

# **EXHIBIT 1**

**TUSD INTEGRATION INITIATIVES****MAY 13, 2016**

The District submits the following integration initiatives to be implemented immediately to impact integration for the 2016-17 school year. The District will present the proposals to its Governing Board on May 24, 2016. The District respectfully requests any comments or suggestions no later than the close of business on Wednesday May 18, 2016, to ensure consideration in time for the Governing Board presentation.

Over the summer and into the 2016-17 school year, the magnet department will continue to work with its outside consultant regarding future opportunities and enhancements based upon community feedback, resources, and integration potential. Currently, all magnets have developed revised magnet plans; some have developed transition plans to be implemented only in the event magnet status is eliminated. Simultaneously, the District is preparing to apply for the upcoming federal Magnet Schools Assistance Program (MSAP) grant for school year 2017-18. The initiatives below will take effect for the 2016-17 school year but the District will continue to examine and develop additional strategies for improving integration in the context of magnet schools and programs, other direct placement strategies, and/or other approaches that are currently being analyzed but have yet to be fully developed.

<b>Attachment</b>	<b>Initiative</b>
1	Drachman K-8 Express Shuttle
2	Magee Middle School Express Shuttle
3	Sabino High School Express Shuttle
4	Enrollment Bus
5	Wheeler Elementary Self-Contained GATE Expansion (2 <sup>nd</sup> and 3 <sup>rd</sup> Grade)
6	Roberts-Naylor K-8 Self-Contained GATE Expansion (2 <sup>nd</sup> Grade) and GATE Expansion (Pre-GATE Kinder)
7	Bloom Elementary Dual-Language Expansion (Kinder)

The primary objectives of the initiatives are as follows:

- Increase the number and/or percentage of students attending an integrated school
- Increase the number of integrated schools
- Improve integration at the receiving and/or sending school by moving a non-integrated school closer to the USP definition of integration
- Increase the number of “neutral” schools within 10% of the USP definition of integration
- Contributes to reducing racial concentration at schools with 70-80% Latino populations
- Increases the “Student Level of Diversity” at one or more affected schools to increase the opportunity for students of different races and ethnicities to interact and participate in more integrated learning environments.

### **1-3. Express Shuttles**

Express shuttles will begin operation in SY 2016-17 and will provide students with expedited bus routes lasting from 30-45 minutes. The District will market incentive and magnet transportation supported by express shuttles to promote expedited transportation to targeted schools identified for their unique programs and academic effectiveness. District staff will highlight the following routes over the summer to improve targeted recruitment efforts: east Tucson to Drachman K-8; Tucson High area to Sabino HS; and Tucson High area to Magee MS. The proposed shuttles will be limited to one or two stops, resulting in routes taking 35-40 minutes to complete from east to west and west to east. The stops are being strategically selected based on parent interest, previous transportation use, and projected transportation use based on reasonable assumptions of the choices parents might make if presented with additional options. The District expects that ridership in year one will not likely fill up a complete bus (approx. 50 seats), but the primary objective in year one is to determine the potential impact of this strategy, improve upon deficiencies, and roll it out in year two with a goal of improving integration at the targeted schools, reducing racial concentration at sending schools, strengthening the Drachman Montessori magnet and, as resources permit, possibly expanding routes to other sites in SY 2017-18. **See Attachments 1-3, Drachman/Magee/Sabino Express Shuttles.**

### **4. Enrollment Bus**

To improve access to information about school choice opportunities, and to increase enrollment to improve integration, the District will operate a recruitment bus to travel to various events to bring the District to the community as part of increased efforts at improving family engagement and student outreach and recruitment. **See Attachment 4, Enrollment Bus.**

### **5-6. GATE Expansion**

The committee considered three approaches to improve integration through direct placements including Refugee, ExEd, and/or GATE strategic placement. The current proposal is to expand Self-Contained GATE to 2nd and 3rd grade at Wheeler elementary school, expand Self-Contained GATE to 2nd grade at Roberts-Naylor K-8, and to pilot a pre-GATE kindergarten program at Roberts-Naylor K-8. These initiatives are being designed to both improve integration and to increase African-American and Latino participation in the GATE program. **See Attachments 5-6, GATE Expansion.**

## **7. Dual-Language Expansion**

The District will expand DL programs in SY 2016-17 to two additional strands at Bloom Elementary School to integrate the school and to expand DL opportunities. The District is currently exploring ways to recruit and enroll native Spanish and English speaking students to participate in the 50/50 kindergarten model. At present, the District has identified one of the two teachers necessary for the expansion and has begun recruitment efforts to fill the classrooms for next school year. **See Attachment 7, Dual Language Expansion.**

## **Marketing and Transportation**

Effective marketing and transportation are both cornerstones to the success of the initiatives. As such, both the communications and transportation departments have worked closely with other relevant departments in developing the initiatives. The District will support each initiative with enhanced targeted marketing, outreach, and recruitment and is currently developing strategies to be implemented districtwide beginning immediately. A key component of the enhanced strategies will be a focus on educating parents and the community about the benefits of integrated learning environments. District staff has continued to analyze the research-based benefits of racially/ethnically integrated learning environments and to explore ways to convey those benefits to parents through marketing materials, outreach, and recruiting strategies. Strategies will include, but are not limited to, the following:

- Improving school choice utility online: enhanced and mobile-device friendly
- Proactive school choice sessions for entry grades (PreK, 5th, and 8th)
- Entry grade school visits
- Development of, and training on, “elevator speeches” for schools or initiatives
- Marketing boot camps for principals and other relevant staff
- Strategies to target marketing towards appropriate groups
- Promotion through the Enrollment Bus

**Attachment 1**  
**DRACHMAN EXPRESS SHUTTLES**

**A. Description**

Pursuant to the USP’s magnet transportation, the Drachman shuttle will provide free transportation to all students enrolled at Drachman, and will draw from the northern/central part of TUSD which includes higher percentages of non-Latino students and four Montessori charter schools. The proposal includes one-time costs to purchase an additional bus and recurring annual operating costs. The integrative impact of the shuttles relies heavily on the success of targeted marketing for specific student groups. Multiple departments are collaborating to ensure the success of the Drachman expansion from a K-6 to a K-8 school, supported by the express shuttle, with the primary goals of increasing integration, strengthening the magnet program, and maintaining programmatic integrity. The District plans multiple approaches to market Drachman’s K-8 expansion and the express shuttle, including but not limited to: geofencing through digital marketing to target eastside families looking for middle school options; on-air commercials focused on the expansion and transportation options; social media: Facebook, Twitter and Instagram along with YouTube pre-roll; and mailers sent to targeted locations with information on the express shuttles.

**B. Expected Integrative Outcome**

<b>Metric</b>	
Increase the number and/or percentage of students attending an integrated school	X
Increase the number of integrated schools	X
Improve integration at the receiving and/or sending school by moving a non-integrated school closer to the USP definition of integration	X
Increase the number of “neutral” schools within 10% of the USP definition of integration	X
Contribute to reducing racial concentration at schools with 70-80% Latino populations	N/A
Increase the “Student Level of Diversity” at one or more affected schools to increase the opportunity for students of different races and ethnicities to interact and participate in more integrated learning environments.	X

Based on 2016-17 40<sup>th</sup> day date, Drachman is currently racially concentrated: 74.6% Hispanic, 10.8% African American, 8.3% Anglo, 3.2% Native American, and 2.9% multi-racial. By providing an express shuttle to Drachman the District aims to market to families in K-5 Montessori programs by offering an option for grades 6-8 and to recruit students who would be interested in attending Montessori in TUSD but for the long distance between the north/central part of the District and Drachman. The primary objective is to attract a greater number of non-Hispanic students from the north-central area to enroll at Drachman to improve integration, strengthen the Montessori program, and increase the opportunity for students of different races and ethnicities to interact and participate in more integrated learning environments. With the expansion of Drachman to a K-8 school, Drachman will likely reach a student population closer to 400 students. Thus, the express shuttle (combined with targeted marketing and recruitment) should result in an additional 400 students attending an integrated magnet school by SY 2017-18.

**ATTACHMENT 2**  
**MAGEE EXPRESS SHUTTLE**

**A. Description**

As a mode of USP incentive transportation, the Magee shuttle will make it easier for eligible students (those whose enrollment at the receiving school improves integration) from racially concentrated school boundaries to attend Magee middle school. The proposal includes a one-time cost to purchase an additional bus and recurring annual operating costs. The integrative impact of the shuttle relies heavily on the success of targeted marketing for specific student groups. The District will create and disseminate posters and flyers at School Community Services, Family Centers, and targeted schools to highlight the express bus options. The District will also utilize geofencing to target and re-target specific devices of identified families. The District will develop media ads for the express shuttles to run over the summer to encourage enrollment and highlighting the benefits of a diverse learning environment. Finally, the District will conduct outreach to families in racially concentrated boundaries who have indicated an interest in Magee. This outreach might include bringing potential students on the actual express route to Magee so families can experience the route and visit the schools in person.

**B. Expected Integrative Outcome**

<b>Metric</b>	
Increase the number and/or percentage of students attending an integrated school	
Increase the number of integrated schools	
Improve integration at the receiving and/or sending school by moving a non-integrated school closer to the USP definition of integration	X
Increase the number of “neutral” schools within 10% of the USP definition of integration	
Contribute to reducing racial concentration at schools with 70-80% Latino populations	X
Increase the “Student Level of Diversity” at one or more affected schools to increase the opportunity for students of different races and ethnicities to interact and participate in more integrated learning environments.	X

Based on 2016-17 40<sup>th</sup> day data, Magee is not integrated or racially concentrated: 48% Anglo, 35% Hispanic, 11% African American, and 2% each Native American, Asian/Pacific Islander, and multi-racial. Although Magee has the highest percentage of Anglo students of any TUSD middle school, the Court has recognized that Magee “has a healthy racial mix” (ECF 1909 at 14:22) and has approved express busing to Magee (ECF 1909 at 18:1). While the express shuttle will not immediately integrate Magee by USP standards, it will improve integration by increasing the level of diversity, by facilitating the enrollment of more students from racially concentrated schools to a more diverse school, and by increasing the opportunity for students of different races and ethnicities to interact and participate in more integrated learning environments.

**ATTACHMENT 3**  
**SABINO EXPRESS SHUTTLE**

**A. Description**

The Sabino shuttle will bring eligible students (those whose enrollment at the receiving school improves integration) from racially concentrated school boundaries in the Tucson High-area to Sabino high school on the northwest side. The District plans to add an additional activity bus route in the afternoon/early evening from Sabino back to Tucson High to facilitate participation in extracurricular activities. The proposal utilizes an existing bus but includes recurring annual operating costs. The District will create and disseminate posters and flyers at School Community Services, Family Centers, and to target schools to highlight the express shuttle. The District plans to utilize geofencing to market to families, to develop media ads to encourage enrollment and highlighting the benefits of a diverse learning environment, and to recruit students from racially concentrated boundaries who have indicated an interest in an express shuttle to Sabino. Outreach may include driving parents and students on the express route so families can experience the route and visit the school.

**B. Expected Integrative Outcome**

<b>Metric</b>	
Increase the number and/or percentage of students attending an integrated school	
Increase the number of integrated schools	
Improve integration at the receiving and/or sending school by moving a non-integrated school closer to the USP definition of integration	X
Increase the number of “neutral” schools within 10% of the USP definition of integration	
Contribute to reducing racial concentration at schools with 70-80% Latino populations	X
Increase the “Student Level of Diversity” at one or more affected schools to increase the opportunity for students of different races and ethnicities to interact and participate in more integrated learning environments.	X

Based on 2016-17 40<sup>th</sup> day data, Sabino is not integrated or racially concentrated: 57% Anglo, 30% Hispanic, and 6% African American. Although Sabino has the highest percentage of Anglo students of any TUSD high school, the Court has indicated that “[n]othing stops TUSD from introducing express busses from racially concentrated schools to ... Sabino High School. Such bus routes would provide hard evidence regarding how many students will actually ride buses northeast and how far.” (ECF 1909 at 12:14-17). The shuttle will not immediately integrate Sabino by USP standards, but will likely increase the impact of incentive transportation, reduce racial concentration, improve integration at Sabino – the high school with the highest percentage of Anglo students, provide hard data to inform future transportation initiatives, and increase the opportunity for students of different races and ethnicities to interact and participate in more integrated learning environments.

**ATTACHMENT 4**  
**ENROLLMENT BUS**

**A. Description**

The bus will include a wrap-around advertisement and will include on-board computers and technology inside to allow parents to enroll their student on the spot. The 2016-17 budget will include a position for a dedicated student recruiter. Operation of the bus, student recruiting, and community outreach and marketing will be a collaborative effort between Media Communications, Transportation, and School Community Services. Personnel from various related departments will work in conjunction with School Community Services to disseminate information about school choice in the areas of magnets, ALEs, dual-language, free transportation (magnet and incentive transportation), and others. A primary goal will be to partner with parents in advocating for the best educational option for *their* student through empowerment and access to information.

**B. Expected Integrative Outcome**

<b>Metric</b>	
Increase the number and/or percentage of students attending an integrated school	X
Increase the number of integrated schools	X
Improve integration at the receiving and/or sending school by moving a non-integrated school closer to the USP definition of integration	X
Increase the number of “neutral” schools within 10% of the USP definition of integration	X
Contribute to reducing racial concentration at schools with 70-80% Latino populations	X
Increase the “Student Level of Diversity” at one or more affected schools to increase the opportunity for students of different races and ethnicities to interact and participate in more integrated learning environments.	X



**ATTACHMENT 5**  
**WHEELER SELF-CONTAINED GATE EXPANSION**

**A. Description**

To improve integration at Wheeler Elementary the District is establishing Self-Contained GATE programs starting at 2<sup>nd</sup> and 3<sup>rd</sup> grade for the 2016-17 school year. The GATE expansion has dual objectives: increase integration and increase the numbers of African-American and Latino students participating in GATE. District staff carefully analyzed the list of possible schools that could accommodate additional self-contained GATE classes. The criteria used included the potential integration impact of placing the students, available capacity, and geographic proximity to the existing self-contained sites.

The District is strategically inviting students who are currently on the waiting list for Self-Contained GATE for Lineweaver and Kellond elementary by applying placement criteria that will improve integration. There are currently 64 2<sup>nd</sup> graders and 46 3<sup>rd</sup> graders on the waitlist for placement at Lineweaver and Kellond; the breakdown by school, grade, and race/ethnicity is provided below:

Site	Grade	White	AA	Hisp	NA	AS	MR	Total
Kellond	2	13	3	9	0	5	4	34
Lineweaver	2	10	3	14	0	1	2	30
Kellond	3	15	3	9	0	1	1	29
Lineweaver	3	8	0	6	0	0	3	17
Total	2	23	6	23	0	6	6	64
	3	23	3	15	0	1	4	46
All grades		46	9	38	0	7	10	110

**B. Expected Integrative Outcome**

Metric	
Increase the number and/or percentage of students attending an integrated school	X
Increase the number of integrated schools	X
Improve integration at the receiving and/or sending school by moving a non-integrated school closer to the USP definition of integration	X
Increase the number of “neutral” schools within 10% of the USP definition of integration	
Contribute to reducing racial concentration at schools with 70-80% Latino populations	
Increase the “Student Level of Diversity” at one or more affected schools to increase the opportunity for students of different races and ethnicities to interact and participate in more integrated learning environments.	X

Based on 2015-16 40<sup>th</sup> day data, Wheeler is neither racially concentrated or integrated: 42% Hispanic, 37% Anglo, 11% African American, 4% Native American, 2% Asian/Pacific

Islander, and 4% Multi-Racial. While Wheeler is a diverse school (at least two racial/ethnic groups make up at least one-third of the student population), it does not meet the USP definition of integration. The District will seek to utilize intentional, direct GATE placements as a means increasing the numbers of students attending Wheeler and of making Wheeler into an integrated school pursuant to the USP. The District has structured the selection and placement process to reflect the desired demographic needs of the expanded program and of Wheeler as whole. Wheeler's current student population is approximately 367 students. With the addition of self-contained GATE programs it will likely reach a student population closer to 420 students and will likely become an integrated school. Thus, the addition of GATE programs at Wheeler should result in an additional 420 students attending an integrated school by SY 2016-17.

**ATTACHMENT 6**  
**ROBERTS-NAYLOR GATE EXPANSION**

**A. Description**

To improve integration at Roberts-Naylor K-8 the District is establishing an elementary Self-Contained GATE program starting at 2<sup>nd</sup> grade and is piloting a pre-GATE kindergarten program for the 2016-17 school year. The GATE expansion has dual objectives: increase integration and increase the numbers of African-American and Latino students participating in GATE. District staff carefully analyzed the list of possible schools that could accommodate additional self-contained GATE classes. The criteria used included the potential integration impact of placing the students, available capacity, and geographic proximity to the existing self-contained sites. Roberts-Naylor has the capacity to accommodate a GATE expansion, and is located one mile from Lineweaver (five-minute drive) and four miles from Kellond (twelve-minute drive).

*2<sup>nd</sup> Grade Expansion*

The District is strategically inviting students who are currently on the waiting list for Self-Contained GATE for Lineweaver and Kellond elementary by applying placement criteria that will improve integration. There are currently 64 2<sup>nd</sup> graders on the waitlist for placement at Lineweaver and Kellond; the breakdown by school, grade, and race/ethnicity is provided below:

Site	Grade	White	AA	Hisp	NA	AS	MR	Total
Kellond	2	13	3	9	0	5	4	34
Lineweaver	2	10	3	14	0	1	2	30
Kellond	3	15	3	9	0	1	1	29
Lineweaver	3	8	0	6	0	0	3	17
Total	2	23	6	23	0	6	6	64
	3	23	3	15	0	1	4	46
All grades		46	9	38	0	7	10	110

*Pre-GATE Kindergarten*

Students in the pre-GATE kindergarten at Roberts-Naylor will receive GATE instruction in a self-contained classroom by a GATE-endorsed teacher. Students interested in the program will take an assessment to qualify, and the District will offer seats based on a placement process, pursuant to the USP, as the District anticipates this program to be in high-demand and therefore “oversubscribed” (meaning more interested students than seats available). The planned assessment will be a combined readiness/Cognitive Pre GATE test created by the District’s GATE and Early Childhood departments. Pre-school aged children will have an opportunity to

take the assessments at the District Infant and Early Learning Centers (IELCs), at centrally-located district schools, and possibly at south- and/or centrally-located daycare programs.

The District’s main and GATE websites will include information on the expanded opportunities at Roberts-Naylor. The District will also develop and disseminate flyers and posters at targeted pre-schools, Roberts-Naylor, and at other schools and testing locations (including the Infant and Early Learning Centers “IELCs”). Flyers will be sent home with report cards and an “invitation to test” mailer will be sent to pre-school families at targeted locations (TUSD Schools & IELC) and to families that have already tested for early Kinder.

## **B. Expected Integrative Outcome**

<b>Metric</b>	
Increase the number and/or percentage of students attending an integrated school	X
Increase the number of integrated schools	X
Improve integration at the receiving and/or sending school by moving a non-integrated school closer to the USP definition of integration	X
Increase the number of “neutral” schools within 10% of the USP definition of integration	
Contribute to reducing racial concentration at schools with 70-80% Latino populations	
Increase the “Student Level of Diversity” at one or more affected schools to increase the opportunity for students of different races and ethnicities to interact and participate in more integrated learning environments.	X

Roberts-Naylor has been an integrated school over the past few years, but its African refugee population has more than doubled since the 2012-13 school year – reducing the Latino student population percentage under the 15% threshold and increasing the African-American population beyond the 15% threshold of the definition of integration. The Court has noted that adding more Anglo students to Roberts-Naylor “could affirmatively impact integration” (ECF 1909 6:5-6). Roberts-Naylor’s student population is approximately 54% Hispanic, 26% African American, 11% Anglo, 2% Native American, 5% Asian/Pacific Islander, and 1% Multi-Racial.

The District designed the initiative to help Roberts-Naylor meet the USP definition of integration by SY 2017-18 (and increase by over 700 students the number of students attending an integrated school), to increase the numbers of African-American and Latino students participating in GATE, and increase the numbers and percentages of Anglo students attending Roberts-Naylor to affirmatively impact integration. The District has structured the selection and placement process to reflect the desired demographic needs of the expanded program and of Roberts-Naylor as a whole.

## **ATTACHMENT 7**

### **BLOOM DUAL LANGUAGE EXPANSION**

#### **A. Description**

The District analyzed the potential integrative impact of adding dual-language to several schools located in the center and eastside of TUSD. After careful consideration of factors including, but not limited to, integrative impact, leadership and staff capacity and experience, location, seat capacity, and potential for long-term growth, the District presented a set of options to its dual-language consultant Ms. Rosa Molina. Ms. Molina visited the sites, interviewed leadership, and consulted with the Language Acquisition Department before recommending Bloom Elementary school. Bloom's current principal is familiar with Dual Language practices and methodology, it has been a consistent B school in the past, and its students have performed well on the 2014-15 AZ Merit (meeting the district average for 3<sup>rd</sup> grade ELA and exceeding the district average in 4th grade ELA). The District is adopting Ms. Molina's recommendation to operate two parallel DL strands at Bloom (rather than one strand at Bloom and another at a separate site), though the District will continue to explore the possibility of opening additional sites in the future.

To begin implementing this initiative, the District is (or is planning) parent information meetings for interested parents, establishing guidelines to assist the principal and school site staff in recruiting, working with the site to create the new kinder classes, establish transportation options necessary for the program to be successful, including site leadership and staff in DL summer training (including sending its principals to the National Two-Way Bilingual Immersion Conference, June 27-29, 2016 in Sacramento, CA to allow the team to plan their program and hear experts in the field of TWDL Program implementation), and staffing the classrooms. For staffing, the District has already identified one of the two necessary teachers, and will send out recruitment letters with recently-approved monetary incentive language to bilingual-endorsed teachers currently working in the district.

The District's main and Language Acquisition websites will include information on the expanded opportunity at Bloom, and the District will create a dual-language-specific website. The District will also develop and disseminate flyers and posters at targeted pre-schools and at other schools. Flyers will be sent home with report cards in May. The Language Acquisition department will also create and send marketing materials to targeted families in addition to hosting open house nights at Bloom starting in May to generate interest and accept applications.

This initiative will both improve integration at Bloom, increase participation in dual-language as a stand-alone program and as an Advanced Learning Experience (ALE). As an ALE, the expansion will be a transformative agent towards higher achievement in all grades and content areas at Bloom.

**B. Expected Integrative Outcome**

<b>Metric</b>	
Increase the number and/or percentage of students attending an integrated school	X
Increase the number of integrated schools	X
Improve integration at the receiving and/or sending school by moving a non-integrated school closer to the USP definition of integration	X
Increase the number of “neutral” schools within 10% of the USP definition of integration	
Contribute to reducing racial concentration at schools with 70-80% Latino populations	
Increase the “Student Level of Diversity” at one or more affected schools to increase the opportunity for students of different races and ethnicities to interact and participate in more integrated learning environments.	X

Over the past few years, the African American population at Bloom has doubled (approximately one-fifth of its students are African American) but the Hispanic population has seen a corresponding reduction – moving it away from the USP definition of intergration. The DL expansion is expected to reduce that trend while increasing African American and Hispanic participation in dual language.

Based on 2015-16 40<sup>th</sup> day data, Bloom is neither racially concentrated or integrated: 38% Anglo, 35% Hispanic, 19% African American, 2% Native American, 3% Asian/Pacific Islander, and 4% Multi-Racial. While Bloom is a highly diverse school (at least two racial/ethnic groups make up at least one-third of its student population and another makes up one-fifth), it does not meet the USP definition of integration. All other things being equal, Bloom would need a net increase of approximately 50 Hispanic students to become an integrated school. For the 2016-17 school year, the DL expansion (targeting a higher percentage of Latino students as at least half will be native Spanish speakers) will likely result in an increase of approximately 25 Hispanic students. The objective will be for this number to at least double by school year 2017-18 as first grade is added.

The District designed the initiative to help Bloom meet the USP definition of integration by SY 2017-18 (and increase by over 400 students the number of students attending an integrated school), to expand dual-language participation, to increase the numbers of African-American and Latino students participating in DL/ALEs, and to will increase the opportunity for students of different races and ethnicities to interact and participate in more integrated learning environments.

# **EXHIBIT 2**

**2017-18 USP Budget Narrative**

January 20, 2017

This document is designed to assist the Special Master, Plaintiffs, and Plaintiffs' budget operations expert in understanding the District's proposed, non-incremental budget revisions for the 2017-18 USP Budget including proposals for new allocations, modified allocations, or reductions.

Section I "Activity Narratives" is organized by USP budget activity codes and includes detailed descriptions based on the following categories: (1) proposed new expenditures; (2) proposed increases or reductions to existing expenditures or sets of expenditures; and (3) proposals to eliminate or reduce existing expenditures. Proposals involving new or expanded programs include responses to the Budget Criteria and, where applicable, completed Student Support Criteria forms.

Throughout this section, to provide meaningful feedback, the District is including with each major item rough estimates of the level of increased investment or reduction, classified as follows: "Under \$100k" "Between \$100k - \$500k" "Over \$500k."

The focus of this narrative is the set of actions the District is proposing to begin, modify, or eliminate. Actual amounts will be included in the March 2017 Draft (Draft 2). Pursuant to further analysis (including a review of SMP feedback) and the District's priorities (stated at the fall budget meeting and listed below), some of the proposed new, modified, or eliminated items that are included in this narrative may not be included in subsequent drafts.

***USP BUDGET PRIORITIES in no order of priority (except for Professional Development):***

<i>Integration (including magnets)</i>	<i>Professional Development (top priority)</i>
<i>Advanced Learning Experiences</i>	<i>Dual Language</i>
<i>MTSS (process, personnel, etc.)</i>	<i>Discipline</i>
<i>Recruitment and Retention</i>	<i>Teacher Support</i>
<i>Student Services / Supports</i>	<i>Early Literacy / Numeracy</i>
<i>Task Force Recommendations</i>	<i>Culturally Relevant Courses</i>

Transition plan budgets and magnet site budgets are still being developed. The District will continue to develop specific dollar amounts as it considers SMP feedback and evaluates each item individually. These subsequent evaluations will inform the District's decisions related to increases and reductions to present a budget that is balanced (or, nearly balanced) for Draft 2.

Section II "PD" highlights how the various PD components in the budget support the District's comprehensive approach to PD from a "10,000-foot level."



**I. ACTIVITY NARRATIVES**

**101 Internal Compliance Monitoring**

The District anticipates a significant reduction in the allocation for the District's attorney fees. Anticipated Reduction: Over \$500k

**102 Annual Report**

The District anticipates a significant reduction in the allocation for Plaintiffs' attorney fees, Special Master fees, and IC Member fees. Anticipated Reduction: Over \$500k

**103 Court Orders and Miscellaneous** No major changes.

**104 OCR/ELL** No major changes.

**105 Contingency** No major changes.

**201 Comprehensive Boundary Plan (including Integration Initiatives)**

The District will allocate funding to support ongoing and proposed integration initiatives under code 201 but will tag these funds to be counted in the appropriate activity code (e.g. funding to support a magnet integration initiative might appear under 201 but could also be included in the total funding calculated for activity 202). The following outlines proposed changes to allocations to support ongoing costs initiatives and activities that were developed and approved in 2015-16 (NARAs; integration initiatives) and initiatives developed in 2016-17 (DIAs attached where applicable).

*Drachman Expansion:* The 2015 NARA and DIA supporting the Drachman K-8 expansion states: "Long Term Plan: \$250,000-\$400,000 for PE changing room renovation and 2-4 classroom renovation" [1869-4]. The District will therefore budget for facilities improvements to support Drachman's expansion as indicated in the NARA that was approved by the Court. Anticipated Increase: Between \$100k - \$500k

*Magee/Drachman Express Buses:* These two express buses have annual operational costs that will be covered in activities 301 and 302 and thus represent a 100% USP-related cost that will be allocated 50/50 between 910(G) and M&O funding.

*Enrollment Bus:* Increase for materials and equipment needed to improve integrative impact and facilitate greater family and student engagement (including additional marketing materials,

wireless printer, mobile table, displays and fixtures, and additional connectivity hardware). Anticipated Increase: Under \$100k

*Project Manager – Coordinated Student Assignment (CSA) committee:* As the CSA expanded to support the approved initiatives and to develop future initiatives, the District's assigned Director of Student Assignment contracted for additional support staff in the form of a project manager. The project manager coordinates the CSA committee activities and meetings, monitors implementation of existing initiatives, and assists in the development of future initiatives. In SY 2017-18 the District will make this a permanent position. Anticipated Increase: Under \$100k.

*Knowledge Changes Everything Campaign (Promoting the Benefits of Integration)*

The District will increase allocations for promotional materials and printing to continue and expand the *Knowledge Changes Everything* marketing campaign to promote the benefits of diversity and integrated learning. The District began implementing the initiative in fall 2016 (see <http://tusd1.org/contents/distinfo/knowledge/index.asp>) but recognizes that it takes several years of commitment to fully develop the activity and to reach the intended audiences. The campaign helps shine the light on the District's work to integrate schools by highlighting the benefits to every student and by helping parents make school choice decisions that benefit their children. The District currently uses five staff members from the Communications department to support the campaign, along with assistance from School Community Services. Other District staff members are being interviewed for videos and are helping with identifying students, families and teachers to highlight.

In SY 2017-18, the District plans to produce interactive kiosks to present all of the campaign elements to the public in a more mobile vehicle. For example, the kiosk would have a touchscreen pad (iPad or other device) and headphones that allow a parent to swipe through information and watch videos about the benefits of an integrated education as they make school choice decisions. The District will place kiosks at Family Resource Centers, School Community Services, the Duffy Center, and area shopping centers/malls. The kiosks would also include print material in English and Spanish (brochures and school choice information) that parents/guardians can take with them. Research shows that attending a diverse school has a profound effect on the individual as well as society. Educating the community about that research and impact on students is a valuable tool in moving toward integrating more schools, especially those that are close to meeting the definition of integration. Through this campaign, the District will strategically market integrated schools and schools that are highly diverse and close to becoming integrated. Anticipated Increase: Under \$100k

*Dual-Language Expansion (Bloom Elementary)*

To support dual-language expansion, and increase access to ALEs, the District will further build and expand the Two-Way Dual Language (TWDL) program at Bloom elementary school. In SY 2016-17, Bloom had a single Kindergarten dual-language class. In SY 2017-18 Bloom will expand their program by adding three TWDL classes, one at kindergarten and two at first grade, for a total of four classes. The TWDL model has been selected because of the extensive research which has proven to be the premier program for producing high achieving bilingual and bi-literate students. Anticipated Increase: Between \$100k - \$500k

*Open-Access GATE Expansion*

The District is proposing to expand its Open Access GATE opportunities to students in grades 6-8 starting with 6<sup>th</sup> grade in SY 2017-18 to build a K-8 Open Access GATE pipeline from Tully. This initiative involves the development of two options: Hollinger K8 school and/or Doolen middle school. The Hollinger option is primarily an ALE initiative that may have some integrative impact; the Doolen option is primarily an integration initiative that will also result in increased ALE participation. **See Exhibit 1 - Budget Criteria Forms at p. 1 (Open Access Pipeline) and Exhibit 2 - Student Support Criteria Forms at p. 1 (Open Access Pipeline).**

Anticipated Increase: Under \$100k.

*Self-Contained GATE Expansion (Wheeler and Roberts-Naylor)*

The District will increase GATE teacher allocations to support the expansion of self-contained GATE at Wheeler and Roberts-Naylor. The District proposes to continue the expansion for grade level promotion of students at 2<sup>nd</sup> grade for both Roberts Naylor and Wheeler and 1<sup>st</sup> grade at Roberts Naylor. **See Ex. 1 at p. 2 (SCGATE BC Form) and Ex. 2 at p. 5 (SCGATE SSC Form).**

Anticipated Increase: Between \$100k - \$500k

*Santa Rita Dual Credit Initiative*

The District is proposing to expand its dual-credit offerings at Santa Rita high school and to increase marketing, outreach, and recruitment – particularly to students in racially concentrated schools who are eligible for incentive transportation. This initiative will be supported by an express bus from TUSD's Southside. This initiative is primarily an integration initiative that will also result in increased ALE participation. **See Ex. 2 at p. 9 (Santa Rita SSC Form).** Anticipated Increase: Between \$100k - \$500k

## **202 Comprehensive Magnet Plan**

### **Human Resources**

*Reduce the number, but increase the amount, of magnet teacher recruitment stipends:* The increase in the number of stipends will help the District continue to reduce vacancies at magnet sites and serve to encourage highly qualified teachers to consider moving to various magnet sites. The District will also expand stipend eligibility to include all vacancies at magnet sites (not just those that contribute to the site's magnet plan). This amount will fund 50 \$3,000 stipends, including benefits. Anticipated Reduction: Between \$100k - \$500k

### **Magnet Department**

*Increase for Added Duty:* The District is proposing that funds be appropriated to compensate Certified staff members for hourly off-contract professional development. This may include Magnet Coordinators or other designated staff that work with magnet students. All PD proposals will be approved by District leadership and supervised by the Director of Magnet Programs. This expenditure ensures that administrators and certified staff in magnet schools and programs have the expertise and training necessary to ensure successful implementation of the magnet program. Anticipated Increase: Under \$100k

#### *Increase for Additional Program Coordinator and Administrative Assistant*

This position will assist in monitoring and implementing the transition plans (6) and magnet site plans (13), coordinating activities related to the consideration of new magnets, and provide additional support for the Sr. Program Coordinator and Magnet Director for all other magnet-related duties. Anticipated Increase: Under \$100k

The District is proposing that an Administrative Assistant be retained as part of the Central Magnet Department budget. This position existed as a part of the department until mid-year of 2015-16, at which point the funding was eliminated; funding has been reintroduced during the 2016-17 school year. Continued funding during 2017-18 would allow for this position to be retained. This position is essential because it allows the Director and the Senior Program Coordinator (and, if adopted, the Program coordinator) to work with the schools and fulfill programmatic requirements of the USP. Anticipated Increase: Under \$100k

*Increases for Magnet Schools of America Conference:* The District is proposing additional funds in order to pay for registration and out-of-state travel. The District is committed to writing grants and award applications that recognize the outstanding work being done by Tucson Unified magnet school campuses; these funds will allow up to ten participants from the District and

award winning / exemplary performance campuses to attend the Magnet Schools of America annual conference. This proposal ensures that administrators and certified staff in magnet schools and programs have the expertise and training necessary to ensure successful implementation of the magnet program. Anticipated Increase: Under \$100k.

*Increases for Magnet-Related PD:* This is still being developed but would include additional training such as additional PLC training for transition and/or magnet schools. The detailed amounts will be provided in the March USP Budget and will be aligned with the Transition and Magnet Site Plans.

*Supplies and Technology:* During the 2015-16 school year, funds were used to stock up many Central office supplies for the 2016-17 school year. Now, inventory of printing cartridges, paper, and other consumables is beginning to run low. Funding will allow for supplies required to support and monitor magnet programs. As well, funding will allow for the order of two ProSurface laptops and all related equipment (docking station, etc.) that will allow Magnet Department staff to more efficiently visit sites and gather walkthrough data, provide on-site consultation, professional development, etc.

#### *Reduction for Consultant*

Marzano Research was hired during the 2016-17 school year to provide outside expertise on magnet programs and survey the Tucson community regarding possible new magnets and their locations. This project was completed during the Fall semester of 2016. The product furnished by Marzano Research satisfies the research necessary to satisfy the following USP requirement: [T]he District shall, at a minimum: (i) consider how, whether, and where to add new sites to replicate successful programs and/or add new magnet themes and additional dual language programs, focusing on which geographic area(s) of the District are best suited for new programs to assist the District in meeting its desegregation obligations. Anticipated Reduction: Under \$100k.

#### Transition Schools

The District has placed an emphasis on improving educational outcomes for all students and reducing any gaps in achievement between groups of students. The District's priorities for the 2017-2018 School Year include targeted interventions and a Multi-Tiered Support System (MTSS). In order to further develop this comprehensive system of learning supports, the District has compiled a menu of sustainable intervention programs, along with instructional frameworks designed to further support all students. From this menu, sites are required to implement the following: Transition Program Coordinators; Professional Learning Communities; Family Engagement.

Transition Schools were also asked to choose from the below menu options to include in their Transition Plans (some campuses also included an Expanded Programs initiative): Think Through Math; Big Brainz (Imagine Learning); ALEKS; Reading Recovery; Balanced Literacy; AVID strategies.

*Continuing Initiative: Professional Learning Communities*

*Proposed for all Transition Schools (Cholla, Ochoa, Pueblo, Robison, Safford, Utterback)*

Successfully implementing professional learning practices is the most promising path for substantive improvement of our schools and District. Effectively run PLCs enhance the professional culture within a school district (Annenberg Institute for School Reform, 2004) and enhance organizational capacity to boost student learning characterized by shared purpose, collaborative activity, and collective responsibility among staff (Newmann and Wehlage, 1995). According to Louis and Marks (1998) Professional Learning Communities result in:

- Teachers setting higher expectations for student achievement
- Higher quality of classroom pedagogy
- Higher achievement levels

Rick DuFour states that the essential characteristic of a Professional Learning Community is a clear and consistent focus on student learning. The model puts the focus not just on teaching, but on student learning. PLCs are a district initiative; during the 2016-17 School Year, there was a districtwide expectation for TUSD schools to begin implementing Professional Learning Communities using the District PLC guide as a framework. During the 2017-18 School Year, transition campuses are requesting different types of support based on anticipated levels of need. In order to ensure that all teachers are trained, supported, and continue to grow in their implementation of the PLC model, Ochoa, Robison, Safford, and Utterback are requesting funds to allow for consultants to provide in-depth training for teachers in order to increase effectiveness of PLCs. Pueblo proposes to use school leadership to continue to provide support and training. Pueblo and Utterback request Added Duty time to allow teachers to participate in off-contract PLC time and training.

*New Initiative: Transition Coordinators*

*Proposed for all Transition Schools (Cholla, Ochoa, Pueblo, Robison, Safford, Utterback)*

To assist campuses with the first year of implementation of Transition Plans, the District is proposing the inclusion of Transition Site Coordinators at each of the six schools, plus a centrally hired Transition and Expansion Program Coordinator. Magnet Site Coordinators at each campus will be offered the role of Transition Site Coordinator based on their experience with the magnet

program and their school community. The Central Transition Program Coordinator will work closely with each of the six sites to ensure compliance, as well as smooth and successful implementation of all initiatives associated with each Plan.

*Continuing Initiative: Family Engagement*

*Proposed for all Transition Schools (Cholla, Ochoa, Pueblo, Robison, Safford, Utterback)*

According to the Chicago Consortium on School Research, parent and community ties can have a systemic and sustained effect on learning outcomes for children and on whole school improvement. This initiative will increase parent and community engagement in the school community. By hiring or continuing to employ a liaison for families and the community, schools will be able to collaboratively embrace families as key partners in the education of children by helping to provide every family with the tools they need to navigate and support students through their K-12 education. Action steps will include liaisons taking an active role, responsibilities, and strategies to engage parents and community members in the school community. As well, action steps will be developed on each campus to both present the school's transition plan to the community and include them as active members in the implementation process.

***Math Initiatives and Associated Costs***

*Continuing Initiative: Assessment and Learning in Knowledge Spaces (ALEKS)*

*Proposed for: Cholla High School*

The District is proposing to continue the use of ALEKS at Cholla High School. Freshman and Sophomore students who are in the lower 25% in math will be assigned to take a semester-long Response to Intervention course targeting essential math skill deficits. This will require one to two RTI teacher(s) to implement five to eight sections of ALEKS RTI math classes per semester. Student enrollment will continue to be fluid; students will be selected and exited from class based on teacher recommendation and student data.

ALEKS is an intuitive web-based software program that analyzes student knowledge of concepts in a course and quickly assesses what content knowledge a student knows or does not know. It then instructs the student on the topics they are most readily able to learn, and periodically assesses the student to gauge retention through use of the program.

The ALEKS program will enhance supports for use by the students who are identified by their assessment data to need additional support in math. In a study done by Georgia State University, data shows a positive linear relationship in the correlation between ALEKS concept mastery reports and formative assessment scores. In addition, the regression equation was a better

predictor of mathematics achievement when time spent on ALEKS and the concept mastery scores were used as part of the model. In summary, the more time spent utilizing ALEKS and the more success within the ALEKS program, the higher the achievement seen on the formative and summative assessments within the classroom.

As well, ALEKS stays away from multiple choice questions and focuses on responses that require application of skills and concepts, recall of information, and strategic thinking. Since the questions do not require extended thinking or additional complex reasoning, this implies that ALEKS is appropriate for skills and concept building for the K-12 level of mathematics (Nwaogu, GSU, 2015).

This program would support district priorities to increase intervention support at sites. It is available at any time as a web-based service and provides one -on-one support to students. It could be used within a differentiated classroom for a small number of students or in a monitored computer lab at a site. **See Ex. 2 at p. 13 (ALEKS SSC Form).**

*New Initiative: Think Through Math*

*Proposed for: Pueblo, Safford K-8, Utterback Middle*

The District is proposing the use the researched based system, Think Through Math, as a system that incorporates a highly-qualified teacher who is available online to all students 24 hours a day/ seven (7) days a week. This provides an adaptive and interactive web-based system that covers rigorous instruction based on assessed student need. It incorporates student interest hosting contests, giving points, avatars, and games. Think Through Math supports Tier 2 instruction in the classroom, allowing teachers to group students for additional support as needed. Think Through Math incorporates multiple means of support including visual, auditory, simple language, meaningful practice, and translation availability. Therefore, this program supports intervention for all students, including ELLs, by providing lessons that are consistently structured and executed. Fluent, Spanish-speaking tutors are available through live teacher support for students who need this accommodation. Think Through Math has integrated progress monitoring and data is accessible to parents at home.

A large benefit of this program for TUSD sites lies in the live highly-qualified teacher support available. The teachable moments spent online can further support students who may be struggling with math concepts. The blended learning environment is a further benefit due to a shortage of math teachers. **See Ex. 2 at p.17 (Think Through Math SSC Form).**

*New Initiative: Imagine Learning (Big Brainz)*

*Proposed for: Ochoa, Robison, and Safford*



Big Brainz offers online math activities to help 2<sup>nd</sup> and 3<sup>rd</sup> grade students gain automaticity and math fluency. Following an initial assessment, students master math facts through a series of engaging, game-based activities. Students must demonstrate their mastery of key facts before they move to new learning levels. Big Brainz is designed to assist students in mastering single-digit addition and subtraction facts by the end of second grade, and multiplication and division facts by the end of third grade.

In order to meet the needs of multiple students, Big Brainz activities continually monitor student growth and provide needed intervention. Teachers are able to access progress reports that pinpoint students with deficiencies, note how far behind they are, specify which facts need extra practice, and predict how much usage is required before students achieve fluency.

All 2-3 grade students at Ochoa, Robison, and Safford will have access to BigBrainz to supplement Tier 1 instruction in the classroom. This program is also appropriate for use to support Tier II and Tier III Math interventions, both during and after school. ***See Ex. 2 at p. 21 (Imagine Learning, Big Brainz SSC Form).***

### ***English / Language Arts (ELA) Initiatives and Associated Costs***

*New Initiative: Reading Recovery*

*Proposed for: Ochoa, Robison, Safford*

Reading Recovery is a literacy intervention that provides one-on-one or small group instruction for first grade students who have the lowest proficiency in reading. Students receive 30 minutes of daily individual instruction in reading for a short period of the school year (12-20 weeks) from a highly-qualified teacher who meets individually with students for half of the school day. The remainder of the teacher contract is spent completing targeted interventions with small groups of students struggling with literacy concepts. Based on research, the teacher may support four individuals at a time and 40 individuals within small groups targeting other areas of literacy instruction.

Reading Recovery begins with collaboration between a university and a school district, in which experienced and effective first grade teachers undergo a full academic year of training in Reading Recovery strategies. The main component upon implementation is that the teachers learn to observe, to analyze, and to interpret reading and writing behaviors of students. The teachers use this information to design and to implement an individual plan to support each literacy achievement for all students. The school district must provide a training location for teacher learning and evaluation. There are roughly 20 universities in the United States who oversee the professional development and training of Reading Recovery teachers.

Although the implementation is intensive, the program yields significant gains for students. Reading Recovery lends itself to this success because teachers are able to closely track individual progress and behaviors, to note prompts used, to reflect upon observations to guide daily learning, and to communicate with parents and other school staff about standards and progress readily throughout the year. Reading Recovery incorporate strategies that have been identified by the National Reading Panel as being necessary for effective reading instruction including phonemic awareness, phonics, guided oral reading, comprehension, and fluency (Center for Literacy, 2016). In addition, What Works Clearinghouse gave Reading Recovery positive rating across all four areas of Alphabets, Fluency, Comprehension, and General Reading Achievement (What Works Clearinghouse, 2016).

Reading Recovery would benefit TUSD by providing the district with highly trained, effective primary reading teachers at each of the three sites. This program requires specific training and requirements for implementation. The list of requirements for one teacher is detailed below.

One full year of training, per certified teacher, to include the following provisions in accordance with the Reading Recovery of North America (RRCNA) Standards and Guidelines:

- Arrange for teacher trainee to earn graduate academic credit through an accredited college or university, with the teacher leader serving as instructor
- Provide Reading Recovery teacher training as 8 units of graduate coursework at an accredited college or university
- Complete training under a designated and approved affiliated training site
- Secure and utilize received start-up training materials and any additional supplies for program implementation
- Teacher will teach behind-the-glass a minimum of three times during the training year
- Participate in training sessions where 80% of class time incorporates two behind-the-glass lessons with embedded opportunities to reflect and collaborate among peers to enhance a professional learning community
- Attend a minimum of 24 hours of assessment training (includes administering assessments to children)
- Trainee will work with four students for half day with remainder of day working in a K-2<sup>nd</sup> grade classroom to model and/or to work with whole group, small groups, or with individual students for literacy development services. Additional literacy support is to be determined by site administration to address site specific literacy needs.
- Teacher-in-training will receive Teacher Leader visits four to six times during the year
- Implement program according to RRCNA Standards and Guidelines

***See Ex. 2 at p. 25 (Reading Recovery SSC Form).***

*Continuing Initiative: Balanced Literacy (Daily 5)*  
*Proposed for: Ochoa, Robison, Safford*

A Balanced Literacy approach to instruction is a comprehensive, seamless blend of essential components that foster reading and writing development. Balanced Literacy implementation supports students in becoming successful readers and writers with the understanding that children need a variety of ways to facilitate their literacy development. By the way of the gradual release of responsibility from teachers to students it presents opportunities for students to learn through many different components of literacy.

Research has demonstrated that small-group instruction helps students improve achievement. For example, in comparative studies of first-grade reading interventions, Taylor, Short, Shearer, and Frye (1995) studied small groups of six to seven and Hiebert, Colt, Catoto, and Gury (1992) studied small groups of three. Both comparisons showed that the group receiving the small-group intervention did better than the comparison group. Although groups often comprise four or more students, guided reading provides the opportunity for teachers to work with small groups in a way that is integral to classroom instruction. For those students who are struggling, teachers try to keep classroom guided reading groups small, and the school also provides additional intervention (Pinnell & Fountas, 2008).

According to the Findings and Determinations from the National Reading Panel Report, *Teaching Children to Read* (2008), the panel concluded that guided repeated oral reading procedures that included guidance from teachers, peers, or parents had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels. These studies were conducted in a variety of classrooms in both regular and special education settings with teachers using widely available instructional materials. This suggests the readiness of guided oral reading and repeated reading procedures. These results also apply to all students-good readers as well as those experiencing reading difficulties.

This initiative will strengthen and support the Balanced Literacy program and Guided Reading implementation. All teachers and students will acquire and routinely use literacy support strategies to enhance thinking and learning across content areas: Balanced literacy, Daily 5 grades K-5, close reading, writing focus, annotating text, making thinking visible, and leveled libraries for grades 1-8. Teachers will be trained to utilize the structure of Daily 5 in the context of a Balanced Literacy Model to strengthen Tier I ELA instruction. ***See Ex. 2 at p. 31 (Balanced Literacy SSC Form).***

*New Initiative: Imagine Learning*  
*Proposed for: Ochoa, Robison*

Imagine Learning is an adaptive online program that supports student learning in literacy with interactive content including activities, games, videos, and songs. Research conducted by SEG Measurement (2013) found that students in grade 2 using Imagine Learning showed 36% greater gains in reading than students who did not use the program. Imagine Learning students in grades 3 through 5 showed 65% greater gains in reading than non-users.

Ochoa and Robison propose to use Imagine Learning to supplement Tier 1 instruction and to support students needing Tier 2 and 3 interventions. This literacy software program provides teachers with beginning to end-of-year growth data, including an Action Area Tool that enables teachers to easily identify students who need additional support. The program is created to support all students, including ELLs, struggling readers, and special education students. An end-of-session screen shows student's progress each day as they work towards language and literacy fluency.

#### ***Other Initiatives and Associated Costs***

*Continuing Initiative: Advancement Via Individual Determination (AVID) Strategies*  
*Proposed for: Cholla, Pueblo, Utterback*

AVID's College Readiness System is backed by a strong, extensive research base. AVID has been shown to be effective for students across demographic groups. A report published by the National Student Clearinghouse (2013) shows that AVID is effective overall and emphasizes that it doesn't matter what demographic group an AVID student is in; with AVID, students enroll and persist in college. In *What Works in Classroom Instruction*, Marzano, Gaddy, and Dean (2000) offered nine categories of effective instructional strategies that produce "the highest probability of enhancing student achievement for all students in all subject areas at all grade levels" (p. 10). These best teaching practices are embedded and incorporated throughout the curriculum and across the AVID system.

Cholla will employ AVID by developing and implementing Pre-AVID for one semester for all freshmen. Course work will provide students develop organization skills, study skills, and higher order thinking skills. Pre-AVID will include instruction in WICOR and IB Theory of Knowledge Skills. WICOR strategies will be incorporated school-wide to support ELA student achievement.

Pueblo seeks to use AVID strategies for those student who are in the middle of the achievement spectrum. All teachers will employ AVID strategies within their classroom. Cornell Notes and

Higher Order Questioning strategies will be a school-wide focus. AVID elective classes will be offered at all four grade levels. These courses will make up 22% of Pueblo's course offerings.

