

# EXHIBIT A

### **DECLARATION OF GABRIEL TRUJILLO**

I, Dr. Gabriel Trujillo, declare under penalty of perjury that the following statements are true:

1. I am the Superintendent for Tucson Unified School District No. One. I have personal knowledge of the facts stated herein.

2. Since I became Superintendent, I have held regular meetings with counsel for the Fisher Plaintiffs, Rubin Salter, and others he wished to invite. The purpose of these meetings is to provide a forum for informal discussion of issues, in the hopes that this would reduce tensions and unnecessary litigation of issues.

3. Separately, the African American Student Services Department of the District has held regular quarterly parent and community meetings to discuss issues of interest to the community. These meetings have been reported in District Annual Reports for several years.

4. On August 28, 2019, I met Mr. Salter at our first meeting of the current school year. I informed him that the District intended to invite community members to subsequent meetings. Mr. Salter stated that he might not attend such meeting.

5. On October 30, 2019, the District sent an invitation to Mr. Salter to attend the second quarterly meeting scheduled for December 11, 2019. After several weeks passed with no response from Mr. Salter, on November 18, 2019, we again sent an email to Mr. Salter regarding his attendance at the second quarter meeting. On November 21, 2019, Mr. Salter responded by email that he and his group "the Fishers" would not be attending the meeting as he believed that external attendees "would only be a distraction." A copy of this email exchange is attached as Exhibit 1.

6. A conflict arose for the originally scheduled date for the meeting, and it was rescheduled to January 30, 2020. In January, 2020, the District sent invitations by email to over fifty community members for the meeting. The group represented a wide cross-

section of retired educators, community activists, and leaders from various African American-serving entities including small business owners, University of Arizona staff, the local chapters of the NAACP, the Tucson Urban League, Dunbar Cultural Center, Black Women's Task Force, Black Greek organizations, and retired educators. There was no effort to target or invite members of the Fisher class. A very few of the invitees may also have been parents of students enrolled at the District, but that was not a factor in the decision as to whom to invite. Attendance was not limited to those who were sent an invitation; anyone showing up for the meeting was able to attend. A list of those to whom the invitation was sent is attached as Exhibit 2.

7. The purpose of the meeting was to discuss issues of interest to the community regarding the education of African American students at the District. The purpose was not in any way to seek support for unitary status. A copy of the invitation is attached as Exhibit 3; and a copy of the presentation materials for the meeting is attached as Exhibit 4.

8. The meeting was held as scheduled on January 30, 2020. A list of those who actually attended the event (other than District staff) is attached as Exhibit 5.

9. I presented and discussed the information in the attached materials regarding African American students' academic achievement for the past few years; attendance and suspension rates; percentages of African American students on free and reduced lunch and those receiving exceptional education services; schools with the highest African American student percentages; and ALE participation rates. Several key staff members then presented data and information about a number of areas including discipline, advanced learning experiences, the structure and services provided by the African American Student Services Department, and the status of the new JTED high school and the reopening Wakefield middle school.

10. The presentation included data and information that was both positive and negative for the District, reflecting both achievements of which we are justifiably proud,

and other areas where we acknowledge that we have continuing work to do. At no time during the meeting did I or any member of the District staff seek to “drum up” support for unitary status, or attempt to influence class members. We did not ask anyone present to do anything, or to communicate with counsel for the Fisher Plaintiffs or the Court. Ms. Daisy Jenkins was present, and was vocally and uniformly critical of the District on all issues, as she has been on other occasions I have interacted with her.

Executed this 1<sup>st</sup> day of April, 2020, at Tucson, Arizona. I declare under penalty of perjury under the laws of the United States of America that the foregoing is true and correct.

  
\_\_\_\_\_  
Gabriel Trujillo

# EXHIBIT 1

**Subject:** Re: Fisher Counsel & Plaintiffs: Scheduling 2nd Quarter Meeting  
**Date:** Thursday, November 21, 2019 at 11:40:15 AM Mountain Standard Time  
**From:** Rubin Salter, Jr.  
**To:** Roman, Nicholas  
**Attachments:** image002.png, image008.png, image009.png, image005.png, image007.png, image001.png, image006.png, image010.png, image003.png, image004.png, image011.png, image012.png

Nicholas:

The Fishers after thoughtful discussion determined that whoever the external attendees are would only impede any meaningful or productive progress. Time is of the essence and Judge Bury's clear indications are that the parties should be meeting with each other in an effort to comply with the court required filings that Judge Bury has requested.

It is the Fishers believe that external attendees would only be a distraction. Therefore the Fishers will not be attending the meeting.

Regards,

Rubin Salter, Jr.

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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](mailto:rsjr3@aol.com)

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

From: Roman, Nicholas <Nicholas.Roman@tUSD1.org>  
To: Rubin Salter <rsjr3@aol.com>  
Sent: Thu, Nov 21, 2019 8:20 am  
Subject: FW: Fisher Counsel & Plaintiffs: Scheduling 2nd Quarter Meeting

Good morning Mr. Salter,

Dr. Trujillo has indicated that there will be external attendees at the December 11<sup>th</sup> meeting. Please let me know if we should proceed with the meeting, or if your group will not be in attendance, as you mentioned during our phone call earlier this week.

**Nicholas Roman**

Assistant to the Superintendent

[Tucson Unified School District](#)

p: 520.225.6060



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**From:** SOTUSD <Nicholas.Roman@tusd1.org>

**Date:** Monday, November 18, 2019 at 4:09 PM

**To:** "Rubin Salter Jr." <rsjr3@aol.com>

**Subject:** Re: Fisher Counsel & Plaintiffs: Scheduling 2nd Quarter Meeting

Good afternoon Mr. Salter,

I'm following up on the proposed date of December 11<sup>th</sup> for the second quarter meeting.

Thank you,

**Nicholas Roman**

Assistant to the Superintendent

[Tucson Unified School District](#)

p: 520.225.6060



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**From:** SOTUSD <Nicholas.Roman@tusd1.org>

**Date:** Wednesday, October 30, 2019 at 9:19 AM

**To:** "Rubin Salter Jr." <rsjr3@aol.com>

**Subject:** Fisher Counsel & Plaintiffs: Scheduling 2nd Quarter Meeting

Good morning Mr. Salter,

Is your group available on Wednesday, December 11<sup>th</sup> from 1:30-3:00pm for the 2<sup>nd</sup> quarter meeting with Dr. Trujillo?

**Nicholas Roman**

Assistant to the Superintendent

[Tucson Unified School District](#)

p: 520.225.6060



# EXHIBIT 2



# Invitation list for Superintendent Meeting

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Name	Company/Affiliation
Alexander, Sharon	Community Member/ Kens' BBQ
Baker, Bennie	Community Member, works at Raytheon
Ball, Jaborius	African-Am Student Affairs - U of A
Boykins, Clarence	Community Member - Interim CEO of Tucson Urban League
Broughton, Teniqua	Executive Director- The State of Black Arizona
Cephers, Marie	TEEM President & CEO
Clardy, Tommie	Business Owner
Clarke, Ray	Community Member
Cockrel-Coleman, Trehon	Engineer/Youth Pastor - Raytheon/Rising Star
Coker, Ashley	Tucson Urban League, Young Professionals - President
Cook, Desiree	IAMYOU 360 Owner
Davis, Jimmy	Community Member & Retiree
Dawson, Misha	Manager/President - Raytheon/Jack & Jill
Dawson, Wesley	Vice President - Citi Card
Dollard, Chavar	President - Alpha Phi Alpha Fraternity
Dunlap, Pam	Community Member
Edwards, Doug	Raytheon Employee
Elliot, Beverly	Elliott Accounting
Elliott, Bob	CEO - Elliott Accounting
Freeman, Mona	Community Member
Freeman, Sam	President of Buffalo Soldiers, GSAAC
Green-Hunley, Stephanie	Retired TUSD Teacher
Hale, Curry	Basils for Omega Psi Phi
Hill, Styne	Ret. VP/Community - The Links
Hodge, Michael	Right Worship - Deputy Grand Master
Holt, Da'Mond	Pastor/Mentor - Pilgrim Rest Missionary Baptist Church
Hundley, Stephanie	Retired TUSD teacher
Jenkins, Daisy	Daisy Jenkins & Associates LLC
Jones-Pace, LaCretia	Tucson Police Department
K. Higgins	President of Raytheon Black Employees Network
Levy, Laura	SW Fair Housing Activist
Liggins, Donna	Member - NAACP
Luttery, Kiysha	Community Member
Madison, Bill	Business Owner & Community Member
Meeks, Lance	Program Manager - Goodwill Industries
Miller, Frances	Equity Specialist Coordinator. - NAACP/WEEAC
Mosley, Barbara	Vice President - TEEM
Murray, Barney	Men's Christian Fellowship President, Music Teacher
Ponder, Bill	Dunbar Pavilion Board President
Portela, Andres	Community Activist, Housing Advocate, SW Fair Housing
Price, Adrian	Community Member
Richardson, Constance	Retired TUSD teacher
Sanders, Elvin	Retired Airforce Officer - Tucson Business Owner
Snowden, Doris	President - NAACP
Sparks, Vertie	Community Member
Spencer, Mike	President - Lambda Kappa Sigma Phi Beta Sigma Inc.
Spencer, Patricia	AZ State Director - Zeta Phi Beta Inc.
Stingley, Paul	Community Member, Sam Levitz Management

# Invitation list for Superintendent Meeting

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Name	Company/Affiliation
Alexander, Sharon	Community Member/ Kens' BBQ
Stubbs, Charita	U of A Volleyball coach
Sykes, Yvette	Black Women's Task force & Community Member
Tinsley, Olympia	Member - Sigma Gamma Rho
Tinsley, Sean	Member - Kappa Alpha Psi Fraternity
Vasquez, Lee	Contractor - Tucson Business Owner
Washington-White, Kendal	President - Delta Sigma Theta
Wells, Arika	President - Alpha Kappa Alpha Sorority
Williams, Barbea	Barbea Willims Performing Company
Williams, Tim	Edward Jones Advisor, Male Leadership program @PVHS
Young-Bassey, Cheryl	Retired from Pima County

# EXHIBIT 3

When: January 30, 2019 at 5:30 pm – 7:30 pm (check-in at 5:30 pm)

