



Tucson Unified School District USP Status Report July 2013

On October 1, 2013, the District will submit its first Annual Report focusing primarily on activities and programs that occurred while the District was technically under the Post-Unitary Status Plan (PUSP), and prior to the beginning of implementation of the Unitary Status Plan (USP). This Report provides an implementation status of each and every USP and USP-related activity from February 1, 2013 through January 31, 2014. While it is too early to assess the effectiveness and outcomes of most USP implementation activities, some measures are available for analysis and discussion. This status report is not required under the USP; however, the District submits this report in the interests of transparency, accountability, and good faith.

Timelines and activities will undoubtedly shift throughout SY 2013-14 to adjust to unforeseen circumstances and realities. The timelines within this report are meant as guidelines to ensure timely and effective implementation, but are always flexible to address the needs of students, of the District, and of the Special Master and Parties in the *Fisher-Mendoza* lawsuit¹ and court ordered remedy – the Unitary Status Plan.

The Report includes:

- (I) USP Implementation Status – Overview
- (II) USP Implementation Status – Detailed

¹ The Special Master is Dr. Willis Hawley. The Parties include attorneys from the Department of Justice representing the United States, and attorneys representing the *Fisher* plaintiffs (African-American students and families) and the *Mendoza* plaintiffs (representing Mexican-American students and families)

I. USP IMPLEMENTATION STATUS – OVERVIEW

In the table below, each item has an activity title (with page number reference), a due date, a status indicator, a reference to the project or projects involved (there are 13 projects operating across departments to implement the USP), and a reference to the relevant section to the USP and/or Court Order. Generally, this section is ordered chronologically starting with the first due date referenced in the USP, and ending with activities due by the end of June after SY 2013-14 is complete in May 2014. Section II below contains corresponding and detailed descriptions for the implementation status of each activity. The page number in parenthesis next to each activity title references the location of the detailed description.

Activity titles are meant to identify specific activities; corresponding dates are meant to identify specific target dates to guide implementation of the stated activity. Not every activity in the USP has a due date, but the discipline of project management requires activities have due dates and/or milestones. In good faith, the District has created due dates for each activity, regardless of whether a date was specified in the USP or not. In several cases, where the District substantially missed a USP deadline (by more than 30 days), a second target date is indicated in parenthesis. This is to ensure that where a date is missed, a new target date replaces it to ensure timely completion of the activity. Status indicators are “Complete” “In Progress” or “Not Started.”

ACTIVITY	DUE DATE	STATUS	PROJECT	USP or ORDER
Develop a Reduction-In-Force (RIF) Plan (p.10)	2.1.13	In Progress	1	IV.G
Apply for Federal Magnet School Funding (MSAP) (p. 10)	3.1.13	Complete	2	II.E.5
Appoint AAAATF Members (p.11)	3.15.13	Complete	5, 13	V.E.7.g
Hire or Designate Specific Positions (pp.11-19)				
(a) Director of Student Assignment	4.1.13	Complete	2	II.C.1
(b) Director of Magnet Schools/Programs		Complete	2	II.C.2
(c) Individual to Coordinate USP HR Functions		Complete	1	IV.B.1
(d) Director-Level Employee to Coordinate Personnel Recruitment		Complete	1	IV.B.2
(e) Director-level Employee to Coordinate P.D. and Support		Complete	12	IV.B.3
(f) Director of Culturally Relevant Pedagogy and Instruction		Complete	6	V.E.4.c
(g) Director of Multicultural Curriculum		In Progress	6	V.E.4.d
(h) Restorative and Positive Practices Coordinator (RPPC)		Complete	7	V.C.1
(i) Restorative and Positive Practices Site Coordinator (RPPSC)		Complete	7	V.C.2
(j) Director of Support Services for African American Students		Complete	5	V.E.4.a
(k) Director of Support Services for Latino Students		Complete	5	V.E.4.b
(l) Employee to Review and Analyze Data Collection System		Complete	13	X.A.2
(m) Individuals to Assist with CRP Training	5.1.13	Complete	6	V.E.5.a
(n) Appropriate Trainers for All Necessary PD	6.1.13	In Progress	All	IV.J.2
(o) Family Engagement Coordinator (FEC)	7.1.13	Complete	8	VII.B.1
(p) Coordinator of Advanced Learning Experiences		Complete	4	V.A.2.a
(q) Academic and Behavioral Supports Coordinator (ABSC)		Complete	5	V.E.2.a
(r) Dropout Coordinator		Complete	5	V.E.2.b.i
(s) Student Discipline Trainers		In Progress	7	VI.E.2

ACTIVITY	DUE DATE	STATUS	PROJECT	USP or ORDER
(t) Magnet Assistants	9.1.13	In Progress	2	II.C.2
(u) Experts to Revise Data Collection System (Hire or Contract)	10.1.13	Not Started	13	X.A.2
Develop/Implement Outreach/Recruitment/Retention Plan (pp. 19-20)	4.1.13 (9.1.13)	In Progress	1	IV.C.3 IV.F.1
Develop a Plan for USP Dissemination and USP Training (pp.20-21)	4.1.13	Complete	11	IV.J.1
Develop and Launch the USP Web Page (p. 21)	4.1.13	Complete	8, 13	X.D
Pursue OELAS Extension (p.21)	6.1.13	In Progress	4	V.B.1
Evaluate/Revise the Student/Parent Handbook (pp.21-22)	6.1.13	Complete	7, 11	VI.B.2.a
Review and Revise USP Deadlines (pp.22-23)	7.1.13	In Progress	11	I.D.7
Place Transportation Information in the Student Data System (pp.23-24)	7.1.13	Complete	3	III.B.1
Develop Pilot for First-Year Teachers in Low-Achieving Schools (pp.24-25)	7.1.13	In Progress	12	IV.E.6
Review, Amend, and Adopt Teacher and Principal Evaluations (p.25)	7.1.13	Complete	12	IV.H.1
Amend New Teacher Induction Program (p.26)	7.1.13	Complete	12	IV.I.1
Develop/Implement a Underperforming/Struggling Teacher Plan (p.26)	7.1.13 (9.1.13)	In Progress	12	IV.I.2
Develop/Implement “Aspiring Leaders” Plan (pp.26-27)	7.1.13 (9.1.13)	In Progress	12	IV.I.3
Develop Flag Criteria and System (p.27)	7.1.13	Complete	5, 11, 13	V.E.3.a
Fund/Sustain African American Services (p.28)	7.1.13	Complete	5, 11	V.E.7.a

ACTIVITY	DUE DATE	STATUS	PROJECT	USP or ORDER
Fund/Sustain Latino Student Support Services (p.29)	7.1.13	Complete	5, 11	V.E.8.a
Submit AAAATF Report (pp.29-30)	7.1.13	Complete	5, 13	V.E.7.h-i
Revise Inclusionary Policies/Practices/Complaint Procedures (p.30)	7.1.13 (9.1.13)	In Progress	7, 11	V.F.2.a&c
Require Sites to Highlight Contributions of Diverse Groups (pp.30-31)	7.1.13	Complete	6	V.F.3
Evaluate and Revise Student Discipline Policies (p.31)	7.1.13 (9.1.13)	In Progress	7, 11	VI.B.2.b
Identify Necessary Changes to Monitor Discipline/Extracurriculars (pp.31-32)	7.1.13	Complete	7, 13	VI.F.1; VIII.B.1; X.A.2
Budget and Provide for Translation and Interpretation Services (p.33)	7.1.13	Complete	8, 11	VII.D.1
Amend the Facilities Condition Index (FCI) (p.33)	7.1.13	In Progress	9	IX.A.1
Develop the Technology Condition Index (TCI) (p.34)	7.1.13 (11.1.13)	In Progress	10	IX.B.1
Review and Analyze Data Collection System (pp.34-35)	7.1.13	Complete	13	X.A.2
Consult with Magnet School Experts (p.35)	7.15.13	In Progress	2	II.C.2
Create an Enrollment Application and Application Deadline (pp.35-36)	8.1.13	Complete	2	II.G.1
Track Transfers to and from District Schools (p.36)	8.1.13	In Progress	2	II.H.1
Ensure Diverse Interview Committees (p.36)	8.1.13	Complete	1	IV.D.1
Develop Standard Interview Instrument (p.37)	8.1.13	Complete	1	IV.D.3
Student Discipline Training for Administrators/Certificated Staff (p.37)	8.1.13 (9.1.13)	In Progress	7, 12	VI.E.2

ACTIVITY	DUE DATE	STATUS	PROJECT	USP or ORDER
Develop and Implement Core CRP Training for CRC Teachers (pp.37-38)	8.1.13	In Progress	6	V.E.5.a
Develop and Implement CRP Training (p.38)	8.13-6.14	In Progress	6	V.E.5.a
Develop and Implement Culturally Relevant Courses (p.39)	8.1.13	In Progress	6	V.E.6.a.2
Review and Revise Reporting Requirements (p.40)	9.1.13	Not Started	11	I.D.6
Develop and Submit a Magnet Plan for 2013-14 (p.40)	9.1.13	In Progress	2	II.E.3-4 Doc. 1477
Discuss Party Proposals to Address the Impact of Transfers (p.40)	9.1.13	In Progress	2	II.H.1
Identify the Reasons that Selected Candidates Reject Offers (p.41)	9.1.13	In Progress	1	IV.D.4
Monitor 2012-13 Attrition Rates (p.41)	9.1.13	Not Started	1	IV.F.1.a
Deliver Student Discipline Info Sessions for Students/Parents (pp.41-42)	9.1.13	In Progress	7, 8	VI.D.1-2
Develop and Provide RP/PBIS Training for Sites and RPPSCs (p.42)	9.1.13	In Progress	7, 12	VI.E.1
Develop a School Choice Calculator (Condition H) (p.42)	9.15.13	In Progress	2	Doc. 1447 Doc. 1476
Develop an Admissions Process for Oversubscribed Schools (pp.42-43)	9.15.13	In Progress	2	II.G.2.a-b
Intervention Process for At-Risk African American Students (p.43)	9.15.13	In Progress	5	V.E.7.b
Intervention Teams to Support African American Students (p.43)	9.15.13	In Progress	5	V.E.7.c&f

ACTIVITY	DUE DATE	STATUS	PROJECT	USP or ORDER
Intervention Process for At-Risk Latino Students (pp.43-44)	9.15.13	In Progress	5	V.E.8.b
Intervention Teams to Support Latino Students (pp.44-45)	9.15.13	In Progress	5	V.E.8.c&f
Develop an Extracurricular Activity Equitable Access Plan (p.45)	9.15.13	Not Started	3, 7	VIII.A
Annual Report (p.46)	10.1.13	In Progress	11	I.D.5
Disseminate Student Assignment Information (p.46)	10.1.13	In Progress	8	II.G.1 VII.C.1.g
Review and Revise Marketing/Outreach/Recruitment Strategies (pp.46-47)	10.1.13	In Progress	8	II.I.1
Develop and Implement Student Assignment PD (p.47)	10.1.13	In Progress	2, 12	II.J.1
General Transportation Provisions (pp.48-49)	10.1.13	In Progress	3	III.A.1-6
Professional Learning Community Training for Principals (p.49)	10.1.13	In Progress	12	IV.I.4
ALE Assessment (p.49)	10.1.13	In Progress	4	V.A.2.b
Develop and Implement Plan to Address AAAATF Report (p.49)	10.1.13	In Progress	5	V.E.7.g
Revise UHS Admissions Process (p.50)	10.1.13	In Progress	4	V.A.5.a
Develop Process to Monitor Admin/Teacher Discipline Practices (pp.50-51)	10.1.13	Not Started	7	VI.E.4
Communicate Discipline Roles/Responsibilities to Admin/Teachers (p.51)	10.1.13	Not Started	7, 11	VI.E.3&5
Develop a District Family Center Plan (p.51)	10.1.13	In Progress	8, 9	II.I.2 VII.C.1.a

ACTIVITY	DUE DATE	STATUS	PROJECT	USP or ORDER
Review and Assess Family Engagement Programs and Practices (p.52)	10.1.13	In Progress	8	VII.C.1.b
Targeted PD for Admins/Cert. Staff Based on Evaluations (p.52)	10.1.13	In Progress	12	IV.J.4
Hold First Quarter (Q1) Event for African American Students (pp.52-53)	10.15.1 3	Not Started	5, 8	V.E.7.d
Hold First Quarter (Q1) Event for Latino Students (p.53)	10.15.1 3	Not Started	5, 8	V.E.8.d
Identify College Students to Support African American Students (p.54)	10.15.1 3	Not Started	5	V.E.7.e
Identify College Students to Support Latino Students (p.54)	10.15.1 3	Not Started	5	V.E.8.e
Monitor Site-Highlighting of Contributions of Diverse Groups (p.54)	10.15.1 3	Not Started	6	V.F.3
Review and Assess Academic and Behavioral Supports (pp.55-56)	11.1.13	In Progress	5	V.E.2.a-b Doc. 1477
Develop a Drop-Out Prevention and Retention Plan (pp.56-57)	11.1.13	Not Started	5	V.E.2.b
Conduct Q1 (First Quarter) Review of Sites' Discipline Data (p.57)	11.1.13	Not Started	7, 13	VI.F.2
Report 40th Day Student Enrollment Data for 2013-14 (p.58)	11.1.13	Not Started	11, 13	I.D.2
Facilitate Opportunities for Observations of Best Practices (p.58)	11.1.13	Not Started	6, 12	IV.J.6
Develop and Implement Q1 Corrective Action Plans (Discipline) (pp.58-59)	12.1.13	Not Started	7	VI.F.2-3

ACTIVITY	DUE DATE	STATUS	PROJECT	USP or ORDER
Develop Draft Criteria for Making 910(G) Funding Allocations (p.59)	12.1.13	Not Started	11	Doc. 1477
Finalize Criteria for Making 910(G) Funding Allocations (pp.59-60)	12.31.13	Not Started	11	Doc. 1477
Maintain and Manage Applicant Database and Pool (p.60)	12.31.13	Not Started	1	IV.D.2
Monitor School-Based Administrators by Race/Ethnicity (p.60)	12.31.13	Not Started	1	IV.E.1
Identify, Assess, and Address Faculty Disparities (p.61)	12.31.13	Not Started	1	IV.E.2
Reassign Personnel (p.61)	12.31.13	Not Started	1	IV.E.3
Assign and Attract Diverse Administrative Teams at Sites (p.61)	12.31.13	Not Started	1	IV.E.4
Increase Teacher Quality at RC or Low-Achieving Schools (p.62)	12.31.13	Not Started	1	IV.E.5
Survey Teachers and Conduct Focus Groups (p.62)	12.31.13	Not Started	1	IV.F.1.b-c
Develop/Implement the ALE Access and Recruitment Plan (pp.62-63)	1.1.14	Not Started	4	V.A.2.c-f
Implement the Dropout Prevention and Retention Plan (p.63)	1.1.14	Not Started	5	V.E.2.c
Implement Intercultural Proficiency Strategies for Students (p.63)	1.1.14	Not Started	6	V.F.2.b
Make Necessary Changes to the Data Reporting System (pp.63-64)	1.1.14	Not Started	13	VI.F.1

ACTIVITY	DUE DATE	STATUS	PROJECT	USP or ORDER
Develop/Implement a Plan to Track Family Engagement (p.64)	1.1.14	Not Started	8, 13	VII.C.1.c
Develop a Plan to Reorganize Family Engagement Resources (p.64)	1.1.14	Not Started	8	VII.C.1.d
Implement the Evidence-Based Accountability System (EBAS) (pp.64-65)	1.1.14	Not Started	13	X.A.2-3
Develop and Implement a Multicultural Curriculum (p.65)	1.15.14	Not Started	6	V.E.6.a.1
Hold 2nd Quarter (Q2) Event for African American Students (p.65)	1.15.14	Not Started	5, 8	V.E.7.d
Hold 2nd Quarter (Q2) Event for Latino Students (p.66)	1.15.14	Not Started	5, 8	V.E.8.d
Conduct 2nd Quarter (Q2) Review of Sites' Discipline Data (p.66)	1.15.14	Not Started	7, 13	VI.F.2&6
Develop Criteria to Review Student Placement Policies (pp.65-66)	1.31.14	Not Started	6	V.D.1

II. USP IMPLEMENTATION STATUS – DETAILED

Develop a Reduction-In-Force (RIF) Plan

February 1, 2013 (September 1, 2013)

Status: In Progress

Project: 1

USP Language: “By February 1, 2013, the District shall develop a plan (“RIF Plan”) which takes into account the District’s desegregation obligations for any reductions in force (“RIF”) or other employment actions requiring the dismissal of administrators and/or certificated staff members who have been hired to fulfill a need specifically identified in this Order. The RIF Plan, and any future modifications, shall be communicated to all personnel in writing and posted on the District’s website. No reductions in force may take place sooner than 30 days after the RIF Plan is communicated to all personnel. If reductions in force are necessary before February 1, 2013, due to school closures or other significant changes in schools’ capacities, the District shall communicate informally regarding the substance of the new RIF Plan to administrators and certificated staff members before any such RIFs take place.” [IV.G.1]

Description: Immediately after the issuance of the Court Order, the District reviewed its policies regarding reduction-in-force (RIF). As a result of the review of these policies, the District determined that current policies and practices met the requirements identified in the Unitary Status Plan (USP) for notification regarding reduction-in-force and recall procedures. Communications to affected employees included references to these policies. Recall procedures for administrators would require the implementation of a notification of a vacancy procedure. The Reduction-in-Force Plan would require the identification of staff members who were hired into positions specifically designated in the USP to meet the requirement of three-year lay-off protection. The Reduction-in-Force process continued according to district policy with attention to additional requirements of the USP while the District continued to develop Reduction-in-Force Plan was in development.

Special Master and Party Review is Specifically Required by the USP: The District will send the finalized plan to the Board, the Parties, and the Special Master in July 2013. In August 2013, the District will consider feedback from the Board, Parties, and Special Master and finalize the plan by September 1, 2013.

Apply for Federal Magnet School Funding (MSAP Grant)

March 1, 2013

Status: Complete

Project: 2

USP Language: “[S]hould federal magnet school funding pursuant to the Magnet Schools Assistance Program (“MSAP”) become available to assist school districts to implement magnet schools and programs for the 2013-2014 through the 2016-2017 school years, the District shall apply for MSAP funding to assist it in implementing the Magnet School Plan required by this Order.”

Description: The MSAP Grant funding was made public on December 31, 2012. District staff participated in the pre-application webinar from January 17, 2013, and the District timely filed its notice of intent to apply before the January 31, 2013 deadline. The District developed, revised, finalized, and submitted the MSAP

Grant application by the March 1, 2013 deadline. Results are expected between September and October 2013. The District has budgeted to implement the current draft magnet plan in such a manner as not to be reliant on the outcome of the grant application. However, if the District is awarded the grant it will accelerate strategies within the magnet plan and may free up other USP-related resources for other purposes.

