

Exhibit A

African American Student Services Department
Operating Plan

This Operating Plan sets out an organizational and substantive plan for the delivery of student support services to African-American students at TUSD, including ELL students, including (a) identification of the activities performed by staff of the African American Student Services Department, (b) demonstration of how these activities are integral to the core functions of the District, (c) specification of the qualifications that members of the department staffs must have to perform including specific functions, (d) a description of how staff with these qualifications can be recruited, trained and retained.

This Operating Plan is the result of experience gained by AASSD under the last five years operating under the supervision of the Court pursuant to the USP, discussions and consultations with representatives of the Fisher Plaintiffs, and consultation with a range of experts, beginning with the distinguished panel of experts who served on the African American Academic Achievement Task Force in 2013, continuing through the engagement of Dr. Dale Fredericks and Dr. Joseph Hines in the spring of 2016, and culminating with the comprehensive study and report by Dr. Gwendolyn Benson of Georgia State University and her team of experts from Trayben Associates in the summer of 2018, which report included specific recommendations for the reorganization of AASSD.

TUSD anticipates that this Operating Plan will be implemented and used beginning with SY2019-20, and may be amended from time to time following the procedures described herein.

I. Introduction

The purpose and mission of AASSD is to provide targeted support to TUSD's African American students, schools, departments, and staff to help the District's African American students improve their academic performance and success in a manner that is culturally appropriate for and responsive to those students, maximizing the impact of positive interventions on African American students. AASSD works with schools, District departments and community partners to increase and strengthen academic support through researched best practices, increased and strengthened parent and community involvement, increased access to, participation in, and completion of Advanced Learning Experiences ("ALEs"), reduced overall discipline and related disparities, and increased academic success and graduation rates. AASSD seeks to develop and successfully implement:

- *Shared Vision:* Work to ensure African American students receive a quality education and are prepared to succeed in a global society.
- *Shared Mission:* Deliver excellence in education every day through support, advocacy, collaboration, empowerment, equity and intervention.
- *Shared Values:* advocacy, empowerment, integrity, and teamwork.

Organizationally, and as described in more detail below, AASSD is led by a director and a program coordinator, and includes an administrative assistant, program liaisons, behavior

specialists, Response to Intervention (“RTI”) specialists, success coaches, certified academic tutors, and activity assistants. The department director reports directly to the Assistant Superintendent for Curriculum and Instruction, who in turn reports to the District Superintendent.¹ All department staff work together and with students, parents and other individuals and organizations in the community, in Arizona, and in the nation, on specific tasks and programs to improve academics and support for TUSD’s African American students.

AASSD and its partners utilize specific support services and resources catered to the needs of individuals as determined by the TUSD’s student data and tracking systems, which inform decision-making in determining the who, what, when, where, why, and how of support services, as well as the effectiveness of those services and when and how those services can be adapted to better serve TUSD’s African American students. AASSD remains in regular contact and collaboration with the District Superintendent both directly and through the Assistant Superintendent for Curriculum and Instruction to ensure that TUSD’s African American students, families, and support systems receive the attention needed to provide the highest likelihood of success for the District’s African American students.

II. Organization

AASSD will have the following structure:

AASSD Structure	
FTE	Position
1	Director
1	Program Coordinator
1	Administrative Assistant
2	Behavior Specialists
4	Program Liaisons
4	RTI Specialists
8	Success Coaches
	Part-Time
5	Certified Academic Tutors (Added Duty)
5	Activity Assistants (College Students)
	Total
31	21 Full-time & 10 Part-time

Each position is described in greater detail below.

¹ As of the date this Plan is submitted to the Court, not all positions have been filled. As noted above, the District anticipates full implementation starting in SY2019-20.