TUCSON UNIFIED  
SCHOOL DISTRICT

# African American Student Achievement and Desegregation in TUSD

*Thursday,  
January 30, 2020*

*Viscount Hotel*  
4855 E. Broadway Blvd  
Tucson, Arizona 85711

Check-in 5:30 pm  
Dinner 6:00 pm

*Superintendent*  
DR. GABRIEL TRUJILLO



AFRICAN AMERICAN STUDENT SERVICES • 1302 S. AVENIDA VEGA 85710 • 584-7500

# EXHIBIT 4

# 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

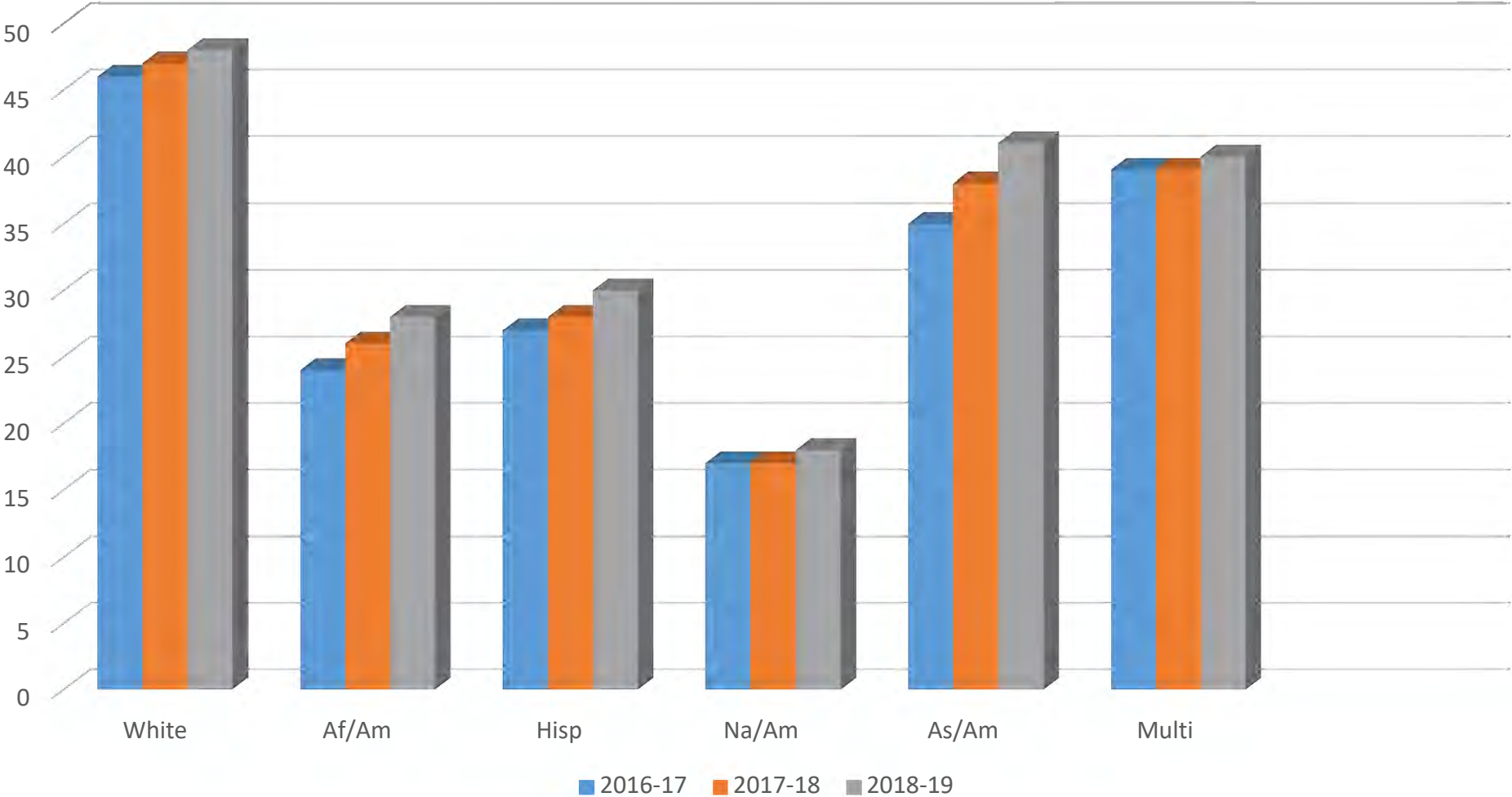
## 5% or more in Both ELA & Math

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



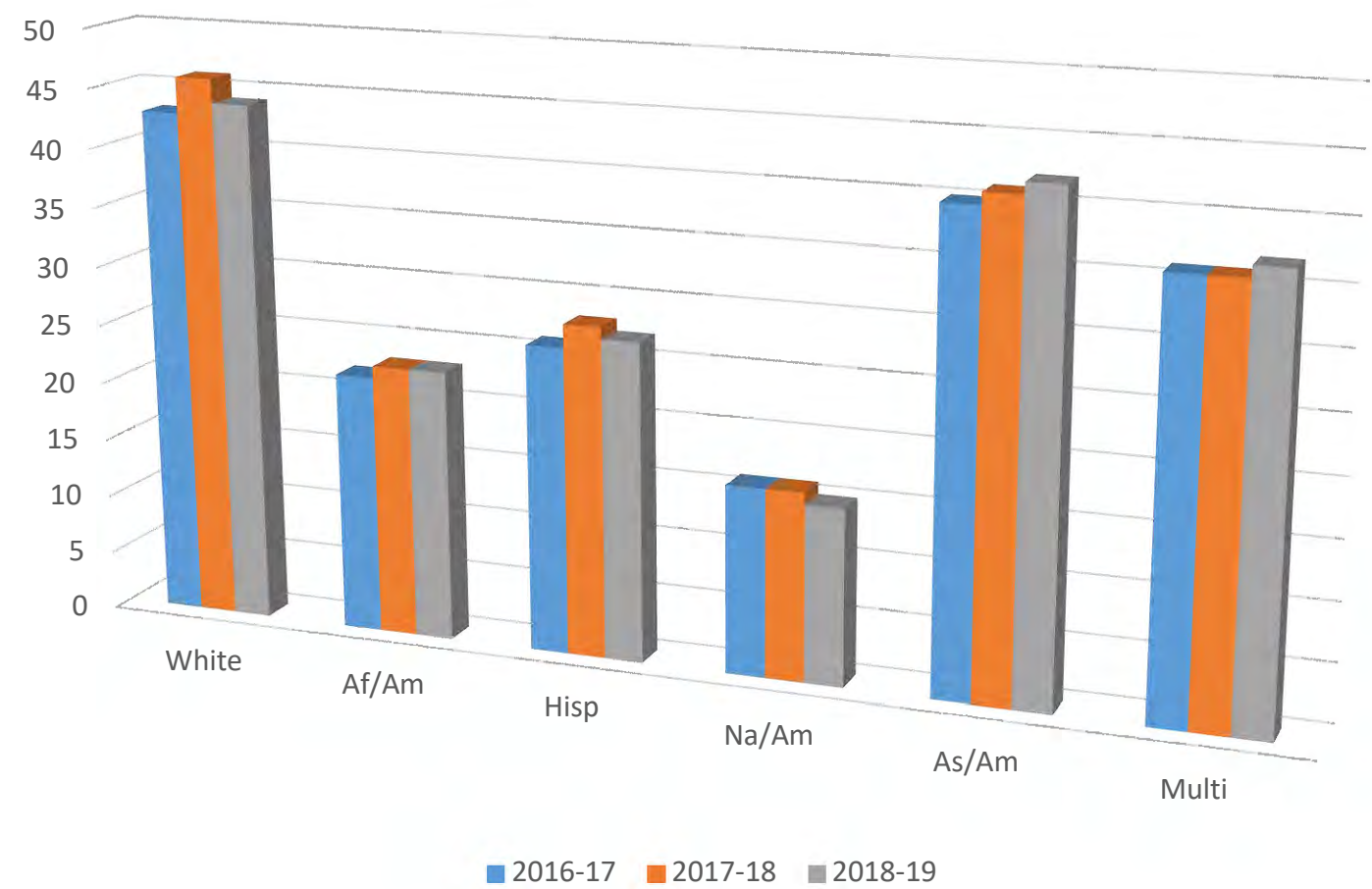
Three Year  
Comparison  
of TUSD  
AzMERIT

