

Revised Implementation Addendum: Monitoring USP Implementation Plans

Overview

The IA has two parts: Action Plans and Court Orders related to the USP, and Implementation Plans as required by this Court’s December 2, 2013 Order.

Some plans/activities appear in more than one part of this IA.

Part I: Action Plans and Court Orders

The USP enumerates certain plans that TUSD must develop in order to comply with the USP. By stipulation, an “Action Plan” is defined by the parties to include enumerated new or amended plans as well as policies, procedures, or other significant changes required by the USP. An Action Plan must be reviewed by the plaintiffs and the Special Master pursuant to USP § I.D.1 and must be approved by the TUSD Governing Board or the Superintendent. By the express language of the USP and common agreement among the parties (the District and the plaintiffs), not every provision of the USP requires review under USP § I.D.1; other provisions will be addressed by reporting in the Annual Report and in Implementation Plans monitored by an Implementation Committee that reports to the Special Master. Some Action Plans identified as “completed” essentially end; then, the responsibility of the District is met. In other cases, implementation will continue to be monitored to ensure effective and timely implementation. Not all actions required by the USP have a due date specified by the USP. The status of progress on the implementation on Action Plans will be available for examination on the USP website (www.tusd1.org/deseg/statusreport).

In the development of Action Plans, initial dates for compliance were amended pursuant to USP § I.D.6 (“The Parties and the Special Master shall review all of the reporting requirements set forth in this Order, and to the extent appropriate, revise these requirements to facilitate the monitoring of the district’s compliance with this Order and reporting to the Plaintiffs and the Special Master.”), and pursuant to USP § I.D.7 (“The Parties and the Special Master shall review all of the hiring, assignment and professional development deadlines and, to the extent appropriate, revise these deadlines to ensure the recruitment, hiring, and assignment of a strong pool of candidates, and the involvement of the newly hired and/or assigned employees in the creation of professional development plans. If the Parties and the Special Master cannot agree on revised time lines, the dispute shall be presented to the Court as set forth in Section I(D)(1).”). The “Final Approval Scheduled” dates were determined in a number of different ways depending on the circumstances unique to that particular plan. The Final Approval Scheduled dates reflect the date where the TUSD board or leadership approved a plan where the plaintiffs had the opportunity to comment/object (or already provided comments/objections) pursuant to USP §I.D.1. In many cases, the objection period and voluntary resolution period under USP §I.D.1 extended for a period much longer than required by the USP as the parties attempted to resolve the objections informally. In such cases where the parties have agreed to engage in continuing discussion, TUSD has met the deadline in the “Final Approval Scheduled” column. The briefing schedule following a report and recommendation on a matter not subject to USP §I.D.1 is currently provided for in the Appointment Order (Doc.1350). If a particular item requires an expedited briefing schedule, the parties shall meet and confer at that time and agree upon an

expedited schedule on a case by case basis. Action Plans that have been approved are posted on the USP website (www.tusd1.org/deseg).

Summary Table: Action Plans

Final Approval Scheduled	Description of Action Plan	Status as of February 1, 2015	USP Provision or Court Order
8.1.14	Teacher Evaluation Procedures	District is developing these action plans; District must submit this action plan by February 19, 2015	USP § IV(H)(1); Court Order of 1.30.15 [ECF #1760]
8.1.14	Principal Evaluation Procedures	District is developing these action plans; District must submit this action plan by February 19, 2015	USP § IV(H)(1); Court Order of 1.30.15 [ECF #1760]
2.27.15	Multi-Year Facilities Plan (MYFP)	District initiating MYFP development	IX(A)(3)
2.27.15	Multi-Year Technology Plan (MYTP)	District initiating MYTP development	IX(B)(3)

Part II: Other Implementation Plans

In its Order of December 2, 2013 (Doc.1510), the Court directed the Special Master to prepare an Implementation Addendum (IA) in order to provide the parties and the public with a schedule for implementing the provisions of the Unitary Status Plan (USP). The IA will be updated at least twice a year by the Special Master and will be posted on the Tucson Unified School District website (www.tusd1.org/deseg/plans).

Summary Table: Implementation Plan

This section follows the order of the USP.

I. GENERAL

	Provision of USP	Section(s) of USP
I.1	Internal Compliance Monitoring	All; X.D.1
I.2	Annual Report	All; I.D.5
I.3	Court Orders and Miscellaneous	All

II. STUDENT ASSIGNMENT

	Provision of USP	Section(s) of USP
II.1	Comprehensive Boundary Plan	II.D.
II.2	Comprehensive Magnet Plan	II.E.
II.3	Application and Selection Process (including Admissions Process for Oversubscribed Schools)	II.D.4, II.G.1, II.G.2.a-b
II.4	Marketing, Outreach, and Recruitment Plan (including providing transportation information to families)	II.I.1, III.A.5, VII.B
II.5	Student Assignment PD	II.J.1

III. TRANSPORTATION

	Provision of USP	Section(s) of USP
III.1	Magnet Transportation	III.A.3
III.2	Incentive Transportation	III.A.3

IV. ADMINISTRATIVE AND CERTIFICATED STAFF

	Provision of USP	Section(s) of USP
<i>Outreach, Recruitment, Hiring, Assignment, Retention</i>		
IV.1	Hire or Designate USP Positions	All
IV.2	Outreach, Recruitment, Retention Plan	IV.C.3
IV.3	Interview Committees, Instrument, and Applicant Pool	IV.D.1-3, IV.B.1
IV.4	Evaluate Applicant Offer Rejections	IV.D.4
IV.5	Diversity Assignment	IV.E.1-4
IV.6	Experience Assignment	IV.E.5
IV.7	Retention	IV.F.1.a-c
IV.8	Reduction in Force (RIF) Plan	IV.G
<i>Professional Development and Support</i>		
IV.9	USP-Related PD and Support	IV.B.3
IV.10	First-Year Teacher Pilot Plan	IV.E.6
IV.11	Evaluation Instruments	IV.H.1
IV.12	New Teacher Induction Program	IV.I.1
IV.13	Teacher Support Plan	IV.I.2, IV.J.4
IV.14	Aspiring Leaders Plan	IV.I.3
IV.15	PLC Training	IV.I.4
IV.16	USP Training Plan	IV.J.1-3
IV.17	Ongoing PD on Hiring Process	IV.J.5
IV.18	Observations of Best Practices	IV.J.6

V. QUALITY OF EDUCATION

	Provision of USP	Section(s) of USP
V.1	ALE Access and Recruitment Plan	V.A.2-4
V.2	UHS Admissions/Outreach/Recruitment	V.A.5
V.3	Pursue OELAS Extension	V.B.1
V.4	Build/Expand Dual Language Programs	V.C.1
V.5	Placement Policies and Practices	V.D.1
V.6	Dropout Prevention and Retention Plan	V.E.2.b-c
V.7	Data Dashboard (Flags and Policies)	V.E.3
V.8	CRC and Student Engagement PD	V.E.4.c
V.9	Multicultural Curriculum	V.E.6.a.i
V.10	Culturally Relevant Courses	V.E.6.a.ii
V.11	Targeted Academic Interventions & Supports (+including PD and Funding)	V.E.7.a-c, & f V.E.8.a-c, & f
V.12	Quarterly Information Events	V.E.7.d, V.E.8.d
V.13	Collaborate with Local Colleges and Universities	V.E.7.e, V.E.8.e
V.14	AAAATF Recommendations	V.E.7, g & i
V.15	Referrals, Evaluations, and Placements	V.F.1
V.16	Supportive and Inclusive Environments	V.F.2.a-c, V.F.3, V.E.5.a

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VI. DISCIPLINE

	Provision of USP	Section(s) of USP
VI.1	Restorative Practices and PBIS (RPPSCs)	VI.B.1, VI.C.1-2, VI.E.1
VI.2	GSRP and Policy Revisions/Translation/Distribution/Info	VI.B.2.a-c, VI.D.1-2
VI.3	Student Discipline Training for Sites	VI.E.2
VI.4	Communicate and Monitor Discipline Roles and Responsibilities	VI.E.3 & 5
VI.5	Discipline Data Monitoring	VI.E.4, VI.F.1, 2, 6
VI.6	Corrective Action Plans	VI.F.2 & 5
VI.7	Successful Site-Based Strategies	VI.F.3-4

VII. FAMILY AND COMMUNITY ENGAGEMENT

	Provision of USP	Section(s) of USP
VII.1	Family Center Plan	II.I.2; VII.C.1.a, e-g
VII.2	Family Engagement Resources	VII.C.1.d
VII.3	Tracking Family Engagement	VII.C.1.c
VII.4	Translation and Interpretation Services	VII.D

VIII. EXTRACURRICULAR ACTIVITIES

	Provision of USP	Section(s) of USP
VIII.1	Extracurricular Equitable Access Plan	VIII.A; III.A.2
VIII.1	Data Reporting System (Extracurricular)	VIII.B

IX. FACILITIES AND TECHNOLOGY

	Provision of USP	Section(s) of USP
IX.1	Multi-Year Facilities Plan (including Biennial Assessment of Facilities)	IX.A.1-3
IX.2	Multi-Year Technology Plan (including Biannual Assessment of Technology)	IX.B.1-3
IX.3	Technology PD for Classroom Staff	IX.B.4

X. ACCOUNTABILITY AND TRANSPARENCY

	Provision of USP	Section(s) of USP
X.1	EBAS	X.A.1-2
X.2	EBAS Training and Evaluation	X.A.3-4
X.3	Budget Process/Development	X.B.1-6
X.4	Budget Audit	X.B.7
X.5	Notice & Request for Approval	X.C

Implementation Plans

This section of Part II of this Implementation Addendum focuses on milestones for implementing the many provisions of the USP and scheduled reports on progress through the spring of 2015.

The descriptions of each activity below includes an activity title, a status indicator (Completed, In Progress, Ongoing, or Not Yet Started), the person responsible, a reference to the relevant section to the USP and/or Court Order, due date, and major milestones. The Major Reporting Date will be October 1, 2015.

I. GENERAL

The Revised IA contains 65 total activities which were jointly developed in collaboration with the Special Master to align with the revised USP Budget categories. Of the 65 activities, 62 are substantive activities relating to specific USP requirements. The first three activities listed here are procedural in nature, and are related to the implementation, monitoring, and reporting of the other 62 activities and related court orders.

