

Plaintiffs' Exhibit A

Sworn Declaration of Daisy M. Jenkins, Esq.

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Attorney for Plaintiffs Fisher

**IN THE UNITED STATES DISTRICT COURT
IN AND FOR THE DISTRICT OF ARIZONA**

ROY FISHER, et al.,)	CASE NO.: CV-74-00090-DCB
)	
Plaintiffs,)	SWORN DECLARATION OF
)	MS. DAISY M. JENKINS, ESQ.
)	SUPPORTING PLAINTIFF'S
and)	MOTION FOR SANCTIONS
)	FOR BAD FAITH/UNETHICAL
MARIA MENDOZA, et al.,)	MISCONDUCT BY TUSD #1
)	
Plaintiffs,)	
)	
v.)	
)	(Assigned to:
)	HON. DAVID C. BURY)
TUSD#1,)	
<u>Petitioner/Defendant.</u>)	

SWORN DECLARATION UNDER PENALTY OF PERJURY

Ms. Daisy M. Jenkins, Esq., does hereby depose, state and solemnly swear under penalty of perjury that the following statements are true and within her own personal knowledge, information and belief:

- 1) That affiant currently works as the President of Daisy Jenkins & Associates, LLC, specializing in Human Resources consulting, executive and developmental coaching, and is Leadership Advisor in the THEO Executive Group headquartered in Irving, Texas;

- 2) That prior to becoming the President of Daisy Jenkins & Associates, LLC, affiant previously worked in the private sector as executive vice president and Chief Administrative Officer for Carondelet Health Network, as well as in a number of Human Resources executive positions with Raytheon Company;
- 3) That affiant has published various articles both locally and nationally and has authored two books, "Within the Walls, A Journey Through Sexism and Racism in Corporate America" and "The Green Machine";
- 4) That affiant has also received numerous awards: "Women Who Lead" from the University of Arizona (UA) Gender & Women's Studies, the "Phenomenal Woman of the Year" from the UA Black Alumni Association; '2007 Tucson Chamber of Commerce "Tucson Woman of the Year," "Distinguished Alumnus" from the UA James E. Rogers College of Law, and recognized in **Ebony Magazine** as one of the "African American Women at the Top in Corporate America";
- 5) That affiant's current Community service includes: The University of Arizona Foundation Board of Trustees, Pima County Health Care Benefits Board of Trustees, member of the Tucson Airport Authority, Board of Visitors of The University of Arizona James E. Rogers College of Law, and Past-Chair of United Way of Tucson and Southern Arizona Board of Directors;
- 6) That it may be noteworthy that affiant is considered a leader within the Tucson African American Community and is also a dedicated advocate in the field of education for the purpose of assuring ongoing development in that area for the benefit of African American families, and especially for African American young women and men;
- 7) That a copy of affiant's current biography is attached hereto;

- 8) That with regards to the above captioned case involving the class action education discrimination suit between Plaintiffs Fisher (ie. the named party representing African American Students), Plaintiffs Mendoza (ie. the named party representing Hispanic American Students), and Defendant Tucson Unified School District, on January 29, 2020 affiant received an e-mail invitation from Ms. Christina Chapa of African American Student Services to come to a meeting featuring the TUSD Superintendent or Dr. Gabriel Trujillo at the Viscount Hotel on January 30, 2020;
- 9) That affiant reasonably believed that the meeting would focus on African American Student Services plus provide a plan to address ongoing issues of African American student academic performance, along with other related issues, such as inequities in student discipline which has regrettably included the disparate treatment and discipline of African American students;
- 10) That the 1/30/20 meeting attendees interestingly included African American representation from the following groups:
 - a. The NAACP
 - b. The Tucson Chapter of the Buffalo Soldiers
 - c. The “Prince Hall Masons of Tucson - Pima Lodge No. 10”
 - d. A Local Barber Shop
 - e. The Barbea Williams Performing Arts Company;
 - f. I Am You 360
 - g. TEEM—Tucson Educational Empowerment for Minorities
 - h. Rising Star Baptist Church
 - i. Several African American Student Service Employees and other TUSD staff members
- 11) That affiant was absolutely disturbed that the meeting actually centered around Superintendent Trujillo and two (2) of his staff members, a statistician, and the woman that heads up Advanced Learning Programs, trying to put a positive spin on data that highlighted academic performance issues for African American students;

- 12) That in spite of the abysmal data presented at the invitation only meeting (which did not include either the named Fisher Plaintiffs, nor the Fisher Plaintiffs' attorney Rubin Salter, Jr., Esq.), Dr. Trujillo tried to convince the audience that African American students were on an upward trend in their academic performance despite substantial evidence actually presented at the meeting to contrary (*See* attached copies of data presented at meeting);
- 13) That by way of example of Dr. Trujillo's unsupported arguments concerning an alleged upward academic performance trend for African American students, Dr. Trujillo actually compared a 10% improvement in one area as better than the students of University High School (hereafter "UHS") (*See* attached copies of data presented at meeting);
- 14) That such a comparison is in reality an absurd comparison based on the fact that UHS academic performance is at a much higher level than African American student data;
- 15) That a summary of the data presented showed the following:
 - a. African American students are still performing poorly in AZ Merit testing in all areas, especially in Math;
 - b. African American students still experience suspensions and harsher discipline than other racial or ethnic groups; and
 - c. African American students are still severely underrepresented in Advanced Learning Programs.

(*See* attached copies of data presented at meeting.)
- 16) That is noteworthy that when the presenter showed a graph with a straight or flat line at the bottom related to African American participation in such Advanced Learning programs with other racial groups trending upwards, despite the presenter's best efforts she could not paint any positive picture whatsoever, whereby affiant commented that our African American students

were being flat-lined in said programs, and were actually on “life support” (See attached copies of data presented at meeting);

- 17) That sadly, most of the select invitees appeared to be overwhelmed, and not necessarily understanding the statistical presentation as evidenced by their asking little to no questions during or after the presentation;
- 18) That affiant repeatedly voiced her concerns that attention should be paid to the real educational discrimination related issues, and challenged the notion of Dr. Trujillo and his team trying to paint a rosy or positive picture of data that actually spoke volumes about the ongoing need for the right interventions within the District with regard to African American Student membership;
- 19) That affiant further addressed Dr. Trujillo, telling him that he needed to fix these recurring problems and that he cannot expect African American Student Services to address the issues of systematic and systemic racism in the District;
- 20) That affiant also appropriately advised Dr. Trujillo that he is required to lead the charge as to required changes to remedy the disparate treatment of African American students in TUSD, yet that the discussed meeting did *not* show in any way that he was committed to this task;
- 21) That regrettably, Dr. Trujillo’s response was the same as he has responded in the past to the ongoing disparate treatment of African American students in TUSD, that he was merely going to push for Implicit Bias Training, a meager response to the cancerous situation that presently exists for African American students within the District;
- 22) That the meeting was quite disappointing and insulting that Superintendent Trujillo and TUSD would come to an apparently hand-picked audience of select local African American Community Leadership touting progress for African American

student performance when the very data that was presented showed just the opposite.

DATED this 18th day of March, 2020.



Ms. Daisy M. Jenkins, Esq.

***BIOGRAPHY OF
MS. DAISY M. JENKINS, ESQ.***



Daisy M. Jenkins, Esq. ***Biography***

Daisy M. Jenkins, Esq., is the President of Daisy Jenkins & Associates, LLC, specializing in Human Resources consulting, executive and developmental coaching, and a Leadership Advisor in the THEO Executive Group headquartered in Irving, TX. Jenkins previously served as executive vice president and Chief Administrative Officer for Carondelet Health Network and a number of Human Resources executive positions with Raytheon Company.

Jenkins published articles locally and nationally and authored two books, *“Within The Walls, A Journey Through Sexism and Racism in Corporate America”* and *“The Green Machine.”* She has received numerous awards: *“Women Who Lead”* from the University of Arizona (UA) Gender & Women's Studies, the *“Phenomenal Woman of the Year”* from the UA Black Alumni Association; ‘2007 Tucson Chamber of Commerce *“Tucson Woman of the Year,”* *“Distinguished Alumnus”* from the UA James E. Rogers College of Law, and recognized in ***Ebony** Magazine* as one of the *“African American Women at the Top in Corporate America.”*

Community service includes: The University of Arizona Foundation Board of Trustees, Pima County Health Care Benefits Board of Trustees, member of the Tucson Airport Authority, Board of Visitors of The University of Arizona James E. Rogers College of Law, and Past-Chair of United Way of Tucson and Southern Arizona Board of Directors. Jenkins is a dedicated education advocate for African American student achievement.

Jenkins holds bachelor's and master's degrees in Communication from the University of Hawaii and a Juris Doctor degree from the University of Arizona, James E. Rogers College of Law. She is a member of the State Bar of Arizona.

***COPIES OF TUSD "DATA" PRESENTED AT 1/30/20
TUSD INVITATION ONLY MEETING W/ LOCAL
AFRICAN AMERICAN LEADERSHIP***

TUCSON UNIFIED
SCHOOL DISTRICT

Welcome Parents and Community

Advisory Meeting

Thursday, January 20, 2020

African American Student Achievement Desegregation Updates

**There is great power in harmony and
mutual understanding.**

AzMerit in

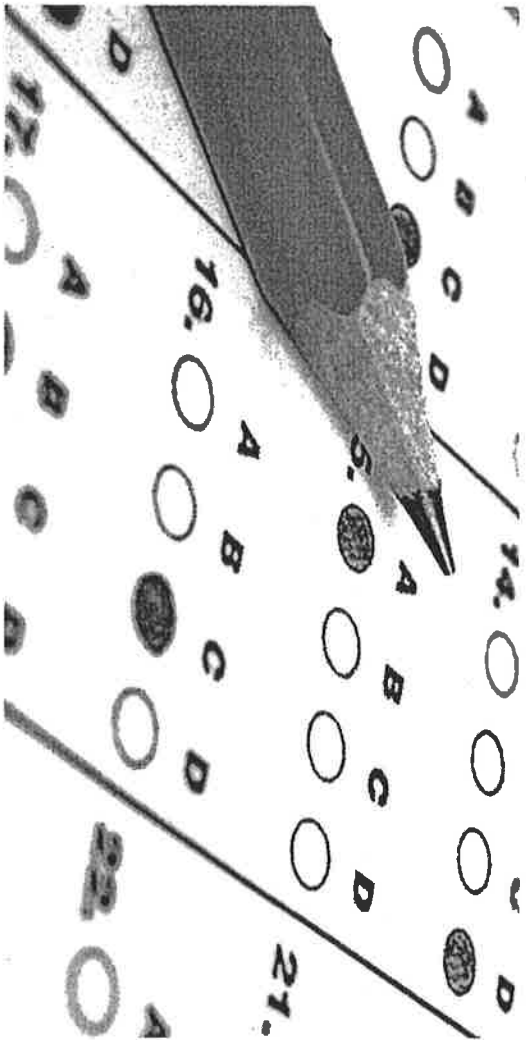
Tucson Unified

SY2016 - 17

SY2019 - 20

Dr. Gabriel Trujillo

Three Year Comparison



Tucson Unified AZMERIT 2018-2019

Math 10% or more in growth

- Hudlow
- Holladay
- Manzo
- Maldonado
- Cavett
- Ochoa
- Collier
- Utterback MS

ELA 10% more in growth

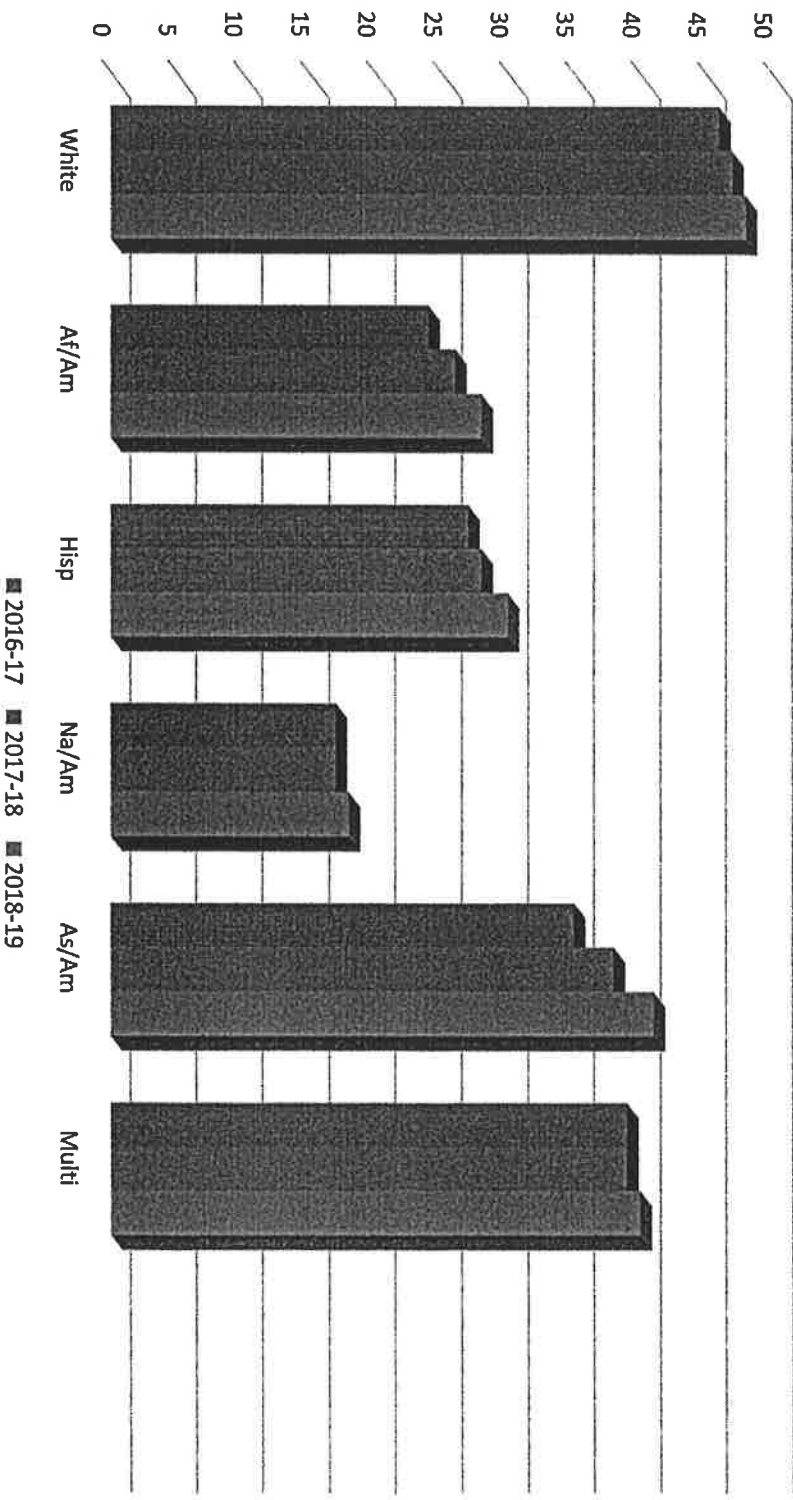
- Manzo
- Oyama
- Collier
- Holladay
- Maldonado
- Bonillas

