

EXHIBIT 1

Tucson Unified School District

USP II(K)(1)(a)

October 26 2017

TUSD Enrollment by USP Ethnicity - Final 40th Day (09/28/2017)

Integration Status	School	White		African		Hispanic/		Native		Asian/Paci		Multi Racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
Elementary Schools														
47 ES	ES Total	3547	21%	1646	10%	9880	59%	596	4%	309	2%	671	4%	16649
RC	Van Buskirk	8	3%	1	0%	246	93%	7	3%	2	1%	1	0%	265
RC	Lynn/Urquides	15	3%	6	1%	448	90%	25	5%	0	0%	5	1%	499
RC	Mission View	1	1%	1	1%	165	88%	17	9%	0	0%	3	2%	187
RC	Grijalva	27	5%	14	2%	500	86%	23	4%	3	1%	13	2%	580
RC	Tolson	16	5%	17	5%	271	84%	10	3%	0	0%	9	3%	323
RC	Oyama	25	7%	13	4%	310	82%	18	5%	3	1%	7	2%	376
RC	Miller	20	4%	23	4%	431	81%	44	8%	2	0%	11	2%	531
RC	Ochoa	5	3%	7	4%	147	81%	15	8%	0	0%	7	4%	181
RC	White	38	6%	22	3%	545	81%	52	8%	4	1%	13	2%	674
RC	Cavett	22	7%	24	8%	237	80%	8	3%	1	0%	5	2%	297
RC	Manzo	24	8%	20	7%	244	80%	9	3%	6	2%	4	1%	307
RC	Warren	13	5%	10	4%	224	79%	31	11%	1	0%	3	1%	282
RC	Vesey	75	11%	22	3%	527	77%	38	6%	6	1%	15	2%	683
RC	Robison	34	11%	28	9%	234	77%	3	1%	5	2%	2	1%	306
RC	Maldonado	20	7%	12	4%	208	75%	29	11%	3	1%	4	1%	276
RC	Carrillo	48	16%	17	6%	216	72%	9	3%	2	1%	9	3%	301
INT	Banks	82	25%	8	2%	229	70%	1	0%	0	0%	7	2%	327
INT	Blenman	65	19%	67	20%	149	44%	12	4%	19	6%	25	7%	337
INT	Bonillas	57	15%	40	10%	262	68%	6	2%	5	1%	13	3%	383
INT	Borton	96	24%	33	8%	251	62%	12	3%	4	1%	10	3%	406
INT	Cragin	68	22%	50	16%	153	49%	12	4%	6	2%	23	7%	312
INT	Davidson	60	23%	41	16%	121	47%	15	6%	4	2%	18	7%	259
INT	Davis	61	21%	16	5%	202	69%	6	2%	0	0%	10	3%	295
INT	Erickson	83	21%	90	22%	193	48%	4	1%	3	1%	28	7%	401
INT	Holladay	12	6%	43	21%	128	63%	10	5%	0	0%	10	5%	203
INT	Howell	77	26%	54	18%	132	44%	13	4%	3	1%	20	7%	299
INT	Hudlow	62	27%	30	13%	111	47%	7	3%	4	2%	20	9%	234
INT	Hughes	107	30%	28	8%	180	50%	2	1%	21	6%	22	6%	360
INT	Kellond	177	34%	65	12%	231	44%	4	1%	8	2%	39	7%	524
INT	Lineweaver	195	36%	39	7%	262	48%	2	0%	8	2%	41	8%	547
INT	Myers/Ganoung	59	16%	83	23%	197	54%	5	1%	5	1%	16	4%	365
INT	Steele	96	33%	39	14%	132	46%	4	1%	8	3%	10	4%	289
INT	Tully	38	11%	57	17%	214	62%	20	6%	9	3%	6	2%	344
INT	Wheeler	175	36%	52	11%	212	44%	9	2%	12	3%	23	5%	483
	Johnson	5	3%	3	2%	100	53%	78	41%	1	1%	2	1%	189
	Fruchthendler	211	59%	22	6%	97	27%	2	1%	7	2%	20	6%	359
	Collier	95	56%	18	11%	48	28%	2	1%	1	1%	7	4%	171
	Soleng Tom	198	48%	42	10%	131	31%	4	1%	14	3%	28	7%	417

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Integration Status	School	White		African		Hispanic/		Native		Asian/Paci		Multi Racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
	Dunham	114	48%	27	11%	81	34%	0	0%	8	3%	10	4%	240
	Henry	178	45%	53	14%	127	32%	2	1%	14	4%	20	5%	394
	Marshall	121	45%	22	8%	112	42%	2	1%	6	2%	7	3%	270
	Gale	159	43%	25	7%	141	38%	0	0%	17	5%	27	7%	369
	Whitmore	109	34%	45	14%	129	40%	1	0%	15	5%	21	7%	320
	Bloom	96	32%	60	20%	124	41%	3	1%	8	3%	12	4%	303
	Ford	115	30%	63	17%	155	41%	5	1%	12	3%	31	8%	381
	Sewell	87	29%	50	17%	127	42%	5	2%	14	5%	20	7%	303
	Wright	98	20%	144	29%	196	39%	10	2%	35	7%	14	3%	497

K-8 Schools

15 K8	K-8 Total	1109	13%	681	8%	5678	68%	436	5%	134	2%	263	3%	8301
RC	Rose K-8	11	1%	8	1%	774	95%	10	1%	2	0%	9	1%	814
RC	Hollinger K-8	18	3%	11	2%	473	89%	16	3%	1	0%	13	2%	532
RC	McCorkle	43	5%	24	3%	832	89%	24	3%	3	0%	14	2%	940
RC	Pueblo Gardens	18	5%	21	6%	315	85%	6	2%	6	2%	7	2%	373
RC	Safford K-8	24	4%	43	7%	499	78%	52	8%	1	0%	21	3%	640
RC	Roskruge	47	7%	20	3%	507	77%	56	9%	3	1%	22	3%	655
RC	Morgan Maxwe	37	8%	28	6%	344	75%	36	8%	10	2%	7	2%	462
RC	Robins K-8	89	18%	15	3%	356	72%	10	2%	12	2%	11	2%	493
INT	Drachman	63	18%	25	7%	238	67%	14	4%	2	1%	13	4%	355
	Miles	83	29%	15	5%	166	57%	3	1%	8	3%	16	6%	291
	Roberts-Naylor	74	13%	132	24%	303	54%	12	2%	25	5%	12	2%	558
	Booth-Fickett	215	25%	143	16%	436	50%	21	2%	20	2%	44	5%	879
	Lawrence 3-8	11	3%	4	1%	137	42%	167	51%	1	0%	9	3%	329
	Dietz K-8	134	27%	110	22%	189	39%	5	1%	24	5%	29	6%	491
	Borman K-8	242	50%	82	17%	109	22%	4	1%	16	3%	36	7%	489

Middle Schools

10 MS	MS Total	1463	22%	601	9%	4002	60%	231	3%	141	2%	226	3%	6664
RC	Pistor	53	6%	23	3%	700	83%	42	5%	5	1%	21	3%	844
RC	Utterback	17	4%	34	9%	316	80%	19	5%	0	0%	8	2%	394
RC	Valencia	82	9%	25	3%	709	78%	71	8%	5	1%	18	2%	910
INT	Mansfeld	137	14%	87	9%	656	68%	38	4%	19	2%	25	3%	962
INT	Dodge	84	20%	37	9%	264	63%	10	2%	9	2%	14	3%	418
INT	Vail	209	32%	59	9%	337	51%	8	1%	16	2%	30	5%	659
	Doolen	177	25%	118	17%	305	43%	26	4%	46	7%	32	5%	704
	Secrist	119	31%	72	19%	160	42%	5	1%	10	3%	20	5%	386
	Magee	234	39%	70	12%	245	41%	10	2%	12	2%	24	4%	595
	Gridley	351	44%	76	10%	310	39%	2	0%	19	2%	34	4%	792

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		N	%	N	%	N	%	N	%	N	%	N	%	

High Schools

10 HS	HS Total	3147	23%	1215	9%	8362	60%	389	3%	392	3%	407	3%	13912
RC	Pueblo	53	3%	42	2%	1512	88%	81	5%	6	0%	22	1%	1716
RC	Cholla	130	7%	87	5%	1557	80%	127	7%	12	1%	27	1%	1940
RC	Tucson High	431	14%	234	8%	2202	71%	111	4%	53	2%	73	2%	3104
INT	Rincon	209	20%	142	14%	617	59%	9	1%	38	4%	39	4%	1054
INT	Palo Verde	264	23%	211	19%	550	48%	18	2%	43	4%	53	5%	1139
INT	Catalina	188	25%	129	17%	342	46%	21	3%	49	7%	16	2%	745
	Santa Rita	149	34%	66	15%	194	44%	3	1%	11	3%	17	4%	440
	Sahuaro	702	40%	210	12%	714	41%	14	1%	48	3%	63	4%	1751
	University	520	46%	35	3%	389	35%	1	0%	115	10%	62	6%	1122
	Sabino	501	56%	59	7%	285	32%	4	0%	17	2%	35	4%	901

Alternative Schools

3 ALT TO	Alt Total	41	21%	26	13%	112	58%	11	6%	1	1%	3	2%	194
	Mary Meredith	17	38%	13	29%	13	29%	2	4%	0	0%	0	0%	45
Integrat	Project MORE	13	17%	6	8%	54	68%	2	3%	1	1%	3	4%	79
Integrat	Teenage Parent	11	16%	7	10%	45	64%	7	10%	0	0%	0	0%	70

District Total	9307	20%	4169	9%	28034	61%	1663	4%	977	2%	1570	3%	45720
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EXHIBIT 2

Tucson Unified School District

Assessment
& Evaluation

October 24 2016

TUSD Enrollment by Ethnicity SY 16-17 Final 40th Day (09/29/2016)

Integration Status	School	White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	