Tasks, Responsibilities and Qualifications for Each Position

1. Director

The Director must hold a Master's degree in a relevant field and have significant supervisory experience. The Director should also be able to perform the following tasks:

- (Task 1) Establish a system of benchmarks to monitor growth of students on a quarterly basis to identify students not making progress in reading, mathematics and writing.
- (Task 2) Work with teachers to create and revise targeted intervention plans in targeted schools.
- (Task 4) Foster family communication and home-school connections via telephonic, electronic and in-person communications.
- (Task 5) Monitor discipline of African American students and represent student interests at discipline hearings.
- (Task 6) Create or revise a personalized plan for each student not making progress towards graduation at targeted schools.
- (Task 7) Identify or oversee identification of incoming 9th graders who are performing below grade level on AZMerit and/or did not pass all core subjects in 8th grade.
- (Task 9) Collaborate with Dropout Prevention Specialists to create regular contact with student in order to develop four-year plan and review progress towards graduation.
- (Task 10) Review and revision of AASSD plan, organization and operations.
- Supervise department staff.
- Foster African American Parent and Student Advisory Councils.
- Serve as a conduit connecting the African American community to TUSD.
- Coordinate collaborative efforts to implement a reading support program at elementary schools and a math support program at middle schools targeting African American students.
- Work with the District's Accounting Department to plan and request the allocation of funds necessary to support AASSD post unitary status plan.
- Attend and participate in regular assessment and planning meeting for AASSD to assess AASSD Plan and discuss ways to modify the plan for increased student success.
- Provide regular updates to superintendent, governing board and community.
- Work with expert team as necessary and helpful to review and revise AASSD plan and operations.

2. Program Coordinator

The Program Coordinator/Assistant Director must hold a bachelor's degree, have significant experience working with diverse students in an education setting and/or related field, be able to use computers to operate Office Suite products, and be able to develop and maintain cooperative relationships with students, parents and staff. It is preferred that the Program Coordinator/Assistant have a Master's degree, teacher certification and three years' teaching

experience. The Program Coordinator/Assistant Director should also be able to perform the following tasks:

- (Task 2) Work with teachers to create and revise plans of targeted intervention in targeted schools.
- (Task 3) Create before and after school tutoring sessions to extend learning time.
- (Task 6) Create or revise a personalized plan for each student not making progress towards graduation at targeted schools.
- (Task 7) Identify or oversee identification of incoming 9th graders who are performing below grade level on AZMerit and/or did not pass all core subjects in 8th grade.
- (Task 8) Set up parent conferences to review the students' middle school and/or achievement levels and develop monitoring plan.
- (Task 9) Collaborate with Dropout Prevention Specialists to create regular contact with students in order to develop four-year plan and review progress towards graduation.
- (Task 10) Review and revision of AASSD plan, organization and operations.
- Data analysis and collection to ensure student progress at targeted sites.
- Developing and coordinating district-wide events and family engagement in collaboration with schools and relevant departments (e.g. FACE, CRPI, Multicultural, etc.).
- Collaborate with District and community partners to access community resources (e.g. ALE, Child and Family Resources, etc.).
- Participate in training on culturally responsive practices.
- Train Student Success Coaches in strategies to use when working with students individually and in small groups.
- Observe Student Success Coaches at work with students and provide feedback.
- Collaborate with the Student Success Coaches and classroom teachers to develop intervention strategies.
- Facilitate subject area training for Student Success Coaches.
- Work with relevant staff to develop student success plans for identified at-risk students
- Effectively utilize EBAS to review and suggest revisions to AASSD Plan to improve likelihood of African American student success.
- Hold and direct regular assessment and planning meeting for AASSD to assess AASSD Plan and discuss ways to modify the plan for increased student success.
- Develop annual report to be included with District's overall annual report.

3. Administrative Assistant

An Administrative Assistant must be able to assist the Director in the day-to-day operations of the Department to support academic achievement and educational outcomes. The Administrative Assistant should also be able to perform the following tasks:

- Develop and disseminate information with organizations within and outside of the District.
- Provide District information for parents and students.
- Assist the Director in budget development, modification, and management.
- Navigate procedures and protocols for Department events, activities, initiatives and programs.
- Attend and participate in regular assessment and planning meeting for AASSD to assess AASSD Plan and discuss ways to modify the plan for increased student success.
- (Task 10) Review and revision of AASSD plan, organization and operations.

4. Program Liaisons/Specialists [4]

Program Liaisons must hold a bachelor's degree in education, social services, counseling, African American studies, or a related field, and have two or more years' experience in providing direct services and program oversight for a program or project involving school-age children. It is preferred that Program Liaisons/Specialists hold a master's degree. Program Liaisons/Specialists should also be able to perform the following tasks:

College and Career Readiness; Mentoring and Tutoring

- Develop and distribute promotional materials on college and career readiness, credit recovery opportunities, social development, community partnerships, and parent quarterly events.
- Coordinate efforts and serve as a collaborative consultant to improve academic achievement, provide mentorship and guidance, increase student retention and the college-going rates.
- Attend and participate in regular assessment and planning meeting for AASSD to assess AASSD Plan and discuss ways to modify the plan for increased student success.

