

SY 2014-15

End of Year REPORT

Tucson Unified School District



Communications

2014-2015 End of Year Report

Tucson Unified School District



STRATEGIC PLAN END OF YEAR REPORT 2014-2015

COMMUNICATIONS

| |
|---|
| Strategic Priority 1: Strategic Plan Presentation and Communication – TUSD will communicate the major initiatives of the Strategic Plan. |
| Year 1 Goal: Inform teachers and administrators about initiatives in the Strategic Plan |
| Progress/Completion: 100 % Fulfilled and Ongoing |
| <p>The communications team updates the teachers and staff about the Strategic Plan a little at a time. We're using the "raindrop" strategy. In today's fast-paced world people can't digest large dumps of information. It needs to come out in small, easy to understand pieces. We've supported the other teams in getting their information out through the newsletter, website, videos, Parentlink phone call/email, press releases, news stories, social media and more.</p> <p>For example, hiring diverse teachers is a priority. We've created brochures, ads and press releases to help get the word out about hiring fairs and general hiring. We also used social media to reach people through other people's networks.</p> <p>Another priority is raising money at the site level through tax credits. We created a campaign with easy to use tools to spread the word at each school.</p> |
| Evidence: Appendix 1-1: Ad for HR hiring event Appendix 1-2: Tax Credit tool kit for sites |
| Strategic Priority 2: Internal Communication – TUSD's internal communications enhance the coordination of departments and services in support of students and staff. |
| Year 1 Goal: Improve internal communication with staff |
| Progress/Completion: 100 % Fulfilled and ongoing |
| <p>The Communications team took over the Team Update and began making it a more comprehensive look at what's happening in the district. The update includes information about upcoming events, announcements and accomplishments. The overall response has been great, employees and parents are reading it and getting engaged in what's going on at the district. The week of 5/28 the newsletter came out using our newly acquired Constant Contact account to allow us to put together a more picture friendly newsletter that we can share with a wider audience. The previous</p> |

system—while free—wasn't visually compelling and didn't allow for easy sharing, subscribing and un-subscribing. The newsletter is now sent generally on Thursday in order to allow more staff to read it at work.

The communications team also uses Parentlink to reach the internal stakeholders along with social media that also reaches the external audience.

Evidence:

newsletters here: <http://tusd1.org/contents/distinfo/superletter/index.asp>

Appendix 2-1: example of newsletter format

Strategic Priority 3: TUSD Brand – TUSD and stakeholders will develop and launch a unified TUSD Brand.

Year 1 Goal: Invite stakeholders to share opinions

Progress/Completion: 100 % Fulfilled and ongoing

Social media usage has greatly increased the two-way communication we have the community at large. We are able to get instant feedback via Facebook/Twitter/Instagram as to how we're doing. When we aren't hitting the mark, people tell us. We have doubled our likes this school year to nearly 5,000. Our posts have reached 25,000+ people at one time depending on how many times they are shared.

We also used a SurveyMonkey to ask parents for feedback regarding the upcoming school year calendar. More than 9,000 community members participated in the survey showing that they are willing to give their feedback.

Evidence:

Calendar Survey: http://tusd1.org/contents/events_calendarsurvey.html

Link to Facebook: <https://www.facebook.com/tucsonunified>

Appendix 3-1: Facebook reach

Appendix 3-2: Facebook likes

Strategic Priority 4: Responsive Communication – TUSD will respond to the community's diverse information needs with culturally responsive communications.

Year 1 Goal: Determine the best avenues for communicating and interacting with diverse groups

Progress/Completion: 100% Fulfilled and ongoing

We have found that direct communication between the Communications department and the directors within Student Services has helped improve our communication with families. Each week, the Communications Director sends a list with several of the big news items to the Student Services Director and his team. At the end of the week, the team sends back a short list of news items from their department, accomplishments etc.

This more direct route of disseminating information has helped all of us be more informed about what's happening. The result is hearing about stories we might not have heard about otherwise. For example, a school health aid saved a life on her campus and we were able to honor her accomplishment

thanks to the two-way communication we've established.

Evidence:

Appendix 4-1: Worksheet used to share news

Strategic Priority 5: Community Engagement via Information – TUSD will develop a community engagement strategy to strengthen advocacy for TUSD.

Year 1 Goal: Create a family-focused culture that engages teachers and administrators as advocates for TUSD

Progress/Completion: 100 % Fulfilled and ongoing

Over the past 8 months (since the Communications Director was hired) Tucson Unified School District's Facebook page has become a place for families to get information, share information and become better informed about the good things happening in the district.

Some of the culture shifts have been subtle—others created a big splash. Our favorite was the #RWB4Borman day. The communications team coordinated the day where we all wore red, white and blue to show our support for the school across the district. The day spread across the city, the US and even spanned the globe. The students at Borman Elementary school and their families on Davis-Monthan AFB appreciated the show of support and kindness. We used a flyer and social media to spread the word. Local tv and the newspaper also covered the event before and after.

Evidence:

Appendix 5-1: Shareable flyer for #RWB4Borman

Link to video coverage of #RWB4Borman: https://www.youtube.com/watch?v=VmsPlONI9_k

APPENDICES

Appendix 1-1: Ad for Teacher Hiring Fair

A vertical poster for the TUSD Teacher Fair. At the top, the text "TUSD" is in large, bold, white letters on a blue background, with "TEACHER FAIR" in smaller white letters below it. Below the text is a photograph of a teacher and several young students sitting around a table, engaged in a craft activity. The poster contains the following text: "Saturday, February 7 10 a.m. till 1 p.m." in blue; "Catalina Magnet High School - Cafeteria 3645 E Pima Street • Tucson, AZ 85716" in black; "NOW RECRUITING TEACHERS" in red; "for the following schools in all subjects and grade levels: Utterback, Cavett, Mission View, Lawrence, Catalina, Johnson" in black; "Visit our website www.tusd1.org/jobs to complete an application." in blue; "TUSD offers a suite of benefits including: medical, dental, vision, critical illness, short-term disability and employer-paid basic life insurance, EAP and State Retirement." in black; and "Tucson Unified School District • 1010 East 10th Street • Tucson, AZ 85719" in black. At the very bottom, in small print, is a statement about the district's policy of nondiscrimination based on disability, race, color, religion/religious beliefs, sex, sexual orientation, gender identity or expression, age, or national origin.

I-4, p. 7

Print ready files for

- **Posters**
- **Banners**
- **Brochures**
- **Rack Cards**
- **Facebook Banners**



Appendix 2-1: TUSD Team Member Update (sent weekly)

Tucson Unified School District

TUSD

Superintendent Report H.T. Sánchez

April 23, 2015

More News

Wakefield Open House

The new Wakefield Family Resource Center is hosting an open house on April 29 from 11:30 a.m. to 1 p.m. The center is at 101 W. 44th St. Please stop by and see what kinds of help and services the center has to offer. More information on hours and services available will be featured in an upcoming newsletter.

Camp Cooper needs you!



In my almost two years here, I have found that most people who have been in Tucson for awhile have had some experience with Camp Cooper—formally known as [The Cooper Center for Environmental Learning](#). Not surprising since more than 130,000 children have experienced Camp Cooper either for a daytime field trip or an overnight adventure. Children learn about the Sonoran Desert in an outdoor classroom with fresh air, natural sun- and moonlight with hands-on lessons and up-close views of nature's wonders.

Camp Cooper is a partnership of the University of Arizona and Tucson Unified School District, and it is one of the vital organizations that face deep funding cuts that will cripple its operation budget for the 2015-2016 school year.

For the first time in its history, the Cooper Center is in need of funding from outside of the university and TUSD.

I'm asking you to help, if you can, so that generations of Tucson children can have the experiences and educational opportunities that their parents, even grandparents have had.

Colin Waite, the center's director, says this: "People have strong memories of Camp Cooper, either from their own childhood or from the experiences of their children. I have faith that people will want to pass those experiences on to the kids in our community today that need it the most. We're working to grow the next generation of environmentally-responsible citizens."

For more information about the center, visit the Cooper Center's website or [Cooper's Facebook Page](#).

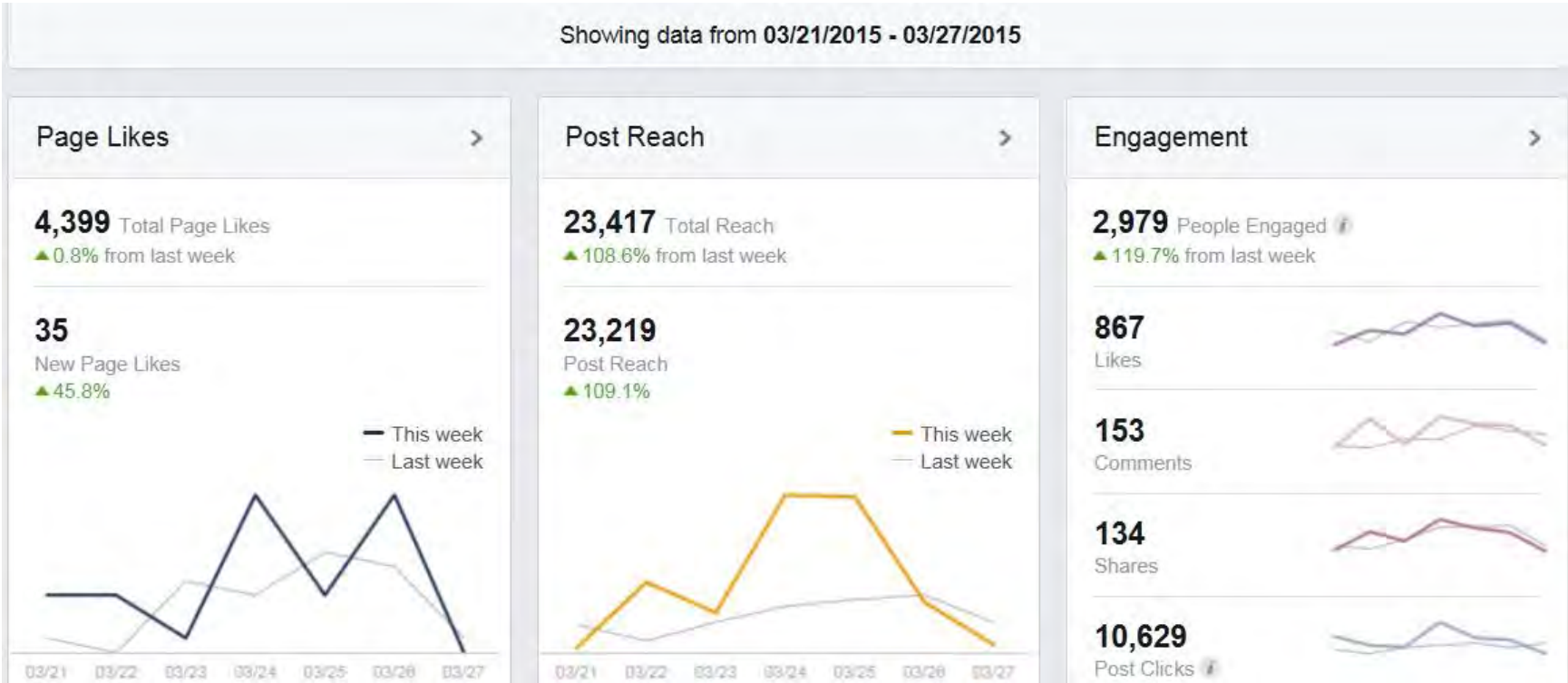
TAP Anniversary

TAP, our [Teenage Parent High School](#), will be holding its 50th anniversary in the fall. TAP provides a nurturing environment for young people who are having and raising children while they are still in high school. It's a place where they can continue their education and make steps to a successful life for themselves and their children. If you are an alumni, please contact the school at 225-3250. We want to hear from you!

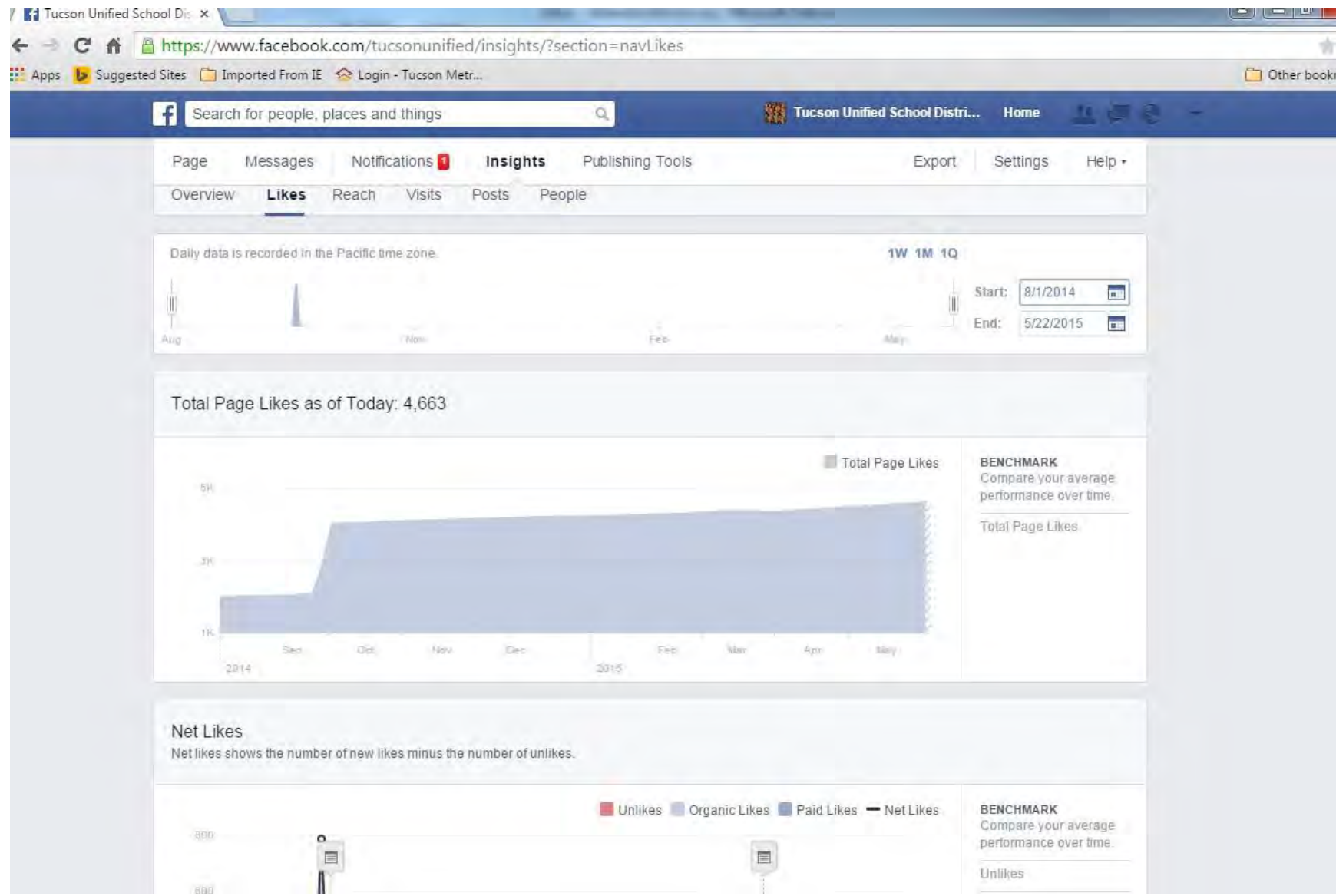
Trees

Congrats to Borton Magnet School, Davis Bilingual Magnet School, Mary Belle McCorkle K-8

Appendix 3-1: Facebook reach



Appendix 3-2: Facebook Likes



Appendix 4-1: Worksheet used to share news

COMMUNICATIONS/STUDENT SERVICES WORKSHEET

Important items/stories to share from Student Services departments (this would include events, opportunities, issues):

1. During the summer break School Community Services will temporarily offer enrollment and registration services to parents of K-8 students. Between June 1st and July 17th, parents can bring their required documentation to School Community Services for one-stop registration. K-8 schools who do not or cannot offer registration during the summer break can direct parents to School Community Services through postings on their websites and marquees. Signs should be posted directing parents to School Community Services to complete their student's 2015-16 school registration.
2. Letters from the most recent lottery earlier this week have been mailed informing parents of their student's results. Acceptances of all offers are due back to School Community Services by June 8, 2015.
3. The application due date date for the next lottery is June 10, 2015. Results from the next lottery will be mailed to parents by June 15, 2015.

Important district information to share with Student Services families:

1. Summer school information for all students is now available online:
<http://www.tusd1.org/contents/distinfo/summer/index.asp>
2. Did you know TUSD offers **summer meals** for both breakfast and lunch? Any student under 18 is eligible! For a list of sites open for the summer months click this link: <http://www.tusd1.org/contents/depart/food/summer.asp> or call the info line at 225-4700

Appendix 5-1: Shareable flyer for #RWB4Borman



Curriculum

2014-2015 End of Year Report

Tucson Unified School District



STRATEGIC PLAN END OF YEAR REPORT 2014-2015

CURRICULUM

Strategic Priority 1: Curriculum – TUSD will design an aligned, articulated and well administered curriculum that supports academically high standards of learning for all children, integrates college- and career-ready skills, incorporates fine and performing arts and is culturally relevant for our diverse student population. It will be reviewed and revisited regularly to meet the changing demands of our students and community.

Year 1 Goal: Design an easily accessible and usable scope and sequence with an evaluation rubric for yearly analysis and improvement

Progress/Completion: 100%

1. Designed scope and sequence, curriculum maps and content and assessments frameworks in the following areas:
 - a. K-5 ELA
 - b. 6-12 ELA
 - c. K-12 Math
 - d. K-8 Science (High School subjects pending completion summer of 2015)
 - e. K-12 Fine Arts
 - f. K-12 Social Studies
2. Updated and redesign course description book
3. Created new website to house curricular documents
4. Created new course approval process
5. Developed curricular review process (alignment, appropriate reading level, multicultural viewpoint, clarity)
6. Sharepoint was used for teachers to review assessment items and best assessment practices
7. Created survey for teachers to review newly designed curriculum
8. Created teacher curriculum creation teams to develop and provide input to newly designed curriculum.

Evidence:

- a. [K-5 ELA](#)
- b. [6-12 ELA](#)
- c. [K-12 Math](#)

- d. [K-8 Science \(High School subjects pending completion summer of 2015\)](#)
- e. [K-12 Fine Arts](#)
- f. [K-12 Social Studies](#)
- g. Updated and redesign course description book
- h. Created new website to house curricular documents
- i. Created new course approval process
- j. Developed curricular review process (alignment, appropriate reading level, multicultural viewpoint, clarity)
- k. Sharepoint was used for teachers to review assessment items and best assessment practices
- l. Create survey for teachers to review newly designed curriculum
- m. Created teacher curriculum creation teams to develop and provide input to newly designed curriculum.

Strategic Priority 2: Instruction – TUSD will ensure that teachers deliver challenging and engaging instruction that is driven by a high-quality curriculum and based on meeting the individual needs of every child.

Year 1 Goal: Ensure all third-year teachers and beyond meet the needs of every learner by delivering culturally responsive curriculum that engages students and ensure those teachers are proficient in providing ongoing communication and feedback on performance

Progress/Completion: 100%

Appendix J (Student Engagement) and Appendix K (Characteristics of Culturally Responsive Learning) from the Curriculum Audit. Integration of culturally responsive strategies within the curriculum roll-out. Utilization of Danielson Framework for Teaching to provide specific feedback to teachers to improve performance which in turn to increase student achievement.

Evidence:

Level of performance from the Danielson Framework for Teaching, specifically 3a: Communicating with Students, and 3c Student Engagement.

For component 3a: Communicating with Students, 3519 of 3649 observations scored 3 or 4. 130 observations scored a 1 or 2.

For component 3c: Student Engagement, 3441 of 3469 observations scored 3 or 4. 208 observations scored 1 or 2.

| | # observations | Level 1 | Level 2 | Level 3 or 4 |
|---|----------------|---------|---------|--------------|
| 3a: Communicating with Student | 3649 | 8 | 122 | 3519 |
| 40 of the 130 observations who received a score of 1 or 2 were new teachers. A new teacher is defined as being in the first-three years in the profession. Thus, 90 observations were of experienced teachers with more than 3 years. | | | | |
| | | | | |
| 3c: Student Engagement | 3649 | 24 | 184 | 3441 |

40 Of the 208 observations who scored a score of 1 or 2 were new teachers. Thus, 182 observations were of experienced teachers with more than 3 years.

Strategic Priority 3: Professional Development – TUSD will provide purposeful professional development that is collaborative and focused on providing teachers and administrators with the knowledge and skills necessary to implement: best practices for college- and career-preparedness, differentiation for diverse student needs, culturally responsive teaching strategies and cohesive communities of practice.

Year 1 Goal: Ensure all designated support personnel attend bi-weekly professional development to develop the capacity to provide purposeful professional development at the site level that is focused on implementing an aligned curriculum

Progress/Completion: 100%

Systematic curriculum rollout to ensure all stakeholders, central and site administrations, support staff, and classroom teachers received the same information at regular intervals throughout the year.

Evidence:

Appendix 3-A: PD Calendar (Circuit Board)

Appendix 3-B: Early Release Wednesday Calendar with Topics

Strategic Priority 4: Data – TUSD will use a range of student and classroom data routinely to check for understanding of concepts taught, monitor progress of student learning and drive instructional decisions to facilitate improved student learning.

Year 1 Goal: Collect and analyze English Language Arts and Mathematics Data and provide staff development on how to appropriately use the data to drive instructional decisions

Progress/Completion: 100%

Multiple types of data reporting were made available to staff to gauge student learning. Assessments such as ATI quarterly benchmarks, DIBELS, AZELLA, Successmaker, ALEKS, MVRP and the AIMS results from last year were available to staff to support data driven decision making. Staff PD development was created in collaboration with the curriculum team, the professional development team, and the assessment team.

Principal training included:

- PD on data digs that identified 'hot spots' at ILA after each assessment cycle (N=3) and an additional PD on scoring and norming student writing. The intention was to train principals with the PD and that they, in turn, would deliver the same PD and data analysis process with their staff.
- Elementary and Middle School Directors provided data notebooks to their principals
- Provided data dig PD's to both LSC's and Curriculum Facilitators periodically to provide structured support to staff in understanding student progress

Staff training included:

- Scoring and norming student writing PD's for staff. Two PD's were provided in the fall and a single large PD was provided in the spring.
- Teacher review of quarterly common assessments for each grade and subject.

- Partnering with different schools each quarter to provide scored anchor papers (high, medium, and low quality) of student writing from each grade to serve as a scoring guide for the rest of the district
- Ongoing support to teachers through site visits, phone calls, and email communication about data results
- Sharepoint webpage site dedicated to assessment with updates, interactive chats, and resources

Evidence:

- Appendix 4-A: Assessment - shows the data model for the district
- Appendix 3-A: PD Calendar (Circuit Board)

Strategic Priority 5: Assessment – TUSD will develop and administer common ongoing assessments that are aligned to and embedded in the aligned and articulated curriculum. These assessments will provide for a deep analysis of student mastery of concepts and skills and will assist in identifying gaps in student learning. TUSD will also support teachers with the development of more frequent assessments that help to inform daily instruction.

Year 1 Goal: Implement a standardized measurement system with common quarterly assessments based on curriculum guides and train staff to analyze and use data to determine student growth, areas of weakness and mastery learning

Progress/Completion: 100%

Contracted with ATI (Assessment Technology Inc.) and developed common assessments in ELA and Math for grades 2 – 10. Each assessment was aligned to the District's curriculum pacing guide and was reviewed by a team of expert teachers. These assessments were administered during a 2-week window at the end of the quarter in October, December, and March. The May comprehensive assessment was optional. Another resource available to teachers from ATI were short 5-question formative assessments on each standard. Teachers could use these quick assessments or create their own assessments on the ATI webpage. Finally, a successful assessment RFP process was conducted in the spring. A new assessment vendor was selected for the 2015-16 school year with a teacher-friendly webpage, student, class and school level reports, test creation options both for formative and summative assessments, and a deep item bank that aligns with ACCRS and to AzMERIT.

The 2014-15 ATI assessments:

- used the curriculum pacing guide as the conceptual framework
- were mastery-based which means in order to be 'proficient', a student needed to get 80% or better of the answers correct
- were reviewed by teacher teams for clarity, alignment to the curriculum, and grade level appropriateness
- included a reading passage and writing prompt that was scored with the AzMERIT writing rubric (once it became available)
- included short answer responses to increase depth of knowledge type questioning

Staff training included:

- all staff received the curriculum pacing guide outlining the specific standards that were emphasized and assessed each quarter
- all staff received PD from their principals on how to analyze data
- all staff had access to the quarterly assessment results of their students within a week of the testing

- all staff were provided PD time to score student writing from the quarterly assessments and to confer scoring results with their peers

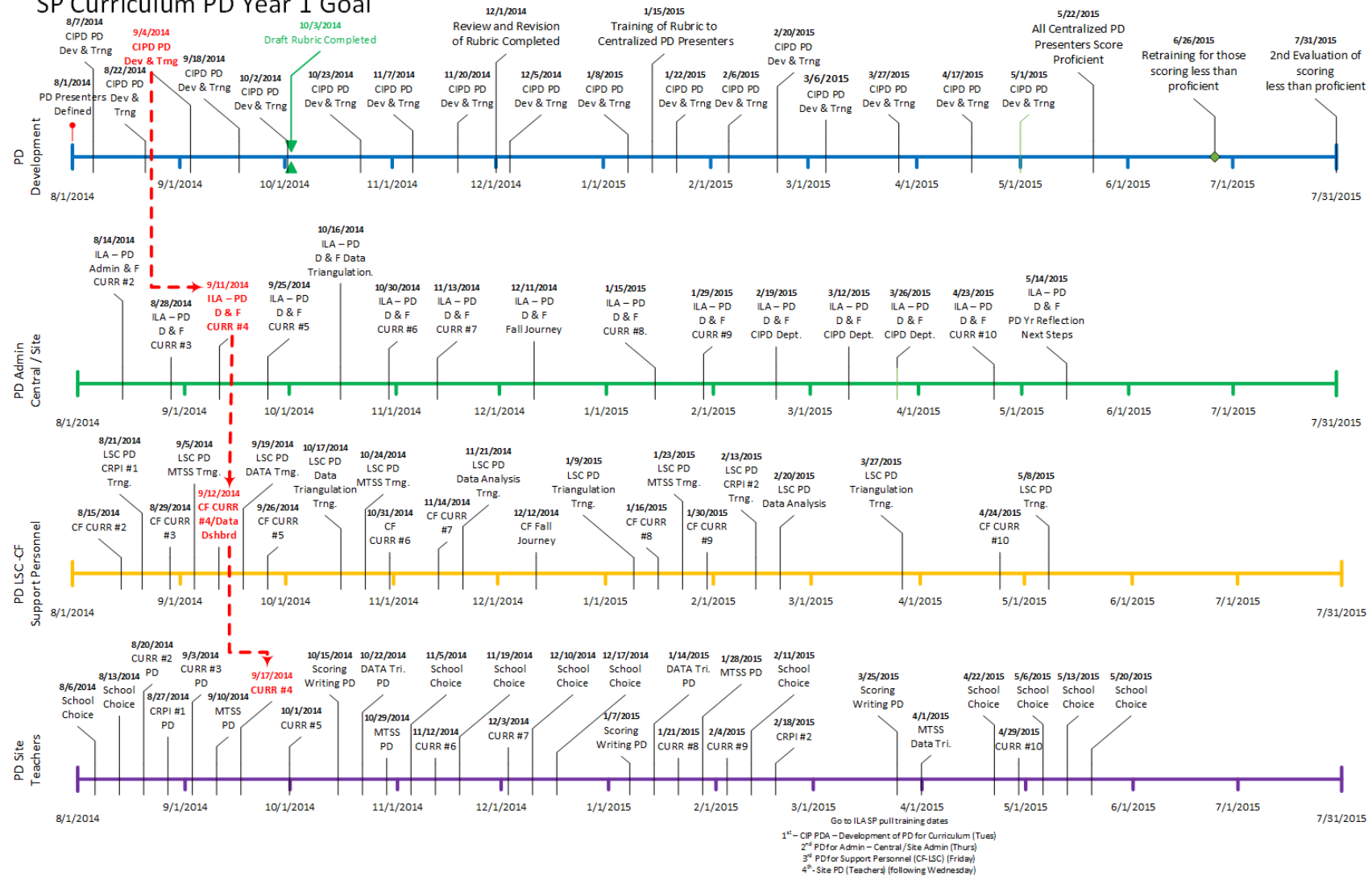
Evidence:

- Appendix 5-A – Summary of ATI quarterly benchmark trend analysis 2014-15

APPENDICES

Appendix 3-A

SP Curriculum PD Year 1 Goal



Appendix: 3-B

| Date | Topic | |
|--------------------|---|-------------------------------------|
| July 28-30 | TUSD Curriculum #1 (1 of the 3 days) | ELA & Math |
| August 6, 2014 | School Determination | |
| August 13, 2014 | School Determination | |
| August 20, 2014 | TUSD Curriculum #2 | ELA/Math |
| August 27, 2014 | CRPI Training – 1 st Semester | |
| September 3, 2014 | TUSD Curriculum #3 | ELA/Math |
| September 10, 2014 | MTSS – Beginning the process – Identifying students | MTSS |
| September 17, 2014 | TUSD Curriculum #4 | ELA/Math |
| September 24, 2014 | No PD | Parent/Teacher Conferences |
| October 1, 2014 | TUSD Curriculum #5 | ELA/Math |
| October 8, 2014 | FALL BREAK | FALL BREAK |
| October 15, 2014 | Scoring Benchmark Writing | Data-analysis |
| October 22, 2014 | Benchmark Data | Data-analysis of first benchmark |

| | | |
|--------------------------|--|--|
| October 29, 2014 | 301/MTSS | PLC work as outlined in 301 Plan/Interventions |
| November 5, 2014 | School Determination | |
| November 12, 2014 | TUSD Curriculum #6 | ELA/Math |
| November 19, 2014 | School Determination | |
| November 26, 2014 | Day Before a Holiday | Thanksgiving Break |
| December 3, 2014 | TUSD Curriculum #7 | |
| December 10, 2014 | School Determination | |
| December 17, 2014 | School Determination | |
| December 24, 2014 | WINTER BREAK | WINTER BREAK |
| December 31, 2014 | WINTER BREAK | WINTER BREAK |
| January 7, 2015 | Scoring Benchmark Writing | Data-analysis |
| January 14, 2015 | Benchmark Data | Data-analysis of second benchmark |
| January 21, 2015 | TUSD Curriculum #8 | ELA/Math |
| January 28, 2015 | 301/MTSS | PLC work as outlined in 301 Plan/Interventions |
| February 4, 2015 | TUSD Curriculum #9 | ELA/Math |
| February 11, 2015 | No PD | Parent/Teacher conferences |
| February 18, 2015 | CRPI Training – 2 nd Semester | |

| | | |
|--------------------------|-----------------------------|----------------------------------|
| February 25, 2015 | Day before a Holiday | Rodeo Break |
| March 4, 2015 | Every Day Every Student | Data-analysis |
| March 11, 2015 | Every Day Every Student | Data-analysis |
| March 18, 2015 | SPRING BREAK | SPRING BREAK |
| March 25, 2015 | Scoring Writing Benchmark | Data-analysis of third benchmark |
| April 1, 2015 | 301/MTSS | PLC work as outlined in 301 Plan |
| April 8, 2015 | Testing Window? | |
| April 15, 2015 | Testing Window? | |
| April 22, 2015 | School Determination | |
| April 29, 2015 | TUSD Curriculum #10 | |
| May 6, 2015 | School Determination | |
| May 13, 2015 | School Determination | |
| May 20, 2015 | School Determination | |

ATI Assessment Dates:

- Benchmark #1 – September 29- October 2, 2014
- Benchmark #2 – December 8-12, 2014
- Benchmark #3 – March 2-6, 2015

TUSD Curriculum

K-5 sites and the K-5 portion of K-8 schools will be split in their focus. Half will focus on ELA for 2014-2015 and the other half will focus on Math. The schools will switch their focus for SY 2015-2016.

Appendix 5-A

Summary of ATI Quarterly Benchmark Trend Analysis 2014-15

Quarterly benchmarks were administered in October 2014, December 2014, March 2015 and an optional summative benchmark was offered in May 2015. The first 3 quarterly benchmarks assessed the level of mastery of Arizona College and Career Readiness Standards that were expected to be taught during that quarter. Each of these three benchmarks assessed standards specific to that instructional period and were distinct from the other quarterly assessments. Limited overlapping of concepts occurred from one quarterly benchmark to the next.

A trend analysis was conducted of the ATI quarterly benchmarks. The first step was to compare the 1st quarterly benchmark results to the previous year's AIMS scores (2013-14). The correlations between the Quarter 1 ATI and AIMS ranged from .73 for math to .74 for reading, which indicates a moderately high degree of agreement between the two tests (55% shared variance). In most instances, the percent of correct items for the first quarter ATI was lower when compared to the previous year's AIMS. When 2nd quarter ATI results became available, it was used as the dependent variable with ATI quarter 1 and the previous year's AIMS as predictors. Correlations between 1st and 2nd quarter ATI ranged from .67 for math to .71 for ELA. A comparison of difficulty between 1st and 2nd quarter ATI revealed that in most cases students scored higher on the second quarter ATI. High correlations simply tell us that students who scored high on one test tended to score high on the other test. This result of this trend analysis suggests that the ATI quarterly benchmarks were highly correlated with the old AIMS test and to each other. There is no data currently to understand if a correlation exists between this data and the AzMERIT. However, once we receive the results of the AzMERIT, we can retroactively examine how well the ATI benchmarks would have predicted the AzMERIT results.

In spring 2015, the new AzMERIT was administered. The AzMERIT used the Arizona College and Career Readiness Standards as their conceptual foundation. These standards are more cognitively rigorous than the old standards aligned to the AIMS test. Unfortunately, the assessment vendor (ATI) did not have a deep item bank of ACCRS questions for paper testing. They, therefore, continued to generate benchmark tests using questions aligned to the old standards and determined cut scores based on the old AIMS test. Rather than lower our expectations by using AIMS as our standard of measure, we raised the cut scores instead. The typical cut score for ATI's 'proficiency' was about 60% so we increased the cut score in 2014-15 so that 80% mastery was to be considered 'proficient'. In other words, in order to show 'proficiency' this year, TUSD students needed to get 80% of the assessment items correct.

Without the results of a state test to compare against, our quarterly benchmarks may or may not align with the state's expectations. Lacking the baseline of a state test, our challenges in 2014-15 were:

- Unable to make a connection between the quarterly benchmarks and the state test
- Unable to predict performance or measure growth over time that aligned to the state test
- Unable to discriminate the difficulty of items for ACCRS because ATI item bank only contained DOK 1 and 2 questions that is more reflective of AIMS
- Uneven adherence to pacing calendar by teachers because it was the first year of implementation with new materials and expectations. Students may or may not have been exposed to content presented on the quarterly benchmarks.
- Unclear how the state would weight the ACCRS or to know what standards to prioritize

For next year, TUSD has recently contracted with a new vendor with a deep common core and ACCRS item bank. We expect that our new benchmark tests should be able to make predictions about performance on the state tests once we receive the results of the AzMERIT and can run our own analyses. We will also be able to flag students who are at risk of not meeting the standards.

Data Results: Evaluation of ATI Quarterly Benchmark Results for School Year 2014-2015

The first step in evaluating the results of the ATI was to compare those results to the previous year's AIMS scores (2013-14). The correlations between the Quarter 1 ATI and AIMS ranged from .73 for math to .74 for reading indicating a moderately high degree of agreement between the two tests (55% shared variance). In most instances the percent of correctly answered items was lower for the first quarter ATI compared to the previous year's AIMS. Detailed results can be viewed in [Appendix 1](#). Given the fairly high correlation between the two tests a predictive analysis could be performed using simple least squares multiple regression. AIMS results from the previous year were used as a predictor of first quarter ATI.

$$ATI_Q1 = intercept + (AIMS \times weight)$$

Separate linear equations were developed by grade level and subject. Multiple correlations ranged from .66 for 9th grade algebra to .80 for 7th grade math. Detailed results for all grades and subjects can be seen in [Appendix 2](#). Second quarter ATI test results were again compared to the previous year's AIMS and to 1st quarter ATI. Correlations between 1st and 2nd quarter ATI ranged from .67 for quarter 1 and quarter 2 math to .71 for quarter 1 and quarter 2 ELA. The correlations between the previous year's AIMS were slightly higher than the correlations between first and second quarter ATI. A comparison of difficulty between 1st and 2nd quarter ATI revealed that in most cases students scored higher on the second quarter ATI. Detailed results can be seen in [Appendix 3](#).

When 2nd quarter ATI results became available second quarter ATI was used as the dependent variable with ATI quarter 1 and the previous year's AIMS as predictors.

$$ATI_Q2 = intercept + (ATIQ1 \times weight) + (AIMS \times weight)$$

In the majority of cases (grade by subject) previous years AIMS score was the better predictor based on analysis of the Beta weights. For some grade subject combinations first quarter ATI was a better predictor (e.g., grade 4 math). Typically, tests with a greater number of items (greater reliability) are better predictors than tests with fewer items, all things being equal. Detailed results of the multiple regression analyses can be seen in [Appendix 4](#). Following third quarter ATI correlation coefficients were calculated between all four variables. The magnitude of the correlations tended to follow the temporal order of the tests with correlations being higher between tests given closer together in time. The highest correlation (.76) was between AIMS reading and AIMS math probably due to the two tests being given closer together in time and both tests being more reliable (more items). Correlations between all four variables and a comparison of relative difficulty for the three quarters of the ATI can be seen in [Appendix 5](#). Once third quarter results were available those scores would have become the new dependent variable with quarter 1 and 2 ATI and 2013-14 AIMS the predictors.

$$ATI_Q3 = intercept + (ATIQ1 \times weight) + (ATIQ2 \times weight) + (AIMS \times weight)$$

This analysis has not yet been performed. It is unlikely that the addition of another predictor variable would increase the amount of variance accounted for by a significant amount.

Teacher and School Effectiveness Based on the Predictive Model

After running multiple regression by grade and subject, we used the resultant linear equations to make predictions based on the predictive variables in the model. For use in teacher and school effectiveness the predicted values or scores are not the end focus. The aim is to describe and model the relationship between two or more tests. The measure of interest in effectiveness models (value added) is the difference between the obtained and predicted scores. The difference between the obtained and predicted score is known as a *residual* (Table 1).