English Language Arts:  
Percent Over Proficiency by Ethnicity

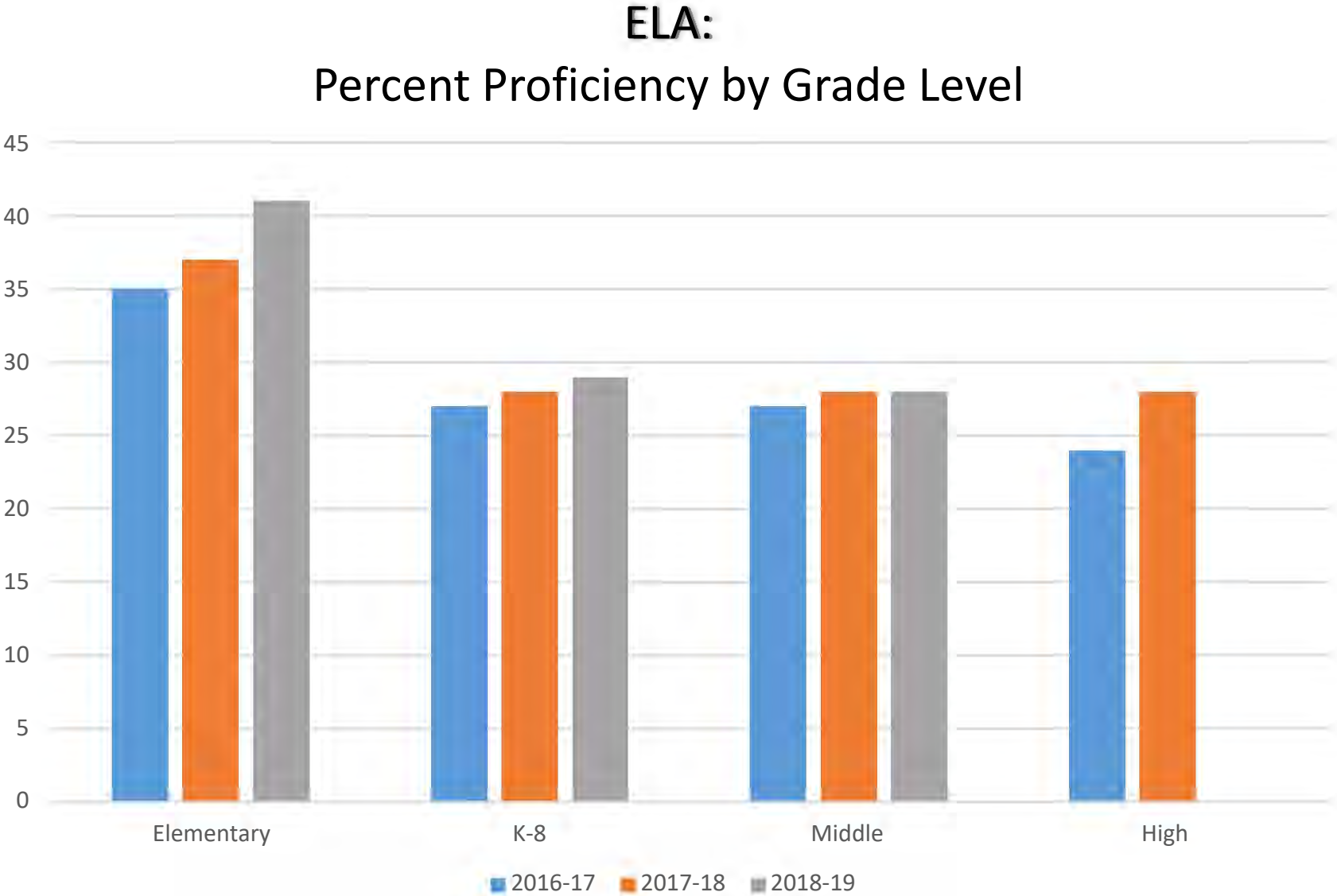


Three Year  
Comparison  
of TUSD  
AzMERIT

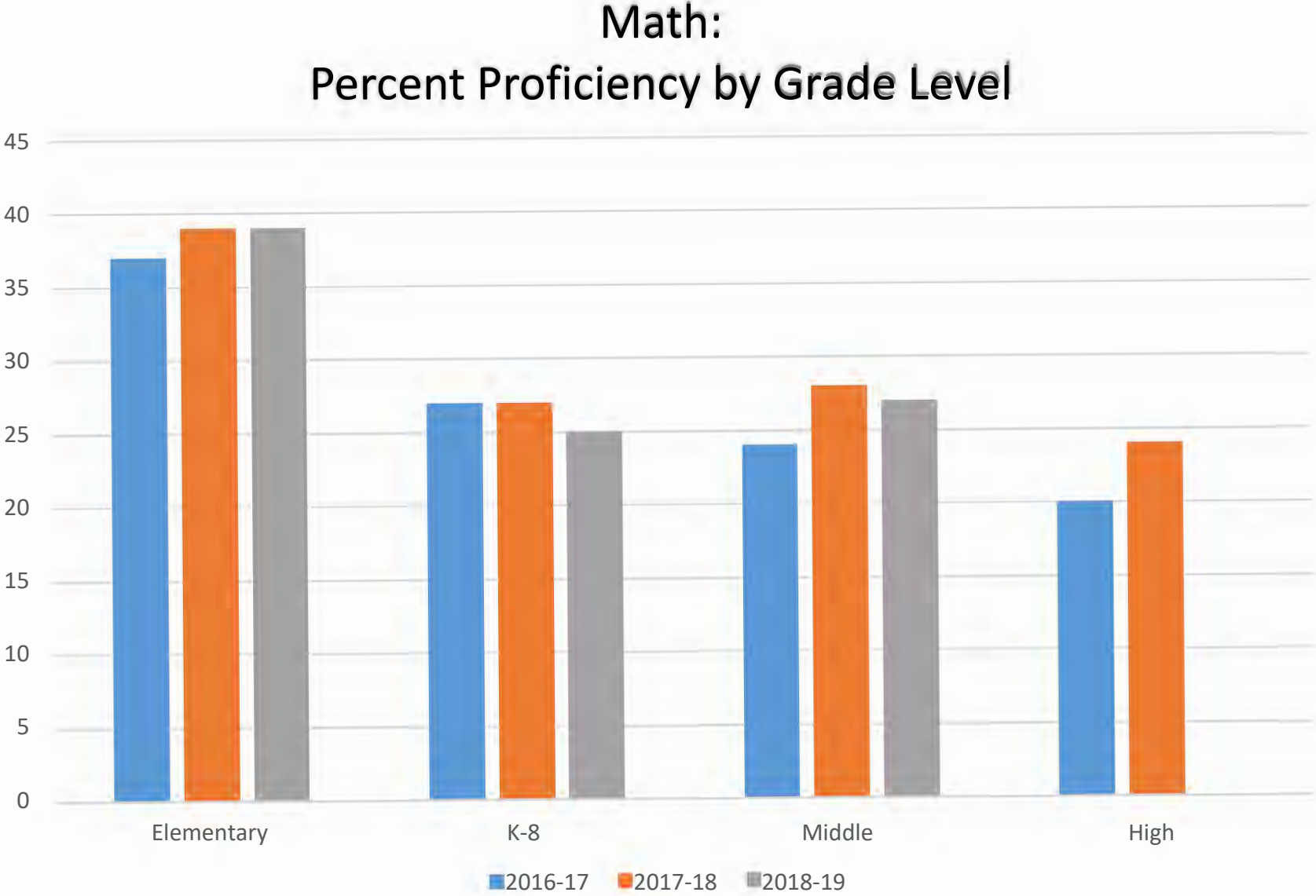
Math:  
Percent Over Proficiency by Ethnicity



Three Year  
Comparison  
of TUSD  
AzMERIT



Three Year  
Comparison  
of TUSD  
AzMERIT



# 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 40<sup>th</sup> day enrollment (09/26/2019)  
and USP Ethnicity*

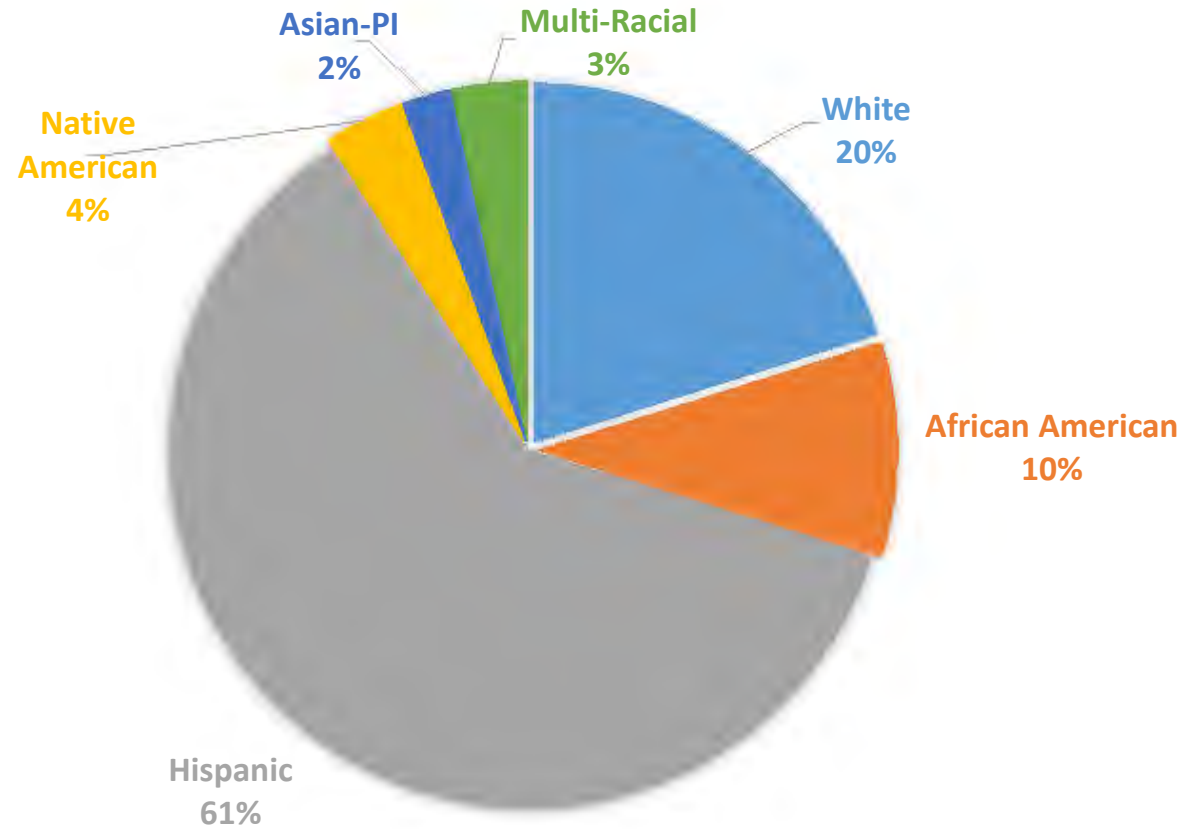
Tucson Unified School District, Assessment & Evaluation  
January, 2020





## 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%
<b>Total</b>	4,159	100%	4,276	100%



# 2019-20 Enrollment by Elementary and K-8 Schools for African American Students (40<sup>th</sup> Day)

*Schools are included only if they have 50 or more Students.*

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 (40<sup>th</sup> 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%
	Mansfeld 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 (40<sup>th</sup> Day)

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

# 2019-20 African American Students who receive ExEd Services by Grade (40<sup>th</sup> 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%
<b>Total</b>	<b>14%</b>	<b>14%</b>

2019-20 African American Students Quarterly Attendance Rates (40<sup>th</sup> 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%
<b>Total</b>	<b>92%</b>	<b>92%</b>	<b>89%</b>	<b>89%</b>

## 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%
<b>African American</b>	<b>157</b>	<b>4,384</b>	<b>3.58%</b>
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	<i>TUSD Suspension Percent</i>
Elementary	46	2.65%	<i>1.14%</i>
K-8	54	6.24%	<i>3.52%</i>
Middle	90	12.78%	<i>8.91%</i>
High	109	7.82%	<i>4.87%</i>
Alternative	5	15.15%	<i>9.02%</i>
<b>Total</b>	<b>302</b>	6.49%	<i>3.97%</i>

# 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
	ELA Prof %	ELA Prof %	ELA Prof %
ES	39%	35%	37%
K-8	39%	36%	42%
MS	31%	34%	36%
HS	26%	30%	36%

## District Totals: Quarter 1 ELA

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



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

## African American: Quarter 1 MATH

School Type	2017-18	2018-19	2019-20
	Math Prof %	Math Prof %	Math Prof %
ES	31%	35%	33%
K-8	30%	34%	41%
MS	30%	35%	38%
HS	18%	33%	28%

## District Totals: Quarter 1 MATH

School Type	2017-18	2018-19	2019-20
	Math Prof %	Math Prof %	Math Prof %
ES	39%	43%	42%
K-8	40%	39%	41%
MS	43%	45%	46%
HS	28%	45%	42%

## 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 (40<sup>th</sup> 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%

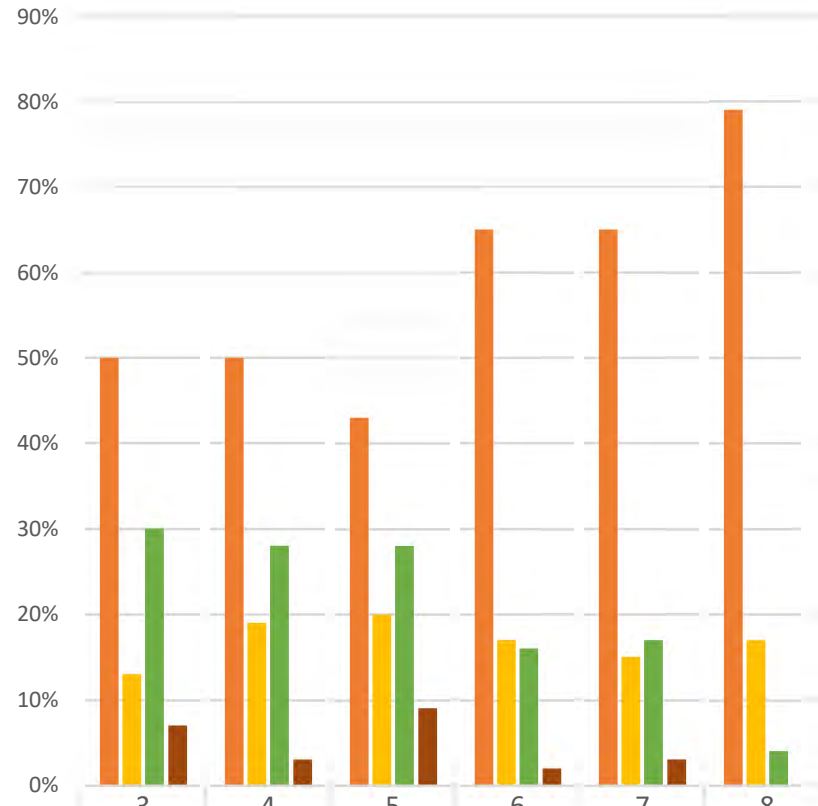
# 2019-20 ALE Course/Program Enrollment for African American Students (40<sup>th</sup> Day)

