

Exhibit A

	Area	Requirement
	Existing Magnet Schools	
1		For each school that does not meet that magnet school standards in 2017-18, the District shall determine whether the magnet school can meet the magnet school status by the end of the 2018-19 academic year using funding, effort and tools reasonably projected to be available during that period.
2		For those schools not recommended by the Special Master for termination of magnet status that the District determines will likely be able to meet magnet school standards by the end of the 2018-19 academic year, the District shall prepare a magnet plan for that school no later than October 1, 2018, which is designed to enable the school to meet magnet standards.
3		The District will develop a transition plan for any school that loses magnet status. The transition plan will conform to the same form and standards as the transition plans that the District developed for prior former magnet schools.
	Potential Magnet Schools	
4		By the end of the current school year, the District shall undertake an assessment of potential magnet schools or programs for TUSD. The District shall identify the preferred choice(s), explain its reasoning for selecting the option(s) over other viable choices, and decide whether such an option(s) should be implemented and how this can be accomplished. This does not mean that the District must establish a new magnet school as a condition of being awarded unitary status.
	Site-level Teacher Diversity	
5		The District shall continue to implement the current Teacher Diversity Plan (TDP) through the 18-19 academic year.
6		No later than April 15, 2018, the District shall evaluate additional incentive program(s) to add to the TDP to increase its impact, determine what incentives, if any, to add for the 18-19 school year, and prepare a report for the Special Master and the plaintiffs identifying the option(s) considered, and explaining the rationale for its decision.
	Teacher Attrition	
7		The District's Assessment and Evaluation (A&E) department shall conduct a study, designed in consultation with the Special Master, to identify the reasons underlying teacher and administrator attrition over the past three years. The study shall include utilizing a third party to conduct intensive interviews of those who have left the District.
8		Using the results, along with other information (such as survey results), the District shall evaluate strategies to reduce teacher and administrator attrition including support and in-school conditions teachers and administrators need to enhance student academic performance, identify the strategies to be implemented.
9		The District shall provide a report to the Special Master on the study and strategies to be implemented by June 2018 so that strategies to reduce attrition could be implemented during the 2018-19 school year.

	Area	Requirement
	Grow Your Own Programs	
10		The District shall review what is known about the effectiveness of “Grow Your Own” programs existing across the country, especially those aimed at increasing the proportion of African American and Latino professional educators. This inquiry shall identify options with potential for TUSD, assess their costs and benefits, and determine what if any modifications to make to existing programs. This review shall also consist of an assessment of the District’s own recruitment efforts, especially as they relate to Latino and/or African American staff participation. The District shall prepare a report for the Special Master describing its review and analysis, and explaining the basis for its decision regarding existing programs. This study shall be completed no later than August 2018, so that any promising initiatives could be implemented during the 2018-19 school year.
	Beginning Teachers	
11		By April 30, 2018, the District shall explore alternative strategies for reducing the number of appointments of beginning teachers to lower achieving schools. If this is not practicable because of potentially negative consequences for retaining teachers, the District shall explore strategies for mitigating the negative effects on students of appointing beginning teachers to lower achieving schools. A preliminary report on options shall be submitted to the plaintiffs and the Special Master no later than May 15, 2018.
	ALE Participation	
12		The District shall be held accountable to a 15% rule districtwide, except for ELL and students with disabilities, calculated as above for 2018-19 and beyond and that this goal shall apply to each ALE except UHS11.
	GATE	
13		The District shall be awarded unitary status for self-contained and pullout GATE if the eligibility scores for these programs are lowered by 10 NCE points.
14		Teachers shall be trained to offer GATE programs and, if necessary, the District shall provide appropriate incentives.
15		The District shall increase the number of cluster GATE programs to at least 10 by the beginning of the 2019-2020 school year.
	ALE Courses For Middle Grade Students	
16		The District shall identify schools that (1) of the largest participation among African American and Latino students in ALE and (2) the smallest differences between participation among students of different races to determine what, if any, structural, demographic and cultural characteristics of these schools differentiate them from schools that are less successful in facilitating student participation in middle school ALEs. This study shall be completed during the current school year.

