

**Exhibit C**  
**Index of Issues Addressed from ECF 2474**

**ALE Policy Manual**

1. The GATE Senior Program Coordinator shall review the GATE data relevant for Howell ES to determine whether there is a best-practices (sic) to be learned from the African American enrollment numbers there, and report accordingly to the ALE Director for a determination as to whether there is a take-away recruitment policy for African American students.” [ECF 2474, p. 7, n.3.] (Ex. A, p.10)
2. The District shall clarify in the ALE Policy Manual, expressly, that limited resources do not impede future growth in self-contained, including cluster, GATE programs based on prioritizing viable growth of this ALE program at specific schools, with Erickson ES or Magee K-8 being considered as top priorities because both are large schools with over 20% African American students.” [ECF 2474, p. 9.] (Ex. A, p. 14)
3. “The revised ALE Policy Manual, like the Revised 3-year PIP, shall prioritize viable ALE growth, if any, or clarify that there is no need for future expansion.” [ECF 2474, p. 9.] (Ex. A, pp. 5-7 and Notice, p. 4-7)
4. Introduce an opt-out policy as a trial measure in the self-contained GATE program for SY 2020-21. [ECF 2474, p. 9.] (Ex. A, p. 8)
5. “[T]he opt-out policy shall also be introduced in pull-out GATE.” [ECF 2474, P.9.] (Ex. A, p. 9)
6. “Both the lowered cut score, in-district preferences and opt-out policies shall be contained in the ALE Policy Manual.” [ECF 2474, p. 9.] (Ex. A. pp. 8-11)
7. “The District may address any resource issues caused by the Court’s expansion of the policy to pull-out GATE by using waiting lists in SY 2020-21. The ALE Policy Manual shall clarify a phased in plan for implementing the opt-out policy in pull-out GATE.” [ECF 2474, pp. 10-11.] (Ex. A. p. 8)
8. “In the event[] the District anticipates that there will be wait lists due to the Court’s application of the opt-out policy to pull-out GATE, the ALE Policy Manual shall clarify a timeline for a phased in plan. [ECF 2474, pp. 11-12.] (Ex. A. p. 8)
9. “The ALE Policy Manual shall clarify, based on need, whether Hollinger TWDL GATE has enough capacity to meet future demand for TWDL GATE.” [ECF 2474, p. 13.] (Ex. A, p. 8)
10. “The District shall assess the average travel time for accessing this TWDL GATE, and identify mitigating measures, if any, that can be undertaken to alleviate the transportation

burden imposed on ELL students and other dual language qualified students for access to TWDL GATE.” [ECF 2474, p. 13.] (Ex. A, p. 9)

11. “The District shall identify the number of ELL or dual language qualified students living beyond a reasonable travel distance from Hollinger as: ‘not having access to a TWDL self-contained GATE.’” [ECF 2474, p. 13.] (Ex. A, p. 9)

12. “The ALE Policy Manual shall confirm that there are no Transportation Plan remedies for any such lack of access.” [ECF 2474, p. 13.] (Ex. A, p. 9)

13. “The ALE Policy Manual shall clarify that both these policies apply to ELL students: 1) ELL students, like all other students, are universally tested for GATE eligibility in grades one and five; 2) ELL students also benefit [from] the other universal testing policies aimed at identifying and expanding qualified students for ALE, including pre-kindergarten emergent and kindergarten testing and high school PSAT.” [ECF 2474, pp. 13-14.] (Ex. A, p. 13)

14. “The ALE Policy Manual shall clarify the universal testing policies [] apply to ELL students equal to those applying to all students.” [ECF 2474, p. 14.] (Ex. A, p. 13)

15. “The ALE Policy Manual shall clarify the District’s policies for specifically and directly targeting the ELL qualified students for recruitment into ALEs and recruiting ELL students for open enrollment and cluster GATE. Passive recruitment by flyers and emails is not enough....” [ECF 2474, p. 14.] (Ex. A, p. 16)

16. “The District’s ELL recruitment policy should reflect that ALE support service policies exist which address the unique impediment faced by ELL students because they are in the process of learning English.” [ECF 2474, p. 14.] (Ex. A, p. 16)

17. “The ALE Policy Manual shall clarify the support services available to ELL students, which are designed to address the fact that they are learning English.” [ECF 2474, p. 14.] (Ex. A, p. 16-17)

18. “[T]he ALE Policy Manual shall clarify how the remainder of academic support services available to ALE students accommodates the language needs of ELL students.” [ECF 2474, p. 15.] (Ex. A, p. 16-17)

