

EXHIBIT C

MULTICULTURAL CURRICULUM

REPORT ON PROGRESS, PROCESSES, SCHEDULE AND FREQUENCY FOR CURRICULUM REVIEW, and PROFESSIONAL DEVELOPMENT

(a) Describe the progress made in infusing multicultural content throughout the curriculum¹

As of the conclusion of SY18-19, all district curriculum has multicultural elements, either because the District has infused multicultural elements into curriculum not originally designed as multicultural, or was originally designed as multicultural.

SY2018-19: In light of the New State Standards, the multicultural curriculum department (MCD) revised the districts K-12 English Language Arts, Science and Social Studies curriculum to meet the district and new state standards for academic rigor.

SY2019-20: MCD will continue to review the districts K-12 English Language Arts, Science, Math and Social Studies curriculum to meet the district and new state standards for academic rigor, while maintaining a curriculum that provides a range of opportunities for all students to conduct research, improve critical thinking and learning skills.

K-12 English Language Arts curriculum.

SY2018-19: Using the Multicultural Curriculum Development Framework (MCDF), MCD in collaboration with ELA teachers revised the curriculum to reflect the new standards; *standards that emphasis more inquiry based teaching and learning*. Placement of multicultural resources were also reviewed and changes made to accurately realign with the focus of the new standards. The contemporary multicultural resources not only extend student skills in reading comprehension, critical thinking, but also facilitate teachers and students to work toward structural equity and inclusion by engaging them in critical thinking and discussions around issues of race, sexism, disability, classism, linguicism and religious intolerance.

¹ Headings in this report are taken from the Court's order dated September 6, 2018 (ECF 2123).

SY2019-20: MCD will continue revision of the English Language Arts curriculum, across all grade levels as well as assess and realign the multicultural resources. In addition, MCD in collaboration of ELA teachers will develop exemplar inquiry based lesson plans using MC resources that connect to student lives, their knowledge and experiences.

K-12 Math curriculum

2018-19: MCD continued to work with math teachers to address the need for relevance through real-life applications, emphasis on more problem solving, hands-on, minds-on activities, interactive learning experiences and alternative assessments.

2019-20: Attention to and use of culture towards understanding the cultural contexts that shape mathematics, will be at the forefront of SY 2019 – 2020 math curriculum review. MCD in collaboration with the math department will continue work with a cohort of K-12 math teachers to expand the concept and understanding of equity pedagogy in math curriculum and instruction. Efforts to leverage the skills and content of mathematics to advance justice in schools and communities, use of manipulative materials, cooperative work, and communication of mathematical ideas in everyday language, and writing about mathematics will be one of the key efforts used to address the concept of relevance and real life applications, which result in improved student outcomes.

Social Studies Curriculum

SY2018-19: In an effort to globalize and enhance the relevance of K-12 Social Studies, MCD restructured the curriculum into universal themes that resonate with students' lives, moral and social cultural development; themes such as identity, membership, and belonging. Within this approach, students develop a deeper understanding of particular historical issues/events when connections are made to their lives. Secondly, a framework for Job-embedded professional development that fosters a shift from "studying" to "doing" social studies was implemented to support teachers with the rollout of the restructured curriculum. Inquiry learning (doing) provides the opportunity for students to put on the lenses of a historian, geographer, economist, or political scientist to gain knowledge and deepen their understanding of the past and the world today, and it's interconnectedness.

SY2019-20: MCD will focus on providing Professional Development to support the implementation of the restructured Thematic Curriculum, developed during the SY 2018-2019.

K-12 Science Curriculum

2018-19: K-12 Science Curriculum: In light of the new state standards, MCD in collaboration with science teachers and writers revised science curriculum and Science Kits to reflect the new state standards.

During SY2018-19, the MCD reviewed the District's K-12 science curriculum, and made recommendations to reconstruct districtwide science curriculum content to help bridge the gaps that exist between students' cultural backgrounds and the academic content. The recommendations emphasized real-world applications of science through an inquiry-centered approach anchored in complex questions about students' local community and the contemporary world.

2019-20: MCD in collaboration with Science Teachers will continue revision of the current Science Curriculum and Kits to ensure seamless integration of multicultural perspectives, and the development of a K-12 curriculum that makes connections to and between student's backgrounds, local and global environments, while emphasizing dynamic inquiry and exploration.

(b) Specify 1) the processes for review, curriculum modification, and relevant professional development, and 2) ensure that, as books and other hard copy or electronic materials are purchased for school-level libraries or as resource materials for LIRC, those materials are selected with multicultural perspectives taken into consideration as a component of the selection process;

1) The Multicultural Curriculum Development Framework (MCDF) incorporates a curricula review process, and relevant professional development protocol for continuous improvement to ensure a multicultural curriculum that meets standards, is aligned, articulated and well administered and responsive to TUSD's diverse student population.

