

## **Exhibit B**

### **Report on the Status of Action Plans and Implementation Plans for Implementing the TUSD Unitary Status Plan**

#### **Overview**

The observations in the report are based on data provided by the District and inquiries conducted by a three person Implementation Committee, composed of experienced educators. This Committee works with and reports to the Special Master. The observations herein may not represent the views of the District.

The work underway can change quickly and the observations made here represent status as of July 2014. No doubt some observations will be outdated when this report is read. It is anticipated that updates will be posted on a quarterly basis.

This Status Report is presented in a form approved by the Court overseeing the implementation of the USP. Most of the descriptions and milestones in the Status Report are derived either from the USP or the District staff.

There are over 100 activities that are covered in the Status Report. Many of them are clearly interrelated and in practice are undertaken as part of an integrated project or initiative. Each the activity is described as “On Schedule” or “Delayed”. In a handful of cases, the progress is described as “Uncertain” which indicates that the information needed was not accessed. That a project is delayed is not necessarily a problem with compliance. Unanticipated events may occur or what is learned in implementation may lead to a modification in strategy not yet incorporated in milestones. For example, new software may require modification of timelines. In some cases, “Potential Obstacles” to effective implementation are identified. These judgments are those of the Special Master and are informed by reports from team members of the Implementation Committee. “Evidence of Effective Implementation” includes data on outcomes for students and substantial changes in District policies and practices. With respect to student outcomes, the focus is on measurable results of the activity involved and for most activities, such data are not yet available. Many activities will have an indirect effect on outcomes for students and no attempt is, or will be, made to measure these effects.

This Status Report has two parts: (1) Action Plans and Court Orders related to the USP and (2) Implementation Plans. Some plans/activities appear in both parts because Implementation Plans are developed for all finally approved Action Plans.

#### **Part I: Action Plans and Court Orders**

An Action Plan is the response to provisions of the USP that provides for review by the plaintiffs and the Special Master. All Action Plans must be reviewed by the plaintiffs and must be

approved by the TUSD Governing Board or the Superintendent. By common agreement among the parties (the District and the plaintiffs), not every provision of the USP requires an Action Plan; other provisions have Implementation Plans and are monitored by an Implementation Committee that reports to the Special Master. Some Action Plans identified as completed essentially end; once done, the responsibility of the District is met. In other cases, implementation will continue to be monitored to ensure that they are implemented effectively and in a timely manner. Not all actions required by the USP have a specified due date. The status of progress on the implementation of Action Plans will be available for examination on the USP website ([www.tusd1.org/deseg/statusreport](http://www.tusd1.org/deseg/statusreport)).

In the development of Action Plans, initial dates for compliance were amended pursuant to provisions of the USP. The dates for final approval by the District identified below were set by common agreement among the parties and confirmed by the Court on December 2, 2013 (Doc. 1510). Two changes to the dates in the December order are made here. Completion dates for the Boundary Plan and the comprehensive Magnet Plan are changed from June 1, 2014 to July 1, 2014

Action Plans that have been approved are posted on the USP website ([www.tusd1.org/deseg](http://www.tusd1.org/deseg)).

#### Summary Table: Action Plans

<b>Final Approval Scheduled*</b>	<b>Description of Action Plan</b>	<b>Status as of March 17, 2014</b>	<b>USP Provision or Court Order</b>
<i>6.13.2013</i> 8.13.2013	Guidelines for Student Rights and Responsibilities (Revision approved by Board but contested)	Board approved 8.13.2013	VI.B.2.a
<i>8.1.2013</i> 9.24.2013	USP Implementation and Distribution Plan (to Staff and Public)	Completed by district staff 9.24.2013	IV.J.1
8.28.2013	Mexican American Student Support Improvement Plan	Completed by district staff Board approved 8.27.2013	Court Order (Doc.1477)
10.23.2013	First Year Teacher Support Pilot	Board approved 10.22.2013	IV.E.6

\*Italics indicate original amended date

10.23.2013	Magnet Plan 3.0	Board approved 10.22. 2013. Incorporated in comprehensive Magnet Plan	II.E.3
10.23.2013	UHS Admissions Process	Board approved 10.22.2013 Court ordered that process be revised on 12.16.2013. An alternative approved by Court. District implementing revision.	V.A.5.a
11.1. 2013	Facilities Condition Index	Approved 10.31. 2013	IX.A
11.1. 2013	Boundary Review Process	Final version yet to be approved	II.D.2,3
11.1. 2013	Family enrollment information; Element of Family Engagement Plan	Yet to be submitted to plaintiffs	VII.C.1, II.H
11.15.2013 5.8.14	Marketing and Outreach Plan	Submitted to plaintiffs 2.19.14. Approved by Superintendent 5.8.2014	II.I
12.13.2013	Criteria for Assessing Overhead Costs	Approved by District 11.20. 2013. Objections by plaintiffs. District withdraws proposal 7.2014	Court Order (Doc 1477)
11.20.2013	Budget Process	Submitted to plaintiffs 11.20.2013. Superintendent approved 11.20.2013	X.B
11.20.2013	Criteria for Assessing Student Support Programs	Board approved 12.10.2013	Court Order (Doc. 1477)
11.20.2013	910G Expenditure Criteria	Approved by District 11.20. 2013	Court Order (Doc. 1477)
12.1. 2013	Report Student Transfer Data	Submitted to plaintiffs 9.29. 2013	II.H
12.1. 2013 8.1.2014	Teacher Evaluation Procedures	Yet to be submitted to plaintiffs. District asserts that no plan is required	IV.H.1
12.1. 2013 8.1.2014	Principal Evaluation Procedure	Yet to be submitted to plaintiffs. District asserts that no plan is required.	IV.H.1
12.2. 2013 6.1.2014	Staff Recruitment/Retention Plan	Submitted to plaintiffs 12.2. 2013. Final approval pending before Court.	IV.C.F
12.2.2013	Reductions in Force Plan	Board approved 12.10. 2013.	IV.G
12.16.2013	Underperforming and Struggling	Board approved 12.10. 2013	IV.I.2

Teacher Support Plan			
12.16.2013	Prospective Administrative Leaders Plan (Aspiring Leaders Plan)	Superintendent approved 11.15. 2013	IV.I.3
12.15.2013 1.14.2014	Admission to Oversubscribed Schools	Board approved 12.10. 2013; amended 1.14. 2014	II.G.2
12.15.2013 4.2.2014	Extracurricular Equitable Access	Submitted to plaintiffs 03.02. 2014.Superintendent approved 4.2.14	VIII.A
1.29. 2014 6.2.14	ALE Access and Recruitment Plan	Submitted to plaintiffs 03.03. 2014. Plaintiffs object. Resolution pending.	V.A.2
1.31. 2014 2.25.2014	Technology Condition Index	Submitted to plaintiffs.2.25.2014. Completed.	IX.B
2.15. 2014 6.2.14	Dropout Prevention and Retention Plan	Submitted to plaintiffs 03.03. 2014. Objection by plaintiffs. Resolution pending.	V.E.2.b.i
2.15. 2014 7.1.2014	Family Engagement/Center Plan	Yet to be submitted to plaintiffs	VII.C.1
7.15. 2014	Comprehensive Magnet Plan	Submitted to plaintiffs. 3.03.2014. Approved by Board 7.15.2014. Objection by plaintiffs. Resolution pending.	Court Order (Doc 1477)
9.1. 2014	Comprehensive Boundary Plan	Yet to be submitted to plaintiffs	II.D.2,3

**STATUS REPORT: PART II**

This section follows the order of the USP.

**Summary Table: Implementation Plan****II. STUDENT ASSIGNMENT**

	Provision of USP	Section of USP
1.	Develop a Comprehensive Boundary Plan (p.8)	II.D.2 – II.D.3
2.	Implement the 2013-15 Magnet Plan (p.9)	II.E.4
3.	Develop and Submit the Comprehensive Magnet Plan (Effective SY 2015-16) (p.10)	II.E.3
4.	Admissions Process for Oversubscribed Schools (p.10)	II.G.2.a-II.G.2.b
5.	Review and Revise Marketing and Recruitment Strategies (p.11)	II.I.1
6.	Develop and Implement Student Assignment (PD) (p.12)	II.J.1

**III. TRANSPORTATION**

	Provision of USP	Section of USP
1.	Transportation for Extracurricular Activities (p.13)	III.A.2
2.	Incentive Transportation for Open Enrollment (p.13)	III.A.3
3.	Provide Information about Free Transportation to Families (p.14)	III.A.5

**IV. ADMINISTRATORS AND CERTIFICATED STAFF**

	Provision of USP	Section of USP
1.	Conduct a Regular Review of the Applicant Pool (p.15)	IV.B.1
2.	Develop and Implement USP-Related Professional Development (PD) and Support (p.15)	IV.B.3

***OUTREACH, RECRUITMENT, AND HIRING***

3.	Develop the Outreach, Recruitment and Retention Plan (p.16)	IV.C.3
4.	Implement the Outreach, Recruitment and Retention Plan (p.17)	IV.C.3
5.	Provide for Diverse Interview Committees (p.18)	IV.D.1
6.	Maintain a Centralized Application Pool Database (p.18)	IV.D.2
7.	Identify Why Applicants Do Not Accept Positions (p.19)	IV.D.4

***ASSIGNMENT AND RETENTION***

8.	Track and Report Information on School-based Administrators/ Certificated Staff (p.19)	IV.E.1
9.	Identify, Assess, and Address Faculty Disparities (p.20)	IV.E.2
10.	Reassign Personnel (p.20)	IV.E.3
11.	Assign and Attract Diverse Administrative Teams at Sites (p.21)	IV.E.4
12.	Assign Experienced Teachers and Principals to Identified Schools (p.22)	IV.E.5
13.	Implement a First-Year Pilot Plan (p.22)	IV.E.6
14.	Evaluate and Address Disparities in Attrition Rates (p.23)	IV.F.1.a
15.	Conduct Annual Teacher Job Satisfaction Surveys (p.24)	IV.F.1.b
16.	Conduct Biannual Focus Groups (for Hard-to-fill and USP-	

	related Positions (p.24)	IV.F.1.c
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	Provision of USP	Section of USP
17.	Develop a Reduction-in-Force (RIF) Plan (p.25)	IV.G

***PROFESSIONAL SUPPORT AND DEVELOPMENT***

18.	Review (Amend) Evaluation Instruments (p.25)	IV.H.1
19.	Develop an Underperforming and Struggling Teacher Plan (p.26)	IV.I.2-IV.J.4
20.	Develop and Implement the Aspiring Leaders Plan (p.27)	IV.I.3
21.	Provide Professional Learning Communities Training for School Site Principals (p.28)	IV.I.4
22.	Provide Ongoing PD (p.28)	IV.J.5
23.	Facilitate Opportunities for Observations of Best Practices (p.29)	IV.J.6

**V. QUALITY OF EDUCATION**

1.	Develop the ALE Access and Recruitment Plan (p.30)	V.A.2.c
2.	Implement the ALE Access and Recruitment Plan (p.31)	V.A.2.f
3.	Review and Revise UHS Admissions Process (p.31)	V.A.5.a
4.	Pilot and Implement the University High School Revised Admissions (p.32)	V.A.5.a
5.	Administer UHS Admissions Test (s) to 7 <sup>th</sup> Grade Students (p.33)	V.A.5.b
6.	Advise Middle School Students on UHS Admissions (p.33)	V.A.5.c
7.	Specific UHS-related Outreach to Students and Parents (p.34)	V.A.5.d
8.	Pursue OELAS Extension (p.35)	V.B.1
9.	Build and Expand the District's Dual Language Programs (p.36)	V.C.1

***STUDENT SUPPORT AND ENGAGEMENT***

10.	Develop Criteria to Review Placement Policies and Practices (p.36)	V.D.1
11.	Build and Sustain Supportive Inclusive Environments (Policies and Practices) (p.37)	V.E.2.a&c
12.	Develop a Dropout Prevention and Retention Plan (p.37)	V.E.2.b
13.	Implement the Dropout Prevention and Retention Plan (p.38)	V.E.2.c
14.	Develop Supports and Interventions ("Flag" System) (p.39)	V.E.3.a
15.	Develop and Implement a Professional Development (PD) Plan for Student Engagement (p.39)	V.E.4.c
16.	Develop and Implement CRP Professional Development (CRC Teachers) (p.40)	V.E.5.a
17.	Develop and Implement Professional Development (PD) on Supportive and Inclusive Learning (p.41)	V.E.5.a
18.	Develop and Implement a Multicultural Curriculum (p.41)	V.E.6.a.i
19.	Develop and Implement Culturally Relevant Courses (High School) (p.42)	V.E.6.a.ii
20.	Pilot Expansion of Culturally Relevant Courses (Middle School) (p.43)	V.E.6.a.ii
21.	Fund and Sustain Support Services for African American Student Achievement (p.44)	V.E.7.a
22.	Develop and Implement Academic Interventions and Support for Struggling or Disengaged African American Students (p.44)	V.E.7.c
23.	Host Quarterly Information Events for African American Students and Families (p.45)	V.E.7.d
24.	Collaborate with Local Colleges and Universities to Provide Support and Guidance to African American Students (p.46)	V.E.7.e
25.	Provide Professional Development (PD) to all African American Student Support Services Staff on Interventions and Using Data (p.46)	V.E.7.f