I.1. Internal Compliance Monitoring

Status: In Progress

Person Responsible: Martha Taylor, Senior Director of Desegregation

USP Language: This activity covers monitoring for the entire USP, and includes maintaining the USP web page pursuant to the language below:

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

Major Milestones:

- Winter 2014-15: Finalize compliance monitoring schedule
- Spring 2015: Implement compliance monitoring schedule
- Spring 2015: Work with the Special Master and Implementation Committee to monitor compliance
- Summer 2015: Evaluate compliance monitoring and make improvements for 2015-16

I.2. Annual Report

Status: In Progress

Person Responsible: Martha Taylor, Senior Director of Desegregation; Julie C. Tolleson, General Counsel

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

Completion Date: October 1, 2014; October 1, 2015

Major Milestones:

- Fall 2014: Finalize and submit 2013-14 Annual Report
- Winter 2014-15: Evaluate processes; develop improved strategies
- Winter 2014-15: Respond to Plaintiffs’ Requests for Information Related to the 2013-14 Annual Report
- Spring 2015: Implement improved strategies for data collection and analysis
- Summer 2015: Gather information for the 2014-15 Annual Report
- Fall 2015: Finalize and submit 2014-15 Annual Report

I.3. Court Orders and Miscellaneous

Status: In Progress

Person Responsible Martha Taylor, Senior Director of Desegregation; Julie Tolleson, General Counsel

USP Language: N/A

Major Milestones:

- Fall 2014: Monitor court order obligations, ensure compliance, address miscellaneous issues
- Winter 2014-15: Monitor court order obligations, ensure compliance, address miscellaneous issues
- Spring 2015: Monitor court order obligations, ensure compliance, address miscellaneous issues

II. STUDENT ASSIGNMENT

II.1. Comprehensive Boundary Plan

Status: Completed

Person Responsible: Bryant Nodine, Director – Student Assignment

USP Language: “1. All schools in the District shall have an attendance boundary unless the District has specifically designated a school to have no attendance boundary. 2. The District shall review and/or redraw its attendance boundaries when it opens a new school; closes, repurposes or consolidates a school; alters the capacity of a school; or designates a school without an attendance boundary. 3. By April 1, 2013, the District shall review its current attendance boundaries and feeder patterns and, as appropriate, amend such boundaries and patterns and/or provide for the pairing and/or clustering of schools to promote integration of the affected schools. 4. If a non-magnet school is oversubscribed for two or more consecutive years, the District shall review the attendance boundary for that school to determine if any changes should be made to ensure, among other things, an appropriate balance between students who reside within the attendance boundary and students who applied through open enrollment to attend the school, and allow for pairing or clustering with nearby schools to better accommodate the demand for the oversubscribed school. 5. All attendance boundary and other changes to student assignment patterns shall be subject to the notice and request for approval process set forth in Section (X)(C). [II(D)]

Court Order Language: The December 2, 2013 Court Order adopted the Special Master’s suggested deadlines, including a June 1, 2014 deadline for the District to complete a Comprehensive Boundary Plan. [Doc. 1510] Based on an agreement between the District, the Parties, and the Special Master, the March 2014 Implementation Addendum reflected a July 1, 2014 due date for the Comprehensive Boundary Plan.

Completion Date: Completed by June 27, 2014; Final approval on September 1, 2014; Plan withdrawn. Completed.

Major Milestones:

- Summer 2014: Finalized the plan in collaboration with the Special Master and Plaintiffs
- Fall 2014: Governing Board adopted the plan
- Fall 2014: Resolution period resulted in withdrawal of the adopted plan

II.2. Comprehensive Magnet Plan

Status: Action Plan Development (Completed); Implementation (In Progress, pending outcome of R&R filed on December 9, 2014)

Person Responsible: Vicky Callison, Director – Magnet Schools and Programs

USP Language: “1. The District shall continue to implement magnet schools and programs as a strategy for assigning students to schools and to provide students with the opportunity to attend an integrated school. A magnet school or program is one that: focuses on a magnet theme, such as a specific academic area, a particular career or a specialized learning environment; attracts students of diverse racial and ethnic backgrounds; and encourages students to choose a school other than their attendance boundary school to participate in the magnet theme offered at that program or school. Subject to its decisions, if any, to withdraw or relocate magnet school status or programs, the District shall allow all students currently enrolled in a magnet school or program to remain in that program until they complete the highest grade offered by that school.

2. The student assignment goal for all magnet schools and programs shall be to achieve the definition of an integrated school set forth above (*see* Section (II)(B)(2)). The District, through its Family Center(s) and other recruitment strategies set forth in this Order, shall recruit a racially and ethnically diverse student body to its magnet schools and programs to ensure that the schools are integrated to the greatest extent practicable.

3. Magnet School Plan. By April 1, 2013, the District shall develop and provide to the Plaintiffs and the Special Master a Magnet School Plan, taking into account the findings of the 2011 Magnet School Study and ensuring that this Plan aligns with its other student assignment strategies and recruitment efforts. In creating the Plan, the District shall, at a minimum: [specific requirements omitted] ...

4. The District shall, to the extent practicable, implement elements of the Plan in the 2013-2014 school year, and shall fully implement the Plan in the 2014-2015 school year.

5. Federal Magnet School Funding. It is the understanding of the Parties that, should federal magnet school funding pursuant to the Magnet Schools Assistance Program (“MSAP”) become available to assist school districts to implement magnet schools and programs for the 2013-2014 through the 2016-2017 school years, the District shall apply for MSAP funding to assist it in implementing the Magnet School Plan required by this Order.” [II(E)]

Completion Date: Comprehensive Magnet Plan submitted to parties May 14, 2014; Final approval on July 15, 2014.

Major Milestones:

- Ongoing: Conduct site visitations; review monthly magnet site reports; provide feedback
- Summer 2014: Evaluate 2013-14 magnet programs
- Summer 2014: Provide PD and theme/unit development for each magnet
- Summer 2014: Develop magnet improvement plans and magnet improvement report
- Fall 2014: Provide PD for magnet coordinators, principals, and directors on program evaluation; PD for coordinators on various items (e.g. student assignment, theme-development, curriculum integration, marketing and recruitment, etc.); PD for magnet site-staff on diversity
- Fall 2014: Create cross-departmental teams; guide schools in conducting comprehensive magnet reviews using the magnet standards evaluation rubric
- Fall 2014: Work with coordinators to create a theme-immersion matrix

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- Fall 2014: Create sustainability plans for identified schools/programs; created magnet improvement plans for all schools/programs
- Fall 2014: Create and implement Parent Involvement Action teams, and develop a family handbook for each school
- Fall 2014 and Winter 2014-15: Develop and implement theme observation protocol with cross-departmental teams
- Fall 2014 and Winter 2014-15: Create and implement a magnet marketing plan; develop branding packages; implement recruitment activities;
- Winter 2014-15: Develop homework policies; revise student assignment policies; develop parent compacts
- Winter 2014-15: Run lottery, analyze results
- Winter 2014-15: Monitor program fidelity
- Spring 2015: Budget for 2015-16
- Spring 2015: Analyze integration and achievement data

II.3. Application and Selection Process (including Admissions Process for Oversubscribed Schools)

Status: Action Plan Development (Completed); Implementation (Ongoing)

Persons Responsible: Bryant Nodine, Director – Student Assignment; Vicky Callison, Director – Magnet Schools and Programs

USP Language: “Beginning in the 2013-2014 school year, parent(s) of all students shall submit an application to enroll their child in school and submit an application by the deadline established by the District (the “Application Deadline”). Parents of students who wish to attend a school other than their attendance boundary school and/or to attend a magnet school or program must indicate these choice(s) on their application. The District shall create a single application that allows for parent(s) to apply for magnet programs and schools and/or open enrollment schools, designating the choice order of their selection(s). The District shall allow parent(s) to submit such applications at all District schools, at the District Office, at the Family Center(s), and online. If there are fewer applications for a grade in an open enrollment school or in a magnet school or program than there are available seats in that grade and program, the District shall admit all students whose parent(s) submit an application for that grade and/or program by the Application Deadline.” [II(G)(1)]

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

Completion Date: Admissions Process for Oversubscribed Schools was submitted to parties on October 18, 2013; Final approval on January 14, 2014

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Major Milestones

- July 2014: Evaluate the 2013-14 selection process to determine improvements
- October 2014: Revise the applications and place them online and a key locations prior to the opening of the Priority Window
- Winter 2014-15: Revise the selection process (lottery) to improve its effectiveness in meeting USP objectives
- Winter 2014-15 and Spring 2015: Run the first and subsequent lotteries
- Summer 2015: Evaluate the 2014-15 selection process to determine improvements
- Fall 2015: Revise the applications and place them online and a key locations prior to the opening of the Priority Window
- Winter 2015-16: Revise the selection process (lottery) to improve its effectiveness in meeting USP objectives
- Repeat the process annually

II.4. Marketing, Outreach, and Recruitment Plan (including providing transportation information to families)

Status: Action Plan Development (Completed); Implementation (Ongoing)

Person Responsible: Stefanie Boe, Director – Communications

USP Language: “By April 1, 2013, the District shall review and revise its strategies for the marketing to and recruitment of students to District schools to provide information to African American and Latino families and community members throughout the District about the educational options available in the District.” [II.I.1]

“The District shall provide prospective and enrolled families with information regarding the availability of free transportation at school sites, at the Family Center(s), at the District Office, and on the website.” [III.A.5]

“[T]he District shall hire or designate a District Office employee to be the Family Engagement Coordinator (“FEC”), located at the Family Center or at another reasonable location. The FEC shall ... participate in the development and implementation of the outreach and recruitment plan in (II)(I)(1) above, and shall develop and implement the plan described below.” [VII.B.1]

Completion Date: Marketing and Outreach Plan submitted to parties on February 19, 2014; Final approval May 8, 2014

Major Milestones

- July 2014: Implement revised School Choice Calculator
- Summer 2014: Assess the effectiveness of revised strategies; adjust as appropriate
- October 2014: Assess School Choice Calculator, adjust as needed prior to the start of priority enrollment on November 1
- Fall 2014: Implement revised strategies, as adjusted

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- November 2014: Priority enrollment begins
- Winter 2014-15 and Spring 2015: Continue to implement revised strategies

II.5. Student Assignment PD

Status: Ongoing

Persons Responsible: Bryant Nodine, Director of Student Assignment; Richard Foster, Sr. Director Professional Development

USP Language: “By October 1 of the 2013-2014 school year, the District shall ensure that all administrators, certificated staff, and any other staff involved in the student assignment and/or enrollment process receive training on the new student assignment process and procedures, and other pertinent terms of this Order and their purpose. Such training shall be specific to the roles and obligations of the specific group of administrators or staff being trained. All newly-hired District personnel involved in the student assignment and/or enrollment process shall complete the training by the beginning of the fall semester of the academic year subsequent to the academic year during which they were hired.” [II.J.1]

Major Milestones:

- Fall 2014: Identify staff required to take training; revise and post 2014-15 training
- Winter 2014-15: Monitor ongoing training
- Summer 2015: Student assignment PD will be incorporated into the “onboarding” process for all new hires
- Fall 2015: All newly-hired District personnel involved in the student assignment and/or enrollment process will receive the training as part of the “onboarding” process

III. TRANSPORTATION

III.1. Magnet Transportation

Status: Completed

Person Responsible: Mike Johnson, Director – Transportation

USP Language: “The District shall provide free transportation ... to: (a) District students enrolled in magnet programs and schools...” [III.A.3]

Major Milestones:

- August 2014: Free transportation is made available to all magnet students
- Ongoing: Adjust routes to accommodate changes in magnet programs

III.2. Incentive Transportation

Status: Completed

Person Responsible: Mike Johnson, Director – Transportation

USP Language: “The District shall provide free transportation ... to: (b) District students enrolled in non-magnet programs and schools that are racially concentrated when such transfers increase the integration of the receiving school. Such transportation may be provided by District vehicles or by public transportation vouchers, whichever is appropriate.” [III.A.3]

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

Major Milestones:

- August 2014: Provide Incentive Transportation to students who live within the boundary of any racially concentrated school who attend a school in which they enhance integration
- Ongoing: Adjust routes to accommodate changes in racially concentrated schools.

