

EXHIBIT 6

TUSD RFI #(s): 603, 648-661, 663-657, 659-661, 663-664, 666-667,670,702-703, 753, 755, 776-778, 782-784,800-801, 803-804, 862-865, 879

Estimated TUSD Staff Time: 41 hours

Attachment(s): Abeyance Data 14-15; 2016-17 CRC Student Pre-Service Survey; Discipline Rates by Ethnicity; Desegregation Program Manager; Advertising List Schurz Site List Recruitment; CRPI Evidence of promotional fairs; Cathy Comstock resume & Job description; Interscholastic Parent Survey 2016

RFI #804: What qualifications did these individuals have to provide LSCs with PBIS training?

District Response: Karen Ward received her training from Chris Bosworth, College of Education, University of Arizona in compliance with a US Department of Education Safe and Drug Free Schools Demonstration Grant, 2004-2007. Part of the grant focus was to increase counseling services and to introduce PBIS in 8 of our district's elementary sites.

RFI #862: Beyond the November 4, 2015 Open Enrollment event at the Wakefield Center (Appendix VII-12), were there other events at the Family Engagement Centers to provide parents with information on magnet school and open enrollment?

District Response: The School Community Services department facilitated a parent session regarding the school choice process in early fall 2015 in anticipation of the upcoming lottery process before the priority window opened. Additionally, Magnet/Open Enrollment literature is available at all times in the Family Resource Centers and Family Resource Center staff are trained and available to assist families with information on magnet school and open enrollment.

RFI #863: How many Magnet School and Open Enrollment applications were completed or submitted at the District's Family Engagement Centers in the 2015-16 school year?

District Response: The School Community Schools department collects and processes all School Choice Applications. There is no disclosure or tracking mechanism to differentiate from where it was submission. Many applications are distributed at events without being submitted at that time. Parents/guardians indicate they want more time to peruse the Catalogue of Schools, visit school sites and/or consider the different options they've learned about. Some are not prepared to submit, as they are new to TUSD and have never before provided parental/custodial documentation into the SIS.

RFI #864: What marketing or promotional efforts were directed at informing parents about the availability of online and paper magnet school and open enrollment applications, and assistance in completing those applications, at the Family Engagement Centers?

District Response: The Family Resource Center staff attended over 20 District and community events where information was provided about the services available at the Family Resource Centers, including magnet school and open enrollment application availability and assistance. (See Appendix II-24).

RFI #865: Did the District complete the translation of the GSRR to Kirundi, Swahili, and Marshallese at any point during the 2015-16 school year?

District Response: The Guidelines for Student Rights and Responsibilities (GSRR) was not translated for Kirundi, Swahili, and Marshallese for the 2015-2016 SY due to the lack of availability of qualified translators for these languages.

EXHIBIT 7

School Name	(A) Curricular Focus Training (at least twice per year, minimum once per semester)					
Blenman	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	10/25/15	Family Reading Night	Az. Dept. of Education parents worked on AZ Merit Tests Computer Activities		Building stronger literacy skills. Learning about the AZ. Merit test	Computer Lab, Activities taken from Road to the Code Book
Bloom	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	August 17	Kindergarten Curriculum Night	- How to work with students on homework	Feb. 16, 2016	Science Night	Science experiments and Science information
	August 18	First and Second Curriculum Night	-grade level common core standards			
	August 19	Third and Fourth Curriculum Night	-rules, procedures and expectations			
	August 20	Fifth Grade Curriculum Night	-community support information			
	9/22/15	PTA Ice Cream Social and GSRR	Get to know you event and review the GSRR	Feb 23, 2016	Rodeo Chile Cook Off and GSRR	Follow along Chile recipes, GSRR handbook
Bonillas	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	9/16/15-9/18/15	Parent teacher conferences	Reading/Math data, Title 1 parent compacts	2/4/16	3 rd Grade MOWR Workshop	DIBELs, Schoolcity Data, AZMerit practice
	9/28/15	Effective Parenting Workshop	Parenting, discipline, behavior_ contracts	3/9/16	EngageNY Math Workshop	Schoolcity data, EngageNY Lesson, AZMerit Practice
	12/8/15	Family Literacy Night	Book making, fairy tales	3/17/16	Science Night	Science experiments, telescopes
				3/28/16	Annual Review of Parent Policy & Compacts	Compacts and Policy
Borman	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	08/10/16 08/11/16	Curriculum Night K - 2 Curriculum Night 3 - 5	-grade level common core standards -Engage NY Introduction -community support information	2/11/16 2/12/16	Parent Teacher Conferences	MOWR Reading Rockets Parent Tips K-3 Engage NY Resource Website

			- GSRR Review			
	10/19/16	Fall Festival	Community building	1/11/16	GSRR Review at Site Council	GSRR Handbooks
Borton	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	Monthly	PreK-1 Parent club	Ideas for promoting early literacy and math understandings, social/emotional development	4/27/16	Math Night	Strategies for support development of Mathematical Practices, strategies and games for understanding fractions
	10/8/15	Issues Around Gender	Information about gender identity, ways to support students who may be transgender			
Carrillo	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	10/1/15	Literacy	Vocabulary games, comprehension games, free books for students	2/16/16	Mathematics and science	Staff, local organizations, and community members come together and share games and activities to promote the love of math and science.
	11/17/15	Cultural Relevance-	Community members and staff coming together to share their culture, including information booths about local cultures, activities and performances.	3/3/16	Magnet Showcase-presenting 3 rd quarter unit projects	Kindergarten – Third Grade, share their unit work for third quarter, including data notebooks to show parents and families growth in academics. (various unit themes.)
Catalina	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	Aug. 20, 2015	AZ College and Career Ready Standards	Links to standards and available curriculum in each classroom	Jan. 28, 2016	Future Freshman Night	Courses offered, extra-curricular activities offered
Cavett	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided

	11/15	Academic Parent Teacher Teams (APTT) Grade 3 Reading	Supporting students at home with fluency building and comprehension. Read Naturally Resource Kit for parents.	1/16	Academic Parent Teacher Teams (APTT) Grades 1 and 3 Reading and Mathematics	Supporting students at home with fluency building and comprehension. Read Naturally Resource Kit for Parents. Engage NY math modules. Timers, Modules, Read Naturally Resource Kit for parents.
Collier	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	8/25/16	Reading and Math	Standards, reviewing district adoptions			
	12/11/15	Family Science Night	Computer Coding			
Cholla	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	Sept 2015	Open House, parent compact, annual Title I meeting	Handouts on Title I, parent compact and TUSD Stats	2/10/16	Cafecito – Testing Review, A+ review	Handouts on testing and A+ review
	Oct. 6 2015	Cafecito – testing review, Magnet Review	Handouts on testing and Magnet status	March 2016	Homework Help for parents	Handouts on websites that can assist, handouts on tutoring available
Cragin	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	12/14/15	Family Library Night	Books, stories	1/25/16	Literacy Night	Books and reading materials
	10/30/15	Spooky Reading Night	Stories, games			
Davidson	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	9-29-15	Title I Night	PBIS Tools	3.15.16	Cultural Literacy	Cultural texts and traditions
	1.27.16	STEM Night	Technology & Engineering	4-2016	Active Parenting	Active Parenting Materials
Davis Bilingual	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	9-18-15	Kinder Language Arts	Provided families with Language Arts strategies and materials to support student at home.	1-23-16	Achieve 3000 Parent workshop	Reading in English/ Spanish strategies to support students at home.

	10-27-15	Kinder 2016-2017 Open House	Provided families with strategies and information to prepare students for Kinder.	2-23-16	Science Night	Parents received information related to science, public library access, and free internet at home.
Dodge	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	8/13/16	GSRR	Overview on GRSS	1/28/2016	Data Meeting	Shared Data on AzMerit. We provided parents with data for their students and gave a
	9/24/16	Cyber Bullying		3/15/2016	Parent Orientation	Meeting with incoming 6 th graders and parents. Registration for classes and expectation are covered.
Drachman	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	08/18/15	Drachman CIP	Drachman CIP, Presented by Principal Celaya	02/12/16	School City Benchmark Data Reviews	School City Feedback Cards, Presented by Principal Celaya
	Last Tuesday of Each Month	Drachman CIP Review with School council	Drachman CIP, Presented by Principal Celaya	Last Tuesday of Each Month	Drachman CIP Review with School council	Drachman CIP, Presented by Principal Celaya
Erickson	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	9/1/15	Open House/Curriculum Night	Teacher created materials	4/11/16	Family Life Curriculum	None
Ford ES	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	08/11/15	Parent Right to Know	Presentations to Parents	2/16/16	Reading Literacy Night	Teachers conducted mini
			Kindergarten Roundup	2/12/16	PreK InterActive Materials and Presentation to Register and prepare for incoming Kdgs	Inservice Centers for Parents
Fruchthendler	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided

	Aug. 11, 12, 2015	ELA, Math	ELA curriculum and ENY curriculum, strategies and websites	Feb. 8-12, 2016	ELA & Math	Parent Conferences to provide specific interventions
	November 17, 18, 2015	Science	Coaching classes for Science Fair			
Gridley	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	9/11/15	Virtual Reality Open House. Focus on Computer Technology and Internet Safety	Opened up computer labs allowing parents to see what their students did in these classes. Handouts given on internet safety as well.	1/21/16	Let's Talk Now	Strategies and handouts to help parent with Drug awareness and prevention.
	8/25/15	TUSD GSRR and PBIS 6 th grd. Open House	Copy of GSRR, Due Process, Copy of HQ Letter, Copy of District Parent Involvement Policy, School Compact and PBIS overviews. School Expectation	2/16/16	Science, Technology, Engineering and Math (STEM)	PIE in the sky. Focus on astronomy and math. Multi-media presentations by UofA Astronomy club.
Grijalva ES	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	8/23-8/25	Math / Reading	How to help with homework. Differentiated by grade band at open house.	3/1/2016 to 5/11/2016	Brain Waves (Developing Literacy PreK-5)	This class introduces basic facts and research in early childhood brain development to raise awareness of the significant impact caregivers have on the developing child. Targeted to parents, grandparents, foster parents, professionals, and other caregivers, the goal is to improve care-giving skills and early childhood outcomes.
Henry Elem	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	8/18/15	Reading and Math instruction data	Data review, provide instruction plan	2/3/16	Science Night	Science fair displays, discussion of Scientific Method

	11/3/15	Math Night	Small teacher groups, websites, manipulatives, Engage NY curriculum introduction	3/1/16	Virtual Literature Night	Packet sent home with websites, activities to complete as a family
Hollinger	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	10/1/15	Achieve 3000 Parent Meeting	How to use Achieve 3000 at home and why it is so important	2/18/16	Reading focusing on K-2 Literacy hosted by Make Way for Books united Way	Materials from United Way
Howell	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	11/17/16	Literacy/Fall for Literacy	read to someone (parent), read to self, read aloud, writing, outreach from Literacy Connects, Make Way for Books, and Martha Cooper Library (library card sign up), free books given	3/14/16	Math/ Pi Night/ Science Night	Pi chain, science experiments, math games, student science projects posted
Hudlow	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	9/16/2015	Reading/Mathematics	Engage NY Games at Home	1/11/2016	Engaged Learner	Rubric
	11/10/2015	Parent Health/ Safety		1-2 2016	Reading/Mathematics at Home	Reading Data and Strategies
	11/10/2015	Kindergarten Science Engagement	Science Foss Kit	2/11/2016		
Hughes	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	8/25/15	Curriculum Night – Focus was on all subjects at each grade level. PBIS expectations for behavior were introduced to parents.	Document cameras were used to share information, and teachers prepared hand outs.	1/19/16	PBIS	Reviewed GSRR with parents and reviewed expectations for behavior in all areas of the school.
Kellond	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided

	12/17/16	Literacy	Reading Every Night and Given 4 Free books to each student Worked on buddy reading with parents—one reads, then child reads, then child summarizes	2/16/16	Math and Science Night	Make and Take Math and Science Games/Activities to increase math understanding. Brought in Science oriented groups to connect families with outside resources such as 4-H, Scouts, Desert Plants, Succulents, Ocean—Desert Dolphins, engineering
				5/13/16	Fine Arts Night	Make and take
Lawrence	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	9/15/2015	Cafecito Each 2 nd Tuesday of the month a 9:30	MTSS, Testing, Student Data, Use of TUSD Stats for Student information for parents Parent also suggest topics that they would like to learn about		Cafecito’s continued each 2 nd Tuesday of the month	
Lineweaver	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	10/20/15	Mathematics – Family Math Night	Introduced parents to grade level math games and processes	2/9/2016	Science – Family Science Night	Science Fair Projects and presentation by Mad Scientists
	9/16/17 and 18/2015	Student Progress in Content Areas	Parent/Teacher/Student Conferences	4/29/2016	Writing – Stories That Soar Presentation	Students own writing made into plays and performed
Lynn Urquides	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	8/28/15	Internet Safety Presentation	General Attorneys Office Presenter and Presentation	3/09/16	Cyber-Bullying Assembly General Attorneys Office Presentation and Presenter	Defined cyber-bullying and bullying and the different ways it manifests it self. Coping skills and strategies were discussed.

	10/29/15	Anti-Bullying Assembly	School activities and Assembly	5/06/16	Career Day and PBIS Assembly	Various Community presenters and a presentation for PBIS
Magee	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	9/19/15	Math and Language Arts	As part of the Title 1 Meeting, we addressed the TUSD curriculum with all parents in attendance and showed changes in the curriculum from last year.	4/27/16	Social Studies and Science Curriculum	Students presented plays from ancient cultures and displays from the science curriculum.
Mansfeld	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	9/25/15	STEM Magnet Focus (STEM Night)	Parent were introduced to STEM instructional principals. Engaging in argument from evidence and Observing	2/18/16	STEM Magnet Focus (STEM Night)	Parent were introduced to STEM instructional principals. Use of environmental sciences in creating a sustainable food source (School Garden)
	11/20/15	STEM Magnet Focus (STEM Night)	Parent were introduced to STEM instructional principals. Exploring and defining the task. Generating and developing ideas.	5/10/16	STEM Magnet Focus (STEM Night)	Parent were introduced to STEM instructional principals. Making sense of problem solving and modeling with mathematics.
Manzo	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	11/05/15	Math Strategies EngageNy	Reviewed math concepts and discussed how EngageNy approaches math differently than traditional programs	1/14/16	Reading in Math.	Reviewed how effective reading is now critical to student success in the area of math. Suggestions on how to strengthen reading in math and math concepts. Used current word problems and School City assessments to review reading strategies.
Marshall	Semester 1			Semester 2		

	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	10/7/15	Common Core	Power point; copies	3/1/16	Math	Common core materials
Mary Meredith	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	8-26-16	Healthy Social Family Fun	Games for families to play together to build healthy relationships. We also served dinner and had our Open House.	2-19-16	Rodeo Bar-B-Q.	Provide an environment to gather and have healthy, social interactions. Play a competitive game to work on positive behavior during competitive games.
	11-25-16	Annual Harvest Luncheon	Time for families and community to come together in a positive environment.		Celebration and Promotion	Celebrate relationships and accomplishments in our community.
McCorkle	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	09/2015-12/2015	Nutrition classes for parents	Nutritional materials & facts/recipes	04/2016-05-17-2016	Pima County 88 crime program	Assemblies; poster contest for K-6; McGruff & Scruff
		Once a week for 1 semester				
	8/2015	Parent Open House; Title 1 Parent meeting	Academic curriculum and goals; New Tech Network PBL Program implementation	1/2016	New Tech Network Echo LMS Parent Training	Parents learned how to access students' project based learning work in Echo.
Miles	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	9/29	"Miles Meet Yourself"	Families share culture and traditions; food; recipes; books; videos; handouts; etc.	1/26	Math Curriculum Night	Shared Math Activities, Curriculum, and Standards for better parent understanding of math standards and hands-on math instruction
	9/16	GSRR Parent Training	PowerPoint Presentation; handouts; Q & A			
Miller	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided

	11-05-2015	APTT- All grades, Math screeners	Math screeners, data charts, activities to take home to do with their child.		APTT- kinder & 1 st grade, DIBELS	data charts, activities to take home to do with their child (Read Naturally passages_
Mission View	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	8/25/15	Reading and Math	APTT introduction; preliminary data reviewed with parents	1/6/16	Math – Kinder only (was preceded by 2 other sessions in December on Literacy and social/emotional development	APTT meeting – review of specific data with strategies and goal setting
	11/17/15	Reading/Math	APTT meeting – review of specific data with strategies and goal setting	2/2/16	Reading/Math	APTT meeting – review of specific data with strategies and goal setting
Myers Ganoung	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
Pistor	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	9/10/15	Academic Resources Available	Provided information on tutoring services available at school and in the community, how to communicate with teachers, and how to ask for help.	5/19/16	How to check grades online	Walked parents through current TUSD Stats and discussed the change to Synergy and what will be available next year.
	10/22/15	How to use the library	Parents were taught how to utilize the library (school and public) to help their children with homework and the resources the library has to offer.			
Pueblo Gardens	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided

	09/02/16	The 7 th Habits	Copies of the 7 rules	02/03/17	The 7 th Habits	Copies of the 7 rules
	Quarter 1 and 2	Academic Parent Teacher Team (APTT) meetings. Held at Kinder, 1 st , 3 rd , 4 th and 5 th grades.	Review of student data (math or ELA), parent education of data and skills, parents set SMART goals to be revisited every 60 days.	n/a	High School Night	Invite TUSD1 High Schools to invite students.
				Quarter 1 and 2	Academic Parent Teacher Team (APTT) meetings. Held at Kinder, 1 st , 3 rd , 4 th and 5 th grades.	Review of student data (math or ELA), parent education of data and skills, parents set SMART goals to be revisited every 60 days.
Rincon	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	9/14/16	Title I Meeting	Title I Power Point	3/14/16	Course Catalog for 16-17	Rincon Course Catalog
Roberts Naylor	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	5/27/16	Title One Meeting/Open House	Teachers shared the new common core strategies, standards and expectations for the year.	08/26/15	Parent Teacher Conference	February 11-12, 2016
Robins	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	12/9/15	AZ Merit	Handouts, websites, Expect More Arizona Presentation	4/8/16	Science Night	STEM learning and science projects
	1/28/15	Math Night	Handouts by all grade level and interactive games with teachers	1/21/16	Literacy Night	Handouts, demonstrations, Storytellers and interactive activities.
Robison	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	8/11/15	Open House/Curriculum Night	Samples of Curriculum	2/9/16	Family Math/ Community Outreach	Tables w community info members sharing info. Classrooms Math Instruction
	9/11/15	Family Game Night	Games for parent engagement	2/9/16	Kindergarten Round Up	Math Curriculum
Sewell	Semester 1			Semester 2		

	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	August 2015	Math/PBIS/GSRR	Math resources provided to parents	March 2016	STEM night	Math websites/resources/ provided to parents. Connection with UA Science Neurology and Astronomy
Soleng Tom	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	8/18/15	TUSD Curriculum Overview Grade level specific.	Study skills, Engage NY Math adoption website resource for parents, Literacy Block parent reading strategies, Common Core Standards.	1/26/16	Night at the Museum	Math/Science Parent Games
	9/16/15 9/17/15 9/18/15 9/28/15	Parent-Teacher Conferences Parent-Teacher Conferences Parent-Teacher Conferences School Council – GSRR/Strategic Plan	MOWR Reading Rockets Parent Tips K-3 Engage NY Resource Website GSRR Handbook: Rules, procedures and expectations / policy / regulations	2/11/16 2/12/16 1/2016	Parent -Teacher Conferences GSRR	MOWR Reading Rockets Parent Tips K-3 Engage NY Resource Website GSRR Handbook
Steele	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	9/1/2015	Grade Level ELA/Math Curric.	Accessing Online Resources	2/11 & 12	Family Conferences	Student progress and how families can support at home
	9/16-18	Family Conferences	Student progress and how families can support at home			
Teenage Parent High School	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	10/7/15	Family Literacy Night Food provided by Principal	Make Way for Books reading as play time (strategies for shared reading experience modeled and practices, Participants made books for their children and grand children.			

		Though we tried multiple times and rescheduled site counsel meetings multiple times, parents never attended.				
Tolson	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	12/15/15	Parent Quarterly (1 st)	Tutoring Info, MASS dept.	1/14/16	Parent Quarterly (3 rd)	Expect More AZ, Health Insurance
	10/29/15	Math Night	Math strategies for parents	3/3/16	Math Night	Math strategies for parents
THMS	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	10/06/15	Curriculum Review and Assess	Title 1 Materials, Assessments	02/10/16	Community Resource Fair	18 Community Resources presented services.
				03/02/16	Course Scheduling	Presented Curriculum and Course Options for 16-17
Tully	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	10-9-16	Common Core Math – Engage NY	Sample problems with parents, Sharing of internet resources for support	2-11-16	Literacy/Love of Reading	Importance of Reading, Book Fair, Clifford Appearance
Utterback	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	8/19/15	Open House title 1 review	Overview of Title 1 and Utterback programming Title 1 documents	9/14/15	Pima Prevention	Parenting contracts/Parenting Wisely
Vail	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
Van Buskirk	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	9/1/15	Title I, curriculum focus for the year	Group meeting, then break out in classrooms	2/11/16	Schoolcity data, and DIBLES data	Met parents one on one in classroom

	9/14/15	Curriculum, data driven instruction	Small group with parents, showed school wide data	5 parent meetings	Schoolcity data, DIBLES, and pivot tables	Small group, looked at data and growth points
Vesey	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	9/30/16	Math Night	Walk to Math – Model	1/31/16	Science Night	Science/FOSS Focus
Wheeler	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
		Title I Informational Meeting		February	AZMerit	ADE brochure and resources available to support students.
		Quarterly Site Council Meetings		Quarter 3 and 4	Site Council Meetings	Agenda
		PTA Meetings			Kinder Round Up Meeting	
					PTA Meetings	
White	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	10/17/15	First Grade curriculum (APTT)	Achievement of child, strategies for home and goal setting	1/25-27, 2016	Reading/Math Awards	Strategies for parents to use at home, pride in child, and overall school progress
	11/17-19	Reading/Math Awards	Strategies for parents to use at home, pride in child, and overall school progress	4/11-13, 2016	Reading/Math Awards	Strategies for parents to use at home, pride in child and overall school progress.
Whitmore	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	11/17/15	Math/Science Night	Hands on activities, handouts	2/16/16	Literacy Night	Reading, reading centers, materials, handouts
Wright	Semester 1			Semester 2		
	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided	Date	Curricular Focus or Topic	Specific strategies, tools, and materials provided
	9/9/15	Parent’s Art Class-Topic: Masks from around the world	<ul style="list-style-type: none"> • Paints, brushes, materials to build a mask and instructions by the teacher Carol Corvo on the subject. 	12/16/15	Parent’s Art Class-Topic: Pottery & Culture	<ul style="list-style-type: none"> • Clay to make pottery, paintings and instructions by the teacher Carol Corvo on the subject.
	9/15/15	Literacy Activities	<ul style="list-style-type: none"> • Learn about Literacy activities that parents 	12/18/15		

			<p>can do at home with their child.</p> <ul style="list-style-type: none"> Free games and materials (colors, letters abc, scissors, glue, bingo games with flashcards) to help their child learn at home. 			
	9/23/15	Parent Nutrition Classes-Topic : My Plate		01/12/16	Parent Nutrition Classes-Topic : Healthy Foods	<ul style="list-style-type: none"> Instructions for a good nutrition by the Facilitator-Margarita Peralta-EFNEP Nutrition educator.
	9/30/15	Parent Nutrition Classes-Topic : Welcome to my Pyramid		02/10/16	Parent Nutrition Classes-Topic : Make a Healthy Plate	
	10/7/15	Parent Nutrition Classes-Topic : Understanding food labels.	<ul style="list-style-type: none"> Instructions for a good nutrition by the Facilitator-Margarita Peralta-EFNEP Nutrition Educador. 	03/7/16	Parent Nutrition Classes-Topic : Helping kids make healthy food!	<ul style="list-style-type: none"> We provide food our food pantry that parents learn to cook in our nutrition classes.
	10/21/15	Parent Nutrition Classes-Topic : Keeping Food Safety		04/13/16	Parent Nutrition Classes-Topic : Eat Right!	
	10/28/15	Parent Nutrition Classes-Topic : The Grain Group	<ul style="list-style-type: none"> We provide food our food pantry that parents learn to cook in our nutrition classes. 		Parent's Art Class-Topic: Art of China	<ul style="list-style-type: none"> Paints, brushes, materials and instructions by the teacher Carol Corvo on the subject.
	11/18/15	Parent Nutrition Classes-Topic : Vegetable Group		04/28/16	Attention parents of Preschool, Kinder and 1 st grade students!!	<ul style="list-style-type: none"> Parents hear about exciting learning opportunities in our site about "GATE EDUCATION"

EXHIBIT 8

School Name	Staff Trainings and Family Opportunities to Value Parents as Partners		
District	Date	Training Topic or Event	Targeted Audience
	July, 2016	Mandatory Office Stars Training 2015 #12046 (School Community Services-Customer Service)	All District Office Staff (Office Managers, Admin. Assistants, Office Clerks, Attendance Clerks) 220 District staff in total
	February 18, 2016 May 5, 2016	ILA: Family & Community Outreach Services-Family Resource Centers	Administrators
	October, 2015	Title I Mega Conference: Family Engagement	Title I Staff, School and District Personnel
	September, 2015 December, 2015	Family Engagement Strategies	Title I Liaisons
Blenman	Date	Training Topic or Event	Targeted Audience
	Aug.25-15	Open House cafecito	Parents
	Nov. 2015	Cafecito Honor the Veterans	Parents
	MAR.	Cafecito school pantry	Parents
Bloom	Date	Training Topic or Event	Targeted Audience
	August 17, 18, 19, 20	Curriculum Night	Parents and Families
	12/8/15	Holiday House	Students, parents, families
	11/3/15	Bloom elections	Students and parents
Bonillas	Date	Training Topic or Event	Targeted Audience
	10/27/15, 10/29/15, 1/7/16, 1/12/16, 3/31/16, 4/5/16, 5/23/16-5/25/16	Quarterly Honor Roll Assemblies	Parents and Students
	8/31/15, 9/28/15, 10/26/15, 11/30/15, 1/25/16, 3/28/16, 4/25/16	Monthly Site Council Meetings	Parents, Community Members, Teachers
	4/27/16	Volunteer Recognition & Luncheon	Volunteers
Borman	Date	Training Topic or Event	Targeted Audience
	15/16	ILA Family Engagement Pull-outs	Administrators
	11/6/16	Honor Guard Flag Ceremony for Veterans	Borman Community
Borton	Date	Training Topic or Event	Targeted Audience
Carrillo	Date	Training Topic or Event	Targeted Audience
	9/16/15	"Bagels and Coffee"- Learning about Carrillo's culture and traditions	Parents, volunteers, alumni
	11/6/15	"Bagels and Coffee"- What type of support is needed at Carrillo?	Parents, volunteers, alumni
Catalina	Date	Training Topic or Event	Targeted Audience
	July 28-31, 2015	Parent Volunteer Opportunities and Registration	All Parents/Guardians
Cavett	Date	Training Topic or Event	Targeted Audience
	8/15	Parent Coffee	K-5 Parents
	1/16	Parent Coffee	PreK-3 Parents
	4/16	Parent Coffee	4/5 Parents
Cholla	Date	Training Topic or Event	Targeted Audience
	9/7/15	Parent Teacher Conferences	All parents
	11/24/15	JROTC Career Night	All parents
	12/1/15	21 st Century Showcase	All parents

