.4040 : ward1@tucsonaz.gov



Dear TUSD Students,

Congratulations on your exemplary performance in school, and the recognitions being shared with you today. Whether you are being honored for your academic achievements, excellent attendance, or great accomplishments, you should be proud of your commitment to bettering yourself through education.

As the first Latina elected to the Tucson City Council, I am proud of my family for pushing me to always give my best, and I am proud of myself for rising to the challenge. Today I represent over half a million Tucson residents, likely including you and your family, and it my sincerest honor to do so.

When it comes to chasing your dreams, education is the clearest path to a bright future. I want to congratulate you for dedicating yourself to learning, and setting the bar high. Working hard can often mean making sacrifices in other areas, but so long as you stay focused and remember what's important, you will be successful. You are well on your way!

I look forward to hearing about all the accomplishments that await you, and seeing the difference you make in our community. Living life to the fullest is about giving back to others, and leaving this world a better place. Always believe in yourself, and congratulations again for your great work!

In Community,

Tucson City Councilor Regina Romero

Booth-Fickett K-8 Math & Science Magnet

Michael Konrad, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Acuna	Melissa G	Academics	Mejia	Laura L	Academics*
Alfaro	Hailey G	Academics	Mendez	Daniel J	Academics
Allan	Mileny A	Academics	Miranda	Minerva G	Academics
Alvarez	Anissa D	Academics	Molina	Michelle	Academics
Anthis	Roman J	Academics*	Moore	Jaden J	Academics
Argote	Layla A	Academics	Moore	Madison M	Academics
Baca	Arianna N	Academics	Moreno	Antonio W	Academics
Barrios	Aubriana G	Academics	Munoz	Azalia S	Academics
Beas	Dominique A	Academics	Natera	Luthmila B	Academics, Perfect Attendance
Becerra	Adrianna D	Academics	Navarro	Gabriela O	Academics
Brisbois	Issac V	Academics	Navarro	Edward F	Academics
Cadena	Sarena J	Academics*	Olague	Cresencia E	Academics
Calderon	Benjamin C	Academics	Orozco	Kate N	Academics
Casillas	Lionel E	Academics	Ortiz	Aaliyah S	Academics
Chacon	Janell J	Academics	Othon	Francisco J	Academics
Champion	Natasha L	Academics	Padilla	Carissa D	Academics*
Chavez	Juliana M	Academics	Padron Perez	Rodney	Academics
Christopher	Jenee C	Perfect Attendance	Pedersen	Clare L	Academics
Chuffe	Ylia	Academics	Perez	Manuel	Academics*
Coronado Gonzalez	Kenia I	Academics	Pietsch	Maria M	Academics
Corral	Reyes A	Academics	Prior	Josiah R	Academics
Cruz	Cassandra D	Academics	Purry	Kasey M	Academics
Cruz	Jordan C	Academics	Quezada Vejar	Ana Christina	Academics
Diflo	Thalia C	Academics	Quintero Martinez	Braulio	Academics
Douglas	Darren M	Academics	Rash	Andrew	Academics
Espinosa	Miranda R	Academics	Reyes	Zahra R	Academics
Fernandez	Angelica M	Academics	Rice	Malik E	Academics
Fimbres	Alexes J	Academics	Rios	Devin A	Academics
Franco	Bainey	Academics	Roberts-Llamas	Jasmine	Academics
Fuentes	Arianne	Academics	Robles	Marianna L	Academics
Gallardo	Elena E	Academics	Robles	Reyanna E	Academics
Gallardo	Ivan D	Academics	Rodriguez	Adamari	Academics*
Garcia	Linares G	Academics	Rodriguez	Andrew J	Academics
Geoffroy-Carrillo	Jesus D	Academics	Rodriguez	Kayla M	Academics
Gonzales	Brandon M	Academics	Romero	Marina R	Academics
Gonzales	Yvette L	Academics	Ronquillo	Aiden R	Academics
Guerrero-Ruiz	Romen A	Academics	Salas	Cee Lee A	Academics
Hurtado	Jasmine M	Academics	Salazar	Caleb	Academics
Jacques	Dakota C	Academics	Salazar	Keila	Academics*
Jaramillo	Izabella K	Academics	Serrano	Luis E	Academics
Jordan	Natalia P	Academics	Smith	Desiree L	Academics, César E. Chávez
Lassiter	Charity F	Academics	Stephens	Loegan T	Academics
LealReyes	Kassandra E	Academics	Taylor	Darian X	Academics
Lerma	Lawrence L	Academics	Tena	Carlos A	Perfect Attendance
Lopez	Anthony L	Academics	Tinoco	Victor J	Academics
Lopez	Ryan M	Academics	Trujillo	Destiny Y	Academics
Lopez V	Wilfred C	Academics, César E. Chávez	Valdes	Paula	Academics
Macias	Alyna M	Academics	Velasco	Jorge A	Academics
Manjarre	Caitlin G	Academics*	Venegas	Keeley S	Academics
Martinez	Alyssa A	Academics*	Vizuet	Ayissa F	Academics
Martinez	Davina N	Academics	Watson	Annalicia M	Academics
Martinez	Ricardo M	Academics*			
McDonald Orozco	Bianca G	Academics			

* Students with a 4.0 GPA in all 3 quarters

Dietz K-8 School

Tiffany McKee, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Butters	Nicole	Academics	Moreno	Judith E	Academics
Bonillas	Christian F	Academics, César E. Chávez	Ornelas	Lexi	Academics
Chavarría	Erick	Academics	Patrick	Kayla	Academics
García	Lizabeth	Academics*, César E. Chávez	Pinon	Naomi	Academics
Mata	Katya C	Perfect Attendance	Rodriguez	Reannah	Academics

Dodge Magnet Middle School

Dan Schulter, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Alcala	Ernesto A	Academics	Logsdon	Nicodemus	Academics
Allbert	Makai	Academics	Lopez	Kaily D	Academics
Allbert	Rumi A	Academics	Lopez	Marella	Academics
Amezcuca	Danielle A	Academics, César A. Chávez	Maldonado	Yasmin	Academics
Arvin	Rylee M	Academics, César A. Chávez	Manzano	Marisol Y	Academics
Barela	Sophia M	Academics	Martinez	Analisa	Academics
Barraza	Julian G	Academics	Martinez	Marina	Academics
Black	Isabella	Academics	McClendon	Lailaa I	Academics
Brunenkant	Tony	Academics	McFeaters	Marilyn	Academics
Cabanillas	Ana Paula	Academics	Montoya	Anyssa V	Academics
Campbell	Thomas	Academics	Murguia Ruiz	Norma A	Academics
Carbajal	Sophia R	Academics	Noriega	James Douglas	Academics
Carrillo	Isabella M	Academics	Omack	Isaiah	Academics*
Carrizosa	Valentina	Academics	Orduna Garcia	Melissa	Academics, Perfect Attendance
Castelo	Luz E	Academics	Ortiz	Isabella	Academics
Castillo	Alexia A	Academics	Ortiz	Julianna	Academics
Chavez	Andre J	Academics	Parra	Leonard I	Academics
Corrales	Maclovía A	Academics, César A. Chávez	Pena	Savannah	Academics
Dominguez	Yuliana R	Academics	Pischke	Kallisto	Academics
Eguino Uribe	Bianca D	Academics	Quezada Avila	Yovana	Academics
Encinas	Diego R	Academics	Ramirez	Samaria Y	Academics
Estrella	Francisco	Academics	Riley	Allison L	Academics
Figueroa	Anai C	Academics	Rios-Sanders	Jawney A	Academics
Galpin	Shelby S	Academics	Riviera	Luke T	Academics
García	Elysia L	Academics, César A. Chávez	Rodriguez	Carolann I	Academics
García	Gloria R	Academics	Rodriguez	Michael A	Academics, Perfect Attendance
García	Lacy M	Academics	Rodriguez	Zaniel A	Academics
Gastelum	Acelya A	Academics	Rojas-Rodriguez	Kylie	Academics
Grogan	Mac T	Academics	Romero	Jordan	Academics
Guerrero	America L	Academics	Romero	Mikayla T	Academics, Perfect Attendance
Gutierrez	Taylor P	Academics	Samaniego	Dominic M	Academics*
Heal	Patrick J	Academics	Santa Cruz	Isabella	Academics
Henry	Destiny D	Academics	Scavone-Moore	Rhiannon	Academics
Hernandez	Aliyah	Academics*	Sierra	Leilue I	Academics
Hernandez	Anabelle	Academics	Silva	Fernanda	Academics
Hernandez	Marco A	Academics, Perfect Attendance	Simpson	Mari E	Academics, César A. Chávez
Herron	Gavin	Academics	Skidmore	Taylor L	Academics
Jaramillo	Kevin J	Academics, César A. Chávez	Tapia	Adia Z	Academics
Jimenez	Miguel A	Academics*, Perfect Attendance	Thornhill	Alyssa I	Academics
Kublin	Nicholas	Academics	Vega	Avery	Academics
Ladriere	Janay	Academics	Vega	Victoria E	Academics
Ladriere	Jazlin	Academics*, César A. Chávez	Ware	Zsavanni	Academics
Leyva	Catherine M	Academics			

Doolen Middle School

Venessa Morales, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Acuna	Dezjanira	Academics*	Mendez	Alyssa	Academics, César E. Chávez
Arnold-Real	Luis	César E. Chávez	Mogollon	Gabriel	Academics*
Arvizu Chavez	Ana	Academics	Moreno	Gabriann	Academics
Baca	Sarah	Academics	Munoz	Gabriel	Academics
Ballesteros	Romeo	César E. Chávez	Oliva-Martinez	Carolina	Academics
Burket	Samuel	Academics	Olvera	Amy	Academics
Bustamante	Michelle	Academics	Othon	Adrian	Academics, César E. Chávez
Cabrera	Alfonso	Academics	Pacheco	Alexa	Academics
Carrillo	Janete	César E. Chávez, Perfect Attendance	Pantzi-Avila	Francisco	César E. Chávez
Carrillo	Neyda	Academics, César E. Chávez	Parrado	Barbara	Academics
Castaneda	Samantha	Academics	Pearlmann	Hannah	Academics
Castellanos	Cynthia	Academics	Pesquiera	Nico	César E. Chávez
Castro	Emily	Academics	Poblete	Alina	César E. Chávez
Ceniceros	David	Academics	Portugal-Saldade	Carlos	César E. Chávez
Chavez	Alondra	Academics	Ramos	Fernando	Academics, César E. Chávez
Covarrubias	Anahi	Academics, César E. Chávez	Rivera Chavez	David	Perfect Attendance
Cruz	Paulina	Academics	Rodriguez	Bryan	Academics
Curiel Landin	Zutze	Academics*	Roman	Andrea	Academics
De La Rosa	Daniella	Academics	Romero	Michael	Academics
Duron Garcia	Saul	César E. Chávez	Rossette	Roberto	Academics
Echeveste	Christopher	Academics	Salinas Valtierra	Sabrina	Academics
Erickson	Evangeline	Academics*, César E. Chávez	Santa Marina	Liana	Academics
Erickson	Genevieve	Academics*	Silva	Derrick	Academics*
Escobedo	Yamileth	Academics	Tabor	Felipe	César E. Chávez
Esquivel	Maximo	César E. Chávez	Tom	Jordann	Academics
Figueroa	Victoria	Academics	Torres	Maria de la Luz	Academics
Flores Campos	Daniella	Academics*	Townsend	Rani	Academics*, César E. Chávez
Galvez Llanes	Angel	Academics	Valdez	Erik	Academics
Galvez Salcedo	Luna	Academics, César E. Chávez	Varela	Jonathan	Academics
García	Denisse	Academics	Vega	Cameron	Academics
García	Karla	Academics	Vega	Julia	Academics
García	Mercedes	Academics	Vigil	Savanna	Academics
García	Misael	Academics*	Walker	Reina	Academics*, César E. Chávez
García Acuna	Giselle	Academics	Whitlow	Eylías	César E. Chávez
García Martinez	Ernesto	Academics			
Green-Galaz	Briana	Academics			
Guerrero Murrieta	Esteban	Academics, César E. Chávez			
Haines	Mariah	Academics			
Hernandez	Jose	Academics			
Hernandez-Castaneda	Liliana	Academics, César E. Chávez			
Hoyer	Anaiah	Academics			
Hoyer	Daniela	Academics			
Huerta	Sydney	Academics			
Iglesias	Esmeralda	César E. Chávez			
Lopez	Angelina	Academics			
Lopez	Brian	Academics			
Lopez	Lulani	Academics, César E. Chávez			
Lopez-Campos	Jose	César E. Chávez			
Luna Calixtro	Erika	Academics			
Marquez	Samantha	Academics			
Martinez	D Angelo	Academics			
Mendoza	Amra	Academics*			
Mendoza	Faith	Academics			

*** Students with a 4.0 GPA in all 3 quarters**

The César E. Chávez Special Award is awarded to students who have participated in Fine Arts or Athletics; have received a 3.25 and above GPA; have maintained 95% attendance and participated in community service.

Drachman K-6 Montessori Magnet School

Jesus Celaya, Ph.D., Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Aguirre	Jazmin	Academics*	Nunez	Jaelyn	Academics*
Arvayo Bustamante	Valeria	Academics*	Robles	Pelyel Fernanda	Academics*
Carrillo	Alex	Perfect Attendance	Robles	Selena	Academics
Carrillo	Michael	Academics	Romero	Phillip	Academics
Estrella	Aleah	Academics	Schulte	Justin	Academics
Fernandez	Cristian	Academics	Sierras	Mateo	Academics
Hernandez	Patricio	Academics	Soqui Olguin	Jorge Alberto	Academics
Lucero-Sanchez	Gabriel	Academics	Wax	Marcus	Academics
Montiel Chavez	Jacquelyn	Academics	West	Eduardo	Academics

Gridley Middle School

Kathleen Scheppe, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Allred	Kayla C	Academics*	Jaramillo	Taylor A	Academics
Anderson	Karissa S	Academics*	List	Tea J	Academics*
Arellano	Samuel R	Academics	Lopez	Trinity A	Academics
Bable	Jesse M	Academics	Loya	Caleb	Perfect Attendance
Beasley	Maidson R	Academics	Loya	Caleb A	Academics
Bess	Melanie S	Academics	Lujan	Ayniesa J	Academics
Bess	William R	Academics	Malone	Angela L	Academics
Borboa Zuniga	Alberto	Academics	Martin	Ellie V	Academics
Bravo	Juliana T	Academics*	Martin	Myely L	Academics
Camacho	Izabel J	Academics	Martinez	Alexis C	Academics
Castaneda	Ariceli	Academics	Molina	Austin G	Academics
Castellanos Valdez	Brian	Academics	Molina	Tiana A	Academics
Chase	Dorian B	Academics	Moon	Isaiah J	Academics
Clifford	Preston J	Academics	Moreno	Elizabeth M	Academics*
Don	Michael R	Academics	Orozco	Lizette M	Academics
Dotson	Oscar D	Academics	Ortiz	Andres J	Academics
Duran	Myciah M	Academics	Ortiz	Jewlissa	Academics*
Encinas	Lilliana M	Academics	Padilla	Mario Isaiah	Academics
Felix	Omar	Academics	Palma	Benjamin	Academics
Fletes	Luis	Perfect Attendance	Parra	Nydia L	Academics
Fletes	Luisa A	Academics	Passannanti	Ava C	Academics
Franks	Curtis J	Academics*	Pence	Sidney H	Academics
Galvan	Haylee A	Academics	Pesqueira	Joshua G	Academics
Garcia	Emilio Z	Academics*	Quijada	Gabriel B	Academics
Garcia	Jacob M	Academics	Quintanar	Emiliano	Academics
Garcia Famoso	Fredy	Academics	Ramirez	Victoria J	Academics
Garza	Jennifer M	Academics	Ricardi	Brooklyn M	Academics*
Gonzalez	Emilio Z	Academics	Rodriguez	Alan J	Academics*
Gonzalez	Luis F	Academics	Rodriguez	Olando J	Academics*
Grijalva	Elizabth A	Academics*	Romero	Annika L	Academics
Guimaraes	Luis A	Academics	Romero	Valeria M	Academics
Habkirk	Morgan P	Academics	Saavedra	Alyssa M	Academics
Hall-Araiza	Aaliyah P	Academics*	Saldivar	Reina M	Academics
Hernandez	Jacob I	Academics	Saunders	Hannah N	Academics
Hernandez	Natalie G	Academics	Scott	Joshua D	Academics*, Perfect Attendance
Heslep	Lourdes M	Academics	Serna	Alexa	Academics
Heslep	Shea R	Academics	Trujillo	Charlotte R	Academics
Heslep	Susana A	Academics	Valdez	Marcus	Academics, Perfect Attendance
Houchin	Alexis A	Academics	Valdez	Marcus	Academics

Gridley Middle School...continued

Kathleen Scheppe, Principal

LAST NAME	FIRST NAME	CERTIFICATE
Varelas	Jasmine L	Academics
Veloso	Angele P	Academics
Verduzco	Jericho	Perfect Attendance
Young	Dane J	Academics
Zavala	Anapaula	Academics
Zavala	Anasofia	Academics

Hollinger K-8 School

Kathy Bolles, Principal

LAST NAME	FIRST NAME	CERTIFICATE
Ahumada	Mark Anthony	Academics
Almazan	Yazmin G	Academics
Alvarez	Sarah N	Academics
Armenta Gaxiola	Abraham	Academics
Bejarano Castro	Mitzy A	Academics
Calixtro	Priscila S	Academics*
Castellanos	Liliana	Academics*
Contreras	Andrew M	Academics
De La Rosa Arellano	Naomi	Academics
Durazo	Anette G	Academics
Egurrola Leon	Jesus M	Academics
EscuderoLazcano	Florencia	Academics
Garcia	Adrian R	Academics*
Gray	Azul	Academics
Guedes Pereira	Alexia M	Academics, Perfect Attendance
Lara	Riana A	Academics
Lopeaux	Aaron	Academics
Montijo	Jennifer K	Academics*
Moreno	Francisca G	Academics*
Munoz Lauro	Dana Jesus	Academics
Portillo	Hiram A	Academics
Quiroz	Diana E	Perfect Attendance
Rodriguez	Maria Clara L	Academics*
Romero	Melina A	Academics
Romero Robledo	Jose	Academics*
Tapia	Paulina Y	Academics
Velderrain Ochoa	Alonso	Academics
Yorisa	Yzukie Y	Academics*

* Students with a 4.0 GPA in all 3 quarters

The César E. Chávez Special Award is awarded to students who have participated in Fine Arts or Athletics; have received a 3.25 and above GPA; have maintained 95% attendance and participated in community service.

Lawrence Intermediate School

Mary Mercado, Principal

LAST NAME	FIRST NAME	CERTIFICATE
Bedoya	Leonel	Academics
Dicochea Leon	Iram	Academics
Dietrick	Salvador	Academics
Lopez	Maria Fernanda	Academics
Martinez Almeida	Valery	Academics
Meza Mata	Jasmin	Academics, Perfect Attendance
Meza Mata	Jennifer	Academics, Perfect Attendance
Salaiz	Alejandro	Academics
Silva	Elaina	Academics
Sotelo-Hernandez	Humberto	Academics
Vargas Leyva	Alvaro	Academics

Magee Middle School

Daniel Erickson, Principal

LAST NAME	FIRST NAME	CERTIFICATE
Corella Velarde	Carolina	Academics
Daniels	Makayla M	Academics
Dawass	Layla A	Academics
DeVore	Katherine R	Academics*
Diaz	Jaqueline	Academics
Dicochea	Meleena A	Academics*
Duran Ibarra	Jesus O	Academics
Garcia	Rachel	Academics
Grijalva Schach	Christian A	Academics
Herrera	Raul	Academics
Kion	Gabriella C	Academics
Labus	Daniel G	Academics
Linke	John H	Academics
Mendoza	Ana G	Academics
Munoz	Catalina M	Academics*
Oviedo	Francisco R	Academics
Pettit	Riley C	Academics
Reynolds	Taylor N	Academics
Rojo	Lucy V	Academics
Ruiz	Daniela	Academics
Salgado	Annaleis M	Academics
Shaulis IV	Ray A	Academics
Valenzuela	Yvonne A	Academics
Zarate	Manuel A	Academics
Zazueta-Switzer	Marixa	Academics

* Students with a 4.0 GPA in all 3 quarters

Mansfeld Middle School

Richard Sanchez, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Acosta	Julian	Academics	Hernandez	Nicole	Academics
Alexander	Aleena	Academics	Lattimer	Marcus	Academics*
Arvizu Gonzalez	Jacob	Academics	Leal	Pedro	Academics, Perfect Attendance
Avenente	Alias	Academics*	Lerma Contreras	Britney	Academics
Baquera	Brooklyn	Academics*	Leyva Ruiz	Argeo	Academics
Barajas Chavez	Aimee	Academics	Linden	Loraina	Academics
Barcelo	Jorge	Academics, Perfect Attendance	Lopez	Estella	Academics
Baro	Mary	Academics	Loya III	Manuel	Academics, Perfect Attendance
Barraza	Nathalia	Academics	Luna-Vazquez	Jocelyn	Academics
Beltran Rodarte	Emily	Academics	Luzania	Jesus	Academics
Beltran Rodarte	Nicole	Academics	Magana	Diana	Academics
Benson	Sydney	Academics*	Marin Medina	Jasmine	Academics
Cabrera	Jacqueline	Academics	Martinez	Benjamin	Academics
Cadena	Diana	Academics	Medina	Samantha	Academics*
Cadena	Sarah	Academics	Mendivil	Destany	Academics
Caicedo	Luis	Academics	Mickelson	Arthur	Academics
Camacho	Joseph	Academics	Molina	Vannesa	Academics
Canez	Azura	Academics	Mora	Sophia	Academics
Canez Gallardo	Paulina	Academics	Moraga	Angelica	Academics
Carpio	Alyssa	Academics	Morales	Emily	Academics, César E. Chávez
Casanova	Jose	Academics	Moyza	Jaqueline	Academics
Castillo	Calista	Academics	Norgord Jr	Caelin	Academics
Clark	Antonia	Academics	Nunez Cancio	Maureen	Academics*
Cordova Arce	Gabriel	Academics	Ochoa	Abraham	Academics
Corrales	Xavier	Academics	Olivas	Jesus	Academics
Cortez	Ayana	Academics	Ortiz	Angelica	Academics
Cruz Garcia	Martha	Academics	Ortiz Sanchez	Crystal	Academics
Cruz-Garcia	Siria	Academics	Pappas	Sophia	Academics
Daniel	Karina	Academics	Pena	Victoria	Academics
Diaz	Isabella	Academics*	Peterson	Caleb	Academics*
Diaz	Kameron	Academics	Piller	Halianna	Academic*, Perfect Attendance
Drow	Nathan	Academics	Puebla	Alyne	Academics
Fernandez	Rafael	Academics	Ramirez	Hiram	Academics
Fiool	Kevin	Academics	Ramirez	Juilas	Perfect Attendance
Flores	Alexander	Academics	Ramirez	Nicholas	Academics
Franco Serrano	Valentina	Academics	Ramirez	Julius	Academics
Furtado	Trinity	Academics	Ramirez Anaya	Carlos	Academics
Galarza	Ceryna	Academics	Ramonette	Michael	Academics
Gamez	Isabella	Academics	Ramos Osorio	Arylid	Academics
Garcia	Kaila	Academics	Reyes	Thirstan	Perfect Attendance
Garcia Beltran	Ana Rosa	Academics	Rhyn	Paula	Academics
Garrido	Azariah	Academics	Rivera	Angelina	Academics
Gastelum	Julia	Academics	Rodriguez	Dominic	Academics
Givens	Zion	Academics	Rodriguez	Kayla	Academics
Gonzales	Alberto P	Academics	Rodriguez	Luis	Academics*
Gonzales	Alejandro	Academics	Rodriguez Bravo	Izaura	Academics
Gonzales	Jacob	Academics	Romero	Daniel	Academics
Gonzalez	Alberto A	Academics	Romero	Deago	Academics
Granillo Moreno	Isaac	Academics	Rubio	Sandra	Academics
Guillen	Sergio	Academics	Ruedas	Justin	Academics
Hassett	Zachary	Academics*, Perfect Attendance	Saenz	Jocelyn	Academics*
Hernandez	David	Academics	Sahagun	Christian	Academics
Hernandez	Keyla	Academics	Salais-Arredondo	Solangie	Academics
Hernandez	Marissa	Academics	Salazar	Ricardo	Academics

Mansfeld Middle School...continued

Richard Sanchez, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Samarano	Kelli	Academics	Tapia	Rudolph	Academics
Sanchez	Serinah	Academics*	Trejo	Isabella	Academics
Sanchez Rivera	Cesar	Academics	Velasquez-Duarte	Jessica	Academics
Sandoval	Michel	Academics	Verdugo	Isabel	Academics
Santa Cruz	Francisco	Academics	Verdugo	Karime	Academics
Santa Maria	Rodrigo	Academics	Verdugo	Sydney	Academics
Sierra	Erika	Academics	Vergara	Oscar	Academics
Siqueiros	Jorge	Academics	Walker	Brandon	Academics
Soto Romero	Raul	Academics	Yrigolla	Anyssa	Academics, Perfect Attendance

Mary Belle McCorkle Academy of Excellence K-8 School

Elizabeth Redondo, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Alvarez Lopez	Jorge A	Academics	Gonzalez	Oscar	Academics
Arana	Jesus Merardo V	Academics*	Hidalgo	Cynthia	Academics
Arias	Martiza M	Academics	Kovrig	Paul A	Academics
Aros	Michael A	Academics	Laborin	Lucero	Academics
Avalos	Brianna G	Academics	Longoria	Vanessa L	Academics
Barrandey	Izamar	Academics*	Lopez	Sarai J	Academics
Beltran	Ericka	Academics*	Luna	Kyauna D	Academics*, César E. Chávez
Bermudez	Abigail N	Academics	Mace	Faith C	Academics*
Bernal Olalde	Jose Q	Academics	Mace	Miranda M	Academics
Brito	Javier G	Academics	Maldonado	Antonio	Academics
Castro-Montijo	Karina G	Academics*	Maldonado	Gissell	Academics
Cavazos	Julian R	Academics	Martinez	Ernesto V	Academics
Cazares	Isabel R	Academics	Martinez	Gerardo F	Academics
Chacon Uriarte	Zaira N	Academics	Mejia	Benicio T	Academics
Chavarria	Javier E	Academics	Mendias	Samantha	Academics
Chavolla Pena	Jennifer	Academics	Mendivil	Rey Desel C	Academics, Perfect Attendance
Clark	Celeste N	Academics	Morales	Dennelly	Academics
Clark	Jonathan D	Academics	Moreno	Jose E	Academics*
Clark	Mariah Danae	Academics	Moreno Pesqueira	Lizbeth A	Academics
Contreras	Naftaly	Academics	Moreno-Encinas	Nathaniel B	Academics
Del Toro	Nicole	Academics*	Mozingo	Joshua	Academics*
Diaz	Estefani Adriana	Academics	Noriega	Adriana	Academics*
Duarte	Caitlin A	Academics	Olguin	David A	Academics
Duarte	Daymar L	Academics	Olmos Miranda	Jorge A	Academics*
Encinas	Arianna J	Academics*	Ortega	Mei-li	Academics*
Encinas Chavez	Andrina	Academics	Ortiz	Carolina	Academics
Escobar	Darwin	Academics*	Parra	Fernando A	Academics
Espinoza	Isabelle M	Academics	Perez	Danielle	César E. Chávez
Espinoza	Jason H	Academics*	Pesqueira Arias	Maribel	Academics*
Espinoza	Stevyna M	Academics	Pesqueira Bacame	Perla Y	Academics
Fausto	Jesus E	Academics	Rojas	Rafael E	Academics
Felix	Emiliano X	Academics*	Salazar	Alan E	Academics
Ferrer	Sebastian	Academics*	Sanchez Velarde	Fatima K	Academics*
Gastelum	Emily J	Academics	Suarez	Roman J	Academics
Gomez-Alvarez	Aileen I	Academics	Tapia	Azucena G	Academics*
Gonzales Murillo	Lucia	Academics, César E. Chávez	Torres	Alyssa G	Academics
Gonzales-Moreno	Angel R	Academics	Valdenegro	Jorel A	Academics, Perfect Attendance
Gonzalez	Krystal A	Academics	Valdez Gonzalez	Jessica N	Academics

* St.

Mary Belle McCorkle Academy of Excellence K-8 School...continued

Elizabeth Redondo, Principal

LAST NAME	FIRST NAME	CERTIFICATE
Valdez Moreno	Mario A	Academics
Valdez Morineau	Alexa	Academics
Valencia Herrera	William O	Academics*
Vega	Brandon M	Academics
Vega	Joseph F	Academics*, Perfect Attendance
Whetton	Julien W	Academics*
Zamorano	Emely E	Academics

Maxwell Middle School

Rosanna Ortiz-Montoya, Principal

LAST NAME	FIRST NAME	CERTIFICATE
Alcaraz	Aaliyah L	Academics
Alvarez	Ruben A	Academics
Arellano	Adriana R	Academics
Barney	Makyla R	Academics
Bedoya	Orlando E	Academics
Castillo	Bethani	Academics
Coronado Alvarez	Merari	Academics
Garibay	Alexandra D	Academics, Perfect Attendance
Lopez Sanchez	Madai	Academics
Martinez	Eliza A	Academics
Martinez	Madianna R	Academics
McKenzie	Samantha D	Academics
Molina Miranda	Veronica G	Academics*
Munoz	Luis D	Academics
Rodriguez Islas	Romeo I	Academics
Ruiz Parra	Hector E	Perfect Attendance
Valencia	Jennifer Y	Academics
Valencia Garcia	Natalia	Academics
Villegas Lujan	Jasmine A	Academics

Miles Exploratory Learning Center

Robin Weldon, Principal

LAST NAME	FIRST NAME	CERTIFICATE
Aguilar-Beaucage	Anjolee	Academics
Benefield	Kelly	Academics
Bustamante	Jorge	Academics
Garcia	Daniela	Academics
Garcia	Isabel	Academics
Johnson	Andrew	Academics
Mendoza	Michael	Academics
Mora	Sebastian	Academics
Perez	Jacob	Academics
Radillo	Ann	Academics*
Santa Cruz	Gabriel	Academics*

Pistor Middle School

Kathryn Manley-Crockett, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Aguilar	Mya	Academics*	Kovrig	Britney	Academics
Alcaraz	Arely	Academics	Lagarda	Carolina	Academics
Alvarez Carrillo	Amado	Academics	Leal	Carmen J	Academics
Angulo	Lydia K	Academics	Leal	Stephanie A	Academics
Araiza	Roxanna	Academics	Leon-Carpenter	Mia L	Academics
Arce	Iram	Academics	Lewis	Brianna	Academics
Arenas Caravez	Nailea N	Academics	Lomeli-Navarro	Rafael	Academics*
Barajas	Esmael M	Academics	Lopez	Eric L	Academics
Basurto	Amanda D	Academics	Lopez	Erick Javier	Academics
Boysen	Nerissa I	Academics	Lopez	Isel C	Academics
Calkins	Ciana	Academics	Lopez	Javier	Academics
Cantua	Erica R	Academics	Lopez	Jennifer A	Perfect Attendance
Carino	Julio A	Academics	Lopez	Joaquin	Academics
Carino	Raven B	Academics	Lopez	Rina	Academics
Carrillo	Omar D	Academics	Lopez Barriguete	Kevin A	Academics
Carrillo	Ysabelle A	Academics	Lopez Flores	Jorge A	Academics
Chancay	Isabel I	Academics	Lopez-Ortega	Lizty	Academics
Christopherson-Skiles	Kai-Lee	Academics	Luevano Hernandez	Jacqueline D	Academics
Contreras	Ashley S	Academics	Luna	Aliah C	Academics
Cordova	Gloria A	Academics	Machado Berdeja	Marlon	Academics
Cordova-Castillon	Isabel	Academics	Marquez	Herland J	Academics
Coronado	Nylea L	Academics	Martinez	Alexsia	Academics
Delcido	Angelita I	Academics	Martinez	Christian	Academics
Diaz	Emiliano	Academics	Martinez	Gabriella A	Academics
Diaz	Perla S	Academics	Martinez	Joseph R	Academics
Dicochea	Lucas A	Academics	Matunaga	Luis E	Academics
Enriquez	Lucien A	Academics	Maxwell-Kinslow	Karen C	Academics
Esquer	Cristian A	Academics	Mayorga	Jeniffer G	Academics
Felix	Jahaziel R	Academics*	McCullough	Jaden P	Academics
Fernandez	Xavier R	Academics	McCullough	Jonathan S	Academics
Fimbres	Marcella	Academics	McQueen	Jordan P	Academics
Fonseca	Julieann	Academics*	Medina	Kassandra	Academics
Gamez	Nathaniel V	Academics	Meza Rodarte	Anissa E	Academics
Gandarilla	Simon Junior	Perfect Attendance	Miller	Jazmin Y	Academics
Garcia	Alicia A	Academics	Miranda	Czarina	Academics
Garcia	Izabella	Academics	Molina	Daniel G	Academics
Gastelum	Emily	Academics	Molina	Stacy L	Academics
Gaxiola	Karyna E	Academics	Monge	Jesus A	Academics
Gonzales	Adrian	Academics	Monreal	Flor E	Academics*
Gonzalez	Josiah	Academics	Monreal	Melina P	Academics
Gonzalez	Samuel T	Academics	Montano	Adam J	Academics
Granados	Adela M	Academics	Morgan	Jordan T	Academics
Guerrero Aldecoa	Alexis M	Academics	Murillo	Joseph	Academics
Gutierrez	Jazmyn	Academics*	Murrieta	Mia N	Academics
Guzman	Vanessa	Academics*	Noperi	Jessica	Academics
Hernandez	Ivan J	Academics	Noriega	Celeste G	Academics*
Hernandez	Maryra L	Academics	Nunez	Elleana K	Academics
Herrera	Josue N	Academics	Obregon	Savannah	Academics
Hinojosa	Alejandra	Academics*	Ortiz Miranda	Guadalupe	Academics
Inzunza	Carlos D	Academics	Othon	Claudio L	Academics
Jacquez	Karen Y	Academics	Palomino	Rafael	Academics
Johnson	Paula D	Academics	Parra	Sofia	Academics*
Juarez	Chanelle	Academics	Parra	Stephanie	Academics*
Kane	Brianna K	Academics	Pelayo	Adam G	Perfect Attendance

Pistor Middle School...continued

Kathryn Manley-Crockett, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Pena-Quijada	Carolina	Academics*	Sanchez	Mercedes P	Academics
Ramirez	Hannah M	Academics	Sanchez	Selena K	Academics
Reyes	Aldo	Academics	Sena	Nicolette M	Academics
Rivera Walters	Hannah	Academics	Soto	Andrew J	Academics
Robles	Melina R	Academics	Staring	Noah W	Academics
Rodriguez	Anthony	Academics	Tamayo-Gracia	Jesus	Academics*
Rodriguez	Christian D	Academics	Tarin	Angel	Academics
Rodriguez	Dalia S	Academics	Taylor	Rachel K	Academics
Rodriguez	Destiny D	Academics*	Teran	Paulina	Academics
Rodriguez	Marian	Academics	Trejo	Isaac A	Academics
Rojas Cuiltre	Eduardo A	Academics	Valencia	Elijah	Academics
Rojo	Raquel A	Academics	Valencia Aguilera	Yaelee	Academics
Romero	Summer A	Academics	Valenzuela	Jazmyn M	Academics*
Saenz	Andrew	Academics	Verdugo Machado	Aaron	Academics
Saldivar	Alejandra	Academics*	Vindiola	Julianna R	Academics
Sanchez	John D	Academics			

Pueblo Gardens K-8 School

Seth Aleshire, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Avila	Cesar	Academics	Martinez	Angelina	Academics
Bacinski	Brandon	Academics	Martinez Bernal	Bryan	Academics
Bayona Urbina	Karla	Academics	Matrecito	Arianna	Academics*
Carrillo	Elisa	Academics	Orozco	Alan	Academics
Contreras	Christina	Academics	Ortiz	Hugo	Academics
Escalera	Savannah	Academics	Prettel	Natalen	Academics
Flores	Alexa	Academics*, César E. Chávez	Rosales	Izrael	Academics
Fourniea	Robert	Academics	Saenz	Juliana	Academics
Garcia	Bryan	Academics*	Saenz Bernal	Ana	Academics
Garcia-Cortez	Christian	Academics, César E. Chávez	Stovall	Jasmine	Academics
Godinez	Lizette	Academics	Tamayo Valencia	Rogelio	Academics
Gomez-Renteria	Gerardo	Academics	Tinoco	Joseph	Academics
Gracia	Adrian	Academics	Urias	Alejandro	Academics*, César E. Chávez
Grijalva	Daniel	Academics	Velarde	Giselle	Academics
Grijalva	Michael	Academics	Verdugo	Valeria	Academics
Lopez	Darlene	Academics	Vigil	Sierra	Academics
Mariscal	Leticia	Academics			

* Students with a 4.0 GPA in all 3 quarters

The César E. Chávez Special Award is awarded to students who have participated in Fine Arts or Athletics; have received a 3.25 and above GPA; have maintained 95% attendance and participated in community service.

