EXHIBIT A

Tucson Unified School District
Annual Report
for the
2020-2021 Academic School Year
under the
Unitary Status Plan

Fisher, Mendoza, et al. v. Tucson Unified School District, et al.

United States District Court, District of Arizona

74-CV-00090 TUC DCB and 74-CV-00204-TUC DCB

submitted to:

Honorable David C. Bury, United States District Court

prepared by:

Tucson Unified School District

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Introduction

The Tucson Unified School District is fundamentally committed to integration, diversity, and equity in fulfilling its mission to educate the children of Tucson, preparing them for productive, fulfilling adult lives in the world community.

That commitment leads to focused efforts in a range of different areas of District operations: student assignment, transportation, faculty and staff assignment, quality of education, discipline, family and community engagement, extracurricular activities, facilities and technology, and a sufficient degree of transparency and accountability to permit reasoned assessment and evaluation.

This annual report presents both qualitative and quantitative assessments of the District's initiatives, programs, and services during SY2020-21. This school year was unique in the history of the District, as most instruction was conducted remotely over the internet due to the limitations on in-person instruction as a result of the COVID-19 pandemic. Late in the school year, the District partially returned to in-person instruction. The disruption caused by these changes had a profound impact on the District, its operations, and its teaching mission. Data from this year is not comparable to prior years, and in many instances makes reliable trend analysis impossible.

Nonetheless, as much as is practicable in the circumstances, this report offers a comprehensive narrative description of the District's efforts toward achieving its goals relating to integration, diversity, and equity, and a comprehensive set of data regarding the District and its operations for use in measuring progress toward those goals.

The District currently operates under a desegregation order, referred to as the Unitary Status Plan (USP), arising out of a school desegregation case that began in 1974 and continues to this day. Though the format and contents of this annual report meet certain requirements of the USP, the District looks forward to the ultimate termination of that decree based on its demonstrated commitment to integration, diversity, and equity. As this annual report highlights, the District has institutionalized that commitment because it is right, because it is the law, and because it is immeasurably important for the students the District serves.

The District spans 231 square miles, including most of the City of Tucson. It is the third largest school district by enrollment in Arizona and in the top 125 largest

school districts in the United States. In SY2020-21, the District enrolled approximately 41,000 students, of whom 62% were Hispanic, 10% were African American, 19% were White, 4% were Native American, 2% were Asian/Pacific Islanders, and 4% were multi-racial. Those students attended 85 schools: 47 elementary schools, 10 middle schools, 15 K-8 schools, 10 high schools, and 3 alternative programs. Also during SY2020-21, the District employed more than 7,000 people, including more than 2,700 certificated teachers. The District spent more than $410 million in the performance of its duties, including approximately $63.7 million in funds from taxes levied pursuant to A.R.S. §15-910(G) for activities that were required or permitted by a court order of desegregation or administrative agreement with the United States Department of Education Office for Civil Rights directed toward remediating alleged or proven racial discrimination.

The balance of this annual report consists of 10 separate sections, each devoted to a different area of the District's efforts toward integration, diversity, and equity. Each section begins with a narrative describing the activities of the District during the past school year and concludes with a list of specific data and reports relating to that area. The sections of the annual report are organized to follow the sections of the USP, for convenient reference. Data and other supporting documents are set forth separately in a series of appendices, corresponding to each section of the annual report. This 2020-21 Annual Report, along with its appendices, will be filed with the court in the desegregation case and posted on the District's webpage relating to the desegregation case.

I.   Compliance and Good Faith

A.   Internal Compliance Monitoring

During SY2020-21, under the direction of the Assistant Superintendent of Equity, Diversity, and Inclusiveness, the District continued to implement its internal compliance monitoring system for the USP, with focused efforts to ensure compliance of all completion plans and any new court directives.

The District carefully monitored progress of its internal compliance efforts by engaging in ongoing strategic meetings with key stakeholders as well as follow-up meetings on a regular basis. Immediate corrective actions were instituted, if needed, to ensure compliance. In spite of the challenges presented by the pandemic and employees working remotely, the District adhered to its commitment in meeting the requirements of the USP and meeting court required deadlines throughout the year.

B.   USP-Related Court Orders

During SY2020-21, in addition to implementing the USP, the District demonstrated a good faith commitment to complying with the Court's USP-related orders.[1] Between June 22, 2020, and June 30, 2021, the Honorable Judge David C. Bury, U.S. District Court, District of Arizona, issued 15 substantive orders related to USP implementation in three major categories: USP Budget, Notices and Requests for Approval (NARAs), and Completion Plans.

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[1] *See* USP § 1(C)(1).

Table 1.1: Substantive Court Orders for SY2020-21

Order	ECF #[2]	Date
USP Budget		
Order re Substantive Issues Raised in 2019-20 Budget Objections	2492	07/01/20
Order Adopting the SY2020-21 USP Budget	2509	08/14/20
Notices and Requests for Approval (NARAs)		
Order approving Portables at Bloom ES, Borman K-8, and Hughes K-5 Schools	2550	10/19/20
Order approving One-Year Changes to UHS Admissions and GATE Testing Processes	2562	01/26/21
Completion Plans and Unitary Status		
Amended Order re 3-Year PIP, CMP, Transportation, and ORR Addendums[3]	_2486_	_06/22/20_
Order approving Second Supplemental Notices of Compliance Re: the 12/01/2018 USP Benchmarks	2497	07/16/20
Order Approving, In Part, the Notice of Compliance Re: Discipline	2502	07/31/20
Order Approving, In Part, Notices of Compliance Re: Revised AASSD and MASSD Plans; CRC Plans	2508	08/14/20
Order re ALE Policy Manual	2512	08/17/20
Order Approving, In Part, 2nd and 3rd Supplemental Notices of Compliance Re: Comprehensive Magnet Plans; Magnet and Nonmagnet Priority Project Plans	2557	12/23/20
Order re Revised ALE Policy Manual; 2nd Supplemental Status Reports; Transportation Plan	2561	01/26/21
Order Approving, In Part, the 3rd Supplemental Notice of Compliance Re: Beginning Teacher Inventory and Diversity Transfer Plan	2564	02/09/21
Order Approving, In Part, the Motion Requesting Supplementation of Record for Supplemental Petition for Unitary Status	2565	02/09/21
Order Granting, In Part, Unitary Status	2572	04/19/21

The District complied with, and is continuing to comply with, each of the fourteen orders as set out below.

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[2] "ECF #" refers to the U.S District Court Electronic Court Filing number.
[3] This Order included deadlines in the 2020-21 school year.

1.   USP Budget

The District filed its Governing Board-approved USP Budget for FY2021 on June 24, 2020. The Mendoza and Fisher Plaintiffs filed objections, the District responded, and the Special Master filed a Report and Recommendation (R&R).

On July 1, 2020, the Court ordered TUSD to conduct a series of additional budget-related tasks through Order 2492. These tasks included the development of a budget protocol, requirements for magnet school budgeting, forms for ensuring the growth of post-consultant capacity, and instructions for magnet principals for preparing annual magnet site plans. Throughout the summer and fall of 2020, the District complied with the budget directives.

Ultimately, the Court adopted the Special Master's R&R and approved the 2020-21 USP Budget in August through Order 2509. The approved recommendations included the development of magnet school budgets for C or D magnet schools (and notice requirements for reductions exceeding $50,000 for those schools) and revised thresholds for COVID-related reallocations. The District complied with these directives throughout the school year, including filing notices of compliance with the Court (*see* ECF 2554, December 2020).

2.   Notices and Requests for Approval

Below is a summary of the substantive findings and directives found in the orders that followed TUSD notices and requests for approval that were made during the 2020-21 school year. Each NARA contained a detailed desegregation impact analysis (DIA) and was preceded by a review, comment, and discussion period with the Special Master, Plaintiffs, and the Department of Justice. Section X.B also discusses NARAs submitted by the District in SY2020-21.

In September and October 2020, the District submitted three NARAs to add double-wide portables at Bloom Elementary, Hughes Elementary, and Borman K-8 schools. In late October, the Court approved all three requests through Order 2550.

In January 2021, the District filed a NARA regarding one-year changes to the UHS admissions and GATE testing processes necessitated by the COVID-19 pandemic. The Special Master filed an R&R supporting the one-year changes and indicating that the plaintiffs did not object to the request. In late January, the Court adopted the R&R through Order 2562.

3.   Completion Plans and Unitary Status

In September 2018, the Court ordered the District to develop close to 20 completion plans. Between December 2018 and May 2021, the District submitted notices of compliance related to the development and implementation of the completion plans. Below is a summary of District compliance with such Orders filed between June 2020 and May 2021.

Student Assignment

Through Amended Order 2486 (June 2020) re the 3-Year PIP, the Court ordered additional actions and plans related to magnet schools and programs, transportation, and outreach and recruitment. The District complied with the directives, filing supplemental notices of compliance related to academic and integration criteria (ECF 2501, July 2020), multiple new and revised magnet and integration-related plans (ECF 2517, Sept 2020), and academic achievement plans for magnet and non-magnet schools (ECF 2530, Oct 2020).

In December 2020, the Court approved and adopted the District's student assignment plans, subject to certain revisions, terminated magnet status for Booth-Fickett K-8 (ordering the implementation of its transition plan in SY2021-22), and directed the application of the Smylie Protocol universally to future magnet school plans and targeted academic improvement plans (ECF 2557). The District completed all necessary plan revisions and developed the SY2021-22 magnet school plans utilizing the Smylie Protocol (*see* draft MSPs, ECF 2569-3).

Staffing; Professional Learning for Technology

In Order 2497 (July 2020), the Court outlined several mandates related to administrative and certificated staff and professional learning for technology. The District filed a notice of compliance related to staff-related efforts (grow your own plans; revised diversity plan) and professional learning for technology (ECF 2514, August 2020). The Court adopted the District's revised Teacher Diversity Plan in February 2020 through Order 2564, contingent on the District filing the Black Diversity Addendum. TUSD filed the Addendum one month later, in March 2020 (ECF 2568).

Discipline

Order 2502, filed at the end of July 2020, included several directives related to

discipline. The District has complied with the directives in this Order as of July 1, 2021, and through this 2020-21 Annual Report.

MASSD, AASSD, and CRCs

Order 2508 (August 2020) adopted the Mexican American Student Services Divisions (MASSD) and African American Student Services Division (AASSD) Operating and Restructuring/Reorganizing Plans, directed additional steps related to monitoring and reporting, and ordered the addition of ELL Addendums provision to department strategic plans. The Order also mandates revisions to the CRC: 5-Year Plan. The District has complied with these directives; revised versions of these plans are posted on the District's website.

Advanced Learning Experiences

In August 2020, the Court also issued Order 2512, which included additional actions and filing requirements related to the ALE Policy Manual and ALE Status Report. The District filed the requisite notice of filing, including the ALE Status Report (ECF 2520, September 2020).

The Court included additional directives in Order 2561 in January 2021, including the filing of the revised Final ALE Policy Manual, Status Report, Transportation Plan, and Appendices. Three months later, the District filed its third supplemental notice and report of compliance, which contained all requisite plan revisions, reports, and appendices (ECF 2573, April 2020).

Requests for Information

In February 2021, the Court ordered the District to respond to various requests for information related to Wakefield MS, Innovation Tech HS, and COVID-19 strategies. The District complied with these directives.

Unitary Status

In April 2021, the Court adopted the Special Master's Report and Recommendation to award unitary status to TUSD. The Court also required the District to file the UHS express shuttle-bus report and to respond to Plaintiff challenges related to Wakefield MS and Innovation Tech HS, and to the inclusion of academic performance criteria in the 2020-21 MSPs. The District responded to Plaintiff challenges related to Wakefield and Innovation Tech, and related to MSPs, in

its May 3, 2021 filings (ECFs 2576 and 2577). TUSD filed the UHS Shuttle Report on May 27, 2021 (ECF 2585).

4.   Annual Report Process

In October 2020, shortly after the District filed the 2019-20 Annual Report with the Court, the District's Department of Equity, Diversity and Inclusiveness (EDI) continued working with relevant leadership to implement the USP and document the SY2020-21compliance for this report. This process guided the District's work in this area throughout the year and established the foundation for the 2020-21 Annual Report.

As in past annual reports, the District continued to follow the organization of the USP and to report its activities and outcomes in 10 separate sections. The District took the following steps to produce the 2020-21 Annual Report:

- The Desegregation team, an integral part of the Equity, Diversity, and Inclusiveness Department, gathered the required reports for each section, following its data availability schedule.

- The Department assigned one of four editors to write portions of the report, working together with different department content experts.

- The Department's research project manager, experienced in desegregation data and other content, collected and analyzed data and summarized findings, to ensure consistency and accuracy in reporting.

- The Department re-engaged the services of a professional editor to review the final report, to ensure structural consistency throughout the entire document.

This multiple review process involved many hours of professional time and significant coordination to provide an accurate and comprehensive report.

II.   Student Assignment

A.   Attendance Boundaries, Feeder Patterns, Pairing, and Clustering

In SY2020-21, the District considered boundary and feeder pattern changes as strategies for improving integration and mitigating oversubscription.[4] The Coordinated Student Assignment (CSA) committee considered a possible pairing of two magnet schools (Davis and Roskruge) as a potential option for improving integration and program quality. The District also monitored the impact of previous integration strategies related to grade reconfigurations and feeder pattern changes. Finally, the District opened two new, no-boundary schools (Wakefield MS and Innovation Tech HS).

1.   Boundary Review

Using 40th-day enrollment and the lottery tracking system, the District identified eight oversubscribed schools (**Appendix II – 1, Summary of Lottery Results in Oversubscribed Schools**). Of these, two did not have attendance boundaries and six were integrated. The District evaluated two oversubscribed schools, McCorkle K-8 and Mansfeld MS, to determine if boundary changes would improve their racial/ethnic composition and determined that boundary changes at these sites would not improve integration any more than the lottery process.

2.   Pairing of Davis and Roskruge

The CSA considered a proposal to create a "pairing" of Davis ES and Roskruge K8 magnet schools. Both are two-way dual language schools, and both implement a school-wide version of TWDL. The concept would be to rebrand both schools as a single TWDL Academy with two campuses, one school offering grades K-4, and the other offering grades 5-8 (or a similar configuration). However, this proposal was not pursued for several reasons, including but not limited to: the impacts and unknowns created by the COVID-19 pandemic, the status of Roskruge as a targeted integration

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[4] An oversubscribed school is a school where the number of students seeking to enroll exceeds the number of available seats in a grade and/or a school.

improvement school, and the initiation of the Magnet Oversight Committee (MOC) in SY2020-21.[5]

3.   Borman and Drachman K-8 Schools

Integration at both Borman and Drachman continued to improve.

Table 2.1: Improved Integration at Borman and Drachman K-8 Schools

	White	African American	Hispanic	Status
Borman K-8				
2017-18	50%	17%	22%	
2018-19	49%	18%	22%	Closer to definition of Integration
2019-20	48%	18%	22%	Closer to definition of Integration
2020-21	47%	18%	22%	Closer to definition of Integration
Drachman K-8				
2017-18	18%	7%	67%	Integrated
2018-19	19%	8%	63%	Further Integrated
2019-20	20%	8%	63%	Further Integrated
2020-21	20%	8%	62%	Further Integrated

4.   GATE Feeder Pattern Changes at Wheeler and Roberts-Naylor

In SY2016-17, the District established self-contained GATE programs at both Wheeler and Roberts-Naylor. Although Wheeler experienced a 15% enrollment loss in SY2020-21 and was not integrated, enrollment in the self-contained program remained stable, contributing to the school's diversity. Similarly, at Roberts-Naylor, the presence of the self-contained GATE program also supported the overall diversity of the school despite some enrollment loss in the program.

5.   Roskruge No-Boundary Proposal

Roskruge Bilingual K-8 does not have a neighborhood boundary for grades 6-8 but does have a K-5 boundary comprised of the original boundary and the former Richey School boundary ("Annex"). Roskruge offers a research-based, early-immersion "90/10" Two-Way Dual Language (TWDL) model, recognized as the most

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[5] The MOC, established in SY2020-21, spent the year building a foundation among its members to implement magnet monitoring and review processes, as well as new magnet development processes. In future years, this committee would be the appropriate mechanism for analyzing a potential magnet pairing.

effective form of dual-language instruction. To strengthen the TWDL program and create a viable option for neighborhood students not interested in TWDL, the District developed a proposal to eliminate the boundary at grades 2-5 and create a special attendance zone for Roskruge and Richey neighborhood students interested in starting TWDL in kindergarten and 1st grade. The District designed the proposal in SY2018-19 to improve academic achievement, thereby enhancing the school's attractiveness and racial/ethnic diversity. The Governing Board approved the proposal in July 2019, but the Court denied the request to approve the proposal— without prejudice to it being re-urged—as it sought further information clarifying the overall dual-language program so that it could better understand the context within which the Roskruge request was made.

In summer 2020, the Court issued a ruling indicating that it understood the dual-language program, opening the door for the District to re-urge this request. Due to the COVID-19 pandemic, the District did not pursue the request in SY2020-21.

6.   Innovation Tech HS and Wakefield MS No-Boundary Schools

In SY2020-21, the District opened a new middle school (Wakefield) and a new high school (Innovation Tech). Both schools seek to create integrated, no-boundary schools on Tucson's south side, among racially concentrated neighborhoods. While the COVID-19 pandemic significantly hampered District efforts to integrate the incoming classes, the District remains optimistic that both schools will enroll a more diverse student body over the next couple of years.

In SY2020-21, Innovation Tech served a student population that was 14% white, 4% African American, and 77% Hispanic. TUSD's other Southside and Westside high schools, Pueblo and Cholla, served Hispanic student populations of 87% and 81%, respectively. During the school year, Innovation Tech staff developed integration strategies and engaged with the CSA in training to build their capacity around marketing, outreach, and recruitment.

Wakefield opened only a single grade, sixth grade, in SY2021-22 for a total of 70 students, 89% Hispanic. During the school year, Wakefield staff developed and implemented integration strategies and engaged with the CSA in marketing, outreach, and recruitment training.

B.   Magnet Schools and Programs

During the SY2020-21, the District continued to develop, implement, monitor, and evaluate its thirteen magnet schools and programs through the Comprehensive Magnet Plan (CMP) and site-based Magnet School Plans (MSPs).[6] In the fall of 2020, the District revised the CMP to include the student achievement measures for African American and Latino students. (**Appendix II – 2, II.K.1.e Comprehensive Magnet Plan (January 2021)**). In addition, the District adopted the Magnet Schools of America (MSA) framework for evaluating and creating high quality magnet schools.

1.   Magnet Program Design

Under the supervision of the new Assistant Superintendent for Equity, Diversity and Inclusiveness (EDI), the Magnet Department developed a professional learning program, implemented throughout the school year, to support the 12 magnet schools in understanding and analyzing each MSA Pillar and Standard, so that they could assess and improve their own magnet program implementation. The expectation and emphasis was established that all magnet schools would work toward becoming nationally certified by the MSA.

In alignment with the TUSD magnet re-envisioning, the following focus areas and objectives were defined:

Table 2.2: Magnet Focus Areas and Objectives

Focus area	Objectives
Leadership Development	Magnet school and District leadership will participate in professional learning provided by MSA to expand their awareness of magnet school standards and to identify at least three focus areas for enhancement aligned to MSA standards.
Theme Integration	Each magnet school will clearly define its theme, and develop a vision, mission, and collective commitments to guide the program.
Professional Learning	All magnet school coordinators will receive professional learning to create and to support the work of a PLC Guiding Coalition.

The chart below lists the MSA Pillars and Standards of Excellence, including dates that principals and magnet coordinators were provided professional learning that allowed for small- and large-group collaboration around current school practices in relationship to the standards for each MSA Pillar. Participants reflected on their

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[6] Booth-Fickett lost its magnet status in SY2020-21.

school's practices and identified strengths and enhancements for future magnet program design planning.

Table 2.3: MSA Pillars and Standards of Excellence Learning Series

Date	MSA Pillar	Standards of Excellence
October 2020	Pillar 1: Diversity	Standard 1: Student Recruitment and Retention
		Standard 2: Diversity and Equity
December 2020	Pillar 2: Innovative Curriculum and Professional Development	Standard 3: Theme and Curriculum Fidelity
		Standard 4: Professional Development
January - March 2021	Pillar 3: Academic Excellence	Standard 5: Instructional Fidelity
		Standard 6: Student Achievement
April 2021	Pillar 4: High Quality Instructional Systems	Standard 7: Leadership and Educator Development
		Standard 8: District and Magnet Relations
Postponed until SY2021-22	Pillar 5: Family and Community Partnerships	Standard 9: Community Engagement and Partnerships
		Standard 10: Family Engagement and Communication

All learning activities were designed to deepen the understanding and knowledge of the MSA Pillars and Standards of Excellence for magnet school administrators and staff. In addition, magnet principals and coordinators participated in the following MSA and departmental activities:

Table 2.4: MSA and Departmental Activities

Date	Learning Opportunity/Description	Provider
Oct. 2020	***Leading Successful Magnet Schools Workshop (Virtual)*** This two-day workshop for magnet principals and coordinators provided an opportunity to examine exemplar practices in model magnet schools throughout the country. This workshop specifically focused on the MSA Pillar - High Quality Instructional Systems and introduced several tools for planning next steps to strategically implement the Standards of Excellence to guide school sites toward model magnet schools and programs.	MSA
Oct. 2020	***Fall Technical Assistance and Training Conference (Virtual)***	MSA

Nov. 2020	***Vision/Mission/Core Values*** (multiple sessions)	Dr. Smylie, Consultant
Dec. 2020-April 2021	***MSA Pillars and Standards of Excellence Learning Series*** Collaborative work among magnet principals and coordinators to identify current practices and new practices for future implementation to meet the expectation of magnet school practices as defined by the MSA Standards of Excellence.	Magnet Department
Jan. 2021	***Cultural Competency*** ***Postponed until SY2021-22 due to COVID-19***	MSA
Feb. 2021	***MSA Policy Training Conference*** ***Postponed until SY2021-22 due to COVID-19***	MSA
April 2021	***Magnet Schools of America – National Conference***	MSA
June 2021	***MSA Leadership Retreat*** ***Postponed until SY2021-22 due to COVID-19***	MSA

2. Magnet School Plans: Development, Implementation, Progress Monitoring, and Evaluation.

Due to the COVID-19 pandemic, the District provided academic services to students virtually until the fourth quarter of SY2020-21. Although some activities (such as in-person site visits) were not possible, the Magnet Department continued to support each magnet school based on their individual academic and integration statuses as described in the CMP. This approach allowed the District to better allocate its resources to the schools most in need.

a) MSP Development for SY2020-21

In Fall 2019, central and site-based staff collaborated to develop school magnet plans for SY2020-21. To develop MSPs, the Magnet Department worked primarily with site and central leadership, the Financial Services Department, and the Title I Department (**Appendix II – 3, II.K.1.f Magnet School Plans (13) SY2020-21**).

b) MSP Implementation and Progress Monitoring

During SY2020-21, the District monitored and evaluated MSP implementation through the review of magnet quarterly reports and semester budget reviews with school site personnel. Due to the pandemic and school closures, magnet leadership was not able to conduct purposeful visits to observe best practices aligned to the critical focus areas in each MSP. However, central staff supported magnet schools

online and worked closely with magnet coordinators to identify strategies for recruiting students during the pandemic.

Department staff also provided individualized training for site-based personnel to generate budget reports and updates for principals to track magnet spending, review benchmark assessment data, and conduct outreach and recruitment. Magnet schools submitted cumulative triannual reports evaluating their progress toward MSP goals, with specific strategies to address identified deficiencies.

c)   MSP Plan Development – SY2021-22

During the first semester of SY2020-21, the Magnet Department and schools began to assess MSP progress with an eye towards developing the SY2021-22 MSPs and budgets. The District developed and filed its Magnet School Plan Development Guide in December, 2020. Also in December, the Court ordered the District to apply the Smylie Protocol for Magnet School Plans. To ensure comprehensive planning following the Smylie Protocol, the District utilized a guide and a template developed by Dr. Smylie, which outlined steps for developing a school improvement plan. (**Appendices II – 4, A Guide to Equity–Oriented Continuous School Improvement Planning** and **II – 5, Student Achievement Action Plan Template**). The District also required each magnet school to use its Title I School Improvement Action Plan (SIAP), the FCMP, and marketing and family engagement strategies to address integration and academic achievement.

Magnet Leadership facilitated workshops with Dr. Smylie to prepare magnet principals and coordinators to lead their magnet school planning teams, and to support magnet school teams in navigating through the Equity-Oriented Continuous School Improvement Planning Guide ("Planning Guide") while developing their MSP for the SY2021-22. In addition, each magnet school team received the opportunity to meet one-on-one with Dr. Smylie for individualized support. In March, the Magnet Department conducted open and scheduled support and feedback sessions through Zoom to ensure all MSPs were completed on time and with fidelity to the template (**Appendix II-6, Magnet Plan Development Process for 2021 Plans**).

Table 2.5: Magnet Plan Development Process

Date	Magnet Plan Support	Provider
January, 2021	Overview of Student Academic Achievement Plan and Guideline; Individual school support as needed regarding SAAP Process for development	Magnet Department
February, 2021	Introduction to the Planning Guide Step 1: Describe the School You Aspire to Be Step 2: Perform Gap Analyses Step 3: Conduct Root Cause Analyses Step 4: Identify Primary Needs and Set SMART Improvement Goals Step 5: Identify Evidence-Based Strategies Step 6: Undertake Feasibility Analyses Step 7: Select Most Efficacious, Feasible Strategies Step 8: Develop Action Steps Open Support Session	Dr. Smylie
March, 2021	Work Day Open Zoom Meetings and Individual School Team Support and Feedback	Magnet Department

d)   Family and Community Engagement

The Magnet Department supported schools in incorporating a strong family engagement component in all MSPs, complementing each school's Title 1 Plan. To ensure that opportunities maximized interest and participation, campuses monitored family engagement using Dr. Joyce Epstein's Six Types of Family Involvement (*see* Section VII.A.1).

3.   Improving Integration

a)   Marketing, Outreach, and Student Recruitment and Selection

The District planned, designed, and executed targeted marketing and recruitment campaigns to support each magnet school's communications, media, and marketing needs during SY2020-21. These efforts included the three marketing and recruitment campaigns—the Positive Reinforcement Campaign, the Priority Enrollment Campaign, and the Continuing Enrollment Campaigns—which support schools in meeting integration goals, as defined in each MSP.