*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 (Cholla 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%
<b>Total</b>	<b>99</b>	<b>64</b>	<b>124</b>	<b>65</b>	<b>47</b>	<b>207</b>	<b>91</b>	<b>446</b>	<b>66</b>	<b>24</b>	<b>81</b>	<b>1314</b>	<b>100%</b>
Percent by Prog	8%	5%	9%	5%	4%	16%	7%	34%	5%	2%	6%		

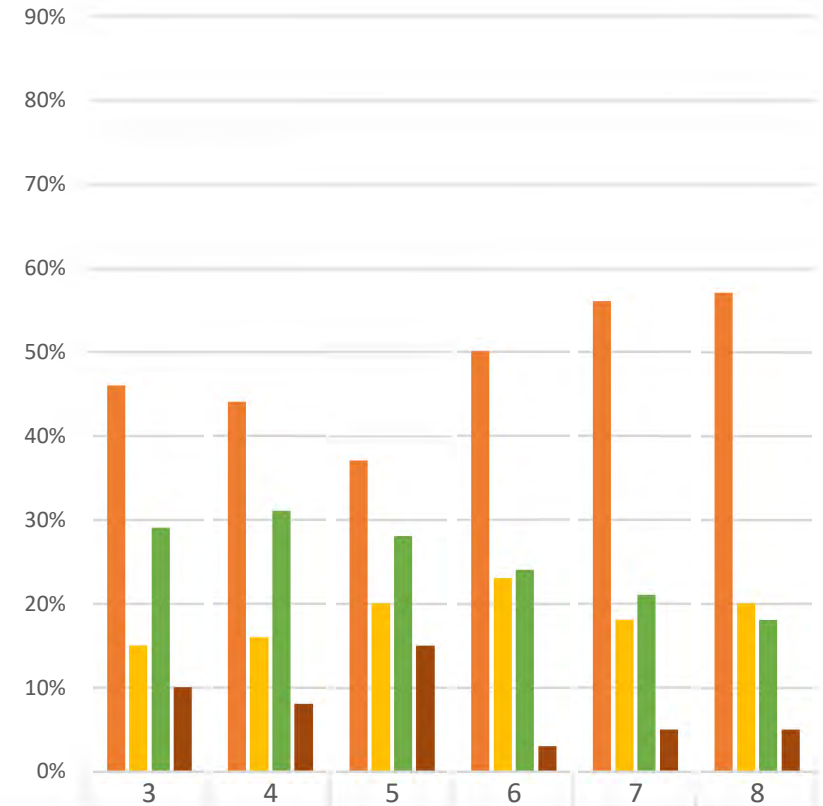
# 2018-19 ELA AzMERIT Scores – African American Students compared to the District Average

## African American



	3	4	5	6	7	8
Minimally Proficient	50%	50%	43%	65%	65%	79%
Partially Proficient	13%	19%	20%	17%	15%	17%
Proficient	30%	28%	28%	16%	17%	4%
Highly Proficient	7%	3%	9%	2%	3%	0%

## TUSD



	3	4	5	6	7	8
Minimally Proficient	46%	44%	37%	50%	56%	57%
Partially Proficient	15%	16%	20%	23%	18%	20%
Proficient	29%	31%	28%	24%	21%	18%
Highly Proficient	10%	8%	15%	3%	5%	5%

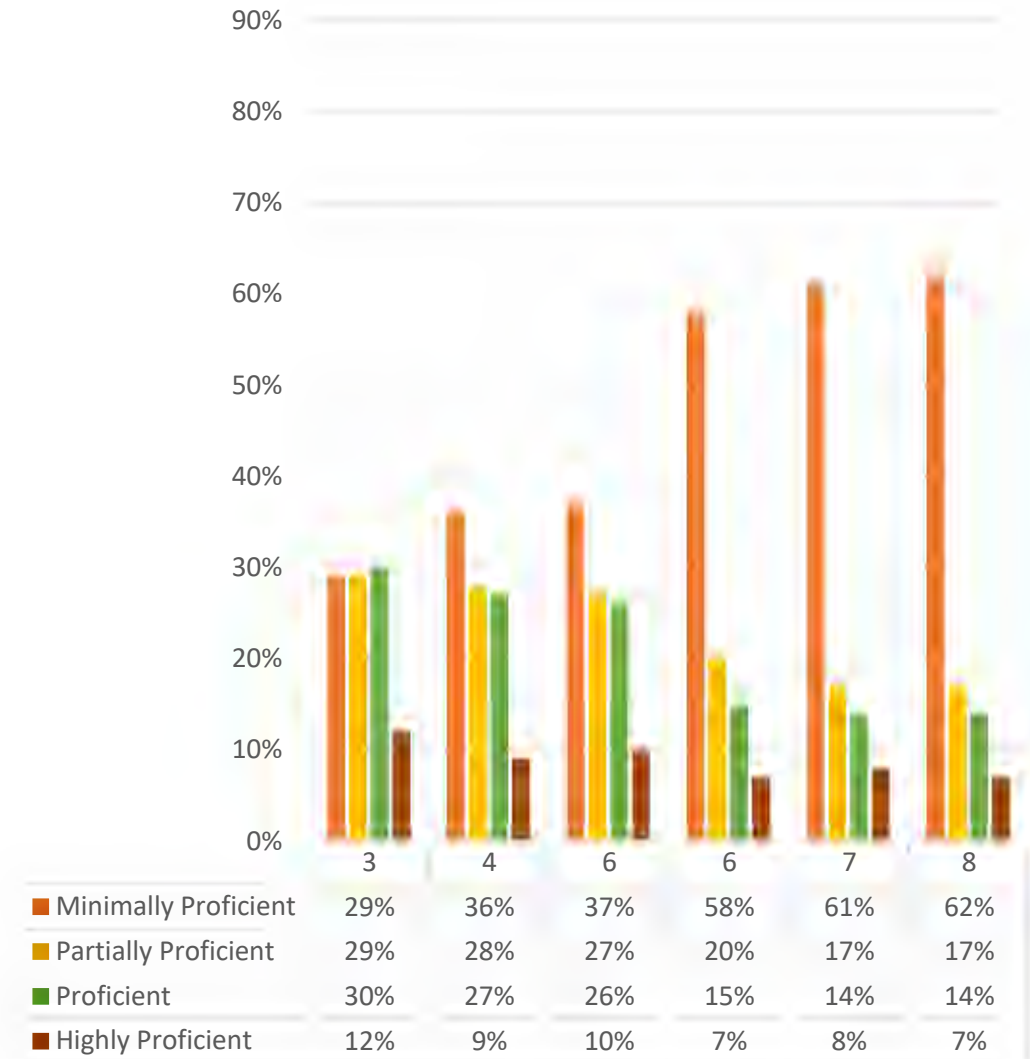
# 2018-19 MATH AzMERIT Scores for African American Students and compared to the District Average

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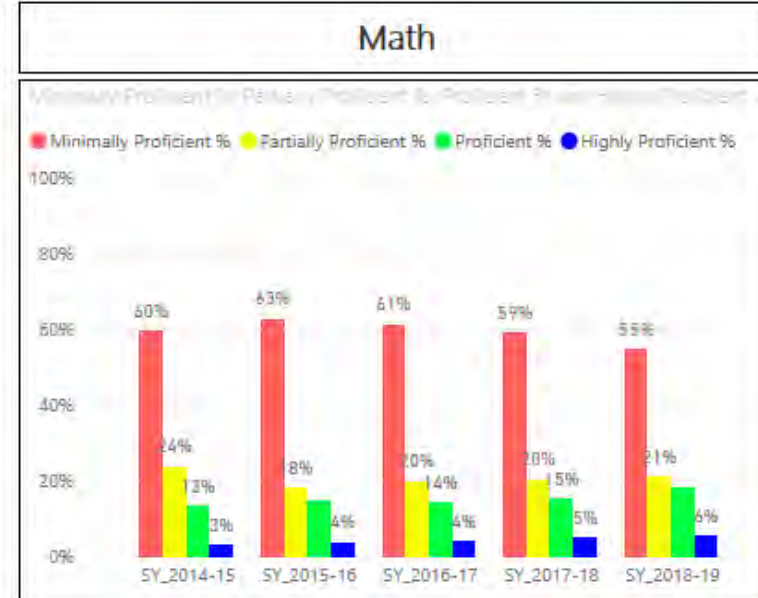
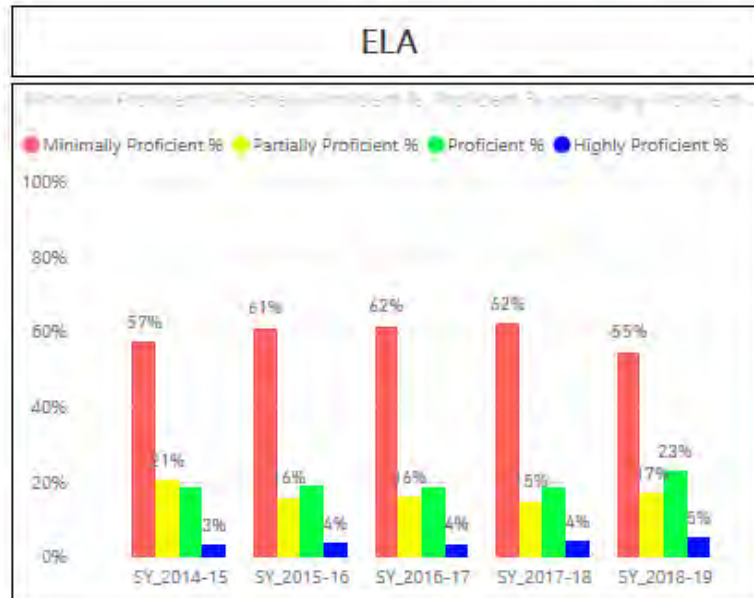
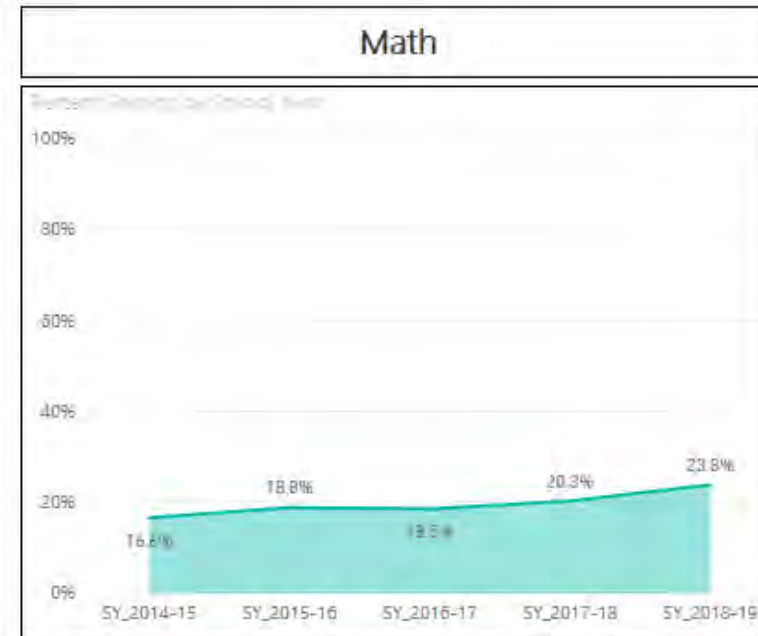
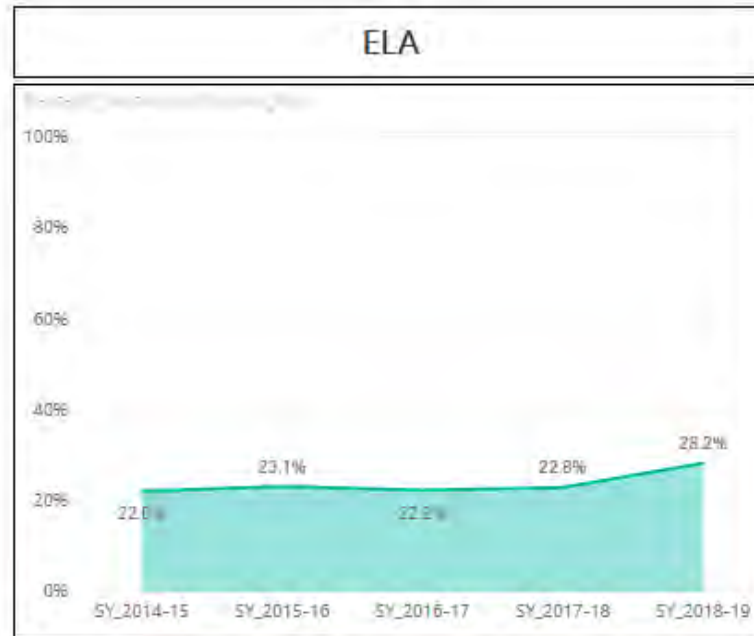
## African American



