

Ex. 1

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12
13 **IN THE UNITED STATES DISTRICT COURT**
FOR THE DISTRICT OF ARIZONA

14
15 Roy and Josie Fisher, et al.,
Plaintiffs

CV 74-90 TUC DCB
(Lead Case)

16 v.
17 United States of America,
18 Plaintiff-Intervenor,

**DECLARATION OF LORENZO
LOPEZ**

19 v.
20 Anita Lohr, et al.,
Defendants,
21 Sidney L. Sutton, et al.,
Defendants-Intervenors,

CV 74-204 TUC DCB
(Consolidated Case)

22
23 Maria Mendoza, et al.
Plaintiffs,

24 United States of America,
25 Plaintiff-Intervenor,

26 v.
27 Tucson Unified School District No. One, et al.
Defendants.

28

Tucson Unified School District – Legal Department
1010 East 10th Street, Room 24
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1 I, Lorenzo Lopez, declare under penalty of perjury that the following statements are
2 true:

3 1. I have served as Director for the Department of Culturally Responsive Pedagogy
4 and Instruction (“CRPI”) since December 2014. In this capacity, I supervise and direct the work of
5 the department and of the CRC Master Teachers (formerly referred to as “CRC Itinerant Teachers”
6 or “CRC Mentors”).

7 2. The CR Intervention Plan (“Plan”) [ECF 1761] lists several functions that are the
8 responsibility of CRC Master Teachers.

9 3. In the 2016-17 school year, the District utilized eight CRC Master Teachers. Based
10 on my experience implementing the Plan and working directly with CRC Master Teachers, I have
11 determined that the allocation of eleven CRC Master Teachers for the 2017-18 school year is
12 adequate to fulfill the instructional and non-instructional needs described in the Plan.

13 4. The Plan requires the District to assign a CRC Master Teacher “to any new site
14 where no CR class offerings previously existed,” and for the CRC Master Teacher to “make contact
15 with new CR teachers once a week...to provide coaching in the form of curricular and pedagogical
16 suggestions and model instruction when possible.” [ECF 1761 at 12]. In 2016-17, the CRPI
17 department assigned a CRC Master Teacher to visit every new site where no CR class offerings
18 previously existed. CRC Master Teachers made contact with new CR teachers at least once a week
19 and provided coaching and/or model instruction when possible.

20 5. The Plan requires the CRPI Coordinators and CRC Master Teachers to present
21 teachers with “model instruction and sample units” during Tier I professional development, and to
22 “serve as Peer Mentors and assist the Program Coordinators in modeling effective CR instruction
23 and in developing additional CR unit lessons and professional development presentations.” [ECF
24 1761 at 21]. In 2016-17, CRC Master Teachers collaborated with CRPI Coordinators to present
25 model instruction and sample units to teachers during Tier I professional development. CRC
26 Master Teachers served as peer mentors, and assisted the coordinators in modeling effective CR
27 instruction and in developing additional CR unit lessons and PD presentations.

1 6. The Plan requires CRC Master Teachers to “develop extensive curricular units for
2 courses at the middle and high school level.” [ECF 1761 at 22]. In 2016-17, CRC Master Teachers
3 developed curriculum for CRC courses at the middle and high school level, including curricular
4 units, lessons, and in-class activities.

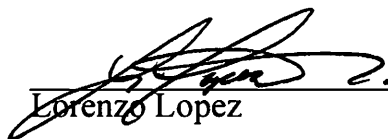
5 7. The Plan calls for CRC Master Teachers to “continue to develop research-based,
6 culturally relevant curriculum lessons throughout the year.” In 2016-17, the CRC Master Teachers
7 continued to develop research-based culturally relevant curriculum lessons throughout the year.

8 8. The Plan requires the District to assign a CRC Master Teacher “to new CR teachers
9 or CR teachers with limited experience in teaching a CR course...to provide coaching in the form
10 of curricular and pedagogical suggestions and model instruction when possible.” In 2016-17, I
11 assigned a CRC Master Teacher to every CR teacher – not just those who were new or who had
12 limited experience. CRC Master Teachers provided coaching and model instruction.

13 9. The Plan includes the following list of “non-instructional duties” for CRC Master
14 Teachers. In 2016-17, CRC Master Teachers fulfilled the following functions:

- 15 • CR teacher and student recruitment, parent engagement, & community outreach;
- 16 • Providing model instruction for non-CR teachers, district wide;
- 17 • Developing curriculum that will be available to other district teachers;
- 18 • Mentoring new CR teachers by providing instructional support;
- 19 • Observing, documenting, and providing feedback to mentee CR teachers;
- 20 • Developing CR curricular lessons for implementation by new and continuing CR
21 teachers;
- 22 • Working with site administration to provide support for CR students and families;
- 23 • Serving on observation “walkthrough” teams;
- 24 • Presenting during CR Tier I PD sessions;
- 25 • During the summer, IT will develop comprehensive CR curriculum units to present
26 during the CRPI summer symposium; and
- 27 • Assisting in bringing CR to scale.

28 DATED this 29th day of July, 2017.


Lorenzo Lopez

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