

EXHIBIT C

Jason Linaman

From: William Brammer
Sent: Thursday, May 15, 2014 2:50 PM
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Cc: Julie Tolleson (Julie.Tolleson@tusd1.org); Desegregation (deseg@tusd1.org); Taylor, Martha (Martha.Taylor@tusd1.org); TUSD
Subject: TUSD responses to Mendoza's remaining ALE Plan concerns
Attachments: 2357141-Responses to Mendoza Pl's Remaining ALE Concerns - Redacted.PDF

Dr. Hawley and counsel:

Please find attached the district's responses to the Mendoza plaintiffs' remaining concerns regarding the ALE Plan. Please note that within the data, if student information displayed an N size less than 5, the information was redacted per USP provision I.D.9.

We trust this information is responsive to the concerns you have expressed and will satisfy them. Thank you for assisting the district in meeting its USP obligations in our joint quest that the district attain unitary status.

Bill

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TUSD Responses to Mendoza Plaintiffs' Remaining Concerns with the TUSD Advanced Learning Experiences ("ALE") Plan

1. Mendoza Comment #1: ALE Review and Assessment

- a. *Mendoza Plaintiffs appreciate having been provided with a copy of the ALE Review and Assessment and found it useful to a fuller understanding of the ALE Plan; however, the Appendices to that Review and Assessment were not provided. Mendoza Plaintiffs ask that those Appendices be provided. (If Attachment 4 to the District's response is one of those Appendices (which appears to be the case), there is no need to produce it again. Mendoza Plaintiffs simply ask that that be confirmed.)*

TUSD Response to Mendoza Comment #1(a):

The Appendices to the Review and Assessment are attached hereto as Exhibit 1.

- b. *As to the Review and Assessment:*

The USP mandates a review of the ALEs offered at each school disaggregated by grade level, race, ethnicity, and ELL status. (USP, Section V, A, 2, b.) Based on the data provided, it does not appear that there was an assessment made by grade level or ELL status.

TUSD Response to Mendoza Comment #1(b):

The district will provide a separate proposal on disaggregation.

- c. *(Mendoza Plaintiffs do not believe the data on ELL enrollments in ALEs contained in Appendices 5 and 6 to the Annual Report is sufficient (or compliant with the ALE section of the USP and other USP reporting mandates). In particular, it lacks information on either school site or grade level which is essential to be able to assess the adequacy of ELL participation in ALEs and to formulate goals and strategies to increase such participation.) The overall absence of disaggregated data on ALE participation by grade level similarly prevents essential assessment of trends and patterns and thereby hampers the development of effective interventions. (See discussion in Mendoza Plaintiffs' April 2, 2014 submission at page 2.)*¹

1 At page 12 of its response, the District further discusses its failure to provide disaggregated data in the manner required by the USP. Mendoza Plaintiffs do not understand why the District is providing some data that has cell sizes of one or two (see, e.g., Johnson School site by ALE participation, Meredith School site by ALE participation, Native American ALE enrollment at Hughes, all part of Attachment 3) but declines to produce disaggregated data on ELL participation in ALEs on the grounds that to do so would entail having to provide data with similarly small cell sizes.

TUSD Response to Mendoza Comment #1(c):

The district will provide a separate proposal on disaggregation requirements.

- d. *The USP mandates an assessment of the resources available in each school for ALEs (e.g.*

part-time or full-time personnel assigned, annual budget). (USP, Section V, A, 2, b.) Mendoza Plaintiffs do not see evidence that this level of assessment occurred. In fact, the Review and Assessment notes that among data that is still needed is “funding for ALEs per school site”. (District Response at 6 and Attachment 2 at 9.) Further, the Review and Assessment notes that “because ALEs are funded out of many different budgets (M&O, GATE, Deseg, Magnet, Language Acquisition) there is no unified ALE budget available for review.” These deficiencies need to be addressed, and the parties should not be required to comb through District records to discover instances in which the District has failed to comply with explicit mandates of the USP.

TUSD Response to Mendoza Comment #1(d):

Attached hereto as Exhibit 2 are budgets for the two ALEs that have a separate budget (UHS-5064 and GATE-2675). Also attached, as Exhibit 3, is a list of FTEs for all ALEs (UHS, GATE and AACs). The amounts listed for FTEs for AACs can be used to determine the budget allocated to a particular ALE (AACs).

2. Mendoza Comment #2: Implementation

Mendoza Plaintiffs appreciate the clarification provided in response to their expressed concern and receipt of the draft Implementation Plan.

As of today, however, they have an additional concern. Both the ALE Review and Assessment and the ALE Plan articulate the need to expand the number of AP courses offered in the District (and to take specific action to create an AP Support Program and an AP Coordinator to assist students in successfully enrolling in and completing these courses). (Attachment 2 at 8.) However, it appears that the District actually is proposing to reduce the number of AP courses. As of this morning (4/29/2014), Mendoza Plaintiffs have heard that AP courses are being cut at both Tucson High Magnet School (with particular reference to math and science courses) and at Catalina. If the information reaching the Mendoza Plaintiffs is correct, they object to such cuts and question what the District actually has been doing pursuant to the ALE Plan to encourage and support increased enrollment in such courses.

TUSD Response to Mendoza Comment #2:

TUSD has not finalized the course schedules for SY 2014-15 for any of its schools. For example, during the week of May 5, 2014, Tucson High had at least 230 students who had no courses scheduled at all for the Fall 2014 semester, even though some of these students have requested AP classes. TUSD is certain that AP enrollment for SY 2014-15, and most likely AP course offerings, will increase. Therefore, it is premature to draw conclusions from current scheduling.

3. Mendoza Comment #3: Goals and Methodology for Analyzing Participation

a. The District’s response has done nothing to allay the Mendoza Plaintiffs’ concerns and objections (as set forth at pages 4 -5 of their April 2, 2014 submission) relating to the extremely low goals the District has set for itself to increase the participation of its African American and Latino students in ALEs, its failure even to set goals for the participation of ELL students in ALEs, and its decision to set a single goal for participation in AACs and a single goal for participation in “GATE.” In its response, the District failed to address any of the points made by the Mendoza Plaintiffs with respect to the work

and writings of Dr. Ford and appears to continue to want to apply a “20% rule” without regard to the specific factors and forces at work in the District, or Dr. Ford’s avowed lack of knowledge of, in particular, the District’s Latino population (as noted by her in the report of the District’s discussion with her that is included in Attachment 8).

TUSD Response to Mendoza Comment #3(a):

Dr. Ford’s rule is presented as a “rule of thumb” that generally is applicable to minority representation in ALEs, a field she has researched and written about for a number of years. Mendoza Plaintiffs have not identified any specific characteristics of TUSD’s Latino population that would invalidate Dr. Ford’s rule of thumb.

- b. Mendoza Plaintiffs strongly disagree with the assertion in the District’s response that “more harm than good would come from setting specific goals for each individual program within ALE.” (District Response at 10.) As the District itself then went on to state, “[t]here are substantial differences between the individual programs within ALE....” (Id.) Indeed, there are. And it is for precisely that reason that it is wrong to set one single goal for participation in AACs and a single goal for participation in “GATE.”*

TUSD Response to Mendoza Comment #3(b):

TUSD shares the Mendoza Plaintiffs’ desire to attract as many African American and Hispanic students as possible to AACs. To this end, TUSD regards more minority participation in *any* AAC to demonstrate progress toward the goal of increased participation. The differences referred to include differences in the appeal of certain programs and/or the ability to effectively market and recruit minority students into them. Goals for each program would hinder the district being able to emphasize or deemphasize certain AAC programs precisely because they have more or less interest.

4. Mendoza Comment #4: UHS Enrollment

- a. Mendoza Plaintiffs appreciate the explanations and disclaimers provided by the District with respect to their reading of page 15 of the ALE Plan concerning goals for UHS enrollment. Given the statements in the District Response, they suggest it might want to rewrite this section of the ALE Plan to eliminate confusion and make its intent clear.*

TUSD Response to Mendoza Comment #4(a):

TUSD has revised the ALE Plan to include the following language in response to the Mendoza Plaintiffs’ concern (*see* Revised Plan at p. 15):

Notice that Dr. Ford’s formula is not used for UHS, because UHS percentages reported are not percentages of the District enrollment. UHS enrollment is a combination of students meeting the requirements from both within the district and within Pima County as a whole. Because a large number of UHS students are not drawn from District enrollment, using a model based on a growth model tied to District enrollment would not be statistically valid. Accordingly, the TUSD goal is to increase UHS enrollment for African-American students by one percentage point each year, and Latino

students by two percentage points each year. These goals will be evaluated and adjusted annually based on the SY 2013-14 data.

- b. Mendoza Plaintiffs believe that the goals set for increasing African American and Latino enrollment at UHS are too low (African American to just below 5% of total UHS enrollment in four years and Latino enrollment to 40% of total UHS enrollment in four years) and note the absence of any explanation of how these goals were set.*

TUSD Response to Mendoza Comment #4(b):

TUSD has revised the Plan to reflect the following goals regarding African-American and Latino enrollment (*see* Revised Plan at p. 15):

To allow for statistically comparable data sets, the table below uses the District high school enrollment percentages. Given this data, UHS will meet the current TUSD enrollment percentage for African-American students in three years. UHS will be within 1.5% of meeting the USP definition of an integrated school for Hispanic students within four years.

UHS		
Year	African American	Hispanic
Yearly Increase Goal*	+1%	+2%
2012-13 TUSD 9 th -12 grade Enrollment	7.7%	54.7%
UHS: 2012-13	3%	30.9%
UHS Goal: 2013-14	4%	32.9%
UHS Goal: 2014-15	5%	34.9%
UHS Goal: 2015-16	6%	36.9%
UHS Goal: 2016-17	7%	38.9%

5. Mendoza Comment #5: Student Identification and Recruitment

a. Recommendation for AAC Identification and Recruitment

Mendoza Plaintiffs knew they were quoting current identification and recruitment strategies when they referenced page 18 of the ALE Plan. Their question is and remains why the District has not identified the best of those identification and recruitment strategies and sought to apply them District-wide. The recommendations for AAC identification and recruitment on page 19 of the ALE Plan reference none of them (course grades, state-standardized tests, benchmark testing, teacher recommendations). Rather, it discusses teacher training and professional development and flyers.

TUSD Response to Mendoza Comment #5(a):

The assumption inherent in the ALE Plan is that all current practices will continue and the Plan's recommendations will be implemented to complement current practices. The District agrees these

current best practices should be implemented district-wide and will work to accomplish that goal.

b. Increase Student Enrollment

GATE

In response to the District's inquiry, the studies to which the Mendoza Plaintiffs were referring were "study for possible implementation" Kindergarten Push-In Itinerant Services and Primary Push-In Itinerant Services. Mendoza Plaintiffs see on Attachment 5 that these are to occur in the 2014-15 school year.

Recommendations to Increase AAC Offerings

The District has misunderstood Mendoza Plaintiffs' point concerning their request that efforts be made to coordinate the work relating to the technology index and the requirements of the USP relating to technology and the priority to Racially Concentrated Schools with the statement in the ALE Plan that the District work to "equalize access to technology at District middle and high schools." (April 2, 2014 submission at 8.) The issue is not whether the Mendoza Plaintiffs sought additional information or an R&R concerning the technology index, the issue is giving priority in the context of the mandates of the USP to those areas and schools also identified as technology deficient in the ALE Plan so that the delivery of ALE courses to those schools is not further impeded. The ALE Review and Assessment underscores this need. Among the barriers identified by TUSD principals as affecting African American and Latino students' ability to enroll in and successfully complete ALEs at individual school sites is "limited technology: schools vary in their access to computers, technology, and access to the internet." (Attachment 2 at 7.) Further, the Review and Assessment states that equitable access in TUSD ALEs for African American and Latino students can be improved by focusing on changes in the following areas: "access to technology while at school." (Id. at 8.) Finally, the Review and Assessment lists as data still needed or with respect to which easier access is needed is "technological capabilities by school." (Id. at 9.) This, then, is an area in which Mendoza Plaintiffs believe it is essential for divisions of the District to share information and work together across silos. It also will help maximize and prioritize the District's use of its resources. That is what Mendoza Plaintiffs meant by their comment.

TUSD Response to Mendoza Comment #5(b):

1. TUSD has submitted the Technology Conditions Index (TCI) to the Plaintiffs. This creates an index that rates schools regarding their technological capacity and proficiency. Using that tool, the District will be able to identify schools that have less technology and less proficiency and put into place a plan to remedy any deficiencies the Index identifies. As part of the TCI, standards have been established for all schools in order to set a minimum standard for available technology.
2. Once the TCI is approved and as the data is collected, these remediation plans will be created for the identified school sites, and the District can move forward with identifying schools where technology is potentially a barrier to success in ALEs.
3. In addition, as part of the USP, a multi-year technology plan is required and the results of the TCI also will inform this plan.
4. Through this process the District's goal is to remove technology and technological access as a barrier to African American and Latino students participating in ALEs.