IV. ADMINISTRATIVE AND CERTIFICATED STAFF

Outreach, Recruitment, Hiring, Assignment, Retention

IV.1. Hire or Designate USP Positions

Status: Ongoing

Person Responsible: Janet Rico Uhrig, Director – Talent Acquisition Recruiting and Retention

USP Language: “*The District shall hire or designate...*” various positions to implement this order. [USP, multiple references]

Major Milestones:

- Summer 2014: Submit Hire or Designate letter to the Superintendent
- Quarterly: monitor and fill vacancies
- Winter 2014-15: Submit Hire or Designate letter to the Superintendent

IV.2. Outreach, Recruitment and Retention Plan

Status: Action Plan Development (Completed); Implementation (Ongoing)

Person Responsible: Janet Rico Uhrig, Director – Talent Acquisition Recruiting and Retention

USP Language: “The District recruiter, with input from the recruitment team, shall ... implement the recruitment plan, and shall modify it annually based on a review of the previous year’s recruiting data and the effectiveness of past recruiting practices in attracting qualified African American and Latino candidates and candidates with Spanish language bilingual certifications...” [IV.C.3]

Completion Date: Submitted to parties July 30, 2013; Final approval June 1, 2014

Major Milestones:

- Summer 2014: Develop recruiters guide
- Ongoing: Advertising, outreach, and in-person recruiting activities
- Quarterly: Convene the Recruitment and Retention Advisor Committee (RRAC)
- Quarterly: Invite targeted, retired administrators to consider job openings; establish partnerships with employers and local educational institutions
- Fall 2014 through Spring 2015: Network with other recruiters
- Fall 2014 and Winter 2014-15: Evaluate Labor Market Analysis (LMA) with RRAC
- Winter 2014-15 and Spring 2015: Conduct staff focus groups
- Winter 2014-15 and Summer 2015: Evaluate retention disparities; develop and implement corrective action plans, if necessary
- Winter 2014-15: Based on evaluation of ORR Plan, propose and/or implement recommendations for improving the plan for spring recruitment

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- Winter 2014-15: Finalize financial incentive schedule for spring recruitment
- Winter 2014:15: Identify strategies for staff seeking teaching/administrative certification
- Spring 2015: Implement strategies for staff seeking teaching/administrative certification
- Spring 2015: Conduct job satisfaction surveys
- Spring 2015: Implement RRAC recommendations based on LMA analysis
- Spring 2015: Evaluate CHRO based on progress in increasing racial and ethnic diversity

IV.3. Interview Committees, Instrument, and Applicant Pool

Status: Ongoing

Person Responsible: Janet Rico Uhrig, Director – Talent Acquisition Recruiting and Retention

USP Language: “The individual [hired or designated to coordinate and review USP - related HR efforts] shall regularly review the applicant pool to ensure that African American and Latino candidates, candidates with demonstrated success in engaging African American and Latino students, and candidates with Spanish language bilingual certifications, are included and being considered for selection by school sites and at the District level.” [IV.B.1]

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

2. The District shall maintain a centralized electronic database of all applicants for administrative and certificated staff positions, including [specific requirements omitted] ... and shall maintain each applicant’s information in the database for a period of at least three years, unless the applicant requests that his or her application be withdrawn. The District shall maintain an active certificated staff and administrator pool and shall encourage applicants to apply for individual positions and to apply for the pool. All applicants in the pool shall be considered for all available vacancies for which they qualify.

3. Each interview committee, at both the site level and district level, shall utilize a standard interview instrument with core uniform questions to be asked of each candidate that applies for that position and a scoring rubric.” [IV.D.1-3]

Major Milestones:

- Quarterly: Monitoring and reporting on diversity of interview committees
- Winter 2014-15 and Summer 2015: Review and update (if necessary) interview instruments, and revise protocols (if necessary); send letters to applicants from the pool/database; update applicant database

IV.4. Evaluate Applicant Offer Rejections

Status: Ongoing

Person Responsible: Janet Rico Uhrig, Director – Talent Acquisition Recruiting and Retention

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

Major Milestones:

- Ongoing: Enter rejection codes
- Fall 2014: Transition to AppliTrack the new on line application system
- Fall 2014 and Winter 2014-15: Train personnel on obtaining reports from on-line application systems
- Winter 2014-15 and Summer 2015: Submit bi-annual report to CHRO outlining reasons for rejections
- Spring 2015 and Fall 2015: Revise recruitment strategies based on the report

IV.5. Diversity Assignment

Status: Ongoing

Person Responsible: Janet Rico Uhrig, Director – Talent Acquisition Recruiting and Retention

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

2. The District shall identify significant disparities (i.e., more than a 15 percentage point variance) between the percentage of African American or Latino certificated staff or administrators at an individual school and district-wide percentages for schools at the comparable grade level (Elementary/K-8 Schools, Middle Schools, High Schools)...

3. To address any disparities as identified pursuant to Section (IV) (E) (2) above, or to address resource needs at a particular campus (e.g., voluntary reassignment of bilingual personnel to campuses with increased numbers of ELL students or to dual language programs), the District may also reassign personnel between schools.

4. The District shall make efforts to assign and attract a diverse administrative team to any school with more than one site-based administrator. Such administrators shall be selected from a pool that includes African American and/or Latino candidates.” [IV.E.1-4]

Major Milestones:

- Fall 2014: Request and analyze racial/ethnic data for administrators and certificated staff to calculate applicable district averages
- Winter 2014-15: Request and analyze current assignments, including racial/ethnic data, for all administrators and certificated personnel by site
- Winter 2014-15: Report all three analyses to CHRO
- Spring 2015: Implement actions (if necessary) to adjust assignments

IV.6. Experience Assignment

Status: Ongoing

Person Responsible: Janet Rico Uhrig, Director – Talent Acquisition Recruiting and Retention

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

Major Milestones:

- Fall 2014: Request and analyze racial/ethnic data from administrators
- Winter 2014-15: Report analyses to CHRO
- Spring 2015: Implement actions (if necessary) to adjust assignments

IV.7. Retention

Status: Ongoing

Person Responsible: Janet Rico Uhrig, Director – Talent Acquisition Recruiting and Retention

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

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

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

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

Major Milestones:

- Winter 2014-15 and Summer 2015: Collect and analyze attrition rates for the previous semester
- Spring 2015 and Summer 2015: Report to CHRO, develop corrective actions (if necessary)

IV.8. Reduction in Force (RIF) Plan

Status: Plan Development (Completed); Implementation (Ongoing)

Person Responsible: Janet Rico Uhrig, Director – Talent Acquisition Recruiting and Retention

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

2. Administrators and certificated staff members who have been hired to fulfill a need specifically identified in this Order and who are meeting performance and conduct standards shall not be subject to a RIF for at least three full school years after they have been hired. Principals who are selecting candidates for RIFs shall consider administrators and certificated staff members' evaluations in making their selections.

3. After a reduction in force, the District shall place the names of those administrators and certificated staff who have been subject to RIF and who wish to be considered for reemployment in the District on a list of candidates for future employment. In the event that the District has future job openings, it shall review this list and determine whether these administrators or certificated staff are qualified for the vacant positions. If so, the District shall contact them to determine if they are interested in the position, and if so, the District shall place them in the pool of job candidates.

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4. No vacancy created as a result of the RIF of an African American or Latino administrator or certificated staff member may be filled until such displaced administrator or certificated staff member who is qualified has had an opportunity to fill the vacancy and has failed to accept an offer to do so. 5. The District shall ensure that any reductions in force or employment actions requiring the demotion or dismissal of administrators or certificated staff shall not be made due to the race or ethnicity of the demoted or dismissed individual.” [IV.G]

Completion Date: Submitted to parties July 27, 2013; Final approval April 15, 2014

Major Milestones: (Contingent on whether or not there is a RIF in SY 2014-15)

- Winter 2014-15 and Summer 2015: Identify and monitor USP-positions that are subject to RIF protection
- Spring 2015: Identify employees that may be subjected to the pending RIF
- Spring 2015: Notify RIF'd employees, as needed
- Spring 2015: Identify/address the employees that may be subjected to the pending RIF

Professional Development and Support

IV.9. USP-Related PD and Support

Status: Ongoing

Person Responsible: Richard Foster, Sr. Director – Curriculum Deployment

USP Language: “The director-level employee that coordinates PD and support] shall...develop and implement the professional development and support efforts contemplated in this Order. This employee shall be responsible for: (a) hiring or designating appropriate trainers for professional development opportunities; (b) ensuring that all required professional development is available at multiple times and in diverse geographic locations across the District; (c) coordinating and/or providing all District-level professional development; (d) assisting school sites in ensuring that all administrators and certificated staff receive required and necessary professional development.” [IV.B.3]

Major Milestones:

- Summer – Fall 2014: Assess effectiveness of activities (a) through (d)
- Fall 2014: Make appropriate revisions to activities (a) through (d)

IV.10. First-Year Teacher Pilot Plan

Status: Completed

Person Responsible: Richard Foster, Sr. Director – Curriculum Deployment

USP Language: “By July 1, 2013, the District shall develop a pilot plan to support first-year teachers serving in schools where student achievement is below the District average. This plan

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shall include the criteria for identifying the schools in which the program will be piloted in the 2013-14 school year and for evaluation by the Office of Accountability and Research. The plan shall include professional development targeted toward the specific challenges these teachers face.” [IV.E.6]

Completion Date: Submitted to parties July 27, 2013; Final approval October 15, 2013

Major Milestones:

- June 2014: Evaluate first year teacher plan
- Summer 2014: Make appropriate adjustments to first year teacher plan
- Fall 2015: Implement (revised, if appropriate) first year teacher plan

IV.11. Evaluation Instruments

Status: Completed

Person Responsible: Richard Foster, Sr. Director – Curriculum Deployment

USP Language: “By July 1, 2013, the District shall review, amend as appropriate, and adopt teacher and principal evaluation instruments to ensure that such evaluations, in addition to requirements of State law and other measures the District deems appropriate, give adequate weight to [teacher efforts to use Culturally Responsive Pedagogy, teacher and principal use of data, and student and teacher surveys]...” [IV.H.1]

Major Milestones:

- Fall 2014: Special Master filed Report and Recommendation; District filed objection
- Winter 2014-15: SAIL training refresher
- Spring 2015 – Summer 2015: Monthly training on ISLLC standards (at sites and through ILAs)
- Spring 2015 – Summer 2015: Conduct principal and teacher evaluations
- Summer 2015: SAIL training refresher

IV.12. New Teacher Induction Program

Status: Completed

Person Responsible: Richard Foster, Sr. Director – Curriculum Deployment

USP Language: By July 1, 2013, the District shall amend its New Teacher Induction Program (“NTIP”) to provide new teachers (*i.e.*, teachers in their first two years of teaching) with the foundation to become effective educators. The NTIP shall, at a minimum: (a) build beginning teachers’ capacity to be reflective and collaborative members of their professional learning communities (*see* Paragraph 4 below); and (b) engage thoughtfully with students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy. The District shall hire or designate an appropriate number of New Teacher Mentors based on the best

practices for such mentoring/coaching in the field. These Mentors shall not have direct teaching assignments.” [IV(H)(1)]