	Provision of USP	Section of USP
26.	African American Academic Achievement Task Force (AAAATF) Members/Plan (p.47)	V.E.7.g
27.	Fund and Sustain Support Services for Latino Student Achievement (p.47)	V.E.8.a
28.	Develop and Implement Academic Interventions and Supports for Struggling or Disengaged Latino Students (p.48)	V.E.8.b.-V.E.8.c
29.	Host Quarterly Events at Each School for Latino Students and Families (p.49)	V.E.8.d
30.	Collaborate with Local Colleges and Universities to Provide Support and Guidance to Latino Students (p.49)	V.E.8.e
31.	Professional Development (PD) to Latino Student Support Services Staff on Interventions/Data (p.50)	V.E.8.f
32.	Review the Student Referral, Evaluations, and Placement Policies and Practices (p.50)	V.F.1
33.	Build and Sustain Supportive Inclusive Environments (Policies and Practices) (p.51)	V.F.2.a&c
34.	Build and Sustain Supportive Inclusive Environments (Strategies) (p.52)	V.F.2.b
35.	Highlight Contributions of Diverse Groups (p.52)	V.F.3

## VI. DISCIPLINE

	Provision of USP	Section of USP
1.	Evaluate and Revise the Student and Parent Handbook (GSRR) (p.53)	VI.B.2.a.
2.	Evaluate and Revise (as appropriate) Due Process Protections for Students (p.54)	VI.B.2.b
3.	Translate and Distribute the Handbook (GSRR) and Related Documents (p.54)	VI.D.1
4.	Provide Disciplinary Information Sessions to Students and Parents (p.55)	VI.D.2
5.	Provide Restorative Practices and PBIS Training for Sites and RPPSCs (p.56)	VI.E.1
6.	Student Discipline Training (p.56)	VI.E.2
7.	Monitor Teacher Practices and Take Appropriate Action (p.57)	VI.E.4
8.	Identify and Make Changes to the Data Reporting System (p.57)	VI.F.1
9.	Quarterly Review of Site Discipline Data (p.58)	VI.F.2
10.	Develop and Implement Corrective Action Plans (p.59)	VI.F.2
11.	Analyze and Adopt Successful Site-Based Strategies (p.59)	VI.F.3
12.	Monthly School-Site Discipline Team Meetings with Principal (p.60)	VI.F.4
13.	Post Student Discipline Data on TUSDStats (p.61)	VI.F.6

## VII. FAMILY AND COMMUNITY ENGAGEMENT

	Provision of USP	Section of USP
1.	Develop District Family Center Plan (p.61)	VII.C.1.a
2.	Review and Assess Existing Family Engagement (p.62)	VII.C.1
3.	Develop and Implement Plan to Track Family Engagement (p.63)	VII.C.1.c
4.	Develop and Implement the Family Engagement Plan (p.64)	VII.C.1.d
5.	Collaborate with Local Entities to Provide Information to Parents (p.64)	VII.C.1.e
6.	Provide Families Access to Computers for Enrollment (p.65)	VII.C.1.f
7.	Disseminate Specific Information in All Major Languages (p.66)	VII.C.1.g
8.	Provide Translation and Interpretation Services (p.66)	VII.D.1

## VIII. EXTRACURRICULAR ACTIVITIES

	Provision of USP	Section of USP
1.	Ensure Equitable Access to Extracurricular Activities (p.67)	VIII.A.2
2.	Provide a Range of Extracurricular Activities at Each School (p.68)	VIII.A.3



	Provision of USP	Section of USP
3.	Provide Transportation to Support Student Participation (p.68)	VIII.A.4
4.	Provide Equitable Access to Voluntary Tutoring (p.69)	VIII.A.5
5.	Identify/Implement Necessary Changes to Monitor Participation (p.69)	VIII.B.1

#### **IX. FACILITIES AND TECHNOLOGY**

	Provision of USP	Section of USP
1.	Develop an Educational Suitability Score (ESS) (p.70)	IX.A.1
2.	Conduct a Biennial Assessment of District Facilities (p.71)	IX.A.2
3.	Develop a Multi-Year Facilities Plan (p.71)	IX.A.3
4.	Develop a Technology Conditions Index (TCI) (p.72)	IX.B.1
5.	Assess District Technology Biannually (p.73)	IX.B.2
6.	Develop a Multi-Year Technology Plan (p.73)	IX.B.3
7.	Develop and Implement Professional Development (PD) for Technology Use for Classroom Personnel (p.74)	IX.B.4

#### **X. ACCOUNTABILITY AND TRANSPARENCY**

	Provision of USP	Section of USP
1.	Implement the Evidence-Based Accountability System (EBAS) (p.74)	X.A.2
2.	Provide Relevant Staff with EBAS Training (p.75)	X.A.3
3.	Evaluate District Personnel on Ability to Use EBAS (p.76)	X.A.4
4.	Develop USP Budget for SY 2014-15 (p.76)	X.B.3-X.B.4
5.	Post Adopted USP Budget on USP Website (p.77)	X.B.6
6.	Provide Annual USP Budget Audit from Outside Company (p.77)	X.B.7
7.	Maintain USP Web Page (p.78)	X.D.1

## **Implementation Plans**

In the USP Status Reports 1 and 2, which are available on the USP website, the District described in detail the status of USP and USP-related activities. Part II of this Implementation Addendum focuses on milestones for implementing the many provisions of the USP and scheduled reports on progress into the fall term 2014.

The descriptions of each activity below includes an activity title, a status indicator (Completed, In Progress, Ongoing, or Not Yet Started), the person responsible, a reference to the relevant section to the USP and/or Court Order, due date, major milestones, and major reporting dates.

## **II. STUDENT ASSIGNMENT**

### **1. Develop a Comprehensive Boundary Plan**

Status: In Progress (Action Plan)

Person Responsible: Bryant Nodine, Director of Student Assignment

USP Language: “The District shall review and/or redraw its attendance boundaries when it opens a new school; closes, repurposes or consolidates a school; alters the capacity of a school; or designates a school without an attendance boundary.” [II.D.2] “By April 1, 2013\*, the District shall review its current attendance boundaries and feeder patterns and, as appropriate, amend such boundaries and patterns and/or provide for the pairing and/or clustering of schools to promote integration of the affected schools.” [II.D.3]

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

*\*The District, Parties, and Special Master have agreed on a July 1, 2014 due date for the amendment of boundaries and patterns, to be embodied in the Boundary Plan.*

Completion Date: July 1, 2014

Major Milestones:

- January 2014: Governing Board reviews changes to Policy JC
- February 2014: Governing Board approves changes to Policy JC
- February – May 2014: Implement the Boundary Review Process for SY 2015-16
- April 2014: Conduct a comprehensive Boundary Review of its current attendance boundaries and feeder patterns
- Spring 2014: Develop the Comprehensive Boundary Plan

- May 1, 2014: Submit draft options to Special Master and Parties for review.
- September 1, 2014: Approval of plan.
- September – October 2014: Notify schools/stakeholders; conduct community outreach; finalize marketing materials and enrollment documents/applications
- November 2014: Begin priority enrollment period

Major Reporting Dates: January, March, April, May, June, July 2014

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

**Progress in Meeting Milestones:** In Progress

**Potential Obstacles to Successful Implementation**

**Evidence of Effective Implementation**

**Outcomes for Students**

**District Policies and Practices**

## **2. Implement the 2013-15 Magnet Plan**

Status: Merged into Comprehensive Magnet Plan.

Responsible Person: Victoria Callison, Director of Magnet Programs

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

Completion Date: End of SY 2014-15

Major Milestones:

- Fall 2013: Initial phase of Plan implementation
- Winter 2013-14: Second phase of Plan implementation
- March 2014: District Administrators will implement accountability for Magnet School improvement compliance.

See item 3 below.

### **3. Develop and Submit the Comprehensive Magnet Plan (Effective SY 2015-16)**

Status: In Progress (Action Plan)

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

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

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

*\*The District and the Special Master have agreed on a July 1, 2014 due date. The Parties have not objected.*

Completion Date: July 15, 2014, for approval. Implementation continuing.

Major Milestones:

- Spring 2014: Conduct a Comprehensive Boundary Review (with emphasis on promoting integration and on the concurrent development of the Comprehensive Magnet Plan)
- May 1, 2014: Submit plan to Special Master and Parties for review.
- July 15, 2014: Finalize plan and present to Governing Board for approval. Approved
- August 2014: Objection by Plaintiffs to be referred to Court for resolution.
- September – October 2014: Notify schools/stakeholders; conduct community outreach; finalize marketing materials and enrollment documents/applications
- November 2014: Begin priority enrollment period

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On schedule subject to action by Court.

**Potential Obstacles to Successful Implementation**

**Evidence of Effective Implementation**

## Outcomes for Students

### District Policies and Practices

New processes and criteria for evaluating and developing magnet schools and programs.

#### 4. Implement the Admissions Process for Oversubscribed Schools

Status: In Progress (Action Plan)

Person Responsible: Bryant Nodine, Director of Student Assignment

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

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

#### Major Milestones:

- January 2014: Programming changes completed for the lottery; language adjusted
- January 2014: Lottery for oversubscribed schools/grades/programs; offer letters mailed
- February – August 2014: Additional lotteries will run monthly, as needed; students are placed
- Fall 2014: District analyzes SY 2014-15 40<sup>th</sup> day data to assess the impacts of the revised admissions process and to identify necessary changes, if appropriate

#### Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones**: On **S**chedule

#### **Potential Obstacles to Successful Implementation**:

The number of seats available at a site vary based on grade level and number of students. Applicants to oversubscribed schools have priority, but in many cases seats are not available for specific needs such as grade level. The number of matches that are formulated are successful.

**Evidence of Effective Implementation:**

**Outcomes for Students**

**District Policies and Practices:**

Changes in admission priorities. The lotteries include a race priority assignment and identify available seats by grade level and school.

**5. Review and Revise Marketing and Recruitment Strategies**

Status: In Progress (Action Plan)

Persons Responsible: TBA, Director of Communications and Media Relations

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

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

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

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

Major Milestones:

- February 2014: Submit revised strategies to the Parties and Special Master
- Spring 2014: Implement revised strategies
- Summer 2014: Assess the effectiveness of revised strategies; adjust as appropriate
- Fall 2014: Implement revised strategies, as adjusted
- November 2014: Priority enrollment begins

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On schedule

**Potential Obstacles to Successful Implementation**

**Evidence of Effective Implementation**

**Outcomes for students**

**District Policies and Practices**

## **6. Develop and Implement Student Assignment Professional Development (PD)**

**Status:** In Progress

**Person Responsible:** Richard Foster, Director of Professional Development

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

**Major Milestones:**

- February – October 2014: Remaining 3,500 – and new staff members – will take the training before the next priority window
- Summer 2014: Student assignment PD will be incorporated into the “onboarding” process for all new hires
- Fall 2014: All newly-hired District personnel involved in the student assignment and/or enrollment process will receive the training as part of the “onboarding” process

**Major Reporting Dates:**

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

**Potential Obstacles to Successful Implementation**

## **Evidence of Effective Implementation**

**Outcomes for Students:**

**District Policies and Practices:**

Procedures established for new staff members beginning February 2014.

## **III. TRANSPORTATION**

### **1. Transportation for Extracurricular Activities**

Status: In Progress

Person Responsible: Mike Johnson, Director of Transportation

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

Completion Date: Fall 2014

Major Milestones:

- Fall 2014: In Phase II, the District will provide Incentive Transportation to students who live within the boundary of a racially concentrated school who attend a school in which they improve the racial/ethnic balance at the receiving school
- August, 2014: Identify numbers of students participating in Incentive Transportation by school by race
- October 2014: Using 40<sup>th</sup> day data, assess the impact of incentive transportation; adjust strategies as appropriate

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On **S**chedule



## **Potential Obstacles to Successful Implementation**

### **Evidence of Effective Implementation**

#### **Outcomes for students:**

#### **District Policies and Practices**

The focus for 2014-15 will be at the racially identifiable middle and high school levels as well as magnet schools.

Information on Transportation for Extracurricular Activities will be available in the community as well as on TUSD1.org.

## **2. Incentive Transportation for Open Enrollment**

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

Status: In Progress

Person Responsible: Mike Johnson, Director of Transportation

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

Completion Date: Fall 2014

#### Major Milestones:

- Fall 2014: In Phase II, the District will provide Incentive Transportation to students who live within the boundary of a racially concentrated school who attend a school in which they improve the racial/ethnic balance at the receiving school
- August, 2014: Identify numbers of students participating in Incentive Transportation by school by race
- October 2014: Using 40<sup>th</sup> day data, assess the impact of incentive transportation; adjust strategies as appropriate

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On schedule

**Potential Obstacles to Successful Implementation**

**Evidence of Effective Implementation**

**Outcomes for Students:**

**District Policies and Practices**

Information on Incentive Transportation will be available in the community as well as on TUSD1.org

**3. Provide Information about Free Transportation to Families**

Status: In Progress

Person Responsible: Mike Johnson, Director of Transportation

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

Major Milestones:

- March 2014: Transportation Brochure and School Choice Calculator available to families
- March 2014: Provide brochure distribution plan
- April 2014: Assess use and develop plan to improve parent access to School Choice Calculator
- July 2014: Implement revised School Choice Calculator
- October 2014: Assess use of revised School Choice Calculator, adjust as needed prior to the start of priority enrollment on November 1

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule for 2014-15

**Potential Obstacles to Successful Implementation**

**Evidence of Effective Implementation**

**Outcomes for Students:**

**District Policies and Practices**

The School Choice Calculator will be available on TUSD1.org through several linkages.

**IV. ADMINISTRATORS AND CERTIFICATED STAFF**

**1. Conduct a Regular Review of the Administrative and Certificated Staff Applicant Pool**

Status: In Progress

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

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

Major Milestones:

- Spring 2014: Review and analyze applications submitted by potential candidates in the Fall of 2013 disaggregated by race and bilingual certification
- Summer 2014: Review and analyze applications submitted by potential candidates in the Spring of 2014 disaggregated by race and bilingual certification
- Fall 2014: Revise recruitment plan, as needed, based on applicant pool reviews

Major Reporting Dates:

- July 2014
- January 2015
- July 2015\

**Progress in Meeting Milestones:** On Schedule

## **Potential Obstacles to Successful Implementation**

## **Evidence of Effective Implementation**

### **Outcomes for Students**

### **District Policies and Practices**

Recruitments efforts were expanded and some vacancies were posted at external sites. The following statements were added to certificated and Principal and Assistant Principal positions:

- “Demonstrated success in engaging African American and Latino students
- And Bilingual (Spanish) endorsement.”