EXHIBIT 1

APPENDIX C

Advanced Learning Experiences: Review and Assessment for SY 2013-14
Appendix C: High School AAC Data

TUSD High School ALEs 2013-2014							
High School	AP	GATE	Honors	Advanced	Dual-Credit	Dual-Lang	Total ALEs
1. Cataliana	ELA, Psych-2, US Hist-2, Govt, Sp. Lang, Sp. Lit. 6 courses; 8 sections	Humanities Block-9&10 2 courses; 2 sections	Engl 9, Engl 10, Sci-9 3 course; 3 sections		Writing 101, 102 1 course; 2 sections	∅	11 courses; 113 sections
2. Cholla AVID	AP EngLit(1) IB Engl11(3), Engl12(2), Arabic11 & 12(1), German11 & 12(2), Span Native 11 & 12(1), Span 11&12(1), HistAm11(3), HistAm12(2), Bio11(2), Bio12(1), Chem11(1), Chem12(1), MathSt11(2), MathST12(1), MathSL11(1), MathSL12(1), Theatre11(1), Theatre12(1), VisualArt11(1), VisualArt12(1), Music11(2), Dance(1) 27 Courses; 33 sections	Engl9,Engl12 (both double rostered with other ALEs)	IB Prep/Honors Engl9(5),Engl10(3),Alg(3), Geom(3), AlgII(2), Bio(4), Chem(3), SpNative(2) 8 courses; 25 sections	College Alg (3), Pre- Calc (1) 2 courses; 4 sections	∅	∅	37 courses; 62 sections
3. Palo Verde AVID	Lit(2),EngLang(2),Phys,Calc,Govt,AmHist(2),Whist 7 courses; 10 sections	∅	Chem(2),Geom,Alg2(2) 3 courses; 5 sections	∅	Writ 101, Chem (Pima) Eng (UA) 3 courses/3S	∅	13 courses; 18 sections
4. Pueblo AVID	Studio Art, Eng Lang(2), Engl Lit(2),Govt(2),MicroEcon, MacroEcon,Calc,Sp.Lang,USHist(2) 9 courses; 13 sections	Human. Block-9 1 class; 1 section	AlgII(2),W.Hist(2),Engl9(2),Engl10 (2),Bio(2),Geom,Alg,IntgSci(2) 8 Courses; 13 sections	∅	Chem, Pre-Calc 2 courses; 2S	Alg I, Intg Sci, Geom, W Hist, AlgI, Chem, Earth Sci, AmHist, Am Govt, Econ 10 Courses; 10 Sections	30 courses; 39 sections
5. Rincon	Chem, Lang-2, Lit-2, Studio Art, Calc, US History- 2, W. Hist-3, Econ-2, Gov. 9 courses; 15 sections	.2 = Fr. Engl 1 course; 1 section	Eng 9-2, Eng 10-3, Frnch, Alg, Geom, Int. Alg-2, Bio-4, Chem 8 courses; 14 sections	∅	∅	∅	18 courses; 30 sections
6. Sabino	Chem, Calc AB, ELA-11, ELA-12, W. Hist, US Hist, Govt, Macro Econ, French, Spanish 10 courses; 10 sections	West. Civ.-9 1 course; 1 section	Engl-9, Engl-10, Engl-11, Engl-12, Span-11, Span-12, French-11, Geom, Int. Alg. 9 courses; 9 sections	∅	∅	∅	20 courses; 20 sections
7. Santa Rita	Engl(4),Gov,MacroEcon,Art,USHist(2) 5 courses; 9 sections	∅	Engl(2) 1 course; 2 sections	∅	Writing 101 1 course; 1 section	∅	7 courses; 12 sections
8. Sahuaro	Engng-3,EngLit-3,CalcAB-2,Chem- 2,Phys,Bio,USHist-2,Govt-2, AP Music Theory, AP Statistics(2) 10 courses; 19 sections	Engl9(2) 1 course; 2 sections	Engl10-3,Geom-2,AlgII-3,Pre-Calc- 2,Chem-3,Bio-2,W.Hist-3 7 courses; 18 sections	College Alg-4, Adv Marine Bio-2 2 courses; 6 sections	Engineering (U of A) 1 course; 1 section	∅	21 courses; 46 sections
9. Tucson	Eng Lang-3, Eng Lit-3, US Hist-3, W. Hist4,Gov,Psych,MacroEcon, Bio-2, Chem,StudioArt-2,Stats,Art Hist, Calc AB, Calc BC, Phys, EnvSci, Music Theory, Splang, 17 courses; 28 sections	Humanities 9, Engl 9, Engl 10 3 courses; 3 sections	Oceanography-2;Engl9-7,Engl10- 7,Engl11-5,Engl12-2;Geom-6,Pre- Calc1-4,Pre-Calc2-3,Bio,Bio- PIntSci-2,Chem-3,W.Hist- 5,PlanetarySci-2,	∅	∅	∅	38 courses; 80 sections

Advanced Learning Experiences: Review and Assessment for SY 2013-14
 Appendix C: High School AAC Data

10. University	Art Hist,Bio-3,CalcAB-2,CalcBC-2,Chem-8,EnglLang-7,EnglLit-7,Enviromental Science -1Frnch,Gov-7,MacroEcon-2,MicroEcon-2,PhysMech,PhysB-7,PhysC-1,Psych-5,SpLang-1,Stats-3,StudiDraw-2,USHist-7,W.Hist2-8 21 Courses; 77 sections	West.Civ-9 1 class;1section	13 courses; 49 sections Alg1-6,AlgII-4,Bio1-9,Calc1-3,Engl9-10,Engl10-8,Geom-6,Frnch1-2,Frnch-3-1,Frnch5-1,Frnch 7-1, Germ1,Germ3,Germ5,Germ7,Sp1-6,Sp3-4,Sp5-3,Sp7-1,Pre-Calc1-7,Trig1-7 21 Courses; 83 sections	∅	Project Engineering 1 course; 1section	∅	44 courses; 161 sections
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APPENDIX D

Advanced Learning Experiences: Review and Assessment for SY 2013-14
Appendix D: Middle School AAC Data

TUSD Middle School ALEs: 2013-2014					
	GATE		Pre-AP (Honors, Acc, etc.)	HS Credit	TOTAL ALEs – Reg Ed
1. Dodge	7 th – LA 8 th – LA, SS 3 courses; 3 sections		6 th – Acc. Math (2) 7 th – Acc. Math(2) 2 courses; 4 sections	Algebra 1 Spanish 1 2 courses; 2 sections	7 courses ; 9 sections
2. Doolen	Self-Contained: 6 th – LA, Math, SS, Sci 7 th – LA, Math, SS, Sci 8 th -LA,,SS,Sci,Math (includes Alg 1 & Geometry)	Regular Ed 7 th – Science 1 course; 1 section	6 th – LA, Math 7 th – LA, Math, Sci 8 th - LA, Math 7 courses; 7 sections	Algebra 1 (2:S-C & reg ed) Spanish 1 2 courses; 3 sections	10 courses; 11 sections
3. Gridley	6 th – GATE (in process) Math (2), Sci(2), SS (2), LA(2) 4 courses; 8 sections		7 th – Honors SS (2), Sci (2), LA (2), Math (2) 8 th – Honors LA(2), Sci (2), SS (2) 7 courses; 12 sections	Algebra 1 (2) Spanish 1 (2) 2 courses; 4 sections	13 courses; 24 sections
4. Magee	6 th – Sci, SS, LA 7 th – Sci, SS, LA 8 th – Sci, SS, LA 9 courses; 9 sections		7 th – Acc. Math 8 th – Acc. Math 2 courses; 2 sections	Algebra 1 Spanish 1 Korean 3 courses; 3 sections	14 courses; 14 sections
5. Mansfeld	6 th -Sci(2), LA, MATH 7 th - Math, SS, LA 8 th – Math, SS Core Enrichment(2) 8 courses; 11 sections		6 th – Pre-AP LA (1) 7 th – Pre-AP Sci(2), Math(2), SS, LA 8 th – Pre-AP Sci, Math, SS, LA 8 courses; 11 sections	Alg 1 Spanish LA – gen elective (THS) Sci(2) – gen sci credit (THS) 4 courses; 4 sections	120courses; 26 sections
6. Pistor	Self-Contained: 6 th Math(3), Sci(2), SS(2), LA(2), CE 6 th DL – SS, LA, Math, Sci, Span 7 th -SS(2) Math(2), LA(2) Sci(2), CE 7 th DL – LA, Math, SS, Span 8 th – SS, Alg1, LA, Sci, CE 8 th DL – LA, Alg, SS, Sci, Span	Regular Ed ∅	8 th – Honors LA 1 course; 1 section	Alg. 1 – for S-CG (reg S admitted if appropriate) 1 course; 1 section	2 courses; 2 sections
7. Secrist	8 th – Sci (2) 1 course; 2 sections		6 th – Honors LA(2), Math(2), Sci(2), SS(2) 7 th – Honors LA(2), Math(2), Sci(2), SS(2) 8 th – Honors LA(2), Math(2), SS(2) 11 courses; 22 sections	Algebra 1 (2) 1 course; 2 sections	13 courses; 26 sections
8. Utterback	6 th – SS, Sci 6 th /7 th /8 th – Multi-Age GATE Enrichment Elective 3 courses; 3 sections		7 th – Honors LA, Acc Math 8 th – Honors LA 3 courses; 3 sections	Algebra 1 1 course; 1 sections	7 courses; 7 sections
9. Vail	Self-Contained 6 th – LA, Math, Sci, SS 7 th – LA, Math, Sci, SS 8 th – LA, Math, Sci, S (Algebra 1-2) Anthropology S-C only Economics S-C only Art History S-C only	Regular Ed ∅	∅	Algebra 1- Reg Ed 1 course; 1 sections	1 courses; 1 section
10. Valencia	∅		6 th – Honors LA(2), Math 7 th – Honors LA, Math 8 th – Honors LA (2) 5 courses; 7 sections	Algebra 1 (2) 1 course; 2 sections	6 courses; 9 sections

APPENDIX E

Advanced Learning Experiences: Review and Assessment for SY 2013-14
Appendix E: K-8 Elementary School AAC Data

TUSD K-8 School ALEs: 2013-2014					
Grades 6 th -8 th	GATE	Pre-AP (Honors, Acc, etc.)	HS Credit	AVID/IB/GATE Cluster	TOTAL ALES
1. Booth-Fickett Michael Konrad	6 th ,7 th ,8 th - Tech Elective 1 class/3sections	6 th – Honors LA(2), Acc. Math(2) 7 th – Honors LA(2), Acc. Math 8 th – Honors LA(2), Acc. Math 6 courses, 10 sections	Algebra, Geometry (only if S passes placement test), Intgr Sci (THS) 2 Courses; 3 Sections	AVID	10 courses; 16 sections
2. Dietz (K-6) Tiffany McKee	6 th gr. GATE Cluster class 1 class			GATE Cluster	1 course/sction
3. Drachman (K-6) Jesus Celaya	??	∅	∅	∅	∅
4. Hollinger Kathy Bolles	∅	∅	∅	∅	∅
5. Lawrence Mary Mercado	∅	∅	∅	∅	∅
6. Maxwell Rosanna Ortiz- Montoya	∅	∅	∅	∅	∅
7. Miles Robin Weldon	6 th – LA/SS (all students at all grade levels get this 7 th – LA/SS class for 8 th - LA/SS one quarter) 3 classes 3 sections			Algebra 1 1 class/section	4 course/sction
8. McCorkle Liz Redondo	∅	∅	∅	∅	∅
9. Naylor Concepcion Zepeda	∅	∅	∅	∅	∅
10. Pueblo Gardens Seth Aleshire	∅	∅	∅	∅	∅
11. Robins Chandra Thomas	∅	∅	∅	∅	∅
12. Rose Stephen Trejo	∅	∅	∅	∅	∅
13. Roskruge	6 th – LA, Math(2)	6 th - Honors LA	Span(5), Algebra (2),		10 courses;

Advanced Learning Experiences: Review and Assessment for SY 2013-14
Appendix E: K-8 Elementary School AAC Data

Jose Olivas	7 th – LA, Math(2) 4 courses; 6 sections	7 th - Honors LA 8 th - Honors LA 3 courses; 3 sections	Intg Sci (THS) 3 courses; 8 sections		22 sections
14. Safford Terry Tenace		6 th – Honors LA(2), H Sci, H Math, H Hum. 7 th – Honors LA(2), H Sci, H Math, H Hum. 8 th – Honors LA(2), H Sci, H Math, H Hum. 12 courses, 15 sections	Algebra Spanish(3) Arabic 3 courses; 5 sections	IB	15 courses; 20 sections

APPENDIX F

Advanced Learning Experiences: Review and Assessment for SY 2013-14
Appendix F: International Baccalaureate Programme Information

The mission of the International Baccalaureate Organization:



The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Why is the International Baccalaureate Diploma Programme (IB DP) a good choice for my student?

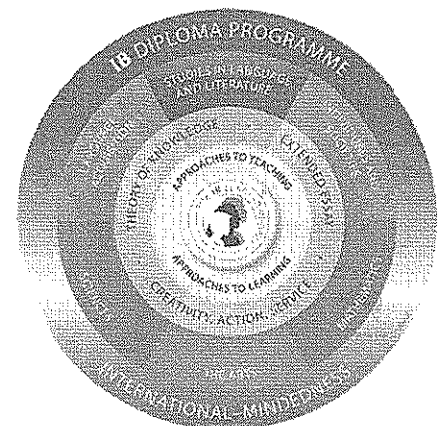
- IB is recognized as a leader in global education, which means your student will receive one of the top educational programs in the world for free here at Cholla.
- IB focuses on the well-being of the whole student, not just their academics, and encourages students to be local, regional, and global citizens.
- IB students are prepared not just for college, but for life; they become critical and independent thinkers with the skills to be successful wherever they go after high school.
- IB students are recognized by universities locally, regionally, and around the globe as exceptional students, and are awarded university entrance, scholarships, and credits at much higher percentage than students taking traditional curriculums.
- IB holds both students and schools to rigorous standards; the International Baccalaureate Organization (IBO) monitors curriculum and assessment to ensure that each programme meets the same global expectations.

What is the International Baccalaureate Diploma Programme (IB DP)?

- widely recognized as one of the top college-preparatory curriculums in the world
- consists of seven rigorous college-level courses taken during the junior and senior year of high school
- students will:
 - write a 4,000 word analytical research paper (called the Extended Essay)
 - complete 150 Creativity, Action, and Service hours
 - take a series of assessments throughout the programme in order to earn the IB Diploma and potential college credits

What does IB look like at Cholla?

- 9th and 10th grade:
 - IB Prep/Honors courses specifically designed to prepare students for their entrance into the Diploma Programme.
- 11th and 12th grade (2-year Diploma Programme):
 - Students take the following IB courses: English Literature; Spanish (native or non-native), German, or Arabic; History of the Americas; Biology or Chemistry; Mathematics; Theatre, Visual Arts, Dance, or Music; and Theory of Knowledge.



What do I need to apply?

We believe that all students have the ability to be successful in the IB's rigorous coursework. A strong work ethic and the desire to learn are much greater indicators of success than grades or prior classes; however, we do recommend that students interested in the programme take Honors courses at the middle school level and maintain at least a 3.0 GPA.

Please see the reverse side for Informational Nights and contact information.