Major Milestones:

- Ongoing: Provide PD for Curriculum Facilitators
- Ongoing: Provide PD for first-year teachers
- Fall 2014: Evaluate current curriculum facilitator’s level of support for new teachers (to replace teacher mentors)
- Winter 2014-15: Develop a staffing model based on outcomes from the evaluation of the NTIP
- Spring 2015: Begin recruiting and hiring staff to best support the successful implementation of the NTIP

IV.13. Teacher Support Plan

Status: Completed

Person Responsible: Richard Foster, Sr. Director – Curriculum Deployment

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

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

Completion Date: Submitted to parties October 18, 2013; Final approval December 10, 2013

Major Milestones:

- Fall 2014: Implement Plan
- Fall 2014: Develop process for monitoring and enhancing the plan
- October: Review the teacher support plan for underperforming and struggling teachers at ILA with central and site administration
- November 2014: Provide specific PD at ILA on Appendix J of Curriculum Audit (Engagement Strategies), and Appendix K of Curriculum Audit (Characteristics of Culturally Responsive Teaching and Learning), with Danielson Framework and the TUSD Strategic Plan (Teacher Support Plan was referenced in this PDs)

IV.14. Aspiring Leaders Plan

Status: Ongoing

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Person Responsible: Richard Foster, Sr. Director – Curriculum Deployment

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

Completion Date: Submitted to parties July 27, 2013; Final approval November 12, 2013

Major Milestones:

- Monthly: Provide PD and lessons to participants
- Monthly: Attend Governing Board meetings
- June 2014: Provide plan for program implementation in 2014-15
- November 2014: Provide ethnic data on participants for 2014-15 and any changes in professional roles of participants
- Spring 2015: Culmination project

IV.15. PLC Training

Status: Ongoing

Person Responsible: Richard Foster, Sr. Director – Curriculum Deployment

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

Major Milestones:

- SY 2013-14: Provide training to principals on a regular basis (twice monthly) – (all ILAs are PLCs)
- September 2014: Identify follow through by principals among teachers by school (see USP IV(I)(4)(a))
- October 2014: Identify follow through in developing within and across-school networks to encourage teachers in using CRP, etc. (see USP IV(I)(4)(b))
- November 2014: Identify follow through by principals related to USP IV(I)(4)(c-d), by school.

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IV.16. USP Training Plan¹

Status: Ongoing

Person Responsible: Richard Foster, Sr. Director – Curriculum Deployment

USP Language: “By April 1, 2013, the District shall develop a plan to ensure that all administrators and certificated staff are provided with copies of this Order and are trained on its elements and requirements prior to the commencement of the 2013-14 school year.” [IV.J.1]

“By June 1, 2013, the District shall designate, hire, or contract for appropriate trainers for all certificated staff, administrators and paraprofessionals to provide the professional development necessary to effectively implement the pertinent terms of this Order... [IV.J.2]

“The District shall ensure that all administrators, certificated staff, and paraprofessionals receive ongoing professional development, organized through the director of culturally responsive pedagogy and instruction and the coordinator of professional development, that includes the following elements [specific elements omitted] ... This professional development shall be offered on a regular basis, both integrated into instructional days and in dedicated professional development time during the summer or school year, as appropriate.” [IV.J.3]

Major Milestones:

- Summer 2014: Provide ADE training to Curriculum Facilitators
- Weekly: Provide curriculum PD to Curriculum Facilitators (incorporating CRPI)
- Fall 2014: General USP training is revised
- Spring 2015: Staff required to complete revised general training
- Summer 2015: Report on general training participation

Completion Date: USP Training plan submitted to parties July 27, 2013; Final approval September 24, 2013

IV.17. Ongoing PD on Hiring Process

Status: Plan Development (Completed); Implementation (Ongoing)

Person Responsible: Anna Maiden, Chief Human Resources Officer

USP Language: “The District shall provide all personnel involved in any part of the hiring process with annual training on diversity, the competitive hiring process, the District’s non-discrimination policies, state and federal non-discrimination law (including EEOC guidelines), the District’s recruitment plan, and use of the District’s interview protocols. Such training shall be in addition to each such employee’s annual professional development requirement.” [IV.J.5]

¹ The action plan associated with this activity was referred to as “USP Implementation and Distribution Plan (to Staff and Public)” in the “Parties Revised Implementation Addendum” dated June 20, 2014.

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Major Milestones:

- Fall 2014: Review prior training
- Winter 2014-15: Notify principals of online training availability; make training accessible on True North Logic (TNL)
- Spring 2015: Provide training on TNL; monitor participation

IV.18. Observations of Best Practices

Status: Ongoing

Person Responsible: Richard Foster, Sr. Director – Curriculum Deployment; Lorenzo Lopez – CRPI Director

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

Major Milestones:

- Fall 2014: Facilitate opportunities for Program Coordinators to review best practices.
- September 2014: Develop protocol for staff to use in reviewing best practices.
- October 2014: Assess evidence of best practices and identify classes to observe.
- November 2014: Select HS English and social studies teachers to serve as PMs and mentees.
- December 2014: Meet with identified staff to distribute visitation schedules and initiate process.
- May 2015: Carry out and report on the visitations.

V. QUALITY OF EDUCATION

V.1. ALE Access and Recruitment Plan

Status: Development (Completed); Implementation (Ongoing)

Person Responsible: TBD, Director of Advanced Learning Experiences

USP Language: “(a) By April 1, 2013, the District shall hire or designate a District Office employee to be the Coordinator of Advanced Learning Experiences (“ALEs”). ... (b) By July 1, 2013, the ALE Coordinator shall complete an assessment of existing ALE programs, resources, and practices in the District and by school site. ... (c) By October 1, 2013, the ALE Coordinator shall develop the ALE Access and Recruitment Plan, which shall include strategies to identify and encourage African American and Latino students, including ELL students, to enroll in ALEs; to increase the number of African American and Latino students, including ELL students, enrolling in ALEs; and to support African American and Latino students, including ELL students, in successfully completing ALEs. ... (d) To recruit and encourage African American and Latino students, including ELL students, to apply for and enroll in ALEs, the ALE Access and Recruitment Plan shall include, but not be limited to, the following strategies ... (e) The Plan shall include a complaint process to allow students and/or parent(s) to file complaints regarding practices that have the intent or effect of excluding students from enrollment, identification, admission, placement, or success in ALEs. The District shall disseminate information regarding this complaint process at all school sites, through the Family Center(s), at the District Office, and on the website. (f) By January 1, 2014, the District shall implement the ALE Access and Recruitment Plan. [USP § V(A)(2)(a-f)]

“(a) In developing the ALE Access and Recruitment Plan, the ALE Coordinator shall use the results of the assessment and analyses required by Section (V)(A)(2)(b) to: (i) Increase the number and percentage of African American and Latino students, including ELL students, receiving GATE services by improving screening procedures for GATE services and placement in GATE services to ensure that students are identified, tested, and provided with GATE services in a fair and nondiscriminatory manner that does not have an adverse impact on any student based on his/her race, ethnicity or English language proficiency; (ii) Increase the number and quality of GATE offerings, as appropriate, to provide equal access and equitable opportunities for all students, including assessing the feasibility of adding or expanding GATE dual language programs; (iii) Assess whether the implementation of GATE services at school sites (e.g., self-contained, pull-out, clustering, or resource-driven models) should be modified to increase access to GATE services and to avoid within-school segregation; and (iv) Require all GATE teachers to be gifted-endorsed or to be in the process of obtaining gifted endorsement.” [USP § V(A)(3)]

“(a) In developing the ALE Access and Recruitment Plan, the ALE Coordinator or designee shall use the results of the assessments and analyses as required by Section (V)(A)(2)(b) to: (i) Increase the number and percentage of African American and Latino students, including ELL students, enrolled in AACs by improving identification, recruitment, and placement to ensure that students have access to AACs in a fair and nondiscriminatory manner; (ii) Increase the number of AAC offerings, as appropriate, to provide equal access and equitable opportunities for

all students to participate in these courses, including expanding the number of AP courses offered at District high schools and the number of grades in which such courses are offered; (iii) Improve the quality of Pre-AP and AP courses by making these courses subject to audit by the College Board; and (iv) Provide professional development to train all AAC teachers using appropriate training and curricula, such as that provided by the College Board.” [USP § V(A)(4)]

Completion Date: ALE Access and Recruitment Plan submitted to parties on February 3, 2014; Final approval June 2, 2014.

Major Milestones:

Summer 2014: Special Master filed a Report and Recommendation; District filed an objection

Fall 2014

GATE

- Require and verify that all teachers who provide gifted services have a gifted endorsement.
- Increase numbers of students at Hollinger K-8 in the Dual-Language Gifted Program (grades 1-5).
- Add itinerant GATE services for students in sixth through eighth grades at K-8 schools.
- Continue use of GATE mailer informing parents of GATE testing that is sent to all K-7 TUSD families, except those with students already placed in a self-contained GATE classroom.
- Eliminate use of the OLSAT for kindergarten and first grade as a verbal cognitive assessment; replace with the CogAT 7 verbal cognitive assessment.
- Implement the use of the CogAT 7 Spanish Language version and the Aprenda Assessments for ELL students.
- Pilot a multiple measure assessment, such as the Discover assessment, for possible use in SY 2015-2016.
- Assign African American and/or Mexican American teacher mentor at each site to work with self-contained GATE students.

AAC

- Require open access to all AACs in all high schools.
- Eliminate in the high school course catalog all prerequisites to Honors and AP courses unless it is a content requirement.
- Offer Advanced/Accelerated courses in language arts and math at middle schools where appropriate.
- Provide an Algebra 1 class for qualified 8th graders where appropriate.
- Provide after-school tutoring in math and writing for AP students at all high schools.
- Create a Parent Cohort for IB parents at Cholla High School.
- Create plan to expand AVID over a multi-year period.
- Work with high schools and community colleges with the goal of offering at least one dual-credit course at each high school for the SY 2015-16.

Spring 2015

GATE

- Research alternate non-verbal assessments to replace the Raven assessment (may include expert review and student support criteria analysis).
- Study feasibility of Kindergarten and/or Primary push-in itinerant services.
- Collaborate with Multi-Cultural Department to incorporate and promote cultural proficiency in GATE classrooms and programs.
- Provide PD on vertical articulation between GATE programs, especially at transition years (fifth to sixth; eighth to ninth).
- Continue to provide thirty hours of professional development through the Desert Summer Institute.
- Provide PD for GATE itinerant teachers throughout the year on critical and creative thinking and problem-solving classroom strategies using various sources.

AAC

- Research other district's policies regarding providing a .5 weighted grade for high school Honors courses, develop recommendations for SY 2015-16 and submit to leadership.
- Provide AP/IB exam-prep Saturday session for all AP courses at all high schools.
- Continue to pay AP fees for identified low-income students.
- Continue to provide free Summer Institute for AP, gifted and honors-level professional development.
- Provide PD to inform teachers of AP Potential tool and how to use it effectively.
- Expand number of AP courses at schools where appropriate.
- Work with TS to evaluate technology needs at middle and high schools in order to create plan to equalize offerings.