## **OUTREACH, RECRUITMENT, AND HIRING**

### **3. Develop the Outreach, Recruitment and Retention Plan**

Status: In Progress: Action Plan Not Yet Finalized

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

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

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

### Major Milestones:

- Winter 2013-14: Chief Human Resources Officer finalizes the plan (plan provided to the parties on December 20, 2013; revised plan provided to the parties on February 19, 2014)
- March 2014: Objection period (if necessary)
- April 2014: Identify disparities to develop hiring priorities
- Spring 2014: Monitor replacement of retired or reassigned personnel in support of the Plan to prevent disparities
- Spring 2014: Implement first stages of the plan

- Summer 2014: Analyze success of recruitment efforts in SY 2013-14
- Fall 2014: Adjust the Plan based on the above-referenced analysis, revise strategies as needed

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:**

**Potential Obstacles to Successful Implementation**

**Evidence of Effective Implementation**

**Outcomes for Students:**

**District Policies and Practices**

**4. Implement the Outreach, Recruitment and Retention Plan**

Status: In Progress: (Action Plan Not Yet Finalized)

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

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

Completion Date: Not Started

Major Milestones:

- April 2014: Identify possible vacancies due to retirement for 2015
- May 2014: Align recruiting *strategies* to vacancies, and specific certifications
- May 2014: Develop language in job postings based on plan.
- Spring 2014: Begin implementation
- Summer 2014: Monitor the consideration of retired personnel for open positions for which they are qualified.
- Summer 2014: Analyze success of recruitment efforts in SY 2013-14, including recruiting data and the effectiveness of past recruiting practices

- Fall 2014: Adjust the Plan based on the above-referenced analysis, revise strategies as needed

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:**

**Potential Obstacles to Successful Implementation**

**Evidence of Effective Implementation**

**Outcomes for Students:**

**District Policies and Practices**

**5. Provide for Diverse Interview Committees**

Status: In Progress

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

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

Major Milestones:

- March-April: Human Resources will review and, if appropriate revise, procedures for interview committees.
- April-May 2014: Human Resources will review and, if appropriate revise, the interview panel form and procedures for all interviews
- Spring 2014: Human Resources will monitor the composition of all interview panels

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

**Potential Obstacles to Successful Implementation**

**Evidence of Effective Implementation**

**Outcomes for Students:**

**District Policies and Practices**

## **6. Maintain a Centralized Application Pool Database**

**Status:** In Progress

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

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

**Major Milestones:**

- April 2014: Update active database for current staff
- May-June 2014: Ensure applicants in pool are notified of vacancies, certifications needed, and timelines
- Summer 2014: Notify applicants to encourage them to apply for individual positions and to apply for the pool for summer job openings
- Fall 2014: Notify applicants to encourage them to apply for individual positions and to apply for the pool for SY 2014-15 job openings.

**Major Reporting Dates:**

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

**Potential Obstacles to Successful Implementation**

**Evidence of Effective Implementation**

**Outcomes for Students:**

**District Policies and Practices**

## **7. Identify Why Applicants Do Not Accept Positions**

**Status:** In Progress

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

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

**Major Milestones:**

- April-August 2014: Identify reasons candidates do not accept offers
- Fall 2014: Develop and, as needed, implement recommendations for recruitment practices and incentives based on an analysis of the reasons , candidates do not accept offers

**Major Reporting Dates:**

- July 2014
- January 2015
- July 2015

**Major Milestones:** On Schedule

- At the end of SY 13-14, a report was obtained from SIGMA that identifies why individuals were offered positions did not accept the job offer with the District.

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation**

Outcomes for Students: N/A

District Policies and Practices:



## **ASSIGNMENT AND RETENTION**

### **8. Track and Report Information on School-based Administrators/Certificated Staff**

Status: In Progress

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

USP Language: “All District schools shall seek to have a racially and ethnically diverse staff. The District shall track and report information on school-based administrators and certificated staff by race and ethnicity (as provided by the employee). [IV.E.1]

Major Milestones:

- Summer 2014: Review, analyze, and report information on school-based administrative and certificated staff for SY 2013-14
- Fall 2014: Continue to track information for SY 2014-15

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On schedule

**Potential Obstacles to Successful Implementation**

**Evidence of Effective Implementation**

**Outcomes for Students:**

**District Policies and Practices**

### **9. Identify, Assess, and Address Faculty Disparities**

Status:

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

USP Language: “The District shall identify significant disparities (*i.e.*, more than a 15 percentage point variance) between the percentage of African American or Latino certificated

staff or administrators at an individual school and district-wide percentages for schools at the comparable grade level (Elementary School, Middle School, K-8, High School)...” [IV.E.2]

Major Milestones:

- January 2014: District completes the data compilation for the first semester of SY 2013-14
- July 2014: District completes the data compilation for the second semester of SY 2013-14
- Summer 2014: Identify and analyze significant disparities for SY 2013-14
- Summer 2014: Develop initial recommendations to eliminate significant disparities
- Fall 2014: Implement initial recommendations,, as needed

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** Delayed

Available data not yet analyzed.

**Potential Obstacles to Successful Implementation:**

Union agreement and policy of making assignments when attrition allows.

**Evidence of Effective Implementation**

**Outcomes for Students:** N/A

**District Policies and Practices:**

**10. Reassign Personnel**

Status: In Progress

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

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

Major Milestones:

- January 2014: Data collected on assignments from July 1, 2013 to December 31, 2013

- February 2014: Acting and Interim assignments to be identified to determine if it is an assignment or a reassignment
- February 2014: Additional data will be collected to identify administrative and certificated staff for department and site transfers between July 1, 2013 to December 31, 2013
- Spring 2014: District will ensure assignments include required certification, such as bilingual, administrative, content area certification for high school
- Spring 2014: Reassignment data will be provided to CHRO for review
- Summer 2014: CHRO will review data
- Fall 2014: Reassign personnel, as appropriate

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule, with qualifications

**Potential Obstacles to Successful Implementation:**

Implementation will occur only when attrition allows.

**Evidence of Effective Implementation**

Outcomes for Students: N/A

District Policies and Practices:

**11. Assign and Attract Diverse Administrative Teams at Sites**

Status: In Progress

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

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

Major Milestones:

- January 2014: Identified sites with more than one site-based administrator in SY13-14
- Spring 2014: Identify sites with more than one site-based administrator that may have administrative team openings for SY 2014-15

- Spring – summer 2014: make efforts to assign and attract a diverse administrative team to any school with more than one site-based administrator. Such administrators shall be selected from a pool that includes African American and/or Latino candidates
- Fall 2014: Evaluate efforts to determine whether the District is successfully assigning and/or attracting a diverse administrative team to identified sites

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

Progress in Meeting Milestones: Delayed. Information not yet available

**Potential Obstacles to Successful Implementation:**

Implementation only when attrition allows

**Evidence of Effective Implementation**

**Outcomes for Students: N/A**

**District Policies and Practices:**

**12. Assign Experienced Teachers and Principals to Identified Schools**

Status: In Progress

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

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

Major Milestones:

- Spring – Summer 2014: Develop a list of identified schools and develop a process to ensure that first-year principals are not assigned to identified schools without Superintendent permission

- Spring – Summer 2014: Develop a list of identified schools, and develop a process void assigning new teachers to identified schools without Superintendent permission
- Summer 2014: Implement the process
- Fall 2014: Evaluate effectiveness of the process, adjust as needed

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:**

Delayed. Policy yet to be determined

**Potential Obstacles to Successful Implementation:**

Possible conflict with union agreement

**Evidence of Effective Implementation**

Outcomes for Students: N/A

District Policies and Practices

**13. Implement a First-Year Teacher Pilot Plan**

Status: In Progress (Action Plan)

Person Responsible: Richard Foster, Director of Professional Development

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

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

Major Milestones:

- June 2014: Evaluate first year teacher plan

- Summer 2014: Make appropriate adjustments to first year teacher plan
- Fall 2014: Implement (revised, if appropriate) first year teacher plan

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

**Potential Obstacles to Successful Implementation:**

A school culture that supports commitment to quality teaching in lower performing schools is important. A significant number of beginning teachers are being assigned to teach in schools that challenge the best teachers.

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

First year teachers at struggling site will be assigned a full-time release mentor for developing a plan, creation of a schedule for observation, feedback and learning plans.

Process to support teachers in struggling site to increase student achievement. Thirty-three sites selected.

**14. Evaluate and Address Disparities in Attrition Rates**

Status: In Progress

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

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

Major Milestones:

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

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** Delayed  
Analysis of attrition rates not available

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation**

**Outcomes for Students: N/A**

**District Policies and Practices:**

**15. Conduct Annual Teacher Job Satisfaction Surveys**

Status: In Progress

Person Responsible: Anna Maiden (Chief Human Resources Officer (CHRO)); Dave Scott (Accountability and Research)

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

Major Milestones:

- Spring 2014: A&R develops and conducts surveys; HR assesses results
- Summer 2014: Develop recommendations
- Fall 2014: Implement recommendations

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

**Potential Obstacles to Successful Implementation**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices**

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

**Status:** On Schedule

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

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

**Major Milestones:**

- Winter 2013-14: Conduct first biannual focus group
- Winter 2013-14: Assess results
- Spring 2014: Conduct second biannual focus group
- Spring 2014: Assess results and develop recommendations for improvement
- Fall 2014: Implement any or all recommendations for improvement

**Major Reporting Dates:**

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On **S**chedule



## **Potential Obstacles to Successful Implementation**

### **Evidence of Effective Implementation:**

#### **Outcomes for Students:**

#### **District Policies and Practices**

## **17. Develop a Reduction-in-Force (RIF) Plan**

Status: On Schedule

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

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

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

### Major Milestones:

- January 2014: Final revisions to plan on recommendation from SLT
- Spring 2014: Finalize RIF plan
- Summer – Fall 2014: Implement RIF Plan
- Fall 2014: Assess effectiveness of RIF plan access

### Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

## **Potential Obstacles to Successful Implementation**

### **Evidence of Effective Implementation:**

#### **Outcomes for Students:**

**District Policies and Practices:**

**PROFESSIONAL SUPPORT AND DEVELOPMENT**

**18. Review (Amend) Evaluation Instruments**

- a) Teachers
- b) Principals

Status: In Progress

Person Responsible: Richard Foster, Director of Professional Development

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

Major Milestones:

- Summer 2013 – ongoing: Train staff on new instruments
- Winter 2013-14: Committee meets to evaluate the 2013 evaluation instrument through the lens of Culturally Relevant Pedagogy (CRP) and the goals of the Supportive and Inclusive Learning (SAIL) training
- Spring 2014: Provide the Special Master with copies of SAIL training goals
- Spring 2014: Provide the Special Master with a report describing the alignment of SAIL components to the evaluation framework
- June 2014: Provide copies of principal & teacher evaluation instrument for review
- Summer – Fall 2014: Continue to provide SAIL training

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:**

**18.a Teachers:** Delayed

Procedures and Evaluation have not been submitted to plaintiffs and Special Master.

**Potential Obstacles to Successful Implementation:**

Integrating evaluation and struggling teachers plan (see # 19)

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

While the plan has not been submitted, the District is developing and testing new instruments and processes for teacher evaluation. Evaluation instrument includes culturally responsive pedagogy in the Framework for Teaching. New survey developed for evaluation of Principals.

**18.b Principals**

**Progress in Meeting Milestones:** Delayed

A committee has met to assess the principal evaluation instrument. The focus thus far has been on whether ISLCC Standards encompass Culturally Relevant Pedagogy and other USP requirements. As a result of the committee's assessment that ISLCC Standards encompass Culturally Relevant Pedagogy and other USP requirements, there are currently no plans to revise the principal instrument this year. Procedures and evaluation instruments have not been submitted to plaintiffs.

**Potential Obstacles to Successful Implementation:**

Administrators who evaluate principals will require training and examples of evidence that a principal exhibits CRP behavior and creates school conditions that foster inclusion, equity, and enhanced learning opportunities.

**Evidence of Effective Implementation:**

**Outcomes for Students**

**District Policies and Practices**

Teacher survey added to principal evaluation.

**19. Implement an Underperforming and Struggling Teacher Plan**

Status: In Progress (Action Plan)

Person Responsible: Richard Foster, Director of Professional Development

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

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

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

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

Major Milestones:

- Fall 2014: Implement Plan
- Fall 2014: Develop process for monitoring and enhancing the plan

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

**Potential Obstacles to Successful Implementation**

Mentors assigned to school sites and now have teaching responsibilities may complicate access to and knowledge about teachers being supported.

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

The administrator may refer a struggling teacher to receive additional support. And a Mentor/Coach utilizes effective teaching strategies to support the teacher. Follow-up observations, evaluation, and continuing professional development are included in the plan.

## **20. Develop and Implement the Aspiring Leaders Plan**

Status: In Progress (Action Plan)

Person Responsible: Richard Foster, Director of Professional Development

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

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

Major Milestones:

- Winter 2013-14: Implement plan
- May 2014: Provide plan as well as ethnic data on participants for 2014
- June 2014: Provide plan for program implementation in 2014-15
- November 2014: Provide ethnic data on participants for 2014-15 and any changes in professional roles of participants

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices**

The Aspiring Leaders sessions are complete for this year and included approximately 20 prospective principals. Plans appear to be progressing for '14-15 and participation will be based on estimated vacancies.

An MOU between the District and the U of A College of Education's Educational Leadership Program was approved on 5/13/2014. Recruitment of up to fifteen candidates per year for the three year administrative certification program will be critical for successful implementation.