5% or more in Both ELA & Math

- Manzo
- Holladay
- Maldonado
- Hudlow
- Cavett
- Ochoa
- Collier
- Howell
- Erickson
- Warren

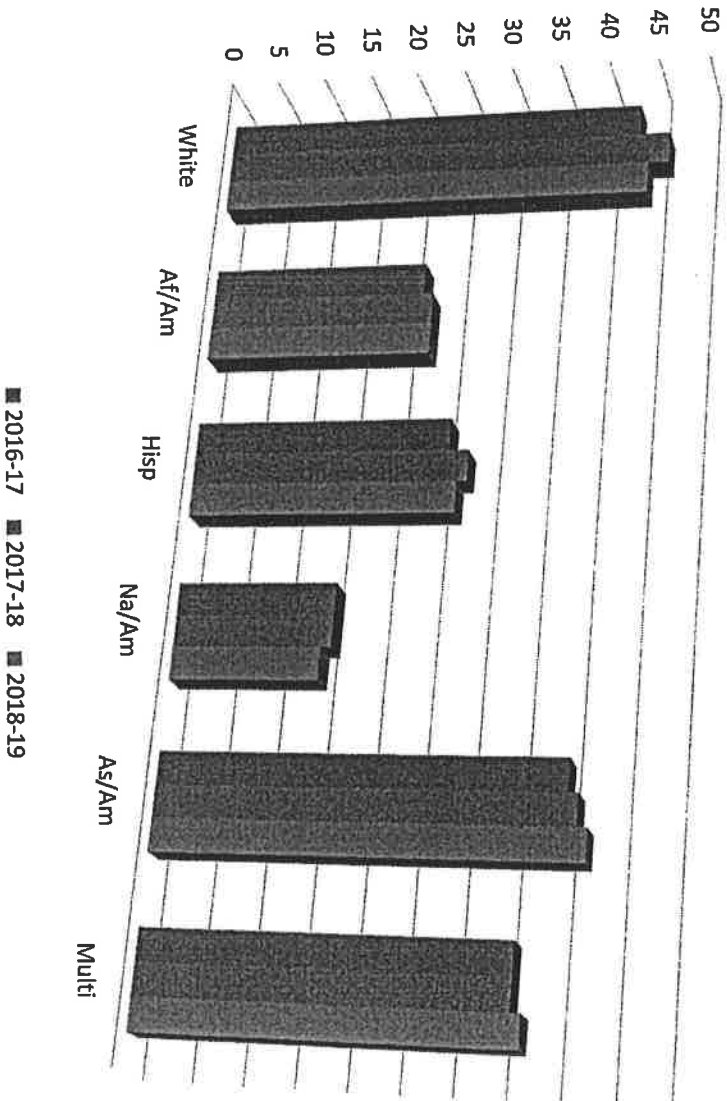
Three Year Comparison of TUSD AZMERIT

English Language Arts:
Percent Over Proficiency by Ethnicity



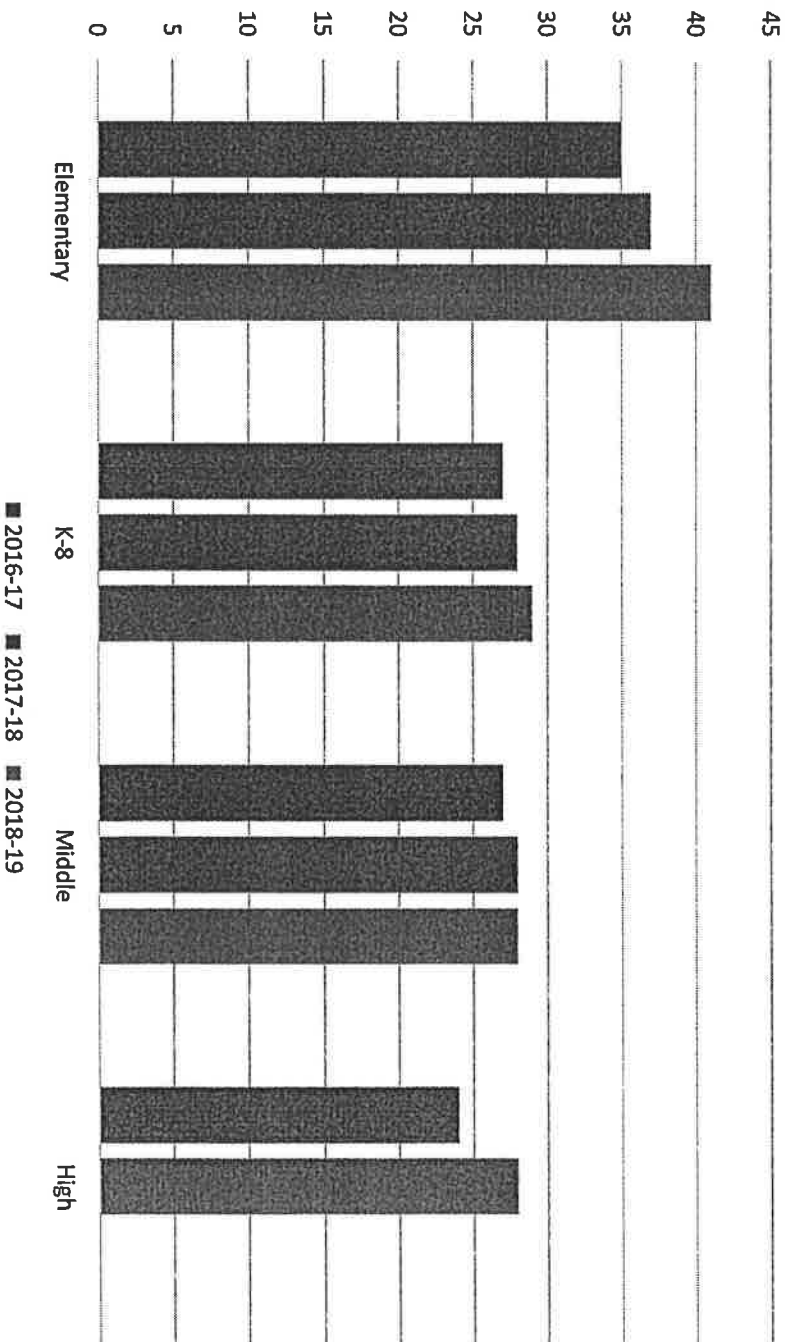
Three Year Comparison of TUSD AZMERIT

Math:
Percent Over Proficiency by Ethnicity



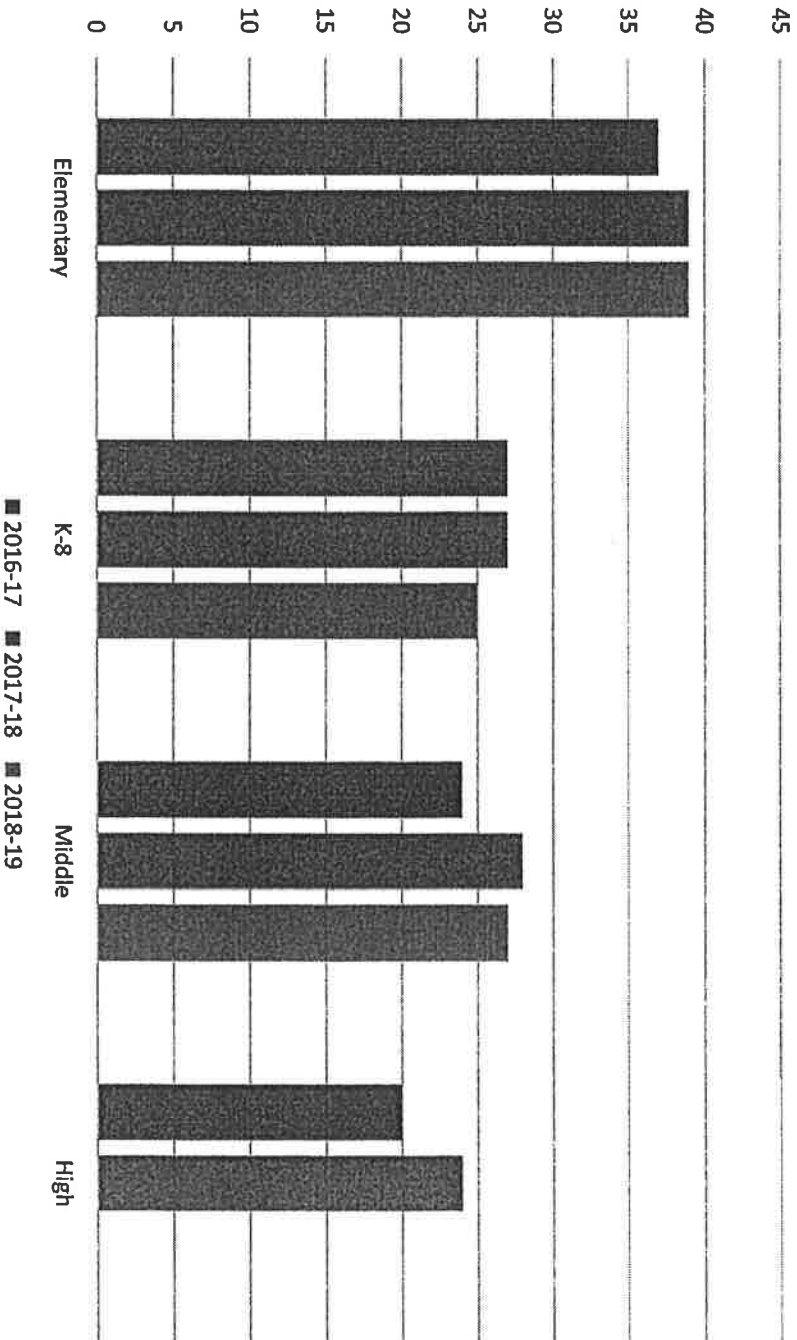
Three Year Comparison of TUSD AZMERIT

ELA:
Percent Proficiency by Grade Level

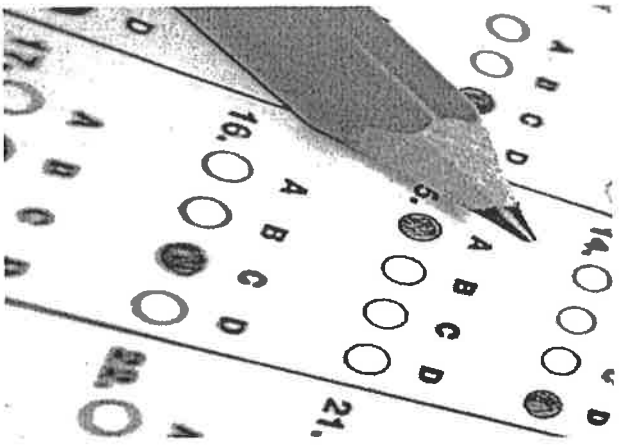


Three Year Comparison of TUSD AZMERIT

Math:
Percent Proficiency by Grade Level



Summary of AZMERIT Data



TUSD:

- showed improvement over 3 years on AZMERIT
- has about a 10% gap from the state average in grades 3-5 and about a 15% gap in grades 6-8
- showed higher gains from 2017-18 to 2018-19 than the State in the following grades:
 - ELA: Grades 3, 5, 6, and 8
 - Math: Grade 3
- Ethnicities showed increased proficiency in both ELA and math over three years
- gains were highest in grades 3-5, followed by grades 6-8

TUSD 2019-20 African American School Data

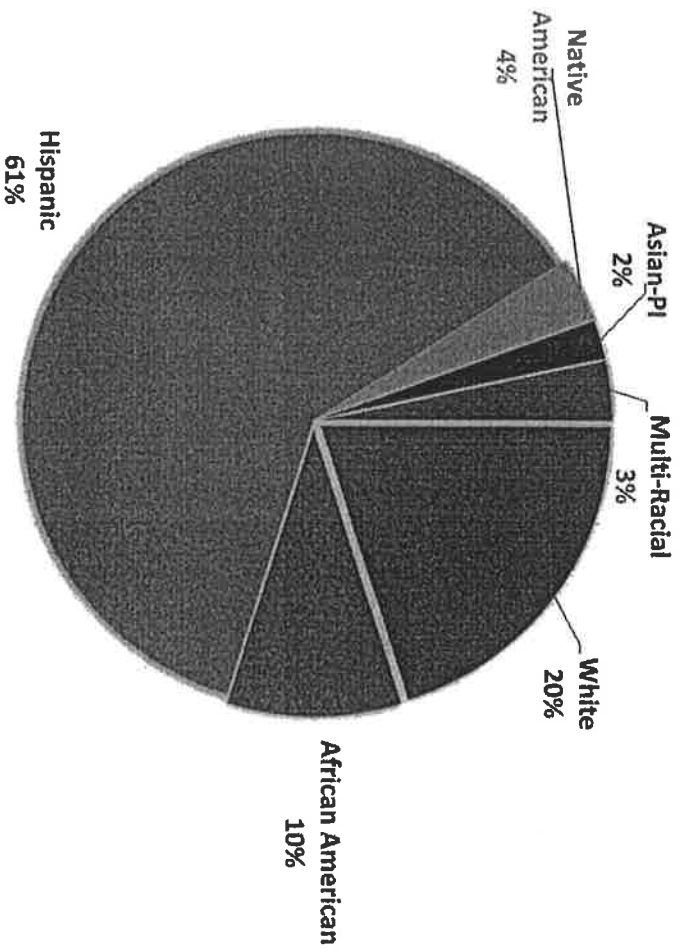
*using 40th day enrollment (09/26/2019)
and USP Ethnicity*

Tucson Unified School District, Assessment & Evaluation
January, 2020



2019-20 Breakdown of TUSD Students by USP Ethnicity

(African American Students make up 10% of Total District Population)