Table 1.

| Observed ATI Math Score | Predicted ATI Math Score | Residual (<i>obs – Pred</i>) |
|-------------------------|--------------------------|--------------------------------|
| 34 | 30 | +4 |
| 45 | 48 | -3 |
| 65 | 60 | +5 |
| 51 | 55 | -4 |
| 37 | 40 | -3 |
| 22 | 32 | -10 |
| 78 | 69 | +9 |

For an individual student, the residual has little value given the error in prediction. Over the entire population of students upon which the equation is based the average of the residuals will be zero. To insure that all calculations were done correctly, one usually performs a residual analysis to ensure the average of the residuals is in fact zero. Examples of this analysis can be seen at the end of [Appendix 2](#) and [Appendix 5](#). The power and usefulness of the model comes from the knowledge that the average of the residuals over the population is zero. If we look at larger subsets of the population (school) and discover that on average their mean residual is negative, we can say with some confidence that the school scored lower than predicted based on its student's previous performance. The opposite can be said if the average residual for a school is positive. Again, given the error in prediction it is recommended that this method only be used for subsets of students no smaller than ~ 10, allowing it to be used down to the classroom level. This effectiveness model using multiple regression was performed up through second quarter. Results of this analysis are available upon request.

ATI Data

The ATI results, while less reliable than AIMS, appeared to be reliable enough to use in a predictive model. This contention was supported both by the bivariate and multiple correlations. However, using this methodology to make statements about growth is not advised. High correlations simply tell us that students who scored high on one test tended to score high on the other test. If two tests measure different traits and/or use a different methodology (e.g., constructed response) we cannot attribute the difference to a change in content knowledge or growth. Additionally, comparing results from a formative test (ATI) directly to a summative test (AIMS) where we do not have direct access to the items is not sound methodology in measuring growth.

Relative Growth

The transition from the AIMS to the AzMERIT has made measuring growth more difficult for the reasons stated above (differences in content, difficulty and methodology). However, one advantage over the ATI is that the AzMERIT (like the AIMS) is a summative test measuring content that should have been taught throughout the school year. We assume the AzMERIT will be more difficult (rigorous), but if we look at relative growth as opposed to absolute growth, the difference in difficulty is neutralized. If all students perform worse on the AzMERIT the difference can be quantified. For example, if the average difference is a 10 point drop from AIMS to AzMERIT then a student showing only a 1 point drop could be said to have made a gain when compared to his or her peers. Although oversimplified, this concept is the basis of relative growth. Another way of describing relative growth is a change in percentile rank (based on peer performance) from one year to the next. A change in percentile rank is considered a measure of relative growth because we assume that a student will maintain their percentile rank from one year to the next. This assumption is based on the knowledge that almost all measures of academic achievement are highly correlated – even across content areas.

Recommendation

In the absence of another standardized objective measure that could be administered at the beginning and end of the year a recommendation is to use the method of relative growth between the AzMERIT and last year's AIMS. The State will continue calculation Student Growth Percentiles (SGP) based on the two tests. The SGP's are in essence a measure of relative growth compared to a student's academic peers.

The problem with using standardized tests of achievement to measure growth is that most of these tests only measure core content areas (e.g., Math, Reading, Science). Teachers that teach core subjects are referred to as “A” teachers. This fact leaves many teachers out of the model (B teachers). In most districts the average growth of the school is usually assigned to teachers that do not teach core courses. This determination is often considered inequitable given that a teacher may be assigned low growth simply because they are in a school that demonstrates low growth. To minimize this issue, one option is to assign average district growth to all B teachers. While teachers teaching core courses would still be under greater scrutiny than B teachers, the core content areas are likely considered of paramount importance in preparing students for college and/or career (college and career readiness) which makes a case for their greater scrutiny.

Appendix 1

Correlations between AIMS 13-14 and ATI Q1

All correlations are significant at $p < .05$

N=17,640

| AIMS | ATI – Q1 | | | |
|--------------|----------|--------------|------|-----------|
| | Reading | Reading FAME | Math | Math FAME |
| Reading | .74 | .62 | .57 | .59 |
| Reading FAME | .62 | .50 | .50 | .48 |
| Math | .66 | .54 | .73 | .71 |
| Math FAME | .62 | .50 | .68 | .68 |

Summary Table of Means Percent Correct

N=17619

| Grade 13-14 | Reading | | Math | | ~N |
|-------------|---------|-------|-------|-------|-------|
| | AIMS | ATIQ1 | AIMS | ATIQ1 | |
| 3 | 60.35 | 55.14 | 60.02 | 53.08 | 3182 |
| 4 | 59.21 | 51.87 | 59.74 | 51.87 | 3250 |
| 5 | 59.25 | 53.85 | 59.36 | 52.32 | 2912 |
| 6 | 56.73 | 60.55 | 53.80 | 54.08 | 2855 |
| 7 | 59.10 | 49.19 | 54.28 | 47.52 | 2902 |
| 8 | 60.08 | 49.14 | 51.97 | 36.95 | 2518 |
| All Grades | 59.13 | 53.33 | 56.73 | 49.62 | 17619 |

Appendix 2

MR Results by Grade and Subject

----- Reading -----

Regression Summary for Dependent Variable: ATI_READ

R= .79 R²= .62187812 Adjusted R²= .62175999

F(1,3201)=5264.5 p<0.0000 Std.Error of estimate: 12.032

| Grade 4 | | St. Err. | | St. Err. | | |
|----------|---------|----------|----------|----------|----------|----------|
| | BETA | of BETA | B | of B | t(3201) | p-level |
| Intercpt | | | 5.257875 | .720741 | 7.29510 | .000000 |
| READ_PER | .788592 | .010869 | .824866 | .011369 | 72.55704 | 0.000000 |

Regression Summary for Dependent Variable: ATI_READ

R= .78 R²= .61413310 Adjusted R²= .61401546

F(1,3280)=5220.3 p<0.0000 Std.Error of estimate: 11.116

| Grade 5 | | St. Err. | | St. Err. | | |
|----------|------|----------|----------|----------|----------|---------|
| | BETA | of BETA | B | of B | t(3280) | p-level |
| Intercpt | | | 8.350245 | .632455 | 13.20291 | .000000 |

| | | | | | | |
|----------|---------|---------|---------|---------|----------|----------|
| READ_PER | .783666 | .010846 | .735013 | .010173 | 72.25192 | 0.000000 |
|----------|---------|---------|---------|---------|----------|----------|

Regression Summary for Dependent Variable: ATI_READ

R= .76 R²= .58170262 Adjusted R²= .58156169

F(1,2968)=4127.4 p<0.0000 Std.Error of estimate: 11.294

| Grade 6 | | St. Err. | | St. Err. | | |
|----------|---------|----------|----------|----------|----------|---------|
| | BETA | of BETA | B | of B | t(2968) | p-level |
| Intercpt | | | 10.70039 | .702967 | 15.22175 | 0.00 |
| READ_PER | .762694 | .011872 | .72964 | .011357 | 64.24508 | 0.00 |

Regression Summary for Dependent Variable: ATI_READ

R= .76 R²= .57096223 Adjusted R²= .57081449

F(1,2904)=3864.6 p<0.0000 Std.Error of estimate: 10.822

| Grade 7 | | St. Err. | | St. Err. | | |
|----------|---------|----------|----------|----------|----------|---------|
| | BETA | of BETA | B | of B | t(2904) | p-level |
| Intercpt | | | 20.91264 | .667791 | 31.31614 | 0.00 |
| READ_PER | .755620 | .012155 | .70004 | .011261 | 62.16619 | 0.00 |

Regression Summary for Dependent Variable: ATI_READ

R= .76 R²= .57467948 Adjusted R²= .57453756

F(1,2997)=4049.5 p<0.0000 Std.Error of estimate: 10.908

| Grade 8 | | St. Err. | | St. Err. | | |
|----------|---------|----------|----------|----------|----------|----------|
| | BETA | of BETA | B | of B | t(2997) | p-level |
| Intercpt | | | 5.590537 | .713038 | 7.84045 | .000000 |
| READ_PER | .758076 | .011913 | .738337 | .011603 | 63.63529 | 0.000000 |

Regression Summary for Dependent Variable: ATI_READ

R= .73 R²= .53762149 Adjusted R²= .53744733

F(1,2655)=3087.0 p<0.0000 Std.Error of estimate: 12.755

| Grade 9 | | St. Err. | | St. Err. | | |
|----------|------|----------|----------|----------|---------|---------|
| | BETA | of BETA | B | of B | t(2655) | p-level |
| Intercpt | | | 2.679839 | .872642 | 3.07095 | .002155 |

| | | | | | | |
|----------|---------|---------|---------|---------|----------|----------|
| READ_PER | .733227 | .013197 | .773473 | .013921 | 55.56122 | 0.000000 |
|----------|---------|---------|---------|---------|----------|----------|

----- Math ----->

Regression Summary for Dependent Variable: ATI_MATH

R= .74 R²= .54316019 Adjusted R²= .54302276

F(1,3324)=3952.1 p<0.0000 Std.Error of estimate: 12.549

| | | | | | | |
|----------|---------|----------|----------|----------|----------|---------|
| Grade 4 | | St. Err. | | St. Err. | | |
| | BETA | of BETA | B | of B | t(3324) | p-level |
| Intercpt | | | 13.03084 | .674377 | 19.32278 | 0.00 |
| MATH_PER | .736994 | .011723 | .67208 | .010691 | 62.86552 | 0.00 |

Regression Summary for Dependent Variable: ATI_MATH

R= .77 R²= .59261398 Adjusted R²= .59249226

F(1,3347)=4868.8 p<0.0000 Std.Error of estimate: 12.245

| | | | | | | |
|----------|---------|----------|----------|----------|----------|----------|
| Grade 5 | | St. Err. | | St. Err. | | |
| | BETA | of BETA | B | of B | t(3347) | p-level |
| Intercpt | | | 7.116488 | .675455 | 10.53584 | .000000 |
| MATH_PER | .769814 | .011033 | .749347 | .010739 | 69.77675 | 0.000000 |

Regression Summary for Dependent Variable: ATI_MATH

R= .73 R²= .53011436 Adjusted R²= .52996015

F(1,3047)=3437.6 p<0.0000 Std.Error of estimate: 12.118

| | | | | | | |
|----------|---------|----------|----------|----------|----------|---------|
| Grade 6 | | St. Err. | | St. Err. | | |
| | BETA | of BETA | B | of B | t(3047) | p-level |
| Intercpt | | | 12.35402 | .715270 | 17.27183 | 0.00 |
| MATH_PER | .728090 | .012418 | .67405 | .011497 | 58.63068 | 0.00 |

Regression Summary for Dependent Variable: ATI_MATH

R= .80 R²= .63656615 Adjusted R²= .63644366

F(1,2967)=5196.8 p<0.0000 Std.Error of estimate: 10.792

| | | | | | | |
|---------|--|----------|--|----------|--|--|
| Grade 7 | | St. Err. | | St. Err. | | |
|---------|--|----------|--|----------|--|--|

| | BETA | of BETA | B | of B | t(2967) | p-level |
|----------|---------|---------|----------|---------|----------|---------|
| Intercpt | | | 12.69993 | .603707 | 21.03657 | 0.00 |
| MATH_PER | .797851 | .011068 | .77441 | .010742 | 72.08881 | 0.00 |

Regression Summary for Dependent Variable: ATI_MATH

R= .68 R²= .46402535 Adjusted R²= .46379150

F(1,2292)=1984.3 p<0.0000 Std.Error of estimate: 12.302

| Grade 8 | | St. Err. | | St. Err. | | |
|----------|---------|----------|----------|----------|----------|----------|
| Regular | BETA | of BETA | B | of B | t(2292) | p-level |
| Intercpt | | | 10.76029 | .800257 | 13.44604 | .000000 |
| MATH_PER | .681194 | .015292 | .70756 | .015884 | 44.54573 | 0.000000 |

Regression Summary for Dependent Variable: ATI_MATH

R= .71 R²= .50702614 Adjusted R²= .50630117

F(1,680)=699.38 p<0.0000 Std.Error of estimate: 12.356

| Grade 8 | | St. Err. | | St. Err. | | |
|-----------|---------|----------|----------|----------|----------|----------|
| Algebra I | BETA | of BETA | B | of B | t(680) | p-level |
| Intercpt | | | -19.0559 | 2.929834 | -6.50410 | .000000 |
| MATH_PER | .712058 | .026925 | 1.0188 | .038523 | 26.44586 | 0.000000 |

Regression Summary for Dependent Variable: ATI_MATH

R= .66 R²= .43857828 Adjusted R²= .43832986

F(1,2260)=1765.5 p<0.0000 Std.Error of estimate: 11.355

| Grade 9 | | St. Err. | | St. Err. | | |
|-----------|---------|----------|----------|----------|----------|----------|
| Algebra I | BETA | of BETA | B | of B | t(2260) | p-level |
| Intercpt | | | 6.511788 | .738313 | 8.81982 | .000000 |
| MATH_PER | .662252 | .015761 | .611622 | .014556 | 42.01779 | 0.000000 |

Correlations between AIMS and ATI Geometry (R = .55) were not used

Residual Analysis

Summary Table of Means (reading residuals)

Smallest N for any variable: 18077

| Grade | READ_R | READ_R |
|------------|----------|--------|
| | Means | N |
| 4 | -.008929 | 3203 |
| 5 | -.009976 | 3281 |
| 6 | -.033752 | 2969 |
| 7 | -.087191 | 2894 |
| 8 | -.042411 | 2994 |
| 9 | -.008625 | 2654 |
| All Grades | -.031185 | 18077 |

Summary Table of Means (math residuals)

Smallest N for any variable: 18592

| Grade | MATH_R | MATH_R |
|------------|----------|--------|
| | Means | N |
| 4 | -.324138 | 3299 |
| 5 | -.000559 | 3347 |
| 6 | -.001929 | 3048 |
| 7 | -.260326 | 3006 |
| 8 | -.099047 | 2991 |
| 9 | -.020973 | 2703 |
| All Grades | -.119006 | 18592 |

Appendix 3

Mean Comparisons Between First and Second Quarters on ATI

Summary Table of Means (atiq1q2_s.sta)
N=27528

| Grade | Math Means | | ELA Means | | N |
|------------|------------|-------|-----------|-------|-------|
| | Q1 | Q2 | Q1 | Q2 | |
| 2 | 59.10 | 73.22 | 48.41 | 54.97 | 3575 |
| 3 | 49.64 | 57.03 | 56.75 | 64.48 | 3449 |
| 4 | 53.72 | 61.64 | 55.35 | 58.19 | 3418 |
| 5 | 52.10 | 56.45 | 51.82 | 63.67 | 3424 |
| 6 | 52.71 | 55.07 | 54.09 | 60.52 | 3009 |
| 7 | 54.60 | 39.66 | 60.98 | 56.07 | 2988 |
| 8 | 48.48 | 41.61 | 49.50 | 56.79 | 2970 |
| 9 | 39.80 | 39.43 | 52.30 | 51.37 | 2507 |
| 10 | 34.63 | 36.65 | 49.77 | 52.88 | 2174 |
| 11 | 29.69 | 28.77 | 45.23 | 45.69 | 13 |
| 12 | 32.00 | 27.00 | 29.00 | 20.00 | 1 |
| All Grades | 50.34 | 52.64 | 53.30 | 58.07 | 27528 |

Correlations

Correlations **Math**

All correlations are significant at $p < .05$

N=17506

| All Grades | Q1M | Q2M | AIMSM_P |
|------------|------|------|---------|
| Q1M | 1.00 | | |
| Q2M | .67 | 1.00 | |
| AIMSM_P | .73 | .68 | 1.00 |

Correlations Reading

All correlations are significant at $p < .05$

N=17356

| All Grades | Q1R | Q2R | AIMSR_P |
|------------|------|------|---------|
| Q1R | 1.00 | | |
| Q2R | .71 | 1.00 | |
| AIMSR_P | .74 | .74 | 1.00 |

Appendix 4**Math**

Regression Summary for Dependent Variable: Q2M

R= .75 R²= .56 Adjusted R²= .56075291

F(2,3239)=2069.8 $p < 0.0000$ Std.Error of estimate: 12.294

| Grade 4 | | St. Err. | | St. Err. | | |
|----------|---------|----------|----------|----------|----------|---------|
| | BETA | of BETA | B | of B | t(3239) | p-level |
| Intercpt | | | 17.54885 | .718457 | 24.42575 | 0.00 |
| Q1M | .455842 | .018126 | .45633 | .018145 | 25.14889 | 0.00 |
| AIMSM_P | .340034 | .018126 | .32095 | .017108 | 18.75974 | 0.00 |

Regression Summary for Dependent Variable: Q2M

R= .79 R²= .63 Adjusted R²= .62564107

F(2,3275)=2739.3 $p < 0.0000$ Std.Error of estimate: 11.974

| Grade 5 | | St. Err. | | St. Err. | | |
|----------|---------|----------|----------|----------|----------|----------|
| | BETA | of BETA | B | of B | t(3275) | p-level |
| Intercpt | | | 9.288690 | .681643 | 13.62692 | .000000 |
| Q1M | .479465 | .016695 | .489201 | .017034 | 28.71953 | 0.000000 |
| AIMSM_P | .360817 | .016695 | .359992 | .016657 | 21.61258 | 0.000000 |

Regression Summary for Dependent Variable: Q2M

R= .80 R²= .64 Adjusted R²= .63627110

F(2,2911)=2548.9 p<0.0000 Std.Error of estimate: 12.891

| Grade 6 | | St. Err. | | St. Err. | | |
|----------|---------|----------|----------|----------|----------|----------|
| | BETA | of BETA | B | of B | t(2911) | p-level |
| Intercpt | | | -1.20838 | .822029 | -1.47000 | .141670 |
| Q1M | .466602 | .016281 | .56513 | .019719 | 28.65922 | 0.000000 |
| AIMSM_P | .391375 | .016281 | .44066 | .018331 | 24.03868 | 0.000000 |

Regression Summary for Dependent Variable: Q2M

R= .68 R²= .47 Adjusted R²= .46576329

F(2,2849)=1243.8 p<0.0000 Std.Error of estimate: 11.496

| Grade 7 | | St. Err. | | St. Err. | | |
|----------|---------|----------|----------|----------|----------|----------|
| | BETA | of BETA | B | of B | t(2849) | p-level |
| Intercpt | | | 6.655965 | .706623 | 9.41940 | .000000 |
| Q1M | .270873 | .023474 | .235369 | .020397 | 11.53941 | .000000 |
| AIMSM_P | .444173 | .023474 | .376029 | .019872 | 18.92214 | 0.000000 |

Regression Summary for Dependent Variable: Q2M

R= .74 R²= .55 Adjusted R²= .55054928

F(2,2869)=1759.4 p<0.0000 Std.Error of estimate: 11.056

| Grade 8 | | St. Err. | | St. Err. | | |
|----------|---------|----------|----------|----------|----------|----------|
| | BETA | of BETA | B | of B | t(2869) | p-level |
| Intercpt | | | 4.444148 | .658082 | 6.75318 | .000000 |
| Q1M | .316748 | .017709 | .291123 | .016277 | 17.88603 | 0.000000 |
| AIMSM_P | .483498 | .017709 | .419993 | .015383 | 27.30201 | 0.000000 |

Regression Summary for Dependent Variable: Q2M

R= .69 R²= .47 Adjusted R²= .47041567

F(2,2194)=976.32 p<0.0000 Std.Error of estimate: 10.449

| Grade 9 | | St. Err. | | St. Err. | | |
|---------|------|----------|---|----------|---------|---------|
| | BETA | of BETA | B | of B | t(2194) | p-level |

| | | | | | | |
|----------|---------|---------|----------|---------|----------|----------|
| Intercpt | | | 8.515897 | .707017 | 12.04483 | .000000 |
| Q1M | .358468 | .020204 | .333717 | .018809 | 17.74258 | 0.000000 |
| AIMSM_P | .399166 | .020204 | .309779 | .015679 | 19.75697 | 0.000000 |

Regression Summary for Dependent Variable: Q2M

R= .61 R²= .37 Adjusted R²= .36830160

F(1,2696)=1573.4 p<0.0000 Std.Error of estimate: 11.893

| | | | | | | |
|------------|---------|----------|----------|----------|----------|---------|
| Grade = 10 | | St. Err. | | St. Err. | | |
| | BETA | of BETA | B | of B | t(2696) | p-level |
| Intercpt | | | 11.86874 | .663559 | 17.88649 | 0.00 |
| Q1M | .607072 | .015304 | .71530 | .018033 | 39.66664 | 0.00 |

Regression Summary for Dependent Variable: Q2M

R= .73 R²= .53 Adjusted R²= .51615204

F(2,98)=54.338 p<.00000 Std.Error of estimate: 11.515

| | | | | | | |
|------------|---------|----------|----------|----------|----------|---------|
| Grade > 10 | | St. Err. | | St. Err. | | |
| | BETA | of BETA | B | of B | t(98) | p-level |
| Intercpt | | | 6.798738 | 3.721484 | 1.826889 | .070760 |
| Q1M | .131229 | .084536 | .163351 | .105229 | 1.552332 | .123806 |
| AIMSM_P | .642481 | .084536 | .502501 | .066118 | 7.600052 | .000000 |

Reading

Regression Summary for Dependent Variable: Q2R

R= .75 R²= .56 Adjusted R²= .55945877

F(1,3636)=4619.8 p<0.0000 Std.Error of estimate: 14.021

| | | | | | | |
|----------|---------|----------|----------|----------|----------|---------|
| Grade 2 | | St. Err. | | St. Err. | | |
| | BETA | of BETA | B | of B | t(3636) | p-level |
| Intercpt | | | 18.74575 | .579080 | 32.37163 | 0.00 |
| Q1R | .748051 | .011006 | .74668 | .010986 | 67.96877 | 0.00 |

Regression Summary for Dependent Variable: Q2R

R= .72 R²= .51 Adjusted R²= .51132341

F(1,3490)=3653.8 p<0.0000 Std.Error of estimate: 12.549

| Grade 3 | | St. Err. | | St. Err. | | |
|----------|---------|----------|----------|----------|----------|---------|
| | BETA | of BETA | B | of B | t(3490) | p-level |
| Intercpt | | | 31.05586 | .590681 | 52.57632 | 0.00 |
| Q1R | .715167 | .011831 | .58817 | .009730 | 60.44654 | 0.00 |

Regression Summary for Dependent Variable: Q2R

R= .83 R²= .69 Adjusted R²= .68516340

F(2,3150)=3430.8 p<0.0000 Std.Error of estimate: 10.864

| Grade 4 | | St. Err. | | St. Err. | | |
|----------|---------|----------|----------|----------|----------|----------|
| | BETA | of BETA | B | of B | t(3150) | p-level |
| Intercpt | | | 6.588042 | .666177 | 9.88932 | .000000 |
| Q1R | .437101 | .016260 | .434139 | .016150 | 26.88171 | 0.000000 |
| AIMSR_P | .438274 | .016260 | .455400 | .016896 | 26.95388 | 0.000000 |

Regression Summary for Dependent Variable: Q2R

R= .83 R²= .69 Adjusted R²= .69015336

F(2,3210)=3578.2 p<0.0000 Std.Error of estimate: 11.605

| Grade 5 | | St. Err. | | St. Err. | | |
|----------|---------|----------|----------|----------|----------|----------|
| | BETA | of BETA | B | of B | t(3210) | p-level |
| Intercpt | | | 8.021181 | .691282 | 11.60335 | .000000 |
| Q1R | .326542 | .015739 | .381672 | .018396 | 20.74795 | 0.000000 |
| AIMSR_P | .550340 | .015739 | .606451 | .017343 | 34.96766 | 0.000000 |

Regression Summary for Dependent Variable: Q2R

R= .80 R²= .64 Adjusted R²= .64129107

F(2,2900)=2595.1 p<0.0000 Std.Error of estimate: 10.847

| Grade 6 | | St. Err. | | St. Err. | | |
|----------|------|----------|----------|----------|----------|---------|
| | BETA | of BETA | B | of B | t(2900) | p-level |
| Intercpt | | | 11.28017 | .713039 | 15.81984 | 0.00 |

| | | | | | | |
|---------|---------|---------|--------|---------|----------|------|
| Q1R | .409886 | .017275 | .42555 | .017936 | 23.72679 | 0.00 |
| AIMSR_P | .442554 | .017275 | .44113 | .017220 | 25.61782 | 0.00 |

Regression Summary for Dependent Variable: Q2R

R= .78 R²= .61 Adjusted R²= .60588789

F(2,2827)=2175.6 p<0.0000 Std.Error of estimate: 10.758

| Grade 7 | | St. Err. | | St. Err. | | |
|----------|---------|----------|----------|----------|----------|----------|
| | BETA | of BETA | B | of B | t(2827) | p-level |
| Intercpt | | | 6.814968 | .795167 | 8.57049 | .000000 |
| Q1R | .332537 | .018017 | .349235 | .018922 | 18.45644 | 0.000000 |
| AIMSR_P | .496221 | .018017 | .491461 | .017845 | 27.54123 | 0.000000 |

Regression Summary for Dependent Variable: Q2R

R= .82 R²= .68 Adjusted R²= .67755107

F(2,2843)=2990.1 p<0.0000 Std.Error of estimate: 11.078

| Grade 8 | | St. Err. | | St. Err. | | |
|----------|---------|----------|----------|----------|----------|----------|
| | BETA | of BETA | B | of B | t(2843) | p-level |
| Intercpt | | | 1.211889 | .764162 | 1.58591 | .112872 |
| Q1R | .408045 | .016311 | .473318 | .018920 | 25.01617 | 0.000000 |
| AIMSR_P | .469858 | .016311 | .542306 | .018826 | 28.80577 | 0.000000 |

Regression Summary for Dependent Variable: Q2R

R= .77 R²= .59 Adjusted R²= .58708156

F(2,2341)=1666.6 p<0.0000 Std.Error of estimate: 11.376

| Grade 9 | | St. Err. | | St. Err. | | |
|----------|---------|----------|----------|----------|----------|----------|
| | BETA | of BETA | B | of B | t(2341) | p-level |
| Intercpt | | | 3.378787 | .852313 | 3.96426 | .000076 |
| Q1R | .329290 | .019505 | .311392 | .018445 | 16.88210 | 0.000000 |
| AIMSR_P | .491689 | .019505 | .497612 | .019740 | 25.20800 | 0.000000 |

Regression Summary for Dependent Variable: Q2R

R= .69 R²= .48 Adjusted R²= .47964437

F(1,2599)=2397.6 p<0.0000 Std.Error of estimate: 13.597

| Grade 10 | | St. Err. | | St. Err. | | |
|----------|---------|----------|----------|----------|----------|---------|
| | BETA | of BETA | B | of B | t(2599) | p-level |
| Intercpt | | | 15.88962 | .802534 | 19.79931 | 0.00 |
| Q1R | .692708 | .014147 | .74251 | .015164 | 48.96512 | 0.00 |

Regression Summary for Dependent Variable: Q2R

R= .49 R²= .24 Adjusted R²= .22146766

F(1,34)=10.956 p<.00222 Std.Error of estimate: 14.890

| Grade > 10 | | St. Err. | | St. Err. | | |
|------------|---------|----------|----------|----------|----------|---------|
| | BETA | of BETA | B | of B | t(34) | p-level |
| Intercpt | | | 14.66295 | 7.561535 | 1.939150 | .060818 |
| Q1R | .493671 | .149143 | .59603 | .180068 | 3.310043 | .002215 |

Residual Analysis

Summary Table of Means (at1q1q2_s.sta)

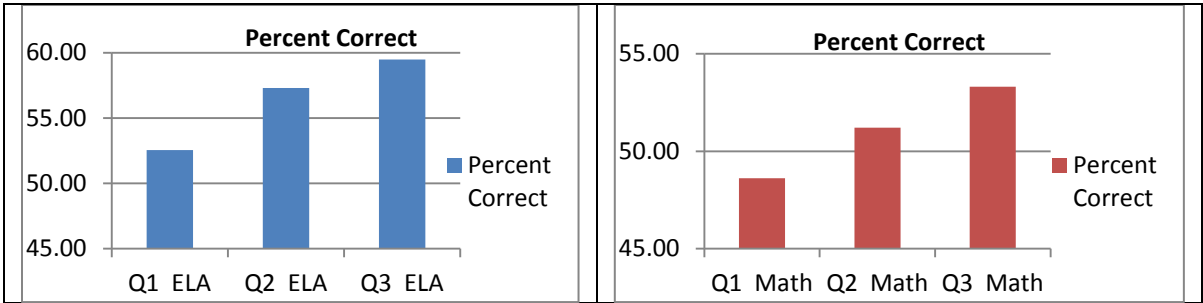
Smallest N for any variable: 27056

| | MATH_R | MATH_R | READ_R | READ_R |
|----------------|----------------|-----------|----------------|-----------|
| | Means | N | Means | N |
| G_2:2 | -.0302 | 3739 | -.01961 | 3638 |
| G_3:3 | .0090 | 3613 | .00526 | 3492 |
| G_4:4 | .0133 | 3242 | .03209 | 3153 |
| G_5:5 | .0097 | 3278 | .01095 | 3213 |
| G_6:6 | -.0119 | 2914 | -.01637 | 2903 |
| G_7:7 | .0217 | 2852 | .04555 | 2830 |
| G_8:8 | .0057 | 2872 | .03581 | 2846 |
| G_9:9 | .0112 | 2197 | -.00529 | 2344 |
| G_10:10 | .0091 | 2698 | -.02472 | 2601 |
| G_11:11 | .9607 | 88 | -.80267 | 27 |
| G_12:12 | -6.7536 | 13 | 2.42489 | 9 |
| All Grades | .0031 | 27506 | .00703 | 27056 |

Appendix 5

Correlations (atiq315_s.sta)
All correlations are significant at $p < .05$
N=15075

| | AIMSM | AIMSR | Q1M | Q2M | Q3M | Q1R | Q2R | Q3R |
|-------|-------|-------|------|------|------|------|------|------|
| AIMSM | 1.00 | | | | | | | |
| AIMSR | .76 | 1.00 | | | | | | |
| Q1M | .73 | .57 | 1.00 | | | | | |
| Q2M | .68 | .51 | .66 | 1.00 | | | | |
| Q3M | .68 | .55 | .63 | .72 | 1.00 | | | |
| Q1R | .65 | .74 | .60 | .48 | .49 | 1.00 | | |
| Q2R | .68 | .74 | .61 | .58 | .57 | .71 | 1.00 | |
| Q3R | .62 | .68 | .60 | .53 | .53 | .69 | .72 | 1.00 |



Diversity

2014-2015 End of Year Report

Tucson Unified School District



STRATEGIC PLAN END OF YEAR REPORT 2014-2015

DIVERSITY

Strategic Priority 1: Reflective Curriculum – TUSD will have classroom curricula, instruction and professional development that integrate diversity and high expectations for all students.

Year 1 Goal: Establish and maintain ELA and Social Studies Courses for HS

Progress/Completion: 100%

- K-12 ELA curriculum infused with multicultural resources and perspectives.
- K-12 Social Studies curriculum developed and infused with multicultural resources and perspectives
- Development and Enhancement of Culturally Relevant Curriculum at the high school level.
- ILA modules while infused culturally responsive instructional pedagogy in instructional modules.

Evidence:

Appendix 1-1 High School ELA Curriculum

- Samples from [English](#)
- Samples from [Social Studies](#)
- Samples [New CRC Curriculum](#)

Appendix 1-2 ILA Module

Strategic Priority 2: Recruitment and Retention of Diversity – TUSD will actively recruit, hire, train and work to retain teachers, administrators and staff who reflect its student population.

Year 1 Goal: Gather and analyze current staff data by level

Progress/Completion: 100%

Year 1 Goal was to gather and analyze current staff data by level (i.e. administration, teachers, classified) and compare to student ethnicity and language skills and ascertain areas of disproportionality prior to June 2014. Numerous reports were generated and some of them are included in the Appendices. These reports were instrumental in our work, guided our efforts to examine the current recruitment process and develop recommendations to meet the goal of attracting a diverse employee base.

- [Outreach Recruitment & Retention Plan \(ORR\)](#)-

- Evaluate and address disparities and implement corrective actions
 - Conduct surveys of teachers' overall job satisfaction₁
 - Facilitate teacher focus groups
 - Provide family support and professional development
 - The criterion of the Infant and Early Learning Centers are an attractive recruitment incentive for teachers with young children. The thought that there was a choice for child care within the district was very appealing
- Process for Focus group - A request was sent to teachers in the critical needs areas of math, science, special ed, and ELL to participate in a focus group. All focus groups are divided into three sections: Elem/K8, Middle, and High School. This process is conducted twice a year in Jan and May. The purpose of the focus groups so that the district can learn about teachers' experiences as a teacher in hard to fill positions with the District. The intent is to identify ideas and initiatives that could improve the support teachers receive in their positions.
 - AppliTrack - This year we implemented a new applicant tracking system database to replace the outdated one that had been in place for a number of years. The AppliTrack system is designed to accept applications, schedule interviews and conduct reference checks electronically. Principals and hiring supervisors have commented positively on the convenience of the availability of applicants and the ease of scheduling interviews. The system is designed to improve both the users and candidates experience in the recruiting and hiring process.

With this platform, applicants and we are able to: Import their basic data pages with a single click, Provides custom screen views for visually comparing applicant data, Simple point-click filtering, Reduce typing time and errors with clickable auto-filters for quick screening, Review the entire applicant's file in one window.

- Since August, we have seen a downward trend for average time to hire. We have reduced hiring time for applicants by 22 days. This means from the time the application is submitted, through the interview process, and to the presentation to the Governing Board for hire. During the April 14th Governing Board Meeting, 37 new hires were approved for the 2015-2016 School Year. In February of 2015, we had 454 vacancies and 1,473 applications of viable applicants.
- LinkedIn - In January we re-activated the LinkedIn Company Profile as a way to market the district to potential applicants. LinkedIn is a business-oriented social networking service, founded in December 2002 and launched on May 5, 2003. It is mainly used for professional networking. In 2006, LinkedIn had 20 million members and as of June 2013, they reported more than 259 million users in more than 200 countries.
- We have utilized outreach of social media and to connect with our community. Specifically, we are using LinkedIn as a means to connect to our employees. Because of our success with connecting on LinkedIn, we are looking to redesigning how our employment page looks to candidates

and to utilize LinkedIn to post jobs.

From the time we implemented this effort in November, our total numbers of followers have increased from 1,802 to 2,310 –that’s an increase of 508! Our impressions have gone from only 10s to now 500+ impressions on posts regarding careers at TUSD. (Impressions = The number of times each update is shown to LinkedIn members.)

Part of the work gave us a head start on Year 2 Goal of Identifying higher level institutions with high ethnic diversity to target and begin recruitment.

- Targeted Recruitment Effort - The USP requires the district to plan recruitment trips to Historically Black Colleges & Universities (HBCU) and Hispanic Association of Colleges and Universities (HACU) member colleges and universities with diverse teacher prep programs.

While the targeted recruitment to identify higher level institutions with high ethnic diversity and target and recruitment had already been in place for several years, we had already started to analyze the results of these trips. A three year history review of these recruitment efforts were not positive so there was work to be done in this area. For the 2012-2013 School Year, \$26,147.00 was spent on recruitment, in 2013-2014 we spent \$20,766.00 and most recently in 2014-2015 a total of \$31,908 was spent on recruitment efforts.

The return on investment for actual letters of intent issued in 2013-14 SY (total of 7) was approximately \$6689 per letter. The return on investment for actual letters of intent accepted (total of 1) was \$46,825.00. These figures suggest the efforts in this area were not paying a reasonable dividend. We knew a change was needed.

As part of the targeted recruitment efforts, we partnered with the National Council on Teacher Quality (NCTQ) and gathered valuable information on student teacher preparation programs across the country. NCTQ has developed 19 standards that scrutinize the most fundamental aspects of teacher preparation programs by state. These reports serve a critical purpose of providing data on the college or university system and compare one program to another. Using this data, we were able to strategically re-evaluate our recruitment trips and determine which programs provide the best source of diverse student teachers.

Evidence:

Appendix 2-1 Samples of Analysis

Appendix 2-2 Appendix 2-3 Racial/Ethnic Composition – Principals/AP’s/Teachers and Students by School Level

Appendix 2-3 Recruitment Schedule

Appendix 2-4 District Employees Comparison

Strategic Priority 3: World Language Options – TUSD will increase and support its foreign language options for all students.

Year 1 Goal: School feeder patterns will be established and documented at the District Level, indicating language options K-12 for pilot schools

Progress/Completion: 100%

The Language Acquisition Department established the School feeder patterns and documented at the District Level indicating language options K-12 for pilot schools.

Evidence:

- Presentation at community quarterly meetings of World Language feeder pattern progress
- Update to TUSD Board on World Language progress
- World Language feeder patterns established were the following:
 - Arabic-Wright, Doolen MS, Catalina HS
 - Arabic – Maxwell K 8 and Cholla HS
 - Spanish – Roberts/Naylor K 8 and Rincon HS
 - Chinese – Soleng Tom, Gridley MS, Sahuraro HS
 - Korean – Fruchthendler, Secrist MS, Sabino HS

Strategic Priority 4: Advanced Learning Opportunities – TUSD will ensure equitable access to advanced learning opportunities (e.g. honors, AP, IB, GATE, and college prep programs) for all students.

Year 1 Goal: Educate stakeholders about the current Advanced Learning Experience/accelerated course offerings

Progress/Completion: 100%

- Sent parent-friendly information about GATE testing to all TUSD families encouraging them to consider testing for their student
- Sent HS ALE information letter to all District families with an 8th grade student encouraging ALE enrollment in high school
- Created and distributed student-friendly flyers encouraging students to pursue advanced learning opportunities.
- Communicated District commitment to open enrollment practice for ALEs
- Worked with AASS, MASS, and Counseling Departments to collaborate and support outreach efforts to African American and Hispanic students
- Held more than 20 parent/community meetings to inform and discuss the value of enrolling in GATE, pre-AP and AP programs.
- Visited classrooms and held school assemblies to encourage enrollment in AP classes (LSCs and counselors)
- Added advanced classes in ELA and math in middle schools where possible to prepare students for ALEs in high school.
- Analyzed and revised assessments as necessary for UHS and GATE
- AP tutoring (9 comprehensive high schools)
 - 2AP teachers at 9 comprehensive high schools (math, ELA, SS)
 - One-hour support classes 2x/week
 - AP Test-Prep Class (10 high schools)
- Each AP teacher offered a 4-hour test-prep class prior to AP end-of-year exams
 - Strong encouragement for students to take AP exam

- UA Think Tank – SAT Prep Class
 - 6 ½ day Saturdays – two sessions in Fall of 2014
 - Normally \$300; scholarship price of \$100 for 8 low-income students
 - ALE budget for additional scholarships
- AP/GATE teacher mentor for African American and Hispanic students
 - Self-contained middle schools and ten high schools
 - Support enrolled students and families to promote successful completion of ALE
- Provided AP “Boot-Camp” for students to educate students about AP coursework and prepare them for Fall courses.

Evidence:

Appendix 4-1 Samples of ALE & AAC Flyers

Appendix 4-2 Samples of Emails Principal AP and ALE Support

Appendix 4-3 Samples of AP Boot Camp

Strategic Priority 5: Community Engagement – Strengthen and increase its community engagement (e.g. families, businesses, nonprofits, higher education, and faith-based organizations) 5 year vision: A system where children and families have what they need to be successful.