	Date	Training Topic or Event	Targeted Audience
	3/12/16	Make a Difference Day	All parents and students, community members
Collier	Date	Training Topic or Event	Targeted Audience
	2/2/16	Resources	Parents
Cragin	Date	Training Topic or Event	Targeted Audience
	9/29/15	Title One parent meeting	Parents
Davis	Date	Training Topic or Event	Targeted Audience
	08-25-15	Open House PTA presentation	K-5 parents
	10-27-15	Welcome to Tutoring Program	1-4 grade parents of selected children
	1-23-16	Achieve 3000	2-3 parents
Davidson	Date	Training Topic or Event	Targeted Audience
	8-5-15	Open House – Back to School	All Davidson families and parents
	9-29-15	Title I Night	All Davidson families and Parents
	11-24-15	Davidson Potluck Exchange	
Dodge	Date	Training Topic or Event	Targeted Audience
	8/13/2016	Title I Meeting	Parents were given information about Dodge as a Title I School including our budget for the school year.
	5/6/2016	Shadow Day Parent Meeting	New 6 th grade parents. New 6 th graders are encourage to come to Dodge for a Shadow Day and parents meet for two hours to get information and ask questions.
Drachman	Date	Training Topic or Event	Targeted Audience
	08/18/15	Drachman's PTO and Ways to Volunteer	Parents
	Last Tuesday of Each Month	Drachman's PTO and Ways to Volunteer (Monthly Discussion at PTO Meetings)	Parents
Erickson	Date	Training Topic or Event	Targeted Audience
	9/1/15	Annual Title 1 Meeting	Parents
Ford	Date	Training Topic or Event	Targeted Audience
	08/11/15	Parent to Student at Home Development	K-5 Parents
	08/28/15	Parent Involvement Policy	Parents
	08/28/15	Parent (Title 1) Compact	Parents
Fruchtendler	Date	Training Topic or Event	Targeted Audience
	Aug. 4 & 5, 2015	Meet he Teacher and PTA Outreach	Families
	Monthly PTA Meetings	Parent involvement	Parents and Teachers
	10/23/15,11/3/15, 12/11/15,1/22/16,2/11/16, 4/12/16,5/13/16	Family Fun Nights	Families
Gridley	Date	Training Topic or Event	Targeted Audience
	8/20/15	TUSD GSRR and PBIS 7-8 grd. Open House	Parents of 7 th and 8 th Grade Students

	Date	Training Topic or Event	Targeted Audience
	8/25/15	TUSD GSRR and PBIS 6 th grd. Open House	Parents of 6 th Grade Students
Grijalva	Date	Training Topic or Event	Targeted Audience
	9/2/2015	Dads and Donuts	Grijalva's Fathers
	10/23,1/8,4/1,5/20	Awards Assemblies	Families
	8/23-8/25	Open House	Families
Henry	Date	Training Topic or Event	Targeted Audience
	Ongoing	Monthly Newsletter	All families. Parent survey in 14-15 strongly identified a desire for a monthly newsletter. This includes Principal letter, and tips from our counselor on how to engage your students in academic and extra curricular subjects
	3/12/16	Adopt a School Day	All families, to show pride in our school, and get them to campus
	Ongoing	PTA meetings	PTA meeting attendees
Hollinger	Date	Training Topic or Event	Targeted Audience
	8/22/15	Pancake Breakfast	School Families
	5/10/16	Mother Day Celebration	School Families
	1 st and 2 nd Semester	Make Way for book Birth – 4	Early Childhood Literacy
	11/14/15	Fall Carnival	School Families
Howell	Date	Training Topic or Event	Targeted Audience
	12/10/15	School policy, compact & Breaking the Cycle of Poverty	Family Liaison and in turn staff
	Sept. 2015	MTSS	LSC and in turn teachers
Hudlow	Date	Training Topic or Event	Targeted Audience
	8/31/2015	Open House	All
	Every Monday	Monday Assemblies/Social Emotional Awards	Parents
	9/14/2016	Grands Day	Grandparents
	10/23/2015	Family Game Night	All
	12/11/2015	Donuts for Dad	Fathers, Grandfathers, Uncles
	5/13/2016	Muffins for Mom	Moms, Aunts, Grandmothers
	5/19/2016	Volunteer Celebration	All
	May 2016	End of Year Celebrations	All grades
	3/17/2016	Express Yourself Color Run	All families Art Education
	5/17/2016	Lego Parent Meeting	Collaboration between Teachers and Parents for Club activities
Hughes	Date	Training Topic or Event	Targeted Audience
	8/18/16	PTA meeting to welcome parents and to invite them to sign up for PTA events for the year.	All Parents
Kellond	Date	Training Topic or Event	Targeted Audience
	8/3/2015	Meet and Greet-parents orient to school--tours	Parents and Students

	8/4/2015	Kinder/New Family Coffee	Parents
	Quarterly	PTO Meetings	Parents and Teachers
Lawrence	Date	Training Topic or Event	Targeted Audience
	8/5/2015	Open House and Title I Meeting	Parents/Guardians
	9/16/2015	Parent Teacher Conferences held at the Pascua Yaqui Education Center to increase parent participation	Parents/Guardians
	Every other Friday	Food Pantry Distribution Includes recipes and training for use of food and nutrition classes	Families of students
Lineweaver	Date	Training Topic or Event	Targeted Audience
	8/25/15	Open House – Classroom Expectations – K-5	All Parents and Community
	10/7/2015	Middle School at Fair at Lineweaver	4 th and 5 th Grade Parents
	2/2/2016	Kindergarten Round Up	Perspective Kindergarten Parents for 2016-2017 school year
	9/15/2015	Title I Meeting	All Parents
	9/24/2015	Gifted and Talented Program	Parents of Gifted Students
Lynn-Urquides	Date	Training Topic or Event	Targeted Audience
	03/11/15	4 th Grade Parent Meeting	Parents
Magee	Date	Training Topic or Event	Targeted Audience
	8/16/16	Ice Cream Social	All Parents of 6 th Graders
	8/20/16	Open House	All Parents
	9/29/16	Tile 1 Annual Informational Meeting	All Parents
	9/16-18, 2/11-12	P/T Conferences	All parents/targeting parents of students with failing grades.
	11/15	Honor Roll Breakfasts	Parents of Honor Roll Students
Mansfeld	Date	Training Topic or Event	Targeted Audience
		First Thursday of every Month we have Site Council and PTSO meetings.	Parents
Manzo	Date	Training Topic or Event	Targeted Audience
	8/26, 9/2, 9/9, 9/23, 9/30, 10/7, 10/28, 11/4, 11/18, 11/25, 12/2, 12/9, 1/27, 2/3, 2/10, 2/17, 2/24, 3/2, 3/9, 3/16, 4/6, 4/13, 4/20, 4/27, 5/5, 5/11	Make Way for Books: Early childhood reading opportunities/strategies	Parents, Grandparents of students, Students
	10/8 12/17 3/17 5/23	Student of the quarter	Parents, Grandparents of students, Students
	10/30/15	Different presenters (Boys and Girls Club, Parent Compact, First Tee, El Rio) at school to share community resources available to them	Parents, Grandparents of students, Students
Marshall	Date	Training Topic or Event	Targeted Audience
	8/7/15	Ice Cream Social	Parents; families
	Date	Training Topic or Event	Targeted Audience

Mary Meredith			
McCorkle	Date	Training Topic or Event	Targeted Audience
	On going	Volunteer opportunities welcomed	parents
Miles	Date	Training Topic or Event	Targeted Audience
	8/15	Open House and Pizza/Salad Dinner	Parents, students, extended families
	10/28	Walk-A-Thon/Health & Wellness	Parents, students, extended families
	11/24	Harvest Feast	Parents, students, extended families
	12/9	Guitar/Band/Orchestra Concert	Parents, students, extended families
	1/26	Curriculum Night & Book Fair	Parents, students, extended families
	2/19	Family Dance	Parents, students, extended families
	3/12	Carnival	Parents, students, extended families, and community
	5/3	Ice Cream Social and Music Performance by Primary Students	Parents, students, extended families
	5/10	Band/Orchestra Concert	Parents, students, extended families
	5/17	Guitar Concert	Parents, students, extended families
Miller	Date	Training Topic or Event	Targeted Audience
	02/17/2016	Internet Safety	Parents & Students
	11/07/2015	Campus Cleanup	Parents & Students
	10/30/2015, 12/16/2015, 1/27/2016, 05/19/2016	Award Assemblies	Parents & Students
Mission View	Date	Training Topic or Event	Targeted Audience
	8/25/15	Open House, Title I meeting, APTT intro	Parents/Families
	11/20/15, 1/29/16, 2/11/16, 3/11/16	Cafecitos – updates on school initiatives, volunteer opportunities, discussion about school goals and parent inclusion	Parents and Community members
Myers-Ganoung	Date	Training Topic or Event	Targeted Audience
	3/8/2016	Options for Title 1 Funds	School Liaisons
Pistor	Date	Training Topic or Event	Targeted Audience
	8/27/15	GARR Handbook	Parents
	1/21/16	GATE Open House	Incoming GATE Parents and students
	5/15/16	Site Council Workshop	Site Council members
Pueblo Gardens	Date	Training Topic or Event	Targeted Audience
	8/5/2016	Open House	Parents
	09/30/16	Cafecito- Parent Policy and School Compact	Parents
	03/03/16	Cafecito- Parent Policy and School Compact	Parents
	2/4 and 2/5/16	Kinder Open House	Parents

	4/28 and 4/29	Middle School Open House and 5 th grade shadowing Middle Schoolers	Parents, students
Rincon	Date	Training Topic or Event	Targeted Audience
	8/5/15	Freshman Parent Orientation	Freshman Parents
	3/3/16	Senior Parent Graduation Meeting	Senior Parents
Roberts-Naylor	Date	Training Topic or Event	Targeted Audience
	8/12/15	Cafecito	All Parents
	9/9/16	Cafecito	Kinder Parents-Readiness Skills
	11/10/15	Veteran's Celebration	All parents, grandparents and Vets
Robbins	Date	Training Topic or Event	Targeted Audience
	2/18/16	1 st Grade Literacy	1 st Grade Students and Parents
	1/21/16 & 1/28/15	Parental Access	All Grade Levels Parents or Guardians
	1/21/16	3 rd Grade AZMerit	3 rd Grade Students and Parents
Robison	Date	Training Topic or Event	Targeted Audience
	8/11/16	Open House/Curriculum	All families
	2/9/16	Kindergarten Round Up	Incoming kinders
Roskruge	Date	Training Topic or Event	Targeted Audience
	(Enter dates)	CAFECITO	K-8 parents
	5/19/2016	End of School Year Recap and Expectations for the new school academic year 2016-2017	K-8
	4/14/2016	Summer Resources for Parents and Students	K-8
	3/31/2016	Transition to 6 th grade	5 th grade parents
	2/18/2016	GSRR/Guidelines for Students Rights and Responsibilities (GSRR) 2015-16	K-8
	1/14/2016	2015-16 Assessment Orientation	K-8
	12/10/2015	TUSD's Informational Presentation about School's Culture, Student Expectations and Discipline	K-8
	11/5/2015	"Can We Talk" Parent Workshop	Parents/Guardian of children ages 8-14
	10/8/2015	"staying connected" KidBiz 3000/TeenBiz 3000/"Programs and interventions that engage families in supporting their children's learning at home are linked to higher student achievement" Tips to encourage literacy skills	K-8
9/10/2015	Welcome and School Update	K-8	
Sewell	Date	Training Topic or Event	Targeted Audience
	August 2015	Parent needs survey/ Parent Volunteer Opportunities	Parents

	February 2016	Parent Volunteer Meeting/Coordination	Parents
	February 2016	DIBELS/Early Literacy Workshop	Kindergarten Parents
Soleng Tom	Date	Training Topic or Event	Targeted Audience
	Fall/Spring	ILA Family Engagement Pull Outs	Administrators
	9-17-15	School Council Elections	Parents/Community
Steele	Date	Training Topic or Event	Targeted Audience
	9/1/2015	Steele Title I Meeting	All Families
TAP	Date	Training Topic or Event	Targeted Audience
	8/26/15	Principal Title 1 presentation Parent Survey and Volunteer Outreach Dinner provided by community partner Cross Roads OB/GYN	Students and Parents, Grandparents and Guardians
	10/7/15	Family Literacy Night Make Way for Books reading as play time (strategies for shared reading experience modeled and practices, Participants made books for their children and grand children.	Student parents, babies and toddlers, parents/grandparents, staff and staff children
	2/10/16	Parent teacher conferences...all parents were called to attend conferences, most declined. As a result we structured our parent teacher conferences to be student teacher conferences and gave prizes to students for meeting with their teachers.	Parents of students Students
Tolsen	Date	Training Topic or Event	Targeted Audience
	9/14/15	Cafecito-Principal Welcome	Parents
	10/5/15	Cafecito-Attendance	Parents
	11/9/15	Cafecito-Student Rights/Responsibilities	Parents
THMS	Date	Training Topic or Event	Targeted Audience
	10/06/2015	Title 1 Parent Meeting	Tucson High Parents
	03/02/2016	Internet Safety Training	Tucson High Parents
Tully	Date	Training Topic or Event	Targeted Audience
		Beginning of the Year Open House	All Parents
	9-11-16	Title 1 Power Point District Policy School Compact and Parent Policy	All parents
	10-30-16	GRRR Guidelines Students Rights and Responsibilities	All Parents
	11-20-16	School Improvement Plan	All Parents
Utterback	Date	Training Topic or Event	Targeted Audience
	9/4/15	Cyber Bullinging	Parents Students, staff
Vail	Date	Training Topic or Event	Targeted Audience
Van Buskirk	Date	Training Topic or Event	Targeted Audience
	7/28/15	Communication with parents, weekly	Teachers, support staff

	9/14/15	Communication with teachers, weekly	parents
Vesey	Date	Training Topic or Event	Targeted Audience
	8/2/16	Open House /Title 1 Meeting	Vesey Parents
Wheeler	Date	Training Topic or Event	Targeted Audience
	February 2016	MOWR Training	Parents
White	Date	Training Topic or Event	Targeted Audience
	08/05/15	Kindergarten expectations	Kindergarten parents
	10/17-20, 2015	Open House – Curriculum introduction and parent involvement	All grade levels
	10/27/15	Title I Annual Meeting – Understanding of their rights and progress of school	All grade level parents
Whitmore	Date	Training Topic or Event	Targeted Audience
	11/04/15	Culture and Climate	Staff
John B. Wright	Date	Training Topic or Event	Targeted Audience
	Every Thursday	Adult Ed(ESSL)	Parents from John B. Wright
	8/5/15	Back to School	Parents and students from J.B. Wright
	8/18/15	Annual TITLE I Meeting	Parents from John B. Wright
	2/2/16	Pajama Book Party	Parents and students from J.B. Wright
	3/7/16	Parent Involvement Policy and Family –School Compact Annual Evaluation	Parents from John B. Wright
	3/14/16	Star Party Night	Families from John B. Wright
	3/19/16	Community Easter Egg Hunt	Community
	4/26/16	Crazy Hair Family Night	Families from John B. Wright
	5/2/16	Orchestra and Band Concert	Families from John B. Wright
	5/13/16	Kindergarten, First and Second grade Spring Songfest	Families from John B. Wright
	5/17/16	PACE Spring Songfest	Families from John B. Wright
	5/24/16	Kindergarten Promotion	Families from John B. Wright

EXHIBIT 9

Activity Code 702

RFI #1007: Re Community Liaison Stipends for School Staff: How did the District determine that its current proposed approach will be sufficient to adequately engage families at the subject schools?

District Response: The District recognized that additional family engagement duties are assigned to school site personnel, and often divided among many staff members, without financial compensation. The proposed approach will reinforce the importance of family engagement and facilitate the ability at site level to create meaningful, focused family engagement efforts. A stipend will allow each school site to designate one staff member as the family engagement liaison to be recognized at the site and throughout the District. This liaison will ensure family engagement efforts are coordinated, meaningful, and effective. The liaison will be accountable for ensuring USP requirements for family engagement are met and reported, and will be the point of contact for family engagement supports and opportunities provided by the District. Accountability, coordinated effort, and recognition of the value of family engagement through a clearly defined and compensated position will help to facilitate meaningful family engagement at the subject schools.

Note: the existing distribution of Title I liaisons is based on each school principal's assessment of need. The funding for the Title I liaisons is discretionary to each site: Title I site's that do not have a liaison have either determined that they do not need one (based on a number of factors: size, availability of other support staff, etc.) or that they have other priorities for Title I funding. This supplemental 910G funding will ensure that all schools have an adequate measure of family engagement that is consistent with the needs at each site.

Activity Code 801

RFI #1008: Re After-School Tutoring: Is it correct that the District is proposing to fund after-school tutoring across all high and middle schools? If so, what is the justification for using 910(G) funds for this proposed initiative? What is the cost of this proposal?

District Response: As mentioned in the Budget Narrative, the District has found that one of the biggest obstacles to students participating in or continuing their involvement extracurricular activities is grade eligibility. Students involved in athletics and competitive fine arts must maintain passing grades in all subject areas that they are enrolled in. Furthermore, those activities that do not require grade eligibility, place a strong emphasis on students passing all of the coursework in order to participate. One example is Student Council; where students themselves place that emphasis on their officers and members. Students who are failing needs the support in all areas so that they have the time to get involved in those activities of their interests. Again, in the Budget

EXHIBIT 10

staff in August, 2017, to be implemented during SY 2017-18. Quarterly reviews will be conducted with site and Family and Community Engagement staff to monitor effectiveness of plan.

RFI 1130: The District’s 2015-16 Annual Report states that “[t]he District purchased a new student information system for use beginning in SY 2016-17. As a result, Technology Services was unable to make any changes to the older system in SY 2015-16, and tracking the families using the family engagement services continued through manual sign-in sheets. Family Engagement and Community Outreach staff met with Technology Services on January 26 and February 1, 2016, to discuss creating an online system for tracking FRC use across all locations. Technology Services projected that the tracking system will be completed during the 2017 spring semester.” (For the 2017-18 school year, the District proposes a reduction of almost \$17,000 for this activity code. (Draft #2 Budget, Form 4 at 194.)) Did the District complete the development of the tracking system referenced in its Annual Report?

Response: No, the District is still developing the online tracking system. However, the District continues to implement its existing tracking system.

RFI 1131: Will the system (referenced in RFI 2 above) allow for electronic tracking of families’ use of family engagement resources at family centers only, or will individual schools also be able to use the system?

Response: The District’s goal is to develop an electronic system that can be used at the centers and at school sites. The District’s existing tracking system tracks engagement at centers and sites.

RFI 1132: Will the District use the family tracking system (referenced in RFI 2 above) to better monitor the number and quality of family engagement efforts at the site level, and if so, how does it intend to do so?

Response: Yes. The District is still developing the specifics on “how” it will use the system.

9. Request for Information

Submitted by:	Lois Thompson and Juan Rodriguez for the Mendoza Plaintiffs
Submission Date:	March 29, 2017
Subject:	TUSD Draft #2 Budget for 2017-18 – Activity Code 901-903 (Facilities and Technology) ; Annual Report for 2014-15 SY (Doc. 1852-4), Appendix IX-3
USP or Reference	TUSD Draft #2 Budget for 2017-18 – Activity Code 901-903 (Facilities and Technology); Annual Report for 2014-15 SY (Doc. 1852-4), Appendix IX-3

EXHIBIT 11

staff in August, 2017, to be implemented during SY 2017-18. Quarterly reviews will be conducted with site and Family and Community Engagement staff to monitor effectiveness of plan.

RFI 1130: The District’s 2015-16 Annual Report states that “[t]he District purchased a new student information system for use beginning in SY 2016-17. As a result, Technology Services was unable to make any changes to the older system in SY 2015-16, and tracking the families using the family engagement services continued through manual sign-in sheets. Family Engagement and Community Outreach staff met with Technology Services on January 26 and February 1, 2016, to discuss creating an online system for tracking FRC use across all locations. Technology Services projected that the tracking system will be completed during the 2017 spring semester.” (For the 2017-18 school year, the District proposes a reduction of almost \$17,000 for this activity code. (Draft #2 Budget, Form 4 at 194.)) Did the District complete the development of the tracking system referenced in its Annual Report?

Response: No, the District is still developing the online tracking system. However, the District continues to implement its existing tracking system.

RFI 1131: Will the system (referenced in RFI 2 above) allow for electronic tracking of families’ use of family engagement resources at family centers only, or will individual schools also be able to use the system?

Response: The District’s goal is to develop an electronic system that can be used at the centers and at school sites. The District’s existing tracking system tracks engagement at centers and sites.

RFI 1132: Will the District use the family tracking system (referenced in RFI 2 above) to better monitor the number and quality of family engagement efforts at the site level, and if so, how does it intend to do so?

Response: Yes. The District is still developing the specifics on “how” it will use the system.

9. Request for Information

Submitted by:	Lois Thompson and Juan Rodriguez for the Mendoza Plaintiffs
Submission Date:	March 29, 2017
Subject:	TUSD Draft #2 Budget for 2017-18 – Activity Code 901-903 (Facilities and Technology) ; Annual Report for 2014-15 SY (Doc. 1852-4), Appendix IX-3
USP or Reference	TUSD Draft #2 Budget for 2017-18 – Activity Code 901-903 (Facilities and Technology); Annual Report for 2014-15 SY (Doc. 1852-4), Appendix IX-3

EXHIBIT 12

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EXHIBIT 13

**African American Student Services Department
Needs Assessment Survey Results
March 15, 2016**



Please read the following items listed below and rank the importance of each from 1-5 (1 being the least important and 5 being the most important). **Responses Below:**

<p>1) Academic achievement (tutoring in Reading, Writing and Math, AZ Merit assessment support) 5-76% 4-18% 3-0% 2-0% 1-6%</p>	<p>2) College prep (ACT, SAT, Test Taking Skills) 5-70% 4-25% 3-0 2-0 1-5%</p>
<p>3) Saturday math tutoring 5-50% 4-30% 3-10% 2-0% 1-10%</p>	<p>4) Before and after school tutoring 5-64% 4-6% 3-18% 2-6% 1-6%</p>
<p>5) Cultural awareness & culturally enriching experiences 5-79% 4-7% 3-7% 2-0% 1-7%</p>	<p>6) Parent Training <ul style="list-style-type: none"> ▪ Organization: Keeping Educational Records ▪ College and Career Readiness: Getting Started Now! ▪ Parent to Parent (Group sharing) ▪ Advocating for Your Child: From GATE and AP to Times of Trouble 5-90% 4-0% 3-0% 2-0% 1-10%</p>
<p>7) Other: (Please Specify) No responses</p>	

EXHIBIT 14

Tucson Unified School District
 Mexican American Student Services Department
 1010 E. 10th Street, Room 235
 Tucson, AZ 85719
 Phone: 520.225.2410



2014-15 school year

Dear Parent(s)/Guardians:

TUSD's Mexican American Student Services Department is interested in hearing what parents believe should be priorities for our department and how we can best provide support to your child/children. Below is a set of questions and a place for additional input to give our department the opportunity to improve our future parent sessions.

We appreciate your participation as we work to strengthen our advocacy efforts to better serve students. If you have questions, please give our office a call at 225-2410 or e-mail me directly to maria.figueroa@tusd1.org

Mexican American Student Services Department Needs Assessment Survey

Parent/Guardian Name [Redacted] Child's Name & School Pistor Middle

Please read the following items listed below and rate the level of importance by marking with an "X" inside of each space.

1 Least important and 5 Most important.

1	2	3	4	5	
				X	Academic Achievement (tutoring in Reading, Writing and Math, AIMS Support)
				X	College Prep (ACT, SAT, Test Taking Skills)
	X				Saturday Math tutoring
				X	Before and After school tutoring
					Parent Training: <input type="checkbox"/> Organization: Keeping Educational Records <input type="checkbox"/> College and Career Readiness: Getting Started Now! <input type="checkbox"/> Motivating Your Child <input type="checkbox"/> Parent to Parent (Group sharing) <input type="checkbox"/> Advocating for Your Child: From GATE and AP to Times of Trouble.
					Other: (please specify)

Please add me to your e-mail directory for updates and newsletters. My e-mail address is:

EXHIBIT 15

**TUSD Racially Concentrated Schools which were trained and
Conducted Parent Quarterly Information Sessions for 2015-2016 school year**

SCHOOL	REPRESENTATIVE	2 nd Quarter Agenda and Sign In Sheets	Total Parents that Attended	3 rd Quarter Agenda and Sign In Sheets	Total Parents that Attended	4 th Quarter Agenda and Sign In Sheets	Total Parents that Attended
1. Bonillas	Noemi Carlos Armstrong	✓	135	✓	42	✓	333
2. Carrillo	Nina Hickman	✓	34	✓	41		0
3. Cavett	John Arroyo	✓	6		0		0
4. CE Rose	Marcia Wolf		0	✓	9		0
5. Cholla	Yvonne Nelson	✓	10	✓	104	✓	8
6. Davis	Pilar Atjian	✓	26	✓	27	✓	40
7. Drachman	Jennifer Crowl	✓	108		0		0
8. Grijalva	Michelle Gonzalez		0		0		0
9. Hollinger	Juan Carlos De La Torre	✓	4	✓	2	✓	35
10. Lynn Urquides	Yvette Grajeda	✓	8	✓	18	✓	12
11. Maldonado	Mercedes Vella		0		0		0
12. Mansfeld	Doralee Quintero	✓	41		0	✓	50
13. Manzo	Celina Garcia	✓	37		0		0
14. Maxwell	Angelica Goebel	✓	19	✓	57	✓	70
15. McCorkle	Sonia Arvayo	✓	48		0		0
16. Miller	Amy Petz	✓	11	✓	151	✓	159
17. Mission View	Liz Hoover / Maria Cardenas	✓	46	✓	69		0
18. Ochoa	Adolfo Peralta		0		0		0
19. Oyama	Lorena Salcido		0		0		0
20. Pistor	Brian Demaree / Lilly Bravo	✓	15	✓	15	✓	17
21. Pueblo	Yvonne Nelson	✓	10	✓	10	✓	8
22. Pueblo Gardens	Anne Felix	✓	12	✓	23	✓	30
23. Robins	Kristy Melendez	✓	13	✓	80	✓	20
24. Robinson	Tanisha Tatum	✓	196	✓	99		0
25. Roskrige	Denia Lopez		0	✓	23		0
26. Safford	Patricia Ponce		0		0		0
27. Tolson	Bianca Solis	✓	171	✓	63	✓	38
28. Tucson	Jeremiah Dean	✓	16		0	✓	13
29. Tully	Luz Wimberly	✓	13		0		0
30. Utterback	Anita Cuellar	✓	76	✓	76	✓	28
31. Valencia	Angelica Munoz	✓	15	✓	78	✓	86
32. Van Buskirk	JoAnn Valerio	✓	12		0		0
33. Vesey	Stacey Gist	✓	13	✓	29	✓	25
34. Warren	Mary Quinones	✓	5		0		0
35. White	Elizabeth Rodriguez-Quihuis	✓	204	✓	221	✓	168
		TOTAL	1,304	TOTAL	1,237	TOTAL	1,140

EXHIBIT 16

ANALYSIS OF THE SCOPE & EFFECTIVENESS OF SERVICES

Family Resource Centers

The goal of establishing Family Resource Centers for 2014-2015 school year, was to increase family engagement. This was accomplished by offering family workshops and trainings to our families at our Duffy and Wakefield locations.

