

EXHIBIT A

**REPORT ON COMPLIANCE:
EXTRACURRICULAR ACTIVITIES COMPLETION PLAN**

This report sets out the particulars of the District's compliance with the extracurricular activities completion plan, with the relevant document(s) identified as exhibits to this memorandum. Requirements are taken from the Court's September 6, 2018 order (ECF 2123) at pages 137-38.

Requirements 1 and 2:

1. The District shall revise its reporting on extracurricular activities to include all such activities clearly delineating which are funded by parents, the community, the District, or other sources outside the District including the 21 Century or similar grants.

District Compliance with Requirements 1 and 2:

The District has included all extracurricular activities from all schools in its reporting, and has reported data by grade structure and race/ethnicity of student participants. A copy of the reporting for SY18-19, as it will appear in the District's annual report due October 1, is attached as Exhibit 1. This is the same format the District has used in the past. The District has developed more rigorous monitoring procedures to ensure that all schools report participation in all activities.

The District will add a separate reporting chart to its annual report, adding enrollment numbers for each school level reported, by race/ethnic group, as set out in Exhibit 2.

The District has also separately reported funding sources for each extracurricular activity, by grade structure. A copy of this report, as it will appear in the District's annual report due October 1, is attached as Exhibit 3.

Students in Tucson Unified School District across all grade levels have equitable access to an array of extracurricular activities. These activities are open to all students. If a student faces any financial obstacle in being able to participate, either the school or the Interscholastics Department will step in to help alleviate the problem. For example, if a student is not able to pay a participation fee it can be waived or the use of alternate funding sources will be considered (e.g. Educational Enrichment Foundation scholarships or undesignated tax-credits). No student is denied participation because he or she is financially unable to pay any fee. For Athletic participation, the District also provides physical examinations free of charge, as well as athletic shoes and other sports equipment. In addition, the district offers free transportation in the form of activity busses for those students with transportation needs who participate in after-school clubs or athletics.

Eighty-two per cent of school site administrators reported that they have at least one activity in each of the extracurricular categories: athletics, fine arts and clubs. The district will continue its efforts in SY2019-20 to increase this percentage across the district.

Where there may be inequities created by some schools that can provide supplemental funds in greater amounts than other schools, the district has and will continue to assist in whatever way is needed to alleviate any disparities. Last year, for example, when the principal from Holladay Elementary did not have supplemental funds (e.g. tax-credit funds, other donations, etc.) available to purchase sweat suits for the school's Step Team, the Principal contacted the Interscholastics Department Office for assistance. As a result the department provided the Step Team with the appropriate sweat suits so team members could be in uniform for their performances to the community and parents.

The District is working with schools to address and remove any significant inequities in funding that limit opportunities for student participation in extracurricular activities. To support this effort, the District will provide all administrators with a list of extracurricular activities that are being offered by grade-level for all schools in the district.

During the 2019-20 school year, the District will do an analysis of clubs at each school, focusing on those that provide an academic focus (K-8 only) in order to determine if additional support for academic clubs is needed at any identified school. Many middle and elementary school have some academic clubs to offer their students such as MESA, Junior Achievement, National Honor Society, Science/ Reading Clubs, and STEM Clubs. In addition, schools that have a 21st Century program on campus offer after-school academic programs that are funded by that program. The district's focus will be to work with each school to increase these clubs if such a need is identified by the analysis referenced above.

Requirements 3 and 5:

3. By September 2018, the District shall conduct the study of participation in its schools with particular attention to racially concentrated schools and those schools at which Anglo student enrollment exceeds 25%. If disparities exist, the District should explain the reasons for these and identify strategies for eliminating them, if practicable.

5. By January SY 2018-19, the District shall implement any strategies identified for eliminating disparities in extracurricular activities between schools and/or for extracurricular activities to afford opportunities for interracial contact and positive settings of shared interests.

District Compliance with Requirements 3 and 5:

In August, 2018, the District conducted the study of participation. A copy of the study and its findings is attached hereto as Exhibit 4. Though the District did not find any pattern of disparity, the District has implemented some additional policies to further ensure equitable opportunity for interracial contact and positive settings of shared interests, as set out in Exhibit 4.