Year 1 Goal: Create and maintain community partnerships that enhance the well being of students and families

Progress/Completion: 100%

- **Wakefield Family Resource Center:** The opening of the Wakefield Family Resource Center has created a path for families to attain resources and services they need in order to be successful. The Wakefield Family Resource Center has a Clothing Bank that provides TUSD students with clothes, shoes school supplies and uniforms when they are in need. Wakefield Family Resource Center is partnering up with the Community Food Bank of Southern Arizona to establish a food pantry. The following are community organizations which will offer workshops and/or services to our families:
 - La Frontera Arizona, community-based, nonprofit behavioral health center- Dream Academy
 - Pima County Health Department- Healthier Living Workshops
 - University of Arizona Cooperative Extension-Nutrition classes
 - Parent Aide- Parenting Classes
 - Make Way for Books- Raising a Reader Workshops
 - Literacy Connects- Adult Literacy classes
 - I am you 360, non-profit organization-Self esteem workshops
 - Youth on the Rise-Reengagement Center
 - Arizona Serve- Communities in Schools Imitative

➤ Faith Based Partnerships

- **Palo Verde Family Resource Center:** The Palo Verde Family Resource Center is expected to open during the 2015-2016 school year. Family and Community Outreach is working diligently to create additional partnerships as they will be essential in supporting families at Palo Verde, Catalina and Southwest Family Center's once those are established.
- **Native American Advisory Council Meetings:** Throughout the 2014-2015 school year, monthly meetings were held with the Native American Advisory Council to ensure the needs of all TUSD students continue to be met and to address any immediate areas of opportunity.
- **Quarterly Parent Meetings:** During the quarterly information events for parents the Mexican American and African American Student Services Departments included information, pamphlets and played advanced learning experiences videos advertising magnet and Gifted and Talented Education programs to Latino and African American families.
- **Parent Survey:** Between the months of November and December of 2014 (10) MASS Specialists attended several Principal sponsored Parent Cafecitos and meetings sponsored by schools. They conducted a survey for parents and students to respond to. Sixty-nine (69) surveys with responses were collected and tallied. Below is the summary and type of responses collected for all 4 questions that were asked in the surveys at the following schools Holladay Magnet Elementary, Tolson Elementary, Pistor Middle School, Pueblo Magnet High School, Cholla High Magnet, Lynn/Urquides Elementary, Utterback Middle School, Valencia Middle School, Morgan Maxwell K-8 and Ochoa Community Magnet School.
- **Monthly Faith Based Partner Meetings:** Student Services regularly meets with members of Tucson's Faith Based Communities to discuss the current needs of TUSD students and families. During December 2014, the four Student Equity departments in collaboration with the Faith Based Communities and School Safety delivered food boxes to TUSD families.
- **School Choice:** School Community Services has worked to streamline the process for consistent school choice. Collaboratively working with other TUSD departments, School Community Services has begun to initiate a more transparent and data-driven process for student placement. Parents are informed of the lottery results for their students after each process. In response to community feedback and elements of the USP, School Community Services is working with the Governing Board and Federal Court to enhance the lottery process for student placement. Enhancements include the promotion of a family culture, including employees. School Community Services has participated in all major marketing events for Magnet Schools, the Early Learning Centers, and open enrollment in order to meet the strategically established goals for enrollment
- **Community Partnerships:** The Equity Departments along with Community Services and School Community Outreach have established and maintained community partnerships to ensure student educational and well being needs are being met.

Evidence:

Appendix 5-1 Community Engagement Entities

APPENDICES

Appendix 1-1 Samples of High School ELA Curriculum

- [English](#)
- [Social Studies](#)
- [New CRC Curriculum](#)

Appendix 1-2 ILA Module

Appendix 2-1 Samples of Analysis

Appendix 2-2 Appendix 2-3 Racial/Ethnic Composition – Principals/AP's/Teachers and Students by School Level

Appendix 2-3 Recruitment Schedule

Appendix 2-4 District Employees Comparison

Appendix 4-1 Samples of ALE & AAC Flyers

Appendix 4-2 Samples of Emails Principal AP and ALE Support

Appendix 4-3 Samples of AP Boot Camp

Appendix 5-1 Community Engagement Entities

Appendix 1-1 Samples of High School ELA Curriculum

STUDENTS | PARENTS | ALUMNI | EMPLOYEES | COMMUNITY

TUSD Curriculum Guide

Resources Home Curriculum Guide Links Literacy Math Science Social Studies Whiteboards

Home > Employees > Teacher Resources > Curriculum Guide > 6-12 English Language Arts Curriculum Materials

6-12 English Language Arts Curriculum Materials

[Curriculum Survey for Teachers >>](#)

We believe students learn best when they are actively engaged with rigorous and relevant lessons that are taught and assessed by highly qualified, expert, and caring teachers. The curricula are driven by Standards-based learning outcomes and measured by authentic assessments that will further inform instruction through its design to explore big ideas, essential questions, and promote enduring understandings. Technology is also integrated throughout the curricula to promote 21st Century thinking and learning to help students solve real-life complex problems. Together, we seek to prepare each and every student as a college- and career-ready graduate.

TUSD will design an aligned, articulated and well administered curriculum that supports academically high standards of learning for all children, integrates college and career ready skills, incorporates fine and performing arts, and is culturally relevant for our diverse student population. It will be reviewed and revisited regularly to meet the changing demands of our students and community.

Contact
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 Senior Director, Curriculum Development
 (520) 225-4923 | Clarice.Clash@tusd1.org

Curriculum Materials
 Materials for the 2015-16 school year for grades 6-8 will be available soon.

- + Sixth Grade
- + Seventh Grade
- + Eighth Grade
- + Ninth Grade
- + Tenth Grade
- + Eleventh Grade
- + Twelfth Grade

TUSD CURRICULUM MAP—SOCIAL STUDIES

| | |
|--|--|
| U.S. History: Grade 11, Quarter 1 | Unit Title: Pre-Colonial Africa to the Triangle Trade |
| Unifying Concept: Foundations | Viewpoint: African American |

ENDURING UNDERSTANDING: To make a thoughtful analysis of American history, students must develop critical historical literacy, exploring historical events from multiple perspectives. In history, there are often equally valid, but conflicting versions of the same event.

ESSENTIAL QUESTIONS:

- How is history constructed, who writes it, and in what ways might accounts be biased?
- When two civilizations make contact, why is it important to understand how each interprets the history of that contact?
- How does writing one's own personal history impact their understanding of the larger history of the U.S?

| INSTRUCTIONAL MATERIALS | STANDARDS |
|--|--|
| <p>CORE ADOPTED TEXT: <i>The American Vision</i> (2010), Appleby, et.al.</p> <p>SUGGESTED INSTRUCTIONAL RESOURCES:</p> <ul style="list-style-type: none"> • <i>Life Upon These Shores</i>, Henry Louis Gates • “Great West African Kingdoms,” http://exploringafrica.matrix.msu.edu/students/curriculum/m7a/activity3.php • Transatlantic Slave Trade http://www.slavevoyages.org/tast/index.faces • “Aboard a Slave Ship, 1829,” Robert Walsh http://www.eyewitnesstohistory.com/slaveship.htm • “Proslavery: A History of the Defense of Slavery in America,” Larry E. Tise • Iroquois Constitution, U.S. Constitution, Declaration of Independence • <i>A Different Mirror</i>, Ronald Takaki: Chapter 3 “The Hidden Origins of Slavery” • <i>Voices of Freedom</i>, Eric Foner: “Petition of Slaves to the MA Legislature” (1777) and | <p><u>Content Standards:</u> SSHS-S1C1 PO 2 SSHS-S1C2 PO 1 SSHS-S1C3 PO 1, 2, 3, 4 SSHS-S1C4 PO 1, 2, 3, 4, 5, 6</p> <p><u>Constant (Italized)</u> <i>SSHS-S1C1 PO 1, 3, 4, 5, 6, 7</i> <i>SSHS-S1C10 PO 1, 2</i></p> <p><u>Reading Standards</u> 11-12.RH.1 11-12.RH.2</p> |

TUSD CURRICULUM MAP U.S. HISTORY

Unit Name: THE MEETING OF THREE CULTURES Prehistory-1600**PO cluster(s):****Concept 2: Early Civilizations (SSHS-S1C2)**

PO 1. Describe Prehistoric Cultures of the North American continent:

a. Paleo-Indians, including Clovis, Folsom, and Plano b. Moundbuilders, including Adena, Hopewell, and Mississippian c. Southwestern, including Mogollon, Hohokam, and Ancestral Puebloans (Anasazi)

Big Ideas/Enduring Understandings

American Indian Tribes and Nations were distinct peoples with cultures reflective of the geography of the region inhabited.

Essential Question(s)

Why do people migrate to new lands?

How might geography affect a people's development?

How did pre-historic cultures of the North American continent differ from the Europeans whom they encountered?

ESSENTIAL LEARNING

| AZCCR Standards | Knowledge | Skills | Key Vocabulary | Suggested Activities |
|--|--|--|---|---|
| <u>Reading Standards for Literacy</u> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. <u>Writing Standards for Literacy</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Native American groups developed cultures based on the geography of the region in which they lived. An agricultural revolution led to the first civilizations in Mesoamerica, whose people built large, elaborate cities. | Explain how ideas, customs, and innovations (e.g., religion, language, political philosophy, technological advances, higher education, and economic principles) are spread through cultural diffusion. Analyze factors (e.g., social, biotic [living things], abiotic, [physical geography]) that affect human populations. Describe the factors (e.g., demographics, political systems, economic systems, resources, culture) that contribute to the variations between | Paleo-Indians Mound builders Hohokam Ice Age Bering strait indigenous Iroquois Confederacy (Iroquois League) Matriarchal leadership Christopher Columbus Jacques Marquette Henry Hudson reciprocal | Word Work Activity Create a graphic organizer of the major Native American groups prior to European exploration. Close & Critical Reading Activity Create a map of the American Indian tribes and nations living on the North American continent prior to European exploration. http://nmai.si.edu/ http://www.npr.org/blogs/codeswitch/2014/06/24/323665644/the-map-of-native-american-tribes-youve-never-seen-before http://perspectives.tolerance.org/ |

Appendix 1-2 ILA Module

Outcomes

- Gain knowledge of close reading and make connections to the ELA shifts
- Practice annotation to identify key components of close reading
- Recognize culturally responsive instructional strategies that occur during close reading

Appendix 2-1 Samples of Analysis

CERTIFIED AFRICAN AMERICANS HIRED AS OF: 7/1/12 – 6/30/13

| Position Title | Site/School | Total Hired |
|------------------------------|-------------------------------|-------------|
| Counselor | Van Buskirk Elementary School | 1 |
| Ex Ed Teacher | Maxwell Middle School | 1 |
| Sub Teacher | Human Resources | 17 |
| Sub Teacher - LT - Start Pay | Doolen Middle School | 1 |
| Sub Teacher - LT - Start Pay | Human Resources | 2 |
| Teacher | Palo Verde Magnet High School | 1 |
| Teacher | Pueblo Magnet High School | 2 |
| Teacher | Tucson Magnet High School | 4 |
| Temp Counselor | Mary Belle McCorkle K-8 | 1 |
| Temp Ex Ed Teacher | Maxwell Middle School | 1 |
| Temp Teacher | Banks Elementary School | 1 |

Data Source: PeopleSoft EBNEWHIRE_2 Report
3/26/2015 4:32 PM

3 of
14

**CLASSIFIED AFRICAN AMERICANS
HIRED AS OF: 7/1/12 – 6/30/13**

| Position Title | Site/School | Total Hired |
|--------------------------------------|-------------------------------|-------------|
| Coach, MS Boys Base Ball | Magee Middle School | 1 |
| Coach, MS Girls Base Ball | Hohokam Middle School | 1 |
| Coach, MS Soccer | Carson Middle School | 1 |
| Coach, MS Track | Gridley Middle School | 1 |
| Coach, Wrestling | Palo Verde Magnet High School | 1 |
| College Prep Assistant – Hourly | Desegregation Department | 1 |
| College/Career Readiness Coordinator | Sahuaro High School | 1 |
| Community Ed Activity Helper I | Rose Elementary School | 1 |
| Community Ed Activity Helper I | Schumaker Elementary School | 1 |
| Community Ed Activity Helper II | Steele Elementary School | 1 |
| Community Ed Activity Helper III | Mary Belle McCorkle K-8 | 2 |

Data Source: PeopleSoft
EBNEWIRE_2 Report



Appendix 2-2 Racial/Ethnic Composition – Principals/AP's/Teachers and Students by School Level

Racial/Ethnic Composition of TUSD Teachers, Principals, Assistant Principals and Students by School Level
SY 2010-2011 - 2012-2013 - 2013-2014

| TEACHERS | | White | African American | Latino / Hispanic | Native American | Asian American / Pacific Islander | Multi Race | Unspecified |
|----------------------|---------|-------|------------------|-------------------|-----------------|-----------------------------------|------------|-------------|
| | Year | % | % | % | % | % | % | % |
| Totals | 2010-11 | 67.8 | 3.5 | 23.9 | 1.1 | 1.4 | 0.0 | 0.0 |
| Totals | 2011-12 | 66.9 | 3.3 | 24.4 | 1.0 | 1.8 | 0.0 | 0.0 |
| Totals | 2012-13 | 67.3 | 3.14 | 25.1 | 1.16 | 2.7 | 0.0 | 1.31 |
| Totals | 2013-14 | 66.81 | 3.11 | 25 | 1.2 | 2.29 | 0.0 | 1.58 |
| Elementary | 2010-11 | 65.2 | 2.8 | 28.2 | 1.5 | 1.5 | 0.0 | 0.0 |
| Elementary | 2011-12 | 62.4 | 3.0 | 30.1 | 1.2 | 1.6 | 0.0 | 0.0 |
| Elementary | 2012-13 | 63.8 | 2.5 | 29.3 | 1.4 | 2.1 | 0.0 | 1.0 |
| Elementary | 2013-14 | 62.32 | 2.7 | 29.93 | 1.53 | 2.23 | 0.0 | 1.29 |
| Middle | 2010-11 | 67.2 | 3.2 | 25.9 | 0.7 | 1.2 | 0.0 | 0.0 |
| Middle | 2011-12 | 63.1 | 3.1 | 28.7 | 0.7 | 1.5 | 0.0 | 0.0 |
| Middle | 2012-13 | 66.9 | 3.4 | 26.2 | 0.6 | 1.4 | 0.0 | 1.5 |
| Middle | 2013-14 | 69.59 | 3.69 | 22.58 | 0.69 | 1.84 | 0.0 | 1.61 |
| High | 2010-11 | 70.7 | 4.4 | 18.2 | 1.1 | 1.6 | 0.0 | 0.0 |
| High | 2011-12 | 72.2 | 3.9 | 17.1 | 0.9 | 2.1 | 0.0 | 0.0 |
| High | 2012-13 | 73.5 | 3.9 | 17.1 | 1.3 | 2.5 | 0.0 | 1.7 |
| High | 2013-14 | 71.61 | 3.3 | 19.23 | 0 | 2.75 | 2.01 | 2.01 |
| PRINCIPALS | | White | African American | Latino / Hispanic | Native American | Asian American / Pacific Islander | Multi Race | Unspecified |
| | Year | % | % | % | % | % | % | % |
| Totals | 2011-12 | 56.4 | 4.5 | 39.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| | 2012-13 | 57.5 | 5.8 | 35.6 | 1.2 | 0.0 | 0.0 | 0.0 |
| | 2013-14 | 54.88 | 7.32 | 36.59 | 7.32 | 0.0 | 0.0 | 0.0 |
| Elementary | 2011-12 | 57.1 | 4.3 | 38.6 | 0.0 | 0.0 | 0.0 | 0.0 |
| | 2012-13 | 54.6 | 7.3 | 38.2 | 0.0 | 0.0 | 0.0 | 0.0 |
| | 2013-14 | 54.55 | 9.09 | 36.36 | 0.0 | 0.0 | 0.0 | 0.0 |
| Middle | 2011-12 | 54.1 | 0.0 | 45.9 | 0.0 | 0.0 | 0.0 | 0.0 |
| | 2012-13 | 60.0 | 0.0 | 35.0 | 5.0 | 0 | 0.0 | 0.0 |
| | 2013-14 | 50 | 0.0 | 42.86 | 7.14 | 0.0 | 0.0 | 0.0 |
| High | 2011-12 | 52.2 | 8.7 | 39.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| | 2012-13 | 66.7 | 8.3 | 25.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | 2013-14 | 61.54 | 7.69 | 30.77 | 0.0 | 0.0 | 0.0 | 0.0 |
| | 2013-14 | 61.54 | 7.69 | 30.77 | 0.0 | 0.0 | 0.0 | 0.0 |
| ASSISTANT PRINCIPALS | | White | African American | Latino / Hispanic | Native American | Asian American / Pacific Islander | Multi Race | Unspecified |
| | Year | % | % | % | % | % | % | % |
| Totals | 2012-13 | 53.7 | 5.6 | 40.7 | 0.0 | 0.0 | 0.0 | 0.0 |
| | 2013-14 | 51.16 | 4.65 | 41.86 | 2.33 | 0.0 | 0.0 | 0.0 |
| Elementary | 2012-13 | 28.6 | 0.0 | 71.4 | 0.0 | 0.0 | 0.0 | 0.0 |

Appendix D: Demographics

05.27.2014

1

Racial/Ethnic Composition of TUSD Teachers, Principals, Assistant Principals and Students by School Level
SY 2010-2011 - 2012-2013 - 2013-2014

| | | | | | | | | |
|-----------------|-------------|--------------|-------------------------|--------------------------|------------------------|--|-------------------|--------------------|
| | 2013-14 | 50.0 | 0.0 | 50.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Midde | 2012-13 | 61.9 | 0.0 | 38.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| | 2013-14 | 40.0 | 0.0 | 53.33 | 6.67 | 0.0 | 0.0 | 0.0 |
| High | 2012-13 | 53.9 | 11.5 | 34.6 | 0.0 | 0.0 | 0.0 | 0.0 |
| | 2013-14 | 60 | 10 | 30 | 0.0 | 0.0 | 0.0 | 0.0 |
| | | | | | | | | |
| STUDENTS | | White | African American | Latino / Hispanic | Native American | Asian American / Pacific Islander | Multi Race | Unspecified |
| | Year | % | % | % | % | % | % | % |
| Totals | 2012-13 | 23.2 | 5.5 | 62.4 | 3.8 | 2.3 | 2.8 | 0.0 |
| | 2013-14 | 23.23 | 5.5 | 62.36 | 3.77 | 2.31 | 2.83 | 0 |
| Elementary | 2012-13 | 22.0 | 4.9 | 64.1 | 4.1 | 1.8 | 3.2 | 0.0 |
| | 2013-14 | 21.99 | 4.86 | 64.06 | 4.08 | 1.78 | 3.23 | 0 |
| Midde | 2012-13 | 19.2 | 5.8 | 66.2 | 4.0 | 2.4 | 2.5 | 0.0 |
| | 2013-14 | 19.19 | 5.8 | 66.16 | 3.99 | 2.36 | 2.51 | 0 |
| High | 2012-13 | 28.7 | 6.3 | 56.4 | 3.1 | 3.1 | 2.5 | 0.0 |
| | 2013-14 | 28.67 | 6.29 | 56.38 | 3.09 | 3.13 | 2.45 | 0.0 |

Appendix 2-3 Recruitment Schedule

TUSD 2014-2015 Recruitment Schedule
5/26/15

| TUSD 2014-2015 Recruitment Schedule | | | | | | | | | | |
|--|---------------------|--------------|-------------------|--------------|-------------------|-----------|-------|-------|------|-----------------|
| Teacher/Educational Fair | City/State | Date | Ethnic Diversity* | NCTQ** | Letters of Intent | Ethnicity | | | | |
| | | | | | | AA | Anglo | Asian | Hisp | Native American |
| University of Maryland-College Park | College Park, MD | 9/17-9/18/14 | 0.6 | #14 SE | 0 | | | | | |
| Northern Arizona University | Flagstaff, AZ | 9/24/14 | 0.56 | #45 SE | 3 | | 2 | | | 1 |
| University of Central Florida | Orlando, FL | 9/24/2014 | 0.57 | #11 SE | 0 | | | | | |
| HACU Conference | Denver, CO | 10/4-10/6/14 | HACU | NA | 1 | | | | | |
| Univ of Louisiana at Lafayette Fall Teacher Recruitment | Lafayette, LA | 10/28/14 | | #34 EE | 0 | | | | | |
| Louisiana State University Teacher Interviewing Day | Baton Rouge, LA | 10/29/14 | | #360 EE | 0 | | | | | |
| Texas A&M University Education Career Fair | College Station, TX | 11/10/14 | HACU | #2 EE | 0 | | | | | |
| NABSE Conference | Kansas City, MO | 11/18-22/14 | HBCU | NA | 0 | | | | | |
| La Cosecha Conference | Santa Fe, NM | 11/18-22/14 | NA | NA | 1 | | | | 1 | |
| State of the State | Tucson, AZ | 1/13/15 | NA | NA | 0 | | | | | |
| Diversity Fair | Tucson, AZ | 1/15/15 | HBCU/HACU | NA | 0 | | | | | |
| TUSD Job Fair | Tucson, AZ | 2/7/15 | | NA | 5 | 2 | 2 | | 1 | |
| Tucson and So AZ Teacher Career Fair | Tempe, AZ | 2/19/15 | HACU | | 0 | | | | | |
| U of A Reception | Tucson, AZ | 3/4/15 | 0.56 | #19 SE | 3 | 1 | 1 | | 1 | |
| TUSD Job Fair | Tucson, AZ | 3/7/15 | | | 17 | | | | | |
| West VA State Univ | Institute, VA | 3/11/15 | HBCU | #42 Sped | 0 | | | | | |
| Southern Arizona School District Job Fair | Tempe, AZ | 3/19/15 | | | 0 | | | | | |
| Nashville Area Teacher Recruitment Fair | Franklin, TN | 3/31/15 | HBCU | #1 SE | 1 | | 1 | | | |
| Tuskegee University | Tuskegee, AL | 4/16/14 | HBCU | Not reported | 1 | 1 | | | | |
| Northern Arizona University NAU Spring 2015 | Phoenix, AZ | 4/16/15 | 0.56 | #4 SE | 0 | | | | | |
| The University of Arizona | Tucson, AZ | 4/17/15 | 0.56 | #19 SE | 0 | | | | | |
| New Mexico State University Educators Job Fair | Las Cruces, NM | 4/20-21/15 | HACU | #312 EE | 11 | | | | | |
| Great AZ Teach In | Glendale, AZ | 4/25/15 | NA | NA | 1 | 1 | | | | |
| Western New Mexico University | Silver City, NM | 5/4-5/15 | HACU/HBCU | Not reported | 0 | | | | | |
| Total 24 | | | | | 44 | 5 | 6 | | 3 | |
| *Campus Ethnic Diversity Methodology College-bound students who believe that studying with people of different racial and ethnic backgrounds is important will want to consider student-body diversity when choosing a school. To identify colleges where students are most likely to encounter undergraduates from racial or ethnic groups different from their own, U.S. News factors in the total proportion of minority students, leaving out international students, and the overall mix of groups. The data are drawn from each institution's 2012-2013 school year student body. | | | | | | | | | | |
| **NCTQ Teacher Prep Review 2014 Report Teacher Prep Review 2014 is the second edition of NCTQ's annual assessment of the nation's 2,400 teacher prep programs. The Review uncovers early evidence that teacher prep programs are beginning to make changes. It arrives at a time of heightened, unprecedented activity across the nation to improve teacher preparation. | | | | | | | | | | |
| Education:UE :Elementary | | | | | | | | | | |

Education: UE :Elementary

M:Drive/Recruitment/2014-2015 Recruitment Schedule (updated 5.26.15)

Appendix 2-4 District Employees Comparison

District Employees Comparison

| Race/Ethnicity | SY 13-14 | Percentage | SY 14-15 | Percentage |
|------------------|----------|------------|----------|------------|
| American Indian | 138 | 1.72% | 138 | 1.70% |
| Asian | 144 | 1.80% | 158 | 1.95% |
| African American | 433 | 5.41% | 452 | 5.57% |
| Hispanic | 3006 | 37.56% | 3075 | 37.86% |
| Not Specified | 5 | 0.06% | 22 | 0.27% |
| Pacific | 11 | 0.14% | 12 | 0.15% |
| White | 4267 | 53.31% | 4264 | 52.51% |

*Data pulled from EE List 5/26/15

**Percentages are rounded up to the nearest hundredth

Appendix 4-1 Samples of ALE & AAC Flyers

TUSD

STUDENT GUIDELINES

6th – 12th grades

FOR ADVANCED ACADEMIC COURSES (AAC) AP, Advanced, Honors, GATE, IB*

Are AACs for me?

What are AACs?

You will...

- Work at a higher level
- Work at a faster pace
- Do projects and have hands-on activities
- Have homework to help you learn the content

Do you want to...

- ...prepare for high school and college success?
- ...be confident in all your classes?
- ...know what is important to study?
- ...have answers to questions in class?
- ...understand what you read?
- ...confidently take on challenges?
- ...work hard and learn?
- ...make valid points and support your thoughts?
- ...contribute to a group?


What did you answer to these questions?

Yes! Then TUSD has these courses for you. Enroll in AACs at your school, give your best, and unleash your potential! See your school counselor for more information.

Not sure? Give it a try! If you've never taken an AAC, you can still be successful if you have the work ethic and confidence to keep trying when things are unfamiliar or challenging. Your teachers will be there to help and support you if you take on this challenge. Why not talk to a school counselor about these opportunities if you still aren't sure.

* AP = Advance Placement; IB = International Baccalaureate

Advanced Learning Experiences | Tucson Unified School District | 1010 E. Tenth St. | Tucson, AZ
520-225-6426 | <http://www.tusd1.org/contents/distinfo/aale/index.asp>



TUSD

PAUTAS PARA LOS PADRES DE FAMILIA

PARA APOYAR A ESTUDIANTES CON CURSOS ACADÉMICOS AVANZADOS (AAC, por sus siglas en inglés)
(Avanzado, Honores, GATE, IB, AP)*

¿Qué ayuda fuera del salón de clases al estudiante AAC?

Padres de Familia o Tutores que estén dispuestos a ...

- Proporcionar un lugar y tiempo consistente para que su estudiante termine la tarea.
- Entender que este es un compromiso de un año.
- Recordarle al estudiante de los beneficios de un curso estricto de estudio.
- Exhortar y apoyar al estudiante; no dejar que el estudiante se de por vencido cuando se le rete a el (ella).
- Ayudar a su estudiante en el aprendizaje de destrezas para la administración de su tiempo.
- Apoyar y entender la carga de tareas ya que puede afectar viajes familiares, trabajo, y/o responsabilidades entre hermanos.
- Permitir y exhortar a su estudiante para que asista a clases especializadas.
- Exhortar a su estudiante a que hable con sus maestros.
- Pregunte acerca de su día en la escuela.
- Lea los comunicados del maestro y la escuela y responda cuando sea necesario.
- Tenga y utilice una cuenta en el sitio de Internet de Estadísticas de TUSD con el fin de mantenerse informado con el progreso del estudiante.
- Asista a la Recepción de Bienvenida, Juntas Nocturnas, y/o eventos especiales escolares.
- Trabaje con la escuela para ayudar a su estudiante.

¿Usted ofrecerá ese apoyo? ¿Usted ayudará a su estudiante a prepararse para ir a la Universidad/Colegio?

¡Sí! Entonces TUSD tiene cursos y su estudiante necesita su estímulo ¡Inscriba a su hijo/hija en AAC en la escuela, apóyelo (la), y desate su potencial! Para mayor información refiérase a su escuela.

¿No está seguro? ¡Inténtelo! Únase a su estudiante y a su maestro para crear un equipo de aprendizaje que fortalezca a su hijo(a). Él (ella) puede tener éxito si él (ella) tiene la ética profesional y seguridad para seguir tratando cuando hay cosas que nos son familiares o retadoras ¿Por qué no hablar con su hijo(a) y/o asesor escolar acerca de estas oportunidades si aún no está seguro?

* GATE = Educación para Superdotados y Talentosos; IB = Bachillerato Internacional; AP = Colocación Avanzada

Advanced Learning Experiences | Tucson Unified School District | 1010 E. Tenth St. | Tucson, AZ
520-225-6426 | <http://www.tusd1.org/contents/distinfo/ale/index.asp>





Cholla High Magnet School
*"Every Student, Every Day, Charging Fearlessly Toward
Academic and Personal Excellence"*
2001 West Starr Pass Boulevard
Tucson, Arizona 85713
520-225-4000



Dear Parents of Prospective IB Students:

Cholla High Magnet School is an accredited comprehensive high school committed to providing your child a rigorous course of study so they may be college ready. The International Baccalaureate Diploma Programme (IB DP) is designed to align common curriculum and high academic expectations in schools all around the world. During the student's junior and senior years, they will take challenging pre-university courses in science, math, social science, foreign language, English, and fine arts. Students seeking the prestigious IB Diploma also complete the Theory of Knowledge class, an Extended Essay and 150 hours of Creativity, Action and Service. Students who complete the IB DP will be well-rounded students who will be prepared to achieve at the college and university level.

In order to help students advance to the IB Diploma Programme, Cholla offers rigorous IB-Prep classes in both 9th and 10th grades. Students follow a structured curriculum, covering English, Math, Foreign Language, Social Science and Science. Students also encouraged to take the Advancement Via Individual Determination (AVID) class which teaches students organizational and study skills, critical thinking, and provides tutoring, mentoring and motivational support. Student success in grades 9 and 10 will determine a student's ability to meet the demands of the IB Diploma Programme their junior and senior years.

I am confident that your child's academic experience in the IB DP here at Cholla High Magnet School will be worthwhile in preparing your child for the rigorous demands of college and university. Furthermore, the IB teaching staff, Coordinator, Assistant Principal, and support staff will provide your child the appropriate support needed for their academic and personal success.

Thank you,

Frank Armenta,
Principal
520-225-4004
Frank.armenta@tusd1.org

TUSD

The Mission of the International Baccalaureate Organization:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



For more information, please contact:

Natasha Conti, IB Coordinator
natasha.conti@tusd1.org
520.225.4116

Kathryn Jensen, Magnet Coordinator
kathryn.jensen@tusd1.org
520.225.4003

Tara Bulleigh, Assistant Principal
tara.bulleigh@tusd1.org
520.225.4005

www.chollachargers.org
www.ibo.org

TUSD

Delivering Excellence in Education Every Day

TUSD Non-Discrimination Policy Code AC: Tucson Unified School District is committed to a policy of nondiscrimination based on disability, race, color, religion/religious beliefs, sex, sexual orientation, age, or national origin. This policy will prevail in all matters concerning Governing Board, District employees, students, the public, educational programs and services, and individuals with whom the Board does business.

Cholla High Magnet School

International Baccalaureate Diploma Programme



**Every Student, Every Day,
Charging Fearlessly Toward
Academic and Personal
Excellence**

PROGRAM OVERVIEW



Gifted and Talented Education

TUSD

Tucson Unified School District

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

Gifted and Talented Education Services 2014-2015

Gifted and Talented Education (GATE) provides services that are designed to meet the academic and social needs of identified students. Lessons integrate critical and creative thinking, along with problem solving within the content areas of language arts, science, math, and social studies. Emphasis is placed on self-direction, flexibility, and cooperation in social and academic situations. Testing is done in the fall of every school year. A student who qualifies may receive services through one of the following programs:

Grades 1-8 Self-Contained Services

Students are placed in self-contained GATE classes according to a geographic feeder pattern. All students who have been previously identified are assigned to a GATE classroom with a gifted endorsed teacher. The GATE classroom teacher uses gifted education strategies in all core content areas on a daily basis. Currently, TUSD has four self-contained elementary sites (Kellond, Hollinger, Lineweaver, and White) and three self-contained middle school sites (Doolen, Pistor, and Vail). Hollinger is a Dual Language program that provides the additional benefit of instruction in both Spanish and English; all qualified elementary GATE self-contained students can apply. Pistor has both an English instruction program and a Dual Language program that provides instruction in Spanish and English.

Elementary Pull-out Services

GATE pull-out services are offered at all elementary schools in TUSD for students that qualify. A teacher with a gifted endorsement is assigned to each elementary school. Identified students are pulled from class one day per week for up to ninety minutes to work in cooperative and collaborative groups. All group activities are highly enriched and focus on higher order thinking skills, inquiry learning, and problem solving. Project-based learning is a major focus of this model.

Elementary Cluster Service

In this model, cluster schools provide a gifted-endorsed teacher at each grade level. Identified GATE students are "clustered" in this classroom with both non-GATE and GATE students. The classroom teacher incorporates gifted education strategies in all core content areas on a daily basis. Identified gifted students also receive pull-out services of up to ninety minutes per week from a gifted itinerant teacher. Elementary schools that offer this model are Dunham ES, Fruchttendler ES, and Robins ES.

Middle School GATE Classes (6th-8th grades)

All middle and K-8 schools provide a GATE resource class for qualified students. This class provides enrichment activities to the core curriculum. GATE classes may also be offered at individual sites in core content areas. Parents should check with the site of interest for options, as GATE offerings at the middle school level vary from site to site.

Gifted & Talented Education - STARR Center, 102 N. Pomer (85719) - (520) 225-3205

TUSD


PARENT GUIDELINES

TO SUPPORT A STUDENT WITH ADVANCED ACADEMIC COURSES (AAC) (Advanced, Honors, GATE, IB, AP)*

What helps an AAC student outside the classroom?

Parents or guardians who do or are willing to...

- provide a consistent time and place for their student to complete homework.
- understand that this is a year-long commitment.
- remind student of the benefits of a rigorous course of study.
- encourage and support student; do not let their student quit when (s)he is challenged.
- assist their student in learning time management skills.
- support and understand the homework load as it may affect family trips, work, and/or sibling responsibilities.
- allow and encourage their student to attend tutoring.
- encourage their student to talk to their teachers.
- ask about their school day.
- read communications from the teacher and school and respond when necessary.
- have and utilize a TUSD Stats account in order to stay current with their student's progress.
- attend Open House, Conference Night, and/or special school events
- work with the school to help their student.



Will you offer that support? Will you help your student be college bound?

| | |
|------------------|--|
| Yes! | Then TUSD has courses and your student needs your encouragement. Have her/him enroll in AACs at school, support her/him, and unleash her/his potential! See your school for more information. |
| Not sure? | Give it a try! Join your student and the AAC teacher to create a learning team that empowers your student. (S)he can be successful if (s)he has the work ethic and confidence to keep trying when things are unfamiliar or challenging. Why not talk to your student and/or a school counselor about these opportunities if you still aren't sure. |

* GATE = Gifted and Talented Education; IB = International Baccalaureate; AP = Advance Placement

Advanced Learning Experiences | Tucson Unified School District | 1010 E. Tenth St. | Tucson, AZ
520-225-6426 | <http://www.tusd1.org/contents/distinfo/ale/index.asp>

Appendix 4-2 Samples of Emails Principal AP and ALE Support

Memo

Re: Memo to high school principals regarding AP test prep sessions sent in an e-mail on Thu 3/26/2015 3:17 PM
From: Michael Konrad, Interim Director of Advanced Learning Experiences
Date: 3/26/2015

Dear Principals,

Between April 1st and the end of the year, each of your teachers who run an AP class will be authorized to be paid to run a 4 hour test prep session for their students. Please designate an administrator on your campus who will organize this effort. Here are the details:

- A teacher teaching multiple sections of the same AP class will still only be paid for 4 hours of work.
- A teacher who teaches multiple AP classes (different subjects) will be paid for 4 hours of student prep for each AP subject they teach.
- The rate of pay is \$25 an hour.
- If a teacher runs extra prep sessions that is fine, but they will only be paid for 4 hours of test prep.
- Teachers will be paid based on the attached list, I have already asked for your review and it should be up to date but please double check.
- Teachers may do multiple shorter sessions or a single 4 hour session.

Principals, please let me know which administer on your campus will organize this effort for your site. Please make sure they communicate this information out to the teachers ASAP.

In Service,

Michael Konrad

Director of Middle Schools

Interim Director of Advanced Learning Experiences

Memo

Re: Memo to high school principals regarding after-school tutoring for AP students,
sent in an e-mail on September 03, 2014

From: Martha Taylor, Director of Advanced Learning Experiences

Date: September 03, 2014

HIGH SCHOOL PRINCIPALS

NEW AP Support Resources

All ten comprehensive high schools (Catalina, Cholla, Palo Verde, Pueblo, Rincon, Sabino, Sahuaro, Santa Rita, Tucson, University) are being given resources to provide two support programs for students in AP classes, with particular outreach to enrolled African American and Latino students. If there is room, students in other AACs may also participate, again with particular outreach to enrolled African American and Latino students. Please read the information below carefully; I look forward to hearing from all of you.

NEW SUPPORT RESOURCES

1 AP Writing Tutor & 1 AP Math Tutor:

One-hour support class 2x/week

Stipend of \$1650

AP-trained ELA and math teacher

AP Test Preparation Tutors

Each AP teacher at the ten high schools will offer a four-hour test-prep class prior for AP end-of-year exams

\$100 stipend

This supports the District's strong encouragement for students to take AP exam*

More information will be send second semester

Site Administrator (or designee) Responsibilities:

Select two AP teachers for the two tutoring positions

Create Tutoring Plan: Each site will determine the tutoring model that best suits its needs.

For example, sessions can be drop-in or prior arrangements may be necessary; specific topics might be presented or teacher is available for student needs. This plan should also include information regarding class size and schedule/location. Finally, this plan should include information regarding a recruitment plan to inform students of this opportunity.

Provide a computer lab for writing assignments if and when it is necessary.

Teacher, LSC and/or counselor should do specific outreach to African American and Latino students, especially those who do not choose to participate or who could use additional support.

Send the ALE Department (Martha Taylor) the above information by Friday, September 5, 2014.

Tutoring services should begin the week of August 25, 2014. Please let me know in your plan if this start date will not be possible and why.

**ALE Department
AP/GATE Teacher Mentor Plan
2014-2015 SY**

School:

Teacher:

Teacher ID #:

Assignment (courses currently teaching):

Duties of the ALE Teacher Mentor:

1. Initiate initial student contact to introduce self and support role (individual and/or group – meeting, letter, individual conference, email).
Date:
Method(s) used:
2. Initiate initial parent contact (meeting, letter, email, and/or phone call) to introduce self and support role; give parents contact information; maintain regular contact with parents as necessary.
Date:
Method(s) used:
3. Inform site LSC and counselor of role and willingness to work together to support these students.
Date:
Method(s) used:
4. Twice a month (minimum): Hold group meetings before, during (lunch), or after school with identified students in order to create a peer support group.
Day/Time:
Place:
Method(s) of communication to students:
5. Document all student/parent contact using AAC Students Support Form and list of all parent /student contact (both documents attached).

Appendix 4-3 Samples of AP Boot Camp

TUSD**AP for ME!****ADVANCED PLACEMENT Summer Boot Camp**

Dates: June 1 to June 18, 2015 Mon-Thurs

Time: 8 a.m.—12 p.m.

Learn strategies and gain resources to become successful in ANY AP course.

- Are you registered for your first AP class for next year and would like some support and information before school begins?
- Are you interested in taking an AP class but would like more information first?
- Have you already taken an AP class but would like to do better next time around?
- Are you planning to attend college and would like to learn strategies for doing well in your AP classes?