Elementary

	ES Total	3612	21.2%	1637	9.6%	10191	59.7%	616	3.6%	333	2.0%	681	4.0%	17070
Integrated	Banks Elementary	87	25.1%	8	2.3%	241	69.7%	3	0.9%	2	0.6%	5	1.4%	346
Integrated	Blenman Elementary	60	17.2%	71	20.3%	159	45.6%	14	4.0%	25	7.2%	20	5.7%	349
-	Bloom Elementary	119	36.0%	59	17.8%	124	37.5%	4	1.2%	14	4.2%	11	3.3%	331
Racially Concentrated	Bonillas Basic Curriculum Magnet	56	13.9%	32	7.9%	288	71.3%	13	3.2%	4	1.0%	11	2.7%	404
Integrated	Borton Magnet	85	21.3%	32	8.0%	256	64.0%	7	1.8%	4	1.0%	16	4.0%	400
Racially Concentrated	Carrillo K-5 Magnet	31	10.6%	16	5.5%	230	78.5%	9	3.1%	1	0.3%	6	2.0%	293
Racially Concentrated	Cavett Elementary	13	4.3%	25	8.3%	243	81.0%	9	3.0%	1	0.3%	9	3.0%	300
-	Collier Elementary	110	55.0%	26	13.0%	52	26.0%	5	2.5%	1	0.5%	6	3.0%	200
Integrated	Cragin Elementary	87	26.9%	45	13.9%	159	49.2%	7	2.2%	7	2.2%	18	5.6%	323
Integrated	Davidson Elementary	51	19.0%	42	15.6%	135	50.2%	19	7.1%	10	3.7%	12	4.5%	269
Racially Concentrated	Davis Bilingual Elementary Magnet	49	15.7%	13	4.2%	233	74.7%	6	1.9%	1	0.3%	10	3.2%	312
-	Dunham Elementary	117	47.8%	28	11.4%	85	34.7%	0	0.0%	7	2.9%	8	3.3%	245
-	Erickson Elementary	103	22.9%	107	23.8%	185	41.2%	10	2.2%	4	0.9%	40	8.9%	449
-	Ford Elementary	118	33.7%	47	13.4%	154	44.0%	3	0.9%	8	2.3%	20	5.7%	350
-	Fruchthendler	231	59.5%	24	6.2%	102	26.3%	3	0.8%	8	2.1%	20	5.2%	388
-	Gale Elementary	162	44.3%	27	7.4%	141	38.5%	2	0.5%	11	3.0%	23	6.3%	366

Tucson Unified School District

Assessment
& Evaluation

October 24 2016

TUSD Enrollment by Ethnicity SY 16-17 Final 40th Day (09/29/2016)

Integration Status	School	White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
Racially Concentrated	Grijalva Elementary	31	5.0%	20	3.2%	521	84.4%	25	4.1%	7	1.1%	13	2.1%	617
-	Henry Elementary	153	43.1%	47	13.2%	121	34.1%	4	1.1%	12	3.4%	18	5.1%	355
Integrated	Holladay Magnet Elementary	17	7.5%	40	17.7%	142	62.8%	10	4.4%	0	0.0%	17	7.5%	226
Integrated	Howell Elementary	67	22.3%	39	13.0%	161	53.7%	13	4.3%	8	2.7%	12	4.0%	300
-	Hudlow Elementary	82	33.9%	27	11.2%	98	40.5%	9	3.7%	7	2.9%	19	7.9%	242
Integrated	Hughes Elementary	122	34.8%	22	6.3%	160	45.6%	3	0.9%	20	5.7%	24	6.8%	351
-	Johnson Primary	8	4.0%	3	1.5%	102	51.5%	80	40.4%	1	0.5%	4	2.0%	198
-	Kellond Elementary	213	38.9%	58	10.6%	210	38.4%	10	1.8%	11	2.0%	45	8.2%	547
-	Lineweaver Elementary	209	37.6%	42	7.6%	263	47.3%	4	0.7%	7	1.3%	31	5.6%	556
Racially Concentrated	Lynn/Urquides Elementary	21	4.4%	6	1.2%	439	91.3%	12	2.5%	0	0.0%	3	0.6%	481
Racially Concentrated	Maldonado Elementary	20	6.0%	11	3.3%	262	78.0%	29	8.6%	3	0.9%	11	3.3%	336
Racially Concentrated	Manzo Elementary	11	3.9%	11	3.9%	238	85.0%	9	3.2%	7	2.5%	4	1.4%	280

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		N	%	N	%	N	%	N	%	N	%	N	%	
-	Marshall Elementary	131	45.0%	22	7.6%	117	40.2%	4	1.4%	5	1.7%	12	4.1%	291
Racially Concentrated	Miller Elementary	25	4.4%	20	3.5%	452	79.6%	50	8.8%	6	1.1%	15	2.6%	568
Racially Concentrated	Mission View Elementary	1	0.5%	3	1.6%	166	90.2%	14	7.6%	0	0.0%	0	0.0%	184
Integrated	Myers/Ganoung Elementary	66	16.2%	88	21.6%	216	52.9%	2	0.5%	17	4.2%	19	4.7%	408
Racially Concentrated	Ochoa Magnet Elementary	3	1.6%	9	4.9%	149	80.5%	16	8.6%	0	0.0%	8	4.3%	185
Racially Concentrated	Oyama Elementary	25	6.6%	19	5.0%	306	81.2%	20	5.3%	1	0.3%	6	1.6%	377
Racially Concentrated	Robison Magnet Elementary	40	12.0%	33	9.9%	246	74.1%	2	0.6%	5	1.5%	6	1.8%	332
Integrated	Sewell Elementary	71	24.4%	45	15.5%	142	48.8%	6	2.1%	13	4.5%	14	4.8%	291
-	Soleng Tom Elementary	199	47.2%	48	11.4%	125	29.6%	5	1.2%	15	3.6%	30	7.1%	422
-	Steele Elementary	106	34.6%	52	17.0%	131	42.8%	1	0.3%	7	2.3%	9	2.9%	306

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		N	%	N	%	N	%	N	%	N	%	N	%	
Racially Concentrated	Tolson Elementary	13	3.9%	17	5.1%	283	85.5%	11	3.3%	0	0.0%	7	2.1%	331
Integrated	Tully Elementary Magnet	32	9.0%	61	17.1%	228	63.9%	20	5.6%	7	2.0%	9	2.5%	357
Racially Concentrated	Van Buskirk Elementary	9	3.1%	4	1.4%	261	89.4%	10	3.4%	3	1.0%	5	1.7%	292
Racially Concentrated	Vesey Elementary	81	11.3%	22	3.1%	545	75.7%	44	6.1%	6	0.8%	22	3.1%	720
Racially Concentrated	Warren Elementary	12	4.2%	9	3.1%	229	80.1%	30	10.5%	1	0.3%	5	1.7%	286
Integrated	Wheeler Elementary	135	33.1%	53	13.0%	187	45.8%	3	0.7%	10	2.5%	20	4.9%	408
Racially Concentrated	White Elementary	41	5.8%	33	4.6%	576	80.8%	48	6.7%	5	0.7%	10	1.4%	713
-	Whitmore Elementary	98	30.2%	55	16.9%	132	40.6%	2	0.6%	11	3.4%	27	8.3%	325
-	Wright Elementary	91	19.8%	116	25.2%	196	42.6%	6	1.3%	30	6.5%	21	4.6%	460

K-8 Schools

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& Evaluation

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		N	%	N	%	N	%	N	%	N	%	N	%	
	K-8 Total	1143	13.2%	789	9.1%	5924	68.2%	421	4.8%	136	1.6%	271	3.1%	8684
-	Borman K-8	237	52.7%	76	16.9%	82	18.2%	0	0.0%	15	3.3%	40	8.9%	450
-	Dietz K-8	142	25.3%	137	24.4%	228	40.6%	3	0.5%	28	5.0%	24	4.3%	562
Racially Concentrated	Drachman K-8 Montessori Magnet	40	12.2%	28	8.5%	234	71.1%	11	3.3%	1	0.3%	15	4.6%	329
Racially Concentrated	Hollinger K-8	19	3.5%	17	3.1%	475	87.8%	17	3.1%	1	0.2%	12	2.2%	541
-	Lawrence 3-8	10	3.0%	8	2.4%	141	42.6%	163	49.2%	0	0.0%	9	2.7%	331
-	Miles Exploratory Learning Center K-8	88	29.5%	20	6.7%	162	54.4%	4	1.3%	6	2.0%	18	6.0%	298
Racially Concentrated	Pueblo Gardens K-8	17	4.2%	24	6.0%	331	82.5%	9	2.2%	9	2.2%	11	2.7%	401
Racially Concentrated	Robins K-8	101	18.2%	16	2.9%	401	72.3%	10	1.8%	12	2.2%	15	2.7%	555
Racially Concentrated	Rose K-8	9	1.1%	6	0.7%	769	95.1%	9	1.1%	1	0.1%	15	1.9%	809

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-	Booth-Fickett Math/Science K-8 Magnet	251	24.4%	165	16.1%	518	50.4%	22	2.1%	25	2.4%	46	4.5%	1027
Racially Concentrated	Morgan Maxwell K-8	38	7.9%	35	7.2%	365	75.4%	30	6.2%	6	1.2%	10	2.1%	484
Racially Concentrated	Mary Belle McCorkle Academy of Excellence K-8	36	3.9%	17	1.8%	836	90.7%	23	2.5%	2	0.2%	8	0.9%	922
-	Naylor K-8 (with Roberts Elementary)	75	13.3%	161	28.5%	287	50.8%	8	1.4%	25	4.4%	9	1.6%	565
Racially Concentrated	Safford K-8 Magnet	29	3.9%	58	7.9%	568	77.3%	58	7.9%	1	0.1%	21	2.9%	735
Racially Concentrated	Roskruge Bilingual K-8 Magnet	51	7.6%	21	3.1%	527	78.1%	54	8.0%	4	0.6%	18	2.7%	675

Middle Schools

	MS Total	1514	22.3%	578	8.5%	4115	60.6%	250	3.7%	136	2.0%	200	2.9%	6793
Integrated	Dodge Traditional Magnet Middle	93	22.6%	32	7.8%	252	61.3%	10	2.4%	9	2.2%	15	3.6%	411

Tucson Unified School District

Assessment
& Evaluation

October 24 2016

TUSD Enrollment by Ethnicity SY 16-17 Final 40th Day (09/29/2016)