2 Year Comparison of Enrollment of African American Students by Grade

Grade	2018-19 40th Day Count	40th Day %	2019-20 40th Day Count	40th Day %
KG	325	8%	350	8%
1	305	7%	341	8%
2	329	8%	309	7%
3	319	8%	341	8%
4	332	8%	328	8%
5	372	9%	338	8%
6	311	7%	351	8%
7	320	8%	313	7%
8	271	7%	314	7%
9	328	8%	358	8%
10	297	7%	312	7%
11	376	9%	272	6%
12	274	7%	349	8%
Total	4,159	100%	4,276	100%



School Type	School	N Size	% of Total	
Elementary	Wright Elementary	136	3%	
	Myers/Ganoung Elementary	91	2%	
	Erickson Elementary	89	2%	
	Wheeler Elementary	76	2%	
	Kellond Elementary	74	2%	
	Blenman Elementary	74	2%	
	Bloom Elementary	54	1%	
	Ford Elementary	50	1%	
	Steele Elementary	50	1%	
	K-8's	Roberts Naylor	174	4%
		Booth-Fickett	139	3%
Borman K-8		109	3%	
Dietz K-8		102	2%	

2019-20 Enrollment by Middle and High Schools for African American Students (40th Day)*Schools are included only if they have 50 or more Students.*

School Type	School	N Size	% of Total	
Middle	Doolen Middle School	116	3%	
	Vail Middle School	100	2%	
	Gridley Middle School	87	2%	
	Manfield Magnet Middle School	82	2%	
	Magee Middle School	66	2%	
	Secrist Middle School	50	1%	
	High	Tucson High Magnet School	285	7%
		Sahuaro High School	231	5%
		Rincon High School	191	5%
		Palo Verde High Magnet School	157	4%
Catalina High School		110	3%	
Cholla High School		77	2%	
Sabino High School		72	2%	
Santa Rita High School		69	2%	
Other		Schools with less than 50 students	1,365	32%

TUSD 2019-20 African American Students by Free and Reduced Lunch and
School Type (40th Day)

Grade Levels	African American FRL Percent
Elementary Grades Pre-K- 5	72%
Middle Grades 6 - 8	73%
High School Grades 9 - 12	65%
Total	70%
<i>TUSD Total</i>	<i>58%</i>

2019-20 African American Students who receive EXEd Services by Grade (40th Day)

School Type	Total African American EXEd Students	Total District EXEd Students
Grades K - 5	13%	15%
Grades 6 - 8	17%	15%
Grades 9 -12	13%	12%
Total	14%	14%

2019-20 African American Students Quarterly Attendance Rates (40th Day)

School Level	African American Q1 Attendance Percent	TUSD Q1 Attendance Percent	African American Q2 Attendance Percent	TUSD Q2 Attendance Percent
Elementary	95%	94%	92%	92%
K-8	94%	93%	92%	90%
Middle	92%	92%	89%	89%
High	89%	89%	84%	85%
Alternative	81%	77%	74%	68%
Total	92%	92%	89%	89%

2019-20 TUSD Suspension Summary by Ethnicity for Q2

Student Ethnicity	Distinct Student Suspension	Distinct Student Enrollment	Suspension Percent of Population
All Students	992	44,613	2.22%
White	159	8,895	1.79%
African American	157	4,384	3.58%
Hispanic	598	27,214	2.20%
Native American	36	1,615	2.23%
Asian American	7	960	0.73%
Multi-Racial	35	1,545	2.27%

TUSD 2019-20 African American Students who were Suspended By Grade to Date (1/27/2020)

Included was any student who received a short and/or long term suspension

Grade Levels	Number of African American Students Suspended	African American Percent	TUSD Suspension Percent
Elementary	46	2.65%	1.14%
K-8	54	6.24%	3.52%
Middle	90	12.78%	8.91%
High	109	7.82%	4.87%
Alternative	5	15.15%	9.02%
Total	302	6.49%	3.97%

3 Years of Q1 African American ELA Benchmark Scores compared to the District

African American: Quarter 1 ELA

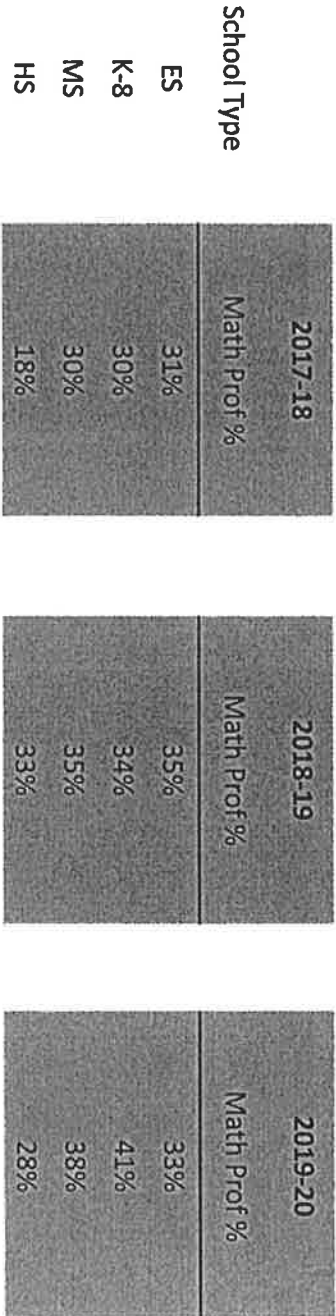
School Type	2017-18			2018-19			2019-20		
	ES	K-8	MS	ES	K-8	MS	ES	K-8	MS
ES	39%	39%	31%	35%	36%	34%	37%	42%	36%
K-8									
MS									
HS	26%			30%			36%		

District Totals: Quarter 1 ELA

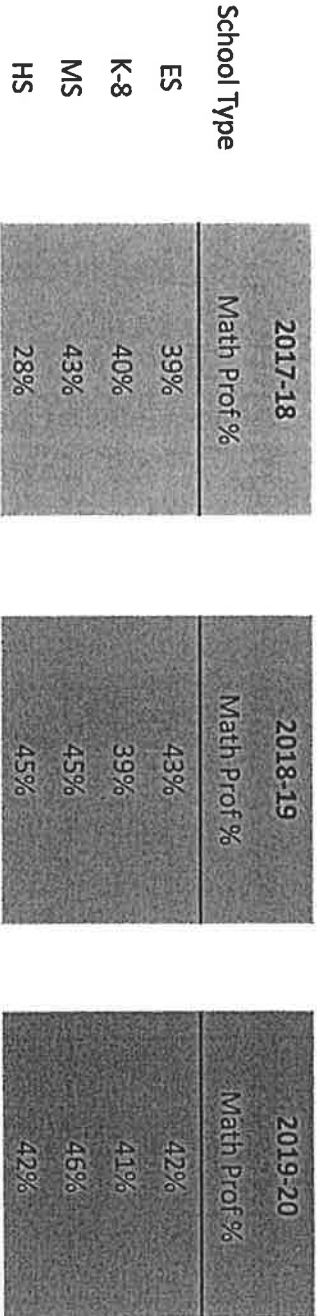
School Type	2017-18			2018-19			2019-20		
	ES	K-8	MS	ES	K-8	MS	ES	K-8	MS
ES	44%	38%	38%	41%	36%	41%	43%	39%	44%
K-8									
MS									
HS	34%			40%			45%		

3 Years of Q1 African American Math Benchmark Scores compared to the District

African American: Quarter 1 MATH



District Totals: Quarter 1 MATH



2019- 20 African American K-3 Students DIBELS Scores

Beginning of Year – Students who scored at CORE

	N-Size	At Core	Core %
African American	1,272	630	50%
District	12,620	6,436	51%

Middle of Year – Students who scored at CORE

	N-Size	At Core	Core %
African American	1,242	590	48%
District	12,400	6,200	50%

2019-20 ALE Enrollment for African American Students (40th Day)

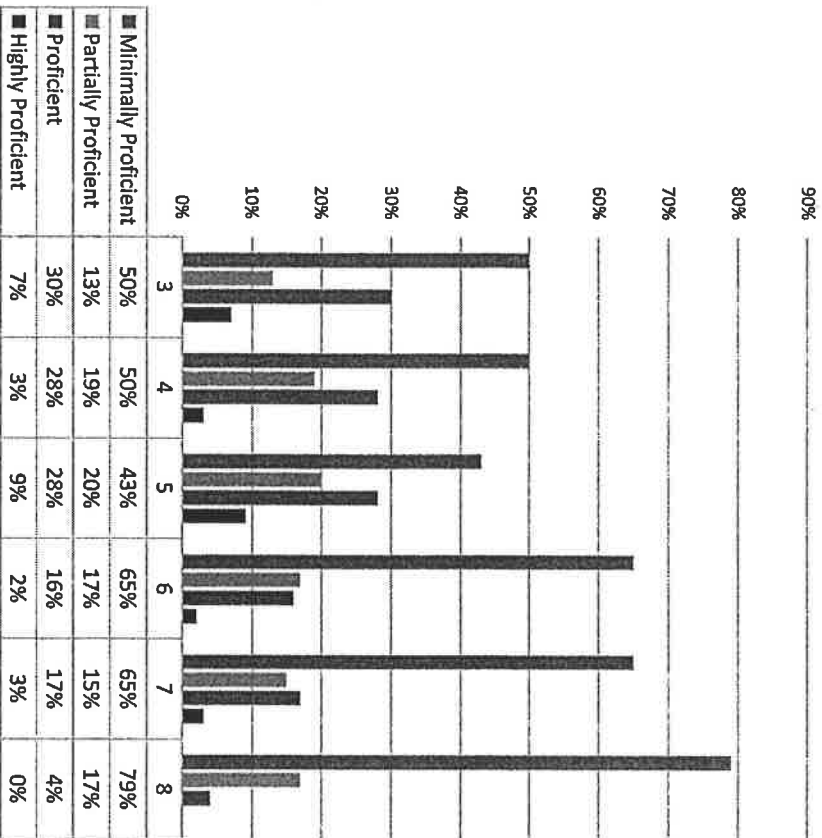
School Type	Total African American Students Enrolled in ALEs	Total African American Students	Percent of Total Population
Grades K-5	187	2007	9%
Grades 6 - 8	315	978	32%
Grades 9 - 12	398	1291	31%
Total	900	4276	21%

**2019-20 ALE Course/Program Enrollment for
African American Students (40th Day)**
Students can be enrolled in more than one ALE, especially in High School

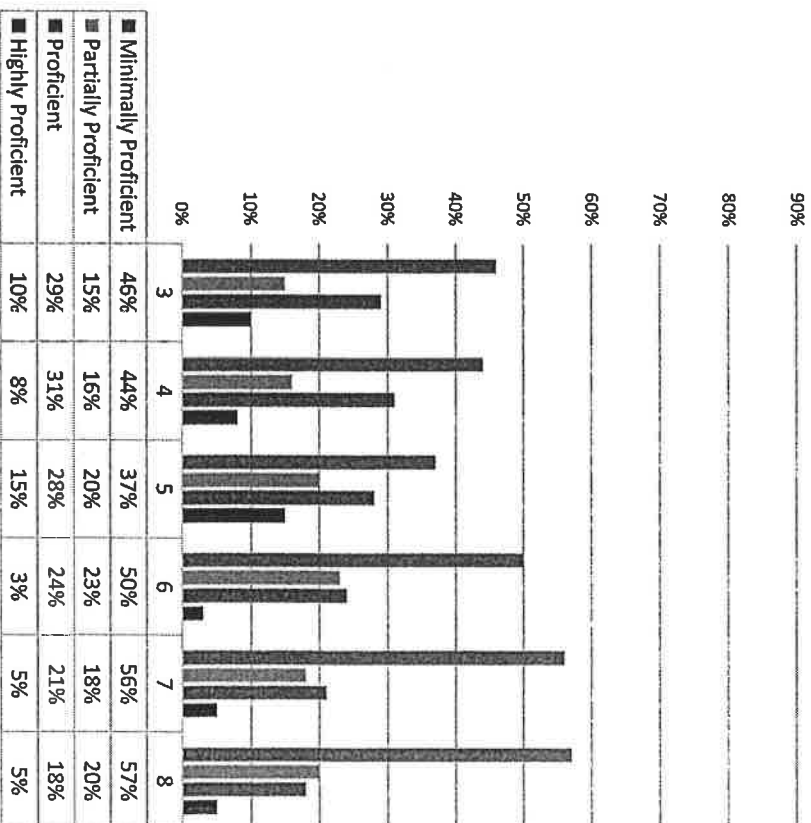
ALE Course/Program Participation Distribution													
School Type	Self Contained GATE (K-8)	Pull Out Gate	Resource GATE	Dual Language	UHS Enrollment	AP Course (HS)	MS Pre-AP Advanced (math)	MS/HS Pre-AP Honors (ELA, Sci, Soc Stud)	HS Dual Credit with College	IB (Chola HS)	MS for HS Credit (math)	Total Courses	Courses Percent by School Type
ES	51	48		41								140	11%
K8	19	16	28	23			28	80			36	230	18%
MS	29		43				63	120			45	300	23%
HS			53		47	207		246	66	24		644	49%
Total	99	64	124	65	47	207	91	446	66	24	81	1314	100%
Percent by Prog	8%	5%	9%	5%	4%	16%	7%	34%	5%	2%	6%		

2018-19 ELA AZMERIT Scores – African American Students compared to the District Average