Appoint African American Academic Achievement Task Force (AAAATF)

March 15, 2013

Status: Complete

Projects: 5, 13

USP Language: “As soon as possible after the approval of the USP by the Court, the District shall appoint a Task Force that will develop a comprehensive plan for significantly improving the academic performance of African American students. The members of this Task Force shall include representatives of Support Services for African American Student Achievement, African American teachers and administrators, and experts in the education of African American students. African Americans shall comprise at least a majority of the Task Force’s membership.” [V.E.7.g]

Description: In February 2013, the District extended invitations to several experts to participate along with staff and community members on the Task Force. The Task Force was assembled.

Hire or Designate Specific Positions

The District identified all the positions noted as “hired or designated” in the USP. The team decided that USP job descriptions needed to be reviewed to determine, if the duties required of the USP positions were already a requirement of the job. It was determined that most of the duties in the USP positions were already a requirement of the existing positions and that with minor updates the positions descriptions would incorporate all the USP requirements. Additional language was added to each job description to ensure compliance with court orders, and to ensure the positions were serving all students while recognizing cultural relevance and racial diversity. After initial revisions were completed, the job descriptions were sent for feedback and further updates for essential functions that were or were not being performed. Job descriptions were revised to incorporate broader language to meet the essential functions of the position to avoid being continually updated due to changes in titles or names of programs. The job descriptions were then finalized, posted online, a copy was submitted to the Labor Relations Director and Human Resources. Additionally, a copy of updated job descriptions was provided to various affected personnel.

Job descriptions for new positions were developed after researching other similar job descriptions and speaking with the relevant member of the Superintendent’s Leadership Team regarding job expectations. New job descriptions include: Multicultural Director, Culturally Relevant Pedagogy Director, and Executive Director of Student Equity. The District uses the “Decision Band Methodology” for grading and classifying new positions and reclassifications.

The following position descriptions were reviewed and revised: Executive Director Student Equity, Director Student Placement Community Outreach, Director African American Student Services, Director Advance Learning Experience, Director Magnet School Program, Director Professional Development, Director Mexican American Student Services, Directors Multicultural Curriculum, Executive Director Human Resources, Teacher Mentor, Professional Development Academic Trainer, HR Program Coordinator, Sr. Program Coordinator, Culturally Relevant Pedagogy and Instructional Program Coordinator, Family Engagement Program Coordinator, Magnet Program Coordinator, Gifted and Talented Program Coordinator Sr., Magnet Program

Coordinator Sr., Director Asian Pacific American Student Services and Director Native American Student Services.

Eleven (11) employees were designated to positions identified in the USP. The Director for Professional Development was a reclassification that was approved by the Governing Board. A subsequent analysis identified four (4) additional positions to be designed to USP assignments. A letter was drafted for the new Superintendent designating current employees to the following positions: Academic and Behavior Supports Coordinator, Dropout Coordinator and two (2) Restorative Practices PBIS Trainers. As SY 2013-14 begins, and in collaboration and alignment with the new Superintendent, positions and their place within the organization may be adjusted for maximum effectiveness and efficiency in USP implementation.

a. Director of Student Assignment

April 1, 2013

Status: Complete

Projects: 1, 2

USP Language: “By April 1, 2013, the District shall hire or designate a director-level employee who shall supervise the implementation of all student assignment strategies set forth in this Order. This employee shall coordinate all student assignment activities, working with the desegregation department and all other relevant departments and schools, including but not limited to those involved with magnet schools and programs, open enrollment, transportation and facilities.” [II.C.1]

Description: Designated Noreen Wiedenfeld, effective April 1, 2013.

b. Director of Magnet Schools and Programs

April 1, 2013

Status: Complete

Projects: 1, 2

USP Language: “The District shall hire or designate a director-level employee who shall be responsible for developing and implementing a comprehensive magnet school and program strategy for the District to enhance the integrative and educational quality of magnet schools and programs, and who shall periodically, at minimum on an annual basis, assess these schools and programs.” [II.C.2]

Description: Designated Victoria Callison, effective April 1, 2013.

c. Individual to Coordinate Outreach/Recruitment/Hiring/Assignment/Retention

April 1, 2013

Status: Complete

Project: 1

USP Language: “The District shall hire or designate an individual in the human resources department who shall coordinate and review the District’s outreach, recruitment, hiring, assignment and retention efforts and any reductions in force.” [IV.B.1]

Description: Designated Pam Palmo, effective April 1, 2013.

d. Director-Level Employee to Coordinate Personnel Recruitment

April 1, 2013

Status: Complete

Project: 1

USP Language: “By April 1, 2013, the District shall hire or designate a director-level employee to coordinate personnel recruitment efforts. This employee shall coordinate with the employee in the human resources department designated in Paragraph (1) above and shall be responsible for: (a) managing the development of the recruitment plan with the recruitment team, and (b) organizing and monitoring District recruitment efforts pursuant to the requirements of this Section.” [IV.B.2]

Description: Designated Pam Palmo, April 1, 2013. The District may hire an individual into this position in the future. In the interim, the District designated Pam Palmo into this role to ensure that the implementation of this work would not be delayed. The District is examining the possibility of hiring a separate person into this position as the USP language clearly states that this employee will work with the employee identified in section 9(c) above, which has been designated as Pam Palmo.

e. Director-Level Employee to Coordinate Professional Development and Support April 1, 2013

Status: Complete

Projects: 1, 12

USP Language: “By April 1, 2013, the District shall hire or designate a director-level employee to coordinate professional development and support efforts.” [IV.B.3]

Description: Designated Richard Foster, effective April 1, 2013.

f. Director of Culturally Relevant Pedagogy and Instruction

April 1, 2013

Status: Complete

Projects: 1, 6

USP Language: “The District shall hire or designate an individual who shall supervise the implementation of courses of instruction that focus on the cultural and historical experiences and perspectives of African American and Latino communities. The CRPI director shall also supervise, develop and implement a professional development plan for administrators, certificated staff, and paraprofessionals, as appropriate, on how best to deliver these courses of instruction and to engage African American and Latino students. The CRPI director shall have experience developing and teaching curriculum focused on the African American and/or Latino social, cultural, and historical experience at the secondary level” [V.E.4.c]

Description: Designated Dr. Augustine Romero, effective April 1, 2013. The District is in the process of reorganizing this position to ensure separate individuals are designated as the Director of CRPI and Director of Multicultural Curriculum.

g. Director of Multicultural Curriculum

April 1, 2013

Status: In Progress

Projects: 1, 6

USP Language: “The District shall hire or designate an individual to supervise the development and integration of multicultural curriculum in courses at all grade levels. This employee shall work with the African American and Latino student support services staff, the CRPI director, and other relevant District Office staff to develop and implement strategies to engage African American and Latino students, including but not limited to,

curriculum and pedagogy responsive to the African American and Latino social, cultural, and historical experience.” [V.E.4.d]

Description: Designated Dr. Augustine Romero, effective April 1, 2013. The District is in the process of reorganizing this position to ensure separate individuals are designated as the Director of CRPI and Director of Multicultural Curriculum.

h. Restorative and Positive Practices Coordinator (RPPC)

April 1, 2013

Status: Complete

Projects: 1, 5, 7

USP Language: “By April 1, 2013, the District shall hire or designate an employee to serve as the District’s restorative and positive practices coordinator (“RPPC”). The RPPC shall be responsible for working with school sites to assist in the ongoing implementation of Restorative Practices and the implementation of PBIS, including: (a) developing model behavioral assessments and interventions; and (b) assisting school sites in developing systems and structures to use data for self-monitoring practices.”

Description: Designated Jim Fish, effective April 1, 2013

i. Restorative and Positive Practices Site Coordinator (RPPSC)

April 1, 2013

Status: Complete

Projects: 1, 4, 5, 7

USP Language: “By April 1, 2013, all District schools shall hire or designate an employee to serve as a restorative and positive practices site coordinator (“RPPSC”). A school’s learning support coordinator may be designated to serve as the RPPSC for the school. The RPPSCs shall be responsible for assisting instructional faculty and staff to: (a) effectively communicate school rules; (b) reinforce appropriate student behavior; and (c) use constructive classroom management and positive behavior strategies. The RPPSCs shall also be responsible for (d) evaluating their school site’s behavior and discipline practices to ensure that they are language-accessible, and (e) working with site staff and the District-level RPPC to develop corrective action plans for administrators or certificated staff as necessary.”

Description: Designated Learning Supports Coordinators (LSCs), effective April 1, 2013

j. Director of Support Services for African American Students

April 1, 2013

Status: Complete

Projects: 1, 5

USP Language: “The District shall hire or designate an individual who shall coordinate the development and implementation of support and academic intervention services for African American students. This employee shall also coordinate efforts to work directly with students to improve academic achievement, provide mentorship and guidance, reduce dropout and increase the college-going rate. The director of support services for African American student achievement shall have experience in mentoring and advocacy on behalf of African American students, the development and implementation of successful academic intervention models and their evaluations, and dropout prevention.” [V.E.4.a]

Description: The District designated the current Director of African American Student Services Jimmy Hart, effective April 1, 2013. Serving as TUSD's Director of African American Student Services, Jimmy Hart earned his Bachelor of Science degree from the Langston University, Langston, Oklahoma. He earned his Master of Education degree from the University of Central Oklahoma in Administration. He is currently working on his doctorate degree in Educational Leadership from the University of Arizona.

Mr. Hart has served African American students for 22 years. While attending Langston University he and several classmates created a Saturday program to teach students about technology. It was during this time he decided to become an educator. While interning for the Oklahoma Department of Career and Technical Education, Jimmy worked to increase the state-wide participation of African American students in the Technology Education programs. With the support of the state director, he organized successful state-wide leadership development conferences for African American students.

Upon completing his internship and graduating with his bachelor's degree, he began teaching at Millwood M.S. in Oklahoma City, OK. The student demographic at Millwood was and is 99% African American. Mr. Hart served as a teacher, lead technology person, after-school program coordinator and served on the school's award winning School-to-Work committee. All efforts focused on supporting the academic and social needs of African American students. Mr. Hart served the Millwood community from 1993 – 1998.

Mr. Hart served as an Individualized Cooperative Education Teacher at Francis Tuttle Technology Center, Oklahoma City, OK from 1998 - 1999. There he worked closely with Millwood Public Schools and other district to recruit students into the nationally recognized drop-out prevention program, Project HOPE. Students in his program created a school-based enterprise working with local businesses to develop websites. The learning format was conducive to students from all backgrounds.

In 1999 he began work in Tulsa Public Schools, Tulsa, OK. In Tulsa Public Schools he served as a CTE specialist, assistant principal of middle school and an assistant principal of high school. In each position he supported the needs of African American students. Serving as an assistant principal at Whitney M.S., Mr. Hart implemented restorative practices. His efforts were discussed in the national best seller, *Eight Habits of the Heart for Educators*. While at Booker T. Washington High School (40% African American students), a nationally ranked high school, he served as the advanced placement coordinator, supported the international baccalaureate program and established partnerships with the community for scholarships. From 2002 – 2004 Mr. Hart served as an administrator for Tulsa Technology Center, Tulsa, OK. Tulsa Technology Center is a national model for CTE programs. Mr. Hart was responsible for all hi-tech programs and worked to recruit Tulsa Public Schools students. His work also included implementing CTE programs to address industry needs. In 2004 Mr. Hart moved back to Tucson, AZ. Having graduated from Tucson High, it was an opportunity to serve his community. In his current capacity as Director of African American Student Services, he has implemented several programs as a result of dynamic team members. For example, the district Parent University, district Multicultural Symposium, Male Leadership Academy, Achieve 3000 and greater community involvement. Each initiative was developed or implemented to create greater capacity to address the needs of students.

k. Director of Support Services for Latino Students

April 1, 2013

Status: Complete

Projects: 1, 5

USP Language: "The District shall hire or designate an individual who shall coordinate the development and implementation of support and academic intervention services for Latino students. This employee shall also coordinate efforts to work directly with students to improve academic achievement, provide mentorship and guidance, reduce dropout and increase the college-going rate. The director of support services for Latino

student achievement shall have experience in mentoring and advocacy on behalf of Latino students, the development and implementation of successful academic intervention models and their evaluation, and dropout prevention.” [V.E.4.b]

Description: The District designated the current Director of Mexican American Student Services, Maria Figueroa, effective April 1, 2013. Dr. Figueroa earned a bachelor's degree from the University of Arizona in Bilingual and Elementary Education; two master's degrees - in Reading and Education Administration (University of Arizona and Arizona State University) and a doctoral degree in Education Leadership from Northern Arizona University.

Dr. Figueroa has served Latino students for 25 years. Before being named director of TUSD Mexican American Student Services she served as a Bilingual Teacher for elementary and intermediate students (K-6) for 10 years, from 1987 to 1997. Within these ten years she also worked in several Westside elementary schools with high Latino student populations and Title I schools. She served as a Curriculum & Reading Specialist for Title I programs. She specialized in providing interventions and strategies in reading, writing and mathematics for Latino students and offered training to teachers and adults from TUSD Title I schools and professional teaching conferences. The numerous adult trainings and presentations she delivered encompassed information on how to teach Chicano Literature in Bilingual Classrooms.

Dr. Figueroa also worked with South Phoenix and Tempe, Arizona Latino students when she received her 2nd Master's degree from ASU in Educational Leadership. In the Roosevelt School District she initiated a K-8 program which afforded Latino students, administrators and teachers the opportunity to begin to learn and teach Bilingual Chicano/Latino History and Social Studies courses.

From 1997 to 1999, Dr. Figueroa was a Curriculum Specialist who assisted in the initiation and planning for the Curriculum/Instruction and Student Learning Committee for the TUSD Hispanic Studies Department. She and one other Curriculum Specialist, Mr. Salvador Gabaldon, were the primary responsible advisors and specialists for overseeing, organize and write, with many teachers, all of the multicultural curriculum and thematic units for that department. She then continued to teach Chicano Literature classes to Latino students in several South Tucson, TUSD schools and in the John Valenzuela Center to TUSD classroom teachers.

Dr. Figueroa served as a school administer for 14 years (1999-2013), mostly at Tolson Elementary, and served as a Leadership Coach for new principals in schools with high Latino student populations. At Tolson, she and her staff successfully raised the school's high Latino student population's academic achievement. Initially Tolson was labeled a STARR school with low student AIMS achievement scores. For an entire decade, from 2001-2012 Tolson Elementary School has yielded high percentages of students meeting AIMS assessment standards, resulting in consistent state labels of “Performing Plus” and a “B” grade from Arizona Learns.

I. Employee to Review and Analyze Data Collection System

April 1, 2013

Status: Completed

Project: 13

USP Language: “By April 1, 2013, the District shall hire or designate a District Office employee to conduct a review and analysis of the current capacity of Mojave and any other District data collection and tracking system. Such review and analysis shall determine these data system(s)' ability to: (a) track individual student demographic, academic, and behavioral data pursuant to the requirements set forth in Appendix A; (b) be compatible with and run reports concurrently with the District's data system(s) for tracking personnel data and information; and (c) automatically produce alerts, flags, and other programmed signals to indicate when students do not meet pre-determined goals or expectations for academic performance or behavioral concerns. [X.A.2]

Description: Designated John Gay, effective April 1, 2013 (currently assigned to the acting Chief Information Officer, Adele Edwards)

m. Hire/Designate Individuals to Assist with CRP Training

May 1, 2013

Status: Complete

Projects: 1, 6

USP Language: “By May 1, 2013, the CRPI director shall coordinate hiring or designating individuals, as necessary, who can assist him/her in providing ongoing support and training to administrators, certificated staff, and paraprofessionals.” [V.E.5.a]

Description: The CRPI Director coordinated the hiring and/or designating of individuals to: (a) develop the training, (b) facilitate the training, and (c) to develop the train-the-trainer model to provide ongoing support and training to administrators, certificated staff, and paraprofessionals. These individuals include Dr. Julio Cammarota (external consultant), and the following designees: Maria Figueroa, Jimmy Hart, Desiree Cueto, Sal Gabaldon, Ignacio Ruiz, Pat Sandoval-Taylor, and Denise Contreras.

n. Appropriate Trainers for All Necessary PD

June 1, 2013

Status: In Progress

Projects: All

USP Language: “By June 1, 2013, the District shall designate, hire, or contract for appropriate trainers for all certificated staff, administrators and paraprofessionals to provide the professional development necessary to effectively implement the pertinent terms of this Order. These trainers shall work in conjunction with the District’s director of culturally responsive pedagogy and instruction and coordinator of professional development to develop appropriate trainings, and shall conduct these professional development sessions throughout the 2013-2014 school year and thereafter. All newly-hired or promoted certificated staff, administrators and paraprofessionals in the District, or individuals who did not attend the first session(s) of professional development described here, shall do so the next time the trainings are held, or in the beginning of the fall semester of the academic year subsequent to the academic year during which they were hired or promoted or missed such training, whichever is sooner. At that time such personnel also shall receive a copy of this Order and the training referenced above (*see* Paragraph 1 above).” [IV.J.2]

Description: The District has identified all professional development necessary to effectively implement the pertinent terms of the USP, and has designated, hired or contracted for appropriate trainers for said PD to be conducted within the first few months of implementation. As additional PD is developed and implemented, the District will continue to designate, hire, or contract for appropriate trainers. The District has developed a “Quality Management Process” process for developing PD, which includes a template that all departments must use in developing PD. This template includes specific questions to guide all PD development, to ensure that USP-related PD is always done in conjunction with the CRP and/or PD Director, and that allows the District to track the make-up of PD development and implementation teams.