V.2. UHS Admissions/Outreach/Recruitment

Status: Completed

Person Responsible: Dean Packard, Principal, University High School

USP Language: “(a) By April 1, 2013, the District shall review and revise the process and procedures that it uses to select students for admission to UHS to ensure that multiple measures for admission are used and that all students have an equitable opportunity to enroll at University High School. ... (b) The District shall administer the appropriate UHS admission test(s) for all 7th grade students. With a signed form from a parent, a student may opt out if they do not wish to compete for entrance to UHS. Before testing each year, the District shall send explanatory materials to 7th grade families to explain the purpose of the testing and requirements for enrolling at UHS. Such materials also shall be distributed through the Family Center(s) and made available on the District's website. (c) The District shall require all counselors in all middle schools to review UHS admissions requirements with all students in 6th and the beginning of 7th grade and provide all students with application materials so that students may be aware of and prepare for the required tests in the spring of 7th grade and application in 8th grade; and (d) In addition to the outreach required by the ALE Access and Recruitment Plan, the District shall:

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conduct specific UHS-related outreach to students and parents about the program’s offerings; encourage school personnel, including counselors and teachers, through professional development, recognition, evaluation and other initiatives, to identify, recruit and encourage African American and Latino students, including ELL students, to apply; and provide assistance for African American and Latino students, including ELL students, to stay in and to be successful at UHS. [V(A)(5)(a-d)].

Court Order Language: “...implement the use of student essays and non-cognitive measures being used by the survey schools to “surface” non-traditional students...” [Doc. 1520]

Completion Date: Submitted to parties July 27, 2013; Final approval October 22, 2013

Major Milestones:

Summer 2014 through Summer 2015

ADMISSIONS PROCESS

- Finalize the amended procedures for incoming sophomores
- Analyze data from 2013-14
- Develop admissions process for 2015-16 for all students
- Implement the process

ADMISSIONS TEST TO MS STUDENTS

- Send explanatory materials (opt-out form, and language to explain the purpose of the testing and requirements for enrolling at UHS)
- Distribute materials through Family Centers and website
- Administer test to all 7th graders

ADVISE MS STUDENTS

- Counselor Training
- Counselor/Student meetings

SPECIFIC UHS-RELATED OUTREACH

- Conduct specific UHS-related outreach to students and parents about program offerings
- Encourage school personnel, including counselors and Pre-AP teachers, through professional development, recognition, evaluation and other initiatives, to identify, recruit and encourage African American and Latino students, including ELL students, to apply.
- Provide assistance for African American and Latino students, including ELL students, to stay in and to be successful at UHS

Major Reporting Dates: December 2014; May 2015

V.3. Pursue OELAS Extension

Status: Ongoing

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Person Responsible: Ignacio Ruiz Jr., Director of Language Acquisition

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

Major Milestones:

- Fall 2014: Submit request
- Winter 2014-15: Train staff; begin Phoenix Union Model at Catalina and Doolen
- Spring 2015: Develop expansion plan for 2015-16
- Spring 2015: Submit plan to ADE for approval
- Summer 2015: Train staff at expansion sites

V.4. Build/Expand Dual Language Programs

Status: Ongoing

Person Responsible: Ignacio Ruiz, Jr., Director of Language Acquisition

USP Language: “The District shall build and expand its Dual Language programs in order to provide more students throughout the District with opportunities to enroll in these programs, including by encouraging new and current certificated staff with dual language certifications to teach in such programs and by focusing recruitment efforts on appropriately certified teachers.” [V.C.1]

Major Milestones:

- Quarterly: professional development for teachers
- Semesterly: site walkthroughs
- Summer 2014: Summer Institute
- Fall 2014: Develop and finalize the Two-Way Dual-Language (TWDL) Model and Handbook
- Spring 2015: Outreach to students throughout the District to share enrollment opportunities
- Spring 2015: Encourage certificated staff with Bilingual Endorsement certifications to teach in a TWDL program
- Spring 2015: Recruit Bilingual Endorsed certified teachers

V.5. Placement Policies and Practices

Status: Ongoing

Person Responsible: Scott Hagerman, Director of Exceptional Education

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

Major Milestones:

- Fall 2014: Develop criteria/rubric
- Quarterly Assessments: Nov, 2014; Feb 2015; May 2015; July 2015
- Quarterly Report: Dec 2014, Feb 2015, May 2015, July 2015

V.6. Dropout Prevention and Retention Plan

Status: In Progress

Persons Responsible: Maria Figueroa, Jimmy Hart, Roxanne Begay-James, Tsuru Bailey-Jones (ABSCs)

USP Language: “b. By October 1, 2013, the ABSC shall develop a plan, in collaboration with the personnel identified below in this Section, incorporating research-based strategies to focus and increase resources for academic and behavioral support programs and dropout prevention services to ensure equitable access to such programs, concentrate resources on school site(s) and in areas where student and school data indicate there is the greatest need, and reduce the dropout rate and increase the graduation rate in each high school. c. By January 1, 2014, the ABSC shall implement the dropout prevention and retention plan, including having ensured that all personnel who provide academic and behavioral support are assigned to school(s) or area(s) based on the above-contemplated need analysis.” [V.E.2.b-c]

Completion Date: Dropout and Retention Plan submitted to parties March 3, 2014; Final approval June 2, 2014

Major Milestones:

- March 2014: Finalize the “Dropout Prevention and Graduation Plan” (aka Dropout Prevention and Retention Plan)²
- Summer 2014: Resolve issues with the Special Master and Plaintiffs
- Fall 2014: Revise plan based on negotiations with the Special Master and Plaintiffs
- Winter 2014-15: Finalize implementation strategies, timelines, and details
- Winter 2014-15: Submit final revisions of the plan
- Spring 2015: Develop assessment tools and determinate the effectiveness of the DPG.
- Spring 2015: Prepare budget for the 2015-16 implementation

² The District changed the name of this plan before final submission to make it more positive sounding, and to reflect that students at the high school level are not retained – they just do not graduate if they lack credits.

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Filed Nunc Pro Tunc as of June 20, 2014

V.7. Data Dashboard (Flags and Policies)

Status: Ongoing

Person Responsible: Rick Haan, Program Manager – Student Identification System (SIS)

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

Major Milestones

- Spring – Summer 2014: reviewed WatchPoint pilot data, including interventions provided for flagged students; review reports generated that identify flagged students by reason and school
- Fall 2014: identify system and school level strategies used to provide support to flagged students; prepare plan for future enhancement of flag system and relationship with EBAS

V.8. CRC and Student Engagement PD

Status: Ongoing

Person Responsible: Dr. Clarice Clash, Sr. Director Curriculum Development; Lorenzo Lopez, CRPI Director

USP Language: “Director of Culturally Relevant Pedagogy and Instruction (“CRPI Director”)... shall supervise, develop and implement a professional development plan for administrators, certificated staff, and paraprofessionals, as appropriate, on how best to...engage African American and Latino students. The CRPI director shall have experience developing and teaching curriculum focused on the African American and/or Latino social, cultural, and historical experience at the secondary level.” [V.E.4.c]

Major Milestones:

- Bi-Weekly: Incorporate professional development for principals and curriculum facilitators on creating supportive and inclusive environments (with an emphasis on curriculum, pedagogy, cultural responsiveness, and learner-based approaches that emphasize students’ cultural assets, backgrounds, and individual strengths) to be delivered with teachers on Wednesdays (train-the-trainer model)
- Fall 2014: Provide professional development on Appendix K from the Curriculum Audit that specifies the characteristics of Culturally Responsive teaching (incorporating the evaluation tool)

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- Spring 2015: Provide small-group PD to identified principals and/or certificated staff to reinforce learning objectives from prior modules

V.9. Multicultural Curriculum

Status: Ongoing

Person Responsible: Dr. Clarice Clash, Sr. Director Curriculum Development; Desiree W. Cueto Director of Multicultural Curriculum

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

Major Milestones:

- Fall 2014: Infuse successful practices into the broader K-5 ELA curriculum, including providing elementary and K8 schools with access to K-5 ELA multicultural resources (i.e. book kits) and assistance for teachers upon request
- Winter 2014-15: Evaluate current curriculum, resources and practices and K-5 ELA curriculum; make recommendations for improvement and/or revise
- Winter 2014-15: Assess the effectiveness of Grade 11 US History Multiple Perspectives curriculum (Sahuaro and Rincon)
- Spring 2015: Infuse successful practices into the broader K-5 ELA curriculum, including providing elementary schools with access to K-5 ELA multicultural resources (i.e. book kits) and assistance for teachers upon request
- Spring 2015: Ensure that HS ELA and Social Studies courses incorporate multicultural literature

V.10. Culturally Relevant Courses

Status: Ongoing

Person Responsible: Dr. Clarice Clash, Sr. Director Curriculum Development; Lorenzo Lopez, CRPI Director

USP Language: “By the beginning of the 2013-2014 school year, the District shall develop and implement culturally relevant courses of instruction designed to reflect the history, experiences, and culture of African American and Mexican American communities. Such courses of instruction for core English and Social Studies credit shall be developed and offered at all feasible grade levels in all high schools across the District, subject to the District’s minimum

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enrollment guidelines. All courses shall be developed using the District’s curricular review process and shall meet District and state standards for academic rigor. The core curriculum described in this section shall be offered commencing in the fall term of the 2013-2014 school year. The District shall pilot the expansion of courses designed to reflect the history, experiences, and culture of African American and Mexican American communities to sixth through eighth graders in the 2014-2015 school year, and shall explore similar expansions throughout the K-12 curriculum in the 2015-2016 school year.” [V.E.6.a.ii]

Major Milestones:

Note: the District is currently in the process of developing a detailed CRC proposal. Once the proposal is finalized, the District will provide milestones that align with the proposal.