APPENDIX G



Cholla High Magnet School International Baccalaureate Statistical Report September 2013



IB Diploma (11th&12th grade) and IB Prep (9th& 10th grade) Programmes Enrollment as of 9/18/13

	Diploma/Full		Course/Partial		OE/Mag		Total IB	Total Cholla Enrollment	% IB
	#	%	#	%	#	%			
12th	37	66.1%	19	33.9%	22	39.3%	56	377	14.9%
11th	71	72.4%	28	28.6%	25	25.5%	98	367	26.7%
10th	83	70.9%	34	29.1%	27	23.1%	117	449	26.1%
9th	115	66.1%	59	33.9%	69	39.7%	174	515	33.8%
Total	306	68.6%	140	31.4%	143	32.0%	446	1708	26.1%

2013-14 IB Breakdown by Ethnicity (not race)

	White/Caucasian				Black/African Amer.				Hispanic of any race			
	Diploma/Full	Certificate/Partial	Total		Diploma/Full	Certificate/Partial	Total		Diploma/Full	Certificate/Partial	Total	
	#	#	#	%	#	#	#	%	#	#	#	%
12th	7	1	8	14.3%	1	1	2	5.4%	26	16	42	75.0%
11th	1	7	8	8.1%	5	1	6	6.1%	57	20	77	78.6%
10th	5	4	9	7.7%	7	2	9	7.7%	62	24	86	73.5%
9th	7	5	12	6.9%	1	7	8	4.6%	94	45	139	79.9%
Total	23	14	37	8.3%	18	8	26	5.8%	239	105	344	77.1%

	Native Amer.				Asian/Pacific				Two or More			
	Diploma/Full	Certificate/Partial	Total		Diploma/Full	Certificate/Partial	Total		Diploma/Full	Certificate/Partial	Total	
	#	#	#	%	#	#	#	%	#	#	#	%
12th	1	0	1	1.8%	0	0	0	0.0%	1	0	1	1.8%
11th	1	2	3	3.1%	1	1	2	2.0%	1	1	2	2.0%
10th	7	3	10	8.5%	1	0	1	.9%	1	6	7	1.7%
9th	6	4	10	5.7%	1	0	1	1.1%	1	0	1	1.7%
Total	16	8	24	5.4%	3	1	5	1.1%	7	7	14	1.8%

IB Enrollment Comparison 2012-13 to 2013-14

Grade		Total Enrollment			White/Caucasian			Black/African Amer.			Hispanic of any race		
		12-13	13-14	% Δ	12-13	13-14	Δ	12-13	13-14	Δ	12-13	13-14	Δ
12 th	%				4.9%	14.3%	9.4	4.9%	5.4%	0.5	87.8%	75.0%	-12.8
	#	41	56	36.6%	█	8		█	█		36	42	
11 th	%				13.3%	8.1%	-5.2	5.0%	6.1%	1.1	75.0%	78.6%	3.6
	#	60	98	63.3%	8	8		█	6		45	77	
10 th	%				9.5%	7.7%	-1.8	5.3%	7.7%	2.4	77.9%	73.5%	-4.4
	#	95	117	23.2%	9	9		5	9		74	86	
9 th	%				3.8%	6.9%	3.1	7.6%	4.6%	-3.0	78.3%	79.9%	1.6
	#	106	174	64.2%	█	12		8	8		83	139	
Total	%				7.6%	8.3%	0.7	6.0%	5.8%	-0.2	78.8%	77.1%	-1.7
	#	302	446	47.7%	23	37		18	26		238	344	

Grade		Magnet Students			Native Amer.			Asian/Pacific			Two or More		
		12-13	13-14	Δ	12-13	13-14	Δ	12-13	13-14	Δ	12-13	13-14	Δ
12 th	%	19.5%	39.3%	19.8	2.4%	1.8%	-0.6					1.8%	1.8
	#	8	22		█	█						█	
11 th	%	38.3%	25.5%	-12.8	5.0%	3.1%	-1.9		2.0%	2.0	1.7%	2.0%	0.3%
	#	23	25		█	█			█		█	█	
10 th	%	20%	23.1%	3.1	4.2%	8.5%	4.3		0.9%	0.9	2.1%	1.7%	-0.4
	#	19	27		█	10			█		█	█	
9 th	%	21.7%	39.7%	18	6.6%	5.7%	-0.9	0.9%	1.1%	0.2	1.9%	1.7%	-0.2
	#	23	69		7	10		█	█		█	█	
Total	%	24.2%	32.0%	7.8	5.0%	5.4%	0.4	0.3%	1.1%	0.8	1.7%	1.8%	0.1
	#	73	143		15	24		█	5		5	8	

IB Magnet Applications Comparison 2012-13 to 2013-14

Grade	First Choice			Second Choice			Third Choice			Total		
	12-13	13-14	% Δ	12-13	13-14	% Δ	12-13	13-14	% Δ	12-13	13-14	% Δ
11 th	6	9	50%	█	6	200%		█	100%	8	16	100%
10 th	█	10	233%	█	█	0%				5	12	140%
9 th	30	77	156%	27	43	59%	12	15	25%	69	135	104%

Class of 2017 IB Magnet Student Enrollment

Grade	First Choice			Second Choice			Third Choice			Total		
	Applied	Enrolled	%	Applied	Enrolled	%	Applied	Enrolled	%	Applied	Enrolled	%
9	77	49	63%	43	16	37%	15	5	33%	135	70	52%

Ethnicity Breakdown of IB Magnet Class of 2017 vs. IB Magnet Class of 2016

Cohort	Total Students	White/Cauc		Black/Af. Amer		Hispanic		Native Amer.		Asian		Two or more	
		#	%	#	%	#	%	#	%	#	%	#	%
2016	30	█	6.7%	6	20.0%	21	70.0%	█	3.3%				
2017	70	6	8.6%	█	4.2%	55	78.5%	█	4.3%	█	1.4%	█	1.4%

Number of students on Free and Reduced Lunch registered for IB Exams

Grad Cohort	# F&R Students	Total Students	% F&R
2011	16	31	51.6%
2012	20	32	62.5%
2013	29	41	70.7%
2014	33	56	58.9%

Analysis of Enrollment Data:

- Overall, the IB & IB Prep Programmes at Cholla have shown significant growth from 2012-13 to 2013-14, with a 47.7% increase in the number of students enrolled in the programmes 9th -12th grade.
- Perhaps even more remarkable, this growth is evident in every grade level – we have an increase of individual students per graduation cohort participating in IB (except the Class of 2014, as students cannot join the programme as seniors). To phrase it differently: more sophomores are participating in IB this year than freshmen were last year.
- We doubled the number of IB Magnet applications received at every grade level, and more than doubled the number of students who attended Cholla under magnet status after applying.
- This data clearly shows that the programmes are a viable and attractive option for students and parents of all ethnicities.
- Although there is not yet a significant shift in the racial integration of the programmes, we attribute that to the broad approach we took toward recruitment last year. As a result, this year we are working on targeting specific populations in order to work toward racial integration.

IB Prep AIMS scores

		White/ Anglo	African American	Hispanic	Native American	Asian American	Multi Ethnic	Total IB	Cholla	
Class of 2013	Reading									
		% mastery	100%	100%	96%	-	-	96%	60.6%	
		% exceeds	-	-	21%	-	-	8%		
	Writing	% mastery	100%	100%	92%	-	-	94%	43.4%	
		% exceeds	-	-	-	-	-	-		
	Total # of Students	7	1	24	-	-	-	32		
Class of 2014	Reading									
		% mastery	100%	100%	100%	100%	-	100%	67.2%	
		% exceeds	-	-	12%	-	-	8%		
	Writing	% mastery	91%	100%	95%	67%	-	93%	52.4%	
		% exceeds	-	-	-	-	-	-		
	Total # of Students	11	1	42	1	-	-	59		
Class of 2015	Reading									
		% mastery	100%	80%	94%	50%	-	100%	93%	75.2%
		% exceeds	-	-	9%	-	-	7%		
	Writing	% mastery	100%	40%	78%	50%	-	100%	78%	49.5%
		% exceeds	-	-	-	-	-	-		
	Total # of Students	6	5	66	1	-	1	82		

		IB Prep Geometry		White/ Anglo	African American	Hispanic	Native American	Asian American	Multi Ethnic	Total IB	Total Cholla
Class of 2013	Math	% mastery	100%	50%	93%	100%	-	-	-	91%	37%
		% exceeds	-	-	15%	-	-	-	-	12%	
	Total Students				27		-	-	-	33	
Class of 2014	Math	% mastery	67%	100%	68%	100%	-	-	100%	71%	35.3%
		% exceeds	33%	-	8%	50%	-	-	-	11%	
	Total Students				37		-			45	
Class of 2015	Math	% mastery	60%	40%	51%	100%	-	-	100%	52%	41.5%
		% exceeds	-	20%	5%	-	-	-	-	6%	
	Total Students			5		39		-		52	

		Algebra II - Honors		White/ Anglo	African American	Hispanic	Native American	Asian American	Multi Ethnic	Total IB	Total Cholla
Class of 2015	Math	% mastery	100%	100%	91%	-	-	-	-	92%	41.5%
		% exceeds	50%	100%	14%	-	-	-	-	20%	
	Total Students				22		-	-	-	25	

Analysis of AIMS Data:

- Whenever there is a significant increase in students participating in a high level program, research shows that there is typically an initial drop in scores (and a resulting climb in subsequent years). There was a 39% increase in the number of students participating in IB Prep English from 2011-12 to 2012-13, and a 16% increase in the number of students taking IB Prep Geometry.
- It is also important to consider that the IB Prep English and Geometry teachers were both new to the course for 2012-13. One teacher was new to the profession entirely, and the other was experienced but had medical concerns that removed her from the classroom for the five critical weeks prior to the AIMS test.
- The Algebra II Honors class is included in this year’s data; although it had been listed as an option to prepare for IB prior to 2012-13, under Algebra Intermediate Honors, it was not aligned in curriculum or philosophy and so a comparison in AIMS scores is not relevant.

Staff Stats – International Baccalaureate and IB Prep Programme

Number of Staff Total in the IB		Number of Staff New to The IB	Percentage of Staff New To The IB	Number Staff Leaving The IB before the next school year	Percentage of Staff Leaving The IB before the next school year
2009-10	14		29%		14%
2010-11	19	7	37%	8	42%
2011-12	20	10	50%	5	25%
2012-13	23	7	30%		13%
2013-14	26	6	23%	No data yet	

Number of Staff Total in the IB		Number and Percentage Transfer to Different School		Number and Percentage Leaving The Profession		Number and Percentage Leaving The District		Number and Percentage Transferring To A Different Position	
2009-10	14	0		█	7%	█	7%	0	
2010-11	19	█	11%	█	11%	█	11%	█	11%
2011-12	20	█	10%	0		0		█	15%
2012-13	23	0		█	4.3%	█	4.3%	█	4.3%
2013-14	26	No data yet							

Number of Certified IB Staff		Meets or Exceeds		Recommendations		Plan For Improvement		Non-Renewal	
		#	%	#	%	#	%	#	%
2009-10	14	11	79%	█	21%				
2010-11	19	17	89%	█	5%	█	5%		
2011-12	20	18	90%	█	5%			█	5%
2012-13	23	22	96%	█	█				

Summary of Staff Statistics:

- There has been a large staff turnover in the IB Programme, with the highest turnover – 42% – being between SY2010-11 and SY2011-12. This led into a 50% new staff rate for SY2011-12 – which directly affects the success of our students on IB Exams.
- The class of 2013 was also very affected by that 50% new staff rate – of the 15 teachers involved in the IB testing, 7 were testing for the first time, and 2 had been through half a cohort (as the IB courses are two years long, those 2 had taken over midway though the class of 2012).
- Our retention of IB staff has greatly improved in the last two years.

Analysis of Staff Statistics:

Although our teacher retention and rate has improved over the last two years, and we continue to add more staff to the programme, retaining highly trained and qualified teachers is a continual challenge. The myriad additional duties required to be an IB teacher – from administering complicated class assessments, to holding extensive tutoring hours, to supervising CAS and Extended Essay students—add significant unpaid time to a typical teaching position. Compound that with the fact that International Baccalaureate training is a coveted qualification on a resume, and the many high-paying jobs available in Programmes in other parts of the country and abroad, and it becomes incredibly difficult to retain quality staff members.

IB Exam Scores

	1	2	3	4	5	6	7	# exams	# passing	% passing
Class of 2010	6	24	53	40	16	6	6	151	68	45.03
Class of 2011	█	16	42	56	20	█	0	139	78	56.12
Class of 2012	█	35	57	42	11	█	█	154	60	38.96
Class of 2013	7	68	73	21	11	6	5	209	43	20.57

IB Diploma Results

	Certificate Students	Diploma Candidates	Diplomas Earned
Class of 2010	14	18	█
Class of 2011	10	20	█
Class of 2012	10	22	█
Class of 2013	17	24	█

Notes on Exam Scores:

- IB Exams are grades on a 1-7 scale, with the following descriptors:
 - 1 – Very Poor
 - 2 – Poor
 - 3 – Mediocre
 - 4 – Satisfactory
 - 5 – Good
 - 6 – Very Good
 - 7 – Excellent
- Given that a student must, essentially, average a 4 in all exams to earn the IB Diploma (in addition to completing the CAS and EE requirements), and that most universities give credit for a █ on the exam, the pass rate is calculated from those that score a █ or above.
- Please note that the numbers of “Diploma Candidates” have changed since last year’s stat report due to an error in calculation – the number listed previously was the number of students who had attempted the diploma and had not earned it; the table now accurately lists the total number of diploma candidates.

Analysis of Exam and Diploma Result scores:

- As with the sophomore AIMS scores, the growth that we have shown in enrollment and our new staff rates have both been huge factors in our IB exam scores and diploma rate. The higher rate of Free and Reduced lunch students might also have been a factor.
- Extensive professional development in the form of IB certified training and site-level content-driven PLCs is well underway, and we expect significant improvement in the IB scores and diplomas earned for the cohort of 2014.
- Despite the drop in scores, 25 of the 41 students scored high enough in at least one course to earn college credit.

IB Class of 2013 Grants and Scholarships

# of students	41	
	#	\$
Overall total	41	\$1,592,369
Overall avg	1.95	\$38,838
Diploma student avg	2.58	\$54,701
Certificate student avg	1.06	\$16,443

** Please note: the scholarships earned by diploma students were earned prior to and not dependent on obtaining the IB diploma.

2013 IB Senior Survey Results

School - 4 year	30
School - Pima	█
School & work	█
Military	█
Work	█
Other	1

Notes on scholarships and university entrance:

- We are working extensively to increase the number of scholarships awarded to our IB students, as well as increase the number of students applying out of state.
- █ students earned over \$100,000 last year, with our highest earner receiving \$268,000 (and a free ride to Duke University).
- One student reported back that, despite not earning the diploma (and with several 3's), she was awarded 27 credit hours at New Mexico State University.

APPENDIX H

**Advanced Learning Experiences: Review and Assessment for SY 2013-14
Appendix H: Dual Language Program**

- I.** The TUSD Governing Board added its Dual Language Program as an ALE on May 28, 2013.

II. REVIEW OF DUAL LANGUAGE PROGRAM

Dual Language (DL) is a K-12 program offered by TUSD at six elementary schools (Davis, Grijalva, Hollinger, Mission View, Van Buskirk, White), two K-8 schools (McCorkle, Roskruge), one middle school (Pistor), and one high school (Pueblo). This program is open to any interested students, including any English Language Learners who meet the ADE criteria for an approved Bilingual Education Waiver, with the goal of biliteracy where each student has the opportunity to develop the ability to speak, read, and write in English and Spanish. Students are expected to achieve at or above grade level in all academic areas, and instruction is provided by a bilingual education endorsed teacher.

All subjects are taught in English and in Spanish, using a 50-50 model (both languages used equally in the classroom). The instruction includes: English Language Development (ELD) instruction for English Language Learners (ELLs); and Spanish as a Second Language (SSL) for English speakers; Language Arts in English and Spanish (K-5); Math, science, social studies in English and Spanish using district adopted texts and sheltered instructional strategies, which are techniques that are used to make the concepts comprehensible for all students.