19. “The ALE Policy Manual shall clarify that the Court approves this team-approach for tutoring, with the teachers teaching AP and ALE courses being available to their AP students through the use of advisory/intervention or conference periods and playing a pivotal role in facilitating the dissemination of tutoring services to their AP students.” [ECF 2474, p. 16.] (Ex. A, p. 17)

20. “The ALE Policy Manual shall confirm the policy to become an AVID District.” [ECF 2474, p. 16.] (Ex. A, p. 31)

21. “[T]he ALE Policy Manual, Appendix A, shall clarify the phased in plan (past and future) for growing AVID, at which schools and when, to attain the goal of becoming an AVID District.” [ECF 2474, p. 16.] (Ex. A, 46, and Notice, pp. 7-8)
22. “The ALE Policy Manual shall clarify the phased-in timeline (plan) for offering at least one CRC AP course at every other high school and at least one CRC AAC at every middle school.” [ECF 2474, p. 17.] (Ex. A., pp. 23, 25, 35, and Notice, pp. 4-7)
23. “The ALE Policy Manual shall clarify that the dual-purpose, AP/Dual Credit, policy may apply to CRC AP courses as well.” [ECF 2474, p. 17.] (Ex. A, p. 25, 35)
24. “The ALE Policy Manual shall clarify what the ‘appropriate ALE opportunities’ means for future planning purposes, especially for AP and Dual Credit courses.” [ECF 2474, p. 18.] (Ex. A, pp. 5-7 and Notice, pp. 4-7)
25. “The ALE Policy manual shall determine the optimal number for ALE courses by type and set target numbers for each school.” [ECF 2474, p. 18.] (Ex. A, pp. 5-7 and Notice, pp. 4-7)
26. “The ALE Policy Manual shall clarify the phased in schedule for, accordingly, growing the HS-CC Dual Credit program at all high schools, except Santa Rita HS.” [ECF 2474, p. 18.] (Ex. A, pp. 5-7 and Notice, pp. 4-7)
27. “The ALE Policy Manual shall clarify a phased in schedule for, accordingly, growing the AP program at all high schools, with a priority placed on growing AP courses at Santa Rita and Catalina high schools.” [ECF 2474, p. 18.] (Ex. A, pp. 5-7 and Notice, pp. 4-7)
28. “The ALE Policy Manual shall clarify the appropriate AP opportunities, i.e., a viable target number for providing equal access to the extent practicable for African American and Latino students to this ALE at Santa Rita HS.” [ECF 2474, p. 18.] (Ex. A, pp. 5-7 and Notice, pp. 4-7)
29. “The Court adopts the Special Master’s recommendation that the number of AP courses at Santa Rita be expanded, beginning this year, SY 2020-21....The ALE Policy manual shall clarify the timeline for phasing in AP course at Santa Rita HS to attain the target number of AP courses.” [ECF 2474, p. 18.] (Ex. A, pp. 5-7 and Notice, pp. 4-7)
30. “[T]he ALE Policy Manual shall clarify a viable target number for Dual Credit courses for future planned growth of ALE, if any.” [ECF 2474, p. 19.] (Ex. A, pp. 5-7 and Notice, pp. 4-7)
31. The ALE Policy Manual shall reevaluate the Integration Potential rating “Low” provided in the 3-year PIP, CMP, Non-Magnet Integration and Academic Plans (Doc. 2270-3, at 4) for Cholla HS to expressly determine the integrative potential of the IB program.” [ECF 2474, p. 19.] (Ex. A., p. 30)

32. “The District shall prepare a Non-Magnet School Integration Action Plan (Action Plan) for Cholla HS, including targeted outreach and recruitment and incentive transportation aimed at enrolling students from east-side demographic White neighborhoods in the IB program at Cholla HS to promote integration at this Racially Concentrated school. The Action Plan shall reflect the cost benefit of this integration plan and determine whether it is viable and if yes, identify it as a year one, two, or three, or plus priority project.” [ECF 2474, p. 19.] (Will be filed on September 1, along with other integration plans ordered by the Court)
33. “The ALE Policy Manual shall clarify that the revised norming rubric, retesting option for borderline test scores, and the CogAT test preparation sessions are UHS policies, not pilot strategies.” [ECF 2474, p. 20.] (Ex. A, p. 36)
34. “The ALE Policy Manual shall clarify the student support services available at UHS aimed at improving African American and Latino students’ academic performance in and successful completion of UHS AP courses.” [ECF 2474, p. 21.] (Ex. A, pp. 38-40)
35. “The ALE Policy Manual shall clarify policies, if any, to increase utilization of [the Math Center, Writing Center, and Science Center] by African American and Latino students.” [ECF 2474, p. 21.] (Ex. A, p. 39)
36. “The ALE Policy Manual shall clarify that the above tutoring programs are the only academic support services available to African American and Latino students enrolled at UHS and show that this level of academic support meets the academic student support needs of African American and Latino students at UHS. If not, the ALE Policy Manual shall clarify a phased-in plan for the future development of academic support services at UHS to meet that demand to the extent practicable.” [ECF 2474, p. 21.] (Ex. A, p. 40)
37. “The District shall confirm, expressly, that it has mapped the pre-AP courses to align with the College Board standards for AP courses to ensure to the extent practicable that Pre-AP courses are a successful means for increasing student success in AP courses. If this has not been done, it shall be done as soon as possible and no later than the end of SY 2020-21.” [ECF 2474, pp. 21-22.] (Ex. A, p. 23-24, and Notice, pp. 12-13)
38. “The ALE Policy Manual shall clarify, expressly, that there are no middle or high schools contrarily applying eligibility requirements instead of the District’s open enrollment policy for ALEs.” [ECF 2474, p. 22.] (Ex. A, p. 3)