As part of the District's "on-boarding" process, identified positions hired after the first PD sessions will receive the PD at a later date, or at the beginning of the subsequent fall semester. The District has enhanced its processes to track new hires to ensure that they receive the appropriate training necessary in a timely fashion.

o. Family Engagement Coordinator (FEC)

July 1, 2013

Status: Completed

Projects: 1, 8

USP Language: "By July 1, 2013, the District shall hire or designate a District Office employee to be the Family Engagement Coordinator ("FEC"), located at the Family Center or at another reasonable location. The FEC shall be responsible for the review and assessment of the District's existing family engagement and support programs, resources, and practices, focusing on African American and Latino students, including ELL students, and families, particularly students who are struggling, disengaged, and/or at risk of dropping out, shall participate in the development and implementation of the outreach and recruitment plan in (II)(I)(i) above, and shall develop and implement the plan described below." [VII.B.1]

Description: Designated Teresa Guerrero, effective April 1, 2013

p. Coordinator of Advanced Learning Experiences

July 1, 2013

Status: Complete

Projects: 1, 4

USP Language: "By ~~April 1, 2013~~ July 1, 2013, the District shall hire or designate a District Office employee to be the Coordinator of Advanced Learning Experiences ("ALEs"). [V.A.2.a]

Description: This due date was adjusted by agreement of the Parties and Special Master. The District interviewed for a Director of ALEs in May, and the Board approved the hiring of Martha Taylor as ALE Director in June.

q. Academic and Behavioral Supports Coordinator (ABSC)

July 1, 2013

Status: Completed

Projects: 1, 5, 7

USP Language: "By April 1, 2013, the District shall hire or designate an employee to be the academic and behavioral supports coordinator ("ABSC"), responsible for the review and assessment of the District's existing academic and behavioral support programs, resources, and practices, including, but not limited to, those currently provided through the District's student services departments." [V.E.2.a]

Description: Designated Brian Lambert, effective July 1, 2013.

r. Dropout Coordinator

July 1, 2013

Status: Completed

Projects: 1, 5

USP Language: "The District's dropout prevention and retention plan shall include, but not be limited to: ...Hiring or designating a dropout coordinator to work with the ABSC to implement the strategies identified herein to reduce dropout, increase graduation, and focus school and District resources on working with students

whose patterns of attendance, classroom performance, or other individual challenges indicate a serious risk of dropping out. [V.E.2.b.i.II]

Description: Designated Deborah Ferryman, effective July 1, 2013.

s. Student Discipline Trainers

July 1, 2013

Status: In Progress

Projects: 1, 7

USP Language: “By July 1, 2013, the District shall hire or designate trainers to assist all administrators and certificated staff to implement Restorative Practices, PBIS and the standards established in the revised GSRR.” [VI.E.2]

Description: Designated Holly Colonna (Restorative Practices), Karen Jones (PBIS), Charlotte Brown (GSRR standards); effective July 1, 2013.

t. Designate/Hire Magnet Assistants

September 1, 2013

Status: In Progress

Project: 1, 2

USP Language: “District shall hire/designate an individual or individuals to assist in the effective implementation and operation of the magnet schools and programs, including working with school-based personnel and developing and administering an admissions process to ensure integration of magnet schools and programs.” [II.C.2]

Court Order Language: “IT IS FURTHER ORDERED resetting the deadline from April 1, 2013 for release of a Comprehensive Magnet Plan to Plaintiffs for review and comment is reset to September 1, 2013.” [Order, June 7, 2013, Doc. 1477]

Status: The District has budgeted for, has begun the hiring process for, these individuals to ensure that they are in place during the start of school and prior to the Magnet Plan being finalized by September 1, 2013.

u. Experts to Revise Data Collection System (Hire or Contract)

October 1, 2013

Status: Not Started

Projects: 1, 13

USP Language: “By October 1, 2013, the District shall hire or contract for appropriate experts to add to or amend the District’s data system(s) to allow it to perform the functions described in Section (X)(A)(1)-(5).” [X.A.2]

Description: The assessment of the District’s data systems was completed during the month of May, and identified particular needs and gaps within the systems. The District is currently in the process of making simple modifications and replacements, and simultaneously developing a plan for hiring or contracting for appropriate

experts to assist the District in adding or amending the more complex modifications necessary to revise the system to provide a better foundation for the future development of the EBAS, and to provide for immediate reporting and implementation needs as defined by the USP.

Develop and Implement an Outreach/Recruitment/Retention Plan

Status: In Progress

**April 1, 2013
(September 1, 2013)**

Project: 1

USP Language: “By April 1, 2013, the District shall develop and implement a plan to recruit qualified African American and Latino candidates for open administrator and certificated staff positions. The plan shall be developed by the District recruiter with the input of a racially and ethnically diverse recruitment team comprised of school-level and district-level administrators, certificated staff and human resources personnel. The plan shall address any and all disparities identified in the Labor Market Analysis.” **[IV.C.3]**

“The District shall adopt measures intended to increase the retention of African American and Latino administrators and certificated staff...” **[IV.F.1.a-c]**

Description: The District is incorporating the measures described for retention into the Outreach and Recruitment Plan.

In the early fall of 2012, the District initiated planning for SY 2013-14 recruitment with a racially and ethnically diverse 4-member core recruitment strategy team. The District then formed a broader, racially and ethnically diverse 15-member “Recruitment and Retention Advisory Committee” made up of District staff, community members, and college and university teachers and administrators. The Committee meets quarterly and develops strategies that focus on diversity challenges, information resources, and ethnic/cultural opportunities in the community to recruit and retain a racially and ethnically diverse workforce. In October 2012, the District received a preliminary Labor Market Analysis (LMA) based in part on labor information from the 2000 Census EEO Special File, and from State Departments of Education. Labor information from the 2010 Census had yet to be finalized and is still not available.

The District recruiter then worked with staff, and with the input from the core team, from the Advisory Committee, and from the preliminary LMA, to develop an initial Recruitment Plan by December 2012. However, the plan could not be finalized until the LMA was updated with 2012 data.

The preliminary LMA used labor information from the District’s 2010 EEO-5 Report (which is prepared every two years for the Bureau of Labor and Statistics, “BLS”). On November 29, 2012, the District initiated its 2012 EEO-5 Report to be sent to the BLS. From December through March the District finalized the EEO-5 Report, and sent it to the BLS and to the expert consultant in March. In Late March, the expert consultant sent a revised LMA based on the 2012 EEO-5 Report. In a normal year, the District would have labor information on the following school year by April. In 2013, because of extenuating circumstances (namely, school closures and consolidations which included an unusually large volume of transfers, RIFS, and retirements), the District’s internal labor information was not available until June. Therefore, though the District had a preliminary plan, and 2012 LMA data, the District waited until June/July 2013 to finalize the plan so that it reflected the most up-to-date information so that recruitment efforts could adequately address any and all disparities identified in the LMA as compared to the most recently available data. For instance, the District hired, appointed, or transferred approximately 26 administrators between February and July 2013 under our normal process – not as a result of the yet-finalized recruitment plan.

Special Master and Party Review is Specifically Required by the USP: The District will send the finalized plan to the Board, the Parties, and the Special Master in July 2013. In August 2013, the District will consider

feedback from the Board, Parties, and Special Master and finalize the plan by September 1, 2013. Meanwhile, the District has and will continue its outreach, recruitment and retention efforts based on the strategies identified by the team, by the Advisory Committee, and as outlined in the USP.

Develop a Plan for USP Dissemination and USP Training

April 1, 2013

Status: Complete

Project(s): 11, 12

USP Language: “By April 1, 2013, the District shall develop a plan to ensure that all administrators and certificated staff are provided with copies of this Order and are trained on its elements and requirements prior to the commencement of the 2013-2014 school year.” [IV.J.1]

Description: All administrators and certificated staff will receive copies of the Unitary Status Plan electronically on or before August 1, 2013. Most site administrators have received training on the elements and requirements of the Unitary Status Plan, training for all administrators and certificated staff will be available starting the second or third week of school. The training will be available online, in sections, with corresponding quizzes at the end of each section to check for understanding and to ensure comprehension. The training will be online. Training for current staff will continue through the end of the first quarter. It will be the responsibility of Human Resources and the staff member’s immediate supervisor to inform all administrators and certificated staff hired after August 1, 2013, of this requirement.

Special Master and Party Review is Specifically Required by the USP: The District will send the finalized plan to the Board, the Parties, and the Special Master in July 2013. USP dissemination and training will begin in the early fall.

Develop and Launch the USP Web Page

April 1, 2013

Status: Complete

Projects: 8, 13

USP Language: “On the home page of <http://www.tusd1.org/> or any subsequent District websites, the District shall include a prominent link to a Unitary Status Plan web page (“USP web page”). This page shall serve as a resource to the community, parents, District employees, parties, and students, by providing current information related to the various elements of the Plan. The USP web page shall be available by April 1, 2013. The USP web page shall also include updated links to the current Plan; the Annual Reports, as appropriate pursuant to FERPA and other privacy concerns; USP budgets; and budget audits. All public reports and information on the USP web page shall be available in both English and Spanish.” [X.D.1]

Description: The USP web page <http://www.tusd1.org/deseg> was made available on June 15, 2013. The District is continually updating the site and working to establish prominent links and to add additional links, content, etc. as well as integrating family engagement content, ALE, student assignment content as it is developed.

Pursue OELAS Extension

June 1, 2013

Status: In Progress

Project: 4

USP Language: “During the 2012-2013 school year, the District shall pursue an Arizona Department of Education Office of English Language Acquisition Services (“OELAS”)-approved reading block extension to provide access to rigorous mainstream courses and address the literacy needs of ELLs.” [V.B.1]

Description: The OELAS application was submitted to the state of Arizona for a waiver in May 2013. The District is awaiting a response from the state of Arizona.

Evaluate and Revise the Student and Parent Handbook (GSRR)

June 1, 2013

Status: Complete (by June 21, 2013)

Projects: 7, 11

USP Language: “By ~~April 1, 2013~~ June 1, 2013, the District shall, in consultation with an external consultant experienced in implementing [Restorative Practices and Positive Behavioral Interventions and Supports], evaluate and revise the Guidelines for Student Rights and Responsibilities (“GSRR”) ... Plaintiffs and the Special Master shall receive copies of the revised GSRR for review and comment pursuant to Section (I)(D)(1).” [VI.B.2.a]

Special Master and Party review is specifically required by the USP: The District shared the revisions internally and with the Parties and Special Master for final review and revision. The review period was from June 21, 2013 through July 17, 2013. The District considered all comments and suggestions by the Board, Parties, and Special Master and finalized the revisions by July 18. The Governing Board voted on the final revisions on July 23, 2013, to ensure adequate time for printing and distributing the handbook (GSRR) to students within the first weeks of school.

Description: This due date was adjusted by agreement of the Parties and Special Master. There are two steps to this evaluation and revision. First, the District’s internal annual evaluation process involving various stakeholders (the GSRR Committee: Legal Department, Community Members, Principals, Parents, Teachers, Central Administrators, etc., occurred roughly between February and May 2013). This process resulted in revisions that were USP-related, but were also related to other considerations and mandates. These revisions were highlighted to differentiate them from the strictly USP-related revisions that occurred in the second step. Second, the strictly USP-related evaluation and revision, in consultation with external consultants, occurred between May and June 2013.

Though this activity had a June 1, 2013 deadline, it had to be conducted simultaneously with the revision of discipline policies and regulations, which had a July 1, 2013 deadline. This was crucial to ensure alignment of the revised handbook and the related revised policies and regulations. In hindsight, the District might have requested this deadline be extended to July 1, not June 1, to allow for this necessary alignment and to ensure compliance with the USP mandate that we should not consider “student behavior policies and discipline practices in isolation, but as part of the District’s overall goal of creating an inclusive and supportive environment in District schools” (see USP §IV.A.2).

Instead of relying solely on a single consultant experienced in implementing Restorative Practices and Positive Behavioral Interventions and Supports (PBIS), the District consulted with three consultants: a consultant experienced in implementing Restorative Practices (Mr. Robert Spicer, Chicago Public Schools), another experienced in implementing PBIS (Dr. Laura K. Bosworth, University of Arizona), and another with experience researching/implementing restorative and positive practices generally (Dr. Adam Voight, Equity Assistance Center/WestEd). The evaluation and revision included written reviews of the policies and the handbook (GSRR) to ensure alignment, individual phone conversations, and a conference call on June 21, 2013, with all of the consultants to finalize the revisions.

Review and Revise USP Timelines

July 1, 2013

Status: In Progress

Project: 11

USP Language: “The Parties and the Special Master shall review all of the hiring, assignment and professional development deadlines and, to the extent appropriate, revise these deadlines to ensure the recruitment, hiring, and assignment of a strong pool of candidates, and the involvement of the newly hired and/or assigned employees in the creation of professional development plans. If the Parties and the Special Master cannot agree on revised time lines, the dispute shall be presented to the Court as set forth in Section I(D)(1).” **[I.D.7]**

Description: The parties have made some timeline revisions and are working towards finalizing revised timelines. The parties’ revisions include several USP timelines beyond the scope of “hiring, assignment and professional development” timelines. The parties agree that a revised version of the USP shall eventually be filed reflecting the agreed-upon timeline revisions and any agreed-upon reporting revisions (as contemplated in section I.D.6).

Place Transportation Information in the Student Data System

July 1, 2013

Status: Complete

Project: 3

USP Language: “By July 1, 2013, the District shall identify and implement any changes necessary to enable it to include the transportation each student receives in each student’s data dashboard entry.” **[II.B.1]**

Description: Description: The District identified and implemented the necessary changes as reflected in each student’s Mojave entry and the A&R Parent Portal. Below is a sample of what a staff member sees when accessing a student’s record in the Mojave system:

The current transportation information in Mojave (for this school and class year) has an effective date of 07/29/2013 as "Yes - To and From School".

The student information below was retrieved directly from the TUSD Transportation system (TRECS).
05/04/2012:Accept Full Day - ELIGIBLE

Below is a sample of what a parent or guardian sees when they access the Parent Page:

The screenshot shows a web browser window displaying the TUSDStats Transportation Information page. The page is titled "Transportation Information for [REDACTED]". It includes a sidebar with navigation links such as "Quarterly Writing", "Gates Benchmarks", "AMS Detail", "MEP Detail", "HS Credits", "Attendance", "Daily Gradebook", "Elem. Progress Report", "Grades (MSHS)", "Enrollment", "Contact Info", "Transportation Info", "Account Services", and "Log Off". The main content area displays the following information:

- Last Updated:** Tuesday, May 14 2013 8:53AM
- Eligibility:** ELIGIBLE
- Pick-Up Information:**
 - Stop:** [REDACTED] **Time:** 6:23 A.M.
 - Route:** TUCSON 3 AM
- Drop-Off Information:**
 - Stop:** [REDACTED] **Time:** 4:29 P.M.
 - Route:** TUCSON 3 PM
- Address Information:**
 - Residence Address:** [REDACTED]
 - Pick-up Address:** [REDACTED]
 - Drop-off Address:** [REDACTED]

This information is updated weekly, and the District will take a snapshot of this information on the 40th day and again on the 100th day each year to develop aggregate reports. The eligibility field indicates whether or not a student is eligible for free transportation. If not eligible, it provides the reason (within walkway, out of district, outside the attendance area, etc.). The District has recognized the need to also include the program that makes the student eligible.

A field will be added that will identify the Transportation Eligibility “Type”, which fall into three categories: (1) PUSP or USP requirements, (2) federal or state laws, and (3) district policy. The District’s types are listed below. Students in all types must be outside the defined walkway with the exception for exceptional education and 504 students. Students in all types must be within District boundaries with an exception for McKinney Vento students.

USP:

Magnet – must attend a magnet school or program

GATE – must attend the self-contained program in which the student is placed

ABC Group rules – K-8 student who open-enrolls into a school other than the assigned group

Incentive Transportation – must live within the boundary of a racially concentrated school (closing RC schools only for SY13-14, all RC schools for SY13-14)

Federal Law:

No Child Left Behind (NCLB) – no new NCLB students accepted but those in the program are grandfathered in

Elementary and Secondary Education Act (ESEA) – replaced NCLB last year – must have attended a failing school.

ExEd – must have a Transportation document attached to their IEP (IEP team determines if special Transportation is needed)

Section 504 – Must be unable to use regular stops as determined by the 504 office

McKinney Vento (MV) – must attend same school where they were identified as MV and must re-qualify every year

District:

Neighborhood Students – must live within the boundary of the school attended

English Learning Development (ELD) – Transportation need determined by ELD program

Refugees - Transportation need determined by Refugee program

Project MORE – All students qualify (bus pass only)

CORE Program – Transportation need determined by CORE program

TAPP – All students qualify (bus pass only)

The District will revise the dashboard to reflect changes as the desegregation-related transportation rules are further developed.

Develop Pilot for First-Year Teachers in Low-Achieving Schools

July 1, 2013

Status: In Progress

Project: 12

USP Language: “By July 1, 2013, the District shall develop a pilot plan to support first-year teachers serving in schools where student achievement is below the District average. This plan shall include the criteria for identifying the schools in which the program will be piloted in the 2013-2014 school year and for evaluation by

the Office of Accountability and Research. The plan shall include professional development targeted toward the specific challenges these teachers face.” [IV.E.6]

Description: In March 2013, the District began developing the pilot plan. The plan is incorporated into the New Teacher Induction Program. The criteria for identifying the schools in which the program will be piloted include (a) schools that are below the District average on the state assessments from SY 2012-13 (AIMS), and (b) and the Office Accountability and Research will assist in creating a control group and a subject group for the pilot. The third criterion is necessary to ensure that we can evaluate the effects of the pilot at the end of the year.

Under the New Teacher Induction Program, all first-year teachers are assigned a full-time release mentor that mentors them throughout their first year. First Year Teachers are expected to develop and follow a Plan of Action, which includes creating a schedule with specific times for observation cycles, feedback, weekly collaboration, creating individualized learning plans, analyzing student work and data, etc.

Mentors who mentor First Year Teachers identified to participate in this pilot, will provide:

- additional scheduled time for implementing their action plans, and
- additional professional development targeted toward the specific challenges they face at their respective sites (this is embedded into the mentoring process)

At the end of the year, the Curriculum, Instruction and Professional Development Department, in conjunction with the Office of Accountability and Research (A&R), will evaluate the success of the program through two criteria:

- Comparisons of benchmark assessment data, by grade level, from First Year Teachers in low-achieving schools with the same data from First Year Teachers in low-achieving schools who participated in the pilot
- Evaluations of the end-of the-year surveys from three stakeholders (the Administrator, the Mentor, and the Teacher)

Special Master and Party Review is Specifically Required by the USP: The District will send the finalized pilot plan to the Board, the Parties, and the Special Master in July 2013. In August 2013, the District will consider feedback from the Board, Parties, and Special Master and finalize the plan by September 1, 2013.

Review, Amend, and Adopt Teacher and Principal Evaluations

July 1, 2013

Status: Complete

Project: 12

USP Language: “By July 1, 2013, the District shall review, amend as appropriate, and adopt teacher and principal evaluation instruments to ensure that such evaluations, in addition to requirements of State law and other measures the District deems appropriate, give adequate weight to: (i) an assessment of (I) teacher efforts to include, engage, and support students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy and (II) efforts by principals to create school conditions, processes, and practices that support learning for racially, ethnically, culturally and linguistically diverse students; (ii) teacher and principal use of classroom and school-level data to improve student outcomes, target interventions, and perform self-monitoring; and (iii) aggregated responses from student and teacher surveys to be developed by the District, protecting the anonymity of survey respondents. These elements shall be included in any future teacher and principal evaluation instruments that may be implemented. All teachers and principals shall be evaluated using the same instruments, as appropriate to their position.” [IV.H.1]

Description: In October 2011, the District began developing new teacher and principal evaluation instruments to align with Arizona Revised Statute §15-203. The District-developed instrument was piloted in the fall of 2012, but the pilot failed because the reliability and validity of the instrument did not meet state requirements. The District then explored alternative instruments beginning in December of 2012, and selected the current instruments in February 2013. The District, in analyzing alternative instruments, considered the requirements set forth by the State and by the USP. In April 2013, the Governing Board approved both instruments, and staff training began in May 2013 and will be ongoing throughout SY 2013-14.

Amend New Teacher Induction Program

July 1, 2013

Status: Complete

Project: 12

USP Language: “By July 1, 2013, the District shall amend its New Teacher Induction Program (“NTIP”) to provide new teachers (*i.e.*, teachers in their first two years of teaching) with the foundation to become effective educators. The NTIP shall, at a minimum: (a) build beginning teachers’ capacity to be reflective and collaborative members of their professional learning communities (*see* Paragraph 4 below); and (b) engage thoughtfully with students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy. The District shall hire or designate an appropriate number of New Teacher Mentors based on the best practices for such mentoring/coaching in the field. These Mentors shall not have direct teaching assignments.” [IV.I.1]

Description: In February 2013, the District began the process of evaluating the NTIP, and amending the program to reflect the USP requirements. The USP requirements were incorporated into the responsibilities of the NTIP stakeholders (mentors, participating teachers, site administrators), into all relevant training, and will be highlighted in the implementation of the program.