If you answered yes to any of these questions, then this is the camp for you! You will be able to work on your writing skills, learn academic strategies that will increase your ability to do well and learn effectively in all your classes, and have fun—all at the same time. Classes will be active, hands-on, and focus on group collaboration along with individual feedback.

Highlights

- FREE
- Personal study supplies provided
- Field trips to UA and/or PCC
- AVID strategies included
- Small class size
- English, social studies and AVID classes
- Free breakfast and lunch available

QUESTIONS?

Phone: 225-6431
 Email: Carolyn.Barton@tUSD1.org,
 Sonia.gissart@tUSD1.org,
 Michael.Konrad@tUSD1.org

LOCATIONS You may choose any location:**-Palo Verde High**

Jennifer Miller
 520-584-7403

-Rincon High

Kathryn Gunnels
 520 232-5674

-Tucson Magnet High

Carolyn Jones
 520-225-5035

-Pueblo High

Dr. Augustine Romero
 520-225-4300

-Sahuaro High

RJ Lundstrom
 520-731-7114

REGISTRATION

- Registration form available from LSC at every TUSD high school or call ALE Department
- Leave your registration form with your school's LSC or at your school's front office.
- You will receive a confirmation call or email within 48 hours. If you do not receive this call, please call the ALE office at 520-225-6426.

To: High School LSCs
From: ALE Department
Re: LSC Role in AP Summer Boot Camp/Summer 2015

1. Info on AP Summer Boot Camp

The ALE Department will be offering a summer camp for students who are taking their first AP class, would like to learn more about AP, or just want to improve their AP performance from June 1 to June 18 at Palo Verde, Pueblo, Rincon, Sahuaro, and Tucson High Schools. LSCs will be used to disseminate information and encourage appropriate students to attend. There is a particular focus on encouraging African American and Hispanic student to enroll, although all students are welcome and should be encouraged. AASS and MASS will be doing individual outreach to those students, but please keep this in mind at your school. These classes will be taught by AP-trained teachers and an AVID-trained teacher and will focus on academic strategies that will lead to success in an AP course. The content areas through which these strategies will be taught are English/writing, social studies, and AVID, and students will have three daily classes in these areas. There will also be a field trip to the UA. Please read the flyer for more information. We know this is close to the end of school so we really need your help and attention to this camp. Thank you so much for your cooperation. Feel free to call the ALE Office @225-6426 and talk to Sonia Gissart about the registration process or about any other questions..

2. LSC Duties

a. First Week:

- i. Copy flyers with English on one side and Spanish on the other
- ii. Copy registration form in English and Spanish.
 - Let Sonia in the ALE office know if you need help with the copying
- iii. Visit classrooms and explain camp to students
 - 9th, 10th and 11th grade honors, GATE, Accelerated, Advanced
 - 10th & 11th grade AP classrooms
 - Please note which classrooms are visited
- iv. Pass out flyers and registration forms, encourage students to participate. Tell students to return forms to you in the LSC office or front office.
- v. Maintain communication with front office regarding registration forms. You will be the point person for students turning in registration forms at each site and checking with office about forms; scan and email these registration forms daily to Carrie Patronski (Carolyn.Barton@tUSD1.org) or Sonia Gissart in ALE office (Sonia.gissart@tUSD1.org) to register students.
- vi. Information about turning in the forms is also on the flyers and registration forms.

b. Other responsibilities

- i. Post flyers in visible locations in your school
- ii. Submit information for school's daily announcements (see below)
- iii. Keep extra forms in LSC office for additional students

DAILY ANNOUNCEMENT

Students: Are you taking your first AP class next year? Have you taken an AP course before but would like to improve next time around? Or would you just like to learn more about what an AP course involves? If so, there is a new three-week, half-day opportunity from June 1 to June 18. You can attend at either Palo Verde, Pueblo, Rincon, Sahuaro, or Tucson High School, it's FREE, and free breakfast and lunch are available. There will be a field trips to the U of A, free classroom supplies to support your class performance next year, and you will learn strategies to help you to do you best in all you classes. It's called AP Summer Boot Camp and we'd love to see you there. Please see [\(LSC name\)](#) for a flyer and registration form..

Appendix 5-1 Community Engagement Entities

TUSD Strategic Plan: DIVERSITY Strategic Priority #5: Community Engagement

- | | |
|--|--|
| ➤ 4 Tucson | ➤ La Frontera Arizona |
| ➤ Alpha Phi Alpha Fraternity | ➤ Legacy of Excellence Scholarship Committee |
| ➤ American Association of University Women | ➤ Links Organization |
| ➤ Angel Heart Pajama | ➤ Literacy Connects |
| ➤ Arizona Office of Refugee Resettlement | ➤ Make Way for Books |
| ➤ Arizona Secretary of State (ACP program) | ➤ Metropolitan Education Commission |
| ➤ Arizona Serve | ➤ Miracle Center Thrift Stores |
| ➤ Communities in Schools Initiative | ➤ Mr. Carwash |
| ➤ Arizona State University | ➤ National Society for Black Engineers |
| ➤ Bhutanese Mutual Assistance Association of Tucson | ➤ Native Education Alliance |
| ➤ Books and Youth Alliance Organizations | ➤ Northern Arizona University |
| ➤ Casa Adobes Church | ➤ OCA-Tucson |
| ➤ Casino Del Sol | ➤ Pan Asian Community Alliance |
| ➤ Catholic Community Services of Southern Arizona | ➤ Parent Aide |
| ➤ Christ Community Church | ➤ Pascua Yaqui Tribe |
| ➤ City of Tucson - Mayor Rothschild | ➤ Payless Shoe Stores |
| ➤ Community Food Bank of Southern Arizona | ➤ People's Health Care Connection |
| ➤ Community Foundation of Southern Arizona - African American Initiative | ➤ Phi Beta Sigma Fraternity |
| ➤ Delta Sigma Theta Sorority | ➤ Pima Community College - Grants Office |
| ➤ Desert Men's Council | ➤ Pima Community College - West Campus |
| ➤ DMAFB School Liaison Office | ➤ Pima County Community Prevention Coalition |
| ➤ Elliott Accounting Group | ➤ Pima County Health Department |
| ➤ Gap Ministries | ➤ Pima County One Stop |
| ➤ Goodwill Industries | ➤ Providence |
| ➤ Goodwill's Goodguides Mentoring | ➤ Refugee Focus |
| ➤ Higher Ground | ➤ Refugee Integrated Service Provider Network (RISPNET) |
| ➤ Horizons for Refugee Families | ➤ Regional College Access Center |
| ➤ I Am You 360 Non-Profit | ➤ Southern Arizona Black College Community Support Group |
| ➤ Interdenominational Ministerial Alliance Community Action Team | ➤ Southern Arizona Children's Advocacy Center |
| ➤ International Rescue Committee | ➤ Southern Arizona Community Schools Alliance |
| ➤ Ishkashitaa Refugee Network | ➤ State Farm Insurance |
| ➤ JTED | ➤ The Chino Exchange Initiative |
| ➤ K.A.R.E. (Kinship, Adoption Resource and Education) | ➤ The State of Black Arizona (STEIM) |
| | ➤ Tohono O'odham Nation |
| | ➤ Tucson Indian Center |

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TUSD Strategic Plan: DIVERSITY
Strategic Priority #5: Community Engagement

- | | |
|---|--|
| ➤ Tucson International Alliance of Refugee Communities, Inc. | ➤ University of Arizona Native American Community Council |
| ➤ Tucson Parks & Recreation | ➤ University of Arizona College of Pharmacy |
| ➤ Tucson Pima Public Library | ➤ University of Arizona Academic Outreach Office |
| ➤ United Way | ➤ University of Arizona Native American Student Affairs |
| ➤ University of Arizona Early Academic Outreach | ➤ University of Arizona Math Cats/Word Cats |
| ➤ University of Arizona Confucius Institute | ➤ University of Arizona Africana Studies Program Internship |
| ➤ University of Arizona College of Education, Educational Policy Studies & Practice | ➤ University of Arizona Advisory Council to the President |
| ➤ University of Arizona Native American Studies | ➤ University of Arizona Project SOAR |
| ➤ University of Arizona Project Native SOAR | ➤ Youth on the Rise |
| ➤ University of Arizona African American Student Affairs | ➤ Youth on Your Own |
| ➤ University of Arizona Asian Pacific American Student Association | |

Facilities

2014-2015 End of Year Report

Tucson Unified School District



STRATEGIC PLAN END OF YEAR REPORT 2014-2015

FACILITIES

| |
|--|
| Strategic Priority 1: Green Planning – TUSD will consider and integrate green planning concepts into capital improvements, resource management and community involvement. |
| Year 1 Goal: Develop green energy audits |
| Progress/Completion: 100% |
| <p>The Facilities Green Planning Team established a Community Advisory Committee by the start of the calendar year. This group was active and started meeting regularly in January. The group completed their task of developing both the Green Energy Matrix and Audit Form well before the end of the fiscal year. Additionally, the Solar Energy Project and four Energy Performance Contracts moved forward, which should make great gains towards reducing energy for the 2nd year goal.</p> <ul style="list-style-type: none"> • Advisory Committee Formed – November 2014 • First Advisory Committee Meeting – January 2015 • Green Energy Matrix Completed – March 2015 • Initiative Audit Form Completed – May 2015 • Initiative Audit Documentation Completed – May 2015 |
| Evidence: Appendix 1-1 Advisory Committee Members Appendix 1-2 Green Energy Matrix Appendix 1-3 Site Energy Conservation Audit Assessment Form Appendix 1-4 Site Energy Audit Guidelines (Table of Contents) |
| Strategic Priority 2: Long-Range Facilities Plan – TUSD will develop and implement a long-range Master Facilities Plan that supports and enhances student learning and achievement and community partnerships. |

| |
|---|
| Year 1 Goal: Facilities Audit |
| Progress/Completion: 100% |
| <p>This year, the primary task was to assess facilities to form the basis for a Facilities Master Plan, which will be our second year goal. These assessments evaluate the condition of facilities, the suitability of the facilities for education, and the extent to which facilities are utilized and by whom. The FCI and ESS assessments are complete and will be updated as additional information is available. The utilization assessment is complete for education uses and community uses of closed schools. We will complete the assessment of community use of open schools during the following year with the data collected from rentals. Our current rentals program does not track usage, but we are evaluating programs to implement early in the next fiscal year that will allow us to assess community usage.</p> <p>The communication plan is also a key component of the Facility Master Plan (FMP). The year one goal was to create the Communication Plan. Execution of the plan will be in year 2. The Communication Plan identifies stakeholder groups and the approaches/media to inform and engage those groups to create an FMP with broad-based support. Overall, the approach is to have an Advisory Team (including outside professionals and community leaders) that provides the groundwork for the project and recommendations to leadership. The public outreach will start with interviews of community leaders and surveys, followed by a Town Hall to inform the community and solicit participation in focus groups. The bulk of the plan development will be through focus group workshops, with the Special Master and plaintiffs forming one of the focus groups. As options are developed, the public will be invited to open houses to view and comment on the options. At about the same time, we will form a focus group related to the development of a bond program; after the plan is adopted this group will morph into a Bond Committee to develop a communication plan and advocacy for a bond to implement the FMP. In the draft-plan stage, the community outreach will be through public hearings/meetings. Throughout, there will be a strong web and social media presence paralleling the "on-ground" outreach (surveys, town halls, open houses and public meetings). The communication plan will be further developed at the initiation of the FMP project (July) with the full Advisory Team and outside professionals.</p> |
| Evidence: Appendix 2-1 FCI Report Appendix 2-2 ESS Report Appendix 2-3 Utilization Assessment Report Appendix 2-4 Communication Plan |
| Strategic Priority 3: Preventative Maintenance – TUSD will provide facilities that are clean, safe and energy efficient for students and employees through routine and preventive maintenance and repair. |
| Year 1 Goal: Improve customer service |
| Progress/Completion: 100% |
| Customer service representatives visited all sites to get a baseline for the survey, using a very short interview format for the visit. The purpose of the visit was to introduce the new scorecard and establish a relationship. The scorecard is expected to improve customer service by 20% over three years. The sites were enthusiastic about the scorecard and the new process and survey results were very positive. The new process starts with a |

review of all outstanding work orders for a site just prior to a . A customer service representative reviews the list with the site administrator to make sure the list is complete (all work orders have been submitted) and prioritized.

- Scorecard completed February 2015
- Baseline established from scorecard February 2015
- First preventative inspection using scorecard March 2015
- First cycle of preventative maintenance with scorecard of all sites June 2015 (start of 2nd year goal)

Evidence:

Appendix 3-1 Scorecard

Appendix 3-2 Baseline survey results

Strategic Priority 4: Technology Plan – TUSD will create a purposeful, technology plan that provides instructional support, curriculum alignment, and baseline resources including physical resources and professional development.

Year 1 Goal: Training for technological equipment

Progress/Completion: 100%

In compliance with the Unitary Status Plan (USP) under section IX.B.1-4 this goal has fully met its objectives in every category. The District completed a comprehensive Multi Year Technology Plan (MYTP), filed with the federal court in February 2015. The MYTP covers the following areas:

- Technology Condition Index(TCI) – Rates each campus technology (age) and (quantity)
- Teacher Technology Proficiency(TTP) – Rates each teacher by campus on technology comfort level
- Overall TCI Score – TCI + (TTP)
- Hardware Procurement Schedule – Campus below the District’s Overall TCI Score
- Teacher Technology Professional Development Plan
 - “Train the Trainer” Model with Teacher
 - Teacher Technology Liaison (TTL) – Based on 1:400 teacher to student ratio by campus
 - TTL Yearly Stipend - \$2500
 - TTL – Yearly Schedule
 - Technology Teacher Proficiency Supplemental PD – Individualized PD based on TTP yearly rating
 - Technology PD Software Application Yearly Goals

The MYTP is updated on a yearly basis to include a hardware/software inventories along with Teacher Technology Proficiency (TTP). TTP will be completed two times a year - once in the beginning of the school year and again at the end of the school year. The Teacher Technology Liaisons(TTL) will meet with the Instruction Technology team on a monthly basis to address teacher technology proficiency goals. The Instructional Technology Team will meet with Principals and Teachers on a quarterly basis to address supplemental PD technology needs. All TTL PD meetings will be

recorded in True North Logic (TNL) along with individual Teacher/ TTL sessions recorded within TrackIT for ongoing assessment.

Evidence:

- Appendix 4.1 Executive Summary Multi Year Technology Plan
- Appendix 4.2 TCI Hardware Recommendations Campuses below Districts TCI Score
- Appendix 4.3 Samples of Augmented Technology PD yearly Goals
- Appendix 4.4 Samples of Teacher Technology Proficiency Ratings by Campus
- Appendix 4.5 Samples of Teacher Technology Liaison Breakdown
- Appendix 4.6 Samples of Teacher Technology Liaison Monthly PD Schedule

Strategic Priority 5: Safety and Security – TUSD will ensure every school in the district offers a physically inviting and nurturing environment that optimizes teaching and learning and actively protects its members from physical and emotional harm.

Year 1 Goal: Address vandalism and other forms of damage

Progress/Completion: 100% (by June 2015)

Playground Safety

The playground equipment training program was implemented to improve play conditions by training TUSD staff how to properly inspect equipment and recognize potential liabilities as they arise. Every TUSD elementary and K-8 has been trained and is inspecting playground equipment three times weekly each week students are present during the school year. Every site was provided a rake, a depth gauge to measure ground fill, and a clipboard that carries written procedures for the program and an inspection log for record keeping. Risk Management has developed a quarterly schedule to visit each site four times a year to conduct a more thorough, all points inspection and to validate regular site inspections are occurring as scheduled. A playground inspection webpage has been launched and continued staff development is available to support or re-train inspectors as needed.

- **Inspection procedure & protocols developed January 2015. Pilot completed March 2015**
- **Training of all elementary & K-8's on inspection procedure completed Friday, May 1st**
- **Playground Training web page launched to support initiative, including training materials March 2015**

Physical Security

In order to reduce District costs due to vandalism, theft and lawsuits, School Safety identified a need to strengthen the security measures at our school sites. School sites needed to be assessed, then ranked in order from those in the greatest need of security upgrades to those with the least need. Neighborhood crime data was gathered from law enforcement response in a 0.5 mile radius of each site in order to help assess the risk to our properties based on police related activity in the surrounding area. The crime data covered 13 different criminal offenses.

Training on emergency preparedness was also a priority. Monitors and Security Agents were given 8 hours of training on assessing a situation, de-escalating, preserving evidence, contacting the authorities, etc. A shorter, two hour training was provided to administrators. A three course Incident Command training module is now mandatory for all personnel involved in emergency response, and is available on True North Logic.

- **School Campus Security Staff Training December 2014**
- **Incident Command Classes on True North Logic Feb 2015**
- **Neighborhood crime data gathered April 2015**
- **Security Standards established May 2015**
- **Site surveys will be completed June 2015**

Evidence:

Appendix 5-1 Playground Inspection Procedure
Appendix 5-2 Playground Inspection Log
Appendix 5-3 Playground Inspection Schedule
Appendix 5-4 Playground Equipment Inspection Training Schedule
Appendix 5-5 Playground Equipment Inspection Training Website: <http://intranet/RiskMgt/playground.asp>
Appendix 5-6 Security Standards
Appendix 5-7 TUSD Site Security Assessment
Appendix 5-8 Crime Statistics – Summary
Appendix 5-9 Schedule of Site Assessments
Appendix 5-10 Basic Training PowerPoint
Appendix 5-11 Lesson Plan for School Monitor Training
Appendix 5-12 True North Logic listing of Incident Command classes
Appendix 5-13 Email to Leadership requesting classes be completed
Appendix 5-14 District Emergency Plan (table of contents)

APPENDICES

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Appendix 2-3 Utilization Assessment Report

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Appendix 3-1 Scorecard

Appendix 3-2 Baseline survey results

Appendix 4-1 Executive Summary Multi Year Technology Plan

Appendix 4-2 TCI Hardware Recommendations Campuses below Districts TCI Score

Appendix 4-3 Technology PD yearly goals

Appendix 4-4 Teacher Technology Proficiency Ratings by Campus

Appendix 4-5 Teacher Technology Liaison Breakdown

Appendix 4-6 Teacher Technology Liaison Monthly PD Schedule

Appendix 5-1 Playground Inspection Procedure

Appendix 5-2 Playground Inspection Log

Appendix 5-3 Playground Inspection Schedule

Appendix 5-4 Playground Equipment Inspection Training Schedule

Appendix 5-5 Playground Equipment Inspection Training Website

Appendix 5-6 Security Standards

Appendix 5-7 TUSD Site Security Assessment

Appendix 5-8 Crime Statistics – All Schools

Appendix 5-9 Schedule of Site Assessments

Appendix 5-10 Basic Training PowerPoint

Appendix 5-11 Lesson Plan for School Monitor Training

Appendix 5-12 True North Logic listing of Incident Command classes

Appendix 5-13 Email to Leadership requesting classes be completed

Appendix 5-14 District Emergency Plan (table of contents)

Appendix 1-1 Advisory Committee Members






**Green Planning
Advisory Committee Members**

- **Betsy Bolding/Carolina Villascues** – TEP
- **Kristen Bury** – Drachman Parent
- **BJ Cordova** – Tucson Beautiful/TUSD parent
- **Jennifer Cosby** – Community Member
- **Robert Magee** – Community Member
- **Michael Peel** – Community Member
- **Vanessa Richter** – National Conservational Community Rep
- **Laree St. Onge** – Trico Electric
- **Maria Marin** – TUSD Elementary & K-8 Leadership
- **Moses Thompson** – TUSD/Environmental Activist/U of A

Appendix 1-2 Green Energy Matrix

| TUCSON UNIFIED SCHOOL DISTRICT ENERGY MANAGEMENT MATRIX | | | | | | |
|--|---|---|---|--|---|--|
| Level | Organization | Policy and Systems | Investment | Information Systems | Training | Outreach and Communications |
| Exceeds Goals | Energy / Environmental Management fully integrated into management structure. Clear delegation of responsibility for energy use | Formal Energy / Environmental Policy and Management System, action plan and regular review with commitment of senior management or part of corporate strategy | Positive discrimination in favor of Energy / Environmental saving schemes with detailed investment appraisal of all new build and plant improvement opportunities | Comprehensive system sets targets, monitors materials and energy consumption, identifies faults, quantifies costs and savings, and provides budget tracking | Promoting the value of material and energy efficiency and the performance of energy / environmental management both within the organization and with community partners | Marketing and publicity campaigns by Energy Manager and staff at all levels to community on a regular basis recognizing schools that make significant gains. |
| Meets Goals | Energy / Environmental Manager accountable to energy committee, chaired by a member of the management board | Formal Energy / Environmental Policy, but no formal management system, and no active commitment from top management | Same pay back criteria as for all other investments. cursory appraisal of new build and plant improvement opportunities | Monitoring and targeting reports for individual premises based on sub-metering / monitoring, but savings not reported effectively to users | Program of regular staff training and awareness | Energy / Environmental committee used as main channel, together, with direct contact with major users |
| Approaches Goals | Energy / Environmental Manager in post, reporting to ad-hoc committee, but line management and authority are unclear | Unadopted / informal Energy / Environmental Policy set by Energy / Environmental Manager or senior department manager | Investment using short term pay back criteria | Monitoring and targeting reports based on supply meter / measurement data and invoices. Environmental / Energy staff have ad-hoc involvement in budget setting | Some promoting of ad hoc staff training and awareness | Contact with major users through ad-hoc committee chaired by senior departmental manager |
| Far Below Goals | Energy / Environmental Management the part-time responsibility of someone with only limited influence or authority | An unwritten set of guidelines | No investment or low cost measures taken to increase Energy / Environmental efficiency of premises | Cost reporting based on invoice data. Engineer compiles reports for internal use within technical department | Informal contacts used to promote energy efficiency and resource conservation | Informal contacts between internal departments and a few users |

Appendix 1-3 Site Energy Conservation Audit Assessment Form

|  Site Energy Conservation Audit Assessment Form | | | | |
|---|----------------|------|------|--|
| Facility Name: _____ | | | | |
| Completed by: _____ | | | | |
| Date: _____ | | | | |
| | Implementation | | | Notes |
| | Fully | Some | None | |
| Facility Conservation Program | | | | |
| Energy Action Team  | | | | |
| Energy Action Plan  | | | | |
| Energy Action Patrol  | | | | |
| Recycling Action Program  | | | | |
| Top Three Energy Action Items - Mandatory | | | | |
| Temperature Settings: Cooling 76° and Heating 70° | | | | Governing Board Policy Regulation ECF-R2 |
| Turn Out the Lights | | | | Governing Board Policy Regulation ECF-R2 |
| Keep Doors and Windows Closed | | | | Governing Board Policy Regulation ECF-R2 |
| Energy, Water, and Recycling Action Items | | | | |
| Report all Water Leaks | | | | |
| Reduce Use of Mini Appliances | | | | |
| Computer Monitors turned off when not in use | | | | |
| Turn Off Printers, Scanners, and Other Equipment when not in use. | | | | |
| Reduce, Reuse, and Recycle | | | | |
| Conservation Information for Students and Staff | | | | |
| Holiday/Summer/Weekend Shut Down Procedures | | | | |
| Recognize Effort and Promote Your Program | | | | |
| Certificates, awards and celebration within school | | | | |
| Promote team's conservation and recycling efforts | | | | |
| Use school and neighborhood association newsletter to promote | | | | |
| Posters | | | | |

Page 1

| Site Energy Conservation Audit Assessment Form | |
|--|---|
| Green and Sustainable Program Options* | |
| Conserve 2 Enhance | http://conserve2enhance.org/Tucson |
| Create a Green Energy Challenge | http://greeneducationfoundation.org/ |
| Environmental Education Exchange | http://www.eeexchange.org |
| Green Apple Day Initiative | http://mygreenapple.org |
| Green Up Our Schools | http://greenupourschools.org |
| Green School Initiative | http://greenschools.net |
| Project WET Program | http://www.projectwet.org |
| The Center for Green Schools | http://www.centerforgreenschools.org |
| Tucson Clean and Beautiful - Trees for Tucson | http://tucsoncleanandbeautiful.org |
| Tucson Electric Power - Energy Patrols | http://www.tep.com/resources/teachers/patrol |
| Other: | |
| Other: | |
| Other: | |
| Other: | |
| Grants and Awards Option Suggestions* | |
| EPA Environmental Education Grants | http://www2.epa.gov/education/environmental-education-ee-grants |
| EPA President's Environmental Youth Awards | http://www2.epa.gov/education/presidents-environmental-youth-award |
| NOAA Environmental Literacy and BWET Grants | http://www.oesd.noaa.gov/grants/ |
| The NEED Project's Youth Award | http://www.need.org/Youth-Awards |
| Other: | |
| Other: | |
| Other: | |

*Program and award options can change from year to year.

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Appendix 1-4 Site Energy Audit Guidelines

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Appendix 2-1 FCI Report

For several years, the District has used a Facilities Conditions Index (FCI) rating system to document the condition of major components of its facilities, such as roofing and mechanical systems, on a school by school basis. The FCI provides an overview of the relative condition of those components and a composite overall condition rating of the facility. The District's then-existing Facilities Condition Index (FCI) was modified in SY 2014-15 to include budgetary recommendations for projects in long term planning. Although this is manually done with spreadsheets, it is the hope of the district to automate with software technology available.

The Architecture and Engineering Department, which manages the FCI rubric, used the assessment to prioritize preventative maintenance and repair projects in compliance with the USP as follows: any school with an FCI score under 2.0 (health and safety concerns) took first priority; thereafter any racially-concentrated school with an FCI score under 2.5 received priority followed by the remaining school rated below 2.5. Initial data suggests that the FCI, as written, is an effective tool for guiding future expenditures in keeping with USP mandates.

As noted, TUSD also used FCI scores to address inequities in facility conditions when developing the Operations budget for SY 2014-15. Marcus Jones, Architecture and Engineering Program Manager sought input from the specialists assigned to each of the component systems measured under the FCI (electrical, roofing, surfaces, etc.). Each specialist provided a list of the schools with the 10 worst conditions in their area of expertise. All lists were then gathered and ranked by priority: racially concentrated schools with low ranking FCI scores and schools with critical safety needs were selected for priority attention. Based on cost estimates to address the needs of these high-priority schools, Mr. Jones made budget recommendations for SY 2014-15.

In addition to operational decisions during SY 2014-15, TUSD also used the FCI to guide the selection of schools for the Adopt-A-School initiative, and for making budget recommendations for SY 2014-15. During SY 14-15 six school campuses were selected for the Adopt-A-School initiative. Three of these schools are racially concentrated, and two are integrated schools. During designated weekends, community volunteers and TUSD volunteers pitched in to conduct basic repairs on the campuses of Pueblo Gardens Elementary, Lineweaver Elementary, Gale Elementary, Cavett Elementary, Bonillas Elementary and Myers/Ganoung Elementary School. Adopt-A-School was recommended in the spirit of the USP; 50% of schools completed under the program were racially concentrated campuses with low FCI scores.

Combined with the ESS, the FCI was utilized as the district finalized its first Multi-Year Facilities Plan recommendation to the SM in February. Although the FCI has already been established, the detail of the flow chart and the data should provide ease in determining the equitable decisions required by the USP.

Appendix 2-2 ESS Report

The District developed an Educational Suitability Score according to USP guidelines in SY 2013-14, which was published in the **2013-14 Annual Report, Appendix IX-3 Educational Suitability Score Rubric ESS**. In the Fall of 2014, District Leadership reviewed the evaluation plan and recommended that the rating system be changed from internal rating staff to an external or contracted staff made up of prior administrators and experts in order to obtain a more consistent rating of educational suitability across the District. The ESS structure was amended in October 2014 at the Plaintiffs' request to add weighting to the scores, placing more emphasis on the classroom and less on non-instructional space. Sue Heathcote then coordinated the necessary training for consistency and detail in January 2015. Subject Matter Experts were brought in to help determine what constituted a good rating and a poor rating for each ESS component, and specifically how it corresponded with the requirements of the USP. The Subject Matter Experts were Jennifer Sprung – Science Department; Jeff Coleman – School Safety; Joan Ashcraft – Fine Arts; Clarice Clash – Curriculum Department; and Bob Kramer – Technology Services Department.

The group used the training to understand the criteria to evaluate the components identified by the USP, then collaborated to be sure there was uniformity in the scoring process. **Appendix IX-5 (ESS Data)**.

In January 2015, the group performed the first evaluations of the ESS at ten randomly selected schools. They met again as a group and made adjustments to how they were recording the data. The ESS evaluations were completed for all schools February 25, 2015, and all but 13 of the evaluations were returned to the District by the end of that day. The results were submitted to the Court February 27, 2015 as part of the Multi-Year Facilities Plan, with a revision on March 10 when the last 13 evaluations were received. Because the ESS is a new instrument for which no ready-made template existed before, we have continued to make adjustments to accommodate Plaintiff questions and concerns.

Appendix 2-3 Utilization Assessment Report

TUCSON UNIFIED SCHOOL DISTRICT 1 FACILITY CAPACITY ASSESSMENT Executive Summary

Introduction

This report summarizes the facility capacity information obtained and analyzed in 2015 for elementary, K-8, middle and high school sites within the Tucson Unified School District 1.

Purpose

The purpose of this assessment is to determine the capacity factor of the elementary, K-8, middle and high school sites to be used in support of the Facilities Master Plan and the TUSD Bond Program.

Background Research

To determine the operating and design capacities of the school sites, the measurement was determined by counting the number of classrooms multiplied by the average number of students assigned to each type of classroom to determine elementary, K-8, middle and high school capacities. The information require for this assessment is determined from school masters schedules, floor plans, use code and verification of classrooms being used within the school.

Process

Elementary, K-8, middle and high school capacities were determine from master schedules, floor plans and used codes to evaluate the capacity of each school site. The use of master schedules information was verified as was the floor plans for elementary, K-8, middle and high schools to determine the actual use and capacity for the schools.

Methodology

The data used for each of the schools was as follows:

1. Operating Capacity
2. Design Capacity

The operating capacity calculation have been determined by the number of periods utilized of any one classroom and accounts for school schedule and programs offered at the school is taken into consideration to determine the use of a classroom for one day. Design capacity calculation has been determined by the number of classrooms and multiplied by the average number of students occupying space in the school.

**FACILITY UTILIZATION ASSESSMENT
LEASED AND CLOSED FACILITIES
Executive Summary**

Introduction

This report summarizes the facility utilization information obtained and analyzed in 2015 for leased and closed school sites within the Tucson Unified School District 1.

Purpose

The purpose of this assessment is to determine the utilization factor of the leased and closed school sites to be used in support of the Facilities Master Plan and the TUSD Bond Program.

Background Research

To determine the percentage of utilization of the leased and closed school sites the measurement was determined by the number of school sites occupied and the percentage of the school site that is occupied. The information require for this assessment is determined from the lease record and verification of the occupancy within the site.

Process

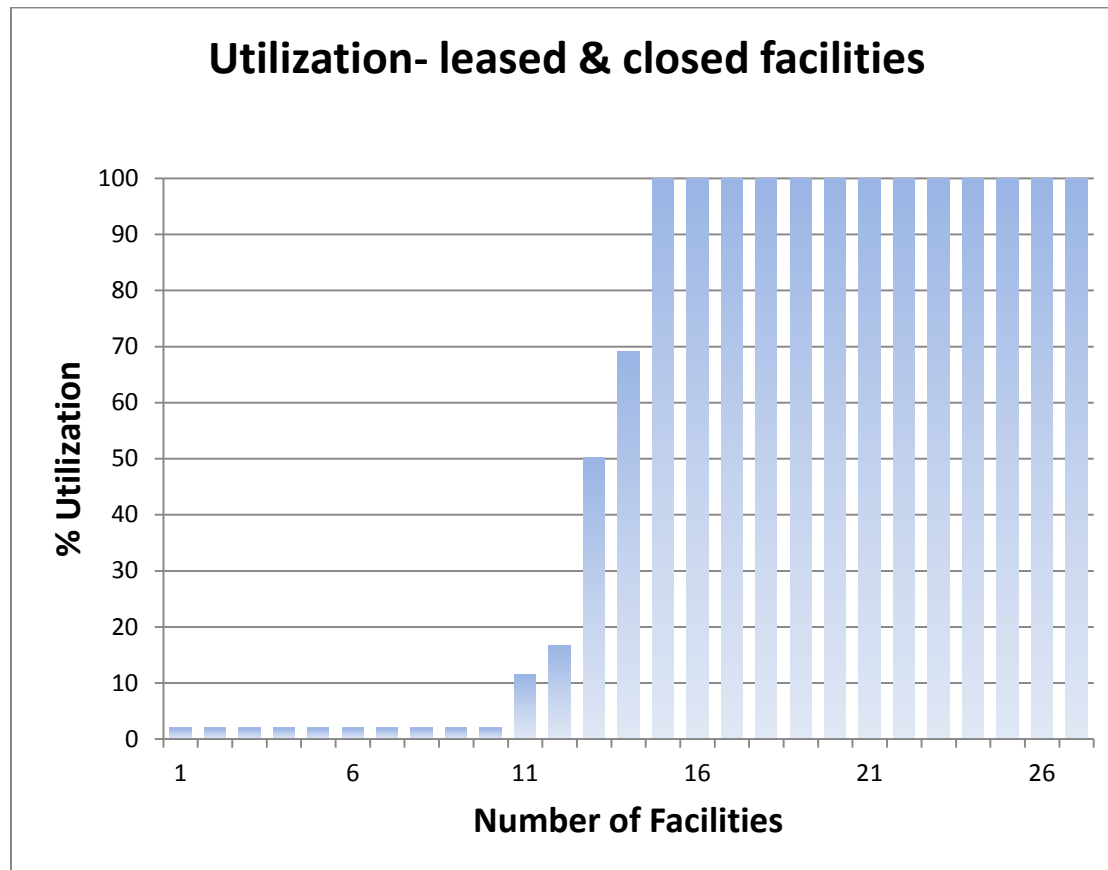
Sites were selected as determined from the records on file with the district. Lease information was verified as was the status of the closed site to determine the actual use and occupancy for the sites

Methodology

The data used for each of the site was as follows:

1. Lease area in square feet
2. Total Area of facility square feet
3. The total count of lease and closed facilities

The percent utilization was calculated based on the occupied space. The data was then ranked by percentage of utilization and then and graphed against the number of facilities to produce the graph as shown below.

**Results:**

As shown the graph indicates that there are only four facilities that are partially used. All other facilities are either entirely vacant or are entirely occupied. Ten facilities are entirely vacant. Thirteen facilities are entirely occupied.

RENTALS

The utilization of schools by the community is through the TUSD Rentals Office. This office processes approximately 350 rentals each year and collects \$437,492 revenues annually using a system that is primarily paper-driven, supplemented by phone calls and emails. This system does not allow a reasonable compilation of reports to analyze the community usage of schools and improvements toward our objective to increase community utilization and partnerships along with revenues.

Rental staff recently participated in the selection of the CMMS system to determine if that program could provide the necessary computer-based system to compile and report data. Our assessment is that none of the CMMS systems considered adequately support the tiered fee schedule (by type of renter--non-profit, community youth, etc.) used by TUSD and virtually every other school district. Staff has evaluated other software programs and is prepared to select a rentals program by the end of the year. Funds have been allocated to purchase that program in July 2015; implementation will take 3 to 4 months, at which time we will be able to begin collecting data.

Appendix 2-4 Communication Plan

FMP 2016 COMMUNICATION PLAN (FMPCP)

| | PURPOSE | PREPARATION | SITUATION ANALYSIS | SCENARIOS* | OPTIONS | DRAFT PLAN | APPROVALS |
|--|--|---|---|--|--|--|---|
| | What is expected from each group | To prepare for the planning process; to gather data. | To create understanding of the issues and community perceptions. | To empower the community to discover and discuss a broad range of potential options. | To present range of options, discuss their pros and cons, and develop new options from community input. | To present a refined, narrower set of short-term strategies and get specific feedback. | To present the completed plan to the community and Governing Board; to prepare for a bond elections. |
| Advisory Team (staff and community leaders) | Understand all issues Test public participation approaches Be able to make recommendations | Identify stakeholders Create public participation and project scope Interview consultants | Ongoing meetings Prepare for surveys and town halls | Ongoing meetings Participate in Focus Groups | Ongoing meetings Participate in Focus Groups for specific areas/issues Refine, evaluate and prioritize options | Ongoing meetings Create a draft plan Revise as needed based on public meetings | Make recommendations Present to Board |
| Parents, Students, Neighborhood, PTO | Get support Minimize conflict Address their issues | Surveys and leadership interviews Gather names for focus groups | Web, Newspaper Flyers, Cable TV, School open houses, SPCP Presentations, Surveys Town Halls | Web Surveys Meetings Focus groups | Web Speaker forums Mail Email Focus groups Open Houses | Web Focus meetings Public meetings | Public hearings Inform via web and newsletters Informational workshops and speaker forums Parent and landowner mailings |
| Administrators, Teachers and other Employees | Get support Minimize conflict Address their issues | Surveys and leadership interviews Gather names for focus groups | TEA presentation Web, Mail, Email, Employee Roundup Principal meetings Surveys Town Halls | Web Focus groups | Web Speaker forums Focus groups Principal meetings Open Houses | Web Focus meetings Principal meetings Public meetings | Public hearings Informational workshops Inform via web and newsletters |

| | PURPOSE | PREPARATION | SITUATION ANALYSIS | SCENARIOS* | OPTIONS | DRAFT PLAN | APPROVALS |
|--|---|--|--|---|---|--|---|
| Businesses, Local Gov., Realtors, Metro Education Commission | Get relevant info from them to make better decisions Provide info Show TUSD taking positive steps to address issues | Include some in Advisory Team (represent other TUSD committees) Leadership interviews | Web Speaker forum Email Newspaper | Web Email Focus groups Advisory Team | Web Email Focus groups Advisory Team | Web Speaker forum Email Newspaper | Web Speaker forum Email |
| PCC, Non-Profits, Service Clubs | Opportunity to be involved Help get word out Development of programs and partnerships | Include some in Advisory Team (represent other TUSD committees) Leadership interviews | Web Speaker forum Email Newspaper | Web Email Focus groups Advisory Team | Web Email Focus groups Advisory Team | Web Speaker forum Email Newspaper | Web Speaker forum Networking Email |
| Special Master and Plaintiffs | Get support Minimize conflict Address their issues | Present the scopes of work and communication plan Create a focus group | Inform and solicit feedback | Focus group | Focus group | Inform and solicit feedback | DIA/NARA (if needed) |
| Media | Support Embedded in the process | Press conference Leadership interviews | AZ Illustrated Editorial Board meeting | Press release | Press release | Inform of meetings | Press conference Editorial Board meeting |
| Board | Make optimum decisions based on data, public input and recommendations. | Direction on Process Liaison with Board Members Leadership interviews | Liaison with Board Members Updates | Board Input (process on right track) | Liaison with Board Members Updates | Updates | Public hearings |


NOTES:

1. Town Halls are a way to start the process and get representation on focus groups.
2. Put all meeting agendas and minutes on the website. Include a blog on the website; filter, compile and consider comments. The website is a key component and must be maintained by dedicated staff.
3. Use open houses at the schools to survey and get info out. Get a schedule of open houses.
4. The Approval Phase may include meetings in two or three areas of the district.
5. Make a list of Community and School events (use information from the Student Assignment Marketing Plan). Provide information/booth at these events. The focus of the information/booth will depend on the date of the event in relation to the phase of the plan.
6. Create a plan identity; logo on web page.
7. City/County support through Ward newsletters, etc.
8. Include a survey on the web or use a mailing as another way to send information out.
9. Get a good broad-based (electronic?) survey out.
10. Look at smart phone options to supplement the web. Provide data/updates using “push” technology. So all interested parties get the latest.
11. The Advisory Team will be formed of key staff and community leadership early in the Preparation Phase to:
 - a. assess potential issues and solutions
 - b. assess opportunities in community partnerships
 - c. develop and test community outreach approaches
12. Participation will result in a group, separate from TUSD, who will advocate for the bond.
13. Scenarios much consider alternative futures both good and bad.
14. Set goals for each of the different phases.
15. Be aware of and handle different languages and ideologies.
16. Use “town hall” and “open house” meeting formats versus the “public hearing” format.
17. Figure out how to attract focus group members and keep them involved:
 - a. meet in different locations
 - b. try to get the “busy majority” not “vocal minority”
 - c. appoint people, don’t just ask them to apply

POLICIES:

1. Focus Group meetings will be structured to keep the group involved; workshop format meetings; training sessions; give responsibility; intermediate results/products.
2. We will depend on the heavily on the web, but this will exclude some persons. We need to identify ways to reach those without internet access (use smart phones?). PR for internet surveys needs to drive persons to the surveys available at public spaces as well as drive them to the website.
3. The FMPCP will be designed to show the positive steps that TUSD is taking to address issues facing the District and the community.
4. The FMPCP will involve the community in creating solutions.
5. The FMP process will have an identity to be a clearly recognized component of TUSD and the community.