Utterback will expand AVID elective classes and implement the AVID strategies school-wide, focusing on writing, inquiry, collaboration and writing strategies (AVID strategy of WICOR and Cornell Notetaking where applicable). Utterback will continue sending teachers to the AVID institute or strand training who have not been trained in AVID strategies. They will build a cohort of teachers in the 6th grade level to foster the AVID strategies specifically for incoming students. Ongoing PD and individual support will be provided for teachers throughout the year by the AVID coordinator.

*Expanded Programs*

*Proposed for: Cholla, Ochoa, Pueblo*

The District will expand IB at Cholla under the Advanced Learning Experiences (ALE) department. The expansion will help to support the growth of the programme while provide student support. In addition, the proposed release time will provide for instructional support and implementation of WICOR (ELA) and data chats across the faculty.

As a part of a District initiative to expand Dual Language opportunities for students, Ochoa and Pueblo are proposing to implement expanded programs. Ochoa seeks to add a two-way dual language program. Requested funds will provide PD to teachers for the implementation of the program over six years and recruitment of bilingual teachers.

Pueblo proposes a new structure for allowing students to be successful in dual language classes. In addition to restructuring its dual language program, Pueblo also seeks funding for expanded programing in order to grow their biotech program and to continue funding communications classes.

Magnet Schools<sup>1</sup>

***Bonillas Magnet Elementary School (Traditional Academics)***

*New Initiative: Capturing Kids Hearts*

Bonillas is proposing to provide training to all faculty for Capturing Kids Hearts. This will strengthen their PBIS and Character Counts Program. As a traditional school, Capturing Kids Hearts will improve overall achievement for all students, improvement achievement for L25, and reduce achievement gaps between subgroups by strengthening the relationships between the teacher and students, student to student, and adult to adult. It will also provide an opportunity to differentiate instruction for Tier 1 and assist in providing culturally relevant curriculum by establishing social and behavioral expectations.

Capturing Kids Hearts is designed to strengthen the relationships between staff and students by establishing social and behavioral expectations. This allows all staff to embrace and enhance their understanding of various cultures which will promote culturally relevant and culturally responsive teaching strategies.

Bonillas will require additional funding for the cost of Capturing Kids Hearts professional development and training, as well as the added duty costs for certified and classified staff to attend the training.

*Reduction for Technology Funding:* Bonillas does not need funds for additional technology. In the past two years, Bonillas has purchased and upgraded technology.

***Booth-Fickett Magnet K-8 School (Math/Science)***

*New Initiatives:* Instructional Aides (ALEKS Student Accounts), EEI Professional-Ed Consultant, ALEKS-Professional Ed. Consultant, Family Engagement, Data Coach, After School Tutoring Program, Instructional Supplies, Technology, and Added Duty

*Instructional Aides (ALEKS Student Accounts):* Booth-Fickett is proposing to use ALEKS as the intervention online program to improve achievement for L25 and to reduce achievement gap between student subgroups. ALEKS is a research-based math intervention and instructional support software program, designed to increase student thinking and problem solving in

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<sup>1</sup> Student Support Criteria Forms related to the magnet site plans will be provided in the Draft 2 budget as those plans are still under development. Likewise, dollar amounts for each proposed change will be reflected in the Draft 2 budget.

mathematics content. The results will reduce the achievement gap between subgroups, and improve achievement for L25.

*ALEKS-Professional Ed. Consultant:* Booth-Fickett is proposing that all teachers receive training in the ALEKS program. Training will include the best practices in interpreting ALEKS program data and setting each student on the proper learning path. Teachers will need additional training in utilizing and implementing additional digital technology and software specifically designed for increasing student engagement and practice of curricular concepts. This in turn, increases the likelihood of overall increased student achievement in mathematics. The intent of this consultant/trainer will be to provide teachers an opportunity to improve overall achievement for all students. The results will reduce the achievement gap between subgroups, and improve achievement for L25. The ALEKS training will involve one consultant/trainer and a range of 20-50 teachers.

*Essential Elements of Instruction (EEI) Professional-Ed Consultant:* EEI is a research-based instructional model, designed to increase teachers' thinking and decision making to support student learning within the classroom environment. Booth-Fickett is proposing to train all teachers in EEI strategies. The intent of this consultant/trainer will be to improve overall achievement for all students. This consists of EEI training, new teacher support, and EEI classroom observations and support. Well trained teachers who are supported in common practices and methodologies to implement consistent common practices across all grade levels will support all students' learning. The results of consistently good implementation of EEI strategies across all grade levels will reduce the achievement gap between subgroups and improve achievement for L25, mid-range and higher level students. EEI training will include 1 consultant and approximately 60 certified staff participants for the in-service sessions.

*Family Engagement:* Booth-Fickett is proposing to pay teachers for added duty as part of their recruitment and retention goals. This will allow teachers to participate in family engagement events at Booth Fickett. Family engagement events build relationships between families and schools and encouraging the retention of students through positive school interactions and communication. Added Duty is needed for up to six (6) certified staff, including the Magnet Coordinator.

*1.0 FTE Data Coach:* Booth-Fickett is proposing to hire a Data Coach to review student achievement data, to support teachers in creating common formative assessments, to create instructional groupings for re-teaching and enrichment, and to meet with parents and teachers to support the MTSS process. This enables us to meet in PLCs to analyze and disaggregate student data in order to improve instructional practices, implement student interventions, enhance the learning experiences of students, and provide enrichment to support all learners in increasing academic achievement. Through the analysis of student assessment data, a Data Coach will be

able to make the necessary recommendations to identify students' academic learning needs and provide adequate support to increase academic achievement.

*Substitutes:* Booth-Fickett is proposing to provide PLC time during the school day for grade level teams to analyze various district and state data to address the academic needs of subgroups, L25, ELL, African American students, and Hispanic students identified as FFB in Math and ELA. Funding will allow for substitutes to be provided 4 times/year for 1/2 day per teacher. Through collaborative development and implementation, all stakeholders are better able to make informed decisions to support student achievement and to improve student learning.

*Supplies:* Booth-Fickett is proposing the purchase of general supplies and materials to support overall student achievement. Math and science supplies are needed to enrich student learning and to improve overall student achievement. Student agendas will be purchased for each student to use as an academic organizational tool. This will impact and improve overall achievement for all students. Research supports that when students write things down it is easier to remember and that having a written plan makes it easier to focus on the task at hand. This supports student achievement goals at Booth-Fickett. Funding will pay for approximately 1200 student agendas and math and science student supplies.

*Technology:* Booth-Fickett is proposing the purchase of additional technology supplies (doc cameras, projectors, 3D software, slates, ActiVote – Student Response Devices) to enrich student achievement. Technology supports at risk students by enabling them to access and utilize technology allowing them to make substantial gains in learning and technological readiness.

*Added Duty:* Booth-Fickett is proposing that teachers participate in pre-service days during July 2017. Teachers will analyze student data, review Curriculum 4.0, and group students based on math and ELA data for intervention and enrichment. They will also begin lesson planning, receive project-based learning training and science enrichment workshops which will include robotics, engineering, and incorporating technology into all subject areas, especially math and science. The goal of this initiative includes reducing achievement gaps between subgroups and improving academic achievement for students in the L25. Teachers will gain knowledge by interacting with professionals within various fields of education. This opportunity will allow teachers to try other methods, incorporate technology, and further their research, while broadening teaching philosophies and practices.

*Reduction in Funding for Magnet Teachers:* There have been some cuts in positions and merging of classrooms to better suit the needs of our student population and academic growth. Therefore, Booth-Fickett is proposing to reduce the number of certified FTE from 1.0 to 5.0 by hiring expert teachers in these specific content areas:



(2 FTE) Certified FTE Science Teachers  
(1FTE) Robotics & Engineering Teacher  
(1 FTE) Coding Teacher  
(1 FTE) Media Teacher

Booth-Fickett is proposing to add innovative programs to support the magnet focus and the students as they are moving forward to high school and beyond. These specialists will enhance the learning experiences for students.

***Borton Magnet Elementary School (Project Based Systems Thinking)***

*New Initiative, Furniture:* Borton is proposing a capital purchase of round tables for the dining room (cafeteria) and corresponding chairs and/or stools. Round tables foster a positive culture and climate by creating an environment that is conducive to conversation and that is less institutional. A "family style" approach helps establish a sense of community. Research shows that a positive school climate increases student achievement and decreases absenteeism. This would be a one-time purchase. This purchase will support a positive school climate and increase student achievement and decrease absenteeism

*Expanded Initiatives: 1.0 FTE Magnet Coordinator, 1.0 FTE Music Teacher, 0.2 Outdoor Learning Teacher*

*1.0 FTE Magnet Coordinator:* Borton is proposing to increase the Magnet Coordinator position from 0.5 to 1.0 FTE. The Magnet Coordinator is responsible for assisting in increasing student achievement and for recruitment and support of the magnet theme. The Magnet Coordinator's responsibilities are beyond a 0.5 FTE position. Therefore, Borton needs to ensure that magnet responsibilities are being met.

*1.0 FTE Music Teacher:* Borton is proposing to increase the music teacher from .4 to 1.0 FTE. The music teacher will support the PLC process by working with students while teachers participate in a 120-minute PLC once a week during the school day. Currently, teachers meet for 90 minutes.

*0.2 FTE Outdoor Learning Teacher:* Borton is proposing to increase the Outdoor Learning Teacher who is currently a 0.1 to a 0.2 FTE to support PLC rotations. If this position is increased, Borton will be able to fully support the PLC rotation of 120 minutes. Borton is leveraging their resources to increase student achievement.

**Reduction in Funding for Outside Consultants.**

***Carrillo Magnet Elementary School (Communication and Creative Arts)***

*Expanded Initiative: 1.0 FTE Library Assistant*

Carrillo is proposing to increase the Library Assistant position from 0.5 FTE to 1.0 FTE. Carrillo's academic achievement data show a significant impact on learning for all students. Carrillo has scored higher in ELA (35%) cumulatively (third grade to fifth grade) than the district average (27%) and the state average (34%) on 2014/2015 (AzMERIT); Carrillo also scored higher in Math (39%) as a school average than the district (25%) and the state average (34%); ELD has increased reclassification from 12% in 2013 to 47.8% in 2015. Teacher Assistants and the Library Assistant have supported learning with small group instruction by supervising enrichment activities while teachers work with students who need focused interventions and re-teaching of the standards.

This proposal furthers the following goals:

- Improve achievement for all students
- Improve achievement for L25
- Reduce achievement gap between subgroups
- Increase the number of ELLs who reclassify

***Davis Magnet Elementary School (Spanish Immersion)***

Davis is not proposing any new or expanded initiatives for the SY 2017-18, and is not proposing reductions at this time.

***Dodge Magnet Middle School (Traditional Academics)***

*New Initiatives: Seven Period Day, 1.0 FTE Study Skills Teacher*

*Seven Period Day:* Dodge is proposing to change their master schedule from a 6 period day to a 7 period day. Teachers have been encouraged for the past two years to work off-contract with pay incentives in their PLCs. Not all staff takes advantage of this opportunity. Dodge is too small to have common planning periods. A seven period day would ensure effective PLC work and this would the opportunities to provide additional timely RTI interventions. The proposal will meet the District and USP goal of effective PLCs and RTI. In order for Dodge to provide a 7 period day, they will need to increase their teaching staff by 3.0 FTE. Dodge intends to hire an art, PE, and a designated study skills/intervention teacher.

*1.0 FTE Study Skills Teacher (included in the 7 period day):* Dodge is proposing to expand interventions to include study skills available throughout the day. Using the RTI format, study

skills will allow Dodge to address the students that are unwilling to do their school work by providing a period of academic support. Students that are retained in the middle school are more likely to become drop-outs in high school. By providing support to the students that have a “Will” verses a “Skill” problem, Dodge can reduce the number of students failing core classes and reduce students that are failing a grade level.

*Reduction in Funding for Added Duty (PLCs):* If Dodge moves to a seven period day, staff will not need to do off contract PLC work. All PLC work will be embedded in the school day. As well, they would not have to take teachers out of the classrooms for full day PD/PLC work since PLCs will meet daily. This initiative would allow for magnet funds to be moved from off-contract pay to offset the cost of adding a seven period day.

### ***Drachman Magnet K-8 School (Montessori)***

*Expanded Initiative, 0.2 FTE 8th Grade Teacher:* Drachman is proposing to add .02 FTE for an 8th grade teacher who will be on a 6/5 contract as they expand to a full K-8 status. They will use magnet funds to pay for the 6/5ths contract. With their expansion to 8th grade, their 6th, 7<sup>th</sup>, and 8th grade students will be able to attend school for an additional 45 minutes beyond the minutes of K-5 students. Drachman does not have funding for elective classes. These teachers will be required to teach their self-contained 6th, 7th, and 8th grade classes all day, without a mid-day planning period, and will also provide students with elective experiences. This was a part of Drachman’s proposed plan to become a K-8 school that was approved by the district, the Special Master, and individuals involved in the desegregation case. The regular part of these teachers' contracts is funded out of M&O.

*Reduction in Funding for Capital Technology:* Drachman’s budget for 2017-2018 is exactly the same as 2016-2017 with the exception of decreasing the amount of money allocated for capital technology because it is a non-repeated expenditure.

### ***Holladay Magnet Elementary (Fine and Performing Arts)***

*New Initiative, Classroom Tutors:* Holladay is proposing the addition of funding in the Professional/Educational Contract line to fund classroom tutors. Club Z Tutors will be contracted to provide 6 tutors to work in the classroom to provide interventions to students in grades 3-5 who are struggling with mastering target standards.

***Mansfeld Magnet Middle School (Science, Technology, Engineering, and Math (STEM))***

*New Initiatives: Summer Bridge Program, Flocabulary, Performance Coach*

*Summer Bridge Program:* Mansfeld is proposing this program to further develop community between students attending Mansfeld from around the city and relationships between students and staff. According to Higher Ed Impact's "Summer Bridge Programs: Impact Tips for Success" bridge programs help to level the playing field for success and to increase student success rates. Math, ELA, and STEM classes will be offered. This proposal furthers the following goals:

- Improve achievement for all students
- Improve achievement for L25
- Reduce achievement gap between subgroups
- Increase the number of ELLs who reclassify

*Flocabulary Program:* District's benchmark data indicates that Mansfeld students' greatest opportunity for growth lies in increasing academic vocabulary. This program will be utilized in existing classes as well as in tutoring. Flocabulary includes interactive tools, activities, assessments, analytics, and videos that teach standards-based skills and concepts, with an emphasis on academic vocabulary. This proposal furthers the following goals:

- Improve achievement for all students
- Improve achievement for L25
- Reduce achievement gap between subgroups
- Increase the number of ELLs who reclassify

*Performance Coach:* Mansfeld is proposing the addition of Triumph Learning's Performance Coach Program. This program allows teachers to implement lessons in a variety of ways to reinforce and differentiate learning opportunities for students. Performance Coach will be used for providing intensive instructional support for students not mastering the standards. This program will be used in existing classes and in tutoring. This proposal furthers the following goals:

- Improve achievement for all students
- Improve achievement for L25
- Reduce achievement gap between subgroups
- Increase the number of ELLs who reclassify

*Expanded Initiative, Before and After School Tutoring:* Mansfeld is requesting additional funding to allow for targeted tutoring for students who are not mastering standards. AZMerit and district benchmark data will be used to identify these students. Teachers will submit periodic reports of progress to ensure tutoring methods are effective and students are progressing. Teachers will be paid a rate of \$25 an hour. This proposal furthers the following goals:

- Improve achievement for all students
- Improve achievement for L25
- Reduce achievement gap between subgroups
- Increase the number of ELLs who reclassify

***Palo Verde Magnet High School (Science, Technology, Engineering, Arts, Math (STEAM))***

*New Initiative, Furniture and Equipment:* Recruitment and retention of students and families requires attention to the resources available to students and the environment that fosters a STEAM model. Palo Verde seeks to outfit classrooms with furniture and equipment that reflects the needs of students and the PBL approach being implemented through collaborative PLC work.

*Expanded Initiatives: Substitutes, Increase FTE for Math and Reading Specialist to 1.0 FTE*

*Substitutes for PLCs:* To support student achievement, teachers will be provided a substitute and given time to meet in PLCs once a month. The PLCs will review student testing data, collaborate on curriculum, analyze student work and data, problem solve and develop strategies to close the achievement gap (15 teachers x \$95/day x 10 days).

*Math Specialist Increase from 0.6 FTE to 1.0 FTE:* Freshman students who have been selected based on 8th grade math scores will be scheduled in a Response to Intervention class targeting essential skill deficits in math. Increasing FTE from 0.6 to 1.0 will allow for staffing to provide on-site targeted support to teachers, to coaches, and to leaders. This may range from providing lesson planning and pacing support, to helping educators analyze data and apply it to instruction, to working with leaders to identify evidence of implementation successes and challenges.

*Reading Specialist Increase from 0.6 FTE to 1.0 FTE:* A Reading Specialist will continue to assist L25 students using the Concept Recovery Program. The Reading Specialist will work with PLCs and teachers to develop strategies to improve classroom instruction with a focus on literacy and to work collaboratively with teams to plan instruction. To complete these tasks, the Reading Specialist needs to be a 1.0 FTE.

*Reduction in Funding for Temp Hourly, Added Duty, and Professional Contracted Services*

*Temp Hourly:* Palo Verde is proposing to not fund any classified staff for temp hourly compensation.

*Added Duty:* Palo Verde is proposing decreasing the amount allocated for Added Duty for certified staff and will use this funding towards substitutes for pullout PLC work. Palo Verde has found that teachers are unable to commit to enough time off-contract to use the current amount allocated to the Added Duty line.

*Professional Contracted Services:* Palo Verde is proposing moving these funds into the teacher salary line in order to pay for full time certified Math and Reading Specialists. Currently, funds are going to Odyssey Education (Club Z) to provide school day pull-out tutoring services; by moving these funds to pay for certified staff, Palo Verde hopes to increase quality and consistency of intervention services for students.

***Roskruge Magnet K-8 School (Dual-Language)***

Roskruge is not proposing any new or expanded initiatives for the SY 2017-18, and is not proposing reductions at this time.

***Tucson High Magnet School (Natural Science; Fine and Performing Arts)***

*New Initiative, 4.5 FTE Additional Staff:* Tucson High is proposing 4.5 additional FTEs to support student achievement in their two magnet programs: a Curriculum Service Provider, a Network Technician, a Counselor, a Dean of Students, and a 0.5 FTE Finance Manager.

A 1.0 FTE Curriculum Service Provider position will support district initiatives and instructional goals, lead curriculum training and implementation, teacher development and instructional skills development, and work with PLC groups to assess and utilize School City data within their curriculums.

A 1.0 FTE Network Technician will support the use of technology in all aspects of the curriculum focusing on STEAM subjects. The tech will support student achievement by assisting teachers in developing integrated, differentiated lessons using accessible technology.

A 1.0 FTE Counselor position is needed due to increased enrollment in the two magnet strands. They will carefully monitor student academic progress, ensure that the correct students are

receiving interventions, meet with students and parents, support ALE classes by providing support, and identify potential ALE students.

A 1.0 FTE Dean of Students will support student achievement by identifying and supporting at-risk students caused by either absenteeism, academic or discipline problems. They will monitor students as they enter and go through school to determine the impact of prevention activities.

A 0.5 FTE Finance Manager will support the two Magnet strands by focusing on magnet funds and ensuring that they are being spent in accordance with the USP.

*Expanded Initiatives: Added Duty, Transportation, Recruitment Supplies, Magnet Classroom Supplies*

*Added Duty:* Due to the complexities involved in registration at a campus that is home to thousands of students and a new computer system that will be placing students into classes, staff will be needed to work in July to ensure that all magnet students are appropriately placed in classes. Tucson High is proposing additional Added Duty funds to help assist with registration. Counselors, magnet teachers, and Magnet Coordinators will help register students and make sure all magnet students are placed in the appropriate magnet classes. This will take place in July, 2017.

*Transportation:* Funding is needed to take our student performers to various locations throughout Tucson. Many times, our school vans are used for athletics. Funding would ensure that THMS magnet programs have reliable transportation to and from events.

*Recruitment Supplies:* Tucson High is proposing an increase in funding in order to have students participate in the events (parades, community events, district events). Tucson High has many students perform at events throughout Tucson. These events showcase magnet programs and are highly successful recruiting events. To increase ethnic diversity, Tucson High will create a recruiting video designed to showcase magnet programs. This expense also includes needed supplies for recruiting visits at targeted middle schools and the community.

*Magnet Supplies:* Supplies are necessary to keep Tucson High's magnet classrooms fully operational. Science and Fine and Performing Arts classrooms are expensive.

### ***Tully Magnet Elementary School (Open Access GATE)***

*New Initiative, 1.0 FTE Arts Integration Specialist:* Gifted and Talented programs require attention to education of the whole child and include intellectual, creative, and artistic fields. According to the National Association for Gifted Children and the foundation upon which this association's philosophy is based, "arts are essential to a balanced education, with specific benefits for the cognitive, affective and psychomotor development of all students." The Arts Integration Specialist will aid in fostering the development of skills critical to students in a GATE model in respect to innovation, cultural appreciation and fine and gross motor skills essential for early learners through collaborative lesson design with grade level teachers. Tully's goal is to recruit students and achieve integration status. Families give consideration to the programs at schools that enhance their child's experience and Arts Integration is a philosophical component of Gifted Instruction.

*Reduction in Funding for Outside Consultant:* Tully is proposing to remove funding from the professional consultant line. Tully's focus is to build internal capacity and capitalize on the strengths of its staff to move forward with researched based practices in Gifted Instruction, based on site, district and state offered professional development. Tully will continue to focus on increasing student performance through shared responsibility of all staff members.

**203 Application/Selection Process** No major changes.

### **204 Marketing, Outreach, and Recruitment Plan**

#### *Individual School Marketing*

The Communications team plans to continue and expand its marketing assistance to schools on the cusp of integration. Marketing assistance to schools on the cusp of integration includes the design and printing of brochures and other marketing materials, an analysis of the best way to market the school to increase integrative attractiveness and help with marketing opportunities (including events the district participates in). Research shows one-to-one contact is the best way to communicate. Beginning in the spring of the 2015-16 school year, the communications team used enrollment data to identify schools that had lost the most enrollment over the course of four school years. We worked with each school to identify their marketable strengths and produced a marketing package for the school. These materials have been used at events, at the Family Resource Centers and in School Community Services to help attract families to the schools. For the 2017-18 school choice windows, we intend to grow this program and continue to support individual schools with a direct connection to schools on the cusp of integration. The individual school marketing allows schools to better compete with charter and private schools and allows us to target our messaging to students based on where they live, their ethnicity, their interests



and their learning styles. The materials are used to strengthen our message about schools that need increased enrollment and improvement in racial balance.

The Communications team currently uses one graphic designer to produce this material, two other staff members assist with proofing and verbiage, and a photographer to produce the photographs. It is extremely labor-intensive process to ensure we are developing materials that can be used for years to come and authentically tell the story of the school. The additional funding will support an additional multi-media designer who could help with this work and our social media marketing to reach parents on digital platforms. Anticipated Increase: Under \$100k.

**205 Student Assignment PD** No major changes.

**301 Magnet Transportation / 302 Incentive Transportation** No major changes (beyond those relating to CSA Initiatives / express buses.

**401 Hire or Designate USP Positions** No major changes.

**402 Outreach, Recruitment, Retention Plan**

*Increased web-based recruitment and advertising*

In addition to current recruitment and advertising, the District will increase web-based postings with additional vendors from sources like LinkedIn and School Spring. Additional postings will lead to increased web presence and exposure, particularly through website which teachers frequent, to a diverse certificated community to reduce vacancies and fill USP-related positions. Anticipated Increase: Under \$100k.

*Expand the "Make the Move" program*

The District plans to expand its grow-our-own program to include non-exceptional education positions and to expand it beyond post-baccalaureate or Master-level programs by adding a Bachelors-level component. These steps will help the District to cast a wider net of recruitment for non-traditional teacher candidate and current employees that are interested in degree completion to become classroom teachers and, ultimately, to fill much needed teacher vacancies. This expansion will enable the District to add to the teacher count rather than relying so heavily on promoting internal transfers. The District will also expand the program to include dual language teaching assistants, bilingual teachers who do not have bilingual certifications, and other dual language teacher candidates. Anticipated cost for the 2017-18 year is less than \$50,000 but with success that amount could be increased in future years. **See Ex. 1 at p. 3 (Make the Move BC Form)**. Anticipated Increase: Between \$100k - \$500k.

### *Expand Strategic Partnerships*

The District plans to expand partners in creating pathways to certification.

NYU Steinhardt is an exciting partnership that will take an embedded approach in our own Tucson Unified classroom from the first day of school. The Partnership includes the cost of recruitment that provides eligible candidates an immersive teacher residency experience paired with technology-enhanced course work, and culturally relevant classroom management training.

The District also plans to partner with the University of Arizona to build a Tucson Unified Fellow program that includes bachelor-level recruitment for non-TUSD candidates with HS equivalent and/or Associate's degree to move towards teaching degree completion (including encouraging existing college students and/or college tutors to consider teaching).

These strategies will help TUSD cast a wider net of recruitment for non-traditional teacher candidate and current employees that are interested in an embedded Master's degree (NYU-Steinhardt) or Bachelor's (University of Arizona) completion to become classroom teachers and to fill much-needed teacher vacancies. ***See Ex. 1 at p. 4 (Strategic Partnership Expansion BC Form)***. Anticipated Increase: Between \$100k - \$500k.

### *Reduce Consultant Costs*

The ORR consultants were a one-time cost for SY 2016-17. Anticipated Increase: Under \$100k.

**403 Interview Committees/Instrument/App Pool** No major changes.

**404 Evaluate Applicant Offer Rejections** No major changes.

### **405 Diversity Assignment**

*Increase the amount and number of teacher diversity stipends*

The District plans to double the number of transferring teachers in 17-18 and therefore proposes to increase the amount (from \$5,000 to \$7,500) and number (from 30 to 90) of teacher diversity stipends. Anticipated Increase: Between \$100k and \$500k.

**406 Experience Assignment** No major changes.

**407 Retention** No major changes.

**408 Reduction in Force (RIF) Plan** No major changes.

**409 USP-Related PD and Support**

*Increased online courses, webinars and interactive online PD*

Online training/PD allows the District to reach more participants utilizing less human capital resources and facilitates more efficient monitoring, follow-up, and corrections/re-training if needed. Anticipated Increase: Under \$100k.

**410 First-Year Teacher Pilot Plan** No major changes.

**411 Evaluation Instruments** No major changes.

**412 New Teacher Induction Program**

*Increased Stipends for Teacher Mentors*

Per conversations with the SM, there should be additional requirements for Teacher Mentors beyond the contract day. Thus the District plans to provide a stipend to compensate Teacher Mentors for the additional PD and data collection responsibilities needed to maintain, monitor and evaluate the program. The stipend will support District efforts to support new and beginning teachers, and facilitate recruitment of teacher mentors. Anticipated Increase: Under \$100k.

*Increase for Additional Teacher Mentors*

Pursuant to the December 2016 Budget Court Order [ECF 1981], the District has developed meaningful mentor-teacher ratios for first and second year teachers; developed a meaningful mentor-teacher ratio for beginning teachers who teach in racially concentrated schools and schools where student performance is below the District average; and used these ratios for developing cost allocations for the 2017-18 USP Budget.

The District is re-examining the 1:15 mentor-teacher ratio (one mentor for 15 teachers), and is proposing a point-based approach that will lead to meaningful mentor-teacher ratios that increase the likelihood that teachers who need mentoring the most will receive the mentoring they need, particularly first- and second-year teachers at underperforming or racially concentrated schools.

A first year teacher at underperforming or racially concentrated schools is worth 3 points. A second year teacher at an underperforming or racially concentrated schools is worth 2 points. A first year teacher at a performing or non-racially concentrated site is worth 2 points, a second year teacher at a performing or non-racially concentrated site is worth 1 point. Thus, the per-person case-load ratio would range from one mentor to five teachers (five first year teachers at underperforming or racially concentrated sites; 5 teachers x 3 points = 15) to one mentor to fifteen teachers (fifteen second year teachers at performing or non-racially concentrated sites; 15 teachers x 1 point = 15). This means that the mentor-teacher ratios, based on the 1:15 point ratio, could be as low as 1:5 or as high as 1:15.

The Court has recognized: “[i]f the development of mentor ratios reflects a need for mentors that is greater than TUSD’s ability to staff these positions, the Special Master and the parties may consider, and if necessary propose, an interim plan for teacher mentors.” If the proposed point system were applied to 2016-17 staffing, the District would need 41 teacher mentors (the District currently allocates funding for 18 teacher mentors). Assuming the number and makeup of teachers in 2017-18 is the same as the average number of teacher mentors for the past three years (38 teacher mentors), the District would need to allocate an additional 20 teacher mentors under the proposed point system, at a cost of an *additional* \$1.2 million.

**413 Teacher Support Plan** No major changes.

**414 Prospective Administrative Leaders Plan** No major changes.

**415 PLC Training**

In the 2017-18 USP Budget, the District will reduce the allocation for Solution Tree PD. In 2016-17 the District conducted initial training; in 2017-18 the focus shifts to building internal capacity with follow-up support from Solution Tree. The District will continue to strengthen its PD programs while continually building employee capacity. Solution Tree is a gradual release model that requires fewer coaching days in subsequent years with a phase out in two years (by SY 2018-2019). This will not negatively impact USP implementation. Anticipated Reduction: Between \$100k - \$500k.

**416 USP Training Plan** No major changes.

**417 Ongoing PD on Hiring Process** No major changes.

**418 Observations of Best Practices** No major changes.

**501 ALE Access and Recruitment Plan**

*Increased funding for PSAT exam for all freshmen*

The District is proposing to fund the PSAT exam for all freshmen. The results of the PSAT will provide the District with an Advanced Placement Potential Report one year earlier, for all students who take the test. Based on the results of this report, schools can begin student recruitment for Advanced Placement classes, as students enter their sophomore year. Currently, this information is not available until students take the PSAT during their sophomore year in planning for their junior year. As a result of increasing access to the PSAT, and targeted student recruitment, the district can continue to work towards integration of Advanced Placement classes at high schools. Research indicates that strong academic performance in college, as measured by first-year grades, is important for a host of reasons, but perhaps the most critical reason is that students who perform well in their first year of college are more likely to earn a bachelor's degree (Adelman, 2006). Research shows that AP students, particularly those who earn higher AP Exam scores, are likely to earn higher first-year grade point averages (GPAs) and higher subject-area GPAs in college than students who do not take an AP Exam (Ewing & Howell, 2015). College Board (2013) reported, "Research findings for Advanced Placement (AP) student success at the college level. Strong AP programs in high schools, coupled with strong AP policies at colleges, support many positive outcomes for students. Multiple research studies have confirmed that AP students who earn credit and advanced placement for the corresponding introductory college course: (1) Perform well in subsequent college courses in the discipline; (2) Are more likely to major in their AP subject or a related discipline; (3) Take more--not less--college course work in the discipline; (4) Are more likely to graduate within five years; and (5) Can develop an interest in STEM subjects that leads to a STEM major in college." Based on this research, adding the PSAT for freshmen will provide data for schools to help grow AP courses and course registration for students, beginning in their sophomore year. In turn, the added exposure to AP classes for students shows positive results as student progress through high school and onto college. This proposal will not require additional personnel. Anticipated Increase: Under \$100k.

*AVID Expansion*

The District proposes to expand AVID at one additional school as a pathway to students enrolling in ALEs (AVID is currently at 11 schools). As a result of increasing access to the AVID program, the District can continue to work towards increased enrollment in Advanced Academic Courses. Research indicates that, "Successful AVID programs reach out to parents and guardians to provide them with cultural capital that will empower them to support their child's academic endeavors and create a college going culture in their home, in addition to delivering basic information on college readiness and preparation (Bernhardt, 2013). Furthermore, the majority of AVID students come from a minority or low socioeconomic

background and is a thriving program at 11 TUSD schools. AVID also seeks to, “address the educational gap poverty creates, it is important for educators to utilize a system that embraces the students’ diversity and supports them in their quest for a postsecondary degree (Peabody Jr., 2012). Based on this research, expanding AVID helps to foster a college-going culture, prepare students to take advanced classes, and help prepare students for life after high school. Anticipated Increase: Under \$100k. **See Ex. 1 at p. 5 (AVID Expansion BC Form).**

**502 UHS Admissions/Outreach/Recruitment** No major changes.

**503 Pursue OELAS Extension** No major changes at this time.

**504 Build/Expand Dual Language Programs**

*Dual Language Site Expansion (Bloom/Ochoa)*

The District has prioritized increased access to advanced learning experiences for Latino and African American students and. In addition, it has committed to activities that promote integration of schools across the District. In 2017-18, the District proposes to continue to build and expand its Two-Way Dual Language (TWDL) programs, specifically, at Bloom and Ochoa elementary schools. Bloom will expand their program by adding three TWDL classes for a total of four (one at kindergarten and two at first grade; one kindergarten class began in 2016-17). The Bloom expansion, as described above under activity 201, is intended to increase access to ALEs and improve integration. Ochoa will initiate a TWDL program with two kindergarten classes. The Ochoa expansion is intended to improve access to ALEs. Both expansions are intended to improve academic achievement.

The TWDL model has been selected because of the extensive research which has proven to be the premier program for producing high achieving bilingual and bi-literate students. “There is considerable research over the past 30 years demonstrating that TWDL programs are effective. Despite wide variations in communities, schools, and students forming the research base, results are quite consistent in showing that both native English-speaking and English Learner (EL) students who participate in TWDL programs achieve at levels that are at least comparable to, and often higher than, their peers enrolled in English-only instruction on standardized tests of achievement and language proficiency in English; but, TWDL students have the additional benefit in that the students are also bilingual and biliterate, which their English-only instructed peers are typically not.” (Kathryn Lindholm-Leary, 2016). This proposal will require the addition of five total FTE for dual-language teachers, and three additional FTE for dual-language teaching assistants. Anticipated Increase: Between \$100k - \$500k.

*Dual Language Promotion Materials (Communications Department)*

In 2017-18, the Communications Department (in conjunction with Language Acquisition and Dual-Language School Principals) will develop and publish for use a range of multi-media materials to further promote the newly-developed Two-Way Dual Language model. The department has expanded its capacity in 2016-17 and, as proposed above, plans to further expand to focus even more on USP-related promotional materials and strategies. Anticipated Increase: Under \$100k.

*Dual-Language Incentives and Increase in the Stipend Amount*

This fall, the District surveyed teachers with bilingual certifications who are not teaching in dual-language programs to get a better sense of the type of incentives that would work to recruit them into the dual-language programs. As the District works to identify additional incentives (which may be financial or non-financial), the District is proposing to increase the dual-language recruitment and retention stipend for all dual language teachers from \$2,500 to \$5,000. Including planned expansions at Bloom and, possibly, Ochoa there will be approximately 86 dual language teachers in SY 2017-18 (there are 81 in SY 2016-17). Anticipated Increase: Between \$100k - \$500k.

*Expand Make the Move Program – Dual Language*

As described above in section 402, the District plans to expand the Make the Move program to specifically target dual language teaching assistants, bilingual teachers without bilingual certifications, and other potential dual language teaching candidates who might be interested in teaching in the newly-developing Two-Way Dual Language classes.

*Language Acquisition Department Increases*

To provide an increased level of support for the dual-language programs, the District is proposing the following for the LAD:

*Dual-Language Coordinator:* The District will create a new position to support the growth and expansion of the TWDL program. Anticipated Increase: Under \$100k.

*Stipends for Persons Designated as the DL Liaison:* Provide a stipend \$5,000 for a currently endorsed lead teacher at each site to take on a leadership role in providing on-site support for dual-language teachers during off-contract time. Anticipated Increase: Under \$100k.

*Bilingual Certifications:* The District will offer to reimburse the cost of teacher language and content proficiency exams for teachers who are seeking a Bilingual Endorsement in exchange

for a commitment to work in the TWDL program at TUSD for two years (conditioned upon passage of the exam). Anticipated Increase: Under \$100k.

*Boost Program:* Language Academy for K and 1<sup>st</sup> graders to boost language instruction. Two weeks before the school year begins and two weeks after the school year ends. ***See Ex. 1 at p. 6 (Boost Program BC Form) and Ex. 2 at p. 35 (Boost Program SSC Form).*** Anticipated Increase: Under \$100k.

**505 Placement Policies and Practices** No major changes.

### **506 Dropout Prevention and Retention Plan**

#### *Modification to DAEP Staffing*

The District will modify two DAEP support staff to “Behavior Intervention Specialists” to align with their current duties and responsibilities. Anticipated Increase: Under \$100k.

#### *Increase for double-block math/algebra support*

The District is proposing to pilot a program to provide for math teachers to teach a second 9th grade math class during 2nd semester (after school, over breaks, etc.) for identified students based on 1st semester data. Anticipated Increase: Under \$100k.

#### *Comprehensive K-3 Early Literacy and Numeracy Plan (ELNP)*

The ELNP will help strengthen dropout prevention and expand on the second elementary-level strategy in the Dropout Prevention and Graduation plan. The ELNP will require a supervisory position and eight certificated staff that will function as literacy/numeracy coaches for teachers in identified schools. Funding will support the coaches and training at select sites. The initial idea is a three-phase roll out over three years (21 ES/K8 schools each year). Anticipated Increase: Over \$500k.

**507 Data Dashboard (Flags and Policies)** No major changes.

### **508 CRC and Student Engagement PD**

The District will expand training to build Culturally Responsive Practices and Supportive and Inclusive Learning Environments for all teachers during normal contract hours. Funding will support the cohort of trainers (the cost of substitutes), added-duty as needed, and outside consulting as needed. Anticipated Increase: Between \$100k – \$500k.



**509 Multicultural Curriculum** No major changes.

**510 Culturally Relevant Courses**

*Expansion of CR Global Issues Course*

To further expand participation in CRC courses to all feasible grades and content areas, the District proposes to develop and add an additional ninth grade CRC social studies course: CR Global Issues. Culturally relevant curriculum and culturally responsive pedagogy have been proven to be a sound, research-based approach to increase academic achievement for students of color. (See Cabrera et al. 2014). The proposed expansion will provide an opportunity for students to take CR options from 5<sup>th</sup> - 12<sup>th</sup> grade in social studies and ELA. Because this course offering is not a graduation requirement, the District anticipates it may not have a large number of students or multiple sections offered. For this reason, the plan is to fund identified sites with a .2 FTE to staff this course. Anticipated Increase: Under \$100k.

*Increase CR Itinerants*

The CRC Intervention Plan anticipated the use of 10 CR Itinerant Teachers. Given the recent expansion of CRCs, the District is now proposing to expand staff support to 10 itinerants. The District will maintain at least a 1:10 ratio for the 2017-18 school year by adding two additional itinerants.<sup>2</sup> Anticipated Increase: Between \$100k - \$500k.

**511 Targeted Acad. Interventions and Supports**

*Social Workers (MSWs for non-Ex-Ed students); MTSS Behavior Support Staff*

The District will continue to fund three master social workers (MSWs) serving its racially concentrated high schools (Tucson HS, Cholla HS, and Pueblo HS). The District will also create a new position to help strengthen the behavioral supports provided within the MTSS system to the schools that need it most. The District will seek, specifically but not exclusively, candidates with a bachelor's degree in social work (BSWs). The proposal will help create clear separation (but still collaboration) within the MTSS structure between academic support (MTSS Facilitators and Leads) and behavioral support (MTSS Behavior Support Staff – specific job title is unknown at this time). Funding will support salaries and training costs. Anticipated Increase: Over \$500k.

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<sup>2</sup> The Court's Order on CRC [ECF 1982] required the District to develop a meaningful itinerant teacher-CRC teacher ratio sufficient to meet the needs of the Model and use the ratio for the 2017-18 USP Budget. The 1:10 ratio is meaningful because it is sufficient to meet the needs of the model, and acceptable to the Special Master.

*MTSS Stipends for Persons Designated as the MTSS Lead (at schools without an MTSS Facilitator) (Academic and Behavioral Supports)*

During the 2016-17 school year, the District placed 31 MTSS Facilitators at 30 schools and requested that the other 56 schools designate an MTSS Lead to fulfill the duties carried out by MTSS Facilitators. Designated MTSS Leads have been charged with facilitating a minimum of two MTSS meetings each month, maintaining an MTSS Log, uploading notes from MTSS meetings, serving on the PBIS Committee, monitoring the implementation of PBIS, assisting with the monthly Discipline Report, and attending a monthly training session – all for zero compensation.

The District plans to fill this gap by providing a \$2,000 stipend to the person designated as the MTSS Leads (at schools without MTSS Facilitators) to compensate them for the additional duties they are performing in addition to their regular job responsibilities. Having a stipend attached to this additional work would help principals to recruit high quality MTSS Leads who will be dedicated to completing the MTSS documentation with fidelity. Anticipated Increase: Between \$100k - \$500k.

*Reduction in MTSS Facilitators*

The District has been unable to fill all 45 allocated MTSS Facilitator positions in the 2016-17 school year and will only budget for approx. 31 MTSS Facilitators in the 2017-18 USP Budget. Anticipated Reduction: Over \$500k.

*Elimination of Internal PBIS Trainer*

The District is contracting for PBIS training with a much broader scope and the internal function is no longer needed (current allocation is .5 FTE). Anticipated Reduction: Under \$100k.

*Increase funding for added duty for six certified math tutors for Saturday Math tutoring*

Providing tutoring with existing certified math teachers who are qualified and trained in the best interventions will increase AzMERIT Math student achievement for Mexican American/Latino students through the Mexican American Student Services Department (MASSD). Classified staff conducted previous Saturday math tutoring efforts but they were not formally trained teachers in this content area. With the transition of department directors, funding was secured for four hours of extra duty for six teachers to initiate this change for the Spring 2017 semester only. Proposed increases will accommodate for Saturday math during the entire school year with teachers compensated extra duty at the rate of \$25 per hour for four hours each week of Saturday Math tutoring. **See Ex. 1 at p. 7 (MASSD Math Tutoring BC Form) and Ex. 2 at p. 39 (MASSD Math Tutoring SSC Form).** Anticipated Increase: Under \$100k.

*Reductions for AASSD/MASSD*

The District will reduce the AASSD and MASSD supply lines. Anticipated Reduction: Under \$100k.

**512 Quarterly Information Events** No major changes.

**513 Collaborate w/Local Colleges and Universities** No major changes.

**514 AAAATF Recommendations**

*College and Career Readiness Coordinator in AASSD*

According to ACT, despite the minimal gains made from 2014 to 2015 in African American students' college readiness, the gain continues to be much lower than all other student demographics. Furthermore, in Tucson Unified School District, African American students continue to lag behind Anglo students in advanced placement (AP) enrollment and pass-rates on AP exams. Also, African American students are less likely to enroll in career and technology education (CTE) courses.

The purpose of this request is to add a College and Career Readiness Coordinator (CCRC) to the African American Student Services Budget. The CCRC in AASSD will work closely with the AASSD Director in collaboration with the ALE Director, CTE Director and Counseling Services Coordinator to enhance college and career experiences pursuing African American Students. The work of the CCRC will focus on Targeted Academic Interventions and Targeted College and Career Readiness experiences for African American students in grades K12. This will supplement the work of existing CCRs (who only work with HS students) by: expanding the scope to students in grades K-8; including targeted activities for African American families and students (scholarships, SAT/College App workshops, community outreach, etc.); working with colleges and community orgs to create mentoring opportunities, etc. Anticipated Increase: Under \$100k.

*Expand STEM Summer Enrichment Program*

African American students are underrepresented in the fields of science, technology, engineering, and mathematics (STEM). Furthermore, according to ACT, "Among all racial groups, African American students are least likely to meet Benchmarks in math and science. In fact, white students are four times more likely to meet science Benchmarks than African American students" (p.10). The AASSD has provided STEM enrichment to students in TUSD from summer 2014 to the present. Implementing two STEM summer enrichment programs (2014, 2015), STEM Club on Saturdays (SY 15-16), and 3 STEM Summits for middle school students (12/14, 12/15, 12/16). Each STEM initiative was designed to support students and families in seeing the possibility of a

STEM career. To continue supporting STEM, we plan to grow the STEM summer enrichment program to support 200 students.<sup>3</sup> The program: provides enrichment for students in jeopardy of being retained or attending summer school (target 5-7<sup>th</sup> grade), exposes students to STEM opportunities/workshops, utilizes existing reading resources (Achieve/Success Maker) during the summer, and broadens opportunities to do outreach and recruitment for potential magnet students. Requires approximately two certified staff and three classified staff (hourly, summer rate). **See Ex. 1 at p. 8 (AASSD Summer STEM BC Form) and Ex. 2 at p. 43 (AASSD Summer STEM SSC Form).** Anticipated Increase: Under \$100k.

**515 Referrals, Evaluations, and Placements** No major changes.

**516 Supportive and Inclusive Environments** No major changes.

**601 Restorative Practices and PBIS (RPPSCs)**

The District will continue to provide approximately the same level of implementation and PD for PBIS and Restorative practices, with a slight increase for PBIS training. Anticipated Increase: Under \$100k.

**602 GSRR/Code of Conduct** No major changes.

**603 Student Discipline Training for Sites**

*Reduce Cost for Year 2 Classroom Management Training (Fred Jones)*

Fred Jones: Tools for Teaching training is researched-based. See, for example: [www.fredjones.com](http://www.fredjones.com). The District will continue to strengthen its PD programs while continually building the capacity of our employees. Fred Jones / Tools for Teaching will gradually decrease in subsequent years, reducing to one 3-day (partner event), one 2-day, and two 1-day events per year. The District plans to partner with Fred Jones on the 3-day event every summer in which cost is shared because the District would also host out-of-district participants. Anticipated Reduction: Under \$100k.

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<sup>3</sup> Research: Baker, D., & Leary, R. (1995). Letting girls speak out about science. *Journal of Research in Science Teaching*, 32, 3–27; Catsambis, S. (1995). Gender, race, ethnicity, and science education in the middle grades. *Journal of Research in Science Teaching*, 32, 243–257; Fields, D. A. (2009). What do students gain from a week at science camp?; Youth perceptions and the design of an immersive, research-oriented astronomy camp. *International Journal of Science Education*, 31(2), 151– 171; National Center for Education Statistics (NCES). (2001). Educational achievement and black-white inequality. Washington, DC: U.S. Department of Education Office of Educational Research and Improvement; State of Black Arizona report on STEM careers.

**604 Discipline Roles and Responsibilities** No major changes.

**605 Discipline Data Monitoring** No major changes.

**606 Corrective Action Plans** No major changes.

**607 Successful Site-Based Strategies** No major changes.

## **701 Family Center Plan**

### *Staff Increases*

The District plans to add an additional Family Resource Center School Community Liaison (1.0 FTE) and a part-time monitor (.5 FTE). Many District parents have requested extended, evening hours at the Family Resource Centers. Additionally, Family Resource Center staff is needed to support District-wide events during the evenings and weekends. The current staffing is insufficient to meet these needs. Additional staff will be used to extend hours at all sites and allow for flexibility in staffing ensuring coverage at events outside of regular operating hours. The increase will facilitate family access to services and information such as workshops and cafecitos at convenient times. This will increase opportunities to empower parents and to learn from parents how the District can best support parents to increase their students' achievement and engagement. Anticipated Increase: Under \$100k.

## **702 Family Engagement Resources**

### *Online PD for how teachers and principals can learn from families how to better meet the needs of their children*

Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs. The proposal will help schools focus on programs, resources and practices for African American and Latino students and their families, particularly those students who are struggling, disengaged, and/or at risk of dropping out.

Anticipated Increase: Under \$100k (in addition to the existing \$6,000 currently budgeted to collaborate with U of A personnel to create a True North Logic PD module and provide additional training for certified/classified staff and administrators in the area of Family Engagement including strategies on parenting, communication, volunteering, learning at home, decision-making and collaborating with the community).

*Increase for School Community Liaison stipends for school staff*

Currently there are 19 schools that have a principal as the acting liaison at schools that are magnet, racially concentrated or have an African-American student population of 15% or greater. Community liaisons play an essential role as they are the bridge between school and home. The District is to establish community liaison support positions or hire additional staff as community liaisons in order to link schools and families with basic needs supports and district resources. We reached out to principals and currently 6 of the 19 schools have staff in which they have assigned to as community liaison support (teachers, office manager, counselor, MTSS coordinator). Additionally, we are proposing that the 19 schools get a stipend (\$3,000) for existing staff that will be considered as community liaisons with added duties. This will ensure that all 19 schools have a liaison who can support families and their needs and who will be trained on how to engage families at their school and help families navigate the school system. Anticipated Increase: Under \$100k.

**703 Tracking Family Engagement** No major changes.

**704 Translation and Interpretation Services** No major changes.

**801 Extracurricular Equitable Access (EEA) Plan**

Though the primary focus of the EEA plan is to provide equal access to all students who are interested in participating in extracurricular activities, the District's efforts also tie into the following three priorities: integration/magnets; dropout prevention; and targeted interventions and supports. Specifically, extracurricular activities: support efforts to promote attendance at integrated and magnet schools; serve as an incentive to keep kids in school and a deterrent for dropping out<sup>4</sup>; and provide opportunities for targeted interventions and supports through after school tutoring as a support to our students involved in extracurricular activities.<sup>5</sup>

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<sup>4</sup> Research shows positive effects of extracurricular activities on lowering dropout rates for boys and girls, particularly for students with early participation. The greatest impact was observed among those who were at the highest risk for dropout. Research also shows that for middle school students athletics played a significant role in dropout reductions. Mahoney, J. L. & Cairns, R. B. (1997) Do extracurricular activities protect against early school dropout? *Developmental Psychology*, 33(2), 241-253.

<sup>5</sup> Prior to assigning a student to after-school tutoring, the school-based MTSS support team must meet to ensure the MTSS Guidelines are followed before making the decision on placement. Student documentation for academic tutoring must be entered into the TUSD Student Academic Support Plan found on the Accountability and Research Website under MTSS by a designated campus-based MTSS coordinator. The MTSS coordinator must work closely with the after school tutoring program coordinators.