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17		The District shall develop a practicable plan for increasing participation of middle grade students in ALEs. This plan shall ensure that all students have access to at least one middle school course that carries high school credit.
18		The District shall determine why there is substantial variation among schools and the success that middle school students have in undertaking courses for high school credit. Results of this inquiry shall include, if warranted, strategies for increasing student success (such as the provision of tutoring).
19		The District shall provide students in all schools with at least two so-called pre-AP courses. If this is not practicable, the District shall explain why.
20		One of these courses, at least, shall be available during the 18-19 school year.
	Advanced Placement (AP)	
21		The District shall undertake a study to identify reasons for (1) low interest in AP at Catalina and (2) the slide in the number of African-American and Latino students enrolling in AP classes at Tucson High and develop strategies for addressing the challenges at these schools.
	UHS	
22		Borderline qualified students should be offered an opportunity to complete an additional essay which will be considered as part of the multiple measures with the goal of increased African American student enrollment. See Exhibit V-C for discussion of efforts by UHS to find an admissions policy that would further enhance student diversity.
23		Documentation that all students who do not accept an enrollment invitation have been contacted for additional recruitment purposes as well as to provide rationale for enrollment refusal.
24		The District shall inquire as to why the attrition rate for Latino students at UHS is twice the attrition rate for white and African-American students and report the results of this inquiry to the Special Master and the plaintiffs.
25		The District shall continue to recruit African American and Latino students who have qualified for admission to UHS engaging African American and Latino families in these recruitment efforts to the extent feasible.
26		The District shall explore the usefulness of a summer program for seventh and eighth grade students who have qualified for admission to UHS that provides them with the opportunity to know what the level of academic demand is in UHS courses.
	Culturally Responsive Pedagogy	
27		The teacher evaluation instrument used by TUSD shall be amended to include culturally responsive pedagogy as an element of teacher proficiency.
28		Administrators who evaluate teachers shall be trained to evaluate teacher proficiency in culturally responsive pedagogy. The District shall develop a procedure for validating the capabilities of administrators to undertake such evaluation.

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29		Teacher training to employ culturally responsive pedagogy shall be an integral part of their training to implement the curriculum (e.g., teaching students to read through culturally responsive instruction).
	Multicultural Curriculum	
30		The District shall prepare a report by the end of the 2017-18 school year which: (a) describes the progress made in infusing multicultural content throughout the curriculum (b) specifies the processes for review, curriculum modification, and relevant professional development, and ensures that, as books and other hard copy or electronic materials are purchased for school-level libraries or as resource materials for LIRC, those materials are selected with multicultural perspectives taken into consideration as a component of the selection process; (c) provides a schedule for infusing multicultural content to curriculum domains not yet revised, including reviewing the science curriculum during the current school year, (c) describes the frequency with which review of curriculum is recurrently undertaken to determine whether further infusion of multicultural content is warranted.
	ELL Graduation	
31		The parties shall meet to identify a practicable graduation rate for ELL students.
	Inclusive School Environments	
32		No later than May 2018, the District shall provide a report that includes an analysis on the inclusiveness of school environments based on student survey data by race and by school structure over at least three years. This study shall be conducted in collaboration with the Special Master prior to the beginning of the 2018-19 school year. The report shall describe the strategies the District has utilized to improve inclusive school environments and identify any additional strategies that the District believes will improve inclusive school environments. If the data suggests the levels of inclusiveness need to be improved and/or these perceptions vary by race, the District shall identify evidence-based strategies for increasing inclusiveness.
33		The District shall put in place a plan to implement evidence-based strategies to increase inclusiveness during the 2018-19 school year.
	Student Support	
34		Continue to meet with the Fisher and Mendoza plaintiffs to identify activities to be performed by staff of the two departments and demonstrate how these activities are integral to the core functions of the District (e.g., enhancing the effectiveness of the MTSS system and enhancing the quality of teaching).
35		Specify the qualifications that members of the department staffs should have to perform specific functions and describe how staff with these qualifications can be recruited, trained and retained (e.g., current salary levels will not do it).
36		Convene a small panel of experts (no more than four people) who are knowledgeable about research on effective practices in meeting the needs of African-American and Latino students. This panel shall advise the people working on the development of the plan.