Appendix 3-1 Scorecard

| | |
|--|---|
| <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> OPERATIONS Ray Cashen <i>Director of Facilities</i> 530 South Norris, Tucson, Arizona 85719 (520) 225-4601 Phone (520) 225-4866 Fax </div> </div> <hr style="border: 0.5px solid black; margin: 10px 0;"/> <p>Facilities is committed to providing the highest quality environment and services to all of TUSD's school sites, by continuously improving our performance. Our goal is consistent quality improvement and your feedback is critical in this process.</p> <p>We truly appreciate your time investment and assure you this information is vital to improving our service to you.</p> <p>With 5 being the best and 1 being the worst, please answer the following questions. If we are not rated the best, please let us know what we can do next time to deserve the highest rating.</p> <p>1. Does the current i-Mapcon work order system work to your satisfaction overall?</p> <p style="text-align: center;">Worst 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> Best</p> <p>Does it work to your satisfaction for the areas below?</p> <ul style="list-style-type: none"> a. Creating work requests? 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> b. Checking work request status? 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> c. Seeing where you are in the queue? 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> d. Viewing comments on the work order? 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> e. Looking up open and closed work orders? 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> <p>What was the reason for your rating?</p> <p>2. How would you rate the quality of services concerning work orders being addressed?</p> <p style="text-align: center;">Worst 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> Best</p> <p>How would you rate the quality of these services?</p> <ul style="list-style-type: none"> a. Professionalism 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> b. Courteousness 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> c. Craftsmanship 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> <p>What was the reason for your rating?</p> | <p>3. Did the Facilities representative explain what their task was and answer any questions you had?</p> <p style="text-align: center;">Worst 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> Best</p> <p>What was the reason for your rating?</p> <p>4. Are you satisfied with how your request was prioritized?</p> <p style="text-align: center;">Worst 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> Best</p> <p>What was the reason for your rating?</p> <p>5. Were you notified when the work order was completed?</p> <p style="text-align: center;">Worst 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> Best</p> <p>What was the reason for your rating?</p> <p>6. If the Facilities staff member arrived and had to leave the work incomplete, did he or she explain what was pending (i.e. they needed to order a part) and communicate with you about the timeline of a possible completion date?</p> <p style="text-align: center;">Worst 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> Best</p> <p>What was the reason for your rating?</p> <p>7. Do you have any other comments that might help us improve our customer service to you?</p> <p>Your name is optional, but we would appreciate if you include your site and room number, as it may be helpful in pinpointing mechanical or structural problem areas.</p> <p>Name: _____</p> <p>Site: _____</p> <p>Room Number: _____</p> |
|--|---|

Appendix 3-2 Baseline survey results

| School | Scorecard Questions | | | | | | | | | | | | | Current | Cumulative | |
|---------------|---------------------|------|------|------|------|------|------|------|------|------|------|------|------|---------|------------|---------|
| | 1 | 1a | 1b | 1c | 1d | 1e | 2 | 2a | 2b | 2c | 3 | 4 | 4 | 6 | Average | Average |
| BANKS | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 2.00 | 4.00 | 4.00 | 4.00 | 4.00 | 2.00 | 4.00 | 4.00 | 3.71 | 3.71 |
| BLENMAN | 4.00 | 4.00 | 4.00 | 2.00 | 3.00 | 4.00 | 4.00 | 4.00 | 3.00 | 3.00 | 3.00 | 4.00 | 4.00 | 4.00 | 3.57 | 3.57 |
| BLOOM | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.57 | 3.57 |
| BONILLAS | 4.00 | 4.00 | 3.00 | 2.00 | 4.00 | 4.00 | 3.00 | 3.00 | 3.00 | 4.00 | 3.00 | 4.00 | 3.00 | 4.00 | 3.43 | 3.43 |
| BOOTH FICKET | 3.00 | 4.00 | 2.00 | 1.00 | 2.00 | 2.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 2.00 | 4.00 | 4.00 | 3.07 | 3.07 |
| BORMAN | 4.00 | 4.00 | 4.00 | 1.00 | 1.00 | 4.00 | 3.00 | 3.00 | 4.00 | 4.00 | 2.00 | 2.00 | 4.00 | 3.00 | 3.07 | 3.07 |
| BORTON | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| BRICHTA | 3.00 | 4.00 | 1.00 | 1.00 | 1.00 | 1.00 | 3.00 | 4.00 | 4.00 | 4.00 | 3.00 | 3.00 | 4.00 | 4.00 | 2.86 | 2.86 |
| CARPENTER HL | | | | | | | | | | | | | | | | |
| CARRILLO | 4.00 | 4.00 | 3.00 | 1.00 | 1.00 | 1.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | 4.00 | 3.21 | 3.21 |
| CATALINA | 3.00 | 4.00 | 4.00 | 1.00 | 1.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 1.00 | 4.00 | 4.00 | 3.29 | 3.29 |
| CAVETT | 3.00 | 3.00 | 3.00 | 1.00 | 3.00 | 3.00 | 3.00 | 4.00 | 4.00 | 3.00 | 4.00 | 3.00 | 4.00 | 4.00 | 3.21 | 3.21 |
| CHERRY FIELD | | | | | | | | | | | | | | | | 3.21 |
| CHOLLA | | | | | | | | | | | | | | | | |
| COLLIER | 4.00 | 4.00 | 3.00 | 3.00 | 1.00 | 3.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 3.00 | 4.00 | 3.43 | 3.43 |
| CRAGIN | 3.00 | 4.00 | 2.00 | 3.00 | 3.00 | 3.00 | 4.00 | 4.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 4.00 | 3.21 | 3.21 |
| DAVIDSON | 4.00 | 4.00 | 4.00 | 1.00 | 2.00 | 3.00 | 3.00 | 1.00 | 1.00 | 3.00 | 2.00 | 3.00 | 4.00 | 4.00 | 2.79 | 2.79 |
| DAVIS | 4.00 | 4.00 | 4.00 | 1.00 | 1.00 | 3.00 | 1.00 | 4.00 | 4.00 | 4.00 | 4.00 | 2.00 | 4.00 | 4.00 | 3.14 | 3.14 |
| DIETZ | 1.00 | 3.00 | 1.00 | 1.00 | 1.00 | 1.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 2.00 | 4.00 | 2.71 | 2.71 |
| DODGE | 3.00 | 4.00 | 2.00 | 2.00 | 4.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 3.00 | 3.00 | 4.00 | 3.36 | 3.36 |
| DOOLEN | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 3.00 | 2.00 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.64 | 3.64 |
| DRACHMAN | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.93 | 3.93 |
| DRAKE | | | | | | | | | | | | | | | | 3.93 |
| DUFFY | 4.00 | 4.00 | 2.00 | 1.00 | 1.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 3.00 | 4.00 | 3.29 | 3.29 |
| DUNHAM | 3.00 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 3.00 | 4.00 | 4.00 | 3.71 | 3.71 |
| Ed Center | 1.00 | 4.00 | 1.00 | 1.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 1.00 | 1.00 | 2.86 | 2.86 |
| ERICKSON | 4.00 | 3.00 | 2.00 | 2.00 | 2.00 | 2.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 2.00 | 4.00 | 4.00 | 3.14 | 3.14 |
| FAC COMPOUND | | | | | | | | | | | | | | | | |
| FORD | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 2.00 | 2.00 | 3.00 | 3.21 | 3.21 |
| FRUCHTHENDLER | 4.00 | 4.00 | 3.00 | 2.00 | 2.00 | 4.00 | 2.00 | 2.00 | 3.00 | 3.00 | 2.00 | 2.00 | 4.00 | 4.00 | 2.93 | 2.93 |
| GALE | 4.00 | 3.00 | 3.00 | 3.00 | 3.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 1.00 | 3.00 | 2.00 | 2.43 | 2.43 |
| GRIDLEY | 4.00 | 4.00 | 4.00 | 1.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | 3.71 | 3.71 |
| GRIJALVA | 4.00 | 4.00 | 3.00 | 1.00 | 1.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 3.71 | 3.71 |
| HENRY | 3.00 | 4.00 | 3.00 | 3.00 | 3.00 | 2.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 2.00 | 3.00 | 3.00 | 3.29 | 3.29 |
| HOLLADAY | 4.00 | 4.00 | 3.00 | 3.00 | 3.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.71 | 3.71 |
| HOLLINGER | 4.00 | 4.00 | 2.00 | 2.00 | 3.00 | 3.00 | 3.00 | 3.00 | 2.00 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | 3.21 | 3.21 |
| HOWELL | 4.00 | 4.00 | 2.00 | 1.00 | 1.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | 3.36 | 3.36 |
| HUDLOW | 4.00 | 4.00 | 3.00 | 1.00 | 1.00 | 2.00 | 4.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 2.86 | 2.86 |
| HUGHES | 4.00 | 4.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | 3.57 | 3.57 |
| JOHNSON | 4.00 | 4.00 | 4.00 | 1.00 | 1.00 | 4.00 | 3.00 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | 2.00 | 4.00 | 3.29 | 3.29 |
| KELLOND | 4.00 | 4.00 | 3.00 | 2.00 | 2.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 3.00 | 3.00 | 4.00 | 3.43 | 3.43 |
| LAWRENCE | 3.00 | 4.00 | 2.00 | 2.00 | 3.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 2.00 | 3.29 | 3.29 |
| LINEWEAVER | 4.00 | 4.00 | 3.00 | 4.00 | 1.00 | 3.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 2.00 | 3.00 | 3.00 | 3.29 | 3.29 |
| LIRC | | | | | | | | | | | | | | | | |
| LYNN | | | | | | | | | | | | | | | | |
| MAGEE | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.93 | 3.93 |
| MALDONADO | 4.00 | 4.00 | 3.00 | 3.00 | 4.00 | 4.00 | 3.00 | 4.00 | 3.00 | 2.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.57 | 3.57 |
| MANSFELD | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 2.86 | 2.86 |
| MANZO | 3.00 | 4.00 | 4.00 | 3.00 | 3.00 | 4.00 | 2.00 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.57 | 3.57 |
| MARSHALL | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 3.00 | 4.00 | 4.00 | 3.29 | 3.29 |
| MAXWELL | 4.00 | 4.00 | 4.00 | 3.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.43 | 3.43 |
| MCCORKLE | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 3.29 | 3.29 |
| MEREDITH | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 3.00 | 3.00 | 3.00 | 4.00 | 3.00 | 4.00 | 4.00 | 3.29 | 3.29 |

| | | | | | | | | | | | | | | | | | |
|----------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|--|------------|------------|
| MILES | | | | | | | | | | | | | | | | | |
| MILLER | | | | | | | | | | | | | | | | | |
| MISSION VIEW | 3.00 | 4.00 | 4.00 | 1.00 | 4.00 | 2.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 3.00 | 3.00 | | 3.93 | 3.93 |
| MYERS | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | | 3.57 | 3.57 |
| OCHOA | 3.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 3.00 | 3.00 | 2.00 | 2.00 | 2.00 | 2.00 | 3.00 | | 2.29 | 2.29 |
| OYAMA | 4.00 | 4.00 | 3.00 | 2.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 3.00 | 4.00 | 4.00 | | 3.64 | 3.64 |
| PALO VERDE | 4.00 | 4.00 | 4.00 | 2.00 | 2.00 | 2.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | | 3.57 | 3.57 |
| PISTOR | 4.00 | 4.00 | 3.00 | 3.00 | 1.00 | 3.00 | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 3.00 | 2.00 | 4.00 | | 3.29 | 3.29 |
| PROJECT MORE | 4.00 | 4.00 | 4.00 | 1.00 | 3.00 | 3.00 | 4.00 | 3.00 | 4.00 | 3.00 | 3.00 | 3.00 | 4.00 | 4.00 | | 3.36 | 3.36 |
| PUEBLO | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 3.00 | 4.00 | 4.00 | 1.00 | 3.00 | 1.00 | 3.00 | | 3.36 | 3.36 |
| PUEBLO GARDENS | 4.00 | 4.00 | 4.00 | 1.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | | 3.71 | 3.71 |
| RINCON/UHS | 4.00 | 4.00 | 4.00 | 2.00 | 4.00 | 1.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 1.00 | 4.00 | 4.00 | | 3.43 | 3.43 |
| ROBERTS/NAYLOR | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | 3.00 | 1.00 | 3.00 | 4.00 | 1.00 | | 3.36 | 3.36 |
| ROBINS | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | 4.00 | | 3.93 | 3.93 |
| ROBISON | 4.00 | 4.00 | 2.00 | 2.00 | 1.00 | 2.00 | 3.00 | 3.00 | 3.00 | 3.00 | 4.00 | 3.00 | 4.00 | 3.00 | | 2.93 | 2.93 |
| ROSE | 4.00 | 4.00 | 2.00 | 2.00 | 4.00 | 2.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | | 3.43 | 3.43 |
| ROSKRUGE | 4.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 3.00 | | 3.14 | 3.14 |
| SABINO | 3.00 | 4.00 | 2.00 | 4.00 | 3.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | | 3.57 | 3.57 |
| SAFFORD | 4.00 | 4.00 | 4.00 | 1.00 | 1.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | | 3.50 | 3.50 |
| SAHUARO | 3.00 | 4.00 | 3.00 | 2.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 2.00 | 4.00 | 2.00 | 4.00 | | 3.50 | 3.50 |
| SANTA RITA | 4.00 | 4.00 | 4.00 | 3.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 3.00 | 4.00 | | 3.71 | 3.71 |
| SCHUMAKER | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 1.00 | 4.00 | | 3.64 | 3.64 |
| SECRIST | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | | 4.00 | 4.00 |
| SEWELL | 4.00 | 4.00 | 3.00 | 3.00 | 2.00 | 4.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | | 3.57 | 3.57 |
| SOLENG TOM | 4.00 | 4.00 | 3.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | | 3.86 | 3.86 |
| STARR TAP | 4.00 | 4.00 | 4.00 | 2.00 | 2.00 | 3.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | | 3.50 | 3.50 |
| STEELE | 4.00 | 4.00 | 3.00 | 3.00 | 3.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 2.00 | 4.00 | 4.00 | | 3.57 | 3.57 |
| SW LEARNING | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 2.00 | 4.00 | 3.00 | 4.00 | 4.00 | 1.00 | 4.00 | 3.00 | | 3.50 | 3.50 |
| TOLSON | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | | 3.93 | 3.93 |
| TRANS CENTRAL | 3.00 | 3.00 | 1.00 | 1.00 | 1.00 | 2.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 2.00 | 4.00 | | 3.93 | 3.93 |
| TRANS EAST | 4.00 | 4.00 | 2.00 | 1.00 | 1.00 | 2.00 | 3.00 | 3.00 | 3.00 | 3.00 | 1.00 | 3.00 | 2.00 | 1.00 | | 2.36 | 2.36 |
| TRANS WEST | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 2.00 | 1.00 | 1.00 | 3.00 | 1.00 | 2.00 | 2.00 | 2.00 | | 1.43 | 1.43 |
| TUCSON HS | 3.00 | 4.00 | 2.00 | 1.00 | 3.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 3.00 | | 3.29 | 3.29 |
| TULLY | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | | 4.00 | 4.00 |
| UTTERBACK | 4.00 | 4.00 | 1.00 | 1.00 | 1.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | | 3.29 | 3.29 |
| VAIL | 3.00 | 4.00 | 1.00 | 1.00 | 3.00 | 1.00 | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | | 3.14 | 3.14 |
| VALENCIA | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | | 4.00 | 4.00 |
| VAN BUSKIRK | 2.00 | 4.00 | 4.00 | 2.00 | 3.00 | 3.00 | 2.00 | 2.00 | 2.00 | 2.00 | 3.00 | 1.00 | 4.00 | 2.00 | | 2.57 | 2.57 |
| VESEY | 4.00 | 4.00 | 4.00 | 4.00 | 1.00 | 4.00 | 3.00 | 4.00 | 3.00 | 2.00 | 4.00 | 2.00 | 1.00 | 2.00 | | 3.00 | 3.00 |
| WARREN | 4.00 | 4.00 | 4.00 | 1.00 | 4.00 | 4.00 | 3.00 | 3.00 | 4.00 | 1.00 | 4.00 | 3.00 | 1.00 | 3.00 | | 3.00 | 3.00 |
| WHEELER | 4.00 | 4.00 | 3.00 | 2.00 | 4.00 | 4.00 | 3.00 | 3.00 | 2.00 | 4.00 | 3.00 | 3.00 | 4.00 | 4.00 | | 3.36 | 3.36 |
| WHITE | 3.00 | 4.00 | 3.00 | 1.00 | 4.00 | 3.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 1.00 | 4.00 | 4.00 | | 3.36 | 3.36 |
| WHITMORE | 4.00 | 4.00 | 3.00 | 2.00 | 2.00 | 4.00 | 3.00 | 4.00 | 4.00 | 3.00 | 2.00 | 1.00 | 3.00 | 3.00 | | 3.00 | 3.00 |
| WRIGHT | 4.00 | 4.00 | 3.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 2.00 | 3.00 | 3.00 | 3.00 | | 3.43 | 3.43 |
| | 3.67 | 3.86 | 3.13 | 2.33 | 2.82 | 3.27 | 3.44 | 3.72 | 3.69 | 3.60 | 3.53 | 3.03 | 3.44 | 3.59 | | 3.37 | 3.35 |
| | | | | | | | | | | | | | | | | Cumulative | Cumulative |
| | | | | | | | | | | | | | | | | Average | Average |
| | | | | | | | | | | | | | | | | Across | Down |

Appendix 4-1 - Executive Summary Multi Year Technology Plan

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employment status (*e.g.*, full-time, part-time) of facility support staff at each school (*e.g.*, custodians, maintenance and landscape staff), and the formula for assigning such support; d. A copy of the multi-year facilities plan and multi-year technology plan, as modified and updated each year and a summary of the actions taken during that year pursuant to such plans; and e. For all training and professional development provided by the District, as required by this Section, information on the type of training, location held, number of personnel who attended by position, presenter(s), training outline or presentation, and any documents distributed.

Technology Condition Index Description

II. DEFINITIONS

Arizona Technology Comfort Measure (“TCM”) – A thirty-five-question technology integration self-assessment for teachers.

Technology Conditions Index (“TCI”) – A tool used to develop a composite score for each school after rating the condition of the technology, the availability of instructional software, and a teacher’s proficiency in facilitating student learning with technology along multiple dimensions. It is the scored index for each school and district of the current state of the Technology with a scale of 1 to 5.

Arizona Technology Integration Matrix (“TIM”) – A tool used to assist teachers and other educators in assessing the current level of technology integration that is occurring within a classroom.

Arizona Technology Integration Matrix Observation Tool (“TIM - O”) – A tool for guiding principals, teachers, and others through the process of evaluating the level of technology integration within a particular classroom.

Teacher software survey – A survey completed by teachers to capture instructional software data with respect to title, student audience, and frequency of use.

III. PLAN EXECUTIVE SUMMARY

The results of the TCI scores for each campus in conjunction with analysis have resulted in a multi-year plan which addresses the hardware and the teacher proficiency professional development needs. Questions on the teacher proficiency were based on research conducted by the National Center for Education Statistics.¹ Tucson Unified School District owns and maintains approximately 16,500 computing devices deployed in

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classrooms and labs at 85 campuses. In February 2013, the federal court approved the Unitary Status Plan that mandates the school district to develop a Technology Conditions Index (TCI) that includes, at minimum: student access to computers and other learning devices, the location of computers and other learning devices, availability of wireless and broadband Internet in schools, availability of research-based educational software or courseware, and teacher proficiency in facilitating student learning with technology.

In order to determine technology conditions, the District collected and analyzed data from various files and databases, which contain hardware/software information, which are updated on an ongoing basis. The District conducted a survey of teachers and administrators that collected educational software and teacher proficiency data. The District categorized the collected data into ten major technology categories and compared these to the District's technology standards. The District compiled the data for each category, formulating a weighted composite score for each school. Ratios were organized by district campus types; Elementary, Middle (K-12), High School.

The following Appendices contain the supporting data and professional development plan which support the MYTP.

- TCI Composite Scoring - Appendix A
- TCI Hardware & Costing - Appendix B
- TCI Teacher Proficiency Scoring - Appendix C
- TCI National Center for Education Statistics Institute of Education Sciences - Appendix D
- Augmented Support Plan, Appendix E (This is the district's plan for teachers who fall below the TCI teacher proficiency score.)
- TCI Teacher Survey - Appendix F
- Sample Question from TCI Software Survey - Appendix G

The District recommends that the campuses with the lowest District TCI average and are racially concentrated to be considered a priority and to be upgraded in the upcoming school years, based upon available funding.

School Year 15-16

| Campus | TCI Score | USP Integration |
|---------------|------------------|------------------------|
| Tully Magnet | 3.23 | Racially Concentrated |
| Miller | 3.34 | Racially Concentrated |
| Manzo | 3.38 | Racially Concentrated |
| Robins | 3.40 | Racially Concentrated |

School Year 16-17

| Campus | TCI Score | USP Integration |
|---------------|------------------|------------------------|
|---------------|------------------|------------------------|

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| | | |
|---------------------------|------|-----------------------|
| Cholla | 3.44 | Racially Concentrated |
| Mansfeld | 3.49 | Racially Concentrated |
| Lynn/Urquides | 3.53 | Racially Concentrated |
| Vesey | 3.54 | Racially Concentrated |
| Roskrige Bilingual Magnet | 3.59 | Racially Concentrated |

School Year 17-18

| Campus | TCI Score | USP Integration |
|----------------------------------|------------------|------------------------|
| Bonillas Basic Curriculum Magnet | 3.19 | Racially Concentrated |
| Davis Bilingual Magnet | 3.35 | Racially Concentrated |
| Drachman Montessori Magnet | 3.47 | Racially Concentrated |
| Valencia | 3.48 | Racially Concentrated |
| Pistor | 3.59 | Racially Concentrated |

Current best practices of embedding teacher experts and implementation of personal learning communities focused on purposeful technology teaching and learning will be implemented. Effective teaching methods, models of innovative technology infusion, and relevant school data as well as professional beliefs will be utilized. To that end, a practicing teacher will be assigned to train and develop colleagues' ability and proficiency level utilization of instructional technology including, but not limited to Promethean Board. Teacher technology liaisons will meet with teachers in small groups, one on one and online to facilitate ongoing sustainable training in the most efficient manner. Teacher technology liaisons will be augmented by instructional technology department staff offering some training as well. Through teacher technology liaisons modeling lessons, online communities and in person training and communication, teachers will improve skill set.

Teachers meet on a regular schedule in learning teams organized with the teacher technology liaison and share responsibility for their own success. Learning teams follow a cycle of continuous improvement that begins with determining the specific area where training is needed as one size does not fit all thereby pinpointing areas where additional educator learning is necessary. Teacher technology liaison will work closely with teachers to identify and create learning experiences to address these adult needs, developing powerful lessons and assessments, applying new strategies in the classroom, repeating the cycle with new goals.

Augmented Teacher Support Strategy:

Through targeted intervention as indicated by TCI, targeted intervention will be:

1. One on one in person professional development with teacher
2. Educational Technology Integration Specialist deployed to augment teacher technology liaisons where needed as evidenced by TCI data.
3. Online archive of "Help" content
4. Scheduled Monthly group professional development sessions at rotating sites targeted based on need

| Personnel | Responsibilities |
|---|---|
| District Level: Instructional Technology Department staff | <ul style="list-style-type: none"> • Provide ongoing training to teacher technology liaisons • Facilitate site based training as needed • Assist teacher technology liaisons in maintaining and organizing professional development assessment |
| Building Level: Principal | <ul style="list-style-type: none"> • Meet with Director of Instructional Technology to analyze school staff professional development needs as identified by TCI |
| Building Level: Teacher technology liaison | <ul style="list-style-type: none"> • Provide technology professional development training to building faculty • Facilitate Personal Learning Communities |
| Teacher | <ul style="list-style-type: none"> • Work with teacher technology liaison to improve 21st Century technology teaching skills • Integrate new skillset into delivery of instruction • Collect artifacts/evidence of delivery of instruction with new skill set |

Appendix 4-2 - TCI Hardware Recommendations Campuses below Districts TCI Score

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Appendix B

TCI Hardware & Costing

| TUSD | | | | | | Integration | District Compare | New | | Costs | |
|--|-----------|---------|----------|-------------|---------|-----------------------|------------------|-----------|-----------|-------|----------------|
| | Classroom | Lab TCI | Software | Proficiency | Overall | | | Classroom | New Lab | | New |
| | TCI | TCI | TCI | TCI | TCI | | | Computers | Computers | | Overall TCI |
| | 26% | 26% | 5% | 42% | 100% | | | | | | |
| District Averages | | | | | | | | | | | |
| Bonillas Basic Curriculum Magnet School | 3.06 | 3.66 | 2.00 | 3.12 | 3.19 | Racially Concentrated | Below | 35 | 100 | 3.67 | \$185,000.00 |
| Davis Bilingual Elementary Magnet School | 3.52 | 2.63 | 1.65 | 3.91 | 3.35 | Racially Concentrated | Below | | 26 | 3.70 | \$39,000.00 |
| Lynn/Urquides Elementary School | 3.77 | 3.33 | 2.10 | 3.69 | 3.53 | Racially Concentrated | Below | | 57 | 3.67 | \$85,500.00 |
| Manzo Elementary School | 2.83 | 4.03 | 2.55 | 3.43 | 3.38 | Racially Concentrated | Below | 21 | 66 | 3.67 | \$120,000.00 |
| Miller Elementary School | 2.70 | 3.17 | 1.65 | 4.05 | 3.34 | Racially Concentrated | Below | 97 | 97 | 3.81 | \$242,500.00 |
| Tully Elementary Magnet School | 2.73 | 3.14 | 2.10 | 3.75 | 3.23 | Racially Concentrated | Below | 17 | 58 | 3.70 | \$104,000.00 |
| Vesey Elementary School | 3.79 | 2.69 | 2.55 | 4.04 | 3.54 | Racially Concentrated | Below | | 22 | 3.74 | \$53,000.00 |
| Elementary School Averages | | | | | | | | | | | |
| Drachman (K-6) Montessori Magnet School | 3.57 | 3.73 | 2.10 | 3.42 | 3.47 | Racially Concentrated | Below | | 40 | 3.67 | \$60,000.00 |
| Robins K-8 School | 2.70 | 3.61 | 3.45 | 3.70 | 3.40 | Racially Concentrated | Below | 43 | 65 | 3.81 | \$140,500.00 |
| Roskrige Bilingual Middle Magnet School | 3.12 | 3.60 | 4.03 | 3.82 | 3.59 | Racially Concentrated | Below | 42 | | 3.70 | \$42,000.00 |
| Mansfield Middle School | 2.75 | 3.91 | 4.00 | 3.62 | 3.49 | Racially Concentrated | Below | 68 | | 3.67 | \$68,000.00 |
| Pistor Middle School | 3.54 | 4.08 | 3.74 | 3.29 | 3.59 | Racially Concentrated | Below | 145 | | 3.67 | \$145,000.00 |
| Valencia Middle School | 4.03 | 3.00 | 3.00 | 3.50 | 3.48 | Racially Concentrated | Below | | 105 | 3.67 | \$157,500.00 |
| Middle School Averages (MS,K-8,K-12) | | | | | | | | | | | |
| Cholla High Magnet School | 3.49 | 3.76 | 3.47 | 3.73 | 3.66 | | | | | | \$613,000.00 |
| | 3.68 | 3.14 | 3.00 | 3.54 | 3.44 | Racially Concentrated | Below | 45 | 199 | 3.72 | \$343,500.00 |
| High School Averages | | | | | | | | | | | |
| | 3.87 | 3.69 | 3.04 | 3.60 | 3.67 | | | | | | \$343,500.00 |
| District Averages | | | | | | | | | | | |
| | 3.54 | 3.65 | 2.80 | 3.86 | 3.67 | | | | | | \$1,765,500.00 |

Appendix 4-3 – Samples of Augmented Technology PD yearly Goals

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Deployment plan for Teacher technology liaisons in support of Augmented Support Plan

| Person/People Responsible | Time Interval | Action Step |
|--|----------------------|---|
| Principal/ Director of Instructional Technology | Annually | Meet and confer with principal regarding technology proficiency of staff as indicated by TCI |
| Teacher technology liaison | At least bi monthly | Provide as needed, technology professional development training as informed by TCI via one or more of the following delivery methods in person, online, one on one, small group |
| Teacher technology liaison/Teacher/Instructional Technology Staff | Quarterly | Provide ongoing assessment via one or more of the following methods: online, informal observation, practical exam of teacher technology proficiency, analyze, collect data/artifacts as evidence of teacher proficiency and appropriate ongoing technology professional development |

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The following campuses have scored below average on the TCI and will receive the augmented support plan as indicated on the table below:

| School | Type of Campus | Augmented Support Plan |
|--|---------------------------|---|
| Bonillas Basic Curriculum Cavett Davis Bilingual Grijalva Howell Hudlow Johnson Primary Lineweaver Lynn/Urquides Maldonado Manzo Marshall Oyama Tolson Tully Van Buskirk White Drachman Montessori Miles Exploratory Learning Center, Pueblo Gardens, Robins Safford, | Elementary, Magnet or K-8 | SuccessMaker, District Intranet and Promethean Board technology |

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| School | Type of Campus | Augmented Support Plan |
|--|----------------|---|
| Dodge Traditional Magnet Middle Doolen Middle Gridley Middle Magee Middle Mansfield Middle Pistor Middle Secrist Middle School, Utterback Middle Magnet School of the Arts, Vail Middle Valencia Middle | Middle Schools | SuccessMaker, District Intranet and Promethean Board technology |
| Catalina Magnet Cholla Magnet Palo Verde Magnet Sahuaro High School, Santa Rita High School | High Schools | SuccessMaker, District Intranet and Promethean Board technology |

Appendix 4.4 – Samples of Teacher Technology Proficiency Ratings by Campus

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Appendix C

TCI Teacher Proficiency Scoring

| B | G | I |
|--|----------------------------|-----------------------|
| TUSD | Proficiency TCI | Integration |
| February 20, 2015 | 42% | |
| DISTRICT Averages | 3.86 | |
| Banks Elementary School | 4.12 | Integrated |
| Blenman Elementary School | 3.99 | Integrated |
| Bloom Elementary School | 4.29 | |
| Bonillas Basic Curriculum Magnet School | 3.12 | Racially Concentrated |
| Borman Elementary School | 4.08 | |
| Borton Magnet Elementary School | 3.39 | Integrated |
| Carrillo K-5 Magnet School | 4.19 | Racially Concentrated |
| Cavett Elementary School | 3.86 | Racially Concentrated |
| Collier Elementary School | 4.50 | |
| Cragin Elementary School | 4.24 | Integrated |
| Davidson Elementary School | 4.00 | Integrated |
| Davis Bilingual Elementary Magnet School | 3.91 | Racially Concentrated |
| Dunham Elementary School | 4.10 | |
| Erickson Elementary School | 4.35 | |
| Ford Elementary School | 4.33 | |
| Fruchthendler Elementary School | 4.22 | |
| Gale Elementary School | 4.26 | |
| Grijalva Elementary School | 3.80 | Racially Concentrated |
| Henry Elementary School | 4.35 | |
| Holladay Magnet Elementary School | 4.20 | |
| Howell Elementary School | 3.21 | Integrated |
| Hudlow Elementary School | 3.88 | Integrated |
| Hughes Elementary School | 4.28 | |
| Johnson Primary School | 3.98 | |
| Kellond Elementary School | 4.04 | |
| Lineweaver Elementary School | 3.83 | Integrated |
| Lynn/Urquides Elementary School | 3.69 | Racially Concentrated |
| Maldonado Elementary School | 3.92 | Racially Concentrated |
| Manzo Elementary School | 3.43 | Racially Concentrated |
| Marshall Elementary School | 3.84 | |
| Miller Elementary School | 4.05 | Racially Concentrated |
| Mission View Elementary School | 4.01 | Racially Concentrated |

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Appendix C – cont.**TCI Teacher Proficiency Scoring**

| B | G | I |
|---|----------------------------|-----------------------|
| TUSD | Proficiency TCI | Integration |
| February 20, 2015 | 42% | |
| DISTRICT Averages | 3.86 | |
| Myers/Ganoung Elementary School | 4.29 | Integrated |
| Ochoa Magnet | 4.22 | Racially Concentrated |
| Oyama Elementary School | 3.64 | Racially Concentrated |
| Robison Magnet | 4.16 | Racially Concentrated |
| Sewell Elementary School | 4.40 | Integrated |
| Soleng Tom Elementary School | 4.04 | |
| Steele Elementary School | 4.08 | |
| Tolson Elementary School | 3.81 | Racially Concentrated |
| Tully Elementary Magnet School | 3.75 | Racially Concentrated |
| Van Buskirk Elementary School | 3.65 | Racially Concentrated |
| Vesey Elementary School | 4.04 | Racially Concentrated |
| Warren Elementary School | 4.28 | Racially Concentrated |
| Wheeler Elementary School | 4.11 | |
| White Elementary School | 3.92 | Racially Concentrated |
| Whitmore Elementary School | 3.74 | Integrated |
| Wright Elementary School | 4.12 | Integrated |
| Elementary Averages | 3.99 | |
| Booth-Fickett Math/Science Magnet School | 3.87 | |
| Dietz K-8 School | 3.79 | |
| Drachman (K-6) Montessori Magnet School | 3.42 | Racially Concentrated |
| Hollinger K-8 School | 3.75 | Racially Concentrated |
| Lawrence 3-8 School | 4.30 | |
| Mary Belle McCorkle Academy of Excellence K-8 | 3.89 | Racially Concentrated |
| Maxwell K-8 School | 4.14 | Racially Concentrated |
| Miles Exploratory Learning Center | 3.28 | |
| Pueblo Gardens K-8 | 3.55 | Racially Concentrated |
| Roberts (at Naylor) | 4.04 | Integrated |
| Robins K-8 School | 3.70 | Racially Concentrated |
| Rose K-8 School | 4.31 | Racially Concentrated |
| Roskrige Bilingual Middle Magnet School | 3.82 | Racially Concentrated |
| Safford K-8 Magnet | 3.75 | Racially Concentrated |
| Mary Meredith K-12 | 4.12 | Integrated |

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Appendix4.5 - Samples of Teacher Technology Liaison Breakdown

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District Distribution Schedule of Teacher Technology Liaisons

Column 1 in the table below contains the name of each school. Column 2 contains the number of students at that particular campus. Column 3 contains the professional development plan course offerings for 2015/16. Column 4 contains the number of teacher technology liaisons for designated per campus dependent on number of students attending that campus and type of campus i.e. elementary, middle or high school. The precise number of teacher technology liaisons per campus were determined by the following method: Up to 400 students, each campus will receive 1 teacher technology liaison. Campuses with 400 to 799 students receive two teacher technology liaisons. Campuses with 800 to 1199 receive teacher technology liaisons. As the student population increases on a given campus, the same formula will be applied. The one exception to this criteria is that Project MORE and TAPP will share the same teacher technology liaison due to their small student population. Each teacher technology liaison will receive a \$2500 stipend.

| School | Type of School | Students | Teacher Technology Liaisons per campus |
|----------|-------------------|----------|--|
| Banks | Elementary or K-8 | 348 | 1 |
| Blenman | Elementary or K-8 | 464 | 2 |
| Bloom | Elementary or K-8 | 381 | 1 |
| Bonillas | Elementary or K-8 | 432 | 2 |
| Borman | Elementary or K-8 | 461 | 2 |
| Borton | Elementary or K-8 | 461 | 2 |
| Carrillo | Elementary or K-8 | 298 | 1 |
| Cavett | Elementary or K-8 | 320 | 1 |
| Collier | Elementary or K-8 | 212 | 1 |
| Cragin | Elementary or K-8 | 372 | 1 |
| Davidson | Elementary or K-8 | 328 | 1 |
| Davis | Elementary or K-8 | 346 | 1 |
| Meredith | Elementary or K-8 | 55 | 1 |

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| School | Type of Campus | Students | Teacher Technology Liaisons per campus |
|---------------|-------------------|----------|--|
| Dietz | Elementary or K-8 | 434 | 2 |
| Drachman | Elementary or K-8 | 309 | 1 |
| Dunham | Elementary or K-8 | 235 | 1 |
| Erickson | Elementary or K-8 | 550 | 2 |
| Ford | Elementary or K-8 | 365 | 1 |
| Fruchthendler | Elementary or K-8 | 353 | 1 |
| Gale | Elementary or K-8 | 418 | 2 |
| Grijalva | Elementary or K-8 | 692 | 2 |
| Hollinger | Elementary or K-8 | 545 | 2 |
| Henry | Elementary or K-8 | 389 | 1 |
| Holladay | Elementary or K-8 | 262 | 1 |
| Howell | Elementary or K-8 | 377 | 1 |
| Hudlow | Elementary or K-8 | 315 | 1 |
| Hughes | Elementary or K-8 | 371 | 1 |
| Johnson | Elementary or K-8 | 354 | 1 |
| Kellond | Elementary or K-8 | 576 | 2 |
| Lawrence | Elementary or K-8 | 353 | 1 |
| Lineweaver | Elementary or K-8 | 564 | 2 |
| Lynn | Elementary or K-8 | 609 | 2 |
| Maldonado | Elementary or K-8 | 380 | 1 |
| Manzo | Elementary or K-8 | 310 | 1 |

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Appendix 4.6 - Samples of Teacher Technology Liaison Monthly PD Schedule

The tables below contain the scheduled Teacher Technology Liaison training days. Factors taken into consideration when creating training groups or “Clusters” were geography and campus type. Each cluster will be assigned an instructional technology department staff member who will be responsible for training that particular cluster. In other words, we are using the “train the trainer” model to provide instructional technology professional development for Tucson Unified School District. In this particular case, the assigned instructional technology department staff member assigned to that particular cluster will be responsible for training the teacher technology liaisons (trainers) in that particular cluster. Note: The abbreviation “TTL” stands for Teacher Technology Liaison.

| Cluster 1: Instructional Technology Staff assigned: | | | | |
|--|---------------|------------------|--|---------------|
| Campuses Scheduled for Training Day 1 | # TTLs | Cluster 1 | Campuses Scheduled for Training Day 2 | # TTLs |
| Designated Training Site: Catalina High School | | | Designated Training Site: Palo Verde High School Cyber Cafe | |
| Catalina Magnet | 2 | | Banks | 1 |
| Doolen | 2 | | Blenman | 2 |
| Utterback | 2 | | Cragin | 1 |
| Valencia | 3 | | Holladay | 1 |
| Total # of TTLs for this Training Day | 9 | | Lineweaver | 2 |
| | | | Maxwell | 2 |
| | | | Ochoa | 1 |
| | | | Tolson | 1 |
| | | | Vesey | 2 |
| | | | Warren | 1 |
| | | | Total # of TTLs for this Training Day | 14 |

| Cluster 2: Language Acquisition | | | Instructional Technology Staff assigned: | |
|--|--------|--|---|--------|
| Campuses Scheduled for Training Day 1 Designated Training Site: Pueblo | # TTLs | | Campuses Scheduled for Training Day 2 Designated Training Site: Rose | # TTLs |
| Pueblo | 3 | | Davis | 1 |
| McCorkle | 3 | | Grijalva | 2 |
| Roskruge | 2 | | Hollinger | 2 |
| Lawrence | 1 | | Oyama | 1 |
| Naylor | 2 | | Mission View | 1 |
| Pistor | 3 | | Van Buskirk | 2 |
| Rose | 3 | | White | 2 |
| Total # of TTLs for this Training Day | 17 | | Cavett | 1 |
| | | | Lynn | 2 |
| | | | Johnson | 2 |
| | | | Maldonado | 1 |
| | | | Miller | 2 |
| | | | Myers | 1 |
| | | | Total # of TTLs for this Training Day | 20 |

Appendix 5-1 Playground Inspection Procedure



RISK MANAGEMENT DEPARTMENT
1010 E. 10TH STREET TUCSON, AZ 85719
P.O. BOX 40400 TUCSON, AZ 85717
PHONE: (520) 225-6601 FACSIMILE: (520) 225-6631

Playground Inspection Procedure

Every site with play equipment will be given 1.5 hours a week of paid time to conduct inspections of equipment. This added duty does not justify overtime, added duty straight time. All sites with playground equipment will task identified Campus or School Monitors to conduct regular and routine inspections three times each week. Identified Monitors will be trained to conduct inspections by Risk Management annually. Risk Management will provide training and support to assist monitors with inspections. This training will be available to all TUSD staff since Principals and Office Managers involved in the process may want to become familiar with what Monitors have been asked to inspect. Training materials can be found on the Risk Management web page. Every school will be provided with required inspection tools at the training launch. Replacement tools will be billed to the site for cost of missing items. Regular inspections shall occur on all equipment owned by TUSD.