Requirement No. 4:

4. By August 30, 2018, the District shall have put in place and implemented a process by which principals are responsible for reviewing the extent to which extracurricular activities at their schools are providing opportunities for interracial contact and positive settings of shared interest as mandated by the USP. The District shall analyze the array of extracurricular activities occurring in the schools and identify those that provide opportunities for interracial contact and positive settings of shared interest, and if necessary develop remedial strategies to ensure such opportunities are occurring in each school.

District Compliance with Requirement No. 4:

The District implemented the required process for principal review, as described in Exhibit 5, at the beginning of the 2018-19 school year.

Additional Information Regarding Extracurricular Activities

- **Free Physical Fair**

If students are not able to afford a physical examination, TUSD offers a yearly athletic physical fair for \$10.00 to the general public but free to those unable to pay. The \$10.00 collected for the general public goes back into the schools to assist in participation fees or equipment for student who are financially unable to pay or purchase equipment. At this Physical Fair, athletics shoes are available for the students.

- **Principal Participation Process**

TUSD requires all principals from K-12 to be a part of the extracurricular activities process for their school. Principals create a team of participants made up of coaches, office staff and administrators who annually review their school's extracurricular data. Based on the data, they revise their school's extracurricular activities plan as needed to enhance the extracurricular offerings at their site.

- **Activity Bus Program**

TUSD Interscholastics Department works closely with TUSD Transportation Department to create a system where students can participate in extracurricular activities after school and provides transportation back to their neighborhood, removing the obstacle of lack of transportation for students needing rides home.

- **Mandatory Coaches Training**

TUSD has mandated that every paid athletic coach in the district go through a comprehensive training process on the mental, emotional and social aspect of extracurricular participation.

- Captain's Academy

Students participate in leadership training from each high school in the District. These students learn how to develop leadership styles and how to lead in an interracial setting. These training helps students to be comfortable voicing their ideas and opinions as well as learning to listen and respect differences of opinions. Some other districts in the greater Tucson area provide student leadership programs and coaches training. However, those trainings are different in scope as TUSD focuses on ensuring that students have equal opportunities to participate in Extracurricular Activities and breaking down barriers that would prohibit or hinder participation.

EXHIBIT 1

Report VIII.C.1. Student Participation in Athletics, Fine Arts, or Clubs by Race/Ethnicity, ELL Status, and Activity Category

**TUSD Academic Year 2018-19: Student Participation in Athletics (excluding try-outs), Fine Arts, or Clubs,
by Race/Ethnicity, ELL Status, and Activity Category***

Category	White				African American				Hispanic				Native American				Asian/Pacific Islander				Multi-racial				Total
	ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
HS Clubs	1	0.1%	292	27.3%	2	0.2%	102	9.5%	9	0.8%	590	55.2%	0	0.0%	26	2.4%	1	0.1%	18	1.7%	0	0.0%	28	2.6%	1069
HS Fine Arts	0	0.0%	525	32.2%	12	0.7%	93	5.7%	23	1.4%	825	50.6%	0	0.0%	39	2.4%	2	0.1%	57	3.5%	0	0.0%	56	3.4%	1632
HS Athletics	7	0.2%	857	22.2%	44	1.1%	378	9.8%	60	1.6%	2163	56.2%	2	0.1%	93	2.4%	2	0.1%	103	2.7%	3	0.1%	140	3.6%	3852
K-8 Clubs	6	0.3%	584	25.3%	12	0.5%	212	9.2%	136	5.9%	1135	49.2%	1	0.0%	53	2.3%	14	0.6%	42	1.8%	2	0.1%	108	4.7%	2305
K-8 Fine Arts	0	0.0%	234	28.4%	1	0.1%	64	7.8%	38	4.6%	429	52.1%	2	0.2%	13	1.6%	1	0.1%	5	0.6%	0	0.0%	36	4.4%	823
K-8 Athletics	22	0.5%	878	20.4%	31	0.7%	459	10.7%	197	4.6%	2351	54.6%	2	0.0%	127	2.9%	16	0.4%	55	1.3%	3	0.1%	166	3.9%	4307
Total**	36	0.3%	3370	24.1%	102	0.7%	1308	9.4%	463	3.3%	7493	53.6%	7	0.1%	351	2.5%	36	0.3%	280	2.0%	8	0.1%	534	3.8%	13988