Roberts/Naylor K-8 School

Connie Zepeda, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Aceves	Andrew	Academics	Martinez	Jesus	Academics
Aragon	Alyssa	Academics*	Mateo	Marco	Academics
Armenta	Eric	Academics	Montijo	Tatiana	Academics
Badilla	Gisel	Academics	Moses	Faith	Academics*
Bautista Sanchez	Karla	Academics	Munoz	Carmen	Academics
Benitez Sanchez	Francisco	Academics	Munoz	Isabelle	Academics*
Benitez Sanchez	Luis	Academics	Nunez Orozco	Esmeralda	Academics
Campos Valenzuela	Georgi	Academics	Ortiz Barnett	Anjelica	Academics*
Cardenas	Ysiyamilet	Academics	Pino	Lizbeth	Academics
Castro	Fatima	Academics	Poppe	Katherine	Academics
Diaz Gutierrez	Andrea	Academics	Ruiz	Isaiah	Academics*
Estrada	Maritza	Academics	Ruiz	Trinity	Academics
Estrada-Aceves	Bryan	Academics, Perfect Attendance	Sahagun Angulo	Blanca	Academics
Gonzales	Berenice	Academics	Sanchez	April	Academics*
Gordils	Gloria	Academics	Serrano Medrano	Gilmaria	Academics, Perfect Attendance
Gurrola	Jasheni	Academics	Trejo	Jazmina	Academics
Hill	Kimberli	Academics	Varela	Clarissa	Academics
Martinez	Dora	Academics*	Vargas	Angelina	Academics
			Verdugo Bermudez	Yesenia	Academics

Robins K-8 School

Chandra Thomas, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Acevedo	Aalihya	Academics	Gomez	Jesus	Academics, Perfect Attendance
Amparano	Angelina	Academics	Grijalva	Aiden	Academics
Amparano	Sofia	Academics	Gutierrez	LuzMaria	Academics
Anderson	Brianna	Academics*	Hansen	Arabella	Academics
Andraux	Abraham	Academics	Hollars	Nina	Academics*
Arteaga	Jennifer	Academics	Huber	Michael	Academics
Avery	Hailey	Academics	Larranaga	Ricardo	Academics
Bejarano	Analeisa	Academics	Leyva	Salma	Academics
Bermudez	Sabian	Academics	Lopez-Murillo	Denisse	Academics
Castillo	Samantha	Academics	Lytle	Drew	Academics
Castro	Victoria	Academics	Machado	Carolina	Academics*
Combs	Trinity	Academics	Morales	Malacya	Academics
Delsi	Anissa	Academics*	Moreno	Raymond	Academics
Dominguez	Arianna	Academics	Nieto	Nallely	Academics
Duarte	Madison	Academics	Noperi	Andrea	Academics
Duran	Adric	Academics	Ramirez	Elena	Academics
Enriquez	David	Academics	Reyes	Julian	Academics
Espinoza	Dayanna	Academics	Robles	Federico	Academics
Favela	Eric	Academics	Santana	Mireya	Academics
Felix	Brianna	Academics	Trejo	Joseph	Academics
Fernandez	Joshua	Academics	Vargas	John	Academics*
Fike	Eric	Academics	Vargas	Mark	Academics

* Students with a 4.0 GPA in all 3 quarters

C.E. Rose K-8 School

Stephen Trejo, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Acuna	Itzel	Academics	Huerta	Ruben	Academics
Alvarez	Aaron	Academics	Laborin	Adrian	Academics
Alvarez	Ramon	Academics	Lendo	Elizabeth	Academics
Andrade	Ashely	Academics	Leyva	Brianda	Academics
AndradeMoreno	Julian	Academics	Lizarraga	Melanie	Academics
Arvizu	Sabrina	Academics	Lopez	Jennyfer	Academics
Baker Nevarez	Karime	Academics	Lopez	Nirvana	Academics, Perfect Attendance
Barrera	Leslie	Academics	Lopez Benitez	Miguel	Academics
Beardsley	Lindsey	Academics	Lujan	Andres	Academics
Boneo	Theresa	Academics	Martinez	Julianna	Academics*
Bracamonte	Rodolfo	Perfect Attendance	Martinez	Veronica	Academics
Bringas	Alyssandra	Academics	Martinez Garibay	Ryane	Academics
Camberos	Isaias	Academics	Mendoza	Wendy	Academics
Campista	Juan	Academics*, Perfect Attendance	Meza	Isaiah	Academics
Carrillo	Julian	Academics*	Moreno	Briana	Academics, Perfect Attendance
Cordova	Kayla	Academics	Moreno Mendoza	Damaris	Academics*
Corella Alvarez	Jesus	Academics	Munoz	Raul	Academics
Cruz	Francisca	Academics, Perfect Attendance	Perez	Nicholas	Academics*
Cuestas	Alfredo	Academics	Quiroz	Fernando	Perfect Attendance
Cuevas	Kassandra	Academics	Ramos	Larisela	Academics*
DeLaPena	Emilio	Academics	Resendiz	Adamari	Academics
Estrella	Hipolito	Academics	Resendiz	Alexia	Academics
Figueroa Grijalva	Yuliria	Academics	Romero Ruiz	Raphael	Academics, Perfect Attendance
Flores Perez	Yasmin	Academics	Sanchez Pereyra	Nicole	Academics
Fuerte Velasco	Marcela	Academics*, Perfect Attendance	Santa Cruz Montijo	Martin	Academics*
Garcia	Antonio	Academics	Santiago Jr.	Mark	Academics
Garcia	Arath	Academics	Siqueiros Zavala	Leslie	Academics
Garcia	Diana	Academics*	Soltero	Isaac	Academics
Garcia	Elyana	Academics, Perfect Attendance	Soto	Nohemi	Academics
GarciaPerez	Yaricxa	Academics	Soto	Roslynn	Academics
Gonzales	Julian	Academics	Talavera-Robles	Ryana	Academics
Gutierrez	Angela	Academics	Urias	Karla	Academics
Gutierrez Jr.	Victor	Academics	Velasquez Grado	Manuel	Academics
Heredia	Jose	Academics*	Villanes	IzaBelle	Perfect Attendance
Hernandez	Marissa	Academics	Villela	Diego	Academics

Roskrige Bilingual K-8 School

Jose Olivas, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Aguilar	Maryann	Academics	Calvo	Anette	Academics
Altamirano	Marco	Academics	Calvo	Keyla	Academics*
Alvarado	Lorenzo	Academics	Camacho Jr	Jorge	Academics*
Álvarez	Yasmin	Academics	Cantú	Vanessa	Academics
Ballesteros	Ismael	Academics*	Carrillo	Jasmine	Academics
Barceló	Manuel	Academics*	Castro García	Jacquelyne	Academics
Bends	Sophia	Academics	Córdova	Eduwiges	Academics
Bernal	Delicia	Academics	Cornejo	José	Academics*
Borboa	Maryna	Academics	Cruz-Castillo	Priscila	Academics
Bracamonte	Eliana	Academics	Cuestas	Mia	Academics
Bustamante Sagaste	Adamarys	Academics	Cuthbertson	Rayanna	Academics, César E. Chávez

Roskruge Bilingual K-8 School...continued

Jose Olivas, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Díaz	Brixya	Academics	Ramírez Valdez	Esmeralda	Academics
Duddleston	Dominic	Academics	Rangel	Kalani	Academics
Duddleston	Yzabel	Academics	Rivera	Ernesto	Academics
Elías	Javier	Academics	Rodriguez	Gizelle	Perfect Attendance
Espinoza-Soto	Isaiah	Academics, Perfect Attendance	Romero	Karina	Academics*
Félix	Jessica	Academics*	Salinas	Marcela	Academics
Frieden	Benjamin	Academics*	Sánchez	Matthew	Academics
Gálvez	Cesar	Academics	Santa María	Alexys	Academics
Gálvez Hernández	Christian	Academics	Santa María	Fabian	Academics
Gámez	Deja	Academics*	Santa María	Xavier	Academics
Gámez	Julio	Academics*	Siddons	Helen	Academics
García	Damian	Academics	Solares	Mayra	Academics*
González	Angelique	Academics	Soto	Alicia	Academics
González	Monique	Academics	Torres	Ysannette	Academics
Grijalva	Sarina	Academics*, César E. Chávez	Ureña	Nysa	Academics
Hernández	Brissia	Academics	Valdez	Jonathan	Academics
Hoeffner	Jewelina	Academics	Valenzuela	Ivett	Academics
Holguín	Mia	Academics	Valenzuela	Natalia	Academics
Ibarra	Jasmine	Academics	Varela	Maya	Academics
Kelch	David	Academics*	Vázquez	Christina	Academics
La Turco	Adelys	Academics*	Vázquez	María de los Angeles	Academics*
León	Isabella	Academics	Vélez	Miguel	Academics
León Egurrola	Nicolle	Academics	Zazueta Calvo	Esther	Academics
López	Arianna	Academics			
López	Briana	Academics			
López	Jasmine	Academics			
López Jr	Julian	Academics			
López	Margarita	Academics			
Macias	Shayda	Academics, Perfect Attendance			
Martínez	Clarissa	Academics			
Martínez	Laisa	Academics*			
Martínez	Litzzy	Academics			
Medina	Alessa	Academics*			
Mena	Athenia	Academics			
Mendibles Valdez	Yasmine	Academics			
Mendoza	Juan	Academics			
Morales	Katrina	Academics*			
Morales	Kayla	Academics			
Moreno	Stephanie	Academics*			
Moreno-López	Clarissa	Academics*			
Moroyoqui	Clarisa	Academics, Perfect Attendance			
Owen	Solis	Academics*			
Pacheco	Martin	Academics			
Palacios Palacios	Jan	Perfect Attendance			
Parks	Nayeli	Academics, Perfect Attendance			
Pedregó	Rashell	Academics			
Pellicer	Madeline	Academics			
Peña	Nicole	Academics			
Pérez	Christian	Academics			
Pérez	Marcelino	Academics			
Piña	Melisa	Academics			
Quihuis	Raymond	Academics			
Ramírez	Aaron	Academics			
Ramírez Olivarria	Carlos	Academics			

*** Students with a 4.0 GPA in all 3 quarters**

The César E. Chávez Special Award is awarded to students who have participated in Fine Arts or Athletics; have received a 3.25 and above GPA; have maintained 95% attendance and participated in community service.

Safford Middle School

Theresa Tenace, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Aguilar	Antonio	Academics	Naranjo	Yalitza	Academics, Perfect Attendance
Barron Urbalejo	Michelle	Academics	Olivas	Isabel D	Academics, César E. Chávez
Corrella	Maya G	Perfect Attendance	Ortiz	Jacqueline A	Academics
Cruz-Lewis	Hannah C	Academics	Rivera	Roman	Academics, César E. Chávez
Escobar	Miranda G	Academics	Rodriguez Rabago	Angel	Academics
Espinoza	Crystal	Academics	Ronquillo	Marissa	Academics, César E. Chávez
Fuentes	Damian	Academics	Sanchez	Alma A	Academics
Gomez	Angelika B	Academics	Valenzuela	Laura	Academics
Gonzalez	Stephani	Academics	Vidal	Nayeli	Academics
Jones-Martin	Hunter	Academics			

Secrist Middle School

David Montano, Principal

LAST NAME	FIRST NAME	CERTIFICATE
Abelowitz	Gabriella M	Academics
Abrigo	Alexander E	Academics
Anderson	Jovani S	Academics*
Breckenridge	Victoria	Academics
Chavez	Elyza	Academics
Dambold	Sierra	Academics*
DeLaOssa	Guss	Academics
Esquivel	Mariela L	Academics
Ibarra	Carlos E	Academics, Perfect Attendance
Juarez Armenta	Lilian	Academics
Kelly	Maiya B	Academics*
Lamar	Samantha	Academics
Lujan	Soloman George	Academics
Mata Salinas	Jennifer A	Academics
McCarthy	Michael P	Academics
McLean	Lillian E	Academics
Michel	Ariana L	Academics
Narro Castro	Cesar A	Perfect Attendance
Ortiz	Miguel	Academics*, César E. Chávez
Pedrazinni	Crystal V	Academics
Reyes	Miguel	Academics, Perfect Attendance
Rivera	David J	Academics
Rodriguez	Alyssa N	Academics
Terriques	Destiny	Perfect Attendance
Torrez	Michael A	Academics
Valdez	Haley Robin	Academics*
Valencia Reyes	Cristina	Academics*, Perfect Attendance
Vazquez	Sergio A	Academics, César E. Chávez, Perfect Attendance
Velazquez Martinez	Crystal	Academics
Weih	Fernanda I	Academics, Perfect Attendance
Zahn	Brooke A	Academics
Zaragoza	Desiree	Academics

* Students with a 4.0 GPA in all 3 quarters

Utterback Middle School

Cindy Shepard-Mady, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Acuna	Jacqueline	Academics*	Montano	Macia	Academics*
Albelais	Alonso	Academics	Montano Valdez	Alex E	Academics
Alcaraz	Jose A	Academics	Montoya-Mendoza	Citlali	Academics
Anaya-Fullerton	Nicole	Academics	Montoya-Mendoza	Sulema	Academics
Armenta Vilches	Joahn	Academics	Moreno	Mia	Academics
Banuelos	Karla Denis	Academics	Navarrete	Francisco J	Academics
Barnett	Elizabeth	Academics	Olivea	Azea C	Academics
Barnett Felix	Maricela	César E. Chávez	Olivares Norzagaray	Armando	Academics
Borbon Montoya	Jesus A	Academics	Ortiz	AnaSofia A	Academics
Briones	Jasmine S	Academics	Osorio	Daniel A	Academics
Brooks	Mary M	Academics	Pacheco Flores	Emily	Academics
Brown Ruiz	Nayely	Academics	Padilla	Marco A	Academics
Brownell	Garett A	Academics*	Perez Olivarría	Alejandra	Academics*
Bustamante	Anahi	Academics	Pool	Angelo J	Academics
Caballero	Giselle	Academics	Prado	Jessica	Academics
Castañon	Yaralet C	Academics*	Puente Vasquez	Laura C	Academics
Castro	Jacob A	Academics	Quintero	Clemente	Academics
Cazares	Thalia L	Academics	Rivera Howard	Kassandra B	Academics
Condo	Ayla L	Academics	Rodriguez	Adan E	Academics
Copetillo Quevedo	Jesus	Academics	Rodriguez	Cesar A	Academics
Cornado	Alyssa R	Academics	Romero	Elizabeth	César E. Chávez
Coronado	Jennifer	Academics	Romero	Gilbert N	Academics
Davila	Alexia	Academics	Romero	Naileya A	Academics
Davila	Izaac	Academics	Ruiz	Carlos A	Academics
De La Cruz	Jose M	Academics	Sanchez	Itzannamy Y	Academics
De la Rosa	Pedro L	Academics	Sanchez	Yessica L	Academics
Delgado Maldonado	Marcos	Academics*	Santana	Raquel C	Academics
Denton	Alexis F	Academics	Siqueiros Martinez	Angelica	Academics
Douriet	Juliane M	Academics	Sosa	Michelle J	Academics
Durazo Castillo	Stephanie A	Academics, Perfect Attendance	Trujillo	Leslie	Academics
Espinoza	Ayianna	Academics	Valdez Barrios	Angela	Academics
Estrella	Efrain	César E. Chávez	Valenzuela	Jasmine A	Academics
Estrella	Roberto C	Academics	Valenzuela Chacon	Amy J	Academics
Fiero	Eliab	César E. Chávez	Villa	Noah R	Academics
Flores Ramirez	Alejandra	Academics	Watson	Jocelyn	César E. Chávez
Giordani	Kristina F	Perfect Attendance	Zamarron	Brisa M	Academics
Gonzalez Vasquez III	Miguel	Academics			
Grant JR	Dominic	Academics			
Green	Jacquelyn N	Academics			
Gutierrez-Perez	Mahely B	Academics			
Hardy	Jacob A	Academics			
Hermosillo	Yessica A	Academics			
Hernandez	Kaitlyn D	Academics			
Hernandez	Yareli L	Academics			
Herrera	Christian D	Academics			
Jasso	Jeissa M	Academics			
Knudsen	Ilyana	Academics			
Leon	Oscar M	Academics			
Lopez	Gaddy A	Academics			
Lopez	Julian I	Academics			
Malerva	Juan A	Academics			
Martinez-Arvisu	Kayla E	Academics			
Mercado	Rodolfo A	Academics			
Monreal	Rafael F	Academics*			

*** Students with a 4.0 GPA in all 3 quarters**

The César E. Chávez Special Award is awarded to students who have participated in Fine Arts or Athletics; have received a 3.25 and above GPA; have maintained 95% attendance and participated in community service.

Alice Vail Middle School

Theresa Leal-Holmes, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Agrella	Abigail G	Academics*	Martinez	Daniel	Academics
Aguirre	Arianna	Academics	Martinez	Marina E	Academics
Arvizu	Alfred	Academics	Mendivil	Marina L	Academics
Arvizu	Diego	Academics	Mendoza	Boudicca M	Academics
Aviles, Marco A	Marco A	Academics	Mendoza	Jesus R	Academics
Belnap	Zasiah I	Academics	Miranda	Esperanza T	Academics*
Berrrellez-Ozuna	Marcos	Academics	Montellano	Rosita J	Academics
Biggers	Jaylin D	Academics*	Morales	Alicia M	Academics
Brett	Sonja M	Academics	Moreno	Samantha	Academics
Calderon Orozco	Brianna	Academics	Naovarangsy	Alexis	Academics
Carrillo	Danielle M	Academics	Nava	Crystal A	Academics
Celaya	Isela	Academics	Oquita	Lizabeth A	Academics*
Cerezo	Leonarda M	Academics	Ortiz	Jesus M C	Academics
Cordova	Cesar S	Academics	Ortiz	Alyssa Y	Academics
Cordova	Esteban G	Academics	Pacheco	Caleb A	Academics, Perfect Attendance
Corea Martinez	Isaac	Academics	Pacheco	Richard M	Academics*
Corona	Oscar	Academics	Pallanes	Michael D	Academics
Cortez	Marisol	Academics	Pena	Arturo	Academics
Cromwell	Alexandria D	Academics	Petre	Elena B	Academics
Davila Valenzuela	Raul	Academics*, Perfect Attendance	Petre	Marisa L	Academics
Dicochea	Andrea C	Academics	Reyes	Atrizta	Academics
Dieter	Luicen A	Academics	Robles	Jay Aaron	Academics
Durazo	Eileen G	Academics	Rodriguez	Karen A	Academics
Ellingsberg	Lauren	Academics*	Rojas	Mario R	Academics
Escarcega	Jessica T	Academics	Romero	Michelle Y	Academics
Escudero	Katrina I	Academics	Rose	Cesar J	Academics
Estrada	Christina M	Academics	Sanchez	Ruben C	Academics*
Franco	Vanessa I	Academics, Perfect Attendance	Santa Maria Palomares	Esmeralda	Academics
Galvan	Thomas M	Academics	Serrano-Felix	Priscilla	Academics
Garcia	Keith J	Academics	Sweeney	Joseph A	Academics
Garcia	Edward V	Academics	Taylor	Damon	Academics, Perfect Attendance
Gomez	Elvita E	Academics	Taylor	Neveh J	Academics
Gomez	Raymond E	Academics	Vargas	Marcos	Academics
Gonzalez	Corbin M	Academics	Vazquez Loreto	Andrea C	Academics*
Graciano	Adrian D	Academics	Velazquez	Karina	Academics
Guitierrez	Sharon L	Academics	Velazquez	Odalis	Academics
Hanzlick	Camille P	Academics*	Velazquez Sanchez	Yadhira	Academics
Harms	Henry D	Academics*	Velazquez	Alexis	Academics
Henry	Andrew J	Academics*	Vogt	Kyle	Academics
Holler	Makayla	Perfect Attendance	Williams	Brendan A	Perfect Attendance
Holler	Makayla	Academics	Wilson	Devin B	Academics
Hum	Aaron C	Academics*			
Jarrett	Julia I	Academics			
Jimenez Miranda	Isaac	Academics, Perfect Attendance			
Laguna	Madison P	Academics*			
Lane	Destiny M	Academics*			
Lane	Rusti Ann	Academics			
Ley	Arturo	Academics			
Lomeli Padilla	Cindy	Academics			
Lopez Aldas	Kelsey	Academics			
Lopez Mendoza	Lazaro	Academics			
Lyon	Virginia L	Academics			
Martinez Tehuintle	Brayan	Academics			
Martin	Mark T	Academics			

*** Students with a 4.0 GPA in all 3 quarters**

The César E. Chávez Special Award is awarded to students who have participated in Fine Arts or Athletics; have received a 3.25 and above GPA; have maintained 95% attendance and participated in community service.

Valencia Middle School

Patricia Acosta, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Abeyta	Alyssa D	Academics*, César E. Chávez, Perfect Attendance	Ibarra	Damian	Academics
Aguilar	Destiny A	Academics	Inclan	Santiago	Academics
Alegria	Adrian P	Academics, César E. Chávez	Jimenez	Alyssa R	Academics*, César E. Chávez
Alegria	Alex J	Academics*	Kozemchak	Joseph W	Academics
Almada	Izabel C	Academics*	Leal	Serina	Academics
Amaya Gomez	Ruby	Academics	Leon	Andres A	Academics, César E. Chávez
Arce Calderon	Jesus J	Academics, César E. Chávez	Leon	Victoria R	Perfect Attendance
Arriola	Marc J	Academics	Leon	Yareli R	Perfect Attendance
Astorga	Arthur E	Academics	Lepe	Henry	Academics
Barcelo	Gisselle B	Academics	Lopez	Alejandro	Academics
Bartolini	Charlize L	Academics, César E. Chávez	Lopez	Angel M	Academics
Benitez-Barraza	Abril	Academics	Lopez	Brandon J	Academics
Blakely	Vanessa	Academics	Lopez	Joseph R	Academics
Burruel	Joaquin Y	Academics	Lopez	Julian M	Academics
Caballero	Emmanuel	Academics	Macias Parada	Elian E	Academics
Camacho	Alyssa N	Academics	Maken	Ashley A	Academics
Campos Martinez	Paola G	Academics	Mange	Jennifer L	Academics
Canez Ibarra	Juan M	Academics	Martinez	Mya R	Academics
Caraveo Durazo	Yahaira Y	Academics*	Martinez Delgado	Alejandro	Academics
Cardenas	Maria G	Academics	Martinez Delgado	Yaire	Academics
Carlos	Jasmine	Academics	Martinez Enriquez	Maytee A	Academics*
Carmona	Martha	Academics	Medina Mendoza	Perla A	Academics
Carmona Valenzuela	Athena	Perfect Attendance	Menchaca	Javier A	Academics
Casillas	Jazmin	Academics	Menchaca Wilkie	Amaya L	Academics
Castro	Robert D	Academics	Montano	Andres P	Academics
Castro	Cerena M	Academics*, César E. Chávez	Montejano	Mariah M	Academics
Chacon	Isaias A	Academics	Montiel	Alissandra M	Academics
Chavez	Amaris B	Academics	Morales	Ricardo A	César E. Chávez
Chavez	Angel	Academics, César E. Chávez	Morando	Jocelyn M	Academics, César E. Chávez
Chavez	Hasana S	Academics	Motley	Michelle	Academics*, César E.
Contreras	Rudica A	Academics	Mungarro	Alyha J	Academics
Cortez	Serena N	Academics, César E. Chávez	Munguia Nunez	Gary	Academics, César E. Chávez
Delgado	Flor Y	Academics, César E. Chávez	Murakami	Kimberly	Academics
Duarte-Cordova	Liliana	Academics*, César E. Chávez	Navarro	Edward F	Academics
Felix	Ruben L	Academics	Nevarez-Valenzuela	Beatriz V	Academics
Fierros	Tobias	Academics	Nunez	Daniel	Academics
Figueroa	Gabriela A	Academics	Olivares	Kalinda R	Academics
Figueroa	Venessa C	Academics, César E. Chávez	Orr	Marissa B	Academics
Flores	Cesar A	Academics, César E. Chávez	Ortiz	Crystal M	Academics
Flores	Isaac D	Academics	Ortiz	Esmeralda G	Academics
Frausto	Brandon R	Academics	Parker Gomez	Thomas J	Academics*, César E. Chávez
Galindo	Yasmine	Academics	Peinado	Damian	Academics
Galvez	Alejandra V	Academics	Pena Valenzuela	Briana	Academics
Garcia	Daniel Abraham	Academics	Perez	Elena M	Academics
Glenn	Diego X	Academics	Pesqueira	Gilberto	Academics
Gomez	Elizabeth	Perfect Attendance	Rabago Moran	Adan R	Academics
Gonzales	Marcus M	Academics	Ramirez	Marcos A	Academics, César E. Chávez
Guerrero	Gabriel A	Academics	Ramirez	Taylor B	Academics
Gutierrez	Ylianna Y	Academics	Rodriguez	Andrea Y	Academics
Hauk	Adrian M	Academics, César E. Chávez	Rodriguez	Cassandra A	Academics
Hernandez	Christopher J	Academics	Rodriguez	Emilio L	Academics
Hernandez	Katherina M	Academics	Rodriguez	Nicole A	Academics
Ibarra	Chelsy F	Academics	Rodriguez-Soto	Perla L	Academics

Valencia Middle School...continued

Patricia Acosta, Principal

LAST NAME	FIRST NAME	CERTIFICATE
Rojas	Celeste A	Academics, César E. Chávez
Romero	Mayra Y	Academics*
Romo	Sarah A	Academics, César E. Chávez
Sandoval	Brian	Academics*, César E. Chávez
Santos	Carolina	Academics
Silva	Anthony C	Academics, César E. Chávez
Smith Pena	Mayra	Academics
Soria	Guadalupe L	Academics
Soto	Kiara J	Academics
Soto	Neveah A	Academics
Soto Redondo	Arleth	Academics
Tennant	Kaitlin M	Academics*
Tovar	Rene	Academics
Urquidez	Joel	César E. Chávez
Valdez	Hannah A	Academics, César E. Chávez
Valenzuela	Adamari D	Academics
Vasquez Arechiga	Francisco J	Academics
Velasquez Jr.	Eric	Academics
Villa	Alexander	Academics
White	Keyairra A	Academics
Zamora	Jose	Academics

** Students with a 4.0 GPA in all 3 quarters*

The César E. Chávez Special Award is awarded to students who have participated in Fine Arts or Athletics; have received a 3.25 and above GPA; have maintained 95% attendance and participated in community service.

TUSD

Governing Board

Adelita S. Grijalva, President

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Superintendent

Dr. H.T. Sánchez

Deputy Superintendent of Teaching & Learning

Dr. Adrian Vega

Deputy Superintendent of Operations

Yousef Awwad

Assistant Superintendent - Curriculum & Instruction

Steve Holmes

Assistant Superintendent - Elementary & K-8 Leadership

Teri Melendez

Assistant Superintendent - Secondary School Leadership (Middle & High School)

Dr. Abel Morado

Executive Director of Student Equity and Intervention

James Fish

Mexican American Student Services Director

Dr. Maria Figueroa

The Mexican American Student Services Department would like to thank all the schools who participated in submitting student names to be recognized.

MISSION STATEMENT

As the Mexican American Student Services Department Staff, we advocate for students' academic achievement and social well-being. This is achieved by collaboratively working with TUSD schools and families by offering direct and auxiliary services, such as tutoring and mentoring.

TUSD



**Mexican American Student Services
Student Recognition Program
2013-2014**



Palo Verde High School

Thursday, April 24, 2014

5:00 pm - 6:30 pm (Grades 6-8)

AGENDA

K-6, K-8 & Middle Schools (Grades 6-8)

5:00 pm - 6:30 pm

Welcome: ***Maria Figueroa, Ed.D., Director***
Mexican American Student Services

Special Remarks: ***H.T. Sánchez, Ed.D.***
Superintendent
Tucson Unified School District

James Fish
Executive Director
Student Equity and Intervention

Pledge of Allegiance: ***Maria Figueroa, Ed.D., Director***

National Anthem: ***Kiana Martinez, Mariachi Pumas***
Roskruge Bilingual K-8 Magnet School

Opening Ceremony: *Roskruge Bilingual K-8 Magnet School - Mariachi Puma*
Rodolfo Valenzuela, Director

Presentation of Awards:

President's Awards for Educational Excellence
Presented by Maria Figueroa, Ed.D., Director

TUSD Mexican American Student Services Awards
K-6, K-8 and Middle Schools (Grades 6-8)
Schools in Alphabetical Order
Presented by School Principals

Closing Remarks: ***Maria Figueroa, Ed.D., Director***



THE WHITE HOUSE
WASHINGTON

January 16, 2014

Please accept my congratulations on receiving the President's Education Award. I am pleased to join your family, friends, and teachers in honoring this tremendous achievement.

America's continued success depends on how well your generation is prepared for the future, and this special recognition is a testament to the dedication and skill you have shown in the classroom. I am proud of you for pushing yourself academically, and I am counting on you to continue to set a good example and help others whenever you have the opportunity. Smart, driven young people like you remind me that America's best days are yet to come. And as long as you continue to stay focused on your education and work hard, no dream will be beyond reach.

Congratulations, again. I hope this award inspires you to continue seeking out new challenges and setting your sights on new horizons. I wish you all the best for the years ahead.

A handwritten signature in black ink, appearing to be "Barack Obama", written in a cursive style.



Heliodoro T. Sánchez, Ed. D.
Superintendent

April 24, 2014

Tucson Unified School District
Mexican American Student Services Department
1010 E. 10th Street
Tucson, AZ 85719

Honored Students:

On behalf of Tucson Unified School District, congratulations to you for your many accomplishments in academics, athletics, attendance, fine arts and humanitarianism. This Annual Mexican American Student Recognition Program is an example of our district commitment to serve all students well, as we recognize your success. Your families and teachers are sure to be very proud. You honor them with your commitment to excellence.

The TUSD community celebrates with you and acknowledges your desire to succeed. We know this is only the beginning of great things to come, so continue the hard work and commitment to achieving excellence.

Sincerely,

A handwritten signature in black ink, appearing to read "Heliodoro T. Sánchez", is written above the typed name.

Heliodoro T. Sánchez, Ed. D.
Superintendent

Morrow Center – 1010 E. Tenth St. – Tucson, AZ 85719 – (520) 225-6060 – Fax (520) 225-6174
Governing Board
Adelita S. Grijalva; President, Kristel Ann Foster; Clerk, Mark Stegeman, Michael Hicks, Cam Juaréz

TUSD

1010 E. 10th Street • Tucson, Arizona 85719

OFFICE OF STUDENT EQUITY & INTERVENTION

(520)225.6294 • fax (520)225.6721

February 4, 2014

Dear Students:

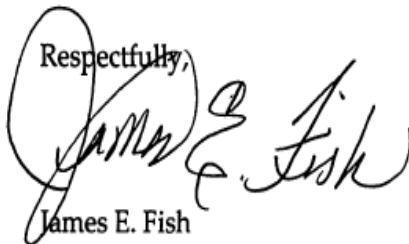
"Keeping your eye on the prize" That is what this evening is about. You have demonstrated your willingness to commit to rigorous academic work as you prepare for your "place in society"

This high honor is indicative of an individual who has achieved significant success in the field of academics as well as one who personifies the highest standards of service, leadership, and character. You are in every respect a model student and one in whom we have the greatest pride.

We would also like to congratulate your parents, who have contributed so much to what you are and what you have accomplished.

We have the greatest confidence in you and your chances for continued success in your future endeavors, whatever they may be.

Respectfully,



James E. Fish
Executive Director
Student Equity & Intervention

RAÚL M. GRIJALVA
3rd DISTRICT, ARIZONA

COMMITTEE ON NATURAL RESOURCES

PUBLIC LANDS AND ENVIRONMENTAL
REGULATION—*RANKING MEMBER*

INDIAN AND ALASKA NATIVE AFFAIRS
ENERGY AND MINERAL RESOURCES

COMMITTEE ON EDUCATION AND THE WORKFORCE

EARLY CHILDHOOD, ELEMENTARY,
AND SECONDARY EDUCATION

HEALTH, EMPLOYMENT, LABOR, AND PENSIONS

CONGRESSIONAL PROGRESSIVE CAUCUS
Co-CHAIR

Congress of the United States
House of Representatives
Washington, DC 20515-0307

WEBSITE: <http://grijalva.house.gov/>

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WASHINGTON, DC 20515
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738 N. 5TH AVENUE, SUITE 110
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130 NORTH STATE AVENUE
P.O. BOX 4105
SOMERTON, AZ 85350
PHONE (928) 343-7933 | FAX (928) 343-7949

13065 WEST McDOWELL ROAD, SUITE C-123
AVONDALE, AZ 85392
PHONE (520) 536-3388 | FAX (623) 746-0451

FACEBOOK: [Facebook.com/RepGrijalva/](https://www.facebook.com/RepGrijalva/)
TWITTER: [Twitter.com/RepRaulGrijalva/](https://twitter.com/RepRaulGrijalva/)

Dear Honorees,

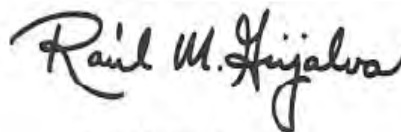
I would like to extend my most heartfelt congratulations. Your accomplishments are worthy of honor and accolades, and I am extremely pleased to have this opportunity to communicate with you.

The youth of Southern Arizona and their commitment to their education never ceases to impress me. I am grateful to witness such accomplishments and achievements from the constituents of my Congressional district. Achieving a 4.0 grade point average requires dedication, aptitude and most importantly, discipline. This is truly a testament to your hard work.

All of these skills and qualities you have acquired in your high school career will help you on your journey to a brighter future. I have no doubt that you are prepared for the challenges that still lay ahead because you have already demonstrated to be leaders of our community.

As we take this opportunity to honor and recognize your accomplishments in this academic year, I look forward to hearing about all of your future endeavors and accomplishments. I know you will continue to contribute great things to Southern Arizona, and our community. Once again, congratulations.

Sincerely,



Raúl M. Grijalva

Member of Congress

REGINA ROMERO

Tucson City Council - Ward I

Westside Southside Downtown

www.tucsonaz.gov/ward1

520.791.4040 : ward1@tucsonaz.gov



Dear TUSD Students,

Congratulations on your exemplary performance in school, and the recognitions being shared with you today. Whether you are being honored for your academic achievements, excellent attendance, or great accomplishments, you should be proud of your commitment to bettering yourself through education.

As the first Latina elected to the Tucson City Council, I am proud of my family for pushing me to always give my best, and I am proud of myself for rising to the challenge. Today I represent over half a million Tucson residents, likely including you and your family, and it my sincerest honor to do so.

When it comes to chasing your dreams, education is the clearest path to a bright future. I want to congratulate you for dedicating yourself to learning, and setting the bar high. Working hard can often mean making sacrifices in other areas, but so long as you stay focused and remember what's important, you will be successful. You are well on your way!

I look forward to hearing about all the accomplishments that await you, and seeing the difference you make in our community. Living life to the fullest is about giving back to others, and leaving this world a better place. Always believe in yourself, and congratulations again for your great work!