## TUSD



# 5 Year Summary of African American Student AzMERIT % Proficiency





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

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

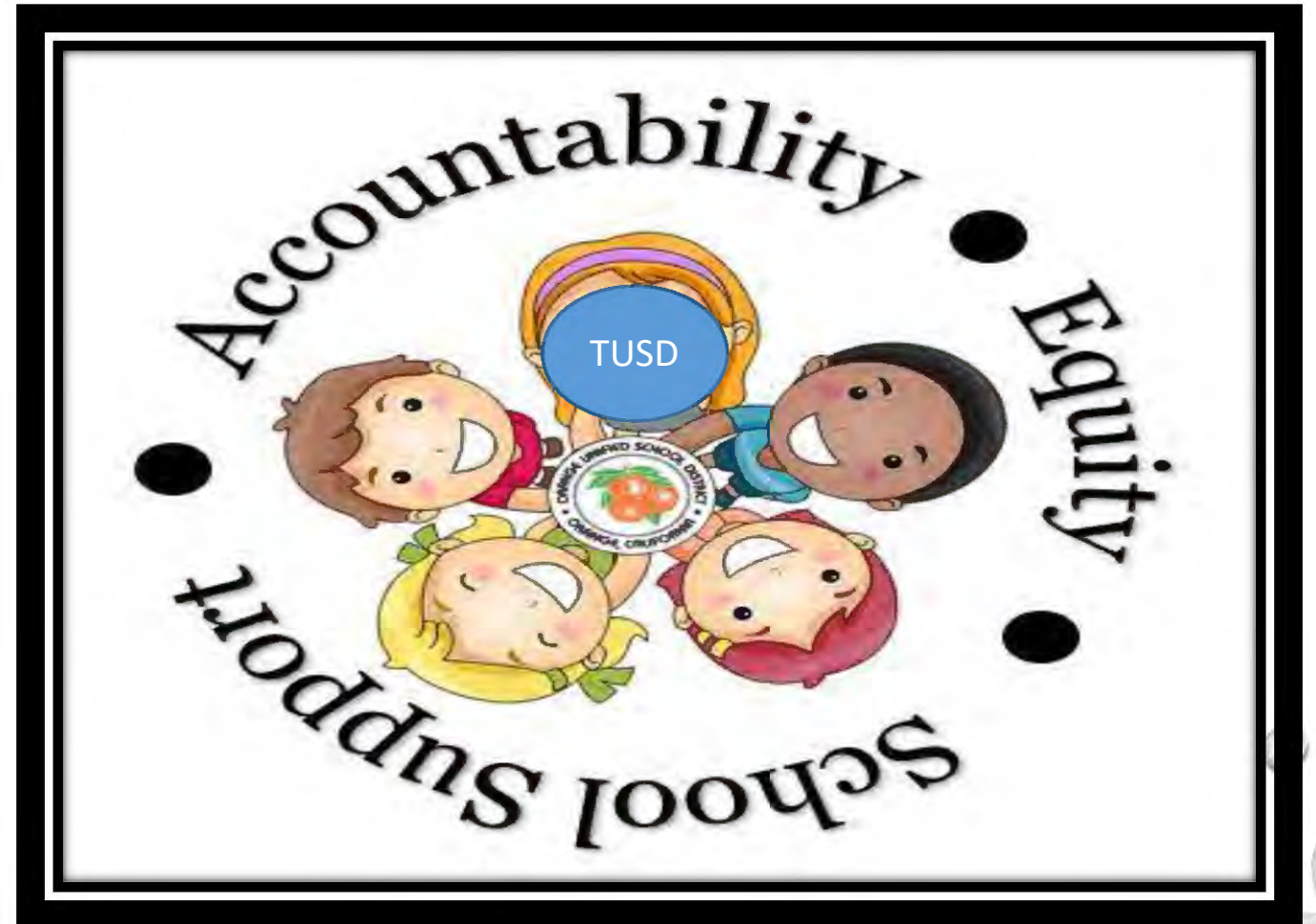


## ***Student Relations Department***

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)

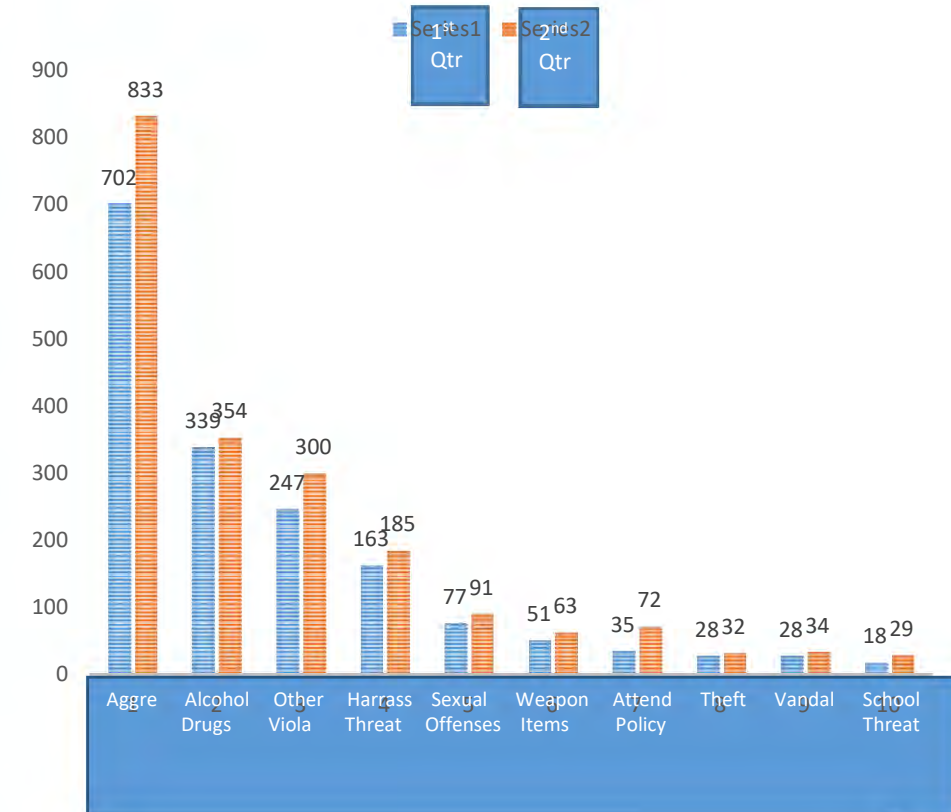
	2017-2018			2018-2019			2019-2020		
Ranking	ALL		1044	ALL		918	ALL		1494
1	Aggression		625	Aggression		531	Aggression		833
2	Alcohol,Tobacco,Drugs		168	Alcohol,Tobacco,Drugs		222	Alcohol,Tobacco,Drugs		354
3	Other Violations		160	Other Violations		100	Other Violations		300
4	Harassment, Threat & Other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

# All Incidents

## Comparison 1<sup>st</sup> and 2<sup>nd</sup> Quarter 2019-2020

Ranking		2019-2020		2019-2020		Difference
		1st Quarter		2nd Quarter		
			1306		1494	188
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	Harrassment,Threat & Other		163	Harassment, 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

### 1ST & 2ND QUARTER





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%

## First Semester Two Year Comparison Number of students who participated: Interventions and Workshops

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

	Total	1st Offense	2nd Offense	Restorative Behavior Intervention
First Semester 18-19	1819	549	44	326
First Semester 19-20	1920	615	67	306

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

- Drug/Alcohol/Prevention Workshop 1<sup>st</sup> and 2<sup>nd</sup> 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

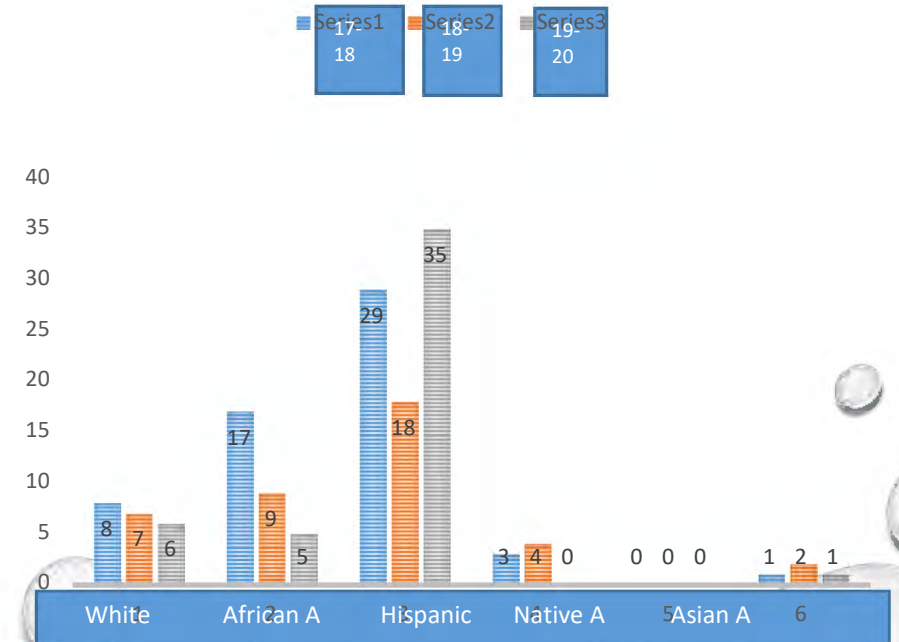
Slightly higher # of 2<sup>nd</sup> offenses than last year.  
More students participated in workshops in 19-20