## **21. Provide Professional Learning Communities Training for School Site Principals**

Status: In Progress

Person Responsible: Richard Foster, Director of Professional Development

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

Completion Date: October 2013

Major Milestones:

- SY 2013-14: Provide training to principals on a regular basis (twice monthly)
- September 2014: Identify follow through by principals among teachers by school (see above item a)
- October 2014: Identify follow through in developing within and across-school networks to encourage teachers in using CRP, etc. (see above item b)
- November 2014: Identify follow through by principals related to items c & d, by school.

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

Progress in Meeting Milestones: On Schedule

**Potential Obstacles to Successful Implementation:**

There is no reported strategic method to assess site implementation. The October Milestone refers to one strategy to monitor follow through of this Professional Learning Community training.

Availability of time for administrator's participation will continue to be critical to successful implementation.

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

This is a new program.

**22. Provide Ongoing Professional Development (PD)**

Status: In Progress

Person Responsible: Richard Foster, Director of Professional Development

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

Major Milestones:

- SY 2013-14: Instructional Leadership Academy (ILA) for Site and District Administrators is held twice per month and covers areas such as: classroom and non-classroom expectations; proactive approaches to student access to ALEs, discipline (Classroom management/Guidelines for Student Rights and Responsibilities/Restorative Practices/Positive Behavioral Intervention and Supports); using data to support student

learning; working with students with diverse needs; and networking and professional self-improvement.

- SY 2013-14: Equity department receives and provides trainings on student support issues
- SY 2013-14: Magnet department receives and provides training to magnet site staff
- SY 2013-14: ALE department receives and/or provides PSAT, SAT, and AVID training
- Winter 2013-14: District provides PD on the Teacher Support Plan
- Spring 2014: HR-related training (starting with hiring process training)
- Spring 2014: Provide in-person Culturally Responsive Pedagogy and Instruction training under the umbrella of Supportive and Inclusive Learning “SAIL” Environments
- Identify training dates and participants for each item above.
- March 2014, Identify Culturally Responsive Strategies utilized in PD
- Fall 2014, Integrate CRP Strategies in all PD
- October 2014: Observe classroom instruction that utilizes CRP strategies

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

**Potential Obstacles to Successful Implementation:**

Systemic changes that affect programmatic focus on instruction, such as the new reallocation of Mentor Positions to sites, may hinder support for new struggling teachers and training. For example, the Mentors will be assigned to work 4 days at a school site, and one day devoted to central. May limit the opportunity to assign as needed for mentoring that has been successful. District-wide implementation of PD, needs to include comprehensive development, guidelines, set criteria for monitoring, targeted review and accountability.

Adequate funding is needed to increase time for PD.

**Evidence of Effective Implementation:**

**Outcomes for Students**

**District Policies and Practices:**

Focus on culturally responsible pedagogy. Closer link between teacher evaluation and professional development.

**23. Facilitate Opportunities for Observations of Best Practices**

Status: In Progress



Person Responsible: Richard Foster, Director of Professional Development

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

Major Milestones:

- Spring 2014: Monitor and facilitate opportunities for staff to review best practices
- March 2014: Develop protocol for staff to use in reviewing best practices.
- April 2014: Assess evidence of best practices and identify classes to observe
- May 2014: Select classes from Elem. MS and HS Content areas
- Summer 2014: Meet with identified staff to initiate process.
- October 2014: Identify participants in each side of the process (model teachers and observers)

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** Delayed

Process pending due to transitions in departments and staff. Plans to initiate process 2014 SY. Protocol for staff to use in reviewing best practices and assess evidence of best practices and identify classes to observe has not been completed.

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

## **V. QUALITY OF EDUCATION**

### **1. Develop the ALE Access and Recruitment Plan**

Status: In Progress. ALE Plan developed by District but objections by Plaintiffs resulted in referral to Court.

Person Responsible: Martha Taylor, Director of Advanced Learning Experiences

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

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

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

Completion Date:

Major Milestones:

- January 2014: Complete draft plan; submit for external expert review
- January 2014: Complete USP-related ALE enrollment goals
- January 2014: Present outline of draft to District Leadership
- February 2014: Finalize the plan
- March : Objection period (if necessary)
- August 2014: Develop and review ALE enrollment information by ethnic group and school comparing 2013 to 2014.
- Fall 2014: Make changes on ALE access and recruitment plan as needed

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** Delayed

Plaintiffs objected to certain aspects of the plan and the Special Master made recommendations to the Court. Court action expected.

Efforts are reported with middle school principals to develop a master schedule that offers more Pre-AP opportunities for students in language arts and math. In that effort, the course titles in the software “Mohave” do not currently match the term Pre-AP. The District is currently working to resolve this problem to ensure increased registration in Pre-AP at the middle school level.

### **Potential Obstacles to Successful Implementation:**

### **Evidence of Effective Implementation:**

#### **Outcomes for Students:**

The ALE Summer Institute has been revised to include a component focused on culturally relevant and/or multicultural education in all three strands (AP, GATE, Pre-AP). The registration currently exceeds last year’s numbers.

#### **District Policies and Practices**

## **2. Implement the ALE Access and Recruitment Plan**

Status: In Progress. Plan referred to Court, see V.1

Person Responsible: Martha Taylor, Director of Advanced Learning Experiences

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

#### Major Milestones:

- February 2014: Finalize the action plan
- Spring 2014: Revise ALE Summer Institute to include a component about culturally relevant and/or multi-cultural education in all three strands (AP, GATE, Pre-AP)
- June 2014: Review agendas of ALE Summer Institute
- Spring 2014: Develop budget; implement plan (as feasible for remainder of SY 2013-14)
- Spring 2014: Work with middle school principals to develop a master schedule that offers more Pre-AP opportunities for middle school students in language arts and mathematics
- July 2014: Review recruitment strategies and pre-enrollment data by ALE and school
- August 2014: Provide schedules with 2013 and 2014 Pre-AP opportunities for MS la and math
- Fall 2014: Continue implementing the ALE Plan, as outlined in the Plan

#### Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** Delayed.

Implementation will continue after Plan approval.

**Potential Obstacles to Successful Implementation:**

**Evidence for Effective Implementation**

**Outcomes for Students:**

**District Policies and Practices:**

### **3. Review and Revise UHS Admissions Process**

Status: In Progress

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

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

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

Court Order Language: The December 2, 2013 Court Order adopted the Special Master’s suggested deadlines, criteria and processes for the UHS Admissions Plan. [Doc. 1510]

See # 4 below.

### **4. Pilot and Implement the University High School Revised Admissions**

Status: In Progress

Person Responsible: Juliet King, Research Project Manager

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

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

Major Milestones:

- January 2014: Administer Resiliency Assessment (CAIMI) #1 to all TUSD 8<sup>th</sup> graders
- January 2014: SAE questions administered to identified students and scored
- February 2014: Send acceptance letters/emails to applicants who took the SAE questions and earned enough points to be accepted
- Spring 2014: Evaluate impact of SAE and CAIMI on UHS admissions
- Spring 2014: Propose admission criteria and process (including timeline) for SY 2015-16
- Fall 2014: Implement admissions process for incoming freshman for SY 2015-16

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** Delayed.

New admission criteria and process implemented effectively for 2014-15. Evaluation of SAE and CAIM assessments in progress.

**Potential Obstacles to Successful Implementation:**

**Evidence for Effective Implementation:**

**Outcomes for Students:**

Increased proportions of African American and Latino students admitted to UHS.

**District Policies and Practices:**

Changes in criteria for admission.

**5. Administer UHS Admissions Test(s) to 7<sup>th</sup> Grade Students**

Status: In Progress

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

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

Completion Date: June 2014

Major Milestones:

- Spring 2014: Administer the appropriate test
- Summer 2014: evaluate results; identify potential applicants
- Fall 2014: Recruit potential applicants

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:**

**Potential Obstacles to Successful Implementation:**

**Evidence for Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

## **6. Advise Middle School Students on UHS Admissions**

Status: In Progress

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

USP Language: “The District shall require all counselors in all middle schools to review UHS admissions requirements with all students in 6th and the beginning of 7th grade and provide all

students with application materials so that students may be aware of and prepare for the required tests in the spring of 7th grade and application in 8th grade;...” [V.A.5.c]

Major Milestones:

- Spring 2014: Workshop for Counselors and Learning Supports Coordinator, and other staff to learn about UHS admissions and policies/ procedures for CogAT testing and fall schedule. This workshop will be part of an on-going series for the ALE programs
- Fall 2014: Provide application materials and consultation to middle school students

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule.

**Potential Obstacles to Successful Implementation:**

**Evidence for Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

**7. Specific UHS-related Outreach to Students and Parents**

Status: In Progress

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

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

Major Milestones:

- SY 2013-14: Host student-parent informational meetings throughout the district

- Spring 2014: Host a Freshman Orientation Night (expose students to the school and its offerings and to recruit students who have not yet accepted the invitation for admissions)
- Spring 2014: Conduct recruitment follow-up with qualified candidates through personal contact is conducted with targeted efforts for African American and Latino students who have qualified and not accepted admission
- Spring 2014: LSCs provide campus tours for potential students and parents
- Spring 2014: Host annual Multicultural Breakfast with Multicultural Student Services
- Summer 2014: Develop a recruitment schedule for SY 2014-15
- Fall 2014: Continue targeted UHS outreach based on the recruitment schedule
- Fall 2014: Recruit identified 8<sup>th</sup> graders (based on the test given in the spring of 2014 to all 7<sup>th</sup> graders)

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule.

**Potential Obstacles to Successful Implementation:**

**Evidence for Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

**8. Pursue OELAS Extension**

Status: In Progress

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

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

Major Milestones:



- February 2014: Confirmation from ADE that they have still not made a decision
- March 2014: District work directly with ADE for date of decision.
- May 2014: Plan for implementation in fall 2014.
- Summer 2014: Prepare staff assignments to implement block extension.
- Fall 2014: Ensure trained staff remain in classes for ELL student needs.

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:**

Implementation of a modified block.

**Potential Obstacles to Successful Implementation:**

Approval from AZ. State Dept. of Education for block extension to address literacy needs of ELL students stalled.

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

Two hours instead of four hour Structured English Immersion.

**9. Build and Expand the District's Dual Language Programs**

Status: In Progress

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

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

Major Milestones:

- Spring 2014: Provide information re: dual language to schools for community outreach (e.g. dual language brochure, parent presentations, parent trainings, etc.)
- January 2014: Determine participating schools for Cycle 1
- March 2014: Provide staff development to all district levels that address the implementation of the TUSD Dual Language Program Model
- April 2014: Determine feasibility and make recommendations for implementation for Fall 2014 (District will review data, budget, teacher and space availability)
- May 2014: Symposium to provide entire TUSD community with Dual Language information
- Spring 2014: Collaborate with HR to establish a recruitment program for elementary, secondary and exceptional education bilingual endorsed teachers include administrators and provide guidelines for program
- Spring – Summer 2014: Develop compensation package for participating dual language teachers
- Fall 2014: Implement revised Dual-Language program (including building the program in SY 2014-15, and expanding the program to provide more students throughout the District with opportunities to enroll starting in SY 2015-16)

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

Dual Language classes added at 10 additional schools for grades k-2, and 6, and 9.

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

More schools will provide an opportunity for students to participate in a dual language program. Plan needs expansion of dual language instruction in additional classes.

**STUDENT SUPPORT AND ENGAGEMENT**

**10. Develop Criteria to Review Placement Policies and Practices**

Status: In Progress

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

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

Completion Date: Summer 2014

Major Milestones:

- Spring 2014: Develop actions and strategies (including revisions, as appropriate, to the Procedures Manual) based on the results of the comprehensive review
- Fall 2014: Implement actions and strategies

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress In Meeting Milestones:** Delayed-Analysis underway.

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

## **11. Build and Sustain Supportive Inclusive Environments (Policies and Practices)**

Status: In Progress

Person Responsible: Julie Tolleson (General Counsel); Richard Foster (Director of Professional Development and Support)

USP Language: “By ~~July 1, 2013~~ January 1, 2014\*, the District shall take steps to build and sustain the supportive and inclusive school environments described herein, including, but not limited to: (a) adopting or amending policies to reflect commitments to inclusion and non-discrimination in all District activities and disseminating those policies throughout the District; ... and (c) amending policies and practices to protect all members of school communities from

discriminatory harassment and bullying, by amending Governing Board Policy JICFB...The District may work with the West Regional Equity Network to develop such policies.” [V.E.2.a&c – USP pages 40-41]

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

Major Milestones:

- Spring 2014: Revise, if appropriate, Policy JICK pursuant to expert feedback
- Spring 2014: Disseminate revised policies A, BG, and JICK (if JICK is revised) throughout the District
- Summer/Fall 2014: Develop and implement appropriate professional development

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress In Meeting Milestones:**

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

**12. Develop a Dropout Prevention and Retention Plan**

Status: In Progress. Dropout Prevention and Retention Plan prepared by District objected by the plaintiffs. Referred to Court for resolution

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

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

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

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

Completion Date: March 2014

Major Milestones:

- January/February 2014: Finalize the DPRP
- Summer 2014: Develop assessment tools to be used to measure effectiveness of the plan in SY 2014-15
- June 2014: Review staffing and resource allocations by school for 2014-15 to align with Plan
- Fall 2014: Make improvements in dropout and retention plan
- Fall 2014: Conduct appropriate professional development

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** Delayed pending resolution among parties or the Court.

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

While the Dropout Prevention and Retention Plan required by the USP has not yet been approved, the District is implementing improvements in the District's current initiatives for reducing dropouts. District has initiated major effort to re engaged students who have dropped out recently.

**13. Implement the Dropout Prevention and Graduation Plan**

Status: In Progress (Action Plan). See # 12 above.