Integration Status	School	White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
-	Doolen Middle School	205	31.8%	100	15.5%	263	40.8%	17	2.6%	32	5.0%	28	4.3%	645
-	Gridley Middle School	330	42.8%	81	10.5%	299	38.8%	5	0.6%	30	3.9%	26	3.4%	771
-	Magee Middle School	284	43.9%	65	10.0%	256	39.6%	9	1.4%	13	2.0%	20	3.1%	647
Racially Concentrated	Mansfeld Middle School	93	11.4%	64	7.8%	594	72.8%	38	4.7%	10	1.2%	17	2.1%	816
Racially Concentrated	Pistor Middle School	52	5.6%	25	2.7%	775	83.1%	56	6.0%	8	0.9%	17	1.8%	933
-	Secrist Middle School	128	29.2%	87	19.8%	180	41.0%	7	1.6%	15	3.4%	22	5.0%	439
Racially Concentrated	Utterback Middle Arts Magnet	23	4.9%	36	7.6%	378	80.1%	24	5.1%	0	0.0%	11	2.3%	472
Integrated	Vail Middle School	224	30.8%	66	9.1%	378	52.0%	10	1.4%	16	2.2%	33	4.5%	727
Racially Concentrated	Valencia Middle School	82	8.8%	22	2.4%	740	79.4%	74	7.9%	3	0.3%	11	1.2%	932
High Schools														
	HS Total	3247	22.9%	1257	8.9%	8474	59.9%	395	2.8%	377	2.7%	408	2.9%	14158

Tucson Unified School District

Assessment
& Evaluation

October 24 2016

TUSD Enrollment by Ethnicity SY 16-17 Final 40th Day (09/29/2016)

Integration Status	School	White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
Integrated	Catalina Magnet High School	181	24.4%	129	17.4%	359	48.4%	18	2.4%	43	5.8%	11	1.5%	741
Racially Concentrated	Cholla High Magnet School	147	7.7%	97	5.1%	1503	79.1%	113	6.0%	11	0.6%	28	1.5%	1899
Integrated	Palo Verde High Magnet School	289	23.0%	242	19.3%	602	48.0%	22	1.8%	43	3.4%	57	4.5%	1255
Racially Concentrated	Pueblo Magnet High School	54	3.1%	42	2.4%	1533	88.9%	74	4.3%	5	0.3%	16	0.9%	1724
Integrated	Rincon High School	217	19.5%	171	15.4%	626	56.2%	10	0.9%	49	4.4%	40	3.6%	1113
-	Sabino High School	514	54.9%	61	6.5%	301	32.1%	7	0.7%	24	2.6%	30	3.2%	937
-	Sahuaro High School	785	43.2%	197	10.8%	706	38.9%	15	0.8%	48	2.6%	65	3.6%	1816
-	Santa Rita High School	156	34.8%	76	17.0%	182	40.6%	3	0.7%	10	2.2%	21	4.7%	448
Racially Concentrated	Tucson High Magnet School	400	12.8%	205	6.6%	2268	72.5%	131	4.2%	49	1.6%	76	2.4%	3129
-	University High School	504	46.0%	37	3.4%	394	35.9%	2	0.2%	95	8.7%	64	5.8%	1096

Alternative

	Alt. Total	74	21.1%	45	12.8%	193	55.0%	23	6.6%	2	0.6%	14	4.0%	351
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Tucson Unified School DistrictAssessment
& Evaluation**October 24 2016**

TUSD Enrollment by Ethnicity SY 16-17 Final 40th Day (09/29/2016)

Integration Status	School	White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
-	Mary Meredith K-12	15	32.6%	14	30.4%	12	26.1%	2	4.3%	1	2.2%	2	4.3%	46
Racially Concentrated	Project MORE	7	7.7%	5	5.5%	73	80.2%	2	2.2%	0	0.0%	4	4.4%	91
Integrated	Teenage Parent High School (TAP)	12	19.4%	9	14.5%	33	53.2%	8	12.9%	0	0.0%	0	0.0%	62
Integrated	AGAVE Middle & High	40	26.3%	17	11.2%	75	49.3%	11	7.2%	1	0.7%	8	5.3%	152
District Total		9590	20.4%	4306	9.2%	28897	61.4%	1705	3.6%	984	2.1%	1574	3.3%	47056

*** Total does not include
Pre-School total of
1,082

Tucson Unified School District

Assessment & Evaluation

October 24 2016

TUSD Enrollment by USP Ethnicity - SY 16-17 Final 40th Day (09/29/2016)

Comparison of K-8 to Elementary, K-8, and Middle Schools

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	3612	21.2%	1637	9.6%	10191	59.7%	616	3.6%	333	2.0%	681	4.0%	17070
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K-8 Schools

	K-8 Total	1143	13.2%	789	9.1%	5924	68.2%	421	4.8%	136	1.6%	271	3.1%	8684
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Middle Schools

	MS Total	1514	22.3%	578	8.5%	4115	60.6%	250	3.7%	136	2.0%	200	2.9%	6793
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Elementary Through Middle

Integrated	Combined	6269	19.3%	3004	9.2%	20230	62.2%	1287	4.0%	605	1.9%	1152	3.5%	32547
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K-8 Schools

Integrated	K-8 Total	1143	13.2%	789	9.1%	5924	68.2%	421	4.8%	136	1.6%	271	3.1%	8684
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EXHIBIT 3

TUSD RFI #(s): 1711-1714; 1572-1578
Estimated TUSD Staff Time: 5 hours
Attachment(s): N/A

-----Information above this line is to be completed by District Staff -----

TUSD Request for Information Form

RFI Instructions

1. TUSD will then assign each request its TUSD RFI number.
2. Provide the topic of the request (e.g., Corrective Action Plans)
3. Present the RFI in the form of one or more specific questions.
4. Optional: For every question/request on the form, please indicate include the reason(s) why the information being requested is needed.
5. Indicate the relevant section of the USP, court order, district report or other document (i.e., reference) that relates to RFI. Page numbers may be more appropriate in some instances).
6. Use a separate form for each specific topic about which information is being requested unless the answers to the questions posed are interdependent or relate to the same section of the document you are referencing (e.g., the USP).
7. Copy the TUSD email group "Deseg."

Request for Information

Submitted by:	Lois Thompson and Juan Rodriguez for Mendoza Plaintiffs
Submission Date:	September 29, 2017
Subject:	TUSD 2016-17 Annual Report, Section III - Transportation
USP or Reference	TUSD 2016-17 Annual Report, Section III; USP Section III

At page III-60, the Annual Report describes the express shuttles implemented in 2016-17:

RFI #1711: What is the ridership broken down by race and ethnicity of the students now using the express shuttles to Magee Middle School?

Response: The District is able to track eligibility for transportation broken down by race and ethnicity. The District does not have the technology to track actual transportation ridership. Nevertheless, as noted in the Annual Report, only a limited number of families took advantage of these new express shuttle routes. Because of the limited number of families who took advantage of the new express bus routes, the District does not believe 2016-17 ridership materially affected the racial and ethnic composition of the schools. And though the District expects ridership to increase as the program continues, the District is analyzing the viability of specific express shuttles if ridership remains low for an extended period of time.

RFI #1712: How many of these students are new to Magee and what effect does their enrollment at Magee have on the racial and ethnic composition of the Magee student body?

Response: See response to #1711.

RFI #1713: What is the ridership broken down by race and ethnicity of the students now using the express shuttles to Drachman K-8?

Response: See response to #1711.

RFI #1714: How many of these students are new to Drachman and what effect does their enrollment at Drachman have on the racial and ethnic composition of the Drachman student body?

Response: See response to #1711.

The Transportation Section of the Annual Report does not seem to include a reference to an express shuttle to Santa Rita but such shuttle is referred to at page II-70.

RFI #1572: Was an express shuttle implemented for 2017-18? If so, what is the ridership broken down by race and ethnicity of the students now using that express shuttle?

Response: An express shuttle has been implemented to Santa Rita for the current school year. Additionally, see response to #1711.

RFI #1573: How many of these students are new to Santa Rita and what effect does their enrollment at Santa Rita have on the racial and ethnic composition of the Santa Rita student body?

Response: See response to #1711.

On page III-76 of the Annual Report, the District also states that “[t]hough there are some majority one-race routes, those routes exist as a result of residential housing patterns in the neighborhoods, subdivisions, or housing developments served by the schools.”

RFI #1576: Please identify all “majority one-race routes” and provide the data and/or information on which the District relies in stating that this is the “result of residential housing patterns in the neighborhoods, subdivisions, or housing developments served by the schools.”

Response: The District’s routing software does not consider race or ethnicity, and is designed to optimize across multiple routes, minimizing overall travel time for students and transportation expense for the District, subject to appropriate limitations based on location, number of students, and school enrollment, without consideration of race or ethnicity. The District has anecdotally observed that these factors at times lead to bus routes that serve neighborhoods,

subdivisions and/or housing developments that have a majority of one race or ethnicity, which leads the District to believe that the race or ethnicity of the majority of students on some of these buses may be similar. Indeed, given that the District student population is over 60% Hispanic, if every bus served students of race or ethnicity in the same proportion as District student population, every bus would be a “majority one-race route.”

RFI #1577: Please provide information on the number of SunTran passes made available to students by the District in 2016-17, broken down by race, ethnicity, neighborhood school, and school to be attended through use of the pass.