To maintain an active presence in the community, magnet schools developed a strong online presence. In collaboration with the District Communications Department, each magnet school created a virtual school tour through a welcome video led by the magnet coordinator and principal. These virtual tours were used for recruiting individual parents and were available through multimedia sources. Other efforts included using photos and other videos highlighting happenings at specific magnet schools.

Magnet schools also participated in District marketing events that included a magnet drive-through, a virtual open house, a virtual Middle School Level UP, and a virtual Kinder Round-up event. The magnet coordinators worked together to provide "Magnet Office Hours" during the month of February 2021, to support school registration. Advertised by the District, parents were provided time for answering questions regarding magnet schools and the registration process. These events provided opportunities to share with families a variety of information regarding magnet school choices and the process of school choice.

Other marketing strategies included television and radio advertising; outdoor advertising through bus shelters and billboards; print advertising; District press releases; and digital advertising and mass mailings (**Appendix II – 7, II.K.1.m (2) Magnet Marketing Report SY2020-21**).

Since many of the strategies to increase student enrollment and meet integration goals were curtailed in SY2020-21 due to restrictions on in-person meetings and events, the eight elementary and K-8 magnet schools focused most of their efforts on recruiting incoming kindergarteners for the 2021-22 school year, creating online enrollment events targeted at the preschools within the school's geographical area. Each school developed an enrollment plan that included key informational bullet points, a minimum of two theme-based outreach activities, and any supporting technology or marketing resources needed (**Appendix II – 8, Magnet Enrollment Plan Template – Kindergarten Outreach**). To facilitate the implementation of this strategy, the Magnet Department designed and scheduled collaborative working sessions for the sites.

Table 2.6: Magnet Enrollment Plans for Kindergarten Outreach

Date	Agenda	Attendees

October 2020	Working Session #1
	    Marketing, outreach, and recruitment
	    ideas and strategies
		Magnet Department/
		Elementary and K-8
		Magnet Coordinators

November 2020	Working Session #2
	    Update on progress, strategies, issues
	    and resources
	    Role Playing Parent Meetings
	Working Session #3
	    Status of Magnet Enrollment Plan
	    Implementation
		Magnet Department/
		Elementary and K-8
		Magnet Coordinators

December 2020	Individual School Recruitment Plan and PowerPoint Support and Feedback Sessions	Magnet Department/ Multiple Schools

The strategies identified from the kindergarten enrollment plans were used by schools that needed to improve their integration or increase enrollment, including Integration Level B and C schools as outlined in the CMP. Additional marketing and recruitment support was provided to Roskruge K-8, which is currently under a Targeted Integration Improvement Plan (TIIP). Communications and Magnet met regularly with the Roskruge magnet team (Region II superintendent, site principal, and staff) to review and assess existing marketing, outreach, and recruitment efforts, make adjustments, and implement new efforts as necessary.

b)   Cross-Departmental Efforts

The Magnet Department collaborated closely with the Family and Community Outreach (FCO), Communications, Transportation, School Community Services (SCS), and student support services departments to recruit students at FRCs and local events. The Magnet director attended Coordinated Student Assignment (CSA) Committee meetings.

c)   Increased Visibility Through Awards and Recognitions

Due to the COVID-19 pandemic, the MSA chose not to issue its national merit awards in Spring 2020, postponing their release until Spring 2021. At the MSA awards ceremony, Davis and Mansfeld each earned a merit award as Schools of Excellence, while Bonillas, Dodge, and Tucson High were recognized as Schools of Distinction.

d) Progress Toward Improving Integration

In SY2020-21, 11 of 13 magnet schools were "integrated" schools under the USP definition of integration (the "15% criterion"). Roskruge K-8, a TWDL magnet school, remained racially concentrated (Hispanic/Latino student enrollment greater than 70 percent of total enrollment). An integrated school in 2018-19, Holladay fell just below the threshold of an integrated school in SY2020-21 (**Appendix II – 9, Magnet School Integration**).

4. Improving Academic Achievement

The District utilizes several cross-departmental strategies to support academic achievement at magnet schools. These strategies include following a continuous improvement cycle, reviewing school academic achievement data, and providing professional development and support to improve instruction. Unfortunately, many of these activities were curtailed in SY2020-21 due to COVID-19 restrictions and the remote learning environment. In addition, the cancellation of district-wide state and college readiness assessments such as AzMERIT in Spring 2020 meant that there were few reliable and valid data sources available to identify student academic needs. The only ready sources were internal formative benchmark assessments, which are limited in scope and design.

In Spring 2021, all 3rd through 8th grade and Cohort 2023 (grade 10) students took the AzM2 assessment in ELA and Math. All District schools, including Magnets, will review and analyze the results (available in mid-July) to identify student learning gaps and tiered supports and interventions. As a result, changes to site MSPs are likely.

5. Magnet Oversight Committee

In SY2020-21, the District implemented the Magnet Oversight Committee (MOC),[7] whose functions are to conduct semi-annual reviews of magnet school progress with respect to improving integration and student achievement, and to provide recommendations to the Superintendent and the Governing Board with respect to eliminating and creating new Magnet programs. Led by the Equity, Diversity and Inclusiveness (EDI) Assistant Superintendent and staff, MOC members include representatives from the following areas: Regional Superintendents,

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[7] The MOC replaces and expands the initial Magnet Review Committee with a better defined purpose and greater member representation.

Curriculum and Instruction (including Exceptional Education and Language Acquisition), Planning, Transportation, Communication, Finance, Magnet principals, and Magnet coordinators.

In Spring 2021, the MOC met four times, to provide committee members with a working knowledge of the overall purpose of magnet schools with respect to school integration, the MSA framework, the Comprehensive Magnet Plan, and the committee's specific functions. This initial work laid a groundwork for developing recommendations with respect to the District's Magnet program in SY2021-22.

Table 2.7: Magnet Oversight Committee Agenda

Date	Magnet Oversight Committee Agenda
January 2021	MOC Overview Purpose of a Magnet School Overview of Magnet Related Plans
February 2021	Elements and Standards of a High-Quality Magnet School
May 2021	Magnet Review Committee Functions Process of Reviewing Current Magnet Schools Progress Overview of Integration and Student Achievement Criteria
June 2021	Magnet Development Committee Functions Process of Identifying New Magnets

6.   Related Commitments

a)   Magnet Stipend and Hiring Efforts

The District offered $2,500 stipends to recruit certified teachers at magnet schools and will continue to do so during SY2021-22.

b)   Evaluation and Planning for New or Modified Magnet Programs

In SY2018-19, the District proposed changing the attendance boundary for Roskruge. In summer 2020, the Court issued a ruling indicating that it understood the dual-language program, opening the door for the District to re-urge this request. Due to the COVID-19 pandemic, the District did not pursue the request in SY2020-21 (*see* Section II.A.5).

<div align="center">c)   Completion Plan: 3-Year PIP and Related Plans</div>

In September 2019, the District filed a Comprehensive Integration Plan (also referred to as the Three Year Plus-Integration Plan or "3-Year PIP"). The plan included a magnet study, a future comprehensive magnet plan, and transportation and marketing/outreach strategies. In June 2020, the Court found the District had completed the directed 3-Year PIP task, except for some needed clarifications, revisions, and additional targeted integration and academic plans for magnet schools identified as lacking sufficient integration or academic progress.

The District developed and implemented those plans in SY2020-21. Updated plans are posted on the District website.

C.   Application and Selection Process

In SY2020-21, the District continued to utilize the application and selection process as an effective tool for improving integration, particularly at oversubscribed magnet schools.

During the priority enrollment window, the District received 3,584 applications for the 2021-22 school year. This decrease from previous years was undoubtedly due to the COVID-19 pandemic in the community, and the uncertainty surrounding whether schools would be open in-person.

The District held the initial lottery in January 2021, at the close of the priority enrollment window. Table 2.8, below, shows the schools and programs with oversubscribed entry grades at the time of the first lottery (schools oversubscribed by ten or more students for the past two years).

<div align="center">Table 2.8: Oversubscribed Schools for SY2021-22 (Based on Available Seats)</div>

School	Program	Grade	Applications	Seats	2014-15	2019-20
Carrillo ES	Magnet	K	43	33	Racially Concentrated	Integrated
Davis ES	Magnet	K	99	30	Racially Concentrated	Integrated
Hughes ES	Open Enrollment	K	61	5	Neutral	Integrated
Miles ELC K-8	Open Enrollment	K	45	26	Neutral	Integrated

Roskruge K-8	Magnet	6th	40	48	Racially Concentrated	Racially Concentrated
Dodge MS	Magnet	6th	103	141	Integrated	Integrated
Mansfeld MS	Magnet	6th	94	44	Racially Concentrated	Integrated
Tucson HS	Magnet	9th	639	426	Racially Concentrated	Integrated

D.   Student Marketing, Outreach, and Recruitment Strategies

1.   Marketing, Outreach, and Recruitment

During the 2020-21 school year, the District continued its efforts to market its educational opportunities, and recruit students to the District, including implementation of the revised Outreach and Recruitment Addendum, which specifically outlines strategies to expand opportunities for students to attend an integrated Magnet school or access Advanced Learning Experiences (**Appendix II – 10, II.K.1.m SY2020-21**).

Despite the COVID-19 pandemic and school closures, District marketing, outreach, and recruitment efforts included, but were not limited to:

- Implementing an ad campaign for SY2020-21, "School Choice, Advancing Education," aimed at highlighting the diverse programs and community that the District serves, through TV and radio commercials, print ads, social media posts, website highlights, and event banners in English and Spanish.

- Continuing to support families in the transition from elementary to middle school with the Level Up program. Due to the pandemic, Level Up was a virtual experience. The District created tour videos for every middle and K8 school and placed them on a Level Up webpage located on the District website. Fifth-graders and their families were invited to watch the videos, and then school counselors met with fifth-grade classes to discuss the options. Level Up branding gave the program a public presence, and Level Up marketing targeted families based on their children's age for greater impact.

- Targeting 8th-graders through special virtual presentations, since High School Expo events were canceled due to COVID-19 restrictions.

- Continuing to design and initiate visually appealing and easy-to-navigate websites to make enrollment and school choice information more accessible and to make it easier to apply online. The District continues to provide individual training to administrators and staff, as needed, on understanding and utilizing web resources.

- Continuing to promote express shuttles, including updating shuttle information on the District website. The Express Bus logo appeared on all appropriate school websites and in advertising, including digital ads, print ads, billboards, bus shelter, and bus display signage to further promote and advertise magnet programs.

- Continuing to implement the Knowledge Changes Everything Campaign to support parent and student awareness about the benefits of an integrated education and to support the District's equity and diversity platforms.

2.   Assessment and Strategy Modification

As part of the annual cycle of improvement, the District, led by the Communications Department, analyzes the marketing and outreach needs of various schools, departments and divisions, and assesses the effectiveness of the strategies implemented at the end of the year. In SY2020-21, staff used this information to determine which strategies should be continued, revised, or eliminated.

E.   Student Assignment Professional Development

In SY2020-21, the District continued to provide an online professional learning course on student assignment processes and strategies through the district's professional learning portal, PowerSchool (formerly TNL). The training covers the USP objectives for student assignment, the benefits of an integrated education, transportation, and the open enrollment/magnet application and enrollment process (**Appendix II – 11, Student Assignment PD**). To receive credit, staff members are required to complete a quiz to verify their understanding of basic concepts included in the training (**Appendix II – 12, Quiz and Link to YouTube Video)**.

Although the course is available to all District employees, School Community Services (SCS) in particular verified that newly hired employees who support or respond to school choice inquiries completed the course in SY2020-21. The District also ensured that all the Regional Superintendents, as well as staff in the Equity, Diversity and Inclusiveness (EDI) and School Community Services (SCS) departments, took this training, to support the school choice efforts. A majority of required administrators and front office staff successfully completed the training by the end of the school year.

F.   Coordinated Student Assignment Committee

In SY2020-21, the cross-departmental CSA committee worked on the initiatives detailed throughout this section of this Annual Report. The CSA continued its work in the development and monitoring of the non-magnet integration plans through marketing, outreach, and recruitment training sessions, though much of the work was disrupted by the pandemic.

In addition, the District monitored the progress of integration initiatives in place from previous years and considered new initiatives to improve integration and transportation.[8] Due to the pandemic and physical school closures, the District was not able to monitor the transportation initiatives.

In SY2020-21, the CSA formed subcommittees to review and develop strategies to address further integration of schools. Primary focus areas included:

- Marketing, Outreach and Recruitment training for targeted schools, including:

    o All four non-magnet Year 1 Priority Integration Schools (Banks ES, Cholla HS, Robins and Maxwell K8 schools)

    o Roskruge Bilingual K-8 Magnet school

    o Innovation Tech HS

    o Wakefield MS

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[8] The CSA evaluates student assignment strategies from multiple perspectives, including but not limited to outreach and recruitment, ALE, transportation, facilities and technology, family engagement, magnets, language acquisition, planning and operations, exceptional education, data and evidence, and District leadership.

- o Multiple departments, including Family and Communicate Outreach, G.A.T.E., Advanced Learning Experiences, and School Community Services

- Roskruge Targeted Integration Improvement Plan

- Transportation Plan, including collaboration with Sun Tran public transit

- Tully-Roberts Naylor Open Access GATE Pipeline

- Review of feasibility of new magnet theme proposal (Borton STEAM proposal)

G.   USP Reporting

II(K)(1)(a)   A disaggregated list or table with the number and percentage of students at each school and districtwide, comparable to the data in Appendix C;

The data required by section (II)(K)(1)(a) are contained in **Appendix II – 13, II.K.1.a TUSD Enrollment-40th Day SY2020-21**. This report contains a list of District schools labeled according to Integration Status and reports the number and percentage of students by ethnicity as enrolled on the 40th day of SY2020-21.

II.K.1.a TUSD Enrollment-40th day SY2020-21 is comparable to Appendix C of the USP, which identifies the baseline against which subsequent years' data might be measured to determine whether the number of integrated or racially concentrated schools is increasing or decreasing.

II(K)(1)(b)   Disaggregated lists or tables of all students attending schools other than their attendance boundary schools, by grade, sending school, receiving school, and whether such enrollment is pursuant to open enrollment or to magnet programs or schools;

The data required in section (II)(K)(1)(b) are contained in **Appendix II – 14, II.K.1.b TUSD Enrollment by Attendance Status SY2020-21.** This report contains disaggregated data by school enrollment, ethnicity, and enrollment status on the 40th

day of SY2020-21.

II(K)(1)(c)   Copies of all job descriptions and explanations of responsibilities for all persons hired or assigned to fulfill the requirements of this section, identified by name, job title, previous job title (if appropriate), others considered for the position, and credentials for SY2020-21;

See **Appendix II – 15, II.K.1.c Explanation of Responsibilities**, which contains job descriptions and a report of new persons hired and assigned to fulfill the requirements of this section by name, job title, previous job title, others considered, and credentials for SY2020-21.

II(K)(1)(d)   A copy of the 2011 and any subsequent Magnet School Studies;

No Magnet School studies were completed in SY2020-21.

II(K)(1)(e)   A copy of the Magnet School Plan, including specific details regarding any new, amended, closed, or relocated magnet schools or programs and all schools or programs from which magnet status has been withdrawn, copies of the admissions process developed for oversubscribed magnet schools and programs, and a description of the status of the Plan's implementation; *see* **Appendix II – 2, II.K.1.e Comprehensive Magnet Plan (January 2021)**.

II(K)(1)(f)   Copies of any plans for improvement for magnet schools or programs developed by the District pursuant to this Order;

The Magnet School Plans include standards and rubrics by which to measure key indicators of success for magnet schools and programs. To view an individual Magnet School Plans, *see* **Appendix II – 3, II.K.1.f Magnet School Plans (13) SY2020-21** for Bonillas, Booth-Fickett, Borton, Carrillo, Davis, Dodge, Drachman, Holladay, Mansfeld, Palo Verde, Roskruge, Tucson, and Tully.

II(K)(1)(g)   Copies of any applications submitted to the Magnet Schools Assistance Program;

A Magnet Schools Assistance Program Grant application was submitted in SY2020-21. *See* **Appendix II – 16, II.K.1.g Magnet Schools Assistance Program (MSAP) Grant**.

II(K)(1)(h)   A copy of the admissions process developed for oversubscribed schools;

The admissions process for oversubscribed schools, GB Policy JFB-R4, remained unchanged for SY2020-21.

II(K)(1)(i)   Copies of all informational guides developed pursuant to the requirements of this section, in the District's Major Languages;

The District developed an informational guide that describes programs offered by the District at each of its schools. To view the District's Catalog of Schools in the District's seven major languages, *see* **Appendix II – 17, II.K.1.i Catalog of Schools (7 Languages)**.

II(K)(1)(j)   A copy of the enrollment application pursuant to the requirements of this section, in the District's Major Languages;

See **Appendix II – 18, II.K.1.j School Choice Applications**, to view the open enrollment application in the District's major languages.

II(K)(1)(k)   A copy of any description(s) of software purchased and/or used to manage the student assignment process;

The software used to manage the student assignment process (Smart Choice) remained unchanged for SY2020-21.

II(K)(1)(l)   A copy of the data tracked pursuant to the requirements of this section regarding intra-District student transfers and transfers to and from charters, private schools, home schooling, and public school districts outside of the District.

See **Appendix II – 19, II.K.1.l Student Transfers 2021**.

II(K)(1)(m)   A copy of the outreach and recruitment plan developed pursuant to the requirements of this section;

See **Appendix II – 10, II.K.1.m MORe Plan SY2020-21**, which contains the revised Marketing, Outreach, and Recruitment Plan. Additionally, *see* **Appendix II – 7, II.K.1.m (2) Magnet Marketing Report SY2020-21**, which contains a detailed description of three marketing and recruitment campaigns conducted by the District's Communications and Media Relations Department to support magnet and transition schools.

II(K)(1)(n)   Any written policies or practices amended pursuant to the requirements of this section;

See **Appendix II – 20, II.K.1.n, Policy and Procedures Amendments SY2020-21**, to view written policies or practices for student assignments in SY2020-21.

II(K)(1)(o)   A link to all web-based materials and interfaces developed pursuant to the requirements of this section;

See **Appendix II – 21, II.K.1.o Web-based Interface for Families**, to view the District's web-based interface for families to learn about schools and submit applications online for SY2020-21.

II(K)(1)(p)   A list or table of all formal professional development opportunities offered in the District over the preceding year pursuant to the requirements of this section, by opportunity description, location held, and number of personnel who attended by position;

The data required by section (II)(K)(1)(p) are contained in **Appendix IV – 34, IV.K.1.q Master USP PD Chart.**

This report contains a table of all formal professional development opportunities offered for SY2020-21.

III.   Transportation

A.   Transportation

During the first three quarters of SY2020-21, the District operated under a modified plan for campus services, closing sites to in-student instruction while maintaining learning spaces at schools for students identified with "high needs" or considered "at-risk." (**Appendix III – 1, Modified Plan for Campus Services 8.11.2020**). Priority groups included students eligible for McKinney-Vento, those with refugee status, and those living in foster care, as well as students needing on-site exceptional education services. As a result, District transportation services were limited to students traveling to and from hub-sites and site-based learning spaces. Over 900 students were provided transportation during this time. **(Appendix III – 2, III.C.1 Ridership Report by School and Grade Level)**. Reports on "Ridership by Program 6-Year Comparison" and an "Activity Bus List by School" are not provided because of the impact of the pandemic and extremely limited in-person instruction during this school year.

While schools were physically closed, transportation services provided critical support for the District's Grab n' Go meal program. Creating 12 designated routes with more than 65 bus stops, school bus drivers and District personnel delivered free fresh/frozen meals (breakfast and lunch) to families in their neighborhoods every weekday morning. Over 1 million meals were distributed while schools were physically closed, serving between 2,000 and 8,000 children each day.

When schools reopened in March, full transportation services resumed for all students who attended school in-person until the end of the school year. The transportation schedule reflected the all-day school for elementary students, and the hybrid model for grades 6-12. Transportation was not provided for interscholastic activities or other extracurricular activities until the fourth quarter, at which time transportation was only provided for interscholastic championship games.

Although transportation services were limited for most of the year due to the COVID-19 pandemic, departmental administrators and staff continued to monitor and develop transportation initiatives in compliance with the Court's directives. For instance, on January 26, 2021, the Court ordered that the District prepare and file a report addressing the practicability of running an express shuttle from the south or west sides of the District to UHS. (ECF 2561 at 3536). The District submitted the report on May 25, 2021 and elected to create a new shuttle that will add an additional

transportation alternative from Wakefield to UHS for SY2021-22, thereby strengthening the integration pipeline. (ECF 2585 at 6–7). The District also established express routes to Wakefield and Innovation Tech to improve integration and developed a transportation plan with the ALE department (*see* ECF 2573, Exhibit C, 4/19/2021), as well as continued as an active participant on the Coordinated Student Assignment committee. These cross-departmental efforts remain critical to the development and implementation of aligned efforts to promote integration and diversity across schools.

B.   Revised Transportation Plan

The District revised its Transportation Plan in August 2020 and March 2021 to further increase transportation opportunities according to integration plans. (ECF 2517-6). After the Court ordered additional revisions and a filing of the final Transportation Plan, the District fully complied. [ECF 2561 at 14–15, 39]. On April 19, 2021, the District filed its revised Transportation Plan, which increases opportunities through magnet and incentive transportation, transportation to support ALE programs, and transportation to support Two-way Dual-Language Program development. (ECF 2573, Exhibit C).

C.   USP Reporting

III(C)(1)   The District shall include data in its Annual Report regarding student use of transportation, disaggregated by school attended and grade level for all schools:

See **Appendix III – 2, III.C.1 Ridership Report by School and Grade Level** for SY2020-21. The report typically submitted as an Appendix III, III.C.1 (2) — Ridership Report by Reason and Race-Ethnicity for SY2020-2021, is not available. It was not conducted this year due to the reduction of on-campus learning and its impact on District transportation.

IV.   Administrative and Certificated Staff

A.   Administrative and Certificated Staff

The District is committed to enhancing the racial and ethnic diversity of its administrators and certificated staff through recruitment, hiring, assignment, and retention strategies. The District augments the positive impact of its administrators and certificated staff through professional development and support. This comprehensive approach includes strategies to attract and retain a diverse workforce, evaluate why prospective employees decline offers of employment, and provide support and leadership.

1.   Hire or Designate USP Positions

The District continued to monitor positions required by the USP and made the following personnel changes in SY2020-21:

Table 4.1: SY2020-21 USP Position Changes

USP Section	Position Description	Employee Name	Hired/ Designated
II.C.1.	Director of Student Assignment	Samuel Brown Kinasha Brown Andrew Agnew	Designated
II.C.2.	Magnet Coordinators	New coordinators at Bonillas, Mansfeld and Tucson High	Hired
IV.B.1.	Individual in HR to coordinate and review District outreach, recruitment, hiring, assignment, and retention efforts and RIFs.	Renee Heusser	Hired/ Designated
IV.B.2.	Director of Diversity Recruitment & Inclusion Programs	Wayne Chin-Duncan (interim)	Designated
V.E.2.a.	Academic and Behavior Supports Coordinator (ABSC)	Christina Nickerson	Hired

The District maintained magnet coordinators, teacher mentors, professional development academic trainers, and Multi-Tiered System of Supports (MTSS) facilitators in SY2020-21. In addition, the District designated 71 Restorative

Practices/Positive Behavioral Interventions and Supports coordinators at 84 schools (**Appendix IV – 1, Superintendent Mandated USP Position Memo**).

2.   Interview Committees, Instruments, and Applicant Pool

During SY2020-21, HR continued to monitor the interview committee panels and found that 13 of 331 panels (4%) did not include Hispanic/African American representation. HR followed up with site leadership for each occurrence (**Appendix IV – 1, IV.K.1.d.ii (1) Interview Panel Report**, and **Appendix IV – 3, IV.K.1.d.ii (2) Interview Panel Report Non-Compliance**).

Due to the change in applicant tracking system, HR made changes to the Candidate Confidentiality Agreement, to make it part of the overall application process. The Interview Panel Recommendation Forms, Electronic Administrative Reference Survey, and Referral List – Screening Document were also updated due to the change in applicant tracking system. The TUSD Principal Hiring Process was changed to add the Community Forum component to the interview process. The Administrator Strength and Weakness component is only used for the Assistant Principal process **(Appendix IV – 4**, **IV.K.1.e (1) List of Interview Instruments)**.

The District continued to monitor the applicant pool.

Table 4.2: Number of Applicants for All District Positions and Percentage by Race/Ethnicity

	Fiscal Year					
	FY2015-16	**FY2016-17**	**FY2017-18**	**FY2018-19**	**FY2019-20**	**FY2020-21**
Total Number of Applicants	8,740	8,027	8,498	8,205	8,611	5,376
White	42.2%	43.4%	42.8%	41.3%	42.0%	42.9%
African American	8.2%	8.2%	8.1%	8.4%	7.6%	7.6%
Hispanic	39.1%	42.7%	42.9%	41.2%	40.5%	39.3%
Native American	4.0%	2.7%	3.1%	3.1%	2.7%	2.6%
Asian/Pacific Islander	2.6%	3.0%	3.2%	6.1%	7.2%	7.6%
Unspecified	3.8%	0.0%	0.0%	0.0%	0.0%	0.0%

3.   Evaluating Offer Rejections

The District continued to identify and evaluate the reasons why potential applicants rejected offers of employment. The primary reasons given for declined offers in SY2020-21 were accepting another offer in-district (52%), accepting another offer out-of-district (8%), and personal reasons (8%) (**Appendix IV – 5, IV.K.1.f Declined Job Offers**).

4.   Attrition

The District continued to track its retention of administrators and certificated staff. In SY2020-21, 344 certificated staff left the District, including 10 administrators. White staff accounted for 66% of the separations, Hispanic staff accounted for 25%, and African American staff accounted for 4%. Of those leaving the District, 42% cited personal reasons for their separations, followed by 23% who left for retirement, and 21% who left for other employment (**Appendix IV – 6, Certificated Attrition SY2020-21**).

The majority of school-based staff continued to express high job satisfaction (**Appendix IV – 7, IV.K.1.j SQS Staff Survey**).

B.   Teacher and Administrator Diversity

1.   Site Certificated Diversity

The District employed 2,867certificated staff at school sites in SY2020-21, a reduction of 4.1% from the previous school year (**Appendix IV – 8, Site Certificated Staff and Administrators**). The *numbers* of African American and Hispanic certificated staff dropped by 2.4 percent (from 124 to 121) and 1.2 percent (from 897 to 886), respectively, between SY2019-20 and SY2020-21. However, the *percentage* of staff who are African American remained at 4%, and the *percentage* of staff who are Hispanic grew from 30% to 31%.