African American

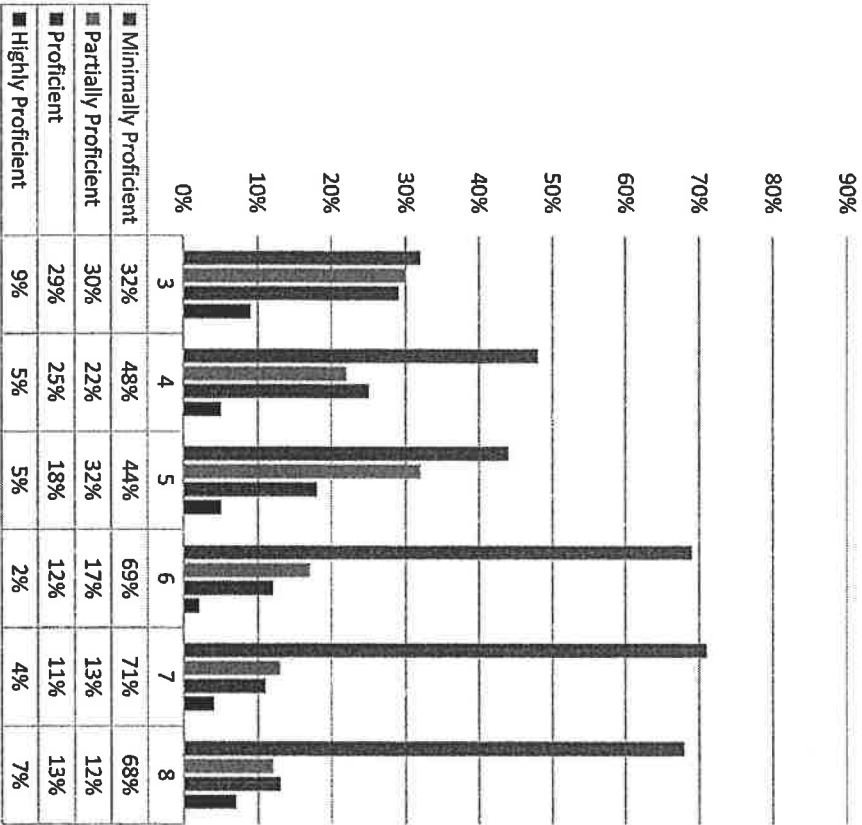


TUSD

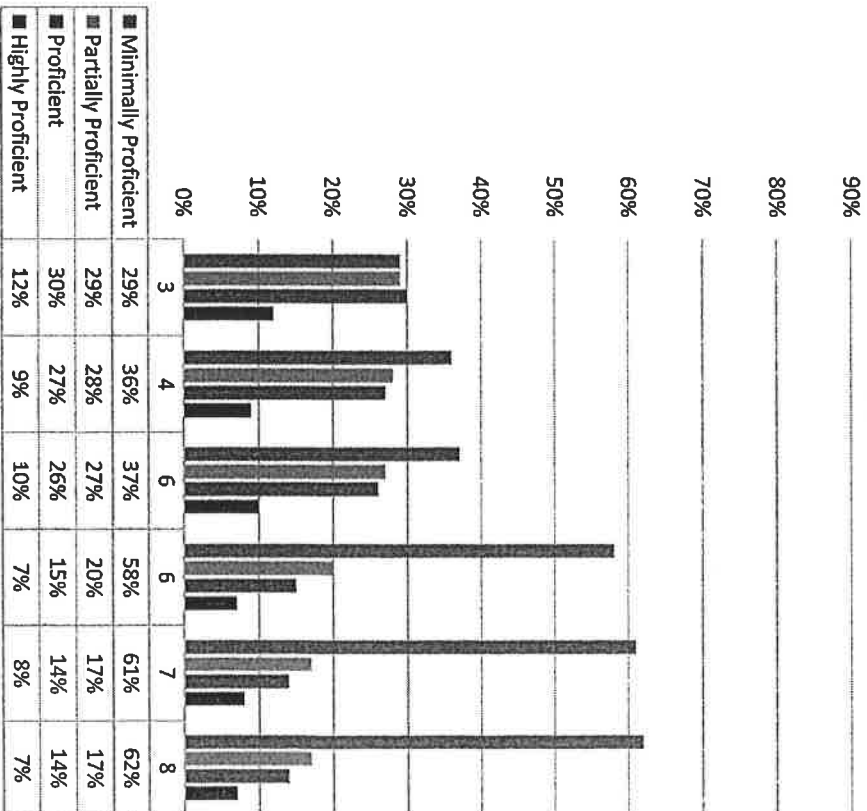


2018-19 MATH AZMERIT Scores for African American Students and compared to the District Average

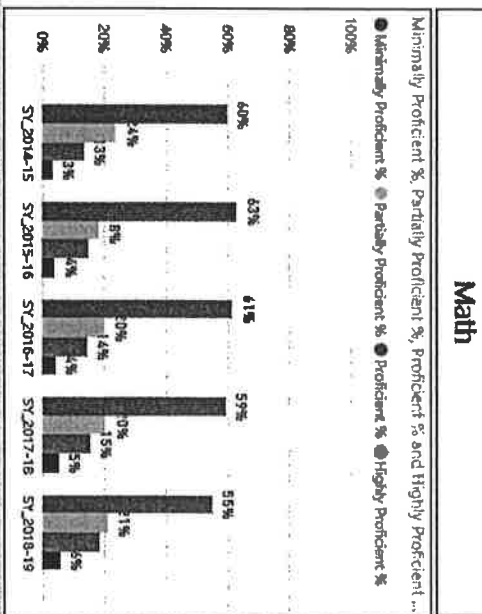
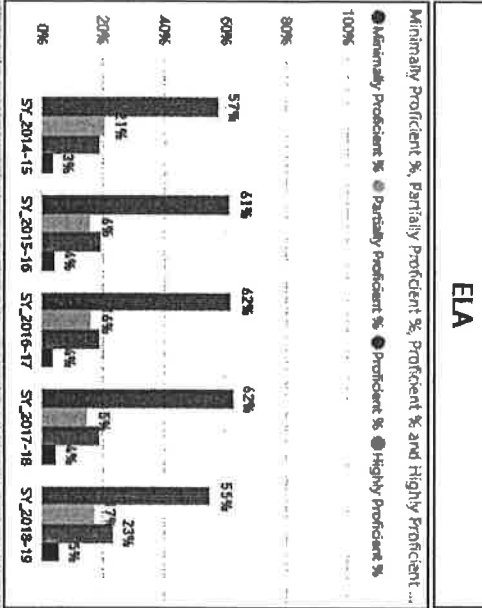
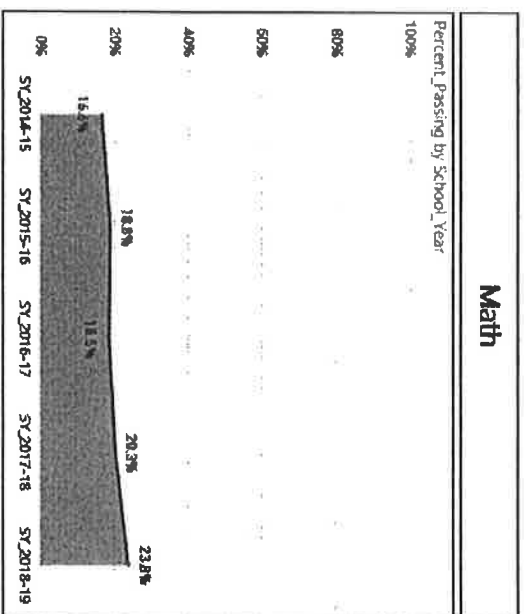
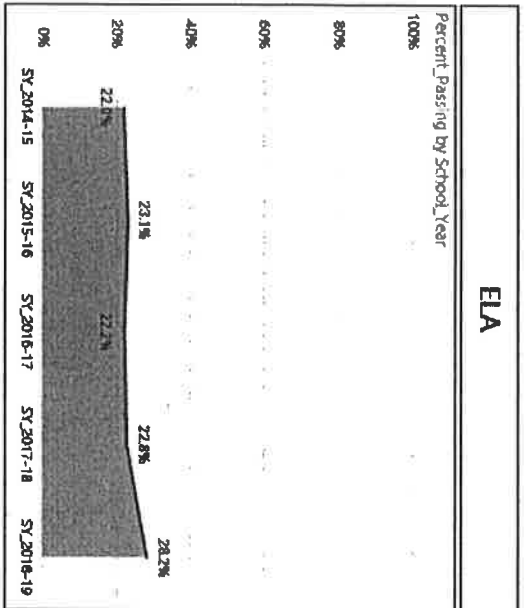
African American



TUSD



5 Year Summary of African American Student AzMERIT % Proficiency



**2019-20 African American Students (N=4,276 – 40th Day) in
TUSD and Their Aggregate Test Scores from 2018-19 - All Grades**

Test Type	Test Criteria	N Size who Took Test	% Passing	District Average
AzMERIT Spring 2019	AzMERIT ELA Percent Mastery	1630	28%	33%
	AzMERIT Math Percent Mastery	1638	24%	30%
	ACT English - Passing =>18	264	27%	41%
ACT 2019-20	ACT Math - Passing =>22	264	11%	24%
	ACT Reading - Passing => 21	264	22%	32%
	ACT Science - Passing => 20	264	19%	35%
SAT 2019-20	SAT Writing-Reading - Passing => 480	18	89%	98%
	SAT Math - Passing => 530	18	72%	90%

Student Relations Department

Dan Bailey, Director of Student Relations

Veronica Duran, Coordinator

Charlotte Brown, Compliance Liaison

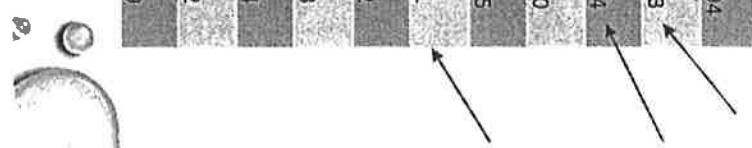


Second Quarter Discipline Data
 All Incidents - Three Year Comparison

Highest # of Student Incidents for Two Years

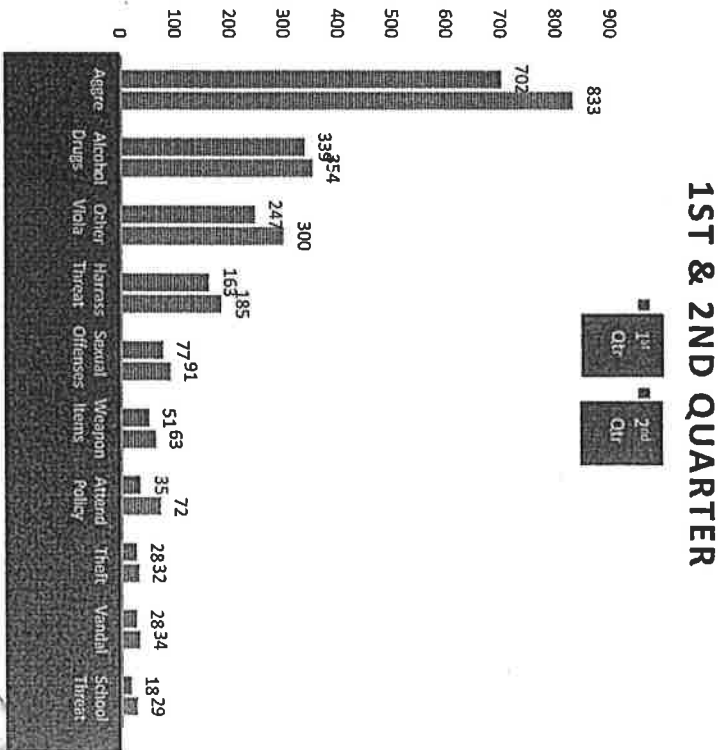
Individual students involved incidents (some students may be counted multiple times for incident categories)

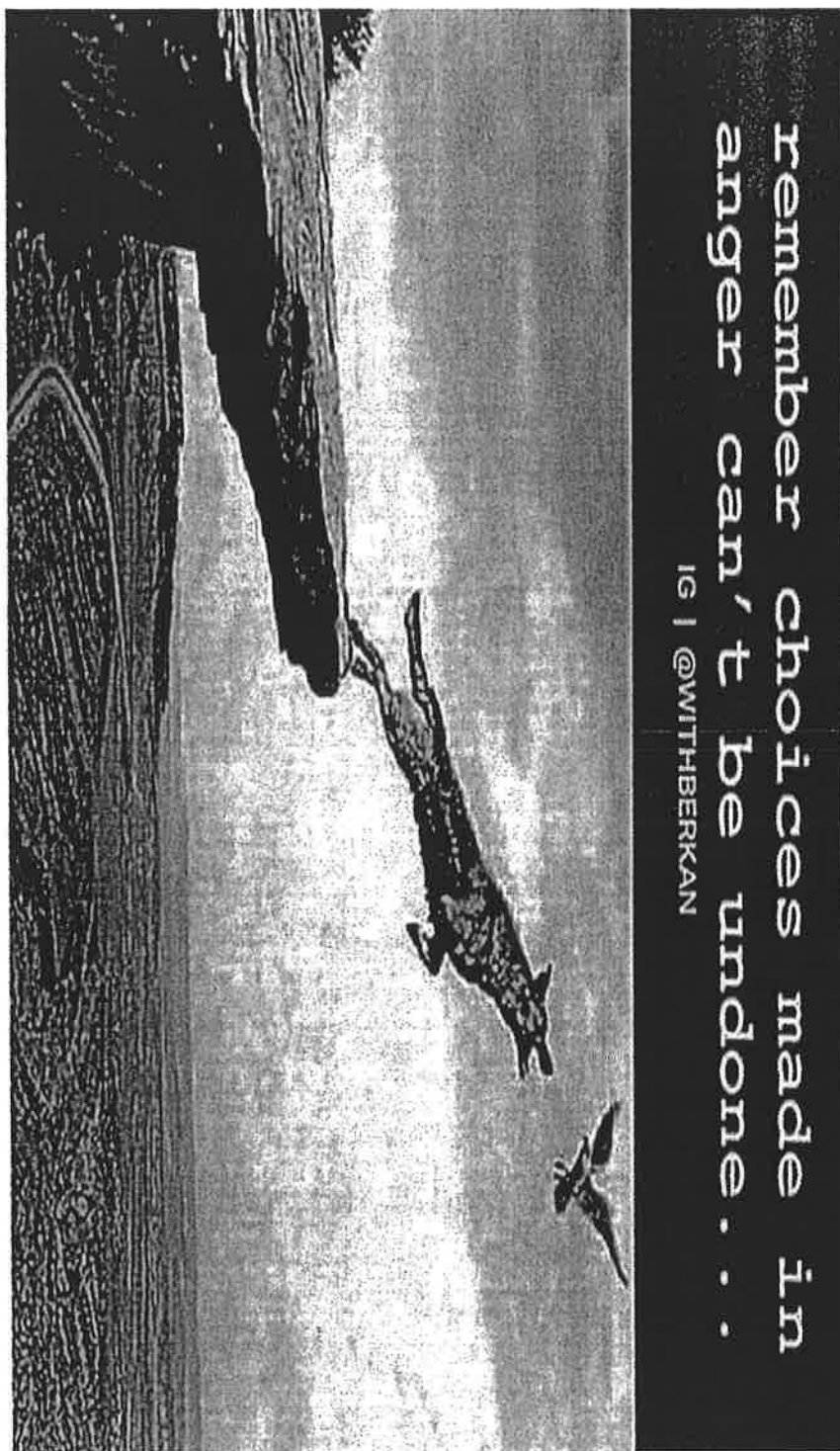
Ranking	2017-2018		2018-2019		2019-2020	
	ALL		ALL		ALL	
1	Aggression	1044	Aggression	918	Aggression	1494
2	Alcohol/Tobacco/Drugs	625	Alcohol/Tobacco/Drugs	531	Alcohol/Tobacco/Drugs	833
3	Other Violations	168	Other Violations	222	Other Violations	354
4	Harassment, Threat & Other	160	Harassment, Threat & Other	100	Other Violations	300
5	Weapons & Dangerous Items	109	Harassment, Threat & Other	81	Harassment, Threat & Other	185
6	Sexual Offenses	65	Sexual Offenses	67	Sexual Offenses	91
7	Sexual Offenses	64	Weapons & Dangerous Items	45	Attendance Policy	72
8	Vandalism	25	Attendance Policy	33	Weapons & Dangerous Items	63
9	Inappropriate Technology	22	Theft	16	Vandalism	34
10	Theft	20	Vandalism	15	Theft	32
	Attendance Policy	20	School Threat	10	School Threat	29



All Incidents
Comparison 1st and 2nd Quarter 2019-2020

Ranking	2019-2020		2019-2020		Difference
	1 st Quarter	2 nd Quarter	1 st Quarter	2 nd Quarter	
1	Aggression	702	Aggression	833	131
2	Alcohol, Tobacco, Drugs	339	Alcohol, Tobacco, Drugs	354	15
3	Other Violations	247	Other Violations	300	53
4	Harrasment, Threat & Other	163	Harrasment, Threat & Other	185	22
5	Sexual Offenses	77	Sexual Offenses	91	14
6	Weapons & Dangerous Items	51	Attendance Policy	72	37
7	Attendance Policy	35	Weapons & Dangerous Items	63	12
8	Theft	28	Vandalism	34	6
9	Vandalism	28	Theft	32	4
10	School Threat	18	School Threat	29	11





remember choices made in
anger can't be undone...