The data below indicates individual participation of families and services are right on target and an indicator they will continue to grow as the program progresses. For example, services at the Duffy Clothing Bank grew from the 60 students serviced in 2013-14 to 5334 students serviced in 2014-15. In the two months the Wakefield Family Center was open, services substantially grew from 35 students in May of 2015 increasing to 421 students in June of 2015. With the addition of the Palo Verde Family Center (opening end of October 2015) and Wakefield set for the year, increases to our family services are expected to stay on course, continually growing into the 2015-2016 school year.

Family Resource Center Tracking June 2014 to July 2015																
	Open Enrollment / Magnet	District Information	Parental Access	McKinney Vento	Clothing Bank	Child Find	IEP Records	ALE	Registration	Flyer	DFEC-McKinney Vento	Duffy Clothing Bank*	Duffy-Child Find	Duffy - Student Records	Duffy Family Center	Wakefield Family Center
July 2014	1220	22	3	11	15	4	3				927	512	51	10	0	1
August 2014	281	6	2	4	3						311	487	268	5	6	1
September 2014	113	3		2	1						205	230	234	2	1	1
October 2014	223	11						1	5	199	142	249	5	4		1
November 2014	830			1		1		1		863	146	335	269	7	2	1
December 2014	643	1		1		1				1	97	162	180	11	0	1
January 2015	1008									1	206	169	215	3	2	1
February 2015	336	1						3		6	74	80	222	6	0	1
March 2015	495	2								4	135	126	267	9	1	1
April 2015	400	1		1	1			1	2	4	125	152	262	8	2	1
May 2015	455				1			1	4	5	31	0	198	4	4	35
June 2015	406	4				4			197	652	0	44	226	40	5	421

* this number indicates the number of STUDENTS serviced

School Community Service Family Resource Center	82
Duffy Family Resource Center	5334
Wakefield Family Resource Center	456

EXHIBIT 17

VII.E.1.d Analyses of the scope and effectiveness of services provided by the Family Center(s)

A variety of classes and workshops were offered at the Family Resource Centers during SY 2015-16. These classes addressed each of the six types of parental involvement, according to National Network of Partnership Schools, Keys to Successful Partnerships: Six Types of Involvement. By facilitating a variety of offerings at the centers, families are able to find supports to truly meet their needs.

Participants who attended classes and workshops at the Family Resource Centers were given a survey with the following questions:

1. Was the presenter of this class well prepared?
2. Did the class meet your expectations?
3. Is this something you will share with your child?
4. Will you recommend this class to other parents?
5. How can we improve services for our TUSD families at the Family Centers?
6. What else would you like to have at the Family Centers?
7. Was the staff at the Wakefield Family Center helpful?

This customer satisfaction survey helped us evaluate the quality and content of classes and workshops being offered at the Family Resource Centers and helped to guide us in future offerings at the Family Resource Centers.

A total of 187 surveys were tallied and overall the participant feedback was positive regarding the quality of classes and workshops attended. Participants indicated satisfaction with the presenters and subject matter. Participants also indicated that classes met expectations and they would share information learned with their own children and other parents. While participants were pleased with the overall quality of offerings and staff, they suggested a need to raise awareness about the program, indicating a general lack of knowledge amongst parents about what is offered at the Family Resource Centers. Many parents also indicated a need for English acquisition and GED classes, and mental health supports.

Additionally, a needs survey was offered to TUSD families at a variety of district and community events. A total of 89 surveys were returned between January and May, 2016. Respondents indicated interest in services related to physical and mental health, financial planning and support, English acquisition, literacy and academic support, parenting and child development, navigating the school system, and health and nutrition. Responses also indicated a need for evening offerings.

The needs survey indicated a need for many of the supports already offered at the Family Resource Centers. This type of response, in addition to the suggestions made on the customer satisfaction survey, indicates a strong need to increase awareness of the program and its offerings throughout the District. To address this need, the following steps have been taken:

1. ParentLink emails and phone calls are used monthly to distribute calendars of offerings and informational fliers directly to parents and guardians. More than 340,000 direct contacts have been made since February, 2016, using this platform.
2. School sites have provided a Family Engagement Contact to coordinate information.

VII.E.1.d Analyses of the scope and effectiveness of services provided by the Family Center(s)

3. Family Resource Center staff attend family events at school sites and other District and community events to provide information and materials to families.
4. Direct contact and phone calls are used to promote center offerings to District personnel and families.
5. The TUSD Webpages for the Family Resource Centers are updated regularly with new information and have been modified to be more easily navigated and user-friendly.
6. A Family Resource Center Facebook Page was created in October, 2015. The page has grown to 291 page “likes”, and has recorded over 16,000 impressions.
7. Monthly calendars are emailed to school sites, District departments, community partners, and other interested parties.
8. Family & Community Outreach presented at ILA in February and May, 2016.
9. Family & Community Outreach worked with TUSD Communications to create a series of short videos, six in English and six in Spanish, highlighting the services available through the Family Resource Center Program.
10. Family & Community Outreach is in the process of hiring a new Family Engagement Coordinator to support outreach and engagement efforts for the Family Resource Centers and throughout the district.

To address interests or needs indicated on both surveys, the following steps have been taken:

1. English acquisition classes are now offered at Wakefield Center, and steps are being taken to offer these classes at the three other centers.
2. FAFSA and resource events were offered at Wakefield and Palo Verde Centers.
3. Mental Health classes from NAMI and La Frontera were offered at Wakefield Center.
4. Scholarship and financial aid supports are shared regularly on the Family Resource Center Facebook Page.
5. Family Resource Center staff continues to seek out community partners to provide supports based on survey responses.

During FY 2015-16, the Family Resource Center Program increased from one to three sites. These sites facilitated approximately 7,000 center visits and offered more than 500 class and workshop sessions. Community partnerships have increased from 45 to 140 since July, 2015. In order to provide more targeted outreach, new systems for tracking family engagement and participation at the Family Resource Centers and at school sites are being developed for use in SY 2016-17. This data, in conjunction with Synergy data, will be analyzed to identify disengaged and at-risk students, determine their specific needs, conduct outreach, and provide appropriate supports to those students and families.

EXHIBIT 18

Table 8.1: Students Participating in at Least One Extracurricular Activity (Athletics, Fine Arts, Clubs) - Unduplicated Student Counts

Year	Grade	White		African American		Hispanic		Native American		Asian/Pacific Islander		Multi-racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	N
2015-16	K-8	1,400	26%	500	9%	3,147	57%	153	3%	71	1%	205	4%	5,476
	HS	1,590	28%	527	9%	3,160	55%	139	2%	171	3%	193	3%	5,780
	Total	2,990	27%	1,027	9%	6,307	56%	292	3%	242	2%	398	4%	11,256
2014-15	K-8	448	20%	249	11%	1,389	61%	78	3%	32	1%	70	3%	2,266
	HS	1,505	28%	533	10%	2,895	54%	96	2%	136	3%	177	3%	5,342
	Total	1,953	26%	782	10%	4,284	56%	174	2%	168	2%	247	3%	7,608
2013-14	K-8	520	21%	239	10%	1,471	60%	90	4%	38	2%	75	3%	2,433
	HS	1,697	31%	536	10%	2,849	52%	104	2%	140	3%	175	3%	5,501
	Total	2,217	28%	775	10%	4,320	54%	194	2%	178	2%	250	3%	7,934

The number of African American and Hispanic students involved in these activities also increased. In SY 2013-14, 775 African American students participated, compared to 1,027 students in SY 2015-16. Hispanic students showed an even larger increase in involvement, with 6,307 students participating in extracurricular activities in SY 2015-16 compared to 4,320 students in SY 2013-14—an increase of almost 2,000 Hispanic students over a two-year span. The largest increase in student participation has been at the K-8 level. Comparing the District’s enrollment by ethnicity to the enrollment in an extracurricular activity, African American students participated at a 9 percent rate. Hispanic students participated at a rate of 56 percent, including the ELL students. African American students made up 9 percent of District enrollment, while Hispanic students made up 61 percent (*Appendix II - 4, II.K.1.a. TUSD Enrollment-40th day*).

2. K-8 Participation

As shown in Table 8.1, above, overall participation in K-8 activities grew compared to previous years. Participation in SY 2015-16 increased 125 percent over SY 2013-14 totals. Included in these numbers for the first time are students who participated in extracurricular fine arts. Almost 1,000 K-8 students participated in K-8 fine arts activities (*Appendix VIII - 1, VIII.C.1. Extracurricular Activities*).¹³⁰ The dramatic increase in these numbers as shown in this new

¹³⁰ In previous years, it was not possible to distinguish student participation in fine arts from other reported categories.

EXHIBIT 19

USP Appendix C

Tucson Unified School District

Department of Accountability and Research

TUSD Enrollment by Ethnicity SY 13-14 40th day (09.26.2013)														
Integration Status	School	White		African American		Hispanic/Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
Elementary Schools														
	ES Total	4343	23%	1431	8%	11212	60%	696	4%	343	2%	709	4%	18734
Integrated	Banks	101	29%	10	3%	233	66%		2%		1%		0%	353
Integrated	Blenman	99	21%	91	20%	211	46%	17	4%	28	6%	15	3%	461
	Bloom	148	40%	50	13%	141	38%	11	3%		2%	16	4%	372
Racially Concentrated	Bonillas	59	14%	29	7%	317	73%		1%		2%	17	4%	435
	Borman	251	55%	59	13%	109	24%		0%	13	3%	27	6%	459
Integrated	Borton	97	24%	30	7%	241	60%	15	4%		1%	14	3%	403
Racially Concentrated	Carrillo	12	4%	11	4%	262	85%		2%		0%	15	5%	307
Racially Concentrated	Cavett	10	3%	18	6%	246	86%		1%		0%		3%	286
	Collier	126	59%	16	8%	50	24%		2%		3%		4%	212
Integrated	Cragin	94	29%	42	13%	169	52%		2%		0%	14	4%	328
Integrated	Davidson	75	24%	43	14%	144	46%	10	3%	13	4%	25	8%	310
Racially Concentrated	Davis	32	9%		3%	284	82%		1%		0%	17	5%	347
	Dunham	96	46%	10	5%	87	42%		0%		1%	10	5%	207
	Erickson	159	28%	93	17%	244	43%	12	2%	13	2%	40	7%	561
	Ford	131	33%	54	14%	169	43%		2%		2%	27	7%	394
	Fruchthendler	258	68%	17	4%	82	22%		0%		1%	16	4%	378
	Gale	226	57%	21	5%	123	31%		0%	10	3%	20	5%	400
Racially Concentrated	Grijalva	26	4%	14	2%	621	87%	27	4%		0%	20	3%	711
	Henry	199	50%	36	9%	138	35%		2%		1%	12	3%	395
	Holladay	20	8%	41	16%	182	70%		3%		0%	11	4%	261
Integrated	Howell	81	25%	41	12%	164	50%	20	6%		2%	16	5%	330
	Hudlow	84	31%	30	11%	120	45%		3%		3%	20	7%	269
	Hughes	145	42%	15	4%	153	44%		1%	22	6%	12	3%	349
	Johnson		1%		2%	171	54%	132	42%		0%		1%	317
	Kellond	259	45%	40	7%	214	37%	15	3%	13	2%	37	6%	578
Integrated	Lineweaver	203	37%	35	6%	269	48%		1%	19	3%	22	4%	556
Racially Concentrated	Lynn/Urquides	18	3%	13	2%	539	92%		2%		0%		1%	587
Racially Concentrated	Maldonado	24	6%		2%	328	85%	21	5%		0%		1%	386
Racially Concentrated	Manzo	15	5%		1%	239	84%	13	5%		2%		3%	284
	Marshall	132	40%	33	10%	148	45%		0%		3%		3%	332
Racially Concentrated	Miller	36	6%	15	3%	483	82%	44	7%		0%	12	2%	590
Racially Concentrated	Mission View		1%	10	4%	207	85%	16	7%		0%		4%	244
Integrated	Myers-Ganoung	43	11%	56	15%	241	63%	15	4%		2%	16	4%	380
Racially Concentrated	Ochoa		1%		2%	171	83%	22	11%		0%		2%	205
Racially Concentrated	Oyama	30	7%	26	6%	321	77%	30	7%		0%	10	2%	419
Racially Concentrated	Robison	24	7%	18	5%	298	83%		1%		1%	15	4%	361
Integrated	Sewell	107	35%	26	8%	152	49%		1%		3%	13	4%	310
	SolengTom	250	54%	30	6%	143	31%		1%	15	3%	22	5%	463
	Steele	122	37%	42	13%	131	40%		1%	12	4%	19	6%	329
Racially Concentrated	Tolson	29	8%	18	5%	295	83%		2%		0%		1%	354
Racially Concentrated	Tully	27	7%	37	10%	285	74%	18	5%		2%	11	3%	385
Racially Concentrated	Van Buskirk	11	3%		1%	318	90%	11	3%		1%	11	3%	355
Racially Concentrated	Vesey	72	12%	19	3%	462	76%	40	7%		1%	11	2%	611
Racially Concentrated	Warren	21	8%		2%	182	73%	33	13%		0%		2%	249
	Wheeler	159	35%	67	15%	195	43%		1%		2%	14	3%	449
Racially Concentrated	White	47	7%	12	2%	578	82%	48	7%		1%	15	2%	709
	Whitmore	113	32%	43	12%	159	44%		1%	11	3%	27	8%	358
Integrated	Wright	63	16%	81	21%	193	49%		2%	33	8%	16	4%	395

Tucson Unified School District

Department of Accountability and Research

TUSD Enrollment by Ethnicity SY 13-14 40th day (09.26.2013)

Integration Status	School	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
		K-8 Schools												
	K-8 Total	961	12%	582	7%	5898	71%	513	6%	124	1%	260	3%	8338
Integrated	Dietz	122	29%	53	13%	197	47%		1%	11	3%	32	8%	419
Racially Concentrated	Drachman	16	5%	43	14%	221	73%	12	4%		0%		3%	302
Racially Concentrated	Hollinger	18	3%		0%	479	90%	22	4%		0%	10	2%	531
	Lawrence		2%		1%	162	42%	208	54%		0%		1%	386
	Miles - E. L. C.	136	44%	20	6%	129	42%		3%		2%		3%	309
Racially Concentrated	Pueblo Gardens	13	3%	22	5%	350	83%		2%		2%	19	5%	420
Integrated	Robins	120	21%	23	4%	401	69%		1%	13	2%	14	2%	577
Racially Concentrated	Rose		1%		1%	692	95%	10	1%		0%	11	2%	730
Integrated	Booth-Fickett	305	24%	173	14%	670	52%	14	1%	38	3%	81	6%	1281
Racially Concentrated	Morgan Maxwell	19	5%	35	9%	328	81%	13	3%		0%	12	3%	407
Racially Concentrated	McCorkle	43	5%	10	1%	714	87%	31	4%		0%	18	2%	820
Integrated	Roberts-Naylor	66	11%	97	16%	358	60%	19	3%	34	6%	24	4%	598
Racially Concentrated	Safford	61	7%	76	9%	633	73%	90	10%		0%		1%	869
Racially Concentrated	Roskruge	24	3%	17	2%	564	82%	67	10%		1%	12	2%	689
Middle Schools														
	MS Total	1725	24%	613	8%	4351	59%	256	3%	175	2%	212	3%	7332
Integrated	Dodge	103	25%	28	7%	262	62%		2%	12	3%		1%	420
	Doolen	232	29%	104	13%	353	44%	24	3%	57	7%	26	3%	796
	Gridley	383	52%	57	8%	239	33%		1%	23	3%	24	3%	731
	Magee	303	47%	78	12%	226	35%	10	2%	13	2%	19	3%	649
Racially Concentrated	Mansfeld	76	9%	48	6%	630	78%	25	3%	11	1%	16	2%	806
Racially Concentrated	Pistor	68	7%	22	2%	785	82%	54	6%		1%	26	3%	960
	Secrist	216	34%	99	16%	264	41%		1%	20	3%	31	5%	638
Racially Concentrated	Utterback	48	7%	85	12%	516	75%	29	4%		0%	12	2%	691
Integrated	Vail	225	33%	65	10%	303	45%	25	4%	23	3%	31	5%	672
Racially Concentrated	Valencia	71	7%	27	3%	773	80%	67	7%	10	1%	21	2%	969
High Schools														
	HS Total	3987	28%	1122	8%	7994	56%	433	3%	434	3%	352	2%	14322
Integrated	Catalina	264	26%	165	16%	459	45%	33	3%	83	8%	16	2%	1020
Racially Concentrated	Cholla	146	9%	74	4%	1316	78%	113	7%		1%	21	1%	1679
Integrated	Palo Verde	257	27%	180	19%	438	46%	21	2%	22	2%	35	4%	953
Racially Concentrated	Pueblo	58	4%	21	1%	1344	89%	59	4%		0%	21	1%	1508
Integrated	Rincon	312	28%	122	11%	560	50%	17	2%	71	6%	27	2%	1109
	Sabino	660	62%	57	5%	294	28%	12	1%	16	2%	21	2%	1060
	Sahuarro	937	51%	166	9%	603	33%	20	1%	49	3%	59	3%	1834
	Santa Rita	389	42%	118	13%	336	36%	15	2%	28	3%	41	4%	927
Racially Concentrated	Tucson	455	14%	191	6%	2330	72%	136	4%	41	1%	71	2%	3224
	University	509	50%	28	3%	314	31%		1%	110	11%	40	4%	1008
Alternative Schools														
	Alt. Total	55	24%	23	10%	127	55%	12	5%		0%	12	5%	230
	Direct Link	14	41%		12%	12	35%		3%		0%		9%	34
	Mary Meredith	25	42%		12%	20	34%		2%		2%		8%	59
Racially Concentrated	Project MORE		9%		9%	54	73%		5%		0%		3%	74
Integrated	Teenage Parent		14%		8%	41	65%		10%		0%		3%	63
	District Total	11071	23%	3771	8%	29582	60%	1910	4%	1077	2%	1545	3%	48956

Table 1

The following table summarizes the number of schools in each of the three Integration Status categories for the past three years, and the changes between the 2012-13 and 2013-14 school years.

2011-12	2012-13	2013-14	2013-14 Impact
55 Elementary schools 22 Racially Concentrated (40%) 13 Integrated (24%) 20 Neutral (36%)	55 Elementary schools: 22 Racially Concentrated (40%) 15 Integrated (27%) 18 Neutral (33%)	48 Elementary Schools: 19 Racially Concentrated (40%) 10 Integrated (20%) 19 Neutral (40%) 5 closed: Brichta, Corbett, Lyons, Menlo Park and Schumaker 2 converted to K-8: Dietz and Hollinger	Three fewer Racially Concentrated Elementary Schools
12 K-8 schools: 6 Racially Concentrated (50%) 2 Integrated (17%) 4 Neutral (33%)	12 K-8 schools: 6 Racially Concentrated (50%) 2 Integrated (17%) 4 Neutral (33%)	14 K-8 Schools: 8 Racially Concentrated (57%) 4 Integrated (29%) 2 Neutral (14%) 1 closed: Ft Lowell/Townsend 1 opened: Morgan Maxwell 2 converted from Elementary: Dietz and Hollinger	Two more Racially Concentrated K-8 Schools
14 Middle schools: 6 Racially Concentrated (43%), 2 Integrated (14%) 6 Neutral (43%)	14 Middle schools: 6 Racially Concentrated (43%) 2 Integrated (14%) 6 Neutral (43%)	10 Middle Schools: 4 Racially Concentrated (40%) 2 Integrated (20%) 4 Neutral (40%) 4 closed: Carson, Hohokam, Maxwell and Wakefield	Two fewer Racially Concentrated Middle Schools
11 High schools: 3 Racially Concentrated (27%) 5 Integrated (45%) 3 Neutral (27%)	11 High schools: 3 Racially Concentrated (27%) 4 Integrated (36%) 4 Neutral (36%)	10 High Schools: 3 Racially Concentrated (30%) 3 Integrated (30%) 4 Neutral (40%) 1 closed: Howenstine	Same number of Racially Concentrated High Schools

Appendix C

EXHIBIT 20

Report II.K.1.A TUSD Enrollment by School, Ethnicity and Integration Status Final 40th Day

Integration Status	School	White		African American		Hispanic/Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
		Elementary Schools												
	ES Total	3982	22%	1610	9%	10530	59%	686	4%	320	2%	689	4%	17817
Racially Concentrated	Banks	79	24%	8	2%	238	71%	3	1%	1	0%	6	2%	335
Integrated	Blenman	82	21%	64	17%	178	46%	15	4%	31	8%	15	4%	385
-	Bloom	120	38%	62	19%	112	35%	6	2%	8	3%	12	4%	320
Racially Concentrated	Bonillas	54	13%	26	6%	309	73%	14	3%	6	1%	13	3%	422
-	Borman	237	53%	60	14%	94	21%	1	0%	20	5%	31	7%	443
Integrated	Borton	91	22%	37	9%	265	63%	7	2%	6	1%	15	4%	421
Racially Concentrated	Carrillo	31	11%	12	4%	229	80%	8	3%	0	0%	5	2%	285
Racially Concentrated	Cavett	12	4%	24	9%	219	82%	6	2%	0	0%	7	3%	268
-	Collier	134	62%	24	11%	45	21%	3	1%	3	1%	7	3%	216
Integrated	Cragin	104	28%	61	17%	163	45%	12	3%	4	1%	22	6%	366
Integrated	Davidson	71	23%	38	12%	158	51%	9	3%	14	5%	19	6%	309
Racially Concentrated	Davis	45	13%	14	4%	258	77%	6	2%	2	1%	9	3%	334
-	Dunham	106	47%	26	12%	83	37%	0	0%	4	2%	5	2%	224
Integrated	Erickson	107	23%	103	22%	210	45%	9	2%	5	1%	31	7%	465
-	Ford	135	38%	52	15%	130	37%	5	1%	11	3%	18	5%	351
-	Fruchthendler	221	62%	21	6%	91	26%	4	1%	5	1%	14	4%	356
-	Gale	199	50%	29	7%	131	33%	0	0%	12	3%	27	7%	398
Racially Concentrated	Grijalva	27	4%	24	4%	564	86%	25	4%	4	1%	14	2%	658
-	Henry	169	47%	36	10%	122	34%	4	1%	6	2%	24	7%	361
-	Holladay	17	6%	52	19%	183	67%	12	4%	0	0%	8	3%	272
Integrated	Howell	66	21%	45	14%	169	53%	18	6%	9	3%	10	3%	317
Integrated	Hudlow	76	30%	33	13%	112	44%	9	4%	8	3%	15	6%	253
-	Hughes	146	39%	28	8%	156	42%	1	0%	18	5%	22	6%	371
-	Johnson	9	4%	4	2%	118	51%	98	42%	1	0%	3	1%	233
-	Kellond	218	40%	51	9%	212	39%	9	2%	8	1%	45	8%	543
-	Lineweaver	216	38%	34	6%	274	48%	2	0%	6	1%	37	7%	569
Racially Concentrated	Lynn/Urquides	17	3%	7	1%	479	92%	15	3%	0	0%	4	1%	522
Racially Concentrated	Maldonado	20	6%	10	3%	263	78%	32	9%	2	1%	12	4%	339
Racially Concentrated	Manzo	13	5%	9	3%	240	85%	14	5%	5	2%	3	1%	284
-	Marshall	119	45%	20	8%	103	39%	6	2%	5	2%	10	4%	263
Racially Concentrated	Miller	36	6%	15	2%	508	80%	56	9%	1	0%	20	3%	636
Racially Concentrated	Mission View	1	1%	3	2%	175	90%	15	8%	0	0%	0	0%	194
Integrated	Myers-Ganoung	57	14%	79	19%	249	60%	5	1%	10	2%	16	4%	416
Racially Concentrated	Ochoa	5	3%	4	2%	164	82%	20	10%	0	0%	7	4%	200
Racially Concentrated	Oyama	22	6%	19	5%	293	81%	23	6%	2	1%	4	1%	363
Racially Concentrated	Robison	41	12%	26	8%	249	75%	3	1%	4	1%	8	2%	331
Integrated	Sewell	77	26%	31	10%	162	54%	8	3%	6	2%	14	5%	298
-	SolengTom	199	47%	45	11%	138	32%	4	1%	12	3%	28	7%	426
-	Steele	101	34%	50	17%	120	40%	2	1%	9	3%	15	5%	297
Racially Concentrated	Tolson	14	5%	14	5%	249	84%	8	3%	0	0%	11	4%	296
-	Tully	21	6%	59	17%	235	68%	18	5%	5	1%	7	2%	345
Racially Concentrated	Van Buskirk	10	3%	3	1%	291	87%	22	7%	2	1%	8	2%	336
Racially Concentrated	Vesey	84	12%	22	3%	522	74%	49	7%	8	1%	17	2%	702
Racially Concentrated	Warren	21	8%	10	4%	206	74%	34	12%	1	0%	5	2%	277
-	Wheeler	135	37%	42	11%	153	42%	14	4%	6	2%	17	5%	367
Racially Concentrated	White	47	7%	19	3%	561	82%	40	6%	6	1%	8	1%	681
Integrated	Whitmore	92	29%	56	18%	141	44%	1	0%	9	3%	19	6%	318
Integrated	Wright	78	17%	99	22%	206	46%	11	2%	35	8%	22	5%	451
K-8 Schools														
	K-8 Total	919	11%	726	9%	5962	71%	437	5%	107	1%	242	3%	8393
-	Dietz	137	27%	80	16%	253	49%	2	0%	12	2%	28	5%	512