2.   Site Administrator and Team Diversity

In SY2020-21, 39% of site administrators were Hispanic, 11% were African American, and 45% were white. (*Id.*). Of the 28 schools with multiple administrators, HR identified 22 site administrative teams as diverse. Of the six non-diverse teams, five were white and one (the TWDL program at Roskruge) was Hispanic (**Appendix IV – 9, IV.K.1.g (4) Site Administrative Teams SY2020-21**).

3.   Teacher Diversity

Each year, the District analyzes the distribution of teachers and other certificated staff to determine whether the racial/ethnic distribution of teachers assigned at each school site is diverse.[9] Excluding alternative education schools (3) and schools with TWDL dual-language programs (11), 39 out of 73 district schools had diverse teacher assignments in SY2020-21. Of the 34 of those schools that did not meet the diversity criteria, two schools had a relatively higher percentage of African American teachers, and one had a relatively higher percentage of Native American teachers (**Appendix IV – 10, IV.K.1.g (1) Teacher Diversity Assignments**).

4.   The 2020-21 Diversity Plan (DP) for Teachers and Administrators

At the beginning of SY2020-21, the District analyzed the 2016-17 Teacher Diversity Plan (TDP) and, based on approved criteria, established a new set of 18 schools to target for increasing teacher diversity over the next three years. In addition, the District identified eight school sites where improved administrator diversity was needed. (**Appendix IV – 11, IV.K.1.g (7) DP Targeted Transfer Schools**).

In addition to teacher-initiated and administrator-initiated transfers, the District implemented additional strategies to better identify candidates for recruitment incentives. These activities included improved marketing, online surveys to identify candidates interested in transferring between schools, and direct personal outreach to potential candidates and site administrators about recruitment incentives and transfer opportunities.

The District continues to offer a wide range of incentives for teachers and administrators whose transfer to a school will support diversity. Benefit packages for teachers include stipends, modified teaching schedules, and support in earning a degree or certification credentials. For administrators, the incentives include financial stipends and additional support staff.

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[9] The District compares the racial/ethnic distribution of teachers at each school against the racial/ethnic distribution of teachers at each applicable school level as its diversity measure. Schools that are within +/- 15% of the school level are considered "diverse."

5.   First-Year Principals and Teachers

a)   First-Year Principals

The District placed two first-year principals in interim positions for SY2020-21. Both principals had prior director or coordinator level experience before being placed (**Appendix IV – 12, IV.K.1.g (6) Assignment of First-Year Principals**).

b)   First-Year Teachers

In SY2020-21, the District hired 105 first-year teachers at 50 schools—a 27% decrease from the 144 hired in SY2019-20, reflecting the lower overall hiring rate in SY2020-21 (**Appendix IV – 13, IV.K.1.g (8) Beginning Teacher Inventory**).

A total of 44 first-year teachers were hired for positions at 22 low-performing or racially concentrated sites. First-year teachers hired at low-performing or racially concentrated schools required a "Certification for First Year Teacher at Racially Concentrated or Underperforming Schools" form signed by the superintendent (or designee, usually the assistant superintendent or principal), outlining the hiring justification and including sheltering/mitigation support strategies.

6.   Support for First-Year Teachers

The District continued to implement the First-Year Teacher Plan to support first- and second-year teachers through the New Teacher Induction Program and teacher mentoring. The 2020-21 induction program was held on July 28-30, 2020, during the COVID-19 pandemic, and was held virtually through Zoom (**Appendix IV – 14, IV.K.1.n (1) New Teacher Induction Program**).

Mentors provided support to first- and second-year teachers virtually through Zoom. Virtual support included classroom observations, collaborations, and professional development. Based on feedback from the induction program, professional development was designed to accommodate the new expectations of teachers working remotely as they navigated the online learning platforms.

The District provided mentors to support first- and second-year teachers throughout the year, following the Court-ordered formula that provides additional support for first-year teachers in racially concentrated or underperforming schools (**Appendix IV – 15, IV.K.1.n (2) Mentor Assignments by Ethnicity**). In addition to mentoring support, the mentors worked with principals at racially concentrated and

underperforming schools to provide additional site-based support, including sheltering strategies, for first-year teachers.

Mentoring for all first-year teachers continues through the second year, with targeted approaches based on end-of-first-year assessments.[10] Three second-year teachers will receive this additional support in SY2021-22.

7.   Teacher and Principal Evaluations

There were no changes to the Principal Evaluation model in SY2020-21. However, the District made slight modifications to the Teacher Evaluation model because high school AzMERIT scores were not available for a two-year comparison in student academic growth. Instead, the District used a composite benchmark score (quarterly benchmark scores combined) from SY2019-20 and compared it to a composite benchmark score from SY2018-19, with a matched cohort for grades 3 – 10 so that students are compared against their own scores to measure growth. In addition, the Waterford Assessment of Core Skills (WACS) replaced the DIBELS for measuring academic growth for grades K-2 (**Appendix IV – 16, IV.K.1.m (2) Teacher Evaluation Explanation**).

8.   Teacher Support Plans

No teachers were placed on either a Targeted Support Plan or a Plan for Improvement in SY2020-21.

C.   Outreach, Recruitment, and Retention

The District uses a variety of strategies to attract a racially and ethnically diverse workforce, including strategic advertising, offering various recruitment stipends and incentives, and encouraging employees to pursue certification. In addition, the District has offered several Grow Your Own (GYO) Teacher and Administrator development programs to provide opportunities for professional advancement and improve staff diversity. As in previous years, the District convened the Recruitment and Retention Advisory Committee to communicate with the community and obtain feedback and ideas for recruiting and retaining educators.

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[10] Five skill areas are assessed: 1e (Lesson Planning), 2c (Routines and Procedures), 2d (Classroom Management), 3c (Student Engagement), and 3d (Using Assessment in Instruction).

Due to COVID-19 travel restrictions, the Human Resources (HR) recruitment team was not able to visit colleges and universities in person during SY2020-21. However, the HR team did attend 15 virtual hiring events with out-of-state colleges and universities. The HR team's goal was to market the District to racially and ethnically diverse teacher and administrator candidates and to fill the critical-need areas of math, science, and special education (**Appendix IV – 17, IV.K.1.c Recruitment Activities**).

1.   GYO Programs for Teachers and Administrators

Prior to SY2020-21, the District undertook a thorough evaluation of its outreach, recruitment, and retention strategies with respect to addressing teacher shortages and improving diversity, including an analysis of initiatives used at other school districts. This study covered the District's teacher development initiatives designed to encourage District staff to become teachers and/or earn specialized endorsements in critical areas such as Exceptional Education, Gifted Education, and Bilingual/Spanish Education, as well as administrator leadership development initiatives.

2.   Make the Move

In SY2020-21, the District continued to offer the Make the Move program to encourage District staff to become certified teachers in General Education, or in specialized fields such as Exceptional Education and Two-Way Dual Language (TWDL). An additional program developed specifically to expand the number of Bilingual/Spanish or ESL-endorsed teachers for the Roskruge TWDL program was offered in SY2020-21.

While each Make the Move track has its own specific programmatic requirements and commitments that a candidate must meet, the Make the Move program is designed to provide tuition reimbursement during study, professional support, and professional development opportunities. Hiring and retention stipends are available for candidates as they successfully work through the program pathway. In SY2020-21, 53 certified teachers received stipends under this program, including five African Americans and 26 Hispanics.

3.   The Arizona Teaching Fellows

The Arizona Teaching Fellows program is a partnership between the District and the University of Arizona (UA) College of Education to help selected employees earn a

Bachelor's or Master's degree in Education with particular emphasis on Early Childhood, Elementary, Secondary, and Exceptional Education. The program provides financial assistance and the promise of employment. The District selected seven participants as Arizona Teaching Fellows for SY2021-22.

4.   Teacher Cadet

Due to pandemic restrictions, the EachONE TeachONE Grow Your Own program, a collaboration initiated by the MASSD with Career and Technical Education (CTE) and UA College of Education, was postponed.

5.   Leadership Prep Academy (LPA)

Due to the COVID-19 pandemic and the closure of schools, the LPA was suspended for the 2020-21 school year, and no new cohort was selected.

6.   Master's Cohort in Educational Leadership

In SY2020-21, the District expanded the Master's Cohort in Educational Leadership to include not only the University of Arizona (UA), but Grand Canyon University (GCU) and Northern Arizona University (NAU), as well. Under this program, District certificated staff can earn a master's degree at a reduced cost.

D.   Professional Learning Communities and Professional Development

1.   Leadership Prep Academy

The District continued to offer the LPA to staff who were interested in becoming administrators (**Appendix IV – 18, IV.K.1.p Leadership Prep Academy**).

The District selected 30 candidates for the SY2020-21 LPA Cohort, of which 13 were African American (43%), 8 were Hispanic (27%), and 9 were white (30%).

2.   Professional Learning Communities (PLCs)

Although PLCs were held virtually in SY2020-21, the District continued to utilize the *Professional Learning Communities Guide*, which is published on the District intranet and internet. The guide provides foundational information, essential tools, templates, and resources for establishing and maintaining strong professional learning communities at every school. Schools used the guide as a resource to assess the level of proficiency with PLCs among staff members and to guide their

improvement. As in past years, monthly CIPDA academies were held virtually to support the work of CSPs and teacher mentors.

Due to the remote learning environment, a greater emphasis was placed on supporting sites on how to utilize the online teaching and learning software applications effectively to support student learning and engagement.

3.   Ongoing Professional Development

In SY2020-21, the District continued to provide professional development and support in the various areas required by the USP (**Appendix IV – 34, IV.K.1.q Master USP PD Chart**).

The District used the SPARKS Framework for Culturally Responsive Instruction as a criteria to select potential professional development vendors for future trainings (**Appendix V – 73, UDL SPARKS Crosswalk**). This criterion will also be used in vetting proposals for the upcoming year during the four professional learning days for teachers.

E.   USP Reporting

IV(K)(1)(a)	Copies of all job descriptions and explanations of responsibilities for all persons hired or assigned to fulfill the requirements of this section, identified by name, job title, previous job title (if appropriate), others considered for the position, and credentials;
	See **Appendix IV – 19, IV.K.1.a Explanation of Responsibilities**, which contains job descriptions and a report of all persons hired and assigned to fulfill the requirements of this section by name, job title, previous job title, others considered, and credentials for SY2020-21.
IV(K)(1)(b)	A copy of the Labor Market Analysis and any subsequent similar studies;
	See **Appendix IV – 20, IV.K.1.b Compensation and Classification Study Progress report 2021-04-07**, for the study conducted in SY2020-21.
IV(K)(1)(c)	A copy of the recruitment plan and any related materials;
	No new changes were made to the recruitment plan for SY2020-21.

See **Appendix IV – 17, IV.K.1.c Recruitment Activities**, which contains a report of the recruitment activities for SY2020-21.

IV(K)(1)(d)(i)   The following data and information, disaggregated by race and ethnicity: For all ACS vacancies advertised and/or filled immediately prior to and during the preceding school year, a report identifying the school at which the vacancy occurred; date of vacancy; position to be filled (e.g., high school math teacher, 2nd grade teacher, principal, etc.) by race (where given by applicant); date position was filled; person selected; and, for any vacancy that was not filled, the reason(s) the position was not filled;

To view data and information, disaggregated by race and ethnicity for all administrator and certificated staff vacancies for SY2020-21, s*ee* **Appendices IV – 21, IV.K.1.d.i (1) Teacher and USP Cert Positions Advertised SY2020-21**, and **IV – 22, IV.K.1.d.i (2) Admin Job Postings SY2020-21.**

IV(K)(1)(d)(ii)   Lists or tables of interview committee participants for each open position by position title and school site;

To view interview committee participants for SY2020-21, *see* **Appendices IV – 2, IV.K.1.d.ii (1) Interview Panel Report**, and **IV – 3, IV.K.1.d.ii (2) Interview Panel Report Non-Compliance.**

IV(K)(1)(d)(iii)   Lists or tables of all ACS delineated by position, school, grade level, date hired, and total years of experience (including experience in other districts), and all active certifications, with summary tables for each school and comparisons to districtwide figures;

The data required for section (IV)(K)(1)(d)(iii) is contained in **Appendix IV – 23, IV.K.1.d.iii Certificated Staff and Administrators** for SY2020-21.

IV(K)(1)(d)(iv)   Lists or tables of administrators or certificated staff who chose voluntary reassignment, by old and new position;

See **Appendix IV – 24, IV.K.1.d.iv Certificated District Initiated Transfers**, which contains a report of all DITs by name, race/ethnicity, old site, previous job title, new assignment location, and new position for SY2020-21.

IV(K)(1)(d)(v)   Lists or tables of administrators and certificated staff subject to a reduction in force, by prior position and outcome (*i.e.*, new position or dismissal);

In SY2020-21, the Reduction-In-Force (RIF) plan was not implemented and no employees were laid off. Should there be a need to have a RIF in the future, the District is committed to ensuring the plan is administered as approved.

IV(K)(1)(e)   Copies of the District's interview instruments for each position type and scoring rubrics;

See **Appendices IV – 4, IV.K.1.e (1) List of Interview Instruments**, **IV – 25, IV.K.1.e (2) Hiring Process Principals**, **IV – 26, IV.K.1.e (3) Professional Standards for Educational Leaders**, and **IV – 27, IV.K.1.e (4) Hiring Process for Superintendent Leadership Team, Executive Directors, Sr. Director, and Director SY2020-21**, to view the list of interview instruments used for ACS for SY2020-21.

IV(K)(1)(f)   Any aggregated information regarding why individuals offered positions in the District chose not to accept them, reported in a manner that conforms to relevant privacy protections;

See **Appendix IV – 5, IV.K.1.f Declined Job Offers**, to view the reasons for declined job offers for SY2020-21.

IV(K)(1)(g)   The results of the evaluation of disparities in hiring and assignment, as set forth above, and any plans or corrective action taken by the District;

The data required in section (IV)(K)(1)(g) are contained in **Appendices IV – 10, IV.K.1.g (1) Teacher Diversity Assignments**, **IV – 28, IV.K.1.g (3) Assignment of Certificated Staff**, **IV – 9, IV.K.1.g (4) Site Administrative Teams SY2020-21**, **IV – 29, IV.K.1.g (5) Assignment of First-Year Teachers**, **IV – 12, IV.K.1.g (6) Assignment of First Year Principals**, **IV – 11, IV.K.1.g (7) DP Targeted Transfer Schools**, and **IV – 13, IV.K.1.g (8) Beginning Teacher Inventory**.

IV(K)(1)(h)   A copy of the pilot plan to support first-year teachers developed pursuant to the requirements of this section;

See **Appendix IV – 30, IV.K.1.h First-Year Teacher Plan SY2020-21**.

IV(K)(1)(i) As contemplated in section (IV)(F)(1)(a), a copy of the District's retention evaluation(s), a copy of any assessments required in response to the evaluation(s), and a copy of any remedial plan(s) developed to address the identified issues;

No remedial plans were required because of the District's evaluation and assessment of ACS separations in SY2020-21.

IV(K)(1)(j) As contemplated in section (IV)(F)(1)(b), copies of the teacher survey instrument and a summary of the results of such survey(s);

The data required in section (IV)(K)(1)(j) is contained in **Appendix IV – 7, IV.K.1.j SQS Staff Survey**.

IV(K)(1)(k) Descriptions of the findings of the biannual focus groups contemplated in section (IV)(F)(1)(c);

Due to the stay-at-home and remote learning orders of the COVID-19 pandemic, the Superintendent's Focus Group did not take place for the 2020-21 school year.

IV(K)(1)(l) A copy of the RIF plan contemplated in section (IV)(G)(1);

In SY2020-21, the Reduction-In-Force (RIF) Plan was not enforced, and no employees were laid off. Should there be a need to implement a RIF in the future; the District is committed to ensuring the plan is administered as approved.

IV(K)(1)(m) Copies of the teacher and principal evaluation instruments and summary data from the student surveys contemplated in section (IV)(H)(1);

The data required in section (IV)(K)(1)(m) is contained in **Appendices IV – 31, IV.K.1.m (1) Administrator Evaluation**, **IV – 16, IV.K.1.m (2) Teacher Evaluation Explanation**, and **IV – 33, IV.K.1.m (3) Summary Student Survey**. For an explanation of proposed changes to the system for evaluating teachers and principals, *see* **Appendix IV – 33, IV.K.1.m (4) Teacher-Principal Evaluation Changes**.

IV(K)(1)(n) A description of the New Teacher Induction Program, including a list or table of the participating teachers and mentors by race, ethnicity, and school site;

See **Appendices IV – 14, IV.K.1.n (1) New Teacher Induction**,

and **IV – 15, IV.K.1.n (2) Mentor Assignments by Ethnicity**, to view the description of the New Teacher Induction Program and participating teachers/mentors for SY2020-21.

IV(K)(1)(o)   A description of the teacher support program contemplated in section (IV)(I)(2), including aggregate data regarding the numbers and race or ethnicity of teachers participating in the program;

No teachers participated in the teacher support program for SY2020-21.

IV(K)(1)(p)   A copy of the leadership plan to develop African American and Latino administrators;

See **Appendix IV – 18, IV.K.1.p Leadership Prep Academy**.

IV(K)(1)(q)   For all training and professional development provided by the District pursuant to this section, information on the type of opportunity, location held, number of personnel who attended by position, presenter(s), training outline or presentation, and any documents distributed;

The data required by section (IV)(K)(1)(q) is contained in **Appendix IV – 34, IV.K.1.q Master USP PD Chart** for SY2020-21. This report contains a table of all formal USP professional development opportunities offered during SY2020-21.

V.   Quality of Education

The District remains committed to providing equitable access to high-quality educational opportunities for all its students and to improving academic achievement, particularly among African American and Hispanic students. The District's efforts to meet those goals in SY2020-21 included offering Advanced Learning Experiences (ALEs) and dual-language programs; addressing the literacy needs of English Learners (ELs); maintaining inclusive school environments; and enhancing student engagement and achievement through dropout prevention, culturally relevant courses (CRCs), multicultural curriculum, Culturally Responsive Pedagogy (CRP), and other efforts.

A.   Advanced Learning Experiences

The District provides a wide variety of ALEs for students, with the purposes of both ensuring they have equitable access to these courses and programs, and improving the academic achievement of all students, particularly African American and Hispanic students. ALEs include the Gifted and Talented Education (GATE) Program, Advanced Academic Courses (AACs), and University High School (UHS).

1.   Gifted and Talented Education

In SY2020-21, GATE continued to offer seven separate GATE services: self-contained, pullout, resource, cluster, K-1 enrichment and talent development (push-in) lessons, pre-GATE kindergarten, and open-access gifted and talented magnet and middle school programs. As a result, more students were able to access GATE pedagogy through the District's expansion of alternative pathways, including GATE cluster classrooms, pre-GATE kindergarten, and GATE open-access programs.

As shown in the graph below, the total number of students receiving GATE services in SY2021 was 5,845 students.

Graph 5.1: Total Number of Students Receiving GATE Services
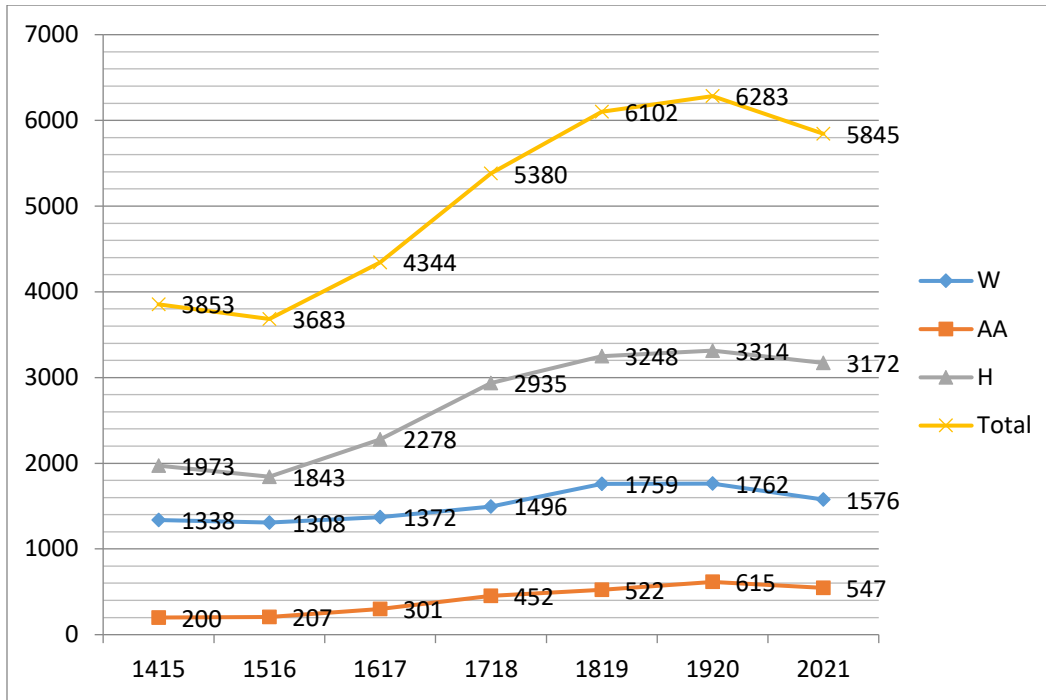
The small decline in participation, as compared to previous years', was due to lower participation in GATE pull-out services and GATE resource classes, suggesting perhaps that students (and families) did not want to enroll in another virtual class. Other services, such as cluster GATE and self-contained GATE, increased enrollment.

a)   GATE Programs and Services

(1)   GATE Cluster Programs

As shown in Table 5.2, the District continued to offer the cluster program at 14 elementary and K-8 schools. More than 2,000 students received GATE instruction in cluster classrooms, including 1,086 Hispanic and 222 African American students.

Table 5.2: Students in GATE Cluster Classrooms SY2020-21

School	W	AA	Hisp	NA	API	MR	Total
Blenman	27	29	54	5	6	5	126
Cavett	7	12	72	2	1	3	97
Drachman K-8	48	11	104	6	2	11	182
Dunham	42	7	36	0	3	8	96
Fruchthendler	184	19	114	4	13	20	354
Grijalva	4	2	71	6	1	3	87
Howell	29	18	51	2	1	6	107
Maldonado	10	6	82	12	2	1	113
Myers/Ganoung	32	24	47	1	1	3	108
Robins K-8	50	11	155	4	1	4	225
Rose K-8	4	1	116	1	2	0	124
Sewell	25	5	49	0	1	6	86
Steele	43	28	54	1	5	6	137
Wright	24	49	81	5	9	9	177
Total	**529**	**222**	**1086**	**49**	**48**	**85**	**2019**

The GATE Department adopted a new strategy in SY2020-21 to engage ELD students by increasing the number of designated ELD cluster classrooms at school sites, particularly at Myers-Ganoung and Wright. The number of EL students in GATE cluster classrooms grew from 57 to 109 students (91% increase) in SY2020-21.

(2)   Pre-GATE Kindergarten Expansion

To provide alternative avenues for entry into self-contained GATE programs, the pre-GATE kindergarten program was available at all elementary self-contained sites — an increase from the five sites at which it was offered in SY2019-20. This program is provided as a kindergarten pipeline to the 1st through 5th grade GATE self-contained programs, as well as to attract students interested in attending a self-contained program. Eighty-four (84) students participated in pre-GATE kindergarten

in SY2020-21. This included 43 Hispanic students and nine African American students. Because students could not be assessed during SY2020-21, not all pre-GATE kindergarten students qualified for enrollment in a self-contained classroom.

(3)   Grades K-1 Talent Development/Enrichment

In SY2020-21, GATE itinerant teachers created and distributed interactive videos that followed the PETS curriculum and lesson plans to all district kindergarten and first-grade classrooms. Teachers then incorporated them into their classes for students to complete online.

(4)   Open-Access GATE Magnet and Middle School Options

The District continued to provide open-access GATE services to all K-5 students at Tully Elementary Magnet School and all 6th- to 8th-grade students at Roberts-Naylor. As a GATE Magnet school, Tully uses gifted instruction and pedagogy in all classrooms, and related activities. Students do not need to qualify to enroll in the school and can register to attend through the Magnet enrollment process.

In SY2020-21, Roberts-Naylor offered a full range of middle school GATE courses in all core subjects, including CRC GATE Language Arts and CRC GATE Social Studies. As it is an open-access GATE program, students do not need to qualify to enroll in any of these courses.

b)   Participation in Traditional GATE Services

Both pull-out GATE at elementary schools and resource GATE at middle schools experienced relatively large declines in SY2020-21. Although the percentage of EL students receiving GATE pullout services more than doubled, the overall percentage of pullout students fell by 11%. The decrease was greater for GATE resource enrollment, which fell by 16%. These declines may be due to the remote learning environment and "zoom fatigue," since both pullout and resource GATE could be considered "additions" to a student's schedule. (**Appendix V – 1, V.G.1.a ALE 40th day Enrollment SY2020-21**).

c)   GATE Supplemental Goals

The District exceeded the 15% Rule for GATE resource enrollment for African American students at both middle and high school grade levels. Hispanic enrollment in GATE resource classes also exceeded the 15% Rule at the middle school grade level

and came within 0.15 percentage points of meeting it at the high school level. (**Appendix V – 2, V.G.1.c. ALE Supplementary Goals Summary**).

d)   GATE Dual-Language Programs

The District continued to offer a full Dual-Language GATE program at Hollinger K-8 in SY2020-21.

e)   EL Students in GATE Programs

EL participation in traditional GATE programs rose by 30%, from 97 students in SY2019-20 to 127 students in SY2020-21. EL participation increased in GATE self-contained classes and more than doubled in pullout classes.