V.11. Targeted Academic Interventions and Supports (including PD and Funding)

Status: Ongoing

Person Responsible: Maria Figueroa, Director MASSD; Jimmy Hart, Director AASSD

USP Language: “The District shall continue to fund and sustain Support Services for [Latino and African American] Student Achievement to improve the academic achievement and educational outcomes of [Latino and African American] students ...” [V.E.7.a and V.E.8.a]

“The District shall develop and implement a process for providing a series of academic interventions and supports for [Latino and African American] students who are struggling and/or otherwise disengaged from school ...” [V.E.7.b and V.E.8.b]

“The District shall establish academic intervention teams to provide targeted support to [Latino and African American] students. ... [V.E.7.c and V.E.8.c]

Major Milestones:

- Summer 2014: develop the four-pronged approach process for gathering data, identifying students, and providing appropriate interventions and supports (in the areas of Attendance, Behavior, Grades, and Credit-Recovery)
- August 2014: Establish MTSS teams at every site; assign student success specialists to targeted schools as part of the MTSS team
- Fall 2014: implement the four-pronged approach (including monthly monitoring of student success specialists’ efforts to implement the four-pronged approach)
- Fall 2014: Implement professional development (multi-tier system of support, mentoring, Success Maker)
- Spring 2015: Implement professional development on collecting and analyzing student data (data dashboard, Mojave, TUSDStats); other interventions and supports (providing mental health resources to students/families)
- Summer 2015: Implement summer enrichment program

V.12. Quarterly Information Events

Status: Ongoing

Person Responsible: Maria Figueroa, Director MASSD; Jimmy Hart, Director AASSD

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

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

Major Milestones:

- Quarterly: Conduct quarterly events; evaluate effectiveness; adjust and improve
- Fall 2014: 1st quarter events
- Fall- 2014: Parent University
- Winter 2014-15: 2nd quarter events
- Early Spring 2015: 3rd quarter events
- Late Spring 2015: 4th quarter events

V.13. Collaborate with Local Colleges and Universities

Status: Ongoing

Person Responsible: Maria Figueroa, Director MASSD; Jimmy Hart, Director AASSD

USP Language: “The District shall collaborate with local colleges and universities and identify college students, including District alumni, to provide learning support and guidance to [African American and Latino] students through mentoring, teaching assistance and other methods.” [V.E.7.e; V.E.8.f]

Major Milestones:

- Year-round: Provide learning support and guidance to identified students through mentoring, teaching assistance and other methods
- Summer 2014: Identify college students, including District alumni
- Quarterly: Directors meet with University of Arizona minority advisory groups
- Fall 2014: Initiate collaborations with U of A Departments and Programs (*i.e.* Project Soar, Girl’s Project, etc.) to provide mentoring, support, and leadership skills

- Winter 2014-15: Collaborate with Goodwill Good Guides to train staff and to secure college and community mentors
- Spring 2015: Continue to collaborate with U of A Departments and Programs to facilitate mentoring
- Spring 2015: Explore collaborations with other local colleges

V.14. AAAATF Recommendations

Status: Ongoing

Person Responsible: Eugene Butler, Jr., Assistant Superintendent Student Services

USP Language: “(g) As soon as possible after the approval of the USP by the Court, the District shall appoint a Task Force that will develop a comprehensive plan for significantly improving the academic performance of African American students. The members of this Task Force shall include representatives of Support Services for African American Student Achievement, African American teachers and administrators, and experts in the education of African American students. African Americans shall comprise at least a majority of the Task Force’s membership. ... (i) The Task Force recommendations shall build on the Plan’s provisions designed to enhance African American students’ academic achievement. The Task Force shall make its report to the Superintendent, the Plaintiffs, and the Special Master no later than June 1, 2013. The recommendation shall include a plan for annual reporting and monitoring, and cost estimates of any proposals made.” [V(E)(7)(g & i)]

Major Milestones:

- 2013-14 : Enhance the parent engagement program (i.e. quarterly parent meetings)
- Quarterly: Discipline monitoring
- Fall 2014: Monitor and implement the Essential Elements of Instruction (EEI) and Culturally Responsive Pedagogy (CRP)
- Fall 2014: Enhance District-Wide Leadership Development Program through the U of A
- Fall 2014: 1st quarter discipline monitoring and report
- Fall 2014 – Winter 2014-15: Develop and implement focused Professional Development
- Winter 2014-15: Create cross-functional implementation team
- Spring 2015: Host African American parent forum
- Spring – Summer 2015: Continue to implement extended learning opportunities
- Summer 2015: Reconvene the task force to review data and analyze strategies

V.15. Referrals, Evaluations, and Placements

Status: Ongoing

Person Responsible: Steve Holmes, Assistant Superintendent for Curriculum and Instruction

USP Language: “The District shall review its referral, evaluation and placement policies and practices, as well as relevant disaggregated enrollment data, and shall take appropriate action to

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remedy any classroom assignment or placement of students that results in the racial or ethnic segregation of students.” [V.F.1 – USP page 40]

Major Milestones:

- Winter 2014-15: Review G.A.T.E. and English Language Learner (ELL) referral, evaluation
- Spring 2015: Develop and finalize recommendations based on the review
- Spring-Summer 2015: Develop actions, strategies and, if appropriate, policy revisions based on the results of the Spring 2014 review to remedy any inappropriate classroom assignment or placement of students
- Fall 2015: Implement revised actions, strategies and, if appropriate, policy revisions

V.16. Supportive and Inclusive Environments

Status: Ongoing

Persons Responsible: Dr. Clarice Clash, Sr. Director Curriculum Development; Richard Foster, Sr. Director Curriculum Deployment

USP Language: “By the start of the 2013-2014 school year, the District shall provide all administrators and certificated staff, particularly those who are teaching courses of instruction centered on the experiences and perspectives of African American and/or Latino communities, with training on how to create supportive and inclusive learning environments for African American and Latino students with an emphasis on curriculum, pedagogy and cultural responsiveness. The trainings shall focus on learner-based approaches that emphasize students’ cultural assets, backgrounds, and individual strengths. By May 1, 2013, the CRPI director shall coordinate hiring or designating individuals, as necessary, who can assist him/her in providing ongoing support and training to administrators, certificated staff, and paraprofessionals.” [V(E)(5)(a)]

“By July 1, 2013, the District shall take steps to build and sustain the supportive and inclusive school environments described herein, including, but not limited to: (a) adopting or amending policies to reflect commitments to inclusion and non-discrimination in all District activities and disseminating those policies throughout the District; (b) piloting and implementing strategies to develop students’ intercultural proficiency, and (c) amending policies and practices to protect all members of school communities from discriminatory harassment and bullying, by amending Governing Board Policy JICFB ...” [V(F)(2)(a-c)]

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

Major Milestones:

- Bi-Weekly: incorporate professional development for principals and curriculum facilitators on creating supportive and inclusive environments (with an emphasis on Revised Implementation Addendum —~~Detailed, December 19, 2014~~ [February 6, 2015](#) [Filed Nunc Pro Tunc as of June 20, 2014](#))

curriculum, pedagogy, cultural responsiveness, and learner-based approaches that emphasize students' cultural assets, backgrounds, and individual strengths) to be delivered with teachers on Wednesdays (train-the-trainer model)

- Fall 2014: provide professional development on Appendix K from the Curriculum Audit that specifies the characteristics of Culturally Responsive teaching (incorporating the evaluation tool)
- Winter 2014-15: notification to principals requiring the implementation of strategies to highlight contributions of diverse groups
- Spring 2015: provide small-group PD to identified principals and/or certificated staff to reinforce learning objectives from prior modules
- Spring 2015: develop and implement a needs assessment for students at identified schools to gauge culture and climate
- Spring 2015: schools will be evaluated on the extent to which they have implemented their strategies to highlight contributions of diverse groups
- Spring – Summer 2015: analyze data; identify trends, develop additional strategies based on the assessment results
- Fall 2015: implement pilot program(s) at selected schools

VI. DISCIPLINE

VI.1. Restorative Practices and PBIS (RPPSCs)

Status: Ongoing

Person Responsible: Richard Foster, Sr. Director – Curriculum Deployment

USP Language: “The District shall continue and strengthen implementation of the following comprehensive, school-wide approaches to classroom management and student behavior: (i) “Restorative Practices,” ... ; and (ii) “Positive Behavior Intervention and Supports” (“PBIS”) ...” [VI(B)(1)]

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

“By April 1, 2013, all District schools shall hire or designate an employee to serve as a restorative and positive practices site coordinator (“RPPSC”). A school’s learning support coordinator may be designated to serve as the RPPSC for the school...” [VI(C)(2)]

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

Major Milestones:

- March 2014: Identify schools implementing Restorative Practices and PBIS.
- Summer 2014: Develop a revised PD plan for SY 2014-15
- Summer 2014: Hire or designate RPPSCs/LSCs
- Fall 2014: Implement the revised training plan for SY 2014-15
- Fall 2014: PBIS Trainings for RPPSCs/LSCs
- Spring 2015: Restorative Practices Training for RPPSCs/LSCs

VI.2. GSRR and Policy Revisions/Translation/Distribution/Info

Status: GSRR (Ongoing); Policy Revisions (Completed)

Person Responsible: Eugene Butler, Jr. – Assistant Superintendent, Student Services (designated Restorative and Positive Practices Coordinator “RPPC”)

USP Language: “a. By April 1, 2013, the District shall, in consultation with an external consultant experienced in implementing the behavior approaches described above, evaluate and revise the Guidelines for Student Rights and Responsibilities (“GSRR”) to: [details omitted] ... b. By July 1, 2013, the District shall, in consultation with relevant experts, evaluate and revise, as appropriate, its due process protections for student discipline... c. All District schools shall implement the revised GSRR. Any disciplinary actions shall be aligned to the GSRR standards, and comport with Restorative Practices and PBIS.” [VI.B.2.a-c]

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

2. The District shall develop and deliver an informational program to assist students and parents in understanding their roles and responsibilities under PBIS, Restorative Practices and the GSRR; shall host student assemblies at each school to communicate positive core values and behavioral expectations, and to explain in an age-appropriate manner the GSRR, PBIS and Restorative Practices; and shall hold informational sessions for parents at least twice per school year at each school, which shall include information regarding PBIS, Restorative Practices and the GSRR, due process and appeal procedures, and guidance on how parents can make complaints about student discipline.” [VI.D.1-2]

Major Milestones

- Fall 2014: Reviewed GSRR with staff and distribute to students
- Fall 2014: Post translated GSRRs on the District website
- Spring – Summer 2014: Evaluate a need for additional protection of students due process and make recommendations for changes if warranted
- Fall 2014: If changes are made, develop and implement appropriate professional development
- Fall 2014: Mendozas request a Report and Recommendation (R&R pending)
- Winter 2014-15: Provide GSRR PD for administrators and certificated staff
- Spring 2015: Convene committee; review/develop changes to 2015-16 GSRR

IV.1. Student Discipline Training for Sites

Status: Ongoing

Person Responsible: Richard Foster, Sr. Director – Curriculum Deployment

USP Language: “By July 1, 2013, the District shall hire or designate trainers to assist all administrators and certificated staff to implement Restorative Practices, PBIS and the standards established in the revised GSRR. The trainings shall take place before the commencement of the 2013-2014 school year” [VI.E.2]

Major Milestones:

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- Spring 2014: Provide administrators and certificated staff with continuing Restorative Practices and PBIS training
- Summer 2014: Evaluate effectiveness of PD in SY 2013-14, revise strategies as needed
- Fall 2014: Implement revised strategies, as needed
- Spring 2015: RPPSCs/LSCs provide job-embedded, one-on-one RP and/or PBIS training to their respective sites

VI.1. Communicate and Monitor Discipline Roles and Responsibilities

Status: Completed

Persons Responsible: Ana Gallegos – Assistant Superintendent Elementary Schools; Abel Morado – Assistant Superintendent Secondary Schools

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

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

Major Milestones:

- Summer 2014 – training of administrators and school staff regarding roles and responsibilities
- Fall 2014 – communicate roles to administrators and teachers
- Spring 2014 – monitor/evaluate to ensure roles were communicated
- Spring 2014 – follow-up with staff who did not receive the communication
- Fall 2015 – communicate roles to administrators and teachers