*Increases to Enhance After-School Tutoring*

In 2017-18, the District anticipates increasing the number of schools providing after-school tutors. The District has found that the biggest deterrent to student participation has been academic eligibility at the middle and high schools. By increasing the use of college and/or certified tutors, students are able to receive additional assistance in areas those areas where they are failing or falling behind. **See Ex. 1 at p. 9 (Extracurricular Tutoring BC Form) and Ex. 2 at p. 47 (Extracurricular Tutoring SSC Form).** The increases are designed to be cost neutral (the Interscholastic Department will reduce its supply line).

**802 Data Reporting System (Extracurricular)** No major changes.

**901 Multi-Year Facilities Plan**

*Increase to Fund MYFP Projects*

The District Facilities collaboratively works with the Facility Planning Department, FCI, ESS, and the Master Facility Plan to improve school sites within existing constraints. The primary goal is to upgrade the Facility Conditions Index of all District facilities using the impartial MYFP program. The State funding (and, thus, the District budget) has been inadequate to support a true MYFP and a better Life Cycle evaluation of its facilities for Tucson Unified. This is not ideal, and higher costs of maintenance are evident due to timely major system repairs and improvements. With no active Bond Program, the District is working quickly to establish long term needs so that the community and stakeholders understand the needs of its buildings. Some key projects that remain incomplete for lack of funding include: Grijalva ES HVAC systems; needed roofs at Carrillo ES and Hollinger K8, and a roof, and fire alarm and intercom systems for Safford K8. Anticipated Increase: Over \$500k.

*Automated FCI Maintenance (software that helps tracks the FCI)*

The District is planning to upgrade the current manual process of tracking FCI/ESS to an automated process. Utilize the computerized system (already installed and working as of 2/2016) for evaluating FCI and dollars need for repairing systems. Anticipated Increase: Over \$100k.

**902 Multi-Year Technology Plan**

*Improve the availability of wireless and broadband Internet at racially concentrated schools to ensure that equal access to the Internet is provided district-wide.*

The District is proposing additional wireless networking hardware at select rationally concentrated sites in order to meet the increasing demand for wireless connectivity in the classroom. Over the past two years, the number of laptops used across the District has increased by approximately 15,000 devices directly related to the support of Desegregation and Title I funding – the District must update its capacity to support their use. The number of Wireless Access Points (WAPs) in each classroom, on the other hand, has not kept up with the growing number of devices connecting wirelessly to the Internet in each classroom.

As part of TUSD's Information Technology Infrastructure Modernization Initiative (ITIMI), which was developed and approved by the Governing Board during the 2011-12 school year and completed during the 2014-15 school year. While the \$16 million-dollar initiative addressed district-wide core IT infrastructure allowing all schools to be inter-connected to a high-speed fiber network and high capacity internet bandwidth. The ITIMI project was designed for one WAP per classroom. Due to advances with technology and internet "cloud" based applications and at the same time the lower cost of devices the classroom has outgrown the capacity of a single WAP. To meet the needs of the current bandwidth demands of the classroom the District is installing an additional WAP per classroom resulting in two WAP's per classroom.

The District is in the process of applying for approximately \$2 million in E-rate funds for additional wireless networking equipment at the high schools for the 2017-2018 school year. The District plans to apply for E-rate funds for the 2018-19 school year if available, to address the additional WAP needs at the elementary and middle schools. In addition to the E-Rate funding the District is requesting Desegregation funds at the following racially concentrated schools in order to provide more equitable wireless coverage district-wide which are in the most immediate need:

1. Grijalva Elementary School
2. Lynn Urquides Elementary School
3. Maldonado Elementary School
4. Oyama Elementary School
5. Van Buskirk Elementary School
6. Warren Elementary School
7. Maxwell Elementary School
8. Miller Elementary School
9. Rose Elementary School
10. Safford K-8 School

Anticipated Increase: Between \$100k - \$500k to provide an estimated 700 additional Wireless Access Points (WAPs) at the above-referenced sites.



### **903 Technology PD for Classroom Staff**

*Enhance PD for teacher proficiency in facilitating student learning with technology as well as support the use of additional technology in the classroom setting*

The District is participating in Microsoft's Professional Learning Partnership Program. TUSD is one of 30 K-12 Institutions from around the country selected to participate in this program, which is designed to build capacity and self-sustainment in the use of the Microsoft in Education products that will be deployed district-wide during the 2017-18 school year. Specifically, the program provides guidance, planning, and professional learning opportunities with regard to Office 365 products that can be used in the classroom, such as the following:

- Office 365 Education Suite – An online version of the traditional Microsoft Office Suite (Word, Excel, PowerPoint, Exchange, SharePoint, etc.) that allows students and teachers to collaborate and share work.
- OneNote – An online Class Notebook application that lets a teacher quickly set up a personal workspace for every student, a content library for handouts, and a collaboration space for lessons and creative activities.
- Office Mix – A free add-in for PowerPoint that simplifies authoring and sharing of online lessons and presentations. It allows teachers to make presentation interactive with quizzes and labs.
- Skype – An online video conferencing tool that allows educators and experts from around the world to connect and share learning experiences.
- Sway – A digital storytelling application that allows teachers to create interactive web-based lessons, assignments, project recaps, newsletters, and more from a phone, tablet, or web browser.

Several factors aided in Microsoft's decisions to select TUSD as a partner in this program:

- District wide IT infrastructure and technology staff providing highly reliable connectivity and the proper bandwidth capacity to support Microsoft Office 365 functional and other internet activities.
- Teacher Technology Liaison program at each campus to help facilitate ongoing sustainable technology support.
- Majority of campuses have student to computing device ratio of 2:1 for teachers and students.
- Fully staffed Instructional Technology Professional Development department supporting and main goal is to increase Teacher Technology proficiency as described in the MYTP.

As a partner in the Microsoft program, TUSD will participate in the following activities:

- Individualized Consulting with a Microsoft in Education Ambassador who will provide assistance in designing a custom Professional Learning Plan aligned with the District's curriculum and strategic planning goals
- Four In-Person Days (one two-day Trainer Academy plus two days of Microsoft Innovative Educator sessions)
- Four Virtual Sessions (one per quarter)
- Bi-Monthly Touchpoints (including Office Hours)

Utilizing the train-the-trainer model, TUSD's Instructional Technology team along with 45 selected teachers across the District will receive training from the Microsoft Partnership in the winter and spring 2017 with the main goal to develop a customized technology professional development program, aligned with the District's curriculum and student personalized learning style, ready for pilot deployment in the summer of 2017. The District will continue to receive assistance during the 2017-2018 and the 2018- 2019 school year from the Microsoft Partner ensuring teachers and staff are continual honing and updating the technology professional development program. This program will be created by the District teachers and guided by Microsoft on how to use the Office 365 applications to increase student engagement and collaboration. Teachers at select sites will then be trained in July 2017 and June 2018.

There is no charge for TUSD to participate in this program, however, the District will need to pay teachers to attend the training during off-contract hours at an estimated rate of \$170 per day. Anticipated Increase: Increase Between \$100k - \$500k (to supplement the investment being offered by Microsoft).

<b>Tentative Training Week</b>	<b>Estimated # of Teacher Attendees</b>	<b>Estimated Training Days</b>
July 10-14, 2017	30	5
July 17-21, 2017	60	5
July 24-28, 2017	150	5

The District plans to run a pilot program this spring before implementing the Professional Learning Partnership Program over the summer (utilizing schools that have infrastructure). The teachers that will be targeted will come from sites with a 1:1 device to student ratio and that have high TCI proficiency scores, such as Bloom Elementary School, Booth-Fickett Math/Science Magnet School, Mansfeld Middle Magnet School, and Palo Verde STEAM Magnet School.

**1001 EBAS Implementation**

*Reduce EBAS Allocations*

The District plans to reduce the amount allocated for the Evidence-Based Accountability System (EBAS) Program by \$200k. As an alternative to EBAS, the Ed-Fi Alliance's Data Standard Technology, in conjunction with Microsoft's Azure platform, is being considered as a more cost-effective tool to collect data from student information systems and other operational systems. Anticipated Reduction: Between \$100k - \$500k.

**1002 EBAS Training and Evaluation** No major changes.

**1003 Budget Process and Development** No major changes.

**1004 Budget Audit** No major changes.

**1005 Notice and Request for Approval** No major changes.

## II. PROFESSIONAL DEVELOPMENT

Court Order 1981 states: “IT IS FURTHER ORDERED that future budgetary assessments shall specify who will receive professional development in what amounts and in what ways, and at what cost i.e.: its core content and relationship to provisions in the USP, the number of people in different roles receiving such professional development, mode of delivery, and the number of hours for learner participation.”

As part of the Draft 2 USP Budget in March 2017 (or sooner, if possible), the District will provide the 2017-18 USP PD Assessment in the same format as the PD assessment provided on September 1, 2016. The chart will specify who will receive what professional development in what amount, in what ways, and at what cost. The following charts, as requested by the Mendoza Plaintiffs, outlines the District’s expectations for teacher training from the “10,000-foot level.” The District monitors to ensure that new hires receive all USP-related “on-boarding” training and that existing staff receive all other USP-related training.

The District provides all certificated staff (including teachers) professional development that includes the USP-related elements outlined below:

<i>Element</i>	<i>What do we expect teachers to know?</i>	<i>What do we expect teachers to be able to do?</i>
Student Assignment	The open enrollment process and the expediency of submitting applications on-time.	Effectively communicate to parents School Choice options and the application process
Teacher Evaluation Instrument	The Danielson framework and how teaching practices impact their evaluation.	To be rated consistently at a proficient level.
USP	The components of the USP and their responsibilities under the USP.	To act according to the USP and to their specific job functions and responsibilities.
Proactive approaches to student access to ALEs	The ALE Plan, the ALE obligations, and what an ALE is in the context of TUSD.	To take proactive approaches to promote ALE options to students and parents, to encourage increased participation, and to support student success in ALEs.
Culturally Responsive Pedagogy	The CRP strategies for interacting with students with diverse needs in a culturally responsive manner, and to participate in creating supportive and inclusive environments.	To interact with all students in an inclusive manner, taking into account the cultural capital of each student and being responsive to the needs of each student as they come. Work from an asset-based model with every student.

<b>Element</b>	<b>What do we expect teachers to know?</b>	<b>What do we expect teachers to be able to do?</b>
GSRR / Code of Conduct	The GSRR/Code components and processes.	To be able to adhere to the GSRR/Code when interacting with students and families, and to follow its fundamental tenets related to due process, equitable treatment, and the focus on Restorative Practices, PBIS, and existing discipline disparities.
PBIS	Fundamental aspects of PBIS and how PBIS implementation should be expressed in the classroom and throughout the school.	Actively implement the agreed-upon site PBIS plan with integrity and consistency.
Restorative Practices	Fundamental aspects of restorative practices and how these practices should be implemented at the classroom level and throughout the school.	Utilize restorative practice strategies as a preventative approach, as well as a restorative approach, to challenges, issues, or situations that occur between individuals in classrooms or schools.
Hiring protocols and workforce diversity	TUSD's hiring practices, including a focus on diversity in hiring and the strategies being implemented to improve workforce diversity.	Be aware of TUSD practices, goals, and strategies when participating in any part of the hiring process.
PLCs	That PLCs are the vehicle by which teachers work collaboratively to address academic and behavioral issues, and to improve their practice.	Actively participate in the PLC process to improve teacher practice, instructional strategies, and to address identified academic and behavior issues through the use of data and other tools.
EBAS (new systems, including Synergy Student Information System)	How to utilize components of EBAS with an eye towards data-driven instruction.	Utilize data to improve instruction, to identify student deficiencies, and to input needed information at the site level.
Non-discrimination and/or retaliation policies	District policy and practice on non-discrimination and/or retaliation.	Comply and act in accordance with policy.
MTSS	The MTSS process, teachers' roles within the process, and available resources and tools to address academic and behavior issues.	Participate in the MTSS process to improve in-class Tier 1 interventions, and to utilize resources for Tier 2 and 3 interventions.
Use of Technology in the Classroom	How to use the technology available in the classroom to enhance instruction.	Deliver instruction using the technological tools available in the classroom.

<b><i>The District requires specific groups of teachers to participate in the following USP-related PD:</i></b>								
	EEI	Classroom Management	Danielson	Teacher Mentor	CRC PD	AP PD	GATE PD	TWDL PD
First Year	X	X	X	X				
Beginning				X				
New to TUSD	X	X	X	X				
Dual-Language								X
GATE							X	
AP						X		
CRC					X			

BHO

# **EXHIBIT 3-A**

All TUSD Students Offered Transportation in TUSD in 12-13 by Reason by Race/Ethnicity

Transportation Reason	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total	% of Total Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
504	12	36.4%	5	15.2%	13	39.4%	2	6.1%	1	3.0%	0	0.0%	33	0.1%
ABC	543	24.7%	156	7.1%	1300	59.1%	50	2.3%	53	2.4%	97	4.4%	2199	9.8%
ELD	1	4.5%	3	13.6%	18	81.8%	0	0.0%	0	0.0%	0	0.0%	22	0.1%
Exed	421	31.2%	98	7.3%	697	51.7%	63	4.7%	23	1.7%	46	3.4%	1348	6.0%
Gate	283	36.1%	20	2.6%	375	47.8%	16	2.0%	41	5.2%	49	6.3%	784	3.5%
Headstart	0	0.0%	1	6.3%	15	93.8%	0	0.0%	0	0.0%	0	0.0%	16	0.1%
Home School	2104	20.2%	403	3.9%	6810	65.5%	643	6.2%	202	1.9%	235	2.3%	10397	46.3%
Magnet	852	15.6%	302	5.5%	3899	71.3%	207	3.8%	76	1.4%	133	2.4%	5469	24.3%
McKinney Vento	256	24.3%	145	13.7%	533	50.5%	71	6.7%	15	1.4%	35	3.3%	1055	4.7%
NCLB	15	17.4%	4	4.7%	63	73.3%	3	3.5%	1	1.2%	0	0.0%	86	0.4%
Preschool Exed	94	26.2%	18	5.0%	207	57.7%	21	5.8%	5	1.4%	14	3.9%	359	1.6%
Refugee	6	15.0%	28	70.0%	0	0.0%	0	0.0%	6	15.0%	0	0.0%	40	0.2%
University HS	330	49.3%	7	1.0%	222	33.2%	6	0.9%	80	12.0%	24	3.6%	669	3.0%
<b>Total</b>	<b>4917</b>	<b>21.9%</b>	<b>1190</b>	<b>5.3%</b>	<b>14152</b>	<b>63.0%</b>	<b>1082</b>	<b>4.8%</b>	<b>503</b>	<b>2.2%</b>	<b>633</b>	<b>2.8%</b>	<b>22477</b>	
<b>Total Enrollment</b>	<b>13121</b>	<b>23.3%</b>	<b>3224</b>	<b>5.7%</b>	<b>34878</b>	<b>62.0%</b>	<b>2164</b>	<b>3.8%</b>	<b>1338</b>	<b>2.4%</b>	<b>1561</b>	<b>2.8%</b>	<b>56286</b>	



SCHOOL	GRADE_LEVEL	PROGRAM	RACE_ETHNICITY	NUMELIGIBLE
ACTP	HS	Exed	African American	1
ACTP	HS	Home School	African American	1
ACTP	HS	Exed	Hispanic/Latino	8
ACTP	HS	Home School	Hispanic/Latino	4
ACTP	HS	Exed	Multi Racial	2
ACTP	HS	Exed	White	7
ACTP	HS	Home School	White	4
BANKS ES	ES	Home School	Asian/Pacific Islander	1
BANKS ES	ES	Home School	African American	5
BANKS ES	ES	ABC	Hispanic/Latino	28
BANKS ES	ES	Exed	Hispanic/Latino	2
BANKS ES	ES	Home School	Hispanic/Latino	174
BANKS ES	ES	McKinney Vento	Hispanic/Latino	5
BANKS ES	ES	Preschool Exed	Hispanic/Latino	2
BANKS ES	ES	ABC	Multi Racial	1
BANKS ES	ES	McKinney Vento	Multi Racial	3
BANKS ES	ES	Home School	Native American	6
BANKS ES	ES	Preschool Exed	Native American	1
BANKS ES	ES	Home School	Asian/Pacific Islander	1
BANKS ES	ES	ABC	White	5
BANKS ES	ES	Home School	White	80
BANKS ES	ES	McKinney Vento	White	2
BANKS ES	ES	Preschool Exed	White	2
BLENMAN ES	ES	ABC	Asian/Pacific Islander	1
BLENMAN ES	ES	Home School	Asian/Pacific Islander	11
BLENMAN ES	ES	McKinney Vento	Asian/Pacific Islander	2
BLENMAN ES	ES	ABC	African American	6
BLENMAN ES	ES	Exed	African American	1
BLENMAN ES	ES	Home School	African American	21
BLENMAN ES	ES	McKinney Vento	African American	5
BLENMAN ES	ES	Preschool Exed	African American	3
BLENMAN ES	ES	ABC	Hispanic/Latino	29
BLENMAN ES	ES	Home School	Hispanic/Latino	79
BLENMAN ES	ES	McKinney Vento	Hispanic/Latino	3
BLENMAN ES	ES	Preschool Exed	Hispanic/Latino	7
BLENMAN ES	ES	ABC	Multi Racial	1
BLENMAN ES	ES	Home School	Multi Racial	8
BLENMAN ES	ES	McKinney Vento	Multi Racial	2
BLENMAN ES	ES	Preschool Exed	Multi Racial	1
BLENMAN ES	ES	Home School	Native American	3
BLENMAN ES	ES	Preschool Exed	Native American	2
BLENMAN ES	ES	ABC	Asian/Pacific Islander	3
BLENMAN ES	ES	Home School	Asian/Pacific Islander	4
BLENMAN ES	ES	ABC	White	16
BLENMAN ES	ES	Home School	White	27
BLENMAN ES	ES	McKinney Vento	White	3
BLENMAN ES	ES	Preschool Exed	White	2
BLOOM ES	ES	Preschool Exed	Asian/Pacific Islander	1
BLOOM ES	ES	ABC	African American	2
BLOOM ES	ES	Home School	African American	4
BLOOM ES	ES	Preschool Exed	African American	2
BLOOM ES	ES	ABC	Hispanic/Latino	3
BLOOM ES	ES	Exed	Hispanic/Latino	10
BLOOM ES	ES	Home School	Hispanic/Latino	19
BLOOM ES	ES	McKinney Vento	Hispanic/Latino	2
BLOOM ES	ES	Preschool Exed	Hispanic/Latino	8
BLOOM ES	ES	ABC	Multi Racial	2
BLOOM ES	ES	Home School	Multi Racial	3

BLOOM ES	ES	McKinney Vento	Multi Racial	1
BLOOM ES	ES	Preschool Exed	Multi Racial	1
BLOOM ES	ES	Exed	Native American	2
BLOOM ES	ES	Home School	Native American	1
BLOOM ES	ES	ABC	White	9
BLOOM ES	ES	Exed	White	11
BLOOM ES	ES	Home School	White	22
BLOOM ES	ES	McKinney Vento	White	4
BLOOM ES	ES	Preschool Exed	White	1
BONILLAS ES	ES	Exed	Asian/Pacific Islander	1
BONILLAS ES	ES	Magnet	Asian/Pacific Islander	5
BONILLAS ES	ES	Exed	African American	3
BONILLAS ES	ES	Home School	African American	1
BONILLAS ES	ES	Magnet	African American	7
BONILLAS ES	ES	Exed	Hispanic/Latino	11
BONILLAS ES	ES	Home School	Hispanic/Latino	6
BONILLAS ES	ES	Magnet	Hispanic/Latino	169
BONILLAS ES	ES	McKinney Vento	Hispanic/Latino	6
BONILLAS ES	ES	Exed	Multi Racial	1
BONILLAS ES	ES	Home School	Multi Racial	1
BONILLAS ES	ES	Magnet	Multi Racial	5
BONILLAS ES	ES	Exed	Native American	1
BONILLAS ES	ES	Magnet	Native American	5
BONILLAS ES	ES	Exed	White	6
BONILLAS ES	ES	Home School	White	1
BONILLAS ES	ES	Magnet	White	16
BOOTH-FICKETT K-8	K-8	Home School	Asian/Pacific Islander	7
BOOTH-FICKETT K-8	K-8	Magnet	Asian/Pacific Islander	18
BOOTH-FICKETT K-8	K-8	Home School	African American	3
BOOTH-FICKETT K-8	K-8	Magnet	African American	74
BOOTH-FICKETT K-8	K-8	McKinney Vento	African American	4
BOOTH-FICKETT K-8	K-8	504	Hispanic/Latino	2
BOOTH-FICKETT K-8	K-8	Exed	Hispanic/Latino	3
BOOTH-FICKETT K-8	K-8	Home School	Hispanic/Latino	59
BOOTH-FICKETT K-8	K-8	Magnet	Hispanic/Latino	422
BOOTH-FICKETT K-8	K-8	McKinney Vento	Hispanic/Latino	9
BOOTH-FICKETT K-8	K-8	Exed	Multi Racial	2
BOOTH-FICKETT K-8	K-8	Home School	Multi Racial	4
BOOTH-FICKETT K-8	K-8	Magnet	Multi Racial	36
BOOTH-FICKETT K-8	K-8	McKinney Vento	Multi Racial	1
BOOTH-FICKETT K-8	K-8	Exed	Native American	1
BOOTH-FICKETT K-8	K-8	Magnet	Native American	5
BOOTH-FICKETT K-8	K-8	Magnet	Asian/Pacific Islander	3
BOOTH-FICKETT K-8	K-8	Exed	White	4
BOOTH-FICKETT K-8	K-8	Home School	White	50
BOOTH-FICKETT K-8	K-8	Magnet	White	137
BOOTH-FICKETT K-8	K-8	McKinney Vento	White	4
BORMAN ES	ES	Home School	Asian/Pacific Islander	2
BORMAN ES	ES	Preschool Exed	Asian/Pacific Islander	1
BORMAN ES	ES	ABC	African American	1
BORMAN ES	ES	Home School	African American	3
BORMAN ES	ES	ABC	Hispanic/Latino	4
BORMAN ES	ES	Home School	Hispanic/Latino	9
BORMAN ES	ES	ABC	Multi Racial	3
BORMAN ES	ES	Home School	Multi Racial	1
BORMAN ES	ES	ABC	White	2
BORMAN ES	ES	Home School	White	5
BORMAN ES	ES	Preschool Exed	White	2
BORTON ES	ES	Magnet	Asian/Pacific Islander	7

BORTON ES	ES	Home School	African American	6
BORTON ES	ES	Magnet	African American	5
BORTON ES	ES	Preschool Exed	African American	1
BORTON ES	ES	Home School	Hispanic/Latino	75
BORTON ES	ES	Magnet	Hispanic/Latino	133
BORTON ES	ES	McKinney Vento	Hispanic/Latino	1
BORTON ES	ES	Preschool Exed	Hispanic/Latino	13
BORTON ES	ES	Home School	Multi Racial	1
BORTON ES	ES	Magnet	Multi Racial	19
BORTON ES	ES	Preschool Exed	Multi Racial	1
BORTON ES	ES	Home School	Native American	7
BORTON ES	ES	Magnet	Native American	8
BORTON ES	ES	Home School	White	2
BORTON ES	ES	Magnet	White	109
BORTON ES	ES	Preschool Exed	White	1
BRICHTA ES	ES	ABC	Asian/Pacific Islander	1
BRICHTA ES	ES	Exed	African American	1
BRICHTA ES	ES	Home School	African American	2
BRICHTA ES	ES	McKinney Vento	African American	1
BRICHTA ES	ES	ABC	Hispanic/Latino	19
BRICHTA ES	ES	Exed	Hispanic/Latino	20
BRICHTA ES	ES	Home School	Hispanic/Latino	84
BRICHTA ES	ES	McKinney Vento	Hispanic/Latino	4
BRICHTA ES	ES	Exed	Multi Racial	1
BRICHTA ES	ES	Home School	Multi Racial	2
BRICHTA ES	ES	Home School	Native American	6
BRICHTA ES	ES	ABC	White	4
BRICHTA ES	ES	Exed	White	3
BRICHTA ES	ES	Home School	White	13
BRICHTA ES	ES	McKinney Vento	White	1
CARRILLO ES	ES	Magnet	African American	5
CARRILLO ES	ES	Home School	Hispanic/Latino	13
CARRILLO ES	ES	Magnet	Hispanic/Latino	195
CARRILLO ES	ES	McKinney Vento	Hispanic/Latino	3
CARRILLO ES	ES	Magnet	Multi Racial	1
CARRILLO ES	ES	Magnet	Native American	7
CARRILLO ES	ES	Exed	White	1
CARRILLO ES	ES	Magnet	White	10
CARRILLO ES	ES	McKinney Vento	White	2
CARSON MS	MS	Exed	African American	4
CARSON MS	MS	Home School	African American	1
CARSON MS	MS	McKinney Vento	African American	2
CARSON MS	MS	ABC	Hispanic/Latino	7
CARSON MS	MS	Exed	Hispanic/Latino	9
CARSON MS	MS	Home School	Hispanic/Latino	2
CARSON MS	MS	McKinney Vento	Hispanic/Latino	2
CARSON MS	MS	Exed	Multi Racial	2
CARSON MS	MS	McKinney Vento	Multi Racial	1
CARSON MS	MS	Exed	Native American	1
CARSON MS	MS	504	White	1
CARSON MS	MS	ABC	White	6
CARSON MS	MS	Exed	White	11
CARSON MS	MS	Home School	White	1
CARSON MS	MS	McKinney Vento	White	5
CATALINA HS	HS	504	Asian/Pacific Islander	1
CATALINA HS	HS	Exed	Asian/Pacific Islander	2
CATALINA HS	HS	Home School	Asian/Pacific Islander	5
CATALINA HS	HS	Magnet	Asian/Pacific Islander	1
CATALINA HS	HS	McKinney Vento	Asian/Pacific Islander	4

CATALINA HS	HS	Refugee	Asian/Pacific Islander	6
CATALINA HS	HS		504 African American	2
CATALINA HS	HS	Exed	African American	7
CATALINA HS	HS	Home School	African American	12
CATALINA HS	HS	Magnet	African American	12
CATALINA HS	HS	McKinney Vento	African American	24
CATALINA HS	HS	Refugee	African American	14
CATALINA HS	HS	Exed	Hispanic/Latino	25
CATALINA HS	HS	Home School	Hispanic/Latino	116
CATALINA HS	HS	Magnet	Hispanic/Latino	88
CATALINA HS	HS	McKinney Vento	Hispanic/Latino	22
CATALINA HS	HS	Exed	Multi Racial	1
CATALINA HS	HS	Home School	Multi Racial	3
CATALINA HS	HS	Magnet	Multi Racial	3
CATALINA HS	HS	McKinney Vento	Multi Racial	3
CATALINA HS	HS	Exed	Native American	5
CATALINA HS	HS	Magnet	Native American	1
CATALINA HS	HS	McKinney Vento	Native American	3
CATALINA HS	HS		504 White	1
CATALINA HS	HS	Exed	White	21
CATALINA HS	HS	Home School	White	32
CATALINA HS	HS	Magnet	White	27
CATALINA HS	HS	McKinney Vento	White	19
CATALINA HS	HS	Refugee	White	2
CAVETT ES	ES	Exed	Asian/Pacific Islander	1
CAVETT ES	ES	Exed	African American	1
CAVETT ES	ES	Home School	African American	1
CAVETT ES	ES	ABC	Hispanic/Latino	3
CAVETT ES	ES	Exed	Hispanic/Latino	9
CAVETT ES	ES	Home School	Hispanic/Latino	21
CAVETT ES	ES	McKinney Vento	Hispanic/Latino	5
CAVETT ES	ES	Exed	Multi Racial	1
CAVETT ES	ES	Exed	White	2
CHOLLA HS	HS	Home School	Asian/Pacific Islander	5
CHOLLA HS	HS	Exed	African American	3
CHOLLA HS	HS	Home School	African American	18
CHOLLA HS	HS	Magnet	African American	15
CHOLLA HS	HS	McKinney Vento	African American	3
CHOLLA HS	HS	Refugee	African American	1
CHOLLA HS	HS	Exed	Hispanic/Latino	24
CHOLLA HS	HS	Home School	Hispanic/Latino	621
CHOLLA HS	HS	Magnet	Hispanic/Latino	139
CHOLLA HS	HS	McKinney Vento	Hispanic/Latino	13
CHOLLA HS	HS	Home School	Multi Racial	13
CHOLLA HS	HS	Magnet	Multi Racial	1
CHOLLA HS	HS	Exed	Native American	5
CHOLLA HS	HS	Home School	Native American	59
CHOLLA HS	HS	Magnet	Native American	5
CHOLLA HS	HS	McKinney Vento	Native American	1
CHOLLA HS	HS	Home School	Asian/Pacific Islander	1
CHOLLA HS	HS	Exed	White	7
CHOLLA HS	HS	Home School	White	93
CHOLLA HS	HS	Magnet	White	10
CHOLLA HS	HS	McKinney Vento	White	4
COLLIER ES	ES	ABC	Asian/Pacific Islander	1
COLLIER ES	ES	Home School	Asian/Pacific Islander	2
COLLIER ES	ES	Home School	African American	6
COLLIER ES	ES	ABC	Hispanic/Latino	5
COLLIER ES	ES	Exed	Hispanic/Latino	1

COLLIER ES	ES	Home School	Hispanic/Latino	34
COLLIER ES	ES	McKinney Vento	Hispanic/Latino	2
COLLIER ES	ES	Exed	Multi Racial	1
COLLIER ES	ES	Home School	Multi Racial	9
COLLIER ES	ES	McKinney Vento	Multi Racial	1
COLLIER ES	ES	Home School	Native American	2
COLLIER ES	ES	Home School	Asian/Pacific Islander	1
COLLIER ES	ES	ABC	White	1
COLLIER ES	ES	Exed	White	7
COLLIER ES	ES	Home School	White	87
CORBETT ES	ES	ABC	Asian/Pacific Islander	1
CORBETT ES	ES	Gate	Asian/Pacific Islander	6
CORBETT ES	ES	ABC	African American	1
CORBETT ES	ES	Gate	African American	2
CORBETT ES	ES	McKinney Vento	African American	1
CORBETT ES	ES	Preschool Exed	African American	2
CORBETT ES	ES	ABC	Hispanic/Latino	14
CORBETT ES	ES	Gate	Hispanic/Latino	21
CORBETT ES	ES	McKinney Vento	Hispanic/Latino	9
CORBETT ES	ES	Preschool Exed	Hispanic/Latino	5
CORBETT ES	ES	ABC	Multi Racial	3
CORBETT ES	ES	Gate	Multi Racial	8
CORBETT ES	ES	Preschool Exed	Multi Racial	1
CORBETT ES	ES	ABC	White	5
CORBETT ES	ES	Gate	White	37
CORBETT ES	ES	McKinney Vento	White	3
CORBETT ES	ES	Preschool Exed	White	6
CRAGIN ES	ES	ABC	Asian/Pacific Islander	1
CRAGIN ES	ES	ABC	African American	7
CRAGIN ES	ES	Home School	African American	14
CRAGIN ES	ES	McKinney Vento	African American	4
CRAGIN ES	ES	ABC	Hispanic/Latino	9
CRAGIN ES	ES	Exed	Hispanic/Latino	3
CRAGIN ES	ES	Home School	Hispanic/Latino	92
CRAGIN ES	ES	McKinney Vento	Hispanic/Latino	4
CRAGIN ES	ES	Preschool Exed	Hispanic/Latino	4
CRAGIN ES	ES	ABC	Multi Racial	3
CRAGIN ES	ES	Home School	Multi Racial	13
CRAGIN ES	ES	McKinney Vento	Multi Racial	1
CRAGIN ES	ES	Home School	Native American	3
CRAGIN ES	ES	ABC	White	10
CRAGIN ES	ES	Exed	White	1
CRAGIN ES	ES	Home School	White	31
CRAGIN ES	ES	McKinney Vento	White	6
CRAGIN ES	ES	Preschool Exed	White	3
DAVIDSON ES	ES	Home School	Asian/Pacific Islander	2
DAVIDSON ES	ES	Preschool Exed	Asian/Pacific Islander	1
DAVIDSON ES	ES	ABC	African American	4
DAVIDSON ES	ES	Home School	African American	1
DAVIDSON ES	ES	McKinney Vento	African American	2
DAVIDSON ES	ES	ABC	Hispanic/Latino	11
DAVIDSON ES	ES	Exed	Hispanic/Latino	5
DAVIDSON ES	ES	Home School	Hispanic/Latino	7
DAVIDSON ES	ES	McKinney Vento	Hispanic/Latino	1
DAVIDSON ES	ES	Preschool Exed	Hispanic/Latino	3
DAVIDSON ES	ES	ABC	Multi Racial	3
DAVIDSON ES	ES	ABC	Native American	1
DAVIDSON ES	ES	Exed	Native American	1
DAVIDSON ES	ES	Home School	Native American	1

DAVIDSON ES	ES	Preschool Exed	Native American	2
DAVIDSON ES	ES	ABC	White	1
DAVIDSON ES	ES	Exed	White	3
DAVIDSON ES	ES	Home School	White	7
DAVIDSON ES	ES	McKinney Vento	White	2
DAVIDSON ES	ES	Preschool Exed	White	2
DAVIS ES	ES	Magnet	African American	5
DAVIS ES	ES	Exed	Hispanic/Latino	1
DAVIS ES	ES	Home School	Hispanic/Latino	2
DAVIS ES	ES	Magnet	Hispanic/Latino	185
DAVIS ES	ES	McKinney Vento	Hispanic/Latino	7
DAVIS ES	ES	Magnet	Multi Racial	1
DAVIS ES	ES	Magnet	Native American	6
DAVIS ES	ES	Magnet	White	26
DAVIS ES	ES	McKinney Vento	White	1
DIETZ ES	ES	ABC	African American	3
DIETZ ES	ES	McKinney Vento	African American	1
DIETZ ES	ES	ABC	Hispanic/Latino	48
DIETZ ES	ES	Exed	Hispanic/Latino	6
DIETZ ES	ES	Home School	Hispanic/Latino	12
DIETZ ES	ES	McKinney Vento	Hispanic/Latino	6
DIETZ ES	ES	ABC	Multi Racial	7
DIETZ ES	ES	Home School	Multi Racial	2
DIETZ ES	ES	McKinney Vento	Multi Racial	1
DIETZ ES	ES	Exed	Native American	1
DIETZ ES	ES	McKinney Vento	Native American	2
DIETZ ES	ES	ABC	Asian/Pacific Islander	1
DIETZ ES	ES	ABC	White	26
DIETZ ES	ES	Exed	White	1
DIETZ ES	ES	Home School	White	4
DIETZ ES	ES	McKinney Vento	White	7
DIRECT LINK I	DIRECTLINK	Exed	Hispanic/Latino	1
DIRECT LINK I	DIRECTLINK	Exed	White	1
DIRECT LINK II	DIRECTLINK	Home School	African American	1
DIRECT LINK II	DIRECTLINK	Home School	Hispanic/Latino	8
DIRECT LINK II	DIRECTLINK	Home School	Multi Racial	1
DIRECT LINK II	DIRECTLINK	Home School	Native American	1
DIRECT LINK II	DIRECTLINK	504	White	1
DIRECT LINK II	DIRECTLINK	Home School	White	14
DODGE MS	MS	Magnet	Asian/Pacific Islander	9
DODGE MS	MS	Magnet	African American	13
DODGE MS	MS	Exed	Hispanic/Latino	1
DODGE MS	MS	Magnet	Hispanic/Latino	217
DODGE MS	MS	McKinney Vento	Hispanic/Latino	3
DODGE MS	MS	Exed	Multi Racial	1
DODGE MS	MS	Magnet	Multi Racial	8
DODGE MS	MS	Magnet	Native American	9
DODGE MS	MS	Magnet	Asian/Pacific Islander	1
DODGE MS	MS	Exed	White	1
DODGE MS	MS	Magnet	White	82
DODGE MS	MS	McKinney Vento	White	2
DOOLEN MS	MS	ABC	Asian/Pacific Islander	1
DOOLEN MS	MS	Gate	Asian/Pacific Islander	12
DOOLEN MS	MS	Home School	Asian/Pacific Islander	1
DOOLEN MS	MS	McKinney Vento	Asian/Pacific Islander	1
DOOLEN MS	MS	504	African American	1
DOOLEN MS	MS	ABC	African American	3
DOOLEN MS	MS	Exed	African American	1
DOOLEN MS	MS	Gate	African American	4

DOOLEN MS	MS	Home School	African American	3
DOOLEN MS	MS	McKinney Vento	African American	6
DOOLEN MS	MS	ABC	Hispanic/Latino	25
DOOLEN MS	MS	Exed	Hispanic/Latino	2
DOOLEN MS	MS	Gate	Hispanic/Latino	30
DOOLEN MS	MS	Home School	Hispanic/Latino	30
DOOLEN MS	MS	McKinney Vento	Hispanic/Latino	9
DOOLEN MS	MS	NCLB	Hispanic/Latino	2
DOOLEN MS	MS	ABC	Multi Racial	3
DOOLEN MS	MS	Exed	Multi Racial	2
DOOLEN MS	MS	Gate	Multi Racial	9
DOOLEN MS	MS	ABC	Native American	1
DOOLEN MS	MS	Exed	Native American	2
DOOLEN MS	MS	Gate	Native American	1
DOOLEN MS	MS	McKinney Vento	Native American	2
DOOLEN MS	MS	ABC	White	12
DOOLEN MS	MS	Exed	White	13
DOOLEN MS	MS	Gate	White	46
DOOLEN MS	MS	Home School	White	13
DOOLEN MS	MS	McKinney Vento	White	13
DRACHMAN ES	ES	Magnet	African American	6
DRACHMAN ES	ES	Exed	Hispanic/Latino	9
DRACHMAN ES	ES	Home School	Hispanic/Latino	7
DRACHMAN ES	ES	Magnet	Hispanic/Latino	129
DRACHMAN ES	ES	McKinney Vento	Hispanic/Latino	6
DRACHMAN ES	ES	Magnet	Multi Racial	4
DRACHMAN ES	ES	Exed	Native American	1
DRACHMAN ES	ES	Magnet	Native American	5
DRACHMAN ES	ES	McKinney Vento	Native American	1
DRACHMAN ES	ES	Exed	White	2
DRACHMAN ES	ES	Magnet	White	15
DUNHAM ES	ES	Home School	Asian/Pacific Islander	4
DUNHAM ES	ES	McKinney Vento	African American	1
DUNHAM ES	ES	ABC	Hispanic/Latino	4
DUNHAM ES	ES	Home School	Hispanic/Latino	33
DUNHAM ES	ES	McKinney Vento	Hispanic/Latino	3
DUNHAM ES	ES	Home School	Multi Racial	6
DUNHAM ES	ES	Home School	Native American	1
DUNHAM ES	ES	ABC	White	13
DUNHAM ES	ES	Home School	White	37
DUNHAM ES	ES	McKinney Vento	White	10
ERICKSON ES	ES	Home School	Asian/Pacific Islander	2
ERICKSON ES	ES	ABC	African American	3
ERICKSON ES	ES	Home School	African American	1
ERICKSON ES	ES	McKinney Vento	African American	2
ERICKSON ES	ES	Preschool Exed	African American	1
ERICKSON ES	ES	ABC	Hispanic/Latino	17
ERICKSON ES	ES	Home School	Hispanic/Latino	1
ERICKSON ES	ES	McKinney Vento	Hispanic/Latino	1
ERICKSON ES	ES	Preschool Exed	Hispanic/Latino	8
ERICKSON ES	ES	ABC	Multi Racial	4
ERICKSON ES	ES	Home School	Multi Racial	1
ERICKSON ES	ES	ABC	Native American	3
ERICKSON ES	ES	ABC	White	13
ERICKSON ES	ES	McKinney Vento	White	1
ERICKSON ES	ES	Preschool Exed	White	4
FORD ES	ES	ABC	Asian/Pacific Islander	1
FORD ES	ES	Home School	Asian/Pacific Islander	2
FORD ES	ES	ABC	African American	1

FORD ES	ES	Exed	African American	1
FORD ES	ES	Home School	African American	1
FORD ES	ES	ABC	Hispanic/Latino	16
FORD ES	ES	Exed	Hispanic/Latino	1
FORD ES	ES	Home School	Hispanic/Latino	5
FORD ES	ES	McKinney Vento	Hispanic/Latino	2
FORD ES	ES	ABC	Multi Racial	2
FORD ES	ES	Home School	Multi Racial	1
FORD ES	ES	ABC	White	7
FORD ES	ES	Home School	White	4
FORD ES	ES	McKinney Vento	White	5
FRUCHTHENDLER ES	ES	Home School	Asian/Pacific Islander	3
FRUCHTHENDLER ES	ES	ABC	African American	1
FRUCHTHENDLER ES	ES	Home School	African American	3
FRUCHTHENDLER ES	ES	Home School	Hispanic/Latino	51
FRUCHTHENDLER ES	ES	McKinney Vento	Hispanic/Latino	2
FRUCHTHENDLER ES	ES	Home School	Multi Racial	9
FRUCHTHENDLER ES	ES	Home School	Native American	1
FRUCHTHENDLER ES	ES	ABC	White	5
FRUCHTHENDLER ES	ES	Exed	White	1
FRUCHTHENDLER ES	ES	Home School	White	162
GALE ES	ES	ABC	Asian/Pacific Islander	1
GALE ES	ES	Home School	Asian/Pacific Islander	5
GALE ES	ES	ABC	African American	2
GALE ES	ES	ABC	Hispanic/Latino	6
GALE ES	ES	Exed	Hispanic/Latino	1
GALE ES	ES	Home School	Hispanic/Latino	16
GALE ES	ES	McKinney Vento	Hispanic/Latino	2
GALE ES	ES	Preschool Exed	Hispanic/Latino	4
GALE ES	ES	Home School	Multi Racial	6
GALE ES	ES	ABC	White	7
GALE ES	ES	Home School	White	57
GALE ES	ES	Preschool Exed	White	6
GRIDLEY MS	MS	ABC	Asian/Pacific Islander	1
GRIDLEY MS	MS	Home School	Asian/Pacific Islander	1
GRIDLEY MS	MS	ABC	African American	2
GRIDLEY MS	MS	Home School	African American	3
GRIDLEY MS	MS	McKinney Vento	African American	2
GRIDLEY MS	MS	504	Hispanic/Latino	1
GRIDLEY MS	MS	ABC	Hispanic/Latino	9
GRIDLEY MS	MS	Exed	Hispanic/Latino	6
GRIDLEY MS	MS	Home School	Hispanic/Latino	13
GRIDLEY MS	MS	McKinney Vento	Hispanic/Latino	7
GRIDLEY MS	MS	NCLB	Hispanic/Latino	5
GRIDLEY MS	MS	Exed	Multi Racial	2
GRIDLEY MS	MS	ABC	Native American	1
GRIDLEY MS	MS	McKinney Vento	Asian/Pacific Islander	1
GRIDLEY MS	MS	504	White	1
GRIDLEY MS	MS	ABC	White	9
GRIDLEY MS	MS	Exed	White	13
GRIDLEY MS	MS	Home School	White	28
GRIDLEY MS	MS	McKinney Vento	White	9
GRIDLEY MS	MS	NCLB	White	1
GRIJALVA ES	ES	McKinney Vento	African American	1
GRIJALVA ES	ES	McKinney Vento	Hispanic/Latino	1
GRIJALVA ES	ES	McKinney Vento	Native American	1
HEAD_START: CAVETT ES	PS	Headstart	Hispanic/Latino	2
HEAD_START: ERIKSON ES	PS	Headstart	Hispanic/Latino	1
HEAD_START: ROBERTS ES	PS	Headstart	Hispanic/Latino	6



HEAD_START: SOUTHSIDE	PS	Headstart	Hispanic/Latino	5
HEAD_START: WRIGHT ES	PS	Headstart	African American	1
HEAD_START: WRIGHT ES	PS	Headstart	Hispanic/Latino	1
HENRY ES	ES	Home School	Asian/Pacific Islander	1
HENRY ES	ES	ABC	African American	4
HENRY ES	ES	Home School	African American	2
HENRY ES	ES	McKinney Vento	African American	1
HENRY ES	ES	504	Hispanic/Latino	1
HENRY ES	ES	ABC	Hispanic/Latino	6
HENRY ES	ES	Home School	Hispanic/Latino	9
HENRY ES	ES	McKinney Vento	Hispanic/Latino	1
HENRY ES	ES	ABC	Multi Racial	1
HENRY ES	ES	Home School	Multi Racial	2
HENRY ES	ES	Home School	Native American	1
HENRY ES	ES	Home School	Asian/Pacific Islander	1
HENRY ES	ES	ABC	White	11
HENRY ES	ES	Exed	White	2
HENRY ES	ES	Home School	White	10
HENRY ES	ES	McKinney Vento	White	3
HOHOKAM MS	MS	Home School	Asian/Pacific Islander	1
HOHOKAM MS	MS	Home School	African American	7
HOHOKAM MS	MS	McKinney Vento	African American	2
HOHOKAM MS	MS	Exed	Hispanic/Latino	6
HOHOKAM MS	MS	Home School	Hispanic/Latino	100
HOHOKAM MS	MS	McKinney Vento	Hispanic/Latino	12
HOHOKAM MS	MS	Home School	Multi Racial	1
HOHOKAM MS	MS	ABC	Native American	1
HOHOKAM MS	MS	Exed	Native American	3
HOHOKAM MS	MS	Home School	Native American	46
HOHOKAM MS	MS	McKinney Vento	Native American	5
HOHOKAM MS	MS	Exed	Asian/Pacific Islander	1
HOHOKAM MS	MS	Exed	White	7
HOHOKAM MS	MS	Home School	White	14
HOHOKAM MS	MS	McKinney Vento	White	2
HOLLADAY ES	ES	Exed	African American	3
HOLLADAY ES	ES	Home School	African American	2
HOLLADAY ES	ES	Magnet	African American	12
HOLLADAY ES	ES	McKinney Vento	African American	4
HOLLADAY ES	ES	Exed	Hispanic/Latino	7
HOLLADAY ES	ES	Home School	Hispanic/Latino	36
HOLLADAY ES	ES	Magnet	Hispanic/Latino	54
HOLLADAY ES	ES	McKinney Vento	Hispanic/Latino	2
HOLLADAY ES	ES	NCLB	Hispanic/Latino	3
HOLLADAY ES	ES	Exed	Multi Racial	1
HOLLADAY ES	ES	Home School	Multi Racial	1
HOLLADAY ES	ES	Magnet	Multi Racial	6
HOLLADAY ES	ES	Exed	Native American	1
HOLLADAY ES	ES	Home School	Native American	2
HOLLADAY ES	ES	Magnet	Native American	2
HOLLADAY ES	ES	Exed	White	1
HOLLADAY ES	ES	Home School	White	1
HOLLADAY ES	ES	Magnet	White	27
HOLLADAY ES	ES	NCLB	White	1
HOLLINGER ES	ES	ABC	Hispanic/Latino	2
HOLLINGER ES	ES	Exed	Hispanic/Latino	1
HOLLINGER ES	ES	Gate	Hispanic/Latino	27
HOLLINGER ES	ES	McKinney Vento	Hispanic/Latino	4
HOLLINGER ES	ES	McKinney Vento	Native American	2
HOLLINGER ES	ES	ABC	White	1

HOLLINGER ES	ES	Gate	White	7
HOWELL ES	ES	ABC	Asian/Pacific Islander	3
HOWELL ES	ES	Home School	Asian/Pacific Islander	5
HOWELL ES	ES	ABC	African American	9
HOWELL ES	ES	Home School	African American	3
HOWELL ES	ES	McKinney Vento	African American	4
HOWELL ES	ES	ABC	Hispanic/Latino	82
HOWELL ES	ES	Exed	Hispanic/Latino	6
HOWELL ES	ES	Home School	Hispanic/Latino	9
HOWELL ES	ES	McKinney Vento	Hispanic/Latino	6
HOWELL ES	ES	NCLB	Hispanic/Latino	1
HOWELL ES	ES	Home School	Native American	2
HOWELL ES	ES	McKinney Vento	Native American	3
HOWELL ES	ES	ABC	White	27
HOWELL ES	ES	Exed	White	4
HOWELL ES	ES	Home School	White	5
HOWELL ES	ES	McKinney Vento	White	3
HOWENSTINE HS	HS	Magnet	Asian/Pacific Islander	1
HOWENSTINE HS	HS	Exed	African American	1
HOWENSTINE HS	HS	Magnet	African American	8
HOWENSTINE HS	HS	Exed	Hispanic/Latino	9
HOWENSTINE HS	HS	Home School	Hispanic/Latino	5
HOWENSTINE HS	HS	Magnet	Hispanic/Latino	35
HOWENSTINE HS	HS	McKinney Vento	Hispanic/Latino	1
HOWENSTINE HS	HS	Home School	Multi Racial	1
HOWENSTINE HS	HS	Magnet	Multi Racial	2
HOWENSTINE HS	HS	Magnet	Native American	1
HOWENSTINE HS	HS	Exed	White	4
HOWENSTINE HS	HS	Home School	White	2
HOWENSTINE HS	HS	Magnet	White	10
HOWENSTINE HS	HS	McKinney Vento	White	1
HUDLOW ES	ES	Exed	Asian/Pacific Islander	1
HUDLOW ES	ES	Home School	Asian/Pacific Islander	2
HUDLOW ES	ES	ABC	African American	5
HUDLOW ES	ES	Exed	African American	4
HUDLOW ES	ES	Home School	African American	10
HUDLOW ES	ES	ABC	Hispanic/Latino	20
HUDLOW ES	ES	Exed	Hispanic/Latino	7
HUDLOW ES	ES	Home School	Hispanic/Latino	46
HUDLOW ES	ES	McKinney Vento	Hispanic/Latino	8
HUDLOW ES	ES	Preschool Exed	Hispanic/Latino	6
HUDLOW ES	ES	ABC	Multi Racial	1
HUDLOW ES	ES	Exed	Multi Racial	1
HUDLOW ES	ES	Home School	Multi Racial	1
HUDLOW ES	ES	Preschool Exed	Multi Racial	1
HUDLOW ES	ES	ABC	Native American	1
HUDLOW ES	ES	Exed	Native American	1
HUDLOW ES	ES	Home School	Native American	5
HUDLOW ES	ES	ABC	White	7
HUDLOW ES	ES	Exed	White	10
HUDLOW ES	ES	Home School	White	26
HUDLOW ES	ES	McKinney Vento	White	5
HUDLOW ES	ES	Preschool Exed	White	7
HUGHES ES	ES	ABC	Asian/Pacific Islander	6
HUGHES ES	ES	Home School	Asian/Pacific Islander	7
HUGHES ES	ES	ABC	African American	2
HUGHES ES	ES	Home School	African American	5
HUGHES ES	ES	ABC	Hispanic/Latino	63
HUGHES ES	ES	Exed	Hispanic/Latino	2