## 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	
			#	%	#	%	#	%	#	%	#	%
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

### LONG TERM



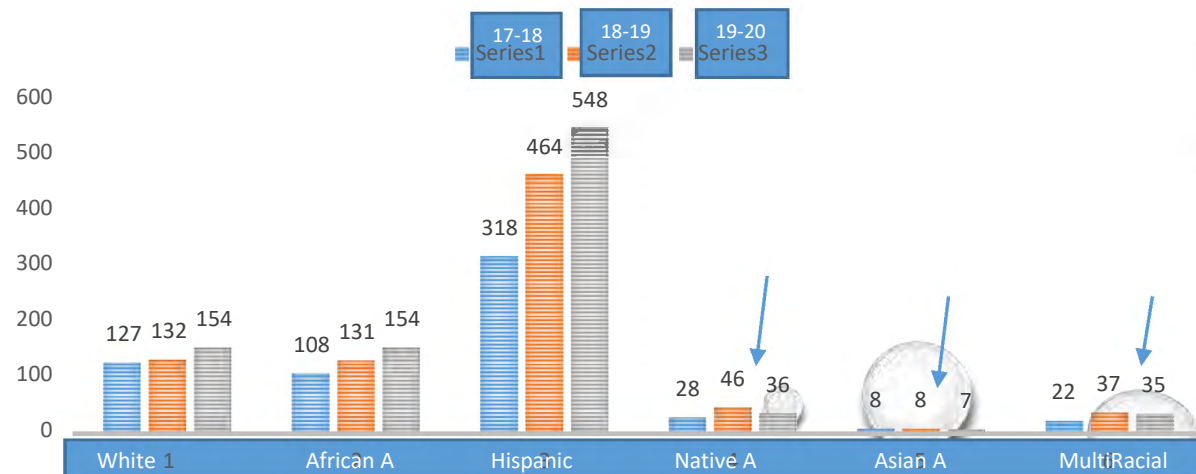
## Second Quarter Incident Comparison

### 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

### SHORT TERM



*“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



**ADVANCED**  
LEARNING EXPERIENCES

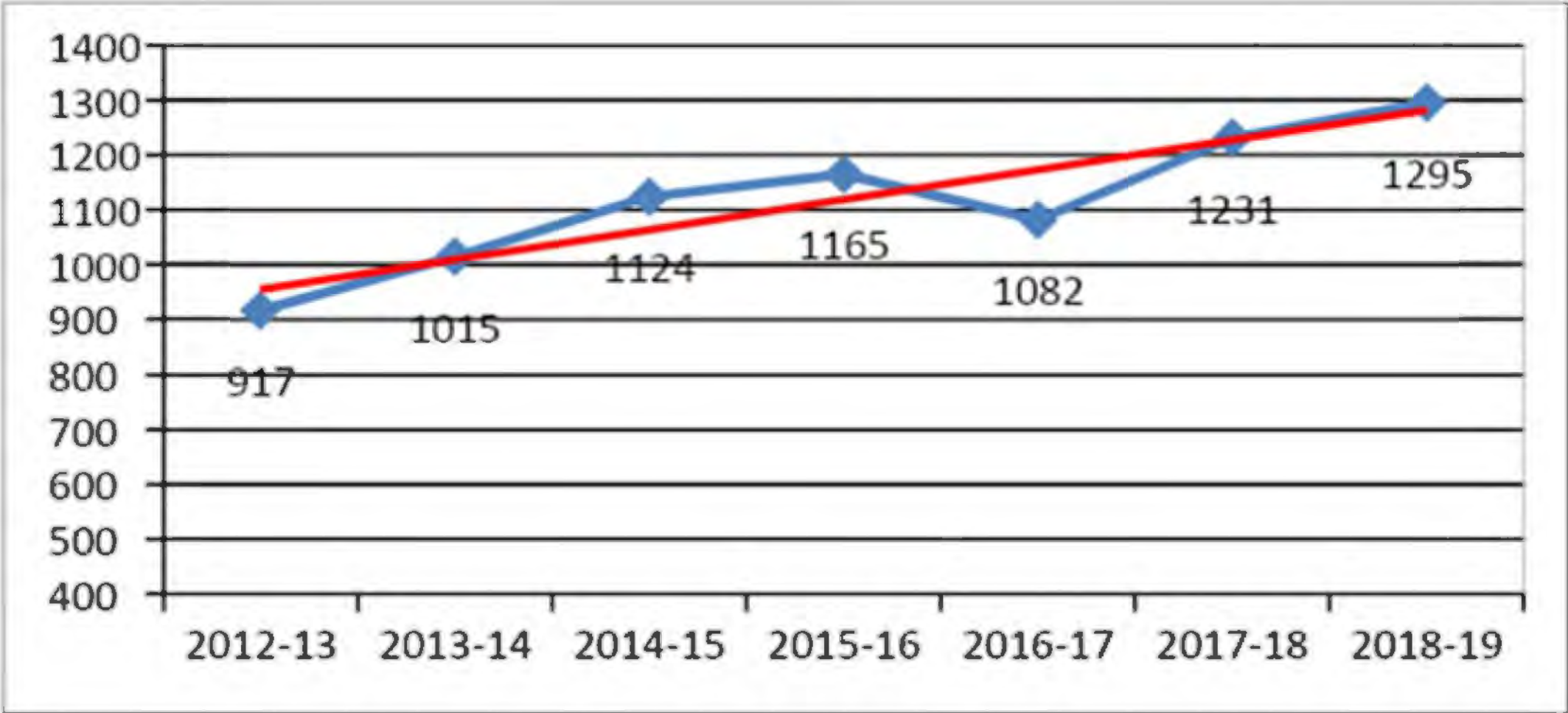


# ALE course and program opportunities

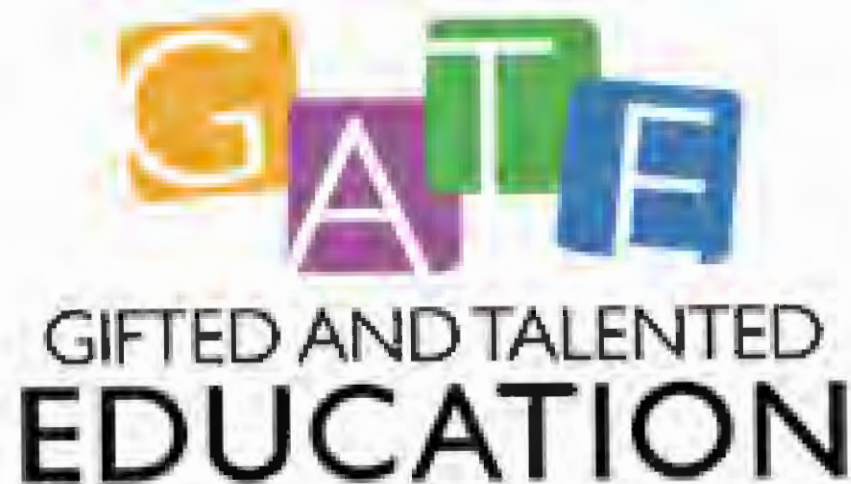
- The Tucson Unified School District will ensure equitable access to advanced learning opportunities for all students.
- Advanced Learning Experiences (ALE) include:
  - ❖ Gifted and Talented (GATE) programs
  - ❖ Advanced Academic Courses (AACs)
  - ❖ University High School (UHS)
- ALE Support: Advancement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



# ALE Participation



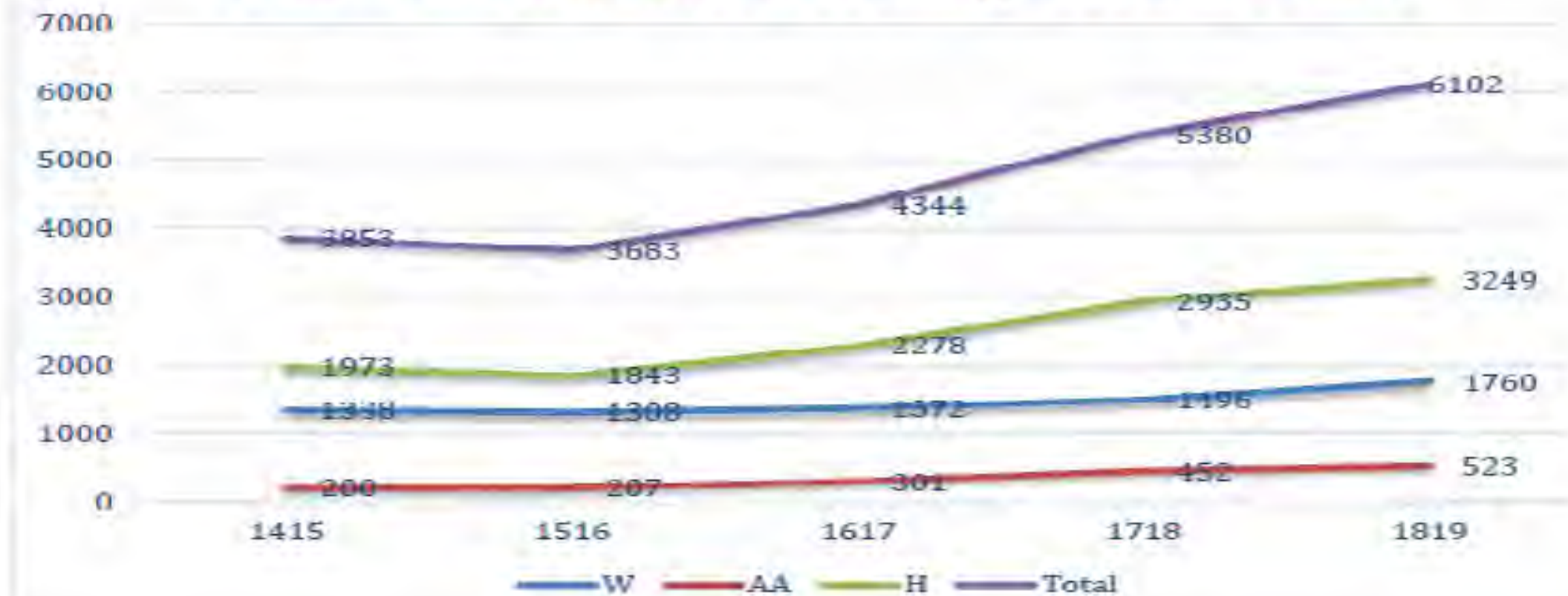
Total Number of ALEs taken by African American Students



- **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 # of Students Receiving GATE Services