III. RESOURCES AVAILABLE FOR DUAL LANGUAGE PROGRAM

- A. Supplemental Resources used by the DL program
1. Achieve 3000 – 2nd grade up; available in English and Spanish, Achieve 3000 parent training (upon request). Parents and students can access this program wherever internet access is available 24-7.
 - Classroom support for Achieve 3000 provided by consultant, Language Acquisition Specialists and Instruction Technology Integration Specialist.
 3. Quarterly Professional Development for teachers is planned for 2013-2014.
 4. Teacher Assistants are in every designated bilingual classroom with a bilingual education endorsed teacher for two hours/day

IV. GAPS IN DUAL LANGUAGE PROGRAM ACCESS

- A. Availability of materials: There is a lack of adopted and supplemental materials in Spanish. This affects all grade levels and subject areas K-12
- B. Student Recruitment and Placement: There is difficulty in recruiting eligible ELL students for the Dual Language program as they are instead often placed in ELD classrooms. ELL students are eligible for a Dual Language program when they have passed the oral language section of

Advanced Learning Experiences: Review and Assessment for SY 2013-14
Appendix H: Dual Language Program

AZELLA (under ten years of age) or any ELL who is 10 years of age and older. However, most sites do not actively recruit and market TUSD's Dual Language programs to the ELL parents and community, resulting in an under representation of ELLs participating in most Dual Language programs.

V. BARRIERS TO SUCCESSFUL ENROLLMENT AND COMPLETION OF DUAL LANGUAGE PROGRAM

- A. Geographic Balance: Geographic availability of programs can be a barrier when transportation is not a reasonable option. Roskrug and Davis might be exceptions because they are magnet programs and transportation is then an option for students. If a magnet program is eliminated at a school, then transportation would be phased out over time. This would impact DL enrollment in schools such as Roskrug and Davis
- B. Technological Access: Grijalva and Roskrug have poor internet access that is sporadic, limited, and inconsistent. This has a negative effect regarding access to computer programs for the DL program, especially Achieve 3000. In addition, some sites, in particular Davis, McCorkle and White, are experiencing a shortage of computers/laptops/mini books.
- C. Recruiting of highly endorsed and experienced teachers: Qualified bilingual education endorsed teachers are not applying. Other surrounding states offer stipends (\$1500.00 approximately) along with signing bonuses which are also sometimes offered (CA, NM, TX, CO).
- D. Principal Commitment and Training to Program: Attendance at DL professional development is currently not required. Therefore, principals are not well informed about the district's DL model, implementation and instructional techniques specific to DL. This impacts the scheduling of DL class offerings, student placements in DL, implementation of the district model with fidelity and the monitoring and evaluating of the 50/50 model.
- E. Currently, Dual Language teacher vacancies are sometimes posted without inclusion of the required bilingual education endorsement. As a result, there are currently cases of designated DL classrooms with teachers without the appropriate qualifications.

VI. RECOMMENDATIONS

- A. Reconsider placement of programs for geographic balance since almost all Dual Language program sites are currently located in the southwest portion of our district.
- B. Consider effects of removal of magnet program from a school that also has a Dual Language program.
- C. Improve technological access at all Dual Language sites.

Advanced Learning Experiences: Review and Assessment for SY 2013-14
Appendix H: Dual Language Program

- D. Create teacher incentives in order to increase the number of qualified applicants who apply and accept these positions. This could be a contract increase, stipend, and/or signing bonus.

- E. Require attendance at professional development trainings/sessions for Principals and teachers in Dual Language program schools and a commitment to support the program in the areas of scheduling, teachers, placement, and correct implementation, monitoring and evaluation of 50-50 model.

DRAFT

APPENDIX I



Delivering Excellence in Education Every Day
Grow • Reach • Succeed

Gifted and Talented Education Services

Gifted and Talented Education provides services designed to meet the academic and social needs of identified students. Lessons integrate critical and creative thinking, along with problem solving within the content areas of language arts, science, math, social studies, and fine arts. Emphasis is placed on self-direction, flexibility, and cooperation in social and academic situations. A student who qualifies may receive services through one of the following programs.

Elementary Pull-out Model

The GATE Pull-out Model is offered at all elementary schools in TUSD. A teacher with a gifted endorsement is assigned to each elementary school. Identified students are pulled from class one day per week for 30 – 90 minutes to work in cooperative and collaborative groups. All group activities are highly enriched and focus on higher order thinking skills, inquiry learning, and systems thinking.

Elementary Clustering, Enhanced Pull-out Model

This nationally research-based gifted and talented model was piloted in TUSD during the 2010-11 school-year. Under this model identified students are clustered in a classroom with a teacher trained in gifted methods. Not all students in the classroom have been identified as gifted, but all students have access to gifted education strategies. Gifted students participating in the clustering model also receive pull-out services in a once per week block of up to 3.5 hours. These groups focus on literacy, problem solving, and independent study projects. Schools that offer clustering are Collier, Cragin, Dietz, Drachman, Dunham, Erickson, Ford, Fruchthendler, Gale, Hudlow, Miller, Robins, Warren, and Whitmore. We are training more TUSD teachers to be able to expand this program model to additional schools.

Grades 1-8 Self-Contained Model

Students attend this level of service based on a geographic feeder pattern. All students identified are assigned to a GATE trained or GATE endorsed classroom teacher. The GATE classroom teacher incorporates gifted education strategies in all core content areas on a daily basis. Project Based Learning is one focus of the self-contained model. Currently, TUSD has four self-contained elementary sites (Kellond, Hollinger, Lineweaver, and White) and three self-contained middle school sites (Doolen, Pistor, and Vail). Hollinger is a Dual Language program that provides the additional benefit of instruction in both Spanish and English; all elementary GATE self-contained students can apply. Pistor has both an English instruction program and a Dual Language program that provides instruction in Spanish and English.

Middle School GATE Classes

Middle school students have the option to enroll in GATE classes such as math, language arts, science, social studies and/or a GATE resource class. Please check with the site of interest for service options.

Questions? Please call 225-1305

Advanced Learning Experiences: Review and Assessment for SY 2013-14
Appendix I: GATE Services

September 2013

APPENDIX J

Advanced Learning Experiences: Review and Assessment for YS 2013-2014
Appendix J: GATE Middle School Self-Contained Data

UHS TUSD Admission Stats

	2009-2010			2010-2011			2011-2012			2012-2013		
	Tested	Qualified	% Qualifie	Tested	Qualified	% Qualifie	Tested	Qualified	% Qualifie	Tested	Qualified	% Qualifie
Carson	17	5	29.4	19	■	10.5	8	■	12.5	14	■	14.3
Dodge Magnet	69	24	34.8	67	20	29.9	70	20	28.6	73	22	30.1
Doolen	63	31	49.2	69	41	59.4	60	27	45.0	75	31	41.3
Fickett Magnet	98	32	32.7	56	20	35.7	73	18	24.7	77	14	18.2
Gridley	41	19	46.3	35	15	42.9	34	10	29.4	68	24	32.4
Hohokam	31	■	6.5	20	0	0.0	15	0	0.0	18	■	5.6
Magee	37	16	43.2	31	13	41.9	34	16	47.1	79	17	21.5
Mansfeld	52	15	28.8	42	10	23.8	28	6	21.4	25	■	16.0
Maxwell	27	■	7.4	12	■	8.3	23	■	13.0	19	0	0.0
Miles - E. L. C.	18	8	44.4	17	9	52.9	15	9	60.0	11	5	45.5
Naylor	16	0	0.0	7	■	14.3	18	0	0.0	18	0	0.0
Pistor	60	14	23.3	64	16	25.0	60	12	20.0	87	18	20.7
Pueblo Gardens	6	0	0.0	0	0	0.0	13	■	7.7	6	0	0.0
Roskrige Biling	15	■	13.3	28	■	10.7	16	5	31.3	10	■	20.0
Safford Magnet	19	5	26.3	26	5	19.2	24	■	12.5	23	■	4.3
Secrist	37	14	37.8	26	17	65.4	19	6	31.6	23	5	21.7
Townsend	24	■	16.7	17	■	17.6	16	■	25.0	19	■	10.5
Utterback Magn	48	13	27.1	22	6	27.3	41	■	9.8	36	8	22.2
Vail	58	28	48.3	59	32	54.2	52	32	61.5	89	36	39.3
Valencia	34	5	14.7	34	■	8.8	23	2	8.7	45	■	6.7
Wakefield	24	■	8.3	5	0	0.0	28	0	0.0	38	■	5.3
Total	794	241	30.4	656	217	33.1	670	179	26.7	853	198	23.2

6th grade SC GATE students with 8th grade UHS scores - mean Universal Scale Score

Percentiles calculated from mid-year grade norms

	n=30	2009; 2012		n=39	2010; 2013	
--	-------------	------------	--	-------------	------------	--

Doolen	uss_5th	uss_8th	%tile_5th	%tile_8th	uss_5th	uss_8th	%tile_5th	%tile_8th
verbal	222	237	95	93	220	235	94	92
quant	225	238	95	94	220	235	92	93
nonverb	231	237	96	95	227	234	94	93
composite	226	237	97	96	223	235	95	95
Pistor	n=33				n=44			
verbal	209	221	83	73	206	221	79	73
quant	225	238	95	94	210	222	82	80
nonverb	217	225	86	84	221	226	90	86
composite	212	222	85	81	212	223	85	82
Vail	n=29				n=45			
verbal	219	235	93	92	214	220	89	71
quant	224	238	94	94	215	228	88	87
nonverb	228	235	95	94	223	232	91	92
composite	224	236	96	95	217	230	91	91

APPENDIX K

Advanced Learning Experiences: Review and Assessment for SY 2013-14
Appendix K: GATE K-5 Data

K-5 Elementary Schools 2013-2014 % of Students Receiving GATE Services (SC, Cluster, Pull-Out)	
White	25.9
African American	8.4
Hispanic	11.3
Native American	8.4
Asian/Pacific Islander	19.4
Multi Racial	19.4
TOTAL	14.9

APPENDIX L

Advanced Learning Experiences for SY 2013-2014

Appendix L: 21st Century Programs

21st CCLC Elementary Sites	Principal	Co-Coordinators		Address	Telephone	Email
Holladay Magnet Elementary	Larry Haynes	Jennifer	Draper	1110 E. 33rd Street	85713 520-225-1600	Jennifer.Draper@tusd1.org
		Josie	Riesgo			josie.riesgo@tusd1.org
Mission View Elementary	Meg Cota	Manuela	Quintero	2600 S 8th Avenue	85713 520-225-3000	manuela.quintero@tusd1.org
		Deanna	Valdez			deanna.valdez@tusd1.org
Maldonado Elementary	Eva Almonte	Denise	Morley	3535 W. Messala Way	85746 520-908-4100	denise.morley@tusd1.org
		Stephanie	Lopez			stephanie.lopez@tusd1.org
Van Buskirk Elementary	Sandra Thiffault	Karen	Yeager	725 E. Fair Street	85714 520-225-3700	Karen.Yeager@tusd1.org
		Diane	Villasenor			diane.villasenor@tusd1.org
Drachman Montessori K-6	Jesus Celaya	Maricella	Carranza	1085 S. 10th Avenue	85701 520-225-1500	Maricella.Carranza@tusd1.org
		Carol	Kennedy			carol.kennedy@tusd1.org
Warren Elementary	Robin Dunbar	Yolanda	Torres	3505 W Milton	85746 520-908-4700	Yolanda.Torres@tusd1.org
		Vivian	Chavez			vivian.chavez@tusd1.org
Cavett Elementary	Elsa Corral-Aguirre	Patricia	Langford	2120 E. Naco Vista Dr	85713 520-225-1300	Patricia.Langford@tusd1.org
		Migdelina	Mills			migdelina.mills@tusd1.org
White Elementary	Cris Lugo	Kelly	Mack	2315 W Canada Street	85746 520-908-5300	kelly.faulkner@tusd1.org
		Sylvia	Bacinski			syvia.bacinski@tusd1.org
Johnson Primary	Sabrina Cruz	Leticia	Quintanilla	6060 S Joseph Avenue	85757 520-908-3800	leticia.quintanilla@tusd1.org
Ochoa Elementary	Heidi Aranda	Marcea	Hunter	101 W 25th Street	85713 520-5-2400	marcea.hunter@tusd1.org
21st CCLC K-8 Sites						
Lawrence 3-8	Mary Mercado	Carol	Leeson	4850 W Jeffrey Road	85746 520-908-3900	carol.leeson@tusd1.org
		Lydia	Noperi			olga.noperi@tusd1.org
Pueblo Gardens K-8	Seth Aleshire	Ester	Guillen	2210 E. 33rd Street	85713 520-225-2700	estermee.guillen@tusd1.org
		Christine	Gallego			christine.gallego@tusd1.org
Roskrige Bilingual K-8	Jose Olivas	Marcela	Zepp	501 E 6th Street	85705 520-225-2900	marcela.zepp@tusd1.org
		Dennia	Lopez			denia.lopez@tusd1.org
Morgan Maxwell K-8	Rosanna Ortiz-Montoya	Alicia	Bissonnette	2802 W Anklam Rd	85745 520-225-2000	alicia.bissonnette@tusd1.org
		Jennifer	Schroeder			jennifer.schroeder@tusd1.org
21st CCLC Middle School Sites						
Doolen Middle School	Venessa Morales	Louie	Robles	2400 N Country Club Road	85716 520-232-6900	louie.robles@tusd1.org
		Shirley	Bartz			shirley.bartz@tusd1.org
		Joshua	Payne			joshua.payne@tusd1.org
Mansfeld Middle School	Richard Sanchez	Michelle	Honeyman	1300 E 6th Street	85719 520-225-1800	michelle.honeyman@tusd1.org
		Rickyana	Estrada			rickyana.estrada@tusd1.org

Advanced Learning Experiences for SY 2013-2014

Appendix L: 21st Century Programs

21st CCLC High School Sites	Co-Coordinator	Co-Coordinator		Address	Telephone	Telephone	Email
Cholla Magnet	Frank Armenta	Sky	Saczko	2001 W. Starr Pass Road	85713	520-225-4048	Sky.saczko@tusd1.org
		Lorenzo	Lopez				Lorenzo.lopezjr@tusd1.org
Palo Verde Magnet	Janna Acevedo	William	Brock	1302 S Avenida Vega	85710	520-584-7400	william.brock@tusd1.org
		Cheryl	Dow				cheryl.dow@tusd1.org
Pueblo Magnet	Vivi Watt	Mary	Wallace	3500 S. 12th Ave	85710	520-225-4300	mary.wallace@tusd1.org
		Laura	Gallego				laura.gallego@tusd1.org
Santa Rita	Jeffry St. Clair	Tammy	Case	3951 S Pantano Road	85730	520-731-7500	tammy.case@tusd1.org
		Gary	Passantino				gpassant@tusd1.org
Tucson Magnet	Clarice Clash	Jessica	Banhie	400 N 2nd Ave	85705	520-225-5000	Jessica.Banhie@tusd1.org
		Lauren	Hume				lauren.burkhart@tusd1.org

APPENDIX M

Advanced Learning Experiences: Review and Assessment for SY 2013-14
Appendix M: African American Student Services

Tentative Site Assignments & Times
African American Student Services Staff Schedule 2013-2014

Eric Brown - Academic Specialist

School site	Days	Hours	Lunch	Room #	phone number
Mansfeld	Monday-Friday	7:30 - 4:00	12-12:30	Library	225-1833