Table 5.3: EL Participation in GATE Programs

Gate	Year	W	W%	AA	AA%	Hisp	H%	NA	NA%	API	A%	MR	MR%	Total
PO GATE	14-15	0	0%	0	0%	29	97%	0	0%	1	3%	0	0%	30
PO GATE	15-16	0	0%	1	5%	16	84%	0	0%	2	11%	0	0%	19
PO GATE	16-17	1	4%	1	4%	23	88%	0	0%	1	4%	0	0%	26
PO GATE	17-18	2	7%	0	0%	19	66%	0	0%	8	28%	0	0%	29
PO GATE	18-19	0	0%	0	0%	23	85%	0	0%	4	15%	0	0%	27
PO GATE	19-20	0	0%	1	4%	21	88%	0	0%	2	8%	0	0%	24
PO GATE	**20-21**	**3**	**6%**	**4**	**8%**	**37**	**76%**	**0**	**0%**	**4**	**8%**	**1**	**2%**	**49**
SC GATE	14-15	0	0%	0	0%	14	100%	0	0%	0	0%	0	0%	14
SC GATE	15-16	0	0%	0	0%	10	100%	0	0%	0	0%	0	0%	10
SC GATE	16-17	0	0%	0	0%	9	100%	0	0%	0	0%	0	0%	9
SC GATE	17-18	1	17%	0	0%	5	83%	0	0%	0	0%	0	0%	6
SC GATE	18-19	0	0%	0	0%	3	100%	0	0%	0	0%	0	0%	3
SC GATE	19-20	0	0%	0	0%	16	100%	0	0%	0	0%	0	0%	16
SC GATE	**20-21**	**1**	**5%**	**0**	**0%**	**20**	**95%**	**0**	**0%**	**0**	**0%**	**0**	**0%**	**21**
R GATE	14-15	0	0%	1	13%	6	75%	1	13%	0	0%	0	0%	8
R GATE	15-16	0	0%	2	13%	14	88%	0	0%	0	0%	0	0%	16
R GATE	16-17	1	5%	1	5%	18	90%	0	0%	0	0%	0	0%	20

R GATE	17-18	0	0%	4	19%	16	76%	0	0%	1	5%	0	0%	21
R GATE	18-19	0	0%	14	16%	28	68%	0	0%	5	16%	0	0%	47
R GATE	19-20	2	4%	11	19%	43	75%	1	2%	0	0%	0	0%	57
R GATE	**20-21**	**3**	**5%**	**18**	**32%**	**33**	**58%**	**0**	**0%**	**2**	**4%**	**1**	**2%**	**57**

f)   Self-Contained Program Placement in SY2020-21

Seventy-one percent of students who qualified for self-contained GATE services enrolled in some type of GATE service (**Appendix V – 3, Self-Contained Students and Placement Status SY2020-21**).

g)   GATE Recruitment and Outreach Activities

Despite COVID-19 challenges, the GATE Department was able to provide numerous outreach activities and events remotely, using interactive Zoom, phone call, and email options during the 2020-21 school year (**Appendix V – 4, GATE Outreach Events Calendar SY2020-21**).

Outreach to parents included:

- attending Kindergarten Round-Up events at the self-contained program sites to encourage early screening for the pre-GATE kindergarten program;

- reaching out to several area Head Start, PACE, and Early Learning Centers with invitations to participate in testing to increase pre-GATE kindergarten enrollment;

- attending numerous African American and Hispanic outreach events and answering questions regarding GATE programs and testing;

- presenting at all Family Resource Centers (FRCs) to share information with families about GATE programs and testing; and

- making personal telephone calls to African American and Hispanic families who did not respond to placement letters at sites where enrollment was low.

For EL recruitment and outreach in SY2020-21, the GATE Department continued several strategies to reach Spanish-speaking families with information about GATE services, testing, and placement. Activities included: sending all GATE communication in Spanish; staffing outreach events with a bilingual GATE teacher; providing translation support at GATE events; and using the Spanish radio Tejano to run a GATE testing announcement the week prior to when the testing invitation was sent to all K-6 families.

h)   GATE Testing in SY2020-21

The COVID-19 pandemic and the adoption of a remote learning environment meant that it was not possible for GATE testing to be carried out in the same manner as it had been in prior years. Therefore, adjustments had to be made with respect to testing protocols and qualifying criteria.

Kindergarten through 4th-grade students and 6th-grade students were tested in-person during two narrow testing windows. Testing took place from November to December 2020, and from mid-February to May 2021. Continuing a system piloted in SY2019-20, GATE used the 3rd edition Naglieri Nonverbal Ability test (NNAT) for kindergarten testing, while 1st-graders were tested using the condensed 30-minute CogAT screener rather than the full 90-minute CogAT. Students ingrades 2-4, as well as 6th-graders who had not qualified in the past, tested with the full CogAT. These test scores, along with the Raven, were used to determine qualifications for self-contained and pull-out GATE. In place of whole-grade testing of 5th-graders, GATE used students' most recent ELA and Math AzMERIT scores (SY2018-19 third grade). The Assessment and Evaluation (A&E) Department conducted a study to determine the threshold AzMerit score needed to qualify for provisional placement self-contained GATE. Students who accepted GATE placement under this criterion are required to take the CogAT test in 6th grade. Students who did not have 3rd grade AzMerit test scores were invited to take the CogAT. Just over 100 5th-grade students opted to take the assessment.

The District tested 1,437 students in grades K-6 for GATE self-contained and pull-out services in SY2020-21, significantly fewer than in previous years. This decrease reflected the challenges in conducting testing during a global pandemic and school closures. Despite the adoption of mitigation strategies, many students were not able to be, or decided not to be, tested (**Appendix V – 5, GATE Testing and Qualified Students SY2020-21**). To address this issue, the District plans to begin

testing targeted grades early in the first semester of SY2021-22, in the hopes of qualifying and placing additional students in pull-out and self-contained GATE services.

i) Professional Development — GATE

In SY2020-21, the GATE Department expanded professional learning opportunities by offering interactive and self-paced training courses through the District's professional learning portal, PowerSchool (formerly TNL). Available to all teachers, these courses addressed foundational GATE pedagogy and instructional strategies (**Appendix V – 6, GATE Professional Development Training SY2020-21**).

Also new in 2020-21, the GATE Department implemented study groups for all new district GATE teachers. These group sessions gave new GATE teachers the opportunity to learn from, and collaborate with, experienced GATE teachers.

The GATE Department continued the train-the-trainer professional development model for GATE cluster sites, Tully GATE Magnet, and Roberts-Naylor open access program.

j) Teacher Recruitment

The District provides multiple opportunities for teachers to earn a Gifted teaching endorsement, and it supports GATE-endorsed teachers with a stipend. In SY2020-21, 129 staff in teaching positions had their permanent GATE endorsement (**Appendix V – 7, V.G.1.j Certificated Staff with ALE Credentials**).

The District continued to recruit new teachers who had gifted endorsements or were willing to pursue a gifted endorsement to fill positions in all GATE classroom positions. In addition, the District collaborated with the UA College of Education to share information about GATE services and to invite interested students to complete their student teaching in a GATE self-contained classroom.

k) Department Collaboration

The GATE Department continued to work with other District departments, including the Equity, Diversity and Inclusiveness departments (AASSD, MASSD, FACE, and Magnet), Communications Department, Language Acquisition Department, School Community Services (SCS) Department, and the Infant and Early Learning

Centers, to support its outreach and recruitment efforts and its student support services. The GATE Department also continued to collaborate with education organizations such as the Arizona Association of Gifted and Talented, the Arizona Department of Education Gifted and Talented Department, and the Pima County School Superintendent's Office. The GATE staff attended regional events, trainings, and workshops with other gifted coordinators in the county.

2. Advanced Academic Courses

The District continued to offer five types of advanced courses: (Honors/Advanced math), middle school courses offered for high school credit, Advanced Placement (AP), dual credit, and International Baccalaureate (IB). In addition, the ALE Department collaborated with CRPI to develop CRC Honors courses, CRC GATE courses and CRC AP courses for middle and high school students.

a) ALE Supplemental Goals

The District continued to monitor AACs to ensure that all students have equitable access to ALEs. The District met or exceeded the 15% Rule in 12 of 30 goals. Participation goals for African American students were GATE resource classes at both middle and high school levels, and Honors classes at K-8 sites for African American students. The District also met or exceeded the goals for Hispanic students in: GATE resource classes in middle grades, accelerated math classes at K-8 schools, Honors courses at all school types (K-8, middle, and high school), HS credit courses at both K-8 and middle schools, and HS dual credit courses (**Appendix V – 2, V.G.1.c ALE Supplementary Goals Summary**).

b) Advanced Placement

(1) AP Participation and Supplementary Goals

High school credit AP classes provide students with rigorous academic coursework and the potential for college credit. In SY2020-21, 3,201 students enrolled in at least one AP course.

(2) AP Student Mentors/Tutors and Test Preparation

The District continued to provide two AP tutors at each high school to support student success in AP courses and associated exams, and it continued to offer one AP mentor at each high school for nonacademic support. During the SY2020-21, these supports were offered virtually. To provide additional support, the ALE Department

collaborated with AASSD and MASSD, and it trained site counselors to work with students.

During SY2020-21, the District provided four hours of remote AP exam preparation for students to ensure that they were ready for their associated AP test in the second semester.

(3)   Advanced Placement Summer Boot Camp

The District offered AP Summer Boot Camp at six high school sites (Palo Verde, Pueblo, Sabino, Sahuaro, Santa Rita, and Tucson High) in June 2021. This program offers students exposure to Advanced Placement curriculum and rigor. All sites offered an in-person experience, with a remote option offered at three sites.

(4)   AP Tests, Scores, and Test Scholarships

Because of COVID-19 concerns, the College Board changed the nature of AP exams given in Spring 2021. Although several exams had to be taken in person, other exams were offered both in person and online.

In Spring 2021, more than 1,420 students took an AP exam, including 64 African American and 537 Hispanic students. Of those who took an AP exam, 42% of African American students and 52% of Hispanic students received at least 1 score of a 3 or more **(Appendix V – 8, AP Tests and Exams – Multiyear)**.

(5)   Advanced and Honors Courses

Advanced courses refer to accelerated math courses offered to middle school students at K-8 and middle schools. In SY2020-21, just over 1,270 6th- to 8th-grade students enrolled in these courses, with 7% African American and 63% Hispanic participation (**Appendix V – 1, V.G.1.a ALE 40th day Enrollment SY2020-21**).

The District offers Honors classes in core subjects such as science, social studies, and English language arts (ELA) for grades 6-12. More than 5,300 students enrolled in Honors courses in SY2020-21. **(*Id.*)**.

The District met the 15% Rule for African American students in Honors classes at K-8 schools. The District met or exceeded the 15% participation goal for Hispanic students in all school-level Advanced and Honors classes. (**Appendix V – 2, V.G.1.c ALE Supplementary Goals Summary**).

c)   Dual-Credit Participation and Supplemental Goals

The District continued to collaborate with Pima Community College (PCC) and the UA to provide dual-credit academic courses at high schools. More than 1,000 students enrolled in a dual-credit course in SY2020-21, a 66% increase from the 2019-20 school year (**Appendix V – 1, V.G.1.a ALE 40th day Enrollment SY2020-21**). Two factors may have contributed to this increase. The first is that the District covered the costs for PCC instructors to teach a dual-credit course virtually when there were no qualified district teachers at a site; the second is that PCC was very supportive and flexible in allowing students to take online courses directly through PCC whenever PCC was able to provide them.

During SY20-21, the ALE Department worked to develop a Dual-Credit Expansion Plan, as outlined in the Status Report (ECF 2573, page 33).

d)   International   Baccalaureate   Participation   and Supplementary Goals

The International Baccalaureate program at Cholla High School offers open-access IB-preparation courses for grades 9-10, to prepare students for the IB Certificate/Diploma Program, which is available to students in 11th and 12th grades (**Appendix V – 2, V.G.1.c ALE Supplementary Goals Summary**). To support students and increase student retention, the IB teachers utilize early student interventions, including tutoring and mentoring. Three students in the Class of 2021 received a diploma, and 84 students received course certificates.

e)   Middle School Courses for High School Credit

More than 1,600 middle school students enrolled in a course for high school credit in SY2020-21. (**Appendix V – 1, V.G.1.a ALE 40th day Enrollment SY2019-20**). The District met the 15% Rule for Hispanic students at both K-8 and middle schools (**Appendix V – 2, V.G.1.c ALE Supplementary Goals Summary**).

All of the middle schools offered high school credit courses virtually at students' home schools, taught by an appropriately qualified teacher. However, it is not always possible for K-8 schools to offer the courses from the home schools. In those instances, students joined the course at a middle or high school virtually.

3.   Additional ALE Support

The District has developed and executed support structures to enhance ALE participation and student success, including efforts to increase EL participation, Advancement Via Individual Determination (AVID) program implementation, and targeted professional development.

a)   English Learners Enrollment and Services

The District increased the number of EL students enrolled in GATE, Honors, AP, and dual-credit courses between SY2019-20 and SY2020-21 (**Appendix V – 1, V.G.1.a. ALE 40th day Enrollment SY2020-21**).

b)   AVID

While AVID is not an ALE, it is an important support for students in ALE programs and a structure by which students can be recruited to participate in ALEs. AVID is dedicated to closing academic achievement gaps by preparing all students for college and other post-secondary opportunities, with a focus on low-income, minority, and potential first-generation college students.

In SY2020-21, the District offered the AVID Elective model for middle school and high school students at 13 sites, as well as a school-wide AVID Elementary model at Wright and Booth-Fickett. Under this model, all teachers embedded AVID strategies in their teaching practices in all subject areas.

Table 5.4: 100th-Day Multi-Year Comparison of AVID Enrollment by Ethnicity

	White		African American		Hispanic		Native American		Asian PI		Multi Racial		100-Day Total
Year	N	%	N	%	N	%	N	%	N	%	N	%	N
14-15	98	13.7%	69	9.7%	492	68.9%	28	3.9%	8	1.1%	19	2.7%	714
15-16	145	13.2%	120	10.9%	728	66.4%	47	4.3%	18	1.6%	38	3.5%	1096
16-17	150	11.4%	119	9.0%	942	71.4%	48	3.6%	32	2.4%	29	2.2%	1320
17-18	178	12.1%	176	11.9%	985	66.8%	53	3.6%	36	2.4%	47	3.2%	1475
18-19	377	15.7%	350	14.6%	1430	59.5%	91	3.8%	78	3.2%	79	3.3%	2405
19-20	363	13.6%	393	14.7%	1643	61.5%	104	3.9%	69	2.6%	98	3.7%	2670
20-21	335	12.8%	392	15.0%	1606	61.5%	120	4.6%	59	2.3%	99	3.8%	2611

c)   Professional Development

The District provided various opportunities for ALE-specific professional development in SY2020-21, including training on ALE instructional strategies in the classroom, and how to recruit students into ALEs.

The District paid the registration fee for 22 teachers to participate virtually in the Advanced Placement Desert Summer Institute in June and July 2021. These institutes included 30 hours of virtual coursework for teacher preparation to teach AP classes, fulfilling the three-year opportunity for AP content review. Other coursework offered could be used toward a gifted education endorsement and addressed differentiated curriculum use in Advanced/Honors courses.

The District also provided AVID training for over 340 teachers, counselors, and administrators, including AVID Digital Experience, AVID Elevate Digital Experience, AVID Building Capacity Workshop, and AVID Professional Learning Modules (APLM) workshops (**Appendix V – 9, AVID Professional Development SY2020-21**). The set trainings were an opportunity for faculty to collaborate, become familiar with AVID methodologies, and learn what to anticipate when a school focuses its structures, processes, protocols, and systems to strategically improve the performance of all students. Topics included implementation of AVID school-wide, how to facilitate professional learning for adults, critical reading and writing strategies, content curriculum, and strategies to build a classroom culture in which rigorous academic instruction combines with social and emotional support to accelerate learning and close the achievement gap.

Additionally, the ALE director and AVID district coordinator held regular meetings for AVID site coordinators to support collaboration among AVID sites and engagement with AVID professional learning and required documentation for AVID certification. Throughout SY2020-21, xix virtual meetings were held with all AVID site coordinators, and two one-on-one meetings were also held with each site coordinator (**Appendix V – 10, AVID Site Coordinator Meetings SY2020-21**). To support new AVID sites, the District provided AVID "Tutorology" training to 15 new tutors and participants and put these strategies into weekly practice at all AVID sites.

4.   University High School

a)   UHS Admissions SY2020-21

Due to the COVID-19 pandemic and school closures, the District was unable to conduct UHS admissions testing from March 2020 (7th-graders) through April 2021 (8th-graders). Instead, the District developed admission criteria for the incoming freshman class of 2021-22 based on their 2018-19 6th-grade AzMERIT test scores in ELA and Math.[11] Non-TUSD students submitted paper or electronic copies of their official AzMERIT reports. To qualify, students had to meet a specified cut score on both assessments. The District offered CogAT testing, using COVID-19 safety measures, in Spring 2021 to any student who did not have 2018-19 6th-grade AzMERIT scores.

The ACT Mosaic (formerly Tessera) was the assessment offered to students who did not meet the AzMERIT cut score requirements but were within a designated margin. A total of 48 students, 37 TUSD and 11 non TUSD students, were eligible to take the Mosaic.

Overall, 412 students, including 17 African American students and 163 Hispanic students, qualified for the 2021-22 UHS freshman class by meeting the alternative criteria for admissions (**Appendix V – 11, V.G.1.g UHS Admissions SY2020-21 Freshman Class**).

Beginning in SY2021-22, all CogAT testing for UHS admissions will be administered online through Riverside Insights. In preparation for this change, each TUSD middle and K-8 school identified a site CogAT testing coordinator who was trained on the CogAT and testing protocols in SY2020-21. All coordinators are required to attend annual workshops. Benefits of online testing are the immediacy of the results and a comprehensive report explaining each student's results. These reports will be provided to families by UHS admissions.

b)   Recruitment and Outreach

Due to the COVID-19 pandemic, the physical closure of schools, and the delay in identifying the 2021-22 freshman class, UHS was not able to conduct as many

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[11] The District requested and received a one-year waiver to use alternative criteria (ECF 2561, 01/26/2021).

outreach and recruitment events as in past years. Some traditional activities, such as Step Up day and the Multicultural Scholars dinner, were modified.

The outreach and recruitment events in SY2020-21 included:

- In lieu of Step Up, UHS held a drive-thru for 8th-grade families and distributed posters with a QR scannable code that linked to videos about UHS classes, programs, and clubs.

- UHS held a virtual multicultural event for middle school African American students and families in January 2021.

- UHS called all qualified student families who did not accept placement.

- UHS held two virtual information nights for 7th-grade families to learn about UHS and the admissions process.

- The UHS Recruitment and Retention Coordinator held virtual meetings with middle school students throughout SY2020-21.

c)   Support and Retention Efforts

UHS provided the following student support and retention services in SY2020-21:

- Boost, an incoming freshman orientation and induction program, designed to address and implement more targeted interventions for incoming freshmen and eliminate academic skill gaps;

- Bounce, a math and science summer support program for UHS students entering their sophomore year;

- Math, Science and Writing Center courses targeted to students struggling in these academic subjects; and

- The Penguin-to-Penguin student mentor program

- Teachers were included as part of Multi-Tiered System of Supports (MTSS) conversations to ensure that at least one adult on campus always monitored students' needs.

d)   Attrition

Through remote learning or remote presentations, UHS continued to provide academic and social interventions designed to lower attrition, including placement testing for ELA, mandatory Penguin mentors for freshman students, frequent grade level presentations, Future Focused Meetings. These featured guest speakers from the school and from the local and national communities who talked about stress, time management, goal setting, and other essential topics. For SY2020-21, the UHS administration offered a book club for Hispanic and African American students to provide additional mentoring through texts that support academic and socio-emotional growth.

Table 5.5, below, shows that the UHS attrition rate for SY2020-21 was 7%.[12]

Table 5.5: UHS Attrition

Attrition	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
White	16	37%	22	47%	21	40%	41	59%	31	41%	39	46%
African American	1	2%	1	2%	2	4%	2	3%	4	5%	3	4%
Hispanic	20	47%	18	38%	25	47%	19	28%	30	39%	31	37%
Native American	0	0%	0	0%	0	0%	0	0%	3	4%	1	1%
Asian/PI	4	9%	2	4%	1	2%	1	1%	5	7%	4	5%
Multi-racial	2	5%	4	9%	4	8%	6	9%	3	4%	6	7%
Total	43		47		53		69		76		84	100%
First-Day Enrollment	1,064		1,113		1,131		1,169		1,253		1,142	
Attrition Rate		4%		4%		5%		6%		6%		7%

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[12] The attrition rate is calculated based on the students enrolled on the 40th day who did not return to the school in the following year.

e)   Post-Secondary Education

A continued goal of UHS is to ensure that students graduate with the ability to attend the college or university of their choice, with many students accepted into elite colleges and universities. For the past 13 years, UHS has had 100% post-high school placement of students in two year-colleges, four-year colleges and universities, military academies or enlistment, or trade schools upon graduation.

With application assistance from the UHS College and Career Center, the Class of 2020 earned more than $34 million in scholarships and grants. Hispanic and African American students earned substantial scholarships, including four finalists for the Questbridge Match Scholarship.

f)   Completion Plan

The District continues to implement the requirements of its Completion Plan, including details in its revised and expanded ALE Policy Manual, which includes comprehensive information on its programs, services, and operational processes.

B.   Dual-Language

The District manages two distinct language acquisition programs: the Structured English Immersion (SEI) program and the Two-Way Dual-Language (TWDL) program. SEI is mandated by the state to develop English language proficiency in students who are classified as ELs. The District designed the TWDL program to help students become bilingual and bi-literate in English and Spanish and to better compete in a global economy.

In SY2020-21, the District continued to work on implementing its multi-year expansion plan for the dual-language program, including adding strands at existing TWDL sites, establishing language academies, and continuing recruitment and retention efforts for bilingual endorsed teachers, to support future expansion.

1.   OELAS[13]

In January and February 2021, the District's LAD spoke in front of the Arizona House and Senate Education Committees in favor of HCR 2005 and SCR 1020 to repeal sections 15-751, 15-752, 15-753, 15-754 and 15-755, Arizona Revised Statutes **(Appendix V – 12, HCR2005_SCR1020 Support Statement)**. This effort supports

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[13] Office of English Language Acquisition Services.

the removal of requirements that prevent ELs from participating in dual-language programs with English-dominant students. The District's TWDL programs require linguistically balanced classrooms at the kindergarten and first-grade points of entry for all students to acquire bilingualism, bi-literacy, and high academic achievement. Each concurrent resolution was passed through committee.

The District adhered to the guidance and approval by OELAS to qualify EL students for its TWDL programs. In SY2020-21, the District continued to administer an alternate oral language assessment — the Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM) — to kindergarten students to demonstrate English proficiency levels that qualify them for enrollment into a TWDL program.

During the integrated block of English language development, EL students worked alongside their mainstream peers. The District provided teachers and administrators with professional development on Arizona's research-based Language Development Approach (LDA) to implement the new model.

2.   Build and Expand Dual-Language Programs

The District continued to build and expand its dual-language programs in a variety of ways, providing more students across the District with the opportunity to participate.

a)   Access for English Learners

The District adhered to the guidance and approval by OELAS to qualify ELs for the TWDL program. For a more detailed discussion, *see* the section directly above, Section V.B.1, on OELAS.

b)   Dual-Language Academies

In Fall 2020, the Language Acquisition Department conducted Language Academies at four of the dual-language schools for K-3 EL students, to prepare them for eligibility to participate in the District's TWDL program in SY2021-22. The focus of instruction was to develop students' oral English skills so that they pass the AZELLA. In addition, the LAD conducted Language Academies at the six dual-language schools for EL and English-proficient students in K-5 to develop oral Spanish skills to support student success in maintaining and/or acquiring a second language, which is needed to participate in a TWDL program.

c)   Monitoring Student Enrollment

In SY2020-21, the District extended the TWDL program at Bloom Elementary to 4th grade, and it also expanded the McCorkle TWDL program by adding an additional 2nd-grade class and an 8th-grade dual-language cohort. The White TWDL program also expanded, adding an additional kindergarten class. More than 2,300 students enrolled in a dual-language program in SY2020-21 (**Appendix V – 1, V.G.1.a ALE 40th day Enrollment SY2020-21**).

Table 5.6: 40th-Day Dual-Language Enrollment by School Year

Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Dual-Language Schools							
Davis	345	334	312	295	314	313	295
Roskruge	675	717	675	654	614	649	582
Hollinger K-8	314	260	315	321	349	399	357
Dual-Language Classrooms							
Bloom			20	42	74	105	107
Grijalva	145	106	100	99	93	104	106
McCorkle	67**	97***	119****	159*	162	206	236
Mission View	90	79	75	97	100	109	84
Van Buskirk	125	116	92	107	96	105	102
White	147	122	147	140	129	115	120
Pistor	167	165	179	94	117	63	55
Pueblo	88	110	110	124	398	296	328
Total	2,163	2,106	2,144	2,132	2,446	2,464	2,372

d)   EL Reclassification in Dual-Language Programs

In SY2020-21, the District continued to monitor the reclassification rate for EL students enrolled in the dual-language programs and to assess Spanish proficiency.

Table 5.7: Dual-Language EL Reclassification Rates

School Year	ELL Tested	Reclassified	Percentage Reclassified
2014-15	235	84	35.7%
2015-16	206	52	25.2%
2016-17	231	15	6.5%
2017-18	343	37	10.7%
2018-19	357	39	10.9%
2019-20	354	29	8.2%
2020-21	251	17	6.8%

e)   Dual-Language Spanish and English Assessments

Due to the pandemic, the District was not able to administer all language assessments and had to make modifications to the assessments that would be used to gather data. Assessments not administered in SY2020-21 included Logramos (a Spanish reading and writing test for 2nd- through 8th-grade students), as well as the Development Reading Assessment and Evaluación de desarollo de la lectura (English and Spanish assessments for reading comprehension and fluency). The District Benchmark assessments were administered in Spanish for quarters one and two, along with the FLOSEM during the first semester, to assess listening and speaking in Spanish.

The LAD instructional technology integrationist continued to support Achieve 3000 and Imagine Learning Español, to increase student achievement.

f)   Professional Development

The District offered professional development activities on an ongoing basis throughout SY2020-21 (**Appendix V – 13, TWDL PD Semester 1; Appendix V – 14, TWDL PD Semester 2**).

(1)   Summer Professional Development

Despite the closure of schools, the LAD hosted the 2021 Language Learning Symposium through a virtual platform in June 2021. More than 150 teachers, instructional staff, and administrators were able to participate. The symposium programs included sessions that discussed the secondary SEI program model and how to provide dual-language instruction by continuing to use technology tools in a

remote and in-person setting to support the acquisition of language while learning academic content in a dual-language setting (**Appendix V – 15, 2020-21 Language Learning Symposium – TWDL Links**).

(2) Quarterly Professional Development

The LAD instructional coaches and itinerant teachers continued to collaborate with expert consultant Rosa Molina to provide training for dual-language teachers at all grade levels. In addition, in collaboration with the Association of Two-Way Dual-Language Education (ATDLE), TWDL site administrators participated in principal consultancy sessions. These meetings provided TWDL principals an opportunity to collaborate with other TWDL principals from across the country, identifying challenges of practice and working together to obtain practical solutions.

g) Site Implementation

In SY2020-21, dual-language itinerant teachers provided teachers with virtual and in-class support at each of the 11 TWDL sites as they moved toward the goal of fully implementing the TWDL program (**Appendix V – 16, DL Itinerant Assignments SY2020-21**). In addition, the department implemented the TWDL Advisory Committee, comprised of TWDL administrators, teachers, parents, and community members, to review and make TWDL program recommendations (**Appendix V – 17, TUSD Two-Way Dual Language Advisory Committee**).

h) Developing/Recruiting Bilingually Endorsed Teachers

The District focused efforts on recruiting new bilingual teachers.