Develop and Implement an Underperforming/Struggling Teacher Plan

July 1, 2013

Status: In Progress

(Sept 1, 2013)

Project: 12

USP Language: “By July 1, 2013, the District shall develop a plan for and implement strategies to support underperforming or struggling teachers regardless of their length of service. Teachers shall be referred to the program by school- or District-level administrators based on evidence (*e.g.*, from student surveys, administrator observations, discipline referrals, and/or annual evaluations) that the teacher requires additional professional development and mentor support. The support program shall utilize research-based practices such as those embodied in Peer Assistance and Review programs.” [IV.I.2]

Description: In February 2013, the District began developing the plan through a sub-committee, driven primarily by the USP requirements as stated above. The plan will integrate the current plan for improvement process to provide consistent support for underperforming and struggling teachers.

Special Master and Party Review is Specifically Required by the USP: The District will send the finalized plan to the Board, the Parties, and the Special Master in July 2013, and will have preliminary discussions with the Board on July 30, 2013. In August 2013, the District will consider feedback from the Board, Parties, and Special Master and finalize the plan by September 1, 2013.

Develop and Implement “Aspiring Leaders” Plan**July 1, 2013
(Sept 1, 2013)**Status: In ProgressProject: 12

USP Language: “By July 1, 2013, the District shall develop and implement a plan for the identification and development of prospective administrative leaders, specifically designed to increase the number of African American and Latino principals, assistant principals, and District Office administrators. The plan shall propose methods for “growing your own,” including the possibility of financial support to enable current African American and Latino employees to receive the required certifications and educational degrees needed for such promotions.” [IV.I.3]

Description: In March, the District began its annual evaluation of the “Aspiring Leaders” program that occurred in SY 2012-13. In April, District staff analyzed the evaluation and, in May, the program was reviewed to address specific requirements as set forth by the USP. While the actual programming saw only minor changes, the major change in the plan is the way by which the District markets the program to African-American and Latino certificated staff, and an increased effort to recruit. The District finalized the plan in early July 2013.

Special Master and Party Review is Specifically Required by the USP: The District sent the finalized plan to the Board, the Parties, and the Special Master in July 2013. In August 2013, the District will consider feedback from the Board, Parties, and Special Master and finalize the plan by September 1, 2013.

Develop Flag Criteria and System**July 1, 2013**Status: CompletedProjects: 5, 11, 13

USP Language: “By July 1, 2013, the District shall develop and/or amend its academic and behavioral intervention policies and strategies to facilitate the supports and interventions described in this section. Such amendment shall include, but not be limited to, changes to the data dashboard system to ensure that students who (i) fall below a particular academic threshold, (ii) go above a certain threshold of absences, or (iii) receive a certain threshold number of disciplinary consequences or referrals, are flagged and referred to the student services resources identified herein. By that date, the District shall make any necessary changes to Mojave to ensure that students are automatically flagged by the data tracking system when they cross these thresholds.” [V.E.3.a]

Description: In April 2013, the District established a “Flag” subcommittee, consisting of staff from Language Acquisition, Exceptional Education, Dropout Prevention, Student Support Services, and Technology Services (Mojave Division). The subcommittee reviewed data from SY 2012-13 to develop flag criteria to be used in the flag system. Separate criteria were established for attendance, behavior, and academics. The District then made all necessary changes to Mojave using the developed criteria to ensure that students would be automatically flagged at appropriate times.

The District will pilot the new system at following schools during the fall semester of SY 2013-14: Rincon HS, Pueblo HS, Doolen MS, Valencia MS, Erickson ES, Tully ES, and Roberts/Naylor K8. The Learning Supports Coordinators (LSCs) will be responsible for monitoring flags and coordinating interventions. Prior to the start of the 2013-14 school year, the District will train LSCs at the pilot schools on the flag system, and on the intervention tracking system (Grant Tracker and Mojave Intervention Block). The pilot will evaluate the following aspects of the flag system: (a) suitability of the flag criteria (are we identifying the appropriate number of students for interventions and/or the appropriate students); (b) staff that should be involved in the

interventions coordinated by the LSC; (c) the appropriate tracking system to use to enter interventions (Grant Tracker vs. Mojave Intervention Block); (d) evaluate the professional development to enhance for future use. Based on this evaluation; and (e) as well as the review and assessment of all programs. The pilot will be expanded in the spring semester of SY 2013-14 to additional sites. The Flag System will then be rolled out to all sites for SY 2014-15.

Fund and Sustain African American Student Support Services

July 1, 2013

Status: Complete

Project: 5, 11

USP Language: “The District shall continue to fund and sustain Support Services for African American Student Achievement to improve the academic achievement and educational outcomes of African American students, using strategies to reduce disparities for African American students in academic achievement, high school dropout rates, retention, special education placement, discipline, access to Advanced Learning Experiences (described in Section (V)(A)), and any other areas where disparities may be identified as a result of studies required by this Plan.” [V.7.a]

Description: The District’s approved USP budget provides funding to sustain Support Services for African American Student Achievement to improve the academic achievement and educational outcomes of African American students. Specifically, the USP budget allocates funds for the following items:

- ALEs
- Academic Equity and Intervention Department
- Learning Support Services
- Learning Supports Coordinators
- African American Support Services
- Dropout Prevention and Retention Services
- College and Career Centers
- Fine Arts
- Targeted Early Intervention
- Summer Boot Camps
- Alternative Education Strategies
- In-School Credit Recovery Strategies
- Exceptional Education Staff
- ELL and Language Acquisition Staff
- CRP Training
- Culturally Relevant Courses (African-American Perspectives)
- Multicultural Curriculum
- Equity Department Staff and Long-Term Hearing officers (focused on equity in discipline)
- Restorative Practices and PBIS Training
- In-School Suspension Staff
- Increased Family Engagement

Fund and Sustain Latino Student Support Services

July 1, 2013

Status: Complete

Projects: 5, 11

USP Language: “The District shall continue to fund and sustain Support Services for Latino Student Achievement to improve the academic achievement and educational outcomes of Latino students, including English language learners, using strategies including participation in AVID and, if granted, the Arizona Department of Education’s Office of English Language Acquisition Services (“OELAS”)-approved reading block extension, to reduce disparities for Latino students in academic achievement, high school dropout rates, retention, special education placement, discipline, access to Advanced Learning Experiences (described in Section (V)(A)) and any other areas where disparities may be identified as a result of studies required by this Plan.” [V.8.a]

Description: The District’s approved USP budget provides funding to sustain Support Services for Latino Student Achievement to improve the academic achievement and educational outcomes of Latino students. Specifically, the USP budget allocates funds for the following items:

- ALEs
- Academic Equity and Intervention Department
- Learning Support Services
- Learning Support Coordinators
- Mexican American Support Services
- Dropout Prevention and Retention Services
- College and Career Centers
- Fine Arts
- Targeted Early Intervention
- Summer Boot Camps
- Alternative Education Strategies
- In-School Credit Recovery Strategies
- Exceptional Education Staff
- ELL and Language Acquisition Staff
- CRP Training
- Culturally Relevant Courses (Mexican-American Perspectives)
- Multicultural Curriculum
- Equity Department Staff and Long-Term Hearing officers (focused on equity in discipline)
- Restorative Practices and PBIS Training
- In-School Suspension Staff
- Increased Family Engagement

Submit African American Academic Achievement Task Force (AAAATF) Report

July 1, 2013

Status: Completed

Projects: 5, 13

USP Language: “The Task Force shall consult with prominent experts who can identify research-based practices that have been shown to enhance the learning outcomes of African American students. The Task Force shall consider options for reducing the achievement gap for African American students and improving African American student educational outcomes.” [V.E.7.h]

“The Task Force recommendations shall build on the Plan’s provisions designed to enhance African American students’ academic achievement. The Task Force shall make its report to the Superintendent, the Plaintiffs, and the Special Master no later than ~~June 1, 2013~~ July 1, 2013. The recommendation shall include a plan for annual reporting and monitoring, and cost estimates of any proposals made.” [V.E.7.i]

Description: This date was changed by agreement of the Parties and Special Master. On July 1, 2013, the Task Force met to finalize the recommendations for submission. On July 8, 2013, the recommendations were formally submitted to the Superintendent, the Plaintiffs, and Special Master.

Revise Inclusionary Policies, Practices, and Complaint Procedures

July 1, 2013

Status: In Progress

(Sept 1, 2013)

Project: 7, 11

USP Language: “By July 1, 2013, the District shall take steps to build and sustain the supportive and inclusive school environments described herein, including, but not limited to: (a) adopting or amending policies to reflect commitments to inclusion and non-discrimination in all District activities and disseminating those policies throughout the District; (b) [omitted, not applicable to this activity]; and (c) amending policies and practices to protect all members of school communities from discriminatory harassment and bullying, by amending Governing Board Policy JICFB to: (i) state that all students, regardless of their background, are entitled to an educational environment free from harassment and discrimination; (ii) reaffirm that the District shall appropriately and immediately respond to and stop all conduct that may constitute harassment; (iii) ensure that the District fully investigates reported conduct that may constitute harassment; (iv) respond to complaints of discrimination promptly and appropriately; (v) state that all complaints shall be kept confidential to the extent practicable; (vi) explain how to report allegations of harassment and discrimination; (vii) identify to whom at each school and in the District Office such allegations should be reported; (viii) set forth formal complaint procedures; and (ix) inform students and their parents of their rights to file complaints. The District may work with the West Regional Equity Network to develop such policies. [V.F.2.a&c]

Description: Governing Board Policy JICFB has been recoded to Governing Board Policy JICK to align with the Arizona School Boards Association Model Policies. The District has developed amended policies reflecting commitments to inclusion and non-discrimination, and to protect all members of school communities from discriminatory harassment, hazing, and bullying. While most of the provisions referenced above will be included in Governing Board Policy JICK, the detailed procedures will be outlined in the corresponding regulation JICK-R that will be developed throughout July and August, to be completed no later than September 1, 2013. The USP required revisions to disciplinary practices not be made in isolation. The District first revised and finalized the Student Handbook (GSRR), and will now move on to revising related Governing Board policies and regulations to align with the GSRR.

Require Sites to Highlight Contributions of Diverse Groups

July 1, 2013

Status: Completed

Project: 6

USP Language: “By July 1, 2013, the District shall require each school principal to develop strategies to highlight the historic and ongoing contributions of diverse ethnic, racial, and linguistic groups in a manner that is evident throughout each school, including public displays, classroom environments and libraries.” [V.F.3]

Description: On or around July 30, 2013, the District communicated this requirement to all site principals. Central administration will follow-up with specific meetings with principals to discuss potential strategies, and central staff from the Department of Curriculum, Instruction and Professional Development will work to support individual sites and monitor compliance. All sites are required to submit a report on their efforts by the end of the first quarter.

Evaluate and Revise Student Discipline Policies

**July 1, 2013
(Sept 1, 2013)**

Status: Complete

Project: 7, 11

USP Language: “By July 1, 2013, the District shall, in consultation with relevant experts, evaluate and revise, as appropriate, its due process protections for student discipline (*i.e.*, Governing Board Policy JK-R1 through JK-R4-E4 and JKA through JKAB), to ensure that students and parents are provided with a fair, impartial, and language-accessible proceeding which complies with applicable state and federal law before exclusionary discipline or punishment is imposed, as well as an opportunity to appeal. Should the District determine that changes are needed to its due process protections for student discipline, it shall propose changes to these policies.” [VI.B.2.b]

Special Master and Party review is specifically required by the USP: The District is currently in the process of sharing the revisions internally and with the Parties and Special Master for final review and revision. This review period ran from June 21, 2013 through July 17, 2013. The District will consider all comments and suggestions by the Parties and Special Master and will finalize the revisions by August so the Governing Board can vote on any proposed policy changes.

Description: The District consulted primarily with expert Shakti Belway who has experience working with the UCLA Civil Rights Project, One Voice, and as an independent consultant on improving systems that serve children, including leading a national, multi-state effort to improve school discipline to reflect best practices. Additionally, the three experts who advised the District on the student handbook (GSRR) revisions also provided guidance on revisions to student discipline policies.

The policies reviewed included: JK (Student Discipline), JKA (Corporal Punishment), JKAA (Student Discipline for 504 Students), JKAB (Student Discipline for Special Education Students), and JJJ (Extracurricular Activities). Policy JKA remained unchanged; corporal punishment is not permitted in TUSD. Policies JKAA and JKAB were incorporated into Policy JK – with strong approval from the consultants – so that rather than having a student discipline policy in addition to separate discipline policies for 504 and Special Education students, the District’s proposal is to create a single student discipline policy that addresses all three types of students to be more inclusive in line with the spirit of the USP. The District will continue this work by revising (or adding) applicable regulations after the Parties and Special Master complete their policy and GSRR review. Mrs. Belway will continue to consult on the regulation revisions/additions as needed. The District is also reviewing all other policies for potential review that may have an effect on discipline practices and outcomes.

Identify Necessary Changes to Monitor Discipline and Extracurricular Activities

July 1, 2013

Status: Complete

Project: 7, 13

USP Language: “By ~~April 1, 2013~~ July 1, 2013, the District shall identify any changes in the data reporting system necessary to meet all of the reporting and evaluation requirements of this Order and the revised GSRR,

including tracking school-site-based discipline by teacher and identifying necessary changes to the input codes and consequences. All changes shall be made by ~~July 1, 2013~~ July 1, 2014” [VI.F.1]

By ~~July 1, 2013~~ October 1, 2013, the District shall identify any changes necessary to Mojave to enable it to report on participation in extracurricular activities. The extracurricular activities to be reported on shall include, but not be limited to: (a) sports; (b) social clubs; (c) student publications; and (d) co-curricular activities such as science, math, and language clubs, or after school tutoring activities. The District shall make any necessary changes to Mojave by ~~October 1, 2013~~ January 1, 2014. [VIII.B.1]

“...the District shall hire or designate a District Office employee to conduct a review and analysis of the current capacity of Mojave and any other District data collection and tracking system. Such review and analysis shall determine these data system(s)’ ability to: (a) track individual student demographic, academic, and behavioral data pursuant to the requirements set forth in Appendix A; (b) be compatible with and run reports concurrently with the District’s data system(s) for tracking personnel data and information; and (c) automatically produce alerts, flags, and other programmed signals to indicate when students do not meet pre-determined goals or expectations for academic performance or behavioral concerns. By July 1, 2013, the District shall complete such review and analysis, which shall include an estimated timeline and cost for making necessary adjustments to the District’s data systems.” [X.A.2]

Description: The dates were changed by agreement of the Parties and Special Master. However, rather than conducting separate assessments of District data-collection capability, the District conducted one assessment.

In or around March/April 2013, the District’s designee, John Gay, combined the data collection assessment and Evidence Based Accountability System (EBAS) assessment into one assessment because the work was similar and therefore could be done more efficiently and effectively as one effort. In May 2013, the District contracted with an outside consulting firm, Davidson Consulting, (“Davidson”) to conduct both assessments, and an additional assessment of products and services that may conform with the USP’s definition of an EBAS. In May, Davidson conducted both assessments. The data collection piece of the assessment included one-on-one meetings with TUSD staff to assess the current collection capacity, and future needs. During the assessment, Davidson spent several hours with TUSD staff to identify the changes necessary to monitor discipline, behavior, and participation in extracurricular activities.

In June 2013, in preparation of buying or building the EBAS, the company did an assessment of what products were available that might meet the EBAS needs as defined by the USP. One purpose was to find out if there was a single product, or set of products, that would meet most or all of the necessary functionality to implement the EBAS. Another purpose was to suggest next steps for acquiring an EBAS system, based on the best available information (both assessments, the assessment of available products and services, etc.) Davidson wrote a report on what they found, and submitted it to Mr. Gay. Mr. Gay, in conjunction with Davidson, took the information from the Davidson report, and from the EBAS needs assessment, and created an RFI to solicit possible solutions from potential EBAS vendors. Davidson created another report based on an analysis of the responses identifying potential solutions. The report includes recommendations for creating an EBAS that would lead the District to analyzing various combinations of making internal changes to the current system, purchasing new products and services, and creating capacity through improved infrastructure, personnel, and professional development.

In July, the District will take all of the information from the three Davidson assessments (data reporting, EBAS capacity, and EBAS product availability), and from the Davidson recommendations, and is currently in the process of developing a consulting services RFP for a company to assist the District in the acquisition and implementation of the EBAS. This RFP will be awarded no later than September 1, 2013.

The District, with the assistance of the company, will develop an EBAS product RFP that will result in the purchase of an EBAS solution. By December 1, 2013, the District will close the EBAS product RFP and select the company or companies that will work with the District to develop and implement the EBAS.

Budget and Provide for Translation and Interpretation Services

July 1, 2013

Status: Complete

Project: 8, 11

USP Language: “The District shall continue to budget for translation and interpretation services to be coordinated at the District level under the Office of Language Acquisition. For any additional translation or interpretation of any District documents or services, schools shall contact the Office of Language Acquisition to request written translations and/or oral interpretations in Spanish and other languages. The District shall continue to retain translators and interpreters in Major Languages spoken by students and parents in the District and shall address other languages on a case-by-case basis through outside agencies.” [VII.D.1]

Description: The District’s approved USP budget provides funding for translation and interpretation services to be coordinated at the District level under the Language Acquisition Department. Specifically, the USP budget allocates funds for the following items:

- Three translators
- One Staff Assistant

At this time, the District is in the process of hiring one of the three translators and will evaluate, on an ongoing basis, the appropriate use of the additional translators as the year progresses.

Amend the Facilities Condition Index (FCI)

July 1, 2013

Status: In Progress

Project: 9

USP Language: “The District has developed a Facilities Conditions Index (“FCI”), which rates the condition of school buildings along multiple structural dimensions and provides a composite score for each school. By July 1, 2013, the District shall amend its FCI...” [IX.A.1]

Description: In April 2013, the District began analyzing the current FCI in light of the specific elements and considerations outlined in the USP. This included collaboration with the Technology Services department to align the processes and methods to be utilized in the FCI and the Technology Conditions Index (TCI). Simultaneously, the FCI is also undergoing changes due to non-USP changes in the District (closures, consolidations, school reorganizations, etc.). Further, the team working on this project has been primarily engaged in the school consolidation work over the past few months. In July, the District finalized the amended FCI and sent it to the Parties for review.

Special Master and Party Review is Specifically Required by the USP: The District will sent the amended FCI to the Board, the Parties, and the Special Master in July 2013. In August 2013, the District will consider feedback from the Board, Parties, and Special Master and finalize the FCI by September 1, 2013.