VI.1. Discipline Data Monitoring

Status: Ongoing

Person Responsible: Eugene Butler, Jr., Assistant Superintendent Student Services (designated RPCC)

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

“1. By April 1, 2013, the District shall identify any changes in the data reporting system necessary to meet all of the reporting and evaluation requirements of this Order and the revised Revised Implementation Addendum —[Detailed, December 19, 2014](#) [February 6, 2015](#)
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GSRR, including tracking school-site-based discipline by teacher and identifying necessary changes to the input codes and consequences. All changes shall be made by July 1, 2013. 2. The District shall collect, review, and analyze discipline data from each school on at least a quarterly basis. ...” [VI(F)(1-2)]

“All data on student discipline, as required by this Section, shall be posted on the District website as part of TUSDStats, subject to the requirements of FERPA.” [VI(F)(6)]

Major Milestones

- Fall 2014 – 1st quarter discipline review
- Winter 2014-15 – 2nd quarter discipline review
- Spring 2015 – make additional changes to the data reporting system and communicate to staff
- Spring 2015 – 3rd quarter discipline review
- Summer 2015 – evaluate staff discipline inputs to data system
- Summer 2015 – 4th quarter discipline review

VI.2. Corrective Action Plans

Status: Ongoing

Persons Responsible: Ana Gallegos, Assistant Superintendent Elementary Schools; Abel Morado, Assistant Superintendent Secondary Schools

USP Language: “The District shall collect, review, and analyze discipline data from each school on at least a quarterly basis. ... Based on this analysis, the District shall work with the RPPSC and school administrators to develop corrective action plan(s) ...” [VI.F.2]

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

Major Milestones:

- Fall 2014 – Review 1st quarter data, develop corrective action plans
- Winter 2014-15 – Review 2nd quarter data, develop corrective action plans
- Spring 2015 – Review 3rd quarter data, develop corrective action plans
- Summer 2015 – Review 4th quarter data, develop corrective action plans

VI.3. Successful Site-Based Strategies

Status: Ongoing

Persons Responsible: Ana Gallegos, Assistant Superintendent Elementary Schools; Abel Morado, Assistant Superintendent Secondary Schools; Eugene Butler, Jr., Assistant Superintendent Student Services (designated RPCC)

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

“The District shall require principals to meet on a regular basis (*i.e.*, at least monthly) with the school-site discipline team (to be comprised of the RPPSC, school administrators, and selected teachers and school resource officers) to review the school site’s discipline data, discuss any school-wide corrective action plans or action items, and explore ideas for improvement.” [VI.F.4]

Major Milestones:

- Monthly: Site teams meet to review discipline data, areas for improvement, and/or corrective action plans
- Quarterly: Student Services staff share potential site-based strategies with Educational Leadership
- Quarterly: Share successful strategies during ILA

VII. FAMILY AND COMMUNITY ENGAGEMENT

VII.1. Family Center Plan

Status: In Progress

Person Responsible: Charlotte Patterson, Director – School Community Services (Designated Family Engagement Coordinator)

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

“a. By July 1, 2013, the District shall develop a plan to expand its existing Family Center(s) and/or develop new one(s). ... e. The District shall collaborate with local colleges and universities to provide parents with information about the college enrollment process and to disseminate such information at the Family Centers. f. The District shall provide access at its Family Centers to computers for families to complete and submit open enrollment/magnet applications online. g. The District shall disseminate the information identified above and in Section (II), in all Major languages, on the District’s website, and through other locations and media, as appropriate.” [VII.C.1.a, e-g]

Completion Date: Completed and submitted as a component of the Family and Community Engagement Plan on March 31, 2014³.

Major Milestones:

- Fall 2014: Develop high-level report/plan for Wakefield center
- Winter 2014-15: Open Wakefield center
- Winter 2014-15: Develop high-level report/plan for Palo Verde center
- Spring 2015: Open Palo Verde center
- Spring-Summer 2015: Develop high-level report/plan for Catalina center (and, potentially, the Southwest center)
- Fall 2015: Duffy center closes
- Fall-Winter 2015: Open the Catalina center (and, potentially, the Southwest center)

VII.2. Family Engagement Resources

Status: Ongoing

³ The District planned to hire or designate a Family Engagement Coordinator by the start of the fiscal year – July 1, 2013. Thus, the District requested, and the parties and Special Master did not object, to moving the due date for the Family Center Plan from July 1, 2013 to October 1, 2013. In the fall of 2013, the District proposed combining the Family Center Plan and the Family Engagement Plan. On December 2, 2013 the Court set a due date of February 15, 2014 for the Family Engagement Plan (including the Family Center Plan). The District requested the parties and the Special Master to extend this date to March 31, 2014. This request was not granted or denied.

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Person Responsible: Charlotte Patterson, Director – School Community Services (Designated Family Engagement Coordinator)

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

Completion Date: Completed and submitted as a component of the Family and Community Engagement Plan on March 31, 2014 (see fn 1, above).

Major Milestones:

- Fall 2014: Establish Cross-Functional Family and Community Engagement (FCE) Committee; designate FEC
- Winter 2014-15; Hire staff, including FEC and FCE Director
- Winter 2014-15 and Spring 2015: Evaluate current strategies, develop new strategies
- Spring 2015: Develop vision and draft brand (including resource allocation); solicit community/stakeholder input
- Summer 2015: Share vision with parents/community members
- Fall 2015: Implement new strategies

VII.3. Tracking Family Engagement

Status: Ongoing

Person Responsible: Charlotte Patterson, Director – School Community Services (Designated Family Engagement Coordinator)

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

Completion Date: Completed and submitted as a component of the Family and Community Engagement Plan on March 31, 2014 (see fn 1, above).

Major Milestones:

- Fall 2014: Develop surveys for MASSD/AASSD parent quarterlies
- Fall 2014: Revise Family Center intake/menu of services form
- Fall 2014: Continue to collect data on family engagement from various sources
- Winter 2014-15: Title I staff receives training to explore possibilities for how Mojave can be used to track family engagement
- Winter 2014-15: Identify possible Mojave changes
- Fall 2014 and Winter 2014-15: Evaluate 2013-14 assessment
- Spring 2015: Implement Mojave changes, as feasible
- Spring 2015: Develop 2014-15 assessment

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- Spring 2015: Develop plan for tracking family engagement based on the assessment

VII.4. Translation and Interpretation Services

Status: Ongoing

Person Responsible: Ignacio Ruiz, Director – Language Acquisition Department

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

Major Milestones

- Summer 2014: GSRR translation and distribution (Spanish)
- Summer 2014: Translation and distribution of required forms and documents (including open enrollment, transportation brochure, Informational Guide (School Catalog), McKinney Vento, etc.)
- Summer 2014 and Fall 2014: Finalize plan for translations
- Fall 2014 and Spring 2015: Identify major languages for 2014-15 based on enrollment
- Fall 2014: Provide PD to identified site staff related to interpretation protocol
- Fall 2014: GSRR translation (Major Languages)
- Fall 2014: Identify resource list of outside agencies to provide case-by-case translations/interpretations
- Winter 2014-15: Identify and prioritize documents to be translated at various levels
- Winter 2014-15: Distribute interpretation plan to sites; provide PD for administrators and other staff related to the plan
- Spring 2015: Translate documents from master list, based on priorities
- Summer 2014: Identify interpreters and strategies used when no interpreter is available
- Summer 2014: Identify strategies used to inform parents and community of translation/interpretation services
- Fall 2014: Implement revised strategies

VIII. EXTRACURRICULAR ACTIVITIES

VIII.1. Extracurricular Equitable Access Plan

Status: Ongoing

Person Responsible: Herman House, Director Secondary Schools / Interscholastics

USP Language: “1. The District shall utilize transportation services as a critical component of the integration of its schools. 2. The District shall make decisions concerning the availability of transportation services, including, but not limited to, transportation services to support student participation in extracurricular activities, in a manner that promotes the attendance of District students at integrated and magnet schools and programs. District transportation administrators shall be included in planning and monitoring activities related to student assignment and integration.” [III(A)(1-2)]

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

Completion Date: Extracurricular Equitable Access Plan submitted to parties March 3, 2014; Approved March 20, 2014

Major Milestones

- Spring – Summer 2014: District develops transportation strategies to support extracurricular activities that will include an increase in the availability of activity buses/routes for SY 2014-15.
- Fall 2014: District begins offering and monitoring tutoring, and access to tutoring
- Fall 2014: District begins implementing transportation strategies
- Fall 2014: Conduct student and parent surveys (as described in the Plan)
- Winter 2014-15: Based on survey results, develop opportunities to increase the range of extracurricular activities and ensure equitable access
- Winter 2014: Begin the process of training office personnel on the registration process of student participation of Extracurricular Activities

- Spring 2015: Assess, review and monitor all extracurricular activities and make necessary changes or adjustments to ensure equal access and opportunities for interracial contact in positive settings.
- Develop strategies for buses for 2015-16
- Spring 2015 Allocate resources as needed.

VIII.2. Data Reporting System (Extracurricular)

Status: Ongoing

Person Responsible: Herman House, Director Secondary Schools / Interscholastics

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

Major Milestones

- Fall 2014: Provide training for relevant staff on inputting information and maintaining participation data
- Winter 2014-15: Make any additional changes to Mojave
- Fall 2014: Implement the Plan

IX. FACILITIES AND TECHNOLOGY

IX.1. Multi-Year Facilities Plan (including Biennial Assessment of Facilities)

Status: In Progress

Person Responsible: Stuart Duncan, Chief Operations Officer

USP Language: “In addition [to developing the FCI], by July 1, 2014, the District shall develop an Educational Suitability Score (“ESS”) for each school that evaluates: (i) the quality of the grounds, including playgrounds and playfields and other outdoor areas, and their usability for school-related activities; (ii) library condition; (iii) capacity and utilization of classrooms and other rooms used for school-related activities; (iv) textbooks and other learning resources; (v) existence and quality of special facilities and laboratories (e.g., art, music, band and shop rooms, gymnasium, auditoriums, theaters, science and language labs); (vi) capacity and use of cafeteria or other eating space(s); and (vii) current fire and safety conditions, and asbestos abatement plans.” [IX.A.1]

“The District shall assess the conditions of each school site biennially using its amended FCI and the ESS.” [IX.A.2]

“Based on the results of the assessments using the FCI and the ESS, the District shall develop a multi-year plan for facilities repairs and improvements with priority on facility conditions that impact the health and safety of a school’s students and on schools that score below a 2.0 on the FCI and/or below the District average on the ESS. The District shall give the next priority to Racially Concentrated Schools that score below 2.5 on the FCI.” [IX.A.3]

Facilities Condition Index (FCI) Completion Date: FCI submitted to parties July 27, 2013; Final approval on October 1, 2013.