Racially Concentrated	Drachman	26	8%	34	11%	235	75%	10	3%	1	0%	9	3%	315
Racially Concentrated	Hollinger	10	2%	8	2%	438	90%	19	4%	1	0%	9	2%	485
-	Lawrence	6	2%	3	1%	140	42%	177	53%	0	0%	8	2%	334
-	Miles - E. L. C.	91	32%	17	6%	155	54%	2	1%	5	2%	16	6%	286
Racially Concentrated	Pueblo Gardens	15	4%	27	7%	310	82%	7	2%	8	2%	12	3%	379
Racially Concentrated	Robins	109	19%	23	4%	408	71%	6	1%	12	2%	16	3%	574
Racially Concentrated	Rose	6	1%	5	1%	759	95%	8	1%	0	0%	22	3%	800
-	Booth-Fickett	286	23%	211	17%	621	51%	15	1%	27	2%	59	5%	1219
Racially Concentrated	Morgan Maxwell	39	8%	39	8%	369	76%	30	6%	2	0%	9	2%	488
Racially Concentrated	McCorkle	40	5%	20	2%	792	90%	19	2%	2	0%	8	1%	881
-	Roberts-Naylor	67	11%	162	26%	338	54%	14	2%	32	5%	9	1%	622
Racially Concentrated	Safford	40	5%	67	9%	586	75%	67	9%	3	0%	19	2%	782
Racially Concentrated	Roskruge	47	7%	30	4%	558	78%	61	9%	2	0%	18	3%	716
Middle Schools														
	MS Total	1589	23%	559	8%	4082	60%	231	3%	126	2%	200	3%	6787
Integrated	Dodge	100	24%	30	7%	258	61%	6	1%	9	2%	17	4%	420
Integrated	Doolen	193	28%	96	14%	312	46%	19	3%	33	5%	31	5%	684
-	Gridley	341	47%	74	10%	253	35%	4	1%	23	3%	27	4%	722
-	Magee	296	48%	66	11%	219	35%	10	2%	14	2%	13	2%	618
Racially Concentrated	Mansfeld	86	11%	66	8%	570	73%	29	4%	9	1%	18	2%	778
Racially Concentrated	Pistor	55	6%	33	4%	739	81%	66	7%	4	0%	13	1%	910
-	Secrist	191	36%	72	13%	228	43%	4	1%	8	1%	32	6%	535
Racially Concentrated	Utterback	20	4%	46	9%	430	81%	23	4%	1	0%	11	2%	531
Integrated	Vail	205	32%	48	8%	321	51%	14	2%	19	3%	25	4%	632
Racially Concentrated	Valencia	102	11%	28	3%	752	79%	56	6%	6	1%	13	1%	957
High Schools														
	HS Total	3333	24%	1238	9%	8309	59%	411	3%	384	3%	440	3%	14115
Integrated	Catalina	182	23%	133	17%	364	46%	23	3%	56	7%	25	3%	783
Racially Concentrated	Cholla	142	8%	107	6%	1451	78%	127	7%	9	0%	28	2%	1864
Integrated	Palo Verde	304	25%	216	18%	579	48%	21	2%	33	3%	60	5%	1213
Racially Concentrated	Pueblo	52	3%	44	3%	1430	88%	75	5%	5	0%	15	1%	1621
Integrated	Rincon	234	20%	202	18%	597	52%	14	1%	56	5%	49	4%	1152
-	Sabino	549	57%	57	6%	283	30%	6	1%	22	2%	40	4%	957
-	Sahuaro	765	44%	176	10%	682	39%	17	1%	46	3%	62	4%	1748
-	Santa Rita	202	38%	76	14%	209	40%	6	1%	15	3%	19	4%	527
Racially Concentrated	Tucson	396	12%	192	6%	2362	74%	118	4%	43	1%	83	3%	3194
-	University	507	48%	35	3%	352	33%	4	0%	99	9%	59	6%	1056
Alternative Schools														
	Alt. Total	31	16%	29	15%	116	58%	16	8%	1	1%	6	3%	199
-	Mary Meredith	20	38%	15	28%	13	25%	3	6%	1	2%	1	2%	53
Racially Concentrated	Project MORE	8	10%	8	10%	58	72%	4	5%	0	0%	3	4%	81
Integrated	Teenage Parent	3	5%	6	9%	45	69%	9	14%	0	0%	2	3%	65
	District Total	9887	21%	4174	9%	29082	61%	1784	4%	940	2%	1585	3%	47452

TS 12/2/15

EXHIBIT 21

Student Participation in Extracurricular Activities by School and Race 2015-16

School Name	Category	White	African American	Hispanic	Native American	Asian American	Multi-Racial	Total
Blenman	K-8 Athletics	6	*	20	*	*	*	36
Bloom	K-8 Athletics	*	6	*	*	*	*	14
Bloom	K-8 Clubs	10	*	11	*	*	*	28
Bonillas	ES Tutoring	*	*	35	*	*	*	43
Borman	ES Tutoring	*	*	*	*	*	*	6
Borman	K-8 Athletics	42	11	16	*	*	*	70
Borman	K-8 Clubs	90	26	42	*	8	11	*
Carillo	ES Tutoring	*	*	19	*	*	*	25
Carrillo	K-8 Athletics	*	*	8	*	*	*	14
Carrillo	K-8 Clubs	*	*	34	*	*	*	39
Cavett	K-8 Clubs	*	*	*	*	*	*	*
Collier	K-8 Athletics	45	6	12	*	*	*	68
Collier	K-8 Clubs	14	*	*	*	*	*	20
Davidson	K-8 Clubs	*	*	7	*	*	*	12
Davis	K-8 Athletics	*	*	27	*	*	*	31
Dietz	K-8 Athletics	23	22	49	*	*	*	99
Drachman	K-8 Athletics	*	*	19	*	*	*	24
Dunham	ES Tutoring	11	*	6	*	*	*	17
Dunham	K-8 Athletics	27	*	25	*	*	*	60
Dunham	K-8 Clubs	9	*	12	*	*	*	23
Erickson	K-8 Athletics	13	15	25	*	*	*	60
Erickson	K-8 Clubs	6	7	44	7	*	*	67
Fickett Magnet	K-8 Athletics	36	26	77	*	*	7	151
Fickett Magnet	K-8 Clubs	26	12	30	*	*	*	71
Ford	K-8 Athletics	32	10	36	*	*	*	82
Fruchthendler	K-8 Athletics	92	7	34	*	*	*	140
Fruchthendler	K-8 Clubs	68	*	26	*	*	6	102
Gale	K-8 Clubs	31	*	18	*	*	*	58
Grijalva	K-8 Clubs	*	*	*	*	*	*	*
Henry	K-8 Athletics	20	*	16	*	*	*	42
Henry	K-8 Clubs	24	*	18	*	*	*	51
Holladay	ES Tutoring	2	11	28	*	*	*	43
Holladay	K-8 Athletics	*	*	*	*	*	*	6
Holladay	K-8 Clubs	*	8	24	*	*	*	33
Hollinger	K-8 Athletics	*	*	78	*	*	*	84
Hollinger	K-8 Clubs	*	*	82	*	*	*	86
Howell	K-8 Athletics	11	9	30	6	*	*	57
Howell	K-8 Clubs	*	*	*	*	*	*	6
Hughes	K-8 Athletics	8	*	7	*	*	*	19
Hughes	K-8 Clubs	53	14	42	*	*	8	122
Kellond	ES Tutoring	*	*	*	*	*	*	6

Kellond	K-8 Athletics	42	11	38	*	*	7	100
Kellond	K-8 Clubs	28	*	23	*	*	*	60
Laura N Banks	K-8 Athletics	15	*	54	*	*	*	71
Laura N Banks	K-8 Clubs	6	*	30	*	*	*	37
Lawrence	K-8 Athletics	*	*	33	30	*	*	65
Lineweaver	K-8 Athletics	53	9	66	*	*	11	140
Lineweaver	K-8 Clubs	68	*	69	*	*	10	153
Lynn/Urquides	ES Tutoring	*	*	58	*	*	*	60
Lynn/Urquides	K-8 Athletics	*	*	22	*	*	*	23
Lynn/Urquides	K-8 Clubs	*	*	100	*	*	*	108
Manzo	K-8 Clubs	*	*	*	*	*	*	*
Marshall	K-8 Athletics	45	9	30	*	*	*	89
McCorkle PreK-8	K-8 Athletics	*	*	106	*	*	*	118
Miles - E. L. C.	K-8 Athletics	36	8	41	*	*	6	92
Miles - E. L. C.	K-8 Clubs	10	2	8	*	*	*	21
Morgan Maxwell	K-8 Athletics	*	6	55	*	*	*	71
Naylor	K-8 Athletics	*	22	19	*	*	*	43
Ochoa	ES Tutoring	*	*	11	6	*	*	18
Ochoa	K-8 Athletics	*	*	56	10	*	*	69
Ochoa	K-8 Clubs	*	*	118	19	*	*	147
Pueblo Gardens	K-8 Athletics	*	*	43	*	*	*	50
Robins	K-8 Athletics	18	6	81	*	*	*	112
Rose	K-8 Tutoring	*	*	47	*	*	*	49
Rose	K-8 Athletics	*	*	98	*	*	*	103
Rose	K-8 Clubs	*	*	26	*	*	*	26
Roskruge Bilingual M	K-8 Athletics	18	11	181	12	*	*	226
Roskruge Bilingual M	K-8 Clubs	11	*	88	*	*	*	105
Ruskruge	K-8 Tutoring	8	8	85	6	*	*	111
Safford Magnet	K-8 Athletics	*	9	76	*	*	*	92
Sewell	K-8 Athletics	*	*	10	*	*	*	11
Sewell	K-8 Clubs	*	*	*	*	*	*	*
SolengTom	ES Tutoring	25	9	20	*	*	*	59
SolengTom	K-8 Athletics	28	9	22	*	*	*	61
SolengTom	K-8 Clubs	*	*	*	*	*	*	8
Tolson	ES Tutoring	*	*	52	*	*	*	61
Tolson	K-8 Clubs	*	*	66	*	*	*	75
Tully	ES Tutoring	*	*	*	12	*	*	14
Tully	K-8 Athletics	*	*	11	*	*	*	17
Tully	K-8 Clubs	*	*	9	*	*	*	13
Dodge Magnet	K-8 Athletics	39	12	90	*	*	*	151
Dodge Magnet	K-8 Clubs	27	*	39	*	*	*	72
Dodge Magnet	MS Tutoring	13	*	42	*	*	*	65
Doolen	K-8 Athletics	53	31	76	*	11	6	*
Gridley	K-8 Athletics	68	23	52	*	*	6	151

Gridley	K-8 Clubs	34	6	21	*	*	*	65
Gridley	MS Tutoring	27	7	21	*	*	*	64
Magee	K-8 Athletics	52	14	41	*	*	*	114
Magee	K-8 Clubs	37	6	17	*	*	*	61
Mansfeld	K-8 Athletics	14	19	99	*	*	*	140
Pistor	K-8 Athletics	8	10	118	17	*	*	156
Secrist	K-8 Athletics	32	15	34	*	*	7	89
Secrist	K-8 Clubs	*	*	*	*	*	*	*
Utterback Magnet	K-8 Athletics	*	14	64	*	*	*	83
Utterback Magnet	K-8 Clubs	*	*	*	*	*	*	*
Vail	K-8 Athletics	37	12	75	*	*	6	136
Vail	K-8 Clubs	*	*	*	*	*	*	*
Valencia	K-8 Athletics	9	8	124	8	*	6	*
Valencia	K-8 Clubs	*	*	19	*	*	*	21
Valencia	MS Tutoring	12	*	75	*	*	*	98
Van Buskirk	K-8 Clubs	*	*	*	*	*	*	*
Warren	K-8 Clubs	*	*	*	*	*	*	*
Wheeler	K-8 Athletics	16	*	26	*	*	*	49
Wheeler	K-8 Clubs	8	*	10	*	*	*	23
White	K-8 Athletics	*	*	17	*	*	*	20
Wright	K-8 Clubs	*	*	*	*	*	*	*
Catalina Magnet	HS Athletics	41	40	144	10	17	11	263
Catalina Magnet	HS FineArts	*	*	*	*	*	*	*
Cholla	HS Tutoring	*	*	12	*	*	*	19
Cholla Magnet	HS Athletics	22	47	369	29	*	9	*
Cholla Magnet	HS Clubs	14	9	99	7	*	*	132
Cholla Magnet	HS FineArts	17	*	50	*	*	*	72
Palo Verde Magnet	HS Athletics	66	77	174	9	8	16	350
Palo Verde Magnet	HS Clubs	50	45	107	*	7	7	*
Palo Verde Magnet	HS FineArts	21	8	24	*	*	*	60
Pueblo	HS Tutoring	*	6	179	11	*	*	202
Pueblo Magnet	HS Athletics	12	12	402	24	*	*	455
Pueblo Magnet	HS Clubs	9	*	156	6	*	*	174
Pueblo Magnet	HS FineArts	*	*	7	*	*	*	10
Rincon	HS Tutoring	67	68	198	*	14	22	*
Rincon	HS Athletics	40	36	141	*	6	16	*
Rincon	HS Clubs	20	9	35	*	*	*	69
Rincon	HS FineArts	38	7	53	*	*	*	105
Sabino	HS Athletics	262	35	137	*	*	18	459
Sabino	HS Clubs	60	6	33	*	*	*	106
Sabino	HS FineArts	53	*	16	*	*	*	84
Sahuaro	HS Athletics	263	69	256	*	12	25	*
Sahuaro	HS Clubs	18	*	19	*	*	*	43
Sahuaro	HS FineArts	124	16	66	*	*	6	221

Santa Rita	HS Athletics	63	40	84	*	6	7	*
Santa Rita	HS Clubs	58	17	51	*	*	*	132
Santa Rita	HS FineArts	24	7	7	*	*	*	43
Tucson Magnet	HS Athletics	68	68	568	21	8	23	756
Tucson Magnet	HS FineArts	54	18	175	8	8	6	269
University	HS Athletics	196	11	111	*	26	14	*
University	HS Clubs	94	10	86	*	25	12	*
University	HS FineArts	158	9	113	*	37	20	*

EXHIBIT 22

Student Participation in Extracurricular Activities by School and Race 2015-16

School Name	Category	White	African American	Hispanic	Native American	Asian American	Multi-Racial	Total	Enrollment
Blenman	K-8 Athletics	6	*	20	*	*	*	36	
Bloom	K-8 Athletics	*	6	*	*	*	*	14	320
Bloom	K-8 Clubs	10	*	11	*	*	*	28	
Bonillas	ES Tutoring	*	*	35	*	*	*	43	422
Borman	ES Tutoring	*	*	*	*	*	*	6	443
Borman	K-8 Athletics	42	11	16	*	*	*	70	
Borman	K-8 Clubs	90	26	42	*	8	11	*	
Carillo	ES Tutoring	*	*	19	*	*	*	25	285
Carrillo	K-8 Athletics	*	*	8	*	*	*	14	
Carrillo	K-8 Clubs	*	*	34	*	*	*	39	
Cavett	K-8 Clubs	*	*	*	*	*	*	*	268
Collier	K-8 Athletics	45	6	12	*	*	*	68	216
Collier	K-8 Clubs	14	*	*	*	*	*	20	
Davidson	K-8 Clubs	*	*	7	*	*	*	12	
Davis	K-8 Athletics	*	*	27	*	*	*	31	334
Dietz	K-8 Athletics	23	22	49	*	*	*	99	512
Drachman	K-8 Athletics	*	*	19	*	*	*	24	315
Dunham	ES Tutoring	11	*	6	*	*	*	17	224
Dunham	K-8 Athletics	27	*	25	*	*	*	60	
Dunham	K-8 Clubs	9	*	12	*	*	*	23	
Erickson	K-8 Athletics	13	15	25	*	*	*	60	
Erickson	K-8 Clubs	6	7	44	7	*	*	67	
Fickett Magnet	K-8 Athletics	36	26	77	*	*	7	151	
Fickett Magnet	K-8 Clubs	26	12	30	*	*	*	71	
Ford	K-8 Athletics	32	10	36	*	*	*	82	351
Fruchthendler	K-8 Athletics	92	7	34	*	*	*	140	356
Fruchthendler	K-8 Clubs	68	*	26	*	*	6	102	
Gale	K-8 Clubs	31	*	18	*	*	*	58	398
Grijalva	K-8 Clubs	*	*	*	*	*	*	*	658
Henry	K-8 Athletics	20	*	16	*	*	*	42	361
Henry	K-8 Clubs	24	*	18	*	*	*	51	
Holladay	ES Tutoring	2	11	28	*	*	*	43	
Holladay	K-8 Athletics	*	*	*	*	*	*	6	
Holladay	K-8 Clubs	*	8	24	*	*	*	33	
Hollinger	K-8 Athletics	*	*	78	*	*	*	84	485
Hollinger	K-8 Clubs	*	*	82	*	*	*	86	
Howell	K-8 Athletics	11	9	30	6	*	*	57	
Howell	K-8 Clubs	*	*	*	*	*	*	6	
Hughes	K-8 Athletics	8	*	7	*	*	*	19	371
Hughes	K-8 Clubs	53	14	42	*	*	8	122	
Kellond	ES Tutoring	*	*	*	*	*	*	6	543
Kellond	K-8 Athletics	42	11	38	*	*	7	100	
Kellond	K-8 Clubs	28	*	23	*	*	*	60	
Laura N Banks	K-8 Athletics	15	*	54	*	*	*	71	
Laura N Banks	K-8 Clubs	6	*	30	*	*	*	37	
Lawrence	K-8 Athletics	*	*	33	30	*	*	65	
Lineweaver	K-8 Athletics	53	9	66	*	*	11	140	561

Lineweaver	K-8 Clubs	68	*	69	*	*	10	153	
Lynn/Urquides	ES Tutoring	*	*	58	*	*	*	60	522
Lynn/Urquides	K-8 Athletics	*	*	22	*	*	*	23	
Lynn/Urquides	K-8 Clubs	*	*	100	*	*	*	108	
Manzo	K-8 Clubs	*	*	*	*	*	*	*	284
Marshall	K-8 Athletics	45	9	30	*	*	*	89	263
McCorkle PreK-8	K-8 Athletics	*	*	106	*	*	*	118	881
Miles - E. L. C.	K-8 Athletics	36	8	41	*	*	6	92	286
Miles - E. L. C.	K-8 Clubs	10	2	8	*	*	*	21	
Morgan Maxwell	K-8 Athletics	*	6	55	*	*	*	71	488
Naylor	K-8 Athletics	*	22	19	*	*	*	43	
Ochoa	ES Tutoring	*	*	11	6	*	*	18	
Ochoa	K-8 Athletics	*	*	56	10	*	*	69	200
Ochoa	K-8 Clubs	*	*	118	19	*	*	147	
Pueblo Gardens	K-8 Athletics	*	*	43	*	*	*	50	379
Robins	K-8 Athletics	18	6	81	*	*	*	112	574
Rose	K-8 Tutoring	*	*	47	*	*	*	49	800
Rose	K-8 Athletics	*	*	98	*	*	*	103	
Rose	K-8 Clubs	*	*	26	*	*	*	26	
Roskruge Bilingual	K-8 Athletics	18	11	181	12	*	*	226	716
Roskruge Bilingual	K-8 Clubs	11	*	88	*	*	*	105	
Ruskruge	K-8 Tutoring	8	8	85	6	*	*	111	
Safford Magnet	K-8 Athletics	*	9	76	*	*	*	92	782
Sewell	K-8 Athletics	*	*	10	*	*	*	11	298
Sewell	K-8 Clubs	*	*	*	*	*	*	*	
SolengTom	ES Tutoring	25	9	20	*	*	*	59	426
SolengTom	K-8 Athletics	28	9	22	*	*	*	61	
SolengTom	K-8 Clubs	*	*	*	*	*	*	8	
Tolson	ES Tutoring	*	*	52	*	*	*	61	296
Tolson	K-8 Clubs	*	*	66	*	*	*	75	
Tully	ES Tutoring	*	*	*	12	*	*	14	
Tully	K-8 Athletics	*	*	11	*	*	*	17	
Tully	K-8 Clubs	*	*	9	*	*	*	13	
Dodge Magnet	K-8 Athletics	39	12	90	*	*	*	151	
Dodge Magnet	K-8 Clubs	27	*	39	*	*	*	72	
Dodge Magnet	MS Tutoring	13	*	42	*	*	*	65	
Doolen	K-8 Athletics	53	31	76	*	11	6	*	684
Gridley	K-8 Athletics	68	23	52	*	*	6	151	722
Gridley	K-8 Clubs	34	6	21	*	*	*	65	
Gridley	MS Tutoring	27	7	21	*	*	*	64	
Magee	K-8 Athletics	52	14	41	*	*	*	114	618
Magee	K-8 Clubs	37	6	17	*	*	*	61	
Mansfeld	K-8 Athletics	14	19	99	*	*	*	140	778
Pistor	K-8 Athletics	8	10	118	17	*	*	156	910
Secrist	K-8 Athletics	32	15	34	*	*	7	89	535
Secrist	K-8 Clubs	*	*	*	*	*	*	*	
Utterback Magnet	K-8 Athletics	*	14	64	*	*	*	83	531
Utterback Magnet	K-8 Clubs	*	*	*	*	*	*	*	
Vail	K-8 Athletics	37	12	75	*	*	6	136	632
Vail	K-8 Clubs	*	*	*	*	*	*	*	
Valencia	K-8 Athletics	9	8	124	8	*	6	*	

Valencia	K-8 Clubs	*	*	19	*	*	*	21	957
Valencia	MS Tutoring	12	*	75	*	*	*	98	
Van Buskirk	K-8 Clubs	*	*	*	*	*	*	*	336
Warren	K-8 Clubs	*	*	*	*	*	*	*	277
Wheeler	K-8 Athletics	16	*	26	*	*	*	49	367
Wheeler	K-8 Clubs	8	*	10	*	*	*	23	
White	K-8 Athletics	*	*	17	*	*	*	20	681
Wright	K-8 Clubs	*	*	*	*	*	*	*	
Catalina Magnet	HS Athletics	41	40	144	10	17	11	263	
Catalina Magnet	HS FineArts	*	*	*	*	*	*	*	
Cholla	HS Tutoring	*	*	12	*	*	*	19	
Cholla Magnet	HS Athletics	22	47	369	29	*	9	*	1864
Cholla Magnet	HS Clubs	14	9	99	7	*	*	132	
Cholla Magnet	HS FineArts	17	*	50	*	*	*	72	
Palo Verde Magnet	HS Athletics	66	77	174	9	8	16	350	1213
Palo Verde Magnet	HS Clubs	50	45	107	*	7	7	*	
Palo Verde Magnet	HS FineArts	21	8	24	*	*	*	60	
Pueblo	HS Tutoring	*	6	179	11	*	*	202	1621
Pueblo Magnet	HS Athletics	12	12	402	24	*	*	455	
Pueblo Magnet	HS Clubs	9	*	156	6	*	*	174	
Pueblo Magnet	HS FineArts	*	*	7	*	*	*	10	
Rincon	HS Tutoring	67	68	198	*	14	22	*	
Rincon	HS Athletics	40	36	141	*	6	16	*	
Rincon	HS Clubs	20	9	35	*	*	*	69	
Rincon	HS FineArts	38	7	53	*	*	*	105	
Sabino	HS Athletics	262	35	137	*	*	18	459	957
Sabino	HS Clubs	60	6	33	*	*	*	106	
Sabino	HS FineArts	53	*	16	*	*	*	84	
Sahuaro	HS Athletics	263	69	256	*	12	25	*	1748
Sahuaro	HS Clubs	18	*	19	*	*	*	43	
Sahuaro	HS FineArts	124	16	66	*	*	6	221	
Santa Rita	HS Athletics	63	40	84	*	6	7	*	527
Santa Rita	HS Clubs	58	17	51	*	*	*	132	
Santa Rita	HS FineArts	24	7	7	*	*	*	43	
Tucson Magnet	HS Athletics	68	68	568	21	8	23	756	3194
Tucson Magnet	HS FineArts	54	18	175	8	8	6	269	
University	HS Athletics	196	11	111	*	26	14	*	1056
University	HS Clubs	94	10	86	*	25	12	*	
University	HS FineArts	158	9	113	*	37	20	*	

Green schools have
white student
enrollment of 25%
or more
Yellow schools are
racially
concentrated

* is counted as "9" except last column for Univeristy that fails to include prior cells

EXHIBIT 23

TUSD RFI #(s): 699, 700, 754, 756-757, 759-760, 797, 799, 802, 809-812, 814, 829, 866-876, 880-882, 884, 888, 890

Estimated TUSD Staff Time: 75 hours

Attachment(s): Agenda – LSC-12.11.15; Liz Hoover Resume; DAEP Transition Plan Power Point; Revised VIII.2 Appendix 1516; ECactivitiesbyschooletc; Dual Language Stipends 12.14.16 Updated 2; Dual Language Stipend 1.18.17; RP PD for LSCs 121115

RFI #868: Please provide a description of what constitutes “fine arts” participation as reflected in table 8.1 and graph 8.2 with respect to the 2015-16 school year.

District Response: K-8 “fine arts” activities reported in all three years are chorus/choir, folklorico, mariachi, guitar, orchestra, dance, and visual arts/arts and crafts.

RFI #869: If Mendoza Plaintiffs’ understanding of table 8.1 and graph 8.2 as reflected in the RFIs above is correct, why did the District so present the data?

District Response: The District is unable to answer this question directly because we are not sure what the “understanding” of the Mendoza Plaintiffs is with table 8.1 and graph 8.2. As indicated in RFI #866, table 8.1 shows the total number of students at each school who participated in at least 1 extra-curricular activity. This includes participation in athletics, fine arts, and clubs for both K-8 and High School students. In contrast, graph 8.2 is simply a graphical representation of the data presented in Appendix VIII-2. As previously stated, the K-8 fine arts data was reported under the K-8 club category due to the inability to parse the data to the extent that was possible for 2015-16.

RFI #870: Please provide a revised table 8.1 and a revised graph 8.2 that omits data on participation in K-8 “fine arts,” that includes data for middle schools (but not participation in “fine arts” at middle schools, assuming such data was not collected for the 2013-14 and 2014-15 school years), and that also is disaggregated by ELL status.

District Response: As the District has explained, Table 8.1 shows unduplicated counts of the number of students participating in at least 1 extracurricular activity in the past three years. It does not need to be revised.