In SY2020-21, the LAD continued an outreach partnership with the UA Bilingual Cohort to encourage UA bilingual education students to pursue dual-language teacher vacancies in the District. Nine TWDL classroom vacancies will be filled by UA bilingual cohort graduates in SY2021-22.

In January 2021, the LAD held a virtual TWDL recruitment informational meeting about the Make the Move program for certified teachers in the District who did not have bilingual endorsements (**Appendix V – 18, TWDL Make the Move Brochure SY2020-21**).

The District also set aside funds from the LAD's Grow Your Own program allocation to reimburse the full cost of the Spanish Proficiency Exam for teachers, including Make the Move participants.

In SY2020-21, there were 225 certificated staff in teaching positions with a bilingual endorsement (**Appendix V – 7, V.g.1.j Certificated Staff with ALE Credentials**).

i)   Dual-Language Parent Outreach and Supports

For SY2020-21, the LAD, in collaboration with the Communications Department, continued to provide program information and enrollment opportunities to students and parents throughout the District using the parent resource website, social media, mailers, and targeted advertising through various media (**Appendix V – 19, TWDL Parent Outreach**).

In addition, the LAD provided parent informational sessions at nine TWDL sites. These sessions presented programmatic information and strategies for parents to provide support for their students in a TWDL program during distance learning.

j)   The TWDL framework

In SY2020-21, the District continued to work with Rosa Molina to further implement her programmatic recommendations and to reflect relevant changes in the TWDL framework **(Appendix V – 20, TWDL Framework)**.

Action items in SY2020-21 included:

- LAD, with support from the A&E Department, made some refinements to the assessment matrix to better align assessments with the instruction and goals of the TWDL program.

- The District created two TWDL strands at Bloom and began an additional strand at the kindergarten level at McCorkle, which extended to 2nd grade in SY2020-21.

- Teachers in TWDL K-2 continued to receive "pay for performance" on their teacher evaluations, based on students' growth on Evaluación del desarrollo de la lectura. In SY2020-21, this assessment was not administered. The District delivered two reading benchmarks in Spanish for students in grades 2-5 and two for students in grades 6-8.

- The District established a TWDL Advisory Committee to provide recommendations for the District's TWDL programs.

C.   Exceptional Education Placement, Policies, and Practices

The Exceptional Education Department continued to monitor student placement in exceptional education services for disparities, based on student data and established standards (**Appendix V – 21, Ex Ed Referrals and Qualifications SY2020-21** and **Appendix V – 22, V.G.1.u Students Receiving Ex Ed Services SY2020-21**).

D.   Dropout Prevention and Graduation

The Dropout Prevention and Graduation (DPG) Plan covers five key areas: annual goals and progress monitoring, student identification and monitoring, graduation support services, family engagement, and professional development.

1.   Annual Goals

The District's DPG committee, including representatives from multiple departments, evaluates and adjusts the DPG plan goals annually. During SY2020-21, the committee met to evaluate relevant information and review annual goals (**Appendix V – 23, Annual Goals and Progress Monitoring**).

2.   Student Identification and Monitoring

In SY2020-21, the District moved to the MTSS module in Synergy for collecting, analyzing, and reporting student academic and behavioral interventions. Developing this module within the district's student information system meant that student MTSS information could be better integrated with other student data, including student achievement indicators. In SY2020-21, the AASSD and MASSD used this module to document student academic interventions and monitor plans.

3.   Graduation Support Systems

The District designed and institutionalized support systems and strategies to provide direct support to students.[14] As outlined in the DPG plan,[15] systems and strategies for specific grade levels and sub-populations include:

- District-wide Support Strategies: The District provided district-level support through MTSS and individual support plans, standardized curriculum, social workers, and the Dropout Prevention and EDI departments. The District also continued to implement the site-based Steps to Success initiative and a new program, Step by Step, targeted at 8th-graders (**Appendix V – 24 Dropout Prevention Activities SY2020-21**).

- High School Support Strategies: The District provided support at the high school level through the Freshman Academy, reorganization of freshman dropout prevention specialists, training on credit recovery, transition programs for 8th-graders, Education and Career action plans, structured concept recovery, and alternative schools and programs.

- Elementary and Middle Grade Support Strategies: The District provided support for elementary and middle school students through middle school teams, CORE PLUS, a seven-period day, elementary-level master schedules, a focus on early literacy, and preschools.

- English Learner Support Strategies: The District provided support for ELs through transportation support, credit recovery placement priority, online credit recovery through C.O.L.E., sheltered content classes, summer school, intervention classes, Imagine Learning, ELD classes, and student and parent orientation (**Appendix V – 25, Support Strategies for English Learners SY2020-21**).

In SY2020-21, the District provided extensive Summer programs to address student learning loss and engage students. In addition to the traditional Freshman Academies and credit recovery through C.O.L.E., the District offered a week-long Jump Start program for K-1, 6th- and 7th-graders, and 9th- and 10th-graders; a K-7 STEAM

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[14] Direct supports address areas that are highly correlated to dropout rates: absenteeism, mobility, failing grades, insufficient credits, and student disengagement. The District concentrated academic and behavioral support personnel to sites that demonstrated the greatest need based on data.

[15] The DPG plan also includes positive alternatives to suspension as a strategy for reducing dropouts and keeping students in school. For details on positive alternatives to suspension, *see* Section VI.

Summer experience that incorporated science, math, and ELA concepts into a curriculum along with enrichment activities; and a high school Summer experience from June 2 to July 23 that provided in-person classes to high schoolers in need of credit recovery.

a) Family Engagement for At-Risk, Disengaged, or Struggling Students

Pursuant to the DPG plan and the FACE Action Plan, the District has developed infrastructure to support a multi-tiered approach to family and community engagement that includes general outreach to families through ParentLink, monthly calendars, Facebook, and the District's website (type 1); as well as targeted outreach to African American and Hispanic families and at-risk students through phone calls, flyers/monthly calendars, and Facebook (type 2). *See* Sections V.E and VII for more details.

b) Professional Learning

In SY2020-21, the District implemented comprehensive professional learning that is aligned with the USP. This included training on school climate and culture, MTSS, and related instructional and prevention strategies throughout the year.

E. Student Engagement through Curriculum

In SY2020-21, most students attended school via a remote platform. This drastically different learning environment presented students and teachers with new and difficult challenges to learning. The feedback provided by teachers indicates that one of those challenges was student engagement.

In an effort to offset the negative effects of disengagement on student learning, the District revised its Manual for Culturally Responsive Teaching to incorporate strategies for remote teaching. These strategies included those designed to mitigate potential learning loss due to student disengagement (**Appendix V – 26, CRT Manual 20-21 Online**). This innovative approach addresses student needs by combining culturally responsive approaches with social emotional best practices.

The revised manual was rolled out during the July 2020 Virtual Welcome Back Conference (**Appendix V – 27, Welcome Back PD Options**). To further address the social emotional learning needs of students, the CRPI Department provided training to District social workers.

In recognizing that student interest is linked to student academic performance, the District worked to increase awareness of the relationship between curriculum and pedagogy, and it continued to provide training on how to implement these strategies through the SPARKS framework. This year, all these trainings were provided remotely.

The District provided CRC teachers additional training in addressing the social-emotional learning needs of students via the restorative circle process. This was done through the Tier I and Tier II CRC PD structure. Through the tiered PD structure, CRC teachers were offered training from CRPI on a bi-monthly basis.

In SY2020-21, as per ECF 2508, the District made revisions to the CRC plan documents and completed a CRC efficacy report (**Appendix V – 28, CRC Plan Documents; Appendix V – 29, CRC Efficacy Report**).

1.   Culturally Relevant Courses

In SY2020-21, the District continued to implement the CRC plan, which called for CRC expansion when feasible in elementary, middle, and high schools. CRC teachers continued to develop and revise CRC curriculum and review and revise the curriculum maps for new and existing CRCs.

A total of 5,465 students were enrolled in CRC courses across the District in SY2020-21. Although CRC enrollment numbers dropped somewhat from SY2019-20 levels at elementary and K-8 schools, enrollment increased at the high school level and increased dramatically (by 23%) at the middle school level.

Table 5.8: 40th-Day CRC Student Enrollment by School Type

School Level	Year	White	AA	Hisp	NA	API	MR	Total
Elem Schools	2020-21	14	5	120	9	0	1	149
	2019-20	28	15	177	10	6	9	245
	2018-19	24	18	153	5	6	2	208
	2017-18	35	28	102	11	8	6	190
	2016-17	13	9	90	9	8	4	133
K-8 Schools	2020-21	141	106	943	88	17	41	1336
	2019-20	208	162	1229	136	24	51	1810
	2018-19	185	128	1082	144	24	46	1609
	2017-18	131	90	1179	157	9	53	1619
	2016-17	60	34	313	19	5	12	443
Middle Schools	2020-21	547	275	1192	69	46	86	2215
	2019-20	452	179	1006	46	27	82	1792
	2018-19	320	130	603	35	26	61	1175
	2017-18	207	70	379	19	16	23	714
	2016-17	108	35	316	20	5	15	499
High School	2020-21	225	175	1197	52	53	63	1765
	2019-20	167	211	1157	47	15	38	1635
	2018-19	164	204	1079	47	18	38	1550
	2017-18	138	207	1160	50	16	42	1613
	2016-17	108	165	991	36	16	33	1349
	2015-16	54	118	1012	35	5	19	1243

In SY2020-21, at UHS, the District expanded the required 11th grade CRC-AP English course, AP Language and Composition: Culturally Relevant Mexican American and African American Perspective, to two sections taught by two different teachers. This increase in teacher capacity encourages the possibility of future expansion of CRC AP offerings not only at UHS, but at other District high schools. Working with a

committee of teachers, CRPI further developed curriculum for CRC AP courses and plans to offer these courses at Pueblo HS in SY2021-22 (**Appendix V – 30, CRC AP Curriculum**).

a)   CRC Teacher Training

The District continued to provide varying levels of support to CRC teachers. At the beginning of SY2020-21, the CRPI Department offered new CRC teachers an orientation on the basic elements of teaching CRC. This virtual orientation included exposure to the curricular documents, history of the department, theoretical underpinnings, and applicable strategies used in this setting.

CRPI continued to provide ongoing Tier 1 and Tier 2 professional development to all CRC teachers. This training provided updates on all current and relevant CRC topics during Saturday professional development sessions. This format allowed CRC teachers to engage in Professional Learning Community (PLC) work with other CRC teachers throughout the District. All trainings were held remotely.

Additionally, the District provided a differentiated professional development for CRC teachers who expressed interest in more scholarly work. In CRPI Tier 2 professional development, CRC teachers conducted literature reviews of peer-reviewed, academic articles featuring research on culturally responsive education.

b)   CRC Master Teachers

CRC continued to use a teacher mentorship model, whereby experienced classroom teachers (CRC master teachers), who demonstrated a high level of expertise in culturally responsive practices and culturally relevant curriculum, worked virtually with first- and second-year CRC teachers.

These 10 master teachers met virtually with their mentees at least once a week and provided guidance and feedback on their classroom practices. Third-year CRC teachers met with master teachers less frequently because of their increased level of training and expertise.

The District also continued to offer professional development to these master teachers through CRPI internal training, District professional development, and conference opportunities. Additionally, on a biweekly basis, master teachers engaged in PLC work, in which they focused on improving their own CRC practices. This

extended learning positively impacts the CRPI Department's capacity to effectively support CRC teachers.

While master teachers continued to support more than a dozen CRC teachers as part of their assignment, every master teacher was also assigned a primary site where they observed and engaged in co-teaching with one specific teacher, to whom they provided extended modeling and mentorship. This virtual co-teaching entailed a regular schedule in which these teachers utilized best practices, allowing developing CRC teachers to benefit from regular instructional modeling and mentoring.

2. Culturally Responsive Pedagogy and Student Engagement Professional Development

In SY2020-21, the District continued to train administrators and certificated staff through a variety of professional development opportunities. The District uses a culturally responsive framework to address the elements contained within the Supportive and Inclusive Learning Environments (SAIL) approach. For more information on SAIL, *see* Section V.I.

The District continued to embed these practices in most aspects involving students and families through collaborative efforts with the A&E, Curriculum and Instruction (C&I), Student Relations, and Professional Development departments. Leadership in CRPI and the departments listed above, along with others, participated in various committees that worked toward a closer alignment in approach. CRPI is currently collaborating with ALE in developing a certification process for teachers of courses designated as Honors. CRPI also worked closely with other C&I departments and an outside consultant (Kamm Solutions) to assist in the development of a district-wide instructional framework.

a) Administrator and Staff Professional Development

In SY2020-21, the District began planning for further training of administrators on the alignment of the Revised Danielson and SPARKS framework. This plan includes the training of certificated staff on culturally responsive practices in the classroom (**Appendix V – 31, CR Danielson Storyboard**). This training is an effort to better utilize the Danielson evaluative framework as an instructional coaching tool.

In SY2019-20, the final phase, Phase III, of the Culturally Response Professional Learning Plan was implemented (**Appendix V – 32, Culturally Responsive Professional Development Plan**). In SY2020-21, during the COVID-19 pandemic and school closures, CRPI worked with A&E to develop a set of feedback options for teachers going through the evaluation cycle. These feedback options were referred to as the teacher critical attributes within the Danielson Framework for teacher evaluation (**Appendix V – 33, Danielson Teacher Critical Attributes - Revised 2021**). Site administrators will be trained on these attributes at the July 2021 Welcome Back training for administrators. The following iteration of this training in SY2021-22 will focus on instructional quality as it relates to culturally responsive practices embedded within the Revised Danielson framework.

CRPI staff continued to provide support and training to District staff in culturally responsive practices throughout SY2020-21. Training was provided remotely to specific sites upon request and was differentiated to support their specific needs.

As an extension to the CRPD plan, the District provided SPARKS training to newly hired teachers during the teacher induction process. Throughout the year, CRPI trained site-based instructional support staff (curriculum service providers, MTSS facilitators, and magnet coordinators) on the implementation of culturally responsive practices. The challenges presented by COVID-19 and the reorganization of teacher priorities required modification of plans for additional teacher trainings.

b)   CRPI Summer Conference Participation and Community Outreach

The District was able to hold the annual Summer Institute for Culturally Responsive Education June 10-12, 2021. This event took place virtually via the Zoom platform. Over 200 teachers and administrators took part in this three-day professional development opportunity **(Appendix V – 34, Final SICRE 2021 Program)**. A slate of preeminent scholars in their field presented their work alongside local practitioners from within TUSD.

3.   Multicultural Curriculum

The District's multicultural curriculum provides a range of opportunities for students to conduct research and improve critical thinking and learning skills while fostering a positive and inclusive school and classroom culture. During SY2020-21, the Multicultural Curriculum Department (MCD) continued to implement the last two

stages of its Multicultural Curriculum Development Plan, including structural reform and multicultural social awareness and action. The final stages necessitated collaboration with the student services departments to collectively support schools in developing practices and policies that facilitate more democratic school cultures and social structures, with the goals of ensuring equity for diverse racial, ethnic, socioeconomic, and language groups; empowering students to understand and question social issues; and encouraging students to engage in social participation. The team examined important variables, including grouping and labeling practices, sports participation, gaps in achievement among groups, different rates of enrollment in gifted and special education programs, and the interaction of staff and students across ethnic and racial lines.

a)   Multicultural Curriculum Website

In SY2020-21 as the pandemic unfolded and TUSD shifted rapidly to remote learning, MCD designed a website to facilitate continued implementation of TUSD's multicultural curriculum remotely. The website has an extensive collection of interdisciplinary K-12 digital resources representing the world's vast diversity, exemplar lesson plans by subject and grade level, as well as professional development modules and videos in critical areas — social emotional learning, equitable learning environments, and trauma informed practices (**Appendix V – 35, Multicultural Curriculum Website Page**).

b)   Curriculum Resources and Resource Integration

(1)   Culture Kits/Story Boxes

MCD staff continued to research and develop contemporary culture kits and story boxes as powerful teaching tools for engaging students in hands-on exploration of the world's vast diversity and promote equity by opening students' minds, to better understand other people, perspectives, and cultures. The SY2020-21 kits/boxes embrace a social justice lens that promotes productive discourse and puts students on the path to activism and social change around their immediate communities. Each kit and box also included standards-based exemplar multicultural lesson plans and contemporary multicultural literature (**Appendix V – 36, Woodland Nations Culture Kit**).

(2)   Science Facilitator Trainings

In SY2020-21, MCD expanded training of science teachers to include social justice pedagogy and teaching science grounded in the lives of students and their identities. Students bring multiple identities to classrooms, such as race, gender identity, socioeconomic status, religion, and more. The manner in which these identities intersect impacts students' approach to scientific study, laboratory experiences, and mindful class discussions. MCD, in collaboration with science teachers, worked to anchor curriculum and teaching around real-world scenarios while taking into account the multiple identities of TUSD students (**Appendix V – 37, Science and Social Justice - Promoting Authentic Projects Teacher Training**).

(3)   Integrating Mathematics of Worldwide Cultures into 6-8 Math Curriculum and Instruction

Students bring with them ways of thinking and reasoning with and about quantities and quantitative contexts, as well as ways of interacting and communicating, that serve as a foundation upon which to build their understanding of mathematics. MCD provided training to 25 middle school math teachers on how to nurture classroom spaces that ensure students take ownership of mathematical knowledge and use mathematics to examine real-world problems. The series of synchronous and asynchronous professional development trainings focused on: (1) increasing understanding of culturally responsive mathematics instruction in math education work, (2) identifying mathematical practices and mathematical funds of knowledge in students' communities and how to design standards-based lessons that connect to these communities and family practices, and (3) sharing tools and resources to create math lessons that engage students in meaningful mathematics and promote a positive math identity (**Appendix V – 38, Using Stories to Anchor Math Concepts**).

(4)   Literature and Inquiry in the Elementary and Secondary Classroom Professional Development (Remote Book Studies)

MCD continued to conduct multiple trainings in Multicultural Theory and Pedagogy (Book Studies) to support ongoing integration of multicultural literature and content into the curriculum as well as to critically address the many issues involved in creating and using TUSD's multicultural curriculum and resources across content areas (**Appendix V – 39, Elementary Book Study Flyer SY20-21**). Teachers

explored various academic approaches to reading about culture in literature, including contemporary critical theories and issues of multiculturalism and globalism. Teachers also received coaching on how to develop instructional frameworks for guiding students to critically analyze texts for messages related to power, privilege, and inequity. These analytical skills are essential for inspiring the desire to become informed and compassionate citizens, as well as agents of social change.

> **(5)   A Case for Cultivating Controversy: Teaching Challenged Books in K-12 Classrooms Professional Development**

In response to the global movements for racial and social justice, MCD developed and implemented a series of synchronous two-day diversity, equity, and inclusion staff trainings. The objectives of this training were to: (1) support staff in developing a better understanding and appreciation of the differences that come from varying perspectives and backgrounds; and (2) explore instructional strategies that use texts to teach students about ethnic, racial, and sexual diversity and encourage understanding of human differences. In addition to these trainings, MCD developed several Guiding Documents that speak to how to discuss polarizing issues such as race and inequity in the classroom (**Appendix V – 40, Tips for Selecting and Using Instructional Materials with Sensitive Content**).

c)   Multicultural Literacy and Cultural Events

To further promote intercultural competency and build an inclusive school culture and climate, the MCD continued to work with several school sites to plan and implement numerous remote multicultural literacy and cultural events and festivals. These events brought the community together not only to celebrate the District's diversity, but also to spark curiosity about culture and about each other. Families shared elements of their culture or ethnicity with other members of the school community through storytelling, music, dance, and arts and crafts to celebrate the things that make each culture unique. These virtual events simultaneously resulted in greater community participation and enhanced collaborative relationships between the school, students, and parents, including those linguistically and culturally different from each other. Ongoing effective communication is an important skill for teachers who want to support and affirm the diverse students in their classes more deeply (**Appendix V – 41, Multicultural Literacy and Cultural Event – Myers Ganoung**).

d)   SY2020-21 Multicultural Love of Reading Month Remote

As the pandemic unfolded, MCD, in collaboration with community members, developed and implemented a district-wide virtual K-5 book festival to promote continued intercultural understanding and share culturally diverse resources with teachers, students, and families. Held in February and March 2021, the event involved several community members reading multicultural books and engaging students in culturally rich activities. Community members selected to participant in these events were cultural insiders who were able to enrich the stories with real-life examples (**Appendix V – 42, Love of Reading Month School Flyer**).

e)   Borders and Bridges: Building Cultural Connections Through Literary Inquiry and Dialogue

As cultural, ethnic, language, and religious diversity of students increases, educators in the District, the United States, and nations around the world are grappling with the challenges and possibilities that lie ahead. In SY2020-21, the MCD, in collaboration with Lutheran Social Services of the Southwest, implemented a series of professional development opportunities to advance intercultural understanding of two distinct cultural identities in TUSD: (1) Arab American identities, and (2) immigrant and refugee identities. The objectives of these professional development sessions were to:

1. Develop an understanding of the cultural and linguistic diversity and needs of TUSD's Muslim American students and families.

2. Examine the challenges facing educators in the District as they grapple to meet the needs of immigrant and refugee students.

3. Build teacher capacity to go beyond the application of instructional strategies and focus on intercultural communication, language, and cultural content integration.

4. Explore the appropriate responses to students who have experienced trauma and the persistent stresses of family reunification and uncertain legal status (**Appendices V – 43, Refugee-Unpacking the Identity of Newcomers PPT**, and **V – 44, Arab American Identity Flyer**).

F.   Targeted Academic Interventions and Supports

In SY2020-21, the AASSD developed a three to five-year strategic plan similar to the MASSSD strategic plan (2018-19). The plan was developed in partnership with department staff members and was reviewed by members of the AASD Parent Advisory Council (PAC). The department also provided regular updates to the superintendent and the Academic Leadership Team in the fall and spring of SY2020-21. The department will form the AASSD Reorganization Planning Committee, which will include a Fisher plaintiff representative, a member of the Special Master's Implementation Committee, and District leadership. This committee will meet in the fall and spring semester of SY2021-22. Revised AASSD and MASSD status report and plan documents appear at **Appendices V – 92 – AASSD Status Report**, and **V – 93 – MASSD Status Report**.

In SY2020-21, the District continued its commitment to providing targeted academic interventions and support for African American and Hispanic students through collaborations with colleges and universities, parental and community engagement activities, and specific interventions for targeted at-risk students. The AASSD and MASSD implemented several strategies in SY2020-21 to improve the academic outcomes for students and to support higher-education opportunities.

1.   Targeted Academic Interventions and Supports for African American Students

a)   AASSD Collaboration with Local Colleges and Universities

In SY2020-21, the AASSD hosted 10 college- and career-readiness-related events. Because of COVID-19 protocols, all events were offered virtually using Zoom videoconferencing. These events focused on learning about different colleges, financial aid, enrollment, college choice, and exposure to STEM careers. (**Appendix V – 45, CCRR 2021**).

(1)   College and University Partnerships

The AASSD collaborated with multiple college/university programs and local organizations to connect K-12 students and their families to college and career readiness information, resources, and representatives.

- University of Arizona: The AASSD continued partnering with the UA Academic Outreach and African American Student Affairs units to support college and career exposure for students through virtual experiences. Two events were provided in the fall semester, on November 14 and December 10, 2020 (**Appendix V – 46, UAGCU 2021**). Furthermore, AASSD provided parent informational events that connected students and parents with UA alumni.

- Arizona State University (ASU): The AASSD collaborated with the ASU Black Student Coalition, as well as Educational Outreach, for two virtual events for students and parents, in November 2019 and February 2020. Both virtual events provided insight into admissions, college funding, and connecting to African American student resources and educators working in higher education administration (**Appendices V – 47, ASU 2021**, and **V – 48, ASU Forum**).

- Grand Canyon University (GCU): The AASSD partnered with the GCU Black Student Union, and TUSD MASSD, GCU to host a virtual college night in December 2020. Students learned about the Black Student Union, the GCU application process, and FAFSA (**Appendix V – 46, UAGCU 2021**).

(2) Historical Black Colleges and Universities

For the second year in a row, the AASSD was not able to coordinate the Tucson Black College and Cultural Tour in SY2020-21. However, the AASSD hosted two parent and student informational sessions in February 2021. For the first session, AASSD hosted graduates from Bennett College, Jackson State University, and Texas Southern University (**Appendix V – 49, HBCUP 2021**). In the second session, participants heard directly from college recruiters and advisors representing Florida A&M University, Prairie View A&M University, University of Arkansas at Pine Bluff, and University of the Virgin Islands (**Appendix V – 50, HBCU 2021**). These meetings provided opportunities for District students and families to connect with seven HBCUs.

(3) Community Partners for College and Career Readiness Support

In SY2020-21, AASSD did not host face-to-face community-based events. All events were virtual and targeted colleges and universities, as described above.

b)   District Collaboration

Many District departments worked together throughout the school year on collaborations with local colleges and universities.[16] Much of this work centered on college and career readiness.

(1)   College Scholarships

In collaboration with community partners, the AASSD honored 10 students with $26,000 in scholarships to further their education.

(2)   Pre-College Mentoring and SEL Support

In SY2020-21, the AASSD did not partner with local universities or community groups for face-to-face mentoring. This was a result of Pima County and District COVID-19 guidelines. However, the AASSD did offer Zoom mentoring in selected schools. The goals of the mentoring and SEL services were to: support the academic, cultural, and social experiences for students; serve as a conduit for connecting students, families, and schools with community resources; increase the number of positive role models with whom students could connect; and learn about careers, leadership skills, and college preparation (**Appendix V – 51, Mentor SEL 2021**).

(3)   AASSD Quarterly Parent Information Events

In SY2020-21, the AASSD collaborated with several District departments and organizations to organize and facilitate 18 quarterly parent informational and recognition events — a 22% increase in the number of events from previous years. Furthermore, the AASSD presented at four additional parent events hosted by the Family and Community Outreach and Communication and Media departments. All events were hosted using Zoom videoconferencing.