George Brown - Student and Family Mentor Specialist

School site	Days	Hours	Lunch	Room #	phone number
Catalina	Mondays	12:30 - 4:00	12-12:30	Admin Area	
Catalina	Tuesdays, Thursday	7:30 - 4:00	12-12:30	Admin Area	
	Fridays				
Cholla	Mondays	7:30 - 12:00	12-12:30	Admin Area	225-4210
Cholla	Wednesday	7:30 - 4:00	12-12:30	Admin Area	225-4210

Elaine Buckner - Academic Specialist

School site	Days	Hours	Lunch	Room #	phone number
Cragin	Monday - Friday	7:30 - 4:00	12-12:30	204	232-6718

Evelyn Cassidy - Academic Specialist

School site	Days	Hours	Lunch	Room #	phone number
Myers	Monday-Friday	7:30 - 4:00	12-12:30	Portable 1	

Nicole Chambliss - Academic Specialist

School site	Days	Hours	Lunch	Room #	phone number
Secrist	Monday-Friday	7:30 - 4:00	12-12:30		

Keisha Coleman - Academic Specialist

School site	Days	Hours	Lunch	Room #	phone number
Booth / Fickett	Monday- Fridays	7:30 - 4:00	12-12:30	58	520-731-3938

**Advanced Learning Experiences: Review and Assessment for SY 2013-14
Appendix M: African American Student Services**

Desiree Cueto - Multicultural Curriculum Integration Coordinator

School site	Days	Hours	Lunch	Room #	phone number
Blenman-Office	Monday - Friday	7:30 – 4:00	11-11:30	17	520-232-6573
District Wide					

Eric Emerson - Behavior Specialist

School site	Days	Hours	Lunch	Room #	phone number
District Wide	Monday--Friday	8:00am—4:30pm	12-12:30		
Santa Rita	Date to be Determined				

Christopher Golston – Mentor Program Specialist

School site	Days	Hours	Lunch	Room #	phone number
Palo Verde	Monday-Friday	8:00 - 4:30	12-12:30	215	584-4751
Male Ship Academy	Must get in touch with principals to determine dates				
Fickett	Must get in touch with principals to determine dates				
Vail	Must get in touch with principals to determine dates				

Lacey Grijalva – Academic Specialist

School site	Days	Hours	Lunch	Room #	phone number
Erickson	Monday - Friday	7:30 – 4:00	12-12:30	Office E	

Richard Langford - Academic Specialist

**Advanced Learning Experiences: Review and Assessment for SY 2013-14
Appendix M: African American Student Services**

School site	Days	Hours	Lunch	Room #	phone number
Sahauero	Monday, Wednesday, Friday	7:30 – 4:00			
Sahuaro	Thursday	12:00 – 4:00			
Rincon	Tuesday	7:30 - 4:00		222A	232-5619
Rincon	Thursday	7:30 – 12:00		222A	2323-5619

Open – Student Family Mentor Specialist

School site	Days	Hours	Lunch	Room #	phone number
Magee	Monday – Friday	8:00 – 4:30			731-5000

Marilyn McGlory – Academic Specialist

School site	Days	Hours	Lunch	Room #	phone number
Doolen	Monday - Friday	8:00 - 4:30	12-12:30	204	225-690

Joshua Sanders - Academic Specialist

School site	Days	Hours	Lunch	Room #	phone number
Tucson High	Monday-Friday	8:00 – 4:30	12-12:30		

Jeffrey Sawyer - Behavior Specialist

School site	Days	Hours	Lunch	Room #	phone number
District wide	5	8:00-4:30	12-12:30		
Roberts/Naylor	Based on site request			C4	584-6838

Miles Warrior - Academic Specialist

School site	Days	Hours	Lunch	Room #	phone number
Blenman	Monday-Friday	8:00 – 4:30	12-12:30		232-6514

Advanced Learning Experiences: Review and Assessment for SY 2013-14
Appendix M: African American Student Services

Debbie Worthy - Academic Specialist

School site	Days	Hours	Lunch	Room #	phone number
Utterback	Monday - Friday	8:30 - 5:00	12-12:30	Office area	225-3618

APPENDIX N

Advanced Learning Experiences: Review and Assessment for SY 2013-2014														
Appendix N: Mexican American Student Services														
Department	Resource/ Support	Resource/ Support	Resource/ Support	Resource/ Support	Resource/ Support	Resource/ Support	Resource/ Support	Resource/ Support	Resource/ Support	Resource/ Support	Resource/ Support	Resource/ Support	Resource/ Support	Resource/ Support
School	Resource/ Support	Resource/ Support	Resource/ Support	Resource/ Support	Resource/ Support	Resource/ Support	Resource/ Support	Resource/ Support	Resource/ Support	Resource/ Support	Resource/ Support	Resource/ Support	Resource/ Support	Resource/ Support
Mexican American	Academic Specialist in class support	Mentor Program Specialist	Saturday Math	Mentoring w. organizations	Behavioral Interventions	Achieve 3000 Interventions	Before/After school Tutoring	Curriculum Integration Specialist						
Catalina Magnet	.5 TBA		X				X							
Cholla Magnet	0.5 Robinson		X		X		X							
Mary Meredith K-12														
Palo Verde Magnet	.5 TBA			X			X							
Pueblo Magnet	.5 Robinson		X	X			X	X						
Rincon	.5 Lawson						X							
Sabino														
Sahuaro														
Santa Rita														
Tucson Magnet	.5 Lawson		X		1.0 Kemery		X	X						
University														
Dodge Magnet				X										
Doolen	.5 Cuellar		X											
Gridley														
Magee														
Mansfeld														
Mary Meredith K-12														
Pistor	.5 TBA					X	X							
Secrist	.5 Littleton	.5 Littleton		X			X							
Utterback Magnet														
Vail														
Valencia	.5 Munoz	0.5 Munoz	X	X		X	X							
Booth-Fickett Magnet														
Dietz K-8														
Hollinger K-8		X		X		X								
Lawrence 3-5														
Mary Gene McCorkle Academy of				X		X	X							
Mary Meredith K-12														

- Ideas from Monkey Survey
1. Tutoring
 2. Fine Arts
 3. Student Support Services
 4. Exceptional Education
 5. Academic Intervention
 6. Behavioral Intervention
 7. Summer Program/ Transition
 8. Before/ After School Programs
 9. Instruction and Instructional Support
 10. Interscholastics
 11. Family Engagement

APPENDIX O

Advanced Learning Experiences for SY 2013-2014

Appendix O: Grants Partnerships 2012-2013

Grants & Partnerships Division - Fiscal Year 2012/2013 Report

School / Department	Initiator & Position	Funder	Dollar Amount	Purpose of Funds	Funding Cycle		Approval Date
					Start	End	
Booth-Fickett K-8 Magnet	Rosa Lee Barbeau, Coach	NFL Fuel Up to Play 60	\$4,000.00	Accomplish healthy eating plans by allowing the purchase of a Vitamix blender. Purchase paint & supplies to help children create murals. In addition purchase 3 tiered raised garden beds.	Dec. 2012	1-May-13	21-Dec-12
Booth-Fickett K-8 Magnet	Mary Ann Hassey - Teacher	Educational Enrichment Foundation - EEF	\$3,000.00	To address the identified need our school physical education program would like to add new equipment so we can develop new activities, both traditional and nontraditional for curriculum.	Not specified	Not specified	Pending
Borton Elementary School	Katrina Smits - Principal	The State of Arizona - Game and Fish Department - Heritage Fund	\$2,400.00	Field Trip to the Saguaro National Park West, AZ Sonora Desert Museum, Tucson Botanical Gardens and Reid Park Zoo.	Jan. 2013	Dec. 2015	March. 2013
Borton Magnet Elementary School	Barbara Casanova, Teacher	Arizona Game and Fish Department - Outdoor Education (only)	\$2,400.00	To observe Arizona native wildlife at Saguaro National Park, the Arizona Desert Museum, Reid Park Zoo & Tucson Botanical Gardens. Each location offers inquiry based experiences.	Jan. 2013	Apr. 2013	March. 2013
C.E. Rose K-8	Stephen Trejo, Principal	ADOT Arizona Department of Transportation	\$19,845.00	Program will encourage students to walk and ride bicycles to school with volunteer adults as chaperones. Students will benefit from daily exercise.	2012 SY	2013 SY	18-Jan-13
C.E. Rose K-8	Carol Schurwanz - Teacher	Lowe's Toolbox for Education	\$5,000.00	This will transform a currently unused section of the school's side yard into an inviting play area for the preschoolers. The children will ride trikes and pull wagons on circular pathways. Sand will be added to areas within the walkways where they can play with sand toys. a colorful tarp will cover the play area as protection from the elements.	Feb. 2013	Dec. 2013	1-Mar-13
Carillo K-5 Magnet School	Tsuru Bailey-Jones - Director Pan Asian Studies	Lowe's Toolbox for Education	\$5,000.00	Constructing a Lowe's Playground will give students an opportunity to take part in safe and structured physical activity. To date, students are not provided adequate options. Our Lowe's Playground would benefit 321 students grades K-5.	SY 2012	SY2013	10-Jul-12
Cooper Center for Environmental Learning	Joan Gilbert, Science Department Coordinator	Arizona Game and Fish Department - Outdoor Education (only)	\$1,572.00	To support approx.. 400 4th & 5th grade students participating in the 14 Earth keepers programs. Increase understanding of energy flow, cycling of water/air/soil, biological interrelationships, and change over time.	Jan. 2013	June. 2013	March. 2013
Davis Bilingual Magnet Elementary	Julie Diaz - Parent Volunteer	Lowe's Toolbox for Education	\$5,000.00	Schoolyard Environmental improvement project to implement rainwater harvesting techniques & plant native trees. The goal of these projects is to further educate the school community about environmental conservation, provide more shade, improve air quality, attract wildlife & serve as an outdoor learning lab.	Jan. 2013	Dec. 2013	1-Mar-13
Drachman K-6	Roberta Gutierrez - Office Manager	NFL Fuel Up to Play 60	\$4,000.00	Accomplish healthy eating plans by allowing the purchase of a Vitamix blender. Purchase paint & supplies to help children create murals. In addition purchase 3 tiered raised garden beds.	Nov. 2012	1-May-13	Nov. 2012
Elementary Leadership	Maggie Shafer - Assistant Superintendent	Pima County Health Department Tobacco and Chronic Disease Prevention	\$74,500.00	Wellness coordinators working with the county to establish School Health Advisory Councils (SHAC), and SWAT coordinators in each participating Tucson Unified School District (TUSD) school. School participation in programming is open to all TUSD schools that choose to volunteer.	Jan. 2013	Dec. 2013	12-Mar-13
Elementary Leadership - partnership w/ United Way	Maggie Shafer - Assistant Superintendent	United Way of S. AZ Great Expectations	\$94,000.00	To improve public preschool teachers and competence and provide sustained and intensive structural support and instruction.	1-Jul-12	30-Jun-13	2-Jul-12
Elementary Leadership - partnership w/ United Way	Maggie Shafer - Assistant Superintendent	United Way of S. AZ (First Things First)	\$183,000.00	Hire a well qualified instructional specialist to provide on-site classroom coaching & modeling to improve instructional support	1-Jul-12	30-Jun-13	2-Jul-12
Exceptional Education	Lorraine McPherson - Executive Director, Exceptional Ed	University of Oregon	\$9,500.00	Provide training of transition services. The District Design Team members will provide consultation services.	25-Jan-13	31-Aug-15	March. 2013
Food Services Department	Pamela Palmo - Director, Food Services	AZ Nutrition Network Supplemental Nutrition Assistance Program (SNAP-ED)	\$98,741.00	For K-8 students and their families at 81 TUSD schools for the 2012 - summer 2013 SY	1-Oct-12	30-Sep-13	9-Oct-12

Advanced Learning Experiences for SY 2013-2014

Appendix O: Grants Partnerships 2012-2013

Food Services Department	Lindsay Aguilar - Coordinator, Food Services	USDA Food Service - Farm to School	\$23,783.28	To assist in implementing farm to school programs that improve access to local foods in eligible schools	1 Dec. 2012	30-May-14	Feb. 2013
Ft. Lowell Townsend K-8	Gretchen Hall - Teacher	AZ Commission on the Arts - Lead Guitar	\$2,000.00	To have Lead Guitar provide 12 full school day visits and facilitate at least 2 public performances at Miles ELC. Funds will be used to pay artist fees to Lead Guitar.	1-Jul-12	30-Jun-13	11-Oct-12
Grants & Partnerships - 21st Century Community Learning Centers (21st CCLC)	Carol Myers - Coordinator, Grants & Partnerships Division	ADE	\$4,490,000.00	Afterschool academic intervention & enrichment activities - 9 Sites	Jul-12	30-Jun-18	11-Sep-12
Grants & Partnerships Division	Carol Myers - Coordinator, Grants & Partnerships Division	ADE - 2012 State Tutoring - Fall	\$121,000.00	Catalina, Cholla, Mary Meredith, Project MORE, Pueblo, Rincon, Sabino, Sahuaro, Santa Rita, TAP, Tucson, Carson, Hohokam, Johnson, Lawrence, Lyons, Manzo, McCorkle, Maxwell, Safford, Utterback & Valencia	13-Aug-12	7-Dec-12	11-Sep-12
Grants & Partnerships Division	Kristina Allen - Director, Grants & Partnerships Division; Joan Gilbert - Science Resource Center	Race to the Top - State	\$1,091,847.00	STEM professional development; STEM kits; development of integrated learning units; science resource center staff; STEM supplies/resources	SY 2011	Fall 2014	Dec. 2012
Grants & Partnerships Division	Carol Myers - Coordinator, Grants & Partnerships Division	ADE - 2013 State Tutoring - Spring	\$139,500.00	Catalina, Cholla, Howenstine, Mary Meredith, Palo Verde, Project MORE, Pueblo, Rincon, Sabino, Sahuaro, Santa Rita, TAP, Tucson, Carson, Hohokam, Johnson, Lawrence, Lyons, Manzo, McCorkle, Maxwell, Robison, Safford, Utterback & Valencia	7-Jan-13	12-Apr-13	Dec. 2012
Gridley Middle School	Kimberlee Gimblett - Teacher	Arizona Game and Fish Department - Outdoor education (only)	\$1,250.00	Proposed Sabino Canyon field-trip program will give students the opportunity to develop interpretive, communication and leadership skills in a wildlife habitat.	Sept. 2013	1-Apr-14	March. 2013
Howell Elementary School	Linda Perry - Teacher	ADOT & Pima County Safe Route to Schools	\$11,000.00	Program will encourage students to walk and ride bicycles to school with volunteer adults as chaperones. Students will benefit from daily exercise.	2012 SY	2013 SY	11-Sep-12
Language Acquisition - Magee Middle School	Ignacio Ruiz - Director Language Acquisition	KECLA - Korean Language Class	\$7,524.00	Class sets of electronic dictionaries, Korean-published & imported supplementary texts, wall posters, references & Korean cultural artifacts & inbound field trips	Dec. 2012	Spring 2013	Dec. 2012
Language Acquisition - Sabino High School	Ignacio Ruiz - Director Language Acquisition	KECLA - Korean Language Class	\$4,788.00	Class sets of electronic dictionaries, Korean-published & imported supplementary texts, wall posters, references & Korean cultural artifacts & inbound field trips	Dec. 2012	Spring 2013	Dec. 2012
Language Acquisition - Sahuaro High School	Ignacio Ruiz - Director Language Acquisition	KECLA - Korean Language Class	\$6,498.00	Class sets of electronic dictionaries, Korean-published & imported supplementary texts, wall posters, references & Korean cultural artifacts & inbound field trips	Dec. 2012	Spring 2013	Dec. 2012
Lynn-Urquides Elementary School	Patricia Flores - Principal	Target	\$15,000.00	Ensuring that students have age and culturally appropriate reading materials. Such as printed materials as well as digital (e.g. online resources, iPads, etc.)	Oct. 2012	Dec. 2012	8-Oct-12
Lyons Elementary School	Sheila Govern - Principal	NFL Fuel Up to Play 60	\$4,000.00	Accomplish healthy eating plans with the purchase of a Vitamix blender. Purchase paint & supplies for children to create murals. Purchase 3 tiered raised garden beds.	Dec. 2012	1-May-13	Dec. 2012
Mary Meredith K-12	Kimberlee Muklebust - Office Manager	Arizona Commission on the Arts	\$2,000.00	Students will learn taiko basics, a song, traditional and modern uses of taiko. Learning the strand concept of playing instruments, understanding the history etc.	1-Jan-13	23-May-13	12-Dec-12
Miles Exploratory Learning Center	Rebecca McKee - Fine Arts Teacher	Target	\$2,000.00	This program provides classical guitar instruction to 100 students in grades 3-7; hearing impaired and students with Autism participate.	2012 SY	2013 SY	9-Oct-12
Miles Exploratory Learning Center	Rebecca McKee - Fine Arts Teacher	AZ Commission on the Arts - Lead Guitar	\$2,000.00	To have Lead Guitar provide 12 full school day visits and facilitate at least 2 public performances at Miles ELC. Funds will be used to pay artist fees to Lead Guitar.	24-Aug-12	17-May-13	11-Oct-12
Ochoa Magnet Elementary School	Paula McPheeter - Teacher	Seeds of Change - Share the Good	\$10,000.00	To enhance the environmental, economic, and social well-being of gardens, farms, farmers, and communities through the Share the Good grant program.	Not specified	Not specified	Feb. 2013