Family, Parent, and Community Engagement and Outreach

- Develop community partnerships including with local colleges and universities.
- Conduct quarterly events and leadership conferences.
- Organize student and parent leadership conferences.
- Increase communication with parents and participation of parents at parent conferences, site councils and PTAs.
- Collaborate with District and community partners to utilize community resources (e.g. ALE, Child and Family Resources, etc.).
- Serve as a conduit connecting the African American community with TUSD.

ALE/AVID

- Develop and distribute promotional materials on college and career readiness, ALE, social development, community partnerships, and parent quarterly events.
- Serve as the AVID liaison.
- Support increased GATE and ALE enrollment.

CRC/CRPI

- Serve on the internal Culturally Responsive Practices (CRP) committee along with the Director; work to assess and implement recommendations from the committee to ensure the alignment of AASSD activities and CRPI in multiple areas.

5. Behavior Specialists [2]

Behavior Specialists must hold a Bachelor's degree in education, counseling, African American studies, or a related field, and have experience with student discipline in primary and/or secondary education. Behavior Specialists should also be able to perform the following tasks:

- (Task 5) Monitor discipline of African American students and represent student interests at suspension hearings.
- Identify at-risk African American students and implement interventions.
- Work to prevent the overrepresentation of African American students in special education classes and participate in child studies and IEP meetings.
- Collaborate with site MTSS teams to identify and strategize for student needs through Tier 2 and Tier 3 interventions.
- Assist in mediations and trainings with Restorative and Positive Practices Facilitators.
- Communicate progress and educational options with African American students and parents.
- Respond to requests for support services online form.
- Attend and participate in regular assessment and planning meeting for AASSD to assess AASSD Plan and discuss ways to modify the plan for increased student success.

6. Response to Intervention (RTI) Specialists [4]

RTI Specialists must hold a bachelor's degree, have two years' experience working with diverse students in an education setting and/or related field, be efficient in utilizing Microsoft Office Suite products, be able to develop and maintain cooperative relationships with students, parents and staff, or have any equivalent combination of experience, training or education. RTI Specialists should also be able to perform the following tasks:

- (Task 2) Work with teachers to create and revise plans of targeted intervention in targeted schools.
- (Task 4) Foster family communication and home-school connections via telephonic, electronic and in-person communications.

- (Task 5) Monitor discipline of African American students and represent student interests at discipline hearings.
- (Task 11) Provide direct academic support to students.
- Academic Achievement/Engagement (RTI, Enrichment).
- Coordinate collaborative efforts to implement a reading support program at elementary schools and a math support program at middle schools targeting African American students.

7. Success Coaches [8]

Success Coaches must have an associate's degree or have completed 60 credit hours toward a bachelor's degree and be progressing toward the completion of a bachelor's degree, and have experience mentoring and/or preparing students for educational success. Success Coaches should also be able to perform the following tasks:

- (Task 4) Foster family communication and home-school connections via telephonic, electronic and in-person communications.
- (Task 5) Monitor discipline of African American students and represent student interests at discipline hearings.
- (Task 6) Create or revise a personalized plan for each student not making progress towards graduation at targeted schools.
- (Task 11) Provide direct academic support to students.
- Mentor African American students academically, socially, and behaviorally to increase achievement rates.
- Monitor the academic progress of African American students with failing grades or substandard performance on state and district assessments and work collaboratively with sites on developing student plans that appropriately address academic deficits.
- Communicate effectively with African American parents about District educational resources and opportunities to promote academic achievement through site-based parent information events.
- Provide behavioral interventions and help represent parent and student interests.
- Act as a resource at designated sites for MTSS, RP, PBIS, and Discipline committees.
- Coaches working at the elementary and K-8 level are trained in reading, writing and math strategies/programs currently utilized in the schools where they are assigned.
- Coaches working at the middle and high school level:
 - collaborate with Dropout Prevention Specialists to create regular contact with students in order to develop four year plan and review progress towards graduation.
 - set up parent conferences to review the students' middle school and/or achievement levels and develop monitoring plans.