**TUSD Academic Year 2017-18: Student Participation in Athletics (excluding try-outs), Fine Arts, or Clubs,
by Race/Ethnicity, ELL Status, and Activity Category***

Category	White				African American				Hispanic				Native American				Asian/Pacific Islander				Multi-racial				Total
	ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
HS Clubs	1	0.1%	318	26.4%	1	0.1%	77	6.4%	17	1.4%	695	57.8%	0	0.0%	26	2.2%	0	0.0%	31	2.6%	0	0.0%	37	3.1%	1203
HS Fine Arts	0	0.0%	608	30.4%	5	0.3%	140	7.0%	13	0.7%	1050	52.6%	0	0.0%	41	2.1%	3	0.2%	70	3.5%	1	0.1%	67	3.4%	1998
HS Athletics	8	0.2%	870	23.1%	35	0.9%	381	10.1%	52	1.4%	2102	55.7%	0	0.0%	92	2.4%	4	0.1%	95	2.5%	3	0.1%	129	3.4%	3771
K-8 Clubs	5	0.3%	574	28.7%	7	0.4%	138	6.9%	80	4.0%	1017	50.9%	1	0.1%	42	2.1%	10	0.5%	23	1.2%	1	0.1%	101	5.1%	1999
K-8 Fine Arts	0	0.0%	270	27.7%	1	0.1%	57	5.8%	70	7.2%	469	48.1%	0	0.0%	38	3.9%	1	0.1%	9	0.9%	0	0.0%	60	6.2%	975
K-8 Athletics	12	0.4%	743	22.2%	15	0.4%	335	10.0%	110	3.3%	1850	55.3%	1	0.0%	89	2.7%	9	0.3%	30	0.9%	1	0.0%	150	4.5%	3345
Total**	26	0.2%	3383	25.5%	64	0.5%	1128	8.5%	342	2.6%	7183	54.0%	2	0.0%	328	2.5%	27	0.2%	258	1.9%	6	0.0%	544	4.1%	13291

TUSD Academic Year 2016-17: Student Participation in Athletics (excluding try-outs), Fine Arts, or Clubs,																									
Category	White				African American				Hispanic				Native American				Asian/Pacific Islander				Multi-racial				Total
	ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
HS Clubs	1	0.1%	258	24.3%	0	0.0%	67	6.3%	4	0.4%	654	61.7%	0	0.0%	18	1.7%	1	0.1%	33	3.1%	0	0.0%	24	2.3%	1060
HS Fine Arts	0	0.0%	488	37.3%	0	0.0%	77	5.9%	2	0.2%	615	47.0%	0	0.0%	30	2.3%	1	0.1%	50	3.8%	0	0.0%	45	3.4%	1308
HS Athletics	7	0.2%	997	23.9%	31	0.7%	438	10.5%	57	1.4%	2338	55.9%	0	0.0%	95	2.3%	2	0.0%	81	1.9%	3	0.1%	130	3.1%	4179
K-8 Clubs	2	0.2%	380	37.8%	0	0.0%	80	8.0%	37	3.7%	422	41.9%	0	0.0%	11	1.1%	2	0.2%	19	1.9%	0	0.0%	53	5.3%	1006
K-8 Fine Arts	4	0.4%	307	32.4%	9	1.0%	86	9.1%	37	3.9%	422	44.6%	0	0.0%	15	1.6%	1	0.1%	19	2.0%	0	0.0%	47	5.0%	947
K-8 Athletics	8	0.2%	797	22.3%	16	0.4%	330	9.2%	113	3.2%	2011	56.2%	1	0.0%	100	2.8%	4	0.1%	55	1.5%	1	0.0%	142	4.0%	3578
Total**	22	0.2%	3227	26.7%	56	0.5%	1078	8.9%	250	2.1%	6462	53.5%	1	0.0%	269	2.2%	11	0.1%	257	2.1%	4	0.0%	441	3.7%	12078