IG | @WITHBERKAN

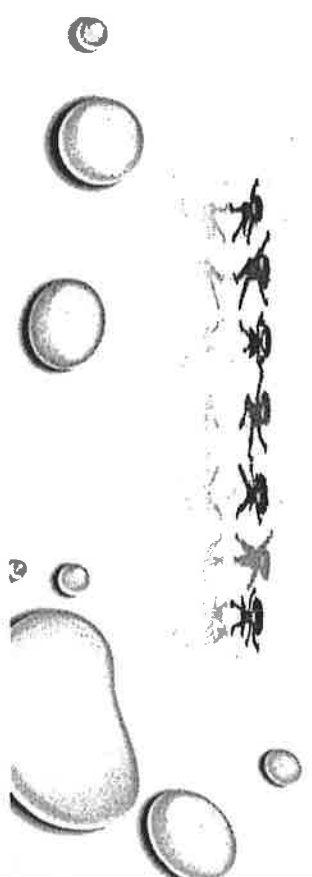
Exclusionary Discipline



PBIS



Building Connections to Change Behaviors,
Repair Relationships and Improve Results



TOBACCO, ALCOHOL, DRUGS

ETHNICITY	VIOLATIONS	ENROLLMENT	PERCENTAGE
ALL	370	23,256	1.59%
WHITE	70	4,683	1.49%
AFRICAN AM	33	2,281	1.45%
HISPANIC	234	14,117	1.66%
ASIAN AM	3	496	0.60%
MULTI RACIAL	13	808	1.61%

2009-2010	23.09%
2010-2011	20.44%
2011-2012	20.06%
2012-2013	19.2%
2013-2014	20.51%
2014-2015	18.73%
2015-2016	13.03%
2016-2017	13.75
2017-2018	10.8%
2018-2019	11.34%

- Fighting/Restorative/Behavior Interventions 1st and 2nd Offenses

	Total	1st Offense	2nd Offense	Restorative Behavior Intervention
First Semester 18-19	1819	549	44	376
First Semester 19-20	1920	615	67	306

Slightly higher # of 2nd offenses than last year. Middle School having more fights than HS

Number of students who participated:
Interventions and Workshops

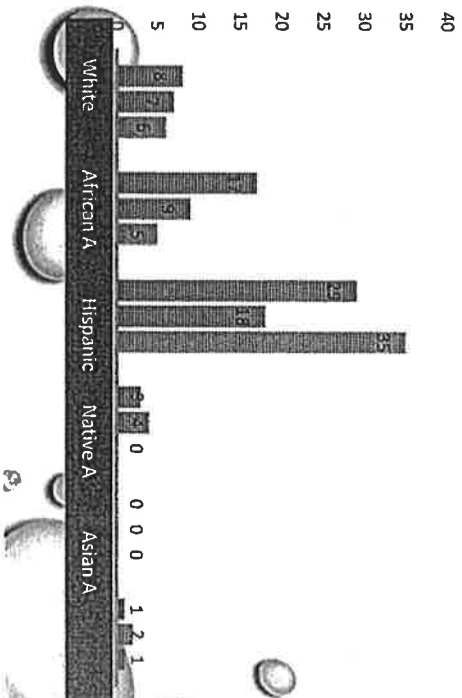
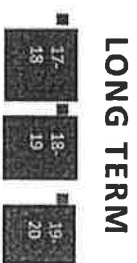
- Drug/Alcohol/Prevention Workshop 1st and 2nd Offenses

	Total	1st Offense	2nd Offense	Drug/Alcohol Workshops
First Semester 18-19	1819	448	54	296
First Semester 19-20	1920	569	68	355

Slightly higher # of 2nd offenses than last year. More students participated in workshops in 19-20

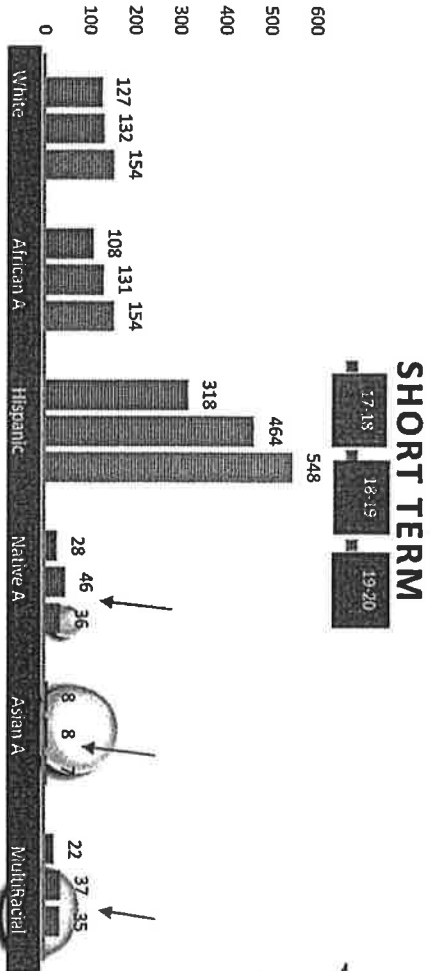
Dispositions	2017-2018		2018-2019		2019-2020		3 Year 2017-2019		2 Year 2018-2019	
	#	%	#	%	#	%	#	%	#	%
Long Term Suspensions	58	0.12	40	0.09	47	0.11	11	.01	7	.02
White/Anglo	8	0.08	7	0.08	6	0.07	2	.01	1	.01
African American	17	0.39	9	0.21	5	0.11	12	.28	4	.10
Hispanic	29	0.1	18	0.07	35	0.13	6	.12	17	.06
Native American	3	0.18	4	0.24	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0
Multiracial	1	0.06	2	0.13	1	0.06	0	0	1	.07

Second Quarter Incident Comparison
 Exclusionary Discipline
 Two and Three Year Comparison

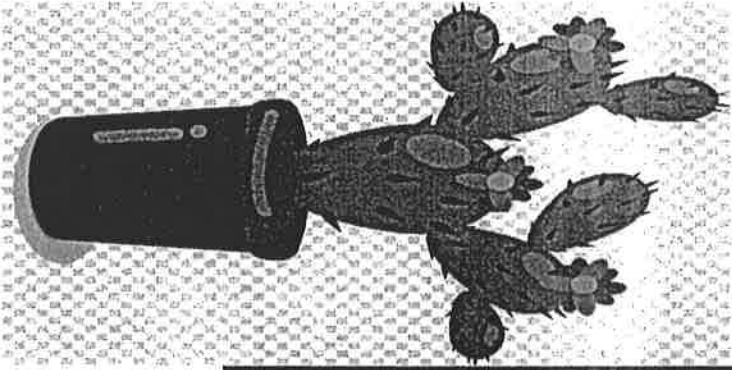


*Second Quarter Incident Comparison
Exclusionary Discipline
Two and Three Year Comparison*

Dispositions	2017-2018		2018-2019		2019-2020		3 Year 2017-2019		2 Year 2018-2019	
	#	%	#	%	#	%	#	%	#	%
Short Term Suspension	611	1.32	818	1.82	964	2.16	353	.84	146	.34
White/Anglo	127	1.35	132	1.46	154	1.73	27	.38	22	.27
African American	108	2.49	131	3.05	154	3.51	46	1.02	23	.46
Hispanic	318	1.12	464	1.69	548	2.12	230	1	84	.43
Native American	28	1.64	46	2.78	36	2.23	8	.59	10	.55
Asian	8	0.81	8	0.81	7	0.73	1	.08	1	.08
Multiracial	22	1.39	37	2.38	35	2.27	13	.88	2	.11

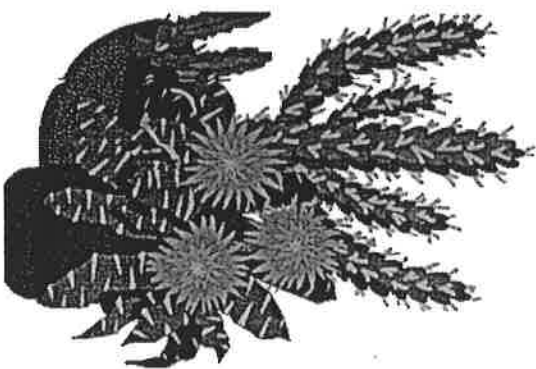


Handwritten notes and scribbles at the bottom of the page.



“There are people that will say ‘We don’t have time for school climate because we have so much on our plate,’ and my philosophy is school climate is actually the plate that everything else has to go on.”

- Peter DeWitt



Advanced Learning Experiences

ALL **ADVANCED**
LEARNING EXPERIENCES

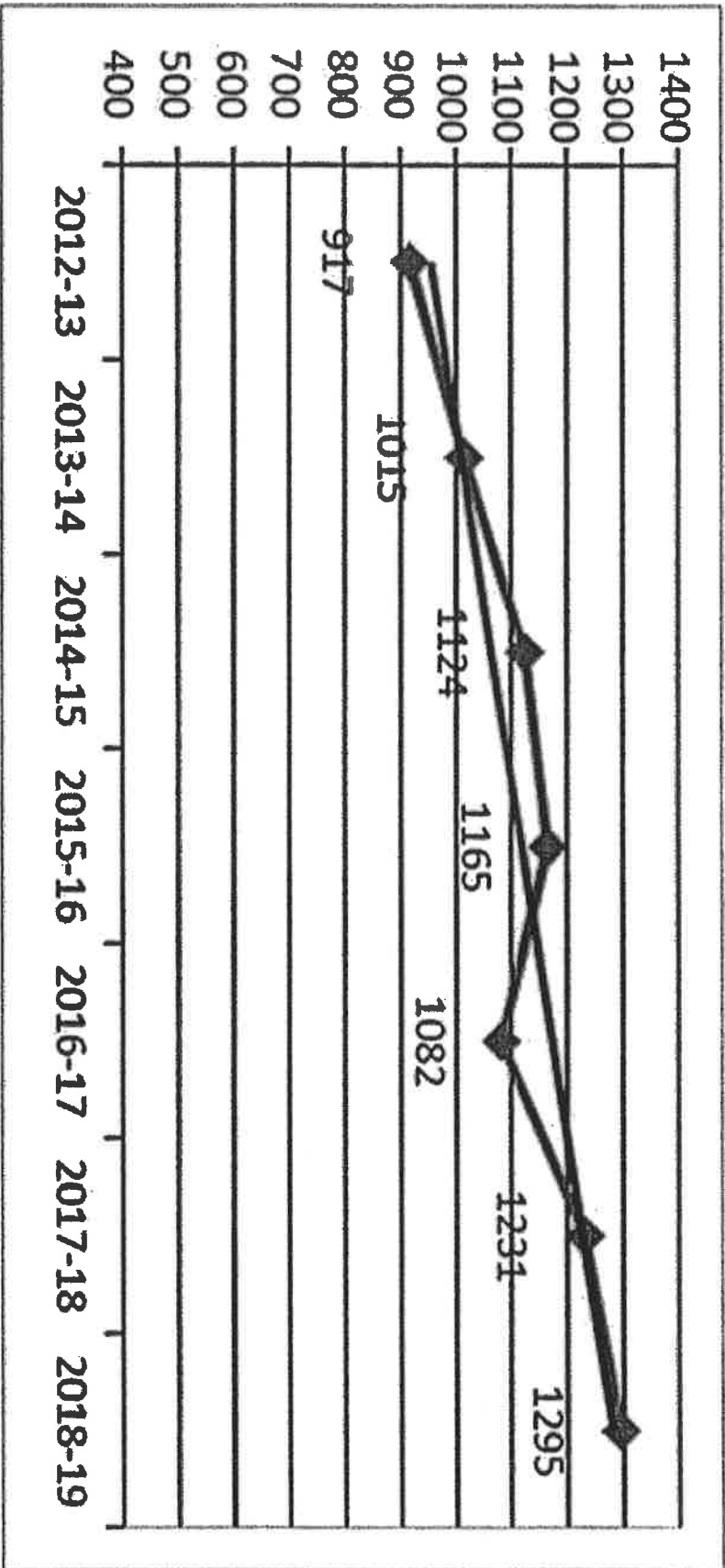


ALE course and program opportunities

- The Tucson Unified School District will ensure equitable access to advanced learning opportunities for all students.
- Advanced Learning Experiences (ALE) include:
 - ❖ Gifted and Talented (GATE) programs
 - ❖ Advanced Academic Courses (AACs)
 - ❖ University High School (UHS)
- ALE Support: Advancement Via Individual Determination (AVID)