Advanced Learning Experiences for SY 2013-2014

Appendix O: Grants Partnerships 2012-2013

Palo Verde Magnet High School	Sylvia Kniest - Curriculum Specialist	Arizona Game and Fish Department	\$5,000.00	Students will have the opportunity to be actively involved in the restoration & maintenance of the habitat. Planning, design & maintenance of the habitat.	Jan. 2013	Jan. 2014	March. 2013
Pistor Middle School	Jonel Lauver - Fine Arts Teacher	AZ Commission on the Arts - Lead Guitar	\$2,000.00	To have Lead Guitar provide 12 full school day visits and facilitate at least 10 public performances at Miles ELC. Funds will be used to pay artist fees to Lead Guitar.	10-Oct-12	17-May-13	11-Oct-12
Pistor Middle School	Daniel Forrest - Teacher	Council for Exceptional Children	\$250.00	To discuss sustainability issues related to energy consumption. Students will be given supplies and instructions on how to build a stomp rocket. After construction, students will launch, measure the distance and estimate the height.	March. 2013	March. 2013	March. 2013
Pueblo High School	Vivi Watt - Principal	United Way - Afterschool Prosperity of Tucson and Southern Arizona	\$6,000.00	To offer enrichment services to students and parents beyond the school day for SY 2012-2013. Two focus areas are: Have students college / work / life ready by age 21 and financial stable families.	1-Jul-12	31-May-13	9-Oct-12
Roberts/Naylor K-8	Gloria Kanis, - Teacher	Arizona Game and Fish Department - Outdoor Education (only)	\$1,572.00	Field-trips to enhance the 4th grade Arizona Curriculum Standards. Focus on Life Science based on Diversity, Adaption and Behavior.	Feb. 2013	Apr. 2013	March. 2013
Safford K-8 Magnet School	Ilse Billings - Program Coordinator	QATAR International Foundation	\$25,000.00	Funds payment for teacher salary	SY 2012	SY2013	14-Aug-12
Safford K-8 Magnet School	Ilse Billings - Program Coordinator	QATAR International Foundation	\$25,000.00	Curriculum development, evaluation & professional development	SY 2012	SY2013	14-Aug-12
Safford K-8 Magnet School	Theresa Tenace - Principal	The University of Arizona ITQ Mini-Grant	\$8,087.96	To purchase professional development resources for K-5 teachers to improve literacy instruction and to fund professional development time for 30 teachers for book studies and implementation planning	2012 SY	2013 SY	9-Oct-12
Sahuaro High School	Kathleen Gordon - Social Worker	Arizona Diamondbacks Foundation	\$5,000.00	Purchase software and training materials in order to implement the HeartMath project	2012 SY	2013 SY	13-Nov-12
Science Resource Center	Joan Gilbert - Coordinator, Science Department	ADE Mathematics and Science Partnership (MSP)	\$517,856.71	The Mathematics and Science Partnership Program supports improved academic achievement of students in the areas of mathematics and science by encouraging state educational agencies, insitutions of higher education, local educational agencies, elementary schools, and secondary schools to partner in high-quality professional development programs	FY2013	FY2015	11-Sep-12
Science Resource Center	Joan Gilbert - Coordinator, Science Department	CAP - Central Arizona Project	\$3,000.00	Funds will provide transportation to enable 3rd grade students to visit Sweetwater Wetlands & City of Tucson water treatment process	SY 2012	SY2013	Dec. 2012
Sewell Elementary School	Caryl Massey - Sandoval - Teacher	Lowe's Toolbox for Education	\$7,000.00	Improve autism classrooms according to the standards that have been implemented at the Dan Marino Autism Center in Miami Fla. These modern classrooms allow educators to partition off their classrooms to reduce noise and create different zones for calming, sensory integration therapy, academics, free choice and independent learning centers	SY 2012	SY2013	10-Jul-12
Tucson Magnet High School	Karla Garcia - College/Career ready Coordinator	United Way - After School Prosperity of Tucson and Southern Arizona	\$4,000.00	To support implementation of an after school prosperity center. Provide college and career ready advising.	1-Jul-12	31-May-13	12-Dec-12
Tucson Magnet High School	John D'Andrea - Program Coordinator, Language Acquisition	Asia Society - Confucius Classrooms Network	\$11,000.00	Asia Society Confucius Classroom Network is dedicated to building the field of Chinese language teaching and learning American schools	1-Sep-12	31-Aug-13	Dec. 2012
University High School	Amy Cislak - Assist. Principal; Chuck McCollum - Professional Dev. Academic Trainer	College Board	\$1,200.00	To offer Computer Science A as a class next school year.	Apr-13	1-Jul-16	March. 2013
Van Buskirk Elementary	Jennifer Mayersohn - Library Specialist	Laura Bush Foundation Library Grant	\$4,000.00	To solely purchase library books and magazines	2012 SY	2013 SY	9-Oct-12
Van Buskirk Elementary	Jennifer Mayersohn - Library Specialist	Southern Arizona McDonald	\$500.00	For children to create their own yearbooks. Learn how to digitally capture events, learn photography basics such as lighting, framing, focusing etc.	2012 SY	2013 SY	12-Dec-12

Advanced Learning Experiences for SY 2013-2014

Appendix O: Grants Partnerships 2012-2013

Wright Elementary	Maria Marin - Principal	Arizona Diamondbacks Foundation	\$5,000.00	This project will give kindergartners hand on opportunities to use building materials to complete engineering projects, reinforce grade level STEM concepts.	Not specified	Not specified	14-Aug-12
Davis Bilingual Magnet Elementary	Julie Diaz - Parent Volunteer	Lowe's Toolbox for Education	\$5,000.00	Schoolyard Environmental improvement project to implement rainwater harvesting techniques & plant native trees. The goal of these projects is to further educate the school community about environmental conservation, provide more shade, improve air quality, attract wildlife & serve as an outdoor learning lab.	Jan. 2013	Dec. 2013	Mar-13
Whitmore Elementary School	Judy Bevier - Speech Pathologist	Tucson Clean & Beautiful Inc.	\$500.00	To develop school garden program by purchasing trees, irrigation hose, worms, desert plants and more.	Mar. 2013	Dec. 2013	24-Apr-13
Mission View Elementary School	Hortensia (Meg) Cota - Principal	Lester L. and Roberta D. Smith Foundation	\$15,000.00	To purchase books, e-reader applications and electronic texts, e-reader devices, and pay personnel.	SY 2013	SY 2014	16-May-13
Gridley Middle School	Kimberlee Gimblett - Teacher	Arizona Game and Fish Department	\$2,901.00	Personnel Costs; Development Costs to include: school bus transportation, mammal track signs books, and other various materials.	Jun. 2013	Aug. 2014	19-Jun-13
Palo Verde Magnet High School	Sylvia Kniest - Curriculum Specialist	Arizona Game and Fish Department	\$5,000.00	Students will have the opportunity to be actively involved in the restoration & maintenance of the habitat. Planning, design & maintenance of the habitat.	May. 2013	Jan. 2014	19-Jun-13
University High School	Amy Cislak - Chuck McCollum	College Board	\$1,200.00	To offer Computer Science A as a class next school year.	Apr-13	1-Jul-16	March. 2013
Utterback Magnet Middle School	Cindy Shepard-Mady - Principal	Arizona Physical Therapy Association - APTA	\$1,000.00	To purchase two sets of pickleball equipment. Each set includes: portable net, 4 graphite paddles, 6 pickleballs and one pickleball duffle bag for storage.	2013 SY	2014 SY	21-Jun-13
Elementary Leadership	Maggie Shafer - Assistant Superintendent	Stocker Foundation	\$125,000.00	Community schools program would like to expand literacy resources for students participating in the program	7-Oct-13	2-Mar-14	7-May-13
Exceptional Education	Lorraine McPherson - Director	University of Oregon	\$9,500.00	Provide training of transition services. The District Design Team members will provide consultation services.	25-Jan-13	31-Aug-15	March. 2013
Exceptional Education	Malinda Moquin - Teacher	Educational Enrichment Foundation (EEF)	\$402.40	2 reams of white multipurpose paper, 100 clear-front report protectors, 100 CD-R discs, 100 CD/DVD pockets, 100 1GB travel drives	2013 SY	2014 SY	7-May-13
Exceptional Education	Malinda Moquin - Teacher	AZ Blind & Deaf Children's Foundation	\$402.40	To purchase 150-200 travel drives, 2 reams of multipurpose paper, 25 Oxford twin pocket binders, 1000 CD sleeves	2013 SY	2014 SY	1-May-13
Elementary Leadership / G&P Division	Kristina Allen - Director	The Gordon Foundation	\$5,000.00	To purchase: Expository literature text sets for classrooms, dry erase boards and dry erase markers, flip cameras, scanners to create digital stories, quality tag board, sentence strips, chart paper with lines, post-it notes, unifix cubes and dice.	2012 SY	2014 SY	7-May-13
Asian Pacific American Student Services	Tsuru Bailey-Jones - Director	Arizona Department of Education - ADE	\$20,000.00	Salaries and benefit costs for student and family mentor specialist to provide in-class and tutoring during summer to increase passing on AIMS test and thus increasing high school graduation rates.	Jul-12	31-Jul-13	28-May-13
Language Acquisition	John D'Andrea - Program Coordinator, Language Acquisition	Qatar Foundation International	\$465,000.00	To fund cultural activities, educational technology, materials & personnel.	SY 2013	SY 2018	27-Jun-13

TOTAL AMOUNT AWARDED

\$7,731,520.75

APPENDIX P

Advanced Learning Experiences for SY 2013-2014

Appendix P: Grants Partnerships 2013-2014

Grants & Partnerships Division - Fiscal Year 2013/2014 Report

School / Department	Initiator & Position	Funder	Dollar Amount	Purpose of Funds	Funding Cycle		Approval Date
					Start	End	
Food Services Department	Michelle Welsh - Program Coordinator	USDA Fresh Fruit & Vegetable Program	\$228,304.86	Grijalva Elementary School, Lynn Urquides Elementary School, Mission View Elementary School, Tully Elementary School, Wright Elementary School, Cavett Elementary School, Ochoa Elementary School, C.E. Rose Elementary School, Van Buskirk Elementary School, Hollinger Elementary School	2013 SY	2014 SY	22 Aug. 13
Davidson Elementary	Theresa Dorgan, Teacher	Century Link / AZ TEA - Arizona Technology In Education Association	\$4,590.19	To obtain Achievement and Communication through Technology (Project A.C.T.) This will provide students with the means to communicate, research, expand their academic skills, and gain confidence in language development.	Jun. 2013	31-May-14	21-Jun-13
Booth-Fickett K-8 Magnet School	Rosa Lee Barbeau, Community Rep./Coach	Academy of Nutrition & Dietetics - General Mills Foundation	\$10,000.00	For office and administrative supplies for implementation, promotion, recruitment and program materials	SY 2013	SY 2014	Pending
TOTAL AMOUNT AWARDED			\$242,895.05				

APPENDIX Q

Advanced Learning Experiences: Review and Assessment for SY 2013-14
Appendix Q: AVID Overview

AVID (Advancement Via Individual Determination) is a superb college readiness program for grades 6-12. Its main components are: college readiness skill development, academic instruction, tutorial support in the AVID elective class, motivational activities, increased enrollment in rigorous coursework

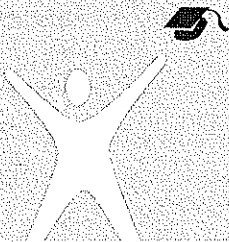
In the daily college-prep and academic support class (AVID elective class) that is held during the school day the curriculum is based on WICOR - writing as a tool of learning, the inquiry method, collaborative grouping, organization and reading comprehension strategies.

Although AVID is not an ALE, it is an integral component of the support structure necessary to assure that African American and Latino students in TUSD enroll in and successfully complete AACs. Three high schools currently have an AVID program (Cholla, Palo Verde, Pueblo), as do three middle schools (Booth-Ficket, Secrist, Valencia).

Research shows that students who participate in the AVID program successfully complete AACs, enter college, and successfully complete college at a higher rate than similarly situated students who did not take AVID. This program can also affect a student's self-perception so that participants see themselves as capable of high academic achievement and college attendance. This program can be the basis of TUSD's goal of increasing participation and successful completion of AACs by African American and Latino students, but it needs to be expanded to many more middle and high schools.

APPENDIX R

AVID's mission is to close the achievement gap by preparing **all** students for college readiness and success in a global society.