TUSD Academic Year 2015-16: Student Participation in Athletics (excluding try-outs), Fine Arts, or Clubs,																									
Category	White				African American				Hispanic				Native American				Asian/Pacific Islander				Multi-racial				Total
	ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
HS Clubs	0	0.0%	323	29.2%	1	0.1%	99	9.0%	4	0.4%	582	52.6%	0	0.0%	22	2.0%	1	0.1%	42	3.8%	0	0.0%	32	2.9%	1106
HS Fine Arts	0	0.0%	492	40.9%	0	0.0%	72	6.0%	1	0.1%	511	42.4%	0	0.0%	19	1.6%	2	0.2%	64	5.3%	0	0.0%	43	3.6%	1204
HS Athletics	1	0.0%	1032	24.6%	8	0.2%	427	10.2%	16	0.4%	2370	56.5%	0	0.0%	105	2.5%	2	0.0%	93	2.2%	0	0.0%	141	3.4%	4195
K-8 Clubs	1	0.1%	396	36.6%	2	0.2%	63	5.8%	29	2.7%	512	47.4%	0	0.0%	13	1.2%	0	0.0%	20	1.9%	0	0.0%	45	4.2%	1081
K-8 Fine Arts	1	0.1%	251	25.7%	1	0.1%	66	6.8%	73	7.5%	495	50.7%	0	0.0%	31	3.2%	0	0.0%	13	1.3%	1	0.1%	44	4.5%	976
K-8 Athletics	8	0.2%	946	23.8%	12	0.3%	390	9.8%	73	1.8%	2244	56.4%	0	0.0%	124	3.1%	4	0.1%	42	1.1%	0	0.0%	139	3.5%	3982
Total**	11	0.1%	3440	27.4%	24	0.2%	1117	8.9%	196	1.6%	6714	53.5%	0	0.0%	314	2.5%	9	0.1%	274	2.2%	1	0.0%	444	3.5%	12544

TUSD Academic Year 2014-15: Student Participation in Athletics (excluding try-outs), Fine Arts, or Clubs,																									
Category	White				African American				Hispanic				Native American				Asian/Pacific Islander				Multi-racial				Total
	ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
HS Clubs	0	0.0%	51	32.9%	0	0.0%	8	5.2%	0	0.0%	77	49.7%	0	0.0%	2	1.3%	0	0.0%	11	7.1%	0	0.0%	6	3.9%	155
HS Fine Arts	1	0.1%	495	42.0%	0	0.0%	61	5.2%	3	0.3%	508	43.1%	0	0.0%	19	1.6%	1	0.1%	45	3.8%	0	0.0%	46	3.9%	1179
HS Athletics	4	0.1%	1073	25.0%	15	0.3%	455	10.6%	50	1.2%	2373	55.3%	1	0.0%	80	1.9%	5	0.1%	89	2.1%	0	0.0%	143	3.3%	4288
K-8 Clubs^	7	0.5%	414	31.3%	4	0.3%	103	7.8%	52	3.9%	616	46.6%	1	0.1%	42	3.2%	2	0.2%	21	1.6%	0	0.0%	59	4.5%	1321
K-8 Athletics	1	0.0%	394	18.4%	15	0.7%	225	10.5%	70	3.3%	1263	59.1%	1	0.0%	76	3.6%	2	0.1%	28	1.3%	1	0.0%	60	2.8%	2136
Total**	13	0.1%	2427	26.7%	34	0.4%	852	9.4%	175	1.9%	4837	53.3%	3	0.0%	219	2.4%	10	0.1%	194	2.1%	1	0.0%	314	3.5%	9079