Site Procedure & Requirements:

1. Site must identify at least two Monitors who will be trained to conduct playground inspections.
2. Site Administrator will design schedule to include three weekly inspections of playground equipment. Schedule must include Monday or first work day of the week as an inspection. (Potential vandalism is highest over weekends and days off.)
3. Site will ensure responsible Monitors for inspections will attend training annually. Untrained staff shall not be tasked with inspections.
4. Site will identify convenient and secure location to house inspection log and tools. Principal, Office Manager and Monitors should all know this location.
5. Routine inspections will be conducted every week students use facilities.
6. Inspections should be conducted when children are not in play area.
7. Inspections must cover all five inspection points.
 - a. Condition and redistribution of surfacing
 - b. Hazardous debris
 - c. Sharp or broken equipment
 - d. Loose or missing hardware
 - e. Condition of coating and paint
8. Monitor shall record completed inspections on the Inspection Log. Inspection actions needed should be noted, especially if a safety issue is identified.
9. Monitors are responsible to relocate wood chips or sand to fall zones and heavy play areas during each inspection.
10. Inspectors should never attempt to replace hardware or equipment. Work orders should be called in to repair such items.
11. Immediately following inspection, any findings that are unable to be addressed at the site level need to be called in to the Operations Customer Service line at 225-4640. Calling will ensure that a work order is immediately created. The Monitor, Office Manager and Admin should work together to develop how this will occur at each site. Once assigned, the work order number should be noted on Inspection Log.



RISK MANAGEMENT DEPARTMENT
1010 E. 10TH STREET TUCSON, AZ 85719
P.O. BOX 40400 TUCSON, AZ 85717
PHONE: (520) 225-6601 FACSIMILE: (520) 225-6631

12. If a playground is unsafe, the site should prevent children from play in the area and caution tape the area until maintenance resolves the issue.
13. If a site finds a previously identified issue during inspection, and a work order was already submitted, a call to check on the status of the work should be made to 225-4640.
 - a. If a site needs assistance with status of a work order, Office Managers should be the first point of contact.
 - b. If a site needs assistance with training or inspection procedures call Risk Management at 225-6601.
14. Inspection logs will be periodically checked by Risk Management, Operations and Leadership to ensure inspections are occurring regularly. Each log will be noted by the Department that a check was completed.

Annual Requirements for Playground Program:

1. By the first week in May, Risk Management will schedule and announce inspection training date for the upcoming school year.
2. By the conclusion of the school year, each site will forward the number of monitors recommended to receive in person training to Risk Management.
3. By the conclusion of the third week of school, Risk Management will hold training to instruct school staff on the inspection points they must cover weekly.
4. On an annual basis, Risk Management will inspect all play bays in the district and make recommendations for any repair or replacement of parts not found in routine site inspections.
5. Risk Management will offer quarterly training to new hire monitors who are selected to conduct inspections.

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TUSD Playground Inspection Log

School Name: _____

List of Trained Playground Personnel
to complete regular inspections: _____

[illegible]

Appendix 5-3 Playground Inspection Log Schedule

| School Site | Q1 Jun, Jul Aug | Q2 Sep, Oct, Nov | Q3 Dec, Jan, Feb | Q4 Mar, Apr, May | | School Site | Q1 Jun, Jul Aug | Q2 Sep, Oct, Nov | Q3 Dec, Jan, Feb | Q4 Mar, Apr, May |
|----------------|--------------------|---------------------|---------------------|---------------------|--|----------------|--------------------|---------------------|---------------------|---------------------|
| Week 1 | | | | | | Week 6 | | | | |
| Oyama | | | | | | Robison | | | | |
| Tolson | | | | | | Miles | | | | |
| Maxwell | | | | | | Hughes | | | | |
| Robins | | | | | | Blenman | | | | |
| Banks | | | | | | Cragin | | | | |
| Week 2 | | | | | | Davidson | | | | |
| Vesey | | | | | | Week 7 | | | | |
| Johnson | | | | | | Howell | | | | |
| Lawrence | | | | | | Lineweaver | | | | |
| Maldonado | | | | | | Naylor | | | | |
| Miller | | | | | | Myers/Ganoung | | | | |
| Warren | | | | | | Bonillas | | | | |
| Week 3 | | | | | | Sewell | | | | |
| Hollinger | | | | | | Wright | | | | |
| Lynn/Urquides | | | | | | Whitmore | | | | |
| McCorkle | | | | | | Week 8 | | | | |
| White | | | | | | Borman | | | | |
| Grijalva | | | | | | Erickson | | | | |
| Rose | | | | | | Wheeler | | | | |
| Van Buskirk | | | | | | Dietz | | | | |
| Week 4 | | | | | | Booth Fickett | | | | |
| Borton | | | | | | Kellond | | | | |
| Ochoa | | | | | | Week 9 | | | | |
| Mission View | | | | | | Ford | | | | |
| Holladay | | | | | | Marshall | | | | |
| Cavett | | | | | | Dunham | | | | |
| Pueblo Gardens | | | | | | Soleng Tom | | | | |
| Week 5 | | | | | | Gale | | | | |
| Drachman | | | | | | Steele | | | | |
| Carrillo | | | | | | Week 10 | | | | |
| Safford | | | | | | Hudlow | | | | |
| Roskruge | | | | | | Schumaker | | | | |
| Davis | | | | | | Henry | | | | |
| Manzo | | | | | | Bloom | | | | |
| Tully | | | | | | Fruchthandler | | | | |
| Brichta | | | | | | Collier | | | | |

Appendix 5-4 Playground Equipment Inspection Training Schedule

| SITE | DATE TRAINED | PERSON TRAINED | SITE | DATE TRAINED | PERSON TRAINED | SITE | DATE TRAINED | PERSON TRAINED |
|---------------|--------------|---------------------|---------------|--------------|-----------------------|----------------|--------------|---------------------------|
| Banks | 4/27/2015 | Nathaniel Saldivar | Holladay | 4/22/2015 | Clarissa Lopez | Oyama | 4/24/2015 | Anais Tarazon |
| Banks | 4/27/2015 | Tina Lopez | Holladay | 4/22/2015 | Andrea Pace | Oyama | 4/27/2015 | Katherine Mayes |
| Blenman | 4/23/2015 | Sergio Gaxiola | Hollinger | 4/30/2015 | Norma Esquivias | Oyama | 4/27/2015 | Maria Bustamante |
| Bloom | 4/28/2015 | Cynthia Cave | Howell | 4/23/2015 | Patricia Vance | Pueblo Gardens | 4/22/2015 | Gabby Partida de Figueroa |
| Bloom | 4/28/2015 | Debra Stockellburg | Howell | 4/23/2015 | Jose Medina | Roberts/Naylor | 4/21/2015 | Laura Cardenas |
| Bonillas | 5/1/2015 | Alice Dixon | Hudlow | 4/28/2015 | John Houchin | Roberts/Naylor | 4/21/2015 | Roxanne Martinez |
| Bonillas | 5/1/2015 | Angel Rodriguez | Hughes | 4/23/2015 | Daniel Ravia | Roberts/Naylor | 4/21/2015 | Patty Cox |
| Booth-Fickett | 2/9/2015 | Irene Pedregon | Hughes | 4/23/2015 | Judy Delgado | Robins | 4/20/2015 | Sandra Mayer |
| Booth-Fickett | 2/9/2015 | Kariela Sigala | Johnson | 4/30/2015 | Lorie Hendrickson | Robison | 4/21/2015 | Suzette Mejia |
| Borman | 4/29/2015 | Nora Bustillo | Johnson | 4/30/2015 | Nicole Jim | Robison | 4/21/2015 | Onofre Escobar |
| Borman | 5/1/2015 | Angela Collins | Kellond | 4/30/2015 | Sandy Byrne | Rose | 4/30/2015 | Maria Huerta |
| Borton | 4/30/2015 | Maria Ruiz | Kellond | 4/30/2015 | Carrie Ross | Rose | 4/30/2015 | Susan Ortiz |
| Borton | 4/30/2015 | Alejandra Cuestes | Lawrence | 4/22/2015 | Cruz Grijalva | Roskruge | 5/1/2015 | Juanita Cortez |
| Carrillo | 4/20/2015 | Vivian Duarte | Lawrence | 4/22/2015 | Angelica Jimenez | Roskruge | 5/1/2015 | Alejandro Delgado |
| Carrillo | 4/20/2015 | Theresa Gonzales | Lineweaver | 4/21/2015 | Irma Tarango | Safford | 4/30/2015 | Gilbert Haro |
| Cavett | 4/20/2015 | Elsa Aguirre Corral | Lineweaver | 4/29/2015 | Melanie Rivas | Safford | 4/30/2015 | Debra Valenzuela |
| Cavett | 4/20/2015 | Martin Salazar | Lynn Urquides | 4/22/2015 | Sally Martinez | Sewell | 5/1/2015 | Stephanie Jaramillo |
| Collier | 5/1/2015 | Susan Redflower | Lynn Urquides | 4/22/2015 | Mario Martinez | Sewell | 5/1/2015 | Terrie Olivarez |
| Collier | 5/1/2015 | Ellen Bontrager | Lynn Urquides | 4/22/2015 | Matthew Esqueda | Soleng Tom | 5/1/2015 | Bonnie Gompf |
| Cragin | 4/23/2015 | Vicky Espinoza | Maldonado | 4/22/2015 | Eva Placencio | Soleng Tom | 5/1/2015 | Angie Buchanan |
| Davidson | 5/1/2015 | Sandra Espinosa | Maldonado | 4/30/2015 | Berry Priero | Steele | 4/28/2015 | Robin Bizub |
| Davis | 4/30/2015 | Emily Van Horn | Manzo | 4/30/2015 | Darlene Trujillo | Steele | 4/28/2015 | Marsha Larson |
| Davis | 4/30/2015 | Cameron Jones | Marshall | 5/1/2015 | Mindy Williams | Tolson | 4/20/2015 | Jessica Gonzales |
| Dietz | 4/28/2015 | Michelle Ealim | Marshall | 5/1/2015 | Dee Groff | Tolson | 4/20/2015 | Debra Armenta |
| Dietz | 4/28/2015 | Tiffany McKee | Mary Meredith | 4/22/2015 | Imelda Acedo | Tolson | 4/20/2015 | Ryan Wilson |
| Drachman | 4/30/2015 | Alice Pena | Maxwell | 4/20/2015 | Michael Gallego | Tully | 4/20/2015 | Tony Osollo |
| Dunham | 5/1/2015 | Donny Davis | McCorkle | 2/18/2015 | James Martinez | Tully | 4/20/2015 | Nellie Provencio |
| Erickson | 4/29/2015 | Marni Rosenthal | McCorkle | 2/18/2015 | Crystal Bogard | Van Buskirk | 4/30/2015 | Yolanda Carignan |
| Erickson | 4/29/2015 | Gregoria Ruiz | McCorkle | 2/18/2015 | Cindy Madrid | Vesey | 4/27/2015 | Kevin Wallace |
| Ford | 5/1/2015 | Lyusi Kasparova | Miles | 4/30/2015 | Jeanette Ortiz-Roybal | Vesey | 4/27/2015 | Sylvia Marquez |
| Ford | 5/1/2015 | Tammy Snow | Miles | 4/30/2015 | Steve Martan | Warren | 4/22/2015 | Barbara Sallard |
| Fruchthendler | 5/1/2015 | Mary Anderson | Miller | 4/30/2015 | Anna Padilla | Warren | 4/27/2015 | Guadalupe Lendo |
| Fruchthendler | 5/1/2015 | Laura Florian | Miller | 4/30/2015 | Anna Estrada | Wheeler | 4/29/2015 | Kaye Moore |
| Fruchthendler | 5/1/2015 | Daneen Van Gorden | Miller | 4/30/2015 | Elena Solis | Wheeler | 4/29/2015 | Eduardo Hermosillo |
| Gale | 4/28/2015 | Elvie Santa Cruz | Mission View | 4/30/2015 | Petra Almeida | White | 4/22/2015 | Monica Tovar |
| Gale | 4/28/2015 | Pam Jonikas | Mission View | 4/30/2015 | Maria Artalejo | White | 4/22/2015 | Tina Moreno |
| Grijalva | 4/22/2015 | Heidi Wright | Mission View | 4/30/2015 | Adrian Aguirre | Whitmore | 5/1/2015 | Aric Sweeney |
| Grijalva | 4/22/2015 | Michelle Gonzalez | Myers/Ganoung | 4/21/2015 | Terry Armijo | Whitmore | 5/1/2015 | Dianne Wright |
| Henry | 4/28/2015 | Juanita Sanchez | Ochoa | 4/20/2015 | Karla Santibaenz | Wright | 4/22/2015 | Kristina Molina |
| Henry | 4/28/2015 | Dave Stratton | | | | Wright | 5/1/2015 | Lorraine Trujillo |

Appendix 5-5 Playground Equipment Inspection Training Website

<http://intranet/RiskMgt/playground.asp>

Home > Playground Equipment Inspection Training

Playground Equipment Inspection Training

TUSD can reduce or eliminate playground hazards by:

- improving the condition and/or design of equipment,
- controlling the play environment, and
- controlling child behavior

The inspection process helps to identify physical concerns.

During the inspection, you should:

- examine entire play area,
- consider travel paths,
- identify access points,
- recognize use zones,
- inspect one piece of play equipment at a time,
- walk onto, underneath, and around equipment, and
- document and report any findings to supervisor and maintenance immediately

Inspections for every play area should occur three times each week. Move ground fill to high traffic areas, check for debris and condition of equipment. Log your inspections every time they are conducted to help keep track of your diligence.

Early hazard identification helps you to be proactive, not reactive.

- Playground Inspection Procedure for Play Equipment & Playgrounds ([Word](#))
- Playground Inspection Log – Use EVERY time equipment and grounds are checked ([Excel](#))
- TUSD Playground Safety (PPT)

Appendix 5-6 Security Standards

TUSD Security Standards To Enhance School Security and Reduce Property Crime

Access Control

Single point of access to Elementary and K-8 schools; Controlled access points at other schools

- Electronic entry control for all visitors
 - Entry door must have a security camera if the entry doorway is not visible from the office and must be equipped with a quality intercom system through which visitors can be questioned.
 - Card Reader Access (or biometric) control to replace hard keys.

Physical Security

Intrusion Alarms – Upgrade existing intrusion alarms systems to include coverage throughout the entire school building.

- Security keypads would need to be installed, eliminating any push-button style systems.
- Window coverings – Expanded Metal Security Screen to cover all windows.
- Fencing – 8' Wrought Iron, non-climbable with secure footings.
 - Campus perimeter fencing - This perimeter fencing would protect students and staff during all campus activities.
 - Interior fence - This fencing, placed closer to the school building, would protect students and staff in the event of a lockdown, and also protect district assets during non school hours.

Appendix 5-7 TUSD Site Security Assessment Form

| TUSD SITE SECURITY ASSESSMENT | | | | |
|--|---|------------------|----|----------|
| DATE: | | LAST ASSESSMENT: | | |
| NAME / TYPE OF SCHOOL | | COMPLETED BY: | | |
| ACCESS CONTROL- ITEM DESCRIPTION | | | | |
| 1a. Is there an identifiable single entry point at the main entrance | Y | N | NA | COMMENTS |
| b. Is it controlled, observed, and monitored during the course of their normal business? | | | | |
| <ul style="list-style-type: none"> Monitored line of sight by office staff | | | | |
| <ul style="list-style-type: none"> Security camera with intercom present and operable | | | | |
| 2a. Does the reception area include: | | | | |
| <ul style="list-style-type: none"> Staff member assigned to greet visitors | | | | |
| <ul style="list-style-type: none"> A counter or other barrier deterring easy access to campus? | | | | |
| <ul style="list-style-type: none"> Sign in or Visitor Log? | | | | |
| 3a. Is there a Card Access System installed throughout the campus for all points of access into the building from the exterior? | | | | |
| PHYSICAL SECURITY- ITEM DESCRIPTION | | | | |
| 1a. Is an intrusion alarm system installed throughout the school to cover hallways, administrative offices, classrooms, exit doors, and portable classrooms? | | | | |
| 2a. Are all exterior door glass and all first floor exterior windows covered (rolling shutters or security screen) to prevent unauthorized entry or breakage? | | | | |
| <ul style="list-style-type: none"> If not: Either identify how many windows and their measurement are lacking the protective covering or if a group of windows lack the covering and are side by side give their location and overall measurements. | | | | |

| TUSD SITE SECURITY ASSESSMENT | | | | |
|---|--|--|--|--|
| b. Are second-floor windows inaccessible? | | | | |
| <ul style="list-style-type: none"> If second-floor windows are accessible are they protected against unauthorized entry or breakage? | | | | |
| c. Are Roof Guards or similar type of apparatus present for preventing access to the roof? | | | | |
| 3a. Do all Exterior doors with narrow windows have security screen over the window to prevent vandals from breaking the window and reaching through to open the door? | | | | |
| <ul style="list-style-type: none"> If not, how many doors need security screen? | | | | |
| b. Are all first floor exterior windows covered (rolling shutters or security screen) to prevent unauthorized entry or breakage? | | | | |
| <ul style="list-style-type: none"> If not: <ul style="list-style-type: none"> i. Either identify how many windows and their measurement are lacking the protective covering ii. or, if a group of windows lack the covering and are side by side give their location and overall measurements | | | | |
| c. Are second-floor windows inaccessible? | | | | |
| <ul style="list-style-type: none"> If second-floor windows are accessible are they protected against unauthorized entry or breakage? | | | | |
| 4a. Are entries into courtyards from the exterior of the school controlled with a lockable gate? | | | | |
| a. Is the school perimeter clearly defined by a non-climbable 8' fence? | | | | |
| b. If the school perimeter is not clearly defined by a non-climbable 8' fence how many feet of fencing is needed? | | | | |
| 5a. Is there fencing between the joint-use recreational areas of the school and the school building? | | | | |
| <ul style="list-style-type: none"> If not, how many additional feet of fencing would be needed to separate the joint-use areas from school buildings? | | | | |

Appendix 5-8 Crime Statistics

TUSD DEPARTMENT OF SCHOOL SAFETY

LAW ENFORCEMENT CRIME STATISTICS AUG 2014-FEB 2015 ELEMENTARY SCHOOLS

| | AGG ASSAULT | ASSAULT | BURGLARY | THEFT/LARCENY | VEHICLE THEFT | ARSON | CRIMINAL DAMAGE | WEAPONS OFFENSES | DRUGS | SEX OFFENSES | LIQUOR | DISORDERLY CONDUCT | SEX OFFENDER | PROPERTY CRIMES | ROBBERY | TOTAL |
|--------------|-------------|---------|----------|---------------|---------------|-------|-----------------|------------------|-------|--------------|--------|--------------------|--------------|-----------------|---------|-------|
| BANKS | 1 | 3 | 1 | 11 | 1 | 0 | 0 | 0 | 0 | 0 | 19 | 1 | 1 | 0 | 38 | |
| BLENMAN | 1 | 20 | 8 | 29 | 0 | 0 | 20 | 0 | 11 | 4 | 1 | 11 | 1 | 5 | 112 | |
| BLOOM | 1 | 1 | 2 | 5 | 0 | 0 | 3 | 0 | 1 | 0 | 0 | 2 | 3 | 2 | 20 | |
| BONILLAS | 3 | 14 | 18 | 97 | 6 | 1 | 16 | 0 | 8 | 3 | 2 | 16 | 6 | 5 | 6 | 201 |
| BORMAN | 7 | 31 | 6 | 67 | 2 | 0 | 10 | 0 | 9 | 2 | 1 | 8 | 3 | 8 | 2 | 156 |
| BORTON | 8 | 40 | 19 | 50 | 9 | 0 | 8 | 1 | 18 | 5 | 3 | 8 | 12 | 6 | 7 | 194 |
| CARRILLO | 2 | 10 | 6 | 96 | 2 | 1 | 27 | 0 | 64 | 17 | 1 | 7 | 0 | 48 | 2 | 283 |
| CAVETT | 7 | 45 | 12 | 19 | 4 | 0 | 13 | 2 | 17 | 9 | 0 | 34 | 7 | 7 | 0 | 176 |
| COLLIER | 0 | 2 | 0 | 4 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 5 | 0 | 0 | 0 | 13 |
| CRAGIN | 0 | 14 | 13 | 20 | 3 | 0 | 7 | 0 | 5 | 3 | 0 | 7 | 2 | 5 | 0 | 79 |
| DAVIDSON | 2 | 15 | 10 | 32 | 1 | 0 | 8 | 0 | 7 | 5 | 0 | 17 | 1 | 6 | 2 | 106 |
| DAVIS | 0 | 8 | 7 | 7 | 0 | 0 | 11 | 1 | 6 | 3 | 1 | 6 | 14 | 10 | 0 | 74 |
| DRACHMAN | 7 | 13 | 10 | 87 | 1 | 3 | 8 | 0 | 11 | 1 | 1 | 8 | 0 | 2 | 1 | 153 |
| DUNHAM | 0 | 13 | 2 | 4 | 0 | 0 | 5 | 0 | 3 | 0 | 0 | 5 | 2 | 1 | 0 | 35 |
| ERICKSON | 2 | 29 | 9 | 23 | 3 | 0 | 26 | 1 | 5 | 2 | 0 | 9 | 8 | 7 | 1 | 125 |
| FORD | 5 | 21 | 11 | 29 | 2 | 1 | 12 | 0 | 6 | 1 | 0 | 5 | 5 | 10 | 0 | 108 |
| FRUCHTENDLER | 0 | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 11 | 0 | 1 | 0 | 20 |
| GALE | 0 | 2 | 5 | 2 | 0 | 2 | 6 | 0 | 0 | 0 | 1 | 0 | 2 | 2 | 0 | 22 |
| GRIJALVA | 4 | 12 | 16 | 21 | 7 | 0 | 8 | 1 | 10 | 3 | 3 | 7 | 0 | 4 | 1 | 97 |
| HENRY | 0 | 3 | 7 | 7 | 2 | 0 | 23 | 0 | 10 | 0 | 0 | 6 | 0 | 5 | 0 | 63 |
| HOLLADAY | 2 | 7 | 3 | 8 | 1 | 0 | 6 | 0 | 6 | 3 | 1 | 7 | 2 | 4 | 1 | 51 |
| HOWELL | 7 | 24 | 22 | 72 | 4 | 0 | 14 | 0 | 1 | 3 | 1 | 8 | 4 | 6 | 3 | 169 |
| HUDLOW | 4 | 11 | 9 | 77 | 4 | 1 | 12 | 1 | 3 | 6 | 5 | 9 | 1 | 3 | 2 | 148 |
| HUGHES | 0 | 4 | 19 | 22 | 4 | 0 | 11 | 0 | 6 | 2 | 2 | 4 | 0 | 5 | 0 | 79 |
| JOHNSON | 0 | 1 | 2 | 8 | 1 | 0 | 0 | 0 | 4 | 0 | 0 | 28 | 2 | 0 | 0 | 46 |
| KELLOND | 2 | 51 | 22 | 47 | 6 | 0 | 32 | 1 | 14 | 10 | 2 | 9 | 0 | 9 | 3 | 208 |
| LINEWEAVER | 4 | 29 | 18 | 82 | 8 | 1 | 9 | 0 | 4 | 7 | 1 | 23 | 3 | 7 | 5 | 201 |
| LYNN | 10 | 42 | 23 | 294 | 4 | 1 | 32 | 0 | 22 | 2 | 1 | 29 | 1 | 8 | 8 | 477 |
| MALDONADO | 2 | 8 | 4 | 13 | 1 | 0 | 0 | 0 | 4 | 2 | 1 | 63 | 2 | 6 | 1 | 107 |
| MANZO | 2 | 13 | 11 | 36 | 2 | 1 | 17 | 0 | 11 | 3 | 2 | 18 | 1 | 2 | 2 | 121 |
| MARSHALL | 2 | 6 | 14 | 10 | 2 | 0 | 7 | 2 | 1 | 1 | 0 | 5 | 1 | 4 | 1 | 56 |
| MILLER | 2 | 9 | 11 | 49 | 3 | 2 | 0 | 0 | 8 | 6 | 1 | 86 | 6 | 9 | 0 | 192 |
| MISSION VIEW | 2 | 14 | 2 | 35 | 1 | 0 | 6 | 1 | 9 | 2 | 0 | 4 | 3 | 2 | 0 | 81 |
| MYERS | 7 | 49 | 25 | 42 | 10 | 2 | 31 | 3 | 35 | 8 | 0 | 32 | 3 | 9 | 7 | 263 |
| OCHOA | 1 | 11 | 1 | 5 | 0 | 0 | 1 | 0 | 15 | 1 | 3 | 10 | 8 | 0 | 1 | 57 |
| OYAMA | 1 | 12 | 5 | 8 | 3 | 0 | 13 | 0 | 5 | 2 | 0 | 12 | 2 | 1 | 0 | 64 |
| ROBISON | 1 | 25 | 19 | 94 | 10 | 0 | 13 | 0 | 12 | 4 | 1 | 11 | 5 | 4 | 2 | 201 |
| SEWELL | 6 | 19 | 14 | 180 | 4 | 0 | 19 | 1 | 14 | 3 | 1 | 23 | 4 | 8 | 2 | 298 |
| SOLENG TOM | 0 | 0 | 1 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 3 | 0 | 2 | 0 | 10 |
| STEELE | 4 | 29 | 19 | 15 | 2 | 1 | 37 | 0 | 11 | 4 | 1 | 11 | 3 | 3 | 0 | 140 |
| TOLSON | 0 | 0 | 1 | 11 | 0 | 0 | 11 | 0 | 0 | 0 | 0 | 2 | 1 | 1 | 0 | 27 |
| TULLY | 0 | 16 | 13 | 70 | 1 | 0 | 7 | 1 | 6 | 2 | 1 | 9 | 2 | 4 | 1 | 133 |
| VAN BUSKIRK | 3 | 11 | 5 | 10 | 2 | 0 | 16 | 0 | 4 | 6 | 1 | 9 | 1 | 17 | 1 | 86 |
| VESEY | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 0 | 0 | 9 |
| WARREN | 1 | 1 | 5 | 2 | 2 | 0 | 0 | 0 | 1 | 0 | 4 | 1 | 1 | 0 | 0 | 18 |
| WHEELER | 3 | 37 | 12 | 70 | 2 | 1 | 25 | 0 | 13 | 4 | 0 | 11 | 3 | 9 | 1 | 191 |
| WHITE | 0 | 16 | 10 | 87 | 8 | 1 | 2 | 1 | 4 | 1 | 1 | 49 | 0 | 4 | 2 | 186 |
| WHITMORE | 15 | 43 | 18 | 94 | 1 | 0 | 18 | 0 | 18 | 34 | 1 | 20 | 3 | 9 | 2 | 276 |
| WRIGHT | 8 | 16 | 15 | 117 | 3 | 0 | 25 | 0 | 11 | 3 | 0 | 21 | 0 | 12 | 2 | 233 |
| TOTALS | 139 | 800 | 489 | 2171 | 133 | 19 | 579 | 17 | 435 | 178 | 41 | 719 | 129 | 284 | 70 | 6203 |

TUSD DEPARTMENT OF SCHOOL SAFETY

LAW ENFORCEMENT CRIME STATISTICS AUG 2014-FEB 2015 HIGH SCHOOLS

| | AGG ASSAULT | ASSAULT | BURGLARY | THEFT/LARCENY | VEHICLE THEFT | ARSON | CRIMINAL DAMAGE | WEAPONS OFFENSES | DRUGS | SEX OFFENSES | LIQUOR | DISORDERLY CONDUCT | SEX OFFENDER | PROPERTY CRIMES | ROBBERY | TOTALS |
|------------|-------------|---------|----------|---------------|---------------|-------|-----------------|------------------|-------|--------------|--------|--------------------|--------------|-----------------|---------|--------|
| CATALINA | 4 | 26 | 11 | 15 | 2 | 0 | 19 | 0 | 15 | 3 | 1 | 12 | 0 | 0 | 1 | 109 |
| CHOLLA | 2 | 10 | 6 | 4 | 1 | 0 | 7 | 1 | 16 | 3 | 1 | 1 | 4 | 1 | 0 | 57 |
| MEREDITH | 8 | 32 | 26 | 63 | 3 | 0 | 21 | 0 | 26 | 5 | 1 | 31 | 2 | 1 | 2 | 230 |
| PALO VERDE | 3 | 29 | 13 | 96 | 5 | 0 | 15 | 0 | 20 | 4 | 0 | 18 | 1 | 13 | 8 | 225 |
| PUEBLO | 12 | 17 | 3 | 268 | 2 | 0 | 23 | 0 | 24 | 3 | 7 | 25 | 4 | 3 | 13 | 404 |
| RINCON/UHS | 11 | 25 | 31 | 60 | 4 | 0 | 25 | 0 | 19 | 3 | 6 | 21 | 4 | 7 | 6 | 222 |
| SABINO | 0 | 3 | 3 | 4 | 1 | 0 | 0 | 0 | 8 | 0 | 1 | 10 | 0 | 1 | 0 | 31 |
| SAHUARO | 6 | 35 | 31 | 86 | 7 | 0 | 40 | 1 | 19 | 4 | 2 | 32 | 2 | 25 | 5 | 295 |
| SANTA RITA | 1 | 12 | 10 | 18 | 0 | 0 | 17 | 0 | 14 | 0 | 3 | 8 | 1 | 1 | 1 | 86 |
| TUCSON | 10 | 76 | 38 | 101 | 12 | 0 | 40 | 2 | 70 | 8 | 75 | 57 | 4 | 5 | 5 | 503 |
| TOTALS | 57 | 265 | 172 | 715 | 37 | 0 | 207 | 4 | 231 | 33 | 97 | 215 | 22 | 66 | 41 | 2162 |

LAW ENFORCEMENT CRIME STATISTICS AUG 2014-FEB 2015 MIDDLE SCHOOLS

| | AGG ASSAULT | ASSAULT | BURGLARY | THEFT/LARCENY | VEHICLE THEFT | ARSON | CRIMINAL DAMAGE | WEAPONS OFFENSES | DRUGS | SEX OFFENSES | LIQUOR | DISORDERLY CONDUCT | SEX OFFENDER | PROPERTY CRIMES | ROBBERY | TOTALS |
|-----------|-------------|---------|----------|---------------|---------------|-------|-----------------|------------------|-------|--------------|--------|--------------------|--------------|-----------------|---------|--------|
| DODGE | 4 | 31 | 18 | 37 | 6 | 0 | 28 | 0 | 3 | 6 | 0 | 10 | 3 | 9 | 1 | 156 |
| DOOLEN | 5 | 27 | 11 | 25 | 4 | 0 | 30 | 0 | 26 | 1 | 7 | 33 | 2 | 1 | 1 | 173 |
| GRIDLEY | 2 | 1 | 3 | 43 | 2 | 1 | 17 | 0 | 3 | 2 | 0 | 10 | 5 | 7 | 0 | 96 |
| MAGEE | 5 | 27 | 19 | 51 | 4 | 1 | 34 | 0 | 12 | 2 | 0 | 21 | 4 | 10 | 2 | 192 |
| MANSFELD | 4 | 10 | 21 | 84 | 1 | 0 | 20 | 0 | 42 | 2 | 57 | 24 | 1 | 5 | 2 | 273 |
| PISTOR | 0 | 15 | 8 | 11 | 0 | 0 | 0 | 0 | 19 | 0 | 1 | 60 | 0 | 5 | 0 | 119 |
| SECRIST | 5 | 8 | 0 | 8 | 1 | 0 | 13 | 0 | 4 | 0 | 0 | 5 | 2 | 5 | 0 | 51 |
| UTTERBACK | 7 | 45 | 12 | 19 | 4 | 0 | 13 | 2 | 17 | 9 | 0 | 34 | 7 | 7 | 0 | 176 |
| VAIL | 9 | 26 | 11 | 37 | 8 | 0 | 20 | 0 | 12 | 1 | 0 | 19 | 3 | 6 | 4 | 156 |
| VALENCIA | 0 | 6 | 6 | 16 | 2 | 0 | 0 | 1 | 11 | 4 | 0 | 44 | 5 | 3 | 0 | 98 |
| TOTALS | 41 | 196 | 109 | 331 | 32 | 2 | 175 | 3 | 149 | 27 | 65 | 260 | 32 | 58 | 10 | 1490 |

LAW ENFORCEMENT CRIME STATISTICS AUG 2014-FEB 2015 K-8 SCHOOLS

| | AGG ASSAULT | ASSAULT | BURGLARY | THEFT/LARCENY | VEHICLE THEFT | ARSON | CRIMINAL DAMAGE | WEAPONS OFFENSES | DRUGS | SEX OFFENSES | LIQUOR | DISORDERLY CONDUCT | SEX OFFENDER | PROPERTY CRIMES | ROBBERY | TOTALS |
|---------------|-------------|---------|----------|---------------|---------------|-------|-----------------|------------------|-------|--------------|--------|--------------------|--------------|-----------------|---------|--------|
| BOOTH/FICKETT | 6 | 39 | 30 | 143 | 12 | 2 | 34 | 2 | 25 | 4 | 2 | 21 | 2 | 20 | 3 | 342 |
| DIETZ | 4 | 24 | 13 | 24 | 8 | 0 | 32 | 0 | 5 | 8 | 0 | 10 | 4 | 2 | 1 | 135 |
| HOLLINGER | 2 | 22 | 9 | 36 | 1 | 0 | 13 | 0 | 12 | 1 | 2 | 13 | 5 | 6 | 5 | 127 |
| LAWRENCE | 0 | 7 | 1 | 0 | 2 | 0 | 0 | 2 | 4 | 0 | 0 | 35 | 1 | 0 | 0 | 52 |
| MCCORKLE | 2 | 10 | 3 | 30 | 3 | 0 | 7 | 1 | 4 | 0 | 0 | 6 | 0 | 3 | 0 | 69 |
| MILES | 2 | 15 | 11 | 41 | 1 | 0 | 13 | 0 | 9 | 3 | 1 | 6 | 1 | 5 | 2 | 110 |
| MAXWELL | 1 | 8 | 7 | 3 | 1 | 0 | 26 | 0 | 7 | 0 | 2 | 3 | 0 | 4 | 2 | 64 |
| P GARDENS | 3 | 22 | 23 | 19 | 3 | 0 | 14 | 1 | 4 | 4 | 1 | 12 | 2 | 5 | 3 | 116 |
| NAYLOR | 14 | 39 | 17 | 69 | 5 | 0 | 28 | 0 | 13 | 9 | 1 | 25 | 4 | 9 | 6 | 239 |
| ROBINS | 0 | 2 | 5 | 3 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 5 | 1 | 0 | 0 | 19 |
| ROSE | 4 | 4 | 5 | 7 | 0 | 0 | 13 | 0 | 12 | 3 | 1 | 25 | 2 | 1 | 1 | 78 |
| ROSKRUGE | 10 | 76 | 38 | 101 | 12 | 0 | 40 | 2 | 70 | 8 | 75 | 57 | 4 | 5 | 5 | 503 |
| SAFFORD | 11 | 28 | 13 | 70 | 7 | 0 | 34 | 0 | 78 | 17 | 9 | 21 | 2 | 24 | 6 | 320 |
| TOTALS | 59 | 296 | 175 | 546 | 52 | 2 | 254 | 8 | 244 | 59 | 94 | 239 | 28 | 84 | 34 | 2174 |