Multi-Year Facilities Plan (MYFP) Completion Date: February 27, 2015

Major Milestones

- Fall 2014: Finalize the development of the ESS
- Winter 2014-15: District completes ESS assessment of school sites
- February 27, 2015: District submits plan to the Special Master and Plaintiffs
- Spring 2015: District finalizes plan based Special Master and Plaintiff feedback
- Fall 2015: District implements the plan

IX.2. Multi-Year Technology Plan (including Biannual Assessment of Technology)

Status: In Progress

Person Responsible: Damon Jackson, Chief Information Officer

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USP Language: “1. By July 1, 2013, the District shall develop a Technology Conditions Index (“TCI”), which rates technology and technology conditions in schools along multiple technological dimensions and provides a composite score for each school. The TCI shall include, at minimum, the following: (i) student access to computers and other learning devices (e.g., smart boards); the location of computers and learning devices (lab or classroom or both); (ii) availability of wireless and broadband Internet in a school; (iii) availability of research-based educational software or courseware; and (iv) teacher proficiency in facilitating student learning with technology.

2. The District shall assess the technology in each school biannually using the TCI.

3. Based on the results of its assessment using the TCI, the District shall develop a multi-year Technology Plan that provides for enhancements and improvements to the District’s technology, with priority given to basic maintenance and required repairs and to Racially Concentrated Schools that score below the District average on the TCI.” [IX.B.1-3]

Technology Condition Index (TCI) Completion Date: TCI submitted to parties February 25, 2014; Final approval on February 25, 2014

Multi-Year Technology Plan (MYTP) Completion Date: February 27, 2015

Major Milestones:

- June 2014: Finalized the development of the TCI Instrument
- Fall 2014: Identified ways to strengthen or adjust the TCI to accommodate for new software and/or hardware, as needed
- Fall 2014: Developed teacher proficiency measure
- Winter 2014-15: Conduct the first comprehensive biannual assessment (including the full teacher proficiency component)
- Winter 2014-15: Begin developing a multi-year technology plan; prepare draft of multi-year technology plan
- February 2015: Review results by school
- Spring 2015: Finalize the multi-year technology plan

IX.3. Technology PD for Classroom Staff

Status: Ongoing

Person Responsible: James Butler, Director of Instructional Technology

USP Language: “The District shall include in its professional development for all classroom personnel, as more fully addressed in Section (IV)(J)(3), training to support the use of computers, smart boards and educational software in the classroom setting.” [IX.B.4]

Major Milestones:

- Year-round: All classroom personnel are notified about online training opportunities that support the use of technological tools in the classroom setting
- Revised Implementation Addendum —[Detailed, December 19, 2014](#) [February 6, 2015](#)
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- Spring – Summer 2014: Promethean training for teacher-mentor coaches (train-the-trainer model)
- Fall 2014: SuccessMaker training for identified certificated staff
- Fall 2014: Achieve 3000 and Imagine Learning training for Language Acquisition Staff
- Winter 2014-15: Provide additional training for Promethean Boards and Successmaker
- Spring 2015: Provide additional Achieve 3000 and Imagine Learning training for Language Acquisition Staff

X. ACCOUNTABILITY AND TRANSPARENCY

X.1. EBAS Implementation

Status: In Progress

Person Responsible: Scott Morrison, Interim Chief Technology Officer

USP Language: “1. The evidence-based accountability system is a system to review program effectiveness and ensure that, to the extent practicable, program changes address racial segregation and improving the academic performance and quality of education for African American and Latino students, including ELLs.

2. By April 1, 2013, the District shall hire or designate a District Office employee to conduct a review and analysis of the current capacity of Mojave and any other District data collection and tracking system. Such review and analysis shall determine these data system(s)’ ability to: (a) track individual student demographic, academic, and behavioral data pursuant to the requirements set forth in Appendix A; (b) be compatible with and run reports concurrently with the District’s data system(s) for tracking personnel data and information; and (c) automatically produce alerts, flags, and other programmed signals to indicate when students do not meet pre-determined goals or expectations for academic performance or behavioral concerns. By July 1, 2013, the District shall complete such review and analysis, which shall include an estimated timeline and cost for making necessary adjustments to the District’s data systems. By October 1, 2013, the District shall hire or contract for appropriate experts to add to or amend the District’s data system(s) to allow it to perform the functions described in Section (X)(A)(1)-(5). By January 1, 2014, or as soon thereafter as is reasonably possible based on projections by the District and its experts, the District shall make such changes to its data systems to allow it to perform these functions. The completed amended system shall be known as the Evidence-Based Accountability System (“EBAS”).” [X(A)(1-2)]

Completion Date: Spring 2017

Major Milestones:

- Fall 2013 – Spring 2014: Implemented various changes to provide EBAS-type functionality to facilitate USP monitoring and reporting (i.e. data dashboard which allows monitoring and reporting of class size, student/teacher scheduling, demographics, enrollment, Watch Point pilot, etc.)
- Spring 2014: Began revising the business management software (Enterprise Resource Planning, ERP) and Student Information System (SIS) – assessment and selection activities
- July 2014: Began ERP implementation
- Fall 2014: Implemented additional changes to provide EBAS-type functionality to facilitate USP monitoring and reporting (i.e. behavior and discipline data)
- Fall 2014: Reviewed revised EBAS Plan
- September 2014: Reviewed strategies to bridge the 2014-15 to implementation year

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- Spring 2015: Begin SIS implementation
- SY 2015-16: Implement the new/revised Data Warehouse
- SY 2016-17: Complete amended system known as the EBAS

X.2. EBAS Training and Evaluation

Status: Ongoing

Person Responsible: Scott Morrison, Interim Chief Technology Officer

USP Language: “3. The District shall require all administrators, certificated staff, and where appropriate, paraprofessionals, to undertake the training on the EBAS required pursuant to Section (IV)(J)(3). All newly-hired District personnel for whom training is warranted under this section shall complete the training by the beginning of the fall semester of the academic year subsequent to the academic year during which they were hired. 4. The District shall evaluate relevant personnel on their ability to utilize the EBAS as contemplated pursuant to Section (IV)(H)(1).” [X(A)(3-4)]

Major Milestones:

- Summer 2014: Began Data Dashboard training (Principals, Leadership)
- Fall 2014: Continue dashboard training (LSCs, Various Departments)
- Fall 2014: ERP training (Central Departments)
- Winter 2014-15: Continue dashboard training (Principals, Various Departments)
- Spring 2015: Continue dashboard training (Principals, Various Departments)
- Spring 2015: ERP training (Sites)

X.3. Budget Process/Development

Status: In Progress

Person Responsible: Karla Soto, Chief Financial Officer

USP Language: “1. The District shall propose a methodology and process for allocating funds that are available to it and its schools pursuant to A. R. S. § 15-910(G) and that accounts for the requirements of this Order (USP Expenditure Plan”) prior to commencing the budget process for fiscal year 2013-2014. The District shall provide the Plaintiffs and the Special Master with a copy of the proposed Plan at least within 30 days before it is to be used for the purpose of preparing the District’s 2013-2014 budget. The Plaintiffs shall have 20 days in which to provide comments on the Plan to the Parties and the Special Master. Within 10 days of receiving the Plaintiffs’ comments, the Special Master shall communicate to the District and the Plaintiffs his suggestions, if any, for modifying the Plan.

2. The District shall allocate funds as necessary to support the implementation of this Order during the 2012-2013 school year.

3. The District shall use the USP Expenditure Plan to prepare a budget for the school district that shall include as part of that budget a separate section delineating the budget necessary to implement the terms of this Order (the “USP Budget”). ...

4. In preparing the USP Budget, the Superintendent and the Chief Financial Officer shall work with the Plaintiffs, the Special Master, and a school budget operations expert to be agreed upon by the Parties and the Special Master to assess the funding needs for this Order. ...The USP Budget shall be submitted to the Plaintiffs and the Special Master at least 30 days before being submitted to the Governing Board. Within 20 days of its submission, the Plaintiffs may provide their comments on the budget to the Parties and the Special Master. During this period, the school budget operations expert will be available to the Plaintiffs to assist them in their review of the proposed budget. Within 10 days of receiving the Plaintiffs’ comments, the Special Master shall communicate to the District and the Parties, his suggestions, if any, for modifying the proposed USP Budget. Upon receipt of any proposed modifications, the District may adjust the USP Budget as appropriate and submit the budget to the Governing Board for approval. Any recommendation of the Plaintiffs and the Special Master not included in the Superintendent’s final USP Budget proposal shall be noted and separately provided to the Governing Board for consideration.

5. Within ten days of the USP Budget’s approval by the Governing Board, if any of the Plaintiffs or the Special Master disagrees with the budget as approved, they may file objections with the Court and the Court shall resolve the objections on an expedited basis. [X(B)(1-6)]

Major Milestones

- Winter 2014-15: Develop and submit budget process and timeline
- Spring 2015: Implement budget process to develop 2015-16 USP budget (including working with the Plaintiffs, Special Master, and school budget operations expert to assess the funding needs for the USP)
- Spring – Summer 2015: Finalize 2015-16 USP budget
- Summer – Fall 2015: Implement 2015-16 USP budget

**Pursuant to the Court’s October 22, 2014 Order on various USP Budget items, the District, Special Master, Plaintiffs, and Budget Operations Expert are currently finalizing the details of the 2015-16 USP Budget Development Process.*

X.4. Budget Audit

Status: In Progress

Person Responsible: Karla Soto, Chief Financial Officer

USP Language: “The District will provide the Plaintiffs and the Special Master with an audit report of each year’s USP Budget. The audit report shall indicate whether the funds allocated in the USP Budget were spent in accordance with that budget and such other information as may be necessary to provide the Plaintiffs, the Special Master, and the public with full disclosure concerning how funds allocated to the USP Budget were spent. The audit shall be conducted by

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an outside accounting firm and shall be posted on the USP Web Page as required by Section (X)(D)(1). Each audit report shall be delivered by January 31 after the conclusion of the fiscal year that is the subject of the audit.” [X(B)(7)]

Completion Date: January 31, 2015

Major Milestones:

- Fall 2014: Develop scope of 2013-14 audit; adjust codes as necessary to align with revised activity list
- Winter 2014-15: Share revised scope with Plaintiffs and Special Master; submit 2013-14 audit to Plaintiffs and Special Master
- Spring 2015: Consider 2013-14 audit findings in development of the 2015-16 budget

X.5. Notice & Request for Approval

Status: Ongoing

Person Responsible: Bryant Nodine, Director of Student Assignment

USP Language: “1. The Parties shall continue to follow the Notice and Request for Approval procedure pursuant to the January 6, 2012 Order Appointing Special Master and the August 22, 2012 Order of this Court. 2. The January 6 Order of Appointment requires the District to provide the Special Master with notice and seek approval of certain actions regarding changes to the District’s assignment of students and its physical plant. January 6 Order at 3. In addition to the items noted in the Appointment Order, the District shall also provide notice and a request for approval regarding the closing or opening of magnet schools or programs and attendance boundary changes as referenced above in Section (II)(E). In order to assess the District’s plans in these regards, the District shall submit with each request for approval, a Desegregation Impact Analysis (“DIA”) that will assess the impact of the requested action on the District’s obligation to desegregate and shall specifically address how the proposed change will impact the District’s obligations under this Order. 3. A copy of any DIA provided to the Special Master must also be provided to the Parties at the same time.” [X(C)]

Major Milestones:

- SY 2014-15: Conduct Desegregation Impact Analysis (DIAs) as needed; submit NARAs to the Plaintiffs and Special Master for review; and file NARAs with the Court, as appropriate