TUSD Academic Year 2013-14: Student Participation in Athletics (excluding try-outs), Fine Arts, or Clubs,																									
Category	White				African American				Hispanic				Native American				Asian/Pacific Islander				Multi-racial				Total
	ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
HS Clubs	0	0.0%	63	33.9%	0	0.0%	13	7.0%	0	0.0%	80	43.0%	0	0.0%	2	1.1%	0	0.0%	18	9.7%	0	0.0%	10	5.4%	186
HS Fine Arts	0	0.0%	559	43.2%	0	0.0%	59	4.6%	2	0.2%	539	41.7%	0	0.0%	20	1.5%	0	0.0%	55	4.3%	0	0.0%	59	4.6%	1293
HS Athletics	6	0.1%	1211	27.6%	26	0.6%	457	10.4%	52	1.2%	2322	53.0%	0	0.0%	93	2.1%	4	0.1%	83	1.9%	0	0.0%	131	3.0%	4385
K-8 Clubs^	3	0.6%	164	31.1%	2	0.4%	31	5.9%	19	3.6%	265	50.2%	0	0.0%	14	2.7%	1	0.2%	9	1.7%	0	0.0%	20	3.8%	528
K-8 Athletics	0	0.0%	361	18.7%	7	0.4%	200	10.3%	51	2.6%	1154	59.7%	1	0.1%	78	4.0%	3	0.2%	24	1.2%	1	0.1%	54	2.8%	1934
Total**	9	0.1%	2358	28.3%	35	0.4%	760	9.1%	124	1.5%	4360	52.4%	1	0.0%	207	2.5%	8	0.1%	189	2.3%	1	0.0%	274	3.3%	8326

* Students are counted once within each activity category regardless of number of activities within that category.

** A student may be counted more than once in the total for participating in more than one category of activity.

^ Student participation in Fine Arts reported in K-8 club participation

Table 8.1: Students Participating in at Least One Extracurricular Activity (Athletics, Fine Arts, Clubs) – Unduplicated Students Counts

Year	Grade	White		African American		Hispanic		Nat. Am.		API		Multi racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	N
18-19	K-8	1436	22%	689	10%	3881	59%	187	3%	115	2%	275	4%	6583
	HS	1419	25%	542	9%	3256	57%	146	3%	153	3%	200	3%	5716
	Total	2855	23%	1231	10%	7137	58%	333	3%	268	2%	475	4%	12299
17-18	K-8	1378	24%	508	9%	3319	58%	162	3%	76	1%	273	5%	5716
	HS	1537	25%	564	9%	3445	57%	146	2%	169	3%	210	3%	6071
	Total	2915	25%	1072	9%	6764	57%	308	3%	245	2%	483	4%	11787
16-17	K-8	1306	26%	478	10%	2795	56%	119	2%	88	2%	214	4%	5000
	HS	1504	26%	551	10%	3253	57%	134	2%	134	2%	180	3%	5756
	Total	2810	26%	1029	10%	6048	56%	253	2%	222	2%	394	4%	10756
15-16	K-8	1400	26%	500	9%	3147	57%	153	3%	71	1%	205	4%	5476
	HS	1590	28%	527	9%	3160	55%	139	2%	171	3%	193	3%	5780
	Total	2990	27%	1027	9%	6307	56%	292	3%	242	2%	398	4%	11256
14-15	K-8	448	20%	249	11%	1389	61%	78	3%	32	1%	70	3%	2266
	HS	1505	28%	533	10%	2895	54%	96	2%	136	3%	177	3%	5342
	Total	1953	26%	782	10%	4284	56%	174	2%	168	2%	247	3%	7608

EXHIBIT 2

Report VIII.C.1. Student Participation in Athletics, Fine Arts, or Clubs by Race/Ethnicity, ELL Status, and Activity Category

TUSD Academic Year 2018-19: Student Participation in Athletics (excluding try-outs), Fine Arts, or Clubs, by Race/Ethnicity, ELL Status, and Activity Category*																									
High School	White				African American				Hispanic				Native American				Asian/Pacific Islander				Multi-racial				Total
	ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		
Category	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
HS Clubs	1	0.1%	292	27.3%	2	0.2%	102	9.5%	9	0.8%	590	55.2%	0	0.0%	26	2.4%	1	0.1%	18	1.7%	0	0.0%	28	2.6%	1069
HS Fine Arts	0	0.0%	525	32.2%	12	0.7%	93	5.7%	23	1.4%	825	50.6%	0	0.0%	39	2.4%	2	0.1%	57	3.5%	0	0.0%	56	3.4%	1632
HS Athletics	7	0.2%	857	22.2%	44	1.1%	378	9.8%	60	1.6%	2163	56.2%	2	0.1%	93	2.4%	2	0.1%	103	2.7%	3	0.1%	140	3.6%	3852
Total Participation	1682				631				3760				160				183				227				6553
District HS Enrollm	3049				1259				8186				409				391				420				13714