Develop the Technology Condition Index (TCI)Status: In ProgressProject: 10**July 1, 2013****(November 1, 2013)**

USP Language: “By July 1, 2013, the District shall develop a Technology Conditions Index (“TCI”), which rates technology and technology conditions in schools along multiple technological dimensions and provides a composite score for each school.” [IX.B.1]

Description: In March 2013, District staff met to determine the scope of work that needed to be done to develop the TCI. In April, the District put out a Request for Quotations to hire a consultant to assist in the initial phase of defining the TCI. Due to a technicality in the process, the selected vendor was not put forward. The District, in communication with the Special Master, decided to put out a Request for Proposals (rather than a Request for Quotations) to find a consultant to assist in developing the TCI. The RFP process has been initiated, and the District anticipates selecting a consultant in the beginning of August. The District, in conjunction with the consultant, would have approximately three months to develop the TCI by November 1, 2013.

Review and Analyze Data Collection SystemStatus: CompleteProject: 13**July 1, 2013**

USP Language: “...the District shall hire or designate a District Office employee to conduct a review and analysis of the current capacity of Mojave and any other District data collection and tracking system. Such review and analysis shall determine these data system(s)’ ability to: (a) track individual student demographic, academic, and behavioral data pursuant to the requirements set forth in Appendix A; (b) be compatible with and run reports concurrently with the District’s data system(s) for tracking personnel data and information; and (c) automatically produce alerts, flags, and other programmed signals to indicate when students do not meet pre-determined goals or expectations for academic performance or behavioral concerns. By July 1, 2013, the District shall complete such review and analysis, which shall include an estimated timeline and cost for making necessary adjustments to the District’s data systems.” [X.A.2]

Description: At this time, there is no cost estimate for making necessary adjustment; estimated timeline is described below.

In or around March/April 2013, the District’s designee, John Gay, combined the data collection assessment and Evidence Based Accountability System (EBAS) assessment into one assessment because the work was similar and therefore could be done more efficiently and effectively as one effort. In May 2013, the District contracted with an outside consulting firm (Davidson Consulting “Davidson”) to conduct both assessments, and an additional assessment of products and services that may conform with the USP’s definition of an EBAS. In May, Davidson conducted both assessments.

In June 2013, in preparation of buying or building the EBAS, the company did an assessment of what products were available that might meet the EBAS needs as defined by the USP. One purpose was to find out if there was a single product, or set of products, that would meet most or all of the necessary functionality to implement the EBAS. Another purpose was to suggest next steps for acquiring an EBAS system, based on the best available information (both assessments, the assessment of available products and services, etc.) Davidson wrote a report on what they found, and submitted it to Mr. Gay. Mr. Gay, in conjunction with Davidson, took the information from the Davidson report, and from the EBAS needs assessment, and created an RFI to solicit possible solutions from potential EBAS vendors. Davidson created another report based on an analysis of the responses identifying potential solutions. The report includes recommendations for creating an EBAS that

would lead the District to analyzing various combinations of making internal changes to the current system, purchasing new products and services, and creating capacity through improved infrastructure, personnel, and professional development.

In July, the District has taken all of the information from the three Davidson assessments (data reporting, EBAS capacity, and EBAS product availability), and from the Davidson recommendations, and is currently in the process of developing a consulting services RFP for a company to assist the District in the acquisition and implementation of the EBAS. This RFP will be awarded no later than September 1, 2013.

The District, with the assistance of the company, will develop an EBAS product RFP that will result in the purchase of an EBAS solution. By December 1, 2013, the District will close the EBAS product RFP and select the company or companies that will work with the District to develop and implement the EBAS.

Consult with Magnet School Experts

July 15, 2013

Status: In Progress

Project: 2

USP Language: “The Magnet Director “shall consult with magnet school experts, to be identified by the Parties and the Special Master by February 1, 2013, in the development and refinement of the magnet school strategy and Plan for the District.” [II.C.2]

Court Order Language: “IT IS FURTHER ORDERED resetting the deadline from April 1, 2013 for release of a Comprehensive Magnet Plan to Plaintiffs for review and comment is reset to September 1, 2013.” [Order, June 7, 2013, Doc. 1477]

Description: From March 15 through May 15, 2013, the Magnet Director consulted with Maree Sneed and Gary Orfield in the development of the Magnet Plan. Neither the Special Master nor the Parties identified any “magnet school experts” other than Gary Orfield. The District has reached out to the Equity Assistance Center, and has requested that the Special Master forward names of “magnet school experts” with whom the District may consult. In the interim, the District continues to work with the Special Master and the Parties to refine the plan which is due on September 1, 2013.

The Magnet Plan was developed in consultation with Maree Sneed, a nationally recognized expert by the Magnet Schools of America. Maree Sneed, in turn, consulted with several magnet school experts to inform her work with the Magnet Director. Additional consultation was elicited from Dr. Gary Orfield, Ty Harris from the United States Department of Education/Innovative Programs, and Ed Linehan former Director of Magnets in New Haven Connecticut. The plan was also vetted through Seewan Eng from West Ed. The District is currently consulting with an additional magnet expert, and is seeking to consult with one of the experts suggested by the Parties and Special Master.

Create an Enrollment Application and Deadline

August 1, 2013

Status: Complete

Project: 2

USP Language: “Beginning in the 2013-2014 school year, parent(s) of all students shall submit an application to enroll their child in school and submit an application by the deadline established by the District (the “Application Deadline”). Parents of students who wish to attend a school other than their attendance boundary school and/or to attend a magnet school or program must indicate these choice(s) on their application. The

District shall create a single application that allows for parent(s) to apply for magnet programs and schools and/or open enrollment schools, designating the choice order of their selection(s).” [II.G.1]

Description: The “Application Deadline” is December 15, 2013. The priority window is between October 15 and December 15, at which time the District collects the first “batch” of applications. After December 15, students applying to oversubscribed schools and/or oversubscribed grade levels are placed into a lottery for those seats. Letters are sent out to students selected through the lottery, acceptances, rejections, priority placements, etc. Throughout the second semester, additional applications are received and additional lotteries are conducted to continue to place students.

Track Transfers to and from District Schools

August 1, 2013

Status: In Progress

Project: 1

USP Language: “During the 2012-2013 school year, the District shall track transfers of any District students to and from District schools, charters, private schools, home schooling and public school districts outside of the District. This data shall be compiled and presented to the Parties and the Special Master by ~~February 1, 2013~~ August 1, 2013.” [II.H.1]

Description: In order to accurately report on the 2012-13 school year and compare it to prior years, the report must include data for the full school year ending May 27. During the month of June, the schools must review and update their records. This data will not be final until July 1. The August 1st due date allows 30 days to compile the report into a readable format to submit to the Parties and the Special Master.

The District is working to create an interim report covering SY 2011-12, so that this information can be used in evaluating boundaries and in the creation and evaluation of the Magnet Plan. To improve the accuracy of information tracked during the year, the District will: (a) ensure that administrators and office staff have the proper training to input information accurately, and (b) make improvements to the data reporting system to ensure that information about transfers is submitted correctly.

Ensure Diverse Interview Committees

August 1, 2013

Status: In Progress

Project: 1

USP Language: “The District shall ensure that interview committees for the hiring of administrators and certificated staff include African American and/or Latino members. For school site-level hiring, the principal shall submit to the District human resources department the names and race/ethnicity of the members of each interview panel. For District-level hiring, the individual who selects the hiring panel shall also submit this information to the District human resources department.” [IV.D.1]

Description: This mandate does not include a deadline; the District currently exercises this practice, but by August 1, 2013, will formally review its practices and take necessary steps to ensure that the structures are in place to effectively implement and monitor this practice.

Develop and Implement Standard Interview Instrument

August 1, 2013

Status: In Progress

Project: 1

USP Language: “Each interview committee, at both the site level and district level, shall utilize a standard interview instrument with core uniform questions to be asked of each candidate that applies for that position and a scoring rubric.” [IV.D.3]

Description: The District currently exercises this practice, but by August 1, 2013, will formally review its practices and take necessary steps to ensure that the structures are in place to effectively implement and monitor this practice.

Student Discipline Training for Administrators and Certificated Staff

August 1, 2013

Status: In Progress

(Sept 1, 2013)

Projects: 7, 12

USP Language: “...trainings (to assist all administrators and certificated staff to implement Restorative Practices, PBIS and the standards established in the revised GSRR) shall take place before the commencement of the 2013-2014 school year.” [VI.E.2]

Description: The District revised the GSRR by June 2013, submitted it for review to external consultants, and it is currently under review by the Parties and Special Master (along with relevant disciplinary policies). After this review period, the District will finalize revisions to the GSRR. Simultaneously, the District is developing an initial draft of the mandatory online training for all administrators and certificated staff on general concepts and best practices of Restorative Practices and PBIS, and standards established in the revised GSRR. The District will harmonize the draft training with the finalized revised GSRR in July to be ready for implementation by the commencement of SY 2013-14. The District will have as its goal to have most administrators and certificated staff complete the training prior to September 1, 2013.

Develop and Implement Core CRP Training for CRC Teachers

August 1, 2013

Status: In Progress

Project: 6

USP Language: “By the start of the 2013-2014 school year, the District shall provide ... certificated staff ... who are teaching courses of instruction centered on the experiences and perspectives of African American and/or Latino communities, with training on how to create supportive and inclusive learning environments for African American and Latino students with an emphasis on curriculum, pedagogy and cultural responsiveness. The trainings shall focus on learner-based approaches that emphasize students’ cultural assets, backgrounds, and individual strengths.” [V.E.5.a]

Description: During the spring of 2013, the CRPI director in conjunction with the individuals hired or designated to assist in this task developed a core CRP training for certificated staff, and will develop subsets of that training for administrators and paraprofessionals (discussed below). The core training will embed relevant elements of the EEI, Common Core, and Teacher Evaluation trainings that teachers have received and will continue to receive throughout

t SY 2013-14. The core CRP training for certificated staff, including teachers teaching Culturally Relevant Courses (CRCs), involves 24 hours of training. However, for the CRC teachers the training involves 12 hours of training prior to the start of SY 2013-14, and another 12 hours during the first semester of SY 2013-14. CRC

teachers with an interest in teaching CRCs are required to complete the first 12 hours of training prior to applying for the position. Several teachers are in the process of completing this training over the summer of 2013, and will then be eligible to apply and/or be appointed into these positions in July 2013.

Develop and Implement CRP Training

Aug 2013 – June 2014

Status: In Progress

Project: 6

USP Language: “By the start of the 2013-2014 school year, the District shall (begin providing) all administrators and certificated staff ... with training on how to create supportive and inclusive learning environments for African American and Latino students with an emphasis on curriculum, pedagogy and cultural responsiveness. The trainings shall focus on learner-based approaches that emphasize students’ cultural assets, backgrounds, and individual strengths. ...

Description: During the summer and fall of 2013, the CRPI director in conjunction with the individuals hired or designated to assist in this task will further develop subsets of the core CRP training for administrators and paraprofessionals that embed relevant elements of the EEI, Common Core, and Teacher Evaluation trainings that administrators and teachers have received and will continue to receive throughout SY 2013-14. The structure of the CRP training emulates the EEI training structure in terms of time and delivery; the total 24-hour training will be offered in 6-hour sections, twice a year, to be completed in two years. The District expects this training to begin during the first semester of SY 2013-14.

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Develop and Implement Culturally Relevant Courses**August 1, 2013**Status: In ProgressProject: 6

USP Language: “By the beginning of the 2013-2014 school year, the District shall develop and implement culturally relevant courses of instruction designed to reflect the history, experiences, and culture of African American and Mexican American communities. Such courses of instruction for core English and Social Studies credit shall be developed and offered at all feasible grade levels in all high schools across the District, subject to the District’s minimum enrollment guidelines. All courses shall be developed using the District’s curricular review process and shall meet District and state standards for academic rigor. The core curriculum described in this section shall be offered commencing in the fall term of the 2013-2014 school year. The District shall pilot the expansion of courses designed to reflect the history, experiences, and culture of African American and Mexican American communities to sixth through eighth graders in the 2014-2015 school year, and shall explore similar expansions throughout the K-12 curriculum in the 2015-2016 school year.” [V.6.a.ii]

Description: In August 2012, before the USP was approved and when the District’s Governing Board was on record opposing the inclusion of Culturally Relevant Courses (CRC) in the USP, the District began developing a framework and timeline for Multicultural Curriculum. That framework was vetted through various stakeholders. In the fall of 2012, the District identified and recruited a Multicultural Curriculum Team, and began to identify and/or recruit state and national review teams to review the developing multicultural curriculum.

In January, when the District’s Governing Board withdrew the former Board’s objection to the inclusion of Culturally Relevant Courses (CRCs) in the USP, the District identified and recruited a CRC Team. In January, the District began planning for how it could offer the courses seven months later by the beginning of the 2013-2014 school year (including registering students, identifying and training teachers, and developing the training for teachers). Considering the scope and amount of work necessary to develop and implement a quality product for students, and to identify, hire, and train staff, it became readily apparent that it was not feasible, responsible, and would be negligent to implement the courses in all high schools within a seven month time frame. Generally, curriculum development alone takes between 12-18 months. The District had several meetings and concluded that the appropriate approach would be to pilot the new curriculum, with newly trained teachers, at three high schools so that the curriculum and pedagogy could be developed and ready for full implementation at all high schools in 2014-15.

In January and February, the teams worked to plan and design the preliminary drafts of the curriculum. In March, state and local reviewers reviewed the curriculum and provided feedback and consultation which lead to revisions and refinements of the curricula. In April, national reviewers reviewed the curriculum and provided feedback and consultation which lead to further revisions and refinements. In May, parents and community members provided further review and feedback which led to yet further revisions. Also in May, the curricula were reviewed by stakeholders from within the District, specifically members of the Cabinet, including the Superintendent and Deputy Superintendent. In May and June, the curricula were shared with the Arizona Department of Education (ADE) and further revised and refined. The District commenced 11th and 12th grade CRC literature courses on the first day of school (August 1). The District anticipates that curriculum for the CRC History and Government courses will be finalized and approved by the Board to begin offering this curriculum by mid-August.

Review and Revise Reporting Requirements

September 1, 2013

Status: Not Started

Project: 11

USP Language: “The Parties and the Special Master shall review all of the reporting requirements set forth in this Order, and to the extent appropriate, revise these requirements to facilitate the monitoring of the District’s compliance with this Order and reporting to the Plaintiffs and the Special Master.” [I.D.6]

Description: The parties have yet to meet to revise reporting requirements, but have engaged in some initial discussions. The parties agree that a revised version of the USP shall eventually be filed reflecting the agreed-upon reporting requirement revisions, and the timeline revisions (as contemplated in section I.D.7).

Develop and Submit the 2013-14 Magnet Plan

September 1, 2013

Status: Ongoing

Project: 2

USP Language: “By April 1, 2013, the District shall develop and provide to the Plaintiffs and the Special Master a Magnet School Plan, taking into account the findings of the 2011 Magnet School Study and ensuring that this Plan aligns with its other student assignment strategies and recruitment efforts... [t]he District shall, to the extent practicable, implement elements of the Plan in the 2013-2014 school year, and shall fully implement the Plan in the 2014-2015 school year.” [IV.E.3-4]

Court Order Language: “IT IS FURTHER ORDERED resetting the deadline from April 1, 2013 for release of a Comprehensive Magnet Plan to Plaintiffs for review and comment is reset to September 1, 2013.” [Order, June 7, 2013, Doc. 1477]

Description: In 2012, the District began developing a Magnet Plan based initially on the findings of the 2011 Magnet Study. On or around April 21, 2013, staff finalized and submitted what would become the first version of the magnet plan. During its development and review, it became clear that it was not plausible to align the Plan to other student assignment strategies, which had yet to be developed themselves. After communications between the Parties, the Special Master, and the Court, the Court ordered the District to create two plans: a “short-term” magnet plan due September 1, and a more comprehensive magnet plan (aligned to the other student assignment strategies to be developed in the fall) due in December 2013. After review by the Parties, Special Master, and various magnet experts/consultants, the District submitted version 2 of the Plan to the Board, Parties, and Special Master in July 2013. Throughout August the District, Parties, and Board will revise and refine the Plan before a final vote in August.

Discuss Party Proposals to Address the Impact of Transfers

September 1, 2013

Status: Not Started

Project: 2

USP Language: “The Parties shall, no later than ~~March 1, 2013~~ September 1, 2013, propose and discuss options to address the impact, if any, of such transfers on the District’s desegregation obligations.” [II.H.1]

Description: This date was changed by agreement of the Parties and Special Master. After submitting the transfer report (due August 1, 2013 – see above) to the Parties and Special Master, the District will discuss any options proposed by the Parties to address the impact of such transfers.

Identify the Reasons that Selected Candidates Reject Offers

September 1, 2013

Status: In Progress

Project: 1

USP Language: “The District shall identify why individuals who are offered positions do not accept them, to the extent such applicants respond to such post-offer inquiries.” [IV.D.4]

Description: The District currently exercises this practice, but by September 1, 2013, will formally review its practices and take necessary steps to ensure that the structures are in place to effectively implement and monitor this practice.

Monitor 2012-13 Attrition Rates

September 1, 2013

Status: Not Started

Project: 1

USP Language: “Commencing with the effective date of this Order, on an ongoing basis, evaluating whether there are disparities in the attrition rates of African American and Latino administrators or certificated staff compared to other racial and ethnic groups. If disparities are identified, the District shall, on an ongoing basis, assess the reason(s) for these disparities and develop a plan to take appropriate corrective action. If a remedial plan to address disparate attrition is needed, it shall be developed and implemented in the semester subsequent to the semester in which the attrition concern was identified.” [IV.F.1.a]

Description: Once the 2013-14 school year begins, Human Resources will evaluate staff data to determine whether there were disparities in attrition rates for SY 2012-13. If disparities exist, the District will assess their causes and develop a plan to take appropriate corrective action.

Deliver Student Discipline Info Sessions for Students/Parents

September 1, 2013

Status: In Progress

Projects: 7, 8

USP Language: “The revised GSRR, all related documents and the informational programs described in the paragraph below, shall be provided to all parents of students enrolled in the District, and shall be available in all of the District’s Major Languages at all school sites, the District Office, the Family Centers and on the District’s website. The District shall provide timely translation of these documents and informational programs for families who speak lower-incidence languages.” [VI.D.1]

“The District shall develop and deliver an informational program to assist students and parents in understanding their roles and responsibilities under PBIS, Restorative Practices and the GSRR; shall host student assemblies at each school to communicate positive core values and behavioral expectations, and to explain in an age-appropriate manner the GSRR, PBIS and Restorative Practices; and shall hold informational sessions for parents at least twice per school year at each school, which shall include information regarding PBIS, Restorative Practices and the GSRR, due process and appeal procedures, and guidance on how parents can make complaints about student discipline.” [VI.D.2]

Description: The District is currently translating the draft revised student handbook (GSRR), will translate it into all Major Languages once it is finalized, will make it available in all Major Languages at relevant locations, and will provide timely translation of these documents and programs for families who speak lower-incidence

languages. The District is currently developing separate presentations for the info sessions using power points for students and for parents. These presentations will be conducted at each school for students, and at least twice a year for parents. Project 8 will be involved in marketing these events.