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

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

Completion Date: Spring 2014

Major Milestones:

- March 2014: Finalize the “Dropout Prevention and Graduation Plan” (aka Dropout Prevention and Retention Plan) (provided to the parties on March 3, 2014\*
- Spring 2014: Implement the DPRP
- Summer 2014: Develop assessment tools and determinate the effectiveness of the DPRP.
- Fall 2014: Revise DPRP if needed

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:**

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

\*The District changed the name of this plan before final submission to make it more positive-sounding, and to reflect that students at the high school level are not retained – they just do not graduate if they lack credits.

#### **14. Develop Supports and Interventions (“Flag” System)**

Status: In Progress

Person Responsible: TBA, Academic and Behavioral Supports Coordinator

USP Language: “By July 1, 2013, the District shall develop and/or amend its academic and behavioral intervention policies and strategies to facilitate the supports and interventions described in this section. ... By that date, the District shall make any necessary changes to Mojave to ensure that students are automatically flagged by the data tracking system when they cross these thresholds.” [V.E.3.a]

Major Milestones:

- August 2014: Review screenshots of Mojave that document student “flagging”
- September 2014: Review reports generated that identify flagged students by reason and school
- October 2014: Identify system and school level strategies used to provide support to flagged students
- Fall 2014: Prepare plan for future enhancement of flag system and relationship with EBAS

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** Delayed

The piloting of a Flag System for this year is complete. A Flag Criteria System will be in place for middle and high schools next year. The District has been piloting two programs “Watchpoint” and “GrantTracker” at a few schools this year.

**Potential Obstacles to Successful Implementation**

The pilot resulted in the narrowing of the flag criteria so that the number of students flagged due to failing grades, lack of attendance, and or discipline infractions resulted in an intervention number that was within the schools’ capacity to serve. Original criteria applied at one high school generated by 2 f’s resulted in an intervention list of the super majority of students. Ultimately, the question will be, if the super majority of students need support, additional support is needed.

Technological capacity to generate “attendance and discipline” flag report separate from “academic” flag reports assigns site personnel to provide support. i.e. dropout prevention staff would focus on attendance/discipline, certificated staff would focus on academic, etc. The system planned for next year bifurcates reporting to academic and attendance/discipline. As a result, certified staff will address students who exhibit academic problems and classified staff will work with students who exhibit attendance/discipline issues. A report that includes both of these areas together may better identify students in need of support.

There is a change in leadership of this effort.

Personnel responsible for generating regular “flag” reports as well as working with “flagged” students will need training and monitoring.

### **Evidence of Effective Implementation**

#### **Outcomes for Students**

#### **District Policies and Practices:**

There are major changes planned. Introduction and piloting of practices are underway that will allow more strategies and effective instructions and interventions to address problems individual students may be experiencing.

### **15. Develop and Implement a Professional Development (PD) Plan for Student Engagement**

Status: In Progress

Person Responsible: Sal Gabaldon, Interim Director of Culturally Responsive Pedagogy and Instruction (CRPI)

USP Language: “Director of Culturally Responsive Pedagogy and Instruction (“CRPI Director”)... shall supervise, develop and implement a professional development plan for administrators, certificated staff, and paraprofessionals, as appropriate, on how best to...engage African American and Latino students...” [V.E.4.c]

Major Milestones:

- Spring and Summer 2014: Deliver PD Module 1: SAIL training
- Fall 2014: Develop PD Module 2
- SY 2014-15 and Summer 2015: Deliver PD Module 2 to administrators, certificated staff and paraprofessionals

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On **S**chedule

**Potential Obstacles to Successful Implementation:**



## **Evidence of Effective Implementation**

### **Outcomes for Students:**

### **District Policies and Practices:**

#### **16. Develop and Implement CRP Professional Development (CRC Teachers)**

Status: In Progress

Person Responsible: Sal Gabaldon, Interim Director of Culturally Responsive Pedagogy and Instruction (CRPI)

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

#### Major Milestones:

- Spring 2014: Provide second 12 hours of training (Phases III and IV)
- Summer 2014: Provide additional training as needed, particularly for any new hires
- Fall 2014: Continue to provide training as needed

#### Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

#### **Potential Obstacles to Successful Implementation:**

## **Evidence of Effective Implementation**

**Outcomes for Students:**

**District Policies and Practices:**

**17. Develop and Implement Professional Development (PD) on Supportive and Inclusive Learning (SAIL)**

Status: In Progress

Person Responsible: Sal Gabaldon, Interim Director of Culturally Responsive Pedagogy and Instruction (CRPI)

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

Major Milestones:

- Fall 2013 – Winter 2013-14: Provide all teachers with teacher evaluation training that embedded the components of CRP, including learner-based approaches that emphasize students’ cultural assets, backgrounds, and individual strengths
- Winter 2013-14: Committee meets to evaluate the 2013 evaluation instrument through the lens of CRP and the goals of the SAIL training (including a focus on learner-based approaches that emphasize students’ cultural assets, backgrounds, and individual strengths)
- Spring/Summer 2014: CRPI Director will deliver additional SAIL training modules to administrators and key certificated staff
- Summer 2014: Training for additional staff will be provided.
- Fall 2014: Begin providing additional SAIL training for all staff through a train-the-trainer model

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

### **Potential Obstacles to Successful Implementation:**

Significant funding will be needed to implement this aspect of the USP.

### **Evidence of Effective Implementation :**

#### **Outcomes for Students:**

#### **District Policies and Practices :**

Inclusion of culturally responsive pedagogy, cultural responsiveness, and learner-centered approaches in curriculum design and professional development.

### **18. Develop and Implement a Multicultural Curriculum**

Status: In Progress

Person Responsible: Desiree Cueto, Director of Multicultural Curriculum

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

#### Major Milestones:

- January 2014: Implement 2<sup>nd</sup> semester pilot of US Government Multi Perspective course at Tucson High
- March 2014: Implement 4<sup>th</sup> quarter pilot of US History Multiple-Perspective course at Sahuaro
- Summer 2014: Present plan for expanding multicultural curriculum
- Summer 2014: District assesses effectiveness of pilot courses, and recommends changes.
- Fall 2014: Courses will be offered at select sites (incorporating recommended changes)
- December 2014: Review and analyze status of program.

#### Major Reporting Dates:

- July 2014

- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation :**

**Outcomes for Students:**

**District Policies and Practices:** Culturally relevant and culturally responsive professional development will be an area of focus for the District staff and administrators.

### **19. Develop and Implement Culturally Relevant Courses (High School)**

**Status:** In Progress

**Persons Responsible:** Sal Gabaldon, Interim Director of Culturally Responsive Pedagogy and Instruction (CRPI)

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

**Major Milestones:**

- SY 2013-14: Continue to develop curriculum (aligned to new Districtwide curriculum, and scope and sequence); continue to evaluate courses
- Winter 2013-14: Offer courses for registration at all high schools
- Spring 2014: Register students; identify staff and other resource needs for all high schools
- May 2014: Assess courses and alignment to academic standards
- Spring – Summer 2014: Provide professional development for new and existing staff (see #18 above)
- Fall 2014: Implement courses at high schools, subject to minimum enrollment guidelines

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule, with qualifications.

**Potential Obstacles to Successful Implementation:**

Effort to recruit students to CRC at other high schools was unsuccessful. Registration for high school courses advertised online for SY 2014-15, with little recruitment and minimal information.

**Evidence of Effective Implementation:**

**Outcomes for students:**

Opportunities to take CRC limited to three high schools

**District Policies and Practices:**

**20. Pilot Expansion of Culturally Relevant Courses (Middle School)**

Status: In Progress

Persons Responsible: Tsuru Bailey-Jones, Acting Director of Culturally Responsive Pedagogy and Instruction (CRPI)

USP Language: “The District shall pilot the expansion of courses designed to reflect the history, experiences, and culture of African American and Mexican American communities to sixth through eighth graders in the 2014-2015 school year, and shall explore similar expansions throughout the K-12 curriculum in the 2015-2016 school year.” [V.E.6.a.ii]

Major Milestones:

- Spring 2014: Develop lesson plans/units for 6<sup>th</sup>-8<sup>th</sup> grade social studies
- Spring 2014: Work with select middle school teachers to assist with the development and implementation of lessons that best reflect the history, experiences, and culture of African American and Mexican American communities within the curriculum at each grade level
- Spring/Summer 2014: Provide professional development for new and existing staff
- Fall 2014: Implement pilot lessons/units in select courses at select middle schools
- Spring 2015: Evaluate the pilots to determine if lessons/units will become standardized across all middle school social studies curriculum

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** Uncertain

**Potential Obstacles to Successful Implementation**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

**21. Fund and Sustain Support Services for African American Student Achievement**

Status: In Progress

Person Responsible: Jimmy Hart, Director of African American Student Services

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

Major Milestones:

- Spring 2014: Evaluate effectiveness of support services for African-American students
- Spring 2014: Allocate funding to sustain support services for African American students
- Summer 2014: Review and enhance performance review measures to assess the effectiveness of strategies utilized in SY 2013-14 and beyond, to address racial disparities in academic achievement, dropout rate, retention, special education placement, discipline, access to ALE and other areas.
- Fall 2014: Perform an analysis of programs utilized in SY 2013-14 (celebratory events, quarterly parent meetings) to determine if they have any effect on academic achievement (i.e. 2013-14 AIMS data) and/or other performances outcomes (i.e. parent engagement data, discipline data, attendance, etc.) based on SY 2013-14 academic achievement data.

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** Delayed. No initiative specific to African American students has been implemented. No targeted strategic plan.

**Potential Obstacles to Successful Implementation**

No clear policy direction and inadequate funding. Restructuring of support delivery is not well-defined. Need for training of personnel.

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

**22. Develop and Implement Academic Interventions and Support for Struggling or Disengaged African American Students**

Status: In Progress

Person Responsible: Jimmy Hart, Director of African American Student Services

USP Language: “The District shall develop and implement a process for providing a series of academic interventions and supports for African American students who are struggling and/or otherwise disengaged from school (*e.g.*, students who are one or more grade levels behind academically, struggling to meet academic standards either as reflected in class grades or on state-level assessments, or experiencing ongoing and escalating behavioral issues).” [V.E.7.b] “The District shall establish academic intervention teams to provide targeted support to Latino students. The academic intervention teams shall consist of academic specialists (*e.g.*, pull-out reading and math teachers, academic and behavioral coaches, and paraprofessionals) and shall be assisted by staff from Support Services for African American Student Achievement.” [V.E.7.c]

Major Milestones:

- Winter 2013-14: District adopts a more formal MTSS (aka RTI) model
- Spring 2014: Develop the District’s MTSS model to include processes for providing academic interventions and supports for students who have been identified as struggling and/or otherwise disengaged from school
- Fall 2014: Pilot MTSS model (including intervention teams assisted by staff from Support Services for African American Student Achievement)

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** Delayed. No initiatives specific to African American students have been implemented.

**Potential Obstacles to Successful Implementation**

No clear policy direction and inadequate funding. If the staff is expected to provide Tier 1 support, this will require substantial training because few are prepared to teach, especially to teach students who are struggling.

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

**23. Host Quarterly Information Events for African American Students and Families**

Status: In Progress

Person Responsible: Jimmy Hart, Director of African American Student Services

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

Major Milestones:

- Spring 2014: Fourth quarterly event (location TBD)
- May 2014: Student recognition event
- Summer 2014: Conduct a comprehensive analysis of quarterly information events (effectiveness, lessons learned, etc.); develop recommendations to improve events for SY 2014-15
- Fall 2014: Implement recommendations
- Fall 2014: First quarterly event for SY 2014-15



Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

**Potential Obstacles to Successful Implementation:**

Event held in midday during week.

**Evidence of Effective Implementation**

**Outcomes for Students:**

**District Policies and Practices:**

**24. Collaborate with Local Colleges and Universities to Provide Support and Guidance to African American Students**

Status: In Progress

Person Responsible: Jimmy Hart, Director of African American Student Services

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

Major Milestones:

- March 2014: Partner with the Tucson High (THS) Black Culture Club group to send 15 (or more) students on a Black College Tour during spring-break 2014.
- July 2014: Hire College and Career Readiness Coordinator
- August 2014: Implement Internship program
- Fall 2014: Assess effectiveness of these programs

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On **S**chedule

**Potential Obstacles to Successful Implementation:**

Initiative limited in scope and number of institutions involved.

**Evidence of Effective Implementation**

**Outcomes for Students:**

**District Policies and Practices:**

**25. Provide Professional Development (PD) to all African American Student Support Services Staff on Interventions and Using Data**

Status: In Progress

Person Responsible: Jimmy Hart, Director of African American Student Services

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

Major Milestones:

- Spring 2014: Establish assessment measures to determine the effectiveness of training.
- Summer 2014: Develop recommendations, if needed, to improve training
- Fall 2014: Implement recommendations

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** Delayed. Training has not been evaluated and new training not delivered.

**Potential Obstacles to Successful Implementation**

Uncertainty about the roles to be played by African American student support staff in restructured service delivery mode. Substantial need for retraining.

No systematic program to certify or otherwise enhance the instructional competence of most “specialists”.

### **Evidence of Effective Implementation**

#### **Outcomes for Students:**

#### **District Policies and Practices:**

Personnel grouped with other ethnic-focused units into one organizational unit and personnel assigned to schools reporting to school principals.

### **26. African American Academic Achievement Task Force (AAAATF) Members/Plan**

Status: In Progress

Person Responsible: Jimmy Hart, Director of African American Student Services

USP Language: “As soon as possible after the approval of the USP by the Court, the District shall appoint a Task Force that will develop a comprehensive plan for significantly improving the academic performance of African American students.” [V.E.7.g]

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

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

Completion Date: July 2013

#### Major Milestones:

- Spring 2014: Budget and allocate resources for implementation in SY 2014-15
- Spring 2014: Identified which proposals of the task force should be implemented either in whole or in part
- Summer 2014: Make necessary hiring and resource procurements to implement recommendations
- Fall 2014: Implement recommendations

#### Major Reporting Dates:

- July 2014
- January 2015

- July 2015

**Progress in Meeting Milestones:** Delayed

No initiatives targeted specifically to African American students.