K-8	White				African American				Hispanic				Native American				Asian/Pacific Islander				Multi-racial				Total
	ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		ELL		Not ELL		
Category	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
K-8 Clubs	6	0.3%	584	25.3%	12	0.5%	212	9.2%	136	5.9%	1135	49.2%	1	0.0%	53	2.3%	14	0.6%	42	1.8%	2	0.1%	108	4.7%	2305
K-8 Fine Arts	0	0.0%	234	28.4%	1	0.1%	64	7.8%	38	4.6%	429	52.1%	2	0.2%	13	1.6%	1	0.1%	5	0.6%	0	0.0%	36	4.4%	823
K-8 Athletics	22	0.5%	878	20.4%	31	0.7%	459	10.7%	197	4.6%	2351	54.6%	2	0.0%	127	2.9%	16	0.4%	55	1.3%	3	0.1%	166	3.9%	4307
Total Participation	1724				779				4286				198				133				315				7435
District HS Enrollm	2453				1303				8529				635				253				465				14638

EXHIBIT 3

FUNDING SOURCES FOR EXTRACURRICULAR ACTIVITIES

The following report sets out funding sources for all extracurricular activities at all District schools. For each activity, all funding sources used for that activity anywhere in the District are listed. Within each activity, individual schools vary in the use of particular sources. For club activities, a school may have multiple sources of funding for a particular activity. All athletics and fine arts are funded by the District, through individual school budgets, supplemented by ticket sales and concession fees, with occasional funds from local athletic booster clubs and individual donors.

“School” means the activity is funded using district funds from individual school budgets.

“Community organizations” means that the activity may receive some part of its funding from community organizations, which may be businesses, non-profits, or civic groups.

“Donations” includes all types of gifts or donations from individuals, including funds donated which give rise to a state income tax credit for the donor. Some donations are made for particular activities, and some are more general, administered by the school.

“Fundraising” means the activity participants engage in fundraising events or projects to support the activity.

“Perkins” means that the activity may receive some part of its funding from a grant from the Carl D. Perkins Career and Technical Education program, a federally funded program for career and technical education administered by the state Department of Education.

“PTO” means that the activity may receive some part of its funding from the parent teacher organization at a school.

“21st Century” means that the activity may receive some part of its funding from a grant from the 21st Century Community Learning Centers program, a federally funded program for after-school activities administered by the state Department of Education.

FUNDING SOURCES FOR K-8 EXTRACURRICULAR ACTIVITIES	
Activity	Funding Sources
All athletics	School, ticket sales, concession fees
All fine arts	School, ticket sales, donations
Art club	School, PTO
Arts and Crafts club	School, 21st Century, donations, PTO, activity fees
Bike club	Community organizations
Boy Scouts	Community organizations
Girl Scouts	Community organizations
Chess club	21st Century, donations, PTO
Community Service program	Donations
Foreign Language club	Donations
Gardening	School, donations, PTO, fees
Good News club	Community organizations
Kids First	Donations, fees
Lawyers for Literacy	Community organizations
Music club	Donations
National Elementary/Junior Honor Society	PTO
Robotics	Donations, PTO
Science club	21 st Century, donations
Student Council	School, 21 st Century, PTO, fundraising events, donations
Technology club	School, donations
Yearbook	School, donations

FUNDING SOURCES FOR HIGH SCHOOL EXTRACURRICULAR ACTIVITIES	
Activity	Funding Sources
All athletics	School, ticket sales, concession fees, booster club
All fine arts	School, ticket sales, donations
Break Away program	Donations
DECA, College and Career Leadership and Entrepreneurship program	School, fundraising
Family Career and Community Leaders of America	School, Perkins, donations
Future Business Leaders of America	School, Perkins, donations, PTO
Future Health Professionals	School, donations
Close UP (leg. Leadership, advocacy)	Donations, fundraising
Skills USA (career and tech,	School, donations
African American Culture club	Donations, fundraising
Anatomy club	Fundraising
Anime club	Fundraising
Art club	Fundraising
Astronomy	Fundraising
Career club	Fundraising
Chess clubs	Donations, fundraising
Ecology club	Donations, fundraising
Engineering club	Donations, fundraising
Gardening	Donations, fundraising
Gay Straight Alliance	Donations, fundraising
Human Rights club	Fundraising
Key club	None
Math club	None
MESA, STEM leadership program	Donations, fundraising
Metalwork club	Donations, fundraising
Mock Trial	Donations
Model UN	Donations
National Honor Society	Donations, fundraising
Photography club	Donations, fundraising
Poetry club	Donations, fundraising
Science club	Donations, fundraising
Speech - Debate	Donations
Stage Management	None
Yoga	None
Student council	School, donations, fundraising