# TOTAL NUMBER OF STUDENTS RECEIVING GATE SERVICES



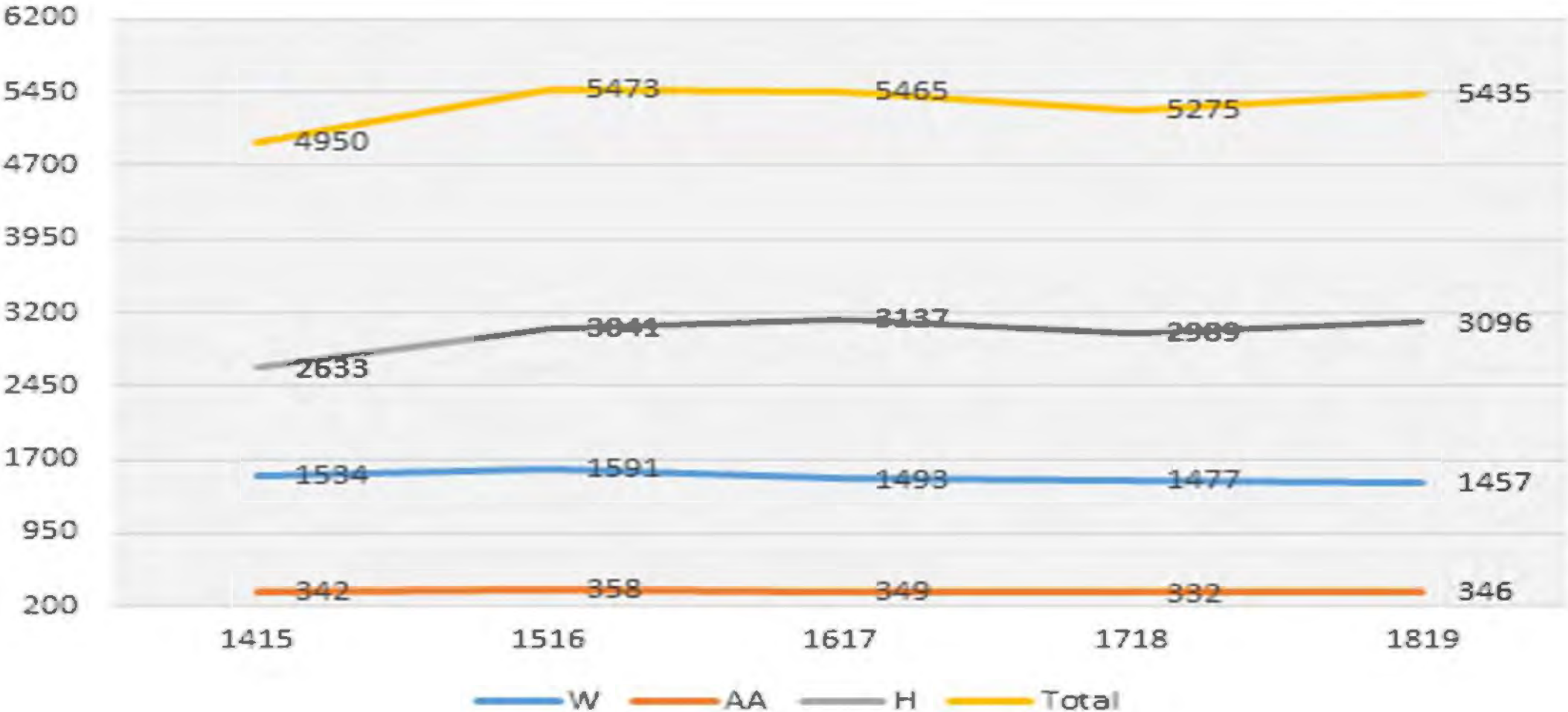


# Advanced Academic Courses (AACs)

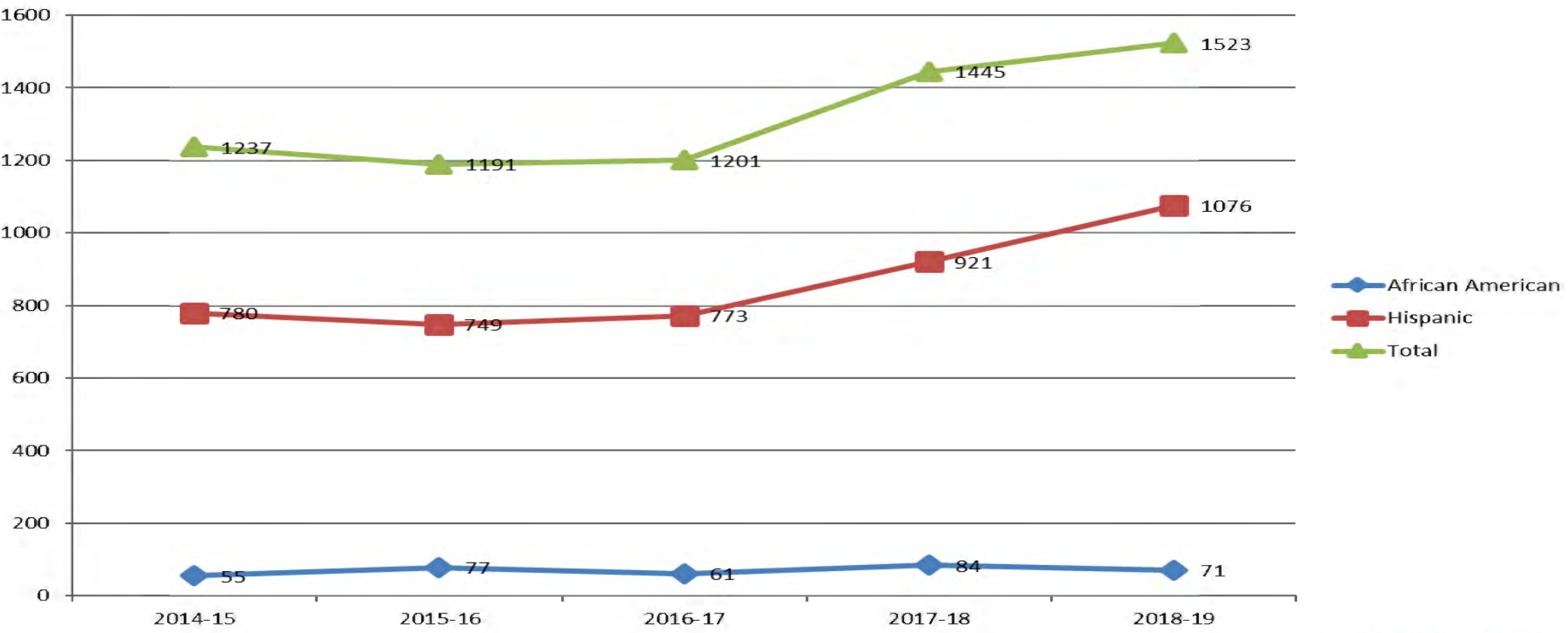
- Advanced Placement (AP) courses
- International Baccalaureate (IB) Programme
- Dual credit courses
- Middle school courses offered for high school credit
- Dual Language Programs
- Honors courses
- Accelerated math courses



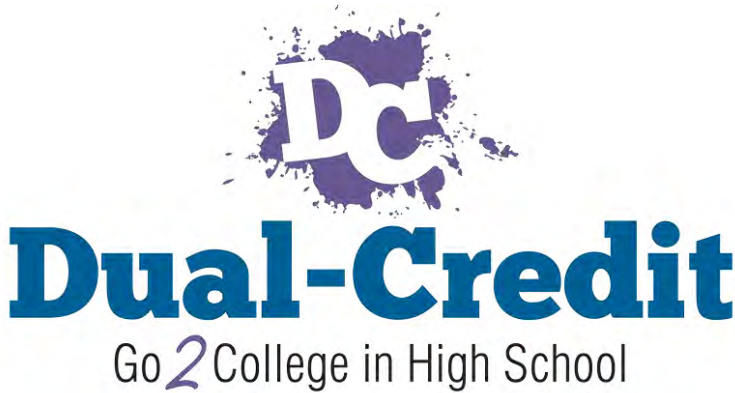
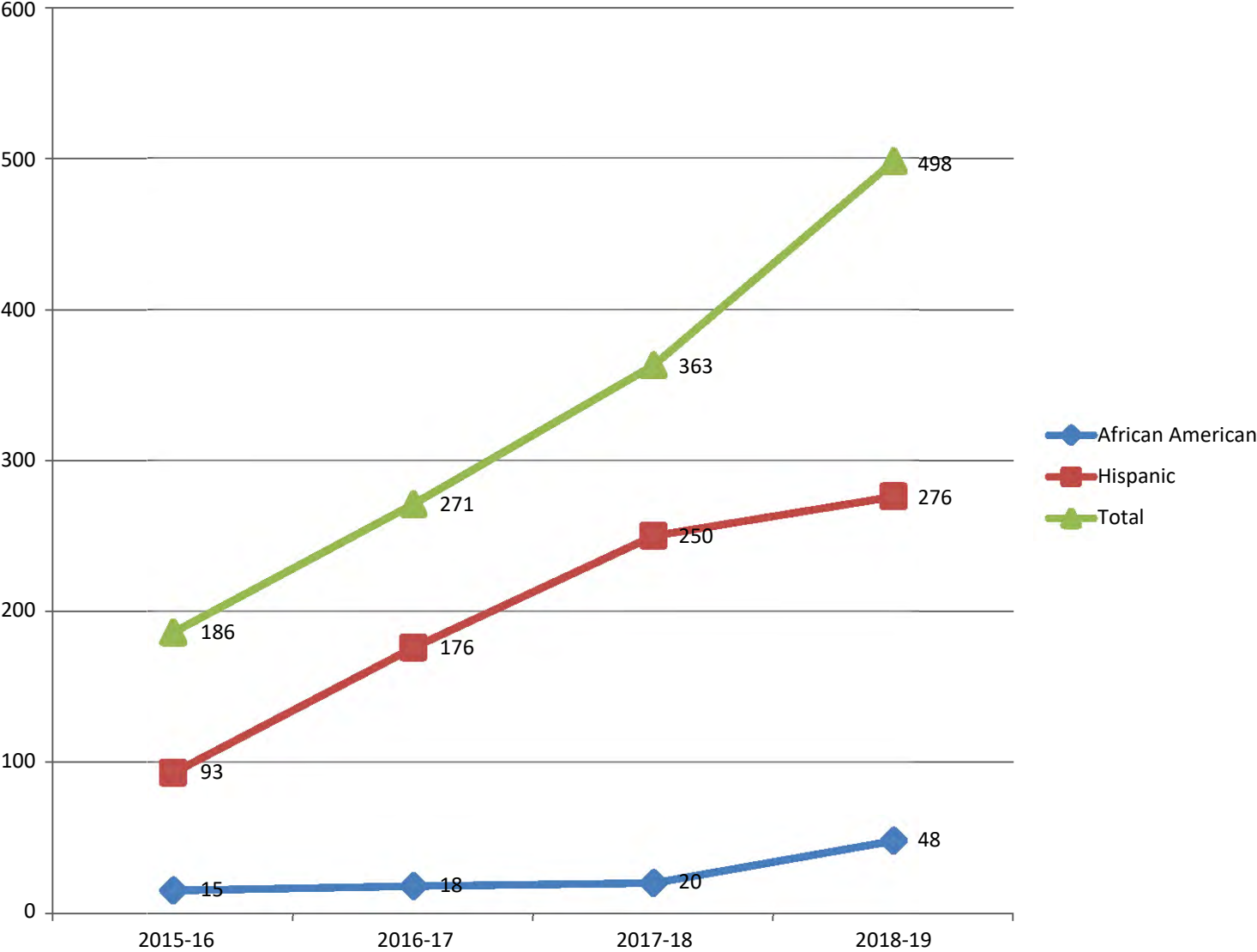
# Honors Course Enrollment