The schedule for curriculum reviews and professional development are outlined in Tables I, II, III & IV below.

Table I: SY 2018 – 2019 Curriculum Review Schedule

Content Area	Timeline	Tasks
K-12 ELA	August 2018 – May 2019	<ol style="list-style-type: none"> 1. Revised curriculum, and realigned placement of multicultural resources in light of the new ELA Arizona State standards. 2. Developed exemplar inquiry based lesson plans using MC resources that connect to student lives, their knowledge and experiences, and facilitate curriculum that fosters student-initiated investigations on compelling issues and tensions around content areas.
K – 12 Math	November 2018 – May 2019	<ol style="list-style-type: none"> 1. Continued to work with teachers in incorporating multicultural adaptations to math instruction (real life applications, problem solving) to help bridge the gap that exists between students' cultural backgrounds and academic content.
K-12 Social Studies	August 2018 – May 2019	<ol style="list-style-type: none"> 1. Restructured curriculum into thematic units that resonate with student' lives, moral and social cultural development- themes such as identity, membership, and belonging.
Culture Kits	November 2018 – June 2019	<ol style="list-style-type: none"> 1. Continued to research and develop contemporary culture kits as powerful teaching tools for engaging students in hands on exploration of culture. 2. Integrated global and intercultural education theory and practice, into each kit. 3. Developed and incorporated standards based Teacher Guides and exemplar multicultural lessons plans. 4. Selected and infused contemporary multicultural literature and artifacts. <p>Completed Kits:</p> <ol style="list-style-type: none"> a. Tohono O'odham Kits b. Woodland Culture Kits c. Navajo Culture Kits d. Syria Culture Kits

K-12 Science	November 2018 – May 2019	1. Revised the current curriculum to ensure relevance, cultural sustainability, and equitable access for all TUSD students.
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Table II: SY 2019 – 2020 Curriculum Review Schedule

Content Area	Timeline	Tasks
K-12 ELA	August 2019 – May 2020	<ol style="list-style-type: none"> 1. Continue revision of curriculum, and realignment of multicultural resources in light of the new ELA Arizona State Standards. 2. Develop exemplar inquiry based lesson plans using MC resources that connect to student lives, their knowledge and experiences, and facilitate curriculum that fosters student-initiated investigations on compelling issues and tensions around content areas.
K – 12 Math	September 2019 – May 2020	<ol style="list-style-type: none"> 1. Continue work with the math department and teachers to incorporate multicultural adaptations to math instruction (real life applications, problem solving) to help bridge the gap that exists between students’ cultural backgrounds and academic content.
Culture Kits	October 2019 – June 2020	<ol style="list-style-type: none"> 1. Continue research and development of contemporary culture kits as powerful teaching tools for engaging students in hands on exploration of culture. 2. Integrate global and intercultural education theory and practice, into each kit. 3. Develop and incorporate standards based Teacher Guides and exemplar multicultural lessons plans. 4. Select and infuse contemporary multicultural literature and artifacts.
K-12 Science	August 2019 – May 2020	<ol style="list-style-type: none"> 1. Continue work on reviewing the current Science curriculum and Kits in light of the New Arizona Science Standards to ensure relevance, cultural sustainability, and equitable access for all TUSD students.

Professional Development

Training in multiculturalism as both an ideology and a practice will continue to be introduced to classroom teachers, staff and site administrators through multiple site based, job embedded professional development and web based training opportunities.

Table III: SY 2018 – 2019 Professional Development Schedule

Content Area	Intended Audience	Timeline	Topics/Tasks
K-12 ELA: Infusing Inquiry and Project-Based Learning into ELA curriculum	Certified Teachers	November 2018 – May 2019	<ol style="list-style-type: none"> 1. Creating a culture of Inquiry. Teachers investigated and developed the use of multiple questioning and inquiry strategies for use in their classrooms. 2. The Art of Inquiry. Teachers were introduced to the Pyramid of Inquiry Framework; an effective framework for integrating and teaching with multicultural resources in any subject area, and across all grade levels. 3. Facilitating Engaging Discussions. Teachers explored how to develop and set up engaging classroom discussions that spark engagement, allow students to wrestle with content, propel them to create logical arguments, and boost divergent thinking.
K-12 Science In light of the new state Science Standards MCD provided training to 26 teachers and curriculum writers on Culturally Inclusive Science Curriculum and Pedagogy.	Science Teachers	February - May 2019	<p>Teachers:</p> <ol style="list-style-type: none"> 1. Examined the cultural context that shapes science and its implications for teaching and learning. 2. Developed an equity-orientation that facilitates access to science for all students. 3. Leveraged the skills and content of science to advance justice in schools and communities. 4. Developed exemplar culturally conscious science lessons that connect and tap into the cultural experiences of students.