EXHIBIT 4

Analysis of Extra-Curricular Participation in District schools

The Special Master recommended that the District conduct a study of participation in its schools with particular attention to racially concentrated schools and those schools at which Anglo student enrollment exceeds 25%. The District was further directed that, if disparities exist, the District should explain the reasons for these and identify strategies for eliminating them, if practicable. This study was undertaken in August, 2018, in response to that recommendation.

Table 1 below compares the participation rates for schools that are racially concentrated and those at which Anglo student enrollment exceeds 25 percent. As shown, at the high school level the gap between the 2 groups of schools narrowed from a difference of 19% in 2015-16 to 8% in 2017-18. The difference at grades 6th-8th remained steady at 3 percent. The largest difference in participation rate occurred at the elementary school level with a gap of 9%.

Table 1. Extra-curricular Participation by School Attendance status (Racially Concentrated and 25% or more Anglo) and School Level

School Level	Year	Status	# of Schools	Total EC participants	Total School Enrollment	Participation Rate
HS	2015-16	25% + Anglo	5	3104	5501	56%
		RC	3	2459	6678	37%
	2016-17	25% + Anglo	4	2202	4297	51%
		RC	3	2165	6752	32%
	2017-18	25% + Anglo	4	2168	4214	51%
		RC	3	2929	6760	43%
K-8/ MS (6th-8th)	2015-16	25% + Anglo	7	917	3443	27%
		RC	12	1352	5566	24%
	2016-17	25% + Anglo	7	643	4089	16%
		RC	13	1486	8974	17%
	2017-18	25% Anglo	7	840	3703	23%
		RC	11	1238	6211	20%
Elementary	2015-16	25% + Anglo	14	1637	5208	31%
		RC	10	720	3667	20%
	2016-17	25% + Anglo	14	1199	5073	24%
		RC	8	470	2541	18%
	2017-18	25% + Anglo	16	1708	5532	31%
		RC	10	841	4157	20%

Disaggregating the data by school revealed that differences in participation at the high school level was primarily mediated by school type rather than differences among race/ethnic groups. As shown in Table 2, overall participation rates were higher at 25 percent Anglo schools than at Racially Concentrated schools. For instance, in 2017-18, the average rate for the four Anglo schools was 52 % compared to an average rate of 42% at the three racially concentrated schools. However, the participation rate of African American students was higher than White participation at all but one school. Similarly, Hispanic participation was higher or similar to White participation at all but two schools. This pattern was consistent across the two previous years as well.

Table 2. Participation Rates by High School and Race/Ethnicity relative to School Enrollment

School	School Status	W	AA	Hisp	Total
Cholla	RC	34%	45%	39%	39%
Pueblo	RC	38%	57%	39%	39%
Tucson	RC	58%	51%	46%	48%
Sabino	25%+ Anglo	66%	75%	63%	66%
Sahuaro	25%+ Anglo	44%	48%	37%	42%
Santa Rita	25%+ Anglo	26%	52%	41%	38%
University	25%+ Anglo	59%	63%	62%	61%

Table 3 presents the breakdown by elementary school and race/ethnicity relative to school enrollment for each 25+ Anglo and Racially Concentrated school¹. As with high schools, the data show there is no consistent pattern of disparities in participation based on race/ethnicity, and that participation of African American or Hispanic students are in many instances higher or the same as White participation regardless of whether the status of the school is racially concentrated or with a higher white population than the overall District averages at that school level

Table 3. Participation Rates by Elementary School and Race/Ethnicity relative to School Enrollment – 2017-18