Since graph 8.2 is simply a graphical representation of Appendix VIII-2 *VIII.C.1 Extracurricular Activities*, we have revised the Appendix to be consistent with prior reporting - K-8 fine arts are now reported under the category K-8 clubs. See attached Revised (Appendix) VIII-2. The revised 8.2 graph is presented below.

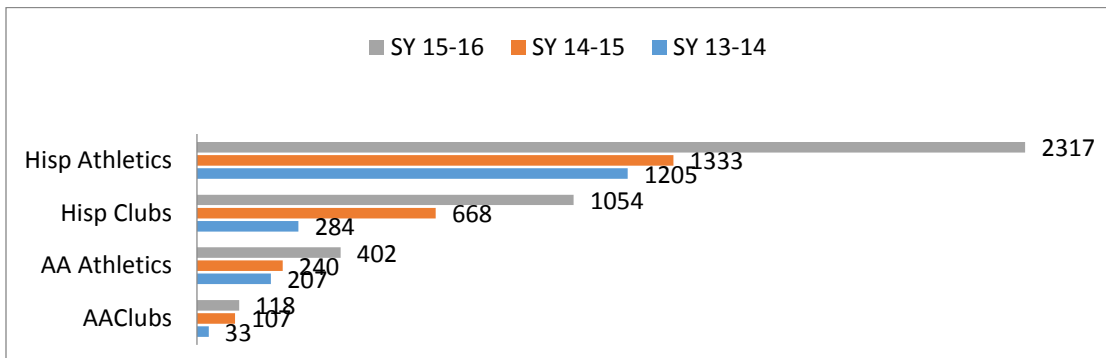
EXHIBIT 24

TUSD RFI #(s): 699, 700, 754, 756-757, 759-760, 797, 799, 802, 809-812, 814, 829, 866-876, 880-882, 884, 888, 890

Estimated TUSD Staff Time: 75 hours

Attachment(s): Agenda – LSC-12.11.15; Liz Hoover Resume; DAEP Transition Plan Power Point; Revised VIII.2 Appendix1516; EActivitiesbyschooletc; Dual Language Stipends 12.14.16 Updated 2; Dual Language Stipend 1.18.17; RP PD for LSCs 121115

Graph 8.2rev: K-8 AA and Hispanic Extracurricular Participation by Activity



RFI #871: Please detail what is meant by “better data collection efforts” to which the District primarily attributes the report of increased participation in athletics cited above.

District Response: Better data collection efforts included increased efforts on the part of the extracurricular department to inform school administrators of the necessity to correctly submit this information and then to monitor its submission. An example of this is that 23 Elementary, K-8 and Middle Schools reported athletic data in 2014-15, whereas 49 schools reported athletic data in 2015-16.

RFI #872: Please list all “activities [that] were re-categorized as fine or performing arts,” to which the District attributes the decrease in Latino and African American student participation in K-8 clubs, and the number of students participating in those “activities,” disaggregated by race/ethnicity and ELL status (Annual Report at VIII-338.)

District Response: The data was “re-categorized” only in the sense that K-8 “fine/performing arts” activities were reported separately from K-8 “club” data in AR 15-16. A list of these activities is provided in RFI #868. The student counts are provided in the attached Revised (Appendix) VIII.2.

EXHIBIT 25

RFI 1133: Which District schools would receive facilities repairs, maintenance, or upgrades in connection with the proposed total amount of \$1,290,000 for “Deseg-MYFP” and “CARE/UPKEEP OF,” and for each, what facilities work would the school receive?

Response: This RFI combines two different amounts: funds for repair/maintenance/upkeep and funds for MYFP projects. The dollars designated for repairs and maintenance are not tied to a list of projects or schools. Funds are mostly used for supplies for repair and maintenance to supplement the M&O allocations that support supplies, staff, and other costs. When a repair or maintenance issue arises, the relevant facilities shops manage the funds necessary to address the issue. The District eliminated the funds for MYFP projects from Draft #3.

RFI 1134: How were the schools and the projects included in the proposed allocation selected?

Response: See above.

RFI 1135: How does the facilities work at the schools entailed in this proposed District allocation (described in RFI 1 above) fit in with the work at the racially concentrated schools that is the subject of the District’s pending reallocation request in terms of prioritization?

Response: See above. The repair and maintenance allocation is not related to the pending reallocation request.

RFI 1136: In reviewing facilities data, Mendoza Plaintiffs found that the District’s FCI data attached to its Annual Report for the 2014-15 school year (Doc. 1852-4, Appendix IX-3) appears to have gotten cut off after the first page and thus does not provide FCI data information for TUSD’s K-8 schools, middle schools, and high schools. They therefore request the missing FCI data to this appendix (which is dated February 19, 2015).

EXHIBIT 26

From: Taylor, Martha <Martha.Taylor@tusd1.org>
Sent: Thursday, March 02, 2017 2:42 PM
To: 'wdh@umd.edu'; 'Thompson, Lois D.'; Juan Rodriguez; rsjr3@aol.com; 'Eichner, James (CRT)'; Shaheena Simons; Alexander Chanock
Cc: Desegregation; 'Converse, Bruce'; Timothy Overton; Soto, Karla; Weatherless, Renee
Subject: Reallocation requests 3.2.17

Dr. Hawley and counsel:

At the start of the 2016-17 school year the District developed a Priority Reallocation List, indicating that the following items could be implemented in any order:

- Reducing the negative contingency (the adopted budget includes -\$1.2M)
- Implementation of approved consultant recommendations for the following items:
 - Outreach, Recruitment, and Retention
 - Dual-Language Access Plan
 - Coordinated Student Assignment (including magnets and/or integration initiatives)
 - African American Academic Achievement Task Force
 - CRC Plan
- PD for schools that received additional technology to move to 1:1 or 2:1

After reviewing the Q2 Expenditure Report and assessing the existing needs of the areas listed above, the District is proposing the following eight reallocations over \$50,000. Also, provided below, is a chart showing the projected FCI score changes if items 4-8 are implemented. As indicated, the four identified RC schools are currently below 2.5 on the FCI but would all be well above 2.5 on the FCI if these projects are approved. **Please respond with any objections within five business days, no later than next Thursday, March 9, 2017.**

1. \$1,435,000: Reducing negative contingency (top priority)

2. \$1,500,000: Summer PD

Summer PD is designed to improve the effectiveness of instruction and teacher skills to improve the achievement of all of our students. Summer PD centers specifically around effective instruction in the areas of ELA and Math. To support the proposed comprehensive Early Literacy Plan TUSD is proposing a 5-day Teaching Reading Effectively PD for all K-3 teachers. We are planning to provide continued support with Engage NY Math. In addition to ELA and Math we are providing continued PD in PLCs (building teacher leader capacity and understanding curriculum 4.0).

3. \$155,000: Facility upgrades (security systems) @ Hollinger

This upgrade includes repairing or replacing components of Hollinger's antiquated security system. As parents and families often equate school safety to campus security, this item is a high priority not only for the FCI score, but for the attractiveness of the school that affect recruitment.

4. \$150,000: EMCS upgrades @ Manzo

EMCS stands for “Electronic Management/Maintenance Computer Systems” (aka “Energy Management Controls Systems” or, in layman’s terms, “electronic remote access to HVAC systems”). These systems manage cooling and heating centrally; and there are a many automated systems involved. They have been in operation for many years, and the District maintains a three-person staff that repair the systems and the mechanical systems connected to them for Chillers and Boilers.

5. \$1.625M Roof upgrades @ Safford (\$420k); @ Hollinger (\$575k); and @ Manzo and Carrillo (\$315k each)

FCI is a measurement of the life cycle and coordinated improvements to improve life cycles of a structure. Age is the first item looked at by National Programs. As a system ages it either does better than expected or worse. The closer a system gets to its replacement age, the lower the FCI score (in our system). If a system is doing better than expected, then it slows the process (FCI getting lower,) as facility management constantly reviews such systems. If the system is doing worse (for example, a roof is leaking), then the system gets to a lower FCI score quicker than expected. Low scores are priorities in deciding which projects to seek to address for the MYFP.

The typical funds that would be used for such projects include the Building Improvement Fund (defunded by the State in 2009) and Capital Funding (also provided by the State, but essentially non-existent at this point). In their place is the State Facilities Board grant application process which only funds specific projects for systems that are already in collapse (it does not fund preventative maintenance). Thus, relying only on existing non-910G sources, the District is severely hampered in addressing facilities conditions at racially concentrated schools that score under 2.5 (any existing, available funds are directed towards facility improvements that are necessary for safety reasons – or, in exceptional cases, for improvements that support integration initiatives like the expansion of Drachman K-8).

RC Schools Under 2.5	Projects Needed to Move Towards (or to pass) 2.5	Cost	FCI Element Score		FCI Category Score			Overall FCI		Anticipated FCI score post-project
			Before	After	Before	After		Before	After	
Safford	Roof	420,000	1.00	4.00	Roof	1.00	4.00	2.13	2.73	2.73
Hollinger	Roof	575,000	1.00	4.00	Roof	1.00	4.00	2.29	2.89	3.02
	Security (alarm)	80,000	1.25	5.00	Sp Sys	2.08	3.33	2.29	2.42	
Manzo	Roof	315,000	1.50	4.00	Roof	1.50	4.00	2.33	2.83	3.23
	Security (fire, alarm, intercom)	75,000	1.00	5.00	Sp Sys	1.00	5.00	2.33	2.73	
	EMCS	150,000	1.75	3.00	Bld Sys	2.69	4.00	2.33	2.39	
Carrillo	Roof	315,000	1.00	4.00	Roof	1.00	4.00	2.33	2.93	3.10

EXHIBIT 27

TCI 2015-16 Composite Score

July 14, 2016	Classroom TCI 14-15 vs District Avg	Classroom TCI 15-16 vs District Avg	Classroom TCI 15-16 vs District Avg	Proficiency TCI 14-15 vs District Avg	Proficiency TCI 15-16 vs District Avg	Proficiency TCI 14-15 vs District Avg	TCI 14-15 vs District Avg	TCI 15-16 vs District Avg	TCI 15-16 vs District Avg	TCI 15-16 vs 14-15	Integration 14-15	Integration 15-16
	26%	26%	26%	42%	42%	42%	100%	100%	100%	100%		
DISTRICT Averages												
ε Banks Elementary School	3.57	3.58	3.58	3.86	4.14	4.14	3.7	3.9	3.9	3.9		Racially Concentrated
ε Blenman Elementary School	3.62	3.53	3.53	4.12	4.65	4.65	3.8	4.1	4.1	4.1		Racially Concentrated
ε Bloom Elementary School	3.49	3.54	3.54	3.99	4.30	4.30	3.7	4.0	4.0	4.0		Integrated
ε Bonillas Basic Curriculum Magnet School	3.20	3.79	3.79	4.29	4.39	4.39	4.0	4.2	4.2	4.2		Racially Concentrated
ε Borman Elementary School	3.17	3.28	3.28	3.12	4.01	4.01	3.2	3.8	3.8	3.8		Integrated
ε Borton Magnet Elementary School	3.59	3.34	3.34	4.08	4.63	4.63	3.5	4.0	4.0	4.0		Racially Concentrated
ε Carrillo K-5 Magnet School	3.30	3.34	3.34	3.39	4.28	4.28	3.4	3.8	3.8	3.8		Racially Concentrated
ε Cavett Elementary School	3.23	3.58	3.58	4.19	4.75	4.75	3.8	3.9	3.9	3.9		Racially Concentrated
ε Collier Elementary School	3.28	3.67	3.67	3.86	3.70	3.70	3.8	4.3	4.3	4.3		Racially Concentrated
ε Cragin Elementary School	3.93	3.71	3.71	4.58	4.28	4.28	4.2	4.2	4.2	4.2		Integrated
ε Davidson Elementary School	3.70	3.62	3.62	4.24	4.28	4.28	3.8	3.9	3.9	3.9		Integrated
ε Davis Bilingual Elementary Magnet School	3.89	3.85	3.85	4.00	4.66	4.66	3.6	4.1	4.1	4.1		Integrated
ε Dunham Elementary School	3.59	3.26	3.26	3.91	3.62	3.62	3.4	3.6	3.6	3.6		Racially Concentrated
ε Erickson Elementary School	3.21	3.60	3.60	4.10	4.46	4.46	3.8	4.1	4.1	4.1		Racially Concentrated
ε Ford Elementary School	3.66	3.76	3.76	4.35	4.19	4.19	3.8	3.9	3.9	3.9		Integrated
ε Fruchtholder Elementary School	4.22	4.10	4.10	4.56	4.19	4.19	4.1	4.2	4.2	4.2		Integrated
ε Gale Elementary School	3.67	3.63	3.63	4.23	4.73	4.73	3.9	4.2	4.2	4.2		Integrated
ε Grijalva Elementary School	3.19	3.49	3.49	4.26	4.63	4.63	3.5	3.9	3.9	3.9		Integrated
ε Henry Elementary School	3.82	3.76	3.76	3.80	3.80	3.80	3.7	3.8	3.8	3.8		Racially Concentrated
ε Holladay Magnet Elementary School	3.50	3.83	3.83	4.35	4.56	4.56	4.0	4.2	4.2	4.2		Integrated
ε Howell Elementary School	2.85	2.85	2.85	4.20	4.55	4.55	3.7	3.9	3.9	3.9		Integrated
ε Hudlow Elementary School	3.27	2.82	2.82	3.21	4.40	4.40	3.2	3.9	3.9	3.9		Integrated
ε Hughes Elementary School	3.84	4.00	4.00	3.88	4.58	4.58	3.8	4.2	4.2	4.2		Integrated
ε Johnson Primary School	2.98	3.16	3.16	4.28	4.20	4.20	3.6	3.7	3.7	3.7		Integrated
ε Kellond Elementary School	4.05	4.14	4.14	3.98	4.09	4.09	3.9	4.1	4.1	4.1		Integrated
ε Lineweaver Elementary School	3.79	3.82	3.82	4.04	3.84	3.84	3.8	3.8	3.8	3.8		Integrated
ε Lynn/Urquides Elementary School	3.34	3.33	3.33	3.83	4.19	4.19	3.6	3.8	3.8	3.8		Integrated
ε Maldonado Elementary School	3.82	3.75	3.75	3.69	3.91	3.91	3.5	3.9	3.9	3.9		Integrated
ε Manzo Elementary School	3.63	3.71	3.71	3.92	3.73	3.73	3.8	3.7	3.7	3.7		Integrated
ε Marshall Elementary School	2.82	2.78	2.78	3.33	3.33	3.33	3.4	3.4	3.4	3.4		Integrated
ε Miller Elementary School	3.95	3.97	3.97	3.84	4.67	4.67	3.9	4.3	4.3	4.3		Integrated
ε Mission View Elementary School	2.67	2.65	2.65	4.05	4.66	4.66	3.3	3.9	3.9	3.9		Integrated
ε Myers/Ganoung Elementary School	3.65	3.69	3.69	4.01	4.70	4.70	3.9	4.2	4.2	4.2		Integrated
ε Ochoa Magnet	3.95	3.91	3.91	4.29	4.41	4.41	3.9	4.0	4.0	4.0		Integrated
ε Oyama Elementary School	3.88	3.92	3.92	4.22	3.44	3.44	3.7	3.6	3.6	3.6		Integrated
ε Robison Magnet	3.31	3.35	3.35	3.64	4.10	4.10	3.6	3.8	3.8	3.8		Integrated
ε Sewell Elementary School	3.77	3.83	3.83	4.16	4.79	4.79	3.9	4.3	4.3	4.3		Integrated
ε Soleng Tom Elementary School	3.04	3.27	3.27	4.40	4.58	4.58	3.8	4.1	4.1	4.1		Integrated
ε Steele Elementary School	3.20	3.33	3.33	4.78	4.78	4.78	3.6	4.1	4.1	4.1		Integrated
ε Tolson Elementary School	3.94	3.96	3.96	4.08	4.42	4.42	3.7	4.0	4.0	4.0		Integrated
ε Tully Elementary Magnet School	3.84	3.75	3.75	3.81	4.10	4.10	3.6	4.0	4.0	4.0		Integrated
ε Van Buskirk Elementary School	2.83	2.80	2.80	3.75	4.62	4.62	3.3	4.0	4.0	4.0		Integrated
ε Vesey Elementary School	3.83	3.76	3.76	3.65	4.06	4.06	3.4	4.0	4.0	4.0		Integrated
ε Warren Elementary School	3.79	3.46	3.46	4.04	4.65	4.65	3.5	4.0	4.0	4.0		Integrated
ε Wheeler Elementary School	3.46	3.04	3.04	4.28	4.69	4.69	3.8	3.9	3.9	3.9		Integrated
ε White Elementary School	3.94	4.03	4.03	4.11	4.68	4.68	3.6	3.9	3.9	3.9		Integrated
ε Whitmore Elementary School	3.50	3.40	3.40	3.92	3.96	3.96	3.6	3.8	3.8	3.8		Integrated
ε Wright Elementary School	4.05	3.93	3.93	3.74	4.09	4.09	3.4	3.8	3.8	3.8		Integrated
Elementary Averages	3.54	3.56	3.56	3.99	4.32	4.32	3.7	4.0	4.0	4.0		Integrated
ε Booth-Fickett Math/Science Magnet School	2.80	2.78	2.78	3.87	3.81	3.81	3.6	3.6	3.6	3.6		Racially Concentrated
ε Dietz K-8 School	3.84	3.64	3.64	3.79	4.09	4.09	3.6	3.7	3.7	3.7		Racially Concentrated
ε Drachman (K-6) Montessori Magnet School	3.62	3.90	3.90	3.42	3.65	3.65	3.5	3.5	3.5	3.5		Racially Concentrated

July 14, 2016		Classroom TCI 14- vs District Avg	Classroom TCI 15- vs District Avg	Classroom TCI 15-16SY vs 14-15SY	Proficiency TCI 14-15 - vs District Avg	Proficiency TCI 15-16 - vs District Avg	Proficiency TCI 14-15 - vs District Avg	TCI 14-15 vs District Avg	TCI 15-16 vs District Avg	TCI 15-16 vs 14-15	Integration 14-15	Integration 15-16
DISTRICT Averages		26%	26%	26%	42%	42%	42%	100%	100%	100%		
DISTRICT Averages		3.57	3.58	3.58	3.86	4.14	4.14	3.7	3.9	3.9		
Ⓜ Hollinger K-8 School		3.78	3.78	3.78	3.75	4.24	4.24	3.9	4.1	4.1	Racially Concentrated	Racially Concentrated
Ⓜ Lawrence 3-8 School		3.79	3.67	3.67	4.30	4.42	4.42	4.0	4.2	4.2	Racially Concentrated	Racially Concentrated
Ⓜ Mary Belle McCorkle Academy of Excellence K-8		4.01	4.00	4.00	3.89	3.84	3.84	3.9	3.7	3.7	Racially Concentrated	Racially Concentrated
Ⓜ Maxwell K-8 School		4.00	3.95	3.95	4.14	3.90	3.90	3.9	3.9	3.9	Racially Concentrated	Racially Concentrated
Ⓜ Miles Exploratory Learning Center		3.08	3.20	3.20	3.28	4.06	4.06	3.5	3.9	3.9	Racially Concentrated	Racially Concentrated
Ⓜ Pueblo Gardens K-8		3.89	3.83	3.83	3.55	3.76	3.76	3.8	4.0	4.0	Integrated	Racially Concentrated
Ⓜ Roberts (at Naylor)		4.20	4.20	4.20	4.04	3.73	3.73	4.0	3.9	3.9	Racially Concentrated	Racially Concentrated
Ⓜ Robins K-8 School		2.76	2.77	2.77	3.70	4.55	4.55	3.4	4.0	4.0	Racially Concentrated	Racially Concentrated
Ⓜ Rose K-8 School		3.56	3.55	3.55	4.31	3.97	3.97	3.9	3.8	3.8	Racially Concentrated	Racially Concentrated
Ⓜ Roskrugs Bilingual Middle Magnet School		3.10	3.30	3.30	3.82	4.60	4.60	3.6	4.1	4.1	Racially Concentrated	Racially Concentrated
Ⓜ Safford K-8 Magnet		3.58	3.76	3.76	3.75	4.02	4.02	3.9	4.0	4.0	Racially Concentrated	Racially Concentrated
K-8 Averages		3.58	3.56	3.56	3.83	4.15	4.15	3.7	3.9	3.9		
Ⓜ Mary Meredith K-12		3.86	3.88	3.88	4.12	3.92	3.92	4.1	4.0	4.0	Integrated	Integrated
K-12 Averages		3.86	3.88	3.88	4.12	3.92	3.92	4.1	4.0	4.0		
Ⓜ Dodge Traditional Magnet Middle School		3.13	2.90	2.90	3.65	4.19	4.19	3.7	3.9	3.9	Integrated	Integrated
Ⓜ Doolen Middle School		3.51	3.36	3.36	3.69	4.32	4.32	3.7	4.0	4.0	Racially Concentrated	Racially Concentrated
Ⓜ Gridley Middle School		3.04	2.96	2.96	3.54	3.71	3.71	3.4	3.5	3.5	Racially Concentrated	Racially Concentrated
Ⓜ Magee Middle School		2.79	2.84	2.84	3.53	4.47	4.47	3.5	3.9	3.9	Racially Concentrated	Racially Concentrated
Ⓜ Mansfield Middle School		2.71	3.23	3.23	3.62	3.70	3.70	3.5	3.7	3.7	Racially Concentrated	Racially Concentrated
Ⓜ Pistor Middle School		3.51	3.63	3.63	3.29	3.84	3.84	3.6	3.9	3.9	Racially Concentrated	Racially Concentrated
Ⓜ Secrist Middle School		3.30	3.23	3.23	3.48	4.02	4.02	3.4	3.9	3.9	Racially Concentrated	Racially Concentrated
Ⓜ Utterback Middle Magnet School of the Arts		3.83	3.84	3.84	3.68	3.92	3.92	3.5	3.9	3.9	Integrated	Integrated
Ⓜ Vail Middle School		3.43	3.37	3.37	3.64	4.27	4.27	3.3	3.7	3.7	Integrated	Integrated
Ⓜ Valencia Middle School		4.00	3.87	3.87	3.50	3.88	3.88	3.5	3.9	3.9	Racially Concentrated	Racially Concentrated
Middle Averages		3.32	3.32	3.32	3.56	4.03	4.03	3.5	3.8	3.8		
K-8, K-12, Middle Averages		3.49	3.50	3.50	3.73	4.11	4.11	3.7	3.9	3.9		
Ⓜ Catalina Magnet High School		4.30	4.33	4.33	3.47	3.67	3.67	3.8	4.0	4.0	Integrated	Integrated
Ⓜ Cholla High Magnet School		3.63	3.56	3.56	3.54	4.11	4.11	3.4	3.9	3.9	Racially Concentrated	Racially Concentrated
Ⓜ Palo Verde High Magnet School		4.23	4.08	4.08	3.58	4.10	4.10	4.0	4.1	4.1	Integrated	Integrated
Ⓜ Project MORE		4.10	4.25	4.25	3.71	3.60	3.60	4.0	4.0	4.0	Racially Concentrated	Racially Concentrated
Ⓜ Pueblo Magnet High School		3.95	3.86	3.86	3.67	3.41	3.41	3.7	3.5	3.5	Racially Concentrated	Racially Concentrated
Ⓜ Rincon High School		4.12	4.08	4.08	3.60	3.25	3.25	3.9	3.8	3.8	Integrated	Integrated
Ⓜ Sabino High School		3.52	3.72	3.72	3.61	3.57	3.57	3.7	3.7	3.7	Racially Concentrated	Racially Concentrated
Ⓜ Sahuaro High School		3.20	3.21	3.21	3.39	3.39	3.39	3.4	3.3	3.3	Integrated	Integrated
Ⓜ Santa Rita High School		4.20	4.35	4.35	3.32	2.89	2.89	3.8	3.7	3.7	Integrated	Integrated
Ⓜ Teenage Parent High School (TAP)		3.89	3.78	3.78	4.01	NA	NA	3.9	4.0	4.0	Integrated	Integrated
Ⓜ Tucson High Magnet School		4.02	3.80	3.80	3.60	3.79	3.79	3.7	3.6	3.6	Racially Concentrated	Racially Concentrated
Ⓜ University High School		3.13	3.09	3.09	3.70	3.53	3.53	2.7	2.6	2.6	Racially Concentrated	Racially Concentrated
High Averages		3.86	3.87	3.87	3.60	3.57	3.57	3.7	3.7	3.7		

EXHIBIT 28

MENDOZA PLAINTIFFS' REPLY TO THE TUSD NOVEMBER 28, 2016 RESPONSE TO THEIR REQUEST THAT THE SPECIAL MASTER BRING MULTIPLE INSTANCES OF THE DISTRICT'S NONCOMPLIANCE WITH THE USP AND ITS UNDERTAKINGS RELATED THERETO TO THE COURT'S ATTENTION

December 6, 2016

Mendoza Plaintiffs provide the following in reply to the TUSD Response to Mendoza Plaintiffs' October 28, 2016 Request Re: Alleged Noncompliance ("TUSD Response").

Changes to the Application and Selection Process for Oversubscribed Schools

Remarkably, in its response to the Mendoza Plaintiffs on this issue, TUSD simply ignores both (i) Regulation JFB-R4 which it identifies in its 2015-16 Annual Report as the document that sets forth its selection process for oversubscribed schools (and which it attaches to the Annual Report as Appendix II-18 (see Annual Report at II-29 and Appendix II-18) and (ii) its express admission at page II-41 of the Annual Report that it unilaterally revised the selection process to give "children of District employees **special consideration** in the lottery process...." (Annual Report at II-41; emphasis added.)

Instead, in the TUSD Response, the District discusses only some relatively minor language changes in the November 2015 version of Policy JFB about which the Mendoza Plaintiffs raised no issues. But it is Regulation JFB-R4 (Appendix II-18) -- adopted after the November 2015 version of Policy JFB¹ (but never even acknowledged in the TUSD Response) -- that is the subject of the Mendoza Plaintiffs' concern and complaint because it does indeed abandon the requirement that the application of the child of a District employee be accorded priority **ONLY** if the enrollment of that child at the requested school "will help that school meet integration targets." See Regulation JFB-R4 (Appendix II-18 at 5) (stating only that after siblings, "[c]hildren of employees are placed if seats are available" and setting forth no other conditions to be met before such placement may occur). That no pro-integrative conditions any longer apply to the placement of the children of District employees is further confirmed by the Lottery Flow Diagram attached to JFB-R4 (Appendix II-18 at 6) which visually demonstrates that all children of employees are eligible for placement in the lottery after siblings, with no other conditions attached.