Response: At the end of May 2017, the District had made 1918 Sun Tran bus passes available, broken down by race as follows:

- White: 295
- Hispanic: 1235
- African American: 222
- Asian: 50
- Native American: 53
- Multinational: 63

Those 1918 students came from the home schools and went to the attending schools listed below, broken down by race:

HOME SCHOOL:

Row Labels	AS	BL	HI	MU	NA	WH	Grand Total
CATALINA HS	10	22	96	11	6	97	242
CHOLLA HS		4	142	4	6	12	168
PALO VERDE HS	7	18	47	7	2	32	113
PUEBLO HS		23	370	9	12	15	429
RINCON HS	14	79	168	8	3	34	306
SABINO HS			4	2		6	12
SAHUARO HS	2	6	17	3		19	47
SANTA RITA HS	4	24	44	1	1	34	108
TUCSON HS	13	41	323	17	18	41	453
Other		5	24	1	5	5	40
Grand Total	50	222	1235	63	53	295	1918

ATTENDING SCHOOL:

Row Labels	AS	BL	HI	MU	NA	WH	Grand Total
CATALINA HS	3	13	32	1	2	13	64
CHOLLA HS		11	13	1		2	27
PALO VERDE HS	5	40	96	9	6	25	181
PROJECT MORE	1	5	42	2	3	8	61
PUEBLO HS		9	188	3	5	7	212
RINCON HS	6	50	113	3	4	10	186
SAHUARO HS	2	3	10			4	19
SANTA RITA HS	2	5	15			9	31
TAP		6	27		6	4	43
TUCSON HS	10	67	601	32	27	101	838
UNIVERSITY HS	21	13	98	12		112	256
Grand Total	50	222	1235	63	53	295	1918

EXHIBIT 4

TUSD RFI #(s): 1566-1571
Estimated TUSD Staff Time: 8 hours
Attachment(s): Attachment RFI 1568 2015-16 Continuous Improvement Plans (CIP) -Magnet Schools;
Attachment RFI #1571 IL.K.1.b TUSD Enrollment – Attendance Status SY1617

-----Information above this line is to be completed by District Staff -----

TUSD Request for Information Form

RFI Instructions

1. TUSD will then assign each request its TUSD RFI number.
2. Provide the topic of the request (e.g., Corrective Action Plans)
3. Present the RFI in the form of one or more specific questions.
4. Optional: For every question/request on the form, please
5. e indicate include the reason(s) why the information being requested is needed. Indicate the relevant section of the USP, court order, district report or other document (i.e., reference) that relates to RFI. Page numbers may be more appropriate in some instances).
6. Use a separate form for each specific topic about which information is being requested unless the answers to the questions posed are interdependent or relate to the same section of the document you are referencing (e.g., the USP).
7. Copy the TUSD email group “Deseg.”

Request for Information

Submitted by:	Lois Thompson and Juan Rodriguez for the Mendoza Plaintiffs
Submission Date:	September 29, 2017
Subject:	TUSD 2016-17 Annual Report – Section II Assignment
USP or Reference	TUSD 2016-17 Annual Report – Section II Assignment, USP Section II

Appendix II-64, TUSD Enrollment by USP Ethnicity – Final 40th day is not discussed in the Annual Report. Therefore, Mendoza Plaintiffs address their RFIs relating to that Appendix here.

Two years ago, in their RFI # 1 relating to the 2014-15 Annual Report, Mendoza Plaintiffs stated that they had compared the percentage of TUSD students attending integrated schools and the percentage of TUSD students attending racially concentrated schools for the 2014-15 and 2012-13 school years and had concluded that (excluding the alternative schools because they had not been included in the 2012-13 data), the relative number of students attending integrated schools had decreased and the relative number of students attending racially concentrated schools had

increased. They asked if the District had undertaken a similar analysis and, if so, whether, it had reached the same result.

In response (Response to Mendoza Plaintiffs' Requests for Information Relating to the TUSD 2014-15 Annual Report (Part 2 of 3), December 11, 2015 at page 1), the District stated that it had not undertaken such analysis and added that "emphasizing the # of students in integrated environments is a metric worth exploring...and we anticipate undertaking such analysis this year." Mendoza Plaintiffs have seen no such analysis in the 2016-17 Annual Report although they do note that one of the metrics the District states that it uses to measure the potential impact of possible integration initiatives is "[i]ncreasing the number and percentage of students attending integrated schools" (at II-66).

RFI #1566: Has the District undertaken the referenced analysis notwithstanding that it does not appear to be discussed in the Annual Report? If so, could it please provide that analysis?

Response: Yes. The District analyzes integration data on an on-going basis. The most recent analysis is included in the Annex to the 2016-17 Annual Report [Doc 2076-1 at pages 13 through 21].

RFI #1567: Is the District aware that it appears that the relative number of students attending integrated schools has further declined (from 19.3% in 2014-15 to 18.8% in 2015-16 and then down to 17.7% in 2016-17) while the relative number of students attending racially concentrated schools has further increased (from 45.9% in 2014-15 to 48.1% in 2015-16 and then up to 48.75 in 2016-17) – again excluding students attending alternative schools for the purposes of both calculations? Does the District agree with the Mendoza Plaintiffs' calculations?

Response: The District is aware that the relative number of students attending integrated schools has increased from 2014-15 and 2017-18, and the relative numbers of students attending racially concentrated schools has decreased for the same period. See Doc 2076-1 at pages 13 through 21.

The Annual Report states at page II-13-14 that the District "supports efforts to improve integration and academic achievement at its magnet schools and programs through the implementation of the following" and then lists, inter alia, "Title I School Continuous Improvement Plans (CIPs....)" It then goes on (at page II-15) to describe that need for the magnet school plan and the CIP to be "complementary" and provides an "exemplar" in Appendix II-4 – the CIP for Mansfield.

RFI #1568: Please provide the complete CIP for 2015-16 for each magnet school.

Response: See Attachment RFI 1568 2015-16 Continuous Improvement Plans (CIP) - Magnet Schools.

The Annual Report says that as of June 1, 2017, the District has provided marketing packages to 35 schools.

RFI #1569: Please list the 35 schools and explain why in selecting schools to receive marketing packages it focused, inter alia, on schools “(particularly magnet and integrated schools) that are most active in participating in outreach events.”

Response: This question is inaccurate. As noted in the annual report, schools that experienced low enrollment were also prioritized, the full statement reads, “The District focused on schools that have experienced drops in enrollment **and** schools (particularly magnet and integrated schools) that are most active in participating in outreach events.”

The District prioritized schools that are active in participating in outreach events so those schools had marketing materials to use at the events. The materials typically include a banner, table cover and informational handouts. These are basic essentials for event participation.

2016-17 Schools with Marketing Packages

High Schools
1. Catalina
2. Cholla Magnet
3. Palo Verde Magnet
4. Pueblo Magnet
5. Sabino
6. Santa Rita
7. Tucson High Magnet
8. TAPP Alternative
Middle Schools
9. Dodge Magnet
10. Mansfeld Magnet
11. Utterback Magnet
K-8 Schools
12. Drachman Magnet
13. Hollinger
14. Booth-Fickett Magnet
15. Roberts/Naylor
16. Roskruge Magnet
17. Safford Magnet
Elementary Schools
18. Bloom
19. Bonillas Magnet

20. Carrillo Magnet
21. Collier
22. Davis Magnet
23. Holladay Magnet
24. Kellond
25. Maldonado
26. Manzo
27. Mission View
28. Ochoa Magnet
29. Oyama
30. Pistor
31. Robison Magnet
32. Tolson
33. Tully Magnet
34. VanBuskirk
35. Wheeler

RFI #1570: What actions, if any, did the District take to direct or encourage schools not already integrated and not already active in participating in outreach events to do so in order to increase the racial and ethnic diversity and/or the integration of such schools?

Response: During the first semester of 2016-2017, special efforts were made to engage principals at schools that were on the cusp of integration, had low enrollment numbers or had new offerings, such as grade expansion, express shuttle, dual language, GATE expansion. The schools were identified by the CSA committee. The Communications Department gave these schools priority to attend events, and those that chose to participate were given priority for marketing materials.

Semester	High Schools	Middle Schools	K-8 Schools	Elementary Schools
Fall 16-17	Catalina Sabino Santa Rita Project MORE	Magee Utterback	Borman Collier Drachman Roberts Naylor	Bloom Johnson Maldonado Mission View Tolson Tully Oyama Wheeler
Spring 16-17	Tucson High	Mansfeld Secrist	N/A	Bonillas Dietz Kellond Lineweaver Robins Steele

As noted in the Annual Report (at II-72), the USP requires the District to provide “[d]isaggregated lists of tables of all students attending schools other than their attendance boundary schools, by grade, sending school and receiving school and whether such enrollment is pursuant to open enrollment, or to magnet programs or schools.” Appendix II-65, which the Annual Report states is responsive to this requirement is, however, incomplete. It provides information only for the District’s magnet schools (and does not include information by grade or identify the “sending school”).

RFI #1571: Please provide a revised Appendix II-65 that complies with the referenced USP requirements.

Response: Please see *Attachment RFI 1571 II.K.1.b TUSD Enrollment – Attendance Status SY1617*.

Mendoza Plaintiffs seek this information to assess whether the District is complying in good faith with its desegregation obligations, the terms of the USP, and its agreements concerning the policies to be implemented to effectuate the USP.

EXHIBIT 5

School Year	White		Black/African American		Hispanic/Latino		Asian or P.I.		American Indian/Alaska		Total
	N	%	N	%	N	%	N	%	N	%	
SY 2013-14	28	54.9%	9	17.6%	12	23.5%	0	0.0%	2	3.9%	51
SY 2014-15	23	51.1%	8	17.8%	13	28.9%	0	0.0%	1	2.2%	45
SY 2015-16	32	57.1%	10	17.9%	14	25.0%	0	0.0%	0	0.0%	56
SY 2016-17	32	61.5%	7	13.5%	13	25.0%	0	0.0%	0	0.0%	52
11/1/17	27	60.0%	5	11.1%	12	26.7%	0	0.0%	1	2.2%	45

School Year	White		Black/African American		Hispanic/Latino		Asian or P.I.		American Indian/Alaska Native		Unsp.		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
SY 2013-14	1846	68%	79	3%	700	26%	61	2%	33	1%	13	0%	2719
SY 2014-15	1775	67%	82	3%	715	27%	59	2%	31	1%	41	2%	2662
SY 2015-16	1762	67%	83	3%	686	26%	57	2%	33	1%	0	0%	2621
SY 2016-17	1744	65%	89	3%	756	28%	64	2%	42	2%	0	0%	2695
11/1/17	1766	64%	93	3%	787	29%	68	2%	47	2%	0	0%	2761

School Year	White		Black/African American		Hispanic/Latino		Asian or P.I.		American Indian/Alaska		Total
	N	%	N	%	N	%	N	%	N	%	
SY 2013-14	69	53%	8	6%	50	39%	0	0%	2	2%	129
SY 2014-15	62	49%	8	6%	54	43%	0	0%	3	2%	127
SY 2015-16	66	50%	9	7%	54	41%	0	0%	3	2%	132
SY 2016-17	60	45%	13	10%	54	41%	1	1%	4	3%	132
11/1/17	59	45%	12	9%	56	43%	1	1%	3	2%	131