Attendance at events hosted by AASSD ranged from approximately five participant Zoom logins to approximately 150 individual logins by parents, students, educators, and community members (**Appendix V – 52, AASSD PQ Chart 2021**). However, actual attendance varied due to entire families (often four to six people) attending events using a single Zoom login. These Zoom events were designed to inform parents about District resources, AASSD, and academic opportunities such as ALE and magnet programs; offer workshops about college and career readiness and

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[16] These District departments included FCO, Magnet Programs, Guidance and Counseling, Refugee Services (to support African American EL students), and ALE.

connect families to college outreach programs at various college and universities locally and nationally; and connect families to the District's FACE resources and other community support organizations such as Pima County One Stop for employment opportunities, Community Food Bank of Southern Arizona, and Goodwill Industries.

Events hosted by the AASSD focused on targeted recruitment of African American families and community through email, Parent Link, staff phone calls, communication with targeted schools, and communication through the regional assistant superintendents' newsletter. To increase parent engagement of African American EL students, the AASSD staff collaborated with the Language Acquisition and Refugee Services departments to inform parents of quarterly events to increase participation. For example, the AASSD used Parent Link 34 times to reach up to 5,000 families.

Other organizations that collaborated with the AASSD during quarterly parent information events in SY2020-21 included local African American civic groups, and fraternities and sororities (**Appendix V – 53, PARTNERS 2021**).

(4)   African American Community Forums and Advisory Boards

To further communicate and connect with students, parents, and the community, the AASSD director continued to serve on several community advisory boards and committees, including the University of Arizona African American Advisory Council to the President, the Interdenominational Ministerial Alliance of Tucson, and the Arizona Department of Education African American Advisory Council. These community connections served as avenues to inform families and the public about upcoming events pertaining to African American students and families in the District and to address the needs of students.

(5)   Black History Month and Parent Engagement

In October 2020, a Black History Month planning committee was established to give parents and the community an opportunity to provide suggestions and programming for Black History Month in February 2021. The outcome was a positive experience, giving parents and the community the opportunity to develop and

implement Black History Month programming that provided information, activities, and learning experiences for students in grades K-12.

(6)   Parent Feedback

In February 2021, the AASSD hosted multiple workshops focused on college and career, and empowerment. To measure the effectiveness of workshop presenters and topics, the AASSD asked parents to provide survey feedback. The results of this feedback will be used to plan for future parent and family sessions in SY2021-22.

(7)   Parent Advisory Council (PAC)

In April 2021, the AASSD established a new parent advisory council (PAC) to promote greater engagement and participation of parents. The PAC meets every other month and includes parent representatives from all five District regions, who have students from Kindergarten through high school. (**Appendix V – 54, AASSDPAC**).

c)   AASSD Student Interventions and Supports

(1)   Multi-Tiered System of Supports

In SY2020-21, the AASSD specialists continued using the District's MTSS model to deploy academic and behavioral supports to schools and students across the District; provide social emotional support (SEL) in targeted schools; utilize an online system to handle school requests for services and interventions; support district-wide summer programs; and provide professional development for department staff. Department specialists participated in MTSS meetings to serve as student advocates and equitable voices providing recommendations to MTSS teams.

(2)   Student Support

Working within the MTSS process, AASSD staff provided targeted site support through advocacy, academic mentoring, behavioral support, and site-based services. The support focused on enhancing services for students needing Tier 2 and Tier 3 support in addition to the classroom teacher and/or site-based services. School sites were identified for deployed support based on overall school population, the percentage of African American students enrolled, student discipline, District assessment data, and administrator requests. Under the department's restructured framework, AASSD staff were assigned to serve as coaches, response to intervention (RTI) specialists, behavioral specialists, and program specialists. The AASSD deployed support to 18 schools. (**Appendix V – 55, AASSD Staff 2021**).

To support the MTSS model, AASSD staff used Synergy to monitor student academic and behavioral progress each quarter.

(3)   Behavior Support

To provide Tier 2 and Tier 3 behavior intervention support, the AASSD deployed behavioral specialist support to targeted schools. The behavioral specialist participated on MTSS teams and in discipline hearings (fourth-quarter discipline hearings) and provided guidance in the development of behavior intervention plans.

In SY2020-21, the AASSD was able to provide two social emotional learning (SEL) groups at two schools and to support 16 students.

(4)   Quarterly Discipline Review

In SY2020-21, the AASSD continued to monitor student discipline data provided by the Student Relations Department. The AASSD staff utilized this data to support site teams in addressing discipline at schools.

(5)   Direct Academic Support

In SY2020-21, the AASSD retained one Response to Intervention Specialist (RTI) to provide English Language Arts (ELA) support in two schools. The RTI specialist, a certified teacher, provided Tier 3 support to 27 students in grades 3 to 5 at Booth-Fickett and Erickson.

To reduce the number of students with an "F" letter grade at the end of the first quarter of SY2020-21, the AASSD team worked with 124 identified students and reduced failed classes by 39% by the end of the semester. In addition, the AASSD developed a post-high school readiness plan (High School / Post Graduation Plan) to aid students' work, through academic coaching for 12th-graders in jeopardy of not graduating (**Appendix V – 56, AASSDRP 2021**).

(6)   Mentoring Supports

In SY2020-21, the AASSD continued providing mentoring support during COVID-19. To provide this support, the AASSD Student Success Coaches provided academic mentoring and one-to-one meetings, using Zoom videoconferencing to meet with students. Academic coaching and mentoring supported students at 14 middle and high schools.

(7)   Student Equity and Intervention Request for Service Form

In addition to the various advocacy and supports provided by the AASSD at designated sites, the department continued to use the online Student Equity and Intervention Request for Service form to support schools that did not have an assigned AASSD specialist and needed additional support beyond what the site could offer (**Appendix V – 57, ORSF 2021**). In SY2020-21, the AASSD responded to six requests from five schools for services through the online request form.

(8)   Enrichment and Summer Experiences

In SY2020-21, the AASSD focused on supporting the district-wide summer program offerings in May and June 2021. The AASSD supported individual sites by providing registration forms to families, mailing forms home, conducting direct calls to parents, and using Parent Link.

The AASSD provided enrichment experiences through the Zoom format in SY2020-21. Enrichment experiences were in the form of after-school career exposure events to connect students to local community members working in various careers. Several opportunities were provided during the school day, with a focus on virtual college tours or career exposure.

In SY2020-21, the AASSD implemented multiple enrichment opportunities for K-12 students. The department collaborated with other departments and organizations to design these enrichment opportunities to motivate students and help them understand their culture. Events included virtual college visits and opportunities to interact with nationally recognized individuals serving in higher education, professional sports, STEM fields, and entertainment (**Appendices V – 46, UAGCU 2021**, **V – 58, Sam Fine 2021**, and **V – 59, Black Men in Leadership 2021**).

In February 2021, the AASSD provided several opportunities for students to enhance and enrich their cultural knowledge. These culturally relevant experiences were open to all TUSD students, with focused outreach to African American students. Thirteen schools and 56 students participated in the Brain Bowl, more than 100 students participated in the elementary poetry contest, and over 60 middle and high school students participated in art and poetry contests (**Appendix V – 60, Black Prose Poetry Contest 2021**).

(9)   Professional Development

The AASSD director and program coordinator facilitated trainings for AASSD staff to enhance the level of support the department offered to students and families. Trainings covered culturally responsive practices, family and community outreach, Synergy, and goal setting. The AASSD provided four professional development opportunities for District certified and classified staff: (1) SEL and behavioral support for 127 staff (course #15492), (2) Speed of Trust training for equity support services staff, (3) Africa to Arizona: Black History & The Pursuit of Freedom 20-21 SY (course #15724), and (4) Black Excellence Speaker Series with Dr. Neal Lester - The N Word - 20-21 SY (course #15708) **(Appendix V – 61, CRPD 2021**).

2.   Targeted   Academic   Interventions   and   Supports   for Hispanic/Latino Students

a)   MASSD Collaboration with Local Colleges, Universities, and the Community

In SY2020-21, the MASSD expanded virtual collaborations with local colleges and universities. Mentoring and partnerships continued to provide learning support and guidance to Hispanic students to build post-secondary opportunities. In-person activities were suspended due to COVID-19 restrictions at institutions.

(1)   College and University Partnerships

During SY2020-21, the MASSD moved to virtual collaborations with in-state universities and colleges, to support higher education opportunities, mentoring, and college and career readiness for the District's Hispanic students (**Appendix V – 62, MASSD Mentoring Collaborations SY2020-21**).

- University of Arizona (UA): To better inform the District on the impact of the pandemic, the MASSD partnered with the Norton School of Family & Consumer Sciences and Mexican American Studies through the Hijos (Children) Project to survey parents and adolescents on experiences during COVID-19. A total of 103 TUSD families responded. Expansion of a partnership with the College of Humanities Department of Spanish & Portuguese resulted in two new interns providing student support, and the development of an initiative to coordinate class presentations on transnational student college opportunities. Due to pandemic restrictions, the EachONE TeachONE Grow Your Own program, a collaboration initiated by

the MASSD with Career and Technical Education (CTE) and UA College of Education, was postponed, with this year focused instead on efforts to recruit SY2021-22 mentors for high school students in teacher preparation. A new partnership with the UA Department of Geosciences is anticipating grant approval from the National Science Foundation CAREER program. Collaboration with Hispanic Serving Institution (HSI) Initiatives ushered in Outreach FAMILIA (Forwarding Academic Mechanisms Integral to Learning In the Academy), a Title V grant, to increase access to college-going preparedness at Pueblo, Rincon, and Catalina. Further evidence of a strong partnership, the MASSD was invited to serve on the Adalberto & Ana Guerrero Student Center director search committee. Other highlights of the partnership with UA this year included:

- o The MASSD presented at the College of Education Teaching, Learning, and Sociocultural Studies Colloquy on culturally responsive healing-centered practices in education.

- o The MASSD maintained continued partnerships including: the Frances McClelland Institute for Children, Youth, and Families for parent workshops; the UA WordCats/MathCats for online tutoring; and Project SOAR (Student Outreach for Access & Resiliency) for virtual mentoring.

- o Other UA partners connected to the MASSD, including the Office of Diversity and Inclusion, College of Law, Immigrant Student Resource Center, Confluence Center for Creative Inquiry, Women and Gender Resource Center, Gamma Alpha Omega Sorority, College of Education, STEM RISE Arizona, WISE (Women in Science and Engineering) Athletics Department, Office of the Assistant Vice Provost of HSI (Hispanic Serving Institution) Initiatives, and Honors College.

- o In addition, the MASSD recruited UA students through the College of Education and Mexican American Studies as college mentors. The newly appointed director of the Adalberto & Ana Guerrero Student Center and the MASSD director presented a plan to administrators statewide on how to further bridge a partnership for K-20 academic success at the Arizona Association of Latino Administrators and Superintendents (AZALAS) Summer Conference in June. The MASSD is represented on the Hijos Project and Mexican American Studies

Advisory Boards as well as the UA Hispanic Community Advisory Council. To prepare and recruit culturally responsive educators, the MASSD supported the Mexican American Studies Department and the College of Education in successful initiations of approved certification programs.

- Arizona State University (ASU) and Northern Arizona University (NAU): With in-person field trips on hold due to health restrictions, MASSD staff utilized virtual tour tools to expose students to campuses. The MASSD continued collaboration with the ASU Library's Chicano/Research Collection through webinars.

- Pima Community College (PCC): With an opportunity to connect to students and parents district-wide, the Immigrant & Refugees Services Center presented at the Adelante Parent & Youth Leadership conference, Mexican American Parent Advisory Council, and the Mexican American Parent Leadership Institute. The MASSD invited the Student Financial Aid Department to present at the Mexican American Parent Leadership Institute, as well. PCC Mexican American Studies students recruited in CRC classrooms, capitalizing on the use of virtual platforms to increase ethnic studies enrollment. Additionally, a partnership with the Dual Enrollment Department is exploring ways to advance MAS course opportunities for college credit with CRPI. Continued partnerships with various PCC offices, include Admissions & Recruitment; Ethnic, Gender & Transborder Studies, Upward Bound and Talent Search, and Adult Basic Education for College & Career.

- Grand Canyon University (GCU): The MASSD included GCU in the Adelante Parent & Youth Leadership conference virtual resource fair, to inform participants of specialized programs.

- Universidad de Sonora (US) and Universidad Nacional Autónoma de México (UNAM): To inform transnational students and parents of post-secondary educational opportunities available, the MASSD capitalized on a partnership with Mexican institutions US and UNAM. The District provided CRC classroom workshops and parent advisory presentations throughout the year.

(2)   Community Collaboration

During SY2020-21, the MASSD further advanced community partnerships through virtual environments to respond to the needs of the District's Hispanic students and families. A critical collaboration between the MASSD and the We Are One | *Somos Uno* Immigrant Relief Fund successfully distributed $1.25 million collectively from private donations to immigrants negatively impacted by the pandemic across the community. Over $100,000 of the funding was allotted to the MASSD, to identify and distribute to 186 families in the District who were excluded from federal and state pandemic relief. The partnership designated additional funds to support families with rent assistance. Other responsive partners to the pandemic were All In Education and Expect More Arizona, which requested support from the MASSD to conduct listening sessions held virtually in English and Spanish, to better understand and address the students and their families. The District also partnered with the US Census Bureau to promote self-responses for greater apportionment in Pima County at a rate of 64%, the highest county response rate recorded in the state of Arizona, with special recognition from the Bureau for the collaboration.

In partnership with the Pima County Community Prevention Coalition (PCCPC), the District co-hosted a community training on the impact of Hispanic historical trauma and substance use prevention, in response to consistent discipline data trends and parent feedback. To promote trauma-informed policing, the training was facilitated by the MASSD to more than 400 law enforcement officers in Tucson and Pima County. Community practitioners, Pueblo HS staff, MASSD staff, and District social workers and counselors also participated in this co-hosted training. MASSD staff served on the PCCPC in varied roles, including commissioner, committee members, and trainers. Through this partnership, substance prevention trainings were offered to staff and parents in virtual workshops.

The MASSD continued its support of Chicanos Por La Causa (CPLC), to offer the *Nahui Ollin* (Four Movements) Wellness program at Tucson High Magnet School in CRC remote learning classrooms. Co-hosting the first virtual *Xinachtli* (germinating seed) youth empowerment conference, the MASSD coordinated Pueblo and Tucson High CRC student participation.

Continued collaboration with Arizona Association for Latino Administrators and Superintendents (AZALAS) involved the MASSD serving on the annual conference planning committee, supporting a cadre of Hispanic educators for ongoing leadership

training, recruiting administrators to attend a virtual and in-person conference for professional development, and co-presenting on building post-secondary partnerships (**Appendix V – 63, MASSD AZALAS Conference Summer 2021**). Additionally, MASSD staff:

- represented the interests of the students and families serving on: the Network for Equity in Education Development (NEED) collaborative; the Tucson Urban League Board of Directors; the Tucson Advisory Council for the Hispanic Scholarship Fund; the Arizona César E. Chávez Holiday Coalition to organize the César E. Chávez Youth Leader Dragship Month presentations; the Scholarships A-Z Educators Committee to support undocumented and Deferred Action for Childhood Arrivals (DACA) students in the attainment of higher education opportunities; the Arizona Department of Education's Latinx Advisory Council, including its student advisory council member selection committee; and the City of Tucson's Chief Equity Officer assessment panel;

- coordinated community members from several organizations (e.g., Tucson City Council, Chicanos Por La Causa, AZ César Chávez Coalition, National Parks Services, and Amistades, Inc.) to engage with students as virtual guest speakers during the Mes de la Cultura and César E. Chávez Youth Leadership Month presentations district-wide;

- participated in online collaborations, including the LULAC (League of United Latin American Citizens) virtual summit, the Arizona School Boards Association's (ASBA) Virtual Equity Event, the Metropolitan Education Commission's Regional College Access Center Networking Group, and the Pima County Community Youth Substance Misuse Prevention strategic planning process; and

- contributed expertise to community partners' resources and events, including the School Social Work Association of Arizona's annual conference through a presentation on culturally responsive self-care and Expect More Arizona's blog providing remote learning strategies for parents.

Other ongoing relationships included the City of Tucson's Ward 1, Ward 5 and Mayor's offices, Third Congressional District office, Nonviolence Legacy Project, Pima

County Health Department, Tucson Hispanic Chamber of Commerce, La Frontera, Expect More Arizona, International Rescue Committee, Girl Scouts of Southern Arizona, National Park Service, Child and Family Resources, Inc., UnidosUS, Calpolli Teoxicalli, Southern Arizona AIDS Foundation, All In Education. When We All Vote, NALEO (National Association of Latino Elected Officials) Educational Fund, National Association of Multicultural Education (NAME), and National Association of Chicana/Chicano Studies.

b)   District Collaboration

During SY2020-21, the MASSD continued to increase collaborative efforts with District resources in a virtual setting. In the third year of implementation, the MASSD Reorganization Plan guided integrated approaches for in-district collaboration to specifically target and serve Hispanic students and families.

In SY2020-21, the MASSD, along with the other student services department, joined the newly formed Equity, Diversity, and Inclusiveness (EDI) Department. This move afforded opportunities for growth in collaboration, focusing on interconnectedness and institutional sustainability for equitable practices district-wide. In Spring 2021, the MASSD undertook a revision process of its three-year strategic plan for implementation in SY2021-22, to better align it with the District's EL and family and community development plans. Instrumental to this process was the collaborative effort in EDI to develop a mission and core values to guide interdepartmental supports. Regular updates on the work of the department were provided to District leadership through the Assistant Superintendent of EDI and by the MASSD Director to the Superintendent's Academic Leadership Team (ALT). Electronic newsletters were also distributed district-wide.

In response to community and national strife, the MASSD partnered with other district departments, including student services departments, Culturally Responsive Pedagogy & Instruction (CRPI), and FCO, to co-facilitate virtual parent and student forums on race relations. The MASSD also supported efforts to collect feedback from students and stakeholders on the presence of student resource officers (SROs) on campus as related to race relations with law enforcement by co-facilitating a virtual forum with EDI partners. Another response to outcomes due to the pandemic included MASSD collaboration with other district departments to develop outreach plans to recruit students for summer experience offerings and re-engage families into the District, to increase enrollment. MASSD efforts included two-way

communications via phone and email in English and Spanish, as well as ParentLink notifications.

Throughout the pandemic, the MASSD continued collaborations with Curriculum & Instruction partners, including Counseling, CRPI, LAD, CTE, ALE, and MTSS.[17] Contributing to the District's Social Emotional Learning (SEL) committee and Dropout Prevention and Graduation (DPG) committee afforded MASSD a space to collaborate in concerted efforts to respond to specific issues related to COVID-19. LAD collaboration continues, through supporting ELD classroom teachers and students in remote learning. Additionally, the MASSD acts as a liaison for parents and sites connecting to Meaningful Access.

The MASSD continued its work with FACE staff and site community liaisons to host, promote, and recruit parents for programs aligned with specific MASSD initiatives, including virtual open houses, Mexican American Parent Advisory Council meetings, parent support groups, *Somos Uno*/We are One relief fund distribution, Tell Me More Series, *Padres Comprometidos* (Committed Parents), and Love and Logic workshops. A new ALE professional learning community (PLC) allowed for data-driven discussions with District partners on how to best improve recruitment and retention of Mexican American/Latino students in District offerings. Additionally, the Gifted And Talented (GATE) Department presented at the virtual *Adelante* (moving forward/ahead) conference and coordinated with the MASSD and AASSD in monthly PLCs.

With a vast reach of expertise, the MASSD bolstered asset-based approach efforts through relationships with site administrators, counselors, teachers, college and career readiness coordinators, and community liaisons. The MASSD provided direct and indirect support to sites utilizing district-wide videoconferencing opportunities to connect with students and parents. Responding to pandemic-related issues allowed the MASSD the opportunity to expand interconnected relationships within the District to benefit students and their families throughout this unprecedented school year.

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[17] These are: CRPI (Culturally Responsive Pedagogy & Instruction), LAD (Language Acquisition Department), CTE (Career & Technical Education), ALE (Advanced Learning Experiences), and MTSS (Multi-Tiered Systems of Support).

c) MASSD Quarterly Information Events

In SY2020-21, because of in-person restrictions due to COVID-19, the MASSD adapted collaboration efforts by hosting virtual information events to promote parent and community engagement. With community collaborators and in-district partners, MASSD staff planned and implemented district-wide and site-based parent quarterly activities to connect families to District and community resources utilizing video conferencing platforms.

(1) Site-Based Quarterly Parent Information Sessions

In SY2020-21, the MASSD expanded virtual parent engagement efforts with site partners to extend the range of collaboration. Based on demand, the District continued Padres Comprometidos, targeting Davis families. In addition, the District initiated Love & Logic bilingual workshops for Bonillas parents, facilitated by the MASSD, through partnerships with school site community liaisons and the District's Family Resource Centers.

MASSD program specialists collaborated with site and District partners at over 70 virtual events for parents throughout the school year. Site-based collaborations included open house nights, parent cafecitos, curriculum family nights, college nights, cultural fairs, FAFSA/scholarship workshops, and community information sessions. Program specialists and college mentors provided information in English and Spanish on MASSD services, District resources, community organizations, and colleges.

(2) District-wide Quarterly Parent Information Sessions

SY2020-21 marked the third year of implementation of the MASSD reorganization. The department continued development of new initiatives to serve the varied needs of Hispanic parents across the District. Reacting to pandemic concerns, the District responded with weekly parent support groups to assist in academic and social-emotional needs, specifically initiated through participant feedback. Additionally, the MASSD hosted quarterly Superintendent Forums on remote learning through the District's Mexican American Parent Advisory Council, with invitations distributed district-wide to K-12 families. The Mexican American Parent Advisory Council continued to convene monthly over the course of the school year through a virtual meeting platform. Additional initiatives included further expansion of College Academy for Parents' six-week sessions, offered virtually in partnership with the University of Arizona's Office of Early Academic Outreach.

College Academy for Parents workshops were offered in both the first and second semesters, to promote District programs enhancing college and career readiness for K-8 families. MASSD staff adapted to COVID-19 restrictions by facilitating a virtual Mexican American Parent Leadership Institute, designed to provide District and community resources for empowering participants as education advocates. All MASSD-initiated events were conducted in English and Spanish.

Parents participated in district-wide parent information events coordinated by the MASSD virtually. Events ranged in content to highlight District and community resources, including the Adelante Parent & Youth Leadership Conference, College Academy for Parents, and Mexican American Parent Advisory Council meetings. In more than 70 events, the District informed parents on a variety of topics and services, including ParentVUE, MASSD programs, college and career readiness, GATE programs, dual-language opportunities, various District departments (Magnet, FACE, and ALE), and community organizations.

In SY2020-21, the MASSD offered virtual College Access workshops in English and Spanish, to support parents in their students' journey into higher education. The Mexican American/Latinx Student Recognition Program served families via a drive-thru format, with 650 8th grade and 12th grade students invited to Rincon High School to participate. Students in 6th, 7th, 9th, 10th, and 11th grades who earned recognition were mailed certificates directly to home addresses (**Appendix V – 64, MASSD Student Recognition Summary SY2020-21**).

d)   MASSD Student Interventions and Supports

During SY2020-21, the District continued an asset-based approach to student services for the department, as reorganized in SY2018-19. Following the MASSD reorganization, a continuation of predominately indirect student services allowed for an integrated comprehensive approach to serve the varied needs of Hispanic students and parents district-wide with allocated resources. Advocacy for equitable practices, specifically for Hispanic parents and students, advances the continuous review of the strategic plan initiated in the reorganization as the District monitors and adjusts the department's services for effectiveness. Initiation of a Mexican American Student Advisory Council facilitated additional opportunities for guidance and feedback on District progress.

Strategies to provide targeted support to Hispanic students included: adapting to remote learning and virtual services; evaluating MASSD staff expertise in the

assignment of program specialists and college mentors to collaborative sites with data-driven determinants; advising sites following the MTSS process through recommendations and collaboration; mentoring students through CRC classrooms and targeted sites; promoting positive masculinity with community supports (i.e., middle school boys' groups); expanding tutoring led by certified staff with support from college mentors (i.e., Math Tutoring, Saturday Academy, and Academia Huitzilin, via online platforms); offering summer enrichment programs virtually for STEM engagement; and facilitating parent support groups to support online learning and increase self-advocacy. With the initiation of the Equity, Diversity, and Inclusiveness department, the District developed a mission, a vision, and core values to further guide the MASSD to serve in the areas of academics, advocacy, attendance, behavior, college and career readiness, and credit recovery.

Aligning to the District's reorganization plan, the revised MASSD operating plan, adopted in August 2019, continued to guide the roles and functions of the department, with each function or service provided designated as academic, behavioral, or outreach, and with identification of whether the roles of the department in those functions are supportive, supplemental, or additional. Also, the District was guided by the operative requirements provided by the Court in October 2020, with adaptation of services due to restrictions under COVID-19 (*see* ECF 2508).

(1)   Program Specialists

During SY2020-21, the MASSD director assigned seven program specialists, one to each of the following targeted areas, to provide district-wide support: Academic Empowerment and Engagement, Parent Outreach and Empowerment, College and Career Readiness, Social-Emotional and Behavioral Support, ALE Recruitment and Retention, CRC Collaboration and Support, and Community Outreach. Staff expertise derived from all program specialists holding a bachelor's degree or higher with bilingual proficiency in Spanish/English and with experience and skill sets aligned to assigned targeted areas. Capitalizing on this expertise, the District adapted to be able to support the remote learning environment, providing 13 sites daily or weekly services based on needs or initiatives in an MASSD-targeted area. Program specialists established scheduled times for virtual site support in conjunction with district-wide collaborations to implement quarterly action plans (**Appendix V – 65, MASSD Staff Assignments SY2020-21**).

(2)   Documentation of Services

In SY2020-21, program specialists documented direct interventions for students into the MTSS Synergy portal to communicate progress with site staff. This provided for documentation of interventions through the MTSS process, for consistent student data. Non-MTSS student, parent, site, and district-wide supports were tracked through the Microsoft Office 365 platform monitored by the MASSD director and program coordinator on an ongoing basis. Additionally, the MASSD collected qualitative data to provide a more comprehensive view of the effectiveness of services delivered.