8. Certified Academic Tutors [5]

Certified Academic Tutors must be District teachers certified for instructing students in math. Certified Academic Tutors should also be able to perform the following tasks:

- (Task 11) Provide direct academic support to students.
- Conduct math tutoring on Saturdays at designated sites for African American students.
- Provide individualized interventions and enrichments.
- Communicate student progress to parents, teachers and AASSD leaders.
- Attend professional development facilitated by the Math Curriculum Department.

9. Activity Assistants [5]

Activity Assistants must have a high school diploma, be enrolled in college, and be able to work with teachers and staff to coordinate and assist in operating AASSD activities and programs.

Recruitment, Training, and Retention

The District utilizes one or more of the following successful methods to recruit, train, and retain individuals in these positions as appropriate for each position:

Recruitment:

- Direct recruitment of candidates already working within the District with experience and knowledge necessary for each position.
- Host open-house events and activities, announcing the events to the public and specifically inviting potential candidates.
- Collaborate with University of Arizona departments to recruit qualified candidates with skills and knowledge of the needs of African American students and families.
- Advertise via community partner outlets, social media, job networks and events.
- National advertising via social networks, bulletins and social media.
- Presentations and information at relevant University of Arizona student centers.
- Invitations to qualified candidates who previously applied for or held related positions within the District.

Training:

- District department trainings led by directors and program coordinators from the Advanced Learning Experiences, Career and Technical Education, Family and Community Engagement, Language Acquisition, Gifted and Talented Education, and Culturally Relevant Pedagogy and Instruction Departments.
- Mentoring from District sources in the pertinent focus area.
- Coaching by AASSD Director and Program Coordinator.
- Job shadowing of In-District staff and community partners essential to focus area assignment.
- Professional Development in job-related areas, including: culturally responsive practices, trauma-informed education settings, college preparation, AVID strategies, grief counseling, Adverse Childhood Experiences, funds of knowledge, direct academic interventions.

Retention:

- Community building events and retreats for alignment to mission and goals.
- Ongoing training to further develop competency.
- Regular follow-up and reflection of practices with AASSD Director.
- Weekly collaboration with peers.
- Effective communication of expectations.

III. Operations and Anticipated Outcomes

Operational Function

AASSD provides a core function of the District: targeted, culturally-responsive student support designed to improve academic achievement and behavioral outcomes for African American students. It is the analog of other similar departments at TUSD which improve outcomes for other student groups.

AASSD utilizes the TUSD student data and tracking systems, including Synergy, Clarity, SchoolCity and other systems, to analyze needs, to identify and allocate student support resources, and to measure impact on outcomes for African American students. AASSD targets (A) = Academics, Attendance, Advocacy & Empowerment; B = Behavior & Social Development; C = College & Career Readiness, Cultural Enrichment, Community/Parent Engagement. Using the data systems, AASSD identifies which students are struggling academically, behaviorally, or attendance-wise, and provides a cadre of potential solutions to match each student's specific struggles. AASSD then helps track progress, and provides options for modifying specific support services to students and their families.

AASSD provides direct and ancillary support based on the Multi-Tiered System of Support (MTSS) model. AASSD supports schools and students throughout this process, including, for example, by utilizing RTI Specialists to work collaboratively with the MTSS team to provide in-class push-in support and targeting family/parent communication and other needs to support AASSD and District focus to reduce achievement and discipline disparities, by utilizing behavior specialists to work with schools across the District to implement behavior intervention plans and serve as consultants regarding African American student behavior and discipline, and by utilizing Program Specialists to support schools through proactive strategies that focus on asset-based approaches, culturally responsive practices, and connecting with students and families through positive, empowering learning experiences.

The following chart summarizes the expected outcomes associated with the tasks, goals, and/or strategies identified in this plan.