HUGHES ES	ES	Home School	Hispanic/Latino	53
HUGHES ES	ES	McKinney Vento	Hispanic/Latino	2
HUGHES ES	ES	ABC	Multi Racial	8
HUGHES ES	ES	Home School	Multi Racial	1
HUGHES ES	ES	ABC	Native American	1
HUGHES ES	ES	Home School	Native American	2
HUGHES ES	ES	ABC	White	58
HUGHES ES	ES	Home School	White	27
JOHNSON ES	ES	Preschool Exed	Asian/Pacific Islander	1
JOHNSON ES	ES	Home School	African American	3
JOHNSON ES	ES	ABC	Hispanic/Latino	8
JOHNSON ES	ES	Exed	Hispanic/Latino	5
JOHNSON ES	ES	Home School	Hispanic/Latino	111
JOHNSON ES	ES	McKinney Vento	Hispanic/Latino	13
JOHNSON ES	ES	Preschool Exed	Hispanic/Latino	15
JOHNSON ES	ES	Home School	Multi Racial	3
JOHNSON ES	ES	McKinney Vento	Multi Racial	1
JOHNSON ES	ES	ABC	Native American	3
JOHNSON ES	ES	Exed	Native American	4
JOHNSON ES	ES	Home School	Native American	114
JOHNSON ES	ES	McKinney Vento	Native American	4
JOHNSON ES	ES	Preschool Exed	Native American	3
JOHNSON ES	ES	Exed	White	1
JOHNSON ES	ES	Home School	White	2
JOHNSON ES	ES	Preschool Exed	White	1
KELLOND ES	ES	ABC	Asian/Pacific Islander	1
KELLOND ES	ES	Exed	Asian/Pacific Islander	1
KELLOND ES	ES	Home School	Asian/Pacific Islander	1
KELLOND ES	ES	ABC	African American	2
KELLOND ES	ES	Exed	African American	1
KELLOND ES	ES	Home School	African American	8
KELLOND ES	ES	McKinney Vento	African American	1
KELLOND ES	ES	504	Hispanic/Latino	1
KELLOND ES	ES	ABC	Hispanic/Latino	43
KELLOND ES	ES	Exed	Hispanic/Latino	3
KELLOND ES	ES	Home School	Hispanic/Latino	30
KELLOND ES	ES	McKinney Vento	Hispanic/Latino	4
KELLOND ES	ES	ABC	Multi Racial	3
KELLOND ES	ES	Home School	Multi Racial	5
KELLOND ES	ES	ABC	Native American	2
KELLOND ES	ES	Home School	Native American	3
KELLOND ES	ES	ABC	White	27
KELLOND ES	ES	Exed	White	16
KELLOND ES	ES	Home School	White	28
LAWRENCE INT		8-Mar Home School	African American	2
LAWRENCE INT		8-Mar 504	Hispanic/Latino	1
LAWRENCE INT		8-Mar ABC	Hispanic/Latino	3
LAWRENCE INT		8-Mar Home School	Hispanic/Latino	79
LAWRENCE INT		8-Mar McKinney Vento	Hispanic/Latino	10
LAWRENCE INT		8-Mar Preschool Exed	Hispanic/Latino	10
LAWRENCE INT		8-Mar McKinney Vento	Multi Racial	1
LAWRENCE INT		8-Mar ABC	Native American	3
LAWRENCE INT		8-Mar Exed	Native American	2
LAWRENCE INT		8-Mar Home School	Native American	159
LAWRENCE INT		8-Mar McKinney Vento	Native American	7
LAWRENCE INT		8-Mar Preschool Exed	Native American	4
LAWRENCE INT		8-Mar Home School	Asian/Pacific Islander	1
LAWRENCE INT		8-Mar Home School	White	4
LINEWEAVER ES	ES	ABC	Asian/Pacific Islander	3

LINEWEAVER ES	ES	Gate	Asian/Pacific Islander	10
LINEWEAVER ES	ES	ABC	African American	4
LINEWEAVER ES	ES	Exed	African American	4
LINEWEAVER ES	ES	Gate	African American	2
LINEWEAVER ES	ES	McKinney Vento	African American	2
LINEWEAVER ES	ES	ABC	Hispanic/Latino	77
LINEWEAVER ES	ES	Exed	Hispanic/Latino	6
LINEWEAVER ES	ES	Gate	Hispanic/Latino	44
LINEWEAVER ES	ES	McKinney Vento	Hispanic/Latino	12
LINEWEAVER ES	ES	ABC	Multi Racial	8
LINEWEAVER ES	ES	Exed	Multi Racial	2
LINEWEAVER ES	ES	Gate	Multi Racial	12
LINEWEAVER ES	ES	ABC	Native American	2
LINEWEAVER ES	ES	Gate	Native American	1
LINEWEAVER ES	ES	ABC	White	26
LINEWEAVER ES	ES	Exed	White	7
LINEWEAVER ES	ES	Gate	White	67
LINEWEAVER ES	ES	McKinney Vento	White	9
LYNN-URQUIDES ES	ES	Exed	African American	1
LYNN-URQUIDES ES	ES	ABC	Hispanic/Latino	7
LYNN-URQUIDES ES	ES	Exed	Hispanic/Latino	32
LYNN-URQUIDES ES	ES	Home School	Hispanic/Latino	7
LYNN-URQUIDES ES	ES	McKinney Vento	Hispanic/Latino	3
LYNN-URQUIDES ES	ES	Preschool Exed	Hispanic/Latino	7
LYNN-URQUIDES ES	ES	ABC	Multi Racial	1
LYNN-URQUIDES ES	ES	Preschool Exed	Multi Racial	1
LYNN-URQUIDES ES	ES	Exed	Native American	2
LYNN-URQUIDES ES	ES	Exed	White	2
LYNN-URQUIDES ES	ES	Preschool Exed	White	1
LYONS ES	ES	Home School	African American	4
LYONS ES	ES	Preschool Exed	African American	2
LYONS ES	ES	ABC	Hispanic/Latino	6
LYONS ES	ES	Home School	Hispanic/Latino	14
LYONS ES	ES	McKinney Vento	Hispanic/Latino	4
LYONS ES	ES	Preschool Exed	Hispanic/Latino	3
LYONS ES	ES	ABC	Multi Racial	2
LYONS ES	ES	Home School	Multi Racial	2
LYONS ES	ES	ABC	White	4
LYONS ES	ES	Home School	White	7
LYONS ES	ES	McKinney Vento	White	1
LYONS ES	ES	Preschool Exed	White	2
MAGEE MS	MS	ABC	Asian/Pacific Islander	1
MAGEE MS	MS	Home School	Asian/Pacific Islander	1
MAGEE MS	MS	NCLB	Asian/Pacific Islander	1
MAGEE MS	MS	ABC	African American	2
MAGEE MS	MS	Exed	African American	2
MAGEE MS	MS	Home School	African American	7
MAGEE MS	MS	NCLB	African American	1
MAGEE MS	MS	ABC	Hispanic/Latino	33
MAGEE MS	MS	Exed	Hispanic/Latino	3
MAGEE MS	MS	Home School	Hispanic/Latino	39
MAGEE MS	MS	McKinney Vento	Hispanic/Latino	3
MAGEE MS	MS	NCLB	Hispanic/Latino	16
MAGEE MS	MS	Exed	Multi Racial	1
MAGEE MS	MS	Home School	Multi Racial	6
MAGEE MS	MS	McKinney Vento	Multi Racial	1
MAGEE MS	MS	Home School	Native American	1
MAGEE MS	MS	NCLB	Native American	1
MAGEE MS	MS	Home School	Asian/Pacific Islander	4

MAGEE MS	MS	ABC	White	25
MAGEE MS	MS	Exed	White	8
MAGEE MS	MS	Home School	White	77
MAGEE MS	MS	McKinney Vento	White	5
MAGEE MS	MS	NCLB	White	7
MALDONADO	ES	ABC	African American	1
MALDONADO	ES	Home School	African American	4
MALDONADO	ES	McKinney Vento	African American	5
MALDONADO	ES	Home School	Hispanic/Latino	99
MALDONADO	ES	McKinney Vento	Hispanic/Latino	6
MALDONADO	ES	Home School	Multi Racial	2
MALDONADO	ES	McKinney Vento	Multi Racial	1
MALDONADO	ES	Home School	Native American	6
MALDONADO	ES	Home School	White	15
MALDONADO	ES	McKinney Vento	White	1
MANSFELD MS	MS	ABC	Asian/Pacific Islander	1
MANSFELD MS	MS	Home School	Asian/Pacific Islander	10
MANSFELD MS	MS	ABC	African American	6
MANSFELD MS	MS	Exed	African American	3
MANSFELD MS	MS	Home School	African American	14
MANSFELD MS	MS	McKinney Vento	African American	4
MANSFELD MS	MS	ABC	Hispanic/Latino	23
MANSFELD MS	MS	Exed	Hispanic/Latino	7
MANSFELD MS	MS	Home School	Hispanic/Latino	266
MANSFELD MS	MS	McKinney Vento	Hispanic/Latino	12
MANSFELD MS	MS	Home School	Multi Racial	7
MANSFELD MS	MS	ABC	Native American	2
MANSFELD MS	MS	Exed	Native American	1
MANSFELD MS	MS	Home School	Native American	10
MANSFELD MS	MS	ABC	White	8
MANSFELD MS	MS	Exed	White	1
MANSFELD MS	MS	Home School	White	33
MANSFELD MS	MS	McKinney Vento	White	3
MANZO ES	ES	ABC	Asian/Pacific Islander	1
MANZO ES	ES	Exed	African American	2
MANZO ES	ES	ABC	Hispanic/Latino	8
MANZO ES	ES	Exed	Hispanic/Latino	14
MANZO ES	ES	McKinney Vento	Hispanic/Latino	5
MANZO ES	ES	McKinney Vento	Native American	1
MANZO ES	ES	Exed	White	5
MARSHALL ES	ES	Home School	Asian/Pacific Islander	1
MARSHALL ES	ES	ABC	African American	2
MARSHALL ES	ES	Exed	African American	5
MARSHALL ES	ES	Home School	African American	2
MARSHALL ES	ES	ABC	Hispanic/Latino	10
MARSHALL ES	ES	Exed	Hispanic/Latino	7
MARSHALL ES	ES	Home School	Hispanic/Latino	27
MARSHALL ES	ES	McKinney Vento	Hispanic/Latino	1
MARSHALL ES	ES	Preschool Exed	Hispanic/Latino	4
MARSHALL ES	ES	ABC	Multi Racial	1
MARSHALL ES	ES	Exed	Multi Racial	2
MARSHALL ES	ES	Home School	Multi Racial	3
MARSHALL ES	ES	McKinney Vento	Multi Racial	2
MARSHALL ES	ES	Exed	Native American	1
MARSHALL ES	ES	Home School	Native American	1
MARSHALL ES	ES	ABC	White	4
MARSHALL ES	ES	Exed	White	4
MARSHALL ES	ES	Home School	White	21
MARSHALL ES	ES	McKinney Vento	White	7

MARSHALL ES	ES	Preschool Exed	White	6
MAXWELL MS	MS	Home School	Asian/Pacific Islander	1
MAXWELL MS	MS	Exed	African American	1
MAXWELL MS	MS	Home School	African American	16
MAXWELL MS	MS	McKinney Vento	African American	2
MAXWELL MS	MS	Exed	Hispanic/Latino	9
MAXWELL MS	MS	Home School	Hispanic/Latino	184
MAXWELL MS	MS	McKinney Vento	Hispanic/Latino	9
MAXWELL MS	MS	Exed	Multi Racial	1
MAXWELL MS	MS	Home School	Multi Racial	1
MAXWELL MS	MS	Home School	Native American	8
MAXWELL MS	MS	Home School	Asian/Pacific Islander	1
MAXWELL MS	MS	Exed	White	2
MAXWELL MS	MS	Home School	White	9
MAXWELL MS	MS	McKinney Vento	White	1
MCCORKLE K-8	K-8	ABC	Hispanic/Latino	18
MCCORKLE K-8	K-8	Exed	Hispanic/Latino	3
MCCORKLE K-8	K-8	Home School	Hispanic/Latino	79
MCCORKLE K-8	K-8	McKinney Vento	Hispanic/Latino	7
MCCORKLE K-8	K-8	NCLB	Hispanic/Latino	19
MCCORKLE K-8	K-8	Home School	Multi Racial	1
MCCORKLE K-8	K-8	504	Native American	1
MCCORKLE K-8	K-8	Home School	Native American	3
MCCORKLE K-8	K-8	NCLB	Native American	2
MCCORKLE K-8	K-8	ABC	White	3
MCCORKLE K-8	K-8	Home School	White	3
MCCORKLE K-8	K-8	NCLB	White	2
MENLO PARK ES	ES	Exed	Hispanic/Latino	4
MENLO PARK ES	ES	McKinney Vento	Hispanic/Latino	11
MENLO PARK ES	ES	Exed	Native American	1
MENLO PARK ES	ES	McKinney Vento	Native American	1
MENLO PARK ES	ES	Exed	White	1
MENLO PARK ES	ES	McKinney Vento	White	1
MEREDITH K-12	K-12	Exed	African American	3
MEREDITH K-12	K-12	Exed	Hispanic/Latino	18
MEREDITH K-12	K-12	Home School	Hispanic/Latino	1
MEREDITH K-12	K-12	McKinney Vento	Hispanic/Latino	4
MEREDITH K-12	K-12	Exed	Multi Racial	2
MEREDITH K-12	K-12	McKinney Vento	Multi Racial	2
MEREDITH K-12	K-12	Exed	Native American	1
MEREDITH K-12	K-12	Home School	Native American	1
MEREDITH K-12	K-12	Exed	Asian/Pacific Islander	1
MEREDITH K-12	K-12	Exed	White	23
MEREDITH K-12	K-12	Home School	White	1
MEREDITH K-12	K-12	McKinney Vento	White	6
MILES K-8	K-8	Exed	Asian/Pacific Islander	2
MILES K-8	K-8	Exed	African American	6
MILES K-8	K-8	Preschool Exed	African American	1
MILES K-8	K-8	Exed	Hispanic/Latino	34
MILES K-8	K-8	Preschool Exed	Hispanic/Latino	7
MILES K-8	K-8	Exed	Multi Racial	2
MILES K-8	K-8	Preschool Exed	Multi Racial	1
MILES K-8	K-8	McKinney Vento	Native American	1
MILES K-8	K-8	Preschool Exed	Native American	1
MILES K-8	K-8	Exed	White	24
MILES K-8	K-8	Preschool Exed	White	9
MILLER ES	ES	Exed	African American	1
MILLER ES	ES	Home School	African American	4
MILLER ES	ES	McKinney Vento	African American	1

MILLER ES	ES	Exed	Hispanic/Latino	3
MILLER ES	ES	Home School	Hispanic/Latino	109
MILLER ES	ES	McKinney Vento	Hispanic/Latino	4
MILLER ES	ES	Preschool Exed	Hispanic/Latino	10
MILLER ES	ES	Exed	Multi Racial	1
MILLER ES	ES	Home School	Multi Racial	1
MILLER ES	ES	Home School	Native American	6
MILLER ES	ES	McKinney Vento	Native American	2
MILLER ES	ES	Preschool Exed	Native American	1
MILLER ES	ES	ABC	White	2
MILLER ES	ES	Exed	White	1
MILLER ES	ES	Home School	White	10
MILLER ES	ES	McKinney Vento	White	3
MISSION VIEW ES	ES	Preschool Exed	African American	1
MISSION VIEW ES	ES	ABC	Hispanic/Latino	4
MISSION VIEW ES	ES	Exed	Hispanic/Latino	10
MISSION VIEW ES	ES	Home School	Hispanic/Latino	1
MISSION VIEW ES	ES	McKinney Vento	Hispanic/Latino	5
MISSION VIEW ES	ES	NCLB	Hispanic/Latino	1
MISSION VIEW ES	ES	Preschool Exed	Hispanic/Latino	6
MISSION VIEW ES	ES	Exed	Native American	3
MISSION VIEW ES	ES	Preschool Exed	Native American	1
MISSION VIEW ES	ES	McKinney Vento	White	1
MISSION VIEW ES	ES	Preschool Exed	White	2
MYERS/GANOUNG ES	ES	ABC	Asian/Pacific Islander	2
MYERS/GANOUNG ES	ES	Exed	Asian/Pacific Islander	1
MYERS/GANOUNG ES	ES	ABC	African American	3
MYERS/GANOUNG ES	ES	Exed	African American	4
MYERS/GANOUNG ES	ES	McKinney Vento	African American	2
MYERS/GANOUNG ES	ES	Preschool Exed	African American	1
MYERS/GANOUNG ES	ES	ABC	Hispanic/Latino	29
MYERS/GANOUNG ES	ES	Exed	Hispanic/Latino	15
MYERS/GANOUNG ES	ES	McKinney Vento	Hispanic/Latino	5
MYERS/GANOUNG ES	ES	Preschool Exed	Hispanic/Latino	15
MYERS/GANOUNG ES	ES	ABC	Multi Racial	1
MYERS/GANOUNG ES	ES	Exed	Multi Racial	3
MYERS/GANOUNG ES	ES	McKinney Vento	Multi Racial	1
MYERS/GANOUNG ES	ES	Preschool Exed	Multi Racial	2
MYERS/GANOUNG ES	ES	McKinney Vento	Native American	1
MYERS/GANOUNG ES	ES	ABC	Asian/Pacific Islander	1
MYERS/GANOUNG ES	ES	McKinney Vento	Asian/Pacific Islander	1
MYERS/GANOUNG ES	ES	ABC	White	2
MYERS/GANOUNG ES	ES	Exed	White	7
MYERS/GANOUNG ES	ES	McKinney Vento	White	2
MYERS/GANOUNG ES	ES	Preschool Exed	White	8
NAYLOR K-8	K-8	Home School	Asian/Pacific Islander	2
NAYLOR K-8	K-8	ABC	African American	10
NAYLOR K-8	K-8	Home School	African American	10
NAYLOR K-8	K-8	McKinney Vento	African American	1
NAYLOR K-8	K-8	ABC	Hispanic/Latino	46
NAYLOR K-8	K-8	Exed	Hispanic/Latino	8
NAYLOR K-8	K-8	Home School	Hispanic/Latino	28
NAYLOR K-8	K-8	McKinney Vento	Hispanic/Latino	9
NAYLOR K-8	K-8	Exed	Multi Racial	2
NAYLOR K-8	K-8	Home School	Multi Racial	1
NAYLOR K-8	K-8	ABC	Native American	1
NAYLOR K-8	K-8	Home School	Native American	1
NAYLOR K-8	K-8	McKinney Vento	Native American	2
NAYLOR K-8	K-8	Home School	Asian/Pacific Islander	2

NAYLOR K-8	K-8	ABC	White	13
NAYLOR K-8	K-8	Home School	White	10
OCHOA ES	ES	Magnet	African American	4
OCHOA ES	ES	Preschool Exed	African American	1
OCHOA ES	ES	Exed	Hispanic/Latino	1
OCHOA ES	ES	Magnet	Hispanic/Latino	76
OCHOA ES	ES	McKinney Vento	Hispanic/Latino	2
OCHOA ES	ES	Preschool Exed	Hispanic/Latino	9
OCHOA ES	ES	Magnet	Multi Racial	2
OCHOA ES	ES	Exed	Native American	1
OCHOA ES	ES	Magnet	Native American	5
OCHOA ES	ES	Preschool Exed	Native American	1
OCHOA ES	ES	Magnet	White	5
OCHOA ES	ES	Preschool Exed	White	3
OYAMA ES	ES	Home School	Asian/Pacific Islander	1
OYAMA ES	ES	Exed	African American	3
OYAMA ES	ES	Home School	African American	7
OYAMA ES	ES	ABC	Hispanic/Latino	7
OYAMA ES	ES	Exed	Hispanic/Latino	13
OYAMA ES	ES	Home School	Hispanic/Latino	90
OYAMA ES	ES	McKinney Vento	Hispanic/Latino	5
OYAMA ES	ES	Home School	Multi Racial	1
OYAMA ES	ES	ABC	Native American	1
OYAMA ES	ES	Exed	Native American	1
OYAMA ES	ES	Home School	Native American	6
OYAMA ES	ES	McKinney Vento	Native American	4
OYAMA ES	ES	ABC	White	1
OYAMA ES	ES	Exed	White	1
OYAMA ES	ES	Home School	White	12
PALO VERDE HS	HS	Exed	Asian/Pacific Islander	1
PALO VERDE HS	HS	Magnet	Asian/Pacific Islander	2
PALO VERDE HS	HS	Exed	African American	4
PALO VERDE HS	HS	Home School	African American	2
PALO VERDE HS	HS	Magnet	African American	29
PALO VERDE HS	HS	McKinney Vento	African American	9
PALO VERDE HS	HS	Exed	Hispanic/Latino	17
PALO VERDE HS	HS	Home School	Hispanic/Latino	9
PALO VERDE HS	HS	Magnet	Hispanic/Latino	95
PALO VERDE HS	HS	McKinney Vento	Hispanic/Latino	8
PALO VERDE HS	HS	Exed	Multi Racial	2
PALO VERDE HS	HS	Home School	Multi Racial	2
PALO VERDE HS	HS	Magnet	Multi Racial	8
PALO VERDE HS	HS	Home School	Native American	1
PALO VERDE HS	HS	Magnet	Native American	4
PALO VERDE HS	HS	McKinney Vento	Native American	2
PALO VERDE HS	HS	Magnet	Asian/Pacific Islander	1
PALO VERDE HS	HS	Exed	White	13
PALO VERDE HS	HS	Home School	White	12
PALO VERDE HS	HS	Magnet	White	50
PALO VERDE HS	HS	McKinney Vento	White	9
PISTOR MS	MS	Gate	Asian/Pacific Islander	2
PISTOR MS	MS	Home School	Asian/Pacific Islander	1
PISTOR MS	MS	Gate	African American	4
PISTOR MS	MS	Home School	African American	7
PISTOR MS	MS	ABC	Hispanic/Latino	4
PISTOR MS	MS	ELD	Hispanic/Latino	2
PISTOR MS	MS	Exed	Hispanic/Latino	9
PISTOR MS	MS	Gate	Hispanic/Latino	137
PISTOR MS	MS	Home School	Hispanic/Latino	300



PISTOR MS	MS	McKinney Vento	Hispanic/Latino	8
PISTOR MS	MS	Gate	Multi Racial	4
PISTOR MS	MS	Home School	Multi Racial	3
PISTOR MS	MS	Exed	Native American	1
PISTOR MS	MS	Gate	Native American	5
PISTOR MS	MS	Home School	Native American	17
PISTOR MS	MS	McKinney Vento	Native American	5
PISTOR MS	MS	Exed	Asian/Pacific Islander	1
PISTOR MS	MS	Home School	Asian/Pacific Islander	1
PISTOR MS	MS	Exed	White	2
PISTOR MS	MS	Gate	White	16
PISTOR MS	MS	Home School	White	18
PISTOR MS	MS	McKinney Vento	White	1
PROJECT MORE	HS	Home School	Hispanic/Latino	10
PROJECT MORE	HS	McKinney Vento	Hispanic/Latino	4
PROJECT MORE	HS	Home School	Native American	1
PROJECT MORE	HS	504	White	1
PROJECT MORE	HS	Home School	White	1
PROJECT MORE	HS	McKinney Vento	White	2
PUEBLO GARDENS K-8	K-8	McKinney Vento	African American	1
PUEBLO GARDENS K-8	K-8	ABC	Hispanic/Latino	13
PUEBLO GARDENS K-8	K-8	Home School	Hispanic/Latino	7
PUEBLO GARDENS K-8	K-8	McKinney Vento	Hispanic/Latino	7
PUEBLO GARDENS K-8	K-8	Preschool Exed	Hispanic/Latino	4
PUEBLO GARDENS K-8	K-8	ABC	Multi Racial	2
PUEBLO GARDENS K-8	K-8	Preschool Exed	Multi Racial	1
PUEBLO GARDENS K-8	K-8	McKinney Vento	White	1
PUEBLO GARDENS K-8	K-8	Preschool Exed	White	3
PUEBLO HS	HS	Home School	Asian/Pacific Islander	3
PUEBLO HS	HS	Magnet	Asian/Pacific Islander	1
PUEBLO HS	HS	Home School	African American	11
PUEBLO HS	HS	Magnet	African American	3
PUEBLO HS	HS	McKinney Vento	African American	1
PUEBLO HS	HS	504	Hispanic/Latino	1
PUEBLO HS	HS	ABC	Hispanic/Latino	2
PUEBLO HS	HS	ELD	Hispanic/Latino	11
PUEBLO HS	HS	Exed	Hispanic/Latino	41
PUEBLO HS	HS	Home School	Hispanic/Latino	579
PUEBLO HS	HS	Magnet	Hispanic/Latino	127
PUEBLO HS	HS	McKinney Vento	Hispanic/Latino	9
PUEBLO HS	HS	Exed	Multi Racial	1
PUEBLO HS	HS	Home School	Multi Racial	4
PUEBLO HS	HS	Exed	Native American	3
PUEBLO HS	HS	Home School	Native American	14
PUEBLO HS	HS	Magnet	Native American	15
PUEBLO HS	HS	McKinney Vento	Native American	2
PUEBLO HS	HS	Home School	Asian/Pacific Islander	2
PUEBLO HS	HS	Exed	White	6
PUEBLO HS	HS	Home School	White	22
PUEBLO HS	HS	Magnet	White	10
PUEBLO HS	HS	McKinney Vento	White	1
RINCON HS	HS	Exed	Asian/Pacific Islander	1
RINCON HS	HS	Home School	Asian/Pacific Islander	28
RINCON HS	HS	McKinney Vento	Asian/Pacific Islander	5
RINCON HS	HS	Exed	African American	3
RINCON HS	HS	Home School	African American	11
RINCON HS	HS	McKinney Vento	African American	3
RINCON HS	HS	Refugee	African American	8
RINCON HS	HS	Exed	Hispanic/Latino	13

RINCON HS	HS	Home School	Hispanic/Latino	108
RINCON HS	HS	McKinney Vento	Hispanic/Latino	7
RINCON HS	HS	Home School	Multi Racial	2
RINCON HS	HS	McKinney Vento	Multi Racial	1
RINCON HS	HS	Home School	Native American	1
RINCON HS	HS	Home School	Asian/Pacific Islander	1
RINCON HS	HS	504	White	1
RINCON HS	HS	Exed	White	19
RINCON HS	HS	Home School	White	20
RINCON HS	HS	McKinney Vento	White	10
ROBINS ES	ES	Home School	Asian/Pacific Islander	13
ROBINS ES	ES	ABC	African American	2
ROBINS ES	ES	Home School	African American	8
ROBINS ES	ES	ABC	Hispanic/Latino	70
ROBINS ES	ES	Home School	Hispanic/Latino	226
ROBINS ES	ES	McKinney Vento	Hispanic/Latino	1
ROBINS ES	ES	ABC	Multi Racial	2
ROBINS ES	ES	Exed	Multi Racial	1
ROBINS ES	ES	Home School	Multi Racial	15
ROBINS ES	ES	ABC	Native American	2
ROBINS ES	ES	Home School	Native American	4
ROBINS ES	ES	Home School	Asian/Pacific Islander	1
ROBINS ES	ES	ABC	White	17
ROBINS ES	ES	Home School	White	68
ROBINS ES	ES	McKinney Vento	White	2
ROBISON ES	ES	Exed	African American	4
ROBISON ES	ES	Home School	African American	1
ROBISON ES	ES	504	Hispanic/Latino	1
ROBISON ES	ES	Exed	Hispanic/Latino	18
ROBISON ES	ES	Home School	Hispanic/Latino	67
ROBISON ES	ES	Magnet	Hispanic/Latino	60
ROBISON ES	ES	McKinney Vento	Hispanic/Latino	6
ROBISON ES	ES	Magnet	Multi Racial	4
ROBISON ES	ES	Home School	Native American	1
ROBISON ES	ES	Exed	White	4
ROBISON ES	ES	Home School	White	1
ROBISON ES	ES	Magnet	White	13
ROSE ES	ES	ABC	Hispanic/Latino	3
ROSE ES	ES	Exed	Hispanic/Latino	1
ROSE ES	ES	Home School	Hispanic/Latino	24
ROSE ES	ES	McKinney Vento	Hispanic/Latino	8
ROSE ES	ES	NCLB	Hispanic/Latino	1
ROSE ES	ES	Home School	Multi Racial	1
ROSKRUGE K-8	K-8	Magnet	Asian/Pacific Islander	1
ROSKRUGE K-8	K-8	Exed	African American	1
ROSKRUGE K-8	K-8	Magnet	African American	3
ROSKRUGE K-8	K-8	McKinney Vento	African American	4
ROSKRUGE K-8	K-8	ABC	Hispanic/Latino	137
ROSKRUGE K-8	K-8	Exed	Hispanic/Latino	10
ROSKRUGE K-8	K-8	Home School	Hispanic/Latino	28
ROSKRUGE K-8	K-8	Magnet	Hispanic/Latino	273
ROSKRUGE K-8	K-8	McKinney Vento	Hispanic/Latino	4
ROSKRUGE K-8	K-8	Home School	Multi Racial	2
ROSKRUGE K-8	K-8	Magnet	Multi Racial	3
ROSKRUGE K-8	K-8	504	Native American	1
ROSKRUGE K-8	K-8	ABC	Native American	11
ROSKRUGE K-8	K-8	Exed	Native American	1
ROSKRUGE K-8	K-8	Home School	Native American	17
ROSKRUGE K-8	K-8	Magnet	Native American	19

ROSKRUGE K-8	K-8	McKinney Vento	Native American	4
ROSKRUGE K-8	K-8	Exed	Asian/Pacific Islander	1
ROSKRUGE K-8	K-8	ABC	White	2
ROSKRUGE K-8	K-8	Exed	White	5
ROSKRUGE K-8	K-8	Magnet	White	4
SABINO HS	HS	Home School	Asian/Pacific Islander	3
SABINO HS	HS	Home School	African American	11
SABINO HS	HS	Exed	Hispanic/Latino	1
SABINO HS	HS	Home School	Hispanic/Latino	95
SABINO HS	HS	Exed	Multi Racial	1
SABINO HS	HS	Home School	Multi Racial	8
SABINO HS	HS	Home School	Native American	5
SABINO HS	HS	Home School	Asian/Pacific Islander	1
SABINO HS	HS	Exed	White	4
SABINO HS	HS	Home School	White	250
SABINO HS	HS	McKinney Vento	White	3
SAFFORD K-8	K-8	Magnet	Asian/Pacific Islander	1
SAFFORD K-8	K-8	Exed	African American	1
SAFFORD K-8	K-8	Home School	African American	2
SAFFORD K-8	K-8	Magnet	African American	14
SAFFORD K-8	K-8	McKinney Vento	African American	2
SAFFORD K-8	K-8	Exed	Hispanic/Latino	8
SAFFORD K-8	K-8	Home School	Hispanic/Latino	93
SAFFORD K-8	K-8	Magnet	Hispanic/Latino	355
SAFFORD K-8	K-8	McKinney Vento	Hispanic/Latino	5
SAFFORD K-8	K-8	Home School	Multi Racial	1
SAFFORD K-8	K-8	Magnet	Multi Racial	4
SAFFORD K-8	K-8	McKinney Vento	Multi Racial	1
SAFFORD K-8	K-8	Exed	Native American	1
SAFFORD K-8	K-8	Home School	Native American	4
SAFFORD K-8	K-8	Magnet	Native American	39
SAFFORD K-8	K-8	McKinney Vento	Native American	3
SAFFORD K-8	K-8	Magnet	Asian/Pacific Islander	3
SAFFORD K-8	K-8		504 White	2
SAFFORD K-8	K-8	Exed	White	4
SAFFORD K-8	K-8	Home School	White	1
SAFFORD K-8	K-8	Magnet	White	30
SAFFORD K-8	K-8	McKinney Vento	White	1
SAHUARO HS	HS	Home School	Asian/Pacific Islander	2
SAHUARO HS	HS		504 African American	1
SAHUARO HS	HS	ELD	African American	3
SAHUARO HS	HS	Exed	African American	1
SAHUARO HS	HS	Home School	African American	6
SAHUARO HS	HS	Refugee	African American	1
SAHUARO HS	HS	ELD	Hispanic/Latino	5
SAHUARO HS	HS	Exed	Hispanic/Latino	9
SAHUARO HS	HS	Home School	Hispanic/Latino	24
SAHUARO HS	HS	McKinney Vento	Hispanic/Latino	4
SAHUARO HS	HS	Exed	Multi Racial	1
SAHUARO HS	HS	Home School	Multi Racial	5
SAHUARO HS	HS	Home School	Native American	3
SAHUARO HS	HS	ELD	White	1
SAHUARO HS	HS	Exed	White	20
SAHUARO HS	HS	Home School	White	94
SAHUARO HS	HS	McKinney Vento	White	1
SANTA RITA HS	HS	Exed	Asian/Pacific Islander	1
SANTA RITA HS	HS	Home School	Asian/Pacific Islander	9
SANTA RITA HS	HS	Exed	African American	2
SANTA RITA HS	HS	Home School	African American	16

SANTA RITA HS	HS	McKinney Vento	African American	4
SANTA RITA HS	HS	ABC	Hispanic/Latino	1
SANTA RITA HS	HS	Exed	Hispanic/Latino	14
SANTA RITA HS	HS	Home School	Hispanic/Latino	63
SANTA RITA HS	HS	McKinney Vento	Hispanic/Latino	3
SANTA RITA HS	HS	Home School	Multi Racial	7
SANTA RITA HS	HS	Exed	Native American	1
SANTA RITA HS	HS	Home School	Native American	2
SANTA RITA HS	HS	Home School	Asian/Pacific Islander	2
SANTA RITA HS	HS	Exed	White	19
SANTA RITA HS	HS	Home School	White	101
SANTA RITA HS	HS	McKinney Vento	White	9
SCHUMAKER ES	ES	ABC	African American	1
SCHUMAKER ES	ES	Exed	African American	1
SCHUMAKER ES	ES	McKinney Vento	African American	4
SCHUMAKER ES	ES	ABC	Hispanic/Latino	7
SCHUMAKER ES	ES	Exed	Hispanic/Latino	6
SCHUMAKER ES	ES	McKinney Vento	Hispanic/Latino	1
SCHUMAKER ES	ES	Preschool Exed	Hispanic/Latino	3
SCHUMAKER ES	ES	ABC	Multi Racial	1
SCHUMAKER ES	ES	Exed	Multi Racial	2
SCHUMAKER ES	ES	ABC	White	9
SCHUMAKER ES	ES	Exed	White	11
SCHUMAKER ES	ES	McKinney Vento	White	7
SCHUMAKER ES	ES	Preschool Exed	White	1
SECRIST MS	MS	Home School	Asian/Pacific Islander	1
SECRIST MS	MS	Home School	African American	6
SECRIST MS	MS	McKinney Vento	African American	1
SECRIST MS	MS	NCLB	African American	1
SECRIST MS	MS	ABC	Hispanic/Latino	6
SECRIST MS	MS	Exed	Hispanic/Latino	2
SECRIST MS	MS	Home School	Hispanic/Latino	29
SECRIST MS	MS	NCLB	Hispanic/Latino	10
SECRIST MS	MS	ABC	Multi Racial	3
SECRIST MS	MS	Home School	Multi Racial	3
SECRIST MS	MS	Exed	White	3
SECRIST MS	MS	Home School	White	45
SECRIST MS	MS	McKinney Vento	White	2
SEWELL ES	ES	ABC	Asian/Pacific Islander	1
SEWELL ES	ES	Exed	Asian/Pacific Islander	1
SEWELL ES	ES	ABC	African American	11
SEWELL ES	ES	Exed	African American	1
SEWELL ES	ES	McKinney Vento	African American	1
SEWELL ES	ES	ABC	Hispanic/Latino	30
SEWELL ES	ES	Exed	Hispanic/Latino	11
SEWELL ES	ES	Home School	Hispanic/Latino	16
SEWELL ES	ES	McKinney Vento	Hispanic/Latino	3
SEWELL ES	ES	ABC	Multi Racial	5
SEWELL ES	ES	Home School	Multi Racial	7
SEWELL ES	ES	McKinney Vento	Multi Racial	2
SEWELL ES	ES	ABC	Native American	2
SEWELL ES	ES	Exed	Native American	2
SEWELL ES	ES	Home School	Native American	2
SEWELL ES	ES	ABC	White	22
SEWELL ES	ES	Exed	White	7
SEWELL ES	ES	Home School	White	16
SEWELL ES	ES	McKinney Vento	White	1
SOLENG TOM ES	ES	ABC	Asian/Pacific Islander	2
SOLENG TOM ES	ES	Home School	Asian/Pacific Islander	6

SOLENG TOM ES	ES	Home School	African American	6
SOLENG TOM ES	ES	ABC	Hispanic/Latino	8
SOLENG TOM ES	ES	Home School	Hispanic/Latino	39
SOLENG TOM ES	ES	McKinney Vento	Hispanic/Latino	1
SOLENG TOM ES	ES	ABC	Multi Racial	4
SOLENG TOM ES	ES	Home School	Multi Racial	7
SOLENG TOM ES	ES		504 White	1
SOLENG TOM ES	ES	ABC	White	4
SOLENG TOM ES	ES	Home School	White	84
SOLENG TOM ES	ES	McKinney Vento	White	3
Southwest Alternative HS	HS	Exed	Hispanic/Latino	1
Southwest Alternative HS	HS	Home School	Hispanic/Latino	6
Southwest Alternative HS	HS	McKinney Vento	Hispanic/Latino	1
STEELE ES	ES	Exed	Asian/Pacific Islander	2
STEELE ES	ES	Home School	Asian/Pacific Islander	1
STEELE ES	ES	McKinney Vento	Asian/Pacific Islander	1
STEELE ES	ES	ABC	African American	4
STEELE ES	ES	Exed	African American	4
STEELE ES	ES	McKinney Vento	African American	4
STEELE ES	ES	Preschool Exed	African American	1
STEELE ES	ES	ABC	Hispanic/Latino	13
STEELE ES	ES	Exed	Hispanic/Latino	8
STEELE ES	ES	Home School	Hispanic/Latino	5
STEELE ES	ES	McKinney Vento	Hispanic/Latino	3
STEELE ES	ES	Preschool Exed	Hispanic/Latino	7
STEELE ES	ES	McKinney Vento	Multi Racial	1
STEELE ES	ES	ABC	Native American	2
STEELE ES	ES	ABC	White	2
STEELE ES	ES	Exed	White	7
STEELE ES	ES	Home School	White	3
STEELE ES	ES	McKinney Vento	White	6
STEELE ES	ES	Preschool Exed	White	4
TAPP	HS	Home School	Hispanic/Latino	7
TAPP	HS	McKinney Vento	Hispanic/Latino	5
TAPP	HS	McKinney Vento	Multi Racial	1
TAPP	HS	Home School	Native American	1
TAPP	HS	McKinney Vento	Native American	1
TAPP	HS	Exed	White	1
TAPP	HS	Home School	White	1
TAPP	HS	McKinney Vento	White	4
TOLSON ES	ES	Home School	Asian/Pacific Islander	2
TOLSON ES	ES	Home School	African American	7
TOLSON ES	ES	ABC	Hispanic/Latino	7
TOLSON ES	ES	Home School	Hispanic/Latino	195
TOLSON ES	ES	McKinney Vento	Hispanic/Latino	11
TOLSON ES	ES	Preschool Exed	Hispanic/Latino	8
TOLSON ES	ES	Home School	Multi Racial	5
TOLSON ES	ES	Home School	Native American	3
TOLSON ES	ES	Preschool Exed	Native American	1
TOLSON ES	ES	Home School	White	12
TOLSON ES	ES	McKinney Vento	White	3
TOLSON ES	ES	Preschool Exed	White	4
TOWNSEND K-8	K-8	ABC	Asian/Pacific Islander	1
TOWNSEND K-8	K-8	Exed	Asian/Pacific Islander	3
TOWNSEND K-8	K-8		504 African American	1
TOWNSEND K-8	K-8	ABC	African American	19
TOWNSEND K-8	K-8	Home School	African American	2
TOWNSEND K-8	K-8	McKinney Vento	African American	4
TOWNSEND K-8	K-8	Refugee	African American	4

TOWNSEND K-8	K-8	504	Hispanic/Latino	1
TOWNSEND K-8	K-8	ABC	Hispanic/Latino	34
TOWNSEND K-8	K-8	Exed	Hispanic/Latino	10
TOWNSEND K-8	K-8	Home School	Hispanic/Latino	12
TOWNSEND K-8	K-8	McKinney Vento	Hispanic/Latino	20
TOWNSEND K-8	K-8	ABC	Multi Racial	3
TOWNSEND K-8	K-8	Home School	Multi Racial	2
TOWNSEND K-8	K-8	McKinney Vento	Multi Racial	1
TOWNSEND K-8	K-8	ABC	Native American	5
TOWNSEND K-8	K-8	Exed	Native American	2
TOWNSEND K-8	K-8	Home School	Native American	2
TOWNSEND K-8	K-8	McKinney Vento	Native American	3
TOWNSEND K-8	K-8	ABC	White	30
TOWNSEND K-8	K-8	Exed	White	10
TOWNSEND K-8	K-8	Home School	White	6
TOWNSEND K-8	K-8	McKinney Vento	White	7
TOWNSEND K-8	K-8	Refugee	White	4
TUCSON HS	HS	ABC	Asian/Pacific Islander	1
TUCSON HS	HS	Home School	Asian/Pacific Islander	7
TUCSON HS	HS	Magnet	Asian/Pacific Islander	12
TUCSON HS	HS	ABC	African American	1
TUCSON HS	HS	Exed	African American	3
TUCSON HS	HS	Home School	African American	42
TUCSON HS	HS	Magnet	African American	50
TUCSON HS	HS	McKinney Vento	African American	7
TUCSON HS	HS	504	Hispanic/Latino	2
TUCSON HS	HS	Exed	Hispanic/Latino	38
TUCSON HS	HS	Home School	Hispanic/Latino	629
TUCSON HS	HS	Magnet	Hispanic/Latino	897
TUCSON HS	HS	McKinney Vento	Hispanic/Latino	27
TUCSON HS	HS	Exed	Multi Racial	2
TUCSON HS	HS	Home School	Multi Racial	11
TUCSON HS	HS	Magnet	Multi Racial	17
TUCSON HS	HS	Exed	Native American	2
TUCSON HS	HS	Home School	Native American	33
TUCSON HS	HS	Magnet	Native American	53
TUCSON HS	HS	McKinney Vento	Native American	2
TUCSON HS	HS	Home School	Asian/Pacific Islander	1
TUCSON HS	HS	Magnet	Asian/Pacific Islander	7
TUCSON HS	HS	Exed	White	12
TUCSON HS	HS	Home School	White	112
TUCSON HS	HS	Magnet	White	240
TUCSON HS	HS	McKinney Vento	White	4
TULLY ES	ES	Gate	Asian/Pacific Islander	5
TULLY ES	ES	Magnet	Asian/Pacific Islander	2
TULLY ES	ES	Gate	African American	1
TULLY ES	ES	Magnet	African American	11
TULLY ES	ES	Exed	Hispanic/Latino	1
TULLY ES	ES	Gate	Hispanic/Latino	12
TULLY ES	ES	Magnet	Hispanic/Latino	112
TULLY ES	ES	McKinney Vento	Hispanic/Latino	3
TULLY ES	ES	Preschool Exed	Hispanic/Latino	14
TULLY ES	ES	Gate	Multi Racial	2
TULLY ES	ES	Magnet	Multi Racial	3
TULLY ES	ES	Magnet	Native American	5
TULLY ES	ES	Magnet	Asian/Pacific Islander	1
TULLY ES	ES	Gate	White	17
TULLY ES	ES	Magnet	White	3
TULLY ES	ES	Preschool Exed	White	4

UNIVERSITY HS	HS	University HS	Asian/Pacific Islander	76
UNIVERSITY HS	HS	University HS	African American	7
UNIVERSITY HS	HS	University HS	Hispanic/Latino	222
UNIVERSITY HS	HS	University HS	Multi Racial	24
UNIVERSITY HS	HS	University HS	Native American	6
UNIVERSITY HS	HS	University HS	Asian/Pacific Islander	4
UNIVERSITY HS	HS	504	White	1
UNIVERSITY HS	HS	McKinney Vento	White	1
UNIVERSITY HS	HS	University HS	White	330
UTTERBACK MS	MS	Home School	African American	11
UTTERBACK MS	MS	Magnet	African American	26
UTTERBACK MS	MS	McKinney Vento	African American	2
UTTERBACK MS	MS	Exed	Hispanic/Latino	13
UTTERBACK MS	MS	Home School	Hispanic/Latino	184
UTTERBACK MS	MS	Magnet	Hispanic/Latino	138
UTTERBACK MS	MS	McKinney Vento	Hispanic/Latino	15
UTTERBACK MS	MS	NCLB	Hispanic/Latino	1
UTTERBACK MS	MS	Magnet	Multi Racial	6
UTTERBACK MS	MS	McKinney Vento	Multi Racial	1
UTTERBACK MS	MS	Home School	Native American	5
UTTERBACK MS	MS	Magnet	Native American	13
UTTERBACK MS	MS	504	White	1
UTTERBACK MS	MS	Exed	White	4
UTTERBACK MS	MS	Home School	White	3
UTTERBACK MS	MS	Magnet	White	28
UTTERBACK MS	MS	McKinney Vento	White	1
UTTERBACK MS	MS	NCLB	White	1
VAIL MS	MS	ABC	Asian/Pacific Islander	7
VAIL MS	MS	Gate	Asian/Pacific Islander	5
VAIL MS	MS	ABC	African American	12
VAIL MS	MS	Exed	African American	1
VAIL MS	MS	Gate	African American	6
VAIL MS	MS	Home School	African American	1
VAIL MS	MS	ABC	Hispanic/Latino	114
VAIL MS	MS	Exed	Hispanic/Latino	8
VAIL MS	MS	Gate	Hispanic/Latino	48
VAIL MS	MS	Home School	Hispanic/Latino	7
VAIL MS	MS	McKinney Vento	Hispanic/Latino	5
VAIL MS	MS	ABC	Multi Racial	9
VAIL MS	MS	Gate	Multi Racial	13
VAIL MS	MS	Home School	Multi Racial	1
VAIL MS	MS	ABC	Native American	2
VAIL MS	MS	Gate	Native American	4
VAIL MS	MS	Home School	Native American	1
VAIL MS	MS	ABC	Asian/Pacific Islander	1
VAIL MS	MS	ABC	White	34
VAIL MS	MS	Exed	White	6
VAIL MS	MS	Gate	White	77
VAIL MS	MS	McKinney Vento	White	2
VALENCIA MS	MS	Home School	Asian/Pacific Islander	2
VALENCIA MS	MS	Home School	African American	9
VALENCIA MS	MS	ABC	Hispanic/Latino	1
VALENCIA MS	MS	Exed	Hispanic/Latino	15
VALENCIA MS	MS	Home School	Hispanic/Latino	356
VALENCIA MS	MS	McKinney Vento	Hispanic/Latino	7
VALENCIA MS	MS	Exed	Multi Racial	1
VALENCIA MS	MS	Exed	Native American	1
VALENCIA MS	MS	Home School	Native American	5
VALENCIA MS	MS	Home School	Asian/Pacific Islander	1

VALENCIA MS	MS	Exed	White	1
VALENCIA MS	MS	Home School	White	34
VALENCIA MS	MS	McKinney Vento	White	2
VAN BUSKIRK ES	ES	Exed	African American	2
VAN BUSKIRK ES	ES	Preschool Exed	African American	2
VAN BUSKIRK ES	ES		504 Hispanic/Latino	2
VAN BUSKIRK ES	ES	ABC	Hispanic/Latino	1
VAN BUSKIRK ES	ES	Exed	Hispanic/Latino	13
VAN BUSKIRK ES	ES	McKinney Vento	Hispanic/Latino	4
VAN BUSKIRK ES	ES	Preschool Exed	Hispanic/Latino	16
VAN BUSKIRK ES	ES	Preschool Exed	Multi Racial	1
VAN BUSKIRK ES	ES	Exed	Native American	1
VAN BUSKIRK ES	ES	Preschool Exed	Native American	1
VAN BUSKIRK ES	ES	Exed	White	1
VAN BUSKIRK ES	ES	Preschool Exed	White	1
VESEY ES	ES	ABC	Asian/Pacific Islander	1
VESEY ES	ES	Exed	Asian/Pacific Islander	1
VESEY ES	ES	Home School	Asian/Pacific Islander	6
VESEY ES	ES	Home School	African American	12
VESEY ES	ES	McKinney Vento	African American	1
VESEY ES	ES	ABC	Hispanic/Latino	17
VESEY ES	ES	Home School	Hispanic/Latino	451
VESEY ES	ES	McKinney Vento	Hispanic/Latino	13
VESEY ES	ES	Home School	Multi Racial	17
VESEY ES	ES	Home School	Native American	30
VESEY ES	ES	Home School	Asian/Pacific Islander	1
VESEY ES	ES	ABC	White	8
VESEY ES	ES	Exed	White	1
VESEY ES	ES	Home School	White	77
WAKEFIELD MS	MS	Exed	African American	1
WAKEFIELD MS	MS	ABC	Hispanic/Latino	8
WAKEFIELD MS	MS	Exed	Hispanic/Latino	13
WAKEFIELD MS	MS	Home School	Hispanic/Latino	10
WAKEFIELD MS	MS	McKinney Vento	Hispanic/Latino	6
WAKEFIELD MS	MS	Exed	Native American	1
WAKEFIELD MS	MS	McKinney Vento	Native American	1
WAKEFIELD MS	MS	Home School	White	1
WARREN ES	ES	Home School	African American	1
WARREN ES	ES	ABC	Hispanic/Latino	5
WARREN ES	ES	Exed	Hispanic/Latino	15
WARREN ES	ES	Home School	Hispanic/Latino	97
WARREN ES	ES	McKinney Vento	Hispanic/Latino	8
WARREN ES	ES	Home School	Multi Racial	1
WARREN ES	ES	McKinney Vento	Multi Racial	1
WARREN ES	ES	Exed	Native American	3
WARREN ES	ES	Home School	Native American	13
WARREN ES	ES	McKinney Vento	Native American	4
WARREN ES	ES	Exed	White	4
WARREN ES	ES	Home School	White	12
WHEELER ES	ES	ABC	Asian/Pacific Islander	2
WHEELER ES	ES	Preschool Exed	Asian/Pacific Islander	1
WHEELER ES	ES	ABC	African American	1
WHEELER ES	ES	Exed	African American	1
WHEELER ES	ES	NCLB	African American	2
WHEELER ES	ES	ABC	Hispanic/Latino	11
WHEELER ES	ES	Exed	Hispanic/Latino	3
WHEELER ES	ES	McKinney Vento	Hispanic/Latino	1
WHEELER ES	ES	NCLB	Hispanic/Latino	3
WHEELER ES	ES	Preschool Exed	Hispanic/Latino	9