(3)   Targeted Mentoring Support

During SY2020-21, the MASSD staff included six college mentors who were currently enrolled students at the University of Arizona or Pima Community College, as approved under the department's reorganization plan in SY2018-19. College mentor training included AVID tutoring and mentoring strategies to support students virtually through assigned CRC classrooms and district-wide supports to build academic and cultural identity. For academic identity development, college mentors adapted college-going presentations and mentored CRC students via virtual settings, one-on-one or in small groups, focusing on study skill strategies aligned with AVID trainings under the direction of a cooperating classroom teacher. CRC teachers utilized college mentors as collaborators and role models for students, supporting remote learning. Cultural identity mentoring continued virtually, supporting before- and after-school activities (e.g., MEChA, DACA student group, Sí Se Puede leadership group, and BIPOC Brilliance), coordinating community resources for the classroom (e.g., virtual field trips, guest speakers, and webinars), and facilitating activities to build relationships with students for social emotional support in response to remote learning environments. The MASSD's collaboration with UA partner the College of Humanities provided for two interns in addition to the college mentors. Other opportunities for an additional three interns developed through AdviseAZ and AmeriCorp, targeting academic identity support.

The District continued mentoring supports remotely district-wide, with program specialists serving students both individually and in groups, in relation to the targeted area assigned. Mentoring included academic, behavior, socio-emotional, and cultural identity supports. Adapting to the virtual environment, a program specialist designated in the targeted area of Academic Empowerment and

Engagement provided consultations to certified teachers and site staff in culturally responsive strategies. Additionally, this program specialist coordinated with site MTSS teams to serve students directly via virtual platforms, with the goal of increasing academic outcomes, in light of transitions of remote learning. Academic supports included communicating with parents in Spanish and English on student progress, mentoring students in specific study skills and strategies, and connecting students to online tutoring opportunities offered by the site or the District. The program specialist for Parent Outreach and Empowerment continued mentoring parents through weekly online support groups that focused on academic, social, and behavioral resources, while collaborating with the College and Career Readiness program specialist to assist with post-secondary career preparation for students.

In SY2020-21, the MASSD continued a culturally responsive mentoring curriculum specifically designed to develop positive masculinity for Hispanic middle school boys. The MASSD facilitated in-person groups using this curriculum at Pistor and Roberts-Naylor middle schools with the reopening of schools in March. Due to campus access restrictions throughout the year, other virtual mentor offerings included BIPOC Brilliance at Utterback, MEChA at Pueblo, Sí Se Puede at Vail, and DACA/Migrant support group at Rincon. Additionally, the MASSD collaborated with various organizations, including UA College of Humanities, the UA Project SOAR, Chicanos Por La Causa, and others to support mentoring efforts (**Appendix V – 62, MASSD Mentoring Collaborations SY2020-21**).

(4) Targeted Tutoring Support

The MASSD continued the shift to an asset-based model of service, concentrating mentoring by the department's classified staff to build on students' strengths, despite COVID-19. In SY2020-21, MASSD college mentors facilitated virtual academic mentoring, as directed by the designated CRC classroom teacher, to support students. Collaboration supported teacher effectiveness and student engagement through remote learning. MASSD certified academic tutors implemented online tutoring supports as effective parent-initiated math intervention and enrichment in grades 3-8 in Saturday Academy and after-school sessions. Middle school and high school online tutoring sessions were coordinated by MASSD staff in collaboration with UA Math Cats, given the demand for support in the content area, with over 190 parents registering. In response, open virtual tutoring hours and appointments were provided for students district-wide. The department's program specialists referred

students to existing virtual 21st Century tutoring programs or District and community resources for additional opportunities.

The MASSD continued Saturday Academy and Academia Huitzilin virtually, offering ELA and math tutoring in SY2020-21. Academia Huitzilin, a bilingual, culturally sustaining academic enrichment program open to students in grades 3-5, was facilitated online on Saturdays by bilingual-certified teachers and Mexican indigenous community members, as suggested by Dr. Angela Valenzuela from the College of Education at the University of Texas-Austin. Saturday Academy persisted online with an extension of services occurring after remote learning school hours, in response to parent demand.

(5)   Targeted Behavior Supports

The MASSD behavior specialist and the Social-Emotional and Behavioral Support (SEBS) program specialist provided Tier 2 and Tier 3 behavior intervention support, both virtually and in-person, for Hispanic students district-wide. Following the MTSS process, student referrals were made through the Student Equity and Intervention Request for Service online form, via the District's intranet portal. The MASSD behavior specialist consulted in MTSS teams, discipline hearings, and behavior plans. In SY2020-21, the behavior specialist facilitated professional developments with AASSD staff and served on the District's Social Emotional Learning Committee.

The Social-Emotional and Behavioral Support program specialist and the behavior specialist provided culturally responsive input in the development of Individual Education Plans, 504 plans, and behavior plans. The specialists also offered advocacy and expertise in discipline proceedings for District students and parents. The program specialist facilitated bilingual substance abuse prevention workshops virtually with the Pima County Community Prevention Coalition.

(6)   Quarterly Discipline Review

In SY2020-21, the MASSD continued to monitor and respond to quarterly discipline data presented to the District's Discipline Review Committee by the Student Relations Department. The MASSD SEBS program specialist, behavior specialist, program coordinator, and director continued to serve as advocates for students and parents in English and Spanish in long-term hearings.

(7)   Summer School and Summer Enrichment Programs

For a consecutive summer, the MASSD offered online enrichment opportunities through Camp Invention and Technolochicas in SY2020-21, as a response to COVID-19 concerns. A virtual Camp Invention allowed for up to 50 students in grades 2-5 to participate in STEM enrichment at home, using online platforms and hands-on materials to engage with MASSD staff. Forty-five Hispanic middle school students registered for Technolochicas, a month-long virtual coding camp, to increase interest in STEM careers.

Another opportunity surfaced in the virtual environment through a partnership with the Community Food Bank and the Southwest Folklore Alliance. The MASSD collaborated for Armando Barrio, a community service enrichment, held virtually in June for middle and high school students, as a STEM project focused on improving the conditions of south-side neighborhoods.

(8)   Multi-Tiered System of Supports

In SY2020-21, the MASSD program specialists supported site MTSS teams by providing site staff advice and resources on culturally responsive implementation strategies for students in need of intervention services. The behavior specialist and AEE and SEBS program specialists provided student support through interventions. These staff also assisted with data gathering and parent communication, and they monitored student progress at assigned sites.

(9)   Student Equity Request for Services Form

Sites continued using the online Student Equity and Intervention Request for Service form, through which the District maintained the protocol in initiating MASSD services from a program specialist in the areas of academic and behavioral support **(Appendix V – 66, MASSD Student Equity Request for Services Online Form SY2020-21)**. The MASSD received and responded, through virtual environments, to 30 requests for services from 10 sites during SY2020-21 (**Appendix V – 67, MASSD Site Online Requests for Services SY2020-21)**.

(10)   Professional Development

Utilizing online video conferencing, the MASSD director and program coordinator facilitated trainings for MASSD staff in SY2020-21, through the department's professional learning community weekly gathering. Content centered

on supporting student learning in the remote learning setting and enhancing services through virtual platforms. Trainings covered a range of topics, including social emotional support, substance abuse prevention workshops for parents and students, FAFSA, DACA support, scholarship resources, mentoring, documentation, community building, culturally responsive practices, family and community outreach, and mandatory reporting.

Initiation of interdepartmental professional learning communities with student equity colleagues supported collaborative efforts in the areas of college and career readiness, ALE support, community outreach, and parent empowerment. Additionally, MASSD staff attended virtual conferences and trainings relevant to the assigned targeted areas to further develop professionally. The District also offered professional development opportunities on Thursdays for staff to attend virtually, as well as the opportunity for staff to select self-paced trainings posted in the True North Logic Learning Portal.

G.   African American Academic Achievement Task Force

In SY2020-21, the District continued to address the 16 recommendations from the 2014 African American Academic Achievement Task Force (AAAATF) and related recommendations.

Those recommendations are organized into four categories: strengthening personnel practices (improving site-based strategies and teacher effectiveness), hiring and retention practices (enhancing staff diversity and capacity), monitoring student data (implementation of the EBAS), and providing enrichment opportunities for students (Summer Bridge and STEM Enrichment).

1.   Strengthening Personnel Practices

The recommendations targeting personnel practices include:

- Identify and Replicate Successful National School-Based Factors

- Identify and Replicate Successful Teacher Practices

- Enhance Teacher Evaluation

- Monitor and Implement EEI and Culturally Responsive Pedagogy (i.e., Culturally Responsive Teaching Practices)

- Develop Focused Professional Development

- Set and Communicate High Expectations

During SY2020-21, the District continued implementing several successful instructional practices, including professional learning communities, culturally responsive practices, and culturally responsive teaching practices. In addition, the District continued to utilize the MTSS model to support positive student academic outcomes, and it used Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices to address student behavior (*see* Section IV; Section V CRPI; Section VI MTSS).

a.   Professional Learning Communities

The District continued providing professional learning opportunities and PLC support through the seven-period day and through weekly Wednesday professional learning sessions.

- Culturally Responsive Pedagogy: As noted earlier in Section V.E, the District continued providing culturally relevant courses and training on CRP. CRC teachers received specific training on CRP and ongoing support from a CRC master teacher, including classroom observations, ongoing feedback, and extended learning opportunities. In SY2020-21, school leaders and teachers also participated in four additional professional development sessions on culturally relevant pedagogical practices.

- Multi-Tiered System of Supports: All schools use the MTSS and develop support plans for high-risk students. These MTSS teams met at least bimonthly in SY2020-21, with some schools holding weekly meetings.

b.   Positive Behavioral Interventions and Supports

In SY2020-21, the District continued to implement Restorative Practices and PBIS to address behavior and disciplinary issues and to improve school culture and climate. The Student Relations Department worked with sites to implement PBIS and Restorative Practices and to monitor school discipline.

- Teacher Evaluation and Support Programs: In SY2020-21, the District continued evaluating administrators and teachers on their ability to implement culturally responsive strategies in their schools and classrooms, using the

Danielson Framework for Teaching, which includes a required focus on culturally responsive strategies and learning. *See* Section IV.

- Professional Development and District Expectations: The District provided clear expectations to administrators to address and support increased student achievement and decreased student discipline incidences. Culture and climate were a continued focal point for the principals during administrator professional development opportunities throughout SY2020-21. Topics covered included: the Student Code of Conduct, Restorative Practices, PBIS, PLCs, and Culturally Responsive Teaching Practices. *See* Section V.E and Section VI.

2.   Hiring and Retention Practices

The recommendations focused on hiring and retention practices are:

- Consider Cultural Competency in Hiring and Retention

- Enhance the District-wide Leadership Development Program

The District continued to use two questions to help assess candidates' competency for minimum and preferred qualifications:

- Do you have demonstrated success engaging African American and Hispanic students?

- Do you have demonstrated success engaging a diverse student population?

In addition to its generalized recruitment activities, the District continued specific outreach efforts to attract African American staff in SY2020-21, as well as to develop administrative leaders through Leadership development programs (*see* Section IV).

3.   Monitoring Student Data

The recommendations aimed at monitoring student data include:

- Monitor ALE Placement Actions

- Monitor Recommendations for Placement to CTE

- Monitor Recommendations for Placement to Remedial and/or Exceptional Education Programs

- Evaluate Support Programs

- Monitor Disciplinary Actions

The District continued to monitor data and provide recommendations in the following areas: ALE placement, exceptional education programs, student support programs, and disciplinary actions (*see* Sections V.A, V.C, V.F, and VI.D). For a detailed report on ALEs, *see* Section V.A. A more complete discussion on the use of Restorative Practices, PBIS, and Positive Alternatives to Suspension is provided in Section VI.

4.   Providing Students with Supports and Opportunities

Additional recommendations were aimed at direct support and services to students:

- Ensure Adequate Funding of African American Student Services

- Enhance the Parent Engagement Program

- Develop and Implement Extended Learning Opportunities

a)   Funding

In SY2020-21, the District funded 18 AASSD positions, including a director, a program coordinator, an administrative secretary, two behavioral specialists, five student success coaches, four program specialists, and four response-to-intervention specialists.

b)   Parent   Engagement   Program/Parent   and   Family Engagement

The District is committed to working with District parents and families to promote student academic achievement, and it has implemented various strategies to support this goal. For a detailed discussion, (*see* Sections VII.A and V.D.3).

The District remained committed to working with District parents and families to promote student academic achievement, and it implemented various strategies to support this goal. (For a detailed discussion, *see* Sections V.D and VII.A).

c)   Extended Learning Opportunities

The District also funded multiple extended learning opportunities to African American students throughout the school year and offered a full summer program, including STEAM Ahead for K8 students, Freshman Academy, and AP Boot Camp (**Appendix V – 68, 2021 Summer Experience**). For more information on school and summer programs, *see* Sections V.A, V.D, and V.F.1.

H.   Referrals, Evaluations, and Placements

The LAD annually reviews the District's referral, evaluation, and placement policies and relevant disaggregated enrollment data for ELs. This allows the LAD to take appropriate action aimed at reducing classroom assignments or placement of students, to improve the District's integration.

1.   Integrating ELs

In SY2020-21, the LAD continued to implement the OELAS-approved SEI models. In addition, the District provided professional development to teachers and administrators on Arizona's research-based Language Development Approach (LDA), to aid them in implementing the model.

In January and February 2021, the District's LAD spoke in front of the Arizona House and Senate Education Committees in favor of HCR 2005 and SCR 1020, to repeal sections 15-751, 15-752, 15-753, 15-754 and 15-755, Arizona Revised Statutes (**Appendix V – 12, HCR2005_SCR1020 Support Statement**). This effort supports the removal of requirements that prevent ELs from participating in dual-language programs with English dominant students. The District's TWDL programs require linguistically balanced classrooms at the kindergarten and first-grade points of entry for all students to acquire bilingualism, bi-literacy, and high academic achievement. Each concurrent resolution was passed through committee.

2.   Administrative Support

The LAD continued to provide support in the areas of classroom configurations and site designations, to identify the most effective program model for each elementary school. Each of the K-5 District elementary schools had at least one configuration scenario completed for SY2020-21 (**Appendix V – 69 Configuration Form SY21-22**).

Based on EL numbers, various sites had the opportunity to assign ELs to classrooms of Low-Incidence English Learners (LIEL) or SEI Blend classes. At school sites with changes in program configurations, the LAD collaborated with site administrators to leverage the benefits of these designations (LIEL, SEI Blend).

3.   Training

The LAD presented a professional development training for school registrars and office managers in SY2020-21 (**Appendix V – 70, Office Stars Language Acquisition Department July 2020**). The professional development focused on identification of potential students with a primary or home language other than English (PHLOTES) and their appropriate classroom placement. The LAD also met with new principals to explain the process and ensure that ELs were placed correctly, according to the District's SEI Models (**Appendix V – 71, TUSD SEI Models**).

I.   Supportive and Inclusive Environments

Due to COVID-19 social-distancing restrictions, much of the 2020-21 school year was limited to remote instruction. While this change in instructional environment created some challenges, the District continued to incorporate components of the SAIL approach, which emphasizes learning space and tone, together with the pedagogically focused culturally responsive practices educational approach. This was accomplished through the development of the Manual for Culturally Responsive Teaching (**Appendix V – 26, CRT Manual 20-21 Online**) and the training for its effective implementation. This training took place at the virtual Welcome Back Teacher Training (**Appendix V – 27, Welcome Back PD Options**). This training consisted of training in Culturally Responsive Education and how these practices could be modified to apply to a virtual learning environment. Culturally responsive education is an overarching concept that includes, but is not limited to, curriculum, pedagogy, and non-instructional elements, such as school climate.

This training expanded on the District's comprehensive, multi-year Culturally Responsive Professional Development training provided to administrators and certificated and classified staff (**Appendix V – 32, Culturally Responsive Professional Development Plan**). The plan aimed at positively affecting culturally responsive practices throughout the District to create supportive and inclusive environments in schools.

To support district-wide implementation of culturally responsive practices across various areas, CRPI collaborated closely with Equity, Diversity and Inclusiveness (EDI), CRPI, Curriculum and Instruction, Assessment and Evaluation, Student Equity, central leadership, and other departments, as needed. This was critical in monitoring and addressing issues relevant to SAIL and culturally responsive practices. Through these collaborative efforts, the District further integrated culturally responsive practices and SAIL, to become pervasive in all aspects of instruction and school interactions with students and their families.

The District is in the process of developing an approach to train classified and certificated staff in job-specific culturally responsive practices. This training will take place through the Professional Learning Professional Development series and will include full-day sessions on a quarterly basis. All proposed trainings will be aligned to the SPARKS framework (**Appendix V – 72, SPARKS Framework**), using the UDL/ SPARKS Crosswalk document (**Appendix V – 73, UDL SPARKS Crosswalk**).

J.   USP Reporting

V(G)(1)(a)	A report, disaggregated by race, ethnicity, and ELL status, of all students enrolled in ALEs, by type of ALE, teacher, grade, number of students in the class or program, and school site;
	The data required by section (V)(G)(1)(a) are contained in **Appendix V – 1, V.G.1.a ALE 40th Day Enrollment** for SY2020-21.
V(G)(1)(b)	The information set forth in Appendices E, F, and G, for the school year of the Annual Report set forth in a manner to permit the parties and the public to compare the data for the school year of the Annual Report with the baseline data in the Appendices and data for each subsequent year of activity under the Order;
	See **Appendices V – 74, V.G.1.b (1) Appendix E - AAC SY2020-21**, **V – 75**, **V.G.1.b (2) Appendix F - GATE SY2020-21**, and **V – 76, V.G.1.b (3) Appendix G – UHS SY2020-21**.
V(G)(1)(c)	Copies of all assessments, analyses, and plans developed pursuant to the requirements of this section;
	Refer to **Appendix V – 77, V.G.1.h ALE Policy Manual revised April 2021 (ECF #2573-1 Exhibit A)**, to view assessments and plans developed for SY2020-21.

Also, see **Appendix V – 2, V.G.1.c ALE Supplementary Goals Summary**, to view analysis of the 15% rule for SY2020-21.

V(G)(1)(d)   Copies of all policies and procedures amended pursuant to the requirements of this section;

See **Appendix V – 78, V.G.1.d Policy and Procedure Amendments SY2020-21**, to view amendments concerning Advanced Learning Experiences for SY2020-21.

V(G)(1)(e)   Copies of all job descriptions and explanations of responsibilities for all persons hired or assigned to fulfill the requirements of this section, identified by name, job title, previous job title (if appropriate), others considered for the position, and credentials;

See **Appendix V – 79, V.G.1.e Explanation of Responsibilities**, which contains job descriptions and a report of all persons hired and assigned to fulfill the requirements of this section by name, job title, previous job title, others considered, and credentials for SY2020-21.

V(G)(1)(f)   Copies of all recruitment and marketing materials developed pursuant to the requirements of this section in the District's Major Languages, with a list or table of all location(s) in the District in which such materials are available;

Refer to **Appendix II – 10, II.K.1.m Outreach and Recruitment Addendum SY2020-21**, to view recruitment and marketing materials developed for SY2020-21.

V(G)(1)(g)   Copies of the new and/or amended admissions and testing criteria, policies, and application form(s) for University High School together with a report of all students who applied to University High School for the school year covered by the Annual Report showing whether or not they were admitted and if they enrolled, disaggregated by race, ethnicity, and ELL status;

Due to the COVID-19 pandemic, the District requested and received approval for a change in the UHS admissions criteria for SY2020-21 only. *See* ECF 2558, 01/05/2021; ECF 2561, 01/26/2021.

Also, see **Appendix V – 11, V.G.1.g UHS Admissions SY2019-20 Freshman Class**, reflecting all students who applied to University High School.

V(G)(1)()   Descriptions of changes made to ALE programs pursuant to the requirements of this section, by ALE type and school site, if made at the site level, including but not limited to copies of any new testing and/or identification instruments and descriptions of where and how those instruments are used and copies of any new or amended policies and training materials on ALE identification, testing, placement, and retention;

                 See **Appendix V – 77, V.G.1.h ALE Policy Manual revised April 2021**, to view descriptions of changes made to ALE Programs for SY2020-21.

V(G)(1)(i)   Copies of any new or amended complaint processes for students and/or parents related to ALE access together with a report disaggregated by race, ethnicity, ELL status, grade level, school, and program of all students and/or parents who made a complaint and the outcome of the complaint process;

                 There were no complaints processed related to ALE access for SY2020-21, and there were also no changes to complaint processes related to ALE access in SY2020-21.

V(G)(1)(j)   Lists or tables of any certificated staff who received additional certification(s) pursuant to the requirements of this section;

                 See **Appendix V – 7, V.G.1.j Certificated Staff with ALE Credentials**, to view certificated administrators and staff with endorsements in Advanced Learning areas.

V(G)(1)(k)   Copies of relevant communications regarding the OELAS extension and the result(s) of such communications;

                 See **Appendix V – 80, V.G.1.k OELAS Extension**, to view the outcome of the OELAS extension from the state in SY2020-21.

V(G)(1)(l)   A report listing each dual-language program in the District, including the school, grade(s), and language in which the program is offered and setting forth the efforts made to encourage new and certificated staff with dual-language certifications to teach in such programs and the results of such efforts;

See **Appendix V – 81, V.G.1.l Dual Language Services by School and Grade**, which contains a listing of each dual-language program for SY2020-21.

V(G)(1)(m)   Copies of flyers, materials, and other information advertising for and distributed at any outreach meetings or events held pursuant to the requirements of this section;

See **Appendices V – 82, V.G.1.m (1) AASSD Outreach**, **V – 83, V.G.1.m (2) MASSD Outreach**, and **V – 84, V.G.1.m (3) DL Parent Outreach**, to view mailers distributed at outreach meetings during SY2020-21.

V(G)(1)(n)   A report on all amendments and revisions made to the data dashboard system and copies of all policies and procedures implemented to ensure that action is taken when a student is automatically flagged for attention by the system;

The data dashboard system and policies/procedures remained unchanged for SY2020-21.

V(G)(1)(o)   A disaggregated report on all students retained in grade at the conclusion of the most recent school year;

The data required by section (V)(G)(1)(o) are contained in **Appendix V – 85, V.G.1.o Retention.**

V(G)(1)(p)   Description of the college mentoring program, including the school sites where college mentors have been engaged and the type of support they are providing;

See **Appendices V – 86, V.G.1.p (1) College Mentoring (AASSD)** and **V – 87, V.G.1.p (2) College Mentoring (MASSD)** to view college mentoring programs in SY2020-21.

V(G)(1)(q)   A description of the process for providing academic intervention for struggling African American and Latino students;

See **Appendix V – 88, V.G.1.q AASSD – MASSD Academic Interventions**, to view information for the academic interventions process in SY2020-21.

V(G)(1)(r)   A description of the academic intervention teams that have been established, what roles they have in improving student academic success, and what schools they are in;

See **Appendix V – 89, V.G.1.r AASSD – MASSD Academic Intervention Teams** for improving student academic success, including school locations for SY2020-21.

V(G)(1)(s)   Copies or descriptions of materials for the quarterly events for families described in this section, including where the events were held and the number of people in attendance at each event;

To view descriptions of quarterly events and materials for SY2019-20, see **Appendices V – 90, V.G.1.s (1) AASSD Quarterly Events**, and **V – 91, V.G.1.s (2) MASSD Quarterly Events**.

V(G)(1)(t)   For all training and professional development required by this section, information by type of training, location held, number of personnel who attended by position, presenter(s), training outline or presentation, and any documents distributed.

The data required by section (V)(G)(1)(t) are contained in **Appendix IV – 34, IV.K.1.q Master USP PD Chart**. This report contains a table of all formal professional development opportunities offered for SY2020-21.

V(G)(1)(u)   A report setting forth the number and percentage of students receiving exceptional (special) education services by area of service/disability, school, grade, type of service (self-contained, resource, inclusion, etc.), ELL status, and race/ethnicity;

The data required by section (V)(G)(1)(u) are contained in **Appendix V – 22, V.G.1.u Students Receiving Ex Ed Services SY2020-21**. This report contains a table of all SY2020-21 non-duplicated (primary category only) Exceptional Education representation by site, race/ethnicity, ELL status, and Ex Ed category, as of the 40th day of enrollment.

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VI.   Discipline

A.   Overview of Efforts by the Student Relations Department

In SY2020-21, the District strengthened its commitment to promoting positive behaviors and reducing both overall discipline and discipline disparities. The Equity, Diversity, and Inclusiveness department (EDI) supported the work of the Student Relations department throughout the year. Major foci included implementation of the Student Code of Conduct in virtual classrooms through online instruction and building site expertise in PBIS and Restorative practices. The SR Department continued to provide training and technical assistance to schools related to the Student Code of Conduct (Code), the use of Abeyance Contracts, and discipline monitoring and reporting.

Although disciplinary incidents were significantly lower in SY2020-21, SR team members continued to conduct joint reviews of any suspensions to assist sites in calibrating consequences across schools, including continuous advice and feedback related to violations, interventions, and consequences for lower-level behaviors. Student Relations collected and analyzed site-based monthly reports and distributed summaries to all the Regional Superintendents. For SY2020-21, all schools were required to analyze discipline data and develop new action items each month. The site monthly reports were then reviewed by SR staff.

Regularly Assessing Teachers' Understandings of Disciplinary Processes. In SY2020-21, the District continued with several procedures for regularly assessing teachers' understanding of disciplinary processes, the revised Student Code of Conduct, the implementation of PBIS and Restorative Practices, and other processes.

- *Code of Conduct.* Student Relations reviewed and, where necessary, revised the online Code of Conduct training for all District teachers and staff members. An online assessment is self-paced with periodic, built-in checks to assess the learner's understanding of the material. At the end of the training, each teacher completes a final assessment. Each participant must reach a minimum score of 80% to receive professional development credit.

- *PBIS Online Training.* Student Relations helped develop an online PBIS training for teachers and staff. The training is self-paced and has an assessment at the conclusion of the training. Teachers must score 80% to receive professional

development credit. Teachers may access the training using the District's TNL system.

- *Restorative Practices Pilot.* In SY2019-20, Student Relations developed a series of five online Restorative Practices courses for teachers. The training is self-paced and has an assessment at the conclusion of the training. Teachers must score a minimum of 80% to receive professional development credit.

  Ten schools are piloting this revised Restorative Practices training and implementation on an intensive basis as part of the District's commitment to continuous improvement. Each site hired a restorative and positive practices facilitator (RPPF) and received additional training from the SR department. Additionally, IIRP (Oakland CA) has currently trained four Restorative Practices Trainers of Trainers. Due to COVID-19, no RPPFs received certification training from IRRP in SY2020-21.

- *PBIS Reporting.* To assess the accuracy of reports related to PBIS, monitor PBIS implementation, and improve PBIS practice and impact at sites, Student Relations reviewed data and information frequently (weekly, monthly, and quarterly), and regularly reviewed discipline data for hot spots and trends.