In Community,

Tucson City Councilor Regina Romero

Booth-Fickett K-8 Math & Science Magnet

Michael Konrad, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Acuna	Melissa G	Academics	Mejia	Laura L	Academics*
Alfaro	Hailey G	Academics	Mendez	Daniel J	Academics
Allan	Mileny A	Academics	Miranda	Minerva G	Academics
Alvarez	Anissa D	Academics	Molina	Michelle	Academics
Anthis	Roman J	Academics*	Moore	Jaden J	Academics
Argote	Layla A	Academics	Moore	Madison M	Academics
Baca	Arianna N	Academics	Moreno	Antonio W	Academics
Barrios	Aubriana G	Academics	Munoz	Azalia S	Academics
Beas	Dominique A	Academics	Natera	Luthmila B	Academics, Perfect Attendance
Becerra	Adrianna D	Academics	Navarro	Gabriela O	Academics
Brisbois	Issac V	Academics	Navarro	Edward F	Academics
Cadena	Sarena J	Academics*	Olague	Cresencia E	Academics
Calderon	Benjamin C	Academics	Orozco	Kate N	Academics
Casillas	Lionel E	Academics	Ortiz	Aaliyah S	Academics
Chacon	Janell J	Academics	Othon	Francisco J	Academics
Champion	Natasha L	Academics	Padilla	Carissa D	Academics*
Chavez	Juliana M	Academics	Padron Perez	Rodney	Academics
Christopher	Jenee C	Perfect Attendance	Pedersen	Clare L	Academics
Chuffe	Ylia	Academics	Perez	Manuel	Academics*
Coronado Gonzalez	Kenia I	Academics	Pietsch	Maria M	Academics
Corral	Reyes A	Academics	Prior	Josiah R	Academics
Cruz	Cassandra D	Academics	Purry	Kasey M	Academics
Cruz	Jordan C	Academics	Quezada Vejar	Ana Christina	Academics
Diflo	Thalia C	Academics	Quintero Martinez	Braulio	Academics
Douglas	Darren M	Academics	Rash	Andrew	Academics
Espinosa	Miranda R	Academics	Reyes	Zahra R	Academics
Fernandez	Angelica M	Academics	Rice	Malik E	Academics
Fimbres	Alexes J	Academics	Rios	Devin A	Academics
Franco	Bainey	Academics	Roberts-Llamas	Jasmine	Academics
Fuentes	Arianne	Academics	Robles	Marianna L	Academics
Gallardo	Elena E	Academics	Robles	Reyanna E	Academics
Gallardo	Ivan D	Academics	Rodriguez	Adamari	Academics*
Garcia	Linares G	Academics	Rodriguez	Andrew J	Academics
Geoffroy-Carrillo	Jesus D	Academics	Rodriguez	Kayla M	Academics
Gonzales	Brandon M	Academics	Romero	Marina R	Academics
Gonzales	Yvette L	Academics	Ronquillo	Aiden R	Academics
Guerrero-Ruiz	Romen A	Academics	Salas	Cee Lee A	Academics
Hurtado	Jasmine M	Academics	Salazar	Caleb	Academics
Jacques	Dakota C	Academics	Salazar	Keila	Academics*
Jaramillo	Izabella K	Academics	Serrano	Luis E	Academics
Jordan	Natalia P	Academics	Smith	Desiree L	Academics, César E. Chávez
Lassiter	Charity F	Academics	Stephens	Loegan T	Academics
LealReyes	Kassandra E	Academics	Taylor	Darian X	Academics
Lerma	Lawrence L	Academics	Tena	Carlos A	Perfect Attendance
Lopez	Anthony L	Academics	Tinoco	Victor J	Academics
Lopez	Ryan M	Academics	Trujillo	Destiny Y	Academics
Lopez V	Wilfred C	Academics, César E. Chávez	Valdes	Paula	Academics
Macias	Alyna M	Academics	Velasco	Jorge A	Academics
Manjarre	Caitlin G	Academics*	Venegas	Keeley S	Academics
Martinez	Alyssa A	Academics*	Vizuet	Ayissa F	Academics
Martinez	Davina N	Academics	Watson	Annalicia M	Academics
Martinez	Ricardo M	Academics*			
McDonald Orozco	Bianca G	Academics			

* Students with a 4.0 GPA in all 3 quarters

Dietz K-8 School

Tiffany McKee, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Besters	Nicole	Academics	Moreno	Judith E	Academics
Bonillas	Christian F	Academics, César E. Chávez	Ornelas	Lexi	Academics
Chavarría	Erick	Academics	Patrick	Kayla	Academics
García	Lizbeth	Academics*, César E. Chávez	Pinon	Naomi	Academics
Mata	Katya C	Perfect Attendance	Rodriguez	Reannah	Academics

Dodge Magnet Middle School

Dan Schulter, Ed.D., Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Alcala	Ernesto A	Academics	Logsdon	Nicodemus	Academics
Allbert	Makai	Academics	Lopez	Kaily D	Academics
Allbert	Rumi A	Academics	Lopez	Marella	Academics
Amezcuca	Danielle A	Academics, César A. Chávez	Maldonado	Yasmin	Academics
Arvin	Rylee M	Academics, César A. Chávez	Manzano	Marisol Y	Academics
Barela	Sophia M	Academics	Martinez	Analisa	Academics
Barraza	Julian G	Academics	Martinez	Marina	Academics
Black	Isabella	Academics	McClendon	Lailaa I	Academics
Brunenkant	Tony	Academics	McFeaters	Marilyn	Academics
Cabanillas	Ana Paula	Academics	Montoya	Anyssa V	Academics
Campbell	Thomas	Academics	Murguia Ruiz	Norma A	Academics
Carbajal	Sophia R	Academics	Noriega	James Douglas	Academics
Carrillo	Isabella M	Academics	Omack	Isaiah	Academics*
Carrizosa	Valentina	Academics	Orduna Garcia	Melissa	Academics, Perfect Attendance
Castelo	Luz E	Academics	Ortiz	Isabella	Academics
Castillo	Alexia A	Academics	Ortiz	Julianna	Academics
Chavez	Andre J	Academics	Parra	Leonard I	Academics
Corrales	Maclovia A	Academics, César A. Chávez	Pena	Savannah	Academics
Dominguez	Yuliana R	Academics	Pischke	Kallisto	Academics
Eguino Uribe	Bianca D	Academics	Quezada Avila	Yovana	Academics
Encinas	Diego R	Academics	Ramirez	Samaria Y	Academics
Estrella	Francisco	Academics	Riley	Allison L	Academics
Figueroa	Anai C	Academics	Rios-Sanders	Jawney A	Academics
Galpin	Shelby S	Academics	Riviera	Luke T	Academics
García	Elysia L	Academics, César A. Chávez	Rodriguez	Carolann I	Academics
García	Gloria R	Academics	Rodriguez	Michael A	Academics, Perfect Attendance
García	Lacy M	Academics	Rodriguez	Zaniel A	Academics
Gastelum	Acelya A	Academics	Rojas-Rodriguez	Kylie	Academics
Grogan	Mac T	Academics	Romero	Jordan	Academics
Guerrero	America L	Academics	Romero	Mikayla T	Academics, Perfect Attendance
Gutierrez	Taylor P	Academics	Samaniego	Dominic M	Academics*
Heal	Patrick J	Academics	Santa Cruz	Isabella	Academics
Henry	Destiny D	Academics	Scavone-Moore	Rhiannon	Academics
Hernandez	Aliyah	Academics*	Sierra	Leilue I	Academics
Hernandez	Anabelle	Academics	Silva	Fernanda	Academics
Hernandez	Marco A	Academics, Perfect Attendance	Simpson	Mari E	Academics, César A. Chávez
Herron	Gavin	Academics	Skidmore	Taylor L	Academics
Jaramillo	Kevin J	Academics, César A. Chávez	Tapia	Adia Z	Academics
Jimenez	Miguel A	Academics*, Perfect Attendance	Thornhill	Alyssa I	Academics
Kublin	Nicholas	Academics	Vega	Avery	Academics
Ladriere	Janay	Academics	Vega	Victoria E	Academics
Ladriere	Jazlin	Academics*, César A. Chávez	Ware	Zsavanni	Academics
Leyva	Catherine M	Academics			

Doolen Middle School

Venessa Morales, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Acuna	Dezjanira	Academics*	Mendez	Alyssa	Academics, César E. Chávez
Arnold-Real	Luis	César E. Chávez	Mogollon	Gabriel	Academics*
Arvizu Chavez	Ana	Academics	Moreno	Gabriann	Academics
Baca	Sarah	Academics	Munoz	Gabriel	Academics
Ballesteros	Romeo	César E. Chávez	Oliva-Martinez	Carolina	Academics
Burket	Samuel	Academics	Olvera	Amy	Academics
Bustamante	Michelle	Academics	Othon	Adrian	Academics, César E. Chávez
Cabrera	Alfonso	Academics	Pacheco	Alexa	Academics
Carrillo	Janete	César E. Chávez, Perfect Attendance	Pantzi-Avila	Francisco	César E. Chávez
Carrillo	Neyda	Academics, César E. Chávez	Parrado	Barbara	Academics
Castaneda	Samantha	Academics	Pearlmann	Hannah	Academics
Castellanos	Cynthia	Academics	Pesquiera	Nico	César E. Chávez
Castro	Emily	Academics	Poblete	Alina	César E. Chávez
Ceniceros	David	Academics	Portugal-Saldade	Carlos	César E. Chávez
Chavez	Alondra	Academics	Ramos	Fernando	Academics, César E. Chávez
Covarrubias	Anahi	Academics, César E. Chávez	Rivera Chavez	David	Perfect Attendance
Cruz	Paulina	Academics	Rodriguez	Bryan	Academics
Curiel Landin	Zutze	Academics*	Roman	Andrea	Academics
De La Rosa	Daniella	Academics	Romero	Michael	Academics
Duron Garcia	Saul	César E. Chávez	Rossette	Roberto	Academics
Echeveste	Christopher	Academics	Salinas Valtierra	Sabrina	Academics
Erickson	Evangeline	Academics*, César E. Chávez	Santa Marina	Liana	Academics
Erickson	Genevieve	Academics*	Silva	Derrick	Academics*
Escobedo	Yamileth	Academics	Tabor	Felipe	César E. Chávez
Esquivel	Maximo	César E. Chávez	Tom	Jordann	Academics
Figueroa	Victoria	Academics	Torres	Maria de la Luz	Academics
Flores Campos	Daniella	Academics*	Townsend	Rani	Academics*, César E. Chávez
Galvez Llanes	Angel	Academics	Valdez	Erik	Academics
Galvez Salcedo	Luna	Academics, César E. Chávez	Varela	Jonathan	Academics
García	Denisse	Academics	Vega	Cameron	Academics
García	Karla	Academics	Vega	Julia	Academics
García	Mercedes	Academics	Vigil	Savanna	Academics
García	Misael	Academics*	Walker	Reina	Academics*, César E. Chávez
García Acuna	Giselle	Academics	Whitlow	Eylías	César E. Chávez
García Martinez	Ernesto	Academics			
Green-Galaz	Briana	Academics			
Guerrero Murrieta	Esteban	Academics, César E. Chávez			
Haines	Mariah	Academics			
Hernandez	Jose	Academics			
Hernandez-Castaneda	Liliana	Academics, César E. Chávez			
Hoyer	Anaiah	Academics			
Hoyer	Daniela	Academics			
Huerta	Sydney	Academics			
Iglesias	Esmeralda	César E. Chávez			
Lopez	Angelina	Academics			
Lopez	Brian	Academics			
Lopez	Lulani	Academics, César E. Chávez			
Lopez-Campos	Jose	César E. Chávez			
Luna Calixtro	Erika	Academics			
Marquez	Samantha	Academics			
Martinez	D Angelo	Academics			
Mendoza	Amra	Academics*			
Mendoza	Faith	Academics			

*** Students with a 4.0 GPA in all 3 quarters**

The César E. Chávez Special Award is awarded to students who have participated in Fine Arts or Athletics; have received a 3.25 and above GPA; have maintained 95% attendance and participated in community service.

Drachman K-6 Montessori Magnet School

Jesus Celaya, Ph.D., Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Aguirre	Jazmin	Academics*	Nunez	Jaelyn	Academics*
Arvayo Bustamante	Valeria	Academics*	Robles	Pelyel Fernanda	Academics*
Carrillo	Alex	Perfect Attendance	Robles	Selena	Academics
Carrillo	Michael	Academics	Romero	Phillip	Academics
Estrella	Aleah	Academics	Schulte	Justin	Academics
Fernandez	Cristian	Academics	Sierras	Mateo	Academics
Hernandez	Patricio	Academics	Soqui Olguin	Jorge Alberto	Academics
Lucero-Sanchez	Gabriel	Academics	Wax	Marcus	Academics
Montiel Chavez	Jacquelyn	Academics	West	Eduardo	Academics

Gridley Middle School

Kathleen Scheppe, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Allred	Kayla C	Academics*	Jaramillo	Taylor A	Academics
Anderson	Karissa S	Academics*	List	Tea J	Academics*
Arellano	Samuel R	Academics	Lopez	Trinity A	Academics
Bable	Jesse M	Academics	Loya	Caleb	Perfect Attendance
Beasley	Madison R	Academics	Loya	Caleb A	Academics
Bess	Melanie S	Academics	Lujan	Ayniesa J	Academics
Bess	William R	Academics	Malone	Angela L	Academics
Borboa Zuniga	Alberto	Academics	Martin	Ellie V	Academics
Bravo	Juliana T	Academics*	Martin	Myely L	Academics
Camacho	Izabel J	Academics	Martinez	Alexis C	Academics
Castaneda	Ariceli	Academics	Molina	Austin G	Academics
Castellanos Valdez	Brian	Academics	Molina	Tiana A	Academics
Chase	Dorian B	Academics	Moon	Isaiah J	Academics
Clifford	Preston J	Academics	Moreno	Elizabeth M	Academics*
Don	Michael R	Academics	Orozco	Lizette M	Academics
Dotson	Oscar D	Academics	Ortiz	Andres J	Academics
Duran	Mycah M	Academics	Ortiz	Jewelissa	Academics*
Encinas	Lilliana M	Academics	Padilla	Mario Isaiah	Academics
Felix	Omar	Academics	Palma	Benjamin	Academics
Fletes	Luis	Academics, Perfect Attendance	Parra	Nydia L	Academics
Franks	Curtis J	Academics*	Passannanti	Ava C	Academics
Galvan	Haylee A	Academics	Pence	Sidney H	Academics
Garcia	Emilio Z	Academics*	Pesqueira	Joshua G	Academics
Garcia	Jacob M	Academics	Quijada	Gabriel B	Academics
Garcia Famoso	Fredy	Academics	Quintanar	Emiliano	Academics
Garza	Jennifer M	Academics	Ramirez	Victoria J	Academics
Gonzalez	Emilio Z	Academics	Ricardi	Brooklyn M	Academics*
Gonzalez	Luis F	Academics	Rodriguez	Alan J	Academics*
Grijalva	Elizabeth A	Academics*	Rodriguez	Orlando J	Academics*
Guimaraes	Luis A	Academics	Romero	Annika L	Academics
Habkirk	Morgan P	Academics	Romero	Valeria M	Academics
Hall-Araiza	Aaliyah P	Academics*	Saavedra	Alyssa M	Academics
Hernandez	Jacob I	Academics	Saldivar	Reina M	Academics
Hernandez	Natalie G	Academics	Saunders	Hannah N	Academics
Heslep	Lourdes M	Academics	Scott	Joshua D	Academics*, Perfect Attendance
Heslep	Shea R	Academics	Serna	Alexa	Academics
Heslep	Susana A	Academics	Trujillo	Charlotte R	Academics
Houchin	Alexis A	Academics	Valdez	Marcus	Academics, Perfect Attendance
			Valdez	Marcus	Academics

Gridley Middle School...continued

Kathleen Scheppe, Principal

LAST NAME	FIRST NAME	CERTIFICATE
Varelas	Jasmine L	Academics
Veloso	Angele P	Academics
Verduzco	Jericho	Perfect Attendance
Young	Dane J	Academics
Zavala	Anapaula	Academics
Zavala	Anasofia	Academics

Hollinger K-8 School

Kathy Bolles, Principal

LAST NAME	FIRST NAME	CERTIFICATE
Ahumada	Mark Anthony	Academics
Almazan	Yazmin G	Academics
Alvarez	Sarah N	Academics
Armenta Gaxiola	Abraham	Academics
Bejarano Castro	Mitzy A	Academics
Calixtro	Priscila S	Academics*
Castellanos	Liliana	Academics*
Contreras	Andrew M	Academics
De La Rosa Arellano	Naomi	Academics
Durazo	Anette G	Academics
Egurrola Leon	Jesus M	Academics
EscuderoLazcano	Florencia	Academics
Garcia	Adrian R	Academics*
Gray	Azul	Academics
Guedes Pereira	Alexia M	Academics, Perfect Attendance
Lara	Riana A	Academics
Lopeaux	Aaron	Academics
Montijo	Jennifer K	Academics*
Moreno	Francisca G	Academics*
Munoz Lauro	Dana Jesus	Academics
Portillo	Hiram A	Academics
Quiroz	Diana E	Perfect Attendance
Rodriguez	Maria Clara L	Academics*
Romero	Melina A	Academics
Romero Robledo	Jose	Academics*
Tapia	Paulina Y	Academics
Velderrain Ochoa	Alonso	Academics
Yorisa	Yzukie Y	Academics*

* Students with a 4.0 GPA in all 3 quarters

The César E. Chávez Special Award is awarded to students who have participated in Fine Arts or Athletics; have received a 3.25 and above GPA; have maintained 95% attendance and participated in community service.

Lawrence Intermediate School

Mary Mercado, Principal

LAST NAME	FIRST NAME	CERTIFICATE
Bedoya	Leonel	Academics
Dicochea Leon	Iram	Academics
Dietrick	Salvador	Academics
Lopez	Maria Fernanda	Academics
Martinez Almeida	Valery	Academics
Meza Mata	Jasmin	Academics, Perfect Attendance
Meza Mata	Jennifer	Academics, Perfect Attendance
Salaiz	Alejandro	Academics
Silva	Elaina	Academics
Sotelo-Hernandez	Humberto	Academics
Vargas Leyva	Alvaro	Academics

Magee Middle School

Daniel Erickson, Principal

LAST NAME	FIRST NAME	CERTIFICATE
Corella Velarde	Carolina	Academics
Daniels	Makayla M	Academics
Dawass	Layla A	Academics
DeVore	Katherine R	Academics*
Diaz	Jaqueline	Academics
Dicochea	Meleena A	Academics*
Duran Ibarra	Jesus O	Academics
Garcia	Rachel	Academics
Grijalva Schach	Christina	Academics
Herrera	Raul	Academics
Kion	Gabriella C	Academics
Labus	Daniel G	Academics
Linke	John H	Academics
Mendoza	Ana G	Academics
Munoz	Catalina M	Academics*
Oviedo	Francisco R	Academics
Pettit	Riley C	Academics
Reynolds	Taylor N	Academics
Rojo	Lucy V	Academics
Ruiz	Daniela	Academics
Salgado	Annaleis M	Academics
Shaulis IV	Ray A	Academics
Valenzuela	Yvonne A	Academics
Zarate	Manuel A	Academics
Zazueta-Switzer	Marixa	Academics

* Students with a 4.0 GPA in all 3 quarters

Mansfeld Middle School

Richard Sanchez, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Acosta	Julian	Academics	Hernandez	Nicole	Academics
Alexander	Aleena	Academics	Lattimer	Marcus	Academics*
Arvizu Gonzalez	Jacob	Academics	Leal	Pedro	Academics, Perfect Attendance
Avenente	Elias Eric	Academics*	Lerma Contreras	Britney	Academics
Baquera	Brooklynn	Academics*	Leyva Ruiz	Argeo	Academics
Barajas Chavez	Aimee	Academics	Linden	Loraina	Academics
Barcelo	Jorge	Academics, Perfect Attendance	Lopez	Estella	Academics
Baro	Mary	Academics	Loya III	Manuel	Academics, Perfect Attendance
Barraza	Nathalia	Academics	Luna-Vazquez	Jocelyn	Academics
Beltran Rodarte	Emily	Academics	Luzania	Jesus	Academics
Beltran Rodarte	Nicole	Academics	Magana	Diana	Academics
Benson	Sydney	Academics*	Marin Medina	Jasmine	Academics
Cabrera	Jacqueline	Academics	Martinez	Benjamin	Academics
Cadena	Diana	Academics	Medina	Samantha	Academics*
Cadena	Sarah	Academics	Mendivil	Destany	Academics
Caicedo	Luis	Academics	Mickelson	Arthur	Academics
Camacho	Joseph	Academics	Molina	Vannesa	Academics
Canez	Azura	Academics	Mora	Sophia	Academics
Canez Gallardo	Paulina	Academics	Moraga	Angelica	Academics
Carpio	Alyssa	Academics	Morales	Emily	Academics, César E. Chávez
Casanova	Jose	Academics	Moyza	Jaqueline	Academics
Castillo	Calista	Academics	Norgord Jr	Caelin	Academics
Clark	Antonia	Academics	Nunez Cancio	Maureen	Academics*
Cordova Arce	Gabriel	Academics	Ochoa	Abraham	Academics
Corrales	Xavier	Academics	Olivas	Jesus	Academics
Cortez	Ayana	Academics	Ortiz	Angelica	Academics
Cruz Garcia	Martha	Academics	Ortiz Sanchez	Crystal	Academics
Cruz-Garcia	Siria	Academics	Pappas	Sophia	Academics
Daniel	Karina	Academics	Pena	Victoria	Academics
Diaz	Isabella	Academics*	Peterson	Caleb	Academics*
Diaz	Kameron	Academics	Piller	Halianna	Academic*, Perfect Attendance
Drow	Nathan	Academics	Puebla	Aylene P	Academics
Fernandez	Rafael	Academics	Ramirez	Hiram	Academics
Fiool	Kevin	Academics	Ramirez	Juilas	Perfect Attendance
Flores	Alexander	Academics	Ramirez	Nicholas	Academics
Franco Serrano	Valentina	Academics	Ramirez	Julius	Academics
Furtado	Trinity	Academics	Ramirez Anaya	Carlos	Academics
Galarza	Ceryna	Academics	Ramonette	Michael	Academics
Gamez	Isabela	Academics	Ramos Osorio	Arylid	Academics
Garcia	Kaila	Academics	Reyes	Thirstan	Perfect Attendance
Garcia Beltran	Ana Rosa	Academics	Rhyn	Paula	Academics
Garrido	Azariah	Academics	Rivera	Angelina	Academics
Gastelum	Julia	Academics	Rodriguez	Dominic	Academics
Givens	Zion	Academics	Rodriguez	Kayla	Academics
Gonzales	Alberto P	Academics	Rodriguez	Luis	Academics*
Gonzales	Alejandro	Academics	Rodriguez Bravo	Izaura	Academics
Gonzales	Jacob	Academics	Romero	Daniel	Academics
Gonzalez	Alberto A	Academics	Romero	Deago	Academics
Granillo Moreno	Isaac	Academics	Rubio	Sandra	Academics
Guillen	Sergio	Academics	Ruedas	Justin	Academics
Hassett	Zachary	Academics*, Perfect Attendance	Saenz	Jocelyn	Academics*
Hernandez	David	Academics	Sahagun	Christian	Academics
Hernandez	Keyla	Academics	Salais-Arredondo	Solangie	Academics
Hernandez	Marissa	Academics	Salazar	Ricardo	Academics

Mansfeld Middle School...continued

Richard Sanchez, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Samarano	Kelli	Academics	Tapia	Rudolph	Academics
Sanchez	Serinah	Academics*	Trejo	Isabella	Academics
Sanchez Rivera	Cesar	Academics	Velasquez-Duarte	Jessica	Academics
Sandoval	Michel	Academics	Verdugo	Isabel	Academics
Santa Cruz	Francisco	Academics	Verdugo	Karime	Academics
Santa Maria	Rodrigo	Academics	Verdugo	Sydney	Academics
Sierra	Erika	Academics	Vergara	Oscar	Academics
Siqueiros	Jorge	Academics	Walker	Brandon	Academics
Soto Romero	Raul	Academics	Yrigolla	Anyssa	Academics, Perfect Attendance

Mary Belle McCorkle Academy of Excellence K-8 School

Elizabeth Redondo, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Alvarez Lopez	Jorge A	Academics	Gonzalez	Oscar	Academics
Arana	Jesus Merardo V	Academics*	Hidalgo	Cynthia	Academics
Arias	Martiza M	Academics	Kovrig	Paul A	Academics
Aros	Michael A	Academics	Laborin	Lucero	Academics
Avalos	Brianna G	Academics	Longoria	Vanessa L	Academics
Barrandey	Izamar	Academics*	Lopez	Sarai J	Academics
Beltran	Ericka	Academics*	Luna	Kyauna D	Academics*, César E. Chávez
Bermudez	Abigail N	Academics	Mace	Faith C	Academics*
Bernal Olalde	Jose Q	Academics	Mace	Miranda M	Academics
Brito	Javier G	Academics	Maldonado	Antonio	Academics
Castro-Montijo	Karina G	Academics*	Maldonado	Gissell	Academics
Cavazos	Julian R	Academics	Martinez	Ernesto V	Academics
Cazares	Isabel R	Academics	Martinez	Gerardo F	Academics
Chacon Uriarte	Zaira N	Academics	Mejia	Benicio T	Academics
Chavarria	Javier E	Academics	Mendias	Samantha	Academics
Chavolla Pena	Jennifer	Academics	Mendivil	Rey Desel C	Academics, Perfect Attendance
Clark	Celeste N	Academics	Morales	Dennelly	Academics
Clark	Jonathan D	Academics	Moreno	Jose E	Academics*
Clark	Mariah Danae	Academics	Moreno Pesqueira	Lizbeth A	Academics
Contreras	Naftaly	Academics	Moreno-Encinas	Nathaniel B	Academics
Del Toro	Nicole	Academics*	Mozingo	Joshua	Academics*
Diaz	Estefani Adriana	Academics	Noriega	Adriana	Academics*
Duarte	Caitlin A	Academics	Olguin	David A	Academics
Duarte	Daymar L	Academics	Olmos Miranda	Jorge A	Academics*
Encinas	Arianna J	Academics*	Ortega	Mei-li	Academics*
Encinas Chavez	Andrina	Academics	Ortiz	Carolina	Academics
Escobar	Darwin	Academics*	Parra	Fernando A	Academics
Espinoza	Isabelle M	Academics	Perez	Danielle	César E. Chávez
Espinoza	Jason H	Academics*	Pesqueira Arias	Maribel	Academics*
Espinoza	Stevyna M	Academics	Pesqueira Bacame	Perla Y	Academics
Fausto	Jesus E	Academics	Rojas	Rafael E	Academics
Felix	Emiliano X	Academics*	Salazar	Alan E	Academics
Ferrer	Sebastian	Academics*	Sanchez Velarde	Fatima K	Academics*
Gastelum	Emily J	Academics	Suarez	Roman J	Academics
Gomez-Alvarez	Aileen I	Academics	Tapia	Azucena G	Academics*
Gonzales Murillo	Lucia	Academics, César E. Chávez	Torres	Alyssa G	Academics
Gonzales-Moreno	Angel R	Academics	Valdenegro	Jorel A	Academics, Perfect Attendance
Gonzalez	Krystal A	Academics	Valdez Gonzalez	Jessica N	Academics

* St.

Mary Belle McCorkle Academy of Excellence K-8 School...continued

Elizabeth Redondo, Principal

LAST NAME	FIRST NAME	CERTIFICATE
Valdez Moreno	Mario A	Academics
Valdez Morineau	Alexa	Academics
Valencia Herrera	William O	Academics*
Vega	Brandon M	Academics
Vega	Joseph F	Academics*, Perfect Attendance
Whetton	Julien W	Academics*
Zamorano	Emely E	Academics

Maxwell Middle School

Rosanna Ortiz-Montoya, Principal

LAST NAME	FIRST NAME	CERTIFICATE
Alcaraz	Aaliyah L	Academics
Alvarez	Ruben A	Academics
Arellano	Adriana R	Academics
Barney	Makyla R	Academics
Bedoya	Orlando E	Academics
Castillo	Bethani	Academics
Coronado Alvarez	Merari	Academics
Garibay	Alexandra D	Academics, Perfect Attendance
Lopez Sanchez	Madai	Academics
Martinez	Eliza A	Academics
Martinez	Madianna R	Academics
McKenzie	Samantha D	Academics
Molina Miranda	Veronica G	Academics*
Munoz	Luis D	Academics
Rodriguez Islas	Romeo I	Academics
Ruiz Parra	Hector E	Perfect Attendance
Valencia	Jennifer Y	Academics
Valencia Garcia	Natalia	Academics
Villegas Lujan	Jasmine A	Academics

Miles Exploratory Learning Center

Robin Weldon, Principal

LAST NAME	FIRST NAME	CERTIFICATE
Aguilar-Beaucage	Anjolee	Academics
Benefield	Kelly	Academics
Bustamante	Jorge	Academics
Garcia	Daniela	Academics
Garcia	Isabel	Academics
Johnson	Andrew	Academics
Mendoza	Michael	Academics
Mora	Sebastian	Academics
Perez	Jacob	Academics
Radillo	Ann	Academics*
Santa Cruz	Gabriel	Academics*

Pistor Middle School

Kathryn Manley-Crockett, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Aguilar	Mya	Academics*	Kovrig	Britney	Academics
Alcaraz	Arely	Academics	Lagarda	Carolina	Academics
Alvarez Carrillo	Amado	Academics	Leal	Carmen J	Academics
Angulo	Lydia K	Academics	Leal	Stephanie A	Academics
Araiza	Roxanna	Academics	Leon-Carpenter	Mia L	Academics
Arce	Iram	Academics	Lewis	Brianna	Academics
Arenas Caravez	Nailea N	Academics	Lomeli-Navarro	Rafael	Academics*
Barajas	Esmael M	Academics	Lopez	Eric L	Academics
Basurto	Amanda D	Academics	Lopez	Erick Javier	Academics
Boysen	Nerissa I	Academics	Lopez	Isel C	Academics
Calkins	Ciana	Academics	Lopez	Javier	Academics
Cantua	Erica R	Academics	Lopez	Jennifer A	Perfect Attendance
Carino	Julio A	Academics	Lopez	Joaquin	Academics
Carino	Raven B	Academics	Lopez	Rina	Academics
Carrillo	Omar D	Academics	Lopez Barriguete	Kevin A	Academics
Carrillo	Ysabelle A	Academics	Lopez Flores	Jorge A	Academics
Castro	Iris Penelope	Academics	Lopez-Ortega	Lizty	Academics
Chancay	Isabel I	Academics	Luevano Hernandez	Jacqueline D	Academics
Christopherson-Skiles	Kai-Lee	Academics	Luna	Aliah C	Academics
Contreras	Ashley S	Academics	Machado Berdeja	Marlon	Academics
Cordova	Gloria A	Academics	Marquez	Herland J	Academics
Cordova-Castillon	Isabel	Academics	Martinez	Alexsia	Academics
Coronado	Nylea L	Academics	Martinez	Christian	Academics
Cruz	Iris Penelope	Academics	Martinez	Gabriella A	Academics
Delcido	Angelita I	Academics	Martinez	Joseph R	Academics
Diaz	Emiliano	Academics	Matunaga	Luis E	Academics
Diaz	Perla S	Academics	Maxwell-Kinslow	Karen C	Academics
Dicochea	Lucas A	Academics	Mayorga	Jeniffer G	Academics
Enriquez	Lucien A	Academics	McCullough	Jaden P	Academics
Esquer	Cristian A	Academics	McCullough	Jonathan S	Academics
Felix	Jahaziel R	Academics*	McQueen	Jordan P	Academics
Fernandez	Xavier R	Academics	Medina	Kassandra	Academics
Fimbres	Marcella	Academics	Meza Rodarte	Anissa E	Academics
Fonseca	Julieann	Academics*	Miller	Jazmin Y	Academics
Gamez	Nathaniel V	Academics	Miranda	Czarina	Academics
Gandarilla	Simon Junior	Perfect Attendance	Molina	Daniel G	Academics
Garcia	Alicia A	Academics	Molina	Stacy L	Academics
Garcia	Izabella	Academics	Monge	Jesus A	Academics
Gastelum	Emily	Academics	Monreal	Flor E	Academics*
Gaxiola	Karyna E	Academics	Monreal	Melina P	Academics
Gonzales	Adrian	Academics	Montano	Adam J	Academics
Gonzalez	Josiah	Academics	Morgan	Jordan T	Academics
Gonzalez	Samuel T	Academics	Murillo	Joseph	Academics
Granados	Adela M	Academics	Murrieta	Mia N	Academics
Guerrero Aldecoa	Alexis M	Academics	Noperi	Jessica	Academics
Gutierrez	Jazmyn	Academics*	Noriega	Celeste G	Academics*
Guzman	Vanessa	Academics*	Nunez	Elleana K	Academics
Hernandez	Ivan J	Academics	Obregon	Savannah	Academics
Hernandez	Maryra L	Academics	Ortiz Miranda	Guadalupe	Academics
Herrera	Josue N	Academics	Othon	Claudio L	Academics
Hinojosa	Alejandra	Academics*	Palomino	Rafael	Academics
Inzunza	Carlos D	Academics	Parra	Sofia	Academics*
Jacquez	Karen Y	Academics	Parra	Stephanie	Academics*
Johnson	Paula D	Academics	Pelayo	Adam G	Perfect Attendance
Juarez	Chanelle	Academics			
Kane	Briana K	Academics			

Pistor Middle School...continued

Kathryn Manley-Crockett, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Pena-Quijada	Carolina	Academics*	Sanchez	Mercedes P	Academics
Ramirez	Hannah M	Academics	Sanchez	Selena K	Academics
Reyes	Aldo	Academics	Sena	Nicolette M	Academics
Rivera Walters	Hannah	Academics	Soto	Andrew J	Academics
Robles	Melina R	Academics	Staring	Noah W	Academics
Rodriguez	Anthony	Academics	Tamayo-Gracia	Jesus	Academics*
Rodriguez	Christian D	Academics	Tarin	Angel	Academics
Rodriguez	Dalia S	Academics	Taylor	Rachel K	Academics
Rodriguez	Destiny D	Academics*	Teran	Paulina	Academics
Rodriguez	Marian	Academics	Trejo	Isaac A	Academics
Rojas Cuiltre	Eduardo A	Academics	Valencia	Elijah	Academics
Rojo	Raquel A	Academics	Valencia Aguilera	Yaelee	Academics
Romero	Summer A	Academics	Valenzuela	Jazmyn M	Academics*
Saenz	Andrew	Academics	Verdugo Machado	Aaron	Academics
Saldivar	Alejandra	Academics*	Vindiola	Julianna R	Academics
Sanchez	John D	Academics			

Pueblo Gardens K-8 School

Seth Aleshire, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Avila	Cesar	Academics	Martinez	Angelina	Academics
Bacinski	Brandon	Academics	Martinez Bernal	Bryan	Academics
Bayona Urbina	Karla	Academics	Matrecito	Arianna	Academics*
Carrillo	Elisa	Academics	Orozco	Alan	Academics
Contreras	Christina	Academics	Ortiz	Hugo	Academics
Escalera	Savannah	Academics	Prettel	Natalen	Academics
Flores	Alexa	Academics*, César E. Chávez	Rosales	Izrael	Academics
Fourniea	Robert	Academics	Saenz	Juliana	Academics
Garcia	Bryan	Academics*	Saenz Bernal	Ana	Academics
Garcia-Cortez	Christian	Academics, César E. Chávez	Stovall	Jasmine	Academics
Godinez	Lizette	Academics	Tamayo Valencia	Rogelio	Academics
Gomez-Renteria	Gerardo	Academics	Tinoco	Joseph	Academics
Gracia	Adrian	Academics	Urias	Alejandro	Academics*, César E. Chávez
Grijalva	Daniel	Academics	Velarde	Giselle	Academics
Grijalva	Michael	Academics	Verdugo	Valeria	Academics
Lopez	Darlene	Academics	Vigil	Sierra	Academics
Mariscal	Leticia	Academics			

* Students with a 4.0 GPA in all 3 quarters

The César E. Chávez Special Award is awarded to students who have participated in Fine Arts or Athletics; have received a 3.25 and above GPA; have maintained 95% attendance and participated in community service.