ALE Participation



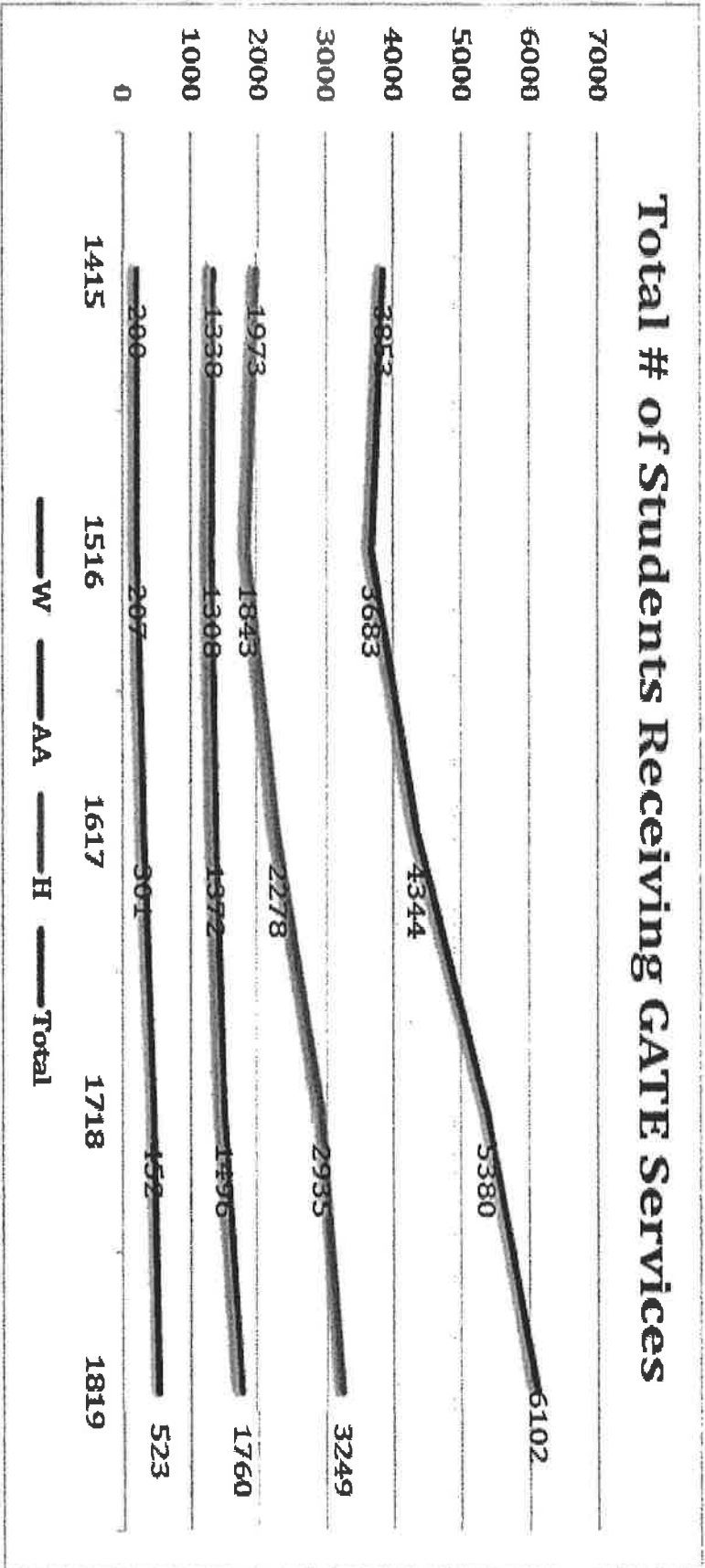
Total Number of ALEs taken by African American Students

GATE

GIFTED AND TALENTED
EDUCATION

- **Self Contained Classes:** Students attend full time at a school that accommodates the feeder pattern of the home school.
 - **Pre GATE Kindergarten Services-** Students attend full time, five days per week and instruction is provided by a gifted-endorsed teacher.
- **Pull-Out Itinerant Services:** A GATE itinerant teacher is assigned to each elementary school. The amount of time/number of days at each school is dependent on the number of students served. The primary service is a pull-out program of approximately 90 minutes per week providing enriched instruction in small group setting.
- **Dual Language Program:** Students attend full time in self-contained classroom. Instruction in Spanish and English.
- **GATE Magnet and Cluster Models:** Students attend full time, receiving instruction from a Gifted endorsed teacher. Classrooms are comprised of qualified GATE students and general education students.
- **GATE MS/HS Resource:** GATE Resource services are open access. GATE instruction is provided in core enrichment classes and/or content classes.

TOTAL NUMBER OF STUDENTS RECEIVING GATE SERVICES

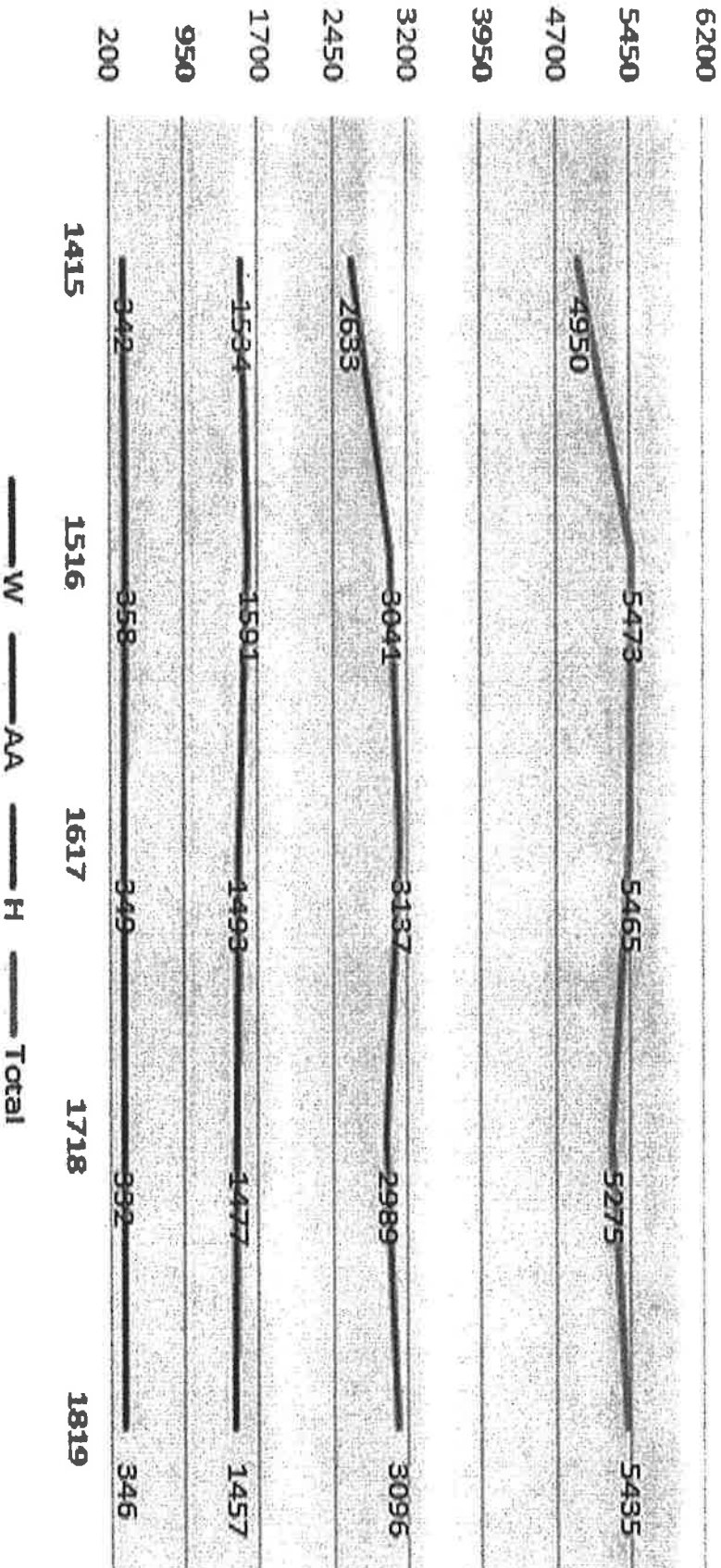


Advanced Academic Courses (AACs)

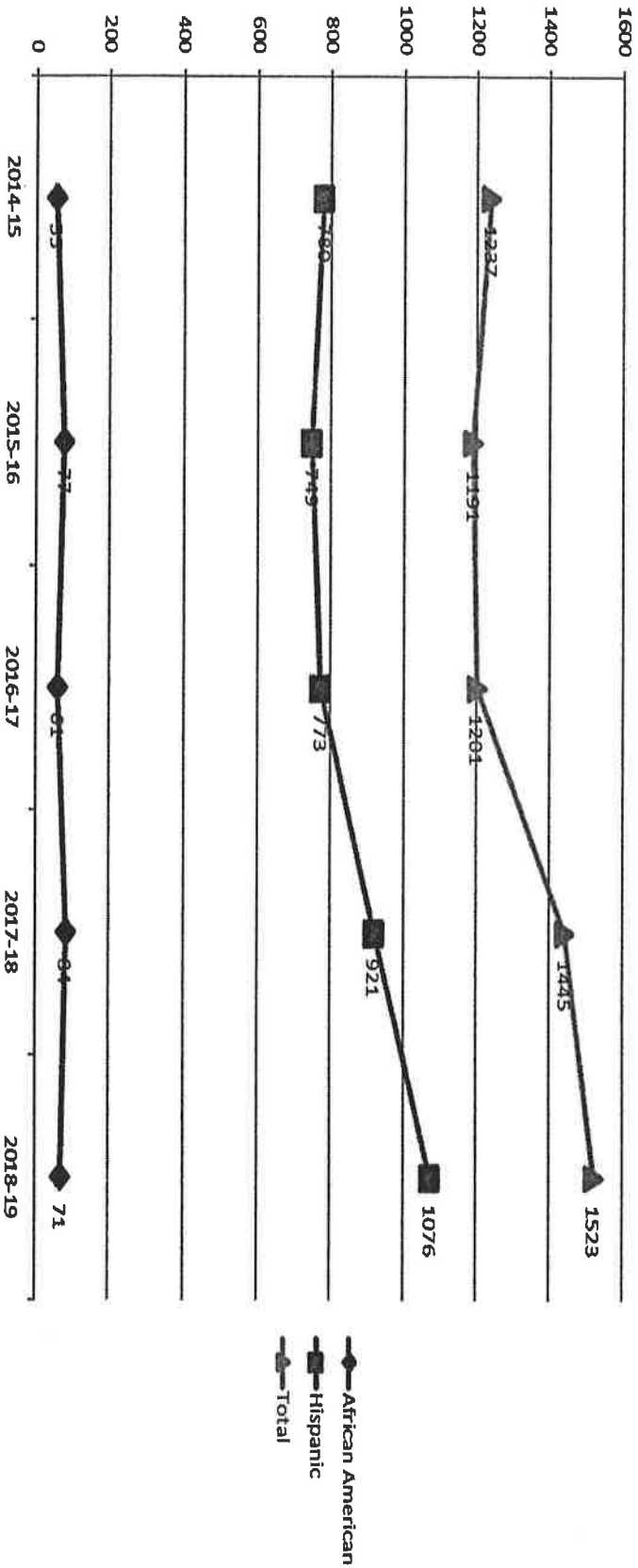
- Advanced Placement (AP) courses
- International Baccalaureate (IB) Programme
- Dual credit courses
- Middle school courses offered for high school credit
- Dual Language Programs
- Honors courses
- Accelerated math courses