WHEELER ES	ES	Exed	Multi Racial	1
WHEELER ES	ES	Preschool Exed	Multi Racial	3
WHEELER ES	ES	Preschool Exed	Native American	3
WHEELER ES	ES	ABC	White	11
WHEELER ES	ES	Exed	White	5
WHEELER ES	ES	McKinney Vento	White	1
WHEELER ES	ES	NCLB	White	3
WHEELER ES	ES	Preschool Exed	White	9
WHITE ES	ES	Gate	Asian/Pacific Islander	1
WHITE ES	ES	Home School	Asian/Pacific Islander	3
WHITE ES	ES	Gate	African American	1
WHITE ES	ES	Home School	African American	7
WHITE ES	ES	ABC	Hispanic/Latino	4
WHITE ES	ES	Exed	Hispanic/Latino	6
WHITE ES	ES	Gate	Hispanic/Latino	56
WHITE ES	ES	Home School	Hispanic/Latino	80
WHITE ES	ES	McKinney Vento	Hispanic/Latino	4
WHITE ES	ES	NCLB	Hispanic/Latino	1
WHITE ES	ES	Gate	Multi Racial	1
WHITE ES	ES	ABC	Native American	2
WHITE ES	ES	Exed	Native American	2
WHITE ES	ES	Gate	Native American	5
WHITE ES	ES	Home School	Native American	10
WHITE ES	ES	ABC	White	1
WHITE ES	ES	Gate	White	16
WHITE ES	ES	Home School	White	2
WHITMORE	ES	ABC	Asian/Pacific Islander	3
WHITMORE	ES	Home School	Asian/Pacific Islander	2
WHITMORE	ES	ABC	African American	8
WHITMORE	ES	Exed	African American	1
WHITMORE	ES	Home School	African American	3
WHITMORE	ES	McKinney Vento	African American	1
WHITMORE	ES	ABC	Hispanic/Latino	38
WHITMORE	ES	Exed	Hispanic/Latino	2
WHITMORE	ES	Home School	Hispanic/Latino	39
WHITMORE	ES	McKinney Vento	Hispanic/Latino	5
WHITMORE	ES	ABC	Multi Racial	8
WHITMORE	ES	Home School	Multi Racial	7
WHITMORE	ES	McKinney Vento	Multi Racial	3
WHITMORE	ES	ABC	Native American	1
WHITMORE	ES	McKinney Vento	Native American	1
WHITMORE	ES	ABC	Asian/Pacific Islander	1
WHITMORE	ES	ABC	White	27
WHITMORE	ES	Exed	White	5
WHITMORE	ES	Home School	White	17
WHITMORE	ES	McKinney Vento	White	11
WRIGHT ES	ES	ABC	Asian/Pacific Islander	1
WRIGHT ES	ES	ABC	African American	11
WRIGHT ES	ES	McKinney Vento	African American	8
WRIGHT ES	ES	ABC	Hispanic/Latino	14
WRIGHT ES	ES	McKinney Vento	Hispanic/Latino	6
WRIGHT ES	ES	ABC	Multi Racial	2
WRIGHT ES	ES	504	White	1
WRIGHT ES	ES	ABC	White	6
WRIGHT ES	ES	McKinney Vento	White	4

# **EXHIBIT 3-B**

**All TUSD Students Offered Transportation in TUSD in 14-15 by Reason by Race/Ethnicity**

Row Labels	White		African American		Hispanic		Native American		Asian/Pacific Islander		Multi-Racial		Grand Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ABC *	316	31.4%	102	10.1%	488	48.5%	31	3.1%	25	2.5%	44	4.4%	1,006	4.3%
ELD	1	3.2%	8	25.8%	18	58.1%		0.0%	3	9.7%	1	3.2%	31	0.1%
ExEd Regular	286	20.3%	94	6.7%	859	61.0%	117	8.3%	14	1.0%	38	2.7%	1,408	6.0%
ExEd Other	367	28.8%	155	12.2%	613	48.1%	57	4.5%	26	2.0%	56	4.4%	1,274	5.4%
504	12	28.6%	8	19.0%	17	40.5%	3	7.1%	0	0.0%	2	4.8%	42	0.2%
GATE *	297	36.8%	37	4.6%	395	48.9%	14	1.7%	23	2.9%	41	5.1%	807	3.4%
Incentive *	94	11.9%	79	10.0%	530	66.8%	26	3.3%	5	0.6%	59	7.4%	793	3.4%
Magnet *	730	12.6%	462	8.0%	4,152	71.6%	216	3.7%	67	1.2%	169	2.9%	5,796	24.7%
McKinney-Vento	247	20.8%	156	13.1%	626	52.7%	84	7.1%	12	1.0%	63	5.3%	1,188	5.1%
NCLB	2	10.0%	3	15.0%	14	70.0%	1	5.0%	0	0.0%		0.0%	20	0.1%
Pre-K	80	21.8%	41	11.2%	202	55.0%	14	3.8%	6	1.6%	24	6.5%	367	1.6%
Refugee	1	3.1%	27	84.4%		0.0%		0.0%	4	12.5%		0.0%	32	0.1%
Regular Ed	1746	17.6%	647	6.5%	6,578	66.2%	551	5.5%	158	1.6%	264	2.7%	9,944	42.4%
Sibling Rider	25	32.1%	5	6.4%	37	47.4%	7	9.0%	0	0.0%	4	5.1%	78	0.3%
University HS *	327	49.2%	22	3.3%	216	32.5%	4	0.6%	60	9.0%	35	5.3%	664	2.8%
<b>Grand Total</b>	<b>4531</b>	<b>19.3%</b>	<b>1846</b>	<b>7.9%</b>	<b>14745</b>	<b>62.9%</b>	<b>1125</b>	<b>4.8%</b>	<b>403</b>	<b>1.7%</b>	<b>800</b>	<b>3.4%</b>	<b>23450</b>	<b>100.0%</b>
<b>Deseg</b>	<b>1764</b>		<b>702</b>		<b>5781</b>		<b>291</b>		<b>180</b>		<b>348</b>		<b>9066</b>	
<b>District Total</b>	<b>10228</b>	<b>21.3%</b>	<b>4085</b>	<b>8.5%</b>	<b>29304</b>	<b>61.1%</b>	<b>1766</b>	<b>3.7%</b>	<b>979</b>	<b>2.0%</b>	<b>1597</b>	<b>3.3%</b>	<b>47959</b>	<b>100%</b>

# **EXHIBIT 3-C**

**Eligible Ridership by Reason and Race/Ethnicity – SY 2015-16**

	White		Black		Hispanic		Native American		Asian/Pacific Islander		Multi-Racial		Grand Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ABC *	214	30.2%	65	9.2%	357	50.4%	27	3.8%	10	1.4%	35	4.9%	708	3.1%
ELD	3	5.3%	25	43.9%	25	43.9%	0	0.0%	4	7.0%	0	0.0%	57	0.3%
ExEd - Regular	283	20.6%	85	6.2%	831	60.4%	121	8.8%	11	0.8%	45	3.3%	1376	6.0%
ExEd Other	374	28.2%	162	12.2%	654	49.4%	58	4.4%	15	1.1%	61	4.6%	1324	5.8%
Fed-504	18	35.3%	11	21.6%	19	37.3%	2	3.9%	0	0.0%	1	2.0%	51	0.2%
GATE *	289	37.7%	33	4.3%	365	47.6%	12	1.6%	22	2.9%	46	6.0%	767	3.4%
Incentive Transportation *	113	13.2%	91	10.6%	555	64.8%	31	3.6%	6	0.7%	60	7.0%	856	3.8%
Magnet *	744	13.3%	432	7.7%	3958	70.8%	224	4.0%	60	1.1%	169	3.0%	5587	24.6%
McKinney-Vento	207	19.9%	159	15.3%	525	50.6%	83	8.0%	8	0.8%	56	5.4%	1038	4.6%
NCLB	1	11.1%	1	11.1%	6	66.7%	1	11.1%	0	0.0%	0	0.0%	9	0.0%
Pre-K	92	23.4%	32	8.1%	221	56.2%	15	3.8%	9	2.3%	24	6.1%	393	1.7%
Refugee	0	0.0%	10	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	10	0.0%
Regular Ed	1669	17.1%	679	6.9%	6491	66.4%	510	5.2%	163	1.7%	270	2.8%	9782	43.0%
Sibling Rider	28	22.0%	20	15.7%	68	53.5%	4	3.1%	1	0.8%	6	4.7%	127	0.6%
University HS *	307	46.4%	22	3.3%	229	34.6%	3	0.5%	63	9.5%	37	5.6%	661	2.9%
<b>Grand Total</b>	<b>4342</b>	<b>19.1%</b>	<b>1827</b>	<b>8.0%</b>	<b>14304</b>	<b>62.9%</b>	<b>1091</b>	<b>4.8%</b>	<b>372</b>	<b>1.6%</b>	<b>810</b>	<b>3.6%</b>	<b>22746</b>	<b>100.0%</b>
<b>Deseg</b>	<b>1667</b>		<b>643</b>		<b>5464</b>		<b>297</b>		<b>161</b>		<b>347</b>		<b>8579</b>	
<b>District Total (40th Day)</b>	<b>9888</b>	<b>20.8%</b>	<b>4174</b>	<b>8.8%</b>	<b>29082</b>	<b>61.3%</b>	<b>1784</b>	<b>3.8%</b>	<b>940</b>	<b>2.0%</b>	<b>1585</b>	<b>3.3%</b>	<b>47453</b>	<b>100.0%</b>

# **EXHIBIT 4**



Tucson Unified School District

**REVISED FAMILY AND COMMUNITY ENGAGEMENT PLAN<sup>1</sup>**  
**September 26, 2014**

**USP LANGUAGE**

*By April 1, 2013<sup>2</sup>, as more fully set forth below in Section (VII), the District shall develop a plan to expand its existing Family Center(s) and/or develop new one(s). [II.1.2]*

*By July 1, 2013<sup>3</sup>, the District shall develop a plan to expand its existing Family Center(s) and/or develop new one(s). The District Family Center (“DFC”) Plan shall:*

*(i) indicate where the Family Center(s) shall be located, including whether existing Family Centers or other related resources should be consolidated or relocated;*

*(ii) provide for the creation and distribution of new or revised materials to provide families with information regarding enrollment options pursuant to Section (II) and regarding the availability of transportation;*

*(iii) provide for the creation and distribution of new or revised materials to provide families with detailed information regarding Advanced Learning Experiences (including the informational sessions on ALEs, information on UHS and the complaint process related to ALEs);*

*(iv) provide for the creation and distribution of new or revised materials to provide families with detailed information regarding student discipline policies and procedures, including the revised GSRR;*

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<sup>1</sup> This Plan is identified as the “Family and Community Engagement Plan” because it combines the “Family Center Plan” (USP § VII.C.1.a), the plan to track data on family engagement (USP § VII.C.1.c) and the plan to reorganize or increase family engagement resources (USP § VII.C.1.d).

<sup>2</sup> This date in section II of the USP is inconsistent with the July 1, 2013 date that is in section VII of the USP. The District assumes this was merely a typo. But, as section VII appears to contain the controlling language relevant to the District Family Center Plan, the District initially referred to the July 1, 2013 date.

<sup>3</sup> The District planned to hire or designate a Family Engagement Coordinator by the start of the fiscal year – July 1, 2013. Thus, the District requested, and the parties and Special Master did not object, to moving the due date for the Family Center Plan from July 1, 2013 to October 1, 2013. In the fall of 2013, the District proposed combining the Family Center Plan and the Family Engagement Plan. On December 2, 2013 the Court set a due date of February 15, 2014 for the Family Engagement Plan (including the Family Center Plan). The District requested the parties and the Special Master to extend this date to March 31, 2014. This request has not yet been granted or denied.

(v) provide for the creation and distribution of new or revised materials to provide families with detailed information regarding the curricular and student support services offered in Section V(C) Student Engagement and Support, including information on Academic and Behavioral Support, dropout prevention services, African American and Latino Student Support Services, culturally relevant courses and policies related to inclusion and non-discrimination;

(vi) provide for the creation and distribution of new or revised materials to provide families with information regarding educational options for their ELL children, including the availability of dual language programs and other programs designed for ELLs;

(vii) include strategies for how teachers and principals can learn from families regarding how to meet the needs of their children;

(viii) detail how the Family Center(s) will be staffed, including language requirements for all staff and whether they will be under the supervision of the FEC. **[VII.C.1.a]**

By July 1, 2013<sup>4</sup>, the FEC shall review and assess the District's existing family engagement and support programs, resources, and practices. This review and assessment shall focus on programs, resources and practices for African American and Latino students, including ELL students, and families, particularly those for (i) students who are struggling, disengaged, and/or at risk of dropping out and (ii) students who face additional challenges because of a lack of access to technology.<sup>5</sup> The review shall include information on the location of programs and resources, the personnel assigned to family and community engagement efforts, funding allocated, and the data systems in place to provide information on outreach to and engagement with families and communities. **[VII.C.1.b]**

By October 1, 2013<sup>6</sup>, the FEC shall develop and implement a plan to track data on family engagement, and the District shall make necessary revisions to Mojave to allow such data to be tracked by student. **[VII.C.1.c]**

By January 1, 2014<sup>7</sup>, the FEC shall develop and implement a plan to reorganize or increase family engagement resources, including consolidating additional resources at the Family

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<sup>4</sup> The District requested, and the parties and Special Master did not object, to moving the due date for the Family Engagement Review and Assessment from July 1, 2013 to October 1, 2013.

<sup>5</sup> Such programs, resources, and practices include, but are not limited to, efforts by the African American and Latino Student Services Departments, the School Community Services Department, the Family Centers, the Family and Community Outreach Department, the Parent and Child Education ("PACE") Program, the Parent-Teacher-Student Association, the School Community Partnership Council, the Wellness Centers, and any new or amended versions of the aforementioned programs. **[VII.C.1.b, footnote 8]**

<sup>6</sup> The District requested, and the parties and Special Master did not object, to moving the due date for the Family Engagement Data Tracking Plan from October 1, 2013 to January 1, 2014.

<sup>7</sup> The District planned to hire or designate a Family Engagement Coordinator by the start of the fiscal year – July 1, 2013. Thus, the District requested, and the parties and Special Master did not object, to moving the due date for the



*Center(s), to both ensure equitable access to programs and services and to concentrate resources on school site(s) and in areas where data indicates the greatest need. [VII.C.1.d]*

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

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

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

**DEFINITIONS**

Family	Family is an enduring relationship, whether biological or non-biological, chosen or circumstantial, connecting a child/youth and parent/guardian through culture, tradition, shared experiences, emotional commitment and mutual support (United Advocates for Children of California).
Family Engagement	Family Engagement means building relationships with families that support family well-being, strong parent-child relationships, and ongoing learning and development of parents and children alike. It refers to the beliefs, attitudes, behaviors, and activities of families that support their children’s positive development from early childhood through young adulthood. Family engagement happens in the home, early childhood program, school and community. It is a shared responsibility with all those who support children’s learning (National Center on Parent, Family, and Community Engagement).
Community Engagement	Community Engagement is achieved when the school district, families, and community leaders come together to make a joint commitment that ensures the success of all students.
Student Services and Partnership Centers (Family Center)	A Student Services and Partnership Center (Family Center) provides resources that are open and responsive to the needs of all families in linguistically and culturally affirmative ways.

plan to reorganize family engagement resources (the Family Engagement Plan) from July 1, 2013 to October 1, 2013. On December 2, 2013, the Court set a due date of February 15, 2014 for the Family Engagement Plan (including the Family Center Plan). On January 29, 2014, the District proposed to the Special Master and parties a due date of March 31, 2014 for completion of the Family Engagement Plan (including the Family Center Plan and the Family Engagement Data Tracking Plan). This request has not yet been granted or denied.

TUSDStats Parental Accounts	TUSDStats Parental Accounts provide a world of data that can help parents and guardians understand their child’s academic experience.
Parent Link	The ParentLink system provides a communication platform for District staff to communicate with parents and families using phone calls, emails, text messages to update parents and families on everything from emergency situations to important school events.
Family Engagement Coordinator (FEC)	The Family Engagement Coordinator is a District employee responsible for implementing, monitoring, and evaluating this Plan.
Director of Family and Community Engagement	The Director of Family and Community Engagement is a District employee responsible for implementing, monitoring, and evaluating this Plan.
Community Representative	A Community Representative serves as a liaison between schools and families to encourage parent and community involvement.
Student and Family Support Liaison	A Student and Family Support Liaison provides activities to meet academic needs of targeted students, consults with teachers, staff, and parents to enhance their effectiveness in helping students, and collaborates with students, parents, and staff to increase academic and social achievement.
Academic Parent Teacher Team (APTT)	This is a model that replaces the traditional parent-teacher conference with three group meetings throughout the year, where teachers meet at one time with all parents in their classroom. Each parent is provided with a folder of their child’s performance indicators. Teachers then provide an in-depth coaching session on how to interpret this data based on overall classroom performance, school benchmarks, and state standards. Parents are provided with strategies and tools to help support learning at home. Together, parents and teachers set goals for their students, individually and as a class. See <a href="http://www.ed.gov/oese-news/innovative-model-parent-teacher-partnerships">http://www.ed.gov/oese-news/innovative-model-parent-teacher-partnerships</a> .
Supportive and Inclusive Learning (SAIL) environment	A supportive and inclusive learning environment is about the learning, engagement and inclusion of each learner. In fully supportive and inclusive schools, students are achieving and experiencing success, being challenged and enjoying things they are interested in. School communities foster the identity, language and culture of all learners. All members of the learning community feel valued and included.
Learning-centric	A centered learning climate where adults are focused on student learning.
Child Find	All children with disabilities residing in the state, including children with disabilities who are homeless children or are wards of the state and children with disabilities attending private schools, regardless of the

	severity of their disability, and who are in need of special education and related services, are identified, located and evaluated; and a practical method is developed and implemented to determine which children are currently receiving needed special education and related services. (20 USC 1414 & 612); (34 CFR 300.111)
District Advisory Council (DAC)	A volunteer organization of parents and staff from District schools as well as private and parochial schools that receive Title I funds. DAC provides the following functions: carry out the Parent Involvement mission of "No Child Left Behind Act of 2001" by "affording parents substantial and meaningful opportunities to participate in the education of their children." (No Child Left Behind Act of 2001 (NCLB), P.L. 107-110, SEC. 1001); support and facilitate parent leadership development; Participate in the planning, development, operation and evaluation of Title I projects; and advise the District on matters pertaining to Title I.
School Community Partnership Council (SCPC)	The School Community Partnership Council (SCPC) is a volunteer group of parents and staff from District schools that facilitates communication between each school community, the District, and the Governing Board.
Khan Academy	An on-line, non-profit educational organization that provides math support through free video tutorials and interactive exercises.

**EXECUTIVE SUMMARY**

This Plan provides the context for Family and Community Engagement practices that are being implemented throughout the District and outlines the following strategies specific to USP requirements. The Plan will be organized into four overarching elements:

- I. Background
- II. Plan to Reorganize and/or Increase Family Engagement Resources
  - A. Review and Assessment
  - B. Recommendations for Reorganizing Family Resources
  - C. Reorganizing Family Engagement Resources, Programs, and Practices
- III. Plan to Expand and Develop Student Service and Partnership Centers
- IV. Plan to Share Enrollment Information
- V. Plan to Track Data on Family Engagement

## **I. BACKGROUND**

In the spring of 2013, the District's previous administration designated Teresa Guerrero (Title I Family Engagement Coordinator) as the USP Family Engagement Coordinator (FEC). The District's initial strategy was to combine Title I and USP family engagement efforts to ensure continuity of service, to share resources, to avoid duplication, and to strengthen family engagement efforts at the site and district level. Under the structure of project management<sup>8</sup>, through Project 8 – Family Engagement, Ms. Guerrero worked with several different departments to begin implementing the USP requirements for family engagement. In September 2013, due to conflicts with Title I responsibilities, Ms. Guerrero stepped down as the FEC. Although the District's strategy was sound in theory, in practice it proved unsustainable and the District accordingly has had to rethink its approach.

In September 2013, the District's new administration designated Noreen Wiedenfeld as the USP Family Engagement Coordinator (FEC). Ms. Wiedenfeld is the Director of School Community Services, was a member of Project 8, and had coordinated the development of family engagement activities for several years. During this time several facets of USP implementation underwent a reorganization that ultimately resulted in the thirteen USP projects being incorporated into a new structure that included a Business Leadership Team (BLT) and an Instructional Leadership Team (ILT). Implementation of the Project 8 activities continued under the leadership of Mrs. Wiedenfeld through the ILT.

In the spring of 2014, Margit Birge<sup>9</sup> of the Region IX Equity Assistance Center at WestEd reviewed the draft plan and provided recommendations. District staff communicated with her to discuss her recommendations. This version of the plan has incorporated many of her recommendations.

## **II. PLAN TO REORGANIZE AND/OR INCREASE FAMILY ENGAGEMENT RESOURCES**

### **A. Review and Assessment**

The Family Engagement Coordinator (FEC), assisted by relevant staff, reviewed and assessed existing family engagement and support programs, resources, and practices. The

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<sup>8</sup> Initially, USP implementation was divided into 13 distinct projects that generally tracked the order of the USP sections.

<sup>9</sup> Margit Birge serves as a Program Associate with the Region IX Equity Assistance Center at WestEd. Birge provides technical assistance to districts and schools in family engagement and school climate, and coordinates projects at the Center that address equity issues related to race, gender, and ethnicity. Birge has extensive experience in federal Title I and Migrant Education programs. At the state level, she has worked with staff and parents in the California Migrant Education Program. She facilitated the processes that produced a comprehensive needs assessment and a five-year plan that helps to ensure effective services to migrant students. At the site level, Birge worked as a school reform facilitator in Title I schools with large populations of English learners and students from diverse backgrounds. She conducted needs assessments and developed action plans to address school climate and instruction and assessment practices.

review and assessment was district-wide, and included information focused on programs, resources and practices for African American and Latino students, including ELL students, and families. The review included information on the location of programs and resources, the personnel assigned to family and community engagement efforts, funding allocations, and the data systems in place to provide information on outreach to and engagement with families and communities. As the review and assessment is an ongoing process, the District will define various data points with greater specificity in future reviews and assessments. For example, future reviews and assessments will include targeted questions about engagement efforts for families of students who are struggling, disengaged, and/or at risk of dropping out and students who face additional challenges because of a lack of access to technology. This section includes three subsections: (1) programs, resources, and practices at sites and departments; (2) online resources – TUSDStats; and (3) external research of best practices.

## **1. Programs, Resources, and Practices at Sites and Departments**

### **a. August Survey**

In August 2013, the District conducted the Student Support Review, a district-wide survey that included a section that identified family engagement activities. The review identified numerous activities taking place across the District at school sites as of August 2013; the relevant dates for the data provided in the assessment are August 1, 2012 through August 1, 2013. The Student Support Review found the following information regarding family engagement activities:

- 40% of the activities are “presentation style”
- 29% of the activities have a curricular focus
- 18% of the activities have a family focus
- 10% of the activities are considered to be parent education
- 3% are activities such as graduation or open house
- 65 schools have a Title I-funded Community Representative or Student and Family Liaison, responsible for providing many of the listed activities as well as serve as liaisons for students in need of extra supports.
- The percentage of activities offered by grade level varies, as seen below:

<b>Grade span</b>	<b>% of schools in the District at that grade span</b>	<b># of family engagement activities reported</b>	<b>% of family engagement activities at each academic level</b>
K-5	58%	404	62%
K-8	14%	105	16%
6-8	14%	69	11%
9-12	14%	70	11%

## b. October Survey

After the initial review of the data collected in August, the District discovered that more information was needed in order to have a thorough understanding of all the opportunities for family engagement being offered throughout the District. The first survey in August revealed whether or not schools had certain types of family engagement programs, resources, or practices, but it did not provide the team the following detailed information:

- Description
- Frequency
- Location
- Personnel Assigned
- Funding Source
- Target Audience

Accordingly, in October 2013, the FEC collected data from an open-ended survey that was provided to all District principals, the Director of School and Community Services, the Director of Health Services, the Coordinator of the Parent and Child Education (PACE) program, and staff from Family and Community Outreach. The survey results indicated over one thousand family engagement activities were offered throughout the District as of the date of the survey. This number is higher than what was found in the August survey because schools and departments responded to this survey as opposed to the August 2013 survey to which only school sites responded. The relevant dates for the data provided in this survey assessment are August 1, 2012 through October 2013. The review revealed the following information:

- Historically, there was no systemic District-wide plan that provides consistent access to family engagement programs or a way of evaluating the effectiveness of those programs—singular, linguistically, culturally, by school, by subgroup, or in the aggregate.
- The majority of family engagement efforts offered by schools have been focused primarily on parent involvement such as open houses, student concerts, recognition awards, and social events.
- The District’s major method for tracking parent engagement has been through sign-in sheets that are submitted to Title 1.
- Schools with Community Representatives or Student and Family Liaisons had a dedicated employee charged with coordinating family engagement efforts.
- At the District level, Student Support Services provided family engagement efforts for targeted populations. Examples of the District-led Student Support Services family engagement opportunities included:

- Parent University provided K-12 students and families an opportunity to learn about what TUSD and local colleges had to offer students and families to prepare for college and beyond. This event occurred annually during the fall semester.
  - Quarterly parent education provided learning opportunities for families to engage in their child’s academic success.
  - Student Rights and Responsibilities Presentations (in targeted languages), regarding the Guidelines for Student Rights and Responsibilities, a document to assist a students, parents, teachers, staff, and principals in creating and sustaining a environment which will enhance the achievement of a positive learning process.
  - Connecting families with social services such as behavioral health services, clothing bank, and food bank.
- Provided online resources for parents such as TUSDStats, ExpectMoreArizona (a nonprofit, nonpartisan education advocacy organization working to build a movement of Arizonans – individuals, businesses, community organizations, schools, and many other partners – in support of world-class education for all students.), and Metropolitan Education Commission (composed of 34 Citizen Commissioners, advises, makes recommendations and serves as an advocate in all areas as they affect the educational welfare of Tucson and Pima County)
  - Advocated for parents during student conferences or disciplinary hearings through Student Support Services staff.

**c. Activities Targeted Towards African American Students and Families, including ELLs**

The District conducted a specific review of family engagement activities that focused on programs, resources and practices for African American students and families – particularly events and communications from the African American Student Services Department (AASSD). The review found that AASSD staff conducted the following activities:

SY 2012-13

- Mailed letters of introduction home to students’ families at sites where AASSD provided direct daily service to 23 schools: Blenman ES, Booth-Fickett K-8, Carson MS, Catalina HS, Cholla HS, Cragin ES, Doolen MS, Erickson ES, Ft. Lowell-Townsend K-8, Holladay ES, Magee MS, Mansfeld MS, Maxwell MS, Myers-Ganoung ES, Palo Verde HS, Pistor MS, Pueblo HS, Rincon HS, Roberts-Naylor K-8, Safford K-8, Santa Rita HS, Tucson HS, and Utterback MS
- Mailed and e-mailed quarterly newsletter to all families of African American students with an address within the Mojave database
- Provided Saturday tutoring throughout the school year for 275 students, from 58 schools, including 30 elementary schools, six K-8s, eleven middle schools, ten high schools, and 1 K-12. During tutoring sessions, information was provided to parents regarding District events like Parent University

- Hosted Annual Parent University for over one-hundred students and parents at Catalina High School. Parent University was an opportunity to collaborate with local colleges and organizations to provide information about college preparation, scholarships, and other post-secondary opportunities
- Conducted phone outreach to parents inviting them to the USP Forums (provided parents information about the Unitary Status Plan and a venue to ask questions) held at Tucson HS, Palo Verde HS, and the El Pueblo Regional Center (a City of Tucson community center) in November 2012
- Hosted Annual Student Recognition Program at the University of Arizona in May 2013.
- Hosted Family Literacy Night with Floyd Cooper (interactive workshop for elementary students and their parents. Mr. Cooper is an author and illustrator of children's books) at Blenman in March 2013.
- Hosted school-community events at Blenman ES and Booth-Fickett K-8 in March 2013.
- Hosted parent forums at Palo Verde High School to capture feedback regarding parent concerns in April and May of 2013

#### SY 2013-14

- Provided over 400 hours of contact with parents (phone, school, home-visits, conferences), as tracked through the Grant Tracker monitoring program
- Mailed letters of introduction home to students' families at sites where AASSD provided direct daily service, including the following 16 sites: Blenman ES, Booth-Fickett K-8, Catalina HS, Cholla HS, Cragin ES, Doolen MS, Erickson ES, Magee MS, Mansfeld MS, Myers-Ganoung ES, Palo Verde HS, Rincon HS, Sahuaro HS, Secrist MS, Tucson HS, Utterback MS
- Mailed and e-mailed quarterly newsletters to all families within the Mojave database, this includes all African American families with an address in Mojave
- Invited parents to attend each school's open house and assisted during parent conferences during the fall of 2013
- Hosted two quarterly superintendent meetings with District parents and community in September 2013 at Donna Liggins Neighborhood Center and November 2013 at Living Water Ministries Church. Hosted three quarterly parent meetings in October 2013 (Tucson HS and Palo Verde HS), December 2013 (Rincon HS), and February 2014 (Mt. Calvary Church) informing parents of AASSD department services, ALE information, UHS, Promotion Retention Policy, Move on When Reading (in 2010, Arizona Revised Statute section 15-701 established the requirement that a pupil not be promoted from the third grade if the pupil obtains a score on the reading portion of the Arizona Instrument to Measure Standards test (AIMS) or a successor test, that demonstrates that the pupil's reading falls far below the third grade level)
- Held parent-community advisory meetings held at the District office – listening to parents' concerns/needs and discussing supports for their children/youth in September and October 2013
- Hosted Annual Parent University for hundreds of students and parents in partnership with Pima Community College in October 2013



#### **d. Activities Targeted Towards Latino Students and Families, including ELLs**

The District conducted a specific review of family engagement activities that focused on programs, resources and practices for Latino students and families – particularly events and communications from the Mexican American Student Services Department (MASSD). The review found that MASSD staff conducted the following activities:

- Planned and implemented resource fairs during Parent Quarterly Informational Meetings, which were held at various District sites in December 2013 (Pueblo HS) and February 2014 (Cholla HS, Tucson HS, McCorkle, and Catalina). Parent Quarterly Informational Meetings included sharing information with parents about MAASD services, ALE opportunities, TUSDStats, Achieve 3000, and “Expect More” training.
- Shared information with parents, students and community members on the following:
  - Before and After school tutoring and mentoring services at various sites
  - Saturday Math tutoring services at various sites
  - Webinar sessions to parents
  - Information resources i.e., Math websites and nutritional information
  - Advanced Learning Experiences
  - Pre-college entrance information for successfully completing college application and financial package requirements
  - Student retention rates, particularly the matriculation rates of Latino students
- Coordinated with community agencies for the specific purpose of serving Latino families, in areas such as: Alternative Educational resources; Behavioral Health services; Community Home resources; and Medical Resources
- Conducted home visits by Student Support staff throughout the year to provide families with resources and to assist students in their academic and behavioral success
- Attended parent conferences and IEP (Individual Education Plan) meetings
- Communicated with parents and families through the department newsletter, brochures, pamphlets, and community bulletins
- In addition to MASSD family engagement activities, the District engages Latino families through Title I and a majority of Title I family engagement events are targeted towards Latino students and families.

These activities, as well as Title I family engagement activities, were and are provided using bilingual presenters, staff, and interpreters when necessary.

#### **2. Online Resources – TUSDStats**

TUSDStats has been in existence since 2003 and is an online tool for District parents and families to monitor students’ achievement, attendance, academic progress, and other information. Generally schools have been responsible for informing their respective students’ families about TUSDStats Parental Access Accounts. Teachers, counselors, office staff, and administrators at each site have access to print the information for parents/guardians to create accounts. The Student Support Services Departments actively inform parents of the value of using TUSDStats

Parental Access Accounts to monitor students’ grades, attendances, and test scores. Through TUSDStats, parents can set up a parental account to view their student’s information. The District describes parental accounts as follows: “When you create a TUSDStats Parental Account, you gain access to a world of data that can help you better understand your child’s academic experience.”

The District conducted a review of utilization of TUSDStats by race and ethnicity, by school, and by grade level. The evidence indicates that this powerful tool (TUSDStats) available to families is underutilized; utilization of this powerful resource for parents varied dramatically by grade level (and schools within grade levels), and by race/ethnicity as shown in the charts below:

<b>Grade Span</b>	<b>by Parental Account at a Grade Level</b>		<b>Average Percentage of Parent Use</b>
K-5	.3% to 24.3%		7.2%
K-8	3.8% to 33.4%		15.2%
6-8	17.8% to 71.5%		42.9%
9-12	40.6% to 96.8%		65.7%
Alternative K-12	15.2% to 40%		27.4%
Total District	.3% to 96.8%		29.8%
<b>K -5 Students (All)</b>			
	<b># of Families that Accessed TUSDStats</b>	<b>Total # of Families</b>	<b>% of Families that Accessed TUSDStats</b>
White/Anglo	625	5120	12.32%
African American	91	1910	4.76%
Hispanic	888	15,544	5.74%
Native American	41	1049	3.91%
Asian American	61	446	13.68%
Multi Racial	72	925	7.89%

<b>6-8 Students (All)</b>			
	<b># of Families that Accessed TUSDStats</b>	<b>Total # of Families</b>	<b>% of Families that Accessed TUSDStats</b>
White/Anglo	1201	2182	56.60%
African American	256	877	29.42%
Hispanic	2191	6665	33.25%
Native American	113	487	23.41%
Asian American	82	229	35.81%
Multi Racial	115	300	38.33%

<b>9-12 Students (All)</b>			
	<b># of Families that Accessed TUSDStats</b>	<b>Total # of Families</b>	<b>% of Families that Accessed TUSDStats</b>
White/Anglo	3056	3972	80.29%
African American	638	1148	58.54%
Hispanic	4744	7932	64.66%
Native American	207	419	53.46%
Asian American	302	453	68.87%
Multi Racial	215	318	70.44%

### **3. External Research of Best Practices**

The District has long been committed to involving families as a part of supporting parents and guardians as they strive to encourage their children in school. The research described below on family engagement reveals many important lessons that can strengthen family engagement practices in the District, and will help the District differentiate between family involvement and family engagement. The District reviewed the following research and best practices:

#### **a. Harvard Family Research Project**

The District plans to focus family engagement on “learning-centric” opportunities. Utilizing the work from The Harvard Family Research Project (HFRP), the District hopes to strengthen the link to learning in family engagement. These principles have been adopted by America’s Promise Alliance, with which the District is aligned, as well as the National PTA. The HFRP policy brief titled *Seeing is Believing: Promising Practices for How School Districts Promote Family Engagement* pinpoints three core elements that are essential for engaging families:

1. Creating district-wide strategies
2. Building school capacity
3. Reaching out to and engaging families

#### **b. Multicultural Partnerships Involve All Families (Hutchins, et al., 2012)**

The NNPS book, *Multicultural Partnerships Involve All Families* (Hutchins, et al., 2012) features activities to help schools increase the involvement of parents with different backgrounds to promote more successful students. The recommendations reflect the National Networks of Partnership Schools at Johns Hopkins University guidelines for good partnership programs, including but not limited to:

- Welcome all families. Parents need to know that educators value and respect the work they do to care for and guide their children

- Communicate in languages that parents understand. This starts with clear English in messages and meetings with parents. This may require translators and interpreters to communicate with parents with limited English-speaking ability
- Provide parents with useful and timely information about school and district policies, programs for their children, and students' progress. Also, provide a contact person for parents to communicate with if they have questions.
- Organize an intentional, well planned partnership program to engage all families in their children's education at school and/or at home in ways that help all students do their best in school
- Incorporate student backgrounds and family cultures into the classroom curricula and in the school's program of family and community involvement. Teachers may use family and community "funds of knowledge" and resources to enrich the curriculum and boost students' learning.

### **c. Additional Parent and Family Involvement Practices**

The following practices, organized under six categories, are based on the Ohio Board of Education's Parent and Family Involvement Policy, the National PTA's National Standards for Family-School Partnerships and Joyce L. Epstein's Framework of Six Types of (Parent) Involvement:

1. Create a welcoming school climate
2. Provide families information related to child development and creating supportive learning environments
3. Establish effective school-to-home and home-to-school communication.
4. Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community
5. Engage families in school planning, leadership and meaningful volunteer opportunities
6. Connect students and families to community resources that strengthen and support students' learning and well-being

## **B. Recommendations for Reorganizing and/or Increasing Family Engagement Resources**

The District assessed the internal data obtained from the various reviews in light of the research-based practices for family engagement to develop recommendations for reorganizing family resources.

### **Recommendation 1: Create District-Wide Strategies**

The Review and Assessment revealed that District schools and departments provided multiple opportunities for family engagement. However, these efforts were not connected to one another as part of a comprehensive scheme, and often were focused on parental involvement rather than informing parents about student learning and the parents' role in their student's success. The District relied heavily in the past on Title 1 and Student Support Services to provide parent

educational opportunities. According to the Harvard Family Research Project (HFRP), the first step in engaging families is creating district-wide strategies.

The National Networks of Partnership Schools stated that it is important to organize a well-planned partnership program to engage all families in their children's education at school and/or at home in ways that help all students do their best in school.

The District recommends creating district-wide strategies through the following approaches:

**a. Promote a District Family Engagement Vision**

This vision includes systems and structures that focus on student achievement and the impact of families on student learning. This will be accomplished through the following:

- To demonstrate its commitment to enhancing student success through family engagement, the District will create the infrastructure to support family engagement that is aligned with other district strategies, is a key component of the District's Five Year Strategic Plan, and will support the implementation of district-wide family engagement. This infrastructure includes staffing in place to ensure coordination of efforts, continuous quality improvement, and effective service delivery. The staffing structure includes an Assistant Superintendent for Equity that supervises the Director of Family and Community Engagement, who in turn supervises a Family Engagement Coordinator. The Director of Family and Community Engagement and the Family Engagement Coordinator will work closely with the Student Services Directors, Title I, and other departments and directly with schools to support the implementation of the Family Engagement Plan. The Director of Family and Community Engagement will coordinate district-wide family engagement activities such as: ESSL (English to Support Student Learning. The purpose of ESSL classes is to provide improved communication between parents and teachers to support academic student success, including USP topics such as student discipline, open enrollment, and ALEs; and Parental Access Class (this class has been made available at Open House at several schools this year. The Title I team works in school computer labs to teach parents how to use this service. Title I sends teams of staff to school events as invited to provide this service.)
- District Departments, Structures and Staff including Title I, Student Support Services, Professional Development, and others.
- Student Services and Partnership Centers ("Centers") (see details in Section III, below)
- Additional Family Engagement strategies targeting families of African American students that are culturally appropriate and linguistically friendly:
  - Specific strategies provided by Support Services for struggling, disengaged, and/or at-risk African American students. The process for identifying the students who will be targeted for these strategies is the same process as outlined in the Dropout Prevention

- and Retention Plan and can be found in Appendix A: Process for Identifying Struggling Students.
- Quarterly Family Meetings to educate families of African American students regarding district opportunities and resources including Advanced Learning Experiences, Career and Technical Education, Tutoring, etc.
  - Additional Family Engagement strategies targeting families of Latino students that are culturally appropriate and linguistically friendly:
    - Specific strategies provided by Support Services for struggling, disengaged, and/or at-risk Latino students. The process for identifying the students who will be targeted for these strategies is the same process as outlined in the Dropout Prevention and Retention Plan and can be found in Appendix A: Process for Identifying Struggling Students.
    - Quarterly Family Meetings to educate families of Latino students regarding district opportunities and resources including Advanced Learning Experiences, Career and Technical Education, Tutoring, etc.

#### District Professional Development.

The District is committed to partnering with families to ensure the success of all children. Partnerships ensure that families and schools are aligned and working together to support learning. The overarching strategy for the District will be to provide training for district staff on Supportive and Inclusive Learning Environments (SAIL)<sup>10</sup>. The District will use a “train the trainer” model. Classes will be offered both during the summer and the school year. The SAIL Professional Development modules have embedded the Danielson Framework for Teaching along with components of Culturally Relevant Pedagogy. The fundamentals of SAIL include understanding and working with bias, understanding student characteristics and needs, and partnering with families. This SAIL training will be mandated for all certificated staff, administrators, and para professionals. With this training, strategies for how teachers and principals can learn from families regarding how to meet the needs of their children will be delivered. Family engagement training provides tools for staff to build relationships with families, and to offer information and experiences to families that are relevant to them. The Director of Family and Community Engagement, the Family Engagement Coordinator, and the Director of Culturally Responsive Pedagogy and Instruction will be responsible for the monitoring and implementation of the training relevant to family engagement.

Cross-departmental coordination to support effective implementation of the Family Engagement Plan.

The District recognizes that district-wide strategies can only be effective and efficient with intentional and clearly planned opportunities for cross-departmental collaboration and

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<sup>10</sup> The USP requires the District to provide training to certain staff on how to create supportive and inclusive learning environments. The District has labeled this training “SAIL” for Supportive and Inclusive Learning.

coordination. A plan for alignment among departments for family engagement activities is included in Appendix B: Strategies for Family Engagement Alignment.

### **b. Provide Robust and Pervasive Communication**

Communication will be provided in relevant and appropriate languages that cut across all stakeholders including administrators, departments, school staff, families, and community members through:

- Parent Link (A system that provides a powerful communication platform with a full range of options to meet the unique needs of your District. From emergency messaging, to custom messages, language translation, and surveys, ParentLink gives your schools a proven, easy-to-use tool that gets information to the people who need it, when it's needed.)
- Family Engagement Website
- Community Partnerships, (faith-based groups, non-profits, etc.)
- Student Services and Partnership Centers (Family Centers) (see Section III for details)
- Surveys and feedback
- Additional outreach efforts will be made to families of African American students who are struggling, disengaged, and/or at risk through phone calls, emails, or home/work visits, etc.
- Additional outreach efforts will be made to families of Latino students who are struggling, disengaged, and/or at risk through phone calls, emails, or home/work visits, etc.

### **c. Data Collection and Analysis**

In addition to tracking attendance and events, and to ensure reporting and accountability for family engagement activities throughout the District, the District will gather data to assess differences in behavior, knowledge, and attitudes among parents and school staff. Measures along the way to interpret progress will include review of the following data on family engagement (each can be tracked by student):

- Surveys and feedback
- Participation at Educational Opportunities
- Data from use of TUSDStats by parents

Data will be collected and analyzed to assess the effectiveness of the engagement initiatives for the African American and Latino families. The District will use student information systems such as TUSDStats and Grant Tracker.

## Recommendation 2: Building School Capacity (to Engage Families)

Based on the Review and Assessment, there currently is limited communication among schools and departments about what is being provided for families and the impact it is having on student learning. According to the research, schools should strengthen families' knowledge and skills to support and extend their children's learning at home and in the community by organizing a well-planned partnership program to engage all families in their children's education at school and/or at home in ways that help all students do their best in school.

As part of a district-wide strategy to engage families in a learning-centric environment, the District will begin implementation of the Academic Parent Teacher Team (APTT) model developed by Dr. Maria Paredes (Creighton School District). Key components of this family engagement outreach model include building school capacity and structures which create opportunities and an environment of teachers and parents as partners in educating children.

a. In order to serve all families better, all District schools will:

- i. designate a family engagement point of contact
- ii. create a learning-centric environment to support the academic success of all students by implementing strategies such as the Academic Parent Teacher Team (APTT) model of parent engagement
- iii. provide training to parents at least twice per year (minimum once per semester) regarding curricular focus. A required element of these trainings for parents will be specific strategies along with providing materials/tools for families to employ at home to support student achievement in reading and/or mathematics using a model such as Academic Parent Teacher Teams (APTT). These events may be held during parent conferencing and/or other times.
- iv. participate in district training to ensure that parents feel welcomed and needed as partners in enhancing their children's learning
- v. provide information regarding parent education and resource opportunities in concert and coordination with Student Support and Partnership Centers

b. In order to better serve families of African American and Latino students, the District will:

- i. Hold quarterly events throughout the community. These sessions will inform parents of the programs and opportunities available for African American or Latino students, respectively. All family engagement staff and district Student Support Services staff assigned to schools will work collaboratively on these quarterly meetings. The focus of the parent quarterly sessions shall be to enhance and support relationships as well as the academic success of students especially identified as struggling, disengaged and/or at-risk of dropping out in an interactive engaging format. These quarterly events will include at least two types of documented additional outreach and support opportunities for Latino and African American students and their families and include topics such as:



- Advanced Learning Experiences
- Graduation, Matriculation & Student Retention
- College Preparation, Post-Secondary Matriculation & Retention
- Parent/Family Engagement Leadership & Partnerships
- Parent Teacher Conferences
- Academic Parent Teacher Teams
- Individual Data Talks with students and parents to review student test scores and/or graduation requirements.
- Parental Stats Informational sessions that explain how to navigate the Parental Access Account.
- Arizona College and Career Readiness Standards Informational sessions

c. In order to better serve families of African American and Latino students, all District certificated staff and administrators will receive training in Supportive and Inclusive Learning (SAIL) Environments, Partnering with Families Module that provides specific strategies to address engagement of African American and Latino families.

### Recommendation 3: Engaging Families

Based on the Review and Assessment of the District, the majority of the family engagement efforts provided historically by the District have been focused primarily on family involvement in student activities rather than learning-centric family engagement. The Harvard Family Research Project found family engagement practices linked to learning have a greater positive effect on student outcomes. Providing learning opportunities discussed in Building School Capacity is vital to engage families in student focused learning.

The District is using the Multi Tiered Systems of Support (MTSS) model to implement different types of family engagement. In order to remain consistent, the District will follow a tiered model for family engagement and support.

Type 1 family engagement involves general outreach to all families, with a focus on African American and Latino students and families, occurring mostly at school sites and family centers at times that are accessible to families. Type 1 family engagement includes activities such as: parent training, quarterly informational events, parent education and resource opportunities; and using multiple media to connect with families.

Type 2 family engagement involves specific outreach to the families of African American or Latino students who are struggling, disengaged, and/or at-risk of dropping out. Type 2 family engagement includes specific activities related to the needs of the identified students as documented on the District's Student Equity and Intervention Request for Service form.

#### **Family Engagement – Type 1**

- a. All schools will provide training to parents at least twice per year (minimum once per semester) regarding curricular focus. A required element of these trainings for parents

will be specific strategies along with providing materials/tools for families to employ at home to support student achievement in reading and/or mathematics using a model such as Academic Parent Teacher Teams (APTT).

- i. Training for implementation of this model will be required – Proposed Training would be Train the Trainer Model.
  - ii. All schools in concert and coordination with Student Support and Partnership Centers will provide information regarding parent education and resource opportunities.
- b. Quarterly events will be held throughout the community. These sessions will inform parents of the programs and opportunities available for African American and Latino students.
  - c. Accessibility - In order to maximize parent participation, the sessions will take place at various times and may be connected to student related or community events within a positive supportive environment, particularly for families of African American or Latino students.
  - d. Scheduling - Event dates will be coordinated through the District Family Engagement Director and/or Family Engagement Coordinator.
  - e. Multiple media - Develop and use social media structures to connect with students and families in contemporary fashion. This may include Facebook, text messaging, mobile/smartphone applications (i.e. TUSD's Parent Link), media-based parent training and events. Family engagement opportunities and outreach may include:
    - webinar sessions for parent trainings linked to school websites
    - math websites for parents such as Khan Academy
    - strategies for parent student interactions in newsletters
    - inspirational texts or quotes for families to discuss
    - parent access to TUSDStats
    - administrative newsletter and website communications for parents and students

### **Family Engagement – Type 2**

The District's African-American and Mexican American Student Services Departments, in conjunction with site administrators, Family Engagement Staff, and Title I staff, are primarily responsible for coordinating targeted parent outreach for African American or Latino students identified as struggling, disengaged, and/or at-risk of dropping out.

1. Families of students identified as struggling, disengaged, and/or at-risk of dropping out will receive outreach from District staff most closely aligned to students' identified demographic or academic need as possible.
  - a. Site staff including Title I family engagement, teachers, and other school staff will perform targeted outreach to families with students identified as struggling, disengaged, and/or at-risk of dropping out.
  - b. Site staff will use the District's Student Equity and Intervention Request for Service referral form provides another opportunity to coordinate and communicate specific

outreach needs (form available to site staff at <http://intranet/interventionform.asp>). To ensure more comprehensive support, the District will add Language Acquisition and Exceptional Education to the list of departments from whom service requests may be submitted.

2. Outreach to families of students identified as struggling, disengaged, and/or at-risk of dropping out will be conducted to encourage attendance and engagement at site and district quarterly events, and may include direct mailing(s), home visits, and/or phone calls to targeted families. This outreach will be coordinated between school and district resource staff including Title I family engagement & district support staff. These communications will meet the District's language accessible standards for families.