**Potential Obstacles to Successful Implementation:**

Budget allocation inadequate.

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

## **27. Fund and Sustain Support Services for Latino Student Achievement**

Status: In Progress

Person Responsible: Dr. Maria Figueroa, Director of Mexican American Student Services

USP Language: “The District shall continue to fund and sustain Support Services for Mexican American Student Achievement to improve the academic achievement and educational outcomes of Mexican American students, including English Language Learners (ELL)...” [V.E.8.a]

Major Milestones:

- Spring 2014: District will assess funding for Support Services.
- Summer 2014: District will assess effectiveness of services; revise strategies as appropriate
- Fall 2014: District will implement revised strategies

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On **S**chedule

**Potential Obstacles to Successful Implementation:**

2014-15 SY, changes to Specialist' assignments to sites could affect system-wide delivery of services. Need to retrain some staff to play instructional support roles.

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

Personnel grouped with other ethnic-focused units into one organizational unit and personnel assigned to schools reporting to school principals.

**28. Develop and Implement Academic Interventions and Supports for Struggling or Disengaged Latino Students**

Status: In Progress

Person Responsible: Dr. Maria Figueroa, Director of Mexican American Student Services

USP Language: “The District shall develop and implement a process for providing a series of academic interventions and supports for Latino students who are struggling and/or otherwise disengaged from school (*e.g.*, students who are one or more grade levels behind academically, struggling to meet academic standards either as reflected in class grades or on state-level assessments, or experiencing ongoing and escalating behavioral issues).” [V.E.8.b] “The District shall establish academic intervention teams to provide targeted support to Latino students. The academic intervention teams shall consist of academic specialists (*e.g.*, pull-out reading and math teachers, academic and behavioral coaches, and paraprofessionals) and shall be assisted by staff from Support Services for Latino Student Achievement.” [V.E.8.c]

Major Milestones:

- Winter 2013-14: District adopts a more formal Multi-Tiered System of Supports (MTSS model, aka RTI)
- Spring 2014: Develop the District's MTSS model to include processes for providing academic interventions and supports for students who have been identified as struggling and/or otherwise disengaged from school
- Fall 2014: Pilot MTSS model (including intervention teams assisted by staff from Support Services for Latino Student Achievement)

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule.

**Potential Obstacles to Successful Implementation**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

Students have the opportunity to engage with college students, and volunteers for guidance, and support. University mentors from Project Soar: 133, Gamma Alpha Mega Sorority: 59, and University of Arizona Volunteers 41. Mentors from Community Organizations such as Raytheon, Child/Family Resources, and six other groups. Additional opportunities included a Youth Leadership Conference with 21 Community Speakers for a total of 2,887 student participants.

Community recognition for approximately 3,000 Latino Students.  
students who have achieved academic progress.

**District Policies and Practices:**

Students attend leadership days and learn about continuing education, historical perspectives, and skills needed in the academic world.

**29. Host Quarterly Events at Each School for Latino Students and Families**

Status: In Progress

Person Responsible: Maria Figueroa, Director of Mexican American Student Services

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

**Major Milestones:**

- February 2014: Third quarterly event held at four different locations
- Spring 2014: Fourth quarterly event (location TBD)
- Summer 2014: Conduct a comprehensive analysis of quarterly information events (effectiveness, lessons learned, etc.); develop recommendations to improve events for SY 2014-15
- Fall 2014: Implement recommendations
- Fall 2014: First quarterly event for SY 2014-15

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On **S**chedule

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

Latino Students and families attended the events for information on College Pre., Magnet, Parent resources, summer school, scholarships, and enrollment in ALE classes and other topics. The events were held at Pistor, Palo Verde, Cholla, and Tucson High. Pueblo, McCorkie, and Catalina. Over 530 parents attended.

**District Policies and Practices:**

The concept integrates, extends educational information to families of Latino Students and preparations for continued schooling.

**30. Collaborate with Local Colleges and Universities to Provide Support and Guidance to Latino Students**

Status: In Progress

Person Responsible: Dr. Maria Figueroa, Director of Mexican American Student Services

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

Major Milestones:

- Summer 2014: Evaluate effectiveness of the program, revise strategies as needed
- Fall 2014: Implement revised strategies

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule.

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

Students have the opportunity to engage with college students, and volunteers for guidance, and support. Evidence available with artifacts listing the numbers of contacts and activities (270 students were served).

**District Policies and Practices:**

### **31. Professional Development (PD) to Latino Student Support Services Staff on Interventions/Data**

Status: In Progress

Person Responsible: Dr. Maria Figueroa, Director of Mexican American Student Services

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

Major Milestones:

- Summer 2014: Develop plan for PD for SY 2014-15
- Fall 2014: Begin implementing the plan for PD for SY 2014-15

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

**Potential Obstacles to Successful Implementation:**



Plans for the SY 2014-15 will involve a change in the management and organization for the program. It has not been determined if the role of the Director will include a different reporting system or additional duties or how training will be accomplished.

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

**32. Review the Student Referral, Evaluation, and Placement Policies and Practices**

Status: In Progress

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

USP Language: “The District shall review its referral, evaluation and placement policies and practices, as well as relevant disaggregated enrollment data, and shall take appropriate action to remedy any classroom assignment or placement of students that results in the racial or ethnic segregation of students.” [V.E.1] *Note: In the USP, there are two sections marked V.E. This Addendum changes the second V.E. section to V.F.*

Major Milestones:

- Spring 2014: Develop actions and strategies for Exceptional Education (including revisions, as appropriate, to the Procedures Manual) based on the results of the comprehensive review
- Spring 2014: Review G.A.T.E. and English Language Learner (ELL) referral, evaluation and placement policies and practices; review disaggregated enrollment data
- Summer 2014: Develop actions, strategies and, if appropriate, policy revisions based on the results of the Spring 2014 review to remedy any inappropriate classroom assignment or placement of students
- Fall 2014: Implement revised actions, strategies and, if appropriate, policy revisions

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On **S**chedule.

**Potential Obstacles to Successful Implementation:**

Staffing transitions in relevant departments.

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

Procedures manual for student referral, evaluation and placement policies revised.

**33. Build and Sustain Supportive Inclusive Environments (Policies and Practices)**

Status: In Progress

Person Responsible: Julie Tolleson, General Counsel

USP Language: “By ~~July 1, 2013~~ January 1, 2014\*, the District shall take steps to build and sustain the supportive and inclusive school environments described herein, including, but not limited to: (a) adopting or amending policies to reflect commitments to inclusion and non-discrimination in all District activities and disseminating those policies throughout the District; ... and (c) amending policies and practices to protect all members of school communities from discriminatory harassment and bullying, by amending Governing Board Policy JICFB...The District may work with the West Regional Equity Network to develop such policies.” [V.F.2.a&c] *Note: In the USP, there are two sections marked V.E. This Addendum changes the second V.E. section to V.F.*

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

Major Milestones:

- Spring 2014: Revise, if appropriate, Policy JICK pursuant to expert feedback
- Spring 2014: Disseminate revised policies A, BG, and JICK (if JICK is revised) throughout the District
- Summer/Fall 2014: Develop and implement appropriate professional development

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule.

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

### **34. Build and Sustain Supportive Inclusive Environments (Strategies)**

**Status:** In Progress

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

**USP Language:** “By ~~July 1, 2013~~ January 1, 2014\*, the District shall take steps to build and sustain the supportive and inclusive school environments described herein, including, but not limited to: ... (b) piloting and implementing strategies to develop students’ intercultural proficiency; ...” [V.F.2.b] *Note: In the USP, there are two sections marked V.E. This Addendum changes the second V.E. section to V.F.*

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

**Major Milestones:**

- SY 2013-14: Student Support Services staff members serve as consultants for teachers and principals regarding cultures and backgrounds of traditionally underserved students
- Winter 2013-14: Host African American Youth Heritage day for all high school students
- Winter 2013-14: Spring 2014: Lunar New Year project implemented at grades 3-8 to highlight traditions and cultures of Asian communities (supplemental resource booklets are made available to all sites)
- Spring 2014: Pilot and implement Multicultural curriculum lessons and/or units
- Spring 2014: Host the Harambee Cultural Concert for students and teachers for students in eleven schools in grades K-8 (supplemental resources are made available to all sites)
- Summer 2014: Integrate supportive inclusive environment strategies with strategies to enhance academic performance
- Fall 2014: Develop measures of student intercultural proficiency
- Fall 2014: Develop strategies for enhancing and evaluating student intercultural proficiency
- Fall 2014: Develop plan for teachers and principals PD

**Major Reporting Dates:**

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** Delayed

The District reported that the Director of Culturally Relevant Pedagogy will be responsible for this project. As a result, the March and April Milestones – Develop protocol for staff to use in reviewing best practices and Assess evidence of best practices and identify classes to observe have not been completed. Communication and coordination of efforts between various departments will be important.

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

**35. Highlight Contributions of Diverse Groups**

Status: In Progress

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

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

Major Milestones:

- Summer 2014: Analyze and identify effective strategies, share with all principals
- Fall 2014: District report on how schools meet this provision of the USP

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** Uncertain. No evidence available.

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

**VI. DISCIPLINE**

**1. Evaluate and Revise the Student and Parent Handbook (GSRR)**

Status: In Progress

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

USP Language: “By ~~April 1, 2013~~ June 1, 2013\*, the District shall, in consultation with an external consultant experienced in implementing the behavior approaches described above, evaluate and revise the Guidelines for Student Rights and Responsibilities (“GSRR”)...” [VI.B.2.a]

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

Completion Date: June 2013 (final version adopted in August 2013)

Revision approved by Governing Board. June 2014

Major Milestones:

- Spring 2014: Evaluate the effectiveness of the GSSR and make proposals for appropriate changes
- May – June 2014: Present revised GSRR to the Governing Board for approval
- July 2014: Printing of Student and Parent Handbook completed
- August 2014: Student and Parent Handbook reviewed with staff at start of school
- August 2014: Student and Parent Handbook distributed to students during first week of school
- Fall 2014: Review systemic strategies to distribute and inform parents about Student and Parent Handbook

Major Reporting Dates:

- July 2014

- January 2015
- July 2015

**Progress in Meeting Milestones:**

On Schedule, with qualifications. New revision passed by Board, challenged by plaintiffs.

**Potential Obstacles to Successful Implementation:**

Plaintiffs objected to revision (see District Policies and Practices below) and have asked the Special Master to seek changes from the Court. Possible mixed messages about the importance of using suspension as a last resort and whether “zero tolerance” is *de facto* policy.

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

Significant changes in how discipline is monitored and in the consequences for certain offenses were introduced in 2014 revision.

**2. Evaluate and Revise (as appropriate) Due Process Protections for Students**

Status: In Progress

Person Responsible: Julie Tolleson (General Counsel); James E. Fish (Executive Director of Student Equity and Intervention)

USP Language: “By July 1, 2013, the District shall, in consultation with relevant experts, evaluate and revise, as appropriate, its due process protections for student discipline (*i.e.*, Governing Board Policy JKR1 through JK-R4-E4 and JKA through JKAB), to ensure that students and parents are provided with a fair, impartial, and language-accessible proceeding which complies with applicable state and federal law before exclusionary discipline or punishment is imposed, as well as an opportunity to appeal. Should the District determine that changes are needed to its due process protections for student discipline, it shall propose changes to these policies. Plaintiffs and the Special Master shall be provided with copies of the proposed changes for review and comment before they are finalized pursuant to Section (I)(D)(1).” [VI.B.2.b]

**Major Milestones:**

- Spring 2014: Evaluate a need for additional protection of students due process and make recommendations for changes if warranted Fall 2014: If changes are made, develop and implement appropriate professional development

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:**

On Schedule, with qualifications for 2014 revisions. See #1 above.

**Potential Obstacles to Successful Implementation:**

Changes in procedures for reviewing how discipline is administered at the school level make it difficult to monitor whether due process is provided.

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

See obstacles above

**3. Translate and Distribute the Handbook (GSRR) and Related Documents**

Status: In Progress

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

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

Major Milestones:

- Winter 2013-14: Translate GSRR to Vietnamese, Nepali, and Somali
- Summer 2014: Working with family centers, assess the adequacy of translation effort
- August 2014: All translations of GSRR are posted on District website
- Fall 2014: Identify all related documents and information programs to be translated and posted throughout the year

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students**

**District Policies and Practices:**

**4. Provide Disciplinary Information Sessions to Students and Parents**

Status: In Progress

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

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

Major Milestones:

- Spring 2014: Provide 2<sup>nd</sup> informational sessions for parents at sites
- Summer 2014: Working with family centers develop comprehensive strategy for providing disciplinary information to students and parents
- July 2014: Provide schedule of informational sessions for parents at sites for 2014-15 school year

Major Reporting Dates:

- July 2014
- January 2015



- July 2015

**Progress in Meeting Milestones:** Uncertain

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

## 5. Provide Restorative Practices and PBIS Training for Sites and RPPSCs

**Status:** In Progress

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

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

**Major Milestones:**

- March 2014: Identify schools implementing Restorative Practices and PBIS.
- Summer 2014: Develop a revised PD plan for SY 2014-15
- Fall 2014: Implement the revised training plan for SY 2014-15

**Major Reporting Dates:**

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:**

On Schedule, with qualifications

**Potential Obstacles to Successful Implementation**

The USP provides for ongoing PD which does not appear to have taken place on a systematic basis. Training of school administrators very limited. No data are available.