Develop and Provide RP/PBIS Training for Sites and RPPSCs

September 1, 2013

Status: In Progress

Projects: 7, 12

USP Language: “The District shall ensure that all schools provide the necessary training and hire the requisite RPPSCs as described in (IV)(C)(2) to implement Restorative Practices and PBIS by the beginning of the 2013-2014 school year. All newly-hired RPPSCs and other relevant personnel shall complete the training by the beginning of the fall semester of the academic year subsequent to the academic year during which they were hired.” **[VI.E.1]**

Description: The District is developing in-person training for all Learning Supports Coordinators (designated as RPPSCs, Restorative and Positive Practices Site Coordinators) that they will in turn be expected to take back to their sites and provide PD for administrators and certificated staff that builds on the initial training that administrators and certificated staff attended at the beginning of SY 2013-14.

Develop a School Choice Calculator (Condition H)

September 15, 2013

Status: In Progress

Projects: 2, 11

Court Order Language: “Because school choice will hinge on space and availability of transportation, which turns on the ethnicity of the school and the student, the District should work with the Special Master to add a school-choice calculator to the District’s website. This will allow a quick preliminary computerized assessment of whether a school is a viable option for an individual student.” **[Order of Judge Bury on School Consolidations, February 15, 2013, Doc 1447]**

“The Court reports progress for Condition H, School Calculator, and Condition L, Timeline for Approval Process, but they remain to be finalized. The Special Master shall file a supplemental report regarding satisfaction of these conditions, which more accurately may be captioned: Condition E, Student Achievement Effects of School Closures; Condition J, Assessment of Boundary Changes on Integration; Condition H, School Calculator, and Condition L, Time line and Procedures for Review and Approval Process.” **[Order of Judge Bury on the June 4, 2013 Status Report by the Special Master, June 7, 2013, Doc 1476]**

Description: The District continues to work with the Special Master on the development of a school choice calculator, and on the best ways to present the calculator on our website. Through sites, family centers, and other available online access points around the District (such as, potentially, public libraries), the District will make the information as readily available as it can to interested and inquiring families.

Develop an Admissions Process for Oversubscribed Schools

September 15, 2013

Status: In Progress

Project: 2

USP Language: “The District shall, as part of the Magnet School Plan, develop an admissions process – *i.e.*, weighted lottery, admission priorities – for oversubscribed magnet schools and programs...” **[II.G.2.a]**

“All students who reside within the school’s attendance boundary shall be admitted. If space then remains in the school or program and it is oversubscribed, the District shall develop an admissions process – *i.e.*, weighted lottery, admission priorities – for oversubscribed schools and programs...” [II.G.2.b]

Description: As a fundamental premise, in order for the District to make selective placements in a way by which race/ethnicity can be used as a factor to improve integration, schools must be oversubscribed. As long as the number of applications does not exceed the number of available seats *all students are placed*. This means that the Admissions Process for Oversubscribed Schools only applies where there are (a) available seats, after all neighborhood students have enrolled, and (b) more applications than available seats – by grade level.

This is a two-part process; this specific activity is the first part of the process. For SY 2014-15, the District will define the placement priority rules incorporating the following: a designated preference area (magnets only), sibling status, whether a student lives within the boundary of a Racially Concentrated school, and the extent to which placement may enhance integration. The District is developing the admissions priorities and the weighted lottery to be included in the admissions process.

Intervention Process for At-Risk African American Students

September 15, 2013

Status: Not Started

Project: 5

USP Language: “The District shall develop and implement a process for providing a series of academic interventions and supports for African American students who are struggling and/or otherwise disengaged from school (*e.g.*, students who are one or more grade levels behind academically, struggling to meet academic standards either as reflected in class grades or on state-level assessments, or experiencing ongoing and escalating behavioral issues).” [V.E.7.b]

Description: By August 16, Student Services will establish committees to put together a process for building intervention teams and providing interventions for struggling and at risk students. The teams will examine national models, TUSD 12-13 intervention data, the 13-14 Student Identification and Intervention System (“IIS”) pilot data (for students identified) to establish team composition and best practices for interventions.

Staff is assigned to sites based on ADE letter grades, AIMS scores and enrollment. Supports provided include direct classroom supports and other ancillary supports such as home visits, parent conferencing, and mentoring.

Intervention Process for At-Risk Latino Students

September 15, 2013

Status: Not Started

Project: 5

USP Language: “The District shall develop and implement a process for providing a series of academic interventions and supports for Latino students who are struggling and/or otherwise disengaged from school (*e.g.*, students who are one or more grade levels behind academically, struggling to meet academic standards either as reflected in class grades or on state-level assessments, or experiencing ongoing and escalating behavioral issues). [V.E.8.b]

Description: By August 16, Student Services will establish committees to put together a process for building intervention teams and providing interventions for struggling and at risk students. The teams will examine national models, TUSD 12-13 intervention data, the 13-14 Student Identification and Intervention System

(“IIS”) pilot data (for students identified) as well as the recommendations of the African American Academic Achievement Task Force (AAAATF) to establish team composition and best practices for interventions.

Intervention Teams to Support African American Students

September 15, 2013

Status: In Progress

Project: 5

USP Language: “The District shall establish academic intervention teams to provide targeted support to African American students. The academic intervention teams shall consist of academic specialists (*e.g.*, pull-out reading and math teachers, academic and behavioral coaches, and paraprofessionals) and shall be assisted by staff from Support Services for African American Student Achievement.” [V.E.7.c]

“All African American student support services staff who are part of the academic intervention teams shall be trained, prior to working with students to implement specific academic intervention plans. All African American student support services staff shall also be trained on the use of data systems used to monitor the academic and behavioral progress of African American students.” [V.E.7.f]

Description: By August 16, Student Services will establish committees to put together a process for building intervention teams and providing interventions for struggling and at risk students. The teams will examine national models, TUSD 12-13 intervention data, the 13-14 Student Identification and Intervention System (“IIS”) pilot data (for students identified) as well as the recommendations of the African American Academic Achievement Task Force (“AAAATF”) to establish team composition and best practices for interventions. Common Core Standards training in the areas of English Language Arts and Math has begun.

African American Student Services and Mexican American Student services will partner with site Learning Supports Coordinators to create intervention teams to better respond to students’ needs (planning stage). Intervention teams will consist of the LSC and Academic or Family Mentor Specialist. In some cases will involve behavior intervention support and mentor support.

Intervention Teams to Support Latino Students

September 15, 2013

Status: In Progress

Project: 5

USP Language: “The District shall establish academic intervention teams to provide targeted support to Latino students. The academic intervention teams shall consist of academic specialists (*e.g.*, pull-out reading and math teachers, academic and behavioral coaches, and paraprofessionals) and shall be assisted by staff from Support Services for Latino Student Achievement.” [V.E.8.c]

“All Latino student support services staff who are part of the academic intervention teams shall be trained prior to working with students to implement specific academic intervention plans. All Latino support services staff shall also be trained on the use of data systems used to monitor the academic and behavioral progress of Latino students.” [V.E.8.f]

Description: Specialists placed in the District’s Multicultural departments shall be assigned to work directly with students at school sites. The criteria to be followed in determining assignments for specialists will be set by Directors for the respective departments and the Desegregation Director. Criteria for assignments will be set on an annual basis with the following criteria to be set and prioritized: Arizona Department of Education (ADE) and Arizona Learns school label, student’s academic achievement in state exams, and disparities among

Latino and non-Latino students' achievement results. Other factors to consider will be the percentage of a school's Latino student population and if disparities exist in out of school and in-school suspensions for Latino students compared to non-Latino students.

Prior to working with students, all specialists hired by the Mexican American Student Support (MASS) Department shall be assigned to work with each school's Student Intervention team. Prior to working on the Students Intervention Teams, the Specialists will be trained on the district's student information software such as Mojave. Specialists shall receive training in downloading student's academic state exam results and quarterly achievement data from TUSD Stats prior to tutoring or mentoring students. Specialists will be trained in documenting their daily work with students with software such as Grant Tracker or similar tracking software. Specialists will receive training in any Arizona State educational initiatives the directors of the respective departments determine are necessary. All Specialists shall receive at least 8 hours of training in whichever reading or mathematics program they will be using with students in tutoring sessions or during in-class support.

Specialists will only use the programs for tutoring students in content areas that have been selected by the District to support currently existing adopted content area programs.

Develop an Extracurricular Activity Equitable Access Plan

September 15, 2013

Status: In Progress

Projects: 3, 7

USP Language:

"A. Equitable Access to Extracurricular Activities

1. The District shall comply with the provisions below in order to provide students equitable access to extracurricular activities.
2. The District shall ensure that extracurricular activities provide opportunities for interracial contact in positive settings of shared interest and that students have equitable access to extracurricular activities regardless of racial or ethnic background or ELL status.
3. The District shall provide a range of extracurricular activities at each school. These extracurricular activities shall provide students opportunities to participate in sports activities at schools at which they are offered, to develop leadership skills, and to pursue curricular interests and programs (*i.e.*, science club or "Junior Achievement").
4. The District shall provide transportation to support student participation in extracurricular activities as specified in Section III of this Order.
5. If after-school tutoring is offered to students on a voluntary basis, such tutoring shall be offered on an equitable basis in accordance with all other provisions of this Section VIII." **[VIII.A]**

Description: The District is in the process of developing a review to determine which extracurricular activities are provided at each school. The District will identify gaps, develop strategies to address gaps, collaborate with Transportation, and ensure that after-school tutoring is offered on an equitable basis. The Plan will reflect these strategies and approaches, and set forth a timeline for ensuring adequate and reasonable implementation.

Annual Report

October 1, 2013

Status: In Progress

Project: 11

USP Language: “The District’s Annual Report shall be due on October 1 of each year for the pendency of this Order.” [II.D.5]

Description: The District has initiated internal discussions about the structure and content of the Annual Report, including researching examples from other Districts under desegregation orders.

Disseminate Student Assignment Information

October 1, 2013

Status: In Progress

Project: 8

USP Language: “The District shall allow parent(s) to submit such applications at all District schools, at the District Office, at the Family Center(s), and online. If there are fewer applications for a grade in an open enrollment school or in a magnet school or program than there are available seats in that grade and program, the District shall admit all students whose parent(s) submit an application for that grade and/or program by the Application Deadline.” [II.G.1]

“The District shall disseminate the information identified ... in Section (II), in all Major Languages, on the District’s website, and through other locations and media, as appropriate.” [VII.C.1.g]

“Because school choice will hinge on space and availability of transportation, which turns on the ethnicity of the school and the student, the District should work with the Special Master to add a school-choice calculator to the District’s website. This will allow a quick preliminary computerized assessment of whether a school is a viable option for an individual student.” [Doc. 1447, pg. 12]

Description: As the District is finalizing the application process for magnets and oversubscribed schools, it is initiating discussions about strategies for disseminating that information to students and families to ensure that information about the admissions process (including student assignment and placement to magnets and oversubscribed schools) is readily available. The District is also ensuring that applications are accessible, that relevant staff members at Family Centers receive proper training, and that the application and other student assignment information is translated appropriately. Development of the online application and the school choice calculator is ongoing.

Review and Revise Marketing, Outreach and Recruitment Strategies

October 1, 2013

Status: In Progress

Project: 8

USP Language: “By ~~April 1, 2013~~ October 1, 2013, the District shall review and revise its strategies for the marketing to and recruitment of students to District schools to provide information to African American and Latino families and community members throughout the District about the educational options available in the District. These revised strategies shall include, but not be limited to:

- a. Holding marketing and recruitment fairs for students and parents in several geographically diverse District locations;

- b. Creating or amending an informational guide describing offerings at each school site. The guide shall be distributed via mail and email to all District families; posted on the website in all Major Languages; and available in hard copy at all school sites, the Family Center(s), and the District Office;
- c. Pursuant to Section (VII), developing Family Center(s) to assist with enrollment, attendance, and program questions and concerns;
- d. Engaging with community groups to share information and involve local stakeholder organizations in the enrollment process, as coordinated through the director of student assignment and the family engagement coordinator pursuant to Section (VII);
- e. Hiring or contracting for appropriate technology to manage the assignment process; and
- f. Developing a web-based interface for families to learn about schools and submit application(s) online.”
[II.I.1]

“The District shall disseminate the information identified ... in Section (II), in all Major Languages, on the District’s website, and through other locations and media, as appropriate.” [VII.C.1.g]

Description: This date was changed by agreement of the Parties and Special Master. Beginning in or around February 2013, the District initiated a “Request for Proposal” (RFP) process to identify and select a professional marketing firm to assist in meeting this requirement. Simultaneously, in or around March, the District began initial planning for reviewing and revising its marketing and recruiting strategies. The RFP process for a marketing firm was postponed due to a procedural technicality, and had to be reinitiated. On June 25, 2013, the District approved a contract for a marketing firm that will work with the District to further develop new marketing and recruitment strategies. Open Enrollment begins in mid-October. The District will revise its marketing and outreach strategies by October 1 before Open Enrollment begins so that the strategies can be implemented for the start of Open Enrollment.

Develop and Implement Student Assignment PD

October 1, 2013

Status: In Process

Projects: 2, 12

USP Language: “By October 1 of the 2013-2014 school year, the District shall ensure that all administrators, certificated staff, and any other staff involved in the student assignment and/or enrollment process receive training on the new student assignment process and procedures, and other pertinent terms of this Order and their purpose.” [II.J.1]

Description: The start date for open enrollment has been changed from October 1 to October 15. The District is currently developing this PD, and developing a comprehensive list of staff members who will receive this training which will include: all school site principals and assistant principals, site office managers and office staff, School Community Services staff, Magnet Coordinators, Transportation Customer Care staff, Family Engagement staff (including Family Center staff), Counselors, and Learning Supports Coordinators. To ensure that the District can accurately track transfers to and from District schools in the future, this training will include specific training for office staff to ensure information on student transfers is entered correctly.

This PD will be available online, will include an assessment piece to ensure understanding, and will include internal tracking to ensure compliance.

General Transportation Provisions

October 1, 2013

Status: In Progress

Project: 3

USP Language:

1. The District shall utilize transportation services as a critical component of the integration of its schools.
2. The District shall make decisions concerning the availability of transportation services, including, but not limited to, transportation services to support student participation in extracurricular activities, in a manner that promotes the attendance of District students at integrated and magnet schools and programs. District transportation administrators shall be included in planning and monitoring activities related to student assignment and integration.
3. The District shall provide free transportation, except as provided in Paragraph (4) below, to: (a) District students enrolled in magnet programs and schools; and (b) District students enrolled in non-magnet programs and schools that are racially concentrated when such transfers increase the integration of the receiving school. Such transportation may be provided by District vehicles or by public transportation vouchers, whichever is appropriate.
4. The District shall not be required to provide free transportation to students who live within the “walking zone” of the school in which they are enrolled, subject to exceptions set forth in the District’s Transportation Policy EEA.
5. The District shall provide prospective and enrolled families with information regarding the availability of free transportation at school sites, at the Family Center(s), at the District Office, and on the website.
6. If the District contracts with a private party for the provision of transportation services, the District shall not permit the private party to discriminate on the basis of race or ethnicity in the provision of any of the services that the private party provides. [III.A.1-6]

Description:

Subsections 1-2: The District has spent several months refining its transportation rules and planning for the reorganization of resources to transition from the previous PUSP-related ABC transportation services to the upcoming USP-related transportation services. The District is including in its process consideration for transportation services to support extracurricular activities and, of utmost importance, the promotion of attendance of students at integrated and magnet schools and programs. Project 2 “Student Assignment and Transportation” includes significant participation from District transportation administrators in planning and monitoring activities related to student assignment and integration.

Subsection 3: The District has spent some time considering the implications for providing free transportation for magnet students (criteria “a”), but has spent considerably more time developing rules for the provision of free transportation for non-magnet students transferring to another school to “increase the integration of the receiving school” (criteria “b”). These rules will be implemented immediately for four of the closing schools. The District will use the lessons learned during the first six weeks of school to make adjustments to the rules before they are applied to all schools for SY 2014-15 (open enrollment will begin in October 2013).

Subsection 5: Beginning in October, at the start of the open enrollment period for SY 2013-14, the District will provide the required information at school sites, Family Center(s), the District Office, and on the website.

Professional Learning Community Training for Principals

October 1, 2013

Status: In Progress

Project: 12

USP Language: “Commencing no later than October 1, 2013, the District shall provide appropriate training for all school site principals to build and foster professional learning communities (“PLCs”) among teachers at their schools so that effective teaching methods may be developed and shared. This training shall include strategies to: (a) build regular structured time into teachers’ schedules to co-plan and collaborate, observe each other's classrooms and teaching methods, and provide constructive feedback so that best practices for student success can be shared; (b) develop within- and across-school networks to encourage teachers with experience and success in using culturally responsive pedagogy to engage students to mentor and coach their peer teachers; (c) engage in collaborative problem solving based on analyses of student performance; and (d) encourage and provide space, resources, and support for constructive student-teacher, teacher-teacher, and teacher-family interactions.” [IV.I.4]

Description: In June 2013, the District convened a committee to begin development of this training.

ALE Assessment

October 1, 2013

Status: In Progress

Project: 4

USP Language: “By ~~July 1, 2013~~ October 1, 2013, the ALE Coordinator shall complete an assessment of existing ALE programs, resources, and practices in the District and by school site.” [V.A.2.b]

Description: This date was changed by agreement of the Parties and Special Master. The ALE Director is in the process of collecting and analyzing data to be used in the assessment, and meeting with relevant staff to supplement quantitative data with qualitative data. A significant portion of the necessary quantitative data will become available around the second or third week of school as enrollment stabilizes.

Develop and Implement Plan to Address the African American Academic Achievement Task Force (AAAATF) Report

October 1, 2013

Status: In Progress

Projects: 5

USP Language: “As soon as possible after the approval of the USP by the Court, the District shall appoint a Task Force that will develop a comprehensive plan for significantly improving the academic performance of African American students. The members of this Task Force shall include representatives of Support Services for African American Student Achievement, African American teachers and administrators, and experts in the education of African American students. African Americans shall comprise at least a majority of the Task Force’s membership.” [V.E.7.g]

Description: In July 2013, the District received the report from the task force. The District has created a sub-committee to develop a plan for implementing the task force recommendations.

Revise UHS Admissions Process**October 1, 2013**Status: In ProgressProject: 4

USP Language: “By ~~April 4, 2013~~ October 1, 2013, the District shall review and revise the process and procedures that it uses to select students for admission to UHS to ensure that multiple measures for admission are used and that all students have an equitable opportunity to enroll at University High School...[t]he District shall consult with the Plaintiffs and the Special Master during the drafting and prior to implementation of the revised admissions procedures.” [V.A.5.a]

Description: This date was changed by agreement of the Parties and Special Master. UHS has established a working group to review and revise the admissions process, including consulting with relevant experts and considering multiple measures. The ALE Director is collaborating with UHS to finalize this review and any admissions process revisions in conjunction with UHS and the parties. The District will present a draft revised process no later than July 31, 2013 for Special Master and Party Review. Staff will work with all stakeholders to refine the draft process to finalize a process in time for the 2014-15 admissions period.