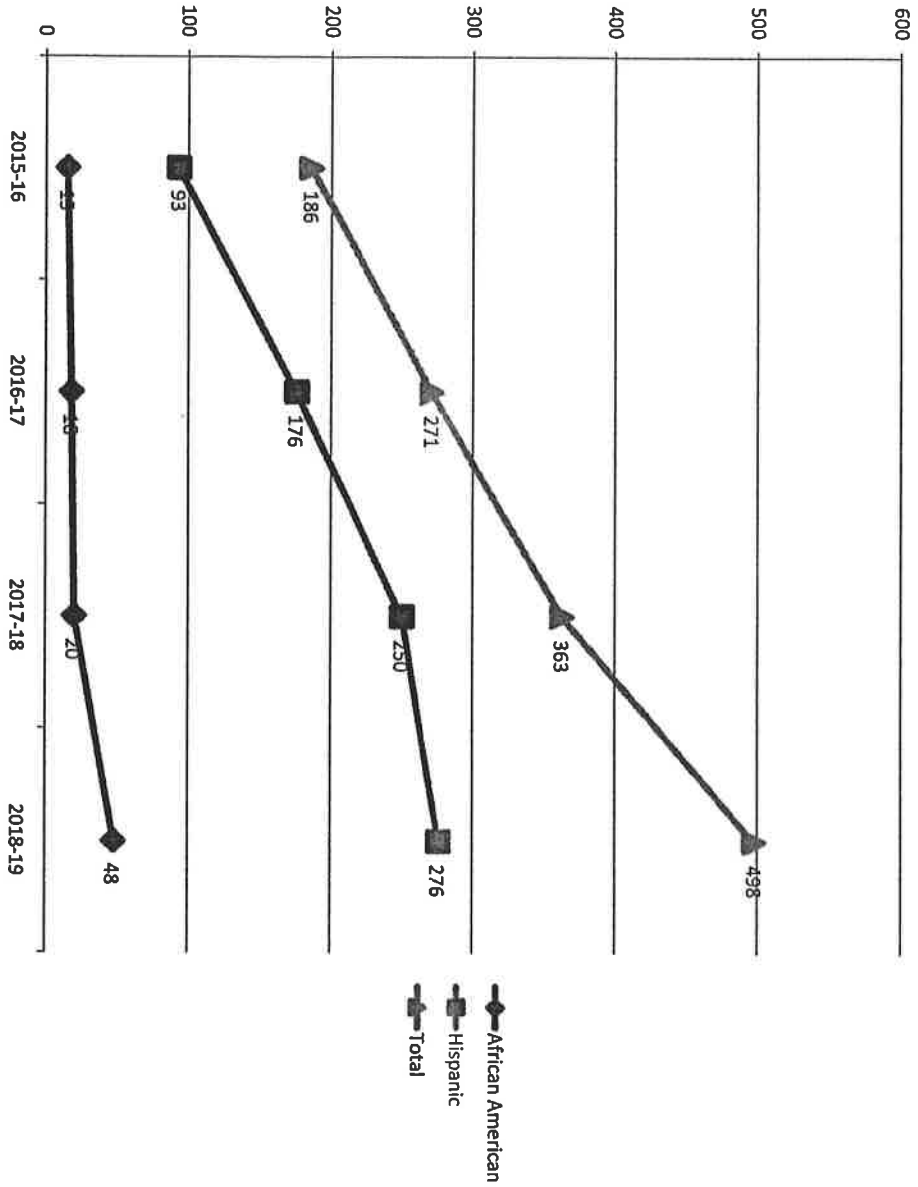
Honors Course Enrollment



Middle School Courses for High School Credit Enrollment

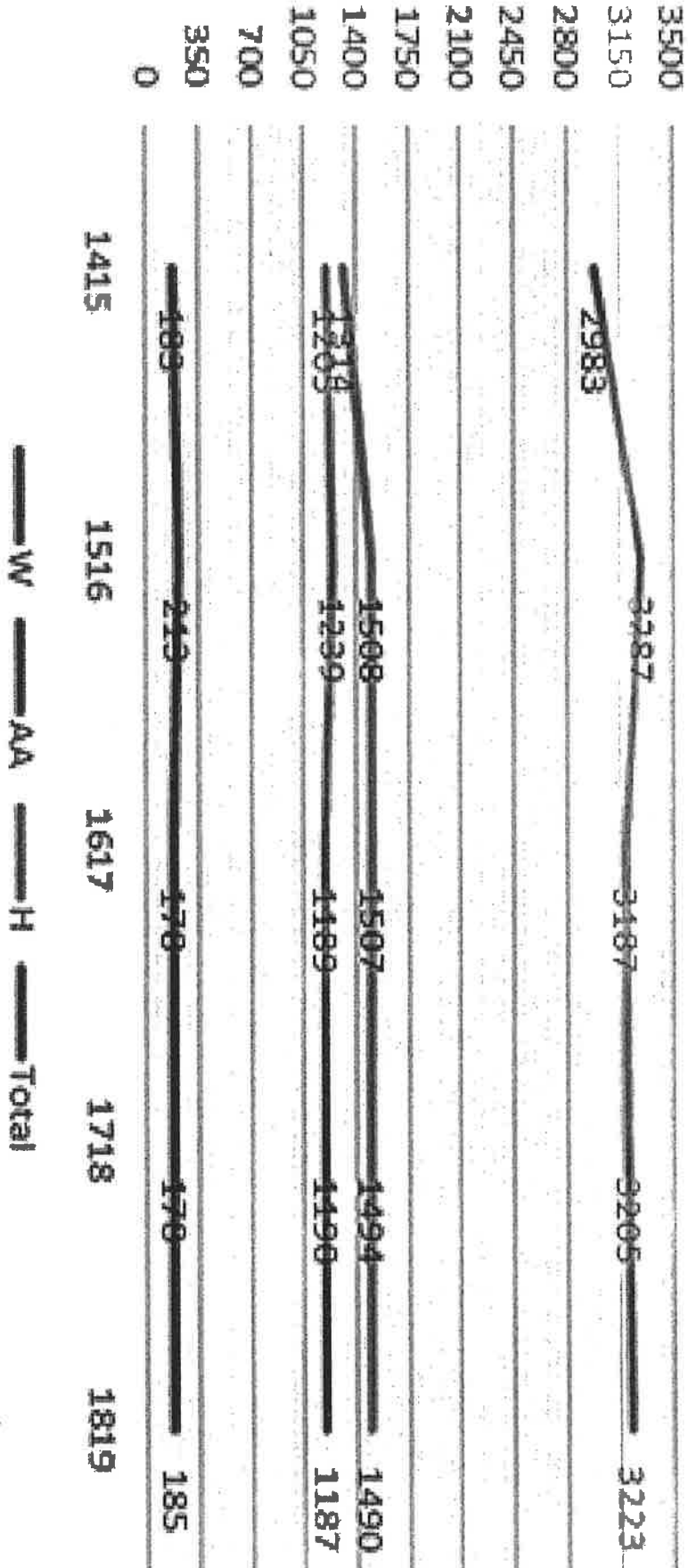


Dual Credit Enrollment



DC
Dual-Credit
Go 2 College in High School

AP Enrollment by Ethnicity





Continued expansion of AVID



Expansion of AACs



Collaboration with AASSD and MASSD to identify strategies which will increase enrollment of African American and Hispanic students in ALEs.

Opportunities
for Growth

Questions



UPDATE:

**AFRICAN AMERICAN STUDENT
SERVICES DEPARTMENT**

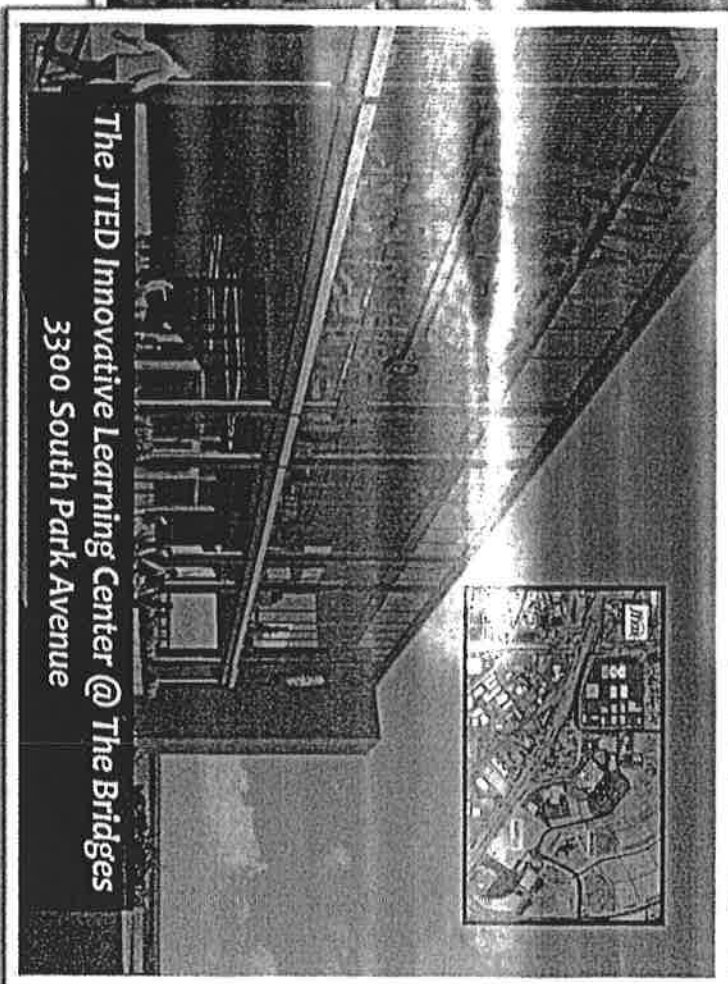
2016-17 SM challenges budget for Student Success Specialists and entire dept	January 2019 SM objects to the new plan
February 2018 Special Master Annual Report and Recommendations	February 2019 TUSD objects to SM recommendation
March - August 2018 TUSD (and Parties) Object to the Recommendation	April 2019 Court orders more revisions
September 2018 Court orders TUSD to submit another plan	August 2019 TUSD submits revised AASSD Operating plan
December 2018 TUSD submits AASSD Operating plan	October 2019 SM Report and Recommendation
	November 2019 Court Orders R&R
	December 2019 SM submits R&R

UPDATE:

TUSD / PIMA JTED

CAREER AND TECH

HIGH SCHOOL @ THE BRIDGES



WHAT IS PIMA JTED?

The Pima Joint Technical Education District provides free career and technical education to high school students in Pima County. Students attend JTED classes at one of its central campuses, or at satellite locations throughout the County.

Students can go on to postsecondary training/college or enter the workforce.

- Students with a CTE-related degree or certification can earn up to \$20,000 more annually than those without CTE training.

WHAT IS THE NEW HIGH SCHOOL


No-boundary, open-access high school

Approx. 400 students in first of three phases

TUSD (Core Classes) and Pima JTED (CTE Classes)

State-of-the-art classrooms and equipment

Earn industry certificates and credentials,
internships, externships, and college credit

The logo for Tucson Unified School District is a white rectangular box with a black border. Inside the box, the words "TUCSON UNIFIED" are written in a large, bold, sans-serif font. Below this, the words "SCHOOL DISTRICT" are written in a smaller, all-caps, sans-serif font.

TUCSON UNIFIED
SCHOOL DISTRICT



ACCOMPLISHMENTS

• **Graduate Certificate in Health Services Administration**

• **Graduate Certificate in Health Services Administration**

• **Graduate Certificate in Health Services Administration**

• **Graduate Certificate in Health Services Administration**

• **Graduate Certificate in Health Services Administration**

• **Engineering - Aerospace and Mining Technology**

• **Health Care Foundations**

• **Licensed Nursing Assistant**

• **Registered Medical Assistant**

UPDATE:

RE-OPENING OF WAKEFIELD MS



Middle School Education:
A New Vision

WAKEFIELD MIDDLE SCHOOL

What is the proposal?

Re-open Wakefield
with three key features:

1. Small Size

400 STUDENTS
OR LESS

2. Strong Partnerships

UNIVERSITY OF
ARIZONA

HIGHER
GROUND

COMMUNITY
ORGANIZATIONS

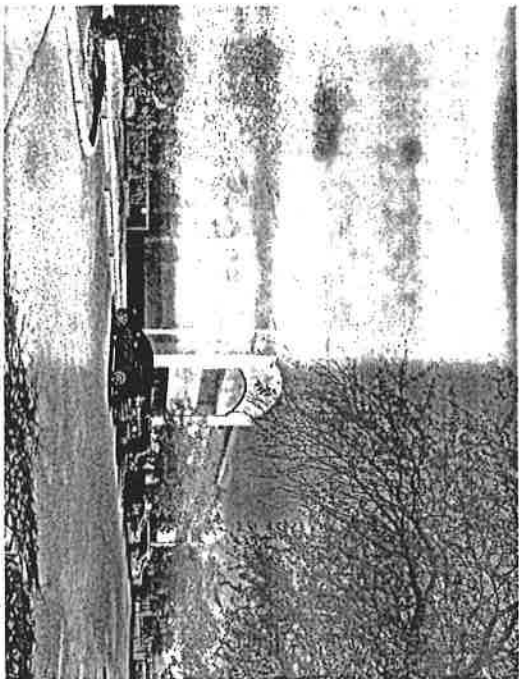
3. Unique Learning Environment

LABORATORY
SCHOOL

SOCIAL EMOTIONAL
LEARNING

ADVANCED LEARNING
EXPERIENCES

AFTER-SCHOOL
PROGRAMS





Middle School Education:
A New Vision

WAKEFIELD MIDDLE SCHOOL

What are the key objectives:

DIVERSITY

GREAT TEACHING AND IMPACTFUL LEARNING

IMPROVE ALE PIPELINE





Middle School Education:
A New Vision

WAKEFIELD MIDDLE SCHOOL

How will we achieve a diverse student population in a racially concentrated area?

- No-Boundary School
- Express Bus
- Modified Lottery
- Targeted Marketing, Outreach, and Recruitment





Middle School Education:
A New Vision

WAKEFIELD MIDDLE SCHOOL

How will we provide great teaching and impactful learning?

- Master Teachers
- Embedded Professional Learning for Student Teachers
- Small class sizes, small-group, one-on-one instruction





Middle School Education:
A New Vision

WAKEFIELD MIDDLE SCHOOL

How will we improve the
ALE pipeline?

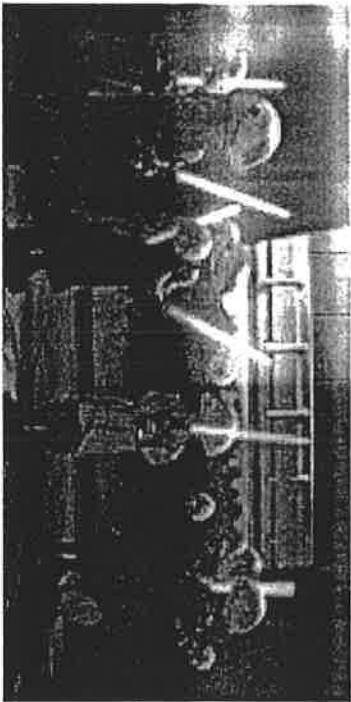
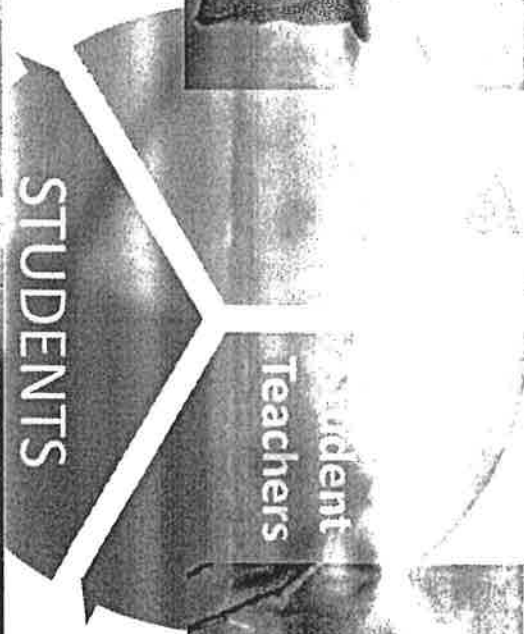
ALE
ADVANCED
LEARNING EXPERIENCES

- Strengthen options between ES GATE and HS programs (UHS, Cholla IB, Pueblo College Prep)
- Prepare students for success at TUSD HS ALE programs
- Utilize a modified lottery to increase cohorts of traditionally underserved students at UHS, particularly African American students



Middle School Education: Partnership with Community & U of A
A New Vision

Lab School -- Learning at All Levels



TUCSON UNIFIED
SCHOOL DISTRICT



African American Student Services

Jimmy Hart, Director

African American Student Achievement Desegregation Updates

**There is great power in harmony and
mutual understanding.**



Vision Mission & Values

Vision

We will work to ensure African American Students receive a quality education and are prepared to succeed in a global society.

Mission

Fostering success through Academics, Advocacy and Collaboration, Empowerment, Equity, and Intervention.

Core Values

- Advocacy
- Integrity
- Empowerment
- Teamwork



Achievement

- Work with schools to reduce failure rates by 10% from SY18-19.



... reduce suspensions and disproportionate discipline by 10% from SY18-19.



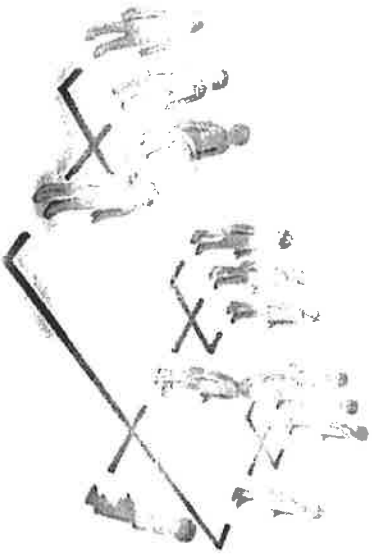
experiences (ALE) by 10% from SY18-19.