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices**

**6. Student Discipline Training**

Status: In Progress

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

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

Major Milestones:

- Spring 2014: Provide administrators and certificated staff with continuing Restorative Practices and PBIS training
- Summer 2014: Evaluate effectiveness of PD in SY 2013-14, revise strategies as needed
- Fall 2014: Implement revised strategies, as needed

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On **S**chedule, with qualifications.

Uneven training and very limited. For example, school principals had 1-2 hour training on discipline practices. High school and middle school monitors, while not technically covered by this provision, are in need of training.

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

## **7. Monitor Teacher Practices and Take Appropriate Action**

Status: In Progress

Person Responsible: James E. Fish (Executive Director of Student Equity and Intervention)

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

Major Milestones:

- March 2014: District administrative staff will review student discipline policies and practices to ensure corrective actions are implemented.
- April 2014: District will provide description of procedures used to identified teachers and principals who do not adhere to the District’s students discipline or practices
- Summer 2014: Analysis and review of student discipline referrals and practices in SY 2013-14 to ensure standard policy was implemented effectively Summer – Fall 2014: Provide professional development to all principals to ensure understanding of the principal’s role in taking corrective action with identified teachers

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule, with qualifications.

### **Potential Obstacles to Successful Implementation**

Inadequate training of principals to help teachers. Central office supervision of implementation of practices in schools needs clarification and transparency.

### **Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

New procedures to be implemented in the 2014-15 SY

## **8. Identify and Make Changes to the Data Reporting System**

Status: In Progress

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

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

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

Major Milestones:

- Winter 2013-14 (and thereafter): Continue to make necessary changes as needed
- Spring 2014: Identify needs and make recommendations, as needed
- Summer 2014: Implement some or all recommendations, as needed; develop appropriate training, as needed
- Fall 2014: Implement appropriate training, as needed

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

### **Potential Obstacles to Successful Implementation**

Procedures for monitoring how data are reported and used should be transparent for monitoring purposes.

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

## 9. Quarterly Review of Site Discipline Data

Status: In Progress

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

USP Language: “The District shall collect, review, and analyze discipline data from each school on at least a quarterly basis...” [VI.F.2]

Completion Date: On going

Major Milestones:

- April 2014: 3<sup>rd</sup> Quarter discipline data collection and review (SY 2013-14)
- May 2014: 3<sup>rd</sup> Quarter discipline data analysis and report (SY 2013-14)
- June 2014: 4<sup>th</sup> Quarter discipline data collection and review (SY 2013-14)
- July 2014: 4<sup>th</sup> Quarter discipline data analysis and report (SY 2013-14)
- October 2014: 1<sup>st</sup> Quarter discipline data collection and review (SY 2014-15)
- November 2014: 1st Quarter discipline data analysis and report (SY 2014-15)

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

## 10. Develop and Implement Corrective Action Plans

Status: In Progress

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

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

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

Major Milestones:

- April 2014: Develop corrective action plans (e.g. teacher support logs) as appropriate based on 1<sup>st</sup> and 2<sup>nd</sup> quarter data analysis
- Summer 2014: Develop a process and schedule for creating necessary corrective action plans
- August 2014: Develop corrective action plans as appropriate based on 3<sup>rd</sup> and 4<sup>th</sup> quarter data analysis
- Fall 2014: Implement the process and schedule

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

Progress in Meeting Milestones: Uncertain

Potential Obstacles to Successful Implementation:

The criteria for requesting corrective action plans are unclear and these action plans are not monitored by the office of Equity and Intervention.

Evidence of Effective Implementation:

**Outcomes for Students:**

**District Policies and Practices:**

## **11. Analyze and Adopt Successful Site-Based Strategies**

Status: In Progress

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

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

Major Milestones:

- Winter 2013-14: Analyze first quarter data; identify successful schools and strategies
- Spring 2014: Determine whether certain approaches should be replicated; share with leadership
- Summer/Fall 2014: Deliver presentations on best practices at schools, and teacher, and principal professional development meetings and workshops.

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** Delayed

Successful site based strategies have not been identified.

**Potential Obstacles to Successful Implementation**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

## **12. Monthly School-Site Discipline Team Meetings with Principal**

Status: In Progress

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

USP Language: “The District shall require principals to meet on a regular basis (*i.e.*, at least monthly) with the school-site discipline team (to be comprised of the RPPSC, school administrators, and selected teachers and school resource officers) to review the school site’s discipline data, discuss any school-wide corrective action plans or action items, and explore ideas for improvement.” [VI.F.4]

Major Milestones:

- Fall 2013: Create school-site discipline teams (Student Support Teams)
- Winter 2013-14 through Spring 2014: Monitor to ensure meetings are occurring; develop ways to improve efficacy and documentation
- Spring – Summer 2014: analyze data, identify non-complying schools, make recommendations to address deficiencies
- Fall 2014: implement recommendations

\*Student Support Teams meet every 4 ½ weeks (not monthly) because that is the halfway point of a quarter. It’s sound educational practice to meet at the mid-way point of the grading period to discuss these issues.

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones**: Uncertain. No information available.

**Potential Obstacles to Successful Implementation**:

**Evidence of Effective Implementation**:

**Outcomes for Students**:

**District Policies and Practices**:

**13. Post Student Discipline Data on TUSDStats**

Status: In **P**rogress

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

USP Language: “All data on student discipline, as required by this Section, shall be posted on the District website as part of TUSDStats, subject to the requirements of FERPA.” [VI.F.6]

Milestones:



- Spring 2014: Identify additional data points that may be posted on TUSDStats
- Summer 2014: Develop recommendations to include additional data points
- Fall 2014: Implement any or all recommendations

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

## **VII. FAMILY AND COMMUNITY ENGAGEMENT**

### **1. Develop District Family Center Plan**

Status: In Progress. Plan submitted by District, under review by plaintiffs and Special Master.

Person Responsible: TBA, Family Engagement Coordinator

USP Language: “By ~~July 1, 2013~~ October 1, 2013\*, the District shall develop a plan to expand its existing Family Center(s) and/or develop new one(s).” [VII.C.1.a]

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

Court Order Language: The December 2, 2013 Court Order adopted the Special Master’s suggested deadlines, including a February 15, 2014 deadline for the District to complete the Family Engagement Plan (includes Family Center Plan). [Doc. 1510]\*\*

*\*\*The District requested a different date – March 31, 2014 – for submission of this Action Plan as part of a comprehensive Family Engagement Plan. The Family Engagement Plan is being developed and will be submitted prior to the requested date.*

Major Milestones:

- Spring 2014: Submit Family Center Plan as a part of the Family Engagement Plan
- May 2014: Once approved, allocated resources
- Summer 2014: Develop implementation plan
- Fall 2014: Begin implementing the implementation plan

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** Delayed—plan not affirmed by parties or the Court. Some elements of the plan are being implemented.

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

**2. Review and Assess Existing Family Engagement**

Status: In Progress

Person Responsible: TBA, Family Engagement Coordinator

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

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

Major Milestones:

- Fall 2013: Complete criteria and processes for the assessment of programs, resources, practices; conducted review and assessment

- Summer 2014: Begin conducting the review and assessment of the effectiveness of family engagement programs, resources, and practices from SY 2013-14
- Fall 2014: Develop recommendations to strengthen the Family Engagement Plan based on the review and assessment of SY 2013-14
- Fall 2014: Begin implementing recommendations

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones: Completed**

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

**3. Develop and Implement Plan to Track Family Engagement (including family Centers)**

Status: In Progress

Person Responsible: TBA, Family Engagement Coordinator

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

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

Court Order Language: The December 2, 2013 Court Order adopted the Special Master’s suggested deadlines, including a February 15, 2014\*\* deadline for the District to complete the Family Engagement Plan (includes Family Center Plan). [Doc. 1510]

*\*\*The District requested a different date – March 31, 2014 – for submission of this Action Plan as part of a comprehensive Family Engagement Plan. The Family Engagement Plan is being developed and will be submitted prior to the requested date.*

Completion Date: March 2014

Major Milestones:

- Spring 2014: Update student information system to record family engagement activities
- Spring 2014: Develop plan for tracking and evaluate data on family engagement (to be incorporated into the Family Engagement Plan)
- Summer – Fall 2014: Implement the plan, including making necessary changes to various student information systems, as needed
- Fall 2014: Implement Plan
- November 2014: Review 1<sup>st</sup> quarter family engagement activities by school and District wide

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** Delayed—plan not affirmed by parties or the Court. Some elements of the plan are being implemented.

**Potential Obstacles to Successful Implementation**

The methods used to collect data are paper based resulting in compilation difficulty. Staff reports that due to technological limitations, the initial plan may consist of an excel spreadsheet.

**Evidence of Effective Implementation**

**Outcomes for Students:**

**District Policies and Practices:**

**4. Develop and Implement the Family Engagement Plan**

Status: In Progress (Action Plan)

Person Responsible: TBA, Family Engagement Coordinator

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

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

*\*\*The District requested a different date – March 31, 2014 – for submission of this Action Plan as part of a comprehensive Family Engagement Plan. The Family Engagement Plan is being developed and will be submitted prior to the requested date.*

Major Milestones:

- Spring 2014: Develop a plan to reorganize or increase resources
- Summer 2014: Allocate resources
- Fall 2014: Implement
- November 2014: Review 1<sup>st</sup> quarter family engagement activities (by school and districtwide)

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** Delayed—plan not affirmed by parties or the Court. Some elements of the plan are being implemented.

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

**5. Collaborate with Local Entities to Provide Information to Parents**

Status: In Progress

Person Responsible: TBA, Family Engagement Coordinator

USP Language: “The District shall collaborate with local colleges and universities to provide parents with information about the college enrollment process and to disseminate such information at the Family Centers.” [VII.C.1.e]

Major Milestones:

- Winter 2013-14: Information provided at Family Centers
- Spring 2014: Explore additional informational materials and ways to disseminate (include in the District Family Center Plan)
- Fall 2014: Implement District Family Center Plan (as incorporated into the Family Engagement Plan)

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** Uncertain.

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

## **6. Provide Families Access to Computers for Enrollment**

Status: In Progress

Person Responsible: TBA, Family Engagement Coordinator

USP Language: “The District shall provide access at its Family Centers to computers for families to complete and submit open enrollment/magnet applications online.” [VII.C.1.f]

Major Milestones:

- March 2014: New computers will be able to access the Open Enrollment form online
- Spring 2014: Identify strategies planned to provide parent computer access (included in the District Family Center Plan)
- Fall 2014: Implement District Family Center Plan (as incorporated into the Family Engagement Plan)

Major Reporting Dates:

- July 2014
- January 2015

- July 2015

**Progress in Meeting Milestones:** On Schedule

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices**

TUSD1.org provides information on where and how computer use for enrollment can be accessed.

#### **7. Disseminate Specific Information in All Major Language**

Status: In Progress

Person Responsible: TBA, Family Engagement Coordinator

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

Major Milestones:

- February 2014: Begin translating existing material into major languages
- Spring 2014: Development of remaining materials required by the USP (excludes informational brochure, which is part of Outreach)
- Summer 2014: Review and post available materials in major languages on District website
- Fall 2014: Continue to identify materials to be translated and disseminated

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule.

There is evidence that the District is working to disseminate specific information in all major languages on the website.

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

TUSD1.org provides links to translations as well as information on how to access translation services.

**8. Provide Translation and Interpretation Services**

Status: In Progress

Person Responsible: Ignacio Ruiz (Director of Language Acquisition); Tsuru Bailey-Jones (Director of Asian Pacific American Student Services and Refugee Services)

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

Major Milestones:

- Summer 2014: Identify interpreters and strategies used to provide interpretation when no interpreter available
- Summer 2014: Identify strategies used to inform parents and community of translation/interpretation services
- Fall 2014: Implement revised strategies

Major Reporting Dates:

- July 2014
- January 2015
- July 2015



**Progress in Meeting Milestones:** On Schedule

There is evidence on the website that the District provides translation and interpretation services on the website.

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

TUSD1.org provides information to community members regarding translation services and how to access.