Roberts/Naylor K-8 School

Connie Zepeda, Principal

LAST NAME	FIRST	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Aceves	Andrew	Academics	Martinez	Jesus	Academics
Aragon	Alyssa	Academics*	Mateo	Marco	Academics
Armenta	Eric	Academics	Montijo	Tatiana	Academics
Badilla	Gisel	Academics	Moses	Faith	Academics*
Bautista Sanchez	Karla	Academics	Munoz	Carmen	Academics
Benitez Sanchez	Francisco	Academics	Munoz	Isabelle	Academics*
Benitez Sanchez	Luis	Academics	Nunez Orozco	Esmeralda	Academics
Campos Valenzuela	Georgi	Academics	Ortiz Barnett	Anjelica	Academics*
Cardenas	Ysiyamilet	Academics	Pino	Lizbeth	Academics
Castro	Fatima	Academics	Poppe	Katherine	Academics
Diaz Gutierrez	Andrea	Academics	Ruiz	Isaiah	Academics*
Estrada	Maritza	Academics	Ruiz	Trinity	Academics
Estrada-Aceves	Bryan	Academics, Perfect Attendance	Sahagun Angulo	Blanca	Academics
Gonzalez	Berenice	Academics	Sanchez	April	Academics*
Gordils	Gloria	Academics	Serrano Medrano	Gilmara	Academics, Perfect Attendance
Gurrola	Jasheni	Academics	Trejo	Jazmina	Academics
Hill	Kimberli	Academics	Varela	Clarissa	Academics
Martinez	Dora	Academics*	Vargas	Angelina	Academics
			Verdugo Bermudez	Yesenia	Academics

Robins K-8 School

Chandra Thomas, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Acevedo	Aalihya	Academics	Gomez	Jesus	Academics, Perfect Attendance
Amparano	Angelina	Academics	Grijalva	Aiden	Academics
Amparano	Sofia	Academics	Gutierrez	LuzMaria	Academics
Anderson	Brianna	Academics*	Hansen	Arabella	Academics
Andraux	Abraham	Academics	Hollars	Nina	Academics*
Arteaga	Jennifer	Academics	Huber	Michael	Academics
Avery	Hailey	Academics	Larranaga	Ricardo	Academics
Bejarano	Analeisa	Academics	Leyva	Salma	Academics
Bermudez	Sabian	Academics	Lopez-Murillo	Denisse	Academics
Castillo	Samantha	Academics	Lytle	Drew	Academics
Castro	Victoria	Academics	Machado	Carolina	Academics*
Combs	Trinity	Academics	Morales	Malacya	Academics
Delsi	Anissa	Academics*	Moreno	Raymond	Academics
Dominguez	Arianna	Academics	Nieto	Nallely	Academics
Duarte	Madison	Academics	Noperi	Andrea	Academics
Duran	Adric	Academics	Ramirez	Elena	Academics
Enriquez	David	Academics	Reyes	Julian	Academics
Espinoza	Dayanna	Academics	Robles	Federico	Academics
Favela	Eric	Academics	Santana	Mireya	Academics
Felix	Brianna	Academics	Trejo	Joseph	Academics
Fernandez	Joshua	Academics	Vargas	John	Academics*
Fike	Eric	Academics	Vargas	Mark	Academics

* Students with a 4.0 GPA in all 3 quarters

C.E. Rose K-8 School

Stephen Trejo, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Acuna	Itzel	Academics	Huerta	Ruben	Academics
Alvarez	Aaron	Academics	Laborin	Adrian	Academics
Alvarez	Ramon	Academics	Lendo	Elizabeth	Academics
Andrade	Ashely	Academics	Leyva	Brianda	Academics
AndradeMoreno	Julian	Academics	Lizarraga	Melanie	Academics
Arvizu	Sabrina	Academics	Lopez	Jennyfer	Academics
Baker Nevarez	Karime	Academics	Lopez	Nirvana	Academics, Perfect Attendance
Barrera	Leslie	Academics	Lopez Benitez	Miguel	Academics
Beardsley	Lindsey	Academics	Lujan	Andres	Academics
Boneo	Theresa	Academics	Martinez	Julianna	Academics*
Bracamonte	Rodolfo	Perfect Attendance	Martinez	Veronica	Academics
Bringas	Alyssandra	Academics	Martinez Garibay	Ryane	Academics
Camberos	Isaias	Academics	Mendoza	Wendy	Academics
Campista	Juan	Academics*, Perfect Attendance	Meza	Isaiah	Academics
Carrillo	Julian	Academics*	Moreno	Briana	Academics, Perfect Attendance
Cordova	Kayla	Academics	Moreno Mendoza	Damaris	Academics*
Corella Alvarez	Jesus	Academics	Munoz	Raul	Academics
Cruz	Francisca	Academics, Perfect Attendance	Perez	Nicholas	Academics*
Cuestas	Alfredo	Academics	Quiroz	Fernando	Perfect Attendance
Cuevas	Kassandra	Academics	Ramos	Larisela	Academics*
DeLaPena	Emilio	Academics	Resendiz	Adamari	Academics
Estrella	Hipolito	Academics	Resendiz	Alexia	Academics
Figueroa Grijalva	Yuliria	Academics	Romero Ruiz	Raphael	Academics, Perfect Attendance
Flores Perez	Yasmin	Academics	Sanchez Pereyra	Nicole	Academics
Fuerte Velasco	Marcela	Academics*, Perfect Attendance	Santa Cruz Montijo	Martin	Academics*
Garcia	Antonio	Academics	Santiago Jr.	Mark	Academics
Garcia	Arath	Academics	Siqueiros Zavala	Leslie	Academics
Garcia	Diana	Academics*	Soltero	Isaac	Academics
Garcia	Elyana	Academics, Perfect Attendance	Soto	Nohemi	Academics
GarciaPerez	Yaricxa	Academics	Soto	Roslynn	Academics
Gonzales	Julian	Academics	Talavera-Robles	Ryana	Academics
Gutierrez	Angela	Academics	Urias	Karla	Academics
Gutierrez Jr.	Victor	Academics	Velasquez Grado	M. Anthony	Academics
Heredia	Jose	Academics*	Villanes	IzaBelle	Perfect Attendance
Hernandez	Marissa	Academics	Villela	Diego	Academics

Roskrige Bilingual K-8 School

Jose Olivas, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Aguilar	Maryann	Academics	Calvo	Anette	Academics
Altamirano	Marco	Academics	Calvo	Keyla	Academics*
Alvarado	Lorenzo	Academics	Camacho Jr	Jorge	Academics*
Álvarez	Yasmin	Academics	Cantú	Vanessa	Academics
Ballesteros	Ismael	Academics*	Carrillo	Jasmine	Academics
Barceló	Manuel	Academics*	Castro García	Jacquelyne	Academics
Bends	Sophia	Academics	Córdova	Eduwiges	Academics
Bernal	Delicia	Academics	Cornejo	José	Academics*
Borboa	Maryna	Academics	Cruz-Castillo	Priscila	Academics
Bracamonte	Eliana	Academics	Cuestas	Mia	Academics
Bustamante Sagaste	Adamarys	Academics	Cuthbertson	Rayanna	Academics, César E. Chávez

Roskruge Bilingual K-8 School...continued

Jose Olivas, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Díaz	Brixya	Academics	Ramírez Olivarria	Carlos	Academics
Duddleston	Dominic	Academics	Ramírez Valdez	Esmeralda	Academics
Duddleston	Yzabel	Academics	Rangel	Kalani	Academics
Elías	Javier	Academics	Rivera	Ernesto	Academics
Espinoza-Soto	Isaiah	Academics, Perfect Attendance	Rodriguez	Gizelle	Perfect Attendance
Félix	Jessica	Academics*	Romero	Karina	Academics*
Fimbres	Cristian	Academics, César E. Chávez	Salinas	Marcela	Academics
Frieden	Benjamin	Academics*	Sánchez	Matthew	Academics
Gálvez	Cesar	Academics	Santa María	Alexys	Academics
Gálvez Hernández	Christian	Academics	Santa María	Fabian	Academics
Gámez	Deja	Academics*	Santa María	Xavier	Academics
Gámez	Julio	Academics*	Siddons	Helen	Academics
García	Damian	Academics	Solares	Mayra	Academics*
González	Angelique	Academics	Soto	Alicia	Academics
González	Monique	Academics	Torres	Ysannette	Academics
Grijalva	Sarina	Academics*, César E. Chávez	Ureña	Nysa	Academics
Hernández	Brissia	Academics	Valdez	Jonathan	Academics
Hoeffner	Jewelina	Academics	Valenzuela	Ivett	Academics
Holguín	Mia	Academics	Valenzuela	Natalia	Academics
Ibarra	Jasmine	Academics	Varela	Maya	Academics
Kelch	David	Academics*	Vázquez	Christina	Academics
La Turco	Adelys	Academics*	Vázquez	María de los Angeles	Academics*
León	Isabella	Academics	Vélez	Miguel	Academics
León Egurrola	Nicolle	Academics	Zazueta Calvo	Esther	Academics
López	Arianna	Academics			
López	Briana	Academics			
López	Jasmine	Academics			
López Jr	Julian	Academics			
López	Margarita	Academics			
Macias	Shayda	Academics, Perfect Attendance			
Martínez	Clarissa	Academics			
Martínez	Laisa	Academics*			
Martínez	Litzy	Academics			
Medina	Alessa	Academics*			
Mena	Athenia	Academics			
Mendibles Valdez	Yasmine	Academics			
Mendoza	Juan	Academics			
Morales	Katrina	Academics*			
Morales	Kayla	Academics			
Moreno	Stephanie	Academics*			
Moreno-López	Clarissa	Academics*			
Moroyoqui	Clarisa	Academics, Perfect Attendance			
Owen	Solis	Academics*			
Pacheco	Martin	Academics			
Palacios Palacios	Jan	Perfect Attendance			
Parks	Nayeli	Academics, Perfect Attendance			
Pedrego	Rashell	Academics			
Pellicer	Madeline	Academics			
Peña	Nicole	Academics			
Pérez	Christian	Academics			
Pérez	Marcelino	Academics			
Piña	Melisa	Academics			
Quihuis	Raymond	Academics			
Ramírez	Aaron	Academics			

*** Students with a 4.0 GPA in all 3 quarters**

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Safford Middle School

Theresa Tenace, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Aguilar	Antonio	Academics	Naranjo	Yalitza	Academics, Perfect Attendance
Barron Urbalejo	Michelle	Academics	Olivas	Isabel D	Academics, César E. Chávez
Corrella	Maya G	Perfect Attendance	Ortiz	Jacqueline A	Academics
Cruz-Lewis	Hannah C	Academics	Rivera	Roman	Academics, César E. Chávez
Escobar	Miranda G	Academics	Rodriguez Rabago	Angel	Academics
Espinoza	Crystal	Academics	Ronquillo	Marissa	Academics, César E. Chávez
Fuentes	Damian	Academics	Sanchez	Alma A	Academics
Gomez	Angelika B	Academics	Valenzuela	Laura	Academics
Gonzalez	Stephani	Academics	Vidal	Nayeli	Academics
Jones-Martin	Hunter	Academics			

Secrist Middle School

R. David Montano, Principal

LAST NAME	FIRST NAME	CERTIFICATE
Abelowitz	Gabriella M	Academics
Abrigo	Alexander E	Academics
Anderson	Jovani S	Academics*
Breckenridge	Victoria	Academics
Chavez	Elyza	Academics
Dambold	Sierra	Academics*
DeLaOssa	Guss	Academics
Esquivel	Mariela L	Academics
Ibarra	Carlos E	Academics, Perfect Attendance
Juarez Armenta	Lilian	Academics
Kelly	Maiya B	Academics*
Lamar	Samantha	Academics
Lujan	Soloman George	Academics
Mata Salinas	Jennifer A	Academics
McCarthy	Michael P	Academics
McLean	Lillian E	Academics
Michel	Ariana L	Academics
Narro Castro	Cesar A	Perfect Attendance
Ortiz	Miguel	Academics*, César E. Chávez
Pedrazinni	Crystal V	Academics
Reyes	Miguel	Academics, Perfect Attendance
Rivera	David J	Academics
Rodriguez	Alyssa N	Academics
Terriques	Destiny	Perfect Attendance
Torrez	Michael A	Academics
Valdez	Haley Robin	Academics*
Valencia Reyes	Cristina	Academics*, Perfect Attendance
Vazquez	Sergio A	Academics, César E. Chávez, Perfect Attendance
Velazquez Martinez	Crystal	Academics
Weih	Fernanda I	Academics, Perfect Attendance
Zahn	Brooke A	Academics
Zaragoza	Desiree	Academics

** Students with a 4.0 GPA in all 3 quarters*

Utterback Middle School

Cindy Shepard-Mady, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Acuna	Jacqueline	Academics*	Garcia	Patricia	Academics
Albelais	Alonso	Academics	Giordani	Kristina F	Perfect Attendance
Alcaraz	Jose A	Academics	Gonzalez	Calista A	Academics
Acedo	Jose F	Academics	Gonzalez Vasquez III	Miguel	Academics
Aguirre	Marixca Y	Academics	Grant JR	Dominic	Academics
Anaya-Fullerton	Nicole	Academics	Green	Jacquelyn N	Academics
Armenta-Sneed	Ranzel A	Academics	Gutierrez-Perez	Mahely B	Academics
Armenta Vilches	Joahn	Academics	Hardy	Jacob A	Academics
Arvizu	Joana S	Academics	Hermosillo	Yessica A	Academics
Ayon	Elsa B	Academics	Hernandez	Alexis C	Academics
Banuelos	Karla Denis	Academics	Hernandez	Kaitlyn D	Academics
Barnett	Elizabeth	Academics	Hernandez	Yareli L	Academics
Barnett Felix	Maricela	César E. Chávez	Herrera	Christian D	Academics
Black	Sonrie E	Academics	Jasso	Jeissa M	Academics
Borbon Montoya	Jesus A	Academics	Knudsen	Ilyana	Academics
Briones	Anahi	Academics	Larribas-Perez	Jovonni L	Academics
Briones	Jasmine S	Academics	Leon	Oscar M	Academics
Brooks	Mary M	Academics	Lopez	Gaddy A	Academics
Brown Ruiz	Nayely	Academics	Lopez	Julian I	Academics
Brownell	Garett A	Academics*	Mackstallar	Pedromiguel L	Academics
Bustamante	Anahi	Academics	Malerva	Juan A	Academics
Caballero	Giselle	Academics	Martinez-Arvisu	Kayla E	Academics
Camacho Elizalde	Ivan D	Academics	McKenzie	Michaela Y	Academics
Castañon	Yaralet C	Academics*	Mercado	Rodolfo A	Academics
Castrejon	Raul T	Academics	Miranda	Vicente L	Academics
Castro	Jacob A	Academics	Molina Montaña	Carolina	Academics
Cazares	Thalia L	Academics	Monreal	Rafael F	Academics*
Coleman	Serena A	Academics	Montaña	Diane	Academics
Condo	Ayla L	Academics	Montaña	Gloria K	Academics
Copetillo Quevedo	Jesus	Academics	Montaña	Marcia	Academics*
Cordova	Riana A	Academics	Montaña	Roberto	Academics
Cornado	Alyssa R	Academics	Montaña Valdez	Alex E	Academics
Coronado	Jennifer	Academics	Montoya-Mendoza	Citlali	Academics
Corrales	Leslie A	Academics	Montoya-Mendoza	Sulema	Academics
Cota-Jones	Rotceh M	Academics	Moreno	Mia	Academics
Cota-Robles	Nicolas M	Academics	Navarrete	Francisco J	Academics
Davila	Alexia	Academics	Navarro	Elisa L	Academics
Davila	Izaac	Academics	Navarro	Mia A	Academics
De La Cruz	Jose M	Academics	Ochotorena	Jesus D	Academics
De La Cruz	Yolanda H	Academics	Oliva	Azea C	Academics
De la Rosa	Pedro L	Academics	Olivares Norzagaray	Armando	Academics
Delgado	David	Academics	Orozco	Camron G	Academics
Delgado Maldonado	Marcos	Academics*	Ortiz	AnaSofia A	Academics
Denton	Alexis F	Academics	Osorio	Daniel A	Academics
Douriet	Juliane M	Academics	Pacheco	Xanthya A	Academics
Durazo Castillo	Stephanie A	Academics, Perfect Attendance	Pacheco Flores	Emily	Academics
Esquer Coronado	Dayana	Academics	Padilla	Marco A	Academics
Espinoza	Ayianna	Academics	Paz	Esmeralda	Academics
Estrella	Efrain	César E. Chávez	Peña	Alejandro	Academics
Estrella	Roberto C	Academics	Perez Olivarría	Alejandra	Academics*
Fiero	Eliab	César E. Chávez	Pool	Angelo J	Academics
Figuroa	Sienna A	Academics	Prado	Jessica	Academics
Flores Ramirez	Alejandra	Academics	Puente Vasquez	Laura C	Academics
Friend	David A	Academics	Quintero	Clemente	Academics
Garcia	Gabriel A	Academics	Quintero	Iris N	Academics

Utterback Middle School

Cindy Shepard-Mady, Principal

LAST NAME	FIRST NAME	CERTIFICATE
Rivera Esqueda	Eric E	Academics
Rivera Howard	Kassandra B	Academics
Robles	Rudy P	Academics
Rodriguez	Adan E	Academics
Rodriguez	Cesar A	Academics
Rojas-Zahn	Hayley	Academics
Romero	Armando J	Academics
Romero	Belana R	Academics
Romero	Elizabeth	César E. Chávez
Romero	Gilbert N	Academics
Romero	Naileya A	Academics
Ruiz	Carlos A	Academics
Ruiz	Leonardo	Academics
Sanchez	Cassie L	Academics
Sanchez	Itzannamy Y	Academics
Sanchez	Yessica L	Academics
Santana	Raquel C	Academics
Sierra	Arinella A	Academics
Siqueiros Martinez	Angelica	Academics
Sodora	Omar	Academics
Sosa	Michelle J	Academics
Snyder	David G	Academics
Sutton	Josiah R	Academics
Trujillo	Leslie	Academics
Valdez Barrios	Angela	Academics
Valenzuela	Desmond E	Academics
Valenzuela	Ismael	Academics
Valenzuela	Jasmine A	Academics
Valenzuela Chacon	Amy J	Academics
Vargas Rojel	Oscar N	Academics
Vasquez	Marielos F	Academics
Vazquez Leyva	Eduardo	Academics
Velez Estupinan	Lauren	Academics
Villa	Noah R	Academics
Watson	Jocelyn	César E. Chávez
Zahn	Brandon A	Academics
Zamarron	Brisa M	Academics

** Students with a 4.0 GPA in all 3 quarters*

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Alice Vail Middle School

Theresa Leal-Holmes, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Agrella	Abigail G	Academics*	Ley	Arturo	Academics
Aguirre	Arianna	Academics	Lomeli Padilla	Cindy	Academics
Arvizu	Alfred	Academics	Lopez Aldas	Kelsey	Academics
Arvizu	Diego	Academics	Lopez Mendoza	Lazaro	Academics
Aviles, Marco A	Marco A	Academics	Luna	Darrieanna	Academics
Belnap	Zasiah I	Academics	Lyon	Virginia L	Academics
Berrrellez-Ozuna	Marcos	Academics	Martinez Tehuintle	Brayan	Academics
Biggers	Jaylin D	Academics*	Martin	Mark T	Academics
Brett	Sonja M	Academics	Martinez	Daniel	Academics
Calderon Orozco	Brianna	Academics	Martinez	Marina E	Academics
Camacho	Ricardo A	Academics	Medorio Perez	Kathalee	Academics
Carrillo	Danielle M	Academics	Mendivil	Marina L	Academics
Celaya	Isela	Academics	Mendoza	Boudicca M	Academics
Cerezo	Leonarda M	Academics	Mendoza	Jesus R	Academics
Cordova	Cesar S	Academics	Mendoza Trejo	Fabian A	Academics
Cordova	Esteban G	Academics	Miranda	Esperanza T	Academics*
Corea Martinez	Isaac	Academics	Montellano	Rosita J	Academics
Corona	Oscar	Academics	Morales	Alicia M	Academics
Cortez	Marisol	Academics	Moreno	Samantha	Academics
Cromwell	Alexandria D	Academics	Morrell-Rada	Mikaela	Academics
Davila Valenzuela	Raul	Academics*, Perfect Attendance	Naovarangsy	Alexis	Academics
Dicochea	Andrea C	Academics	Nava	Carlos Y	Academics
Dieter	Luicen A	Academics	Nava	Crystal A	Academics
Durazo	Eileen G	Academics	Oquita	Lizbeth A	Academics*
Ellingsberg	Lauren	Academics*	Ortiz	Jesus M C	Academics
Escarcega	Jessica T	Academics	Ortiz	Alyssa Y	Academics
Escatell Castañon	Carlos S	Academics	Pacheco	Caleb A	Academics, Perfect Attendance
Escudero	Carlos G	Academics	Pacheco	Richard M	Academics*
Escudero	Katrina I	Academics	Pallanes	Michael D	Academics
Estrada	Christina M	Academics	Pena	Arturo	Academics
Franco	Vanessa I	Academics, Perfect Attendance	Petre	Elena B	Academics
Galvan	Thomas M	Academics	Petre	Marisa L	Academics
Garcia	Keith J	Academics	Reyes	Atrizta	Academics
Garcia	Edward V	Academics	Reyna	Natalie A	Academics
Gomez	Elvita E	Academics	Rios	Melissa L	Academics
Gomez	Raymond E	Academics	Rivera Carrillo	Carlos G	Academics
Gonzalez	Corbin M	Academics	Robles	Jay Aaron	Academics
Gonzalez	Lilly M	Academics	Rodriguez	Karen A	Academics
Gonzalez-Dominguez	Jossie	Academics	Rojas	Mario R	Academics
Graciano	Adrian D	Academics	Romero	Michelle Y	Academics
Guitierrez	Sharon L	Academics	Rose	Cesar J	Academics
Hanzlick	Camille P	Academics*	Sanchez	Ruben C	Academics*
Harms	Henry D	Academics*	Sandoval	Juan M	Academics
Henry	Andrew J	Academics*	Santa Maria Palomares	Esmeralda	Academics
Holler	Makayla	Perfect Attendance	Schwartz	Jasmine M P	Academics
Holler	Makayla	Academics	Serrano-Felix	Priscilla	Academics
Hum	Aaron C	Academics*	Serrano-Medrano	Gabriela	Academics
Husman	Stephanie L	Academics	Sourathathone	Isabella J	Academics
Jackson	Anthony E	Academics	Sweeney	David A	Academics
Jarrett	Julia I	Academics	Sweeney	Joseph A	Academics
Jimenez Miranda	Isaac	Academics, Perfect Attendance	Taylor	Damon	Academics, Perfect Attendance
Ketchmark	Thomas C	Academics	Taylor	Neveh J	Academics
Laguna	Madison P	Academics*	Torres	Jillian L	Academics
Lane	Destiny M	Academics*	Torres	Thomas	Academics
Lane	Rusti Ann	Academics	Vargas	Jocabed A	Academics

Alice Vail Middle School

Theresa Leal-Holmes, Principal

<i>LAST NAME</i>	<i>FIRST NAME</i>	<i>CERTIFICATE</i>
<i>Vargas</i>	<i>Marcos</i>	<i>Academics</i>
<i>Vazquez</i>	<i>Jocelyn E</i>	<i>Academics</i>
<i>Vazquez Loreto</i>	<i>Andrea C</i>	<i>Academics*</i>
<i>Velazquez</i>	<i>Karina</i>	<i>Academics</i>
<i>Velazquez</i>	<i>Odalis</i>	<i>Academics</i>
<i>Velazquez Sanchez</i>	<i>Yadhira</i>	<i>Academics</i>
<i>Velazquez</i>	<i>Alexis</i>	<i>Academics</i>
<i>Vivaldo Rodriguez</i>	<i>Serena</i>	<i>Academics</i>
<i>Vogt</i>	<i>Kyle</i>	<i>Academics</i>
<i>Wiese</i>	<i>William T</i>	<i>Academics</i>
<i>Williams</i>	<i>Brendan A</i>	<i>Perfect Attendance</i>
<i>Williams</i>	<i>Cian K</i>	<i>Academics</i>
<i>Wilson</i>	<i>Devin B</i>	<i>Academics</i>
<i>Wright</i>	<i>Kaitlynn</i>	<i>Academics</i>

** Students with a 4.0 GPA in all 3 quarters*

The César E. Chávez Special Award is awarded to students who have participated in Fine Arts or Athletics; have received a 3.25 and above GPA; have maintained 95% attendance and participated in community service.

Valencia Middle School

Patricia Acosta, Principal

LAST NAME	FIRST NAME	CERTIFICATE	LAST NAME	FIRST NAME	CERTIFICATE
Abeyta	Alyssa D	Academics*, César E. Chávez, Perfect Attendance	Ibarra	Damian	Academics
Aguilar	Destiny A	Academics	Inclan	Santiago	Academics
Alegria	Adrian P	Academics, César E. Chávez	Jimenez	Alyssa R	Academics*, César E. Chávez
Alegria	Alex J	Academics*	Kozemchak	Joseph W	Academics
Almada	Izabel C	Academics*	Leal	Serina	Academics
Amaya Gomez	Ruby	Academics	Leon	Andres A	Academics, César E. Chávez
Arce Calderon	Jesus J	Academics, César E. Chávez	Leon	Victoria R	Perfect Attendance
Arriola	Marc J	Academics	Leon	Yareli R	Perfect Attendance
Astorga	Arthur E	Academics	Lepe	Henry	Academics
Barcelo	Gisselle B	Academics	Lopez	Alejandro	Academics
Bartolini	Charlize L	Academics, César E. Chávez	Lopez	Angel M	Academics
Benitez-Barraza	Abril	Academics	Lopez	Brandon J	Academics
Blakely	Vanessa	Academics	Lopez	Joseph R	Academics
Burruel	Joaquin Y	Academics	Lopez	Julian M	Academics
Caballero	Emmanuel	Academics	Macias Parada	Elian E	Academics
Camacho	Alyssa N	Academics	Maken	Ashley A	Academics
Campos Martinez	Paola G	Academics	Mange	Jennifer L	Academics
Canez Ibarra	Juan M	Academics	Martinez	Mya R	Academics
Caraveo Durazo	Yahaira Y	Academics*	Martinez Delgado	Alejandro	Academics
Cardenas	Maria G	Academics	Martinez Delgado	Yaire	Academics
Carlos	Jasmine	Academics	Martinez Enriquez	Maytee A	Academics*
Carmona	Martha	Academics	Medina Mendoza	Perla A	Academics
Carmona Valenzuela	Athena	Perfect Attendance	Menchaca	Javier A	Academics, César E. Chavez
Casillas	Jazmin	Academics	Menchaca Wilkie	Amaya L	Academics
Castro	Robert D	Academics	Montano	Andres P	Academics
Castro	Cerena M	Academics*, César E. Chávez	Montejano	Mariah M	Academics
Chacon	Isaias A	Academics	Montiel	Alissandra M	Academics
Chavez	Amaris B	Academics	Morales	Ricardo A	César E. Chávez
Chavez	Angel	Academics, César E. Chávez	Morando	Jocelyn M	Academics, César E. Chávez
Chavez	Hasana S	Academics	Motley	Michelle	Academics*, César E.
Contreras	Rudica A	Academics	Mungarro	Alyha J	Academics
Cortez	Serena N	Academics, César E. Chávez	Munguia Nunez	Gary	Academics, César E. Chávez
Delgado	Flor Y	Academics, César E. Chávez	Murakami	Kimberly	Academics
Duarte-Cordova	Liliana	Academics*, César E. Chávez	Navarro	Edward F	Academics
Felix	Ruben L	Academics	Nevarez-	Beatriz V	Academics
Fierros	Tobias	Academics	Nunez	Daniel	Academics
Figueroa	Gabriela A	Academics	Olivares	Kalinda R	Academics
Figueroa	Venessa C	Academics, César E. Chávez	Orr	Marissa B	Academics
Flores	Cesar A	Academics, César E. Chávez	Ortiz	Crystal M	Academics
Flores	Isaac D	Academics	Ortiz	Esmeralda G	Academics
Frausto	Brandon R	Academics	Parker Gomez	Thomas J	Academics*, César E. Chávez
Galindo	Yasmine	Academics	Peinado	Damian	Academics
Galvez	Alejandra V	Academics	Pena Valenzuela	Briana	Academics
Garcia	Daniel Abraham	Academics	Perez	Elena M	Academics
Glenn	Diego X	Academics	Pesqueira	Gilberto	Academics
Gomez	Elizabeth	Perfect Attendance	Rabago Moran	Adan R	Academics
Gonzales	Marcus M	Academics	Ramirez	Marcos A	Academics, César E. Chávez
Guerrero	Gabriel A	Academics	Ramirez	Taylor B	Academics
Gutierrez	Ylianna Y	Academics	Rodriguez	Andrea Y	Academics
Hauk	Adrian M	Academics, César E. Chávez	Rodriguez	Cassandra A	Academics
Hernandez	Christopher J	Academics	Rodriguez	Emilio L	Academics
Hernandez	Katherina M	Academics	Rodriguez	Nicole A	Academics
Ibarra	Chelsy F	Academics	Rodriguez-Soto	Perla L	Academics

Valencia Middle School...continued

Patricia Acosta, Principal

LAST NAME	FIRST NAME	CERTIFICATE
Rojas	Celeste A	Academics, César E. Chávez
Romero	Mayra Y	Academics*
Romo	Sarah A	Academics, César E. Chávez
Sandoval	Brian	Academics*, César E. Chávez
Santos	Carolina	Academics
Silva	Anthony C	Academics, César E. Chávez
Smith Pena	Mayra	Academics
Soria	Guadalupe L	Academics
Soto	Kiara J	Academics
Soto	Neveah A	Academics
Soto Redondo	Arleth	Academics
Tennant	Kaitlin M	Academics*
Tovar	Rene	Academics
Urquidez	Joel	César E. Chávez
Valdez	Hannah A	Academics, César E. Chávez
Valenzuela	Adamari D	Academics
Vasquez Arechiga	Francisco J	Academics
Velasquez Jr.	Eric	Academics
Villa	Alexander	Academics
White	Keyairra A	Academics
Zamora	Jose	Academics

** Students with a 4.0 GPA in all 3 quarters*

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TUSD

Governing Board

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Assistant Superintendent - Curriculum & Instruction

Steve Holmes

Assistant Superintendent - Elementary & K-8 Leadership

Teri Melendez

Assistant Superintendent - Secondary School Leadership (Middle & High School)

Dr. Abel Morado

Executive Director of Student Equity and Intervention

James Fish

Mexican American Student Services Director

Dr. Maria Figueroa

The Mexican American Student Services Department would like to thank all the schools who participated in submitting student names to be recognized.

MISSION STATEMENT

As the Mexican American Student Services Department Staff, we advocate for students' academic achievement and social well-being. This is achieved by collaboratively working with TUSD schools and families by offering direct and auxiliary services, such as tutoring and mentoring.



Move On When Reading – FAQs

Q: What is the Move On When Reading law?

A: Arizona’s Move On When Reading law says that 3rd grade students who score Falls Far Below on the Arizona state assessment (currently the AIMS) in the spring of 2013-2014 may be retained in the third grade at the beginning of the 2014-2015 school year.

Q: What does retention mean?

A: Retention does not mean that the child has failed. It does not mean that teachers or parents are not working hard enough. It does mean that the child needs more time and help to catch up in reading.

Q: Why is the state of Arizona retaining 3rd graders?

A: The purpose of retention is to give children who have substantial reading deficiencies more time and the intensive instruction they need to catch up in reading.

Q: Why third grade?

A: A substantial reading deficiency must be addressed before students can move on to the more difficult schoolwork of fourth grade and beyond. As students’ progress through the grades, the text and tasks that are required for students to understand what they are reading are more complex. Textbooks become more complex; reading passages are longer.

Q: What are the exceptions to the law?

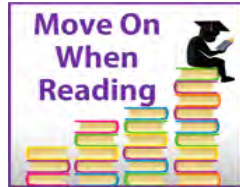
A: Two exceptions will be made. Students who have been an English Language Learner for less than 2 years and students with disabilities whose individualized education program (IEP) indicate an exemption.

Q: What can I do as a parent to help my child?

A: If you are concerned about your child’s progress in reading, here are some ways you can support your child:

- ✓ Ask the teacher/principal how they are preparing for Move on When Reading to take effect this year.
- ✓ Ask whether your child is on track to being proficient in reading by the 3rd grade.
- ✓ Know what tests are administered throughout the year to gauge your child’s progress and ask to see the results on line.

Information source: Arizona Department of Education & Expect More Arizona



Pasa Cuando Lees – Preguntas Frecuentes

Q: ¿Que es la ley de Pasa Cuando Lees?

A: La ley de Arizona llamada Pasa Cuando Lees (Move on When Reading) dice que los estudiantes de 3er Grado que tienen una calificación de Esta Muy Por Debajo en la prueba de evaluación del estado de Arizona (Actualmente conocida como prueba AIMS) en la primavera de 2013-2014 pudieran ser retenidos en el tercer grado al principio del año escolar de 2013-2014.

Q: ¿Qué quiere decir que serán retenidos?

A: Ser retenido no quiere decir que el niño ha fallado. No quiere decir que los maestros o los padres no están trabajando lo suficientemente duro. Lo que quiere decir es que el niño necesita más tiempo para ponerse al corriente en la lectura.

Q: ¿Cuál es la razón que el estado de Arizona está reteniendo a los niños en 3er Grado?

A: El propósito de la retención es para dar más tiempo y la instrucción intensiva que necesitan los niños que tienen deficiencias substanciales en la lectura para ponerse al corriente.

Q: Porque 3er Grado?

A: Una deficiencia substancial en la lectura debe ser abordada antes de que los estudiantes puedan pasar al trabajo escolar más difícil del cuarto grado y más adelante.

Q: ¿Cuáles son las excepciones a esta ley?

A: Se harán dos excepciones. A los estudiantes que han sido alumnos del lenguaje Ingles por menos de 2 años y a los estudiantes con discapacidades a quienes el programa de educación individualizada (IEP) indique una excepción.

Q: ¿Qué puedo hacer como padre para ayudar a mi niño?

A: Si usted está preocupado sobre el progreso de su niño en la lectura, aquí hay algunas formas en que usted puede apoyar a su niño.

- Pregunte al maestro/director como se están preparando para cuando Pasa Cuando Lees entre en efecto este año.
- Pregunte si su niño estará al día para ser competente en la lectura para el 3er Grado.
- Conozca que pruebas se le aplican a su niño durante el año para calcular el progreso de su niño y pida ver los resultados en línea.

Usted también puede registrarse en www.expectmorearizona.org para mantenerse informado sobre los asuntos de educación en Arizona.

Fuente de información: Departamento de Educación de Arizona y Expect More Arizona

Mexican American Student Services Department



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Quarterly Parent Informational Meetings

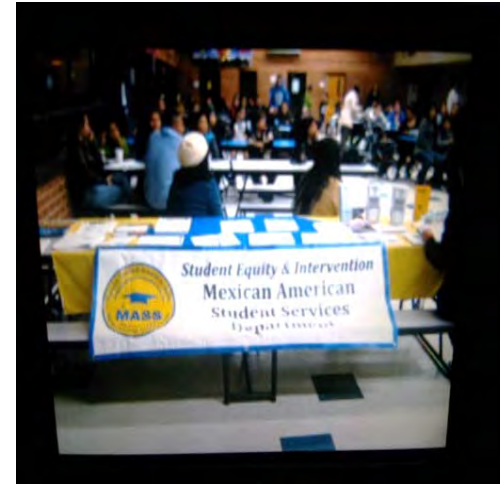


USP V.F.1.m

USP V.F.1.m

2nd Quarter Parent Information Meeting held at Pueblo Magnet High School

- On December 10, 2013 Mexican American Student Services held their second quarterly Parent Informational Meeting at Pueblo High School. Parents were very happy with the information they received from various TUSD departments such as, IB programs at Cholla HS, Advance Learning, Magnet Schools Programs, Community Outreach, and Family Support within our district. Higher education schools Pima Community College, University of Arizona, NAU, and ASU with Scholarship information. It felt good to see parents participating in the "Let's Talk: High Education and Your Child" presentation facilitated by Selena Llamas from Expect More AZ she really got parents involved!!



USP V.F.1.m

USP V.F.1.m



25th Annual *LULAC* Youth Conference

March 4, 2014 ~ 8:00 am to 1:00 pm ~ Pima Community College, West Campus



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LULAC

An overview shot of the Resource Fair in PCC West's Palm Court



Specialist Rashad Robinson signing in students from Pueblo High School.

USP V.F.1.m

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STUDENTS FROM VARIOUS SCHOOLS (INCLUDING TWO FROM TUCSON HIGH, MARIAH RODRIGUEZ AND VIVIANI ROMERO) AT THE RESOURCE FAIR.



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KEY NOTE PRESENTATION – FIRST GENERATION DOCUMENTARY





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Caesar Chavez Week Guest Speakers Around the District



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Students at Tucson High School with Councilwoman Regina Romero



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Cesar Chavez display with Presenter City of Tucson Council Member (Regina Romero) and the 2013-2014 dedication of the Cesar Chavez rose garden at Pueblo Magnet High School



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University of Arizona's 8th Annual Young Women's Leadership Conference



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Cholla and Sahuaro students



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Mexican American Student Services Department Math Tutoring - AIMS Math Academy Place: Cafeteria – Roberts / Naylor K-8 Students of High School

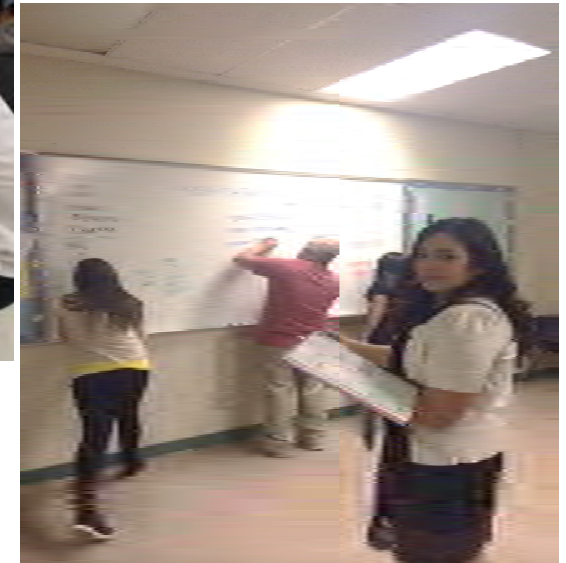
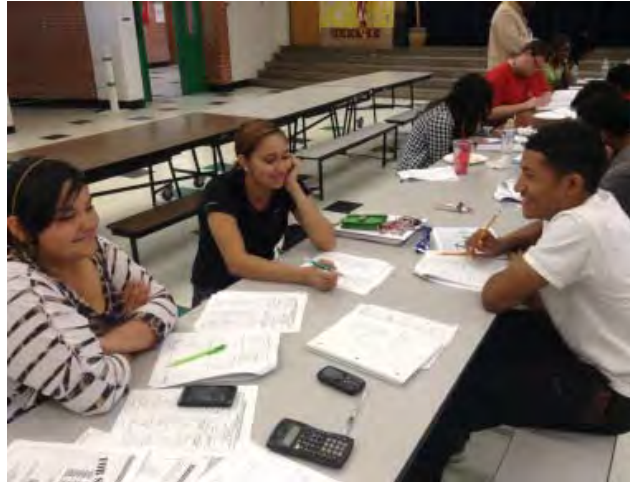
Tucson Unified School District (TUSD), Title I Department sponsored an AIMS Math Academy for high school students district-wide. The AIMS Academy was held at Roberts-Naylor K-8 schools. Our primary focus was to help prepare students for the upcoming AIMS testing in April. TUSD students attended the AIMS Academy three days during Spring Break, March 17-19, 2014. Two Academic Specialist from the Mexican American Student Services Department helped tutor students: Clayton Henderson and Angelica Goebel.

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AIMS MATH ACADEMEY



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Pistor Middle School

AS MASS SPECIALIST, MS. MONTANTE, ESCORTED THE 8TH GRADERS FROM CORE ENRICHMENT TO THE CAFETERIA, NO ONE KNEW THE BIG SURPRISE WAITING ESPECIALLY FOR THEM. ON FRIDAY, APRIL 4, STUDENTS AT PISTOR MIDDLE SCHOOL HELD AN ASSEMBLY TO MOTIVATE STUDENTS FOR THE AIMS EXAM COMING UP. WHAT STUDENTS DIDN'T KNOW IS THAT TWO VERY SPECIAL INDIVIDUALS WOULD BE IN ATTENDANCE TO HELP THEIR ADMINISTRATION OUT, WILBUR AND WILMA WILDCAT! STUDENTS WERE TREATED TO PICTURES WITH THE UNIVERSITY OF ARIZONA MASCOTS AND A SPECIAL PEP-RALLY TO ENCOURAGE STUDENTS TO TRY THEIR BEST.

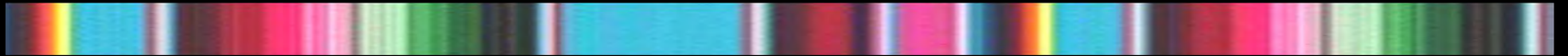


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Saturday Math Tutoring

Pueblo, Valencia, Frank & Edith Morton Boys and Girls Club, and
Palo Verde Magnet High School



USP V.F.1.m

USP V.F.1.m

This week's spotlight features Andrea and Marissa Machado

Cholla High School Math Support Group

USP V.F.1.m

Andrea and Marissa are twin sisters who are juniors at Cholla High School. When asked about the effectiveness of Mr. Robinson's math support, Marissa provided the following response:

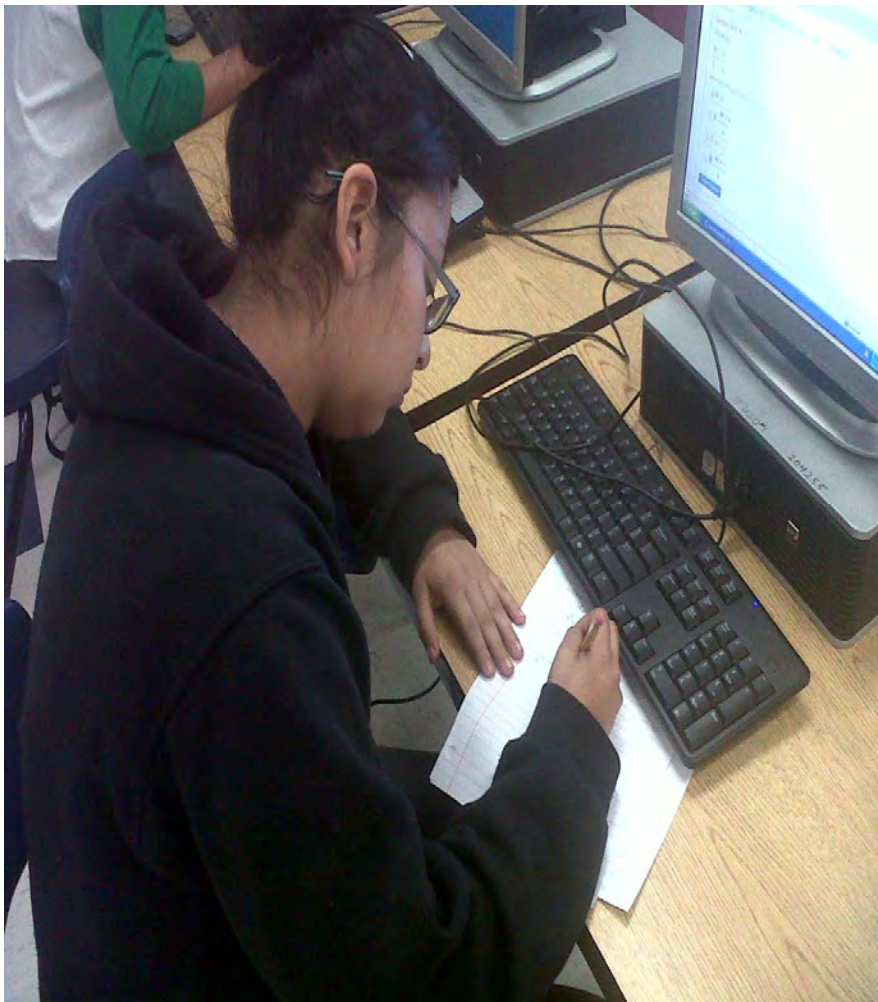
"Mr. Robinson helped me with my understanding of math, and I feel that I have improved as a result. He does a good job of providing optional methods of solving problems."