School	School Status	W	AA	Hisp	Total
Bloom	25+	40%	27%	44%	39%
Collier	25+	24%	39%	17%	22%
Dunham	25+	33%	33%	30%	33%
Ford	25+	25%	14%	22%	21%
Fruchthendler	25+	65%	41%	54%	60%
Gale	25+	9%	8%	9%	9%
Howell	25+	25%	26%	22%	23%
Hughes	25+	53%	54%	32%	40%
Kellond	25+	24%	37%	26%	26%
Lineweaver	25+	67%	62%	64%	65%
Marshall	25+	22%	18%	26%	24%
Sewell	25+	23%	40%	30%	29%
Soleng	25+	43%	55%	44%	44%
Wheeler	25+	14%	8%	14%	13%
Whitmore	25+	14%	7%	9%	11%
Carrillo K-5	RC	44%	12%	20%	22%
Lynn/Urquides	RC	13%	50%	21%	22%
Manzo	RC	13%	0%	21%	19%
Miller	RC	10%	4%	2%	3%
Ochoa	RC	80%	100%	92%	92%
Oyama	RC	24%	15%	35%	33%
Tolson	RC	44%	41%	48%	47%
Vesey	RC	12%	14%	18%	18%
Warren	RC	0%	0%	5%	4%
White	RC	8%	5%	2%	2%

¹ The data presented is complicated by the fact that in many elementary schools the number of African Americans or White students is below 10 students, and therefore the participation rates can vary widely for just a few students.

These findings are consistent with a larger pattern that is well-documented across the United States wherein schools with lower socioeconomic status tend to participate in extracurricular activities at lower levels.

Conclusions and Strategies

This study found that there was no pattern of racial/ethnic disparities in extracurricular participation when disaggregated at the school level, nor that students overall were not being afforded opportunities for interracial contact and positive settings of shared interests. However, the District is cognizant of the need to ensure that extracurricular activities, particularly at the elementary level are available to all students. To this end, the District has implemented strategies aimed at reducing disparities across schools, including (a) reducing and/or eliminating all fees associated with participation in extracurricular activities, (b) increasing transportation options to support participation in extracurricular activities, and (c) designing certain extracurricular activities to target increased participation at lower socio-economic schools. In addition, the District has expanded its monitoring activities by hiring two Extracurricular Specialists to work with school sites on expanding their extracurricular activities, and to ensure that any barriers to participation are minimized.

EXHIBIT 5

TUSD EXTRACURRICULAR DATA MONITORING:

PRINCIPAL REVIEW PROCESS

PURPOSE: Principals should monitor extracurricular activities to ensure “schools are providing opportunities for interracial contact and positive settings of shared interest” for all students.

Step 1: Analyze the Data

The Principals Role:

- Model the importance of extracurricular data analysis and involve all staff in this process.
- Inform staff of purpose of review of data: ensure interracial contact in positive settings of shared interest.
- Create and lead an extracurricular monitoring team (EMT).
- Guide EMT in data analysis at a regularly scheduled team time.
- Present findings of EMT at staff meetings so that all staff members have a complete picture of extracurricular participation at their school.

Step 2: Identify Concerns

The Principal’s Role:

- Work with the EMT and school staff to Identify concerns based on data identified in Step 1.
- Work with the EMT and school staff to identify potential strategies for addressing concerns.
- Work with the EMT and school staff to determine which strategies should be implemented and when.

Step 3: Create and Implement the Action Plan

The Principal’s Role:

- Work with EMT to create plan to implement strategies with the best potential to positively influence participation rates.
- Discuss each staff member’s responsibility in encouraging students to participate in after school programs.
- Allot time in school schedule for data review and additional strategy planning.

Step 4: Monitor Progress

The Principal's Role:

- Establish regular times to review implementation of action plans and data indicating participation rates.
- Establish regular times to meet with EMT and school staff to demonstrate importance of implementing action plan and working to increase participation
- Recognize the efforts of the staff when a job is well done.

Step 5: Principal Accountability

- Asst. Sups communicates regular reminders
- EC Department meet regularly with all principals
- Review regularly with principals through ILA
- EC Department informs Asst. Sups with schools not in compliance
- Asst. Sups communicate with schools as needed