The Special Master should therefore find, as requested by Mendoza Plaintiffs in their submission of October 28, 2016, that the District is not in compliance with its USP obligations as they relate to student assignment. (And that TUSD further failed to comply with its USP Section

¹ Each page of JFB-R4 is dated 2-19-16 and the last page of text states that it was adopted on February 19, 2016. (Appendix II-18 at 5.)

I,D,1 obligations in its unilateral adoption of the process set forth in Appendix II-18.)² Further, the Special Master should ask the Court to direct the District to apply the lottery process as agreed to by the parties in February 2015 (the date reflected in the redlined version of Policy JFB attached to Mendoza Plaintiffs' request for a finding of noncompliance) and not as unilaterally changed by the District in February 2016.

Changes to the Marketing, Outreach, and Recruitment Plan

The District asserts that it did not revise the Marketing, Outreach, and Recruitment Plan ("MOR Plan") during the 2015-16 school year without following USP Section I, D, 1 procedures, and that the MOR Plan in effect at the end of the 2014-15 school year is the plan that was in effect throughout the 2015-16 school year. (TUSD Response at 2.) Mendoza Plaintiffs are confused by this TUSD Response statement in that it directly contradicts the Annual Report statement that "[i]n 2015, the District updated the plan with an eye toward continuing what had worked and finding new ways to reach its target audience, including African American and Hispanic students. The **revised plan** focused on increasing the use of videos and other platforms as tools for showcasing schools, boosting the frequency of face-to-face, engaging families through one-to-one outreach, and improving the use of social media as a communication and marketing tool." (Annual Report at II-35; emphasis added.)

Given the contradictory TUSD statements, ambiguity in the TUSD Response, and the specificity with which the District both describes MOR Plan revisions in the Annual Report and asserts that "TUSD staff worked diligently throughout the 2015-16 school year to realize these goals" (*id.*), Mendoza Plaintiffs request that the Special Master follow up with the District to determine what exactly occurred with the MOR Plan during the 2015-16 school year and

² The District also asserts that it has "fulfilled its agreement to review the impact of the 'children of employee' provision" and refers the reader to its "finalized review" in Attachment D to its response. (TUSD Response at 2.) However, a comparison of Attachment D to the agreement TUSD acknowledges it made in the so-called "Sunset Email" that is included as Attachment C to the TUSD Response reveals that that is not the case. The Sunset Email, Attachment C, requires that the District provide the race/ethnicity of the employee children who were placed as well as their resident/non-resident status. However, such information is lacking in Attachment D. Further, the Sunset Email plainly contemplates separate reporting for placements pursuant to Priority 2 and Priority 5 under the agreed to lottery process in order to permit separate assessments of the impacts of Priority 2 and Priority 5 as anticipated in the Sunset Email. Mendoza Plaintiffs believe that a version of Attachment D that comports with the requirements of the Sunset Email, including a breakout of the results based on Priority, should be promptly provided. They have questions about the terminology employed (*e.g.*, "balanced placement") and additional questions that, if not addressed in the revised Attachment D, they will pursue through the RFI process rather than in this submission.

whether the District did indeed revise the Plan without following the USP Section I, D, 1 procedure. If the District did unilaterally revise the MOR Plan, the Special Master should detail the instance of USP noncompliance to the Court. If the District has not revised the MOR Plan, Mendoza Plaintiffs respectfully request that the Special Master direct the District to re-file the Annual Report to remove what would then be inaccurate references to a revised MOR Plan.

Changes to the Dropout Prevention and Graduation Plan

The TUSD Response seeks to sidestep the District's obligation to follow the USP Section I,D,1 process relating to changes to plans governed by the USP with its assertion that "[n]o revisions or changes were made to the DPG Plan during the 15-16 school year." (TUSD Response at 2.) But that does not address the concern expressed by the Mendoza Plaintiffs in their request for a Special Master finding of noncompliance. The issue is not what occurred *during* the 2015-16 school year. Rather, it is presented by the statement in the Annual Report at page V-195 (largely confirmed in the TUSD Response at 2) that at the end of the 2015-16 school year District staff "met to analyze the plan and revise its strategies for the 2016-17 year" and the further statement (also on page V-195) that the "revised DPG plan will be provided in the 2016-17 Annual Report." Mendoza Plaintiffs appreciate the fact that the District seeks to modify its strategies based on its experience but that does not relieve the District of its obligation to bring proposed changes in USP-governed plans to the Plaintiffs and the Special Master for their review and comment pursuant to USP Section I, D, 1 and certainly does not justify the District in holding a revised plan until it files its next Annual Report after the 2016-17 school year (thereby negating the ability of the Plaintiffs and the Special Master to comment on new strategies in place for that school year).

The Special Master therefore should find, as requested by Mendoza Plaintiffs in their submission of October 28, 2016, that the District is not in compliance with its USP obligations as they relate to revisions of the Dropout Prevention and Graduation Plan. Further, the Special Master should ask the Court to direct the District to promptly provide the Plaintiffs and the Special Master with its proposed revisions to that Plan. In no event should the Plaintiffs and the Special Master have to wait until the filing of the 2016-17 Annual Report to learn what revisions to the Plan the District apparently put into place as of the start of this school year.

Changes to Policy Regulations JI-R, JK-R1, JK-R2, and JK-R2-E3

In the TUSD Response, the District asserts that the revisions it made to the above-cited regulations were "minor" and that they do not reflect the type of change that would trigger USP Section I, D, 1 review. (TUSD Response at 3.) However, the redlined policy regulations governing short-term suspension (JK-R1) and long-term suspension (JK-R2) reflecting those revisions (attached to the TUSD Response as Exhibit E) demonstrate that the District revisions

were not “minor” and instead are noncompliant not only with USP Section I, D, 1, but also with USP Section VI, B, 2, b.

USP Section VI, B, 2, b. governs “due process protections for student discipline” and expressly cites TUSD regulations JK-R1 and JK-R2 as regulations TUSD is to revise to “ensure that students and parents are provided with a fair, impartial, and language-accessible proceeding... before exclusionary discipline or punishment is imposed, *as well as an opportunity to appeal*” (emphasis added).

Each of the above policy regulations was revised to include a new “Alternatives to Suspension” section. In regulation JK-R1 (short-term suspensions), this new section states that “[p]rior to any determination to suspend a student, the administrator shall first consider the use of appropriate **alternatives to suspension**, including, but not limited to: restorative conference, abeyance contract, or **In-School Intervention**.” (See TUSD Response, Exhibit E; emphasis added.) The new “Alternatives to Suspension” section within regulation JK-R2 (long-term suspensions) contains identical language but adds “**Alternative Education Placement**” among the “alternatives” that should be considered. (See *Id.*; emphasis added.) Each of these policy regulations then goes on to detail an appeals process that governs “suspensions” only. (See *Id.*) Thus, there is no ability to appeal an in-school intervention or referral to DAEP because under these regulations, they are not considered a “suspension” although they are “exclusionary” discipline for which there must be an appeals process under USP Section VI, B, 2, b.³

This issue highlights the dispute between the District, on one side, and the Mendoza Plaintiffs and DOJ, on the other, regarding what constitutes “exclusionary discipline.” As Mendoza Plaintiffs and the DOJ have indicated, they believe all discipline that removes a student from their regular classroom is “exclusionary.”⁴ Similarly, in-school intervention and

³ Mendoza Plaintiffs understand that, unlike the situation with respect to in-school intervention, a suspension hearing occurs before students who subsequently are to be administered a long-term out-of-school suspension are given the option to attend the DAEP program in place of that out-of-school suspension. (Appendix VI-36 at 2.) What they are not entirely clear about is whether students who opt to attend the DAEP program can then appeal their long-term suspension. In any event, Policy Regulation JK-R2 (long-term suspension) plainly does not contemplate an appeals process for referrals to DAEP and therefore, on its face, violates USP Section VI, B, 2, b. Mendoza Plaintiffs understand there to be no hearing in connection with the administration of in-school intervention.

⁴ As Mendoza Plaintiffs explained during the November 30, 2016 meeting in Tucson among the parties and Special Master, they understand that as a practical matter, discipline that, for example, removes the student from the classroom for an hour to “cool down” should not be

referrals to DAEP should be considered “suspensions” under these policy regulations to permit a District action to be appealed as required by USP Section VI, B, 2, b. As this issue and the parties’ November 30 discussion makes clear, what is considered “exclusionary” (or here a “suspension”) has implications not only for the accurate reporting of discipline data and the ability to make meaningful comparisons to discipline data from past years; it also affects the extent to which the discipline is subject to the requirements of the USP.

Plainly, had the District come forth with proposed revisions to Policy Regulations JK-R1 and JK-R2 as required under USP Section I, D, 1 before adopting those changes, Mendoza Plaintiffs (and, presumably, the DOJ) would have commented on and objected to the revisions. Because the regulation revisions violate USP Section VI, B, 2, b and were created and adopted in violation of the I, D, 1 process, Mendoza Plaintiffs continue to request that the Special Master report this District noncompliance to the Court. Further, they ask that the Special Master recommend that the Court direct that the District promptly bring its discipline processes into conformity with Section VI, B, 2, b of the USP.

Changes to Facilities Condition Index Component Weights

The explanation that the District offers for its unilateral change in the Facilities Condition Index (“FCI”) makes no sense given that the FCI and the Technology Conditions Index (“TCI”) were developed within months of each other⁵ and that the District actually filed them with the Court on the same day. (See Docs. 1777 and 1778, both filed February 27, 2015.)

Further, having obtained the parties’ agreement to the two indices, it was not for the District to determine on its own that the “communication category in the FCI was duplicative of the newly-created [sic] category evaluated in the TCI” (TUSD Response at 3) and then, on its own, to decide that the weight accorded “technology/communications” systems in the FCI should be reduced by 2/3 (from 15% to 5%) and that the resulting 10% should be divided equally between “grounds” which has no relation of which the Mendoza Plaintiffs are aware to “technology/communications” and to “special systems” (that is, fire alarm, security systems, and intercom (see Appendix IX-2 at 61)). Although the District asserts these changes are “non-material” (TUSD Response at 3), they represent both a decision to separate aspects of a school’s technology from an overall assessment of the condition of the school and its educational suitability (another of the topics covered and rated in the FCI) as well as a decision

considered “exclusionary” under the USP (and thus should not be subject to USP requirements for exclusionary discipline).

⁵ In an email dated October 14, 2013, counsel for the District circulated a draft of the FCI together with a document setting forth the plaintiffs’ comments. By email dated February 25, 2014, counsel for the District circulated a draft of the TCI for comment.

to double the weight afforded “grounds” and “special systems” in that assessment (having decided to increase each from 5% to 10%).

Accordingly, Mendoza Plaintiffs believe that the District’s actions with respect to the FCI are out of compliance with the USP and should be reported to the Court.

Certificated Staff

Based on Mendoza Plaintiffs’ review of the TUSD Response and further review of the District’s 2015-16 Annual Report filing, Mendoza Plaintiffs no longer pursue their request that the Special Master bring this issue to the Court’s attention.

Ethnic Classification

Mendoza Plaintiffs understand that in June 2012, before there was any USP Reporting, indeed before the USP was filed with and approved by the Court, the parties and the Special Master agreed that when a student had no primary identification and was identified “equally as both Black and Hispanic” or when a student was identified as both “Black or African American and one other race other than Hispanic”, that student would be “counted as Black for purposes of the Unitary Status Plan.” (Memorandum dated June 8, 2012 from Willis Hawley to Fisher/Mendoza Parties at 2; see also, the December 10, 2013 Governing Board presentation “Racial/Ethnic Integration: How do we measure it, report it, and promote it” at page 24.) Their concern and the basis for their request for a finding of noncompliance stems from the statement in the District’s report on disciplinary outcomes broken down by race and ethnicity in its 2015-16 Annual Report that the discipline data presented in that report (at Appendix VI-54) “differs from prior USP Reporting because this report uses updated USP ethnicity coding.” The Appendix then goes on to say that “[p]rior USP reports used federal ethnicity coding.” (*Id.*)

Mendoza Plaintiffs do not know what the District means by its reference to “updated USP ethnicity coding” given that “USP coding” has (or should have) been in place for years. Nor do they understand what the District means by its statement that “[p]rior USP reports used federal ethnicity coding” given the decision made in June, 2012 (and confirmed by the District in December 2013), before any USP reporting, as to how the District was to report data concerning Black or African American students. They also remain concerned that all USP data be presented in a consistent manner from report to report and within reports so that meaningful comparisons can be made.

Given the statements in Appendix VI-54 and the TUSD Response, they therefore now request that the Special Master investigate to determine whether the District reported consistent with the Special Master’s June 2012 direction in Appendix VI-54 of the Annual Report and whether the adjustments it apparently made to data for the preceding three school years

was warranted based on the June 2012 directive. If it is the case that the District did not begin reporting consistent with the June 2012 directive until this most recent Annual Report, Mendoza Plaintiffs further request that the Special Master determine the reason for that delay and whether other reports that reflect data broken down by race and ethnicity either in the most recent Annual Report or earlier Annual Reports should be revised so that consistent data is presented across reports and from year to year.

Assignment of First-Year Teachers

In its TUSD Response, the District wholly fails to address Mendoza Plaintiffs' concern that "80% of first-year teachers (102 out of 127) were assigned to racially concentrated schools or schools performing below the District average in the 2015-16 school year." (See Appendix IV-29 (also demonstrating that 43% of first-year teachers were assigned to schools that were *both* racially concentrated and were performing below the District average with respect to student achievement).) Instead of providing any evidence to the contrary, the District simply asserts that the "USP only requires the District to 'make efforts' in these areas" and that it "clearly 'made efforts' in these areas as set forth in its annual reports." (TUSD Response at 4-5.) (The District took the same position that this USP obligation "is not a requirement" with respect to the 2014-15 school year. (See Special Master's Annual Report (Doc. 1890) ("SMAR") at 15.))

The District is wrong in asserting that its annual reports demonstrate that it "has clearly 'made efforts'" regarding the placement of first-year teachers. Indeed, for each of the 2014-15 and 2015-16 school years, it was TUSD annual report data that revealed that the District was treating this USP requirement to avoid placing first-year teachers at racially concentrated schools or schools performing below the District average as essentially non-existent. Moreover, in stating generally that the annual report evidences its efforts in this area –but pointing to no discussion of any such efforts -- the District ignores that its Annual Report provided no data specific to the assignment of beginning teachers to "Racially Concentrated schools or schools in which students are achieving at or below the District average" (USP Section IV, E, 5). (Mendoza Plaintiffs analyzed and compiled the data in Appendix IV-29 to determine the District's "progress" in this area.) Nor does the 2015-16 (or 2014-15) Annual Report provide any information regarding specific "efforts" "[t]hrough the human resources department coordinator...to ...reduce the number of beginning teachers hired by Racially Concentrated schools or schools in which students are achieving below the District average" as required by USP Section IV, E, 5 or any evidence of any "case-by-case" exceptions (*see id.*) the Superintendent made with respect to the placement of first-year teachers.⁶

⁶ Presumably the District avoids any reference to this provision in its response because the existence of a provision allowing an exception to the provision limiting the placement of first-

While Mendoza Plaintiffs appreciate that this USP provision may not be the easiest to comply with, the District is charged with implementing it in good faith. Notwithstanding that for the 2014-15 school year, the Special Master made clear that “the District appears to be clearly out of compliance” “[w]ith respect to the assignment of beginning teachers” (SMAR at 15), the District’s own uncontroverted evidence suggests that it made no good faith effort to comply with the provision during the 2015-16 school year. The Special Master should therefore find, as requested by Mendoza Plaintiffs in their October 28 submission, that the District is not in compliance with its USP Section IV, E, 5 obligations regarding the placement of first-year teachers. Further, Mendoza Plaintiffs repeat their October 28 request that the Special Master’s Implementation Committee monitor the District’s compliance in this area for the “balance of this school year and through the hiring process for next year in an effort to actively manage the District into compliance with USP Section IV, E, 5.”

year teachers in Racially Concentrated and underperforming schools confirms that that provision is indeed a requirement and not simply an exhortation.

EXHIBIT 29

From: Juan Rodriguez
Sent: Thursday, March 17, 2016 6:53 PM
To: Tolleson, Julie; Taylor, Martha; Alexander Chanock; James Eichner; Lois Thompson; Rubin Salter; Shaheena Simons; Willis D. Hawley
Cc: Desegregation; Converse, Bruce (BConverse@steptoe.com)
Subject: RE: Reallocations - Tully and Carrillo

Julie,

Thanks for your email below. While we generally also understand the ESS to focus on facility design, as you state below, we also understand that tool to assess the “existence and quality of special facilities and laboratories (e.g., ... auditoriums, theaters ...).” (USP Section IX, A, 1, (v) (emphasis added).)

The March 8, 2016 Utterback reallocation justification indicates that the Utterback auditorium is having issues with no working speakers, sound boards, or microphones (sound system), no projection system, and limited lighting. With regard to the specific “Performing Arts” component, the ESS Rubric for conducting assessments describes the following as “What to Look For”: “appropriate lighting levels,” “Performing arts spaces including auditorium ... sound booth, lighting booth, etc. meet instructional space guidelines/standards,” and the “performing arts space should have adequate and appropriate... lighting, sound system w/ ability to patch into an iPod, and technology equipment appropriate to the program.” (Multi-Year Facilities Plan, Attachment D – Education Sustainability Score Rubric (Doc1777-1) at 43-44.) Thus, the ESS “Performing Arts” assessment is to take into account each of the issues Utterback indicates it is experiencing. Notably, the items “to Look For” that are cited above and which are implicated by the issues with Utterback’s auditorium are spread across three of the five components in assessing “Performance Arts” spaces. (Id.) We therefore would expect Utterback’s “Performing Arts” ESS assessment to result in a low score. Instead, Utterback’s “Performing Arts” space received a 4.0 out of 5.0, indicating it is in “good condition” and “that it meets all of the safety components and at least 85% of other components.” (2014-15 Annual Report, Appendix IX-6 (Doc. 1852-4) at 3.)

While we appreciate that, as you state, issues may post-date the last ESS assessment of May, 16, 2015 (see id.), the significant numerous issues described with the auditorium and the indication in the justification document that it “has had no upgrades or systemic repairs since its inception in 1989” leads us to believe that the needed repairs developed over time. Also, as is implicit in our repeated indication that we are willing to have desegregation funds supplement M&O funds in repairing Utterback’s auditorium, we have little doubt that the space is in need of repair. However, that is a separate from the issue of the extent to which 910(G) money should fund those repairs because, as you expressed earlier today, the 910(G) budget expenditures should align with the desegregation order. Our concern with Utterback’s “Performing Arts” ESS score is that it appears to not reflect the issues experienced with that school’s performing arts space, which raises concerns about whether other school spaces may be in great need of repair without that need reflected in the ESS (whether it be a result of human error, scoring variation among evaluation teams, etc.), and therefore unlikely to receive the attention required to have those repair needs addressed. We hope that following resolution of the issues in my email of earlier today (below), that the District will bring back a proposal that includes 910(G) funds to supplement M&O funds to repair Utterback’s auditorium.

Thanks,
Juan Rodriguez

From: Tolleson, Julie [Julie.Tolleson@tusd1.org]
Sent: Thursday, March 17, 2016 12:18 PM

To: Juan Rodriguez; Taylor, Martha; Alexander Chanock; James Eichner; Lois Thompson; Rubin Salter; Shaheena Simons; Willis D. Hawley
Cc: Desegregation; Converse, Bruce (BConverse@steptoe.com)
Subject: RE: Reallocations - Tully and Carrillo

Just a quick nugget related to your questions. ESS scores are about “educational suitability” – facility design, more or less. So, that would not be the place to look for information regarding the condition or maintenance needs of a site. That information would best be gleaned from the FCI. Even then, if a system breakdown post-dated the last FCI scoring, it may or may not be reflected there.

I confess I have not looked at the FCI score for Utterback. But are saying you are skeptical as to whether conditions are as the school reports in the reallocation request? I’ve not been out there lately, but I do think Robin Dunbar is a principal of the highest integrity and this is the expenditure that they believe is most helpful to their existing magnet.

I suspect the Deseg team is on your inquiry and will get back to you shortly. With the first draft of the budget just having been sent, as you might imagine we have a lot of balls in the air!

Julie C. Tolleson
General Counsel
Tucson Unified School District
(520) 225-6040

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From: Juan Rodriguez [mailto:jrodriguez@MALDEF.org]
Sent: Thursday, March 17, 2016 9:56 AM
To: Taylor, Martha; Alexander Chanock; James Eichner; Lois Thompson; Rubin Salter; Shaheena Simons; Willis D. Hawley
Cc: Desegregation; Tolleson, Julie; Converse, Bruce (BConverse@steptoe.com)
Subject: RE: Reallocations - Tully and Carrillo

Martha,

Just to be clear, while Mendoza Plaintiffs’ only outstanding objection relates to the Utterback reallocation proposal, they still seek responses to a number of questions relating to the magnet reallocation proposals, regardless of whether the Utterback proposal moves forward.

As noted in my March 10 email, we seek an explanation of the relatively high ESS score Utterback received for “performing arts” (2014-15 Annual Report, Appendix IX-6 (Doc. 1852-4) at 3) given the substantial repairs the District described its auditorium as requiring. We again request clarification on what is meant by the reference in the "reallocations report" to Utterback having excess funds in the “Counseling line” when, as far as Mendoza Plaintiffs can tell, there were no allocations for counseling in either Utterback’s improvement plan, or in the 2015-16 USP budget. We again reiterate that if these issues can be adequately addressed, we would be open to a revised Utterback proposal in which an appropriate amount of 910G funds are used to supplement M&O funds to repair its auditorium, while remaining funds go toward programs aimed at improving student academic achievement.

Mendoza Plaintiffs also again request District confirmation that the it has not abandoned any of the positions described as not having been filled at the magnet schools in the reallocation proposals, and an explanation of what is occurring with unexpended funds at magnet schools in which there have been vacancies this school year but for which no reallocations have been proposed.

Thanks,

Juan Rodriguez | Staff Attorney

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From: Taylor, Martha [<mailto:Martha.Taylor@tusd1.org>]

Sent: Thursday, March 17, 2016 9:31 AM

To: Alexander Chanock; James Eichner; Juan Rodriguez; Lois Thompson; Rubin Salter; Shaheena Simons; Willis D. Hawley

Cc: Desegregation; Tolleson, Julie; Converse, Bruce (BConverse@steptoe.com<<mailto:BConverse@steptoe.com>>)

Subject: Reallocations - Tully and Carrillo

Dr. Hawley and counsel: Thank you for your feedback on the reallocations requested for Tully and Carrillo. Since no continuing objections for these reallocations were received by Tuesday 3/15/16, we will move ahead and process these requests right away so students can begin to benefit from these acquisitions as soon as possible.

Thank you.

EXHIBIT 30

From: Taylor, Martha <Martha.Taylor@tusd1.org>
Sent: Monday, April 03, 2017 10:08 AM
To: Alexander Chanock; James Eichner; Juan Rodriguez; Lois Thompson; Peter Beauchamp; Rubin Salter; Shaheena Simons; Willis D. Hawley
Cc: Desegregation; 'Converse, Bruce'
Subject: 3.2.17 Reallocation Request and RFI re FCI - District Response

Dr. Hawley and counsel:

Below is our response to your comments and objections regarding our reallocation requests sent March 2, 2017..

3.2.17 Reallocation District Response

- 1. Reducing negative contingency.** The District will implement this proposal as no party has objected to reducing the negative contingency.
- 2. Summer PD.** The DOJ and Special Master do not object to this proposal; the Fisher Plaintiffs object, and the Mendoza Plaintiffs have indicated that funding for Summer PD should be allocated in a manner similar to the technology reallocations from 2016 – using the “technology reallocation list.” The District has reviewed the make-up of teachers involved in summer PD in 2016 and has determined that approximately 90% of participating teachers came from schools on the “technology list” that was used last year to identify sites that would receive technology purchased with reallocated funds. Accordingly, the District proposes to allocate approximately 90% of summer PD funding from reallocated 910G funds, and will fund the remaining 10% (or, likely, more than 10%) with other sources.
- 3. Facility upgrades (security system and EMCS upgrades) @ Hollinger and Manzo.** The DOJ does not object to this request; Dr. Hawley, the Fisher Plaintiffs, and the Mendoza Plaintiffs object. Therefore, the District withdraws this request.
- 4. Roof upgrades at Safford, Hollinger, Manzo, and Carrillo.**

The DOJ and Dr. Hawley do not object to the request for a roof upgrade at Carrillo; the Mendoza Plaintiffs and Fisher Plaintiffs object to the request for roof upgrades for all four listed schools. Carrillo is unique in that it is an academically high-performing magnet school and, through the District’s efforts, has experienced significant improvements in integration over the past four years: Carrillo’s non-Latino population has doubled from 11% in 2012-13 to 22% in 2016-17, significantly improving integration and reducing racial concentration. Thus, maintaining its facilities not only improves its FCI score, but also ensures that family interest in Carrillo is not undermined by deteriorating facilities. The District withdraws its requests for roof upgrades except for its request to upgrade the roof at Carrillo. The District requests a recommendation from the Special Master on the Carrillo request.

Request for Information Related to FCI Score Changes

Question: why are the FCI scores provided in the reallocation request different than the FCI scores provided in the FCI attached to the MYFP?

Overview:

Continued FCI changes:

When our facilities shops received work orders for repairs that they cannot address, they refer them to Engineering. That triggers an investigation, and often results in a change in FCI score.

Roofs

TUSD's roofing crew asked that Engineering assess the roofs at Safford, Roskruge, Hollinger, Carillo, and Hughes, all of which have tile roofs and have multiple work orders that cannot be repaired because we do not have the staff or equipment required. The underlayment on these sites have been tested and found to be in very poor condition. The FCI scores were downgraded on all of these sites.

Security Systems

Some of our very old security systems are starting to fail, and we are unable to get parts as they are obsolete systems. If they fail, we would be unable to repair them. Our Fire Safety department has asked that FCI scores for all schools using this particular equipment be downgraded.

Safford: Changed from 2.68 to 2.08

Safford Roof

There have been 26 work orders for the Safford Roof. The underlayment was tested and found to have mostly disintegrated. Our roofing crew is unable to make these repairs. It will require a contractor with a crane to remove the tiles, replace the underlayment, and replace the tiles. This roof is in much worse condition than previously thought.

Safford Floor

The computer lab has two "holes" in the floor. Plywood has been secured to make sure no one falls through. However, there is a noticeable dip when stepping on the plywood. We were on site to look at the roof, and the custodian asked that we look at the floor. We agreed this is an unsafe condition that needs to be addressed.

Hollinger: Changed from 2.63 to 2.29

Hollinger Roof

We have 13 open work orders for the Hollinger Roof. Our roofing crew is unable to make the repairs, ceiling tiles are continuously replaced, and some classrooms are unusable in a heavy rainstorm. This roof is in worse condition than previously thought.