The District recognizes that there are challenges faced when engaging families of struggling students and/or families who are dis-engaged. The District plans to address these barriers with specific strategies as outlined in Appendix C:

#### Recommendation 4: Monitoring for Effectiveness

The Review and Assessment revealed there is no system to provide consistent access to programs or a way of evaluating the effectiveness of programs. Currently, the District's major method for tracking family engagement is through sign-in sheets that are submitted to the Title I Department. Research supports data collection systems as a necessary component of ongoing evaluation, planning and improvement. To track family engagement data, the District will develop and implement ongoing assessments and create a schedule for monitoring and evaluation.

#### Recommendation 5: Expanding Student Services and Partnership Centers (District Family Centers)

The Review and Assessment revealed that the District's families come to the current family center sites to conduct very specific business. Staff members at these sites are specialists in their roles. For example, the emphasis at the Duffy Center is Child Find and Clothing Bank. The School Community Services site focuses on Open Enrollment and Magnet Applications for the District. The utilization of the two locations does not provide the comprehensive proactive family engagement that is needed to affect student achievement.

##### **a. Better Marketing of Student Services and Partnership Centers**

The District will ensure that all District staff are aware of the existence, and understand the role, of the Student Services and Partnership Centers within the community through the following:

- Staff Training
- Community Outreach

- Posters/Flyers in every school readily visible to families

**b. Targeted purpose of the Student Services and Partnership Centers**

The District will communicate the mission of the Student Services and Partnership Centers through multiple media. All Centers will have a baseline of services.

**C. Reorganizing Family Engagement Resources, Programs, and Practices**

Based on the recommendations discussed above, the District will reorganize current family engagement resources and programs to implement the best practices.

1. Resources

- Staff to implement the plan, including Title I staff, the Family Engagement Coordinator and other staff<sup>11</sup>.
- District Parent Communication System to communicate to parents about emergencies.
- District Advisory Council (DAC)
- Student Support Services
- Clothing Bank
- School and Community Services
- Child Find
- School Community Partnership Council (SCPC)
- Deployment of Computer Kiosks in each school providing families with easy access to TUSDStats Parental Account, applications, and other District resources beginning 2014-15. The kiosks will be part of the District's effort to make each school site office welcoming and inviting where parents can drop in and connect with staff and resources.

2. Programs

- Parent Education will be offered throughout the District, and will include topics such as: English as a Second Language (ESL), Nutrition, Post-Secondary Education, Parenting, Leadership Classes, and Academic Parent Teacher Teams (APTT)
- Foster Ed – the District has entered into a partnership with FosterEd Arizona to increase the communication among foster families, teachers, CPS Specialists, and Mental Health providers. Traditionally this kind of engagement has been difficult for these high-risk students; but with the assistance of Social Media, teachers and school staff can communicate easily on subjects such as attendance, behavior, homework, how things are going, etc. In addition, FosterEd Liaisons will provide training for

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<sup>11</sup> The District will require all Family Center Staff to be trained in language-accessibility no later than September 1, 2014, and staff members will be supervised initially by the FEC.

foster families on how to advocate for their foster child in the educational setting and how to access the resources available care through our Student Services and Partnership Centers.

### **III. Plan to Expand and Develop New Student Service and Partnership Centers**

The following plan outlines how the District will expand its existing Family Center(s), and/or develop new one(s), and operate them for the benefit of the District's students and their families. The District Family Centers will be known as the Student Service and Partnership Centers (SSPC) and includes (A) the location of the Centers, (B) the creation and distribution of new or revised materials, (C) strategies to create welcoming environments and relevant educational activities, and (D) strategies for how principals and teachers can learn from families.

#### **A. Location of Centers**

##### **1. Centers in SY 2013-14**

In March 2013, the District initiated discussions to create and/or expand the SSPC (Family Centers) starting in the beginning of SY 2013-14, and to develop a District Family Center Plan. The initial proposal was to develop the first center at the District main offices and a second center at the site of Duffy Student Service Center. The District has made significant improvements to the original site, and opened a second site. The District currently offers support services, and provides information to families, at two locations. The first Center is School Community Services (SCS) at 1010 E. Tenth Street where approximately 10,000 families visit annually. The second Center opened in November 2013 at Duffy Student Service Center at 655 N. Magnolia Avenue. Family and Community Outreach serves approximately 4,000 students on site each year through the services of the Clothing Bank and another 1,000 are served through the Child Find program.

The initial plan was for the Centers to provide information, resources, support, and access to information for students and families. The existing sites already have a high volume of family and student traffic and the District's intent was to take advantage of this existing traffic to share information and resources with families who already are going to these offices for services. Both buildings have high visibility, are easily accessible, and provide access to other materials. The sites were to have computers for online access, access to open enrollment/magnet applications, information about schools and opportunities throughout the District, and other resource and support materials.

What has become apparent is that families come to the current sites to conduct very specific business. Staff members currently working at these sites are specialists in their roles. For example, the emphasis at the Duffy Center is Child Find and Clothing Bank. The School Community Services site focuses on Open Enrollment and Magnet Applications for the District. The utilization of the two locations does not provide the level of proactive family engagement the District envisions as necessary to affect student achievement.

## 2. Centers in SY 2014-15 and SY 2015-16

After a review of District demographic data, the District has determined a need to establish Centers in strategic locations in the community starting in SY 2014-15.

The District envisions the Student Services and Partnership Centers as a two year rollout. In school year 2014-2015 the District will create two additional Centers. One will be in the southwest area of the District where a large population of the district continues to grow. A Director of Student Support Services will provide administrative oversight for the Center. Concurrently, the District will establish a Center in an area in the proximity of South Tucson, where the highest percentage of students qualifying for free or reduced lunch attend school. The District will place another Director of Student Support Services on that campus for oversight.

In SY 2014-2015 discussions will take place in consultation with external expert(s), research and other information such as the district demographic study to determine the appropriate placements for the third and fourth additional Centers in SY 2015-16. In SY 2015-2016 these two Centers will be established based on the discussions and analysis of data with the external expert(s).

### **B. Creation and Distribution of New or Revised Materials**

Each Center will have a baseline of services that will be common to all and language accessible. Families will have full access to new or revised materials about programs and educational options throughout the district, such as:

- As described in the Outreach and Marketing plan an information guide will be provided to all families (see page 6 and 7 of Outreach and Marketing Plan)
- Student Assignment Options: School Choice; Open Enrollment; Magnet Schools; and Dual Language
- Transportation
- Advanced Learning Experiences (ALE's) (including the informational sessions on ALEs, information on UHS and the complaint process related to ALEs). The Advanced Learning Experience Access and Recruitment Plan describes ALE materials (pages 22 – 24)
- Guidelines for Student Rights and Responsibilities (GSSR)
- Curricular and Student Support Services, including Behavioral Support Services
- African American Student Support Services
- Mexican American Student Support Services
- Student Equity and Intervention
- Family and Community Outreach Department Brochure
- Culturally Relevant Courses
- Policies related to inclusion and non-discrimination
- Career and Technical Education (CTE)
- College and Career Readiness Resources
- Resources from local colleges and universities

- District Information Catalogue
- Exceptional Education
- Resources for Homeless, Neglected, and Delinquent Students
- Preschool Opportunities
- Before and After School Care
- Information about Grad Link2
- Community Schools
- Interscholastic Activities
- Dropout Prevention Services
- Educational Options for ELL Children

### **C. Strategies to Create Welcoming Environments and Relevant Educational Activities**

The District will provide the following resources to create a welcoming environment at the Centers:

- District staff members who can explain the many educational and support options available, and to help families navigate our school system
- A parent training room with media set up for presenting workshops
- Space for child care
- Computers with full access to the Internet; District website; online applications to Magnet Programs, Open Enrollment, and Transportation; and TUSDStats (Details of access to technology is provided in the District's Technology Condition Index pages 1 and 5).
- To address conditions of the technology gap where lower-income students and families do not have ready access to the technology, the District will provide training to families through the Family Centers on how to use certain technological tools (internet, TUSDStats, filling out FASFAs, etc.) to better engage with their child's school, teachers, etc.
- Space available for community resources and services
- Access to clothing with resources from District and community partners

District human resources may be reallocated and/or relocated and housed throughout the Centers, including Title I and non-Title I staff, with the ability and skill to provide proactive and language-accessible support for our families. In the past, these services have been school site specific and dependent on building collaboration with schools. While school-site-specific programs will continue to build and improve, the District envisions the SSPCs (Family Centers) as being open to all, with a community outreach philosophy. Evaluating the metrics to be determined based on community needs, the District will assess whether SSPCs (Family Centers) should be consolidated or relocated. The District will provide staff members and services within the communities we serve. The District will create a District calendar of educational opportunities that will be offered at convenient times for families. These workshops will be available at all Centers. Examples of topics for the educational opportunities are college enrollment process, bullying and cyberbullying, drug prevention, and gangs/gang culture.

The development and coordination of these Centers will allow community resources to provide support to families. The District Family Engagement Coordinator will help coordinate committee work such as District Advisory Committee and School Community Partnership Council to ensure district-wide diverse representation of schools and families. The District Director of Family and Community Engagement and the FEC will be the lead in recruitment and collaboration with community groups and non-profit organizations.

A part of this coordination will allow the same services to be offered at each of the centers on a rotating basis. For example, the District may offer an anti-bullying workshop at Center 1 for a week, and then offer it the following week at Center 2, and so forth. Rotating services will be provided as a consistent resource to all District families and students in locations convenient to them.

#### **D. Strategies for How Principals and Teachers can Learn from Families**

The District is committed to partnering with families to ensure the success of all children. In having partnerships with families, students, families and schools are aligned and working together to support learning. The overarching strategy for the District will be training on Supportive and Inclusive Learning Environments (SAIL). The fundamentals of SAIL include understanding and working with bias, understanding student characteristics and needs, and partnering with families (Details of the SAIL training is developed through the Cultural Responsive Pedagogy and Instruction Director). This training will be mandated for all district employees. With this training, strategies for how teachers and principals can learn from families regarding how to meet the needs of their children will be delivered. The goal of the family engagement training is to provide tools for educators to welcome, build relationships, and offer information and experiences in which families are interested.

#### **IV. Sharing Enrollment Information with families (District's Marketing, Outreach, and Recruitment Plan).**

This Plan includes specific strategies to share enrollment information with families, including specific strategies for sharing enrollment information with African-American and Latino families. Specific recruitment strategies are described in detail in the District's revised Marketing, Outreach, and Recruitment Plan.

The Marketing, Outreach, and Recruitment Plan includes specific strategies that support the requirements of the USP, such as:

- English and Spanish language TV ads to air in mainstream and Spanish language media.
- Radio ads highlighting opportunities for students in mainstream and Spanish language media.



- Television ads and print ads featuring actual TUSD students, parents and teachers, with a focus on racial and ethnic diversity so all audiences see themselves represented in the TUSD brand.
- Direct mail campaign to highlight learning opportunities to African-American families; strategically targeted to known addresses.
- Direct mail campaign for magnet schools; strategically targeted to certain zip codes to maximize integrative effects.
- Internet outreach, including space on popular banners and social media outreach
- Event marketing – leveraging community events with high attendance to reach a large number of families.

The director of student assignment, the Director of Family and Community Engagement, and other appropriate staff will collaborate to engage with community groups and community members to share information and involve local stakeholder organizations in the enrollment process. District staff will be trained to actively engage community members (with an emphasis on African-American and Latino families) to inform them about educational options available in the District.

The District will seek partnership with other organizations such as the City of Tucson, Pima County Libraries, Pima Community College, chambers of commerce, youth clubs, and others to display and distribute recruitment and promotional materials throughout the community, and to involve them in the enrollment process (as coordinated through the director of student assignment and the family engagement director). A list of possible organizations/sites is being compiled to determine if TUSD would be allowed to place materials at their sites. The number of sites that will actually be used has not yet been determined, but it must be kept to a reasonable number that can be monitored and stocked. The Family Center personnel will be responsible for keeping the chosen sites stocked.

## **V. Plan to Track Data on Family Engagement**

To track family engagement data effectively, the District will develop and implement ongoing assessments and create a schedule for monitoring and evaluation.

- A. The District will conduct ongoing assessments and will use multiple forms of data including:
  - Surveys similar to the Harvard Graduate School of Education Pre-K-12 Family-School Relationships Survey. This survey will be used to measure change over time and evaluate the impact on student learning.
  - TUSDStats and Parent Link on parent usage including disaggregation of usage by African American and Latino families

- TUSD School Quality Survey
- Title 1 Family Engagement Documents
- School Family Engagement Activity Report
- Student Service and Partnership Center usage
- Feedback from Family Events and Trainings

B. Schedule of data collection

- Feedback form after each Family Event and Training
- Schools will submit Family Engagement Activity Report monthly
- Director of Family and Community Engagement reviews quarterly Family Engagement Data (by school and district-wide)
- District Parent Surveys will be analyzed annually
- The Director of Family Engagement and the Family Engagement Coordinator, in collaboration with an external expert, will review district data for effectiveness and make annual recommendations for possible revision of the Plan where appropriate to provide improvement.

## Appendix A: Process for Identifying Struggling Students

### Background:

In SY 2013-14, the District piloted automatic identification of students for interventions (using a system in Mojave called WatchPoint) based on criteria in three areas: 1) grades; 2) overall attendance; and 3) behavior. Based on the first semester data, analysis revealed that student identification based on the academic threshold of “two Fs” is over-identifying students, particularly at the high schools, while the “3 days of unexcused absences per week” threshold was only identifying very few students as having attendance problems. The changes to the discipline code enacted in 2013-14 also seemed to have reduced the number of out-of-school suspensions compared to previous years.

Based on this data, and on observing best practices in other school districts, the District will make the following changes to its practices for identifying students in need of intervention for SY 2014-15:

- 1) Use individual course absence data, not overall absence data, for middle and high school students
- 2) Combine the individual course absence data with the grades data and only automatically identify students who are failing a course **and** excessively not attending a course
- 3) Continue to use behavior data to identify students automatically
- 4) Explore adding other sources of data to enhance automatic identification, including benchmark and other standardized tests
- 5) Align automatic student identification with the MTSS (Multi-Tier System of Support) so the automatic identification will help to place students into either tier two or tier three support

The District will continue to refine the WatchPoint system to ensure that the data points are identifying “At Risk” students and interventions are being implemented.

Based on the Student Support Review and Assessment and other research (Kennelly & Monrad, 2007) (Heppen & Therriault, 2008), the District will implement specific supports and interventions for identified “At-Risk” students. The District will also focus specific supports and interventions for schools whose data supports the need for additional assistance. By targeting supports and interventions, the District will seek to meet the goals stated above.

**Appendix B: Strategies for Family Engagement Alignment**

<b>USP Activity</b>	<b>Complimentary Factors (IP) USP</b>	<b>Coordination</b>	<b>Timeline</b>
Provide information to African American and Latino families and community members throughout the District about educational opportunities, enrollment options.	FACE Plan (TBD) VII.C.1.a.ii  MORE Plan (IP: II.12) II.I.1.a-f, II.I.2  CMP (Magnet Schools: Strategies and Processes for Integration. C.3. pgs.14-17)	Family and Community Engagement (FACE) Director (TBD), Family and Community Engagement (FACE) Coordinator (TBD), Damon Jackson (Chief Information Officer), Martha Taylor (Director of Advanced Learning Experiences), Vicki Callison (Director of Magnet Programs), Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) meet quarterly to review information resources (informational guide), revise resources as needed, create distribution plan, implement distribution plan, and monitor progress. Collaborate in planning and implementing a community meeting and informational session regarding educational opportunities and enrollment options in geographically diverse District locations.	Begin October 6, 2014, ongoing quarterly
Provide access at Family Centers to computers and staff support for families to complete and submit open enrollment/magnet applications online, and provide support to families to learn how to submit applications  Recruit a racially and ethnically diverse student body to its	FACE Plan (IP: TBD) VII.C.1.f  Student Assignment Plan, (IP: II.12) II.E.2, II.I.c	Family and Community Engagement (FACE) Director (TBD), Family and Community Engagement (FACE) Coordinator (TBD), Damon Jackson (Chief Information Officer), Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) meet quarterly to review data (number of families requesting computer access to submit online application and number of families receiving support with application completion) and monitor progress of supporting families with applications.	Begin October 6, 2014, ongoing quarterly

magnet schools and programs through Family Centers and other recruitment strategies			
Provide information about free transportation to families	FACE Plan (IP: TBD) VII.C.1.a.ii  Transportation Plan (IP: III.4) III.A.5	Family and Community Engagement (FACE) Director (TBD), Family and Community Engagement (FACE) Coordinator (TBD), Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) meet quarterly to review information resources, revise, create distribution plan, implement distribution plan, and monitor progress.	Begin October 6, 2014, ongoing quarterly
Provide training for school site principals to build and foster professional learning communities to develop strategies to encourage and provide space, resources, and support for constructive teacher-family interactions and how to learn from families regarding how to meet the needs of their children	FACE Plan (IP: TBD) VII.C.1.a.vii  Administrators and Certificated Staff Plan IV.I.4  PLC Training (IP: IV.28)	Family and Community Engagement (FACE) Director (TBD), Family and Community Engagement (FACE) Coordinator (TBD), Richard Foster, Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) Richard Foster collaborate to ensure principal trainings include content as outlined in USP.	Begin October 6, 2014, ongoing quarterly
Provide information to African American and Latino families regarding Advanced Learning Experiences (ALE), including informational sessions on GATE, ACs, UHS, and the parent complaint process related to	FACE Plan (IP:TBD) VII.C.1.a.ii  ALE Plan Section (IP: V.4, V.9) V.A.II.d.i-iii, V.A.II.e	Family and Community Engagement (FACE) Director (TBD), Family and Community Engagement Coordinator (TBD), Helen LePage (GATE Coordinator), Martha Taylor (Director of Advanced Learning Experiences), Dean Packard (Principal, UHS), Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) coordinate to distribute accessible	Collaboration meetings will begin October 6, 2014, and will continue as needed.  Distribution of materials will be on-going through the SY as needed.

<p>ALEs</p>		<p>materials describing the District’s ALE offerings by content, structure, requirements, and location. Collaborate in planning and implementing a community meeting and informational session regarding ALEs in geographically diverse District locations.</p> <p>Team will review the ALE parent complaint process and will revise if necessary. Team will disseminate information regarding this process at all school sites, Family Centers, District Office, and on the website.</p>	<p>Information meeting will be offered in January/February before the registration process for the next SY begins.</p>
<p>Provide information to families regarding educational opportunities for their ELL children, including the availability of dual language programs and other programs designed for ELLs</p>	<p>ALE Plan (IP: V.11) V.C.1</p> <p>FACE Plan (IP:TBD) VII.C.1.a.vi</p>	<p>Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Ignacio Ruiz (Language Acquisition Director), Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) meet quarterly to review information resources, revise, create distribution plan, implement distribution plan, and monitor progress.</p>	<p>Begin October 6, 2014, ongoing quarterly</p>
<p>Provide information to families regarding culturally relevant courses</p>	<p>Student Support and Engagement Plan (IP: V.28-29) V.E.4.c, V.E.6.a.i-ii</p> <p>FACE Plan (IP: TBD) VII.C.1.a.v</p>	<p>Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Clarice Clash, Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) meet quarterly to discuss how the District will inform parents of the courses, create a plan to inform, implement the plan, and monitor progress. Team will collaborate to organize an event (such as an Open House) to introduce families to the CRC courses and to provide information to families and the community about culturally relevant and responsive pedagogy.</p>	<p>Begin October 6, 2014, ongoing quarterly</p>

Hold quarterly events for Latino students and families	Student Support and Engagement Plan (V.38) V.E.8.d  FACE Plan (IP: TBD) VII.C.1.a.v	Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Title 1 staff, and Maria Figueroa (Student Equity Director) collaborate in planning and implementing Quarterly Events and host some events at Family Centers.	Begin October 6, 2014, ongoing quarterly
Hold quarterly events for African American families and students (FACE Plan VII.C.1.a.v)	Student Support and Engagement Plan (V.32) V.E.7.d	Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Title 1 staff, and Jimmy Hart (Student Equity Director) collaborate in planning and implementing Quarterly Events and host some events at Family Centers	Begin October 6, 2014, ongoing quarterly
Provide parents with information about the college enrollment process and disseminate such information at the Family Centers.	Student Support and Engagement Plan  FACE Plan (IP:TBD) VII.C.1.e	Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Title 1 staff, Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) collaborate in planning and implementing Parent University  Team collaborates in establishing and maintaining partnerships with local colleges and universities and in distributing relevant information regarding college enrollment at Family Centers.	Begin August 8, 2014, ongoing as needed
Provide language accessible training for all personnel involved in family engagement initiatives and implement the Multi-Tier System of Support (MTSS) Structure to address	Student Support and Engagement (IP: V.17) V.E.2.c  FACE (IP: TBD) VII.C.1.a.vii	Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Title 1 staff, Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) review plan to implement the MTSS at schools and the language accessible training for all	Begin October 6, 2014, ongoing quarterly

family engagement at all schools.		personnel involved in family engagement initiatives.	
All elementary schools will provide informational sessions to parents at a minimum of once per semester regarding curriculum focus.	Student Support and Engagement (IP: V.17) V.E.2.c  FACE (IP: TBD) VII.C.1.d	Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Title 1 staff, Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) create guidance and design PD that will be provided to schools to build site capacity in engaging families during informational sessions  School principals responsible for implementing informational sessions using guidance.	Begin October 6, 2014, ongoing as needed
All schools will hold regular “Parent Academies” run by well-trained parent leaders to provide parents with the skills necessary to support their children’s academic success and to provide a forum for continuous feedback on District-related initiatives.	FACE Plan (IP: TBD) VII.C.1.e  Student Discipline Plan (IP: V.32, V.38) V.E.7.d, V.E.8.d	Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Title 1 staff, Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) create guidance and design PD that will be provided to schools to build site capacity in engaging families during Parent Academies  School principals, Community Reps collaborate to implement informational sessions using guidance.	Begin October 6, 2014, ongoing as needed
Provide Disciplinary Information Sessions to students/parents	Student Discipline Plan (VI.5-6) VI.D.1-2	Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Title 1 staff, Roxanne Begay-James (Student	Begin October 6, 2014, ongoing quarterly



<p>Provide the Student Discipline Handbook and related documents to families in all major languages</p>	<p>FACE Plan (IP: TBD) VII.C.1.a.iv</p>	<p>Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) create guidance for site administrators to use when providing Disciplinary Information Sessions to parents/students (including strategies for documentation)</p> <p>School principals, Learning Support Coordinators, and Community Reps collaborate to implement informational sessions using guidance.</p>	
<p>Same Provide information to families regarding voluntary tutoring and extra-curricular opportunities for their children, including the availability of transportation</p>	<p>Extracurricular Plan (IP: VIII.2-4) VIII.A3-5</p> <p>FACE Plan (IP: TBD) VII.C.1.a.v</p>	<p>Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Herman House (Director of Secondary Schools), Title 1 staff, Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) meet quarterly to review information resources, revise, create distribution plan, implement distribution plan, and monitor progress.</p>	<p>Begin October 6, 2014, ongoing quarterly</p>

**Appendix C: Strategies to Address Family Engagement Barriers**

Challenges	Strategies to Address Challenges
<p>Some school sites and staff lack skills and dispositions needed to engage families as partners</p> <p><b>Target audience:</b> District staff and community leaders</p>	<p>District staff will receive training to increase their capacity to partner with families and adopt a strengths-based approach<sup>12</sup></p> <p>District staff will receive training to increase their skill in creating welcoming environments, learning from families, and to offer experiences and information that are relevant to families</p> <p>Engage community leaders to assist the district in providing culturally appropriate strategies</p>
<p>Families may have difficulty navigating the school system</p> <p><b>Target audience:</b> Families</p>	<p>District staff will be in place at school sites and at Family Engagement Centers that will be available to support families in navigating the school system</p> <p>District will provide robust and pervasive communication, including: website, ParentLink, surveys to allow parents to provide feedback, and strategies specific to families of students who are struggling through phone calls, emails, and home/work visits.</p>
<p>Families may need ideas and strategies about how to participate in their child’s</p>	<p>Family Engagement Centers will host regular workshops for families to learn</p>

<sup>12</sup> Widely used in the social service sector, a strengths-based approach “refers to policies, practice methods, and strategies that identify and draw upon the strengths of children, families, and communities. Strengths-based practice involves a shift from a deficit approach, which emphasizes problems and pathology, to a positive partnership with the family. The approach acknowledges each child and family’s unique set of strengths and challenges, and engages the family as a partner” (retrieved from <https://www.childwelfare.gov/pubs/acloserlook/strengthsbased/strengthsbased1.cfm>, August 29, 2014)

<p>education and academic success</p> <p><b>Target audience:</b> Families</p>	<p>about strategies to support their child’s learning, with specific focus on math and literacy.</p> <p>Sites will provide training to parents twice per year regarding curricular focus.</p>
<p>Families may lack child care during events/trainings</p> <p><b>Target audience:</b> Families</p>	<p>District will provide child care during parent trainings offered at Family Engagement Centers</p>
<p>Families may lack access to computers with full access to the Internet; District website; online applications to Magnet Programs, Open Enrollment, and Transportation; and TUSDStats</p> <p><b>Target audience:</b> Families</p>	<p>Computer access available at Family Engagement Centers with staff available to assist families in navigating various online resources</p>
<p>Families may lack skills or knowledge on how to use certain technological tools (internet, TUSDStats, filling our FASFAs, etc.) to better engage with their child’s school, teachers, etc. to improve access to schools or to on-line communication</p> <p><b>Target audience:</b> Families</p>	<p>Parent trainings and staff available at Family Engagement Centers to</p>
<p>Families may lack access to community resources and services</p> <p><b>Target audience:</b> Families</p>	<p>Provide referrals and follow up to families as well as co-located resources at Family Engagement Centers</p>
<p>Families may need clothing for children</p> <p><b>Target audience:</b> Families</p>	<p>Continue and expand TUSD Clothing Bank</p>
<p>Families may need language-accessible support related to lack of facility with English</p> <p><b>Target audience:</b> Families</p>	<p>District will provide English to Support Student Learning to improve communication between parents and teachers to support student academic success</p>

<p>Families may lack access to organized educational opportunities at times that are convenient for them</p> <p><b>Target audience:</b> Families</p>	<p>Provide educational opportunities at Family Engagement Centers at times that are convenient for families, including courses offered by the district and community-based organizations</p>
<p>Families may lack access to information about the challenges that at-risk, struggling and/or disengaged students may face, such as bullying and cyber-bullying, drug prevention, gangs/gang culture</p>	<p>Provide educational opportunities and information at Family Engagement Centers, including courses offered by the district and community-based organizations. Calendar of opportunities will be available to all school sites as well as on the website.</p>
<p>Families may need knowledge about the college enrollment process</p>	<p>District will collaborate with local colleges and universities to provide parents with information about the college enrollment process and to offer an outreach event (Parent University)</p>

# **EXHIBIT 5**

Tucson Unified School District  
**Catalog of Schools**



[www.tusd1.org](http://www.tusd1.org)

**TUCSON UNIFIED**  
SCHOOL DISTRICT



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TUSD has partnered with University of Virginia and the AZ Department of Education to implement the successful Transformation Model developed by the University of Virginia for six schools in the District.
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## Where to find this book

This Information Guide to Tucson Unified School District is available on our website, [www.tusd1.org](http://www.tusd1.org), and at each school site.

Copies can also be found in our family engagement centers in English, Spanish, Vietnamese, Somali and Arabic.

## Donde encontrar este libro

Esta Guía de Información sobre el Distrito Escolar Unificado de Tucson está disponible en nuestro sitio “web”, [www.tusd1.org](http://www.tusd1.org), y en cada escuela. También se pueden encontrar copias en nuestros centros de participación familiar en Inglés, Español, Vietnamés, Nepalés, Somalí y Árabe.

هذا دليل المعلومات إلى مدرسة مقاطعة توسون  
الموحدة متاحة على موقعنا [www.tusd1.org](http://www.tusd1.org)  
وفي كل موقع مدرسة. يمكن أيضا العثور  
على نسخ في مراكز مشاركة الأسرة في اللغة  
الإنجليزية، الإسبانية، الفيتنامية، النيبالية، الصينية  
والعربية،

## Nơi tìm thấy cuốn sách này

Thông tin hướng dẫn này đã đăng ở Trường Tucson Unified và có sẵn trên trang web của chúng tôi, [www.tusd1.org](http://www.tusd1.org), và tại mỗi trường. Bản cũng có thể tìm thấy trong các trung tâm tham gia của gia đình chúng tôi bằng tiếng Anh, Tây Ban Nha, Việt Nam, Nepal, Somali và tiếng Ả Rập.

## Meesha laga helo buugaagta

Hagahan macluumaadka ee Dugsiyada Mideysan Ee Degmada Tucson waxaa laga heli karaa boggayaga internetka, [www.tusd1.org](http://www.tusd1.org), iyo goobta dugsi kasta. Nuqulaha sidoo kale laga heli karaa xarumaha hawl-gelinta qoysaska ayagoo ah luqadaha English, Spanish, Vietnamese, Nepal, Soomaali iyo Carabi.

**TUCSON UNIFIED**  
SCHOOL DISTRICT

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Updated Summer 2016

# Message from the Superintendent



## TUCSON UNIFIED SCHOOL DISTRICT

**Heliodoro T. Sánchez, Ed. D.**  
*Superintendent*

Dear Families:

I am proud to welcome you to Tucson Unified School District, where we strive to deliver an excellent education to every child every day.

As you will see as you look through this guide, TUSD offers many choices for your child's education. We have comprehensive schools, magnets, alternative schools, advanced learning opportunities and exceptional education environments. We also offer strong programs in fine arts, sports, world languages and STEM (Science, Technology, Engineering and Math).

TUSD provides a well-rounded and supportive learning environment at every level. Our academic and support services teams focus on nurturing the whole child, academically, intellectually and socially.

We offer safe, reliable transportation to thousands of children each day and have an innovative Food Services team that ensures our students get nutritional meals in our cafeterias. We work to hire top-notch teachers who are committed to doing their best work in the classroom and excellent principals and administrators to support them.

At Tucson Unified School District, creativity and innovation are encouraged. We engage the community, business leaders, staff and families in helping to shape the goals and priorities for our district. When you have a child at a TUSD school, you have a voice, and we want to hear it.

As an educator and a parent, I understand the important decision families make when they choose schools for their children. I hope this guide helps you find the right TUSD school for you.

Sincerely,

*Heliodoro T. Sánchez, Ed. D.*  
Superintendent



Morrow Center – 1010 E. Tenth St. – Tucson, AZ 85719



# TUSD Accolades

**TUCSON UNIFIED**  
SCHOOL DISTRICT

## Check it out!



- TUSD partners with the University of Virginia, the State Department of Education and WestEd to transform six schools, developing best practices along the way to be applied to all schools in the district as well as serve as models for the state and nation.
- Sabino High School was named a National Blue Ribbon School and was rated an A campus for the 14th year in a row in school year 2013-2014.
- Students from Rincon, Sahuaro, Santa Rita, and Tucson High Magnet schools have placed in the SkillsUSA Arizona Championships. This annual conference features 70 skill and leadership competitions.
- We have two authorized International Baccalaureate (IB) world schools, Safford K-8 Magnet and Cholla Magnet High.
- Every year, our students create award-winning projects for the annual Southern Arizona Regional Science and Engineering Fair.
- U.S. News and World Report ranked University High School as the 7th Best High School in America in 2014.
- Magee Middle School is a perennial presence at the Odyssey of the Mind World Finals.
- Opening Minds through the Arts (OMA) was highlighted in May 2013 in Arizona Illustrated. OMA uses instrumental music, opera, dance, theater and visual arts to help teach reading, writing, math and science to K-8 students.
- In May 2013, C.E. Rose K-8 earned the Arizona Educational Foundation's A+ School of Excellence designation based on an outstanding application and a very memorable and impressive site visit to the campus.
- Manzo Elementary was awarded Best Green School 2012 by the U.S. Green Building Council's Center for Green Schools and was also named an Environmental Education Success Story by National Environmental Education Week in 2013.
- C.E. Rose K-8 and Tully elementary schools and Pueblo Magnet High School earned bronze awards from the HealthierUS School Challenge from the U.S. Department of Agriculture's voluntary healthy school initiative in 2013-2014.
- In 2014, Tucson Unified School District ranked No. 9 among 107 large school districts in the nation for its open enrollment policies and practices.
- Tucson High Magnet School boy's soccer team took the state title and was recognized for its outstanding 2013-2014 season by the MaxPreps Tour of Champions and the Army National Guard.
- Palo Verde Magnet High School's baseball team was the state division champs in 2013-2014.

# TUSD Transportation

## The wheels go 'round and 'round

Tucson Unified School District provides free, safe transportation to more than 10,000 students each year. The district has a fleet of 300 buses that complete about 1,500 bus routes each day. Including field trips, athletic events and special education routes, our buses travel more than 4.7 million miles every year.

We pride ourselves in delivering excellence. We have an outstanding bus driver and bus monitor training program that is nationally and state recognized. Our program features more than 80 classroom hours and more than 25 behind-the-wheel hours.

### Eligibility:

School bus transportation is provided for students as follows:

1. Students attending elementary school who live 1½ miles or more from school.
2. Middle school students or sixth grade students who are assigned to a junior high school who live at least 2½ miles from school with no public bus service.
3. Junior high school students who live at least 2½ miles from school with no public bus service.
4. Senior high school students who live at least 2½ miles from school with no public bus service.
5. Handicapped children (as defined by A.R.S. §15-761) in connection with any program, class or service.

For purposes of this policy, eligibility distance is determined by using the most direct route.

Please note that eligible students who attend a K-8 school will receive transportation if they live 1 ½ miles or more from school.



Students who are granted permission to attend a school other than their designated neighborhood schools, or who reside outside the district boundaries, must provide their own transportation except as provided by the Unitary Status Plan.

If you live within the boundaries of a racially concentrated school and choose a school through Open Enrollment, your child may be eligible for Incentive Transportation under the provisions of the district's Unitary Status Plan.

To learn more about transportation, including whether your child qualifies for bus service, please visit [www.tusd1.org/transportation](http://www.tusd1.org/transportation) or call the Transportation Department's customer service staff at **225-4800**.



# *Infant & Early Learning Centers*

Tucson families are invited to register their children in our

# **Infant & Early Learning Centers**

at Tucson Unified School District



TUSD INFANT & EARLY LEARNING

**TUCSON UNIFIED**  
SCHOOL DISTRICT

# Register now for TUSD's Infant & Early Learning Centers!

High-quality affordable childcare and expert instruction in early learning are available to Tucson families through TUSD's new Infant & Early Learning Centers.

Tucson families are invited to register their children ages six weeks to 5 years for this unique childcare opportunity with Southern Arizona's largest school district.

Our Infant & Early Learning Centers foster positive relationships among children and adults. We provide multiple approaches to serve all learning styles. Our curriculum promotes social, emotional, physical, language and cognitive development. At our centers, learning takes place in a safe and healthy environment.

Our east- and west-side centers provide excellent care for young children.

To register, visit [www.tusd.org/EarlyLearningCenter](http://www.tusd.org/EarlyLearningCenter) and complete the registration packet and return it to the center in which you wish to enroll your child. You will also find tuition rates on the website, as well as information about the center coordinators.

If you have questions about the TUSD Infant & Early Learning Centers, please call the centers at the numbers below or email [EarlyLearning@tusd1.org](mailto:EarlyLearning@tusd1.org).

**Our centers provide excellent care for young children. Call now to schedule a tour at one of our two convenient locations.**

- **EASTSIDE - Schumaker Center**  
*(Pantano and Broadway area)*  
501 N. Maguire Avenue, 85710  
**(520) 225-1100**
- **WESTSIDE - Brichta Center**  
*(Speedway and Silverbell area)*  
2110 W. Brichta Drive, 85745  
**(520) 731-5200**



## How do TUSD's Infant & Early Learning Centers provide you Tucson's best childcare opportunity?

### We offer:

- Family-friendly hours. We're open Monday through Friday, 6 a.m. to 6 p.m.
- Affordable tuition and flexible fee payment schedules. As nonprofit childcare centers, we can keep our tuition rates lower than the average childcare provider.
- Rigorous high standards established by nationally recognized organizations and developed in conjunction with the Arizona Department of Education.
- Newly renovated facilities with new security systems, an outdoor learning environment and much more!
- A research-based early childhood self-paced program that builds strong foundations for student success.
- Healthful meals based on national nutrition standards. Our healthy meals are included in the cost of tuition.
- Highly trained employees. Our staff members have college degrees and/or experience in early childcare and learning.

If you have questions about the TUSD Infant & Early Learning Centers, please call the center or email [EarlyLearning@tusd1.org](mailto:EarlyLearning@tusd1.org).

# TUSD Magnet Schools

## Magnet schools offer powerful choice

Tucson Unified School District's comprehensive magnet school program offers the Tucson community a range of choices for public school education. Anyone is welcome to apply for magnet school enrollment, regardless of where they live. Transportation is provided to children who are eligible.

Magnet programs are an essential component of the district's effort to support integration, increase academic achievement, increase graduation rates and increase parent engagement.

There are two types of magnet programs. The first are pipeline programs, which allow students to experience the same theme from kindergarten to high school. The second are stand-alone programs. These programs deliver the same innovative theme within one school. Using pipelines and stand-alone themes, students will experience a rigorous curriculum and learn 21st Century skills that lead to post-secondary education and productive employment.

Magnet pipeline programs include fine, performing and communications arts, International Baccalaureate, dual language and Spanish immersion, STEM (science, technology, engineering and math) and traditional academics.

Stand-alone programs include systems- thinking/ projec-based learning, Montessori, and Reggio Emilia inspired.





### TUSD's magnet schools are:

#### Fine, performing and communication arts

- Holladay Magnet Elementary School
- Carrillo Magnet School
- Utterback Middle Magnet School of the Arts
- Pueblo Magnet High School
- Tucson High Magnet School

#### Science, technology, engineering, and math

- Booth-Fickett Math/Science Magnet School
- Mansfeld Middle Magnet School
- Palo Verde High Magnet School
- Tucson High Magnet School

#### International Baccalaureate

- Safford K-8 Magnet School
- Cholla High Magnet School

#### Inquiry Based

- Robison Elementary Magnet School

#### Gifted and Talented (GATE)

- Tully Elementary Magnet School

#### Traditional academics

- Bonillas Basic Curriculum Magnet School
- Dodge Traditional Magnet Middle School

#### Dual language/Spanish immersion

- Davis Bilingual Elementary Magnet School
- Roskruge K-8 Magnet School

#### Systems-thinking

- Borton Elementary Magnet School

#### Montessori

- Drachman Montessori Magnet School (K-8)

#### Reggio-Emilia inspired

- Ochoa Community Magnet School



# TUSD Food Services

## Yummy in your tummy

Cafeterias at each of our schools provide hot and nutritious breakfasts and lunches to our students.

Students in elementary school can choose between two entrees at lunch. Middle and high school students select from a range of menu stations, including specials, favorites, the deli and the grill. The Food Services department has added a Fusion station at high schools and some middle schools. The Fusion options offer international flavors (with a little extra spice) at lunch as well as breakfast, and snack foods that appeal to the more developed palate of older students.

Whether your children qualify for free or reduced-price meals or buy meals at the regular reasonable price, they will enjoy the nutritious and tasty meals offered at school. We know that children need a healthy breakfast and lunch in order to have energy for learning, and our Food Services staff takes pride and joy in serving hot meals to your children.

Find everything you need to know about your child's meals, including menus, nutritional information and how to apply for reduced-price meals here: [www.tusd1.org/schoolmeals](http://www.tusd1.org/schoolmeals)

*Bon Appetit!*



# TUSD Website and ParentLink

## Find information you need on our website!

You can find a range of timely and useful information on **tusd1.org**. Check our website for the following features:



- **News and announcements:** Stay current with what's happening in TUSD by checking the news on our homepage, [www.tusd1.org](http://www.tusd1.org).
- **How to enroll your child:** Visit [www.tusd1.org/enroll](http://www.tusd1.org/enroll) for information about enrolling your child in our schools.
- **What's for lunch?** The menus for breakfast, lunch and afterschool snacks are available at [www.tusd1.org/meals](http://www.tusd1.org/meals)
- **Links and information just for parents:** Our Parents' page, <http://tusd1.org/parents.html>, provides news and links just for you.

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## Have we got your number?

ParentLink Notification System keeps you up to date.



TUSD uses a notification system, **ParentLink**, to send out messages from our schools and the district. We also use **ParentLink** for emergency communication and attendance notification.

To be sure that we can reach you, please keep your contact information up to date.

Check with your school office manager to make sure that we have the following information for you:

- Your current phone number
- Your current email address
- Your current home address
- Your language preference

We look forward to being able to communicate with you through ParentLink!



# TUSD Interscholastic Sports and Clubs



## Let's Play!

Tucson Unified School District's interscholastic activities include a variety of competitive sports, clubs and performing arts. Research shows that sports and extracurricular activities motivate students to attend class, study, maintain good grades and stay in school.

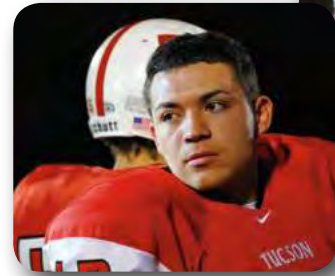
Students who participate in interscholastic activities learn how to compete, work as a team and practice in order to improve.

Children who participate in interscholastic activities also benefit by learning sportsmanship, citizenship and other life skills that prepare them for the future.

**At the high school level**, sports include football, basketball, baseball, soccer, softball, tennis, swimming, golf, volleyball and track. TUSD schools have a strong history of athletic achievement, bringing home championship trophies in a variety of sports.

Other interscholastic activities include band, orchestra, drama, dance, spirit line, academic decathlon, chess, mock trial and more.

**In middle school**, the district taps into the wide range of natural ability, learned skills and physical development of children in this age group.



In TUSD, we encourage our middle school students to stay active by participating in one or more of their school's extracurricular activities. It is our hope that parents and children learn about the important role sports can play in the development of children's character.

Sports offered in middle school include soccer, basketball, volleyball and track and field.

**At the elementary level**, many of our schools compete in track-and-field events and may participate in team sporting events as well. Please contact the school you are interested in to find out what activities are available.

TUSD INTERSCHOLASTICS



# TUSD Fine and Performing Arts

Schools in the district offer a wide variety of fine arts education, including music, visual art, dance and drama. For more information about our fine arts programs, please go to [www.tusd1.org/finearts](http://www.tusd1.org/finearts).

## Dance

TUSD's dance programs are varied and dynamic, serving the full age range of our students. Styles include folklórico, modern and ballroom dance. Some high schools have expanded programs that feature jazz, tap and ballet.

## Drama

Theater arts are generally introduced in elementary schools. Formal training begins in some middle and high schools, allowing students to excel in the skills of speaking, program presentation and the technical arts of theater.

## Visual Arts

Teachers use Visual Arts to reinforce standards at every grade level. Children learn in a variety of mediums including drawing, painting and sculpture.

## Instrumental Music

TUSD schools offer music at most grade levels. Options include band, orchestra, guitar, piano, steel drums, mariachi, Taiko drumming and more.



TUSD FINE AND PERFORMING ARTS

## Family & Community Centers

We offer Family and Community Outreach Centers at five locations across the district to help provide services for families in need.

### Contact the centers for:

- Information about enrolling your student in one of the many options TUSD has to offer.
- Eligibility questionnaires for McKinney-Vento Homeless supports.
- Setting up transportation, food, and clothing for homeless students.
- Help for students residing in group homes.
- Assistance for children in foster care.
- Advocacy for Unaccompanied Youth.
- Assistance for students transitioning out of the juvenile justice system.
- Academic support including tutoring and scholarships for eligible students.
- A place for resources and referrals to assist your children.



**Please contact the main center at (520) 232-7058 for more information.**

## Feel well to learn well

Each of our schools provides a health office staffed by a full-time health assistant trained in CPR, first aid and office management, and a school nurse, who may be responsible for more than one school.

Make an appointment with the school nurse to discuss health concerns. The school health office works closely with doctors to manage health issues.

The health office provides many services to students:

- First aid
- Administering prescribed medications
- Performing health screenings such as health, yearly height and weight measurements, and hearing and vision assessments.

At TUSD, promoting children's health goes hand-in-hand with providing quality education.



## Care Before and After School



**T**hrough TUSD's Community Education and partnerships with other agencies, many TUSD elementary and K-8 schools offer before- and after-school programs on their campuses or partner with organizations to provide care. Please call the school site for more information, including hours and fees. You can also find additional information at [www.tusd1.org](http://www.tusd1.org).

### Programs include:

**TUSD Community Education:** Partnerships between local schools and their neighborhoods create and provide high-quality, safe and secure environments for children before and after school hours. The goals support TUSD's mission to produce graduates prepared for successful lives in the 21st Century, including responsible citizenship, development of a positive self-concept, and appreciation and respect for others.

**KIDCO:** An after-school recreation program offered through the City of Tucson for ages 5 through 11 (must be enrolled in kindergarten through fifth grade).

**YMCA:** The YMCA's before- and after-school program offers quality care for elementary age children in a safe, secure environment.

## The Clothing Bank

The Clothing Bank, housed at the Duffy Family & Community Center at 655 N. Magnolia Ave. (Fifth and Rosemont), provides free clothing to all TUSD students in need.

### Need something?

The Clothing Bank is happy to provide needed items such as clothing, backpacks, school supplies and toiletries to TUSD students. It is open from 8 a.m. to 4 p.m. Monday-Friday. Drop in or call (520) 232-7058 to make an appointment.

### Donations

The Clothing Bank accepts donations of clothing and other school items, including the following:

- Jeans and pants
- Shirts
- Uniforms
- Underwear
- Socks
- Shoes
- Backpacks

To arrange to deliver your donations, call (520) 232-7058 (leave a message).



## TUSD Tax Credits



### Give Kids the Extra Credit

You can help TUSD students get the most out of the school year by making contributions through Arizona's tax-credit programs. Contributing is easy, and the impact is immense.

Your tax credit contribution gives kids an extra chance to stay in school, learn more and do better in their classes. Kids who play sports in school are more likely to stay in school and succeed academically. Kids who participate in fine arts--in art and music--actually perform better in basic academic subjects, including math! It's also true that kids can learn a lot on extracurricular field trips.

Best of all, in Arizona, you get your tax credit contribution back, subject to the limits of your tax liability, when you file your tax return. Please consult your tax professional for more information.

#### Here's how the credits work:

- For the public schools credit, you choose to pay some of the state income tax you owe directly to a TUSD school. Married couples filing jointly can contribute up to \$400, and individuals can contribute up to \$200.
- To help children in working-poor families, you can pay a portion of your state income to the Education Enrichment Foundation, <http://eefucson.org/>, which helps Tucson children succeed in school. The donation maximums are the same, and you don't have to choose between the two. As long as you have enough tax liability, you can claim the public school credit and the charitable tax credit.

For school donations, you can specify where you want your money to go. Choose a school, a program, even an individual student's educational trip or sports fee. You pick the programs and schools that are important to you.

Donations to the Educational Enrichment Foundation help TUSD students and teachers through grants and programs that are aimed at covering basic needs and helping pay extra fees. For example, EEF pays for books and bus passes, and provides clothes and shoes for at-risk young people.

#### Need To Know

- Contributions must be made by December 31 to be claimed on that year's taxes.
- You can make your public school contribution to the TUSD School of your choice by credit card online at [www.tusd1.org/taxcredit](http://www.tusd1.org/taxcredit) or take or mail your payment directly to a school. You can contribute all at once, or in smaller amounts over time.
- You can claim the public schools tax credit and the charitable tax credit.
- You get every penny back for both of the credits when you file your state return either as a reduction in your tax bill or added to your refund. (All tax matters are subject to the limits of your tax liability. Please consult your tax professional for more information.)

# TUSD Exceptional Educational Support



Tucson Unified School District offers a variety of programs to support all students. We believe families are important contributors in the special education process, and we encourage parents to be part of their children's Individual Education Program (IEP) team. We are committed to working with families to develop plans and programs that are focused on your child's success.

The district offers support for children ages 3 to 21. If you need more assistance, please contact the TUSD Exceptional Education Ombudsperson, the Exceptional Education Office or call your school.

**Exceptional Education Office: 225-6610**  
**Ombudsperson: 225-6610**

## Early Childhood Exceptional Education

TUSD's Early Childhood Exceptional Education program is designed to meet the individual educational needs of children 3 to 5 years of age who have identified developmental delays in one or more of the following areas:

- Personal/social
- Adaptive
- Motor
- Communication
- Cognitive



## Our Programs

- **Project ABLE:** Provides developmental classes in a structured, consistent environment.
- **Partners/Explorers Preschools:** Offer a less restrictive, structured, yet secure environment, where a child experiences a developmentally appropriate program.
- **Itinerant Services:** Provide supplemental instruction to children placed in Head Start, community child care/preschools and PACE.



## Links for Parents

- TUSD Exceptional Ed Parent Project: [edweb.tusd.k12.az.us/jwanat/exceptional\\_parent\\_project.htm](http://edweb.tusd.k12.az.us/jwanat/exceptional_parent_project.htm)
- Life After IEPs: [lifeafterieps.com/](http://lifeafterieps.com/)
- Raising Special Kids: [www.raisingpecialkids.org/](http://www.raisingpecialkids.org/)
- National Dissemination Center for Children with Disabilities: [nichcy.org/](http://nichcy.org/)
- Think Inclusive: [www.thinkinclusive.us/start-here/](http://www.thinkinclusive.us/start-here/)
- US Department of Education Individuals with Disabilities Act IDEA: [idea.ed.gov/](http://idea.ed.gov/)



# TUSD Advanced Learning Experiences



Tucson Unified School District offers a range of advanced learning experiences for students: Advanced Academic Courses (AAC), Advanced Placement (AP), International Baccalaureate (IB), Dual Credit, Gifted and Talented Education (GATE) and University High School.

**Advanced Academic Courses** prepare students to take Advanced Placement and International Baccalaureate courses, which are a gateway to college readiness and success. These courses provide culturally and personally relevant activities designed to engage students in problem solving, academic discourse and critical analysis. AAC grades may be weighted so that a student's GPA is not negatively affected by taking a more challenging class!