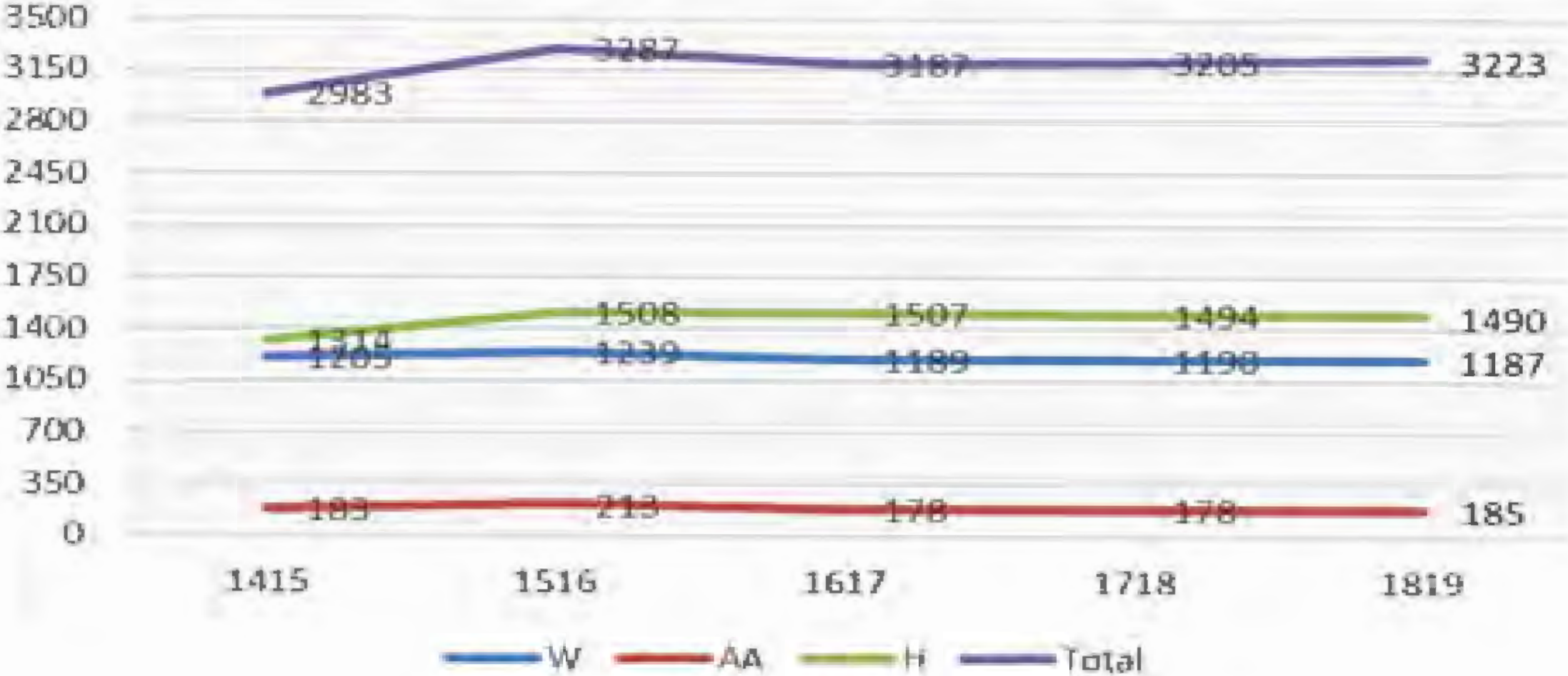
# Middle School Courses for High School Credit Enrollment



# Dual Credit Enrollment



# 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 dep't

**Fall 2017**

TUSD & Stakeholders Develop Reorg Plan (including input from Fisher Plaintiffs' recommended expert, Dr. Benson)

**February 2018**

Special Master Annual Report and Recommendations

**March – August 2018**

TUSD (and Parties) Object to the Recommendation

**September 2018**

Court orders TUSD to submit another plan

**December 2018**

TUSD submits AASSD Operating plan

**January 2019**

SM objects to the new plan

**February 2019**

TUSD objects to SM recommendation

**April 2019**

Court orders more revisions

**August 2019**

TUSD submits revised 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**

# **New!** **JTED Innovative Learning Center** **@ The Bridges**

Xxxxxx

Yyyy





# 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.

- 80% of Pima JTED students go on to post-secondary 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



## **New Programs**

3D Animation/Virtual Reality & Game Design  
Air Transportation - FAA Drone Operator  
Automation/Robotics - Logistics, Optics, and AI  
Business Start-Up/Entrepreneurship  
Culinary and Nutritional Arts/Restaurant Management  
Cybersecurity/Artificial Intelligence  
Engineering - Aerospace and Mining Technology  
Health Care Foundations  
Licensed Nursing Assistant  
Registered Medical Assistant

*UPDATE:*  
**RE-OPENING OF WAKEFIELD MS**





## 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







**What are the key objectives:**

**DIVERSITY**

**GREAT TEACHING AND IMPACTFUL LEARNING**

**IMPROVE ALE PIPELINE**





**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





**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





## How will we improve the ALE pipeline?



- 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



# Lab School – Learning at All Levels



Student  
Teachers





# 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



## Graduation

- Increase the number of students on track for graduation at targeted schools by 5% from SY18-19.



## Parent Engagement

- Increase parent representation and participation on site councils at targeted schools by 10%.



## Access and Completion

- Increase access, participation and completion of advanced learning experiences (ALE) by 10% from SY18-19.



## Restorative

- Work with targeted schools to reduce suspensions and disproportionate discipline by 10% from SY18-19.



## Achievement

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

# Organizational Structure for Student Support



Staff SY18-19 = 14 FTE

Staff SY19-20 = 18 FTE

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

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

Masters degree = 8

## Behavioral Specialists

- Shermaine Fort: Discipline and Restorative Practices
- Kyra Harris: College and Career Readiness
- Katrina Messing: Advanced Learning Experiences (ALE)
- Jeff Sawyer: Family and Community Engagement

## Student Success Coaches

- 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

## Behavioral Specialists

- Marissa Bell (district-wide)
- Eric Emerson (district-wide)

## Response to Intervention (RTI) Specialists

- Grace Delajoux: Blenman ES, Erickson ES (ELA)
- Robin Marks: Doolen MS, Utterback MS (Math)
- Kevra Rich: Booth-Fickett K8, Dietz K8 (ELA)
- TBD: (ELA)

## Program Coordinator

- Wendell Jones

## Administrative Assistant

- Christina Chapa

## Director

- Jimmy Hart



## Our Staff

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Jimmy Hart  
Director  
[\(520\) 584-7500](tel:(520)584-7500)  
[Jimmy.Hart@tusd1.org](mailto:Jimmy.Hart@tusd1.org)



Wendell Jones  
Program Coordinator  
[\(520\) 584-7500](tel:(520)584-7500)  
[Wendell.Jones@tusd1.org](mailto:Wendell.Jones@tusd1.org)



Christina Chapa  
Administrative Assistant  
[\(520\) 584-7500](tel:(520)584-7500)  
[Christina.Chapa@tusd1.org](mailto:Christina.Chapa@tusd1.org)

## RTI and Behavior Specialists

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Grace Delajoux  
RTI Specialist  
[\(520\) 584-7500](tel:(520)584-7500)  
[Grace.Delajoux@tusd1.org](mailto:Grace.Delajoux@tusd1.org)



Robin Marks  
RTI Specialist  
[\(520\) 584-7500](tel:(520)584-7500)  
[Robin.Marks@tusd1.org](mailto:Robin.Marks@tusd1.org)



Kevra Rich  
RTI Specialist  
[\(520\) 584-7500](tel:(520)584-7500)  
[Kevra.Rich@tusd1.org](mailto:Kevra.Rich@tusd1.org)



Marissa Bell  
Behavior Specialist  
[\(520\) 584-7500](tel:(520)584-7500)  
[Marissa.Bell@tusd1.org](mailto:Marissa.Bell@tusd1.org)



Eric Emerson  
Behavior Specialist  
[\(520\) 584-7500](tel:(520)584-7500)  
[Eric.Emerson@tusd1.org](mailto:Eric.Emerson@tusd1.org)

## Program Specialists

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Katrina Messing  
Advanced Learning Experience (ALE)  
[\(520\) 584-7551](tel:(520)584-7551)  
[Katrina.Messing@tusd1.org](mailto:Katrina.Messing@tusd1.org)



Kyra Harris  
College and Career Readiness  
[\(520\) 584-7500](tel:(520)584-7500)  
[Kyra.Harris@tusd1.org](mailto:Kyra.Harris@tusd1.org)



Shermaine Fort  
Restorative Practices and Discipline  
[\(520\) 584-7500](tel:(520)584-7500)  
[Shermain.Fort@tusd1.org](mailto:Shermain.Fort@tusd1.org)



Jeff Sawyer  
Community Engagement and Outreach  
[\(520\) 609-7943](tel:(520)609-7943)  
[Jeffrey.Sawyer@tusd1.org](mailto:Jeffrey.Sawyer@tusd1.org)

## Student Success Coaches

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Joseph Clark  
Student Success Coach  
[\(520\) 584-7500](tel:(520)584-7500)  
[Joseph.Clark@tusd1.org](mailto:Joseph.Clark@tusd1.org)



Amy Gile  
Student Success Coach  
[\(520\) 584-7500](tel:(520)584-7500)  
[Amy.Gile@tusd1.org](mailto:Amy.Gile@tusd1.org)



Richard Langford  
Student Success Coach  
[\(520\) 584-7500](tel:(520)584-7500)  
[Richard.Langford@tusd1.org](mailto:Richard.Langford@tusd1.org)



Zander Tsadwa  
Student Success Coach  
[\(520\) 584-7500](tel:(520)584-7500)  
[Alexander.Tsadwa@tusd1.org](mailto:Alexander.Tsadwa@tusd1.org)







# EXHIBIT 5

**List of Attendees at Superintendent Meeting**

<b>Name</b>	<b>Company/Affiliation</b>
Baker, Bennie	Community Member, works at Raytheon
Cephers, Marie	TEEM President & CEO
Clardy, Tommie	Business Owner
Cockrel-Coleman, Trehon	Engineer/Youth Pastor - Raytheon/Rising Star
Coker, Ashley	Tucson Urban League, Young Professionals - President
Cook, Desiree	IAMYOU 360 Owner
Dawson, Wesley	Vice President - Citi Card
Freeman, Mona	Community Member
Hale, Curry	Basils for Omega Psi Phi
Hodge, Michael	Right Worship - Deputy Grand Master
Holt, Da'Mond	Pastor/Mentor - Pilgrim Rest Missionary Baptist Church
Jenkins, Daisy	Daisy Jenkins & Associates LLC
K. Higgins	President of Raytheon Black Employees Network
Liggins, Donna	Member - NAACP
Murray, Barney	Men's Christian Fellowship President, Music Teacher
Sanders, Elvin	Retired Airforce Officer - Tucson Buiness Owner
Snowden, Doris	President - NAACP
Spencer, Mike	President - Lambda Kappa Sigma Phi Beta Sigma Inc.
Spencer, Patricia	AZ State Director - Zeta Phi Beta Inc.
Sykes, Yevette	Black Women's Task force & Community Member
Vasquez, Lee	Contractor - Tucson Business Owner
Williams, Barbea	Barbea Willims Performing Company