TUSD

Tucson Unified School district
Department of Curriculum, Instruction and Professional Development

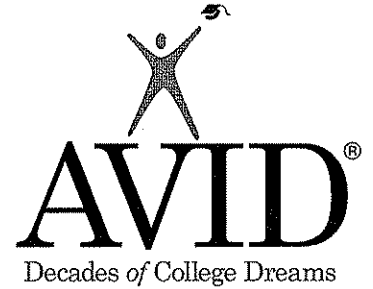
Martha G. Taylor, M.A., J.D.
Director of Advanced Learning Experiences (ALE)

1010 E. 10th Street, Room #42
Tucson, Arizona 85719

PHONE: 520-225-6237

EMAIL: martha.taylor@tusd1.org

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



**Advancement
Via
Individual
Determination**

TUTORS WANTED



Department of Curriculum, Instruction and Professional Development

What is AVID?

AVID is a college readiness system that includes a regularly scheduled AVID elective class during the school day, based on writing as a tool of learning, the inquiry method, organization and collaborative grouping. The main components of the AVID system are:

- College readiness skill development
- Academic instruction
- Tutorial support in the AVID elective class
- Motivational activities
- Increased enrollment in rigorous course work

Who is an AVID student?

Students selected for the AVID elective class are students in the academic middle, capable of completing a college preparatory path with support. These students often are not realizing their full potential academically. All criterion are considered for acceptance into the class, no single criteria will necessarily eliminate a student from consideration.

For further information go to www.avidonline.org



Why does AVID work?

- AVID places students in rigorous curriculum and gives them the support to achieve
- Provides a team of students for positive peer identification
- Redefines the teacher's role as that of student advocate

Meeting the Challenge

Avid helps students:

- Develop as readers and writers
- Develop deep content knowledge
- Know content specific strategies for reading writing, thinking, and talking

The AVID elective class addresses key Elements in college preparation:

- Academic survival skills
- College entry skills
- Tutorials
- Motivational activities career and college exploration

TUTORS

Tutors are paid an hourly rate of \$10.48 and are needed two to three days weekly for 3-6 hours depending on site. If interested please contact TUSD. We are looking for tutors at the following sites:

Cholla High School

Sky Saczko, *AVID coordinator*
sky.saczko@tusd1.org

Palo Verde High School

Joanna Goldberg, *AVID coordinator*
joanna.goldberg@tusd1.org

Pueblo High School

Patricia Manciet, *AVID coordinator*
patricia.manciet@tusd1.org

Booth Fickett Middle School

Kim French, *AVID coordinator*
Kimberly.French@tusd1.org

Secrist Middle School

Shirley Regole, *AVID coordinator*
shirley.regole@tusd1.org

Valencia Middle School

Kelly Cilano, *AVID coordinator*
kelly.cilano@tusd1.org

EXHIBIT 2



Budget Report by Department
For Fiscal Period Range July 2013 to June 2014

Run Date: 5/5/2014 12:11:40PM

Accounting Unit		Account	Account Description	Function Description	Adopted Budget	Adjusted Budget	YTD Transactions	Current Encumbrances	Remaining Budget
001	240	1000	5064 6113	Teacher Salary	Instruction	1,142,771.00	1,142,771.00	884,888.58	257,882.42
001	240	2210	5064 6113	Teacher Salary	Improvement Of Instr Srvs	23,620.00	23,620.00	0.00	23,620.00
001	240	2212	5064 6113	Teacher Salary	Instruction & Curriculum Deve	0.00	0.00	1,361.94	(1,361.94)
001	240	1000	5064 6120	Certified	Instruction	0.00	0.00	112.50	(112.50)
001	240	1000	5064 6141	Substitute	Instruction	0.00	0.00	25,445.00	(25,445.00)
001	240	1000	5064 6142	Long-Term Substitute	Instruction	0.00	0.00	150.00	(150.00)
001	240	2212	5064 6142	Long-Term Substitute	Instruction & Curriculum Deve	0.00	0.00	10,500.00	(10,500.00)
001	240	2200	5064 6150	Classified Salary	Support Services - Inst. Staf	0.00	0.00	7,212.72	(7,212.72)
001	240	2210	5064 6150	Classified Salary	Improvement Of Instr Srvs	8,912.00	8,912.00	0.00	8,912.00
001	240		61XX	Gifted Education		1,175,303.00	1,175,303.00	929,670.74	245,632.26
001	240	1000	5064 6210	Insurance Benefits	Instruction	0.00	0.00	96,489.41	(96,489.41)
001	240	2200	5064 6210	Insurance Benefits	Support Services - Inst. Staf	0.00	0.00	890.12	(890.12)
001	240	2212	5064 6210	Insurance Benefits	Instruction & Curriculum Deve	0.00	0.00	161.00	(161.00)
001	240	1000	5064 6220	Employer FICA/Medicare	Instruction	372,543.35	372,543.35	66,927.30	305,616.05
001	240	2200	5064 6220	Employer FICA/Medicare	Support Services - Inst. Staf	0.00	0.00	542.87	(542.87)
001	240	2210	5064 6220	Employer FICA/Medicare	Improvement Of Instr Srvs	9,922.00	9,922.00	0.00	9,922.00
001	240	2212	5064 6220	Employer FICA/Medicare	Instruction & Curriculum Deve	0.00	0.00	907.44	(907.44)
001	240	1000	5064 6230	Employer Retirement Expense	Instruction	0.00	0.00	98,078.96	(98,078.96)
001	240	2200	5064 6230	Employer Retirement Expense	Support Services - Inst. Staf	0.00	0.00	832.30	(832.30)
001	240	2212	5064 6230	Employer Retirement Expense	Instruction & Curriculum Deve	0.00	0.00	157.16	(157.16)
001	240		62XX	Gifted Education		382,465.35	382,465.35	264,986.56	117,478.79
001	240	1000	5064 6329	ESI Services	Instruction	0.00	0.00	2,244.03	(3,187.73)
001	240		63XX	Gifted Education		0.00	0.00	2,244.03	(3,187.73)
001	240	2210	5064 6581	Mileage	Improvement Of Instr Srvs	10,466.00	10,466.00	37.38	10,428.62
001	240		65XX	Gifted Education		10,466.00	10,466.00	37.38	10,428.62
001	2XX			Maintenance & Operation		1,568,234.35	1,568,234.35	1,196,938.71	370,351.94
001	516	2210	5064 6111	Administrator Salary	Improvement Of Instr Srvs	34,200.00	34,200.00	0.00	34,200.00
001	516	1000	5064 6113	Teacher Salary	Instruction	1,716,145.97	1,716,145.97	1,340,926.26	375,219.71
001	516	2212	5064 6113	Teacher Salary	Instruction & Curriculum Deve	0.00	0.00	2,042.91	(2,042.91)
001	516	1000	5064 6120	Certified	Instruction	12,000.00	11,500.00	1,075.00	10,425.00
001	516	2212	5064 6120	Certified	Instruction & Curriculum Deve	0.00	0.00	300.00	(300.00)
001	516	2213	5064 6120	Certified	Instructional Staff Training	15,000.00	0.00	2,120.00	(2,120.00)
001	516	1000	5064 6141	Substitute	Instruction	0.00	0.00	4,302.50	(4,302.50)

Accounting Unit		Account Description (Object)		Function Description		Adopted Budget	Adjusted Budget	YTD Transactions	Current Encumbrances	Remaining Budget
001	516	2213	5064 6141	Substitute	Instructional Staff Training	0.00	0.00	87.50	0.00	(87.50)
001	516	1000	5064 6142	Long-Term Substitute	Instruction	0.00	0.00	2,140.00	0.00	(2,140.00)
001	516	2212	5064 6142	Long-Term Substitute	Instruction & Curriculum Deve	0.00	0.00	29,875.00	0.00	(29,875.00)
001	516	2200	5064 6150	Classified Salary	Support Services - Inst. Staf	0.00	0.00	14,777.28	0.00	(14,777.28)
001	516	2210	5064 6150	Classified Salary	Improvement Of Instr Srvs	27,000.00	27,000.00	14,073.60	0.00	12,926.40
001	516	2200	5064 6160	Classified Temporary /Non	Support Services - Inst. Staf	0.00	924.37	1,018.40	0.00	(94.03)
001	516	2210	5064 6172	Overtime	Improvement Of Instr Srvs	0.00	500.00	173.17	0.00	326.83
001	516		61XX	Desegregation/Ocr Gifted		1,804,345.97	1,790,270.34	1,412,911.62	0.00	377,358.72
001	516	1000	5064 6210	Insurance Benefits	Instruction	0.00	0.00	142,980.16	0.00	(142,980.16)
001	516	2200	5064 6210	Insurance Benefits	Support Services - Inst. Staf	0.00	175.63	1,466.29	0.00	(1,290.66)
001	516	2210	5064 6210	insurance Benefits	Improvement Of Instr Srvs	0.00	0.00	2,094.70	0.00	(2,094.70)
001	516	2212	5064 6210	Insurance Benefits	Instruction & Curriculum Deve	0.00	0.00	3,553.50	0.00	(3,553.50)
001	516	2213	5064 6210	Insurance Benefits	Instructional Staff Training	0.00	0.00	4.60	0.00	(4.60)
001	516	1000	5064 6220	Employer FICA/Medicare	Instruction	561,744.00	561,744.00	99,017.16	0.00	462,726.84
001	516	2200	5064 6220	Employer FICA/Medicare	Support Services - Inst. Staf	0.00	0.00	1,189.86	0.00	(1,189.86)
001	516	2210	5064 6220	Employer FICA/Medicare	Improvement Of Instr Srvs	18,666.00	18,666.00	1,069.18	0.00	17,596.82
001	516	2212	5064 6220	Employer FICA/Medicare	Instruction & Curriculum Deve	0.00	0.00	2,634.90	0.00	(2,634.90)
001	516	2213	5064 6220	Employer FICA/Medicare	Instructional Staff Training	2,850.00	2,850.00	164.11	0.00	2,685.89
001	516	1000	5064 6230	Employer Retirement Expense	Instruction	0.00	0.00	148,514.43	0.00	(148,514.43)
001	516	2200	5064 6230	Employer Retirement Expense	Support Services - Inst. Staf	0.00	0.00	1,822.82	0.00	(1,822.82)
001	516	2210	5064 6230	Employer Retirement Expense	Improvement Of Instr Srvs	0.00	0.00	1,644.09	0.00	(1,644.09)
001	516	2212	5064 6230	Employer Retirement Expense	Instruction & Curriculum Deve	0.00	0.00	524.67	0.00	(524.67)
001	516	2213	5064 6230	Employer Retirement Expense	Instructional Staff Training	0.00	0.00	209.76	0.00	(209.76)
001	516	2212	5064 6294	Certified Vacation/Sick Leave	Instruction & Curriculum Deve	0.00	0.00	2,233.65	0.00	(2,233.65)
001	516		62XX	Desegregation/Ocr Gifted		583,260.00	583,435.63	409,123.88	0.00	174,311.75
001	516	2190	5064 6532	Other	Other Support Svs/Student	0.00	0.00	15,438.00	0.00	(15,438.00)
001	516	2210	5064 6581	Mileage	Improvement Of Instr Srvs	0.00	2,000.00	0.00	0.00	2,000.00
001	516	2290	5064 6581	Mileage	Other Sup Svs/Instr Stff	0.00	0.00	3,180.57	0.00	(3,180.57)
001	516		65XX	Desegregation/Ocr Gifted		0.00	2,000.00	18,618.57	0.00	(16,618.57)
001	516	1000	5064 6611	District Supplies	Instruction	5,000.00	5,000.00	589.12	0.00	4,410.88
001	516	2200	5064 6611	District Supplies	Support Services - Inst. Staf	0.00	0.00	186.15	0.00	(186.15)
001	516	2210	5064 6611	District Supplies	Improvement Of Instr Srvs	2,000.00	0.00	978.99	142.27	(1,121.26)
001	516	2213	5064 6611	District Supplies	Instructional Staff Training	5,000.00	5,000.00	3,086.10	691.56	1,222.34
001	516	2260	5064 6611	District Supplies	Academic Student Assessment	0.00	0.00	156.02	0.00	(156.02)
001	516	2540	5064 6611	District Supplies	Printing/Pub/Duplic Srvs	0.00	15,000.00	4,698.85	0.00	10,301.15
001	516		66XX	Desegregation/Ocr Gifted		12,000.00	25,000.00	9,695.23	833.83	14,470.94
001	5XX			Maintenance & Operation		2,399,605.97	2,400,705.97	1,850,349.30	833.83	549,522.84

Accounting Unit	Account (Object)	Account Description	Function Description	Adopted Budget	Adjusted Budget	YTD Transactions	Current Encumbrances	Remaining Budget
001		Maintenance & Operation		3,967,840.32	3,968,940.32	3,047,288.01	1,777.53	919,874.78
	5064	A.L.E.		3,967,840.32	3,968,940.32	3,047,288.01	1,777.53	919,874.78
Grand Total:				3,967,840.32	3,968,940.32	3,047,288.01	1,777.53	919,874.78