EXHIBIT 6

From: Willis D. Hawley <wdh@umd.edu>
Sent: Wednesday, January 17, 2018 5:25 PM
To: Juan Rodriguez; Thompson, Lois D. (lthompson@proskauer.com); Rubin Salter Jr.;
Eichner, James (CRT); Peter Beauchamp
Subject: Fwd: Tucson news item

See the article noted below. We have asked the district to provide information on the racial composition of those who were blacklisted broken down by those who were unfairly listed and others. Bill

----- Forwarded message -----

From: **Gregory Chronister** <greg.m.chronister@gmail.com>
Date: Wed, Jan 17, 2018 at 11:07 AM
Subject: Tucson news item
To: "Willis D. Hawley" <wdh@umd.edu>

Bill,

You've probably already heard the news of a hiring "blacklist" in the Tucson district. I just saw this wire service story on the EdWeek site:

<https://www.edweek.org/ew/articles/2018/01/16/tucson-district-kept-secret-do-not-hire.html?cmp=eml-enl-eu-news3&M=58346322&U=2637636>

Greg

--
Willis D. Hawley
Professor Emeritus of Education and Public Policy
University of Maryland, College Park
Senior Adviser, Southern Poverty Law Center

EXHIBIT 7

Sites	Site Category	1st year teacher	BE Chk	Below Average
Alice Vail Middle School 1555	Middle School	3	FALSE	Blenman Elementary School 1125
Alternative to Suspension 5031	Alt School	0	FALSE	Davidson Elementary School 1185
Banks Elementary School 1120	Elementary School	0	FALSE	Grijalva Elementary School 1231
Blenman Elementary School 1125	Elementary School	0	TRUE	Holladay Magnet ES 1239
Bloom Elementary School 1128	Elementary School	1	FALSE	Hudlow Elementary School 1251
Bonillas Basic Curriculum Magnet School 1131	Elementary School	1	FALSE	Lawrence Elementary School 1277
Booth/Fickett Magnet 1510	K-8 School	1	FALSE	Maldonado Elementary School 1290
Borman Elementary School 1140	Elementary School	0	FALSE	Miller Elementary School 1308
Borton Primary Magnet 1143	Elementary School	1	FALSE	Myers/Ganoung Elementary School 1317
C. E. Rose K-8 School 1371	K-8 School	3	FALSE	Ochoa Community Magnet School 1323
Carrillo Intermediate Magnet 1161	Elementary School	0	FALSE	Robison Magnet Elementary School 1353
Catalina High School 2610	High School	4	TRUE	Tully Elementary School 1419
Cavett Elementary School 1167	Elementary School	1	FALSE	Dietz K-8 School 1197
Cholla Magnet High School 2615	High School	1	TRUE	Roberts/Naylor K-8 School 1525
Collier Elementary School 1170	Elementary School	0	FALSE	Pueblo Gardens K-8 1329
Cragin Elementary School 1179	Elementary School	1	FALSE	Roskruge Bilingual Magnet K-8 1595
Davidson Elementary School 1185	Elementary School	0	TRUE	Safford K-8 Magnet 1535
Davis Bilingual Magnet 1191	Elementary School	0	FALSE	Pistor Middle School 1527
Dietz K-8 School 1197	K-8 School	1	TRUE	Secrist Middle School 1537
Dodge Traditional Magnet Middle School 1502	Middle School	1	FALSE	Utterback Magnet School 1550
Doolen Middle School 1505	Middle School	0	FALSE	Valencia Middle School 1557
Drachman Montessori School 1203	Elementary School	2	FALSE	Mary Meredith K-12 School 1195
Dunham Elementary School 1211	Elementary School	0	FALSE	Project MORE 2674
Erickson Elementary School 1215	Elementary School	3	FALSE	Teenage Parent Program 2676
Ford Elementary School 1218	Elementary School	1	FALSE	Catalina High School 2610
Fruchthendler Elementary School 1225	Elementary School	0	FALSE	Cholla Magnet High School 2615
Gale Elementary School 1228	Elementary School	0	FALSE	Palo Verde Magnet High School 2620
Gridley Middle School 1511	Middle School	1	FALSE	Pueblo Magnet High School 2630
Grijalva Elementary School 1231	Elementary School	2	TRUE	Rincon High School 2640
Henry Elementary School 1238	Elementary School	0	FALSE	Sahuaro High School 2650
Holladay Magnet ES 1239	Elementary School	2	TRUE	Santa Rita High School 2655
Hollinger K-8 School 1233	K-8 School	0	FALSE	Tucson Magnet High School 2660

Howell Elementary School 1245	Elementary School	0	FALSE
Hudlow Elementary School 1251	Elementary School	1	TRUE
Johnson Primary School 1266	Elementary School	1	FALSE
Kellond Elementary School 1275	Elementary School	0	FALSE
Lawrence Elementary School 1277	Elementary School	0	TRUE
Lineweaver Elementary School 1281	Elementary School	1	FALSE
Lynn/Urquides Elementary School 1287	Elementary School	1	FALSE
Magee Middle School 1515	Middle School	1	FALSE
Maldonado Elementary School 1290	Elementary School	1	TRUE
Mansfeld Middle School 1520	Middle School	0	FALSE
Manzo Elementary School 1293	Elementary School	0	FALSE
Marshall Elementary School 1295	Elementary School	0	FALSE
Mary Belle McCorkle K-8 1523	K-8 School	2	FALSE
Mary Meredith K-12 School 1195	Alt School	0	TRUE
Miles E.L.C. 1305	Elementary School	0	FALSE
Miller Elementary School 1308	Elementary School	0	TRUE
Mission View Elementary School 1311	Elementary School	0	FALSE
Morgan Maxwell K-8 1521	K-8 School	1	FALSE
Myers/Ganoung Elementary School 1317	Elementary School	0	TRUE
Ochoa Community Magnet School 1323	Elementary School	0	TRUE
Oyama Elementary School 1327	Elementary School	0	FALSE
Palo Verde Magnet High School 2620	High School	2	TRUE
Pistor Middle School 1527	Middle School	0	TRUE
Project MORE 2674	Alt School	0	TRUE
Pueblo Gardens K-8 1329	K-8 School	1	TRUE
Pueblo Magnet High School 2630	High School	6	TRUE
Rincon High School 2640	High School	3	TRUE
Roberts/Naylor K-8 School 1525	K-8 School	2	TRUE
Robins K-8 School 1351	K-8 School	2	FALSE
Robison Magnet Elementary School 1353	Elementary School	5	TRUE
Roskruge Bilingual Magnet K-8 1595	K-8 School	3	TRUE
Sabino High School 2645	High School	1	FALSE
Safford K-8 Magnet 1535	K-8 School	2	TRUE
Sahuaro High School 2650	High School	4	TRUE
Sam Hughes Elementary School 1257	Elementary School	0	FALSE

Santa Rita High School 2655	High School	2	TRUE
Secrist Middle School 1537	Middle School	0	TRUE
Sewell Elementary School 1395	Elementary School	0	FALSE
Soleng Tom Elementary School 1410	Elementary School	1	FALSE
Steele Elementary School 1413	Elementary School	0	FALSE
Teenage Parent Program 2676	Alt School	0	TRUE
Tolson Elementary School 1417	Elementary School	0	FALSE
Tucson Magnet High School 2660	High School	6	TRUE
Tully Elementary School 1419	Elementary School	1	TRUE
University High School 2675	High School	0	FALSE
Utterback Magnet School 1550	Middle School	3	TRUE
Valencia Middle School 1557	Middle School	0	TRUE
Van Buskirk Elementary School 1431	Elementary School	3	FALSE
Vesey Elementary School 1435	Elementary School	0	FALSE
Warren Elementary School 1440	Elementary School	1	FALSE
Wheeler Elementary School 1443	Elementary School	1	FALSE
White Elementary School 1449	Elementary School	0	FALSE
Whitmore Elementary School 1455	Elementary School	0	FALSE
Wright Elementary School 1461	Elementary School	1	FALSE

EXHIBIT 8

#	EEID	Name	Position	Site	Grade Level	Integration Status	Race/Ethnicity	At or Below District Average
18	402829	Padilla, Blanca Estela	Teacher	Blenman Elementary School	ES	Integrated	Hispanic/Latino	Y
23	401081	Cooley, Carmelita F	Teacher	Blenman Elementary School	ES	Integrated	White	Y
2	401780	Booker, Teyaka Champail	Teacher	Catalina High School	HS	Integrated	Black/African American	Y
13	403112	Mason, Damian Jacob	Teacher	Catalina High School	HS	Integrated	Hispanic/Latino	Y
32	402882	Laumann, Curt William	Teacher	Catalina High School	HS	Integrated	White	Y
42	403094	Tingley, Rebecca Jean	Teacher	Catalina High School	HS	Integrated	White	Y
14	403080	Niverson, Laura Nicole	Teacher	Cholla Magnet High School	HS	Racially Concentrated	Hispanic/Latino	Y
24	403041	Cramer, Aidan N	Teacher	Cholla Magnet High School	HS	Racially Concentrated	White	Y
17	402801	Ortega, Andrew Phillip	Teacher	Dietz K-8 School	K8		Hispanic/Latino	Y
10	403034	Jauregui, Mayra Alejandra	Teacher	Hudlow Elementary School	ES		Hispanic/Latino	Y
39	403003	Southerton, Tamra Layne	Teacher	Hudlow Elementary School	ES		White	Y
40	402794	Starks, Mary Louise	Teacher	Lawrence Elementary School	K8		White	Y
8	403163	Granillo, Adelita Vela	Teacher	Myers/Ganoung Elementary School	ES	Integrated	Hispanic/Latino	Y
27	403073	Fillerup, Mark M	Teacher	Myers/Ganoung Elementary School	ES	Integrated	White	Y
6	402527	Echavarri, Carla Elisa	Teacher	Palo Verde Magnet High School	HS	Integrated	Hispanic/Latino	Y
22	403168	Chessmore, Joshua Todd	Teacher	Palo Verde Magnet High School	HS	Integrated	White	Y
44	401762	White, Casey David	Teacher	Palo Verde Magnet High School	HS	Integrated	White	Y
26	402261	Dialessi, Stephen D	Teacher	Pistor Middle School	MS	Racially Concentrated	White	Y
34	403079	Mattson, Joshua David	Teacher	Pistor Middle School	MS	Racially Concentrated	White	Y
1	402923	Douglas, Miriah Lynn	Teacher	Pueblo Gardens K-8	K8	Racially Concentrated	Asian or P.I.	Y
3	401649	Cortez, Eleuterio Martin	Teacher	Pueblo Magnet High School	HS	Racially Concentrated	Hispanic/Latino	Y
4	401923	Cortez, Imelda Guadalupe	Teacher	Pueblo Magnet High School	HS	Racially Concentrated	Hispanic/Latino	Y
12	402734	Lopez, Gerardo I	Teacher	Pueblo Magnet High School	HS	Racially Concentrated	Hispanic/Latino	Y
19	401817	Pitts, Nicolas Albert	Teacher	Pueblo Magnet High School	HS	Racially Concentrated	Hispanic/Latino	Y
41	402709	Strovink, Jennifer Ann	Teacher	Pueblo Magnet High School	HS	Racially Concentrated	White	Y
31	402905	Kobida, Tessa Renae	Teacher	Roberts/Naylor K-8 School	K8		White	Y
28	403092	French, Timothy S	Teacher	Safford K-8 Magnet	K8	Racially Concentrated	White	Y
5	402733	Dennis, Jacob M	Teacher	Sahuaro High School	HS		Hispanic/Latino	Y
9	403090	Jardini, Michael Anthony	Teacher	Sahuaro High School	HS		Hispanic/Latino	Y
35	403088	Maza, Lisa Christine	Teacher	Santa Rita High School	HS		White	Y