Advanced learning

Site Council

... at targeted

Organizational Structure for Student Support



Staff SY18-19 = 14 FTE
 Staff SY19-20 = 13 FTE

Staff with a B.A./B.S. SY18-19 = 50%
 Staff with a B.A./B.S. SY19-20 = 100%

Masters degree = 8

<p>Program Specialists</p> <ul style="list-style-type: none"> • Shermaine Fort: Discipline and Restorative Practices • Kyra Harris: College and Career Readiness • Katrina Messing: Advanced Learning Experiences (ALE) • Jeff Sawyer: Family and Community Engagement
<ul style="list-style-type: none"> • Braswell Chappelle: Booth-Fickett K8, Secrist MS, Palo Verde HS • Joseph Clark: Gridley MS, Magee MS, Sahuaro HS • Amy Gile: Roberts-Naylor K8, Vail MS, Rincon HS • Richard Langford: Safford K8, Tucson Magnet HS • Zander Tsadwa: Doolen MS, Catalina HS
<ul style="list-style-type: none"> • Marissa Bell (district-wide) • Eric Emerson (district-wide)
<p>Response to Intervention (RTI) Specialists</p> <ul style="list-style-type: none"> • Grace Dalajoux: Blenman ES, Erickson ES (ELA) • Robin Marks: Doolen MS, Utterback MS (Math) • Kayra Rich: Booth-Fickett K8, Dietz K8 (ELA) • TBD: (ELA)
<p>Program Coordinator</p> <ul style="list-style-type: none"> • Wendell Jones
<p>Administrative Assistant</p> <ul style="list-style-type: none"> • Christina Chapa
<p>Director</p> <ul style="list-style-type: none"> • Jimmy Hart

Program Specialists



Katrina Messing
Advanced Learning Experience (ALE)
[\(520\) 584-7500](tel:5205847500)
Katrina.Messing@tusdi.org



Kyra Harris
College and Career Readiness
[\(520\) 584-7500](tel:5205847500)
Kyra.Harris@tusdi.org



Shermaine Fort
Restorative Practices and Discipline
[\(520\) 584-7500](tel:5205847500)
Shermaine.Fort@tusdi.org



Jeff Sawyer
Community Engagement and Outreach
[\(520\) 609-7943](tel:5206097943)
Jeffrey.Sawyer@tusdi.org

Student Success Coaches



Joseph Clark
Student Success Coach
[\(520\) 584-7500](tel:5205847500)
Joseph.Clark@tusdi.org



Amy Gile
Student Success Coach
[\(520\) 584-7500](tel:5205847500)
Amy.Gile@tusdi.org



Richard Langford
Student Success Coach
[\(520\) 584-7500](tel:5205847500)
Richard.Langford@tusdi.org



Zander Tsadwa
Student Success Coach
[\(520\) 584-7500](tel:5205847500)
Alexander.Tsadwa@tusdi.org

Plaintiffs' Exhibit #B

E-mail from Fisher Plaintiffs' Attorney

Rubin Salter, Jr. Esq.

Dated 2/13/20

From: Rubin Salter, Jr. <rsjr3@aol.com>
To: gabriel.trujillo <gabriel.trujillo@tusd1.org>
Cc: lhrichardson2000 <lhrichardson2000@yahoo.com>; gloria.c.copeland <gloria.c.copeland@hotmail.com>
Subject: Additional agenda items
Date: Thu, Feb 13, 2020 4:08 pm

Dr. Trujillo please add these additional agenda items for the meeting which will be held on February 26, 2020 at 1:30 PM

1. Please provide the following information for our 2-26-2020 meeting regarding the dinner that TUSD African American Student Services Department hosted at the Viscount Suites Hotel on 1-30-2020 for 50 select members of the African American Community.
 - a. How and who selected these invites?
 - b. please provide a list of the select members who were invited.
 - c. What was the criteria used to determine if he or she were eligible to be invited?
2. Copies of any materials that were given to invitee's.
3. Did any TUSD officials lobby for support of the re-opening of Wakefield Middle School, if so, who, and why did he or she support re-opening?
4. Did TUSD officials ask attendees to rally behind TUSD and against the plaintiffs. Did they seek their support of District position on Unitary Status.
5. Did Superintendent Trujillo recite misleading facts to the attendee's for example?
Here are the true facts:
 - a. ADE shows 2018-19 62% of African American students in TUSD were minimally proficient in English only 34 % whites minimally proficient in English 63% of 2,933 in math.
 - b. Graduation rates for 2018-19 was 76.53% the lowest of any other racial group.
 - c. Black students are disciplined at 3.5 times as whites.
 - d. Less than 2% of University High School is black.
 - e. There are less black top-level administrators and principals than at any time in the last 15 years.
6. How much did the dinner cost and if paid for by TUSD, did the funds come from 910G budgeted funds.
7. Who authorized payment?
8. What happened to the African American task force? Why is it still getting funds in Deseg Budget.
9. Explain in detail how the \$260,00 dollars was spent on the education of TUSD's black student.
 - a. who authorized expenditures?
 - b. what schools or programs the money was spent on?
 - c. what sources, means and result were tracked and reported or codified in positive results.
10. How did you judge the response of this select group?
11. Was there a dinner for select attendee's of the Mexican Communities and Native American Communities?

Regards,

Rubin

Rubin Salter, Jr.
Attorney at Law
The Law Office of Rubin Salter, Jr.
177 N. Church Avenue
Suite 903
Tucson, AZ 85701
(520) 623-5706
(520) 623-1716 fax
rsjr3@aol.com

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Plaintiffs' Exhibit #C

***TUSD#1 Purchase Order for
Exclusive Viscount Hotel Dinner, No. 12010614
Dated 1/21/20***

03/04/2020 15:58

5207956998

FEDEX OFFICE 4195

PAGE 01/01

Purchase Order

TUCSON UNIFIED SCHOOL DISTRICT
1010 E 10TH STREET
TUCSON AZ 85719

No. 12010614

EMAIL INVOICE TO: TUSDFinance@tUSD1.org

SHOW PO NUMBER ON ALL SHIPMENTS,
INVOICES, PACKING LISTS AND
CORRESPONDENCE

ALL PURCHASE ORDERS EXPIRE ON
JUNE 30TH OF THE CURRENT FISCAL YEAR

BILL TO TUSD FINANCIAL SERVICES
1010 E. 10TH STREET BLDG B ROOM 265
TUCSON, AZ 85719

P.O. Date: 01/21/2020

Questions? PURCHASING DEPARTMENT (520) 225-6080

Ext: Account:

P.O. Issued To:

VISCOUNT SUITE HOTEL
4855 E BROADWAY BLVD
TUCSON AZ 85711

Ship To:

AFRICAN AMERICAN STUDENT SVCS
Attn: Christina Chapa
1302 S AVENIDA VEGA RM 27
TUCSON AZ 85710
(520) 584-7500

Contact:

Phone: (520) 745-6500

Fax: (520) 747-8783

Project: None

Location: African American Student Services 5080

Req#: 514690

Reference: Superintendent Event

Date Required: 01/28/2020

Award Number:

Line	Qty	Unit	Part#	Description	Unit Price	Extended	Tax	Freight
1	2500	EA	Room Rental	Room Rental for Superintendent Event on January 30, 2020	1.00	2,500.00	0.00	0.00

Special PO Instructions:

PURPOSE OF PURCHASE: ROOM RENTAL
ATTACHMENT (YES/NO): CONTRACT
BID #: GENERAL
QUOTE #: SEE ATTACHED
DEPARTMENT CHECK: YES

ALL INVOICES MUST BE SENT TO TUSD FINANCE 520-225-6130
TUSDFINANCE@TUSD1.ORG
Room Rental for Superintendent Event on January 30, 2020.

APPROVAL SIGNATURES:

Sub-Total:	2,500.00
Freight:	0.00
Tax:	0.00
Total Amount:	2,500.00

NOTES:

ACCEPTANCE OF PURCHASE ORDER INDICATES AGREEMENT WITH ALL TERMS AND
CONDITIONS LISTED AT: [HTTP://WWW.TUSD1.ORG/DEPARTMENTS/PURCHASING](http://WWW.TUSD1.ORG/DEPARTMENTS/PURCHASING)

Buyer:

Toreaa Herlein

Order Via:

Email

VENDOR COPY

Rubin Salto

(520) 1-23-1711

Plaintiffs' Exhibit #D

***E-mails from TUSD #1 Superintendent
Dr. Gabriel Trujillo dated 2/15/20 and 2/19/20***

2/18/2020

Re: Additional agenda items

From: Trujillo, Gabriel <Gabriel.Trujillo@tusd1.org>**To:** Rubin Salter, Jr. <rsjr3@aol.com>**Cc:** lhrichardson2000@yahoo.com <lhrichardson2000@yahoo.com>; gloria.c.copeland@hotmail.com <gloria.c.copeland@hotmail.com>; Ross, Robert <Robert.Ross@tusd1.org>; P. Bruce Converse <BConverse@dickinson-wright.com>; Brown, Samuel <Samuel.Brown@tusd1.org>; Taylor, Martha <Martha.Taylor@tusd1.org>**Subject:** Re: Additional agenda items**Date:** Sat, Feb 15, 2020 4:53 pm**Attachments:** AA Community Update 1-30-20.pdf (5284K)*Good afternoon,**I have provided you with the exact presentation that was shared with the community on January 30th. In reviewing the requested agenda items, I don't find them to be relevant to collaboratively discussing our USP implementation efforts or improving academic outcomes for African American students. The Fisher Plaintiff Representatives will receive an invitation to attend our next community update meeting.***Gabriel Trujillo, Ed.D. | Superintendent****Tucson Unified School District**


1010 E 10th Street, Tucson, AZ. 85719

Phone: 225-6282 | Fax: 225-6419

gabriel.trujillo@tusd1.org

Delivering Excellence in Education Every Day**Grow • Reach • Succeed**

This is where
Students love to Learn
Teachers love to Teach
and People love to Work
We are Tucson Unified


**From:** "Rubin Salter, Jr." <rsjr3@aol.com>**Date:** Thursday, February 13, 2020 at 4:08 PM**To:** "Trujillo, Gabriel" <Gabriel.Trujillo@tusd1.org>**Cc:** "lhrichardson2000@yahoo.com" <lhrichardson2000@yahoo.com>, "gloria.c.copeland@hotmail.com" <gloria.c.copeland@hotmail.com>**Subject:** Additional agenda items

2/19/2020

Canceled: Dr. Trujillo, TUSD Counsel and Deseg Team, Fisher Counsel and Plaintiffs (3rd Quarter)

From: Trujillo, Gabriel <Gabriel.Trujillo@tUSD1.org>

To: Taylor, Martha <Martha.Taylor@tUSD1.org>; Brown, Samuel <Samuel.Brown@tUSD1.org>; Ross, Robert <Robert.Ross@tUSD1.org>; Rubin Salter Jr. <rsjr3@aol.com>; 'Converse, Bruce' <BConverse@steptoe.com>; Sanchez, Monica <Monica.Sanchez@tUSD1.org>

Subject: Canceled: Dr. Trujillo, TUSD Counsel and Deseg Team, Fisher Counsel and Plaintiffs (3rd Quarter)

Date: Wed, Feb 19, 2020 2:23 pm

Attachments: (4K)

From: "Rubin Salter, Jr." <rsjr3@aol.com>

Date: Tuesday, January 21, 2020 at 2:48 PM

To: SOTUSD <Nicholas.Roman@tUSD1.org>

Subject: Re: Fisher Counsel & Plaintiffs: Scheduling 3rd Quarter Meeting

Good afternoon:

The Fishers are planning to attend the meeting with Dr. Trujillo on Wednesday, February 26th at 1:30 pm.

Thanks,

Rubin

Rubin Salter, Jr.
Attorney at Law
The Law Office of Rubin Salter, Jr.
177 N. Church Avenue

Suite 903
Tucson, AZ 85701

(520) 623-5706

(520) 623-1716 fax
rsjr3@aol.com

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Plaintiffs' Exhibit E

E-mails confirming 3rd Quarter Collaborative Meeting Attendance by Fisher Plaintiffs exchanged between Nicholas Roman (Assistant to Superintendent Trujillo) and Fisher Plaintiffs' attorney Rubin Salter, Jr., Esq.

2/19/2020

Canceled: Dr. Trujillo, TUSD Counsel and Deseg Team, Fisher Counsel and Plaintiffs (3rd Quarter)

From: Trujillo, Gabriel <Gabriel.Trujillo@tUSD1.org>

To: Taylor, Martha <Martha.Taylor@tUSD1.org>; Brown, Samuel <Samuel.Brown@tUSD1.org>; Ross, Robert <Robert.Ross@tUSD1.org>; Rubin Salter Jr. <rsjr3@aol.com>; 'Converse, Bruce' <BConverse@steptoe.com>; Sanchez, Monica <Monica.Sanchez@tUSD1.org>

Subject: Canceled: Dr. Trujillo, TUSD Counsel and Deseg Team, Fisher Counsel and Plaintiffs (3rd Quarter)

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Attorney at Law
The Law Office of Rubin Salter, Jr.
177 N. Church Avenue

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-----Original Message-----

From: Roman, Nicholas <Nicholas.Roman@tusd1.org>
To: Rubin Salter Jr. <rsjr3@aol.com>
Sent: Tue, Jan 21, 2020 2:38 pm
Subject: Re: Fisher Counsel & Plaintiffs: Scheduling 3rd Quarter Meeting

Hello again Mr. Salter,

I'm following up on the invitation to meet with Dr. Trujillo for the 3rd quarter meeting on Wednesday, February 26th at 1:30pm.

Nicholas Roman

Assistant to the Superintendent

Tucson Unified School District

p: 520.225.6060

From: SOTUSD <Nicholas.Roman@tusd1.org>
Date: Monday, December 16, 2019 at 2:15 PM
To: "Rubin Salter Jr." <rsjr3@aol.com>
Subject: Fisher Counsel & Plaintiffs: Scheduling 3rd Quarter Meeting

Good afternoon Mr. Salter,

Is your group available on Wednesday, February 26th at 1:30pm for the 3rd quarter meeting? Dr. Trujillo asked me to mention that there will not be external attendees present.

Nicholas Roman

Assistant to the Superintendent

Tucson Unified School District

p: 520.225.6060