Special Master and Party Review is Specifically Required by the USP: The District will send a draft process by July 19, 2013, and will consult with the Plaintiffs and the Special Master between July 20 and July 30 prior to the recruitment and implementation phases.

<i>Phase 1</i>		<i>Phase 2</i>	
UHS Develops Draft Admissions Process for 2014-15 <i>ALE Dir starts July 1</i>	First District Revision to Parties/Special Master <i>Sent to Board, Special Master, Parties by July 26</i>	Second Revision to Board/Parties/Special Master; Recruitment to Include Preliminary Info about the new Admissions Process for 2014-15 <i>Recruitment begins Aug 12 (including 8th grade ltrs)</i> Study Session Aug 27 Board Vote September 10	District Implementation of the New Admissions Process for 2014-15 <i>UHS utilizes new admissions process to admit students for 2014-15</i>
May 1 to July 25	July 26 to Aug 8	Aug 8 to September 5	Oct 5 to Jan 31

Develop Process to Monitor Administrator and Teacher Discipline Practices**October 1, 2013**Status: In ProgressProject: 7

USP Language: “If an individual teacher is failing to adhere to the District’s student discipline policies or practices as required under this Order, or is engaging in discrimination in such practices, or administering student discipline in a racially or ethnically disparate manner, the District shall require the principal to take appropriate corrective action.” [VI.E.4]

Description: The District is developing ways to monitor discipline practices, using a program called “Report Manager” to identify general information to then determine ways to disaggregate the data to better monitor these practices.

Communicate Discipline Roles/Responsibilities to Administrators and Teachers

October 1, 2013

Status: Not Started

Project: 7, 11

USP Language: “By October 1, 2013, the District shall communicate to teachers their roles and responsibilities in creating and supporting positive classroom environments and schools. [VI.E.3]

“By October 1, 2013, the District shall communicate to administrators their roles and responsibilities in collaborating with faculty and staff to create and support inclusive classroom environments and schools and that a primary goal of this effort is to ensure that TUSD students are not subject to discriminatory disciplinary practices based on their race, ethnicity or ELL status.” [VI.E.5]

Description: The District has not started this activity, but will initiate this activity once the GSRR is finalized, and once the RP/PBIS/GSRR training is more fully developed and the roles and responsibilities are more clearly defined and aligned to the USP, section VI.E.5.

Develop a District Family Center Plan

October 1, 2013

Status: In Progress

Projects: 8, 9

USP Language: “By ~~April 1, 2013~~ October 1, 2013, as more fully set forth below in Section (VII), the District shall develop a plan to expand its existing Family Center(s) and/or develop new one(s).” [II.I.2]

“By ~~July 1, 2013~~ October 1, 2013, the District shall develop a plan to expand its existing Family Center(s) and/or develop new one(s). The District Family Center (“DFC”) Plan shall: (i-viii)...” [VII.C.1.a]

“The District shall collaborate with local colleges and universities to provide parents with information about the college enrollment process and to disseminate such information at the Family Centers. The District shall provide access at its Family Centers to computers for families to complete and submit open enrollment/magnet applications online.” [VII.C.1.e&f]

“The District shall disseminate the information identified ... in Section (II), in all Major Languages, on the District’s website, and through other locations and media, as appropriate.” [VII.C.1.g]

Description: The dates were changed by agreement of the Parties and Special Master. In March 2013, the District initiated discussions to expand the Family Centers starting in the beginning of SY 2013-14, and developing the District Family Center Plan. The District will submit the plan no later than October 1, 2013, but anticipates submission of the plan well in advance of that date. The initial proposal for developing a new Family Center is to develop the first Family Center at the District main offices and a second center either at the site of the former Duffy Elementary School or at Pueblo High School. Duffy and Pueblo are only preliminary options, the District will continue to evaluate options as it develops the Family Center Plan.

Review and Assess Family Engagement Programs, Resources, and Practices**October 1, 2013**Status: In ProgressProject: 8

USP Language: “By ~~July 1, 2013~~ October 1, 2013, the FEC shall review and assess the District’s existing family engagement and support programs, resources, and practices. This review and assessment shall focus on programs, resources and practices for African American and Latino students, including ELL students, and families, particularly those for (i) students who are struggling, disengaged, and/or at risk of dropping out and (ii) students who face additional challenges because of a lack of access to technology.² The review shall include information on the location of programs and resources, the personnel assigned to family and community engagement efforts, funding allocated, and the data systems in place to provide information on outreach to and engagement with families and communities.” [VII.C.1.b]

Description: This date was changed by agreement of the Parties and Special Master. This review and assessment is being conducted in conjunction with the review and assessment of academic and behavior supports. The purpose of this collaboration is that both activities are reviewing and assessing substantially similar resources, programs and practices throughout the District. The District has determined that this collaboration is necessary to prevent “siloe” efforts, and to ensure proper alignment between the actions taken in response to the reviews and assessment.

Targeted PD for Admins/Cert. Staff Based on Evaluations**October 1, 2013**Status: In ProgressProject: 12

USP Language: “For administrators and certificated staff identified pursuant to their evaluations as in need of improvement, the District shall provide additional targeted professional development designed to enhance the expertise of these personnel in the identified area(s) of need.” [IV.J.4]

Description: By September 1 every year, the District will develop two lists: (1) identified administrators in need of improvement, including their areas of deficiency, and (2) identified certificated staff in need of improvement, including their areas of deficiency. In the case of teachers in need of improvement, they will have already been referred to the Struggling and Underperforming Teacher Program and, under that program, will receive a series of targeted PD under their Plan of Action which specifically addresses identified deficiencies. In the case of administrators, Educational Leadership in conjunction with the Department of PD will work to develop a Plan of Action to address specific deficiencies, including targeted PD.

Hold 1st Quarter (Q1) Event for African American Students**October 15, 2013**Status: Not StartedProject: 5

USP Language: “The District shall hold quarterly events at each school or for clusters of schools serving African American students, as appropriate, to provide families with information about students’ academic

² Such programs, resources, and practices include, but are not limited to, efforts by the African American and Latino Student Services Departments, the School Community Services Department, the Family Centers, the Family and Community Outreach Department, the Parent and Child Education (“PACE”) Program, the Parent-Teacher-Student Association, the School Community Partnership Council, the Wellness Centers, and any new or amended versions of the aforementioned programs.

progress and college preparation (including how students can enroll in and succeed in ALEs), and to engage in activities focused on the matriculation and retention rates of African American students.” [V.E.7.d]

Description: These events will be included as part of the comprehensive marketing, outreach, and recruitment strategies identified above. The Equity and Intervention Department (specifically African American Student Services, Learning Support Services (LSCs and Counselors), and College and Career Services) and the ALE Director, will be responsible for developing the content and structure of these events. The Family Engagement Coordinator will coordinate the marketing and outreach to ensure that students and families are aware of these events. These events will also include a strong component of outreach to parents to inform them of their student’s academic progress, academic options, and resources and interventions to address specific needs of their students.

The planning process has been started for the Parent University. The target audience for the Parent University includes African American and Latino students and families. It will be held on October 19, 2013, at Pima Community College, West Campus.

Established partnerships with the University of Arizona Africana Studies provided summer workshops for students in TUSD, and provided college student internships in the African American Student Services department to support students. We are currently planning quarterly meetings based on the feeder-pattern and clusters of schools. In spring 2013, we piloted the use of email to engage many families and, though we realize that not all families use email, we will continue communicating with families through email since it is another way to increase parent and student engagement.

Hold 1st Quarter (Q1) Event for Latino Students

October 15, 2013

Status: Not Started

Project: 5

USP Language: “The District shall hold quarterly events (*e.g.*, “Parent Encuentros”) at each school serving Latino students to provide families with information about students’ academic progress and how to prepare students for continuation to post-secondary education, (including how students can enroll in and succeed in ALEs), and to engage in activities focused on the matriculation and retention rates of Latino students.” [V.E.8.d]

Description: These events will be included as part of the comprehensive marketing, outreach, and recruitment strategies identified above. The Equity and Intervention Department (specifically Mexican American Student Services, Learning Support Services (LSCs and Counselors), and College and Career Services) and the ALE Director, will be responsible for developing the content and structure of these events. The Family Engagement Coordinator will coordinate the marketing and outreach to ensure that students and families are aware of these events. These events will also include a strong component of outreach to parents to inform them of their student’s academic progress, academic options, and resources and interventions to address specific needs of their students.

Identify College Students to Support African American Students

October 15, 2013

Status: Not Started

Project: 5

USP Language: “The District shall collaborate with local colleges and universities and identify college students, including District alumni, to provide learning support and guidance to African American students through mentoring, teaching assistance and other methods.” [V.E.7.e]

Description: The District has established partnerships with the following organizations: University of Arizona Africana Studies, College of Engineering, National Society of Black Engineers, Alpha Kappa Alpha fraternity, Alpha Phi Alpha fraternity, Delta Sigma Theta sorority, Links Organization, Faith-based community, Southern Arizona Black College Community Support Group, Buffalo Soldiers of Southern Arizona, the University of Arizona Black Law Club, Tucson Black Chamber of Commerce and other organizations. Individuals from the above mentioned organizations serve as tutors, mentors, and volunteers in TUSD schools.

Identify College Students to Support Latino Students

October 15, 2013

Status: Not Started

Project: 5

USP Language: “The District shall collaborate with local colleges and universities and identify college students, including District alumni, to provide learning support and guidance to Latino students through mentoring, teaching assistance and other methods.”[V.E.8.e]

Description: The District has established partnerships with the following organizations: University of Arizona Hispanic Engineers, Raytheon Hispanic Engineers, Pima Community College, Hispanic Chamber of Commerce, Arizona Hispanic School Administrators Association, League of United Latin American Citizens, Good Will Industries, Girl Scouts of Southern Arizona, and AXA Advisors. Individuals from these organizations mentor, facilitate, provide scholarships and college opportunities for students. In addition, the Metropolitan Education Commission provides training for Academic Specialists with first generation students. MASS specialists assist students in completing their FASFA college eligibility forms and write their introductory letters to colleges. The MASS website provides students with resources for college attendance.

Monitor Site-Highlighting of Contributions of Diverse Groups

October 15, 2013

Status: Not Started

Project: 6

USP Language: “By July 1, 2013, the District shall require each school principal to develop strategies to highlight the historic and ongoing contributions of diverse ethnic, racial, and linguistic groups in a manner that is evident throughout each school, including public displays, classroom environments and libraries.” [V.F.3]

Description: At the beginning of the school year, the District sent correspondence to all site leaders requiring that each site leader develop and implement strategies and a plan to highlight the contributions of diverse groups throughout their school sites. The Director of Multicultural Curriculum will work with Elementary and Secondary leadership to support site leaders in this effort by facilitating the sharing of best practices, ideas, and strategies. Sites are required to submit to the Director of Multicultural Curriculum their plans and activities at the end of the first Quarter. Additional monitoring may include status reports at other times of the year, and site visits to ensure these practices are present and prevalent at sites.

Review and Assess Academic and Behavioral Supports**November 1, 2013**Status: In ProgressProject(s): 5

USP Language: “By April 1, 2013, the District shall hire or designate an employee to be the academic and behavioral supports coordinator (“ABSC”), responsible for the review and assessment of the District’s existing academic and behavioral support programs, resources, and practices, including, but not limited to, those currently provided through the District’s student services departments. The ABSC’s review and assessment shall focus on the District’s efforts to provide individualized assistance and mentoring to students with academic or behavioral challenges and to students at risk of dropping out.” [V.E.2.a]

“By ~~July 1, 2013~~ September 1, 2013, the ABSC shall develop: (i) an assessment of existing programs, resources, and practices, disaggregated by school site(s), grades served, number of students served, ELL status, and resources (*e.g.*, part-time or full-time personnel assigned, annual budget); (ii) an analysis, based on the data identified in this Section, of any additional resources or programs that may be needed, by grade and school site; (iii) an analysis of the school sites with the highest concentration of students in need of such programs and resources; (iv) annual goals, in collaboration with relevant staff, for increasing graduation rates for African American and Latino students, which shall be shared with the Parties and the Special Master and used by the District to evaluate the effectiveness of its efforts; and (v) procedures to ensure follow up when Mojave automatically flags a student for attention.” [V.E.2.b]

“The District, Plaintiffs, and Special Master shall work together to develop, by December 2013, research based criteria to be used in the assessment of student support programs to be implemented as soon as possible...” [Doc. 1477, pg.8]

Description: This date was changed by agreement of the Parties and Special Master based on the following:

Assessment of the existing programs, resources, and practices requires an analysis based on AIMS and other student assessment data. The data from SY2012-2013 is not available until July of each year. Sufficient time is needed for assessment and analysis of that data. Recent school closures are a factor in determining where to place resources. The new deadline of September 1 is 20 days after school begins for SY2013-2014. Actual data will then be available to assess and analyze rather than assessing based on projections.

On June 7, 2013, the District Court approved the USP budget, but added as a condition a requirement that the District work with the Plaintiffs and Special Master to develop, by December 2013, criteria to be used in the assessment of student support programs. On June 13, 2013, the District communicated a request to the Special Master to change the due date for this activity from September to October or November, pursuant to the additional requirement that the District work with the parties to develop criteria to be used in this assessment.

Below is the most recent timeline that outlines the collaborative work on developing the criteria, pursuant to the June 7, 2013 order indicating that the criteria to be used in conducting the assessment by completed by December 2013 and to be implemented “as soon as possible.”

District Develops Draft Criteria with Parties	District Revision; Final Criteria to the Board for Study/Input	Review and Assess Academic and Behavioral Supports
<i>Sent to Parties by Aug 2;</i>	<i>Parties’ comments back by Aug 22</i>	
	Study Session Aug 27 Study Session Sept 10 (if necessary)	
June 15 to Aug 2	Aug 2 – Sept 1 (Sept 15 if necessary)	Sept-Oct

The District's Student Equity and Intervention Department (including the Executive Director of Student Equity and Intervention, the Academic and Behavioral Supports Coordinator (ABSC), Student Support Services, Learning Support Services, Graduation and Dropout Services, Alternative Services, and Family/Community Outreach) developed draft criteria in June 2013, and has submitted the draft criteria to the Parties for their review. This draft has also been submitted to District departments that provide widespread services and supports to students in schools, for additional review (this includes Title I, Language Acquisition, Fine Arts, and Exceptional Education). In or around August 20, the District will review the Parties' input and develop a finalized version of the criteria to be presented to the Governing Board on August 27 and, if necessary, again on September 10.

In August 2013, the District will begin collecting preliminary information from sites and departments to use in conducting the review of support programs, resources, and practices. In September 2013, the District will begin reviewing the data and, using the criteria established in August, begin (a) assessing and evaluating additional resources or programs that may be needed, by grade and school site; (b) identifying the sites and students with the greatest need, (c) setting annual goals for providing additional resources and for serving students with the greatest need, and (d) developing procedures to follow up when a student is flagged for interventions. By November 2013, the District will submit the Review and Assessment of Academic and Behavioral Supports. This Review and Assessment will be shared with the Parties, and used as a basis to create other plans under the USP (like the Dropout Prevention and Retention Plan), and used to inform USP-related budget allocations and strategies for SY 2014-15.

Special Master and Party Review is Specifically Required by Court Order: See timeline above.

Develop a Drop-Out Prevention and Retention Plan

November 1, 2013

Status: Not Started

Project: 5

USP Language: "By ~~October 1, 2013~~ November 1, 2013, the ABSC shall develop a plan, in collaboration with the personnel identified below in this Section, incorporating research-based strategies to focus and increase resources for academic and behavioral support programs and dropout prevention services to ensure equitable access to such programs, concentrate resources on school site(s) and in areas where student and school data indicate there is the greatest need, and reduce the dropout rate and increase the graduation rate in each high school.

- (i) Dropout Prevention and Retention Plan. The District's dropout prevention and retention plan shall include, but not be limited to:
- I. Developing yearly goals for lowering dropout rates, increasing graduation rates, and reducing retentions in grade for African American and Latino students, including ELLs, in each high school, taking into account the recent dropout, graduation and retention rates for each group. Graduation rates, disaggregated by a number of factors including race, ethnicity and ELL status, for the 2008 - 2011 school years are set forth in Appendix H;
 - II. Hiring or designating a dropout coordinator to work with the ABSC to implement the strategies identified herein to reduce dropout, increase graduation, and focus school and District resources on working with students whose patterns of attendance, classroom performance, or other individual challenges indicate a serious risk of dropping out;

- III. Developing and implementing strategies to identify African American and Latino students, including ELL students, most at risk of being retained in grade and providing identified students with extra time and resources to accelerate their learning (*e.g.*, additional time for instruction in and after school, summer programs and individualized support, including participation and literacy programs). Particular attention shall be given to reducing the retention rate of students in grades 3 and 8;
- IV. The engagement, as appropriate, of language-accessible social workers, health clinics, and school staff, or volunteers to assist in providing supports to these students;
- V. Summer credit recovery programs rather than grade retention whenever possible;
- VI. Ninth grade academies to ease the transition to high school;
- VII. Special efforts to involve at-risk students and their families in school programs and to improve academic skills;
- VIII. Positive alternatives to suspension; and
- IX. Consultation with national experts on dropout prevention.” [V.E.2.b]

Description: Because of the TUSD school closures at the end of SY 12-13, it was deemed desirable to base the Dropout Prevention and Retention Plan on SY 13-14 resources and services available rather than SY 12-13. Thus, USP Project 5 has convened a Review and Assessment subcommittee charged with gathering this data during August and September of 2013. Data as to programs and services available to each site (as well as general ideas of effectiveness) will be collected by survey both from site principals and also from central departments. This will be put together with SY 12-13 outcome data to look for more concrete indications of effective programs. At the same time, the ASBC and project 5 will consult national experts and the appropriate research to try to develop a plan to ensure equitable access to effective programs and resources.

Conduct First Quarter (Q1) Review of Each Site’s Discipline Data

November 1, 2013

Status: Not Started

Projects: 7, 13

USP Language: “The District shall collect, review, and analyze discipline data from each school on at least a quarterly basis. The data shall include the number of students receiving any exclusionary discipline consequence (*i.e.*, detention, in-school suspensions, out-of-school suspensions, referrals to alternative placement, referrals for expulsion, and referrals to law enforcement), disaggregated by grade, teacher, school, ELL status, gender, and race and ethnicity.” [VI.F.2]

Description: After the end of the first quarter, the District will conduct the first quarterly review of each site’s discipline data.

Report 40th Day Student Enrollment Data for 2013-14

November 1, 2013

Status: Not Started

Projects: 11, 13

USP Language: “Unless otherwise specified, student enrollment data shall be reported as of the fortieth (40th) day of each school year and shall be reported to the Plaintiffs and the Special Master each school year by November 1 of that year.” [II.D.2]

Description: After the 40th day of SY 2013-14, the District will gather and report on this data.