### Transportation Plan

1. “[T]he District shall revise the Transportation Plan.” [ECF 2474, p. 22.] (Exhibit B, Revised Transportation Plan)
2. “Informed by the work of the Comprehensive Integration Plan (CIP) for assessments of travel distances, locations of targeted populations, costs, and other factors, the Transportation Plan shall clarify the use of transportation criterion for selecting and prioritizing future ALE programs, including self-contained, open and cluster, and TWDL GATE.” ECF 2474, p. 22.] (Exhibit B, pp. 4-6)
3. “For it to be comprehensive, the Transportation Plan shall clarify all, not just magnet, free transportation programs including GATE, UHS, TWDL, and transportation from K-8 schools to high schools for Dual Credit (MS-HS) Algebra 1 and transportation from Santa Rita to another high school for AP access.” [ECF 2474, p. 22.] (Exhibit B generally)
4. “The Transportation Plan shall clarify that these [TUSD Yellow Busses, Public Transportation, Contracted Services, and Express Shuttles] are the four modes of free transportation available in TUSD.” [ECF 2474, p. 23.] (Exhibit B, p. 1)
5. “The Transportation Plan shall clarify that the Court’s understanding is correct and expand the eligibility definition of ‘outside the walk-zone of the magnet school,’ accordingly.” [ECF 2474, p. 23.] (Exhibit B, pp. 2-3).
6. “The Transportation Plan shall clarify that an incentive zone is a zone that has been identified by the District as having enough targeted students to have a potentially integrative impact on a specified receiving school.” [ECF 2474, p. 23.] (Exhibit B, p. 2)
7. “The Transportation Plan shall clarify that the Court’s understanding [regarding free incentive transportation being available to any school for any reason if it improves the integration of the receiving school] is correct.” [ECF 2474, p. 23.] (Exhibit B, pp. 2-3)
8. “The Express Shuttles shall be limited to routes that take no more than 30 minutes.” [ECF 2474, p. 24.] [Exhibit B, p. 4)
9. “The Transportation Plan shall clarify that modes of free transportation include the express shuttles and clarify, by ridership data by route, broken down by race, for SY 2019-20, that the shuttles are transporting students from either racially concentrated school neighborhoods or incentive zones to schools where the student’s enrollment is improving integration at the receiving schools.” [ECF 2474, p. 24.] (Exhibit B, pp. 3-4)
10. “The Transportation Plan shall clarify, as understood by the Court, that free incentive transportation is available to Sabino HS for students whose enrollment would improve integration.” [ECF 2474, p. 24.] (Exhibit B, p. 2)
11. “The Transportation Plan shall clarify the justification for [the express shuttle route from the southside to Santa Rita HS] by providing ridership data which reflects students using this shuttle are living within racially concentrated school boundaries or incentive zones and their enrollment improves integration at Santa Rita HS.” [ECF2474, p. 24.] (Exhibit B, p. 4)

12. "The Transportation Plan shall clarify that the express shuttle to Roskrug K-8 is based on its magnet or TWDL status, or both." [ECF 2474, p. 24.] (Exhibit B, p. 4)
13. "The Transportation Plan shall clarify, based on projected ridership data, the potential for an express shuttle route from the northeast parts of the District to Cholla HS, which [is] located in the far west in the District and a Racially Concentrated school." [ECF 2474, p. 24.] (Exhibit B, p. 7)
14. "The Transportation Plan shall clarify transportation as a criterion for selecting future candidates for Self-contained GATE schools, including open and cluster GATE, and TWDL GATE, and non-ALE dual language TWDL schools." [ECF 2474, p. 25.] (Exhibit B, pp. 1, 5, 6)