<i>Task/Goal</i>	<i>Expected Outcomes</i>
1. Establish and maintain a system of benchmarks to monitor growth of students on a quarterly basis to identify students not making progress in reading, mathematics and writing.	<ul style="list-style-type: none"> • Implementation and utilization of an effective system to identify student needs, identify potential interventions, and monitor student growth • Regular monitoring of progress throughout the year • Improved academic performance of African American students in reading, mathematics and writing
2. Work with teachers to create and revise plans for targeted intervention in targeted schools.	<ul style="list-style-type: none"> • Implementation and utilization of effective plans for targeted schools • Regular monitoring of progress throughout the year • Improved academic performance of African American students in reading, mathematics and writing
3. Create and maintain before and after school tutoring sessions to extend learning time.	<ul style="list-style-type: none"> • Implementation and utilization of effective tutoring programs. • Regular monitoring of progress throughout the year • Improved academic performance of African American students in reading and mathematics
4. Foster family communication and home-school connections via telephonic, electronic and in-person communications.	<ul style="list-style-type: none"> • Increased and improved communication and outreach to families of District students • Improved survey and other feedback
5. Monitor discipline of African American students and represent student interests at discipline hearings.	<ul style="list-style-type: none"> • Continue to reduce overall discipline and discipline disparities • Regular monitoring of progress and discipline data reports in conjunction with the Discipline Review Team • AASSD Staff is present at most long-term suspension hearings for African American students
6. Create or revise a personalized plan for each student not making progress towards graduation at targeted schools.	<ul style="list-style-type: none"> • Development and Implementation of individualized student plans for improving academic performance • Regular monitoring of progress throughout the year • Participating students make progress towards graduation
7. Identify or oversee identification of incoming 9th graders who are performing below grade level on AZMerit and/or did not pass all core subjects in 8th grade.	<ul style="list-style-type: none"> • Development and Implementation of system to identify incoming 9th graders who are performing below grade level and/or did not pass all core subjects in 8th grade. • Development of individualized plans for students identified through system.

<i>Task/Goal</i>	<i>Expected Outcomes</i>
8. Hold regular parent conferences to review students' middle school and/or achievement levels and develop monitoring plan.	<ul style="list-style-type: none"> • Development and Implementation of a plan and schedule for regular parent conferences. • Regularly hold parent conferences throughout the school year to monitor, assess and improve academic performance and needed supports.
9. Collaboration with Dropout Prevention Specialists to create regular contact with students in order to develop graduation plan, develop, implement and revise strategies to increase likelihood of graduation, and review progress towards graduation.	<ul style="list-style-type: none"> • Collaboration with Dropout Prevention Specialists to identify students who would benefit most from a graduation plan. • Regularly monitor, assess and revise graduation plan for each student identified. • Establishment and adherence to a schedule for regular contact with students in jeopardy of dropping out (and their parents/guardians) • Establish early contact with parents
10. Review and revision of AASSD plan, organization and operations.	<ul style="list-style-type: none"> • Regular review of the effectiveness of AASSD organization, positions, plan, and operations to determine effectiveness and potential revisions. • Revise AASSD organization, positions, plan and operations to improve services to and success of African American students.
11. Direct academic support to students.	<ul style="list-style-type: none"> • Provide direct academic support to students in coordination with the school's implementation of RTI and the Multi-Tiered System of Supports (MTSS) model. • Academic Achievement/Engagement (RTI, Enrichment).

The work of AASSD has contributed to TUSD's African American students graduating at significantly higher rates than African American students throughout the state of Arizona and the United States as a whole, and dropout rates that are significantly lower than African American students in Arizona and the United States as a whole. Although AASSD's true importance to the District, its African American students and Tucson's African American community cannot be measured in definite terms, having a department that focuses on the success of African American students indicates to the students, their families and the community that they are a valued and central part of the TUSD family.

Evidenced-Based Accountability Reviews and Revisions

In collaboration with the Assessment and Evaluation Department, AASSD analyzes qualitative and quantitative data on a regular basis, including academic, attendance, discipline, graduation, and related data. AASSD collaborates with the Technology Services Department, the Professional Development Officer, and the MTSS Director to review and analyze the data, to allocate support resources, target interventions, measure effectiveness and impact, and to design and provide training.

On an annual basis in the late winter or early spring of each year, AASSD staff meet as a group, and with the Assistant Superintendent of Curriculum and Instruction, to assess the support services, outcomes, areas for improvement, and to consider operational changes for the following year. This annual assessment coordinates with the broader TUSD budgeting process, so that changes and reallocation of assets and positions can be worked into both the Operating Plan for the following year, and annual budget request.