Facilitate Opportunities for Observations of Best Practices

November 1, 2013

Status: Not Started

Projects: 6, 12

USP Language: “Through the director of culturally responsive pedagogy and instruction, the District shall facilitate opportunities for administrators and certificated staff who consistently demonstrate best practices in their classrooms or schools to coach, mentor, and collaborate with their peers and provide opportunities for other personnel to observe these best practices.” [IV.J.6]

Description: During the first quarter each year, the Director of CRPI, in conjunction with the Director of PD, will develop a list of administrators and certificated staff who consistently demonstrate best practices (using CRP and otherwise), as observed by the Director of CRPI, and as identified by the Director of PD and by site and central leadership. Administrators and Teachers will be identified according to the specific area(s) in which they demonstrate expertise. Starting in the second quarter each year, and the District will make the list available so that teachers with particular needs can sign up, through the Director of CRPI and/or through the Director of PD, to observe a teacher or administrator identified on the list. In many cases, the District will send a facilitator to assist the observing teacher or administrator to get the most out of the observation.

Develop and Implement First Quarter (Q1) Corrective Action Plans

December 1, 2013

Status: Not Started

Project: 11

USP Language: “Based on [the quarterly review and analysis of sites’ discipline data], the District shall work with the RSPPC and school administrators to develop corrective action plan(s) to ensure that exclusionary discipline consequences are not meted out in a manner that impermissibly targets or has a disparate effect on students of a particular race or ethnicity. If the data collected and reviewed suggests that any teacher or administrator at the school site is imposing discipline in a racially or ethnically disproportionate manner or otherwise contrary to District policy, the District shall, in conjunction with the principal, consider and take appropriate corrective action, including retraining or disciplinary action.” [VI.F.2]

“If the data collected and reviewed indicates that a school has been successful in managing student discipline, the District RPPC shall examine the steps being taken at the school to determine whether the approach adopted by the school should be adopted by other schools within the District, and if the RPPC determines the approach should be replicated, the District RPPC will share the strategies and approach with the District to consider replication at other schools.” [VI.F.3]

“The District shall require principals to meet on a regular basis (*i.e.*, at least monthly) with the school-site discipline team (to be comprised of the RSPPC, school administrators, and selected teachers and school

resource officers) to review the school site's discipline data, discuss any school-wide corrective action plans or action items, and explore ideas for improvement." [VI.F.4]

"The District shall develop a framework and schedule for creating any necessary corrective action plans described herein and implementing them in a timely manner (*i.e.*, within a semester of their development, or between the spring and fall semesters as appropriate)." [VI.F.5]

Description: The quarterly analysis comes out by November 1, 2013, and each site's Learning Support Coordinator (LSC) will have thirty days to work with the District and their site to come up with a corrective action plan, where necessary.

Develop Draft Criteria for Making 910(G) Funding Allocations

December 1, 2013

Status: Complete, In Progress, Not Started

Project: 11

Court Order Language: "The District, Plaintiffs, and Special Master shall work together to develop, by December 2013, research based criteria for determining when desegregation dollars may fund all or part of a program to justify expenditures of desegregation money in next year's budget and facilitate the independent audit and program reviews and assessments required under the USP." [Order of Judge Bury on the Desegregation Budget, June 7, 2013 – Doc 1477]

Description: The District has developed draft budget criteria and is currently vetting it internally. In August, the District will share the draft criteria with the parties, solicit input and incorporate suggestions, and finalize the criteria prior to September 1, 2013 to facilitate the independent audit and program reviews and assessments.

Finalize Criteria for Making 910(G) Funding Allocations

December 31, 2013

Status: Not Started

Project: 11

Court Order Language: "The District, Plaintiffs, and Special Master shall work together to develop, by December 2013, research based criteria for determining when desegregation dollars may fund all or part of a program to justify expenditures of desegregation money in next year's budget and facilitate the independent audit and program reviews and assessments required under the USP. [Doc. 1477, pgs. 7-8]

Description: After submitting a first draft in July, the District will continue to work with the Parties to develop research-based criteria for making desegregation funding decisions no later than mid-October to be used in the budget allocation activities beginning in November of 2013 for SY 2014-15.

Special Master and Party Review is Specifically Required by Court Order: See timeline below.

<i>Phase 1</i>		<i>Phase 2</i>		
District Develops Draft Criteria for Making USP-Related 910(G) Funding Allocations <i>Sent to Parties and Special Master by Aug 1</i>	Party Comments <i>SM/Party' comments back by Aug 22</i>	Criteria Development District works with the Parties and Special Master on developing the final criteria <i>Study Session Aug 27</i>	District Revision and Board, Party, Special Master Review <i>Sent to the Board, Parties, Special Master by Sept 1; comments back by Oct 1</i>	District Revision and Board Vote <i>Board Vote October 8</i>
July 1 to July 31	Aug 22	Aug 1 to Sept 1	Sept 1 to Oct 1	Oct 1 - 4

Maintain and Manage Applicant Database and Pool

December 31, 2013

Status: Not Started

Project: 1

USP Language: “The District shall maintain a centralized electronic database of all applicants for administrative and certificated staff positions, including each applicant’s name, race and ethnicity (as provided by the applicant), highest degree attained, and all certifications (e.g., bilingual certification, special education certification), and shall maintain each applicant’s information in the database for a period of at least three years, unless the applicant requests that his or her application be withdrawn. The District shall maintain an active certificated staff and administrator pool and shall encourage applicants to apply for individual positions and to apply for the pool. All applicants in the pool shall be considered for all available vacancies for which they qualify.” [V.D.2]

Description: The District has budgeted for the creation or development of an applicant database to fulfill this function, and will develop and implement this practice no later than second semester 2013-14.

Monitor School-Based Administrators by Race/Ethnicity

December 31, 2013

Status: Not Started

Project: 1

USP Language: “All District schools shall seek to have a racially and ethnically diverse staff. The District shall track and report information on school-based administrators and certificated staff by race and ethnicity (as provided by the employee). Attached as Appendix D is data setting forth the racial/ethnic composition of TUSD teachers and principals by school level for the 2009-2012 school years.” [IV.E.1]

Description: The District will begin developing and implementing this practice during the first semester of SY 2013-14.

Identify, Assess, and Address Faculty Disparities

December 31, 2013

Status: Not Started

Project: 1

USP Language: “The District shall identify significant disparities (*i.e.*, more than a 15 percentage point variance) between the percentage of African American or Latino certificated staff or administrators at an individual school and district-wide percentages for schools at the comparable grade level (Elementary School, Middle School, K-8, High School). The assessment of significant disparities shall also take into account the percentage of African American and Latino students on each school campus. The District shall assess the reason(s) for the disparities and shall review and address, to the extent relevant and practicable, its hiring and assignment practices, including enforcing hiring policies and providing additional targeted training to staff members involved in hiring and assignment.” [IV.E.2]

Description: The District will begin developing and implementing this practice during the first semester of SY 2013-14.

Reassign Personnel

December 31, 2013

Status: Not Started

Project: 1

USP Language: “To address any disparities as identified pursuant to Section (IV)(E)(2) above, or to address resource needs at a particular campus (*e.g.*, voluntary reassignment of bilingual personnel to campuses with increased numbers of ELL students or to dual language programs), the District may also reassign personnel between schools. To facilitate such reassignments, the District shall notify all current certificated staff at every school in the District of the opportunity to apply to voluntarily transfer as described in this section. The District shall give all interested personnel a reasonable period in which to apply for a transfer. The District shall include these voluntary transfer applications in every pool of candidates submitted to each school to the extent they are qualified personnel whose transfer would enhance the racial and ethnic diversity of the certificated staff at the school.” [IV.E.3]

Description: The District will begin developing and implementing this practice during the first semester of SY 2013-14.

Assign and Attract Diverse Administrative Teams at Sites

December 31, 2013

Status: Not Started

Project: 1

USP Language: “The District shall make efforts to assign and attract a diverse administrative team to any school with more than one site-based administrator. Such administrators shall be selected from a pool that includes African American and/or Latino candidates.” [IV.E.4]

Description: The District will begin developing and implementing this practice during the first semester of SY 2013-14.

Increase Teacher Quality at RC or Low-Achieving Schools

December 31, 2013

Status: Not Started

Project: 1

USP Language: “Through the human resources department coordinator identified in Section (IV)(B)(1) above, the District shall make efforts to increase the number of experienced teachers and reduce the number of beginning teachers hired by Racially Concentrated schools or schools in which students are achieving at or below the District average in scores on state tests or other relevant measures of academic performance, and to avoid assigning first-year principals to Racially Concentrated schools or schools serving students who are achieving below the District average in scores on state tests or other relevant measures of academic performance. Exceptions to this provision may be permitted by the Superintendent on a case-by-case basis.” [IV.E.5]

Description: The District will begin developing and implementing this practice during the first semester of SY 2013-14.

Survey Teachers and Conduct Focus Groups

December 31, 2013

Status: Not Started

Project: 1

USP Language: “The District shall adopt measures intended to increase the retention of African American and Latino administrators and certificated staff, including, but not limited to, doing and/or taking into account the following...

(b) Surveying teachers each year using instruments to be developed by the District and disaggregating survey results by race, ethnicity, and school site to assess teachers’ overall job satisfaction and their interest in continuing to work for the District. These surveys shall be anonymous.

(c) Conducting biannual focus groups of representative samples of District certificated staff to gather perspectives on the particular concerns of these staff in hard-to-fill positions (*e.g.*, ELL and special education teachers) and/or who have been hired to fulfill a need specifically identified in this Order” [IV.F.1.b-c]

Description: The District will begin developing and implementing this practice during the first semester of SY 2013-14.

Develop and Implement the ALE Access and Recruitment Plan

January 1, 2014

Status: Not Started

Project: 4

USP Language: “By ~~October 1, 2013~~ January 1, 2014, the ALE Coordinator shall develop the ALE Access and Recruitment Plan...” [V.A.2.c]

“By January 1, 2014, the District shall implement the ALE Access and Recruitment Plan.” [V.A.2.c]

“In addition to the outreach required by the ALE Access and Recruitment Plan, the District shall: conduct specific UHS-related outreach to students and parents about the program’s offerings; encourage school personnel, including counselors and teachers, through professional development, recognition, evaluation and

other initiatives, to identify, recruit and encourage African American and Latino students, including ELL students, to apply; and provide assistance for African American and Latino students, including ELL students, to stay in and to be successful at UHS.” [V.A.5.d]

Description: By October 1, 2013, the District will complete the ALE assessment and the UHS admissions assessment. These assessments will be used to develop the ALE Access and Recruitment Plan which includes specific goals and strategies for GATE, UHS and Advanced Academic Courses: AP, Pre-AP, Dual-Credit, and IB courses.

Implement the Dropout Prevention and Retention Plan

January 1, 2014

Status: Not Started

Project: 5

USP Language: “By January 1, 2014, the ABSC shall implement the dropout prevention and retention plan, including having ensured that all personnel who provide academic and behavioral support are assigned to school(s) or area(s) based on the above-contemplated need analysis.” [V.E.2.c]

Description: After the Academic and Behavioral Supports Coordinator (ABSC) completes the student support assessment in the fall of 2013, the ABSC will work with the Drop Out Coordinator to develop the Dropout Prevention and Retention Plan in time to begin implementation by the second semester of SY 2013-14.

Implement Intercultural Proficiency Strategies for Students

January 1, 2014

Status: Not Started

Project: 6

USP Language: “By ~~July 1, 2013~~ January 1, 2014, the District shall take steps to build and sustain the supportive and inclusive school environments described herein, including, but not limited to ... (b) piloting and implementing strategies to develop students’ intercultural proficiency...” [V.F.2.b]

Description: This date was changed by agreement of the Parties and Special Master. The District will create and pilot strategies to develop students’ intercultural proficiency during the fall semester of SY 2013-14. Based on the feedback from the pilot, those strategies will be expanded to additional sites during the spring semester of SY 2013-14.

Make Necessary Changes to the Data Reporting System

January 1, 2014

Status: Not Started

Project: 13

USP Language: “By ~~April 1, 2013~~ July 1, 2014, the District shall identify any changes in the data reporting system necessary to meet all of the reporting and evaluation requirements of this Order and the revised GSRR, including tracking school-site-based discipline by teacher and identifying necessary changes to the input codes and consequences. All changes shall be made by ~~July 1, 2013~~ January 1, 2014.

Description: This date was changed by agreement of the Parties and Special Master. In June, the District (with assistance from an outside firm) conducted three assessments of its data collection and reporting capabilities. In July, the District is taking all of the information from the three Davidson assessments (data reporting, EBAS capacity, and EBAS product availability), and from the Davidson recommendations, and is currently in the

process of developing a consulting services RFP for a company to assist the District in the acquisition and implementation of the EBAS – including making necessary changes to the current data reporting system. This RFP will be awarded no later than September 1, 2013.

The District, with the assistance of the company, will develop an EBAS product RFP that will result in the purchase of an EBAS solution. By December 1, 2013, the District will close the EBAS product RFP and select the company or companies that will work with the District to develop and implement the EBAS, including making all necessary changes to the data reporting system.

Develop and Implement a Plan to Track Family Engagement

January 1, 2014

Status: Not Started

Projects: 8, 13

USP Language: “By ~~October 1, 2013~~ January 1, 2014, the FEC shall develop and implement a plan to track data on family engagement, and the District shall make necessary revisions to Mojave to allow such data to be tracked by student.” [VII.C.1.c]

Description: This date was changed by agreement of the Parties and Special Master. The Family Engagement Coordinator (FEC), along with the Family Engagement project team, has had initial discussions with the consultant who is conducting the initial assessment of data reporting systems to begin to identify the reporting needs and capacity of the current system to facilitate this activity. Based on the results of the data reporting assessment, the FEC will begin developing and implementing the plan to track family engagement. Currently, the District monitors and tracks basic information from parent visits to the existing District family center at the District main office. These efforts, and other similar current practices, will be examined and improved in the plan to track family engagement.

Develop a Plan to Reorganize Family Engagement Resources

January 1, 2014

Status: Not Started

Project: 8

USP Language: “By January 1, 2014, the FEC shall develop and implement a plan to reorganize or increase family engagement resources, including consolidating additional resources at the Family Center(s), to both ensure equitable access to programs and services and to concentrate resources on school site(s) and in areas where data indicates the greatest need.” [VII.C.1.d]

Description: The family engagement review and assessment, due November 1, 2013, will help the District identify areas of greatest need and will inform the reorganization of resources.

Implement the Evidence-Based Accountability System (EBAS)

January 1, 2014

Status: Not Started

Project: 13

USP Language: “By January 1, 2014, or as soon thereafter as is reasonably possible based on projections by the District and its experts, the District shall make such changes to its data systems to allow it to perform these functions. The completed amended system shall be known as the Evidence-Based Accountability System (“EBAS”).” [X.A.2]

“The District shall require all administrators, certificated staff, and where appropriate, paraprofessionals, to undertake the training on the EBAS required pursuant to Section (IV)(J)(3). All newly-hired District personnel for whom training is warranted under this section shall complete the training by the beginning of the fall semester of the academic year subsequent to the academic year during which they were hired.” [X.A.3]

Description: The District, with the assistance of the company selected to conduct the initial EBAS assessment, will develop an EBAS product RFP that will result in the purchase of an EBAS solution. By December 1, 2013, the District will close the EBAS product RFP and select the company or companies that will work with the District to develop and implement the EBAS.

Develop and Implement a Multicultural Curriculum

January 15, 2014

Status: Not Started

Project: 6

USP Language: “The District shall continue to develop and implement a multicultural curriculum for District courses which integrates racially and ethnically diverse perspectives and experiences. The multicultural curriculum shall provide students with a range of opportunities to conduct research and improve critical thinking and learning skills, create a positive and inclusive climate in classes and schools that builds respect and understanding among students from different racial and ethnic backgrounds, and promote and develop a sense of civic responsibility among all students. All courses shall be developed using the District’s curricular review process and shall meet District and state standards for academic rigor. The courses shall be offered commencing in the 2013-2014 school year.” [V.6.a.i]

Description: The District has, and will continue, to develop multicultural curriculum to be piloted during the second semester of SY 2013-14, and implemented at all high schools by SY 2014-15.

Hold 2nd Quarter (Q2) Event for African American Students

January 15, 2014

Status: Not Started

Project: 5

USP Language: “The District shall hold quarterly events at each school or for clusters of schools serving African American students, as appropriate, to provide families with information about students’ academic progress and college preparation (including how students can enroll in and succeed in ALEs), and to engage in activities focused on the matriculation and retention rates of African American students.” [V.E.7.d]

Description: These events will be included as part of the comprehensive marketing, outreach, and recruitment strategies identified above. The Equity and Intervention Department (specifically African American Student Services, Learning Support Services (LSCs and Counselors), and College and Career Services) and the ALE Director, will be responsible for developing the content and structure of these events. The Family Engagement Coordinator will coordinate the marketing and outreach to ensure that students and families are aware of these events. These events will also include a strong component of outreach to parents to inform them of their student’s academic progress, academic options, and resources and interventions to address specific needs of their students. Each year we host the African American Youth Heritage day at the historic Dunbar Center for high school students and Harambee for elementary students.

Hold 2nd Quarter (Q2) Event for Latino Students

January 15, 2014

Status: Not Started

Project: 5

USP Language: “The District shall hold quarterly events (*e.g.*, “Parent Encuentros”) at each school serving Latino students to provide families with information about students’ academic progress and how to prepare students for continuation to post-secondary education, (including how students can enroll in and succeed in ALEs), and to engage in activities focused on the matriculation and retention rates of Latino students.” [V.E.8.d]

Description: These events will be included as part of the comprehensive marketing, outreach, and recruitment strategies identified above. The Equity and Intervention Department (specifically Mexican American Student Services, Learning Support Services (LSCs and Counselors), and College and Career Services) and the ALE Director, will be responsible for developing the content and structure of these events. The Family Engagement Coordinator will coordinate the marketing and outreach to ensure that students and families are aware of these events. These events will also include a strong component of outreach to parents to inform them of their student’s academic progress, academic options, and resources and interventions to address specific needs of their students.

Conduct Second Quarter (Q2) Review of Each Site’s Discipline Data

January 15, 2014

Status: Not Started

Project: 7, 13

USP Language: “The District shall collect, review, and analyze discipline data from each school on at least a quarterly basis. The data shall include the number of students receiving any exclusionary discipline consequence (*i.e.*, detention, in-school suspensions, out-of-school suspensions, referrals to alternative placement, referrals for expulsion, and referrals to law enforcement), disaggregated by grade, teacher, school, ELL status, gender, and race and ethnicity.” [VI.F.2]

Description: After the end of the second quarter, the District will conduct the second quarterly review of each site’s discipline date.

Develop Criteria to Review Student Placement Policies and Practices

January 31, 2014

Status: Not Started

Project: 6

USP Language: “The District shall develop appropriate criteria for data gathering and reporting to enable it to conduct meaningful review of its referral, evaluation and placement policies and practices on an annual basis to ensure that African American and Latino students, including ELL students, are not being inappropriately referred, evaluated or placed in exceptional (special) education classes or programs.” [V.D.1]

Description: The District will develop criteria to use in reviewing referral, evaluation, and placement of students in exceptional education classes or programs. The District may also use the same criteria for reviewing and analyzing student placement in other situations.