Andrea followed by saying, "I love the help that Mr. Robinson provides. He is a great teacher."

Andrea and Marissa are taking Intermediate Algebra, and both students attend tutoring after school on a regular basis. They are dedicated to improving their understanding of math



USP V.F.1.m



USP V.F.1.m

USP V.F.1.m

- This week's spotlight features Lisana Matus. Lisanna is a senior at Pueblo High School. When asked about her experience with math intervention offered by M.A.S.S., she had this to say:
- "Math is my toughest subject. The help that Mr. Robinson offers is great because he guides me through each step of the problem solving process. After working with him, I can remember how to solve similar problems when I see them."
- Lisanna makes an effort to receive tutoring before and after school during the week.

Spotlight

Pueblo High Magnet School

USP V.F.1.m

This week's spotlight features Isela Celaya and Laura Flores. Isela and Laura are seniors at Pueblo High Magnet School, and they have accomplished a major feat...PASSING THE AIMS MATH TEST!!!! This was the last of the AIMS exams that each student had to pass in order to graduate.

"Extra tutoring and AIMS prep opportunities at school helped me to prepare for the exam," said Isela.

"I used the internet and found a lot of great resources that helped with math and test-taking techniques," said Laura. Congratulations on a job well done!



USP V.F.1.m

Spotlight

Pueblo High Magnet School

USP V.F.1.m

spotlight features Juliana Lopez and George Lujan. Juliana and George are juniors at Pueblo High Magnet School, and both students passed the AIMS math exam this past Fall semester. When asked how they prepared, they had this to say.

"I began studying for the AIMS at the beginning of the school year," said George. "Additionally, I focused on my class work, which was similar to many of the math topics on the AIMS exam."

"I found a lot of tools and study materials on the internet," said Juliana. "I recommend that students go to tutoring and be confident when they take the exam."

Juliana and George, here's to a job well done!



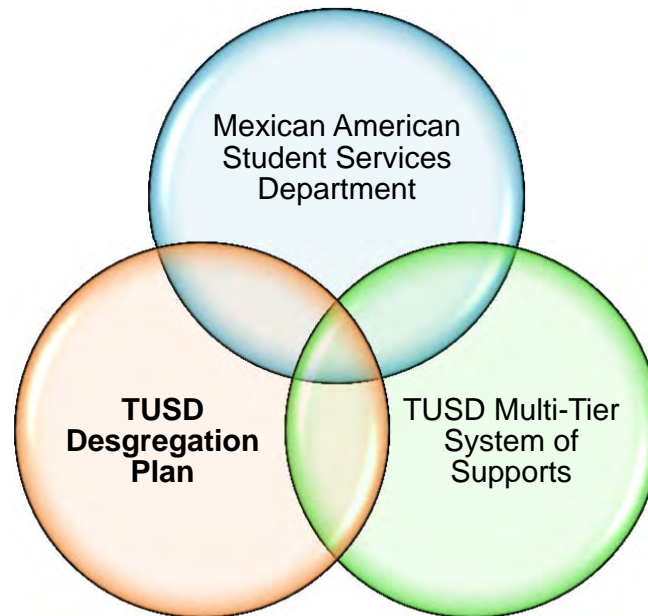
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MASS ANNUAL PLAN

Mexican American Student Services Annual Plan: Aligned Supports to the TUSD Unitary Status Plan and TUSD's Multi-tiered system of Supports and Priorities

The Mexican American Student Services Department (MASSD) Plan is designed to focus on the three internal components pictured below: 1.) support of the Unitary Status Plan 2.) support for TUSD's Multi-tier System of Supports, and 3.) Mexican American Student Services Department.

All process items and strategies listed under the Mexican American Student Services Annual Plan were drafted by the MASS director with the assistance and feedback from school site principals, community representatives and learning support coordinators. The MASS director, principal and representatives committee drafted items in this annual plan; it was then edited for additional feedback by MASS Advisory Council members and MASS staff. The final stage is for Executive Director of Student Equity, Mr. Jim Fish to approve this plan.



MASS ANNUAL PLAN

Mexican American Student Services Annual Plan: Aligned Supports to the TUSD Unitary Status Plan and TUSD’s Multi-tiered system of Supports and Priorities

Purpose: To establish effective intervention strategies at district level for Latino Students				
Initiative: 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.				
	Process/Item	Person(s) Responsible	Outcome or Product	Date of Completion
	A. TUSD will develop and implement a Multi-Tier System of Support (academic and behavior) process to be implemented in all schools (USP project 5)	Steve Holmes, Maria Figueroa, James Fish	TUSD model for Multi-Tier System of Support addressing academic and behavior needs.	Started; Tentative – February, 2014
	B. TUSD will provide district-wide training in implementing the Multi-Tier System of Support	Steve Holmes, Maria Figueroa, James Fish	All instructional staff trained in implementing the Multi-Tier System of Supports	Started; Tentative – September 2014
	C. TUSD will assess which processes and programs will serve as Tier 2 and Tier 3 supports for Latino Students needing additional and/or behavior support (USP project 5)	Steve Holmes, Maria Figueroa, James Fish	Systematic options refined for providing Tier 2 and Tier 3 academic and behavior support	Started; Tentative – February, 2014
	D. Mexican American Student Services Dept. will develop and a mentoring program to support Latino students (USP project 5)	Maria Figueroa Annkatri Littleton Marla Vera Angelica Munoz	Systemic mentoring program implemented at various middle schools, Elementary and K-8 schools	July 2013- June 2014
	E. TUSD will develop an electronic flag system (watch-point) to identify students in need of additional support. USP project 5)	Project 5 – USP plan team, Desegregation Director	Implement and pilot flag system for as several schools with the intent to implement fully for the 2014-15 school year	September, 2013

MASS ANNUAL PLAN

Mexican American Student Services Annual Plan: Aligned Supports to the TUSD Unitary Status Plan and TUSD’s Multi-tiered system of Supports and Priorities

Initiative: The District shall establish academic intervention teams in all school sites to provide targeted support to Latino students who are struggling in academics and or behavior. (Embedded in the TUSD Multi-Tier System of Supports Plan).				
	Process/Item	Person(s) Responsible	Outcome or Product	Date of Completion
	A. Each TUSD school will provide a school-wide Multi-Tier System of Support plan for Latino students needing additional academic and/or behavior support (e.g., reading, writing, math, attendance, suspensions). (USP project 5)	District-Level Academic Leadership	Multi-tier System of Support Plan for each school	February 2014
	B. Each school’s Multi-Tier System of Support plan (intervention team) shall include an academic and/or behavior support team (USP project 5)	Site Principal James Fish Maria Figueroa	Established site team at each school	February 2014
	C. The academic/behavioral intervention support teams may consist of academic specialists (e.g., pullout reading and math teachers, academic and behavioral coaches, and paraprofessionals) and may be assisted by staff from Mexican American Student Services. In schools where MASS has assigned specialists, the specialist will assist in researching the students’ profiles and help each Learning Support Coordinator in coordinating meetings when Latino Students are up for discussion or in need of an academic/behavioral support plan with interventions.	Site Principal James Fish Maria Figueroa MASSD Specialists Each School Site Learning Support Coordinator	Identified students needing additional support	At the beginning of each quarter based on data
	D. The Mexican American Student Services Department will provide behavior intervention support, based on need and availability, to reduce overrepresentation and/or misrepresentation of student to Special Education (USP project 5 & 6)	MASS Director Behavior Specialist	Assist in responding to referrals for non-Exceptional Education student behavior protocol in webmaster. Supports TUSD Multi-Tier System of Support.	February 2014

MASS ANNUAL PLAN

Mexican American Student Services Annual Plan: Aligned Supports to the TUSD Unitary Status Plan and TUSD’s Multi-tiered system of Supports and Priorities

	<p>E. The Mexican American Student Services department will have a Behavior Specialist to support school administration & Learning Support Coordinators in following protocol and setting up school teams to address and create student academic and behavioral support plans. The Behavior Specialists will conduct formal observations and work with each school’s community representative in securing parent permission for observations and lead a school team through the referral process for non-exceptional education students. Behavior Specialist will assist LSCs in creating and monitoring behavior and academic student support plans.</p>	<p>MASS Director MASS Behavior Specialist School Site Learning Support Coordinator</p>	<p>MASS Behavior Specialist will assist the Learning Support Coordinator in school teams to create and monitor behavior and academic student support plans.</p>	<p>August through May for state assessments and other data sources. In October, 1st quarter ATI data sources can be analyzed to identify students needing extra support with academic interventions.</p>
<p>Initiative: All Mexican American student support services staff that is part of the academic intervention teams shall be trained, prior to working with students to implement specific academic intervention plans.</p>				
<p>Process/Item</p>		<p>Person(s) Responsible</p>	<p>Outcome or Product</p>	<p>Date of Completion</p>
	<p>A. By using multiple data sources, the MASS department will identify Latino students who require added support. Data sources may include but are not limited to:</p> <ul style="list-style-type: none"> a. States Assessments such as DIBELS, AIMS, AZELLA and Stanford 10, PARCC b. School or District Based Assessments such as ATI/Gallileo, teacher initial assessments and input. c. Attendance data, behavior and discipline records, progress reports that contain 2 or more failing grades. <p>Academic Specialists will be trained and assigned to schools with Latino students needing additional support.</p>	<p>Maria Figueroa</p> <p>Maria Figueroa</p>	<p>All schools with MASS assigned specialists will have a MASS specialist on its academic or behavioral intervention support teams.</p>	<p>August 2013</p>

MASS ANNUAL PLAN

Mexican American Student Services Annual Plan: Aligned Supports to the TUSD Unitary Status Plan and TUSD’s Multi-tiered system of Supports and Priorities

<p>B. 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 intervention support.</p>	<p>Maria Figueroa</p>	<p>Trained specialists who can effectively work with students. For 2013-14, 5 Academic Specialists will be trained in Achieve 3000 Software.</p>	<p>Initial training October 2013</p>
<p>C All Mexican American Student Services support staff shall also be trained on the use of data systems used to monitor the academic and behavioral progress of Latino students (Mojave and Watch points). (USP project 5)</p>	<p>Desegregation Dept. Maria Figueroa</p>	<p>Academic Specialists will be trained and able to monitor students on “watch points” and Mojave.</p>	<p>Five pilot schools initiated October, 2013. Throughout the school year. All other schools July 2014.</p>
<p>D. All Mexican American Student Services staff will be trained in behavior intervention strategies to support Latino students (USP project 5)</p>	<p>Maria Figueroa MASS Behavior Specialist</p>	<p>Trained specialists</p>	<p>On going throughout the school year</p>
<p>E. All Mexican American Student Services staff shall be trained in the TUSD Multi-Tier System of Support Model to provide Tier 2 and Tier 3 academic and/or behavior support. (USP project 5)</p>	<p>Maria Figueroa</p>	<p>Complete training addressing the TUSD Multi-Tier System of Support Model</p>	<p>Initiate training October 2013 complete by December 2013</p>
<p>F. All Mexican American Student Services staff shall read articles; attend conferences/training focused on researched and best practices proven to promote the academic achievement of Mexican American Students.</p>	<p>Maria Figueroa</p>	<p>To be determined by funding.</p>	<p>Ongoing</p>

MASS ANNUAL PLAN

Mexican American Student Services Annual Plan: Aligned Supports to the TUSD Unitary Status Plan and TUSD’s Multi-tiered system of Supports and Priorities

Initiative: The District shall establish a system for all Mexican American Student Services Department Specialists to document their daily efforts in assisting students.

Process/Item	Person(s) Responsible	Outcome or Product	Date of Completion
A. Specialists will be trained in documenting their daily work with students with software such as Grant Tracker or similar tracking software.	Director for Mexican American Student Services. District trainers.	Data will be captured in times, dates and services offered to each student.	August and throughout the school year. Must be done prior to newly hired specialists being assigned to school sites.
B. Specialists will be trained to use Mojave for student information and to record their interventions into the Mojave feature titled <i>Interventions</i> .	Director for Mexican American Student Services. District trainers.	Mojave will reflect specific interventions used with students. Specialists will use Mojave to study student locations, grades, courses, attendance, interventions etc.	August and throughout the school year. Must be done prior to newly hired specialists being assigned to school sites.
C. All data and intervention training for specialists shall be scheduled in district’s portal True North Logic.	Maria Figueroa District trainers.	Courses and training will be available in a central location (portal) for review and assessment.	Beginning November 2013 and on-going throughout the school year for all trainings.

MASS ANNUAL PLAN

Mexican American Student Services Annual Plan: Aligned Supports to the TUSD Unitary Status Plan and TUSD’s Multi-tiered system of Supports and Priorities

Effective Delivery Models: Parent/ Community Involvement			
Initiative: ” The District shall hold quarterly events for parents, at each school serving Latino students. The focus of the parent quarterly sessions shall be to enhance and support the academic success of Latino students.			
Process/Item	Person(s) Responsible	Outcome or Product	Date of Completion
<p>A. Each school will hold quarterly informational events for parents. Events will include topics such as : Advanced Learning Experiences, college preparation, and other activities that focus on matriculation and retention rates, Curriculum Nights, Informational Title I and Science, Technology, Engineering and Math, STEM, Parent Teacher Conferences, Academic Recognition Nights, Academic Parent Teacher Teams, Home/School articulation sessions, Math Nights, Literacy Nights, Science Nights, Socials with the principals, teachers and parents, Parent University Conferences, Individual Data Talks with students and parents, Parental Stats Informational sessions, AIMS or PARCC and Common CORE Informational sessions, Internet safety classes, Showcase events advertising schools’ academic focus and student work to families..,</p>	<p>Site Principal, MASS Academic Specialists School Community Representatives Jim Fish Maria Figueroa</p>	<p>Copies of agenda and parent sign in sheets.</p>	<p>On going throughout the school year. Each quarter.</p>

MASS ANNUAL PLAN

Mexican American Student Services Annual Plan: Aligned Supports to the TUSD Unitary Status Plan and TUSD’s Multi-tiered system of Supports and Priorities

<p>B. Schools may select to conduct parent quarterly events consisting of workshops with a variety of strategies on how parents can support their students’ academically at home. Some examples of promoting family engagement and communication are: Providing webinar sessions for parent trainings linked to school websites. Providing math websites for parents such as Khan Academy and Family Meal Time Program. Sending strategies for parent student interactions in newsletters, inspirational texts or quotes for families to discuss. Publishing administrative newsletter and website communications for parents and students.</p>	<p>Site Principals Community Reps.</p>	<p>Newsletters Sign-in sheets School Website information</p>	<p>On going throughout the school year, each quarter.</p>
<p>C. Each school will include sessions where parents are made aware of support programs for students such as tutoring, mentoring, Saturday school, after and before school tutoring opportunities. Parent sessions may be held where they are informed of volunteer opportunities.</p>	<p>Site Principal</p>	<p>Parent sign in sheets</p>	<p>Throughout the school year.</p>
<p>D. In order to maximize parent participation, these sessions will take place outside of the school day and should be connected to student related events. Some examples are as listed: Student recognition nights, Math nights, Literacy Nights, Festivals, Student Presentations and performances, Showcasing student work, Athletic events, Secure budgets for food from parent organizations and secure funds for food from Title I for academic events.</p>			
<p>E. The Director for Mexican American Student Services will interact and connect school principals with community agencies to assist students and families. Agencies like <i>Expect More Arizona</i> (ExpectMoreArizona.org) offer schools support for family trainings and services. Family resources will be posted in the department’s website and in quarterly newsletters.</p>	<p>Director for Mexican American Student Services & Senior Community Representative</p>	<p>Parent sign ins and outlook calendars</p>	<p>Quarterly beginning, December 2013, February and April.</p>

MASS ANNUAL PLAN

Mexican American Student Services Annual Plan: Aligned Supports to the TUSD Unitary Status Plan and TUSD’s Multi-tiered system of Supports and Priorities

<p>F. The Mexican American Student Services Department will hire a Senior Community Representative to assist schools who have not allocated a budget for a Community Representative. This representative will make home visits; communicate with department’s director, school site principals, parents and teachers in order to assist Latino students in need of social and community services. This representative will set up a table with information from the MASS and Student Equity departments offering student opportunities such as Saturday math tutoring, before and after school tutoring, department mentoring services, department brochure of services and parental informational items. Department Information table will be set up in public community events and school fairs, monthly.</p>	<p>Director for Mexican American Student Services & MASS Senior Community Representative Mentor Program Specialists</p>	<p>Parents will attend informational quarterly events. Agenda’s and sign-in sheets will be posted in Share point for annual review and assessments.</p>	<p>July 2013- May 2014</p>
<p>G. The Mexican American Student Services Senior Community Representative will hold quarterly parent informational meetings at three different central school sites (Pueblo High School, Palo Verde HS or Tucson High and Maxwell MS).</p>	<p>Senior Community Representative and MASS Academic Specialists from school sites.</p>	<p>Parents will attend informational quarterly events. Agenda’s and sign-in sheets will be posted in Share point for annual review and assessments.</p>	<p>October 2013, December 2013, February 2014 & April 2014</p>
<p>H. Academic Specialists will hold quarterly parent informational meetings at their assigned school sites. They will solicit the assistance of the school’s community representative or MASS’s Senior Community Representative for the content and documentation of these meetings.</p>	<p>MASS Academic Specialists, Senior Community Representative and school site Community Representatives.</p>	<p>Agenda’s and sign-in sheets will be posted in Share point for annual review and assessments.</p>	<p>October 2013, December 2013, February 2014 & April 2014</p>

MASS ANNUAL PLAN

Mexican American Student Services Annual Plan: Aligned Supports to the TUSD Unitary Status Plan and TUSD’s Multi-tiered system of Supports and Priorities

Initiative: The district shall collaborate with local colleges and universities and identify college students, including district alumni, to provide learning support and guidance to Mexican American students through mentoring, teaching assistance and other services.				
Process/Item		Person(s) Responsible	Outcome or Product	Date of Completion
	<p>A. The MASS Director and Three Mentor Specialists will recruit students from local colleges (University of Arizona, Pima Community College) to provide learning support and guidance to Latino TUSD students. College students will be recruited to mentor and tutor TUSD Latino students.</p>	<p>Maria Figueroa Marla Vera Angelica Munoz Ann Littleton</p>	<p>Volunteer mentors will tutor and mentor TUSD students.</p>	<p>August 2013 and again January 2013</p>
	<p>B. Mentor Program Specialists will secure communication and participation with members from the Society of Hispanic Professional Engineers (SHPE). University of Arizona’s Hispanic Engineering Student Organization members will mentor and tutor Hispanic TUSD students.</p>	<p>Maria Figueroa Marla Vera Angelica Munoz Ann Littleton</p>	<p>Future engineering Hispanic students will mentor TUSD Hispanic students and make science presentations at school sites.</p>	<p>November 2013 to May 2014</p>
	<p>C. The MASS Director will make themselves available to participate as a community member in the University of Arizona’s Latino Advisory Council to the President.</p>	<p>Maria Figueroa</p>	<p>Educational Community Involvement</p>	<p>November 2013</p>

MASS ANNUAL PLAN

Mexican American Student Services Annual Plan: Aligned Supports to the TUSD Unitary Status Plan and TUSD’s Multi-tiered system of Supports and Priorities

Purpose: Providing support from Community for Latino Students.				
Initiative: The Mexican American Student Services Department shall provide Community Mentoring Programs to offer Latino students support.				
Process/Item		Person(s) Responsible	Outcome or Product	Date of Completion
	<p>A. The Mexican American Student Services Department will hire three Mentor Program Specialists to interact with community agencies to secure mentoring and tutoring programs and volunteer mentors to work with Latino students in schools.</p>	<p>Three Mentor MASS Program Mentor Specialists</p>	<p>Community agencies and organizations, faith based groups or College mentors will mentor students in schools. Organizations will host their services in TUSD schools and work with Latino students.</p>	<p>July 2013-May 2014</p>
	<p>B. The three Mentor Program Specialists will 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. Mentor Program Specialists will attend a volunteer training session with Director Don McNeill, Executive Director for Mentor Kids USA.</p>	<p>Maria Figueroa Marla Vera Angelica Munoz Ann Littleton</p>	<p>Trained Mentor Specialists</p>	<p>July 2013-May 2014</p>

MASS ANNUAL PLAN

Mexican American Student Services Annual Plan: Aligned Supports to the TUSD Unitary Status Plan and TUSD’s Multi-tiered system of Supports and Priorities

Initiative: The Mexican American Student Services Department shall provide tutoring services to support Latino students’ academics.			
Process/Item	Person(s) Responsible	Outcome or Product	Date of Completion
<p>A. The Mexican American Student Services Department will place Academic Specialists to provide tutoring in mathematics and reading. They will assist Latino students in schools as tier two interventions with class work support and assigned intervention classes. Academic Specialists and Mentor Program Specialists will monitor F quarterly lists, AYI assessments and Approaching and Falling Far Below lists from AIMS to counsel students in credits received and monitor their progress in coursework. Academic Specialists will communicate academic progress with parents for Latino students. All Specialists will inform parents and students of services offered by department.</p>	<p>MASS Director, Academic Specialists, Mentor Program Specialists</p>	<p>Newsletters, Letters sent home by specialists and department, informational brochure.</p>	<p>On-going throughout the school year.</p>
<p>B. Academic Specialists will offer support to Latino students with before and after school tutoring services in mathematics and reading in each school’s interventions program.</p>	<p>MASS Director, Academic Specialists and School Site Principals</p>	<p>School information sent home by sites where specialists are assigned. Newsletters, Letters sent home by specialists and department, informational brochure.</p>	<p>On-going throughout the school year.</p>
<p>C. Academic Specialists in five pilot schools will support Latino students with reading interventions. Specialists will use Achieve 3,000 reading software at Pistor MS, Valencia MS, McCorkle K-8, Maxwell MS & Hollinger K-8.</p>	<p>Directors for MASS, AASS and Language Acquisition</p>	<p>Students will receive reading support with Achieve 3000 as reading intervention. This will be reflected as intervention in school’s master schedule.</p>	<p>November 2013 to May 2014.</p>

MASS ANNUAL PLAN

Mexican American Student Services Annual Plan: Aligned Supports to the TUSD Unitary Status Plan and TUSD’s Multi-tiered system of Supports and Priorities

	D. Academic Specialists will support Latino students by tutoring students in mathematics on Saturdays from 10:00 a.m. to 2:00 p.m. in three locations: Pueblo High School, Valencia Middle School and Girls & Boys Club on Grant and Country Club.	Four Academic Specialists, Mentor Program Specialists, math volunteers and MASS Director,	Each math tutoring center will have a minimum of 20 students receiving math support, per Saturday. Latino students will have received AIMS math preparation assistance and math homework help. Student sign-in sheets submitted per center, each Saturday session.	September 2013 to May 2014.
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Effective Data Use in Monitoring Processes for Discipline & Scholarship Opportunities

Initiative: The Mexican American Student Services Department will monitor suspensions of Latino students throughout schools in TUSD.

Process/Item	Person(s) Responsible	Outcome or Product	Date of Completion
A. The Mexican American Student Services Department will monitor Latino students’ out of schools suspensions and meet with administrator’s in the implementation of school behavior and academic teams, district behavior initiatives (restorative practices and PBIS), Guidelines for Students Rights and Responsibilities and to offer community resources.	Maria Figueroa Jim Fish Carmen Kemery	Reduction in suspensions for Latino Students.	October 2013-May 2014
B. The Mexican American Student Services will monitor and report monthly college scholarship opportunities for Latino students in the TUSD Community.	Maria Figueroa Angelica Munoz Monique Landrum Rashad Robinson	Distribution of monthly scholarship for Latino students in newsletters, TUSD Student Equity news, list serve to TUSD High School Counselors & department website.	Scholarship reports, Monthly from September 2012-2014
C. The department will monitor and report the number of scholarships offered to Latino seniors each year for all TUSD High Schools.	Maria Figueroa Carmen Kemery	Chart reporting number of scholarships granted to Latino students in each TUSD high school.	May 1, 2014

MASS ANNUAL PLAN

Mexican American Student Services Annual Plan: Aligned Supports to the TUSD Unitary Status Plan and TUSD's Multi-tiered system of Supports and Priorities



Mexican American Student Services Department

Angelica Goebel, Academic Specialist
 Morgan Maxwell K-8
 Office location: Library- 225-2000 Ext. 2039



Calling Parents Report

4th grade:

#	Matric:	Students' Name:	Parent/Tutor	Phone number:	Date/Time Called:	Comments:
1	0809149015	Duran Isabella Francisca	Mr. Ernie Duran	520-891-0049 (Cell)	05/05/14 8:07 pm.	Grandma Confirmed attendance.
2	0809299009	Duran, Kiana Yesenia	Ms. Yesenia Martinez	(520)-419-7921	05/05/14 8:12 am.	sent email - confirmed attendance.
3	0209149004	Franco, Carolina	Ms. Erica Hinojos/ Erica Rangel	(520)-343-6998	05/05/14 8:16 am.	She will try.
4	509149004	Gonzalez, Jazmyne Renee	Ms. Naomi Aquino	(520)-551-7977	05/05/14 8:19 am.	Answer machine message.
5	0908341008	Garcia, Cristian Andres	Ms. Paloma Gonzalez	(520)-982-8507	05/05/14 8:20 am.	She has to work at that time.
6	0812299003	Landeros, Angel Enos	Ms. Danita Landeros	(520)-808-7956	05/05/14 8:23 am.	# Not valid.
7	0409149001	Lopez Daniel Isac	Mrs. Olga Lopez	520-884-3467 / 520-624-1991 (Cell)	05/05/14 8:24 am.	cell # disconnected.
8	0808161014	Orduno, Kailey Kristyn	Ms. Xitally Barraza	(520)-250-2758	05/05/14 8:26 am.	Answer machine: message.
9	0908299010	Ozuna, Frida	Ms. Gissell Macias	(520)-358-2240	05/05/14 8:27 am.	She works. She will try to attend after work.
10	0908299011	Peralta, Evelyn	Mrs. Gloria Leon	520-441-0288 (Home)	05/05/14 8:45 am.	She will attend.
11	0509149002	Rodriguez, Maritza Gabriela	Mr. Ramberto & Teresa Rodriguez	(520)-861-5878	05/05/14 8:47 am.	She will try to attend.

Mo. Yesenia Martinez: tigerseye_5@yahoo.com

Date printed: 05/01/2014



Mexican American Student Services Department

Angelica Goebel, Academic Specialist
Morgan Maxwell K-8
Office location: Library- 225-2000 Ext. 2039



Calling Parents Report

5th grade:

#	Matric:	Students' Name:	Parent/Tutor	Phone number:	Date/Time Called:	Comments:
12	0808149042	Cruz, Ciara Belem	Ms. Josefina Nott	(520)-310-7623 ³¹⁰⁻⁴³⁴⁷	05/05/14 8:50am	No answer machine.
13	508149005	Garcia, Jonathan Axel	Mr. & Mrs. Victor Garcia	(520)-674-1413		No answer machine.
14	0807215059	Gastelum, Priscilla Lisette	Ms. Celina Altamirano	(520)-360-0271 ⁴⁶⁵⁻⁷³⁵⁶	05/05/14 7:35am	Talked personally at school. She can't attend.
15	0808299006	GuzmanMoreno, Cris Jasmin	Ms. Sara Moreno	(520)-304-9849 (520) 409-7872 520-867-2438	05/05/14 8:52am	She will attend.
16	0808149021	Lizarraga, Mariana Emilee	Ms. Jessica Garcia	(520)-879-8883 ²⁸⁶⁻²⁹²⁸	05/05/14 8:55am	Telephone # disconnected. No longer in service.
17	0808149021	Mandros, Steven Andrews	Mr. & Mrs. Mandros	(520)-404-3845 ²²⁷²	05/05/14 8:56am	Answer machine message.
18	0808149009	Moreno, Carmen Dahlia	Mrs. Carmen Fuentes	(520)-312-6184 ⁵⁷⁶⁻⁴¹⁸²	05/05/14 1:39pm	Confirmed attendance.
19	0907299012	Nicols Rodriguez, Anthony Eduard	Ms. Cecilia Nicols	(520)-309-5417	05/05/14 4:40pm	Answer machine message.
20	0213299004	Padilla, Gabriel Michael	Ms. Alice Madrid	(520)-414-2912	05/05/14 4:41pm	Number no longer in service.
21	0808299011	Rios Estreya, Ramona	Mrs. Frances Mariscal	520-289-2666 (home)	05/05/14 4:43pm	Confirmed attendance.
22	0808149043	Rios, Maritza Amelia	Mr. Ernie Duran	(520)-807-3045 ⁸⁶⁹	05/05/14 4:39pm	Grandma confirmed attendance.
23	0508997041	Saldivar, Daniel Rafael	Mr. Daniel Saldivar	(520)-792-4515		No answer machine.

3:03 PM
MAXWELL
Message
Answer machine



TUSD

Mexican American Student Services Department

Angelica Goebel, Academic Specialist
Morgan Maxwell K-8
Office location: Library- 225-2000 Ext. 2039

Calling Parents Report

6th grade:

#	Matric:	Students' Name:	Parent/Tutor	Phone number:	Date/Time Called:	Comments:
24	0906371056	Bedoya, Orlando Esteban	Ms. Magaly Bedoya	(520)-623-1506	05/05/14 4:46 p.m.	Message with a relative.
25	1006149003	Bonilla, Angel Martino	Mrs. Graciela Bonilla	(520)-624-1843	05/05/14 4:18 p.m.	Message with her sister. Elizabeth Maytorena
26	0907149001	Cano-Maytorena, Maximus Darius	Mr. & Mrs. Luis Portillo	(520)-903-0468	05/05/14 4:52 p.m.	Confirmed attendance.
27	0807299128	Cocio, Hugo Manuel	Ms. Evelyn Sarah Wheeler	(520)-406-2517	05/06/14 7:40 am. 05/05/14 4:49 p.m.	wrong #.
28	0307299012	McKenzie, Samantha Danielle	Mr. & Mrs. Michael McKenzie	(520)-302-0728	05/06/14 7:41 am.	Mother in law will attend the meeting.
29	0807419109	Mendoza, Anthony Jesus	Ms. Janette Gonzales	(520)-270-1149	05/06/14 7:44 am.	Answer machine full.
30	0807327135	Molina Miranda, Veronica Gisselle	Mr. Arturo Molina	(520)-203-4924	05/06/14 7:45 am.	# not reachable.
31	0906323022	Munoz, Luis Daniel	Ms. Rosa Munoz	(520)-312-7697	05/06/14 7:46 am.	She will attend.
32	0906329009	Valencia, Jennifer Yvonne	Ms. Dora Valencia	(520)-481-1120	05/06/14 8:10 am. 5/10/14	Confirmed assistance.

520-301-0152
(home)

USP V.F.1.m

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Mexican American Student Services Department

Angelica Goebel, Academic Specialist
Morgan Maxwell K-8
Office location: Library- 225-2000 Ext. 2039

Calling Parents Report

CHOLLA HIGH SCHOOL: (Spanish Speakers)

#	Matric:	Students' Name:	Parent/Tutor	Phone number:	Date/Time Called:	Comments:
1	0712615002	Anaya Omar	Hernandez Fernanda	351-9578	05/06/14 7:48 am.	Confirmed attendance.
2	0803449006	Juarez Andres	Martinez Elda	481-8934	05/06/14 7:50 am.	Answer machine message. Spanish
3	0603347001	Pazcual Luis Fernando	Carrillo, Silvia Anguiano	551-3369	05/06/14 7:51 am.	Answer machine message.
4	0802299033	Galindo Eymee	Cruz Rodriguez, Irma	312-3955	05/06/14 7:53 am.	No longer in service. ^{phone #}
5	0506327006	De Leon Erick	Samaniego, Silvia	294-3415; 437-4025	05/06/14 8:02 am.	Message with a friend.
6	0804290027	Medina Brian	Medina, Elva	225-9954	05/06/14 8:03 am.	Confirmed attendance (Father)
7	0803317044	Solis Quintero Luis	Quintero Armenta, Gilda	869-2811	05/06/14 8:05 am.	Message. (Answer machine).
8	1011557001	Valencia Ibarra Julio	Valencia, Carmen ^{English}	808-6429	05/06/14 8:07 am.	She will try to attend.
9	0804120065	Wong Valencia Vidaly	Valencia Meza, Alma Delia	631-1126; 308-0602	05/06/14 8:11 am.	Confirmed attendance.
10	0404435002	Arias Sarai	Medina, Rufina	370-4890; 333-9863	05/06/14 8:13 am.	Confirmed attendance.
11	0107327002	Solorzano Angie	Palacios, Gloria	624-2032; 304-7920	05/06/14 8:17 am.	Message with her son.
12	0903266010	Perez Andrea	Lara, Andrea	908-1371; 304-1408	05/06/14 8:19 am.	Answer machine message.
13	0105290002	Delgado Cesar	Delgado, Graciela	578-9500	05/06/14 8:20 am.	Confirmed attendance (father).



Mexican American Student Services Department



Angelica Goebel, Academic Specialist
Morgan Maxwell K-8
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Calling Parents Report

14	0902411012	Martinez Carrillo Roselyn	Martinez, Rosina N	881-2653	05/06/14 8:28 am	Wrong number -
15	0105308001	Medina Antonieta	Medina, Esperanza Peralta	908-9311; 883-3296	05/06/14 8:29 am	# Disconnected. No longer in service.
16	0903185017	Hernandez Mendoza Nancy	Mendoza Alejandrina	406-5476	05/06/14 8:30 am	# Not valid.

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2252001

MAXWELL

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BOLETÍN INFORMATIVO



Servicios para Estudiantes Mexicanos Americanos de TUSD

VOLUMEN II NÚMERO 4

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Maxwell
McCorkle

El Departamento de Servicios para Estudiantes Mexicanos Americanos ha agregado servicios de apoyo académico para los estudiantes de TUSD. Hemos agregado los servicios de apoyo a una escuela K-8, a una escuela Intermedia y a tres Escuelas Secundarias. Continuamos ofreciendo servicios directamente y auxiliares a través de tutoría y orientación. Los Especialistas ofrecen tutoría después de la escuela en todas las escuelas mencionadas. Las organizaciones como la Universidad de Arizona, Girls Scouts del Sur de Arizona y Child and Family Resources continúan su apoyo con programas de orientación.



La Especialista Académica
Lindsay Lawson
Proporcionando apoyo en
matemáticas en la Escuela
Tucson High Magnet

Escuelas

Intermedias

Doolen
Pistor
Secrist
Valencia

Escuelas

Secundarias

Cholla HS
Pueblo HS
Rincon HS
Tucson HS

Tutoría de Matemáticas para Estudiantes de 5to-12vo grado de TUSD

Escuela Secundaria Palo Verde

¡Ya Abierta!

1302 S. Avenida Vega
(1 cuadra al oeste de Kolb / 22nd)
Horario: 10:00am a 2:00pm

Escuela Secundaria Pueblo

3500 S. 12th Ave
(1 cuadra al norte de 12th y Ajo Way)

Horario:
10:00am a 2:00 pm

Escuela Intermedia Valencia

4400 W. Irvington Rd.
(al oeste de Mission en Irvington Rd)

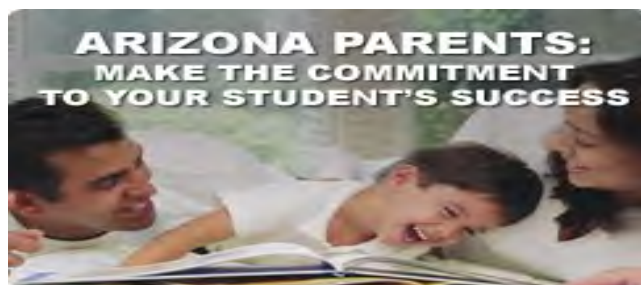
Horario:
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EL ÉXITO DE LOS NIÑOS EN LA EDUCACION DE ARIZONA

Como padre, usted es el primer y el maestro más importante. A medida que su hijo (a) pasa a través de la continua educación desde el preescolar hasta la educación post-secundaria, usted es su campeón más importante. Su participación y su estímulo continuo son esenciales para el éxito académico de su hijo (a). Los estudios muestran que los estudiantes con padres que participan de forma más activa son más propensos a asistir a la escuela regularmente, tienen mejores habilidades sociales, obtienen calificaciones más altas, se gradúan de la escuela secundaria y van a la universidad o a otros programas después de la escuela secundaria.

Una parte de ser un padre que participa es saber sobre las metas académicas y qué hacer en cada etapa del desarrollo académico de su hijo (a). www.expectmorearizona.org



CREANDO UNA CULTURA DE EXPECTATIVAS ALTAS EN SU CASA

La Participación de los padres en el éxito académico de los estudiantes, literalmente puede ayudar a abrir la puerta a las oportunidades de los estudiantes y aumentar las opciones disponibles para ellos en el futuro. El primer paso es crear una cultura de expectativas altas en su casa. De la siguiente manera:

- Haga el éxito académico del estudiante una prioridad familiar. Quiere decir que la escuela es primero, antes que los deportes, el entretenimiento y el trabajo.
- Ponga como la máxima meta académica para su estudiante el completar una carrera universitaria o algún otro programa después de la escuela secundaria.
- Comprométase a participar activamente en la educación de su hijo (a) en cada etapa, desde el nacimiento hasta después de la escuela secundaria.
- [Recursos para que los padres ayuden a sus hijos a tener éxito](#)

LAS FAMILIAS SE ESFUERZAN POR TOMAR EL RETO 5

Para mayor información visite el sitio de internet :

www.makemealtimefamilytime.com

Haz que la Hora de la comida sea la Hora Familiar' existe para exhortar a las familias con niños, incluyendo adolescentes, a que hagan la hora de la comida una prioridad familiar ya sea en casa o afuera de ésta.