TUSD DEPARTMENT OF SCHOOL SAFETY
LAW ENFORCEMENT AND TUSD CRIME STATISTICS AUG 2014-FEB 2015

| TUSD TOTALS LAW ENFORCEMENT COMBINED TOTAL | | | | TUSD TOTALS LAW ENFORCEMENT COMBINED TOTAL | | | | TUSD TOTALS LAW ENFORCEMENT COMBINED TOTAL | | | | TUSD TOTALS LAW ENFORCEMENT COMBINED TOTAL | | | |
|--|----|-----|-----|--|-----|------|------|--|-----|------|------|--|----|------|------|
| ELEMENTARY SCHOOLS | | | | KELLOND | | | | HIGH SCHOOLS | | | | K-8 SCHOOLS | | | |
| BANKS | 2 | 38 | 40 | LINEWEAVER | 14 | 201 | 215 | CATALINA | 15 | 109 | 124 | BOOTH/FICKETT | 17 | 342 | 359 |
| BLENMAN | 7 | 112 | 119 | LYNN | 6 | 477 | 483 | CHOLLA | 31 | 57 | 88 | DIETZ | 16 | 135 | 151 |
| BLOOM | 3 | 20 | 23 | MALDONADO | 4 | 107 | 111 | MEREDITH | 0 | 230 | 230 | HOLLINGER | 10 | 127 | 137 |
| BONILLAS | 5 | 201 | 205 | MANZO | 5 | 121 | 126 | PALO VERDE | 17 | 225 | 242 | LAWRENCE | 3 | 52 | 55 |
| BORMAN | 1 | 156 | 157 | MARSHALL | 4 | 56 | 60 | PUEBLO | 12 | 404 | 416 | MCCORKLE | 1 | 69 | 70 |
| BORTON | 6 | 194 | 200 | MILLER | 10 | 192 | 202 | RINCON/UHS | 30 | 222 | 252 | MILES | 6 | 110 | 116 |
| CARRILLO | 3 | 283 | 286 | MISSION VIEW | 2 | 81 | 83 | SABINO | 15 | 31 | 46 | MAXWELL | 2 | 64 | 66 |
| CAVETT | 6 | 176 | 182 | MYERS | 7 | 253 | 260 | SAHUARO | 20 | 295 | 315 | P GARDENS | 2 | 116 | 118 |
| COLLIER | 2 | 13 | 15 | OCHOA | 4 | 57 | 61 | SANTA RITA | 11 | 86 | 97 | NAYLOR | 11 | 239 | 250 |
| CRAGIN | 11 | 79 | 90 | OYAMA | 6 | 64 | 72 | TUCSON | 26 | 503 | 529 | ROBINS | 1 | 19 | 20 |
| DAVIDSON | 2 | 106 | 108 | ROBISON | 6 | 201 | 207 | TOTALS | 151 | 1659 | 1810 | ROSE | 6 | 78 | 84 |
| DAVIS | 0 | 74 | 74 | SEWELL | 3 | 298 | 301 | MIDDLE SCHOOLS | | | | ROSKRUGE | 1 | 503 | 504 |
| DRACHMAN | 7 | 153 | 160 | SOLENG TOM | 3 | 10 | 13 | DODGE | 7 | 156 | 163 | SAFFORD | 10 | 320 | 330 |
| DUNHAM | 3 | 35 | 38 | STEELE | 6 | 140 | 146 | DOOLEN | 45 | 173 | 218 | TOTALS | 86 | 2174 | 2260 |
| ERICKSON | 6 | 125 | 131 | TOLSON | 9 | 27 | 36 | GRIDLEY | 5 | 96 | 101 | BRICHTA | | | |
| FORD | 2 | 108 | 110 | TULLY | 5 | 133 | 138 | MAGEE | 15 | 192 | 207 | SCHUMAKER | 1 | 269 | 270 |
| FRUCHTENDLER | 1 | 20 | 21 | VAN BUSKIRK | 1 | 96 | 97 | MANSFELD | 8 | 273 | 281 | TOTALS | 5 | 289 | 294 |
| GALE | 1 | 22 | 23 | VESEY | 0 | 9 | 9 | PISTOR | 9 | 119 | 128 | PROJECT MORE | | | |
| GRIJALVA | 5 | 97 | 102 | WARREN | 5 | 18 | 23 | SECRIST | 35 | 51 | 86 | TAPP | 0 | 161 | 161 |
| HENRY | 4 | 63 | 67 | WHEELER | 8 | 191 | 198 | UTTERBACK | 33 | 176 | 209 | | | | |
| HOLLADAY | 2 | 51 | 53 | WHITE | 15 | 186 | 201 | VAIL | 21 | 156 | 177 | | | | |
| HOWELL | 2 | 169 | 171 | WHITMORE | 3 | 276 | 279 | VALENCIA | 10 | 98 | 108 | | | | |
| HUDLOW | 11 | 148 | 159 | WRIGHT | 14 | 233 | 247 | TOTALS | 178 | 1392 | 1570 | | | | |
| HUGHES | 0 | 79 | 79 | TOTALS | 240 | 6203 | 6443 | | | | | | | | |
| JOHNSON | 3 | 46 | 49 | | | | | | | | | | | | |

TUSD DEPARTMENT OF SCHOOL SAFETY

TUSD AND LAW ENFORCEMENT CRIME STATISTICS AUG 2014-FEB 2015

| CRIMES | LAW ENFO | TUSD | COMBINED |
|--------------------|----------|------|----------|
| AGGRAVATED ASSAULT | 307 | 11 | 318 |
| ASSAULT | 1626 | 94 | 1720 |
| BURGLARY | 988 | 24 | 1012 |
| THEFT/LARCENY | 3970 | 39 | 4009 |
| VEHICLE THEFT | 273 | 0 | 273 |
| ARSON | 26 | 10 | 36 |
| CRIMINAL DAMAGE | 1260 | 129 | 1389 |
| WEAPONS OFFENSES | 33 | 16 | 49 |
| DRUGS | 1086 | 49 | 1135 |
| SEX OFFENSES | 305 | 20 | 325 |
| LIQUOR | 303 | 4 | 307 |
| DISORDERLT CONDUCT | 1464 | 306 | 1770 |
| SEX OFFENDER | 215 | 0 | 215 |
| PROPERTY CRIMES | 524 | 0 | 524 |
| ROBBERY | 170 | 0 | 170 |

| | | | |
|--------|-------|-----|-------|
| TOTALS | 12550 | 702 | 13252 |
|--------|-------|-----|-------|

Appendix 5-9 Schedule of Site Assessments

SITE ASSESSMENT ASSIGNMENTS

SCHOOL YEAR 2014-2015

| L-5 Peter Hodap 0700-1500 | | C-1 David Vildusea 0700-1500 | | L-2 Michael Olbert 0700-1500 | | L-3 Shawn Radford 0730-1530 | | L-1 Doug Lorenson 0700-1500 | |
|---|------|--|------|--|------|---|------|---|-----|
| DATE: | | DATE: | | DATE: | | DATE: | | DATE: | |
| Catalina | 5/29 | Cholla | 5/27 | Pueblo | 5/27 | Sabino | 6/1 | Rincon / University | 6/1 |
| | | | | Tucson High | 5/28 | Sahuaro | 5/29 | Meredith K-12 | 6/1 |
| | | | | | | Santa Rita | 5/26 | Palo Verde | 6/2 |
| Doolen MS | 5/28 | | | Maxwell MS | 6/2 | | | Booth/Fickett K-8 | 6/3 |
| Mansfield MS | 5/26 | Pistor MS | 5/27 | Roskrige K-8 | 5/27 | Gridley MS | 5/29 | Dodge | 6/5 |
| Roberts/Naylor MS | 5/27 | Valencia MS | 5/29 | Safford K-8 | 5/28 | Magee MS | 6/1 | Vail MS | 6/5 |
| Utterback MS | 5/27 | | | | | Secrist MS | 5/28 | | |
| | | | | | | | | | |
| Blenman | 5/26 | Banks | 5/27 | Borton | 5/27 | Bloom | 6/1 | Bonillas | 6/1 |
| Cavett | 5/26 | Grijalva | 5/27 | Brichta | 6/4 | Collier | 6/1 | Borman (DMAFB) | 6/2 |
| Cragin | 5/27 | Johnson | 5/27 | Carrillo | 5/27 | Dietz | 5/27 | Erickson | 6/2 |
| Davidson | 5/28 | Lawrence | 5/27 | Davis | 6/5 | Dunham | 5/28 | Fruchthendler | 6/4 |
| Holladay | 5/28 | Lynn/Urquides | 5/27 | Drachman | 5/27 | Ford | 5/27 | Hudlow | 6/4 |
| Howell | 5/28 | Maldonado | 5/29 | Hollinger | 6/3 | Gale | 5/27 | Kellond | 6/2 |
| Hughes | 5/26 | McCorkle | 5/29 | Manzo | 5/28 | Henry | 5/29 | Myers/Ganoung | 6/3 |
| Lineweaver | 5/27 | Miller | 5/29 | Mission View | 6/3 | Marshall | 5/28 | Sewell | 6/4 |
| Miles | 5/26 | Oyama | 5/27 | Ochoa | 5/27 | Schumaker | 5/29 | Wheeler | 6/3 |
| Pueblo Gardens | 5/27 | Tolson | 5/27 | Robins | 6/4 | Soleng Tom | 5/28 | Whitmore | 6/5 |
| Robison | 5/27 | Vesey | 5/27 | Rose | 6/5 | Steele | 5/28 | Whitmore Annex | 6/5 |
| MORE/Drake/Link | 5/28 | SW Learning Center | 5/29 | | | | | | |
| Star/TAPP | 5/28 | | | | | | | | |
| Wright | 5/28 | | | | | | | | |
| Van Buskirk | 5/28 | | | | | | | | |

Appendix 5-10 Basic Training PowerPoint (welcome page)



Appendix 5-11 Lesson Plan for School Monitor Training

| <u>School Monitor Training</u> | | |
|--|---|--------------------------|
| <u>Agenda</u> | | |
| <u>September 4, 10, 18, 2014</u> | <u>October 15, 2014</u> | <u>December 10, 2014</u> |
| (Overview: October 20-21) | | |
| <ol style="list-style-type: none"> 1. Introduction/Position Overview <ol style="list-style-type: none"> a. Responsibilities, Expectations and Limitations of position b. Overview of Guidelines for Student Rights and Responsibilities 2. Incident Response <ol style="list-style-type: none"> a. Assess the situation b. Control / De-escalate c. Preserving evidence d. Contacting the appropriate authorities (see matrix) <ol style="list-style-type: none"> i. Law Enforcement ii. Fire/Medical iii. Administration iv. School Safety e. Documentation <ol style="list-style-type: none"> i. Mandatory Reporting Statutes ii. Need for documentation <ol style="list-style-type: none"> 1. Staff 2. Students 3. Other witnesses iii. Basics of Report Writing <ol style="list-style-type: none"> 1. 5 w's: Who, What, Why, Where, When, How (if known) 2. Clear, Concise and to the point | <ol style="list-style-type: none"> 3. First Aid and CPR Certification Training <i>(Schedule with Sgt. Batory)</i> 4. Search and Seizure Overview <ol style="list-style-type: none"> a. State Laws b. District Policies c. Liabilities 5. Use of Force <ol style="list-style-type: none"> a. State Laws b. District Policies c. Liabilities 6. Radio Procedures <ol style="list-style-type: none"> a. Equipment Familiarization b. Radio Protocol c. 10-Code / Designators <ol style="list-style-type: none"> i. School Name / Seniority <i>(i.e. Tucson-1, Sahuaro-3, etc...)</i> 7. Student Intervention Training <i>(Schedule with Special ED)</i> | |

Appendix 5-12 True North Logic listing of Incident Command classes

Welcome, David Williams


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


Home Onboarding Transcript **Course Catalog** Credentials Help Propose A Course


Search

emergency

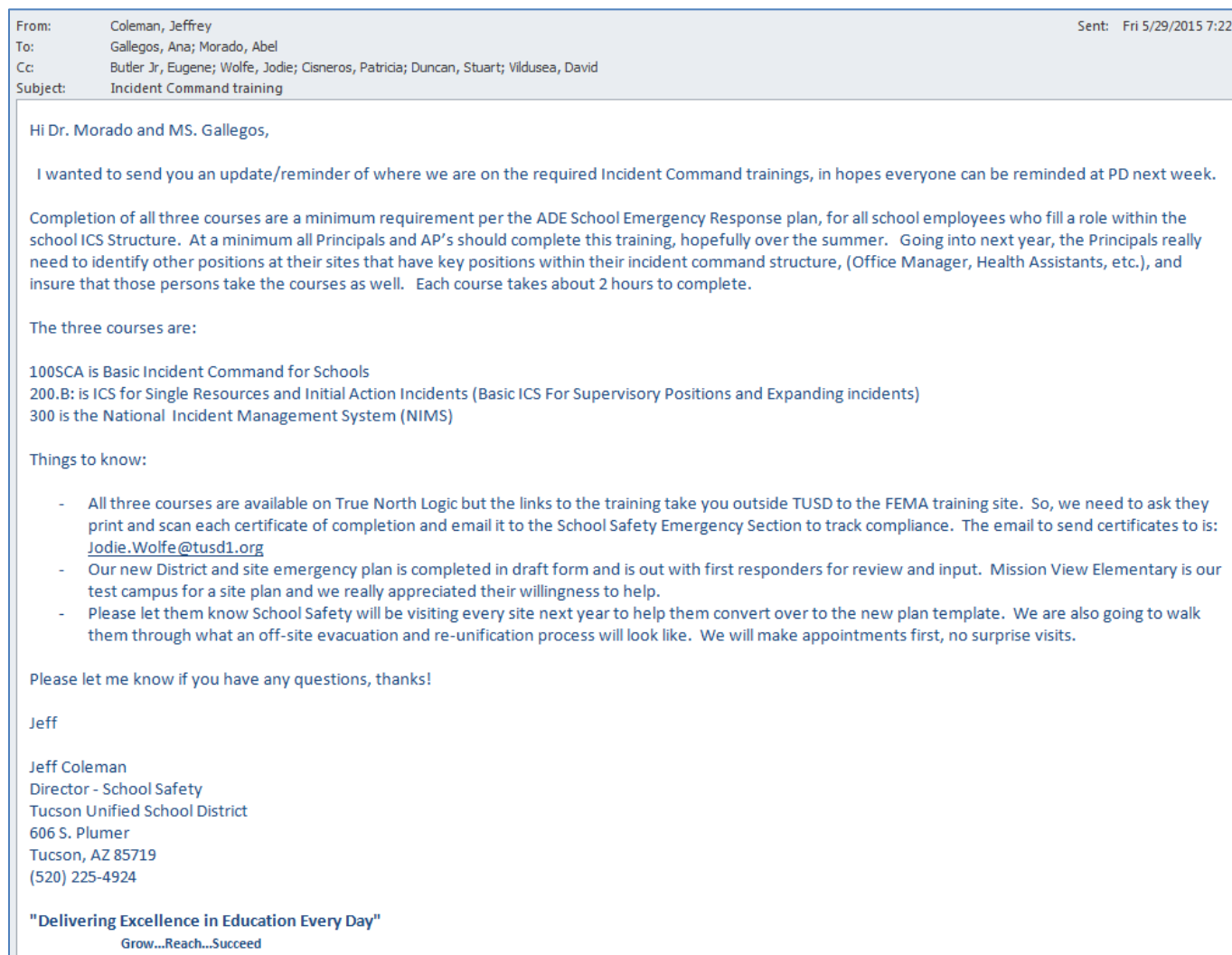
Advanced Search Show All

 **#11878 Emergency Response Plan Training IS200b**
☒ Credit Views 165
 The National Incident Management System (NIMS) is a systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work together seamlessly and manage incidents involving all threats... [Read More](#)

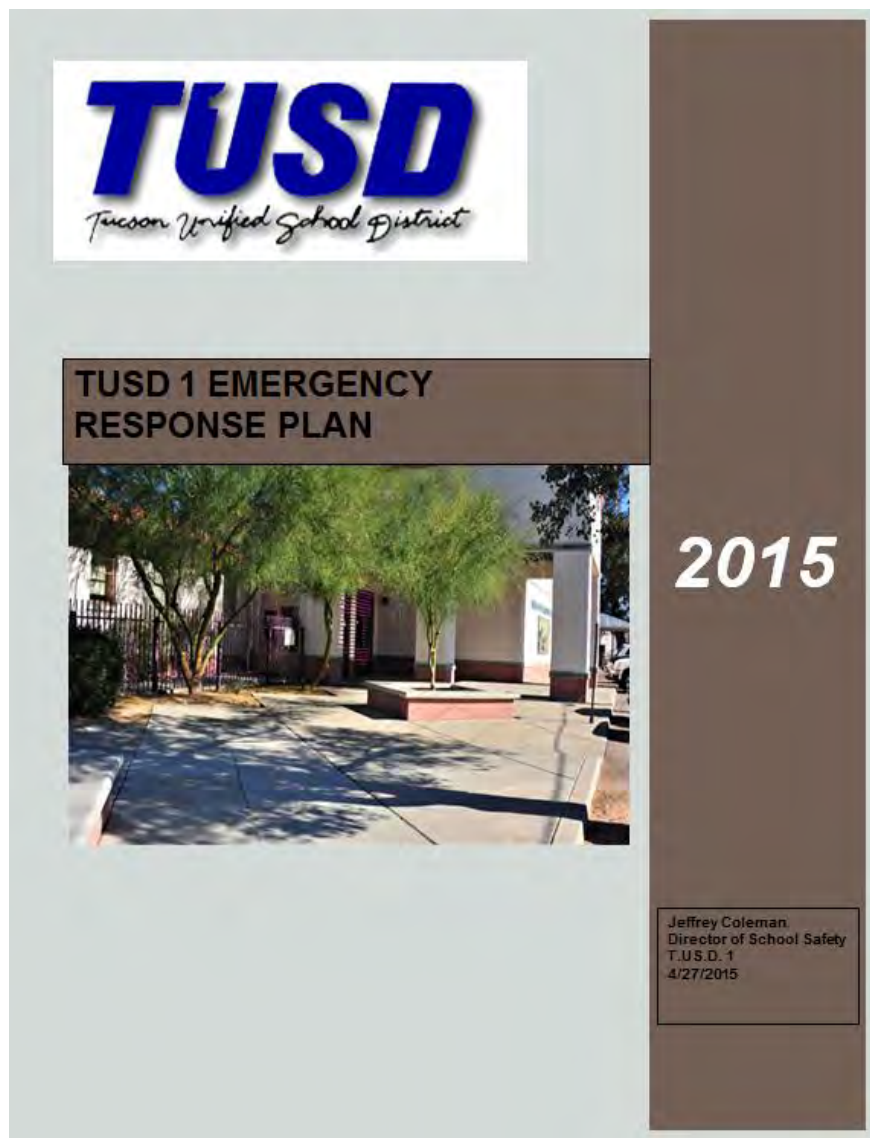
 **#11877 Emergency Response Plan Training 100SCA**
☒ Credit Views 45
 The National Incident Management System (NIMS) is a systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work together seamlessly and manage incidents involving all threats... [Read More](#)

 **#11879 Emergency Response Plan Training IS 700a (new)**
☒ Credit Views 40
 The National Incident Management System (NIMS) is a systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work together seamlessly and manage incidents involving all threats... [Read More](#)

1 of 1 page(s)

Appendix 5-13 Email to Leadership requesting classes be completed

Appendix 5-14 District Emergency Plan





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Finance

2014-2015 End of Year Report

Tucson Unified School District



STRATEGIC PLAN END OF YEAR REPORT 2014-2015

FINANCE

Strategic Priority 1: System and Process Creation and/or Refinement – TUSD will streamline systems and processes so that dollars/resources are maximized.

Year 1 Goal: Implement a Phased System Installation for a TUSD district-wide Enterprise Resource Planning (ERP) System

Progress/Completion: 100% July 1 – District will Go- Live with Infinite Visions ERP starting 15-16 SY

In the start July of 2014 the District began to implement a new ERP system called Infinite Visions which is currently being used in production for 93 % of school districts across Arizona and is also utilized through the U.S. The District presented monthly updates to the Governing Board providing updates on the critical path milestones. The implementation of Infinite Visions ERP will give the District the ability for financial transparency, lower yearly operating costs then the two current ERP's and operating the District in a more efficient process with electronic workflow saving the District 100K's of dollars per year.

Infinite Vision ERP will move the District to streamline processing through the following processes:

- Electronic Workflow – Districtwide Campus, Central and Operational departments
- Accounting / Financial Transaction - consolidation from PeopleSoft and Lawson
- Time & Attendance- streamline time entry from hybrid paper/electronic process to fully electronic workflow
- Payroll – transitioning from exception pay to positive pay
- Ability for USP financial tracking and reporting for program evaluation
- Reporting – real time reporting
- Full financial encumbrance capability
- Budget Monitoring – real time site and department level

As part of the ERP implementation, staff District wide have received over 10,000 + hours of certified training on Infinite Visions ERP. **(Appendix 1-1)**

In addition, the District is committed to providing ongoing training and support to ensure the successful implementation of the ERP system

Example:

- Account Code Changes **(Appendix 1-2)**

As we move from two separate account Code structures (one in PeopleSoft and one in Lawson) Finance is presenting at all DAC training sessions to introduce the new unified string.

- Purchasing, HR, Budget and Student Finance are working collaboratively to provide ongoing support to all DAC's (sites). Open Labs are offered to provide assistance in entering requisitions in Visions. **(Appendix 1-3)**

Evidence:

Appendix 1-1: ERP implementation Training

Appendix 1-2: Account Code Changes

Appendix 1-3: Requisition Training

Strategic Priority 2: Maximize Existing Revenue and Resources – TUSD will develop a plan to leverage district resources to support the district's Five-Year Strategic Plan.

Year 1 Goal: Align the Strategic Plan to allow for effective and efficient funding and resource allocations based on priorities

Progress/Completion: 100% Fulfilled and Ongoing

There were two major initiatives that aligned with the Year 1 Goal. The Energy Performance Contracts and Expansion of the pCard Program.

- Energy Performance Contracts

The district obtained financing through a Qualified Zone Construction Bonds at 0% interest to retrofit district schools to be energy efficient.

A total of 30 schools, along with Morrow Center District Office, Food Service, Eastside Transportation, and the SW Education center are part of the Energy Performance Initiative. The total cost of the program was \$29.2 with an expected savings of over \$2.5M a year for a total savings of **\$34,478,512. (Appendix 2-1)**

- Expansion of pCard Program

- TUSD's preferred payment method is pCard, a commercial Visa credit card, to pay contracted vendors at the tail end of the procure to pay process for much needed efficiencies, effectiveness and as an added layer of transparency.

- The pCard Program has drastically minimized the cumbersome, time consuming and costly check writing and mailing process in alignment of the Five-Year Strategic Plan

- We currently have 1,844 vendors transitioned to pCard.

- 25,178 pCard transactions have been made since 2014.

- We conservatively estimate that TUSD saves \$50.00 per avoided check

- \$63,174,852 in payments has been transitioned to pCard the last two fiscal years resulting in **\$1,258,900** in savings. **(Appendix 2-2)**

Evidence:

Appendix 2-1: Energy Performance Initiative
Appendix 2-2: P-Card Figures

Strategic Priority 3: School Finance Education and Transparency – TUSD will effectively communicate to and educate all stakeholders on the finances of the district.

Year 1 Goal: TUSD will provide accurate and timely reports with the new ERP system

Progress/Completion: 100 % Fulfilled and Ongoing

With the completion of the implementation of the new ERP (Enterprise Resource System), the Finance Department will be able to achieve the following relating to the requests/needs of all stakeholders. These templates and features available in the ERP system will allow the finance staff to produce financial reporting that helps the board and the district administration to make informed and reliable decisions.

Governing Board / TUSD Community

- Provide monthly reports for all funds
- Use ERP data to forecast with reliability

District Staff/Central users

- Maximize efficiency by utilizing a variety of reports
- Maximize efficiency and improve communications by sharing of data pertinent to functional areas
- Immediate Posting of data

School Sites/Departments

- Ability to access real time data
- Improve communication and increase ability to utilize budgets more effectively
- Improve hiring process

In addition, the following features of the new ERP will facilitate the ability of the Finance Department to better serve all stakeholders:

- Electronic approvals will maximize efficiency Comprehensive, fully integrated financial & personnel management reporting
- Microsoft Office /ODBC compatible
- Drill-down capabilities
- Federal and Arizona state specific reporting
- Customizable data sorting and filtering
- Web Portal integration
- Site level reporting capabilities
- Point and click General Ledger Report Writer
- Financial statement editor
- Easy custom SQL reporting tool

| |
|---|
| <ul style="list-style-type: none"> Over 400 standard reports (Appendix 3-1) <p>In conjunction with the new ERP System Implementation, in order to provide school finance education and promote transparency monthly presentations at Governing Board meetings have been done by the Chief Financial Officer to inform and update the Board and community on Budget, School Finance and Legislature relating to the District. (Appendix 3-2)</p> |
| <p>Evidence: Appendix 3-1: Standard Reports Appendix 3-2: Reports</p> |
| <p>Strategic Priority 4: Legislative Advocacy – TUSD will collaborate with legislature to develop strong relationships that promote advocacy for education.</p> |
| <p>Year 1 Goal: TUSD will increase awareness in public education funding and issues</p> |
| <p>Progress/Completion: 100% Fulfilled and Ongoing</p> |
| <ul style="list-style-type: none"> Issued a RFP and hired lobbyist firm Identified and addressed proposed legislation impacting public education, particularly affecting TUSD (over 100 bills this Legislative session) Contacted legislators and addressed concerns via meetings, testimony, press conferences Communicated concerns with TUSD community – literature, communications, presentations Worked collaboratively with other school districts. (i.e. Joint press conference on JTED funding) (Appendix 4-1) Superintendent testified at legislature regarding funding issues impacting TUSD (Appendix 4-2) Superintendent brought forward and Governing Board passed Resolution relating to Budget Legislation. Subsequently, link was added on TUSD Website on how to contact your Legislator (Appendix 4-3) Collaborated with the Communications Department to develop infographics pertaining to TUSD Budget (Appendix 4-4) |
| <p>Evidence: Appendix 4-1: Joint Press Conference Appendix 4-2: Superintendent Testimony Appendix 4-3: TUSD Website Appendix 4-4: Infographics</p> |
| <p>Strategic Priority 5: External Funding to Support Strategic Priorities – TUSD will actively seek and identify external funding to leverage resources which enhance student achievement.</p> |
| <p>Year 1 Goal: TUSD will create a multi-tiered financial needs assessment that identifies external funds and resources to support student achievement</p> |
| <p>Progress/Completion: 100%</p> |
| <ul style="list-style-type: none"> Multi-tiered needs assessment for external funds – individual departments and school needs (Appendix 5-1) |

- A list of government and private funders created (Goal 5) **(Appendix 5-2, Appendix 5-3)**
- Tax Credit program – thinking outside the box; working is community businesses/partners **(Appendix 5-4)**
- Gifts & Donations – community donors wishing to support Tucson youth
- Professional development –funding template to assist departments/schools with clarity of project details
- Grants & Federal Programs intranet website – resource for crafting a winning application **(Appendix 5-5)**
- Next Steps:
 - Fund Development Tool Kit
 - Pilot Project with schools and departments
- Food Services – State: ADE Action for Healthy Kids grant; Federal: Farm to School grant; School Safety – State: ADE SRO grants; C.E. Rose – State: ADE Character Education;
- Fruchthendler creates fliers, makes personal contacts with community partners and markets the idea of giving to parents/guardians
- Dun & Bradstreet Credibility Corporation, EdAhead Initiative support STEM initiatives; Tucson Credit Federal Union support Pueblo High School Cyber Café
- Fund Development Tool Kit will offer a drop down menu of marketing materials, how to identify and secure partners, maximizing tax credit opportunities and more
- Selected schools and departments will receive mentorship and guidance for develop the skills and tools to secure external funds. In return these schools and departments will mentor a fellow school/department to build capacity and sustainability. To ensure that tool kit is current, Senior Leadership Academy will review, revise and refresh the tool kit each year.

Evidence:

Appendix 5-1: Multi-teared needs assessment for external funds

Appendix 5-2, 5-3: Government and private funders

Appendix 5-4: Tax credit program

Appendix 5-5: Resources

APPENDICES

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| Appendix 1-2 | Account Code Changes Presentation |
| Appendix 1-3 | Open Lab Training/Assistance |
| Appendix 2-1 | Energy Performance Initiative Figures |
| Appendix 2-2 | P-Card Figures |
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| Appendix 3-2 | CFO Budget, School Finance & Legislative Presentations |
| Appendix 4-1 | Joint Press Conference with Southern AZ School Districts |
| Appendix 4-2 | Superintendent Testimony before Legislature |
| Appendix 4-3 | TUSD Website Link for Contacting AZ Legislators |
| Appendix 4-4 | Infographics |
| Appendix 5-1 | Funding Template |
| Appendix 5-2 | Foundations Funder |
| Appendix 5-3 | Government Funder List |
| Appendix 5-4 | Tax Credit Intranet Website |
| Appendix 5-5 | Grants & Federal Programs Intranet Website |

Appendix 1-1 Infinite Visions ERP Certified Trainings

ERP Courses offered to date

| | Course Title | Date | Course # |
|----|---------------------------------------|--|-----------------|
| 1 | IVEE - Payroll Setup Training | November 20th - 9am to 4pm | 25163 |
| 2 | IVEE - Managing Employee Training | December 4th & 5th - 9am to 4pm | 25164 |
| 3 | IVEE - Managing Employee Training | December 15th & 16th - 9am to 4pm | 25167 |
| 4 | IVEE - Managing Employee Training | February 2nd & 3rd - 9am to 4pm | 25227 |
| 5 | IVEE Using Human Resources Training | February 4, 2015 9:00-4:00 (HR, Payroll, Finance Staff Only) | 25338 |
| 6 | IVEE Using Human Resources Training | February 5, 2015 9:00-4:00 (HR, Payroll, Finance Staff Only) | 25339 |
| 7 | IVEE DAC User Training | March 23, 2015 9:00-4:00 (1010 Training Lab Basement) | 25348 |
| 8 | IVEE Accounts Receivable Training | February 24, 2015 9:00-4:00 | 25355 |
| 9 | IVEE iVisions Administration Training | February 20, 2015 9:00-4:00 | 25356 |
| 10 | IVEE Purchasing & Payables Training | February 17, 2015 9:00-4:00 (Purchasing, AP) | 25358 |
| 11 | IVEE Human Resources Setup Training | January 30, 2015 9:00-4:00 | 25366 |
| 12 | IVEE P&P Setup Training | February 16, 2015 9:00-4:00 | 25367 |
| 13 | IVEE Purchasing & Payables Training | February 18, 2015 9:00-4:00 (Purchasing, AP) | 25373 |
| 14 | IVEE DAC User Training | March 24, 2015 9:00-4:00 (1010 Training Lab Basement) | 25429 |
| 15 | IVEE DAC User Training | March 25, 2015 9:00-4:00 (1010 Training Lab Basement) | 25430 |
| 16 | IVEE DAC User Training | March 26, 2015 9:00-4:00 (1010 Training Lab Basement) | 25431 |
| 17 | IVEE DAC User Training | March 27, 2015 9:00-4:00 (1010 Training Lab Basement) | 25432 |
| 18 | IVEE DAC User Training | March 23, 2015 9:00-4:00 (LIRC TS Computer Lab) | 25433 |
| 19 | IVEE DAC User Training | March 24, 2015 9:00-4:00 (LIRC TS Computer Lab) | 25434 |
| 20 | IVEE DAC User Training | March 25, 2015 9:00-4:00 (LIRC TS Computer Lab) | 25435 |
| 21 | IVEE DAC User Training | March 26, 2015 9:00-4:00 (LIRC TS Computer Lab) | 25436 |
| 22 | IVEE DAC User Training | March 27, 2015 9:00-4:00 (LIRC TS Computer Lab) | 25437 |
| 23 | IVEE DAC User Training | March 30, 2015 9:00-4:00 (LIRC TS Computer Lab) | 25438 |
| 24 | IVEE DAC User Training | March 31, 2015 9:00-4:00 (LIRC TS Computer Lab) | 25439 |
| 25 | IVEE DAC User Training | April 1, 2015 9:00-4:00 (LIRC TS Computer Lab) | 25440 |
| 26 | IVEE DAC User Training | April 2, 2015 9:00-4:00 (LIRC TS Computer Lab) | 25441 |

| | | | |
|----|--|--|-------|
| 27 | IVEE DAC User Training | April 20, 2015 9:00-4:00 (LIRC TS Computer Lab) | 25442 |
| 28 | IVEE DAC User Training | April 21, 2015 9:00-4:00 (LIRC TS Computer Lab) | 25443 |
| 29 | IVEE DAC User Training | April 22, 2015 9:00-4:00 (LIRC TS Computer Lab) | 25444 |
| 30 | IVEE DAC User Training | April 23, 2015 9:00-4:00 (LIRC TS Computer Lab) | 25445 |
| 31 | IVEE DAC User Training | April 24, 2015 9:00-4:00 (LIRC TS Computer Lab) | 25446 |
| 32 | IVEE DAC User Training | April 27, 2015 9:00-4:00 (LIRC TS Computer Lab) | 25447 |
| 33 | IVEE DAC User Training | April 28, 2015 9:00-4:00 (LIRC TS Computer Lab) | 25448 |
| 34 | IVEE DAC User Training | April 29, 2015 9:00-4:00 (LIRC TS Computer Lab) | 25449 |
| 35 | IVEE DAC User Training | April 30, 2015 9:00-4:00 (LIRC TS Computer Lab) | 25450 |
| 36 | IVEE DAC User Training | May 1, 2015 9:00-4:00 (LIRC TS Computer Lab) | 25451 |
| 37 | IVEE ePARs Setup Training | March 4, 2015 9:00-4:00 (1010 Basement) | 25455 |
| 38 | IVEE General Ledger Budget Training | March 9, 2015 9:00-4:00 (1010 Basement) | 25457 |
| 39 | IVEE General Ledger Report Training and Assistance | March 10, 2015 9:00-4:00 (1010 Basement) | 25458 |
| 40 | IVEE Warehouse Training | March 30, 2015 9:00-4:00 (1010 Basement) | 25459 |
| 41 | IVEE Grant/Project Tracking | April 20, 2015 9:00-4:00 (1010 Training Lab Basement) | 25575 |
| 42 | IVEE Info Link Reporting Training | April 21, 2015 9:00-4:00 (1010 Training Lab Basement) | 25576 |
| 43 | IVEE Garnishment Training & Consulting | April 6 & 7, 2015 9:00-4:00 (1010 Training Lab Basement) | 25577 |
| 44 | IVEE Sub Interface Training and Setup Assistance | April 13 & 14, 2015 9:00-4:00 (1010 Training Lab Basement) | 25578 |
| 45 | IVEE Payroll Processing Training | April 22, 2015 9:00-4:00 (1010 Basement) | 25583 |
| 46 | IVEE DAC User Training | May 27, 2015 9:00-4:00 (1010 Training Lab Basement) | 25736 |
| 47 | IVEE DAC User Training | May 28, 2015 9:00-4:00 (1010 Training Lab Basement) | 25738 |
| 48 | IVEE DAC User Training | May 29, 2015 9:00-4:00 (1010 Training Lab Basement) | 25739 |

Appendix 1-2 Account Code Changes Presentation

INFINITE VISIONS

Introduction to the New Account Code Structure

TUSD Financial Services

TUSD

Transitioning to New Account Code Structure – A unified numbering system

Infinite Visions - For Payroll and General Ledger

| | 001 | 100 | 1000 | 0011 | 1120 | 0000 | 1120 |
|-----------------|-----|-----|------|------|------|------|------|
| Supply Purchase | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ |
| Payroll | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | ↓ |
| | 001 | 202 | 2190 | 0150 | 1120 | 0000 | 0070 |

This structure follows the USFR layout for the first five elements.

Transitioning to New Account Code Structure

Activity Element

- Detailed data formerly tracked in Lawson's sub-ledger will now be recorded as part of the account code string in Infinite Visions.
- Activities mainly consist of grants or cash funds (for example, gifts and donations or clubs) but will also include construction, and specialized project and department expenditure information.

Transitioning to New Account Code Structure – currently in use

PeopleSoft Account Code Structure
The account code structure that we use in our current Payroll system consists of the following:

| | | | | | |
|--------------------|---------|-------------|-------------|-------------|-------------|
| 6611 | 00100 | 2070 | 100 | 1000 | 0000 |
| 1. Social Security | 2. Fund | 3. Position | 4. Position | 5. Position | 6. Position |

Lawson Account Code Structure
The account code structure that we use in our current General Ledger consists of the following:

| | | | | | |
|------------|----------------|-------------|-------------|--------------|-------------|
| 1 | 00110010002070 | 6611 | 1000 | 000000000000 | 0000 |
| 1. Company | 2. Fund | 3. Position | 4. Position | 5. Position | 6. Position |

Transitioning to New Account Code Structure

Responsibility vs Unit

What is the difference between the Responsibility Element and the Unit (Site) Element

Responsibility Element represents the site/department that is responsible for

- Submitting budget
- Approving spending

Unit (Site) Element represents the location

- Where the funds are expended

When do we use an activity?

The fund groups most commonly used that will require an activity are

| Fund Type | Fund Group |
|--------------------|------------|
| Community | 100 |
| General | 100 |
| Grants & Donations | 100 |
| Library | 100 |
| Public Works | 100 |

| Fund Type | Fund Group |
|--------------------|------------|
| Community | 100 |
| General | 100 |
| Grants & Donations | 100 |
| Library | 100 |
| Public Works | 100 |

In addition to the activity types listed above some Departments will also use activities established for

- Construction
- Tracking of additional detail specific to the Department

Appendix 1-2 Con't. Account Code Changes Presentation

Activity Element

XXXXX – 5 Digit Number

| | |
|----------------|------------|
| X | XXXX |
| Activity Group | Identifier |

Activity groups are:

- 2 = Grants & J150
- 3 = Gifts & Donations
- 4 = Community Schools
- 5 = Student Funds (525, 526, 550)
- 6 = Construction
- 8 = USF (Deseg)
- 9 = Clinic (515) & Local Books (555)

Changes to the Chart

Transitioning to a unified numbering system has resulted in some changes to the chart.

- The unified numbering of payroll items in the subject 2 function elements will be changed to the element's existing use in the USF.
- 0100 Capital asset expenses will be changed to USF numbering
 - 0111 = Construction
 - 0112 = Services
 - 0113 = Sublease Services
 - 0114 = Other Capital expiring that does not have a 000 as a function
- 0202 will be the only code for allocated salaries
- 0203 Capital assets are limited to the following
 - 0202 = Capital Equip
 - 0203 = Capital - Capital
- 0300 codes have been eliminated
- 0301 Classified assets are limited to
 - 0301 = Classified - Temporary Pay
 - 0302 = Student - Classified
- 0400 codes are limited to the following
 - 0401 = Other - Civil Disobedience-Charged - Perm - 040
 - 0402 = Classified
 - 0403 = Classified Sublease
- 0500 codes are new
 - 0501 = Capital
 - 0502 = Classified
 - 0503 = Sublease
- Pay numbering for certain GRANTS will be changing. These affected will be notified.