37	402667	Neely, Jennifer Linn	Teacher	Santa Rita High School	HS		White	Y
46	402851	Zuern, Tara Rae	Teacher	Secrist Middle School	MS		White	Y
11	402666	Levey, Ondrea Nicole	Teacher	Tucson Magnet High School	HS	Racially Concentrated	Hispanic/Latino	Y
16	403205	Ochoa Rash, Kaitlin Marie	Teacher	Tucson Magnet High School	HS	Racially Concentrated	Hispanic/Latino	Y
33	403156	Maloney, Mary M	Teacher	Tucson Magnet High School	HS	Racially Concentrated	White	Y
38	402752	Northway, Matthew Stephen	Teacher	Tucson Magnet High School	HS	Racially Concentrated	White	Y
20	402616	Berry, Sarah Ann Lucas	Teacher	Utterback Magnet School	MS	Racially Concentrated	White	Y
25	29402	Dalton, Donald M	Teacher	Utterback Magnet School	MS	Racially Concentrated	White	Y
29	402948	Huish, Robert Calvin	Teacher	Utterback Magnet School	MS	Racially Concentrated	White	Y
43	33659	Von Breitenstein, Wayne	Teacher	Utterback Magnet School	MS	Racially Concentrated	White	Y
45	401901	Zavistowski, Cassandra	Teacher	Utterback Magnet School	MS	Racially Concentrated	White	Y
7	402900	Gomez, Briana Leia	Teacher	Valencia Middle School	MS	Racially Concentrated	Hispanic/Latino	Y
15	402058	Nunez, Melissa Raquel	Ex Ed Teacher	Valencia Middle School	MS	Racially Concentrated	Hispanic/Latino	Y
36	403000	Moynihan, Michael William Jr	Teacher	Valencia Middle School	MS	Racially Concentrated	White	Y
50	22825	Spearman, Stephen Gregory	Teacher	Erickson Elementary School	ES		Black/African American	Y
52	402941	Turner, James Dalton	Teacher	Booth/Fickett Magnet	K8		Black/African American	Y
56	402200	Cline, Eva Maria	Teacher	Ford Elementary School	ES		Hispanic/Latino	Y
58	402722	Cota, Adilene	Teacher	Bloom Elementary School	ES		Hispanic/Latino	Y
59	402963	Ginsburg, Gregory Lawrence	Teacher	Magee Middle School	MS		Hispanic/Latino	Y
72	403085	Caldwell, Marcella Ann	Teacher	Booth/Fickett Magnet	K8		White	Y
73	402388	Dales, Zachary Steven	Teacher	Booth/Fickett Magnet	K8		White	Y
78	403095	Gorski, Katherine Elizabeth	Teacher	Booth/Fickett Magnet	K8		White	Y
81	402744	Kirshbaum, Sarah Aurora	Teacher	Bloom Elementary School	ES		White	Y
82	400202	Krumholz, Angela Marie	Teacher	Erickson Elementary School	ES		White	Y
83	403072	Miller, Leanne Carol	Teacher	Magee Middle School	MS		White	Y
84	403016	Montano, Mary Elizabeth	Teacher	Roberts/Naylor K-8 School	K8	Integrated	White	Y
92	402008	Winkler, Scott Charles	Teacher	Valencia Middle School	MS		White	Y
93	403062	Wodtke Niccum, Angela Kay	Ex Ed Teacher	Booth/Fickett Magnet	K8		White	Y
94	402993	Womack, Hugh D	Teacher	Magee Middle School	MS		White	Y
21	402796	Bruce, Chelsea Jo Ceccardi	Teacher	Robison Magnet Elementary School	ES	Racially Concentrated	White	N
30	402982	Jacobs, Alexis Livingston	Teacher	Robison Magnet Elementary School	ES	Racially Concentrated	White	N
47	401754	Okuma, Bradly Adam	Teacher	Gridley Middle School	MS		Asian or P.I.	N
48	402326	Siruno, Cecilia Orduno	Teacher	Doolen Middle School	MS		Asian or P.I.	N
49	402772	Sanders, Morani C	Teacher	University High School	HS		Black/African American	N

51	11739	Thompson, Matthew	Ex Ed Teachr	Alice Vail Middle School	MS	Integrated	Black/African American	N
53	402837	Acevedo, Gerald Christopher	Teacher	Robins K-8 School	K8	Racially Concentrated	Hispanic/Latino	N
54	402741	Aros, Celia Maria	Teacher	Mary Belle McCorkle K-8	K8	Racially Concentrated	Hispanic/Latino	N
55	402997	Chapetti, Gisela	Teacher	C. E. Rose K-8 School	K8	Racially Concentrated	Hispanic/Latino	N
57	21596	Corrales, Monica	Teacher	White Elementary School	ES	Racially Concentrated	Hispanic/Latino	N
60	402383	Gonzalez, Daniela Sarai	Teacher	Fine Arts	Other		Hispanic/Latino	N
61	402723	Martinez Borbon, Luisa	Teacher	Van Buskirk Elementary School	ES	Racially Concentrated	Hispanic/Latino	N
62	402868	Melcher, Lia Cristina	Teacher	Dunham Elementary School	ES		Hispanic/Latino	N
63	401475	Montana, Ray C	Teacher	Vesey Elementary School	ES	Racially Concentrated	Hispanic/Latino	N
64	402904	Palma, Lauren Nicole	Teacher	Mary Belle McCorkle K-8	K8	Racially Concentrated	Hispanic/Latino	N
65	402930	Taleb, Farah Azzam	Teacher	C. E. Rose K-8 School	K8	Racially Concentrated	Hispanic/Latino	N
66	402949	Taylor, Alina Felice	Temp Teach	Fine Arts	Other		Hispanic/Latino	N
67	402718	Vallejo, Shanelle Nicole	Ex Ed Teachr	Banks Elementary School	ES	Integrated	Hispanic/Latino	N
68	402899	Vasquez, Lucinda B	Teacher	C. E. Rose K-8 School	K8	Racially Concentrated	Hispanic/Latino	N
69	402992	Wrigley, Loren Amy	OMA Arts In	Fine Arts	Other		Hispanic/Latino	N
70	402748	Anderson, Tracee Rebecca	Teacher	Mary Belle McCorkle K-8	K8	Racially Concentrated	White	N
71	403058	Barber, Michael Bjorn	Teacher	Alice Vail Middle School	MS	Integrated	White	N
74	403065	Flori, Chanelle Nicole	Teacher	Doolen Middle School	MS		White	N
75	402702	Floyd, Joshua Ethan	Temp Teach	Fine Arts	Other		White	N
76	402721	France, Michael Patrick	Teacher	Alice Vail Middle School	MS	Integrated	White	N
77	34854	Furlong, Matthew J	Teacher	Sabino High School	HS		White	N
79	400295	Gribble, Thomas O	Teacher	University High School	HS		White	N
80	402920	Jaynes, Michelle Lee	Teacher	Morgan Maxwell K-8	K8	Racially Concentrated	White	N
85	401709	North, Sheli Raydel	Teacher	Whitmore Elementary School	ES		White	N
86	402095	Pugsley, Jemma	Teacher	Lineweaver Elementary School	ES		White	N
87	403064	Rook, Holly Elizabeth	Teacher	Morgan Maxwell K-8	K8	Racially Concentrated	White	N
88	403150	Starks, Jeannie Lou	Ex Ed Teachr	Banks Elementary School	ES	Integrated	White	N
89	402507	Stitt, Sarah Jean	Teacher	Alice Vail Middle School	MS	Integrated	White	N
90	402917	Wilder, Breanna Elise	Teacher	Van Buskirk Elementary School	ES	Racially Concentrated	White	N
91	401279	Wilkes, Aubry Lynn	Temp Teach	Alice Vail Middle School	MS	Integrated	White	N

EXHIBIT 9

TUSD RFI #(s): 1579-1592

Estimated TUSD Staff Time: 40 hours

Attachment(s): Attachment RFI 1579 Sample Stipend Offer Letter to Bloom teacher dated 032717 from TUSD Human Resources;

Attachment 1584 First year teacher placement at below average performing sites 2015-18;

Attachment RFI 1586 FINAL Pre-post Assessment Survey for Teacher Effectiveness - First Year Teacher Plan;

Attachment RFI 1588_B-Teacher Growth Component Improvemnt_2017

-----Information above this line is to be completed by District Staff -----

TUSD Request for Information Form

RFI Instructions

1. TUSD will then assign each request its TUSD RFI number.
2. Provide the topic of the request (e.g., Corrective Action Plans)
3. Present the RFI in the form of one or more specific questions.
4. Optional: For every question/request on the form, please indicate include the reason(s) why the information being requested is needed.
5. Indicate the relevant section of the USP, court order, district report or other document (i.e., reference) that relates to RFI. Page numbers may be more appropriate in some instances).
6. Use a separate form for each specific topic about which information is being requested unless the answers to the questions posed are interdependent or relate to the same section of the document you are referencing (e.g., the USP).
7. Copy the TUSD email group "Deseg."