Las Investigaciones han descubierto que una de las estrategias más efectivas que tienen los padres de familia, abuelos y tutores para educar niños sanos, y bien adaptados es el tener frecuentemente la hora de la comida juntos, como familia.



Inicio de Conversaciones a la hora de la Comida

- **Niño (a):** ¿Cómo piensas tú que puedes ayudar a tus maestros en la escuela a tener éxito?
- Si tu familia tuviera la oportunidad de inventar una comida nueva para desayunar ¿Cómo sería ésta? ¿Cómo la llamarías? ¿A quién le gustaría más, a los niños (as) o a los padres?
- **PADRE DE FAMILIA:** ¿Qué fue lo que le gusto más en sus años de crecimiento? ¿Qué fue lo que menos le gusto?
- ¿Por qué piensa usted que algunos niños encuentran tanta atracción a las drogas?
- ¿Cómo estas tres frases lo ayudan en la vida? *Por favor, Gracias, y Lo Siento.*
- ¿Por qué piensa usted que ayudar a otros es tan importante para su propio éxito?
- ¿Usted preferiría estar estancado por un día en el frío de la Antártica o en el calor del desierto del Sahara?
- ¿Qué piensa usted que significa ser un aprendiz de por vida?
- ¿Cuales son las reglas en su familia? ¿Cuál es su regla que menos le gusta? ¿Qué regla ayuda más a su familia?
- Si usted pudiera adoptar a una persona famosa en su familia, ya sea viva o muerta ¿Quién sería esa persona?

**Servicios para Estudiantes Mexicanos Americanos 2014 -
Reuniones Informativas para los Padres:**

12 de febrero de 2014 / McCorkle K-8 / 6:00-7:30pm

12 de febrero de 2014 / Catalina Magnet High School / 6:00-7:30pm

13 de febrero de 2014 / Cholla Magnet High School / 6:00-7:30pm

13 de febrero de 2014 Tucson High Magnet High School 6:00-7:30pm



Padres, únanse a nosotros en estas reuniones para recibir información acerca de los Programas Magnet de TUSD y los servicios que el Departamento MASS ofrece.



**Vigésima Quinta Conferencia Anual para Jóvenes de
LULAC**

**14 de marzo de 2014 de 8:00 am a 1:00 pm en Pima
Community College, Campo Oeste**





*Impartiendo Excelencia en Educación
Cada Día*

Crecer • Alcanzar • Tener Éxito

Mensaje de la Directora

Deseo dar bienvenida a nuestros cuatro especialistas nuevos al departamento, Clayton Henderson, Cristal Montante, Angelica Goble y Anita Cuellar. Nuestro agradecimiento a los estudiantes y sus familias, quienes asistieron a la Reunión Informativa para Padres del 10 de diciembre en Pueblo High Chol. Nuestros especialistas y yo esperamos con anticipación trabajar con todos los estudiantes y familias de TUSD.

Aliento a todos los padres y estudiantes para que asistan a nuestra reunión informativa próxima.

No duden en llamarme si tienen cualesquiera preguntas o preocupaciones.

Dra. María Figueroa

www.tusd1.org/massd

**1010 E. 10th Street, Room 234
Tucson, Arizona 85719**

Teléfono: 520-225-6229

Fax: 520-225-6292

E-mail: maria.figueroa@tusd1.org



Becas para el Colegio o Universidad

<http://afrotc.com/scholarships/high-school>

<http://www.hsf.net/Graduating-High-School-Seniors-Scholarships.aspx>

<http://www.hsf.net/en/scholarships/programs/hsf-coca-cola-family-dollar-scholarship>

<http://hsf.net/en/scholarships/programs/hsg-coca-cola-hispanic-heritage-month-2013>

<http://carsonscholars.org/scholarships/about-our-scholarships> \$1,000

<http://www.reganfoundation.org/ge-scholarship.aspx> 10,000

<http://www.waceinc.org/scholarship/index.html> \$6,000

<http://www.goarmy.com/rotc/high-school-students/four-year-scholarship.html>

<http://www.azelks.org/Site/downloads/scholarship/AEAVocationalGrantApplication.pdf>

www.wellsfargo.com/collegesteps you will receive one entry when you enroll

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THE BULLETIN



TUSD Mexican American Student Services

VOLUME II ISSUE 4

JANUARY 2014

Delivering Excellence in Education Every Day

Grow • Reach • Succeed

Elementary

Lynn-
Urquides

K-8

Hollinger
Maxwell
McCorkle

The Mexican American Student Services Department has added academic support services for TUSD students. We have added support services to one K-8 school, one Middle school, and three High schools. We continue to offer direct and auxiliary services through tutoring and mentoring. Our specialist offer tutoring after school at all school sites listed. Organizations such as the University of Arizona, Girls Scouts of Southern Arizona & Child and Family Resources continue their support with mentoring pro-



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to students at Tucson
High Magnet School

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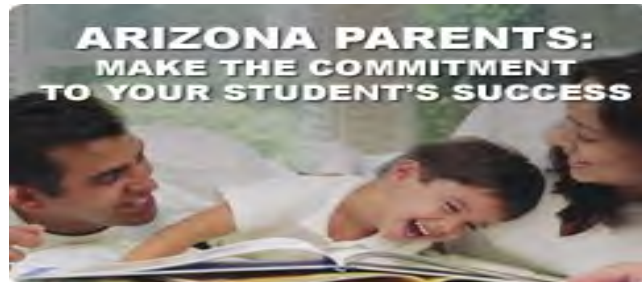
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Part of being an engaged parent is knowing about key academic milestones and what to do at each stage of your child's academic development. www.expectmorearizona.org



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Research has discovered that one of the most effective strategies parents, grandparents, and other primary care-givers have for raising healthy, well-adjusted kids is to frequently eat meals together as a family.

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For more information visit the website:

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Meal time Conversation Starters

- **KID:** How do you think you could help your teachers at school be successful?
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- Would you rather be stuck for a day in the cold of Antarctica or in the heat of the Sahara desert?
- What do you think it means to be a life-long learner?
- What are the rules in your family? What is your least favorite rule? What rule helps your family the most?
- If you could adopt a famous person into your family, either living or dead, who would it be?

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25th Annual LULAC Youth Conference

March 14, 2014 from 8:00 am to 1:00 pm at

Pima Community College, West Campus

<http://www.lulac.org/>





*Delivering Excellence in Education
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Message from the Director

www.tusd1.org/massd

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I encourage all parents, and students to attend our next parent informational meeting.

Don't hesitate to contact me if you have any questions or concerns.

Dr. Maria Figueroa



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TUSD

Academic Specialists

Anita Cuellar

Juan Carlos De La Torre

Anne Felix

Angelica Goebel

Clayton Henderson

Lindsay Lawson

Crystal Montante

Rashad Robinson

Behavioral Specialist

Monique Landrum

Curriculum Integration Specialist

Carmen Kemery

Mentor Program Specialists

Annkatri Littleton

Angelica Muñoz

Marla Vera

Sr. Community Representative

Diana Soto

MASS ADVISORY COUNCIL

Denice Contreras: *TUSD Coordinator*

Patricia Diaz: *Northern Arizona University*

Guadalupe Duran: *TUSD Administrator*

Feliciano Leon: *Community Member*

Annakatri Littleton: *TUSD Specialist*

Selena LLamas: *Expect More Arizona*

Maria Morales-Pappas: *TUSD Parent*

Reina Ravago: *Girl Scouts of Southern AZ*

Elizabeth Redondo: *TUSD Administrator*

Guadalupe Romero: *Retired Administrator*

Chandra Thomas: *TUSD Administrator*

Ana Valenzuela: *League of United Latin*

American Citizens

USP V.F.I.m

DEPARTMENT GOALS

2013-2014

- ◆ Offer mathematics and reading tutoring services and in-class support for students in 15 TUSD school sites.
- ◆ Establish mentoring, community service connections and advocacy programs that may help increase Latino students' attendance, academic performance and graduation rate.
- ◆ Engage in community and university partnerships for scholarships, recognition programs and community feedback in monitoring students' progress.
- ◆ Show an increase in Latino students' academic achievement.
- ◆ Develop programs to recognize students' academic and social goals.

All TUSD students may participate in programs or receive services

Partnerships

- ◆ Child and Family Resources:
www.childfamilyresources.org
- ◆ Expect More Arizona:
www.expectmorearizona.org
- ◆ Girl Scout Council of Southern AZ:
www.girlscoutsaz.org
- ◆ Goodwill of Southern AZ:
www.goodwilltucson.org
- ◆ League of United Latino American Citizens, S. AZ:
www.lulacylc.org
- ◆ Raytheon:
www.raytheon.com
- ◆ University of Arizona:
www.arizona.edu

TUSD



A service-oriented department serving TUSD students and monitoring their progress for success

Maria Figueroa, Ed.D., Director
maria.figueroa@tusd1.org

Website
www.tusd1.org/massd

1010 East 10th Street (520) 225-6229 Office
Tucson, AZ 85719 (520) 225-6292 FAX

Mission Statement

As the Mexican American Student Services Department Staff, we advocate for students' academic achievement and social well-being. This is achieved by collaboratively working with TUSD schools and families by offering direct and auxiliary services, such as tutoring and mentoring.

Schools Served

K-8

Dietz	Hollinger
Lynn Urquides	McCorkle

Middle Schools

Doolen	Pistor
Secrist	Valencia

High Schools

Catalina	Cholla
Palo Verde	Pueblo
Rincon	Tucson

Saturday Math Support

Valencia Middle School, 10-2 pm
 Palo Verde High School, 10-2 pm
 Pueblo High School, 10-2 pm

For more information call: (520) 225-6229

USP V.F.1.m

Student Services

- ♦ Advocates appointed for students' due process hearings
- ♦ Academic Specialists available to track student's progress in academics and attendance issues
- ♦ Parent Quarterly Information Sessions and parent/family meetings (home visits)
- ♦ Community connections for students
- ♦ Facilitate student's access to pre-existing school services, community organizations and mentoring programs

Programs

- ♦ Before and After School Tutoring
- ♦ Saturday Mathematics Tutoring & Homework Help
- ♦ Achieve 3000 After-School Tutoring
- ♦ Math Tutoring Strategies
- ♦ School Community Mentoring Programs

Resources

Differentiated Academic Software



Success Foundation provides youth with personal development resources needed to help students reach their potential.

School Activities

- ♦ Before & After School Tutors
- ♦ Mathematics Skills/Gaps Tutoring
- ♦ Community Tutors
- ♦ Saturday Mathematics Tutoring & Homework Help
- ♦ Mentoring (Success for Teens) and Community Mentor Programs
- ♦ Achieve 3000 Intervention



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Hours:

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**Frank & Edith
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**Boys and Girls
Clubhouse**

2400 N. Country
Club

(1/2 block East of
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Hours: 10:00am
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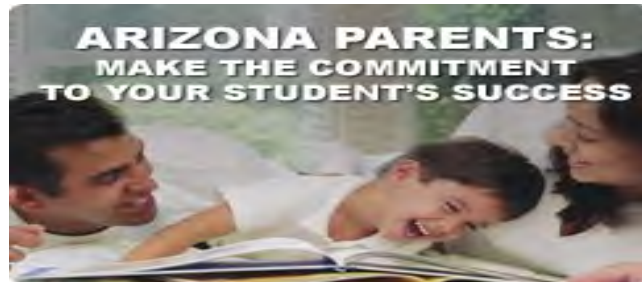
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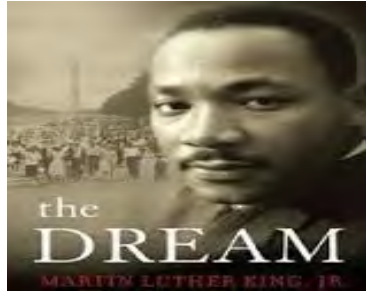
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Upcoming Community Events

Martin Luther King Day/ January 20, 2014



2014- Mexican American Student Services Parent Informational Meetings:

See the next page for scheduled dates and times

2014 "LULAC" Youth Conference

**Pima Community College
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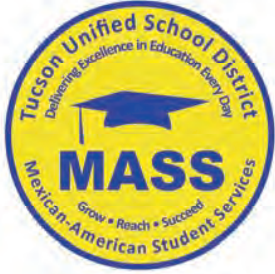
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THE BULLETIN



TUSD Mexican American Student Services

VOLUME II ISSUE I

SEPTEMBER 2013

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Delivering Excellence in Education Every Day!

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- Cholla HS



Student Services Offered

Communication with parents and/or guardians through meetings and home visits conducted by the department's Community Representative or Academic Specialist • Academic Specialists track Students' progress in academics and attendance • Connect students with community resources such as tutoring and mentoring services • Facilitate students' access to pre-existing school services and community organizations.

Did You Know

September is Attendance

Awareness Month

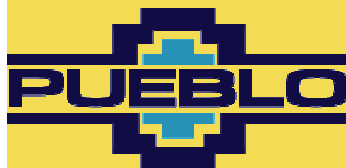
In Arizona children between the ages of 6-16 yrs old are required to attend school. Absences may be considered excessive when the number of absent days exceeds 10 percent of the number of required attendance days.

TUSD Saturday Math Tutoring for 5th-12th grade students !

Pueblo High School

3500 S. 12th Ave
(1 block North of 12th & Ajo Way)

Hours: 10:00am to 2:00 pm



Frank & Edith Morton

Boys and Girls Clubhouse

2400 N. Country Club

(1/2 block East of Country Club & Grant)

Hours 10:00am to 2:00pm



Valencia Middle School

4400 W. Irvington Rd.
(West of Irvington & Mission Rd)

Hours 10:00am to 2:00pm



HISPANIC HERITAGE MONTH

September 15 - October 15, 2013



During **National Hispanic Heritage Month** (September 15 to October 15) we recognize the contributions made and the important presence of Hispanic and Latino Americans to the United States and celebrate the group's heritage and culture. Hispanics have had a profound and positive influence on our country through their strong commitment to family, faith, hard work, and service. They have enhanced and shaped our national character with centuries-old traditions that reflect the multiethnic and multicultural customs of their community.

Hispanic Heritage Month, whose roots go back to 1968, begins each year on September 15, the anniversary of independence of five Latin American countries: Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. Mexico, Chile and Belize also celebrate their independence days during this period and Columbus Day (Día de la Raza) is October 12.

The term Hispanic or Latino, refers to Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race. On the 2010 Census form, people of Spanish, Hispanic and/or Latino origin could identify themselves as Mexican, Mexican American, Chicano, Puerto Rican, Cuban, or "another Hispanic, Latino, or Spanish origin."

According to this Census, 50.5 million people or 16% of the population are of Hispanic or Latino origin. This represents a significant increase from 2000, which registered the Hispanic population at 35.3 million or 13% of the total U.S. population.

Please go to the listed websites below to learn more about Hispanic Heritage.
www.smithsonianeducation.org/educators/resource_library/hispanic_resources.html

<http://www.biography.com/people/groups/mexican/all>

Notable Hispanic Americans:

<http://www.infoplease.com/spot/hhmbioaz.html>

Biographies

<http://www.hispanic-culture-online.com/Famous-hispanic-people.html#axzz2fZHQysD2>

www.cr.nps.gov/nr/feature/hispanic/

<http://www.hispanicheritage.org/>

<http://coloquio.com/famosos/alpha.html>

<http://lanic.utexas.edu/>

http://www.pbs.org/aboutpbs/news/20030924_hispanic.html

<http://www.justreadfamilies.org/reading/HHM.asp>

<http://www.studyspanish.com/freesite.htm>

<http://lib.nmsu.edu/subject/bord/latino.html>

http://www.smithsonianglobalsound.org/cultural_heritage_01.aspx

Upcoming Community Events

"Parent University - "Changing Lives, Building Community"

It's never too soon to start planning for college or a career!!

Where: Pima Community College West Campus, 2202 W. Anklam Rd.

When: 8:30 a.m. - 2:00 p.m., October 19, 2013

Registration Deadline: October 11, 2013

Continental breakfast and lunch will be served.

Childcare is provided for TUSD families upon request.

(Deadline to request for childcare is Oct. 4)

This special event is open to TUSD K-12 students and families. Learn what TUSD has to offer to help your kids prepare for College and beyond!

Please view our website for sample student essays written for scholarships

Scholarships & Resource Information to get you started

Most 4 Year Colleges and Universities ask that students take either the ACT or SAT test at your schools before applying to a College or University. In order for students to receive scholarships they must submit a FASFA form within the State and Federal deadlines. Federal deadline for 2013-14 school year is June 30, 2014. Students should plan to submit by early February in order to meet their University and State deadlines.

FASFA on the internet

<http://www.fafsa.ed.gov/>

Resource for Re-entry to College

<http://www.back2college.com/>

FASFA Free Application for Federal Student Aid

<http://www.youtube.com/watch?v=1NQ2UakBwL8>

Pima Community College Foundation Scholarship

<http://www.pima.edu/paying-for-school/scholarships-grants/pcc-foundation/>

GE and LULAC Scholarship Funds

<http://lulac.org/programs/education/sch>

Hispanic Scholarship Fund (also for students that want to advance college education among Hispanic Americans.

<http://www.hsf.net/innercontent.aspx?id=72>

21st Century CORE Curriculum Support

In addition to the support from our department, talk to your child's school principal and ask what your child's school offers through the 21st Century Program at his/her respective schools. For example, this grant offers AIMS preparation support as well as tutoring in reading, writing and math.

MASSD Specialists Providing Student Services



Program Mentor Specialist
Anne Littleton providing Mentor
services at Secrist Middle School



Academic Specialist Rashad Rob-
inson providing Saturday Math Tu-
toring at Pueblo High School

Common CORE

Please talk with your child's principal regarding Common Core State Standards. Arizona and many other states including the district of Columbia adopted the new standard for implementation by 2013-2014 school year. They are commonly referred to as Common Core Standards.



Program Mentor Specialist
Marla Vera providing academic
support at Lynn-Urquides Elementary



Academic Specialist Juan Carlos
De La Torre providing academic
support at Hollinger K-8 school

**All TUSD 5th-12th GRADE STUDENTS MAY PARTICIPATE
IN THE 2013-2014 SATURDAY MATH TUTORING DATES,
TIMES ARE LISTED BELOW**

September

Valencia Middle School
Saturday Math Tutoring
-September: 7, 14, 21, 28
10:00am-2:00pm

Pueblo High School
Saturday Math Tutoring
-September: 7, 14, 21, 28
10:00am-2:00pm

Frank and Edith Morton
Boys and Girls Club House
Saturday Math Tutoring
-September: 7, 14, 21, 28
10:00am-2:00pm

October

Valencia Middle School
Saturday Math Tutoring
-October: 26
10:00am-2:00pm

Pueblo High School
Saturday Math Tutoring
-October: 26
10:00am-2:00pm

Frank and Edith Morton
Boys and Girls Club House
Saturday Math Tutoring
-October: 26
10:00am-2:00pm

November

Valencia Middle School
Saturday Math Tutoring
-November: 2, 16, 23
10:00am-2:00pm

Pueblo High School
Saturday Math Tutoring
-November: 2, 16, 23
10:00am-2:00pm

Frank and Edith Morton
Boys and Girls Club House
Saturday Math Tutoring
-November: 2, 16, 23
10:00am-2:00pm

December

Valencia Middle School
Saturday Math Tutoring
-December: 7, 14
10:00am-2:00pm

Pueblo High School
Saturday Math Tutoring
December: 7, 14
10:00am-2:00pm

Frank and Edith Morton
Boys and Girls Club House
Saturday Math Tutoring
December: 7, 14
10:00am-2:00pm

MOVE ON WHEN READING -

Beginning this August, students in 3rd grade will be required to pass the 3rd grade AIMS reading exam. Students who score **Falls Far Below (FFB) may be retained in the 3rd grade.** If your child is entering 3rd grade please talk with the principal and/or teacher to better understand how this state law may impact your child. You may also call our office for assistance connecting with your child's school.

Below is the state website for more information

www.azed.gov/k12-literacy/move-on-when-reading-home-page/





*Delivering Excellence in Education Every Day
Grow • Reach • Succeed*

Message from the Director

We all look forward to working with TUSD students and families. I encourage all parents and students to begin monitoring coursework credits as early as 9th grade. The credit requirements for High School graduation from the Arizona Department of Education have changed.

In May 2013 **Seniors** needed 23 credits to graduate. In May 2014 **Seniors** will now need 24 credits. Don't hesitate to contact our department if you have any questions, good news or share concerns. Have a safe and successful 2013-2014 school year.

María Figueroa, Ed. D.

www.tusd1.org/massd

1010 E. 10th Street, Room 234
Tucson, Arizona 85719

Phone: 520-225-6229

Fax: 520-225-6292

E-mail: maria.figueroa@tusd1.org

40th Annual Tucson College Night

Important Event for Juniors and Seniors

Tuesday, October 22, 2013 6:30 p.m. to 8:30 p.m.

Location: Tucson Convention Center

Admission and Parking are free!

Over 200 colleges will be represented.

For additional information: www.tusd1.org/collegenight

or call TUSD Guidance and Counseling Dept. 520-225-6211

A Public Thank You from the Director

I would like to send a special thank you to the committee members who participated in writing the Latino achievement school support teams and parent informational quarterly sessions for the Unitary Status Plan. This team was composed of administrators, learning support coordinators and school community representatives. Thank you Principals Ms. Chandra Thomas, Elizabeth Redondo, Patricia Flores, Carmen Campuzano, Rosanna Ortiz-Montoya, Patricia Acosta, Dr. Clarice Clash, Mr. Roberto Thompson, Dr. Roman Soltero. Thank you committee members Ms. Carmen Kemery, Ruth Wilderman, Jeannette Gabaldon, Diana Soto and Sandra Enriquez. I appreciate your valuable time in assisting us with writing this important document.

Sincerely,

Maria Figueroa

TUSD

LULAC



Youth Leadership Conference

The Mexican American Student Services Department's
involvement with the conference

USP V.F.1.m

USP V.F.1.m

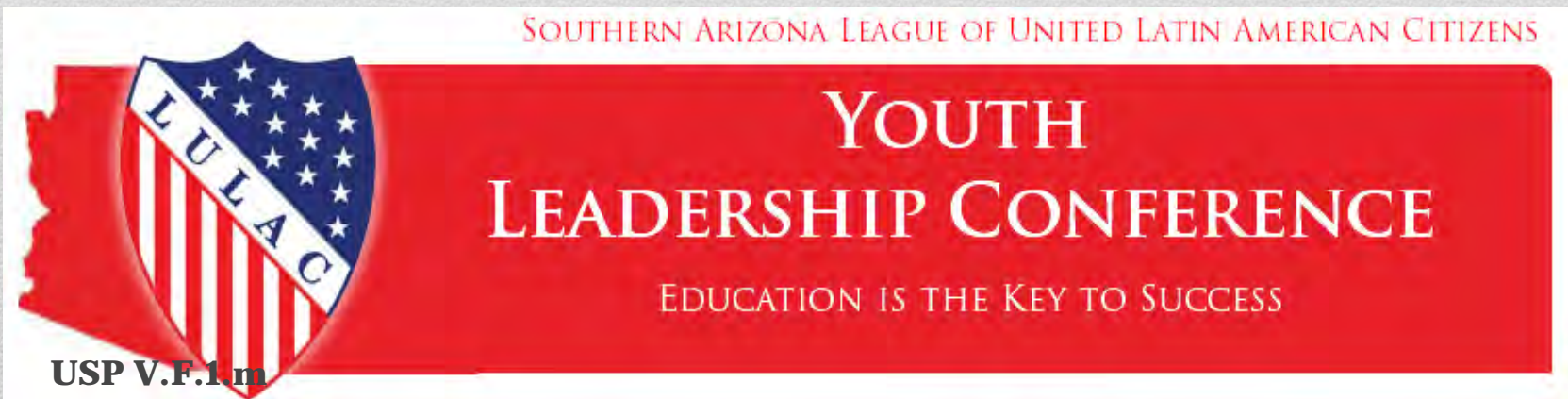


Purpose

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- “LULAC has striven to promote, develop, and enhance leadership skills among youth in Pima County.
- The philosophy behind the Youth Leadership Conference for the last 25 years has been to encourage and motivate students to remain in school, set goals and reinforce education as the key to success.
- Another key factor has been to expose students to an environment that fosters positive relationships among peers, teachers and the community.”

- Friday March 14, 2014
- Pima Community College
 - West Campus
- 8am to 2pm





- Resource Fair
 - 70 exhibitors
 - 5 Pavilions
 - Careers, Education, Health & Wellness, Public Safety, Student Resources
- Workshops
 - 30 presentations
 - 50 minute class

Activities

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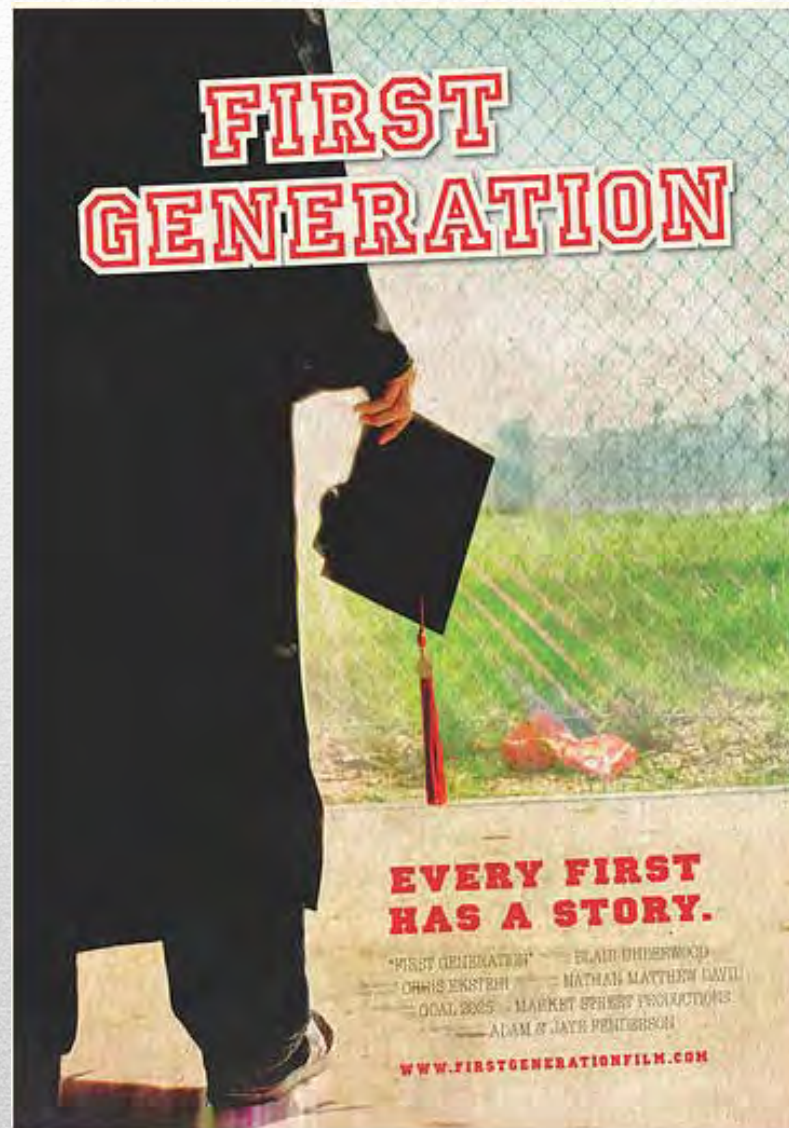
- “First Generation”
Documentary

- Trailer

- http://www.youtube.com/watch?feature=player_embedded&v=m9DSHLc08Oc

Key Note

USP V.F.1.m



USP V.F.1.m

- Planning Committee Members:
 - JC De La Torre (Workshops Committee Chair)
 - Lindsay Lawson (MASS Point of Contact)



MASS Behind the Scenes

USP V.F.1.m

USP V.F.1.m

- Recruiting students:
 - Flyers
 - Speak to classes
 - Invite individuals
 - Announcements
 - Call families
- Field Trip Tasks:
 - Complete all forms
 - Online Registration
 - Confirm with students



Specialists at work

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TUSD Participation


- Registration
 - 13 Schools
 - 334 Students
- Participation
 - 11 Schools
 - 126 Students

MASS Participation

- Registration
 - 11 Schools
 - 300 Students
- Participation
 - 10 Schools
 - 120 Students

TUSD Total Participation

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	<u>Registered</u>	<u>Attended</u>
Doolen	20	6
Hollinger	20	14
McCorkle	130	35
Pistor	13	10
Secrist	25	12
Valencia	13	9
Total	221	86

Middle Schools

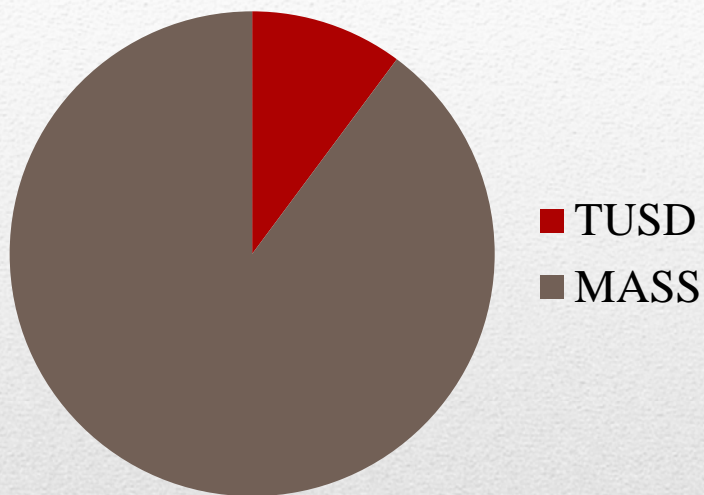
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	<u>Registered</u>	<u>Attended</u>
Catalina	15	0
Palo Verde	15	8
Pueblo	10	2
Rincon	9	9
Sabino	9	0
Santa Rita	25	6
Tucson	30	15
Total	113	40

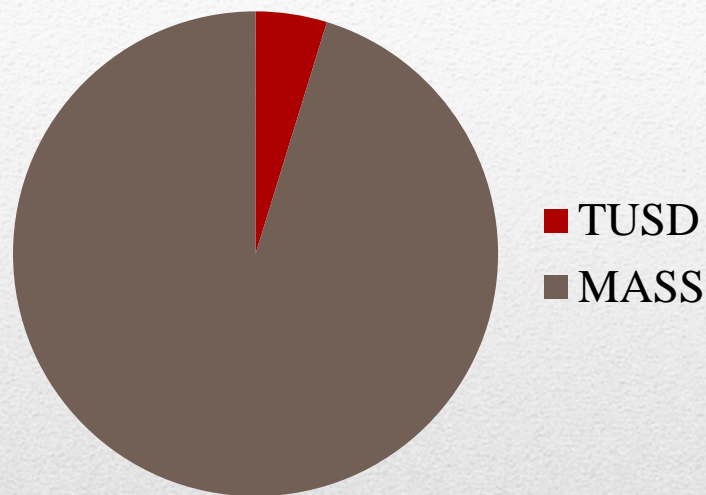
High Schools

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Registration



Participation



MASS schools make up over 90% of TUSD's involvement

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- Date of the Conference
 - Offer Incentives?
- Increased communication district wide
- Grade levels invited

Improvements for 2015

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Questions?

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USP V.F.1.m

Hello Fellow TUSD Educators,

I am sending everyone a reminder of MASS' free Saturday tutoring sessions for students, with locations. I'm also sending information about two famous Hispanic Americans. Please help by forwarding this information to other educators.

I want to take this opportunity to remind everyone of the department's free Saturday math tutoring sessions that we offer TUSD students, in three locations.

If you are a principal, assistant principal, teacher, specialist or parent please remind students from 5th grade to 12th grades that MASS has three locations with volunteers and specialists willing to tutor them in mathematics or homework help.

Every Saturday from 10:00 a.m. to 2:00 p.m. tutors are available for all TUSD students at:

Pueblo High School Library at 3500 S. 12th Avenue

Valencia Middle School at 4400 W. Irvington Rd.

Frank & Edith Morton Boys and Girls Club, 2400 N. Country Club

Los Angeles Math Teacher: Educator



Educator Jamie Escalante was born on December 31, 1930 in La Paz, Bolivia. The child of two teachers, Escalante became one of the most famous educators in America during the 1980s and 1990s. An educator back at home, he had to work many odd jobs to teach himself English and earn another college degree in teaching before he could return to the classroom. In 1974, Escalante took a job at Garfield High School in East Los Angeles, California. He found himself in a challenging situation: teaching math to troubled students in a rundown school known for violence and drugs. He started an advanced mathematics program with a handful of students.

In 1982, his largest class of students took and passed an advanced placement test in Calculus. Some of the students' test scores were invalidated by the testing company because they believed that the students had cheated. The company's expectations of Latino students' achievement was low. That year, Escalante's story was the subject of a book entitled *Jaime Escalante: The Best Teacher in America* and a film called *Stand and Deliver* starring [Edward James Olmos](#). Both educators and students have found Escalante's work at Garfield inspiring.

<http://www.biography.com/people/jaime-escalante-189368>

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FIRST HISPANIC SUPREME COURT JUSTICE



Federal judge Sonia Sotomayor was born the eldest of two children in the South Bronx area of New York City, on June 25, 1954. Her parents Juan and Celina (Baez) Sotomayor, were of Puerto Rican descent and moved to New York City to raise there family. Sotomayor's family functioned on a very modest income; her mother was a nurse at a methadone clinic, and her father was a tool-and-die worker who died when Sotomayor was only nine years old.

Sotomayor's first leanings toward the justice system began after watching an episode of the television show Perry Mason. After seeing the prosecutor on the show she said she did not mind losing when a defendant turned out to be innocent. Sotomayor said she "made the quantum leap that's what she wanted to be." On May 26, 2009, President [Barack Obama](#) announced his nomination of [Sonia Sotomayor for Supreme Court Justice](#). The nomination was confirmed by the U.S. Senate in August of 2009 by a vote of 68 to 31, and as a result, Sotomayor became the first Latina Supreme Court Justice in U.S. history.

<http://www.biography.com/people/sonia-sotomayor-453906?page=2>

All of Sotomayor's hard work paid off when she graduated summa cum laude from Princeton in 1976. She was also awarded the Pyne Prize, which the highest academic award is given to Princeton undergraduates. That same year, Sotomayor entered Yale Law School, where she was an editor for the Yale Law Journal. She received her J.D. in 1979 and passed the bar in 1980. She immediately began work as an assistant district attorney in the Manhattan borough of New York City, serving a trial lawyer under District Attorney Robert Morgenthau. Sotomayor was responsible for prosecuting robberies, assaults, murders, police brutality and child pornography cases.