INFINITE VISIONS

| | | | | | | | |
|-----------------|------|---------|------------|-------|------------|------------|------------|
| Supply Purchase | 001 | 100 | 1000 | 0011 | 1120 | 00000 | 1120 |
| | Food | Program | Foodstuffs | Other | Foodstuffs | Foodstuffs | Foodstuffs |
| Payroll | 001 | 202 | 2100 | 0150 | 1120 | 00000 | 0070 |
| | Food | Program | Foodstuffs | Other | Foodstuffs | Foodstuffs | Foodstuffs |

Available shortly on the Finance Website will be

- The Revised Chart of Accounts
- Charting of Activity Numbers, including a crosswalk from Liaison Activity Numbers to Infinite Visions Activity Numbers

Project Code – Additional Tracking for DESEG

TUSD currently tracks deseg expenditures with an activity number.

Per the USF Court Order (Section X5.3) TUSD will also be tracking expenditures from other funding sources (Non 910G) when they support specific components of that court order.

Infinite Visions has an additional cost tracking element - Grant/Project - which will be used to track the Non 910G expenditures.

| | | | | | | | |
|---------|------|---------|------------|-------|------------|------------|------------|
| DESEG | 001 | 011 | 1000 | 0011 | 1120 | 00000 | 1120 |
| | Food | Program | Foodstuffs | Other | Foodstuffs | Foodstuffs | Foodstuffs |
| NON910G | 117 | 100 | 1000 | 0011 | 1120 | 00000 | 1120 |
| | Food | Program | Foodstuffs | Other | Foodstuffs | Foodstuffs | Foodstuffs |

The codes are currently under construction and will be published shortly.

Account Code Support

Where and who to go to for help!

For Grants, call or e-mail: Grant Manager 1st, then Betty Cohen 225-6112
betty.cohen@tusi.org

For JTO, call or e-mail: Anita Hull 225-4956 anita.hull@tusi.org or
 Jan Worthington 225-4928 jan.worthington@tusi.org

For General budget and coding questions call or e-mail your budget analyst

- Pam Wolfe 225-6724 pam.wolfe@tusi.org
- Ben Martinez 225-6260 benjamin.martinez@tusi.org
- Suzanne Miller 225-6096 suzanne.miller@tusi.org

For Student Finance questions call or e-mail Julie Ventule 225-6122 julie.ventule@tusi.org or
 your Student Finance Account Processor

- Lynn Cole 225-6116 lynn.cole@tusi.org
- Barbara Houghton 225-6141 barbara.houghton@tusi.org
- Jodi Leach 225-6147 jodi.leach@tusi.org

INFINITE VISIONS

Watch for more communication regarding

Infinite Visions Intranet Site
 Revised Chart of Accounts
 Deseg Coding
 Crosswalks and Guides

Thank You!

Appendix 1-3

Open Lab Requisition Training/Assistance



Need help entering requisitions into iVisions?

Purchasing along with Human Resources, Budget, and Student Finance will be holding several OPEN labs to help you get started. **ONLY THOSE WHO HAVE COMPLETED THE iVisions DAC TRAINING MAY ATTEND THE OPEN LABS!**

Elementary & Middle Schools may attend the following dates:

| | |
|--------------------|----------------|
| Monday May 11th | 8:30AM-11:30AM |
| Wednesday May 13th | 1PM-4PM |

High Schools & Departments may attend the following dates:

| | |
|-----------------|----------------|
| Monday May 18th | 8:30AM-11:30AM |
| Friday May 22nd | 1PM-4PM |

All trainings will be held at the LIRC(Lee Instructional Resource Center) computer labs located at 2035 E Winsett St. Tucson, AZ 85719

*There is a limited availability for each class. Please sign up for the class you plan on attending using the Professional Learning Portal (course # 12103). If you have any questions, please contact the Purchasing Department at 225-6080.

Appendix 2-1 Energy Performance Initiative Figures

TUSD ENERGY PERFORMANCE CONTRACTS

Status Report - June 1, 2015

Expected Savings

\$34,478,512.00

| | Contract Amount | Completed | Remaining Work | % Complete |
|---------------------------|------------------------|------------------------|-----------------------|---------------|
| Ameresco Southwest, Inc. | \$4,475,841.00 | \$2,945,721.45 | \$1,530,119.55 | 65.81% |
| Climatec BTG | \$5,380,392.00 | \$3,127,897.53 | \$2,252,494.47 | 58.14% |
| Midstate Mechanical, Inc. | \$8,908,885.00 | \$6,303,227.48 | \$2,605,657.52 | 70.75% |
| Honeywell ACS Sevice | \$10,472,203.00 | \$7,767,828.00 | \$2,704,375.00 | 74.18% |
| Project Totals | \$29,237,321.00 | \$20,144,674.46 | \$9,092,646.54 | 68.90% |

Appendix 2-2 P-Card Figures

TUSD pCard Program Stats

Status Report- May 27, 2015

| Year | Vendors Transitioned to <u>pCard</u> | <u>pCard</u> Transactions | Total Payments Transitioned to <u>pCard</u> | Total Estimated Adm. Cost Savings |
|---------------|--|------------------------------|---|--------------------------------------|
| 2013 | 1,107 | 10,116 | \$34,329,231 | \$505,800 |
| 2014 | 1,650 | 17,409 | \$45,549,432 | \$870,450 |
| 2015, to date | 1,844 | 7,769 | \$17,625,420 | \$388,450 |

Appendix 3-1: Infinite Visions ERP Reports

General Ledger

- Journal Transactions
- Cash Management
 - Cash Balances
 - Check Listings
 - Deposit Listings
 - Non-Check Batch Listings
 - Projected Cash Balances
- Financial Statements
 - Operating Statements/Balance Sheets
 - Cash Flow Statements
 - Monthly Revenue and Expenditure Report
 - Projected Expenditures
 - Consolidated Annual Financial Reports
- Medicaid Reporting
- General Ledger Report Writer (user defined reports)
- Budget Control Group Reports
- Fund Balances
- Trial Balance by Fund
- Account Level Financial Statements
- Grants Management Report
- Trial Balance w/Summary
- 5-Year Comparison Report
- Revenue and Expenditure Budget Balance
- Revenue and Expenditure Budget Balance Detail
- Receipts and Disbursements Report
- Accounts w/No Activity
- Period GL Reports
- Student Activities Report
- GL Info-Link (query writer)
- Consolidated Reporting

Appendix 3-1 Cont. Infinite Visions ERP Reports

Payroll

- Pay Period
 - Time Card Employees Checklist
 - Payroll Journal Report
 - Journal Totals
 - Payroll Journal w/Totals
 - Fund Totals
 - Deductions Register
 - Direct Deposit Listing
 - Fund Balances Summary Report
 - Employee Deduction Listing
 - Labor Summary Report
 - Payroll Distribution
 - Gross Pay Report
 - Deduction Adjustments Report
 - 403(b)/457(b)
- Quarterly/Annual
 - Quarterly Accumulations
 - Journal Distribution Detail
 - Budget Comparison Report/Vacancy Savings Report
 - W-2 Processing Reports
 - 1099R Processing Reports
 - Multiple Worksite Report
 - 941 Reporting
 - 403(b) Reporting
- Workers Comp Reporting
- General
 - Emergency Contacts
 - Employee Checklist by Location
 - Employee Leave Plan Reports
 - Employee Master Detail
 - Employee Contact Information
 - Mailing Labels
 - Attendance Sheets
- Affordable Care Act Report
- Anniversary Report
- Contract Status Report
- Custom Leave Accrual Report
- Data Analysis Compliance Reports
- Earnings Report
- Employee Hours Worked Report
- Employees Not Assigned Deduction Report
- Garnishment Report
- Leave Excess Report
- Manage Payroll Voids
- Position Listing Report
- Probation Report
- Turnover Report
- PR Info-Link (Query Builder)

Appendix 3-1 Cont. Infinite Visions ERP Reports

Human Resources

- Compensation Statements
- Applicant Tracking Report
- Benefits Eligibility
- Birthdays
- Budget Comparison – Vacancy Savings Report
- Certificate Exclusion Report
- Certificates
- Contracts
- Daily Absence
- Education
- EEO-4 Report
- EEO-5 Report
- Emergency Contacts
- Employee Category/Status
- Employee Contacts
- Employee Information Sheet
- Employees Not Assigned to Positions
- Employment Criteria
- Evaluation Dates
- Hire Dates
- Leave Bank
- Mailing Labels
- Miscellaneous Tracking
- Perfect Attendance
- Phone Directory
- Position Report
- Salary Schedule Reports
- Staff Listing
- Staff Master Data
- Substitute Listing Report
- Tenure
- Terminations
- Turnover Report
- HR Info-Link (Query Builder)

Appendix 3-1 Cont. Infinite Visions ERP Reports

Purchasing & Payables

- Vendors/Purchase Orders
- Vendor Totals Report
- Purchase Orders by Account
- Orders by Requester
- Disbursement Detail Listing
- Mailing Labels
- Monthly Use Tax Report
- Employee Expense Reimbursements Reports
- Receiving Reports
- Vendor Contract
- P&P Info-Link (Query Builder)
- 1099 Edit Report
- Invoice Journal
- Warrant Vouchers
- Expenditure Summary

Warehouse

- Catalog
- Items at Reorder Point
- Orders by Account
- Orders by Requester
- Shipped Item Reports
- Stock History
- Inventory Stock
- Usage Reports
- Receiving Reports
- Quantity Shipped
- Posting Report
- Warehouse Purchase Order Aging
- WH Info-Link (Query Builder)
- JIT Inventory Report

General Fixed Assets

- Asset Reports
- Category Listing
- Inventory Forms
- Depreciation Reports
- Disposal Form
- Report Writer
- GFA Info-Link (Query Builder)
- Year End Reports

Appendix 3-2 CFO Budget, School Finance & Legislative Presentations

Budget Update- May 19, 2015

<http://www.tusd1.org/contents/govboard/packet05-19-15/5-19-15-BAI6-Presentation.pdf>

Budget Update- April 28, 2015

<http://www.tusd1.org/contents/govboard/packet04-28-15/4-28-15-BAI2-BudgetUpdate.pdf>

Legislative Update-March 10, 2015

<http://www.tusd1.org/contents/govboard/packet03-10-15/3-10-15-BAI3-TUSDFY2015-2016LegislativeUpdate.pdf>

Budget Update- February 10, 2015

<http://www.tusd1.org/contents/govboard/packet02-10-15/2-10-15-BAI6-BudgetUpdate.pdf>

Comprehensive Annual Financial Report/2014 Audit Results- January 20, 2015

<http://www.tusd1.org/contents/govboard/packet01-20-15/1-20-15-BAI8-CAFR-Presentation.pdf>

Budget Update-January 20, 2015

<http://www.tusd1.org/contents/govboard/packet01-20-15/1-20-15-BAI9-BudgetUpdatePresentation.pdf>

Proposed FY15-16 School Staffing & Funding Plan- December 9, 2014

<http://www.tusd1.org/contents/govboard/packet12-09-14/12-9-14-BAI10-TUSDFY2015-2016ProposedSchoolStaffingFormulas.pdf>

Revision of FY14-15 TUSD Expenditure Budget- December 9, 2014

<http://www.tusd1.org/contents/govboard/packet12-09-14/12-9-14-BAI12-BudgetPresentation.pdf>

FY2014-2015 Budget Update- October 28, 2014

<http://www.tusd1.org/contents/govboard/packet10-28-14/10-28-14-BAI4-TUSD%20FY2014-2015BudgetUpdate.pdf>

Arizona School Finance- October 28, 2014

<http://www.tusd1.org/contents/govboard/packet10-28-14/10-28-14-BAI4-ArizonaSchoolFinancePresentation.pdf>

Appendix 4-1 Joint Press Conference with Southern AZ School Districts

<http://www.tusd1.org/contents/news/press1415/03-05-15p2.html>

School superintendents sound alarm over proposed budget

Posted on: March 5, 2015



Appendix 4-2 Superintendent Testimony before Legislature

<http://www.tusd1.org/contents/news/press1415/02-11-15t.html>

Superintendent Sánchez testifies before Senate committee about desegregation funding bill

Posted on: February 11, 2015

[Deseg Funding Infographic](#) | [Letter from Special Master](#) (both in PDF)

Dr. H.T. Sánchez told the Arizona State Senate Finance Committee on Wednesday, February 11, that phasing out desegregation funds as proposed in Bill 1371 would cripple the district's efforts to achieve Unitary Status.

The legislation, which was introduced by Sen. Debbie Lesko, calls for phasing out funds for all Arizona schools in five to 10 years. The bill was moved forward on a 3-2 vote, though Sen. Lesko said she is willing to discuss an amendment that would make an exception for TUSD, which is the only district in the state under an active desegregation court order.

In his remarks to the legislators, Dr. Sánchez outlined the extensive scrutiny the district's Unitary Status Plan receives from multiple sources, including the court-appointed Special Master, the plaintiffs in the desegregation lawsuits, the Department of Justice and a federal judge. (For more information, see the [letter from the Special Master](#)).



Dr. Sánchez addresses the Finance Committee regarding Bill 1371.

Appendix 4-3 TUSD Website Link for Contacting AZ Legislators

Governing Board passes resolutions related to legislation

Posted on: March 11, 2015

The Tucson Unified School District Governing Board adopted resolutions regarding Arizona's proposed state budget at the March 11, 2015 meeting.

The resolution were brought forward by Dr. H.T. Sánchez, TUSD superintendent, to address legislative issues that were raised by Arizona legislators at the Feb. 24, 2015, Governing Board meeting.

"I think this will help support our Pima County as well as our Southern Arizona legislators who have stood for students, the sick, the poor and others who truly need the protection of what a government provides."

The resolutions included:

- [Opposition to education funding cuts in the state budget](#)
- [Opposition to Senate Bill 1371, which would eliminate desegregation funding](#)
- [Opposition to the expansion of empowerment scholarships and the forced sale of closed school sites to charter school or other districts](#)
- [Support for Proposition 301 which includes continueing to increase base level funding and recoup monies not paid from 2010 to present](#)

How to contact your
legislators

[Contact Online >>](#)

More Info

www.azvoices.gov

Appendix 4-4 Infographics



Appendix 4-4 Con't. Infographics

House Amendment
to SB 1076

Reduces existing Additional Assistance Funding that is currently allocated in Arizona's State Constitution for homeowners' tax limitation. The State will no longer make up the difference in funding over the limit; instead legislators are capping it at \$1 million dollars. The proposed change could cost TUSD \$6 to \$18 million. But it's not just TUSD. This could affect other school districts that currently exceed the property tax cap.

The way the proposed change works, we could be halfway through the school year before we know what our funding level will be.

Projected Timeline 2015-16



Potential TUSD budget cuts would have to be made more than half way through the school year, risking positions and programs that directly impact students.

TUSD

INDEPENDENT AUDIT

Confirming TUSD Administrative costs are well below those of comparable districts.

Exhibit I.3.4

Comparisons of Teaching and Administrative Staff Percentages
with Nine Large U.S. School Districts
Tucson Unified School District
January 2014

| District | State | Total FTE | Teaching % of FTE | Admin* % of FTE |
|--------------------------------------|-------|-----------|-------------------|-----------------|
| Albuquerque Public Schools | NM | 13,304 | 49.2 | 5.0 |
| Austin Independent School District | TX | 11,323 | 52.0 | 4.9 |
| Denver County School District 1 | CO | 9,226 | 47.2 | 4.3 |
| Jefferson County School District R-1 | CO | 10,378 | 46.0 | 3.8 |
| Milwaukee School District | WI | 10,861 | 47.5 | 3.7 |
| Averages | | 11,095 | 48.4% | 4.3% |

Tucson Unified School District No. 1 Study Report Page 31

Exhibit I.3.4 (continued)
Comparisons of Teaching and Administrative Staff Percentages
with Nine Large U.S. School Districts
Tucson Unified School District
January 2014

| District | State | Total FTE | Teaching % of FTE | Admin* % of FTE |
|------------------------------------|-------|-----------|-------------------|-----------------|
| Lee County School District | FL | 9,469 | 53.2 | 3.2 |
| Tucson Unified School District 1 | AZ | 6,141 | 42.1 | 2.5 |
| Mesa Unified School District | AZ | 7,600 | 49.4 | 2.0 |
| Long Beach Unified School District | CA | 8,466 | 47.4 | 1.9 |
| Fresno Unified School District | CA | 7,320 | 53.6 | 1.9 |

*The administrative FTE data include both District and School-based administrators.
Note: FTE is not a fixed count of employees. In NCTES data, it is "the amount of time required to perform an assignment based on a proportion of a full-time position." FTE can be, for example, two full-time positions counted as 1 FTE.
Source: National Center for Educational Statistics (<http://nces.ed.gov>)

Auditing done by
International Curriculum Management Audit Center
Curriculum Management Systems, Inc.

House Amendment
to SB 1120

The bill would require a forensic audit for any district that budgets more than \$15 million in desegregation dollars.

This bill could freeze \$400 in desegregation funds in the same year TUSD is scheduled to file paperwork to be removed from federal oversight.

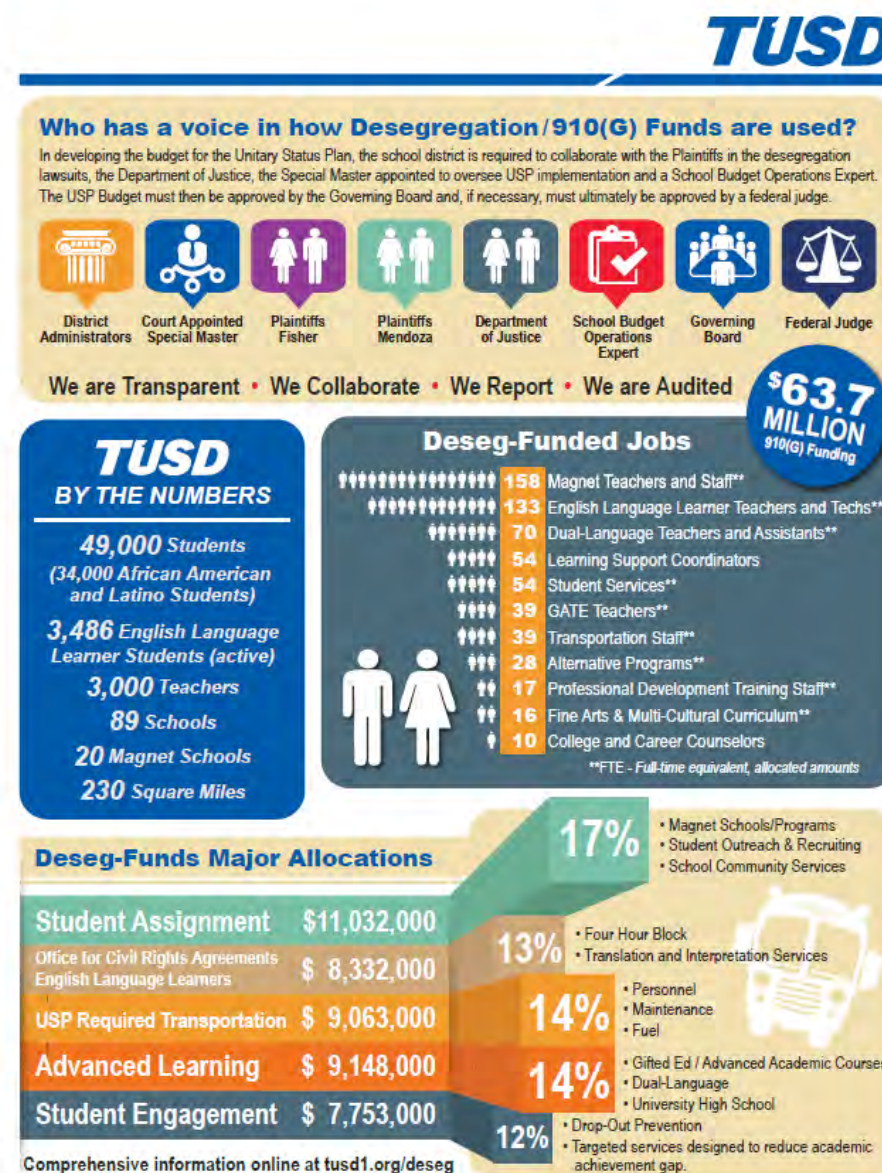
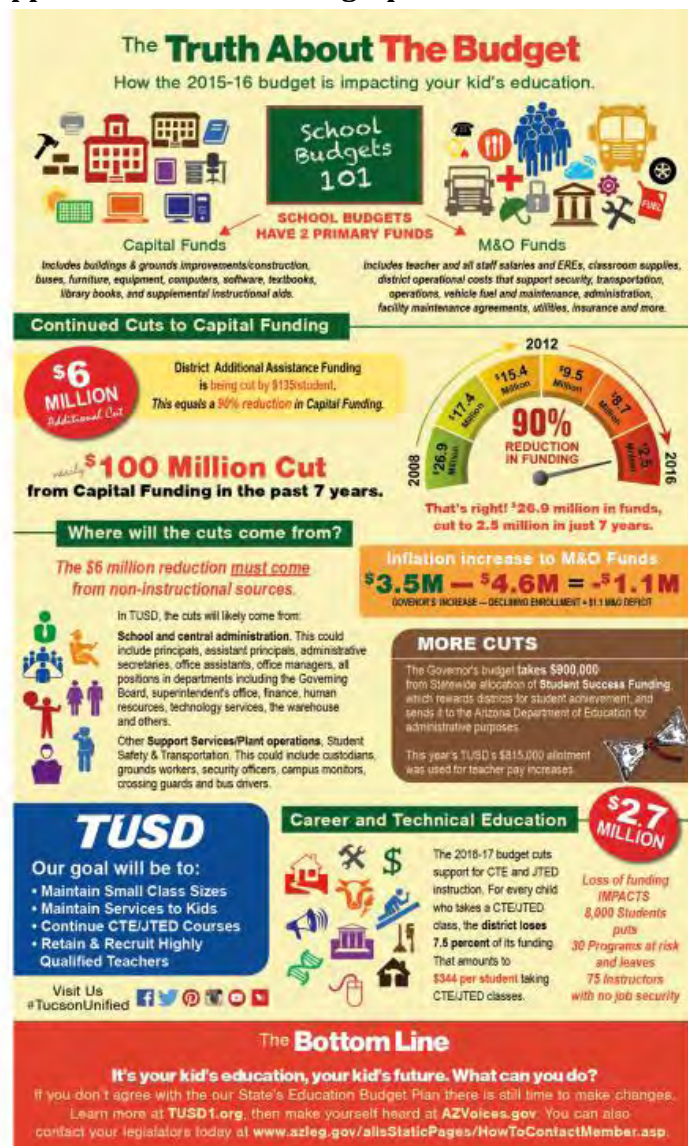
TUSD is already under an active desegregation order and already adheres to an extensive monitoring, auditing, and reporting process.

TUSD would be unable to fund hundreds of positions and programs that are in the History Status Plan. More than 800 jobs are mandated under the COF including migrant teachers and staff, transportation workers, student services, college and career counselors.

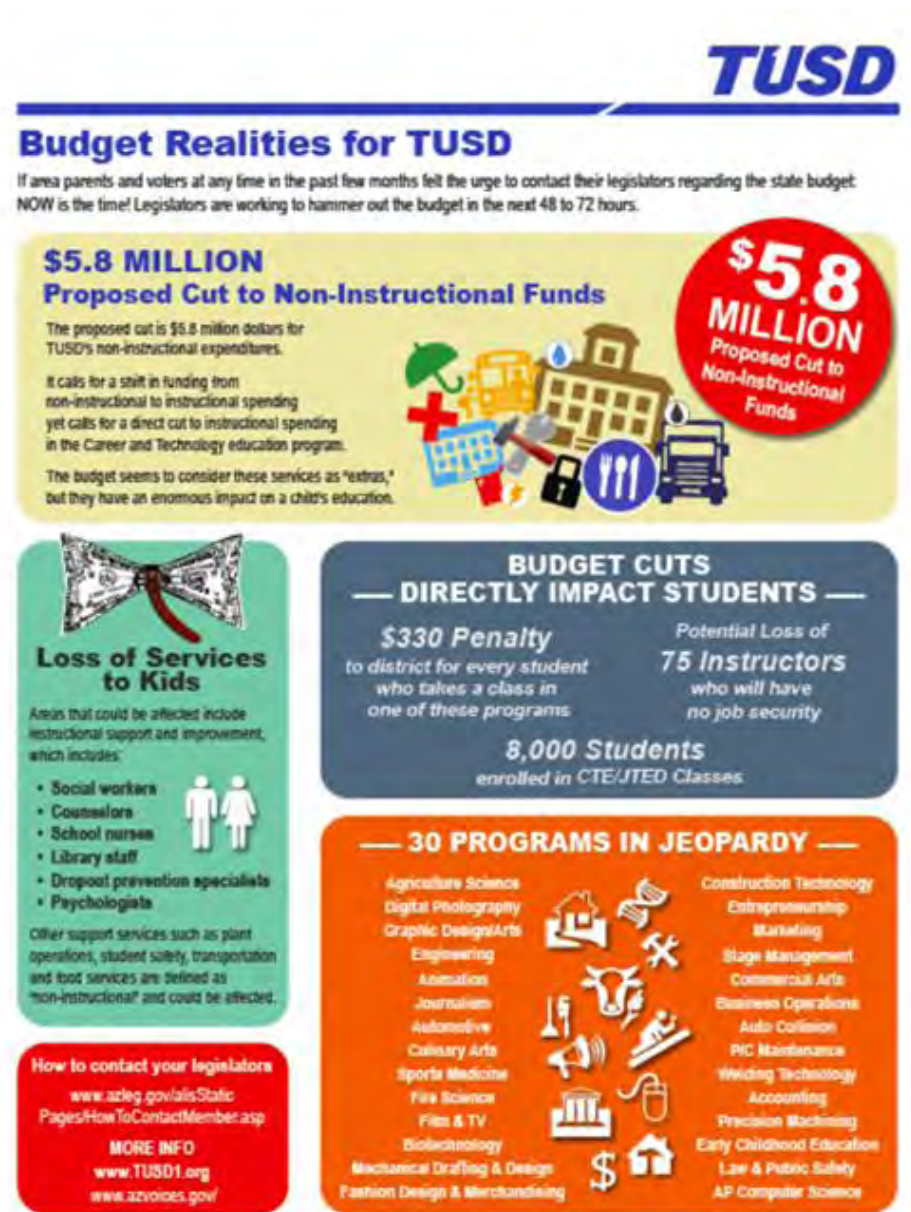
Projected Timeline 2016-17



Appendix 4-4 Con't. Infographics



Appendix 4-4 Con't ■ Infographics



Appendix 5-1 Funding Template

Funding Template – Taking your idea to a fundable concept

What are the **needs** for this project/requested funding? (Why would a funder want to support/fund your project?)

What **outcomes** are you targeting?

- Match these to the funding proposal as well as your school/program/student needs
- Outcome/goals are often “broad sweeps”
- Some goals must be SMART: specific, measurable, accessible, reasonable, time-bound

What program/project **objectives** will you address? **Evidence** that you met the identified objectives?

- Objectives actualize the goals and are often more specific
- Some proposals match goals and objectives – the goal is broad and each goal often has 1-3 objectives to meet that goal
- Evidence may be quantitative or qualitative – must meet project expectations
- Evidence should be easily accessible and both formative and summative

Who will be impacted by the project? (Why did you choose this audience? How will they benefit from this project?) (Goals & objectives must closely match the needs of the identified audience)

- Number of students who will be impacted
- Ethnicity of students
- Free & reduced lunch
- Mobility of families

How will you know this project is a **success**? (progress towards goals & objectives will help determine success)

How will you **sustain** the project/program when the funding stops?

- This is often challenging – consider what is already in place, or will be at end of grant, that can be extended, deepened, connected to other projects/programs

Partners:

- What partners will work with you on the project? What will these partners bring to the project (staff, PD, ‘stuff’, etc.)
- Will these partners be present throughout the grant? If not, why?
- Will these partners want to receive funds from the grant? Why and to do what?
- Consider synergy between partners and project – each should benefit

Suggestions and possible steps:

1. Write a paragraph about the project and have someone read it. Their questions/thoughts will assist you in identifying what areas need more clarification/refinement.
2. Federal grants will request a short executive summary of the project. This is a great tool in helping you gain clarity of what you want to do and how you plan to do it.
3. Create a **budget** early on. This will give you a good idea if your project plans can be completely funded. Sometimes we want to achieve more than funding will support.
4. Often an abstract is written after the grant proposal is complete as it must be a short, clear, and concise summary of the project.

Appendix 5-2 Foundations Funder

Grants and Partnerships Department Potential Funders for District Programs

| Funding Source | URL | Early Childhood College & Career Readiness | Drop Out Prevention | Freshman Academics | HS Innovation- Redesign | Math CC & Content | Science & Literacy | Technology | Other |
|--|---|--|---------------------|--------------------|----------------------------|-------------------|--------------------|------------|-------|
| Alphaville | http://alphaville-foundation.com/alphaville-foundation/ | | | | | X | X | | |
| Academy of Nutrition and Dietetics Foundation | http://www.academyofnutritionanddietetics.org/ | | | | | | | | X |
| Actuarial Foundation | http://www.actuarialfoundation.org/ | | | | | X | | | |
| Allstate Foundation | http://www.allstatefoundation.org/ | | | | | | | | X |
| Annie E. Casey Foundation | http://www.aecf.org/ | | X | | | | | | |
| Arthur Vining Davis Foundation | http://www.avdf.org/ | X | | | X | | | | |
| Bill & Melinda Gates Foundation | http://www.gatesfoundation.org/ | X | | | | | | | |
| Broad Foundation | http://www.broadfoundation.org/ | | | | | | X | | |
| Buffett Early Childhood Fund | http://www.buffett.org/ | X | | | | | | | |
| Captain Planet Foundation | http://www.captainplanet.org/ | | | | | | | | X |
| Child Welfare Foundation | http://www.cwf-foundation.org/ | | | | | | | | X |
| GE Foundation | http://www.gefoundation.org/ | | X | | | | | | |
| General Mills Foundation | http://www.genmills.org/ | | | | | | | | X |
| George Kaiser Family Foundation | http://www.gkff.org/ | X | | | | | | | |
| George Lucas Educational Foundation | http://www.eduplace.org/lucas-foundation/ | | X | | | | | | |
| Harry and Jeanette Weinberg Foundation | http://www.hjwf.org/ | X | X | | | X | X | | |
| Hearst Foundations | http://www.hearst.org/ | X | X | | X | | | | |
| Honda Foundation | http://www.honda.com/usa/education/ | | | | X | X | X | X | |
| Irving Harris Foundation | http://www.irvingharris.org/ | X | | | | | | | |
| Kaufman Foundation | http://www.kaufman.org/ | | X | | | | | X | |
| Kern Family Foundation | http://www.kff-foundation.org/ | | | | X | X | X | X | |
| Kinder Morgan Foundation | http://www.kinder.org/ | | | | | X | X | | X |
| Knight Foundation | http://www.knightfoundation.org/ | | | | | | | X | |
| Kohl's Cares | http://www.kohlscares.com/ | | | | | | | | X |
| Kresge Foundation | http://www.kresge.org/ | | | | | | | | |
| Office Depot Foundation | http://www.officedepotfoundation.org/ | | | | | | | | X |
| Oracle Education Foundation | http://www.oracleeducation.org/ | | | | | | | X | |
| Oncof Prevention Fund | http://www.oncof.org/ | X | | | | | | | X |
| Rag Solem Foundation | http://www.ragsolem.org/ | | | | | | X | | |
| Reiman Foundation | http://www.reiman.org/ | | | | | | | | X |
| RGE Foundation (and teacher development) | http://www.rgefoundation.org/ | | | | | X | X | | X |
| Robert Wood Johnson Foundation | http://www.rwjf.org/ | | | | | | | | X |
| Robert Wood Johnson Foundation | http://www.rwjf.org/ | | | | | | | | X |
| Safeway Foundation (Education) | http://www.safewayfoundation.org/ | | | | | | | | X |
| State Farm | http://www.statefarm.org/ | | X | | | | | | X |
| Success for All Foundation (13 grant) | http://www.successforall.org/ | | | | X | | | | |
| Target Foundation | http://www.target.org/ | | | | | | | | |
| Tellus | http://www.tellus.org/ | | | | | X | X | X | |
| The Chanel Foundation | http://www.chanelfoundation.org/ | X | | | | | | | X |
| Thomas Brown - doesn't take uncollocated requests | http://www.tbrown.org/ | | | | | | | | X |
| Verizon Foundation | http://www.verizonfoundation.org/ | | | | | | | X | |

Appendix 5-2 Government Funder List

Federal Grant Funding Cycles

Key:

Projected month RFP will be available: X

Projected month proposal will be due: XXX

| Funder | Jan. | Feb. | Mar. | Apr. | May | June | July | Aug. | Sept. | Oct. | Nov. | Dec. |
|---|------|------|------|------|-----|------|------|------|-------|------|------|------|
| DOE - RttT-District | | | | | | | | X | | XXX | | |
| DOE - RttT-Early Learning Challenge | | | | | | | | X | | XXX | | |
| NSF - Advanced Technological Education (ATE) | | | X | XXX | | | | | X | XXX | | |
| NSF - Advancing Informal STEM Learning (AISL) --- SOLICITATION POSTED --- (Sept. 2013) | XXX | | | | | | | | | | | X |
| NSF - Discovery Research K-12 (DRK-12) --- SOLICITATION POSTED --- | | | | | | | | X | | XXX | | |
| NSF - Innovative Technology Experiences for Students and Teachers (ITEST) --- SOLICITATION POSTED --- (Nov. 2013) | | | | | | | | | | X | XXX | |
| NSF - Math and Science Partnership (MSP) --- SOLICITATION POSTED --- | X | | XXX | | | | | | | | | |
| NSF - STEM - C - Computing Education --- SOLICITATION POSTED --- | | X | XXX | | | | | | | | | X |
| US DOE Full Service Community Schools | | | | | X | XXX | | | | | | |
| US DOE Investing in Innovation Fund (Development, Validation) | | | | | X | XXX | | | | | | |
| US DOE Jacob K. Javits Gifted & Talented Students Education Program | | | | | X | XXX | | | | | | |
| US DOE School Climate Transformation Grant Program | | | | | X | XXX | | | | | | |
| US DA Fresh Fruits & Vegetables | | | | X | | XXX | | | | | | |
| US DOE Project Prevention | | | | | X | XXX | | | | | | |
| | | | | | | | | | | | | |

Appendix 5-3 Tax Credit Intranet website

TUSD Arizona Tax Credit

Home | Our Schools | Directory | Information | Volunteer | Employment | Governing Board | Student Rights

Home • Information • Arizona Tax Credit



Give Kids the Extra Credit

[En Español >>](#)

Give kids a boost with Arizona Tax Credit contributions

You can help Tucson students get the most out of school years by making contributions through Arizona's tax-credit programs. Contributing is easy, and the impact is immense.



Your tax credit contribution gives kids an extra chance to stay in school, learn more and do better in their classes. Kids who play sports in school are more likely to stay in school and succeed academically. Kids who participate in fine arts-in programs in art and music-actually do better in basic academic subjects, including math! It's also true that kids can learn a lot on extracurricular field trips.

More Resources

- Contribute by Credit Card
- Tax Credits Create Jobs
- Pay Fees, Get Credits
- Printable Forms
- School Address List
- Support Greatest Needs
- Schools Lowest Dollars/Student
- AZ Tax Credit Details
- Tax Credit FAQ
- EEF: Take the Credits/Help Kids

Best of all, in Arizona, you get your tax credit contribution back, subject to the limits of your tax liability, when you participate now and then file your tax return. Please consult your tax professional for more information.

For school donations, you can specify where you want your money to go. Choose a school, a program, even an individual student's educational trip or sports fee. You pick the programs and schools that are important to you.

Donations to the Educational Enrichment Foundation help TUSD students and teachers through grants and programs that are aimed at covering basic needs and helping pay extra fees. For example, EEF pays for books and bus passes and provides clothes and shoes for at-risk young people.

You can do BOTH!

AZ Public School Tax Credit to a TUSD school AND Charitable Tax Credit to EEF

Here's how the credits work:

- For the public schools credit, you choose to pay some of the state income tax you owe directly to a TUSD school. Married couples filing jointly can contribute up to \$400, and individuals can contribute up to \$200.
- To further help children of TUSD, you can direct a portion of your state income to the Charitable Tax Credit through a contribution to the Educational Enrichment Foundation, which helps Tucson children succeed in school. The contribution maximums are the same, and you don't have to choose between the two. As long as you have enough tax liability, you can contribute to both.

Need To Know

- Contributions must be made by Dec. 31 to be claimed on your 2014 taxes.
- You can make your public school contribution to the TUSD School of your choice by credit card online or take or mail your payment directly to a school (see the printable school address list for school locations). You can contribute all at once, or in smaller amounts over time.
- You get every penny back when you file your state return either as a reduction in your tax bill or added to your refund. (All tax matters are subject to the limits of your tax liability. Please consult your tax professional for more information.)

Appendix 5-4 Grants & Federal Programs Intranet

TUSD Grants and Partnerships Department (G&P)

Approved website for TUSD's Grants and Partnerships Department (G&P) | Department | Grants and Partnerships Department | Home | About Us | Contact Us

Home | Grants and Partnerships Department | Grants and Partnerships Department

Hats Off!

NEW FUNDING AWARDED

Congratulations to the Post Service Department and C.E. Stone ES, Corbett ES, Grigoria ES, Hollinger ES, Johnson Primary, Lynn Orquison ES, Mission View ES, Ochse ES, Van Buren ES, and Wright ES on receiving a total of \$27,100 in grant funding from the Arizona Department of Education Post Paid and Integrated Program grants.

Alert!

NEW FUNDING SOURCE

April 2015

The Tucson Conservation/Enhancement Program is pleased to announce that we are now accepting applications for our 2015 CCE Grant Program. Each year CCE awards a small number of grants to local neighborhoods and organizations to protect watersheds and riparian areas throughout Tucson. This funding comes from Tucson Water customer bill donations and CCE personnel identify 100 individuals donated to CCE in 2014 to make this grant program possible.

Grants will be awarded in the range of \$5,000-\$7,500 and applications are due Monday, April 13th, 2015.

For grant details including the application and info packet, please visit: <http://www.tucsonwater.org/cce>

Grants


- Jonathan Assembly of the Holy Spirit - Shrine Structure Grant Program - Open to have a permanent altar structure installed for outdoor locations that are not protected from the sun, such as playgrounds, parks or recreation spaces. Prior to applying you must demonstrate an ongoing commitment to an activity with donor income program in place for at least one year prior to application. Award values up to \$5,000. (Closed for Ongoing) Click here for more information.
- Pay in the Classroom (Closed for Ongoing) Click here for more information.

District Approval Process

SUPERINTENDENT AND/OR GOVERNING BOARD AGENDA TIMELINE

Once the Grants & Partnerships Department receives all grant documents, please allow 3-4 weeks to complete the approval process.

The approval process requires the grant to be reviewed and approved by the following:



ALL checks have to be made out to TUSD - if processed through Finance!