Request for Information

Submitted by:	Juan Rodriguez and Lois Thompson for the Mendoza Plaintiffs
Submission Date:	September 29, 2017
Subject:	TUSD Annual Report for 2016-17 ("DAR" or "Annual Report") - Administrative and Certificated Staff
USP or Reference	Annual Report - Administrative and Certificated Staff, USP IV

RFI #1579: Why did the Dual Language ("DL") Recruitment Letter detailing the availability of the \$2,500 DL recruitment stipend (Appendix IV-2) not include Bloom Elementary among the schools listed as DL schools at which the stipend was available?

Response: The omission was an oversight. Subsequent letters did include Bloom (See Attachment RFI 1579 Sample Stipend Offer Letter to Bloom teacher dated 032717 from TUSD Human Resources). The stipend was in fact offered to endorsed teachers at Bloom. Currently, Bloom is fully staffed for their participating TWDL classrooms.

RFI #1580: Did each “site administrator... counselor[], learning support coordinator[], library media staff, etc.” (DAR at IV-95, n.36) who was counted in the District’s Table 4.10 (DAR at IV-95) concerning “Certificated Staff” hold a “professional certificate issued by a state licensing entity and [] employed in a position for which such certificate is required by statute, rule of the professional educator standards board, or written policy or practice of the District” (USP, Appendix A (Doc. 1450-1))?

Response: Yes. Table 4.10 counted all staff in certificated positions. The underlying data source for Table 4.10 is Report IV.K.1.d.iii (Appendix 23 in AR 16-17) that provides a list of all District certificated staff along with their endorsements and certifications.

RFI #1581: Are there other TUSD administrators who meet the USP definition of “certificated staff” but who were not included in Table 4.10?

Response: As indicated in the title, Table 4.10 includes only certificated staff at school sites (including principals). Those not included are non-site administrators.

Mendoza Plaintiffs were surprised to read the District’s statement that for purposes of measuring teacher assignment and diversity it “calculates the disparity by comparing the districtwide and grade-level percentages of both **African American and Hispanic staff** to determine whether there is more than a 15-percent gap between an individual school site as compared to the applicable school level.” (DAR at IV-97; emphasis added.) As the parties and Special Master will recall, they formed an agreement that for purposes of measuring teacher diversity, given the relatively low numbers of African American teaching staff, the District would look at whether **white and Latino teaching staff** fall outside of the 15% variance. (Compounding Mendoza Plaintiffs’ confusion is the fact that although the District looks at African American and Latino teaching staff for purposes of Tables 4.14 and 4.15, the District appears to correctly focus on white and Latino teaching staff in its Appendix IV-27, which also concerns teacher assignment/diversity.)

RFI #1582: Please provide data comparable to each of tables 4.14 and 4.15 (DAR at IV-98, IV-99) that applies the 15% variance rule to white and Latino teaching staff in measuring school site teacher diversity.

Response: The data provided in Tables 4.14 and 4.15 is derived from the required report IV.K.1.g. (Appendix IV-27 in AR 16-17), and is presented as required by IV.E. 2 of the USP. The plaintiffs are directed to Appendix IV-27 that provides the data (highlighted) with respect to White teachers and the 15 percent variance.

RFI #1583: Why does the District look at the number of schools with 10% or more first year teachers in measuring its progress with the USP requirement to avoid assigning first-year teachers at racially concentrated schools or schools performing below the District average (*see* DAR at IV-100-102)? (In this regard, Mendoza Plaintiffs vehemently oppose this measure, particularly as **every single one** of the six schools with 10 percent or greater first year teachers in 2016-17, which the District appears to highlight as a successful reduction of such schools from past years, is a racially concentrated school and/or school performing below the District average. (DAR at IV-102.))

Response: The purpose of Table 4.17 is to show the number of racially-concentrated and/ or low performing schools that have a concentration (measured at 10% or more) of first year teachers, not to show the schools with 10% or more first year teachers. It therefore only includes schools that are Racially Concentrated (RC) or below the District AZMerit average (BA). A school, such as Erickson, which also has 10 percent or more first year teachers is not included in the table because it is not racially concentrated nor low-performing.

The adoption of the 10 percent or more by the District is an indicator of the “concentration” of first year teachers at a school site, and is used to assess progress in reducing the number of teachers at RC or BA schools. It was selected as a measure that allows comparisons across schools regardless of the number of total teaching staff, and can be used consistently over time. However, it is not the only measure that is available. In 2016-17, the number of RC or BA schools with at least one first year teacher was 33 compared to 45 schools in 2015-16. In 2015-16, there were 109 first year teachers assigned to RC or BA schools, and 71 in 2016-17.

RFI #1584: For each school at which a first-year teacher was assigned in the 2016-17 school year, what is the total number of first-year teacher assignments to that school.

Response: No district teacher is assigned to any district school as the district does not assign teachers to schools. For any District initiated transfer the District provides the teacher choice of placement. Additionally, the sites hiring administrators review, interview, and recommend for hire applicants who meet the minimum requirement for the position. School placements are provided in Appendix IV-31 IV.K.1.g.Assignment of First Year Teachers.

Here are our 1st year teacher numbers since 2015:

School Year	Total Teachers	1 st yr Teachers	% 1 st yr Teachers
2015-16	2321	139	6.0
2016-17	2505	98	3.9
2017-18*	2550	126	4.9

*As of 10/1/17

Number of 1st year teacher at underperforming schools

School Year	1 st year teachers
2015-16	95
2016-17	47
2017-18	52

These tables are drawn from *Attachment 1584 First year teacher placement at below average performing sites 2015-18*. Please note that the attached spreadsheet contains four worksheets (Summary, 15-16, 16-17 and 17-18).

RFI #1585: Did the District superintendent make case by case exceptions for assigning first-year principals and teachers to racially concentrated schools or schools performing below the District average? If so, please describe the mechanism or process in place by which such exceptions are made.

Response: No teacher is assigned by the District to any school as applicants apply to particular schools. The district has communicated the importance of experienced teachers in racially concentrated and underperforming schools to principals in those schools. The District is not aware of any circumstance during the 16-17 school year where a first year teacher has been selected to fill a vacancy at racially concentrated or underperforming school over an available, qualified applicant with more experience. Similarly, the District does not “assign” principals to schools, but must pick from among applicants for a vacancy at a particular school. The District is not aware of any circumstances during the 16-17 school year in which a first year principal was selected over an available, qualified candidate with more experience.

RFI #1586: Please provide a copy of the “new evaluation instrument” the District says it developed “to replace the use of attendance rates and AzMerit achievement data” as evaluation measures, in connection with the First Year Teacher Plan (*see* DAR at IV-107).

Response: Please see *Attachment RFI 1586 FINAL Pre-post Assessment Survey for Teacher Effectiveness - First Year Teacher Plan*. The post survey is identical.

RFI #1587: Did the District use its new instrument in the 2016-17 school year? (Mendoza Plaintiffs did not see any discussion of the results of the use of the instrument in the section of the DAR addressing the First-Year Teacher Plan.)

Response: The District used the pre-post survey instrument and published the results as Appendix IV-44 Pre-Post Teacher Survey Results. A discussion of the surveys is provided on page IV-109 DAR 16-16). Eighty-seven (87) teachers took the pre-survey and forty-two (42) took the post survey. Teacher Mentors did not take the survey as there were too many changes in mentors for the survey to be valid.

RFI #1588: Please explain the Teacher Evaluation Joint Committee’s analysis or reasoning for the three recommended changes to the 2017-18 teacher evaluations (DAR at IV-111.)

Response: The three recommended changes to the 2017-18 teacher evaluation affect only the student academic growth component of the teacher evaluation model, and were adopted to make the measurement of academic growth simpler and more equitable for 3rd through 11th grade teachers who are not ‘A’ teachers (see Appendix IV-46 and IV-47 for a complete description). It is a reversion to using the state assessment to measure student academic growth, as opposed to a pre-post survey assessment (implemented in 2016-17 and described in DAR 2015-16 (Appendix IV -37 IV.K.1.m Teacher Evaluation – New Growth Model). See Attachment RFI 1588_B-Teacher Growth Component Improvemt_2017.

RFI #1590: Please provide all analysis that led the District to conclude that its train-the-trainer model of professional development would not be effective to implement CRP professional development (DAR at IV-128)?

Response: Through consultation with existing consultants (National Panel on Culturally Responsive Education- Drs. Christine Sleeter, Anthony L. Brown, Kris Gutierrez, Ernest Morrell, Amado Padilla and Geneva Gay, as well as Dr. Francesca Lopez), and anecdotal oral feedback from teachers and administrators, the District determined that the implementation method used for the train-the-trainer model was not effective. Feedback from teachers and administrators who were tasked with delivery of material indicated that administrators were not adequately prepared to deliver content as rich as CRP. Given the managerial and hectic nature of the daily operations of school site, the District has decided to modify the implementation of the train-the-trainer model for CRP in TUSD. In the spring of 2017, a cohort of trainers, here forth referred to as facilitators, were trained by the District contracted expert (Dr. Francesca Lopez) to become facilitators of the CRP at all District sites. This cohort of facilitators is trained in the content either directly by the District expert, or by the department of CRPI. Often, these trainers will present the material multiple times to different sites around the District. This seems to be a more effective use of the train-the-trainer model. In this way, the District builds capacity from within.

RFI #1591: Has the District conducted any analysis about whether the train-the-trainer model has been ineffective with regard to other professional development (particularly in light of the District’s determination cited above)? If so, please provide that analysis.