Budget Report by Department
For Fiscal Period Range July 2013 to June 2014

Run Date: 5/5/2014 12:13:39PM

Accounting Unit		Account (Object)		Account Description	Function Description	Adopted Budget	Adjusted Budget	YTD Transactions	Current Encumbrances	Remaining Budget
001	100	2410	2675	6111 Administrator Salary	Office Of The Principal	185,619.00	163,308.00	126,681.23	0.00	36,626.77
001	100	1000	2675	6113 Teacher Salary	Instruction	1,318,328.00	1,330,687.00	1,211,881.84	0.00	118,805.16
001	100	2120	2675	6113 Teacher Salary	Guidance Services	82,395.50	82,395.50	80,027.49	0.00	2,368.01
001	100	2220	2675	6113 Teacher Salary	Library/Educ Media Service	41,197.75	41,197.75	38,050.04	0.00	3,147.71
001	100	1000	2675	6120 Certified	Instruction	2,016.80	2,016.80	1,512.50	0.00	504.30
001	100	1000	2675	6141 Substitute	Instruction	26,890.75	26,890.75	19,900.00	0.00	6,990.75
001	100	2220	2675	6141 Substitute	Library/Educ Media Service	0.00	0.00	750.00	0.00	(750.00)
001	100	1000	2675	6142 Long-Term Substitute	Instruction	0.00	0.00	6,360.00	0.00	(6,360.00)
001	100	2110	2675	6150 Classified Salary	Attendance/Social Wrk Svs	32,378.00	82,514.00	43,326.72	0.00	39,187.28
001	100	2410	2675	6150 Classified Salary	Office Of The Principal	32,378.00	32,378.00	46,904.53	0.00	(14,526.53)
001	100	2620	2675	6150 Classified Salary	Maintenance of Building	35,484.00	35,484.00	34,974.72	0.00	509.28
001	100	2630	2675	6150 Classified Salary	Care/Upkeep Of Grnd Srvc	43,688.00	43,688.00	31,378.16	0.00	12,309.84
001	100	2660	2675	6150 Classified Salary	Security Services	18,458.00	18,458.00	12,759.28	0.00	5,698.72
001	100	2110	2675	6160 Classified Temporary /Non	Attendance/Social Wrk Svs	0.00	0.00	216.88	0.00	(216.88)
001	100	2410	2675	6160 Classified Temporary /Non	Office Of The Principal	0.00	0.00	3,417.20	0.00	(3,417.20)
001	100	2620	2675	6160 Classified Temporary /Non	Maintenance of Building	0.00	0.00	187.20	0.00	(187.20)
001	100	2630	2675	6160 Classified Temporary /Non	Care/Upkeep Of Grnd Srvc	0.00	0.00	264.00	0.00	(264.00)
001	100	2110	2675	6172 Overtime	Attendance/Social Wrk Svs	0.00	0.00	476.82	0.00	(476.82)
001	100	2410	2675	6172 Overtime	Office Of The Principal	0.00	0.00	117.07	0.00	(117.07)
001	100	2630	2675	6172 Overtime	Care/Upkeep Of Grnd Srvc	0.00	0.00	197.40	0.00	(197.40)
001	100	2110	2675	6181 Substitute	Attendance/Social Wrk Svs	0.00	0.00	1,159.68	0.00	(1,159.68)
001	100	2410	2675	6182 Long-Term Substitute	Office Of The Principal	0.00	0.00	20,678.19	0.00	(20,678.19)
001	100			61XX Regular Education		1,818,833.80	1,859,017.80	1,681,220.95	0.00	177,796.85
001	100	1000	2675	6210 Insurance Benefits	Instruction	0.00	0.00	120,440.77	0.00	(120,440.77)
001	100	2110	2675	6210 Insurance Benefits	Attendance/Social Wrk Svs	0.00	0.00	4,577.40	0.00	(4,577.40)
001	100	2120	2675	6210 Insurance Benefits	Guidance Services	0.00	0.00	8,904.26	0.00	(8,904.26)
001	100	2220	2675	6210 Insurance Benefits	Library/Educ Media Service	0.00	0.00	109.64	0.00	(109.64)
001	100	2410	2675	6210 Insurance Benefits	Office Of The Principal	0.00	0.00	15,813.10	0.00	(15,813.10)
001	100	2620	2675	6210 Insurance Benefits	Maintenance of Building	0.00	0.00	4,452.13	0.00	(4,452.13)
001	100	2630	2675	6210 Insurance Benefits	Care/Upkeep Of Grnd Srvc	0.00	0.00	4,998.80	0.00	(4,998.80)
001	100	2660	2675	6210 Insurance Benefits	Security Services	0.00	0.00	4,421.53	0.00	(4,421.53)
001	100	1000	2675	6220 Employer FICA/Medicare	Instruction	455,899.93	459,928.93	93,131.47	0.00	366,797.46

Accounting Unit		Account Description (Object)	Function Description	Adopted Budget	Adjusted Budget	YTD Transactions	Current Encumbrances	Remaining Budget
001	100	2110 2675 6220	Employer FICA/Medicare Attendance/Social Wrk Svs	11,640.00	27,407.00	3,390.46	0.00	24,016.54
001	100	2120 2675 6220	Employer FICA/Medicare Guidance Services	13,445.00	13,445.00	5,600.00	0.00	7,845.00
001	100	2220 2675 6220	Employer FICA/Medicare Library/Educ Media Service	6,722.50	6,722.50	2,968.21	0.00	3,754.29
001	100	2410 2675 6220	Employer FICA/Medicare Office Of The Principal	60,893.75	55,836.75	14,564.35	0.00	41,272.40
001	100	2620 2675 6220	Employer FICA/Medicare Maintenance of Building	12,276.00	12,276.00	2,640.44	0.00	9,635.56
001	100	2630 2675 6220	Employer FICA/Medicare Care/Upkeep Of Grnd Srvc	16,964.80	16,964.80	2,294.49	0.00	14,670.31
001	100	2660 2675 6220	Employer FICA/Medicare Security Services	8,794.00	8,794.00	901.00	0.00	7,893.00
001	100	1000 2675 6230	Employer Retirement Expense Instruction	0.00	0.00	134,105.19	0.00	(134,105.19)
001	100	2110 2675 6230	Employer Retirement Expense Attendance/Social Wrk Svs	0.00	0.00	5,080.04	0.00	(5,080.04)
001	100	2120 2675 6230	Employer Retirement Expense Guidance Services	0.00	0.00	9,235.18	0.00	(9,235.18)
001	100	2220 2675 6230	Employer Retirement Expense Library/Educ Media Service	0.00	0.00	4,386.18	0.00	(4,386.18)
001	100	2410 2675 6230	Employer Retirement Expense Office Of The Principal	0.00	0.00	19,130.79	0.00	(19,130.79)
001	100	2620 2675 6230	Employer Retirement Expense Maintenance of Building	0.00	0.00	4,057.63	0.00	(4,057.63)
001	100	2630 2675 6230	Employer Retirement Expense Care/Upkeep Of Grnd Srvc	0.00	0.00	3,674.44	0.00	(3,674.44)
001	100	2660 2675 6230	Employer Retirement Expense Security Services	0.00	0.00	1,472.39	0.00	(1,472.39)
001	100	62XX Regular Education		586,635.98	601,374.98	470,349.89	0.00	131,025.09
001	100	2490 2675 6442	Rental of Equipment Other Support Services	5,200.00	5,200.00	0.00	0.00	5,200.00
001	100	64XX Regular Education		5,200.00	5,200.00	0.00	0.00	5,200.00
001	100	2410 2675 6581	Mileage Office Of The Principal	150.00	150.00	0.00	0.00	150.00
001	100	65XX Regular Education		150.00	150.00	0.00	0.00	150.00
001	100	1000 2675 6611	District Supplies Instruction	26,550.00	26,350.00	21,791.83	2,419.83	2,138.34
001	100	2130 2675 6611	District Supplies Health Services	1,948.00	1,948.00	1,532.92	0.00	415.08
001	100	2410 2675 6611	District Supplies Office Of The Principal	1,948.00	1,948.00	879.49	1,395.20	(326.69)
001	100	2490 2675 6611	District Supplies Other Support Services	1,362.00	1,362.00	932.72	428.41	0.87
001	100	2610 2675 6611	District Supplies Operating Buildings Services.	9,740.00	9,740.00	9,499.74	96.63	143.63
001	100	66XX Regular Education		41,548.00	41,348.00	34,636.70	4,340.07	2,371.23
001	100	2410 2675 6811	Dues/Membership Fees Office Of The Principal	200.00	400.00	325.00	0.00	75.00
001	100	68XX Regular Education		200.00	400.00	325.00	0.00	75.00
001	1XX	Maintenance & Operation		2,452,567.78	2,507,490.78	2,186,532.54	4,340.07	316,618.17
001	511	1000 2675 6113	Teacher Salary Instruction	0.00	0.00	12,290.32	0.00	(12,290.32)
001	511	1000 2675 6120	Certified Instruction	0.00	0.00	1,862.50	0.00	(1,862.50)
001	511	1000 2675 6141	Substitute Instruction	0.00	0.00	620.00	0.00	(620.00)
001	511	2120 2675 6160	Classified Temporary /Non Guidance Services	0.00	0.00	1,383.72	0.00	(1,383.72)
001	511	61XX Deseg/Ocr Regular Educatn		0.00	0.00	16,156.54	0.00	(16,156.54)
001	511	1000 2675 6210	Insurance Benefits Instruction	0.00	0.00	550.60	0.00	(550.60)
001	511	1000 2675 6220	Employer FICA/Medicare Instruction	0.00	0.00	1,120.14	0.00	(1,120.14)
001	511	2120 2675 6220	Employer FICA/Medicare Guidance Services	0.00	0.00	102.68	0.00	(102.68)

Accounting Unit		Account Description (Object)	Function Description	Adopted Budget	Adjusted Budget	YTD Transactions	Current Encumbrances	Remaining Budget
001	511	1000 2675 6230	Employer Retirement Expense Instruction	0.00	0.00	1,558.62	0.00	(1,558.62)
001	511	2120 2675 6230	Employer Retirement Expense Guidance Services	0.00	0.00	159.71	0.00	(159.71)
001	511	62XX	Déseq/Ocr Regular Educatn	0.00	0.00	3,491.75	0.00	(3,491.75)
001	5XX		Maintenance & Operation	0.00	0.00	19,648.29	0.00	(19,648.29)
001	610	1000 2675 6120	Certified Instruction	13,445.65	13,445.65	12,581.04	0.00	864.61
001	630	1000 2675 6120	Certified Instruction	0.00	0.00	1,400.37	0.00	(1,400.37)
001	630	61XX	Other Instructional Pgms	13,445.65	13,445.65	13,981.41	0.00	(535.76)
001	610	1000 2675 6220	Employer FICA/Medicare Instruction	2,554.67	2,554.67	941.05	0.00	1,613.62
001	610	1000 2675 6230	Employer Retirement Expense Instruction	0.00	0.00	1,452.15	0.00	(1,452.15)
001	630	1000 2675 6220	Employer FICA/Medicare Instruction	0.00	0.00	104.33	0.00	(104.33)
001	630	1000 2675 6230	Employer Retirement Expense Instruction	0.00	0.00	161.61	0.00	(161.61)
001	630	62XX	Other Instructional Pgms	2,554.67	2,554.67	2,659.14	0.00	(104.47)
001	6XX		Maintenance & Operation	16,000.32	16,000.32	16,640.55	0.00	(640.23)
001			Maintenance & Operation	2,468,568.10	2,523,491.10	2,222,821.38	4,340.07	296,329.65
610	100	1000 2675 6642	Textbooks Instruction	0.00	0.00	0.00	12,075.00	(12,075.00)
610	100	1000 2675 6643	Instructional Aids Instruction	48,762.00	48,762.00	84,828.82	123,475.24	(159,542.06)
610	100	66XX	Regular Education	48,762.00	48,762.00	84,828.82	135,550.24	(171,617.06)
610	100	1000 2675 6731	Furniture and Equipment Instruction	0.00	0.00	3,699.60	0.00	(3,699.60)
610	100	1000 2675 6732	Nontaggable Equipment Instruction	416.30	416.30	5,738.16	0.00	(5,321.86)
610	100	1000 2675 6737	Tech Related Hardware and Instruction	0.00	0.00	1,023.08	0.00	(1,023.08)
610	100	67XX	Regular Education	416.30	416.30	10,460.84	0.00	(10,044.54)
610	1XX		Capital Outlay	49,178.30	49,178.30	95,289.66	135,550.24	(181,661.60)
610			Capital Outlay	49,178.30	49,178.30	95,289.66	135,550.24	(181,661.60)
		2675	University	2,517,746.40	2,572,669.40	2,318,111.04	139,890.31	114,668.05
Grand Total:				2,517,746.40	2,572,669.40	2,318,111.04	139,890.31	114,668.05

EXHIBIT 3

FTEs (sections divided by 5) for AACs @ TUSD 40th day SY 2013-14

	AP	IB	Pre-AP	DC	UHS
Miles - E. L. C.	0	0	0.4	0	0
Dodge Magnet	0	0	1.4		0
Doolen	0	0	█	0	0
Fickett Magnet	0	0	█	0	0
Gridley	0	0	3.8	0	0
Magee	0	0	1.2	0	0
Mansfeld	0	0	4.2	0	0
Pistor	0	0	1.6	0	0
Safford Magnet	0	0	█	0	0
Secrist	0	0	4.2	0	0
Utterback Magnet	0	0	█	0	0
Vail	0	0	0.6	0	0
Valencia	0	0	1.6	0	0
Roskruge Bilingual Magnet	0	0	█	0	0
Catalina Magnet	█	0	2.8	0.4	0
Cholla Magnet	0.2	7.8	█	0	0
Palo Verde Magnet	2.2	0	1.4	1.2	0
Pueblo Magnet	2.4	0	3.4	0	0
Rincon	3.6	0	3.4	0	0
Sabino	3.8	0	2.8	0.8	0
Sahuaro	3.8	0	3.6	0	0
Santa Rita	1.6	0	█	0.2	0
Tucson Magnet	5.8	0	10.4	1.4	0
Project MORE	0.2	0	0.2	0	0
University	14.8	0	15	0.2	30.2
FTE	40.4	7.8	78	4.2	30.2
FTE Budget	\$2,222,000.00	\$429,000.00	\$4,290,000.00	\$231,000.00	\$1,661,000.00

GATE FTE 2013-2014 - Program/School

SELF-CONTAINED	
Hollinger	1
Kellond	5
Lineweaver	7
White	5
Doolen	6
Pistor	9
Vail	7

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FTE Budget \$2,255,000.00

Middle School (Traditional)	
Dodge	0.2
Doolen	0.2
Gridley	0.2
Magee	0.2
Mansfeld	0.2
Pistor	0.2
Secrist	0.2
Utterback	0.2
Vail	0.2
Valencia	0.2
FTE	3.2

FTE Budget \$110,000.00

Cluster Model Pull-Out	
Collier	0.4
Cragin	0.4
Dietz (prev cluster site)- Elem - K8	0.4
Dietz (prev cluster site)- Middle-K8	0
Drachman	0.4
Dunham	0.4
Erickson	0.4
Fruchtendler	0.8
Ford	0.4
Gale	0.6
Hudlow	0.4
Miller	0.4
Robins - Elem - K8 Site	0.6
Robins - Middle - K8 Site	0
Warren	0.2
Whitmore	0.4

FTE 6.2

FTE Budget \$341,000

PULL-OUT model (based in central GATE office)	
Banks	0.1
Blenman	0.2
Bloom	0.2
Bonillas	0.2
Booth-Fickett - Elem	0.2
Booth-Fickett - Middle	0
Borman	0.2
Borton	0.4
Carrillo	0.1
Cavett	0.1
Davidson	0.2
Davis	0.4
Grijalva	0.2
Henry	0.2
Holladay	0.1

Hollinger - Elem - K8 Site	0.1
Hollinger - Middle - K8 Site	0
Howell	0.1
Hughes	0.6
Johnson	0.1
Kellond	0.2
Lawrence - Elem - K8 Site	0.1
Lawrence - Middle - K8 Site	0
Lineweaver	0.2
Lynn/Urquides	0.1
Maldonado	0.1
Manzo	0.1
Marshall	0.2
Maxwell - Elem - K8 Site	0.2
Maxwell - Middle - K8 Site	0
McCorkle - Elem - K8 Site	0.2
McCorkle - Middle - K8 Site	0
Miles - Elem	0.2
Miles - Middle	0
Mission View	0.2
Myers/Ganoung	0.2
Ochoa	0.1
Oyama	0.1
Pueblo Gardens - Elem - K8 Site	0.1
Pueblo Gardens - Middle - K8 Site	0
Roberts - Elem - K8 Site	0.1
Roberts - Middle - K8 Site	
Robison	0.1
Rose - Elem - K8 Site	0.1
Rose - Middle - K8 Site	
Roskruge - Elem - K8 Site	0.2
Roskruge - Middle - K8 Site	
Safford - Elem - K8 Site	0.1

Safford - Middle - K8 Site	
Sewell	0.2
Soleng Tom	0.5
Steele	0.2
Tolson	0.2
Tully	0.2
Van Buskirk	0.2
Vesey	0.2
Wheeler	0.2
White	0.2
Wright	0.1
Resign - Kendal St John	0.8
Vacant	0.5
Vacant	0.6
FTE	10.7
FTE Budget	\$588,500.00