Hollinger Security

Some of our very old security systems are starting to fail, and we are unable to get parts as they are obsolete systems. If they fail, we would be unable to repair them. FCI scores for all schools using this particular equipment have been downgraded.

Manzo: Changed from 2.49 to 2.32

Manzo Paint, Parking Lot, and Crumbled Sidewalk

Manzo has received complaints from the surrounding community that the school's paint, parking lot, and sidewalk is becoming an eye sore to the community. We inspected the school to answer the complaints and determined that they are correct. The fascia is starting to crumble and needs to be sealed. The sidewalk has crumbled because the dumpster is there and the waste trucks are too heavy for the concrete. We need to remove the concrete and pour a thicker slab. The parking lot does not need to be replaced, but does need a slurry coat to keep it from deteriorating further.

Manzo Security

Some of our very old security systems are starting to fail, and we are unable to get parts as they are obsolete systems. If they fail, we would be unable to repair them. FCI scores for all schools using this particular equipment have been downgraded.

Manzo EMCS

Manzo does not currently have EMCS controls. While not all schools have EMCS, this school has been particularly problematic because of the number of work order received, and it cannot be evaluated centrally but requires a site visit every time an issue arises.

Carrillo: Changed from 2.59 to 2.33

Carrillo Roof

We have 17 open work orders for the Carrillo Roof. The flat roof was replaced recently, but the tiled areas continue to be a problem. Our roofing crew is unable to make the repairs. This section of the roof is in worse condition than previously thought.

Carrillo Security

The intercom at Carrillo failed and had to be replaced. It has changed from 1 (failing) to 5 (new).

The Fire alarm system was downgraded because of an increased number of false alarms.

EXHIBIT 31



TUSD Educational Suitability Score (ESS)

ESS - Tracked Categories

- Security / Supervision
- Non-Instructional Spaces
- Early Childhood Classroom Spaces
- Kinder Classroom Spaces
- General Classroom Spaces
- Technology
- Instructional Resource Spaces
- Exceptional Education Self Contained Spaces
- Library - Media Center Spaces
- Science Classroom Spaces
- Performing Arts Spaces
- Music Spaces
- Visual Arts Spaces
- Physical Education Spaces

Value Index

1	2	3	4	5
<p>Poor Condition</p> <p>An area that is missing any one of the safety components and less than 50% of other components</p> <p>This area would not support or enhance the science education goals of TUSD.</p> <p>This score requires priority status 1 for safety issues.</p>	<p>Fair Condition</p> <p>An area that meets all of the safety components and at least 60% of other components</p> <p>This area would only partially support or enhance the educational goals of TUSD.</p>	<p>Acceptable Condition</p> <p>An area that meets all of the safety components and at least 75% of other components</p> <p>This classroom would support and/or enhance the educational goals of TUSD.</p>	<p>Good Condition</p> <p>An area that meets all of the safety components and at least 85% of other components</p> <p>This area would support and enhance the educational goals of TUSD.</p>	<p>Excellent Condition</p> <p>An area that meets all of the safety components and all of the other components</p> <p>This area fully supports and enhances the educational goals of TUSD.</p>

TUSD	Educational Suitability Score															Comments	
	Security Supervise	Non- Instruct Space	Early Childhood Classroom	Kinder Classroom	General Classroom	Technology	Instruction Resource Room	Exed Self Contained	Library Media Center	Textbooks / Learning Resources	Science Classroom	Performing Arts	Music	Visual Art	Physical Education		ESS Average
ELEMENTARY SCHOOLS																	
BANKS ES	3.8	4.8	No Data	5.0	5.0	3.7	5.0	5.0	5.0	5.0	5.0	4.8	5.0	No Data	4.3	4.72	0
BLENNAN ES	3.2	4.2	5.0	4.5	4.8	2.7	4.8	No Data	5.0	4.0	3.4	4.3	4.8	4.8	5.0	4.30	0
BLOOM ES	2.9	3.0	3.0	3.0	3.0	3.3	3.3	3.0	3.0	3.0	3.0	2.5	2.8	3.0	3.0	3.04	0
BONILLAS MAGNET ES	3.8	4.0	No Data	4.3	4.0	3.0	5.0	4.0	4.5	4.0	4.2	4.0	4.0	4.0	4.0	3.98	0
BORMAN ES	4.3	4.6	5.0	5.0	4.8	3.7	5.0	5.0	4.8	5.0	5.0	1.0	4.5	No Data	4.4	4.43	0
BORTON ES	3.8	4.3	2.3	4.3	5.0	3.3	5.0	No Data	5.0	5.0	4.6	4.5	4.3	3.8	4.9	4.27	0
CARRILLO ES	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	0.00	0
CAVETT ES	4.1	4.9	5.0	5.0	5.0	3.7	5.0	4.8	5.0	5.0	5.0	4.5	5.0	5.0	4.7	4.78	0
COLLIER ES	4.8	4.8	5.0	5.0	4.3	4.3	5.0	No Data	5.0	5.0	5.0	4.5	4.8	5.0	4.7	4.84	0
CRAGIN ES	3.5	3.0	3.0	3.0	3.5	4.3	3.3	3.0	3.0	3.3	3.0	3.0	3.0	3.0	3.0	3.18	0
DAVIDSON ES	3.9	5.0	5.0	4.8	4.5	3.4	4.3	4.8	5.0	4.5	5.0	5.0	4.0	No Data	4.7	4.56	0
DAVIS MAGNET ES	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	0.00	0
DRACHMAN ES	4.0	4.9	No Data	5.0	4.5	3.1	5.0	5.0	5.0	3.8	5.0	1.0	4.5	No Data	3.6	4.18	0
DUNHAM ES	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	0.00	0
ERICKSON ES	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	0.00	0
FORD ES	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	0.00	0
FRUCHTHENDLER ES	4.1	5.0	No Data	5.0	4.3	3.4	4.5	No Data	4.8	4.3	4.8	4.8	4.8	4.5	5.0	4.54	0
GALE ES	3.0	2.9	3.5	4.0	3.0	4.1	2.8	No Data	3.8	3.3	3.0	2.8	2.0	3.0	3.1	3.16	0
GRIJALVA ES	4.1	4.0	5.0	5.0	5.0	3.4	5.0	No Data	5.0	4.0	4.8	3.3	3.0	3.0	4.1	4.19	0
HENRY ES	2.6	3.0	No Data	3.0	3.0	3.9	4.0	3.0	3.0	3.3	3.0	2.8	2.5	3.0	3.0	3.07	0
HOLLADAY ES	3.5	2.6	No Data	5.0	4.8	3.9	3.8	4.3	4.0	4.3	5.0	2.8	4.0	4.5	4.1	4.02	0
HOWELL ES	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	0.00	0
HUDLOW ES	3.8	4.0	5.0	5.0	5.0	3.9	4.0	5.0	3.5	3.8	5.0	3.0	3.0	3.0	4.7	4.11	0
HUGHES ES	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	0.00	0
JOHNSON PRIMARY ES	4.1	4.8	5.0	5.0	5.0	3.7	4.0	5.0	5.0	3.3	5.0	4.8	5.0	5.0	4.4	4.60	0
KELLOND ES	2.8	3.1	No Data	3.0	3.0	3.0	3.3	3.0	3.0	3.5	3.0	3.8	4.8	3.0	3.0	3.22	0
LAWRENCE ES	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	0.00	0
LINWEAVER ES	3.5	3.6	No Data	5.0	4.8	3.1	4.8	4.5	5.0	4.0	5.0	3.5	3.5	3.8	4.7	4.19	0
LYNN/URQUIDES ES	4.1	4.6	5.0	4.0	5.0	3.6	5.0	4.5	5.0	4.5	5.0	3.3	3.8	No Data	4.3	4.40	0
MALDONADO ES	3.0	3.6	4.0	3.8	3.0	3.6	3.5	No Data	4.5	3.3	3.0	3.0	2.0	2.5	3.0	3.26	0
MANZO ES	4.2	3.6	4.0	4.0	3.0	2.7	5.0	4.0	4.0	3.5	5.0	3.0	3.0	3.0	3.6	3.70	0
MARSHALL ES	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	0.00	0
MILLER ES	3.4	3.8	3.8	4.0	3.0	4.3	3.3	3.5	3.8	3.5	3.0	3.0	3.0	3.0	3.1	3.42	0
MISSIONVIEW ES	3.9	3.6	4.0	4.0	4.0	3.0	5.0	4.0	3.3	4.0	2.8	3.8	3.0	4.0	3.1	3.69	0
MYERS/GANOUNG ES	3.0	3.4	4.0	4.0	3.0	2.6	3.0	4.0	2.8	2.8	3.4	3.0	3.0	3.0	3.0	3.19	0
OCHOA ES	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	0.00	0
OYAMA ES	3.6	4.4	No Data	4.8	5.0	4.4	5.0	5.0	5.0	5.0	1.8	4.5	5.0	5.0	1.8	4.31	0
ROBINSON ES	3.0	3.3	No Data	3.0	3.0	3.4	3.0	3.0	3.0	3.3	3.0	3.0	3.3	3.0	3.1	3.10	0
SEWELL ES	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	0.00	0
SOLENG TOW ES	4.5	4.7	4.8	5.0	No Data	3.3	4.5	No Data	4.5	4.0	5.0	4.0	4.3	No Data	4.4	4.41	0
STEELE ES	3.8	4.6	4.3	5.0	5.0	3.4	4.5	5.0	5.0	5.0	5.0	5.0	4.3	4.3	4.6	4.53	0
TOLSON ES	3.1	3.1	3.3	3.3	3.3	3.4	3.3	No Data	4.5	3.8	3.0	3.3	2.8	3.8	3.3	3.35	0

TULLY MAGNET ES	4.3	4.0	4.0	3.8	2.6	4.8	No Data	4.0	3.5	1.6	3.0	3.0	3.0	3.4	3.56	0
VAN BUSKIRK ES	4.2	4.4	5.0	5.0	3.3	5.0	4.8	4.5	4.5	5.0	4.3	4.3	4.3	4.6	4.52	0
VESEY ES	3.8	4.2	No Data	5.0	4.3	4.8	No Data	5.0	4.3	2.6	4.5	5.0	5.0	4.8	4.48	0
WARREN ES	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	0.00	0
WHEELER ES	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	0.00	0
WHITE ES	3.8	3.9	No Data	4.3	3.0	2.8	3.0	3.8	2.5	3.6	3.0	3.0	3.0	3.8	3.36	0
WHITMORE ES (#WHIT ANNEX)	4.0	3.6	No Data	4.8	3.4	4.5	5.0	4.0	5.0	5.0	4.3	4.5	4.0	3.9	4.35	0
WRIGHT ES	4.3	4.9	4.3	5.0	3.0	5.0	4.5	5.0	5.0	5.0	No Data	4.5	5.0	4.9	4.66	0
K-8 SCHOOLS																
BOOTH-FICKETT	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	0.00	0
DIETZ	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	0.00	0
HOLLINGER	3.3	4.8	5.0	5.0	3.6	4.3	4.8	5.0	2.0	5.0	4.5	4.3	5.0	3.6	4.34	0
MCCORKLE	4.4	5.0	5.0	5.0	3.1	5.0	No Data	5.0	4.5	5.0	4.8	5.0	4.8	4.7	4.73	0
MILES ELC (K-8)	3.8	4.4	5.0	4.3	2.3	3.8	4.8	5.0	4.3	5.0	5.0	4.3	4.5	4.1	4.36	0
MORGAN-MAXWELL	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	0.00	0
PUEBLO GARDENS	3.1	2.9	3.0	3.0	2.6	3.0	No Data	3.0	3.0	3.0	2.8	2.8	3.0	2.9	2.92	0
ROBERTS-NAYLOR	3.2	3.4	No Data	3.0	4.1	3.0	3.0	3.0	3.0	3.0	3.0	3.8	3.0	3.0	3.18	0
ROBINS	4.3	5.0	No Data	5.0	3.1	5.0	No Data	5.0	5.0	3.2	3.7	4.3	5.0	4.3	4.44	0
ROSE	4.6	5.0	5.0	5.0	3.1	5.0	No Data	5.0	5.0	5.0	4.3	5.0	No Data	4.3	4.71	0
ROSKRUGE MAGNET	3.6	2.8	No Data	5.0	4.3	3.4	2.8	4.5	4.0	3.2	3.3	3.0	3.0	1.9	3.39	0
SAFFORD MAGNET	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	0.00	0
MIDDLE SCHOOLS																
DODGE MAGNET MS	3.8	3.3	No Data	No Data	4.0	3.3	No Data	3.5	4.0	3.0	3.0	3.8	No Data	3.1	3.48	0
DOOLEN MS	3.2	4.7	No Data	No Data	3.6	5.0	5.0	5.0	2.5	3.8	4.3	4.8	4.5	4.0	4.23	0
GRIDLEY MS	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	0.00	0
MAGEE MS	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	0.00	0
MANSFELD MS	3.9	4.7	No Data	5.0	3.0	4.5	5.0	5.0	4.5	5.0	4.0	4.5	5.0	3.2	4.40	0
PISTOR MS	2.8	3.9	No Data	3.0	3.9	4.8	4.0	4.0	3.8	4.8	4.3	4.3	3.8	3.8	4.00	0
SECRET MS	2.3	4.7	No Data	No Data	1.7	4.8	4.3	5.0	4.5	4.6	4.3	5.0	5.0	4.3	4.24	0
UTTERBACK MAGNET MS	2.9	3.4	No Data	No Data	3.0	3.0	2.8	3.5	3.3	3.2	3.2	4.0	4.0	3.3	3.34	0
VAIL MS	3.0	3.4	No Data	No Data	3.0	3.0	3.8	5.0	3.0	3.4	4.3	4.0	3.8	3.9	3.65	0
VALENCIA MS	4.0	4.8	No Data	No Data	4.1	5.0	5.0	5.0	4.3	4.0	3.8	4.8	4.8	4.6	4.52	0
HIGH SCHOOLS																
CATALINA MAGNET HS	3.7	4.8	No Data	No Data	2.0	4.3	4.5	4.8	5.0	4.8	5.0	5.0	4.5	5.0	4.37	0
CHOLLA MAGNET HS	3.5	3.2	No Data	No Data	2.9	3.5	3.3	3.8	3.0	2.2	3.8	3.3	2.5	3.6	3.18	0
MARY MEREDITH K-12	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	0.00	0
PALO VERDE MAGNET HS	3.2	3.2	No Data	5.0	2.9	3.3	3.0	4.0	2.0	2.6	3.0	3.5	3.3	3.0	3.12	0
PUEBLO MAGNET HS	4.1	4.7	No Data	No Data	2.4	No Data	4.8	4.0	3.0	4.8	3.5	5.0	5.0	4.2	4.20	0
RIMCON/UNIVERSITY HS	3.6	4.2	No Data	No Data	4.3	2.6	4.3	5.0	4.3	4.0	4.8	4.8	4.8	4.9	4.31	0
SABINO HS	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	0.00	0
SAHUARO HS	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	0.00	0
SANTA RITA HS	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	0.00	0
TUCSON MAGNET HS	2.6	4.7	No Data	No Data	3.0	4.8	5.0	5.0	4.5	4.8	4.5	3.5	5.0	5.0	4.41	0
ALTERNATIVE ED PROGRAMS																

TULLY MAGNET ES	0.345	0.080	0.225	0.160	0.638	0.206	0.333	0.303	0.320	0.315	0.128	0.120	0.120	0.120	0.137	3.55	0
VAN BUSKIRK ES	0.338	0.089	0.225	0.190	0.850	0.263	0.350	0.400	0.360	0.405	0.400	0.170	0.170	0.170	0.183	4.57	0
VESEY ES	0.300	0.084	0.201	0.200	0.850	0.343	0.333	0.380	0.400	0.383	0.208	0.200	0.200	0.200	0.193	4.46	0
WARREN ES	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.00	0
WHEELER ES	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.00	0
WHITE ES	0.302	0.078	0.151	0.170	0.638	0.240	0.193	0.255	0.300	0.225	0.288	0.120	0.120	0.120	0.152	3.35	0
WHITMORE ES (#WHIT ANNEX)	0.320	0.071	0.196	0.190	0.850	0.274	0.315	0.425	0.320	0.450	0.400	0.170	0.180	0.160	0.154	4.48	0
WRIGHT ES	0.345	0.098	0.191	0.200	0.850	0.240	0.350	0.383	0.400	0.450	0.400	0.187	0.180	0.200	0.194	4.67	0
K-8 SCHOOLS																	
BOOTH-FICKETT	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.00	0
DIETZ	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.00	0
HOLLINGER	0.265	0.096	0.225	0.200	0.850	0.286	0.298	0.404	0.400	0.180	0.400	0.180	0.170	0.200	0.145	4.30	0
MCCORKLE	0.351	0.100	0.225	0.200	0.850	0.251	0.350	0.402	0.400	0.405	0.400	0.190	0.200	0.190	0.189	4.70	0
MILES ETC (K-8)	0.302	0.089	0.225	0.170	0.850	0.183	0.263	0.404	0.400	0.383	0.400	0.200	0.170	0.180	0.166	4.38	0
MORGAN-MAXWELL	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.00	0
PUEBLO GARDENS	0.246	0.058	0.135	0.120	0.510	0.206	0.210	0.248	0.240	0.270	0.240	0.110	0.110	0.120	0.114	2.94	0
ROBERTS-NAYLOR	0.258	0.069	0.143	0.120	0.510	0.331	0.210	0.255	0.240	0.270	0.240	0.120	0.120	0.120	0.120	3.16	0
ROBINS	0.340	0.100	0.200	0.200	0.850	0.251	0.350	0.378	0.400	0.450	0.256	0.147	0.170	0.200	0.170	4.46	0
ROSE	0.369	0.100	0.225	0.200	0.850	0.251	0.350	0.401	0.400	0.450	0.400	0.170	0.200	0.189	0.171	4.73	0
ROSKRUGE MAGNET	0.289	0.056	0.152	0.200	0.723	0.274	0.193	0.234	0.360	0.360	0.256	0.130	0.120	0.120	0.075	3.54	0
SAFFORD MAGNET	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.00	0
MIDDLE SCHOOLS																	
DODGE MAGNET MS	0.308	0.067	0.157	0.139	0.595	0.320	0.228	0.296	0.280	0.360	0.240	0.120	0.150	0.139	0.126	3.52	0
DOOLEN MS	0.258	0.093	0.190	0.169	0.808	0.286	0.350	0.425	0.400	0.225	0.304	0.170	0.190	0.180	0.160	4.21	0
GRIDLEY MS	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.00	0
MAGEE MS	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.00	0
MANSFIELD MS	0.314	0.093	0.198	0.176	0.850	0.240	0.315	0.425	0.400	0.405	0.400	0.160	0.180	0.200	0.127	4.48	0
PISTOR MS	0.228	0.078	0.180	0.160	0.510	0.309	0.333	0.340	0.400	0.338	0.384	0.170	0.170	0.150	0.152	3.90	0
SECRETIST MS	0.185	0.063	0.191	0.169	0.808	0.137	0.333	0.361	0.400	0.405	0.368	0.170	0.200	0.200	0.171	4.19	0
UTTERBACK MAGNET MS	0.234	0.069	0.150	0.134	0.510	0.309	0.210	0.234	0.280	0.293	0.256	0.160	0.160	0.130	0.131	3.26	0
VAIL MS	0.240	0.069	0.164	0.146	0.680	0.240	0.210	0.319	0.400	0.270	0.272	0.170	0.160	0.150	0.154	3.64	0
VALENCIA MS	0.320	0.096	0.203	0.181	0.808	0.331	0.350	0.425	0.400	0.383	0.320	0.150	0.190	0.190	0.183	4.53	0
HIGH SCHOOLS																	
CATALINA MAGNET HS	0.295	0.096	0.197	0.175	0.595	0.160	0.298	0.383	0.380	0.450	0.384	0.200	0.200	0.180	0.200	4.19	0
CHOLLA MAGNET HS	0.283	0.064	0.143	0.127	0.510	0.229	0.245	0.276	0.300	0.270	0.176	0.150	0.130	0.100	0.143	3.15	0
MARY MEREDITH K-12	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.00	0
PALO VERDE MAGNET HS	0.252	0.064	0.140	0.125	0.468	0.229	0.228	0.255	0.320	0.270	0.208	0.120	0.140	0.130	0.120	3.07	0
PUEBLO MAGNET HS	0.326	0.093	0.189	0.168	0.850	0.194	0.294	0.404	0.400	0.180	0.384	0.140	0.200	0.200	0.167	4.19	0
RINCON/UNIVERSITY HS	0.289	0.084	0.194	0.172	0.723	0.206	0.298	0.404	0.400	0.383	0.320	0.190	0.190	0.190	0.194	4.24	0
SABINO HS	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.00	0
SAHUARO HS	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.00	0
SANTA RITA HS	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.00	0
TULSON MAGNET HS	0.207	0.093	0.198	0.176	0.850	0.240	0.333	0.425	0.400	0.405	0.384	0.180	0.140	0.200	0.200	4.43	0
ALTERNATIVE ED PROGRAMS																	

Security Supervision	Non-Instruct Space	Early Childhood Classroom	Kinder Classroom	General Classroom	Technology	Instruction Resource Room	ExEd Self Contained	Library Media Center	Textbooks / Learning Resources	Science Classroom	Performing Arts	Music	Visual Art	Physical Education	ESS Score	
															8.0%	100%
0.193	0.053	0.130	0.116	0.510	0.297	0.203	0.246	0.200	0.270	0.240	0.116	0.116	0.116	0.116	2.92	1
0.246	0.058	0.135	0.120	0.510	0.206	0.210	0.248	0.240	0.270	0.240	0.110	0.110	0.120	0.114	2.94	2
0.252	0.064	0.140	0.125	0.468	0.229	0.228	0.255	0.320	0.270	0.208	0.120	0.140	0.130	0.120	3.07	3
0.234	0.060	0.135	0.120	0.510	0.309	0.228	0.276	0.240	0.270	0.240	0.100	0.110	0.120	0.120	3.07	4
0.240	0.067	0.140	0.120	0.510	0.274	0.210	0.255	0.240	0.293	0.240	0.120	0.130	0.120	0.126	3.08	5
0.209	0.060	0.138	0.120	0.510	0.309	0.280	0.255	0.240	0.293	0.240	0.110	0.100	0.120	0.120	3.10	6
0.240	0.069	0.180	0.160	0.510	0.206	0.210	0.340	0.220	0.248	0.272	0.120	0.120	0.120	0.120	3.13	7
0.283	0.064	0.143	0.127	0.510	0.229	0.245	0.276	0.300	0.270	0.176	0.150	0.130	0.100	0.143	3.15	8
0.222	0.062	0.145	0.120	0.510	0.240	0.228	0.255	0.240	0.315	0.240	0.150	0.190	0.120	0.120	3.16	9
0.258	0.069	0.143	0.120	0.510	0.331	0.193	0.268	0.300	0.293	0.240	0.120	0.110	0.080	0.126	3.19	10
0.240	0.058	0.158	0.160	0.510	0.331	0.193	0.268	0.300	0.293	0.240	0.120	0.110	0.080	0.126	3.19	11
0.234	0.069	0.150	0.134	0.510	0.309	0.210	0.234	0.280	0.293	0.256	0.160	0.160	0.130	0.131	3.26	12
0.277	0.060	0.135	0.120	0.595	0.343	0.228	0.255	0.240	0.293	0.240	0.120	0.120	0.120	0.120	3.26	13
0.240	0.071	0.180	0.150	0.510	0.286	0.245	0.277	0.360	0.293	0.240	0.120	0.080	0.100	0.120	3.27	14
0.302	0.078	0.151	0.170	0.638	0.240	0.193	0.255	0.300	0.225	0.288	0.120	0.120	0.120	0.152	3.35	15
0.246	0.062	0.146	0.130	0.553	0.274	0.228	0.285	0.360	0.338	0.240	0.130	0.110	0.150	0.131	3.38	16
0.271	0.076	0.169	0.160	0.510	0.343	0.228	0.298	0.300	0.315	0.240	0.120	0.120	0.120	0.126	3.39	17
0.308	0.067	0.157	0.139	0.595	0.320	0.228	0.296	0.280	0.360	0.240	0.120	0.150	0.139	0.126	3.52	18
0.289	0.056	0.152	0.200	0.723	0.274	0.193	0.234	0.360	0.360	0.256	0.130	0.120	0.120	0.075	3.54	19
0.345	0.080	0.225	0.160	0.638	0.206	0.333	0.303	0.320	0.315	0.128	0.120	0.120	0.120	0.137	3.55	20
0.240	0.069	0.164	0.146	0.680	0.240	0.210	0.319	0.400	0.270	0.272	0.170	0.160	0.150	0.154	3.64	21
0.332	0.071	0.180	0.160	0.510	0.217	0.350	0.340	0.320	0.315	0.400	0.120	0.120	0.120	0.144	3.70	22
0.314	0.071	0.180	0.160	0.680	0.240	0.350	0.340	0.260	0.360	0.224	0.150	0.120	0.160	0.126	3.73	23
0.228	0.078	0.180	0.160	0.510	0.309	0.333	0.340	0.400	0.338	0.384	0.170	0.170	0.150	0.152	3.90	24
0.302	0.080	0.179	0.170	0.680	0.240	0.350	0.340	0.360	0.270	0.336	0.160	0.160	0.160	0.160	3.95	25

	Sample
Security Supervision	8.0%
Non-Instruct Space	2.0%
Early Childhood Classroom	3.0%
Kinder Classroom	3.0%
General Classroom	18.0%
Technology	8.0%
Instruction Resource Room	7.0%
ExEd Self Contained	10.0%
Library Media Center	8.0%
Textbooks / Learning Resources	9.0%
Science Classroom	8.0%
Performing Arts	4.0%
Music	4.0%
Visual Art	4.0%
Physical Education	4.0%

Total of your selections must be 100%	100%
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Thoughts

When weighting think about what is important to SM and Plaintiffs.
 How much affects one grade versus multiple grades.
 How much affects improved testing scores that matter.
 Which areas have less affect on student achievement

We will average all input unless you wish meeting

D

Dr. Vega Dr. Morado Gallegos

Educators Suggestions	Dr. Vega	Dr. Morado	Gallegos	
8.00%	0.08	0.08	0.08	0.08
2.00%	0.02	0.02	0.02	0.02
4.50%	0.04	0.05	0.05	0.046667
4.00%	0.04	0.04	0.04	0.04
17.00%	0.16	0.17	0.17	0.166667
8.00%	0.08	0.08	0.08	0.08
7.00%	0.07	0.07	0.07	0.07
8.50%	0.10	0.08	0.08	0.086667
8.00%	0.08	0.08	0.08	0.08
9.00%	0.09	0.09	0.09	0.09
8.00%	0.08	0.08	0.08	0.08
4.00%	0.04	0.04	0.04	0.04
4.00%	0.04	0.04	0.04	0.04
4.00%	0.04	0.04	0.04	0.04
4.00%	0.04	0.04	0.04	0.04
100.00%				