Response: See response above. No additional analysis has been conducted.

RFI #1592: Please provide a copy of any evaluations or assessments of effectiveness conducted concerning the delivery of any of the professional development described on DAR pages IV-131 – IV-140.

Response: As shown in Report IV.K.1.q Master USP PD Chart (Appendix IV-79), the District offers over 600 professional development opportunities on multiple USP topics. Many of

these trainings take place at the site or departmental level. There have been no formal district evaluations of these professional developments.

EXHIBIT 10

ADDENDUM

TABLE II

Assessment and Evaluation												
ALE 40th Day Enrollment ALE Supplementary Goals Summary – ALL ALE – 15% Rule												
ALE	Ethnicity	Grade Level	Student enrollment (%) SY 2012-13	Student enrollment (%) SY 2013-14	Student enrollment (%) SY 2014-15	Student enrollment (N) SY 2015-16	Student enrollment (%) SY 2015-16	Student enrollment (N) SY 2016-17	Total enrollment (N) SY 2016-17	Student enrollment (%) SY 2016-17	Goal for grade level SY 2016-17 (Based on 15% Rule)	District enrollment (%) SY 2016-17
SC GATE	Af. Am.	Elementary (1-5)	4.00%	5.70%	5.90%	21	4.80%	33	628	5.25%	8.16%	9.60%
SC GATE	Af. Am.	Middle (6-8)	4.50%	4.40%	3.80%	23	4.10%	18	532	3.38%	7.23%	8.51%
SC GATE	Latino	Elementary (1-5)	45.00%	45.00%	46.30%	189	43.20%	267	628	42.52%	50.87%	59.85%
SC GATE	Latino	Middle (6-8)	48.90%	48.70%	51.00%	282	50%*	268	532	50.38%	51.49%	60.58%
PO GATE	Af. Am.	Elementary (K-5)	4.20%	4.20%	4.00%	80	5.4%**	81	1492	5.43%	8.15%	9.59%
PO GATE	Latino	Elementary (K-5)	45.30%	46.60%	47.80%	727	49.2%**	736	1492	49.33%	50.74%	59.70%
R GATE	Af. Am.	Middle (6-8)	7.70%	6.10%	7.70%	59	7.3%*	54	762	7.09%	7.23%	8.51%
R GATE	Af. Am.	HS (9-12)	6.50%	6.80%	8.10%	25	6.30%	37	413	8.96%	7.55%	8.88%
R GATE	Latino	Middle (6-8)	41.00%	42.10%	39.40%	420	51.7%*	427	762	56.04%	51.49%	60.58%

Assessment and Evaluation												
ALE 40th Day Enrollment ALE Supplementary Goals Summary – ALL ALE – 15% Rule												
ALE	Ethnicity	Grade Level	Student enrollment (%) SY 2012-13	Student enrollment (%) SY 2013-14	Student enrollment (%) SY 2014-15	Student enrollment (N) SY 2015-16	Student enrollment (%) SY 2015-16	Student enrollment (N) SY 2016-17	Total enrollment (N) SY 2016-17	Student enrollment (%) SY 2016-17	Goal for grade level SY 2016-17 (Based on 15% Rule)	District enrollment (%) SY 2016-17
R GATE	Latino	HS (9-12)	45.20%	44.30%	57.50%	221	55.9%*	233	413	56.42%	50.87%	59.85%
AP	Af. Am.	HS (9-12)	5.30%	5.80%	6.10%	213	6.5%**	192	3187	6.02%	7.55%	8.88%
AP	Latino	HS (9-12)	41.60%	43.90%	44.10%	1508	45.9%**	1633	3187	51.24%	50.87%	59.85%
Pre-AP ADV	Af. Am.	K-8 (grades 6-8)	7.80%	7.10%	8.50%	20	5.90%	22	236	9.32%	7.34%	8.64%
Pre-AP ADV	Af. Am.	Middle (6-8)	5.20%	5.10%	7.90%	51	5.90%	65	924	7.03%	7.23%	8.51%
Pre-AP ADV	Latino	K-8 (grades 6-8)	56.60%	52.10%	58.50%	196	58.3%*	155	236	65.68%	59.01%	69.42%
Pre-AP ADV	Latino	Middle (6-8)	56.90%	57.40%	57.10%	474	54.4%*	525	924	56.82%	51.49%	60.58%

Assessment and Evaluation												
ALE 40th Day Enrollment ALE Supplementary Goals Summary – ALL ALE – 15% Rule												
ALE	Ethnicity	Grade Level	Student enrollment (%) SY 2012-13	Student enrollment (%) SY 2013-14	Student enrollment (%) SY 2014-15	Student enrollment (N) SY 2015-16	Student enrollment (%) SY 2015-16	Student enrollment (N) SY 2016-17	Total enrollment (N) SY 2016-17	Student enrollment (%) SY 2016-17	Goal for grade level SY 2016-17 (Based on 15% Rule)	District enrollment (%) SY 2016-17
Pre-AP Hon	Af. Am.	K-8 (grades 6-8)	7.00%	6.50%	7.40%	33	8.4%*	23	425	5.41%	7.34%	8.64%
Pre-AP Hon	Af. Am.	Middle (6-8)	6.20%	8.90%	8.90%	95	7.8%*	99	1225	8.08%	7.23%	8.51%
Pre-AP Hon	Af. Am.	HS (9-12)	5.80%	5.90%	6.20%	230	5.90%	227	3815	5.95%	7.55%	8.88%
Pre-AP Hon	Latino	K-8 (grades 6-8)	60.60%	58.20%	63.40%	237	60.2%*	292	425	68.71%	59.01%	69.42%
Pre-AP Hon	Latino	Middle (6-8)	44.00%	55.30%	51.00%	615	50.6%*	631	1225	51.51%	51.49%	60.58%
Pre-AP Hon	Latino	HS (9-12)	47.20%	50.40%	52.90%	2189	56.7%*	2214	3815	58.03%	50.87%	59.85%
DC	Af. Am.	HS (9-12)	7.40%	8.10%	10.10%	15	8.1%*	18	271	6.64%	7.55%	8.88%
DC	Latino	HS (9-12)	38.90%	51.70%	52.20%	93	50%*	176	271	64.94%	50.87%	59.85%
IB	Af. Am.	Elementary (K-5)	4.80%	5.60%	6.90%	26	7.9%*	33	332	9.94%	8.15%	9.59%
IB	Af. Am.	K-8 (grades K-8)	5.90%	8.20%	7.90%	67	8.6%*	23	263	8.75%	7.73%	9.09%
IB	Af. Am.	HS (9-12)	6.60%	7.20%	6.60%	38	6.30%	46	713	6.45%	7.55%	8.88%

Tucson Unified School District

November 1, 2016

Assessment and Evaluation												
ALE 40th Day Enrollment ALE Supplementary Goals Summary – ALL ALE – 15% Rule												
ALE	Ethnicity	Grade Level	Student enrollment (%) SY 2012-13	Student enrollment (%) SY 2013-14	Student enrollment (%) SY 2014-15	Student enrollment (N) SY 2015-16	Student enrollment (%) SY 2015-16	Student enrollment (N) SY 2016-17	Total enrollment (N) SY 2016-17	Student enrollment (%) SY 2016-17	Goal for grade level SY 2016-17 (Based on 15% Rule)	District enrollment (%) SY 2016-17
IB	Latino	Elementary (K-5)	83.00%	84.10%	79.90%	249	75.5%*	246	332	74.10%	50.74%	59.70%
IB	Latino	K-8 (grades K-8)	77.80%	72.90%	74.60%	588	75.1%*	200	263	76.05%	57.99%	68.22%
IB	Latino	HS (9-12)	77.90%	76.90%	78.80%	473	76.2%*	550	713	77.14%	50.87%	59.85%
DL	Af. Am.	Elementary (K-5)	1.80%	2.60%	1.90%	19	2.5%	25	712	3.51%	8.15%	9.59%
DL	Af. Am.	K-8 (grades K-8)	1.70%	1.90%	3.30%	36	3.4%**	29	1020	2.84%	7.73%	9.09%
DL	Af. Am.	Middle (6-8)	0.70%	0.00%	0.60%	2	1.2%**	2	277	0.72%	7.23%	8.51%
DL	Af. Am.	HS (9-12)	5.20%	0.00%	0.00%	0	0	3	201	1.49%	7.55%	8.88%
DL	Latino	Elementary (K-5)	87.90%	86.30%	87.10%	647	78.1%*	580	712	81.46%	50.74%	59.70%

Assessment and Evaluation												
ALE 40th Day Enrollment ALE Supplementary Goals Summary – ALL ALE – 15% Rule												
ALE	Ethnicity	Grade Level	Student enrollment (%) SY 2012-13	Student enrollment (%) SY 2013-14	Student enrollment (%) SY 2014-15	Student enrollment (N) SY 2015-16	Student enrollment (%) SY 2015-16	Student enrollment (N) SY 2016-17	Total enrollment (N) SY 2016-17	Student enrollment (%) SY 2016-17	Goal for grade level SY 2016-17 (Based on 15% Rule)	District enrollment (%) SY 2016-17
DL	Latino	K-8 (grades K-8)	87.80%	85.30%	85.10%	876	81.6%*	824	1020	80.78%	57.99%	68.22%
DL	Latino	Middle (6-8)	93.30%	94.00%	92.80%	154	93.3%*	208	277	75.09%	51.49%	60.58%
DL	Latino	HS (9-12)	69.60%	100.00%	98.90%	109	99.1%*	187	201	93.03%	50.87%	59.85%
MS for HS	Af. Am.	K-8 (grades 6-8)	5.40%	4.20%	2.70%	18	4.6%**	18	399	4.51%	7.34%	8.64%
MS for HS	Af. Am.	Middle (6-8)	5.90%	6.50%	5.20%	59	7.4%*	43	802	5.36%	7.23%	8.51%
MS for HS	Latino	K-8 (grades 6-8)	75.90%	74.90%	80.20%	302	76.5%*	295	399	73.93%	59.01%	69.42%
MS for HS	Latino	Middle (6-8)	53.30%	54.10%	55.70%	447	56.2%*	478	802	59.60%	51.49%	60.58%