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USP V.F.1.m

TUSD



**Mexican American Student Services
Student Recognition Program
2013-2014**



Palo Verde High School

Thursday, April 24, 2014

7:00 pm - 8:30 pm (Grades 9-12)

AGENDA

High Schools (Grades 9-12)

7:00 pm - 8:30 pm

Welcome: ***Maria Figueroa, Ed.D., Director***
Mexican American Student Services

Special Remarks: ***H.T. Sánchez, Ed.D.***
Superintendent
Tucson Unified School District

James Fish
Executive Director
Student Equity and Intervention

Pledge of Allegiance: ***Maria Figueroa, Ed.D., Director***

National Anthem: ***Destiny Felix, Mariachi Aztlán***
Pueblo Magnet High School

Opening Ceremony: *Pueblo Magnet High School - Mariachi Aztlán*
John Contreras, Director

Presentation of Awards:

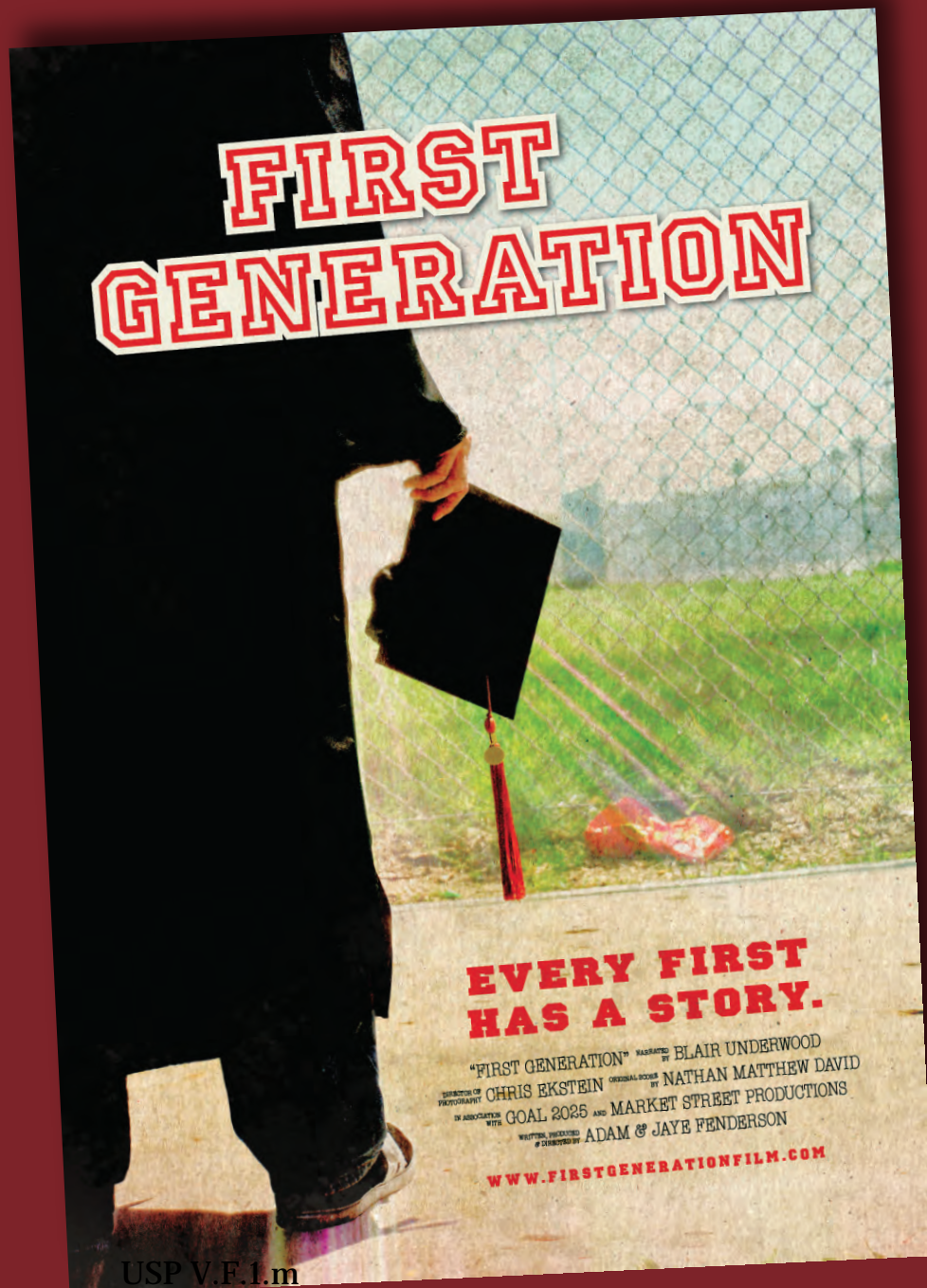
President's Awards for Educational Excellence
Presented by Maria Figueroa, Ed.D., Director

AXA Achievement Scholarship
Presented by Roy D. Morris, Advisor

Congressional Recognition Awards
Presented by Cassandra Becerra, Congressman Raul M. Grijalva's Office

TUSD Mexican American Student Services Awards
High Schools (Grades 9-12) in Alphabetical Order
Presented by School Principals

Closing Remarks: ***Maria Figueroa, Ed.D., Director***



You're invited to a special screening of the award winning documentary

FIRST GENERATION

Friday, March 14, 2014
from 10:30am - 1:00pm

**Pima Community College
West Campus Gymnasium**

(Film will be followed by Q & A with Director)

*For additional information about the film,
visit lulacylc.org, or firstgenerationfilm.com*

RSVP by March 12, 2014 to
lulacyoungadults@gmail.com

or
call 520.245.8124





At **[YOUR ORGANIZATION]**, we believe all Arizona children deserve a world-class education, which gives them the opportunity to succeed in life. To ensure a strong economic future for Arizona and a higher quality of life for everyone, we have to make education a top priority in our state. In Arizona, we are fortunate to have many bright spots and countless dedicated educators. But they can't do it alone. Everyone has a role to play. That's why we've joined with thousands of concerned individuals and organizations to build a movement dedicated to a shared vision of world-class education for all children.

A Shared Vision for Arizona Education

A world-class education system is one in which every Arizona child, regardless of background, income, or zip code, is able to:

- Access high-quality early learning that prepares him/her for Kindergarten
- Read proficiently by the 3rd grade
- Graduate from high school ready for college or career
- Attain a college degree and/or certificate or industry credential

To make this vision a reality in Arizona, we commit to these five (5) building blocks:

- Achieve** – Commit to high expectations that prepare all children to attain a college degree and/or certificate or industry credential.
- Close the Gap** – Ensure that all children have the opportunity to succeed, regardless of their background, income, or zip code.
- Innovate** – Nurture the creativity, critical thinking and problem solving skills that children need for the jobs of the future.
- Invest** – Fund education, early years through career, to help all children achieve, and to make Arizona home to the best educators in the nation.
- Work together** – Make education a top priority and take action to support education in our local communities.



Today, we will join the movement and do our part to advance a world-class education for all Arizona children.

_____	_____
Name	Date
_____	_____
Title	Organization
_____	_____

USP V.F.1.m

USP V.F.1.m

Phone

E-mail

A Shared Vision for Arizona Education

As Arizona educators, we believe all children can succeed, regardless of their background, income, or zip code. We play an integral role in setting high expectations for all children to help them to reach their potential and provide them the support they need to succeed.









We believe every Arizona child deserves a world-class education, regardless of background, income or zip code, and we commit our support by:


- Joining the Movement by signing the Shared Vision for Arizona Education statement and encouraging our networks to do the same
- Hosting an Expect More Arizona presentation to encourage others to get involved (e.g. board, employees, colleagues, etc.) (Circle: Yes / No)
- Participating in Expect More Arizona’s campaigns/initiatives (check one or more areas of interest):
 - Today Campaign** – A statewide parent and family engagement campaign to build a high-expectations culture and inspire action among parents
 - Expect More Excellence Tour** – An ongoing initiative to spotlight examples of world-class education across the state and to showcase what is possible for all children, regardless of their background or zip code
 - Vote 4 Education** – An annual initiative that encourages voters to make education their top priority and highlights key policy and advocacy issues
 - Arizona Aims Higher** – A campaign launched by an alliance of 40+ organizations dedicated to raising awareness and support of higher standards and a high quality assessment for K-12
- Displaying the Partner Emblem either digitally or physically (Circle: Digital/Physical/Both)
- Setting high goals (indicate the metrics for which you’ve set student achievement goals):
 - Kindergarten readiness
 - 3rd grade reading
 - High school graduation rate
 - Post-secondary attainment rates (college degrees, certificates, and industry credentials earned)
 - Describe your goals:** _____

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 Engaging the community (choose at least one thing you do currently or are planning to do in the next school year):

-  Host volunteers
-  Actively engage business partners to advance our education goals
-  Actively engage parents to engage them in their children's academic achievement
-  Actively collaborate with other educators who strive for excellence
-  **Tell us more about this activity:** _____

 As we do our community outreach, we'd like to promote your community engagement opportunities. Please tell us about any additional opportunities your school/district has to engage businesses or local community organizations (e.g. what are they, when do they happen, etc.):

Who should be contacted for a community partner to get involved with your district or school?

Name: _____

Title: _____

Contact info: _____

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Multicultural Student Services Department

WANTED ! Community Volunteers

Tucson Unified School District

TUSD

Do you have 15 minutes to spare?

Need help meeting your college volunteer requirements?

Can you spare an hour of your time to make a difference in a young person's life?

You could be a tutor for students in 5th to 12th grade or you could inspire a young person by mentoring.

"Good teaching is more a giving of right questions than giving of right answers"
Josef Albers

Mexican American Student Services
Department
Contact Information:

Northwest: Marla Vera: (520) 225-2039
Southwest: Angelica Munoz: (520) 908-4579
Eastside: Ann Littleton (520) 225-1819

Main office (520) 225-6229
Fax: (520) 225-6292



GROW ~ REACH ~ SUCCEED



"They may forget what you said but they will never forget how you made them feel"
Carol Buchner



Ayuda Gratuita de Matemáticas los Sábados

Patrocinado por **El Departamento de Servicios para Estudiantes Mexicanos-Americanos**



Ayuda en Matemáticas para Escuela Secundaria y Escuela Intermedia
Club Boys and Girls (El club Boys and Girls está ubicado cerca de la Escuela Intermedia Doolen
3155 E. Grant Rd).

Lláme al (520) 225-6229 para mayores informes o para inscribirse. o www.tusd1.org/

saturdaymath Las fechas que se mencionan a continuación son en el club.

Fecha de inicio: 24 de agosto de 2013

Hora: 10:00 AM ~ 2:00 PM



Apoyo disponible en Matemáticas para estudiantes de 6to a 12vo grado.

Padres de familia, les sugerimos que soliciten al maestro de su hijo (a), paquetes de matemáticas o tareas. Por favor asegúrese de que todos los estudiantes lleguen a tiempo para trabajar.

** Padres de familia, por favor hagan que los estudiantes lleven tarea de Matemáticas cada sábado.*

¡Gratis para TODOS los estudiantes!

Lugar: Club Frank and Edith Morton Boys and Girls

Ubicado cerca de la Escuela Intermedia Doolen
3155 E. Grant Rd High School and Middle School
Math Help

Calendario 2013-2014

- agosto: 24
- septiembre: 7, 14, 21, 28
- octubre: 26
- noviembre: 2, 16, 23
- diciembre: 7, 14
- enero: 11, 25
- febrero: 1ro, 8, 15
- marzo: 1ro, 8, 29
- abril: 5, 12, 26
- mayo: 3



El Proyecto "Grrrls"
12:30 PM - 2:00 PM

¡Ven por ocho sábados para ganar premios!
(8/24-11/16)

Lugar: Club Social Frank and Edith Morton
Boys and Girls.

Ubicado cerca de la Escuela Intermedia Doolen
3155 E. Grant Rd

La información sobre la ubicación, horario y calendario son publicados en nuestra página de internet www.tusd1.org/massd

Servicios para Estudiantes Mexicanos-Americanos
Teléfono: 520-225-6229



HOW IMPORTANT ARE YOUR GRADES?

**** FREE Before and After School Tutoring provided by ****
TUSD Mexican American Student Services Department

Please encourage students to take advantage of this GREAT academic opportunity, which will help enhance the students' academic achievements in their schools.

CATALINA HIGH SCHOOL

Specialist – Clayton Henderson
 Thursday & Friday:
 11:30am – 1:00pm & 3:10 – 4:30pm
 Library

CHOLLA MAGNET HIGH SCHOOL

Specialist – Rashad Robinson
 Wednesday:
 7:00am-7:50am
 Tuesday & Wednesday:
 2:30pm – 3:30pm
 Room A9

PALO VERDE HIGH SCHOOL

Specialist – Clayton Henderson
 Monday & Tuesday:
 11:30am-1:00pm & 3:10pm – 4:30 pm
 Room 201

PUEBLO HIGH SCHOOL

Specialist – Rashad Robinson
 Thursday & Friday:
 3:30pm – 4:30pm
 Room 252

RINCON HIGH SCHOOL

Specialist – Lindsay Lawson
 Monday & Tuesday:
 8:00am – 9:00am & 3:15pm – 4:15pm
 Room 222 A

TUCSON MAGNET HIGH SCHOOL

Specialist – Lindsay Lawson
 Wednesdays: 2:00pm – 3:00pm Cafeteria
 Thursdays: 3:30pm – 4:30pm
 Room # T-183

UNIVERSITY HIGH SCHOOL

Specialist – Clayton Henderson
 Monday & Tuesday 7:45am – 9:00am
 Library

USP V.F.L.m

DOOLEN MIDDLE SCHOOL

Specialist – Anita Cuellar
 Tuesday, Thursday, Friday:
 3:50pm – 4:30pm
 Wednesday 2:50pm – 3:50pm
 Library

PISTOR MIDDLE SCHOOL

Specialist – Crystal Montante
 Monday, Wednesday, Friday:
 7:50am – 8:50am
 Tuesday & Thursday:
 3:50pm – 5:00pm
 Wednesday:
 2:50 pm – 4:00 pm
 Library

SECRET MIDDLE SCHOOL

Specialist – Anne Littleton
 Tuesday & Thursday:
 3:00pm – 4:30pm
 Room 3

VALENCIA MIDDLE SCHOOL

Specialist – Angelica Munoz
 Tuesday, Thursday, Friday: 4:15pm – 5:30pm
 Library

HOLLINGER K-8 SCHOOL

Specialist – Juan Carlos De la Torre
 Monday, Tuesday, Thursday, Friday:
 3:30pm – 4:40pm
 Library

LYNN URQUIDES ELEMENTARY SCHOOL

Specialist – Marla Vera
 Monday, Tuesday, Thursday, Friday:
 2:30pm – 3:30pm
 Library

MAXWELL K-8 SCHOOL

Specialist – Angelica Goebel
 Monday - Friday:
 8:00am – 8:45am
 &
 2:30pm – 4:30pm
 Library

McCORKLE K-8 SCHOOL

Specialist – Anne Felix
 Elementary- Monday, Wednesday, Friday:
 3:15pm-4:15pm
 Studio 502
 Middle School-Tuesday & Thursday:
 4:15pm-5:00pm
 Studio 502



HOW IMPORTANT ARE YOUR GRADES?

**** FREE Before and After School Tutoring provided by ****

TUSD Mexican American Student Services Department

Please encourage students to take advantage of this GREAT academic opportunity, which will help enhance the students' academic achievements in their schools.

CATALINA HIGH SCHOOL

Specialist – Clayton Henderson

Thursday & Friday:
11:30am – 1:00pm & 3:10 – 4:30pm
Library

CHOLLA MAGNET HIGH SCHOOL

Specialist – Rashad Robinson

Wednesday:
7:00am-7:50am
Tuesday & Wednesday:
2:30pm – 3:30pm
Room A9

PALO VERDE HIGH SCHOOL

Specialist – Clayton Henderson

Monday & Tuesday:
11:30am-1:00pm & 3:10pm – 4:30 pm
Room 201

PUEBLO HIGH SCHOOL

Specialist – Rashad Robinson

Thursday & Friday:
3:30pm – 4:30pm
Room 252

RINCON HIGH SCHOOL

Specialist – Lindsay Lawson

Monday & Tuesday:
8:00am – 9:00am & 3:15pm – 4:15pm
Room 222 A

TUCSON MAGNET HIGH SCHOOL

Specialist – Lindsay Lawson

Wednesdays: 2:00pm – 3:00pm Cafeteria
Thursdays: 3:30pm – 4:30pm
Room # T-183

UNIVERSITY HIGH SCHOOL

Specialist – Clayton Henderson

Monday & Tuesday 7:45am – 9:00am
Library

DOOLEN MIDDLE SCHOOL

Specialist – Anita Cuellar

Tuesday, Thursday, Friday:
3:50pm – 4:30pm
Wednesday 2:50pm – 3:50pm
Library

PISTOR MIDDLE SCHOOL

Specialist – Crystal Montante

Monday, Wednesday, Friday:
7:50am – 8:50am
Tuesday & Thursday:
3:50pm – 5:00pm
Wednesday:
2:50 pm – 4:00 pm
Library

SECRET MIDDLE SCHOOL

Specialist – Anne Littleton

Tuesday & Thursday:
3:00pm – 4:30pm
Room 3

VALENCIA MIDDLE SCHOOL

Specialist – Angelica Munoz

Tuesday, Thursday, Friday: 4:15pm – 5:30pm
Library

HOLLINGER K-8 SCHOOL

Specialist – Juan Carlos De la Torre

Monday, Tuesday, Thursday, Friday:
3:30pm – 4:40pm
Library

LYNN URQUIDES ELEMENTARY SCHOOL

Specialist – Maria Vera

Monday, Tuesday, Thursday, Friday:
2:30pm – 3:30pm
Library

MAXWELL K-8 SCHOOL

Specialist – Angelica Goebel

Monday - Friday:
8:00am – 8:45am
&
2:30pm – 4:30pm
Library

McCORKLE K-8 SCHOOL

Specialist – Anne Felix

Elementary- Monday, Wednesday, Friday:
3:15pm-4:15pm
Studio 502
Middle School-Tuesday & Thursday:
4:15pm-5:00pm
Studio 502



Free Saturday Math Help

Sponsored by Mexican American Student Services
Department



****Four convenient locations:*

Pueblo High School, Hollinger Middle School, Valencia Middle School and the Boys and Girls Club (*Boys and Girls Club is located next to Doolen Middle School 3155 E. Grant Rd.*)

Call (520) 225-6229 in more information is needed.

Register at the location of your choice.

Start date: August 17, 2013

Time: 9:30 AM ~ 2:30 PM

Math support is available for students in grades 3rd - 12th grade.



Parents we encourage you to request math packets from your child's teacher. Please be sure that your child arrives ready to work.

Students are asked to bring math assignments or come in to do their homework in a supportive environment.

**Students must bring Math work with them each Saturday.*

Free to ALL students!

Location: Boys and Girls Club
Located next to **Doolen Middle School**
3155 E. Grant Rd

2013-2014 Calendar

August: 17th, 24th

September: 7th, 14th, 21st, 28th

October: 26th

November: 2nd, 16th, 23rd

December: 7th, 14th

January: 11th, 25th

February: 1st, 8th, 15th

March: 1st, 8th, 29th

April: 5th, 12th, 26th

May: 3rd, 12th

Locations, schedule, and calendar information is posted on our web-site:

www.tusd1.org/massd

Mexican American Student Services

Phone: 520-225-6229

Servicios para Estudiantes Mexicanos Americanos

VOLUMEN 11

EL BOLETÍN
ABRIL DE 2014

NÚMERO 5



EN ESTE
NÚMERO

- Academia de Matemáticas AIMS 1
- La hora de la Comida 2
la Hora Familiar
- Mensaje del Director de MASS 3
- Programa "Big Brother Big Sister"
- Estadísticas para los Padres de TUSD
- Reunión Trimestral de Padres 4
- Conferencia de Jóvenes LULAC
- César E. Chávez 5
- Escuela de Verano 6
- Alianzas de MASS
- Centros para Infantes y Aprendizaje Temprano de TUSD

Distrito Escolar Unificado de Tucson
Impartiendo Excelencia en la Educación Todos los Días
Crecer · Alcanzar · Tener Éxito



El Departamento de Servicios a los Estudiantes Mexicanos Americanos Apoya la preparación de Matemáticas para el AIMS Primavera, 2014
ACADEMIA DE MATEMÁTICAS AIMS



El Distrito Escolar Unificado de Tucson (TUSD)

Los Departamentos de Equidad Estudiantil y Multicultural patrocinaron una Academia de Matemáticas AIMS para los estudiantes de la escuela secundaria de todo el distrito. La Academia AIMS tuvo lugar en la escuela Roberts-Naylor K-8. Nuestro enfoque principal fue ayudar a los estudiantes a prepararse para los exámenes AIMS próximos en el mes de abril. Los estudiantes de TUSD asistieron a la Academia AIMS durante tres días durante las vacaciones de primavera, 17-19 de marzo, 2014. Dos especialistas académicos del Departamento de Servicios a Estudiantes Mexicanos Americanos Clayton Henderson y Angelica Goebel ayudaron con estas sesiones.

Escuelas de Objetivo

Primaria
Lynn-Urquides
K-8
Dietz
Hollinger
McCorkle
Maxwell

Escuelas Intermedias
Doolen MS
Pistor MS
Secrist MS
Valencia MS

Escuelas Secundarias
Tucson HS
Pueblo HS
Cholla HS
Rincon HS
Palo Verde HS
Catalina HS
University HS
USP V.F.1.m

Sábados de Tutoría de Matemáticas de TUSD

Para los estudiantes de 5to -12vo grado **10AM - 2PM**

Palo Verde Magnet High School
1302 S. Avenida Vega

Pueblo Magnet High School
3500 S. 12th Ave

Valencia Middle School
4400 W. Irvington Rd.





Las familias toman la lucha por el RETO 5

Inicios de Conversación Durante la Comida

- **Niño(a):** ¿Cómo cree que puede ayudar a sus maestros en la escuela a tener éxito?
- Si su familia tuviera la oportunidad de inventar un platillo nuevo de desayuno, ¿Qué sería? ¿A quien le gustaría más a los niños o a los padres?
- **PADRES:** ¿Qué fue lo que más le gustó de sus años de juventud? ¿Qué fue lo que menos le gustó?
- ¿Por que cree que a algunos niños les llaman tanto la atención las drogas?
- ¿Cómo le pueden ayudar estas tres frases en la vida?
Por favor, Gracias y lo siento
- ¿Por qué cree que al ayudar a los demás es importante para su propio éxito?
- ¿Qué prefiere, estar atrapado en el frio de Antártica o en el calor del desierto Sahara?
- ¿Qué cree que significa ser un aprendiz de por vida?
- ¿Cuáles son las reglas de su familia? ¿Cuál es la regla que menos le gusta? ¿Qué regla le ayuda más a su familia?
- Si pudiera adoptar a una persona famosa del pasado o actual, ¿Quién sería?

Para más información visite el sitio:

USP.V.F.1m www.mealttimefamilytime.com

Diez Ideas para Hacer la Hora de la Comida la Hora Familiar

Se puede comenzar con una de las comidas (desayuno, almuerzo o cena en casa o fuera de casa) y agregar más después.

Idea #1

Haga de la hora de la comida una prioridad. No es fácil, pero vale la pena el esfuerzo.

Idea #2

Comer por lo menos cinco comidas juntos cada semana es la meta. Puede empezar con una comida (desayuno, almuerzo o cena en casa o fuera de casa) y agregar más después.

Idea #3

Dé inicio a la conversación familiar haciendo preguntas como "¿Qué fue lo que más te gustó de tu día?" O "¿Cuál fue la mejor parte de tu día?".

Idea #4

Involucre a sus hijos en la planeación, la preparación y el servir de los alimentos.

Idea #5

Adorne con lujo. De vez en cuando, prenda unas velas, toque música relajante y ponga en la mesa un mantel y flores.

Idea #6

Afloje el paso y saboree la comida.

Idea #7

Disfrute de la conversación de sobremesa antes de comenzar a limpiar.

Idea #8

Mantenga el ambiente divertido, no conflictivo y sin estrés enfocándose en temas neutros

Idea #9

Use la hora de la comida para volver a conectarse con su familia.

Idea #10

Haga de la hora de la comida tiempo familiar cuando salga a comer fuera.

Mensaje de la Directora

Les agradecemos a todos los estudiantes y a las familias que asistieron al evento de reconocimiento a los Estudiantes de MASS el 24 de abril en la Escuela Secundaria Palo Verde.

Gracias al Superintendente el Dr. H.J. Sánchez y al Director Ejecutivo de Equidad Estudiantil el Sr. James Fish por sus mensajes de inspiración a nuestros estudiantes.

Un agradecimiento especial a los miembros de la Mesa Directiva de TUSD.

Al personal de MASS, un GRAN agradecimiento por su trabajo en la planeación de este evento.



TUSD

Servicios para Estudiantes Mexicanos Americanos

Programa de Reconocimiento a los Estudiantes 2013-2014

Se Necesitan "Hermanitas" para el Programa Big Brothers Big Sisters de Tucson:

¿Conoce a una niña en su salón que puede beneficiarse de tener otro ejemplo positivo en su vida? El programa Big Brothers Big Sisters de Tucson tiene "Hermanas Grandes" esperando conocer a sus "hermanitas". Las "hermanas" se reúnen 2-3 veces al mes, haciendo actividades divertidas que a las dos les guste hacer. Estas salidas juntas constantes forman una amistad que les ayuda a las "hermanitas" en la escuela, les da más autoestima y reduce la posibilidad de que tomen alcohol o usen drogas. Comuníquese con BBBST al 624-2447 o con Dayna Brown en Dayna@tucsonbig.org para comenzar el proceso de inscripción. [Big Brothers Big Sisters of Tucson](#) o [Enroll a child | Big Brothers Big Sisters of Tucson](#)



Esto es el acceso que le da la Cuenta de Estadísticas para los Padres de TUSD

Cuando usted crea una cuenta de Estadísticas para los Padres de TUSD, usted tiene acceso a un mundo de información que le puede ayudar a entender mejor la experiencia académica de su hijo. Aquí tiene unos ejemplos:

- El examen AIMS será un requisito para la graduación de la Escuela Secundaria en 2005-06. Revise los resultados de su hijo(a) en el examen AIMS y en CCSA de TUSD. Ver el desglose de la puntuación a nivel del concepto con comparaciones con los Promedios del Distrito con los Estándares Estatales.
- El examen Stanford 9 es una evaluación estandarizada a nivel nacional que se ha administrado en TUSD durante los últimos 7 años. Vea la comparación de los resultados de su hijo con los niños del resto del país. Dé seguimiento de los logros de su hijo año con año, hasta el nivel de las agrupaciones de contenido específico.
- ¿Se ha preguntado cómo le afecta en sus logros la asistencia a su hijo(a)? Vea todas los promedios de las asistencias de su hijo(a) por trimestre. También vea las asistencias de su hijo(a) en cada clase seguida de la calificación que lograron en esa clase.
- ¿Gusta comunicarse con un maestro por correo electrónico? Vea una lista de los maestros de su hijo(a), con un enlace a su correo electrónico.
- Aprenda más sobre los logros en general de la escuela de su hijo(a). Siga los enlaces que le mostrarán todo desde los resultados generales de AIMS, hasta las Respuestas de la Encuesta de la Calidad Escolar, a las tasas de movilidad s, todas calculadas específicamente para la escuela de su hijo(a).

[Infórmenos \(statsadmin@tusd1.org\)](mailto:statsadmin@tusd1.org) si tiene alguna pregunta sobre las Cuentas del Acceso a los Padres.

Los Servicios a los Estudiantes Mexicanos Americanos le Invitan a las siguientes Reuniones Trimestrales Informativas para los Padres 2013-2014:

Jueves 1 de mayo en la Escuela Secundaria Palo Verde Magnet y en la Escuela Intermedia Pistor 6:00-7:30pm



Selena Llamas presentando sobre "Expect More AZ"

Especialista Académico de MASS Rashad Robinson

Los Padres asisten a la Reunión Trimestral de McCorkle K-8

Los Padres participan en la reunión de Pueblo HS

Los Estudiantes de TUSD asisten a la Conferencia Anual Número 25 de la Liga de Jóvenes Latinos Ciudadanos Americanos Unidos

En el Plantel Oeste de Pima Community College 14 de marzo de 2014

La Juventud y la Educación

Durante los últimos 25 años la Liga de Jóvenes Latinos Ciudadanos Americanos Unidos (LULAC) en el sur de Arizona ha promovido la importancia del aprendizaje y lo importante que es para los estudiantes asistir a la universidad/colegio. Al proporcionar ayuda educativa a los jóvenes de la comunidad a través de varias iniciativas y programas, LULAC ha trabajado para instar y motivar a los estudiantes a que permanezcan en la escuela, a ponerse metas, y a reforzar la educación como la clave del éxito.



Los estudiantes participan en los talleres



Los estudiantes esperan la película "Next Generation"



Fabulosos recursos en la Conferencia de Liderazgo USP V.F.1.m



Los estudiantes disfrutaron las sesiones de los presentadores



César Estrada Chávez nació el 31 de marzo de 1927, en una pequeña granja donde viva su familia cerca de Yuma, Arizona. Reconocido como uno de los grandes líderes de los derechos civiles y del sindicato laboral de la nación, Chávez se comprometió toda su vida a mejorar la vida de los trabajadores de los campos en todas partes. Él trajo su difícil situación a la atención nacional, adhiriéndose a los principios de las practicas de la no-violencia desarrolladas por Mahatma Gandhi y el Dr. Martin Luther King, Jr.



El Sr. Cam Juarez Presentó a los estudiantes de la escuela Intermedia Pistor, Primaria Ochoa y de Hollinger K-8 durante la Conferencia de Liderazgo de Jóvenes César E. Chávez.



Las Conferencias de Liderazgo de Jóvenes César E. Chávez en las escuelas fueron del 24 al 28 de marzo. Durante esta semana los Especialistas de MASS Angélica Muñoz y La Representante Principal de la Comunidad Diana Soto asistieron en la organización de los presentadores en las escuelas de TUSD.

La dedicación del Jardín de los Rosales César E. Chávez 2013-2014 en Pueblo Magnet High School.



Escuela Primaria Ochoa



Adelita S. Grijalva
Presidenta, de la Mesa Directiva de TUSD

Regina Romero miembro del Concejo de la Ciudad de Tucson, presentó a los estudiantes de la Escuela Secundaria Pueblo. La Sra. Romero presentó sobre César E. Chávez y Dolores Huerta durante una semana de una serie de presentaciones, las cuales honraron la vida y las batallas del Sr. Chávez y la Sra. Huerta. El especialista Académico de MASS Rashad Robinson les dio la bienvenida a los presentadores en la Escuela Secundaria Pueblo.

ESCUELA DE VERANO DE TUSD 2014

Ésta Escuela de Verano de TUSD tendrá lugar en todas las escuelas de TUSD, con la excepción de Sabino High School y University High School. A continuación encontrará los horarios y fechas. **La asistencia de los estudiantes será por invitación de la escuela solamente.**

- ♦ **Sesiones para 3,5,8 Grados Lunes-Viernes**
- ♦ **Fecha de inicio: 2 de junio**
- ♦ **Fecha de finalización: 27 de junio**
- ♦ **7:30am—12:30pm / El Desayuno se Sirve a las 7:30am**

Sesiones de la Escuela Secundaria Lunes-Viernes

- ♦ **Fecha de inicio: 28 de mayo**
- ♦ **Fecha de finalización: 26 de junio**
- ♦ **8:00am - 2:00pm / Se Sirve Desayuno y Almuerzo**
La **GRADUACIÓN** será el 27 de junio

SOCIEDADES con el DEPARTAMENTO DE SERVICIOS A LOS ESTUDIANTES MEXICANOS AMERICANOS

4-Tucson/Higher Ground/Arizona Flowers/Lighthouse YMCA/AXA Corporation/Tucson City Council/ Border Action Network/American Cancer Society/Tucson "Raytheon" Math Mentors/Girl Scouts of Southern Arizona/Pima County Board of Supervisors/ Arizona Cesar E. Chávez Holiday Coalition/ Tucson Hispanic Chamber of Commerce/University of Arizona—Delta Sigma Theta/Tucson Unified School District Board Members/LULAC League of United Latin American Citizens/Help Every Day Youth Kevin McKenzie – Marketing Director/Goodwill Industries – Amy Blankenship – Youth Mentor Coordinator/Walmart Market Place – Kolb and Golf Links Rd. – Lee Simpson Store Manager/Child & Family Resources – "Girrls Project" Arcelia Cornidez Program Supervisor/JW Marriott Tucson Star Pass Resort - Kim Bartlett – Destination Sales Executive/University of Arizona– 7th Annual Young Women's Empowerment Academy/ Mentors USA/Big Brothers-Big Sisters/ University of Arizona Project SOAR/ Society of Hispanic Professional Engineers SHPE/ Davis Monthan Air Force Base/ Expect More Arizona/ SEAHAC-Wellness program/ Boys & Girls Club/ Davis Monthan Soldier Program (The Mission Continues.)

**Nuevos Centros Infantiles Y de Aprendizaje Temprano de TUSD**

Se les invita a las familias de Tucson a inscribir a sus hijos pronto para esta oportunidad única de cuidado infantil con el distrito Escolar del Sur de Arizona más grande. Disponibles para las familias de Tucson cuidado de alta calidad a buen precio e instrucción experta en el aprendizaje temprano a través de los Centros Infantiles y de Aprendizaje Temprano de TUSD. Los Centros Infantiles y de Aprendizaje Temprano de TUSD proporcionan un cuidado excelente para los niños pequeños de 2 a 5 años de edad de nuestra comunidad. (El cuidado de infantes está disponible solamente para los empleados de TUSD.) Los centros se desarrollaron para proporcionar cuidado de calidad a los niños de los empleados de TUSD, y ahora ésa misma oportunidad se les otorga a las familias del área de Tucson.

Nuestros centros del lado este y oeste proporcionan un cuidado excelente para los niños pequeños. Tenemos un proceso de inscripción de prioridad para los empleados de TUSD, también aceptamos niños del público de dos a cuatro años de edad.

El cuidado de infantes se les proporciona a los empleados de TUSD solamente para infantes de seis semanas y mayores.

Para inscribirse, por favor llene la hoja de interés, y envíela por correo a Elementary Leadership Office, 1010 E. 10th Street, Tucson, AZ 85719 o por correo electrónico a earlylearning@tusd1.org. Si tiene alguna pregunta sobre los Centros de Cuidado Infantil y de Aprendizaje Temprano de TUSD, por favor, llame a la Oficina de Liderazgo Primario al 225-6415.

Horario Los centros estarán abiertos de 6:00 a.m. a 6:00 p.m., de lunes a viernes.



TUSD
*Mexican American
Student Services*

*Student Recognition Program
2013-2014*

USP 1.m



TUSD
*Mexican American
Student Services*

*Student Recognition Program
2013-2014*



RSVP to Monica Arciniega at 225-6229 by April 16, 2014

PROGRAM BEGINS PROMPLTY ON TIME



RSVP to Monica Arciniega at 225-6229 by April 16, 2014

PROGRAM BEGINS PROMPLTY ON TIME

*We invite you to attend
Tucson Unified School District's
Mexican American Student Services
Student Recognition Program*

Thursday, April 24, 2014

5:00 pm - 6:30 pm (Grades 6-8)

Please arrive at 4:30 pm for check-in

7:00 pm - 8:30 pm (Grades 9-12)

Please arrive at 6:30 pm for check-in

Palo Verde High School

Auditorium

1302 S. Avenida Vega

USP V.F.1.m *Tucson, AZ. 85710*

*We invite you to attend
Tucson Unified School District's
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Palo Verde High School

Auditorium

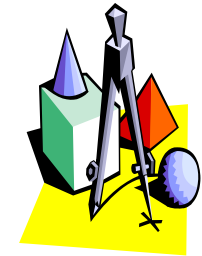
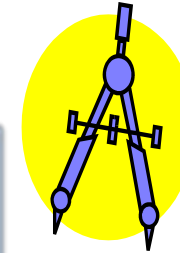
1302 S. Avenida Vega

Tucson, AZ. 85710



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Cada Día

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TUTORIA DE MATEMÁTICAS
Sábados de 10:00am a 2:00pm
Para estudiantes de *TUSD* en los siguientes sitios:

FECHAS- nov. 23 📅 dic 7, 14 📅 ene. 11, 25 📅 feb. 1, 8, 15 📅 mar. 1, 8, 15 📅 abr. 5, 12, 26 📅 mayo 3

Pueblo Escuela Secundaria
Biblioteca
3500 S. 12th Ave
(una cuadra al norte de
Ajo Way)

Palo Verde Escuela Secundaria
Sala 201 (Edificio principal-Segundo piso)
1302 S. Avenida Vega
(una cuadra oeste de 22nd & Kolb)

Valencia Escuela Intermedia
Biblioteca
4400 W. Irvington Rd.
(al oeste de Mission Rd.)

Departamento de Servicios para Estudiantes Mexicano-Americanos
Para Inscripción, Horarios y Calendarios, visite nuestra página web:
<http://tusd1.org/saturdaymath/>
USP V.F.1.m Para mayor información, por favor llame al: (520) 225-6229

STEM-GIRLS PROGRAM

(Science, Technology, Engineering, Mathematics)

*Sponsors: Raytheon Engineers and Girl Scouts of Southern Arizona
Pueblo High School/ Mexican American Student Services*



STEM– is a program designed for girls to have a vision in continuing a career in the Science, Technology, Engineering and Math fields. This program is sponsored by Raytheon Engineers, and Girl Scouts of Southern Arizona. They want to make sure all girls know that it's OK to be smart and face life's challenges. On Thursday October 17, 2013 was opening day at Pueblo High School sixteen girls attend the class and were provided snack before class started .

All the girls made a circle and were asked by the engineers the "Opening Question":

"If you could have a Super Power what would it be" all girls gave great answers.

The girls then moved to the first project which was to make "Lip Gloss" in groups of four which was a great success seeing the girls follow math and science tables and mixing the product for the completed response.

At the end of the class they were given a parent permission slip to attend their first all girl conference called (Expanding Your Horizons) at the

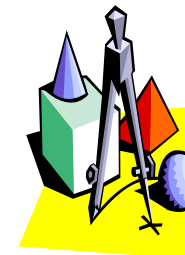
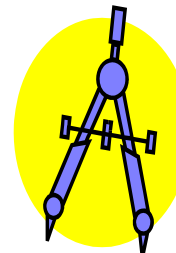
University of Arizona in November.

¿Necesita Ayuda con Matemáticas?
¿Desea aumentar su G.P.A y calificación de



Impartiendo Excelencia en Educación
Cada Día

Crecer • Alcanzar • Tener Éxito



TUTORIA DE MATEMÁTICAS
Sábados de 10:00am a 2:00pm
Para estudiantes de TUSD en los sitios siguientes:

FECHAS- Nov. 23 Dic. 7, 14 Eno. 11, 25 Feb. 1, 8, 15 Mar. 1, 8, 15 Abr. 5, 12, 26 Mayo 3

Pueblo Magnet High School
3500 S. 12th Ave
(North of Ajo Way)

Frank & Edith Morton
Boys & Girls Club
3155 E. Grant Rd.
(Al Este de Doolen Middle School)

Valencia Middle School
4400 So. 12th Ave
(West of Mission Rd.)



Servicios Estudiantiles Mexicano-Americanos



Para Inscripción, Horarios y Calendarios, visite nuestra página web:

www.tusd1saturdaymath.org

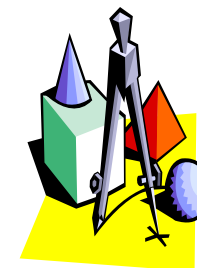
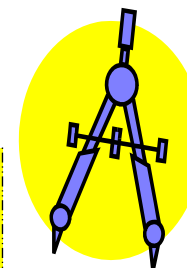
Para mayor información, por favor llame al: (520) 225-6229

Do You Need Help
With Math? Want to
Boost Your G.P.A &
AIMS Score?



Delivering Excellence in Education
Every Day

Grow • Reach • Succeed



SATURDAY MATH TUTORING
From 10:00am to 2:00pm
for TUSD students at the following sites!

DATES- Nov. 23 📖 Dec. 7, 14 📖 Jan. 11, 25 📖 Feb. 1, 8, 15 📖 Mar. 1, 8, 29 📖 Apr. 5, 12, 26 📖 May 3

Pueblo Magnet High
School
3500 S. 12th Ave.
(North of Ajo Way)

Frank & Edith Morton
Boys & Girls Club
3155 E. Grant Rd.
(East of Doolen Middle) School)

Valencia Middle
School
4400 W. Irvington Rd.
(West of Mission Rd)



Mexican-American Student Services

For Registration, Schedules and Calendars please visit our web-site:

www.tusd1saturdaymath.org

For more information please call: (520) 225-6229



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HOW IMPORTANT ARE YOUR GRADES?