Content Area	Intended Audience	Timeline	Topics/Tasks
<p>Social Studies Job Embedded Professional Development</p> <p>The Thematic Framework has at its bedrock a focus on incorporating the inquiry-cycle in the social studies classroom.</p>	<p>6- 12 Social Studies Teachers</p>	<p>November 2018 – May 2019</p>	<p>Constructivism framed the implementation of the Multicultural Social Studies Thematic Framework.</p> <p>Teachers:</p> <ol style="list-style-type: none"> 1. Explored the inquiry cycle and analyzed historical evidence in order to form and test hypotheses about past events. 2. Developed guiding or compelling questions for inquiry, inspect primary sources, and make inferences about the past. 3. Examined Project Based Learning Models. 4. Incorporated the use of multicultural literature to investigate current social/political issues. 5. Developed a framework for students to communicate their findings through a relevant action or product that validates the inquiry (PBL).
<p>Multicultural Theory and Pedagogy</p> <p>In SY 2018 – 2019 MCD conducted multiple trainings in Multicultural Theory and Pedagogy (Book Studies) to support the ongoing integration of multicultural literature and content into the curriculum as well as to critically address the many issues involved in creating, and using multicultural curriculum and resources across content areas</p>	<p>Certified K-12 teachers</p>	<p>August 2018 – May 2019</p>	<p>Teachers:</p> <ol style="list-style-type: none"> 1. Investigated various approaches to reading culture in literature, including contemporary critical theories, issues of multiculturalism, and globalism. 2. Identified, selected and discussed a broad range of adolescent literature representing a variety of time periods, diverse cultures, and authors. 3. Collaborated to challenge themselves to develop new strategies and ideas using multicultural literature to improve student learning. 4. Explored multiple strategies on how to use texts to teach students about ethnic, racial, and sexual diversity, and encourage understanding of human differences.

Content Area	Intended Audience	Timeline	Topics/Tasks
<p>Cultivating and Fostering Culturally Inclusive Ecologies - Culture and Climate PD</p> <p>MCD conducted site based PD for staff on establishing a caring, supportive, and respectful class/school climate, through the implementation of TUSD's inclusive Multicultural Curriculum. The department has conducted training in 22 schools sites thus far. <i>This work will continue during the SY 2019 – 2020.</i></p>	K- 12 Certified Teachers	August 2018 – May 2019	<p>Teachers:</p> <ol style="list-style-type: none"> 1. Examined the issues, biases, prejudices and assumption that are brought into the classroom and how these inform the curriculum. 2. Developed awareness of their own cultural perspective, thus gaining insight into the cultural assumptions underlying their expectations, beliefs, and behavior. 3. Developed intercultural, interethnic, and interracial understanding through the exploration of cultural, ethnic, racial, gender, and linguistic similarities and differences. 4. Learned to apply observational, empirical, and analytical skills to monitor, evaluate, and revise teaching practices.
<p>Borders and Bridges - Religion, Culture and Identity Series PD</p> <p><i>A collaborative effort with the U of A</i></p> <ul style="list-style-type: none"> • Arab Muslim Identity • Tohono O'odham Culture and People 	Certified Staff	August 2018 – May 2019	<p>Teachers:</p> <ol style="list-style-type: none"> 1. Developed an understanding of how culture, history, experiences, and interactions influence people's lives, thinking and view of the world. 2. Explored instructional strategies and resources for teaching various racial and ethnic student groups using culture kits in classrooms. 3. Reviewed and used concrete strategies and multicultural literature that supports teacher's efforts to examine issues intersectionally in a way that accounts for the complicated identities of students. 4. Responded to scenario-based activities in which participants explored how to improve their daily classroom practices supporting Middle Eastern students.
<p>2019 Multicultural Symposium</p> <p>The Symposium was designed to engage, inspire, challenge, and provoke conversations related to teaching a rapidly changing student body.</p>	TUSD Staff, Parents and Community	April 24 2019	Workshops exemplified the skills, knowledge, and attitudes that contribute to an educational system designed to serve all students in Science, Math, ELA, and Cultivating Culturally Inclusive Optimal Learning Environments.