Final	8.00%	2.00%	4.50%	4.00%	17.00%	8.00%	7.00%	8.50%
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8.00%	9.00%	8.00%	4.00%	4.00%	4.00%	4.00%
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Miscellaneous Financial Scores

Company Name	Company Address	Company City	Company State	Company Zip	Company Phone	Company Fax	Company Email	Company Website	Company Industry	Company SIC	Company NAICS	Company FIC	Company EIN	Company DUNS	Company DunBraz	Company Risk	Company Status	Company Type	Company Size	Company Revenue	Company Assets	Company Liabilities	Company Equity	Company Cash	Company Debt	Company Credit	Company Rating	Company Score	Company Weight	Company Index	Company Rank	Company Total
ABC	123 Main St	Anytown	CA	90210	555-123-4567		info@abc.com	www.abc.com	Manufacturing	28	3327	1000	12-3456789	123456789	123456789	123456789	123456789	123456789	123456789	123456789	123456789	123456789	123456789	123456789	123456789	123456789	123456789	123456789	123456789	123456789	123456789	

Check Number	Check Date	Check Amount	Check Description	Check Status	Check Type	Check Reference	Check Location	Check Remarks
10001	09/28/16	1000.00	Check #10001	PAID	DEPOSIT	10001	10001	
10002	09/28/16	1000.00	Check #10002	PAID	DEPOSIT	10002	10002	
10003	09/28/16	1000.00	Check #10003	PAID	DEPOSIT	10003	10003	
10004	09/28/16	1000.00	Check #10004	PAID	DEPOSIT	10004	10004	
10005	09/28/16	1000.00	Check #10005	PAID	DEPOSIT	10005	10005	
10006	09/28/16	1000.00	Check #10006	PAID	DEPOSIT	10006	10006	
10007	09/28/16	1000.00	Check #10007	PAID	DEPOSIT	10007	10007	
10008	09/28/16	1000.00	Check #10008	PAID	DEPOSIT	10008	10008	
10009	09/28/16	1000.00	Check #10009	PAID	DEPOSIT	10009	10009	
10010	09/28/16	1000.00	Check #10010	PAID	DEPOSIT	10010	10010	
10011	09/28/16	1000.00	Check #10011	PAID	DEPOSIT	10011	10011	
10012	09/28/16	1000.00	Check #10012	PAID	DEPOSIT	10012	10012	
10013	09/28/16	1000.00	Check #10013	PAID	DEPOSIT	10013	10013	
10014	09/28/16	1000.00	Check #10014	PAID	DEPOSIT	10014	10014	
10015	09/28/16	1000.00	Check #10015	PAID	DEPOSIT	10015	10015	
10016	09/28/16	1000.00	Check #10016	PAID	DEPOSIT	10016	10016	
10017	09/28/16	1000.00	Check #10017	PAID	DEPOSIT	10017	10017	
10018	09/28/16	1000.00	Check #10018	PAID	DEPOSIT	10018	10018	
10019	09/28/16	1000.00	Check #10019	PAID	DEPOSIT	10019	10019	
10020	09/28/16	1000.00	Check #10020	PAID	DEPOSIT	10020	10020	
10021	09/28/16	1000.00	Check #10021	PAID	DEPOSIT	10021	10021	
10022	09/28/16	1000.00	Check #10022	PAID	DEPOSIT	10022	10022	
10023	09/28/16	1000.00	Check #10023	PAID	DEPOSIT	10023	10023	
10024	09/28/16	1000.00	Check #10024	PAID	DEPOSIT	10024	10024	
10025	09/28/16	1000.00	Check #10025	PAID	DEPOSIT	10025	10025	
10026	09/28/16	1000.00	Check #10026	PAID	DEPOSIT	10026	10026	
10027	09/28/16	1000.00	Check #10027	PAID	DEPOSIT	10027	10027	
10028	09/28/16	1000.00	Check #10028	PAID	DEPOSIT	10028	10028	
10029	09/28/16	1000.00	Check #10029	PAID	DEPOSIT	10029	10029	
10030	09/28/16	1000.00	Check #10030	PAID	DEPOSIT	10030	10030	
10031	09/28/16	1000.00	Check #10031	PAID	DEPOSIT	10031	10031	
10032	09/28/16	1000.00	Check #10032	PAID	DEPOSIT	10032	10032	
10033	09/28/16	1000.00	Check #10033	PAID	DEPOSIT	10033	10033	
10034	09/28/16	1000.00	Check #10034	PAID	DEPOSIT	10034	10034	
10035	09/28/16	1000.00	Check #10035	PAID	DEPOSIT	10035	10035	
10036	09/28/16	1000.00	Check #10036	PAID	DEPOSIT	10036	10036	
10037	09/28/16	1000.00	Check #10037	PAID	DEPOSIT	10037	10037	
10038	09/28/16	1000.00	Check #10038	PAID	DEPOSIT	10038	10038	
10039	09/28/16	1000.00	Check #10039	PAID	DEPOSIT	10039	10039	
10040	09/28/16	1000.00	Check #10040	PAID	DEPOSIT	10040	10040	
10041	09/28/16	1000.00	Check #10041	PAID	DEPOSIT	10041	10041	
10042	09/28/16	1000.00	Check #10042	PAID	DEPOSIT	10042	10042	
10043	09/28/16	1000.00	Check #10043	PAID	DEPOSIT	10043	10043	
10044	09/28/16	1000.00	Check #10044	PAID	DEPOSIT	10044	10044	
10045	09/28/16	1000.00	Check #10045	PAID	DEPOSIT	10045	10045	
10046	09/28/16	1000.00	Check #10046	PAID	DEPOSIT	10046	10046	
10047	09/28/16	1000.00	Check #10047	PAID	DEPOSIT	10047	10047	
10048	09/28/16	1000.00	Check #10048	PAID	DEPOSIT	10048	10048	
10049	09/28/16	1000.00	Check #10049	PAID	DEPOSIT	10049	10049	
10050	09/28/16	1000.00	Check #10050	PAID	DEPOSIT	10050	10050	
10051	09/28/16	1000.00	Check #10051	PAID	DEPOSIT	10051	10051	
10052	09/28/16	1000.00	Check #10052	PAID	DEPOSIT	10052	10052	
10053	09/28/16	1000.00	Check #10053	PAID	DEPOSIT	10053	10053	
10054	09/28/16	1000.00	Check #10054	PAID	DEPOSIT	10054	10054	
10055	09/28/16	1000.00	Check #10055	PAID	DEPOSIT	10055	10055	
10056	09/28/16	1000.00	Check #10056	PAID	DEPOSIT	10056	10056	
10057	09/28/16	1000.00	Check #10057	PAID	DEPOSIT	10057	10057	
10058	09/28/16	1000.00	Check #10058	PAID	DEPOSIT	10058	10058	
10059	09/28/16	1000.00	Check #10059	PAID	DEPOSIT	10059	10059	
10060	09/28/16	1000.00	Check #10060	PAID	DEPOSIT	10060	10060	
10061	09/28/16	1000.00	Check #10061	PAID	DEPOSIT	10061	10061	
10062	09/28/16	1000.00	Check #10062	PAID	DEPOSIT	10062	10062	
10063	09/28/16	1000.00	Check #10063	PAID	DEPOSIT	10063	10063	
10064	09/28/16	1000.00	Check #10064	PAID	DEPOSIT	10064	10064	
10065	09/28/16	1000.00	Check #10065	PAID	DEPOSIT	10065	10065	
10066	09/28/16	1000.00	Check #10066	PAID	DEPOSIT	10066	10066	
10067	09/28/16	1000.00	Check #10067	PAID	DEPOSIT	10067	10067	
10068	09/28/16	1000.00	Check #10068	PAID	DEPOSIT	10068	10068	
10069	09/28/16	1000.00	Check #10069	PAID	DEPOSIT	10069	10069	
10070	09/28/16	1000.00	Check #10070	PAID	DEPOSIT	10070	10070	
10071	09/28/16	1000.00	Check #10071	PAID	DEPOSIT	10071	10071	
10072	09/28/16	1000.00	Check #10072	PAID	DEPOSIT	10072	10072	
10073	09/28/16	1000.00	Check #10073	PAID	DEPOSIT	10073	10073	
10074	09/28/16	1000.00	Check #10074	PAID	DEPOSIT	10074	10074	
10075	09/28/16	1000.00	Check #10075	PAID	DEPOSIT	10075	10075	
10076	09/28/16	1000.00	Check #10076	PAID	DEPOSIT	10076	10076	
10077	09/28/16	1000.00	Check #10077	PAID	DEPOSIT	10077	10077	
10078	09/28/16	1000.00	Check #10078	PAID	DEPOSIT	10078	10078	
10079	09/28/16	1000.00	Check #10079	PAID	DEPOSIT	10079	10079	
10080	09/28/16	1000.00	Check #10080	PAID	DEPOSIT	10080	10080	
10081	09/28/16	1000.00	Check #10081	PAID	DEPOSIT	10081	10081	
10082	09/28/16	1000.00	Check #10082	PAID	DEPOSIT	10082	10082	
10083	09/28/16	1000.00	Check #10083	PAID	DEPOSIT	10083	10083	
10084	09/28/16	1000.00	Check #10084	PAID	DEPOSIT	10084	10084	
10085	09/28/16	1000.00	Check #10085	PAID	DEPOSIT	10085	10085	
10086	09/28/16	1000.00	Check #10086	PAID	DEPOSIT	10086	10086	
10087	09/28/16	1000.00	Check #10087	PAID	DEPOSIT	10087	10087	
10088	09/28/16	1000.00	Check #10088	PAID	DEPOSIT	10088	10088	
10089	09/28/16	1000.00	Check #10089	PAID	DEPOSIT	10089	10089	
10090	09/28/16	1000.00	Check #10090	PAID	DEPOSIT	10090	10090	
10091	09/28/16	1000.00	Check #10091	PAID	DEPOSIT	10091	10091	
10092	09/28/16	1000.00	Check #10092	PAID	DEPOSIT	10092	10092	
10093	09/28/16	1000.00	Check #10093	PAID	DEPOSIT	10093	10093	
10094	09/28/16	1000.00	Check #10094	PAID	DEPOSIT	10094	10094	
10095	09/28/16	1000.00	Check #10095	PAID	DEPOSIT	10095	10095	
10096	09/28/16	1000.00	Check #10096	PAID	DEPOSIT	10096	10096	
10097	09/28/16	1000.00	Check #10097	PAID	DEPOSIT	10097	10097	
10098	09/28/16	1000.00	Check #10098	PAID	DEPOSIT	10098	10098	
10099	09/28/16	1000.00	Check #10099	PAID	DEPOSIT	10099	10099	
10100	09/28/16	1000.00	Check #10100	PAID	DEPOSIT	10100	10100	

Security Supervision	Non-Instruction Space	Early Childhood Classroom	Kindergarten Classroom	General Classroom	Technology	Instruction Resource Room	ExEd Self Contained	Library Media Center	Textbooks/Learning Resources	Science Classroom	Performing Arts	Music	Visual Art	Physical Education	ESS Score	Comments	
																	8.0%
TUSD																	
ELEMENTARY SCHOOLS																	
0.193	0.053	0.130	0.116	0.510	0.297	0.203	0.246	0.200	0.270	0.240	0.116	0.116	0.116	0.116	2.92		
0.246	0.058	0.135	0.120	0.510	0.206	0.210	0.248	0.240	0.270	0.240	0.110	0.110	0.120	0.114	2.94		
0.252	0.064	0.140	0.125	0.468	0.229	0.228	0.255	0.320	0.270	0.208	0.120	0.140	0.130	0.120	3.07		
0.234	0.060	0.135	0.120	0.510	0.309	0.228	0.276	0.240	0.270	0.240	0.100	0.110	0.120	0.120	3.07		
0.240	0.067	0.140	0.120	0.510	0.274	0.210	0.255	0.240	0.293	0.240	0.120	0.130	0.120	0.126	3.08		
0.209	0.060	0.138	0.120	0.510	0.309	0.280	0.255	0.240	0.293	0.240	0.110	0.100	0.120	0.120	3.10		
0.240	0.069	0.180	0.160	0.510	0.206	0.210	0.340	0.220	0.248	0.272	0.120	0.120	0.120	0.120	3.13		
0.283	0.064	0.143	0.127	0.510	0.229	0.245	0.276	0.300	0.270	0.176	0.150	0.130	0.100	0.143	3.15		
0.222	0.062	0.145	0.120	0.510	0.240	0.228	0.255	0.240	0.315	0.240	0.150	0.190	0.120	0.120	3.16		
0.258	0.069	0.143	0.120	0.510	0.331	0.210	0.255	0.240	0.270	0.240	0.120	0.150	0.120	0.120	3.16		
0.240	0.058	0.158	0.160	0.510	0.331	0.193	0.268	0.300	0.293	0.240	0.110	0.080	0.120	0.126	3.19		
0.234	0.069	0.150	0.134	0.510	0.309	0.210	0.234	0.280	0.293	0.256	0.160	0.130	0.130	0.131	3.26		
0.277	0.060	0.135	0.120	0.595	0.343	0.248	0.255	0.240	0.293	0.240	0.120	0.120	0.120	0.120	3.26		
0.240	0.071	0.180	0.150	0.510	0.286	0.245	0.277	0.360	0.293	0.240	0.120	0.080	0.100	0.120	3.27		
0.302	0.078	0.151	0.170	0.638	0.240	0.193	0.255	0.300	0.225	0.288	0.120	0.120	0.120	0.152	3.35		
0.246	0.062	0.146	0.130	0.553	0.274	0.228	0.285	0.360	0.338	0.240	0.130	0.110	0.150	0.131	3.38		
0.271	0.076	0.169	0.160	0.510	0.343	0.228	0.298	0.300	0.315	0.240	0.120	0.120	0.120	0.126	3.39		
0.308	0.067	0.157	0.139	0.595	0.320	0.228	0.296	0.280	0.360	0.240	0.120	0.150	0.139	0.126	3.52		
0.289	0.056	0.152	0.200	0.723	0.274	0.193	0.234	0.360	0.360	0.256	0.130	0.120	0.120	0.075	3.54		
0.345	0.080	0.225	0.160	0.638	0.206	0.333	0.303	0.320	0.315	0.128	0.120	0.120	0.120	0.144	3.70		
0.240	0.069	0.164	0.146	0.680	0.240	0.210	0.319	0.400	0.270	0.272	0.170	0.160	0.150	0.154	3.64		
0.332	0.071	0.180	0.160	0.510	0.217	0.350	0.340	0.320	0.315	0.400	0.120	0.120	0.120	0.144	3.70		
0.314	0.071	0.180	0.160	0.680	0.240	0.350	0.340	0.260	0.360	0.224	0.150	0.120	0.160	0.126	3.73		
0.228	0.078	0.180	0.160	0.510	0.309	0.333	0.340	0.400	0.338	0.384	0.170	0.170	0.150	0.152	3.90		
0.302	0.080	0.179	0.170	0.680	0.240	0.350	0.340	0.360	0.270	0.336	0.160	0.160	0.160	0.160	3.95		
0.283	0.051	0.181	0.200	0.808	0.309	0.263	0.361	0.320	0.383	0.400	0.110	0.160	0.180	0.166	4.17		
0.326	0.093	0.189	0.168	0.850	0.194	0.294	0.404	0.400	0.180	0.384	0.140	0.200	0.200	0.167	4.19		
0.185	0.093	0.191	0.137	0.808	0.137	0.333	0.361	0.400	0.405	0.368	0.170	0.200	0.200	0.171	4.19		
0.295	0.096	0.197	0.175	0.595	0.160	0.298	0.383	0.380	0.450	0.384	0.200	0.200	0.200	0.200	4.19		
0.258	0.093	0.190	0.169	0.808	0.286	0.350	0.425	0.400	0.225	0.304	0.170	0.190	0.180	0.160	4.21		
0.289	0.084	0.194	0.172	0.723	0.206	0.298	0.404	0.400	0.383	0.320	0.190	0.190	0.190	0.194	4.24		
0.308	0.080	0.225	0.200	0.850	0.309	0.280	0.425	0.280	0.338	0.400	0.120	0.120	0.120	0.189	4.24		
0.252	0.084	0.225	0.180	0.808	0.217	0.333	0.366	0.400	0.360	0.272	0.170	0.190	0.190	0.200	4.25		
0.320	0.098	0.188	0.200	0.765	0.251	0.350	0.425	0.400	0.338	0.400	0.040	0.180	0.167	0.143	4.26		
0.283	0.071	0.189	0.200	0.808	0.251	0.333	0.383	0.400	0.360	0.400	0.140	0.140	0.140	0.189	4.30		
0.265	0.096	0.225	0.200	0.850	0.286	0.298	0.404	0.400	0.180	0.400	0.180	0.170	0.200	0.145	4.30		
0.215	0.098	0.195	0.173	0.765	0.263	0.304	0.369	0.347	0.450	0.340	0.173	0.173	0.200	0.200	4.30		
0.326	0.080	0.225	0.200	0.850	0.274	0.350	0.356	0.400	0.360	0.384	0.130	0.120	0.120	0.166	4.34		
0.363	0.093	0.214	0.200	0.750	0.263	0.315	0.375	0.360	0.360	0.400	0.160	0.170	0.176	0.177	4.38		
0.302	0.089	0.225	0.170	0.850	0.183	0.263	0.404	0.400	0.383	0.400	0.200	0.170	0.180	0.166	4.38		
0.287	0.089	0.194	0.190	0.850	0.354	0.350	0.425	0.400	0.450	0.144	0.180	0.200	0.200	0.073	4.39		
0.307	0.085	0.101	0.170	0.850	0.263	0.350	0.363	0.400	0.450	0.368	0.180	0.170	0.150	0.194	4.40		

TUCSON MAGNET HS	0.207	0.093	0.198	0.176	0.850	0.240	0.333	0.425	0.400	0.405	0.384	0.180	0.140	0.200	0.200	4.43	0
FRUCHTHENDLER ES	0.326	0.100	0.204	0.200	0.723	0.274	0.315	0.386	0.380	0.383	0.384	0.190	0.190	0.180	0.200	4.43	0
VESEY ES	0.300	0.084	0.201	0.200	0.850	0.343	0.333	0.380	0.400	0.383	0.208	0.180	0.200	0.200	0.193	4.46	0
ROBINS	0.340	0.100	0.200	0.200	0.850	0.251	0.350	0.378	0.400	0.450	0.256	0.147	0.170	0.200	0.170	4.46	0
WHITMORE ES (#WHIT ANNEX)	0.320	0.071	0.196	0.190	0.850	0.274	0.315	0.425	0.320	0.450	0.400	0.170	0.180	0.160	0.154	4.48	0
MANSFIELD MS	0.314	0.093	0.198	0.176	0.850	0.240	0.315	0.425	0.400	0.405	0.400	0.160	0.180	0.200	0.127	4.48	0
LYNN/URQUIDES ES	0.327	0.091	0.225	0.160	0.850	0.286	0.350	0.383	0.400	0.405	0.400	0.130	0.150	0.176	0.173	4.51	0
DAVIDSON ES	0.314	0.100	0.225	0.190	0.765	0.274	0.298	0.404	0.400	0.405	0.400	0.200	0.160	0.182	0.189	4.51	0
VALENCIA MS	0.320	0.096	0.203	0.181	0.808	0.331	0.350	0.425	0.400	0.383	0.320	0.150	0.190	0.190	0.183	4.53	0
BORWAN ES	0.345	0.091	0.225	0.200	0.808	0.297	0.350	0.425	0.380	0.450	0.400	0.040	0.180	0.177	0.177	4.54	0
JOHNSON PRIMARY ES	0.327	0.096	0.225	0.200	0.850	0.297	0.280	0.425	0.400	0.293	0.400	0.190	0.200	0.200	0.177	4.56	0
VAN BUSKIRK ES	0.338	0.089	0.225	0.190	0.850	0.263	0.350	0.404	0.360	0.405	0.400	0.170	0.170	0.170	0.183	4.57	0
STEELE ES	0.308	0.091	0.191	0.200	0.850	0.274	0.315	0.425	0.400	0.450	0.400	0.170	0.170	0.170	0.183	4.60	0
WRIGHT ES	0.345	0.098	0.191	0.200	0.850	0.240	0.350	0.383	0.400	0.450	0.400	0.187	0.180	0.200	0.194	4.67	0
MCCORKLE	0.351	0.100	0.225	0.200	0.850	0.251	0.350	0.402	0.400	0.405	0.400	0.190	0.200	0.190	0.189	4.70	0
ROSE	0.369	0.100	0.225	0.200	0.850	0.251	0.350	0.401	0.400	0.450	0.400	0.170	0.200	0.189	0.171	4.73	0
BANKS ES	0.307	0.096	0.212	0.200	0.850	0.297	0.350	0.425	0.400	0.450	0.400	0.190	0.200	0.189	0.171	4.74	0
CAVETT ES	0.326	0.098	0.225	0.200	0.850	0.297	0.350	0.404	0.400	0.450	0.400	0.180	0.200	0.200	0.189	4.77	0
COLLIER ES	0.382	0.096	0.225	0.200	0.850	0.343	0.350	0.412	0.400	0.450	0.400	0.180	0.190	0.200	0.189	4.87	0
K-8 SCHOOLS																	0
MIDDLE SCHOOLS																	0
HIGH SCHOOLS																	0
ALTERNATIVE ED PROGRAMS																	0

EXHIBIT 32

TUSD RFI #(s): 699, 700, 754, 756-757, 759-760, 797, 799, 802, 809-812, 814, 829, 866-876, 880-882, 884, 888, 890

Estimated TUSD Staff Time: 75 hours

Attachment(s): Agenda – LSC-12.11.15; Liz Hoover Resume; DAEP Transition Plan Power Point; Revised VIII.2 Appendix 1516; ECactivitiesbyschooletc; Dual Language Stipends 12.14.16 Updated 2; Dual Language Stipend 1.18.17; RP PD for LSCs 121115

RFI #880: Please provide confirmation that formulas applied to determine scores relating to FCI conditions were not altered as a result of the “small structure changes” referred to above, but, rather, that the FCI was updated to reflect the conditions of structures following the “changes.” (See Annual Report at IX-349.)

District Response: Confirmed. The structure changes were all cosmetic and scores were checked before and after to make sure they had not changed.

RFI #881: Appendix IX-2, titled “FCI Formatting changes,” cites as a “**FORMATTING CHANGE[] MADE,**” “Removed all MAGNET references in each, as we do not have a clear listing of the schools that still qualify as magnet programs per the law.” Please describe what is meant by this statement, including what is referred to by the word “each”, what “law” is being referenced, what changes caused magnets to potentially no longer “still qualify” as a magnet, and whether and to what extent the removal of “MAGNET references”, affected FCI scores and or Multi-Year Facilities Plan priorities.

District Response: “Law” refers to the USP court order. “Each” refers to any school that had “Magnet” as part of the school name. The word “Magnet” was removed from the site name. This allows the Facilities division to focus on the scores and not so much on the site names and whether we have their magnet status listed correctly, as it has no relevance to the condition of the facilities. This had zero impact on the actual scores.

RFI #882: Please state when (or over what period) the FCI was “updated” “to reflect the current conditions of each site.” (Annual Report at IX-349.)

District Response: The FCI scores can be updated at any time that the District makes a change to a site. It is a living document. However, the USP requires that we review and update the FCI scores biennially, so there was a focused review by the Architecture and Engineering Department between December 2015 and February 2016.

RFI #884: Mendoza Plaintiffs are not aware of any “District Master Facilities Plan” (“DMFP”) being called for by the MYFP. Please describe why the District developed the DMFP, including how it is “part of the MYFP,” when it was developed, when the “assessments performed while developing” it were performed, and how the DMFP relates to the MYFP.

District Response: The MYFP is not related to the DMFP in any way. The DMFP was an effort by the District to compile a list of repairs that need to be completed across the District over the next ten years and is completely independent of the MYFP. HVAC, Roofing and Special Systems were assessed as part of the project at every school between September 2015 and February 2016. Even though the District Master Facilities Plan was

TUSD RFI #(s): 699, 700, 754, 756-757, 759-760, 797, 799, 802, 809-812, 814, 829, 866-876, 880-882, 884, 888, 890

Estimated TUSD Staff Time: 75 hours

Attachment(s): Agenda – LSC-12.11.15; Liz Hoover Resume; DAEP Transition Plan Power Point; Revised VIII.2 Appendix1516; EActivitiesbyschooletc; Dual Language Stipends 12.14.16 Updated 2; Dual Language Stipend 1.18.17; RP PD for LSCs 121115

a separate effort to raise bond awareness for our community, it is not to be confused with the FCI or the MYFP. Note, the District felt it would be prudent to take advantage of the assessments that were completed as part of that project to make sure the conditions were reflected in the FCI as well.

RFI #888: Please identify each appendix to the Annual Report which reflects the above-cited revision to the FCI.

District Response:

- Appendix IX - 718F1, IX.C.1.d – MYFP
- Appendix IX - 719F2, IX.C.1.a. FCI Formatting Changes
- Appendix IX - 720F3, IX.C.1.b FCI Analyses 2015-16

RFI #890: Given that the Technology Condition Index (“TCI”) apparently was finalized no later than at the same time as the MYFP (which includes both the FCI and the ESS) since both bear February 2015 dates (see, e.g. Appendix IX-1 (MYFP) with a February 27, 2015 file date and the Technology Plan including TCI (Doc. 1778-1) filed with the Court on February 27, 2015), when was it that the District determined to revise the communication category weight in the FCI because of the existence of the TCI?

District Response: Generally, the FCI scores are updated when major repairs or construction is completed. In 2015-16, there was a focused effort to review and update the scores. The Facilities Department would normally touch base with the Technology Department to update the technology scores. It was at this time that the Technology Department and the Facilities Department realized it was redundant, since it is already tracked by the TCI in much more detail. TUSD redistributed the technology weights in the FCI to eliminate redundancy.

This question was answered in November 2016 in correspondence in review of the annual report. When the District created the Facilities Condition Index (FCI) the District did not have a Technology Condition Index (TCI) so communications systems were added as a category to be evaluated. When the District developed the TCI, it included a category titled “technology communications systems” to evaluate communications systems. Thus the communication category in the FCI was duplicative of the newly-created category evaluated in the TCI and the District reduced the category weight of the communication category from 15% to 5% (the remaining 5% reflects the facilities-related facets of communication rather than those related to technology infrastructure). The