**** FREE Before and After School Tutoring provided by: ****

TUSD Mexican American Student Services Department

Please encourage students to take advantage of this GREAT academic opportunity, which will help enhance the students' academic achievement in

PUEBLO HIGH SCHOOL
Specialist – Rashad Robinson
 Thursday & Friday:
 3:30pm – 4:30pm
 Room 252

TUCSON MAGNET HIGH SCHOOL
Specialist – Lindsay Lawson
 Wednesdays / 2:00pm – 3:00pm Cafeteria
 Thursdays / 3:30pm – 4:30pm
 Room # T-183

CHOLLA MAGNET HIGHSCHOOL
Specialist – Rashad Robinson
 Tuesday & Wednesday:
 7:00am-7:50am / 2:30pm – 3:30pm
 Room F9

UNIVERSITY HIGH SCHOOL
Specialist – Clayton Henderson
 Monday & Tuesday 7:45am – 9:00am
 Library

PALO VERDE HIGH SCHOOL
Specialist – Clayton Henderson
 Monday & Tuesday 11:30am-1:00pm
 3:10pm – 4:30 pm Room 201

CATALINA HIGH SCHOOL
Specialist – Clayton Henderson
 Thursday & Friday 11:30am-1:00pm
 Thursday & Friday 3:10 – 4:30pm
 Library

RINCON HIGH SCHOOL
Specialist - Lindsay Lawson
Mondays / Tuesdays 8:00am to 9:00am
 Room 222 A
Mondays / Tuesday 3:15pm – 4:15pm
 Room 222 A

LYNN URQUIDES ELEMENTARY SCHOOL
Specialist – Marla Vera
 Monday, Tuesday, Thursday, Friday:
 2:30pm – 3:30pm
 Library

HOLLINGER K-8 SCHOOL
Specialist - Juan Carlos De la Torre
 Monday, Tuesday, Thursday, Friday:
 3:30pm – 4:40pm
 Library

McCORKLE K-8 SCHOOL
Specialist – Anne Felix
 Elementary- Monday, Wednesday, Friday:
 3:15pm-4:15pm
 Studio 511
 Middle School-Tuesday & Thursday:
 4:15pm-5:00pm
 Studio 511

MAXWELL K-8 SCHOOL
Specialist - Angelica Goebel
 Monday - Friday 8:00am – 8:45am
 Library

Monday – Friday 2:30pm – 4:30pm
 Library

VALENCIA MIDDLE SCHOOL
Specialist- Angelica Munoz
 Monday- Friday: 4:15pm – 5:30pm
 Library

DOOLEN MIDDLE SCHOOL
Specialist – Anita Cuellar
 Tuesday, Thursday, Friday:
 3:50pm – 4:30pm
 Wednesday 2:50pm – 3:50pm
 Library

SECRET MIDDLE SCHOOL
Specialist – Anne Littleton
 Tuesday & Thursday:
 3:00pm – 4:30pm
 Room 3

PISTOR MIDDLE SCHOOL
Specialist - Crystal Montante
 Monday, Wednesday, Friday
 7:50am – 8:50am
 Tuesday, Wednesday, Thursday
 3:50pm – 5:00pm

Advanced Learning Experiences: Access and Recruitment Plan
February 3, 2014
Appendix ?: UHS Recruitment Information Nights



University High School
will be hosting
6 Parent Informational Nights
On the following dates, 2013-14:

- **August 27** - Roskruge Middle School 6:00 pm
501 E. 6th St., Tucson 85705
- **August 29** - Utterback Middle School 6:00 pm
3233 S Pinal Vista, Tucson 85713
- **September 5** - University High School 6:00 pm
421 N. Arcadia Blvd, Tucson 85711
- **September 12** - Gridley Middle School 6:00 pm
350 S. Harrison Rd., Tucson 85748
- **September 19** - Pistor Middle School 6:00 pm
5455 S. Cardinal Ave, Tucson 85746
- **September 26** - University High School 6:00 pm
421 N. Arcadia Blvd, Tucson 85711

Come and meet University High Administration and Staff.
Obtain information about the admission process.
Learn more about the school and what it has to offer.
UNIVERSITY HIGH SCHOOL - *Investing in Excellence!*

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Become an AVID Tutor (College Prep Assistant)

What is AVID?

AVID is an academic support program that prepares 6th through 12th grade students for college success through a regularly scheduled AVID elective class during the school day. AVID tutors provide support to students who are working hard to go to college and have the potential to succeed in college. As an AVID tutor, you will supply these students with the knowledge you have gained throughout your transition from high school to college.

Participating TUSD Schools

Cholla High School

Sky Saczko, *AVID coordinator*
sky.saczko@tusd1.org

Palo Verde High School

Joanna Goldberg, *AVID coordinator*
joanna.goldberg@tusd1.org

Pueblo High School

Patricia Manciet, *AVID coordinator*
patricia.manciet@tusd1.org

Booth Fickett Middle School

Kim French, *AVID coordinator*
Kimberly.French@tusd1.org

Secrist Middle School

Shirley Regole, *AVID coordinator*
shirley.regole@tusd1.org

Valencia Middle School

Kelly Cilano, *AVID coordinator*
kelly.cilano@tusd1.org

Requirements

- Complete at least 60 credit hours of coursework; or pass the ParaPro exam offered at Sunnyside School District at a cost of \$50 (contact Ana Rubio at 545-2003 to schedule exam)
- Contact AVID coordinator at school of interest
- Complete TUSD Temporary Employment Application
- Complete 8-hour paid AVID Tutor Training
- Complete TUSD requirements (background check, proof of immunization, etc.), a \$22 fingerprint fee will apply

TUSD Temporary Employment Application:
<http://www.tusd1.org/tusdforms/documents/HR1500TemporaryEmploymentApp.pdf>



\$10.48/hour

**Minimum of
6-8 hours
per week**

**Flexible
schedule**

**Great
experience**

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For more information
please contact:



Sonia Gissart
520-225-6426
sonia.gissart@tusd1.org



Michelle Ortiz
520-621-4595
miortiz@email.arizona.edu



The Mission of the International Baccalaureate Organization:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



For more information, please contact:

Natasha Conti, IB Coordinator
natasha.conti@tusd1.org
520.225.4116

Kathryn Jensen, Magnet Coordinator
kathryn.jensen@tusd1.org
520.225.4003

Tara Bulleigh, Assistant Principal
tara.bulleigh@tusd1.org
520.225.4005

www.chollachargers.org
www.ibo.org



Delivering Excellence in Education Every Day

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Cholla High Magnet School International Baccalaureate Diploma Programme



Every Student, Every Day,
Charging Fearlessly Toward
Academic and Personal
Excellence

Why IB?

The IB is recognized globally as a leader in education.

At Cholla High Magnet School, your student will have access to one of the top college preparatory programmes in the world, tuition-free.

IB aims to develop character, not just academics.

A community service requirement, a focus on local, regional, and global citizenship, and the Learner Profile all set IB apart from other curriculums.

Colleges and Universities value IB.

The average acceptance rate of IB students into university/college is 22% higher than the average acceptance rate of the total population.

Students enrolled in IB are more likely to succeed in higher education.

A 2010 study that looked at the college GPA and performance on IB exams of over 1500 IB students enrolled in the University of California system found that **IB students earned higher GPAs**. This held across all family income levels. The study also found that performance in the Diploma Programme was the strongest predictor of college GPA.

IB students are more likely to graduate from college.

A 2011 study of IB students' experiences after high school found that 81% of IB students graduated within 6 years of enrolling full-time at a 4-year institution, compared to the national average of 57%.

What is the IB Diploma Programme?

- a rigorous, college-preparatory curriculum
- consists of seven courses taken during the junior and senior year of high school
- students will:
 - write a 4,000 word analytical research paper called the Extended Essay
 - complete 150 Creativity, Action, and Service hours
 - take a series of assessments throughout the programme in order to earn the IB Diploma and potential college credits
 - strive to embody the traits of the IB Learner Profile



What does the IB look like at Cholla?

**IB Prep
9th and 10th grade**

IB Prep/Honors courses specifically designed to prepare students for their entrance into the Diploma Programme.

**Two-year Diploma Programme
11th and 12th grade**

A holistic approach to learning is illustrated by the **IB Hexagon**. Students take the following IB courses at Cholla: English Literature; Spanish, German, or Arabic; History of the Americas; Biology or Chemistry; Mathematics; Theatre, Visual Arts, Music, or Dance; and Theory of Knowledge.

The International Baccalaureate Organization monitors curriculum and assessment to ensure that each Diploma Programme meets the same global expectations.

TUSD

STUDENT GUIDELINES

International Baccalaureate (IB)

Cholla Magnet High School

9th – 12th grades

Are IB courses for me?

What are IB courses like?

You will...

- Develop international mindedness
- Learn a foreign language
- Participate in service learning
- Use critical, reflective thinking
- Develop positive character traits
- Have teachers who are highly trained in their content area
- Have the opportunity to earn college credit



Do you or are you willing to...

- Enjoy learning? Work hard?
- Turn in your homework on time? Have excellent attendance?
- Meet a challenge head on instead of taking the easy way out?
- Think for yourself? Ask questions?
- Manage your time well? Follow through with your commitments?
- Strengthen your analytical, reading and writing abilities?
- Contribute to a group?

What did you answer to these questions?

Yes! Then TUSD has these courses for you. Enroll in the IB program at Cholla High School, give your best, and unleash your potential! See your school counselor for more information.

Not sure? Give it a try! You can be successful if you have the work ethic and confidence to keep trying when things are unfamiliar or challenging. Your IB teachers will be there to help and support you if you take on this challenge. Why not talk to a school counselor about these opportunities if you still aren't sure

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Cholla High Magnet School
*"Every Student, Every Day, Charging Fearlessly Toward
Academic and Personal Excellence"*
2001 West Starr Pass Boulevard
Tucson, Arizona 85713
520-225-4000



Dear Parents of Prospective IB Students:

Cholla High Magnet School is an accredited comprehensive high school committed to providing your child a rigorous course of study so they may be college ready. The International Baccalaureate Diploma Programme (IB DP) is designed to align common curriculum and high academic expectations in schools all around the world. During the student's junior and senior years, they will take challenging pre-university courses in science, math, social science, foreign language, English, and fine arts. Students seeking the prestigious IB Diploma also complete the Theory of Knowledge class, an Extended Essay and 150 hours of Creativity, Action and Service. Students who complete the IB DP will be well-rounded students who will be prepared to achieve at the college and university level.

In order to help students advance to the IB Diploma Programme, Cholla offers rigorous IB-Prep classes in both 9th and 10th grades. Students follow a structured curriculum, covering English, Math, Foreign Language, Social Science and Science. Students also encouraged to take the Advancement Via Individual Determination (AVID) class which teaches students organizational and study skills, critical thinking, and provides tutoring, mentoring and motivational support. Student success in grades 9 and 10 will determine a student's ability to meet the demands of the IB Diploma Programme their junior and senior years.

I am confident that your child's academic experience in the IB DP here at Cholla High Magnet School will be worthwhile in preparing your child for the rigorous demands of college and university. Furthermore, the IB teaching staff, Coordinator, Assistant Principal, and support staff will provide your child the appropriate support needed for their academic and personal success.

Thank you,

Frank Armenta,
Principal
520-225-4004
Frank.armenta@tusd1.org

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SAFFORD K-8
RECRUITMENT ACTIVITIES
2013-14

- October: Tours
- October 19: Celebration of Schools.
- October 21: Visit Robison's 5th grade.
- October 25: Participate in Robison's Fall Festival to talk with parents.
- November: Tours
- Sunday Nov 2: Celtic Festival
- Friday Nov 13: Mission View visited Safford
- December 5: Tours
- Dec 10: Visit Sam Hughes
- Dec 9 – 11: Celebrate magnet schools at Mansfeld, Palo Verde, Pueblo
- January 2: Tours

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TUSD

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520.225.4003

Tara Bulleigh, Assistant Principal
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www.chollachargers.org
www.ibo.org

TUSD

Delivering Excellence in Education Every Day

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Charging Fearlessly Toward
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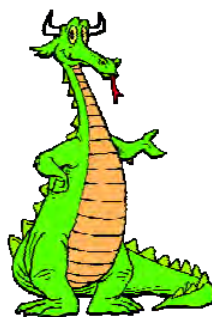
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TUSD GATE

TUSD reconoce que los estudiantes superdotados tienen necesidades educacionales especiales que deben cumplirse en el marco de la educación integral del niño(a) a través de varios servicios y opciones.

La función del Programa de Educación para Superdotados es:

- Identificar las habilidades y necesidades particulares de estos estudiantes.
- Retar a los estudiantes que funcionan a los niveles más altos de su habilidades.
- Alentar a los estudiantes de bajo rendimiento que son capaces del más alto rendimiento.
- Promover habilidades de pensamiento creativos y productivos a niveles más altos en todo el distrito.
- Promover logros creativos o productivos.



TUSD

DISTRITO ESCOLAR UNIFICADO DE
TUCSON
TIFFANY MCKEE, DIRECTORA

DIETZ K-8
7575 East Palma
Tucson, Arizona 85710

Teléfono 520-731-4000
Fax: 520-731-4001
Correo Electrónico:
Tiffany.McKee@tusd1.org

DISTRITO ESCOLAR
UNIFICADO DE TUCSON

Dietz K-8

**EDUCACIÓN
PARA
SUPERDOTADOS
Y TALENTOSOS**



520.731.4000

EDUCACION PARA SUPERDOTADOS Y TALENTOSOS

¿Qué es GATE?

GATE presta servicios diseñados para cumplir las necesidades académicas especiales de los estudiantes superdotados y los de aquellos que tienen un potencial para un rendimiento más alto. A los estudiantes que califican se les puede colocar en uno de los siguientes programas:

1. **Clases autónomas** - Los estudiantes asisten tiempo completo, los cinco días de la semana a una escuela que les proporciona el patrón afluente de la educación en casa aprobado por la mesa directiva.
2. **Servicios Ambulantes** - Un maestro(a) GATE es asignado(a) a un día o ½ día de la semana a cada escuela primaria. El servicio principal es en programa fuera del aula de aproximadamente una o una y media horas a la semana. Los niños identificados salen del aula y son instruidos en pequeños grupos.

3. **Recursos de la escuela Intermedia**– Los estudiantes participan típicamente en una clase al día.

4. **Secciones de Clases en Escuela Secundaria**– Secciones de dos horas de Inglés y Humanidades en el noveno y décimo grado.



¿CÓMO SE ELIGEN LOS ESTUDIANTES PARA SER EVALUADOS?

Los estudiantes recomendados por el personal de la escuela, los padres, sí mismos o por otra fuente concedora, pueden ser evaluados para el programa GATE. Los padres deben firmar un [formulario de autorización](#) antes de la evaluación.

¿CÓMO SE ELIGEN LOS ESTUDIANTES PARA LA COLOCACIÓN?

Los estudiantes que cumplen con los requisitos estatales (de 97 por ciento y más alto) califican para los servicios. A todos los estudiantes se les ordena por rango para

ser considerados en la colocación. A los estudiantes que no cumplan con los requisitos estatales se les ofrecen los servicios cuando hay espacios disponibles.

¿TODOS LOS ESTUDIANTES QUE CALIFICAN PARTICIPAN EN EL PROGRAMA?

A todos los estudiantes que cumplan con los [requisitos de elegibilidad](#) estatales se les ofrecerán los servicios GATE. Los padres deben dar permiso antes de ser colocados en alguno de los programas autónomos de primaria o de escuela intermedia.

DISTRITO ESCOLAR UNIFICADO DE TUCSON
TIFFANY MCKEE, DIRECTORA

DIETZ K-8
7575 East Palma
Tucson < Arizona 85710

520-731-4000
Fax: 520-731-4001
Correo Electrónico:
Tiffany.McKee@tusd1.org

**Dual Language Program
Schools K-12/ Escuelas con
Programa De Lenguaje Dual
K-12**

Davis K-5 (Spanish Immersion)

Grijalva K-5

Hollinger K-5

Mary Belle McCorkle PreK-8

Mission View K-5

Roskruge K-8

Van Buskirk K-5

White K-5

Pistor 6-8

Wakefield 6-8

Pueblo Magnet High School



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Notice of Nondiscrimination

Tucson Unified School District does not discriminate on the basis of race, color, national origin, sex, sexual orientation, age, religion, or disability in admission or access to, or treatment or employment, in its educational programs or activities.

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TUCSON UNIFIED SCHOOL DISTRICT
LANGUAGE ACQUISITION DEPARTMENT
Ignacio Ruiz, Director

Diane Alvarez, K-8 Specialist
Diana Brena, K-6 Specialist
Paula Cortés, 6-12 Specialist
Jean D'Andrea, 6-12 Specialist
John D'Andrea, World Languages Specialist
Cathy Espinoza, K-6 Specialist
Cruz Herrera, K-6 Specialist
Tom Lynch, 6-12 Specialist

Josefina Marin-Varelas, Family and Student Support Liaison
Pat Sandoval-Taylor, K-6 Specialist
Tracie Van Ert, Technology Specialist

DISTRITO ESCOLAR UNIFICADO DE TUCSON
DEPARTAMENTO DE ADQUISICION DE LENGUAJE
Ignacio Ruiz, Director

Diane Alvarez, Especialista K-8
Diana Brena, Especialista K-6
Paula Cortés, Especialista 6-12
Jean D'Andrea, Especialista 6-12
John D'Andrea, Especialista en lenguajes mundiales
Cathy Espinoza, Especialista K-6
Cruz Herrera, Especialista K-6
Tom Lynch, Especialista 6-12

Josefina Marin-Varelas, Enlace de apoyos a las familias y estudiantes
Pat Sandoval-Taylor, Especialista K-6
Tracie Van Ert, Especialista en Tecnología



Dual Language Program

**Programa De Lenguaje
Dual**

K-12



**Language Acquisition
Department
Departamento de
Adquisición de Lenguajes**

**LIRC Building
2025 E. Winsett St.
(520)225-4600**

Dual Language Program

Grades K-12

GOALS:

Students in this program will develop the ability to speak, read, and write in English and Spanish. Students will be expected to achieve at or above grade level in all academic areas. Instruction is provided by a bilingual education endorsed teacher.

Programa De Lenguaje Dual

Grados K-12

METAS:

Los estudiantes de este programa desarrollarán la habilidad de hablar, leer, y escribir en inglés y español. Se espera que los estudiantes realicen logros al nivel de su grado o más alto, en todas las áreas académicas. La instrucción es proporcionada por un maestro con certificación en educación bilingüe.

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Dual Language Program

All subjects are taught in English and in Spanish. The instruction includes:

- English Language Development (ELD) instruction for English Language Learners (ELLs); and Spanish as a Second Language (SSL) for English speakers
- Language Arts in English and Spanish (K-5)
- Math, science, social studies in English and Spanish using sheltered instructional strategies, which are techniques that are used to make the concepts understandable to all students

Programa De Lenguaje Dual

La instrucción en todas las materias se imparte en inglés y español. La instrucción incluye:

- Instrucción del desarrollo de inglés como segundo idioma para aprendices del inglés; y español como segundo idioma para estudiantes anglo parlantes
- Artes de lenguaje en inglés y en español (K-5)
- Matemáticas, ciencias, estudios sociales en inglés y español, utilizando las estrategias instruccionales, las cuales son técnicas que se utilizan para hacer los conceptos comprensibles para todos los estudiantes



AVID's mission is to close the achievement gap by preparing **all** students for college readiness and success in a global society.



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TUSD

Tucson Unified School district
*Department of Curriculum, Instruction
and Professional Development*

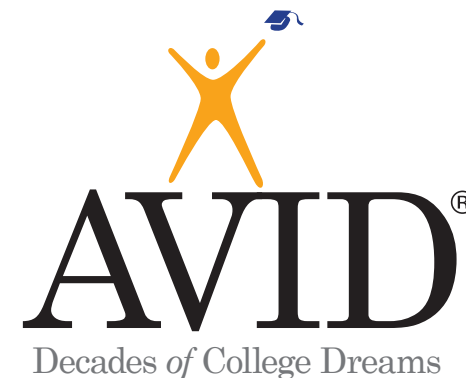
Martha G. Taylor, M.A., J.D.
*Director of Advanced Learning
Experiences (ALE)*

1010 E. 10th Street, Room #42
Tucson, Arizona 85719

PHONE: 520-225-6237

EMAIL: martha.taylor@tusd1.org

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**Advancement
Via
Individual
Determination**

TUTORS WANTED



Department of Curriculum, Instruction and Professional Development

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What is AVID?

AVID is a college readiness system that includes a regularly scheduled AVID elective class during the school day, based on writing as a tool of learning, the inquiry method, organization and collaborative grouping. The main components of the AVID system are:

- College readiness skill development
- Academic instruction
- Tutorial support in the AVID elective class
- Motivational activities
- Increased enrollment in rigorous course work



Who is an AVID student?

Students selected for the AVID elective class are students in the academic middle, capable of completing a college preparatory path with support. These students often are not realizing their full potential academically. All criterion are considered for acceptance into the class, no single criteria will necessarily eliminate a student from consideration.

For further information go to www.avidonline.org



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Why does AVID work?

- AVID places students in rigorous curriculum and gives them the support to achieve
- Provides a team of students for positive peer identification
- Redefines the teacher's role as that of student advocate

Meeting the Challenge

Avid helps students:

- Develop as readers and writers
- Develop deep content knowledge
- Know content specific strategies for reading writing, thinking, and talking

The AVID elective class addresses key Elements in college preparation:

- Academic survival skills
- College entry skills
- Tutorials
- Motivational activities career and college exploration

TUTORS

Tutors are paid an hourly rate of \$10.48 and are needed two to three days weekly for 3-6 hours depending on site. If interested please contact TUSD. We are looking for tutors at the following sites:

Cholla High School

Sky Saczko, *AVID coordinator*
sky.saczko@tusd1.org

Palo Verde High School

Joanna Goldberg, *AVID coordinator*
joanna.goldberg@tusd1.org

Pueblo High School

Patricia Manciet, *AVID coordinator*
patricia.manciet@tusd1.org

Booth Fickett Middle School

Kim French, *AVID coordinator*
Kimberly.French@tusd1.org

Secrist Middle School

Shirley Regole, *AVID coordinator*
shirley.regole@tusd1.org

Valencia Middle School

Kelly Cilano, *AVID coordinator*
kelly.cilano@tusd1.org

February 3, 2014

Advanced Placement (AP) Student Support Plan

Goal: To increase African American and Latino enrollment in and successful completion of AP classes. Implementation planned for SY 2014-2015.

Policy: AP classes are completely open to any interested student and these students must be given adequate support to successfully complete these rigorous courses.

1. AP Coordinator

An AP teacher at each HS is given two periods a day for implementation of student support activities including organizing and reviewing: student recruitment, academic performance, peer study groups, teacher mentors, AP info events, parent/community outreach, summer program, test preparation, and AP exam coordination. Special training will be provided on the specific demographics of the students teacher will be recruiting.

2. Student Identification:

- Faculty and staff will be asked to identify students who they believe have the potential to succeed in AP classes.
- Data from some or all of the following will be used for identification: AIMS, EXPLORE, AP Potential, PSAT, GPA, personal characteristics such as motivation, work ethic, ambition, passion, resiliency, etc.
- Parent or student identification – Parents or students may request and be granted placement in an AP course.

3. Personal Outreach → Identified Students

Identified students will be personally contacted by any faculty member or current AP student and asked to consider taking an AP class. They will be supported and encouraged as they talk to an AP teacher or student, visit an AP classroom, and/or attend an AP information event.

4. Teacher/Staff Mentors

Every African American and Latino student will be paired with a teacher mentor on campus from any class or subject area. This will be a year-long commitment to support a student while she or he adapts to this more rigorous class.

5. Peer Study Group

AP Coordinator creates peer study groups to meet 1x/week before/after school to work together on academic coursework.

6. Support Classes

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AP Coordinator and administration at each high school will organize a before, during and/or after-school writing lab, math tutoring, and exam prep classes.

7. Summer Program: A summer program for identified students (and others) new to AP will be held to prepare students for new expectations of an AP course.

8. AP Course Offerings

All high schools would offer a minimum of 4 AP class in core subject areas, including identified high-interest classes for African American and Latino students: Year 1-AP Spanish Language and Culture, World History, English Language, and Biology; Year 2: Human Geography, Spanish Literature, Psychology, English Literature, U.S. History, Studio Art

9. AVID

If AVID is offered at a high school, targeted students will be encouraged to participate.

10. Student Support Committee (SSC)

Goal: Retention of students in AP classes.

Committee consists of counselor, LSC, administrator, AP teacher. Each student agrees not to withdraw for semester; if change is requested after that time period, student must talk to SCC. Interventions are put into place after first quarter, if needed. If schedule change is requested at the end of first semester, Committee problem-solves with student, identifies solutions, finds resources, and provides whatever is necessary to assist student in remaining in AP class.

11. African American Student Services, Mexican American Student Services, Language Acquisition Support

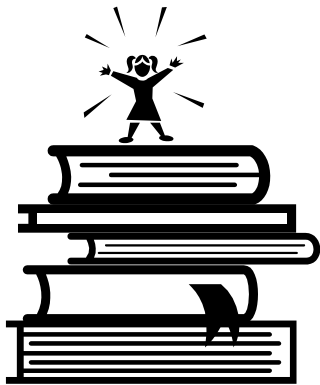
These departments, in coordination with the AP Coordinator, LSC and administration at each site, will provide additional support to identified students as needed and support any parent/community outreach initiatives.

12. Parent/Community Outreach

Events/Initiatives will be planned to elicit parent and community support for identified students taking AP classes.

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AP for ME!

ADVANCED PLACEMENT Summer Boot Camp

Dates: May 28 to June 11, 2014

Time: 8 a.m.—12 p.m.

Learn strategies and gain resources to become successful in ANY AP course.

- Are you registered for your first AP class for next year and would like some support and information before school begins?
- Are you interested in taking an AP class but would like more information first?
- Have you already taken an AP class but would like to do better next time around?
- Are you planning to attend college and would like to learn strategies for doing well in your AP classes?

If you answered yes to any of these questions, then this is the camp for you! You will be able to work on your writing skills, learn academic strategies that will increase your ability to do well and learn effectively in all your classes., and have fun—all at the same time. Classes will be active, hands-on, and focus on group collaboration along with individual feedback.

Highlights

- FREE
- Personal study supplies provided
- Field trips to UA and/or PCC
- AVID strategies included
- Small class size
- English, social studies and AVID classes
- Free breakfast and lunch available

QUESTIONS?

Department of Advanced Learning Experiences (ALE)
Phone: 520-225-6426
Email: Sonia.gissart@tusd1.org
Martha Taylor, Director

LOCATIONS

- **Tucson Magnet High**
Carolyn Jones — Administrator
520-225-5365; 520-225-5300
 - **Sahvaro High**
RJ Lundstrom — Administrator
520-731-7114; 520-731-7100
 - **Rincon High**
Steve Cota-Robles — Administrator
520-232-5600
- ◇ *You may choose any location*

REGISTRATION

- ◇ *Registration form available from LSC at every TUSD high school or call ALE Department*
- ◇ *Leave your registration form with your school's LSC or at your school's front office.*
- ◇ *You will receive a confirmation call or email within 48 hours. If you do not receive this call, please call the ALE office at 520-225-6426.*

intermedia. Por favor llame al 225-5418 si tiene cualesquiera preguntas. Fecha límite de la solicitud: 21 de septiembre de 2012. Las solicitudes entregadas después de esta fecha sólo serán consideradas para las evaluaciones en diciembre.

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Advanced Learning Experiences: Access and Recruitment Plan
February 3, 2014
Appendix ? : UHS Recruitment Information Nights



University High School
will be hosting
6 Parent Informational Nights
On the following dates, 2013-14:

- **August 27** - Roskruge Middle School 6:00 pm
501 E. 6th St., Tucson 85705
- **August 29** - Utterback Middle School 6:00 pm
3233 S Pinal Vista, Tucson 85713
- **September 5** - University High School 6:00 pm
421 N. Arcadia Blvd, Tucson 85711
- **September 12** - Gridley Middle School 6:00 pm
350 S. Harrison Rd., Tucson 85748
- **September 19** - Pistor Middle School 6:00 pm
5455 S. Cardinal Ave, Tucson 85746
- **September 26** - University High School 6:00 pm
421 N. Arcadia Blvd, Tucson 85711

Come and meet University High Administration and Staff.
Obtain information about the admission process.
Learn more about the school and what it has to offer.
UNIVERSITY HIGH SCHOOL - *Investing in Excellence!*

TUSD

Delivering Excellence In Education Every Day

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Cholla High Magnet School
2001 West Star Pass Blvd.
Tucson, AZ 85713



If you are interested in learning more about the International Baccalaureate Diploma and Prep Programmes at Cholla High Magnet School, we invite you to attend one of the following meetings:

Parent Informational Nights:

Tuesday October 1, 2013 at 6:00pm at Cholla High Magnet School
Tuesday, October 15, 2013 at 6:00pm at Safford K-8 Magnet School
Monday, October 21, 2013 at 6:00pm at Pistor Middle School
Tuesday, October 29, 2013 at 6:00pm at Cholla High Magnet School

Topics to be discussed (please note agenda is the same for all meetings):

- International Baccalaureate Prep Program
- International Baccalaureate Diploma Programme
- Future college/university and scholarship preparation and program statistics
- Career and Technology Education, Fine Arts, Army JROTC and other magnet programs offered
- Admissions to the IB Programme
- Magnet application process

If you have any questions, please contact:

Natasha Conti, IB Diploma Programme Coordinator
natasha.conti@tusd1.org
(520) 225-4116

Kathryn Jensen, Magnet Coordinator
kathryn.jensen@tusd1.org
(520) 225-4003

Tara Bulleigh, Assistant Principal
tara.bulleigh@tusd1.org

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(520) 225-4005

The mission of the International Baccalaureate Organization:



The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Why is the International Baccalaureate Diploma Programme (IB DP) a good choice for my student?

- IB is recognized as a leader in global education, which means your student will receive one of the top educational programs in the world for free here at Cholla.
- IB focuses on the well-being of the whole student, not just their academics, and encourages students to be local, regional, and global citizens.
- IB students are prepared not just for college, but for life; they become critical and independent thinkers with the skills to be successful wherever they go after high school.
- IB students are recognized by universities locally, regionally, and around the globe as exceptional students, and are awarded university entrance, scholarships, and credits at much higher percentage than students taking traditional curriculums.
- IB holds both students and schools to rigorous standards; the International Baccalaureate Organization (IBO) monitors curriculum and assessment to ensure that each programme meets the same global expectations.

What is the International Baccalaureate Diploma Programme (IB DP)?

- widely recognized as one of the top college-preparatory curriculums in the world
- consists of seven rigorous college-level courses taken during the junior and senior year of high school
- students will:
 - write a 4,000 word analytical research paper (called the Extended Essay)
 - complete 150 Creativity, Action, and Service hours
 - take a series of assessments throughout the programme in order to earn the IB Diploma and potential college credits

What does IB look like at Cholla?

- 9th and 10th grade:
 - IB Prep/Honors courses specifically designed to prepare students for their entrance into the Diploma Programme.
- 11th and 12th grade (2-year Diploma Programme):
 - Students take the following IB courses: English Literature; Spanish (native or non-native), German, or Arabic; History of the Americas; Biology or Chemistry; Mathematics; Theatre, Visual Arts, Dance, or Music; and Theory of Knowledge.



What do I need to apply?

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We believe that all students have the ability to be successful in the IB's rigorous coursework. A strong work ethic and the desire to learn are much greater indicators of success than grades or prior classes; however, we do recommend that students interested in the programme take Honors courses at the middle school level and maintain at least a 3.0 GPA.

Please see the reverse side for Informational Nights and contact information.

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TUSD

To: Parents/Legal Guardians of TUSD 8th grade students
From: TUSD Director of Advanced Learning Experiences (ALE)
Date: August 12, 2013

TUSD Advanced Learning Experiences (ALE):

Making the transition from middle school to high school can be an exciting yet challenging time for students and parents. The beginning of the 8th grade year is a great time to talk to your student about future academic options, including several advanced learning high school programs in TUSD that offer challenging and engaging learning options for our students. If students are interested in one of the options listed below, we encourage them to also enroll in an advanced-level class in 8th grade, as this will help in their academic preparation for these high school classes.

ADVANCED ACADEMIC COURSES (AAC) – TUSD High Schools

- **Advanced Placement (AP) Program**
AP courses follow a set curriculum established by the College Board and provide a rigorous and challenging course of study. The opportunity for earning college credits exists if a student passes an end-of-year test. Any interested student may enroll in these courses.
- **Dual-Credit Courses:** TUSD high schools offer some courses for which students can receive both high school and college credit if successfully completed. This opportunity is available through a partnership with Pima Community College. Please check with your school of choice for the courses available with this option.
- **Gifted and Talented (GATE) Courses:** Gifted and Talented (GATE) classes, which offer accelerated and enriched curriculum, are available at TUSD high schools for freshman and sophomore students. Various courses are offered at different high schools, and students will be informed of their choices when they register at the end of their 8th grade year.
- **Honors/Advanced Courses:** TUSD high schools offer AP-Prep courses in core academic subjects that will prepare students for AP courses. Each high school will have unique options for their students. Please check with your school of choice for the courses available.

SITE SPECIFIC PROGRAMS

- **Dual-Language Program at Pueblo Magnet High School:** Students in this program will develop the ability to speak, read, and write in English and Spanish. Students will be expected to achieve at or above grade level in all academic areas. Instruction is provided by a bilingual education endorsed teacher.
- **The International Baccalaureate (IB) Programme at Cholla Magnet High School:** The IB Diploma Programme is one of the best college-preparatory curriculums in the world. It develops internationally-minded students with strong character and ensures that participants are well-educated and well-rounded. Any interested student may participate in this program. Please review the enclosed informational flyer and letter regarding this valuable educational opportunity.
- **University High School (UHS):** One of the top high schools in the nation, University High School is a college preparatory program that offers a rigorous and engaging course of study designed for students to be successful at any post-secondary institution. Please read the enclosed informational letter to learn more about the school and about the application and admissions process.

TUSD is proud to offer students many choices for their high school experience and look forward to their participation in an ALE option. We welcome the opportunity to answer any questions you may have about these programs, and information sessions will be held about these programs during the school year. For further information, please feel free to call Martha Taylor (TUSD Director of ALE) at 520-225-6422 or visit the ALE website: <http://tusd1.org/ale>

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Advanced Learning Experiences: Access and Recruitment Plan

February 3, 2014

Appendix ? : AAC Student Support Plan



AP/AAC Support Committee

(AAC: Honors (HS), Advanced (MS), IB, Dual-Credit)

Student Support Committee (SSC)

It is expected that when a student enrolls in an AAC, s/he will successfully complete the course. The purpose of this committee is to support a student so s/he is able meet this goal. Referral to the SSC may be made at any time by anyone requesting support services for an AP or AAC or student.

Steps :

- 1- Complete form
- 2- Submit form to school counselor
- 3- Committee will meet with student to provide support and assistance.

AP/AAC Student - Request for Support Form

Student: _____

Grade: _____

Course: _____

Who is making this request? Student Teacher Parent

How can we help you successfully complete this course?

What challenges are you having with the course?

What strategies have you implemented to achieve success in this course?

What support do you think you need from the school in order to be successful in this course?

- Current grade in course: _____
- Current GPA: _____

** Fill out the "Documentation of Interventions" on the other side of this page. **

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**Advanced Learning Experiences: Access and Recruitment Plan
February 3, 2014
Appendix ? : AAC Student Support Plan**

Signature:	Date:

DOCUMENTATION OF INTERVENTIONS

TEACHER INTERVENTIONS		
Check if done	Interventions	Date(s)
	Teacher provided interventions for student List intervention(s) here:	
	Teacher contacted parent/guardian of student.	
	Teacher called home after first missing assignment.	
	Teacher provided differentiated instruction to meet the needs of the student. List strategies here:	
	Teacher documented interventions on Mojave’s Intervention Block	
STUDENT INTERVENTIONS		
Check if done	Interventions	(Dates)
	Student sought help from teacher(s) and scheduled appointments with them when needed and attended scheduled appointments.	
	Student attended tutoring opportunities. List here:	
	Student missed fewer than 5 classes per semester.	

Recommended interventions and support services:

- Mentoring (AASS, MASS, Student Equity)
- School nurse
- (School) Psychologist
- Tutoring
- AVID/Study Skills
- Transportation
- Social Worker (housing, food, clothing, etc.)
- YOTO
- Other

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Advanced Learning Experiences: Access and Recruitment Plan

February 3, 2014

Appendix ? : AAC Student Support Plan

1. Timeline and person responsible necessary for each action
2. Next meeting must be scheduled.

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Advanced Learning Experiences: Access and Recruitment Plan

February 3, 2014

Appendix V: AAC Student Guidelines

TUSD

STUDENT GUIDELINES

6th – 12th grades

FOR ADVANCED ACADEMIC COURSES (AAC) AP, Advanced, Honors, GATE, IB*

Are AACs for me?

What are AACs?

You will...

- Work at a higher level
- Work at a faster pace
- Do projects and have hands-on activities
- Have homework to help you learn the content

Do you want to...

- ...prepare for high school and college success?
- ...be confident in all your classes?
- ...know what is important to study?
- ...have answers to questions in class?
- ...understand what you read?
- ...confidently take on challenges?
- ...work hard and learn?
- ...make valid points and support your thoughts?
- ...contribute to a group?

What did you answer to these questions?

Yes! Then TUSD has these courses for you. Enroll in AACs at your school, give your best, and unleash your potential! See your school counselor for more information.

Not sure? Give it a try! If you've never taken an AAC, you can still be successful if you have the work ethic and confidence to keep trying when things are unfamiliar or challenging. Your teachers will be there to help and support you if you take on this challenge. Why not talk to a school counselor about these opportunities if you still aren't sure.

* AP = Advance Placement; IB = International Baccalaureate



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