**Advanced Placement courses** enable high school students to take introductory college-level classes. Students who score well on AP exams are more likely to persist in college and earn a college degree. Students earn college credit for taking an AP class and successfully completing the AP exam for that course, saving tuition costs and time while giving students a head start on their college journey.

**The International Baccalaureate Programme (IB)** offers high-quality and challenging programs for a worldwide community of schools. TUSD's IB programs have a strong international dimension and draw on content from educational cultures from around the world. They also put special emphasis on learning languages and encouraging students to become responsible members of their community.

**Dual Credit** is a process by which a high school junior or senior enrolls in a college course and receives simultaneous academic credit from both the college and the high school. TUSD offers several high school courses in which students receive both high school and college credit. Students have access to college-level professors, develop important time management and study skills, and improve their chances of being admitted to college.



**Gifted and Talented Education (GATE)** in TUSD offers many services for students in elementary through high school. GATE encourages students to perform at their highest levels, promotes creativity and productivity, and is a pathway to advanced learning experiences, such as AP, IB, University High School and higher education. Students in kindergarten through eighth grade are tested and then considered for placement.

**University High School** is among the top-ranked college prep high schools in Arizona and the nation. University High offers a culturally diverse curriculum embedded in a real-world context. Students at UHS also compete on athletic teams and participate in award-winning performing arts programs. UHS has over 50 academic and social clubs. Students are involved in community and school events as well as academic competitions.

Please visit [www.tusd1.org/ale](http://www.tusd1.org/ale), call the district office at 225-6426 or call schools directly to learn more about Advanced Learning Experiences.

# TUCSON UNIFIED SCHOOL DISTRICT



[www.tusd1.org](http://www.tusd1.org)

[www.tusd1.org](http://www.tusd1.org)



## *Banks Elementary School*

3200 S. Lead Flower Ave. • (520) 908-5700

- Kitt Peak brings star-gazing nights to Banks.
- Fourth- and fifth-graders spend a night at TUSD's Camp Cooper.
- Banks has two teams in the Girls on the Run program, which uses running to encourage health and fitness, and build confidence.



The school mascot at Banks is the bobcat, and students are encouraged to adopt positive traits of the animal, which is known to be independent and family-oriented. Banks Bobcats learn to be strong individuals and also learn how to be part of a pack.

At Banks, teachers set expectations from the start by sharing goals and objectives, and explaining how each lesson fits into those goals. Parents are part of the Banks Bobcat pack. Teachers meet with them on a regular basis and sometimes demonstrate how subjects will be taught to children so parents can help at home.

**Did you know?** *Banks is the farthest TUSD school to the west, with students coming from as far away as Altar Valley.*

[www.tusd1.org/banks/](http://www.tusd1.org/banks/)

## *Blenman Elementary School*

1695 N. Country Club • (520) 232-6500

- Daily 5 Reading Program and Family Literacy Nights.
- Blenman has a desert tortoise habitat and a butterfly garden.
- The school has an Artist in Residence.



At Blenman, teachers make learning engaging and exciting with a focus on hands-on activities and class interaction. Students are often taught in small groups so they can work together.

Blenman's teachers also work collaboratively. They meet weekly at each grade level to look at student data and plan lessons accordingly. The goal: Give students the foundational skills to be independent thinkers. This approach teaches students to value learning.

**Did you know?** *Blenman is a Ben's Bells Kind Campus School with full PBIS implementation.*

[www.tusd1.org/blenman/](http://www.tusd1.org/blenman/)

## Bloom Elementary School

8310 E. Pima St. • (520) 731-3700

- Field trips include the Sweetwater Wetlands and Reid Park Zoo.
- The school holds community Literacy Nights, Math Nights and Science Nights.
- The school is incorporating the Opening Minds through the Arts (OMA) program into its curriculum.



Bloom has a strong focus on reading and writing through all subjects. The school uses the Daily 5 reading approach, which helps children develop reading stamina. The program allows for small-group instruction, and students have a literacy center where they work on writing.

For math, Bloom uses the Investigations curriculum, which incorporates number lines, music and literature to introduce students to math concepts. Bloom also works to help children build character, focusing on three areas: behavior, self-reflection, and setting academic and personal goals.

**Did you know?** Bloom has a guitar program, which is an after-school club.

[www.tusd1.org/bloom/](http://www.tusd1.org/bloom/)

## Bonillas Basic Curriculum Magnet School

4757 E. Winsett Blvd. • (520) 232-6600

- Bonillas is an Opening Minds through the Arts (OMA) Exploratory Residency school.
- The school has a band and orchestra.
- Bonillas has a uniform dress code.



Bonillas follows a rigorous curriculum that aligns with college- and career-readiness standards. The school has a proactive approach to reading and math intervention, providing extra support to children as needed throughout the day.

At Bonillas, teachers focus on preparing children for their academic futures, starting with a structural reading and writing program in kindergarten that continues through fifth grade. Parents' participation and involvement is a focus at Bonillas.

**Did you know?** Bonillas has been a back-to-basics curriculum school since 1983.

[www.tusd1.org/bonillas/](http://www.tusd1.org/bonillas/)

## Borman Elementary School

6630 Lightning Drive • (520) 584-4600

- Borman is the only TUSD school on a military base.
- AmeriCorps volunteers teach art and computer skills to fourth- and fifth-graders.
- Most Borman students walk or ride their bikes to school.



Borman is located at Davis-Monthan Air Force Base and serves military families. Teachers closely track comprehension and have cross-grade partnerships to ensure students are learning what they need for their grade levels and are ready for the next. As fifth-graders get close to moving on to middle school, Borman prepares them for what to expect in sixth grade.

Serving the military community provides for some special moments: Parents are known to surprise their kids by showing up in class right after returning from overseas deployment.

**Did you know?** *After growing up in Tucson, school namesake Frank Borman commanded Apollo 8, the first spaceship to orbit the moon.*

[www.tusd1.org/borman/](http://www.tusd1.org/borman/)

## Borton Elementary Magnet School

700 E. 22nd St. • (520) 225-1000

- Borton was the first Tucson magnet school with early childhood education.
- The school has an outdoor laboratory that brings the desert into play.



Borton opened its doors in 1928 and has a long history of providing a top-notch learning environment and building community support. Borton is a magnet school that puts special emphasis on project-based learning that is authentic and relevant to the community. The school employs systems-thinking to give students understanding of the big picture and how subjects are interconnected.

Each morning in the courtyard, the school holds a community gathering that is often attended by parents and grandparents—often Borton alumni. Borton also has a garden with water harvesting, an environmental lab, trails and a desert tortoise.

**Did you know?** *For most of its history, Borton had kindergarten through second grade or kindergarten through third grade. Fourth and fifth grades were added in recent years.*

[www.tusd1.org/borton/](http://www.tusd1.org/borton/)

## Carrillo Magnet School

440 S. Main Ave • (520) 225-1200



- Carrillo K-5 has consistently earned an “A” letter grade from the Arizona State Department of Education based on our high student achievement.
- Students enjoy excellent visual art, performing arts, band and orchestra programs.
- Enrichment experience offerings include outings to local museums and historic locations. The extended day program has tutoring, mariachi, computer labs, reading clubs and stained glass classes, among others.

Carrillo is conveniently located downtown, in a beautiful historic building close to the Tucson Convention Center. Carrillo boasts a high stability rate, high achieving students, involved parents and excelling staff. The community supports Carrillo K-5 through numerous partnerships, including La Pillita Museum, the Tucson Library, the Children’s Museum, the Tucson Symphony, Ben’s Bells and El Presidio Museum.

**Did you know?** Carrillo’s instruction is based on thematic units that include the four C’s of 21st Century skills: critical thinking, creativity, collaboration and communication.

[www.tusd1.org/carrillo/](http://www.tusd1.org/carrillo/)

## Cavett Elementary School

2120 E. Naco Vista Drive • (520) 225-1300



- The school offers classes for parents, including Zumba and English.
- Cavett holds “Rootin’ Tootin’ Math Nights” where families are invited to participate in math games and activities.
- Children at Cavett say the ROCKS mantra everyday: Respect Others, Cavett Kids, Self.

Cavett is committed to academic excellence and bringing parents and the wider community together to work toward educational, personal and social goals. The staff at Cavett provides support and encouragement to each student and works to make the school a safe, warm environment where children are comfortable learning.

Cavett is an Innovation Zone school, which means it is part of a TUSD program designed to transform schools to become models for education in the district and the state. The program is a partnership with the University of Virginia schools of leadership and education, and provides intensive training to teachers and administrators.

**Did you know?** The school is named for Lillian Cavett, who started teaching neighborhood preschool children to read and write when she was 11 years old.

[www.tusd1.org/cavett/](http://www.tusd1.org/cavett/)

## Collier Elementary School

3900 N. Bear Canyon Road • (520) 584-4800

- Strong school, parent and community partnership to support students' academic, social, and emotional growth. (Reading Seed tutors, Stories That Soar, Student Council, Track, Talent Show, parent volunteers, movie nights, family art nights, Chili Night, Monster Mash, Pasta Night, Jog-A-Thon)
- Community School provides outstanding preschool and after school programs.
- Multiple fine arts opportunities with OMA, Parent & Art Literacy, and Visual Literacy. Students participate in Music, Spanish and P.E. classes.

All children learn in a positive, supportive environment. Children are taught to think and problem solve, to communicate, and to function sensitively and successfully in a complex, changing, and culturally diverse world.

Collier kids are 'Caring Cougars'. We practice kindness and the 4 Bees- Be safe, Be Responsible, Be Respectful, and Be Caring.

**Did you know?** *The PTA purchased interactive white boards and document cameras for every classroom, as well as computers to provide a complete computer lab for 30 students.*



[www.tusd1.org/collier/](http://www.tusd1.org/collier/)

## Cragin Elementary School

2945 N. Tucson Blvd. • (520) 232-6700

- Cragin offers 21st Century after-school tutoring, extended enrichment in math and reading, arts and sports programs.
- Children in all grades have iPad access and COWs(Computers on Wheels).
- All children learn in a positive, supportive environment. Children are taught to think and problem-solve, to communicate and to function sensitively and successfully in a complex, changing and culturally diverse world.



Cragin is an Opening Minds through the Arts (OMA) school bring dance, music, drama and the arts to its neighborhood. Studies indicate that children with frequent access to the arts also have increased math and reading scores. Cragin's 21st Century Community Learning Center afterschool program includes enrichment activities including tutoring, gardening, sports, dance and stage design.

**Did you know?** *Cragin has a full-time counselor to help families in need of support.*

[www.tusd1.org/cragin/](http://www.tusd1.org/cragin/)

## Davidson Elementary School

3950 E. Paradise Falls Drive • (520) 232-6800

- The preschool has general and special education (ABLE and PACE) in one classroom.
- Fifth-grade students go to a leadership conference every fall.
- Davidson has two computer labs, and each classroom has technology such as netbooks, interactive whiteboards, iPads and iPods.



Davidson incorporates the core subjects of reading and writing into all areas: classroom teaching, Opening Minds through the Arts (OMA) activities and family events.

Teachers work together to be innovative and creative. In grades three, four and five, students have two teachers, one for math and another for language arts. When it's time for family conferences, each grade's two teachers meet jointly with family members. Once a week, all students in grades two through five take a timed math test to help them commit basics to memory.

**Did you know?** Davidson opened in 1914 and was housed in its original location until moving north two blocks in 2006 to its current building, which has won recognition for its energy efficiency.

[www.tusd1.org/davidson/](http://www.tusd1.org/davidson/)

## Davis Bilingual Elementary Magnet School

500 W. St. Mary's Road • (520) 225-1400

- The Davis Magnet focus creates authentic learning environments where children are immersed in Spanish language development in all subjects.
- The Las Aguilas de Davis mariachi group is an integral part of the second language learning process.
- The Dolores Huerta Garden is an outdoor classroom with math and science lessons in a real life setting.



Davis offers a Dual-Language Program that reflects the community's commitment to bilingual education and literacy in English and Spanish. Students learn about culture, including mariachi music, physical education and art.

Teachers at Davis encourage students to ask questions and to understand that they have the power to influence social issues. Family engagement is important. The school holds parent education nights, math and reading nights, movie nights, a carnival and authentic cultural celebrations.

**Did you know?** Davis has a Spanish Immersion / Dual Language Program. Children at Davis are immersed in Spanish and gradually learn to be successful in two languages; English and Spanish. The Spanish Immersion Program has a 30 year trajectory of academic success.

[www.tusd1.org/davis/](http://www.tusd1.org/davis/)

## Drachman Montessori Magnet School

1085 S. 10th Ave. • (520) 225-1500



- Drachman Montessori provides a curriculum that engages and nurtures the whole child.
- Through the Montessori Curriculum, children learn that caring for themselves and the environment improves their lives and the lives of others.
- Drachman Montessori “follows the child” by providing them opportunities to participate in programs of their interest, such as music, sports, and ecology.



Drachman employs the Montessori philosophy, which holds that critical-learning periods in childhood help develop social, emotional, intellectual, physical and moral capabilities. Sensory techniques are the focus in kindergarten through third grades, and children in later grades learn to write reports and complete service projects.

An outdoor classroom includes a garden with a tilapia tank, chickens and composting areas. Projects also involve reaching out to the historic Santa Rosa and Barrio Viejo neighborhoods that surround Drachman.

**Did you know?** *Drachman is one of only two public schools in Arizona that uses the Montessori method of education.*

[www.tusd1.org/drachman/](http://www.tusd1.org/drachman/)

## Dunham Elementary School

9850 E. 29th St. • (520) 731-4200

- The student council performs service work, such as gathering blankets for the homeless.
- On Wednesdays, students participate in specialty classes such as poetry, sign language, math or dance.
- Each class tends to a section of the Dunham Garden, where tomatoes, lettuce, squash and flowers grow.



Dunham puts the emphasis on collaboration, researched-based instruction and achievement. Parents are a prominent part of the equation. Teachers send home newsletters about what is happening in the classroom, and the school offers workshops for parents to learn how to help their children with test-taking and homework skills.

Writing is a strength for children at Dunham. Students keep math and science journals and help each other with their writing skills.

**Did you know?** *Dunham art students routinely win first place ribbons at the Pima County Fair.*

[www.tusd1.org/dunham/](http://www.tusd1.org/dunham/)

## Erickson Elementary School

6750 E. Stella Road • (520) 584-5000

- A half time library assistant keeps the library open for all.
- Strong parental support through a PTA and site council.
- Support staff includes a half time counselor and interventionists.



Erickson is a neighborhood school where kids walk to campus on a daily basis. The school has created a culture of trust with support from parents and staff, which enables the school to concentrate on academic achievement. Erickson has a strong math component at each grade level. Teachers conduct daily math reviews and mental math activities. Teachers focus on the procedural and conceptual sides of math.

At Erickson, teachers and administrators believe children are more open to learning in a school where they feel appreciated, loved and trusted.

**Did you know?** *Erickson was the first “open education” school built by TUSD. Teachers sent home narrative style report cards rather than assigning letter grades.*

[www.tusd1.org/erickson/](http://www.tusd1.org/erickson/)

## Ford Elementary School

8001 E. Stella Road • (520) 731-4300

- Each day, Ford has Healthy Play with an emphasis on good citizenship while playing.
- A community walk-a-thon for all students and their parents is held in the fall.
- Math Nights help parents support their children with math homework.



Ford leverages children’s computer savvy into enthusiasm for learning. Students keep track of their own test data, and teachers assist them in setting and achieving goals. With the data always in front of them, students are inspired to improve, and teachers always know precisely how each student is doing. Teachers tailor their lessons to meet student needs.

Ford emphasizes the Daily 5 reading program with three mini lessons that fit into the daily small-group reading sessions. Aside from academics, students leave Ford with the three R’s of life skills: Respectful, Responsible, Ready to learn.

**Did you know?** *Legendary cinema dancer Gene Kelly once visited Ford to take part in the Love of Reading program.*

[www.tusd1.org/ford/](http://www.tusd1.org/ford/)



## Fruchthendler Elementary School

7470 E. Cloud Road • (520) 731-4400

- The Fruchthendler track team won the city championship in 2013-14.
- The school has two playgrounds, one for kindergarten, one for grades one through five.
- Fruchthendler is an Opening Minds through the Arts (OMA) Gold school.



High academic achievement is a team sport among teachers, parents and students at Fruchthendler. The school is driven by a strong partnership between families and the staff. The relationship is so strong that several parents are in classrooms at any time to support the continuous improvement of this top-notch school.

Fruchthendler believes the best academic achievement comes with a mix of classroom and authentic learning experiences. Extracurricular activities include at least two field trips a year for each class.

**Did you know?** *The PTA bought 33 computers for the computer lab and interactive whiteboards for every classroom.*

[www.tusd1.org/fruchthendler/](http://www.tusd1.org/fruchthendler/)

## Gale Elementary School

678 S. Gollob Road • (520) 731-4500

- Volunteer reading tutors have logged more than 6,000 hours at the school.
- About half of Gale's teachers have National Board Certification.
- Teachers get professional development training in science, technology, engineering and math (STEM).



Gale Elementary supports students academically, socially and emotionally in a safe community environment that has the feel of a family. Classrooms are collaborative, with students helping each other learn and achieve.

The school sets high academic goals and also understands the role of physical education, arts and music to prepare well-rounded students who have no limits on their learning. Gale emphasizes the Tiger Traits: creativity, sense of humor, flexibility, responsibility and kindness.

**Did you know?** *Gale is working toward becoming a green school by cutting the use of paper and monitoring water usage.*

[www.tusd1.org/gale/](http://www.tusd1.org/gale/)

## Grijalva Elementary School

1795 W. Drexel Road • (520) 908-3600

- Students at Grijalva wear uniforms.
- Grijalva and the University of Arizona work together to train new teachers and help children learn to read.
- Our after school program not only provides additional instruction in reading and math, but also offers programs in art, sports, and music.
- Offers a Dual Language program in grades K-5.



Raul M. Grijalva Elementary School is a PreK-5 elementary school in Tucson Unified School District. We serve 700 children and their families.

We welcome all children and set high expectations for all students without exception. We believe our families are our best partners in education, and we value our partnerships with our surrounding community.

**Did you know?** *Grijalva students have access to two complete computer labs.*

[www.tusd1.org/grijalva/](http://www.tusd1.org/grijalva/)

## Henry Elementary School

650 N. Igo Way • (520) 731-4700

- The school has community work days for painting and cleaning.
- Henry is building a garden to make use of its 3,000-gallon water cistern.
- More than half of the Henry kindergarteners started there in preschool.



Students take responsibility for their education at Henry. With the help of their teachers, they set academic and behavioral goals and then compete with themselves to meet the challenge of achieving those goals. All students keep and graph their test data, and teachers discuss it with them. When students see good results, they set their goals higher.

Teaching centers on self-directed learning, with students actively engaging in their work with a teacher close at hand. Henry also has a physical education teacher funded with tax credits and PTA funds. The physical education classes help students focus and learn teamwork.

**Did you know?** *Henry blends together three very different neighborhoods with students from the closed Schumaker and Wrightstown elementary schools.*

[www.tusd1.org/henry/](http://www.tusd1.org/henry/)

## Holladay Magnet Elementary School

1110 E. 33rd St. • (520) 225-1600



- All students participate in Broadway style musicals at their grade level, singing, dancing, wearing costumes, creating scenery and props, and having a great time doing it!
- Students are immersed in music, dance, and drama integrated with core standards and learn to play the piano in our unique piano keyboard lab.
- Young artists create two- and three-dimensional art in a variety of original styles, while incorporating core academic curriculum.

Holladay's Student Artists enjoy a rigorous academic program that is fully integrated with visual and performing arts. Through the integration of the arts into core subjects and an interdisciplinary, project-based learning approach to instruction, students have many opportunities to develop skills in problem-solving, collaboration, and innovation as they learn content in meaningful ways.

In Holladay's free after school enrichment program, students pursue their passion for favorite aspects of the arts, academics and athletics and often expand their interests to previously unexplored areas of inquiry. Our programs are constantly evolving to meet the needs of our students.

**Did you know?** *That Holladay's Basketball and Track & Field Teams have rated in the top 3 in the City for the past decade.*

[www.tusd1.org/holladay/](http://www.tusd1.org/holladay/)

## Howell Elementary School

401 N. Irving Ave. • (520) 232-7200

- Seeds Community Center volunteers planted a garden at Howell and work with fifth graders to establish recycling in the cafeteria.
- Howell is an Opening Minds through the Arts (OMA) Gold school.
- The school partners with the Peter Howell Neighborhood Association to bring together the school and the community that surrounds it.



Howell lives by its "S.O.A.R. with Four" motto, which encourages students to show respect, be on time and ready to learn, act safely and be responsible always. Above all, Howell wants students to embrace responsibility.

These common goals impact everything, from the way students act in the hallway to how they behave on the playground to being responsible for their education. Howell creates students who are problem-solvers with high-level thinking, high-level questions and project work in classrooms.

**Did you know?** *Howell has plans to add STEM (science, technology, engineering, math) programs to its curriculum.*

[www.tusd1.org/howell/](http://www.tusd1.org/howell/)

## Hudlow Elementary School

502 N. Caribe Ave. • (520) 731-4800

- Hudlow promotes fun, freedom, belonging, survival, power – the 5 Basic Needs described by Dr. William Glasser, who pioneered incorporating personal responsibility into education.
- Hudlow has a rock-climbing wall.
- The school has an abundance of art on display everywhere on campus.

Hudlow follows the Dr. William Glasser theory of classroom management, interpreted at Hudlow as getting students ready for today and tomorrow. The core questions are: “What’s the best I can be today?” and “Is this quality work?”

Students are encouraged to work together every day in class. When teachers ask questions, children know to turn to each other to find the answers. Teachers also work together, sharing student test scores, strengths and areas needing improvement. Hudlow teaches at the individual level to ensure that all students get what they really need.

**Did you know?** *Hudlow’s “First 10 Days” is a scripted plan that introduces everyone to the school’s procedures at the start of the school year.*

[www.tusd1.org/hudlow/](http://www.tusd1.org/hudlow/)

## Sam Hughes Elementary School

700 N. Wilson Ave. • (520) 232-7400

- Hughes is an Opening Minds through the Arts (OMA) School.
- All students learn how to play chess and have an opportunity to compete in the Chess Club. Students can use the life-size outdoor chess set.
- The school holds community classes with 10-week sessions in fall and spring with cooking, foreign languages and theater.

Sam Hughes challenges students academically and promotes leadership, character-building and perseverance. All grades embark on “learning expeditions” for a semester or a school year that enable them to explore subjects in depth. Curiosity and inquiry are encouraged at Sam Hughes, and the goal is to teach children to be lifelong learners who act locally and think globally.

Sam Hughes has a strong community that supports the students, teachers and the school. Parents are involved in all aspects of the school, as are members of the Sam Hughes community.

**Did you know?** *Sam Hughes has held a Chuckwagon school festival since the school opened in 1927.*

[www.tusd1.org/samhughes/](http://www.tusd1.org/samhughes/)



## Johnson Primary School

6060 S. Joseph Ave. • (520) 908-3800



- The 21<sup>st</sup> Century after-school program includes three types of dance classes and Spanish and nutrition lessons for children and parents.
- Johnson has an artist-in-residence program for six weeks each year.
- Drexel Heights Fire District teaches fire and water safety to the children.



As TUSD's only primary school serving pre-K to second grade, Johnson has a focus on early language, early cognitive development and, as needed, early intervention. The school puts the children first under the motto: "Teach the child, not the program." Teachers work to build relationships and knowledge beyond textbooks and to connect students to their learning. A majority of the teachers have early childhood education certificates.

Johnson takes children on virtual field trips through digital storytelling using Google Maps and Birdseye View. These experiences productively integrate technology and early childhood education in a meaningful way.

**Did you know?** *Johnson is the only TUSD school and one of only five in Arizona that is only kindergarten to second grade.*

[www.tusd1.org/johnson/](http://www.tusd1.org/johnson/)

## Kellond Elementary School

6606 E. Lehigh Drive • (520) 584-5100

- Kellond has four family engagement nights each year, with nearly 500 people attending each.
- The school consistently has about 180 parents volunteers.
- New solar panels double as shade for the play area.



Kellond aligns course work from grade level to grade level to ensure children are on a path to success. The school has a strong sense of community and emphasizes children and their families. Parents are encouraged to become involved in the children's education, and, in turn, the school works to understand the challenges the kids and families face.

Kellond is an Opening Minds through the Arts (OMA) Gold school that incorporates the arts into the curriculum and helps students organize their thinking and learn how to express themselves through art, music and dance.

**Did you know?** *The University of Arizona chose Kellond for its Cats in the Community project in 2014. About 500 volunteers gave the school a makeover.*

[www.tusd1.org/kellond/](http://www.tusd1.org/kellond/)

## Lineweaver Elementary School

461 S. Bryant Ave. • (520) 232-7700

- Attorneys and a judge tutor students one night a week through the Lawyers for Literacy program.
- Lineweaver is one of a few TUSD schools with a self-contained gifted program in first through fifth grades.
- Lineweaver teaches the “4 B’s:” Be safe, Be respectful, Be responsible, Be caring.



At Lineweaver, a positive attitude begins first thing in the morning. Each morning, the announcements start with “positive talk,” such as who has perfect class attendance and which students have gone above and beyond the school’s behavioral standards.

Excellence is the goal at the school, and teachers and students work hard to attain it. But they have fun, too. Lineweaver is an Opening Minds through the Arts (OMA) school, which means visual and performing arts are integrated into the curriculum.

**Did you know?** *Lineweaver’s chess coaches have been with the school since the 1990s and have led chess prodigies to an Arizona State Chess Championship and many individual championships.*

[www.tusd1.org/lineweaver/](http://www.tusd1.org/lineweaver/)

## Lynn/Urquides Elementary School

1573 W. Ajo Way • (520) 908-4000

- Lynn/Urquides is in a walk-to-school neighborhood.
- Teachers provide after-school tutoring in reading.
- The school has six self-contained exceptional education classrooms.



At Lynn/Urquides, teachers tailor lessons to their students and help them collaborate to advance through the curriculum. Students spend 90 minutes a day on reading activities and are assessed throughout the year to ensure they are progressing.

Classroom activities are hands-on so that children can tap into all approaches to learning. The school welcomes parent and community involvement to support children throughout their years at the school.

**Did you know?** *A 2010 grant from Heart of America and Target Corp. gave the 60-year-old school library an extreme makeover, including new computers and 2,000 new books.*

[www.tusd1.org/lynnurquides/](http://www.tusd1.org/lynnurquides/)

## Maldonado Elementary School

3535 W. Messala Way • (520) 908-4100

- Maldonado uses the Beyond Textbooks program to enhance curriculum and teaching.
- The PACE preschool is open to neighborhood preschool age children who meet eligibility and enrollment requirements.
- The school uses the NFL Play 60 program to get kids physically active.



Maldonado teachers and administrators have created a nurturing, encouraging environment where differentiated instruction gives each child the opportunity to achieve.

Teachers collaborate with each other to share lesson plans and have created Academic Parent Teacher Teams that meet with parents. In those meetings, teachers show parents their children's data notebook, share the teaching strategies used in class and supply materials parents can use at home with their children.

**Did you know?** *Forty percent of Maldonado's girls are Girl Scouts.*

[www.tusd1.org/maldonado/](http://www.tusd1.org/maldonado/)

## Manzo Elementary School

855 N. Melrose Ave. • (520) 225-1900

- About 8,000 pounds of cafeteria waste is converted into compost for the school gardens each year.
- The Farm Club delivers basil grown at school to a 4th Avenue restaurant.
- Students run a Manzo Market, where they sell produce from the gardens and eggs from the school's chickens.



Manzo empowers children to be future leaders with innovative math and science initiatives and project-based learning. A hands-on ecology program occupies two courtyards in the heart of the campus. Children incorporate math and science skills as they grow vegetables and manage a chicken coop, an aquaponic system awash with tilapia, a desert tortoise habitat and cisterns that capture rainwater.

Manzo has active partnerships with the University of Arizona and Biosphere 2. These partners and others provide opportunities for volunteers to serve as tangible role models by working side-by-side with the students nearly every day.

**Did you know?** *The U.S. Green Building Council named Manzo the Best of Green Schools in the K-12 category in 2012.*

[www.tusd1.org/manzo/](http://www.tusd1.org/manzo/)

## Marshall Elementary School

9066 E. 29th St. • (520) 731-4900



- The school has two computer labs with 25 computers in each.
- Parents are active in the school; family nights have a strong turnout.
- Marshall was the first TUSD school to have its solar structure completed as part of the TUSD Solar Project.

Marshall uses the Opening Minds through the Arts (OMA) curriculum to inspire children and help them make connections in core subjects. Teachers set expectations for students and work hard to help them achieve their goals. The school's recent benchmark testing results show these efforts work; the students have met standards in each subject at each grade level.

Marshall has an active parent community that supports students in the classroom and through events such as a carnival, walk-a-thon and staff-appreciation luncheons. Volunteers also help with track and field, and the school's teams regularly finish in the top five in the city competition.

**Did you know?** *With the extensive before- and after-school programs, working parents can find care for their kids at Marshall from 6:15 a.m. to 6:15 p.m.*

[www.tusd1.org/marshall/](http://www.tusd1.org/marshall/)

## Miller Elementary School

6951 S. Camino de la Tierra • (520) 908-4200

- Every Thursday is College Day, where students are encouraged to wear college t-shirts and sweatshirts.
- The Mustang Merit Program rewards students for doing good things.
- Second- and fourth-graders collaborate to grow vegetables in the garden.



At Miller, teachers use arts and technology as tools to help connect with children. The Opening Minds through the Arts (OMA) program incorporates language arts, math, social studies and science into visual and performing arts programs. Every class has access to an interactive electronic response system that teachers can use to gather student opinions and generate discussion topics.

Miller has community representatives who encourage parents to be involved in the school, and families are invited to monthly meetings on topics that relate to their children's education.

**Did you know?** *Miller is named after three sisters – Mary, Maude and Nelle Miller – who taught for TUSD for a combined 97 years.*

[www.tusd1.org/miller/](http://www.tusd1.org/miller/)



## Mission View Elementary School

2600 S. 8th Ave. • (520) 225-2300



- Mission View has received a Farm to Table grant to develop a Dream Garden in collaboration with the Community Food Bank.
- The school uses puppets, including “Profesor Sabe Lo Todo” (“Professor Know-It-All”), in lessons.
- A \$15,000 grant from the Lester and Roberta Smith Foundation helped launch a Book Nook Project, which allows the library to have extended hours.



When you walk into Mission View, you get a sense that the school is a hub for the neighborhood. Many parents are alumni, the school has strong community support and some staff members have worked there for 10 to 20 years.

Mission View is an Innovation Zone school, which means it is part of a TUSD program designed to transform schools to become models for education in the district and the state. The program is a partnership with the University of Virginia schools of leadership and education and provides intensive training to teachers and administrators.

**Did you know?** *Mission View was one of the first dual-language schools in Tucson.*

[www.tusd1.org/missionview/](http://www.tusd1.org/missionview/)

## Myers/Ganoung Elementary School

5000 E. Andrew St. • (520) 584-6700

- Each year, the student body includes children from all over the world. Typically more than 10 countries are represented.
- The Kind Kids program creates a safe and orderly environment.
- The preschool has a computer lab.



Myers/Ganoung has transformed its campus into a 21st Century high-tech learning environment with interactive whiteboards in each classroom, a 30-unit computer lab, digital cameras and digital printers. From Myers/Ganoung, students enter middle school with extensive computer skills.

The school also recognizes the importance of the basics: reading, writing and math. The school employs the Daily 5 reading program that incorporates 90 minutes of reading into each day and focuses on math with daily drills.

**Did you know?** *Thanks to a grant received in 2014, students at Myers/Ganoung now have their own Garden Club.*

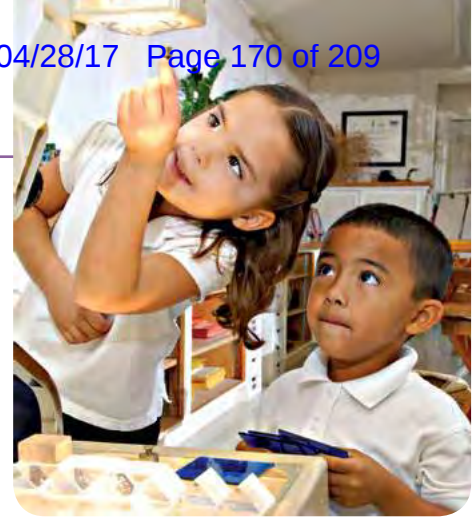
[www.tusd1.org/myersganoung/](http://www.tusd1.org/myersganoung/)

## Ochoa Community Magnet School

101 W. 25th St. • (520) 225-2400



- Ochoa received a \$500,000 grant from the 21st Century Community Learning Centers program to provide engaging before- and after-school programs.
- Ochoa children sell produce from the school garden at the St. Philip's Plaza Farmers Market.
- The Reggio-Emilia approach embraces the metaphor that children have a “hundred languages” for learning.



Ochoa Community Magnet, a Reggio-Emilia inspired school, is committed to creating a learning culture that values caring relationships, inquiry and innovation, creativity and a democratic way of life. Collaboration and respect are cornerstones of the Ochoa community, which brings together students, parents, teachers, staff and the wider school community.

Beyond the traditional academics, children at Ochoa learn by being active in their community. Projects include a garden, a chicken coop, recycling and initiatives to help the hungry. Students also participate in studio time, which focuses on creativity and expanding imagination.

**Did you know?** *The Reggio-Emilia approach has been cited by Newsweek as one of the 10 best educational programs in the world.*

[www.tusd1.org/ochoa/](http://www.tusd1.org/ochoa/)

## Oyama Elementary School

2700 S. La Cholla Blvd. • (520) 225-5700

- Oyama takes dozens of fifth-graders to Grand Canyon for three days each year.
- The PTO raises money for field trip buses and the lighted marquee.
- Pima Community College West Campus has undertaken several projects with Oyama.

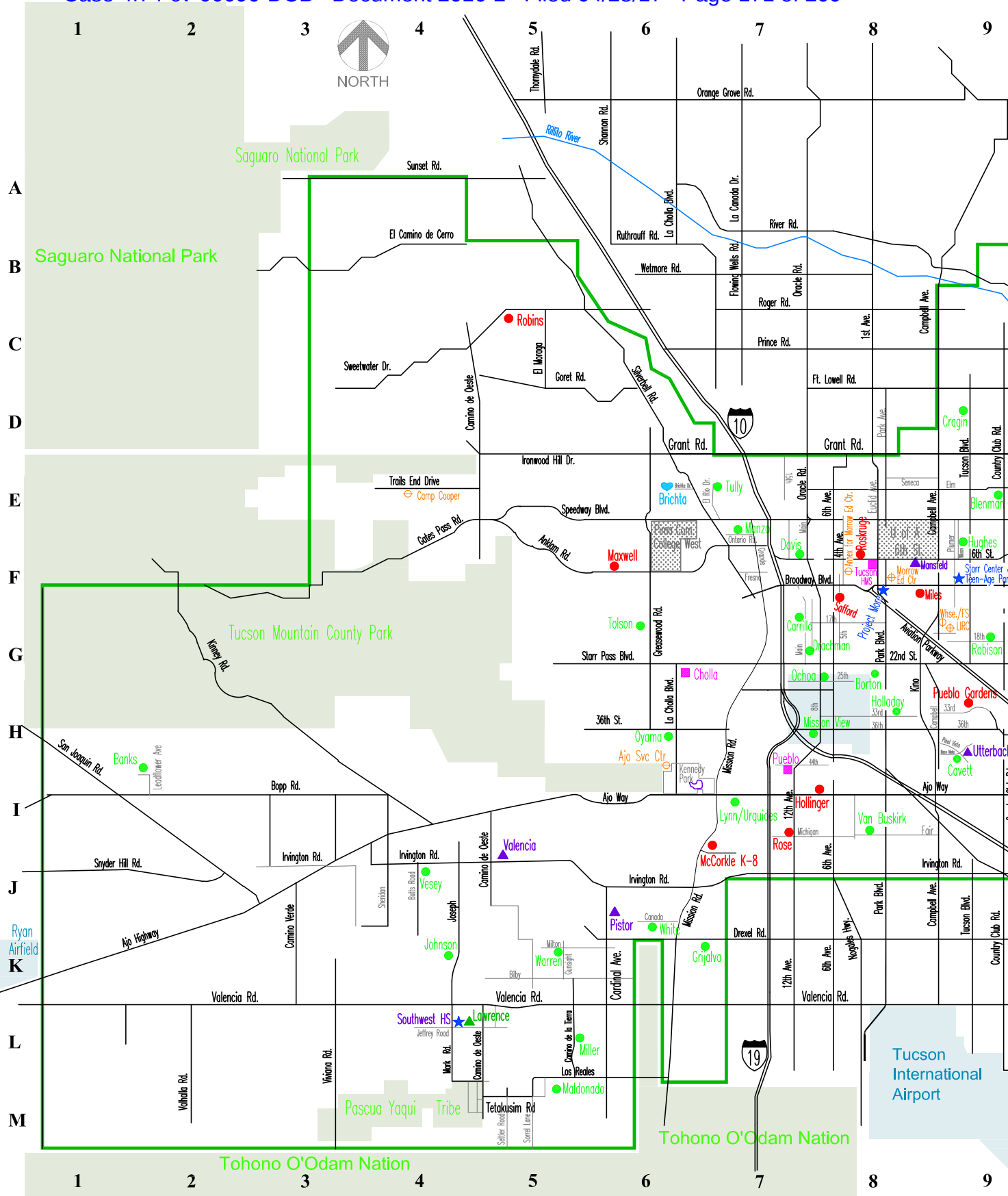


Oyama takes a “Balanced Literacy” approach by integrating reading, writing, social studies, math and science. This allows students to make more connections with subjects and gain broader and deeper knowledge.

Students examine and explore a subject through hands-on projects and inquiry-based instruction. Teachers encourage children to bounce ideas off each other and come up with their own conclusions. Oyama has a desktop computer lab and laptop computer lab. Entire grade levels visit the labs for 20 minutes of reading and 20 minutes of math each day.

**Did you know?** *Hank Oyama was a plaintiff in the 1959 court case that overturned the ban on interracial marriage in Arizona.*

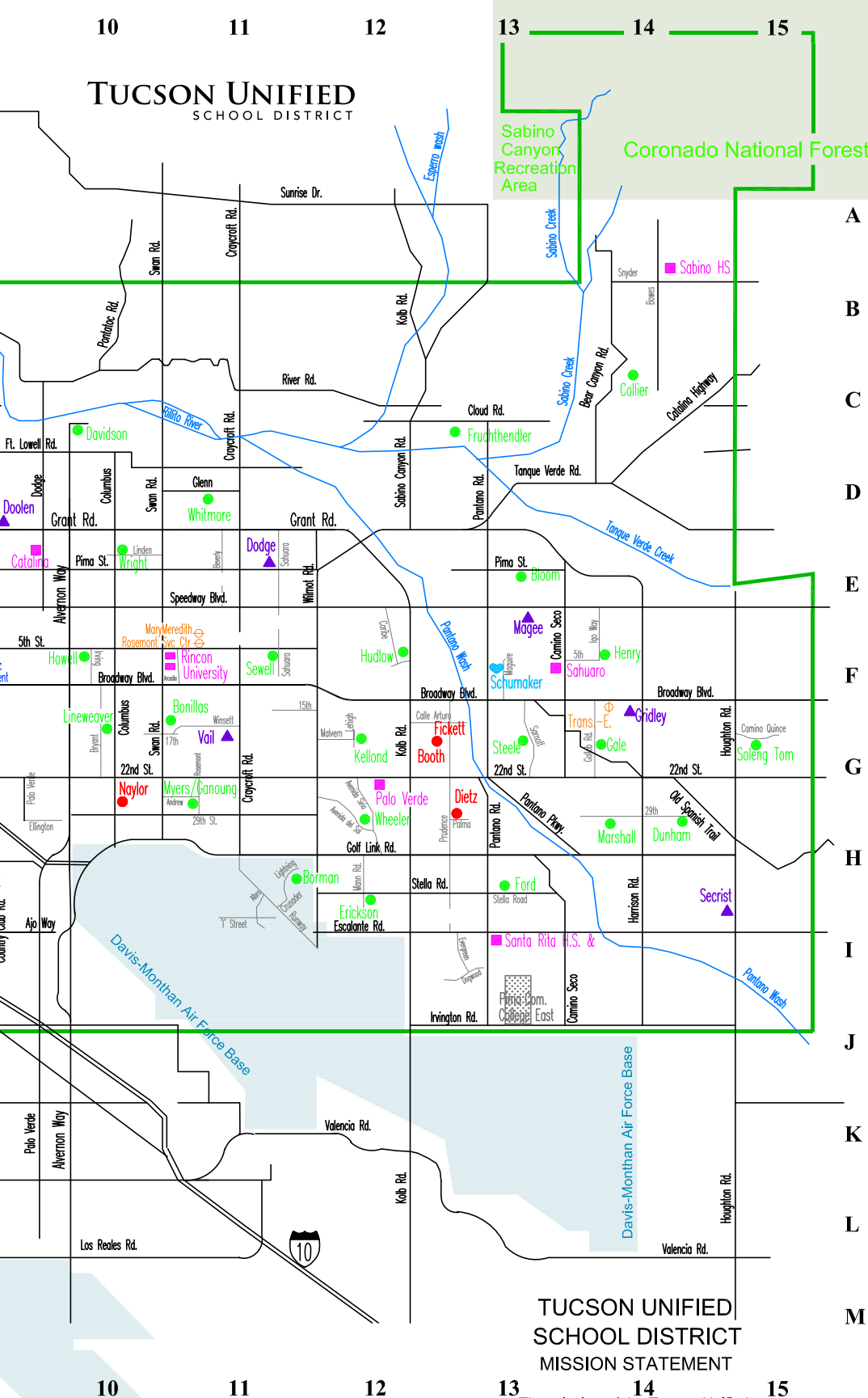
[www.tusd1.org/oyama/](http://www.tusd1.org/oyama/)



2025 E Winsett, Tucson, AZ 85719

— DISTRICT BOUNDARY    ♥ INFANT & EARLY LEARNING CHILD CENTERS

# TUSD SCHOOL LOCATOR MAP



A  
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Tucson Unified School District has elementary, middle and high schools throughout the city. Students who live in the district boundaries have a home school at each grade level that they can attend.

Our open enrollment and magnet programs allow parents to choose their neighborhood schools or apply for schools outside of their neighborhoods depending on their children's interests and needs.

Magnet programs include focuses on science, technology, engineering and math; performing arts; dual-language; traditional education and more.

To determine your neighborhood schools and learn more about the magnet school and open enrollment process, please go to [www.tusd1.org/enroll](http://www.tusd1.org/enroll).

### TUCSON UNIFIED SCHOOL DISTRICT MISSION STATEMENT

The mission of the Tucson Unified School District, in partnership with parents and the greater community, is to assure each pre-K through 12th grade student receives an engaging, safe, rigorous and comprehensive education.

- SYMBOL KEY**
- ★ ALTERNATIVE PROGRAM
  - ELEMENTARY SCHOOL
  - ⊕ INSTRUCTIONAL SUPPORT
  - K-8 SCHOOL
  - ⊕ FACILITIES SUPPORT
  - ▲ 3-8 SCHOOL
  - ⊕ INST. + FAC. SUPPORT
  - ▲ MIDDLE SCHOOL
  - HIGH SCHOOL

## Robison Elementary Magnet School

2745 E. 18th St. • (520) 232-7800



- The school has Music and PE education for all students in K-5.
- The school has a 21st Century Grant that allows for tutoring before- and after-school.
- A full-time counselor is available.



Robison offers an inquiry based curriculum which develops knowledgeable and caring students who help create a more peaceful world through intercultural understanding and respect.

Robison uses an inquiry cycle in science and other areas to help students learn how to ask questions, problem-solve, and take action. Our students are taught to collect, synthesize, and analyze information and work cooperatively with others to be prepared for the changing world in the 21st Century.

**Did you know?** *Robison was the first authorized primary years International Baccalaureate school in Southern Arizona.*

[www.tusd1.org/robison/](http://www.tusd1.org/robison/)

## Sewell Elementary School

425 N. Sahuara Ave. • (520) 584-7200

- Teachers routinely lead field trips to nearby neighborhood locales to help students learn about their community.
- Sewell's boys and girls cross-country teams have a history of winning city championships.
- Sewell students are encouraged to be good citizens and make smart choices.



Sewell provides a nurturing environment that promotes critical thinking, communication and academic achievement. Teachers work together to support children as they move from grade to grade, and parents are encouraged to participate in the classroom.

Sewell has a strong sense of community and many traditions, including movie nights, strong basketball and track and field programs, and a commitment to the arts as an Opening Minds through the Arts (OMA) school.

**Did you know?** *Sewell has been an "A" rated school for 2013 and 2014.*

[www.tusd1.org/sewell/](http://www.tusd1.org/sewell/)

## Soleng Tom Elementary School

10520 E. Camino Quince • (520) 731-5400

- More than 260 parents are involved in the Parent Teacher Student Association.
- The Soleng Tom Enrichment Program was the first TUSD pre-school program.
- More than 500 people attend the annual Grandparents' Luncheon.



Soleng Tom provides a strong sense of community, with teachers, administrators and parents working together. About half the faculty has worked at Soleng Tom for more than 10 years. The staff is known for dedication and collaboration.

Parent involvement is strong at Soleng Tom. The school has an active PTSA, and parents regularly volunteer in the classroom and at events such as the Grandparents' Luncheon, Family BBQ and Spaghetti Night.

**Did you know?** *Soleng Tom has scored the top TUSD results in standardized reading and writing tests for several years.*

[www.tusd1.org/solengtom/](http://www.tusd1.org/solengtom/)

## Steele Elementary School

700 S. Sarnoff Drive • (520) 731-6800

- Steele has two large mosaics created in partnership with arts organizations.
- Steele has music instruction starting in kindergarten and continuing through fifth grade.
- The school has an international children's library with books written by authors from other countries.



Steele is a neighborhood and community school that is dedicated to student success and continually monitors academic progress. The staff works collaboratively to solve challenges and ensure that children are thriving.

Steele embraces a method of instruction where teachers engage with students as they work on assignments. Students collaborate with each other and get continual feedback as they go. Steele also puts a special emphasis on writing with a dedicated, sequential program that helps children learn to communicate through the written word.

**Did you know?** *The school is named for Harold Steele, who was TUSD's superintendent from 1916 to 1918. He was present for the school's opening in 1962.*

[www.tusd1.org/steele/](http://www.tusd1.org/steele/)

## Tolson Elementary School

1000 S. Greasewood Road • (520) 225-3300

- Tolson's folklórico is open to students in kindergarten through fifth grade and performs quarterly, including a holiday show and end-of-year celebration.
- The school has a Friday community gathering where accomplishments and good behavior are celebrated.
- Pima Community College athletes sometimes visit campus during lunch recess to coach students in organized sports.



Tolson ensures students excel in the basics: reading, writing and math. The school has a guided-reading program that has students work together in small groups and a "reading doctor" who works with children in kindergarten through third grade.

At Tolson, teachers, administrators and students live by the SOAR acronym, which stands for Safe, Organized, Academic and Responsible. This creates an atmosphere of stability, togetherness and excitement about learning.

**Did you know?** Tolson has a partnership with the University of Arizona tennis team, which comes to Tolson to play with third- and fifth-graders, and fifth-graders get to play on the University courts with the Wildcats.

[www.tusd1.org/tolson/](http://www.tusd1.org/tolson/)

## Tully Elementary Magnet School

1701 W. El Rio Drive • (520) 225-3400

- The Tully garden serves as a wellness and nutrition resource for students and families and supplements Tully's curriculum.
- Tully is TUSD's only elementary GATE magnet school, with GATE instruction occurring in every classroom at every grade level.
- Junior Achievement, in partnership with Chase Bank, offers an all-day session on financial and economic lessons to students in kindergarten through fifth grade.



Tully is a magnet school with a focus on GATE (Gifted and Talented Education). Teachers collaborate and create integrated thematic units using inquiry-based approaches. Students learn to examine broad-based issues through risk-taking, curiosity, imagination and complex challenges.

Tully stresses the "5 R's" of teaching and learning: Rigor, Relevance, Relationships, Results, Reflection. GATE instruction at Tully is interdisciplinary with multicultural contexts, where reading and writing play a critical role.

**Did you know?** Tully was given the Bronze Award in the Healthier US School Challenge by the U.S. Department of Agriculture for offering healthful food options, providing nutrition education and increasing physical activity.

[www.tusd1.org/tully/](http://www.tusd1.org/tully/)

## Van Buskirk Elementary School

725 E. Fair St. • (520) 225-3700

- The school has three playgrounds.
- Many students attend high-performing Dodge Traditional Magnet Middle School.
- Faith-based partners provided a new sound system and renovated the auditorium stage.



Van Buskirk is a neighborhood school with strong ties to the community. The school focuses on the whole child with a varied curriculum. Van Buskirk is dual-language school and an Opening Minds through the Arts (OMA) Gold school. Technology is also integrated across all classes.

Each month the school incorporates a life-skill into each classroom's lesson plans. Those skills include effort, responsibility, friendship, cooperation, problem-solving, tolerance, initiative, caring, perseverance and integrity.

**Did you know?** *At least half the staff has worked at Van Buskirk at least 20 years and some have been there for as many as 40 years.*

[www.tusd1.org/vanbuskirk/](http://www.tusd1.org/vanbuskirk/)

## Vesey Elementary School

5005 S. Butts Road • (520) 908-4600

- Fourth-grade students go to different classrooms for science, math and reading.
- Each child is treated as an individual learner.
- Students' days are tailored to meet their needs.



Vesey offers a variety of experiences to provide meaningful, individualized learning. Teachers provide one-on-one, small-group and whole-group instruction to meet the needs of every student. The school has a multi-age classroom as well as a "looping" option where students can stay with the same teacher for more than one year.

Vesey has a data wall for reading and math where teachers can see how all students are doing in color-coded fashion: names in red, yellow or green. Teachers use the wall for lesson planning and to get a clear picture of whom to refer to an interventionist. Through all classes standards-based curriculum is designed to ensure children excel at the next level.