Table IV: SY 2019 – 2020 Professional Development Schedule

Content Area	Intended Audience	Timeline	Topics/Tasks
K-12 ELA: Infusing Inquiry and Project-Based Learning into ELA curriculum	Certified Teachers	August 2019 – May 2020	<ol style="list-style-type: none"> 1. Creating a culture of Inquiry. Teachers will learn how to investigate and write multiple questioning and inquiry strategies for use in their classrooms. 2. The Art of Inquiry. Teachers will be introduced to the Pyramid of Inquiry Framework; an effective framework for integrating and teaching with multicultural resources in any subject area, and across all grade levels. 3. Facilitating Engaging Discussions. Teachers will explore how to develop and set up engaging classroom discussions that spark engagement, allow students to wrestle with content, propel them to create logical arguments, and boost divergent thinking.
K-12 Science In light of the new state Science Standards MCD will provide several trainings to both K-12 Science Teachers and Curriculum Writers on developing a multicultural and Inclusive Science Curriculum.	Science Teachers and Writers	August 2019 - May 2020	<p>Teachers will:</p> <ol style="list-style-type: none"> 1. Examine the cultural context that shapes science and its implications for teaching and learning. 2. Develop an equity-orientation that facilitates access to science for all students. 3. Learn how to leverage the skills and content of science to advance justice in schools and communities. 4. Develop exemplar multicultural science lessons that connect and tap into the cultural experiences of students.

Content Area	Intended Audience	Timeline	Topics/Tasks
<p>Social Studies</p> <p>Professional Development for Social Studies teachers and Curriculum Writers to support implementation of a Thematic Based Multicultural Social Studies curriculum that meets the New AZ Standards.</p>	<p>K- 12 Social Studies Teachers and Curriculum Writers</p>	<p>August 2019 – May 2020</p>	<p>Constructivism will frame the implementation of the Multicultural Social Studies Thematic Framework.</p> <p>Teachers will:</p> <ol style="list-style-type: none"> 1. Explore the inquiry cycle and analyze historical evidence in order to form and test hypotheses about past events. 2. How to develop guiding or compelling questions for inquiry, inspect primary sources, and make inferences about the past. 3. Examine Project Based Learning Models. 4. Incorporate the use of multicultural literature to investigate current social/political issues. 5. Develop a framework for students to communicate their findings through a relevant action or product that validates the inquiry (PBL).
<p>Cultivating and Fostering Culturally Inclusive Ecologies - Culture and Climate PD</p> <p>MCD will continue to conduct site based PD for staff on establishing a caring, supportive, and respectful class/school climate, through the implementation of TUSD’s inclusive Multicultural Curriculum.</p>	<p>K- 12 Certified/Classified Teachers</p>	<p>August 2019 – May 2020</p>	<p>Staff will:</p> <ol style="list-style-type: none"> 1. Examine the issues, biases, prejudices and assumption that are brought into the classroom and how these inform the curriculum. 2. Develop awareness of their own cultural perspective, thus gaining insight into the cultural assumptions underlying their expectations, beliefs, and behavior. 3. Develop intercultural, interethnic, and interracial understanding through the exploration of cultural, ethnic, racial, gender, and linguistic similarities and differences.

Content Area	Intended Audience	Timeline	Topics/Tasks
<p>Multicultural Theory and Pedagogy</p> <p>During the 2019 – 2020 MCD will continue to conduct multiple trainings in Multicultural Theory and Pedagogy (Book Studies) to support the ongoing integration of multicultural literature and content into the curriculum as well as to critically address the many issues involved in creating, and using multicultural curriculum and resources across content areas</p>	<p>Certified K-12 teachers</p>	<p>September 2019 – May 2020</p>	<p>Teachers will:</p> <ol style="list-style-type: none"> 1. Investigate various approaches to reading culture in literature, including contemporary critical theories, issues of multiculturalism, and globalism. 2. Identify, select and discuss a broad range of adolescent literature representing a variety of time periods, diverse cultures, and authors. 3. Collaborate to challenge themselves to develop new strategies and ideas using multicultural literature to improve student learning. 4. Explore multiple strategies on how to use texts to teach students about ethnic, racial, and sexual diversity, and encourage understanding of human differences. 5. Develop an instructional framework for guiding students to critically analyze text for messages related to power, privilege, and social inequality; essential for inspiring within them the desire to become informed and compassionate citizens, as well as agents of social change.
<p>Cultivating and Fostering Culturally Inclusive Ecologies - Culture and Climate PD</p> <p>MCD will continue to conduct site based PD for staff on establishing a caring, supportive, and respectful class/school climate, through the implementation of TUSD’s inclusive Multicultural Curriculum.</p>	<p>K- 12 Certified/Classified Teachers</p>	<p>August 2019 – May 2020</p>	<p>Staff will:</p> <ol style="list-style-type: none"> 1. Examine the issues, biases, prejudices and assumption that are brought into the classroom and how these inform the curriculum. 2. Develop awareness of their own cultural perspective, thus gaining insight into the cultural assumptions underlying their expectations, beliefs, and behavior. 3. Develop intercultural, interethnic, and interracial understanding through the exploration of cultural, ethnic, racial, gender, and linguistic similarities and differences.