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37		The District shall submit a revised plan no later than May 1, 2018, for the student success departments or alternative ways of addressing the needs of African American and Latino students who need exceptional help.
	Dual Language	
38		Continue advocacy with the state to provide alternatives that will increase ELL eligibility to participate in dual language programs.
39		Develop a comprehensive plan for expanding dual language laying out the obstacles and the costs for developing additional sites. This plan should be submitted to the plaintiffs and the Special Master by the end of the current school year.
40		Include an assessment of evidence of TWDL program implementation in the principal evaluations for principals at TWDL schools.
41		Evaluate the possibility of establishing a full K-8, no-boundary magnet at Roskruge.
	Discipline	
42		Data on student offenses and responses to them shall use measures that were in place in 2013-14 to ensure that trends can be accurately assessed and distinctions between types actions that respond to student misbehavior are clear. The District shall report such discipline data both by number of each type of disciplinary consequence imposed and by number of students receiving each type of disciplinary consequence.
43		Teachers, principals and others shall have easy access to information about how best to deal with particular offenses as defined by the GSRR. Such information shall be available in real time (e.g., online), and be based on research in other districts and effective practices identified within TUSD. Such information could include individual teachers and other professional personnel who have demonstrated relevant expertise and be willing to provide peer support.
44		The District shall hire or designate an individual whose sole focus is the implementation of discipline-related desegregation efforts (the "Discipline Coordinator").

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45		<p>The Office of the Coordinator of Discipline shall be staffed with full-time personnel sufficient to:</p> <p>(a) Analyze school level data, including all data the District is required to collect and analyze under USP Section VI, F, 2, and bring any issues warranting investigation or remediation to the attention of the chief academic officer of the District.</p> <p>(b) Review schools' use of exclusionary discipline to ensure that it is fair and equitable and complies with the GSRR, including ensuring that exclusionary discipline is not inappropriately used for low-level incidents involving physical aggression (including "fights" that do not lead to significant injury) and that catch-all offenses such as "disorderly conduct" and "other aggression" are not used to improperly impose exclusionary discipline.</p> <p>(c) Provide technical assistance to school level personnel.</p> <p>(d) Contribute to the design of professional development that focuses on handling potential disciplinary problems at the classroom level and it recognizes that disciplinary problems are often related to the need for improved instruction. Assist schools in developing corrective action plans ("CAPs"), review CAPs for consistency and efficacy, monitor the implementation of CAPs, suggest modification or support as needed, and track any improvements resulting from the implementation of CAPs.</p> <p>(e) Conduct and monitor site-level walkthroughs of PBIS implementation and conduct follow-up in an effort to make PBIS implementation across schools consistent and effective.</p>
46		The Coordinator of Discipline shall report to the chief academic officer for the District.
47		The process for dealing with hotspots and high visibility problems shall be streamlined. It shall not be necessary to regularly convene meetings of central office staff who have other responsibilities than discipline in order to determine how best to address challenges.
48		For any student offered a DAEP placement, the District will include any days suspended prior to the DAEP placement in calculating the length of the DAEP placement offered.
	Family Engagement	
49		By the end of the current school year, develop guidelines for fostering family engagement at the school level. These guidelines shall be shared with the Special Master and the plaintiffs for expedited comment. These guidelines shall enable teachers to (a) learn from families how best to teach and otherwise interact with their children and (b) participate meaningfully in school plans and activities.
50		Continue its current program to facilitate communication with families in the context of family conferences.
51		Train principals, assistant principals, and school-level personnel to implement the guidelines for fostering family engagement at the school level.
52		Record family participation by race at each school in ways that describe the specific activities in which families of different races are involved.