**VIII. EXTRACURRICULAR ACTIVITIES**

**1. Ensure Equitable Access to Extracurricular Activities**

Status: In Progress (Action Plan)

Person Responsible: Herman House, Director of Interscholastics

USP Language: “The District shall ensure that extracurricular activities provide opportunities for interracial contact in positive settings of shared interest and that students have equitable access to extracurricular activities regardless of racial or ethnic background or ELL status.” [VIII.A.2]

Court Order Language: The December 2, 2013 Court Order adopted the Special Master’s suggested deadlines, including a December 18, 2013\*\* deadline for the District to complete an Extracurricular Equitable Access Plan. [Doc. 1510]

*\*\*The District requested a different date – March 3, 2014 – for submission of this Action Plan. The Plan was submitted on March 2, 2014 prior to the requested date.*

Major Milestones:

- Winter – Spring 2013-14: Finalize and submit an Extracurricular Equitable Access Plan
- Spring 2014: Conduct student and parent surveys (as described in the Plan)
- Spring 2014: Based on survey results, develop opportunities and ensure equitable access
- Summer 2014: Allocate resources, as needed
- Fall 2014: Implement the Plan

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** Uncertain; information unavailable

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

## **2. Provide a Range of Extracurricular Activities at Each School**

**Status:** In Progress

**Person Responsible:** Herman House, Director of Interscholastics

**USP Language:** “The District shall provide a range of extracurricular activities at each school. These extracurricular activities shall provide students opportunities to participate in sports activities at schools at which they are offered, to develop leadership skills, and to pursue curricular interests and programs (*i.e.*, science club or “Junior Achievement”).” [VIII.A.3]

**Major Milestones:**

- Winter – Spring 2013-14: Finalize and submit an Extracurricular Equitable Access Plan
- Spring – Summer 2014: Based on survey results, develop a range of opportunities at each school
- Summer – Fall 2014: Provide training to staff who oversee extracurricular activities to ensure that students are aware of opportunities, and encouraged to participate
- Fall 2014: Implement the Plan

**Major Reporting Dates:**

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

**3. Provide Transportation to Support Student Participation**

Status: In Progress

Person Responsible: Herman House, Director of Interscholastics

USP Language: “The District shall provide transportation to support student participation in extracurricular activities as specified in Section III of this Order.” [VIII.A.4]

Major Milestones:

- Winter – Spring 2013-14: Finalize and submit an Extracurricular Equitable Access Plan
- Spring – Summer 2014: Interscholastic will work with Transportation to develop a transportation plan that will include an increase in the availability of activity buses/routes for SY 2014-15.
- Fall 2014: Implement the Plan

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

**4. Provide Equitable Access to Voluntary Tutoring**

Status: In Progress

Persons Responsible: Herman House (Director of Interscholastics); Brian Lambert (Academic and Behavioral Supports Coordinator)

USP Language: “If after-school tutoring is offered to students on a voluntary basis, such tutoring shall be offered on an equitable basis in accordance with all other provisions of this Section VIII.” [VIII.A.5]

Major Milestones:

- SY 2013-14: Review and revise delivery of afterschool tutoring Districtwide
- Spring 2014: Finalize and submit an Extracurricular Equitable Access Plan
- SY 2014-15: Provide equitable access to voluntary tutoring, as described in the Plan

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

## **5. Identify/Implement Necessary Changes to Monitor Participation**

Status: In Progress

Persons Responsible: Herman House, Director of Interscholastics

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

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

Major Milestones:

- Winter – Spring 2013-14: Finalize and submit an Extracurricular Equitable Access Plan
- Spring 2014: Provide training for relevant staff on inputting information and maintaining participation data
- Summer 2014: Make any additional changes to Mojave
- Fall 2014: Implement the Plan

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

## **IX. FACILITIES AND TECHNOLOGY**

### **1. Develop an Educational Suitability Score (ESS)**

Status: In Progress

Person Responsible: Marcus Jones, Architecture and Engineering Program Manager

USP Language: “In addition [to developing the FCI], by July 1, 2014, the District shall develop an Educational Suitability Score (“ESS”) for each school that evaluates: (i) the quality of the grounds, including playgrounds and playfields and other outdoor areas, and their usability for school-related activities; (ii) library condition; (iii) capacity and utilization of classrooms and other rooms used for school-related activities; (iv) textbooks and other learning resources; (v) existence and quality of special facilities and laboratories (*e.g.*, art, music, band and shop rooms, gymnasium, auditoriums, theaters, science and language labs); (vi) capacity and use of cafeteria or other eating space(s); and (vii) current fire and safety conditions, and asbestos abatement plans.” [IX.A.1]

Completion Date: July 1, 2014

Major Milestones:

- January 2014: District completes first draft of ESS
- January-February 2014: District will test the ESS, re-evaluate, and revise as needed
- March-April 2014: District completes draft ESS
- May 2014: Draft ESS is vetted with internal stakeholders (BLT, ILT, SLT)
- July 2014: ESS is submitted to the Plaintiffs and Special Master
- Summer 2014: Finalize the development of the ESS
- Fall 2014: Utilize the ESS to evaluate schools

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

**2. Conduct a Biennial Assessment of District Facilities**

Status: In Progress

Person Responsible: Marcus Jones, Architecture and Engineering Program Manager

USP Language: “The District shall assess the conditions of each school site biennially using its amended FCI and the ESS.” [IX.A.2]

*Note: The term “biennially” means every two years*

Major Milestones:

- November 2013 – August 2014: District develops the ESS
- Fall 2014: District completes first assessment of school sites including the ESS
- Fall 2015: District completes first comprehensive biennial assessment (FCI and ESS)

Major Reporting Dates:

- July 2014

- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

### **3. Develop a Multi-Year Facilities Plan**

**Status:** In Progress

**Person Responsible:** TBA, Chief Operations Officer (COO)

**USP Language:** “Based on the results of the assessments using the FCI and the ESS, the District shall develop a multi-year plan for facilities repairs and improvements with priority on facility conditions that impact the health and safety of a school’s students and on schools that score below a 2.0 on the FCI and/or below the District average on the ESS. The District shall give the next priority to Racially Concentrated Schools that score below 2.5 on the FCI.” [IX.A.3]

**Completion Date:** February 2015

**Major Milestones:**

- Fall 2014: District completes ESS
- Winter 2014-15: District uses 2013 FCI and 2014 ESS to develop multi-year plan
- Spring 2015: District develops a budget to implement the multi-year plan
- SY 2015-16: District implements the multi-year plan

**Major Reporting Dates:**

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On **S**chedule

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

**4. Develop a Technology Conditions Index (TCI)**

Status: In Progress (Action Plan)

Person Responsible: Damon Jackson, Chief Information Officer

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

Court Order Language: The December 2, 2013 Court Order adopted the Special Master’s suggested deadlines, including a January 31, 2014\*\* deadline for the District to complete the TCI. [Doc. 1510]

*\*\*The District requested a different date – March 3, 2014 – for submission of this Action. The Plan was submitted on February 25, 2014 prior to the requested date.*

Completion Date: March 2014

Major Milestones:

- Winter 2013-14: Reassess strategy; research teacher proficiency models
- February 2014: Submit finalized TCI instrument for review by Plaintiff and Special Master
- June 2014: Finalize the development of the TCI Instrument
- Fall 2014: Identify ways to strengthen or adjust the TCI to accommodate for new software and/or hardware, as needed

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On **S**chedule

**Potential Obstacles to Successful Implementation:**



**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

**5. Assess District Technology Biannually**

Status: In Progress

Person Responsible: Damon Jackson, Chief Information Officer

USP Language: “The District shall assess the technology in each school biannually using the TCI.” [IX.B.2]

Major Milestones:

- Winter 2013-14: Finalize the TCI instrument
- Spring 2014: Conduct the first biannual assessment, a “proof of concept,” that includes baseline information based on past data
- Fall 2014: Conduct the first comprehensive biannual assessment (including the full teacher proficiency component, utilizing the ADE-approved TCM)
- November 2014: Review results by school

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

**6. Develop a Multi-Year Technology Plan**

Status: In Progress

Person Responsible: Damon Jackson, Chief Information Officer

USP Language: “Based on the results of its assessment using the TCI, the District shall develop a multi-year Technology Plan that provides for enhancements and improvements to the District’s technology, with priority given to basic maintenance and required repairs and to Racially Concentrated Schools that score below the District average on the TCI.” [IX.B.3]

Completion Date: February 2015

Major Milestones:

- Fall 2014: Begin developing a multi-year technology plan
- November 2014: Prepare draft of multi-year technology plan
- Spring 2015: Finalize the multi-year technology plan

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

**7. Develop and Implement Professional Development (PD) for Technology Use for Classroom Personnel**

Status: In Progress

Person Responsible: Robert Kramer, Acting Director of Instructional Technology

USP Language: “The District shall include in its professional development for all classroom personnel, as more fully addressed in Section (IV)(J)(3), training to support the use of computers, smart boards and educational software in the classroom setting..” [IX.B.4]

Major Milestones:

- February 2014: Select first cohort group(s)
- April 2014: Create training lab
- April 2014: Contract with vendor for professional development services
- June 2014: Review and revise strategies, as needed, for Classroom Personnel PD for Technology Use for 2014-15
- Fall 2014: Implement revised professional development strategies

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** Delayed

The District reported that the self-assessment for assessing needs for professional development will not be given to teachers this year. They are in the process of determining if the assessment will be completed by the teacher or in another format. The assessment will provide information for a TCI professional development plan which will be carried out by instructional technology staff.

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

**X. ACCOUNTABILITY AND TRANSPARENCY**

**1. Implement the Evidence-Based Accountability System (EBAS)**

Status: In Progress

Person Responsible: Damon Jackson, Chief Information Officer

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

Completion Date: Spring 2017

Major Milestones:

- Fall 2013 – Spring 2014: Implement various changes to provide EBAS-type functionality to facilitate USP monitoring and reporting
- Spring 2014: Begin revising the business management software (Enterprise Resource Planning, ERP) and Student Information System (SIS)
- Fall 2014: Review revised EBAS Plan
- September 2014: Review strategies to bridge the 2014-15 to implementation year
- SY 2015-16: Implement the new/revised Data Warehouse
- SY 2016-17: Complete amended system known as the EBAS

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** Delayed

The District is developing an RFP for a new Student Information System. This is a necessary beginning step to EBAS achievement. Milestone for completion is Spring of '17.

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

## **2. Provide Relevant Staff with EBAS Training**

Status: In Progress

Person Responsible: Robert Kramer, Acting Director of Instructional Technology

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

Major Milestones:

- SY 2013-14: Teachers and Teacher Mentors provide support for new teachers in using Report Card Builder and/or Making the Grade
- January 2014: ILA training for all site admits on AIMS and ATI data systems and reports, including identifying low-performing subgroups
- January 2014: ILA intense data system training for admins of struggling sites
- Fall 2014: Prepare training schedules with dates and participants

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** Delayed

The first training component will be for the Student Information System (SIS) after product selection.

**Potential Obstacles to Successful Implementation:**

Product selection and timeline will directly impact implementation.  
Adequacy of funding for relevant professional development.

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices**

**3. Evaluate District Personnel on Ability to Use EBAS**

Status: In Progress

Person Responsible: Robert Kramer (Acting Director of Instructional Technology); Richard Foster (Director of Professional Development)

USP Language: “The District shall evaluate relevant personnel on their ability to utilize the EBAS as contemplated pursuant to Section (IV)(H)(1).” [X.A.4]

Major Milestones:

- Spring 2014: develop evaluation tool for relevant staff member groups; evaluate on ability to utilize EBAS-type functions in the current data collection system

- Summer 2014: Identify and develop strategies planned to utilize evaluation tool (i.e. additional training)
- Fall 2014: Implement strategies

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** Delayed

As the Student Information System is implemented this evaluation will be required.

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

**4. Develop USP Budget for SY 2014-15**

Status: In Progress

Person Responsible: Karla Soto, Chief Financial Officer

USP Language: “The District shall use the USP Expenditure Plan to prepare a budget for the school district that shall include as part of that budget a separate section delineating the budget necessary to implement the terms of this Order (the “USP Budget”) ...” [X.B.3]

“In preparing the USP Budget, the Superintendent and the Chief Financial Officer shall work with the Plaintiffs, the Special Master, and a school budget operations expert to be agreed upon by the Parties and the Special Master to assess the funding needs for this Order.” [X.B.4]

Completion Date: Summer 2014

Major Milestones:

- Winter 2013-14: Develop and submit budget process and timeline
- Spring 2014: Develop USP budget (including working with the Plaintiffs, Special Master, and school budget operations expert to assess the funding needs for the USP)

- April 15, 2014: Provide “draft” budget to Plaintiffs, Special Master and court appointed budget expert
- Summer 2014: Finalize USP budget
- Fall 2014: Utilize USP budget to implement the USP

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** Delayed

The revised budget timeline and process was submitted to the plaintiffs on May 14, 2014. The budget is currently being reviewed by the plaintiffs.

**Potential Obstacles to Successful Implementation:**

Disagreements over criteria for use of "desegregation funds" and the application of new criteria to specific expenditures.

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

**5. Post Adopted USP Budget on USP Website**

Status: In Progress

Person Responsible: Karla Soto (Chief Financial Officer); Samuel Brown (Director of Desegregation)

USP Language: “Upon approval, the District shall post a copy of the final USP Budget on the USP Web Page required by Section (X)(D)(1).” [X.B.6]

Major Milestones:

- Summer 2014: Post SY 2014-15 budget online
- Fall 2014: Update any changes

Major Reporting Dates:

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:**

On Schedule for 2014 and Complete for 2013  
The 2013-14 USP Budget is posted on the USP Website

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

**6. Provide Annual USP Budget Audit from Outside Company**

Status: In Progress

Person Responsible: Karla Soto (Chief Financial Officer)

USP Language: “The District will provide the Plaintiffs and the Special Master with an audit report of each year’s USP Budget. The audit report shall indicate whether the funds allocated in the USP Budget were spent in accordance with that budget and such other information as may be necessary to provide the Plaintiffs, the Special Master, and the public with full disclosure concerning how funds allocated to the USP Budget were spent. The audit shall be conducted by an outside accounting firm and shall be posted on the USP Web Page as required by Section (X)(D)(1). Each audit report shall be delivered by January 31 after the conclusion of the fiscal year that is the subject of the audit.” [X.B.7]

Major Milestones:

- Winter 2014: Respond to Special Master concerns about scope of audit
- Winter 2013-14: Conduct audit of 2012-13 budget
- Spring 2014: Submit audit to Plaintiffs, Special Master, and public
- Fall 2014: Conduct audit of 2013-14 budget and submit to plaintiffs and Special Master

Major Reporting Dates:

- July 2014
- January 2015
- July 2015



**Progress in Meeting Milestones:** On Schedule, with qualification.

This audit should be conducted and the report available after the conclusion of the '13-'14 fiscal year. The auditor asserts that the process used does not rise to the standard of an "Audit".

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

## **7. Maintain USP Web Page**

**Status:** In Progress

**Person Responsible:** Samuel Brown, Director of Desegregation

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

**Major Milestones:**

- Spring 2014: Posted 2012-13 Annual Report and Appendices
- Summer – Fall 2014: Post additional information, as needed

**Major Reporting Dates:**

- July 2014
- January 2015
- July 2015

**Progress in Meeting Milestones:** On Schedule

**Potential Obstacles to Successful Implementation:**

**Evidence of Effective Implementation:**

**Outcomes for Students:**

**District Policies and Practices:**

The website appears up to date and provides information for parents and the community. Key information, i.e. Student Rights and Responsibilities, etc., is translated into several languages.