Content Area	Intended Audience	Time Line	Topics/Tasks
<p>Borders and Bridges - Religion, Culture and Identity Series PD</p> <p><i>A collaborative effort with the U of A</i></p> <ul style="list-style-type: none"> • Arab Muslim Identity • Tohono O’odham Culture and People 	<p>Certified Staff</p>	<p>August 2019 – May 2020</p>	<p>Teachers will:</p> <ol style="list-style-type: none"> 1. Develop an understanding of how culture, history, experiences, and interactions influence people’s lives, thinking and view of the world. 2. Explore instructional strategies and resources for teaching various racial and ethnic student groups using culture kits in classrooms. 3. Review and used concrete strategies and multicultural literature that supports teacher’s efforts to examine issues intersectionally in a way that accounts for the complicated identities of students. 4. Exposed to scenario-based activities in which participants explored how to improve their daily classroom practices supporting Middle Eastern students.

2) Review Process for Books and Materials with Multicultural Perspectives

Prior to purchasing and **use** of new texts or materials, two instruments are used to assess the authenticity and accuracy of additional multicultural books or leveled library books (listed below). Materials are selected for purchase and use if they meet the criteria of these instruments.

1. 10 Quick Ways to Analyze Children's Books for Racism and Sexism. The Council on Interracial Books for Children's Checklist (2012).
2. Evaluating Literature for Authenticity Instrument (Kathy Short, 2009).

After purchase, there is a continuous process to review texts and materials to continually ensure that the curriculum is diverse and inclusive.

(c) Provide a schedule for infusing multicultural content to curriculum domains not yet revised, including the science curriculum during the current school year.

K-12 Science - Curriculum/Professional Development SY 2018 - 2020

GOAL: Transform TUSD's K-12 Science Curriculum to ensure that it is multicultural, student centered, and inquiry driven.

Tasks	Timeline
K-12 Multicultural Science Curriculum	
<ol style="list-style-type: none"> 1. Review K-12 Science curriculum, in light of the new Arizona Science Standards. 2. Identified a cohort of K-12 science teachers to initiate the work of revising the current science curriculum maps and kits to ensure cultural sustainability, relevance while ensuring equitable access to the curriculum. 3. Work with teachers and curriculum writers to revise the curriculum based on MCD's recommendations. 	November 2018 - October 2019
<ol style="list-style-type: none"> 4. Based on the new curriculum maps, scope and sequence work with teachers and writers to develop units and lesson plans integrating multicultural resources that emphasize dynamic inquiry and exploration that represents a variety of contemporary, historical viewpoints, and environmental issues. 	October 2019 – May 2020
Professional Development	
<p>Ongoing Professional Development to support teachers in:</p> <ol style="list-style-type: none"> 1. Understanding the cultural contexts of Science <ol style="list-style-type: none"> a. Teachers critically examined practice while learning of students' needs and experiences to help identify responsive instructional strategies and relevant science topics for culturally responsive teaching. b. Evaluated culturally responsive exemplars units and pedagogy while identifying classroom-based needs to support identify contextually appropriate instruction, thereby yielding a robust understanding of the purpose and feasibility of culturally responsive science teaching. c. Learned how to use responsive and reform-based instructional strategies to make purposeful connections between students' experiences and science instruction. 	April 2019 – May 2020

(d) Describe the frequency with which review of curriculum is recurrently undertaken to determine whether further infusion of multicultural content is warranted.

TUSD's Curriculum in Math, Science, Social Studies and ELA is continually reviewed to ensure seamless integration of multicultural resources, theory, and practices while embracing equitable inclusion and representation of all TUSD's racial, ethnic, and cultural groups (Table I & II).

Every quarter, subject area coordinators meet with teachers and MC department to (1) ensure complete infusion and alignment of MC resources and strategies. (2) move or realign resources (3) develop inquiry based lesson plans using MC resources that connect to student lives, their knowledge and experiences, and facilitate curriculum that fosters student initiated investigations on compelling issues and tensions around content areas.