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53		Ensure that responsibility for overseeing the implementation of school-level strategies for family engagement rests primarily with the principal of each school. Oversight of the principals' efforts in this area shall be District supervisors personnel who are responsible for the District's general oversight of principals.
	Extracurricular Activities	
54		The District shall revise its reporting on extracurricular activities to include all such activities clearly delineating which are funded by parents, the community, the District, or other sources outside the District that are funded by 21st Century or similar grants.
55		Data shall be reported by grade level and race of student participants in particular activities.
56		By May 2018 the District shall conduct the study of participation in its schools with particular attention to racially concentrated schools and those schools at which Anglo student enrollment exceeds 25%. If disparities exist, the District should explain the reasons for these and identify strategies for eliminating them, if practicable.
57		By May 30, 2018, the District shall have put in place and implemented a process by which principles are responsible for reviewing the extent to which extracurricular activities at their schools are providing opportunities for interracial contact and positive settings of shared interest as mandated by the USP. To the extent such opportunities are determined to be inadequate, principals – with the support of central offices – shall propose strategies for remedying that situation.
	Facilities	
58		The District shall recalculate the FCI scores using the criteria prior to that applied in 16-17 school year. Assuming this demonstrates that racial composition is not correlated with the schools FCI score. The District should be granted unitary status with respect to the provisions of the USP related to facilities. During the spring term 2018, the District shall submit its revisions to the Facilities Condition Index to the plaintiff's and the Special Master for review.
	EBAS	
59		The District shall place responsibility for the use and operation of an effective EBAS system in the District's chief academic officer (currently denominated as the Assistant Superintendent for Curriculum and Instruction) who reports directly to the superintendent.
60		The head of the Department of Assessment & Program Evaluation shall report to the District's chief academic officer.

	Area	Requirement
61		<p>The District shall engage an expert, approved by the Special Master, to assess the District’s overall use of its data and integration into its decision- making processes. Among the factors to be considered are the extent to which the District:</p> <ul style="list-style-type: none"> Identifies evidence that would be available covering the range of influences on student learning and strategies for improving student outcomes; Organizes the evidence in ways that facilitate decision making (including ways to lower the “search costs” for teachers and support staff) and ensures that viable alternatives for improvement are considered; Designs frameworks for problem-solving for PLCs linked to data that would be helpful in designing improvement strategies; and Has developed the capacity to link data from different sources in the District (e.g., human resources and student academic achievement).
	MTSS	
62		<p>The MTSS Facilitators and Leads shall:</p> <ul style="list-style-type: none"> Evaluate student data to help identify needed improvement in student achievement, discipline, absenteeism, and other challenges identified by District leaders. Make evidence-based practical suggestions for resolution of problems identified by the data. Provide relevant professional development to Tier 1 teachers (e.g., as an instructional coach) and/or work with site-level administrators to identify other resources for professional learning. Assist professional learning communities in identifying relevant data and potential solutions and resources. Facilitate Tier 2 or 3 support or act as a case manager. <p>The District shall develop, in collaboration with the Special Master, a rubric for assessing the effectiveness of MTSS Facilitators and Leads and performing these responsibilities. These rubrics shall be used to identify needs for further professional learning and ways to improve MTSS.</p>
	Professional Learning Communities	
63		Implement the PLC guidelines that have been provided to principals.
64		Identify the EBAS resources available to support PLC functions, and provide that information to principals and MTSS Facilitators or Leads.
65		Provide training in the use of EBAS resources available to support PLC functions, to principals, teacher leaders and MTSS Facilitators or Leads.
	Program Evaluation	

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66		<p>The Assessment and Evaluation Department (AED) shall be charged with the following responsibilities, functions and tasks:</p> <p>Undertake the systematic and systemic evaluation of new initiatives.</p> <p>Identify for problem areas deserving of attention from District leaders through the systematic analysis of data that is part of the EBAS evidence base.</p> <p>Regularly identify schools that are positive and negative outliers with respect to success in implementing particular initiatives or achieving particular goals and make the knowledge of effective practices accessible throughout the District. Such an “effective practices” resource library could also identify individuals who could provide support to their colleagues.</p> <p>Support PLCs by consultation and the identification of research that would help PLCs make effective decisions.</p>
67		<p>By the end of this school year, the District shall provide a report detailing how the department is or will perform these responsibilities, functions and tasks, including a schedule for implementation.</p>
	Professional Learning	
68		<p>No later than April 2018, the District shall work with the Special Master to establish rubrics for guiding implementation and conducting evaluation of professional learning;</p>
69		<p>Prior to the start of the 2018-19 school year, the District will provide a report to the Special Master demonstrating how the District will implement professional development in a manner aligned with Exhibit C in the following areas: discipline and fostering of civility; technology facilitated learning; and culturally responsive pedagogy in implementing the curriculum.</p>
70		<p>Beginning in school year 2018-19, evaluate professional development conducted by the District using the rubrics developing collaboration with the Special Master;</p>
71		<p>Designate a single individual with the responsibility to both oversee all professional development in the District and to organize professional development.</p>