**Did you know?** *Solar panels at Vesey will eventually provide 80 percent of the power the school uses.*

[www.tusd1.org/vesey/](http://www.tusd1.org/vesey/)



## Warren Elementary School

3505 W. Milton Road • (520) 908-4700

- The school requires uniforms in white, gray and maroon.
- The PACE preschool program helps the young ones transition into kindergarten.
- Warren has 21st Century Community Learning Centers that provide before- and after-school programs.



Warren's teachers, students and parents work together to support the children in their education. Data and technology play a big role; children set improvement goals every quarter and are empowered to take responsibility for their achievement.

Students at Warren are also encouraged to think about the future. Faculty and staff wear college jackets and shirts during "Goals Week." Many students take part in the after-school reading program, which translates into improved AIMS reading scores.

**Did you know?** *The great-grandson of the school namesake, Frances Warren, visited Warren Elementary a couple years ago and is a regular supporter. Frances Warren came to Tucson in 1881.*

[www.tusd1.org/warren/](http://www.tusd1.org/warren/)

## Wheeler Elementary School

1818 S. Avenida del Sol • (520) 584-5500

- Students get 60 minutes of physical education each week.
- Wheeler has four ways students can use computers: Desktops, laptops and two Computers on Wheels (COWs) with netbooks and iPads.
- The school year ends with the Wheeler Museum, where some students are docents who guide other students through exhibits about other countries and cultures that were studied.



At Wheeler, students are involved in highly engaging, relevant and rigorous learning experiences that expose them to global concepts. Wheeler offers project-based, interdisciplinary education that focuses on three school-wide units: "Everything has a Story," "Sharing our Earth" and "We are Global Students who Act with Kind Words and Kind Actions."

Wheeler is an Opening Minds through the Arts (OMA) school that emphasizes the development of each child's unique talents. The curriculum incorporates the artistic process through the day with learning opportunities for students to experience, inquire, create and reflect.

**Did you know?** *Wheeler has a labyrinth, where students place a stone to mark their place at the school.*

[www.tusd1.org/wheeler/](http://www.tusd1.org/wheeler/)

## White Elementary School

2315 W. Canada St. • (520) 908-5300

- The Academic Parent Teacher Teams give parents the tools to teach math and reading skills at home.
- We offer the GATE and Dual Language Programs.
- About a third of the students are either involved in mariachi or folklórico.
- Parents help put on Movie Nights, Fiesta Nights and Rodeo Days.



White is a highly-performing school that is dedicated to preparing students for middle school during the school day and after school. White employs Daily 5 concepts to provide students with structured daily reading habits and reading in small groups. Math instruction is interactive and participation-based, where students have to show how they reached the answer.

Many teachers are involved with the after-school 21st Century Community Learning Center program, with more than a third of the students getting either math or language tutoring or taking engineering or robotics courses.

**Did you know?** *The White Elementary mariachi band fronted for Los Lobos at the Rialto Theatre in 2013-2014.*

[www.tusd1.org/white/](http://www.tusd1.org/white/)

## Whitmore Elementary School

5330 E. Glenn St. • (520) 232-8000

- Whitmore recently joined the National Elementary Honor Society.
- The Dusenberry-River Branch Library coordinates volunteers for the school.
- Costco has donated hundreds of backpacks to the school, and once a week sends tutors to Whitmore.



Whitmore has a dedicated teaching staff that works diligently to help children be successful. The school offers an integrated curriculum where reading, writing, math and science lessons incorporate each of the other subject matters. Whitmore also has differentiated instruction to make sure each student can be successful with instruction tailored to a specific student's needs.

Whitmore gives students an opportunity to experience many different things that they can integrate into their learning. Teachers collaborate with each other to ensure that students are getting the skills and knowledge they need to be successful.

**Did you know?** *The Whitmore PTA was the only PTA in Arizona to receive a \$1,000 grant from the National Parent/Teacher Association. Only 50 PTAs in the country received this grant.*

[www.tusd1.org/whitmore/](http://www.tusd1.org/whitmore/)

## John B. Wright Elementary School

4311 E. Linden St. • (520) 232-8100

- The school's learning garden is a hub for STEM-related assignments.
- In the Science Kitchen, students learn the science of food with microscopes.
- The school enjoys community partnerships with Raytheon, the University of Arizona, neighborhood associations and faith-based organizations.



Wright has focused on science, technology, engineering and math (STEM) for many years. The STEM subjects are incorporated across the curriculum--into social studies, language arts, music and even play.

Wright students are encouraged to be curious and explore their ideas. Teachers help children build confidence in their learning and set their sights on the future. Each morning at Wright, the children hear this message: "We are training future Arizona Scientists, Technologists, Engineers, Artists and Mathematicians."

**Did you know?** *Wright was awarded a \$37,000 grant to support teachers in providing a higher level of science and engineering learning in their classrooms.*

[www.tusd1.org/wright/](http://www.tusd1.org/wright/)

## Tucson Unified School District

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happening across  
our district.

[www.TUSD1.org](http://www.TUSD1.org)  
**#TucsonUnified**



## Booth-Fickett Math/Science Magnet School

450 S. Montego Drive • (520) 731-3800



- All students complete projects for the annual science fair.
- Weather balloons with video cameras and GPS tracking devices have been launched out of the atmosphere from campus.
- The school has a Sonoran Desert habitat and a garden area where students grow and study a variety of plants, a pond and outdoor seating for curriculum.



The Booth-Fickett campus is home to two schools: Booth Elementary and Fickett Middle. The school community provides a positive learning environment to encourage students to become lifelong learners and educated contributors to our global society.

The teaching at Booth-Fickett focuses heavily on math, science and technology. Students in sixth, seventh and eighth grades participate in the Science Olympiad, a hands-on math and science exploratory course that can involve building a catapult or sending a capsule into space. The school has advanced studies courses, including two strands of advanced math.

**Did you know?** *The school offers the AVID program, which helps students prepare academically for college success.*

[www.tusd1.org/boothfickett/](http://www.tusd1.org/boothfickett/)

## Dietz K-8 School

7575 E. Palma St. • (520) 731-4000

- Darryl Dragon is the school mascot. Classrooms are called Dragon Lairs.
- Students who demonstrate responsible, respectful, safe and caring behavior earn Dragon Dollars that may be spent at Darryl's Dragon Store.
- Dietz is an Opening Minds through the Arts (OMA) Gold school.



At Dietz, teachers know their students' academic strengths and weaknesses and track their achievement closely to ensure the students are learning and advancing. Throughout the school year, teachers and administrators evaluate student assessment data at the class level, grade level and school level to identify trends and gaps. Teachers use their students' standardized test scores to plan their lessons to their students' specific needs.

Long a K-5 school, Dietz has been adding sixth, seventh and eighth grades one year at a time, and by 2015-16 it will be a K-8 school.

**Did you know?** *Dietz is a community hub for parent learning, parenting classes, English as a Second Language for parents and the American Dream Academy, a program for parents of at-risk K-12 students.*

[www.tusd1.org/dietz/](http://www.tusd1.org/dietz/)

## Hollinger K-8 School

150 W. Ajo Way • (520) 225-1700

- Dual Language in grades K – 5.
- TUSD's only Dual Language self-contained Gifted and Talented Education (GATE) 1st – 5th.
- Strong Community Partnership with Higher Ground, U of A Science Department, and La Frontera.



Stability breeds student success at Hollinger, where many teacher have been on board for 10, 15, and 20 years. Collaborative partnerships with parents, teachers and community members come together to help students excel.

At the middle school level, we work closely with Pueblo Magnet High School to offer High School credit classes to provide challenging course work for Honor Students. Hollinger's goal is to get students best prepared for high school and the path to college. As a community Hollinger bulldogs are On Time, On Task, Everyday.

**Did you know?** *Charles Hollinger was the school's principal at Hollinger for 35 years and served as president of the Arizona-Mexico Baseball League.*

[www.tusd1.org/hollinger/](http://www.tusd1.org/hollinger/)

## Lawrence 3-8 School

4850 W. Jeffrey Road • (520) 908-3900



- 53 percent of Lawrence students are from the Pascua Yaqui tribe.
- The school's sixth, seventh and eighth grade classes switch classes per period like a regular middle school schedule.
- Lawrence has Academic Parent Teacher Teams to enable parents to keep a close eye on their children's academic progress.



Lawrence works hard to serve students' needs while also concentrating on achievement. The school has undergone significant changes in the past several years, including adding sixth, seventh and eighth grades.

Lawrence is an Innovation Zone school, which means it is part of a TUSD program designed to transform schools to become models for education in the district and the state. The program is a partnership with the University of Virginia schools of leadership and education and provides intensive training to teachers and administrators.

**Did you know?** *Lawrence is TUSD's only intermediate school, serving just grades three through eight.*

[www.tusd1.org/lawrence/](http://www.tusd1.org/lawrence/)

## Mary Belle McCorkle Academy of Excellence K-8

4455 S. Mission Road • (520) 877-2000

- McCorkle is the first New Tech Network school in TUSD and the second in Arizona.
- The school has a dual-language strand for K-3, with other grades to be added.
- Project-based instruction incorporates science, technology, engineering, and math (STEM).



McCorkle takes a project-based approach to learning, partnering with the New Tech Network, a national organization that brings inquiry-based instruction to schools.

Students at McCorkle develop research skills and learn to think critically. Collaborative learning and personalized instruction strengthen relationships and empower students and teachers to become skilled creators, leaders and producers.

**Did you know?** *McCorkle is the newest TUSD school, opening in 2011.*

[www.tusd1.org/mccorkle/](http://www.tusd1.org/mccorkle/)

## Morgan Maxwell K-8 School

2802 W. Anklam Road • (520) 225-2000

- Every Morgan Maxwell classroom is equipped with a Promethean Board, Document Camera and student computer workstations. There are also two computer labs which are accessible to all students to enhance their learning.
- Middle School students participate in Interscholastic Sports year round.
- Morgan Maxwell provides before- and after-school tutoring funded by the 21st Century Grant.



Maxwell's caring teachers create an environment where every child has the opportunity to succeed. The school offers rigorous core courses at every grade level as well as electives for children with all types of interests, such as interscholastic sports, astronomy and arts.

Maxwell uses teams to help keep students on track and moving forward. The teams typically include teachers, a social worker, a behavior interventionist and the principal. The team approach and outreach create a supportive environment where children strive to do their best.

**Did you know?** *Morgan Maxwell K-8 School, which opened in 2013, is the "newest" TUSD school. Menlo Park and Brichta Elementary Schools were merged at the site of the closed Maxwell Middle School.*

[www.tusd1.org/maxwell/](http://www.tusd1.org/maxwell/)

## Miles Exploratory Learning Center

1400 E. Broadway Blvd. • (520) 225-2200

- All students at Miles come through open enrollment.
- Students with hearing problems are co-enrolled in all grade levels.
- More than 25 percent of graduating Miles students earn admission to University High School.



Miles takes a collaborative approach to education, involving parents, faculty and the community in decisions about the school. Students also work together in the classroom. Multi-age, multi-level classrooms allow students to stay in the same room for two to three years. This helps them build confidence and enables teachers to offer more challenging material as children progress.

The goal at Miles is to create a community of learners. Reading, writing and math skills are developed through hands-on activities and inquiry-based instruction, and programs such as fine arts and the school's Green Project enhance the school's curriculum.

**Did you know?** *The school's Green Project features an organic garden, a recycling program and nutrition activities.*

[www.tusd1.org/miles/](http://www.tusd1.org/miles/)

## Pueblo Gardens PreK-8 School

2210 E. 33rd St. • (520) 225-2700

- Children grow produce in the Panther Garden.
- Students in fourth through eighth grades have access to laptop computers once a week.
- Middle school students attend guitar classes.



Pueblo Gardens is a neighborhood PreK-8 school close enough that most children can walk to school or are within easy driving distance. The school has a collaborative culture. For example, the Academic Parent Teacher Team, made up of teacher and parents, meets four times a year to discuss curriculum and achievement, and parents take home goals and activities for their kids.

The school develops leaders through the "Leaders in Me" program based on the Stephen Covey's "The Seven Habits of Highly Effective People." This provides a positive framework for improving personal confidence and academic performance.

**Did you know?** *Pueblo Gardens was the first Del Webb community built in Arizona and among the first Tucson subdivisions to have its own school, park, and shopping center.*

[www.tusd1.org/pueblogardens/](http://www.tusd1.org/pueblogardens/)

## Roberts-Naylor K-8 School

1701 S. Columbus Blvd. • (520) 584-6800

- The Eckstrom-Columbus Library partners with the school.
- Boys and Girls Club volunteers have provided structured physical education.
- Roberts-Naylor offers English classes for refugee parents.



Roberts-Naylor has a diverse student body with children from more than 20 countries, including Somalia, Egypt, Iraq, Nepal, Korea and many others. This diversity allows students to experience cultures from around the world, and the school regularly holds events to celebrate students' many cultures.

At Roberts-Naylor children build a foundation in core subjects, including science, technology, engineering and math. Applications of math, science and language concepts are often taught through career-related projects to expose children to the variety of opportunities for the future.

**Did you know?** *In 2013, the Southwest Gas Blue Crew built backpack hooks in classrooms, repainted the basketball poles, paid for math/science projects and spruced up the home economics room.*

[www.tusd1.org/robertsnaylor/](http://www.tusd1.org/robertsnaylor/)

## Robins K-8 School

3939 N. Magnetite Lane • (520) 908-4300

- One of the biggest events of the year is the Earth Day Carnival.
- Robins is a Certified Natural Wildlife Habitat and has natural landscaping around the school.
- Students play a musical instrument for four years as part of their arts education.



Robins is an Opening Minds through the Arts (OMA) Gold school that integrates music, math, reading, writing and the arts to provide a consistent, quality education to all students. The school puts a special emphasis on literacy, with small-group instruction and before- and after-school tutoring as needed.

Over the past few years, Robins added sixth, seventh and eighth grade levels. In sixth grade, students are assigned the book "7 Habits of Highly Effective Teens" to help them transition in the middle school years. In eighth grade, students are assigned the book, "Success for Teens" and they meet with the Counselor to prepare for high school.

**Did you know?** *Bobcats, javelina, mule deer, coyotes and roadrunners all tramp across the Robins campus.*

[www.tusd1.org/robins/](http://www.tusd1.org/robins/)



## C.E. Rose PreK-8 School

710 W. Michigan Drive • (520) 908-4400

- C.E. Rose was the first school in Arizona to receive a National Excellence in Urban Education Award.
- The school earned the Bronze Award in the Healthier US School Challenge.
- In 2013, C.E. Rose was awarded the A+ School of Excellence designation by the Arizona Educational Foundation.



At C.E. Rose PreK-8 School, students are empowered to learn using a variety of tools and techniques. The school's mission centers around LEAP 90, a program that aims to ensure that 90 percent of students exceed standardized testing benchmarks. Teachers at Rose have high expectations of every student, and children are supported as they meet their goals.

Special emphasis is put on literacy, math and the principles of effectiveness as spelled out in the book "7 Habits of Highly Effective People." The school achieves these goals with teachers working as interdependent teams and encouraging students to be the leaders of their own learning.

**Did you know?** *Students engage in a Math Fact fluency contest. Winners are invited to a special party each month. Students who pass all of the required tests for their grade level become Ultimate Math Masters and are invited to every party for the rest of the year.*

[www.tusd1.org/rose/](http://www.tusd1.org/rose/)

## Roskruge K-8 Magnet School

501 E. 6th St. • (520) 225-2900

- Roskruge's mariachi and folklórico were chosen as the headliners for the finale at the 2011 Tucson All Souls Procession.
- The music department has received the National Music Award from U.S. Rep. Raul Grijalva.
- About half of the school's eighth-graders receive high school credit for Spanish.



Roskruge is a bilingual school with a collaborative culture that promotes success. Parents, teachers, community members and staff come together to help students at Roskruge excel. With the University of Arizona just a block away, the school has a stream of college students who offer math and reading support.

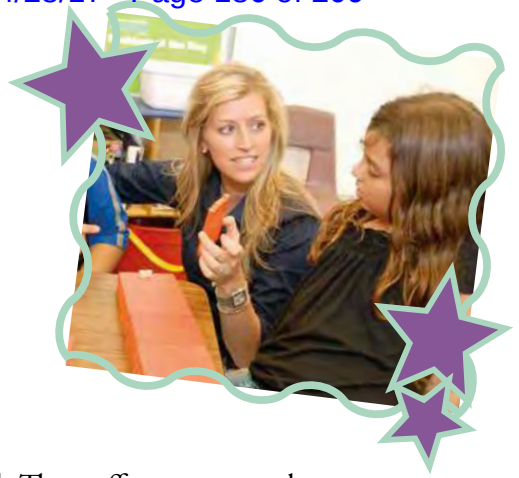
Most of the children at Roskruge begin in kindergarten and continue through eighth grade, and many teachers have worked there for more than 10 years. That continuity makes Roskruge a tight-knit school community.

**Did you know?** *Roskruge is the only TUSD school where you can start kindergarten and finish college all within a couple of blocks.*

[www.tusd1.org/roskruge/](http://www.tusd1.org/roskruge/)

## Safford K-8 Magnet School

200 E. 13th St. • (520) 225-3000



- Students get exposed to two world languages and choose to become bilingual in one or the other when they enter 6th grade.
- Many community partners help enrich the school's after-school program and daytime curriculum.
- By 8th grade, Safford students get an opportunity to become a Korean ambassador and might be selected to travel to South Korea.

Safford K-8 is an authorized International Baccalaureate (IB) World School. The staff prepares students to become international-minded. Students learn through global contexts about world concepts. Every child is required to take eight subjects: Math, Science, Social Studies, Language Arts, Design, PE, Art, and one World Language of their choice (both in elementary). By the time students leave Safford they are taught to become independent, lifelong, IB learners.

Students at Safford learn by following the inquiry process through the exploration of big ideas. The IB programme encourages them to examine the world and what they can do to make it a better place.

**Did you know?** *Safford still uses the building that was constructed in 1919.  
A school has stood on the site since 1888.*

[www.tusd1.org/safford/](http://www.tusd1.org/safford/)



## Dodge Traditional Magnet Middle School

5831 E. Pima St. • (520) 731-4100



- Students wear uniforms.
- Many students will be the first generation to go to college.
- Despite Dodge's rigorous academic standards, students do not have to pass a test to enroll at Dodge.

Dodge Traditional Magnet Middle School focuses on the “Five R’s,” also known as reading, writing, arithmetic, respect and responsibility. The school requires rigorous academic performance, active parental involvement and student uniforms.

Dodge offers a structured academic program devoted to imparting general knowledge, developing the powers of reasoning and judgment and generally preparing students intellectually for mature life. The school's graduates typically transition seamlessly into high school programs; many attend University High School.

**Did you know?** *In 2013, U.S. Secretary of Education Arne Duncan and U.S. Secretary of Transportation Anthony Foxx visited Dodge.*

[www.tusd1.org/dodge/](http://www.tusd1.org/dodge/)

## Doolen Middle School

2400 N. Country Club Road • (520) 232-6900

- Many of Doolen's students speak a native language (as many as 32 can be heard) in addition to English.
- Doolen has a community garden where neighbors can come to grow vegetables and flowers.
- The school's “We Are the World” club gives students insight into the many cultures present at Doolen.



Teaching and learning at Doolen doesn't just involve math, language arts, social studies and science. Doolen's faculty and staff put a priority on building relationships between teachers and students so that the diverse population feels safe, comfortable and ready to learn.

Doolen's objective is to shape productive citizens who can take part in society in a meaningful way. This entails building a common ground for students who come from a wide variety of backgrounds and come to the school with varying educational levels. In the mix with typical students are refugees, Gifted and Talented students, English Language Learners and special education students.

**Did you know?** *Doolen has a vast green space that can fit four soccer fields and is open to community groups when school is not in session.*

[www.tusd1.org/doolen/](http://www.tusd1.org/doolen/)

## Gridley Middle School

350 S. Harrison Road • (520) 731-4600

- A 2013-2014 leadership class went on multiple field trips to Sabino Canyon and became junior naturalists.
- The school has a nationally known Virtual Reality Lab with 3D computer modeling capabilities, and Raytheon engineers come to campus to work with students.
- Students who earn straight-A's for all three years get to go to lunch in a limo.



Gridley teachers and staff support children through their social and academic development starting before they enter sixth grade until they move onto high school. Incoming sixth-graders have an opportunity to get a taste of middle school through a supportive transition during the summer. Once school starts, students are placed on teams, each led by a group of core subject teachers.

The teams help teachers work together to help students reach their academic goals. Teachers share a planning period during which they can meet with parents, students and each other to build an integrated curriculum.

**Did you know?** *Gridley has an orchard growing pomegranates, grapes, peaches, apples and pears. A half dozen chickens are also on campus.*

[www.tusd1.org/gridley/](http://www.tusd1.org/gridley/)

## Magee Middle School

8300 E. Speedway Blvd. • (520) 731-5000

- Magee is the pilot of the University of Arizona's anti-bullying initiative called "I am Part of the Solution," which is focused on bystanders reporting bullying.
- The DC Club meets three times a month to prepare for dozens of students traveling to Washington, D.C., each year.
- Magee does not have uniforms, but it does have a specific dress code.



Magee is an academically focused school with high expectations and a challenging and supportive environment. About a third of the students at Magee are open-enrolled, and the school has a fine-arts focus; more than half the students perform in band or orchestra.

Magee also has a winning track record in the Odyssey of the Mind program, which challenges children to come up with creative solutions to designated problems. Teams from Magee have won the Arizona State Championship for more than 10 years straight and have gone on to compete in the World Competitions year after year.

**Did you know?** *Magee's bands and orchestras have been honored with Superior and Distinction Awards by the Arizona Band and Orchestra Directors Association.*

[www.tusd1.org/magee/](http://www.tusd1.org/magee/)

## Mansfeld Middle Magnet School

1300 E. 6th St. • (520) 225-1800

- Mansfeld collaborates on STEM education with the University of Arizona, the Pima County Superintendent's Office and other local STEM agencies.
- Students wear uniforms.
- Mansfeld is a comprehensive middle school with performing arts, fine arts, physical education, and Gifted and Talented Education.



Mansfeld, located across from the University of Arizona, has a rich tradition of academic excellence. The school is a magnet school with a focus on science, technology, engineering, and math (STEM). Teachers in all content areas embed STEM practices into their curriculum preparing students to think critically and collaboratively as they solve problems. Additionally each quarter focuses students on answering an essential question that is addressed across campus from a variety of perspectives.

The focus on STEM subjects and processes has increased collaboration among teachers so that students can make connections between what they learn from one class and the next and can apply their knowledge beyond school. Mansfeld also has a strong before- and after-school program to both improve and enrich student learning.

**Did you know?** *Singer-songwriter John Denver – then known as Henry John Deutschendorf Jr. – was a student at Mansfeld long before country roads took him home to West Virginia.*

[www.tusd1.org/mansfeld/](http://www.tusd1.org/mansfeld/)

## Pistor Middle School

5455 S. Cardinal Ave. • (520) 908-5400

- Students wear uniforms.
- Once a week, teams of teachers meet to talk about instructional strategies.
- Teachers have common planning periods to allow them to get to know each student as a whole child: academically and behaviorally.



Students at Pistor focus on mastering curriculum so they are prepared for high school. The school's PANTHER UP mission stands for Promote equity, Achieve academically, Note successes, Try consistently, Have plans, Enjoy learning, Reach goals, Understand rigor and Prepare for high school.

Teachers work together to get to know students and support them. Children who are struggling are offered opportunities to catch up so that each child can leave Pistor ready to succeed in high school.

**Did you know?** *The principal and many of the staff have been at Pistor for 10 years or more. This positively affects the school through consistency and allows us to know and work with our community.*

[www.tusd1.org/pistor/](http://www.tusd1.org/pistor/)

## Secrist Middle School

3400 S. Houghton Road • (520) 731-5300

- Science classes use the 80 solar panels installed on campus for solar energy assignments.
- Xeric landscaping is used at Secrist. Only the soccer fields are watered.
- The 2013-2014 drama class produced a 35-minute play written by a Secrist seventh-grader.



Secrist Middle School promotes teamwork, school pride and the use of technology to maximize learning. The school has a strong arts program, with teachers helping students showcase their talents in visual arts, band, chorus, drama and orchestra.

Classrooms at Secrist are student-oriented as well as technology-oriented. Teachers work with students to help them learn to take responsibility for their education and understand the importance of academics.

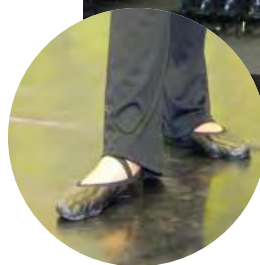
**Did you know?** *Twenty-four Secrist students received the Outstanding Academic Achievement Award from the President's Education Award Program in 2013-2014.*

[www.tusd1.org/secrist/](http://www.tusd1.org/secrist/)

## Utterback Middle Magnet School of the Arts

3233 S. Pinal Vista • (520) 225-3500

- Utterback has been a visual and performing arts magnet school since 1982.
- The school has a courtyard garden maintained by the students.
- Reviewing student data enables teachers to learn about their students before the first day of school.



Utterback is a magnet arts school with strong programs in dance, music, graphic design and visual arts. The school has a 400-seat theater, dance studios, a media center and art rooms. The school's curriculum also emphasizes traditional academic subjects, using project-based learning techniques to infuse reading, math and science into arts education.

Utterback is an Innovation Zone school, which means it is part of a TUSD program designed to transform schools to become models for education in the district and the state. The program is a partnership with the University of Virginia schools of leadership and education and provides intensive training to teachers and administrators.

**Did you know?** *Utterback has three bands: Cadet Band, Wind Ensemble and Jazz Band.*

[www.tusd1.org/utterback/](http://www.tusd1.org/utterback/)

[www.tusd1.org](http://www.tusd1.org)

## Alice Vail Middle School

5350 E. 16th St. • (520) 584-5400

- Alice Vail has received the Diamond Award for sending the most students to University High.
- In 2013-2014, the Vail Economics Team was runner-up in the statewide Arizona EconChallenge.
- The 2013-2014 symphonic and jazz bands both placed first and received a gold rating at the World Strides-Heritage Festival in Anaheim.



Alice Vail is an Opening Minds through the Arts Gold (OMA) school that integrates arts, math, science and language arts. The school uses project-based, technology-infused lessons to engage students in the curriculum.

About a third of Vail's students attend self-contained Gifted and Talented Education classes. The school has accelerated courses at every grade level in language arts and math. Teachers keep close tabs on student achievement and perform data assessments to help identify individual needs. Teachers are available to tutor students before and after school, and during lunch.

**Did you know?** *Technology plays a big part in Alice Vail's curriculum. The school has one computer for every eight children.*

[www.tusd1.org/vail/](http://www.tusd1.org/vail/)

## Valencia Middle School

4400 W. Irvington Road • (520) 908-4500

- Valencia offers advanced orchestra, band, percussion, guitar and mariachi.
- Valencia is the largest TUSD middle school, with nearly 1,100 students.
- Students wear uniforms in navy blue and khaki.



At Valencia, teachers differentiate instruction to target learning to each student's level. Students experience project-based learning and use critical thinking to solve problems. Valencia pushes students to remain actively engaged bell-to-bell through an interdisciplinary approach that ties together the curriculum.

Students are encouraged to prepare for high school and college and have the opportunity to visit high schools and colleges to get a feel for what the future holds.

**Did you know?** *Sixth grade classes are in a separate wing built a few years ago. This eases the transition from elementary to middle school.*

[www.tusd1.org/valencia/](http://www.tusd1.org/valencia/)

## Mary Meredith K-12

755 N. Magnolia Ave. • (520) 232-8200

**M**ary Meredith K-12 School is a special-education school that provides a comprehensive education for students classified with serious emotional and behavioral challenges. Students who are placed at Mary Meredith receive individualized academic and behavioral instruction to prepare them for returning to a less-restrictive learning environment.

The school works with parents/guardians and outside agencies to ensure that there is common understanding about therapeutic and educational goals for students. Students are placed at Mary Meredith through the Exceptional Education department at TUSD.



- Students receive social skills instruction.
- Students learn job development skills.
- Group and individual counseling sessions are provided.

### Did you know?

*The Bookman's Challenge helped Mary Meredith upgrade its living skills classroom with new cabinets, furniture and decor.*



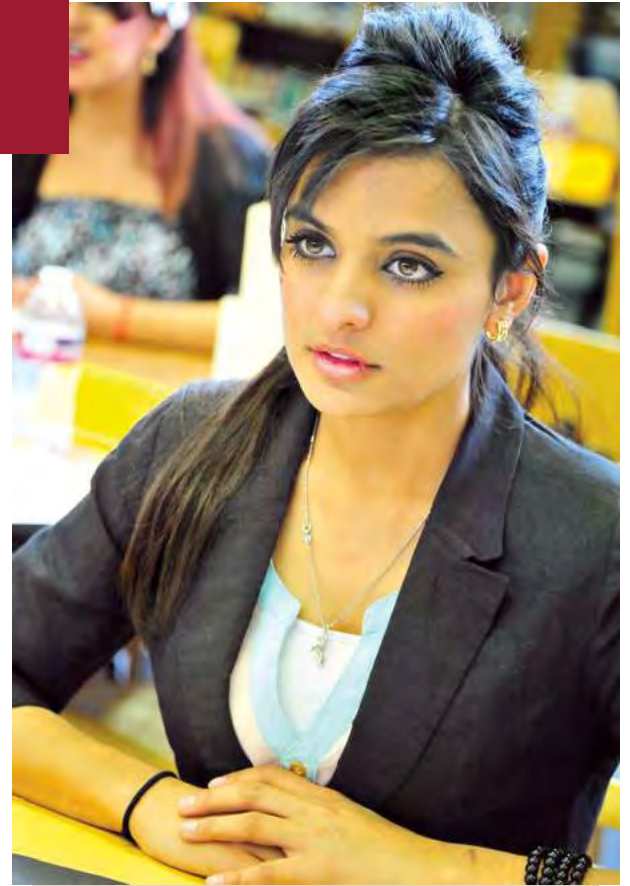


# Catalina High School

3645 E. Pima St. • 520-232-8400

Catalina's students come from dozens of countries, making it a microcosm of the world. Students speak more than 40 native languages, more than at any other school in TUSD. Faculty and staff recognize that students are successful when they have a connection to the school and when they know their individual needs and strengths are addressed.

Catalina is an Innovation Zone school, which means it is part of a TUSD program designed to transform schools to become models for education in the district and the state. The program is a partnership with the University of Virginia schools of leadership and education and provides intensive training to teachers and administrators.



- Catalina offers before-school, after-school and lunchtime tutoring.
- The school has newly renovated performing arts facilities.
- Catalina High was Tucson's third high school. It opened in 1957.
- The school offers a four-year program in culinary arts.

## Did you know?

*In 2013-2014, a student in the culinary arts program won a scholarship to attend a culinary program at the Art Institute in San Francisco.*

# Cholla High Magnet School



2001 W. Starr Pass Blvd. • (520) 225-4000

Cholla seeks to transform students into 21st Century global citizens able to communicate across cultural barriers and to function in a global society. Cholla is the only high school in TUSD and the first in Pima County to offer the prestigious International Baccalaureate Diploma Programme, which can earn students up to 36 college credit hours as well as significant scholarships. Cholla students can also explore career options through CTE/JTED offerings, Law-Related Studies, and JROTC (Army). Cholla has AVID, which supports students with 21st Century skills to be college and career ready.

At Cholla, students are taught to take risks in learning and respect the learning of others, practice persistence, demonstrate responsibility, embrace international-mindedness, and build leadership in themselves and others.



- 200 cadets are enrolled in Cholla's Junior ROTC program, the only program of its kind in the district.
- Cholla was the first TUSD High School with a 21st Century Community Learning Center after-school program, which provides tutoring as well as extra-curricular opportunities.
- The Cholla Blues Standard, a working blues band, has played for the Tucson Blues Heritage Festival.



## Did you know?

*Cholla has one of the premiere high school Arabic language programs in the Western hemisphere, with 150 students enrolled and opportunities to travel to Arabic-speaking countries each year.*

# Palo Verde High Magnet School

1302 S. Avenida Vega • (520) 584-7400

Students graduate from Palo Verde ready for college or a career. Palo Verde commits to offering a guaranteed and viable curriculum necessary to take children to the next level. The school's culture encourages students to put in their best efforts and achieve their goals.



Palo Verde's magnet program focuses on science, technology, engineering, arts and math (STEAM). The school has a world-ranked robotics programs, a strong visual arts curriculum and a garden and wetlands area that is wheelchair-accessible.



- Engineering students have internships at local engineering and manufacturing companies.
- Palo Verde implements the Understanding by Design education framework that helps teachers map out their curriculum to ensure students are prepared for standardized tests.
- Palo Verde's baseball team won the division championship in 2013-2014.



## Did you know?

*In 2013-2014, the University of Arizona surprised more than 60 seniors during an assembly to announce their acceptance into the university.*



# Pueblo Magnet High School



3500 S. 12th Ave. • (520) 225-4300

**P**ueblo’s mission is to prepare students for college, work and life by offering rigorous academic courses and stressing the importance of positive interpersonal relationships. Pueblo offers after-school math support electives for students who need assistance. Students are encouraged to take at least one Advanced Placement course, and Pueblo offers AP after-school support electives as well.

Pueblo offers a magnet program focused on communications arts and technology. Pueblo is the only TUSD school with television and radio studios. Beyond television and radio, Pueblo stresses that communication is a core skill that is vital in all aspects of daily life.

The school has a prize-winning mariachi program. The Mariachi Aztlán de Pueblo High School has performed throughout the Southwest, including at the Arizona State Capitol, Tucson International Mariachi Conferences and with The Tucson Symphony Orchestra.

- Pueblo has a Sports Academy for year-round athletic conditioning.
- The Cyber Café is an academic and social area for students on the honor roll or principal’s list.
- Built in 1956, Pueblo was the second high school opened in Tucson.
- Pueblo has a dual-language option, where half the instruction is in English and half in Spanish.
- Student-produced videos can be viewed on the Pueblo Warriors YouTube channel.

## Did you know?

*Ninth graders are assigned to a “ki;” which is Tohono O’odham for “house.”*

*All students in their ki: have the same four core teachers.*



# Rincon High School

421 N. Arcadia Blvd. • (520) 232-5600

**R**incon emphasizes global thinking, problem-solving and academic writing. Teachers encourage students to be collaborative, advocate for themselves and to celebrate diversity.

Rincon's rigorous academic standards and wide variety of classes prepare graduates for the future. The school offers dynamic fine arts courses, career and technical education classes and Advanced Placement courses in 15 subjects. Teachers and administrators develop an "educational family" of instructors, classmates and tutors for each Rincon Ranger to provide support throughout the high school experience.



- Rincon shares a campus with University High School, which means students from both schools mingle in the cafeteria, the library, on sports teams and in club activities.
- Teachers and administrators each tutor five students.
- Rincon has four computer labs and 28 Computers on Wheels (COWs) that can all be rolled into a classroom to create a temporary computer lab.
- Rincon has about 70 clubs.
- Rincon has the largest English Language Development department among TUSD high schools.

## Did you know?

*Rincon has a Cold War bomb shelter stocked with K-Rations.*

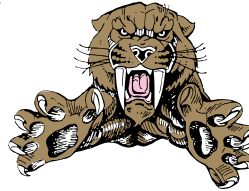


# Sabino High School

5000 N. Bowes Road • (520) 584-7700

Sabino has maintained an “A” rating for 13 consecutive years and has staff dedicated to preparing students for a 21st Century college experience and subsequent work force. The school offers a solid academic curriculum including honors and advanced placement courses and dual-enrollment classes through Pima Community College and the University of Arizona.

Sabino attracts students from all parts of town and is the only public high school in Arizona to receive the 2013 National Blue Ribbon designation from the U.S. Secretary of Education. The school typically sends more than 90 percent of its graduating seniors to college, and the Class of 2014 was offered \$13 million in scholarships.



## Did you know?

*Graduates leave with a plan:  
If they choose not to go to college, most  
enlist in the military or enroll in a  
certified vocational program.*



- Sabino is among the Top 6 percent of all U.S. high schools, according to the U.S. News & World Report.
- Sabino is a Global and International Studies School that prepares students with competitive skills for the international work place.
- The school has Southern Arizona’s largest PTSA organization.
- Sabino has a strong interscholastic program with perennial top squads in football, band, basketball, baseball, softball and girls soccer.
- Graduates each year enroll in more than 100 universities across the country, including MIT, Yale, Rutgers and West Point.

# Sahuaro High School

545 N. Camino Seco • (520) 731-7100

Sahuaro is a diverse school that expands students' academic skills, encourages global thinking and prepares students for college and careers. Participation in Advanced Placement courses is typically high at Sahuaro, and the school has a strong career and technical education program.

Interpersonal skills are developed through the numerous extracurricular opportunities in sports, clubs and visual and performing arts. Sahuaro Cougars have a strong sense of pride that is seen in the hallways, in classrooms, on stage and in sports.



- Sahuaro has one of the few driver education programs.
- Baseball player Alex Verdugo (Class of 2014) was drafted by the Los Angeles Dodgers.
- The school has deep ties in the Tucson community. The Cougar Foundation raises funds for student scholarships and provides mini-grants for teachers.
- The school's Career and Technical Education program offers classes in culinary arts, hospitality, automotive, digital photography and other fields.
- Sahuaro was awarded the Superintendent's Cup, which recognizes excellence in sports programs, in 2012-2013 and 2013-2014.

## Did you know?

*Sahuaro's gym is named for Dick McConnell, who coached basketball for 39 years at the school. He runs a summer camp in that gym for boys and girls interested in playing the game.*

# Santa Rita High School

3951 S. Pantano Road • (520) 731-7500

**S**anta Rita is focused on preparing students for college and careers. Advanced Placement courses are available, and the school has a strong Career and Technical Education program that helps train students for jobs.

Teachers collaborate and coordinate with each other so that students find similar themes across disciplines. Santa Rita is also working with businesses to create a pipeline for students to graduate and move directly into jobs. The school offers a wide variety of electives, clubs and extracurricular activities including performing and visual arts, and sports such as football, baseball, basketball, golf, swimming and more.



- Santa Rita encourages students to be engaged with business partners and the community.
- The school emphasizes project-based learning with real-world applications.
- Pima Community College offers English and science classes for 11th and 12th graders.
- Santa Rita has a JTED facility on campus for multimedia technologies and culinary arts, with two commercial kitchens and a banquet center.
- The 21st Century Community Learning Center after-school program is open to students, parents and the community to engage in programs and develop skills in a variety of subjects.

## Did you know?

*Santa Rita is one of the few TUSD schools that has a comprehensive wireless Internet connection.*





# Tucson High Magnet School

400 N. 2nd Ave. • (520) 225-5000

Tucson High is a magnet school with programs in natural sciences and visual and performing arts. The school has an active relationship with nearby University of Arizona. Some classes are taught by university professors, and some science classes visit the university for authentic learning experiences.

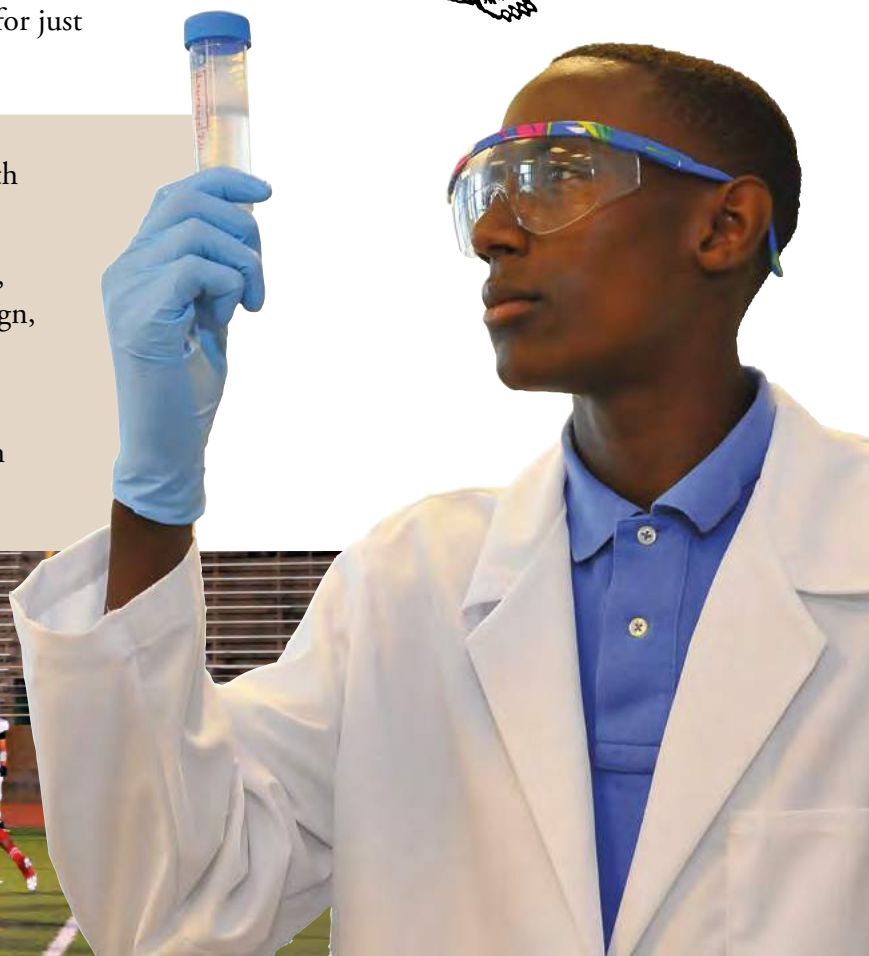
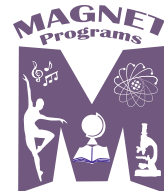
The school is the district's oldest high school; its halls are steeped in history, and the school has a strong sense of community pride, with alumni proudly supporting the school and sporting Badger red and white.

In addition to the magnet programs, Tucson High has career and technical instruction including classes in welding, auto mechanics, digital media and more. Tucson High has strong interscholastic programs and clubs for just about every interest.

- Tucson High is the only TUSD school with two magnet programs.
- Tucson High offers instruction in welding, machining, auto, accounting, graphic design, digital media and bio innovation.
- During the Arizona Film Festival, film directors come to the school to talk to film and television students.

## Did you know?

*Astronaut Frank Borman, business magnate Karl Eller, singer/actor Bob Nolan and Fred Enke, a longtime University of Arizona's basketball coach, attended Tucson High.*



# University High School

421 N. Arcadia Ave. • (520) 232-5900

University High shares a campus with Rincon High School and is an honors school open to all students who meet minimum requirements based on grade-point average and testing results. The school requires students to take a minimum of eight Advanced Placement courses, and many take more in their final two years there. Most students go directly to a four-year university after graduation.

Students engage outside the classroom in athletics, clubs and community service. The Rincon/UHS band is one of the largest in the state, and has been rated among the top in the Arizona as well. UHS also has a strong fine arts and dance program. Sports and other extracurricular activities are combined with Rincon's.



- UHS was ranked the seventh best high school in 2013-2014 by U.S. News & World Report.
- Seniors were awarded more than \$34 million in scholarships in 2013-2014.
- In 2013-2014, the school had 26 National Hispanic Merit Scholars.

## Did you know?

*University High School has an annual debate where senior participants divide into parties and compete, and an inaugural ball is held to celebrate the winning party.*



# Teenage Parent High School (TAP)

102 N. Plumer • (520) 225-3250

**T**eenage Parent High School is designed to support pregnant teens and young parents as they continue high school. The school has four nurseries and offers all classes needed to complete an Arizona high school diploma.

The school also provides credit recovery courses and additional supports in math and reading to help students meet requirements and pass state assessments. Teenage Parent High School can also help students secure needed community services including medical information and supports, diapers, WIC services, lactation support, maternity and baby clothing, counseling and much more.



- In addition to all core courses required for high school graduation, the school offers a JTED elective program focused on early childhood education.
- TAP staff are knowledgeable about outside health, social-emotional, housing and economic services.
- All TAP students are required to work in one of the four nurseries, and they receive credit for that work.
- The nurseries are designed to care for babies ages 2 weeks to 18 months and mentor TAP students in best parenting practices.



## Did you know?

*Teenage Parent High School registers new students every quarter based on student pregnancy or new parenting needs.*

# Project MORE

440 S. Park Ave. • (520) 225-2600

**P**roject MORE is a comprehensive alternative high school for students who face outside challenges in getting a diploma at a traditional high school. The school has a constantly changing menu of class offerings to best match the needs of the students enrolled at any given time.

Teachers work with students at an accelerated pace to help them fill in learning gaps, complete their high school education and prepare them for college and careers.



- The school offers flexible schedules, with classes offered into early evening.
- The Class of 2014 was offered a combined \$300,000 in scholarship offers.
- Project MORE's Weekend Academy allows any TUSD high school student to make up for lost credits, improve a passing grade or advance in credits.



## Did you know?

*Project MORE is the smallest comprehensive TUSD high school.*



## AGAVE Middle and High School/GradLink 2

3645 E. Pima St. • (520) 232-8600

**A** GAVE Middle and High School and GradLink 2 provide online education alternatives for middle and high school students. AGAVE serves students in grades six through 12. At the high school level, the program gives online access to a complete curriculum of 154 courses, and students may complete courses at their desired pace.

GradLink 2 provides online courses for students ages 17 to 21 who have at least 15 credits toward graduation. The program is designed to give students extra help for the final push to graduation.



- AGAVE and GradLink 2 use three online curriculum providers: Aventa, Plato and Edgenuity.
- On-demand education is available 24/7 and 365 days a year.
- Online courses allow students to get ahead or to make up credits.

### Did you know?

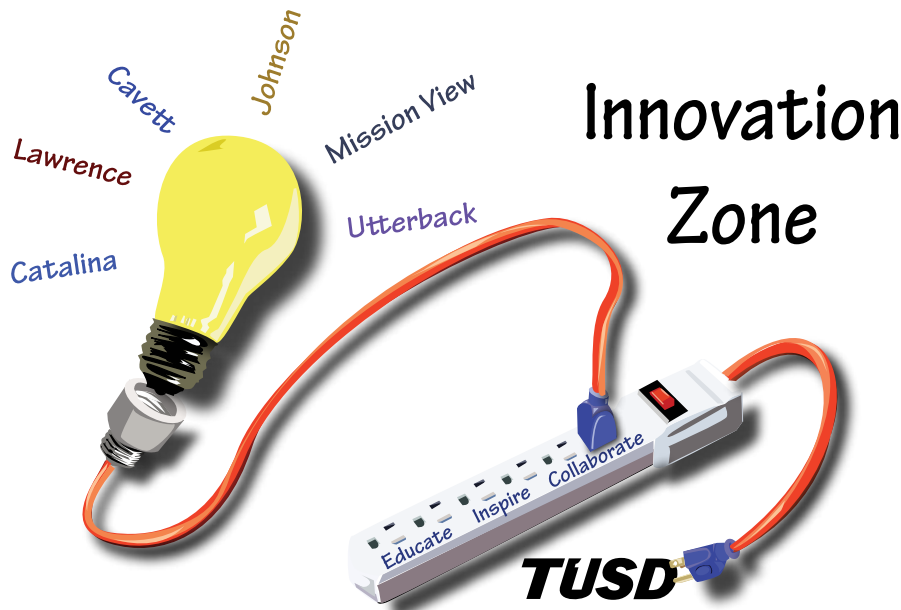
*Each year, the district holds a commencement ceremony for students who complete their diplomas online.*





## Partnership for Leaders in Education

*Darden School of Business  
Curry School of Education*



### TUSD's I-Zone Schools

- Catalina High School
- Cavett Elementary
- Johnson Primary
- Lawrence 3-8 School
- Mission View
- Utterback Magnet

TUCSON UNIFIED  
SCHOOL DISTRICT



WestEd

## Innovation Zone

**Educate • Inspire • Collaborate**

TUSD has partnered with University of Virginia and the AZ Department of Education to implement the successful Transformation Model developed by the University of Virginia for six schools in the District. The program will focus on building the capacity necessary to initiate and support transformational change.

**Our purpose** is to provide an opportunity for six campuses to take the lead in becoming models of high performance through innovative and sustainable practices. Lessons learned from this experience will help guide and influence school improvement practices throughout the district.

**Our vision** is for all students who enter these schools to receive a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills, and dispositions necessary to move to the next grade level and stay on track for college and career readiness.

**Our mission** is to provide unique and specialized service within a coherent system of support that provides differentiated services to six schools. These schools will be engaged in intentional and substantial practices in order to build the internal capacity necessary to support and to sustain rapid and substantial student improvement.

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**TUCSON UNIFIED**  
SCHOOL DISTRICT

## TUSD Governing Board Members

### Adelita S. Grijalva

President  
adelitagrijalva@gmail.com  
Term expires: 12/31/2018

### Kristel Ann Foster

Clerk  
kristel.foster@tusd1.org  
Term expires: 12/31/2016

### Michael Hicks

michael.hicks@tusd1.org  
Term expires: 12/31/2018

### Cam Juárez

boardmemberjuarez@gmail.com  
Term expires: 12/31/2016

### Dr. Mark Stegeman

markwstegeman@gmail.com  
Term expires: 12/31/2016



# Contacts

- Information Desk**  
225-6000
- Governing Board**  
225-6070
- Superintendent**  
225-6060
- African American Student Services**  
584-7500
- Asian Pacific American Student Services**  
232-8614
- Career and Technical Education**  
225-4652
- Child Find Preschool Program**  
232-7034
- Educational Enrichment Foundation**  
325-8688
- Exceptional Education**  
225-6610
- Fine and Performing Arts / OMA**  
225-4900
- Food Services**  
225-4700
- Gifted and Talented Ed. (GATE)**  
225-1310
- Grants and Federal Programs**  
225-6290
- Guidance and Counseling**  
225-6211
- Human Resources**  
225-6035
- Interscholastics**  
232-8650
- Language Acquisition**  
225-4600
- Magnet Schools**  
225-6707
- Mexican American Student Services**  
225-3880
- Native American Student Services**  
908-3905
- Operations**  
225-4912
- Parent Teacher Association**  
800-992-0112
- Refugee Services**  
232-8614
- School Community Partnership Council (SCPC)**  
225-6070
- School Community Services**  
225-6400
- School Safety**  
584-7676
- Student Services**  
225-6294
- Transportation**  
225-4800

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