B.   Positive Behavioral Interventions and Supports, Restorative Practices, Culture and Climate

Despite the challenges of working in a virtual learning environment, the District continued its focus on implementing PBIS and Restorative Practices to address behavior and disciplinary issues, and to improve the culture and climate of each school, in SY2020-21.[18] At the district level, the Student Relations director and the RPPC provided training and support for RPPFs and RPPCs who worked with site-level staff to put the training into practice.

1.   PBIS Training and Implementation

In SY2020-21, the District provided training for all new administrators, RPPFs, Deans, and ISI/PIC Teachers, and continued training administrators via small group Zoom meetings. Professional Learning sessions were held on the role and functions

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[18] USP § VI(B)(1) identifies two comprehensive, school-wide approaches to student behavior and discipline: Restorative Practices and PBIS. USP § VI(E) describes the professional development necessary to support these approaches.

of the site-based PBIS team to ensure that PBIS strategies within a school were implemented with fidelity (**Appendix VI – 1, SY2020-21 PBIS Team Plan Presentation**).

The knowledge, strategies, and materials from KOI helped build internal capacity within the District to strengthen PBIS implementation. Established in SY2018-19, the District-wide PBIS team (consisting of SR staff, as well as MTSS and PBIS facilitators) continued to work to standardize PBIS practice, procedures, and documentation across the District. Each school reported on its PBIS activities in the Monthly Discipline reports.

2.   Restorative Practices Training and Implementation

For SY2020-21, the District continued to use a trainer-of-trainers model to provide professional learning opportunities in Restorative Practices. The trainer-of-trainers instruction provided by the SR Department included general theories about the interconnections between Restorative Practices, restorative justice, and Culturally Responsive Pedagogy (CRP), with real-world strategies and best practices. RPPFs met weekly for training. Each session was approximately 90-120 minutes.

Student Relations continued to provide continuing education in Restorative Practices to all District administration, principals, and assistant principals during various meetings. Student Relations also provided additional training at certain schools for teachers during site professional development and PLCs. A five-part series of online courses were available through PowerSchool (formerly TNL) on restoratives practices (**Appendix IV – 34, IV.K.1.q Master USP PD Chart**).

All sites continued to utilize Restorative Practices in addressing behavior and discipline proactively and continued to implement restorative circles or conferences as required actions for all disciplinary violations under District Policy JK.

For SY2020-21, eight school sites had a full-time Restorative Practice Facilitator (RPPF).[19] Unfortunately, vacancies occurred at Magee and Valencia and the District was unable to find qualified applicants for these positions during the COVID-19 pandemic.

Once online training was reorganized by the International Institute for Restorative Practices (IIRP), training for RPPFs, ISI teachers, and Deans of Students

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[19] Booth-Fickett, Dietz, Lawrence, Safford, Doolen, Pistor, Secrist and Tucson High.

resumed. In November, new RPPFs, ISI teachers, and Deans of Students attended training in Restorative Practices. All RPPFs, ISI Teachers and Deans of Students participated in two days of workshops around the Bridges Out of Poverty model's "Getting Ahead" curriculum in April. This training provided strategies on how the participants could work with students in presenting their own personal stories. Major topics included understanding language registers, listening to students' storytelling of their lives, and how to collaborate with students in developing a transition plan to build skills and resources (**Appendix VI – 2, Student Relations Training Schedule SY2020-21**).

The RPPFs provided a variety of trainings to their site administrators, teachers, and staff. These professional development presentations focused on foundational concepts such as discipline versus punishment, implicit bias, school climate, and the use of circles, conferences, and other Restorative Practices to create a supportive and restorative school environment. RPPFs and principals used these concepts and workshop materials to train staff on creating restorative and inclusive school environments during their site-based professional development meetings. RPPFs also created PowerPoint presentations on how to handle discipline and behavior in virtual classrooms and developed PBIS matrices and lessons for teachers to use in their classrooms.

Due to the unprecedented nature of this school year, the RPPFs wore many hats while carrying out their duties and responsibilities at the eight distinct schools. The RPPFs also supported the Campus Learning Centers by taking on cafeteria or playground duty or distributing laptops. Most schools required RPPFs to be on-site at least two days a week, and some were at the school all week to assist in monitoring students in Learning Centers.

C.   Student Code of Conduct (formerly GSRR)

In SY2020-21, the District continued to implement the Student Code of Conduct, which was formerly called the *Guidelines for Student Rights and Responsibilities*. The Code includes information on consequences, interventions, PBIS, and Restorative Practices. All schools strive to implement the Code in a fair and equitable manner, and all disciplinary actions align with Code standards and comport with Restorative Practices and PBIS. The District and sites ensure that all stakeholders have access to the Code.

1.   Dissemination and Implementation

As in SY2019-20, the District posted the Code in multiple languages on the District website and made it available to all students and parents via a downloadable app (**Appendix VI – 3, VI.G.1.d. Student Code of Conduct SY2020-21 (English – Spanish)**). Copies of the Code were also distributed to school sites, central offices, and Family Resource Centers (FRCs). Student Relations maintained a spreadsheet with dates and audiences to ensure the District was disseminating information about the Code.

In July 2020, the District trained all administrators on the Code and related disciplinary issues, including best practices for reporting incidents into the student information system, Synergy. Training was also provided at the New Teacher Induction program and at the Back to School sessions for administrators. The self-paced credit course on the Code continues to be updated and available through the learning portal, as well. In addition, once it was clear that schools would remain closed (virtual) for much of the year, all site administrators received small-group training on how to implement the Code in a virtual instructional setting.

A focus of the year was equitable implementation of the SCOC in the virtual classroom. Throughout the school year, the SR staff reviewed disciplinary actions for compliance with the Code and other District policies. The liaison submitted reports twice weekly to the SR director and District leadership regarding trends and actions that did not align with the Code. SR staff communicated directly with District leadership and principals to calibrate actions with offenses, to ensure the Code was being applied in a consistent manner. Members of the discipline team communicated with the DOJ to review disciplinary data on aggression violations.

In October 2020, Student Relations began a Code review process for a possible revision for SY2021-22. The process included soliciting input from multiple stakeholders, including a working group made up of staff, community members, and other participants. Beginning in October 2020, the group met quarterly to review all the comments, suggestions, and revisions submitted. After careful consideration, it was determined that no significant changes should be made to the Code for SY2021-22. Like the GSRR before it, the Code is incorporated by reference into District Policy JK.

D.   Positive Alternatives to Suspension

The District implemented several positive alternatives to suspension as a means of keeping students in school when they might otherwise be suspended. Positive alternatives to suspension reduce racial disparities in suspensions, ensure that students remain in school when possible, and reduce the likelihood of students disengaging from school. While the District seeks to keep students in schools and classrooms whenever possible, these alternatives are preferable to sending students home, where they are no longer in a classroom setting.

Administrators utilize different alternatives depending on the nature of the violation and the GSRR protocol. These include GSRR interventions (such as restorative conferences), abeyance contracts, ISI, and DAEP and Positive Intervention Centers (PICs). Due to the COVID-19 pandemic and the virtual learning environment, ISI classrooms and PICs were closed during the 2020-21 school year. DAEP resumed operations only in the fourth quarter.

1.   Restorative Conferences and Circles

The District continued to use preventative and responsive interventions when students engaged in misbehaviors that otherwise may lead to suspension. Among the most frequently used interventions in SY2020-2021 were restorative conferences and/or restorative circles. The SR staff and site RPPFs provided training to site staff on the implementing these restorative practices in an on-line environment (**Appendix IV – 34 IV.K.1.q Master USP PD Chart**, and **Appendix – VI-2, Student Relations Training Schedule SY2020-21**).

2.   Abeyance Contracts

Schools or long-term hearing officers may offer behavior contracts to students facing out-of-school suspensions. The abeyance can shorten or possibly eliminate the number of days a student spends out of school. Seven abeyance contracts were issued in SY2020-21.

3.   In-School Interventions

Due to the remote virtual learning environment, ISI classrooms and PICs were closed during the school year. Students who committed an in-school disciplinary infraction that warranted removal from the classroom were dismissed from the

virtual classroom and received the missed lesson via recorded video. Of in-school incidents, 76% resulted in an intervention.

4.   District Alternative Education Program (DAEP)

Due to the COVID-19 pandemic and the remote learning environment, DAEP had a very limited number of students during SY2020-21. DAEP certified staff provided tutoring support to more than 60 middle and high school Native American students through the Native American Student Support Services department (NASSD).

E.   Discipline Data Monitoring

The District's system of monitoring and reporting discipline data continued in SY2020-21 with few modifications. Multiple training sessions were provided to new and continuing site administrators and staff on the site discipline data review process, and on how to document and input disciplinary incidents into Synergy to ensure accurate and reliable reporting. The SR Department continued to collect weekly reports on PBIS/Restorative practice activities as well as monthly discipline reports from school sites. These documents were reviewed by SR staff to identify trends, training needs, and site supports. In turn, the SR Department continued to compile and distribute monthly and quarterly summary reports by school/region to each Regional Superintendent and central departments.

In SY2020-21, the District's Compliance Liaison (CL) continued to monitor and submit reports on all discipline activity, including positive alternative to suspensions, to ensure compliance with policy and procedures as set out in the Code, due process policies, regulations, and the USP. The CL prepared and distributed both incident-specific reports and detailed discipline reports by school demographics on out-of-school suspensions, hearings, and abeyance contracts to district administrators. Regional superintendents reviewed the reports, investigated questionable incidents and/or consequences, and took necessary corrective measures. Due to the decline in disciplinary infractions while in a virtual learning environment, there were significantly fewer long-term suspension hearings (24) in SY2020-21.

1.   Disciplinary Outcomes

With the physical closure of schools, the number of disciplinary incidents (and therefore the number of students involved in a disciplinary incident) dropped dramatically in SY2020-21 as compared to previous years. Consequently, the overall

paucity of discipline data means that comparisons with previous years' data to identify trends across time cannot be made. In addition, due to the small number of out-of-school suspensions, the computation of suspension rates, proportionality, and likelihood ratios, would not yield an accurate picture of discipline disparities across racial/ethnic sub-populations (**Appendix VI – 6, VI.G.1.b Discipline Data SY2020-21)**.

Graph 6.1, below, shows the overall student discipline rate by race/ethnicity for the 2020-21 school year. As shown, discipline rates for Whites, African American, and Hispanic students varied between 1.6% and 2.1%, well below the percentages for student enrollment. The difference in rates between African American students and Whites was 0.43%, and there was a -0.11% difference between Whites and Hispanic students.

Graph 6.1: SY2020-21 Discipline Rates by Race/Ethnicity

	White	African Am	Hispanic	Native Am	Asian PI Am	Multi-racial
2021	1.67%	2.10%	1.56%	2.17%	0.21%	2.50%
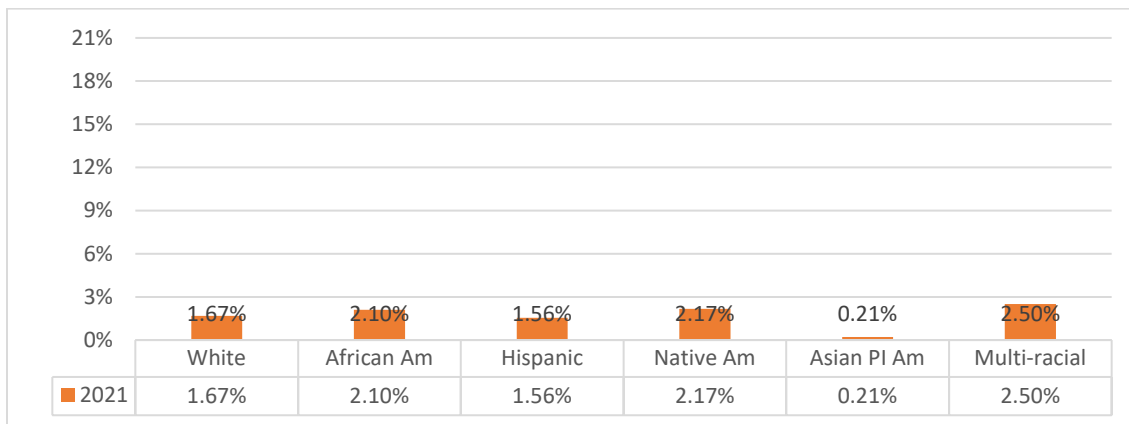
F.   Corrective Measures

Throughout SY2020-21, the District continued to take measures to address identified deficiencies in site-based implementation of discipline policy, including activities related to PBIS, Restorative Practices, the Code, data discrepancies, and the development of supportive and inclusive learning environments. However, due to the COVID-19 pandemic and the physical closure of schools, no site-based SAPs were implemented. Rather, the SR team worked to strengthen sites' ability to implement responsive practices through training and one-to-one site support.

G.   The Discipline School Inventory and annual SAP

Due to the physical closure of schools and the virtual learning environment in SY2020-21, the District was unable to update the 2019-20 Discipline School Inventory that assessed the implementation of behavioral and disciplinary strategies at each school site. In consequence, the District was not able to complete an annual SAP report. Both the inventory and the annual SAP report will be completed in SY2021-22.

H.   Discipline Best Practices

During the 2020-21 school year, the RPPF/RPPCs met regularly to share best practices and collaborate on developing a series of PowerPoint presentations that could be adapted to the needs of individual schools. Topics covered included the Nine Affects, Affective Statements, the Compass of Shame, and how to engage students in a virtual learning environment. The presentations were then used in site-level trainings for teachers and administrators.

Working with the student Deans and RPPFs, the SR team added some clarifying language regarding roles to both the Dean of Students and the Restorative and Positive Practice Facilitator (RPPF) manuals in SY2020-21. (**Appendices VI – 4, VI.G.1.d (4) Dean of Students Manual**, and **VI – 5, VI.G.1.d (5) Restorative and Positive Practice Facilitator Manual**).

The District continued to offer online courses on PBIS, the Student Code of Conduct, and Restorative Practices through PowerSchool (formerly TNL), the District's professional learning portal. These courses are accessible not only to all administrators, teachers, and staff but to any District staff (**Appendix IV – 34, IV.K.1.q Master PD Chart**).

I.   Discipline Professional Learning

The Student Relation's Training summarizes the professional learning opportunities provided in SY2020-21 (**Appendix VI – 2, Student Relations Training Schedule SY2020-21**).

J.   USP Reporting

VI(G)(1)(a)   Copies of the analysis contemplated above in section (VI)(F)(2), and any subsequent similar analyses. The information provided

shall include the number of appeals to the Governing Board or to a hearing officer from long-term suspensions or expulsions, by school, and the outcome of those appeals. This information shall be disaggregated by race, ethnicity and gender:

No appeals were made to the Governing Board or a hearing officer in SY2020-21.

VI(G)(1)(b)   Data substantially in the form of Appendix I for the school year of the Annual Report together with comparable data for every year after SY2011-12:

The data required for section (VI)(G)(1)(b) can be found in **Appendix VI – 6, VI.G.1.b Discipline Data SY2020-21**.

As per ECF #2502, the District made adjustments to the organization and format of the table while preserving the underlying content.

VI(G)(1)(c)   Copies of any discipline-related corrective action plans undertaken in connection with this Order:

No site-based supportive action plans were implemented in SY2020-21, due to COVID-19. The supportive action plans developed for use in SY2020-21 (which could not be implemented because of the switch to remote instruction) appear at **Appendix VI – 11, VI.G.1.c Supportive Action Plans SY2020-21**.

VI(G)(1)(d)   Copies of all behavior and discipline documents, forms, handbooks, the GSRR, and other related materials required by this section, in the District's Major Languages:

See **Appendices VI – 3, VI.G.1.d (1) Student Code of Conduct SY2020-21 (English – Spanish)**, **VI – 7, VI.G.1.d (2) Multi-Tiered System of Support (MTSS)**, **VI – 8, VI.G.1.d (3) What Works – Restorative Practices, PBIS, and Student Code of Conduct**, **VI – 4, VI.G.1.d (4) Dean of Students Manual**, and **VI – 5, VI.G.1.d (5) Restorative and Positive Practice Facilitator Manual** materials for SY2020-21.

VI(G)(1)(e)   Copies of any Governing Board policies amended pursuant to the requirements of this Order:

See **Appendix VI – 9, VI.G.1.e Policy and Procedure Amendments SY2020-21.**

VI(G)(1)(f)   Copies of any site-level analyses conducted by the RPPSCs:

See **Appendix VI – 10, VI.G.1.f Site-level Analyses Samples**, to view samples of a school monthly report that includes a site-level analysis.

VI(G)(1)(g)   Details of each training on behavior or discipline held over the preceding year, including the date(s), length, general description of content, attendees, provider(s), instructor(s), agenda, and any handouts:

The data required by section (VI)(G)(1)(g) is contained in **Appendix IV – 34, IV.K.1.q Master USP PD Chart**. This report contains a table of all formal professional development opportunities offered for SY2020-21.

VII. Family and Community Engagement

A.   Family and Community Engagement

As a result of a District reorganization, the Family and Community Engagement (FACE) program became an integral part of the newly created Equity, Diversity, & Inclusiveness Department (EDI) along with the Student Services Programs, Magnet, and Student Relations. This change has allowed for improved alignment of services and collaboration among the interrelated departments.

Throughout SY2020-21, the District continued its commitment to engaging families and community members in the educational process through the adoption of strategies that inform, support, and meet the needs of the family, student, and school community. The COVID-19 pandemic affected how the District engaged families and the community, but it did not prevent school sites and Family and Community Engagement from providing much needed resources to families and students during an unprecedented time. The District focused on supporting family and student well-being during the COVID-19 pandemic.

1.   Family Engagement and Outreach Communication and District-wide Coordination of Family Engagement Efforts

The FACE team continued to collaborate with the AASSD and MASSD, as well as the Communications and Media Relations, ALE, and other District departments to identify, support, and promote district outreach activities. Due to the COVID-19 pandemic, most of these activities occurred online. District events and activities focused on academics, leadership, health, behavior, and college readiness for students and families. Examples included: Mexican American Parent Advisory Council, MASS Virtual Open House, College and Career Readiness and FAFSA, Parent Support Group, Tell Me More Series, Healthy Families, and Black Excellence Speaker Series.

The FACE team established relationships with 17 new organizations in SY2020-21 (**Appendix VII – 1, FACE Community Partners SY2020-21**). These partners provide resources, support, and learning opportunities for both students and families at the district and school levels.

During SY2020-21, the District's family engagement efforts attracted positive attention from across the country. For example, Dr. Joyce Epstein[20] included information about the District's accomplishments in building partnerships for family and community engagement at all schools in her book, Promising Partnership Practices, published in September 2020 (**Appendix VII – 2, Promising Partnership Practices, page 46**). In June, 2021, inspired by information found on the FACE website, Family Engagement leadership from Laramie County School District in Cheyenne, Wyoming, visited TUSD's Family Resource Centers (FRCs), Duffy Clothing Bank, and HEART Program, and learned about the District's "Family and Community Engagement Guidelines for School Sites" (**Appendix VII – 3, Laramie Email**). The Laramie team plans to use the District's FRCs as a model for their newly created FRC.

2.   Family Resource Centers

The District continued to operate four FRCs: Palo Verde, Catalina, Southwest, and Menlo. To make space for the newly reopened Wakefield Middle School, Wakefield FRC moved to Menlo. The new Menlo FRC is located in the Menlo Park neighborhood on Tucson's west side.

FRC staff wrote and distributed a monthly Family Resource Center newsletter that highlighted each of the FRC's activities, and the family engagement efforts at schools across the District. Staff published the monthly newsletter on the District's website and FRC Facebook page, as well as distributed it via email and ParentLink to parents, District and school staff, and community partners. Newsletters were translated into major District languages (**Appendix VII – 4, Family Resource Centers Monthly Newsletter (English and Spanish examples)**).

FRC staff continued to provide a variety of services to District families. Due to the COVID-19 pandemic and school closures, staff focused on helping families meet their most immediate needs while maintaining all health protocols. Between July 1, 2020, and May 31, 2021, there were 9,066 visits, both virtual and in person, to the FRCs, where visitors received a total of 13,812 individual services. Additionally, FRC staff provided 1,041 backpacks with school supplies, 1,225 food boxes, and 175 hygiene kits (**Appendix VII – 5, Summary of FRC Services SY2020-21**).

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[20] Dr. Epstein is a Professor, Johns Hopkins University; Director, Center on School, Family, and Community Partnerships; Director, National Network of Partnership Schools (NNPS); and Co-Director, Directorship Team-CSOS.

FRC staff provided services to families during the COVID-19 closures in the following ways:

- Partnering with the District's Food Services and the Community Food Bank of Southern Arizona to provide food boxes to families via home delivery, pick up at FRCs, or delivery along District meal routes.

- Partnering with Educational Enrichment Foundation and Amazon to provide hygiene kits to families via home delivery, pick up at FRCs and Duffy Clothing Bank, or delivery along District meal routes.

- Applying for and receiving two grants totaling $25,735.00 from the Arizona Food Banks Network to replenish depleted food pantry supplies at the FRCs to continue providing food pantry services for families affected by COVID-19 (**Appendix VII – 6, Grant Award Letters SY2020-21**).

- Communicating regularly with families, staff, and the community via email, phone, and Zoom to provide information and referrals to meet specific needs of families.

- Providing information and resources for families on the FRCs' Facebook page.

- Conducting parent and staff focus groups via Zoom to identify gaps in services and find ways to improve communication with FACE staff.

FRC staff also provided classes, workshops, and other services via Zoom and in-person at the resource centers that aligned with Dr. Epstein's Six Types of Involvement (**Appendix VII – 7, FRC Flyers SY2020-21 (English and Spanish)**).

- Virtual services included:

  a. Culturally relevant classes and workshops via Zoom on topics such as curriculum and academics, early literacy, parenting, adult education, and health and nutrition, mental health, citizenship, and FAFSA (**Appendix VII – 8, FRC Virtual Classes, Workshops, and Events SY2020-21**)

  b. Free mental health counseling through the "Talk It Out" program to District students and their families. The Talk It Out program

completed 918 appointments between July 1, 2020 and May 31, 2021 (**Appendix VII – 9, Talk It Out Flyer and Summary of Services SY2020-21**)

c.   Support groups for families with specific needs

d.   Curricular information and resources

e.   Opportunities to interact with District staff and leadership

- In-person services included:

a.   Food pantry services

b.   Holiday food boxes, hams, and supplies

c.   Hygiene items

d.   COVID-19 testing, and flu, COVID-19, and other vaccination clinics, in partnership with Pima County Health Department

e.   Free health screenings and free mammograms, in partnership with the University of Arizona's Mel and Enid Zuckerman College of Public Health

f.   "Jacket Parties" for students and their family members to receive free jackets

g.   Backpack and school supply giveaways for students prior to schools reopening in March 2021

The FRCs also implemented a new, interactive series of online communications called "FACE to Face." During biweekly Zoom sessions, FACE to Face gave families opportunities to learn about District and community resources, ask questions, provide information, and interact with community partners and District staff and leadership (**Appendix VII – 10, FACE to Face SY2020-21**).

3.   Tracking Family Resources

In SY2020-21, in-person events, which could be tracked by FACE systems, could not be held because of the pandemic. To the extent feasible, FACE used its systems to track participation in online events. The FACE Department will resume use of its hard copy sign-in sheets, Excel documents, and electronic tracking systems

to track both FRC and site-level in-person family engagement activities, as those events become possible again.

4.   District-wide Efforts to Build School Capacity to Engage Families

During SY2020-21, the District continued its efforts to fully implement its Guidelines for Family and Community Engagement at School Sites (**Appendix VII – 11, Guidelines for Family and Community Engagement at School Sites SY2020-21**). As part of this continued effort, every school site identified a family engagement point of contact to coordinate local family engagement efforts and submit monthly family engagement reports to the FACE team (**Appendix VII – 12, Family Engagement Site Contacts SY2020-21**).

To help school sites implement the guidelines, the District assigned five FACE program coordinators to provide support and professional development training to site staff and administrators at all school sites. Training topics included:

- Best Practices (using the Guidelines for Family and Community Engagement at School Sites),

- How to maintain school websites,

- How to plan and facilitate focus groups,

- Ways to engage families during distance learning,

- Cultural awareness in communicating with students and families,

- How teachers can facilitate and encourage two-way communication during conferences and other face-to-face interactions, and

- How to involve parents in decision making at schools.

See Appendix VII – 13, FACE Trainings and Supports for School Site Staff SY2020-21 for a more complete list of trainings and supports.

The District continued to ensure families had access to current and meaningful information about FACE on school webpages. FACE staff monitored websites and provided support as needed to help schools meet requirements set forth in the Guidelines for Family and Community Engagement at School Sites (**Appendix VII – 11, Guidelines for Family Community Engagement at School Sites SY2020-21**). The District conducted two complete audits of all school websites, during the fall and

spring semesters, to ensure school websites were current with the information posted on family and community engagement activities (**Appendix VII – 14 School Website Audits SY2020-21**).

To help schools further their family engagement goals, the District used various methods for gathering information from families. The District distributed the SY2020-21 Family Engagement Survey to all District families (**Appendices VII – 15, VII.E.1.b Family Engagement Survey SY2020-21**, and **VII – 16, VII.E.1.d (2) Family Engagement Parent Survey Results SY2020-21**). Based on Dr. Epstein's Six Types of Involvement, the survey provides parents/guardians an opportunity to share their perspectives on how well the school is doing in each area. In addition, the District ensured online suggestion boxes were included on all school websites so that families and community members can communicate ideas, questions, or concerns to school site leaders online.

Schools also conducted focus groups via Zoom to solicit additional information from families about data collected in the Family Engagement Surveys, suggestion boxes, and school quality surveys. Schools invited representative parents to focus groups to discuss open-ended questions posed by facilitators from the community. Information gathered helped guide the FACE team planning.

5.   School Site Family Engagement Efforts

During SY2020-21, school sites across the District engaged in activities to facilitate family participation. Although COVID-19 restrictions and physical school closures complicated school sites' abilities to record family participation in school activities, site staff continued to track participation as completely and accurately as possible. Using the District's online tracking system, school staff recorded school site conferencing, curricular-focused, and decision-making events. Staff also continued to track family events other than parent-teacher conferences or those that did not fall into the curricular-focused and decision-making categories. Schools reported nearly 5,000 total family engagement activities among all school sites and recorded 288 of those events using the District's online tracking system.

Table 7.1 shows the number of family engagement events held during the school year, categorized based on which of Dr. Epstein's Six Types of Family Involvement each addressed. In Table 7.1, "Type 2: Communicating" includes both one-way and two-way communication, "Type 4: Learning at Home" events are curricular focused, and "Type 5: Decision Making" includes events such as school site

council or family engagement team meetings, where family members are involved in the decision-making process at the school level.

Table 7.1: SY2020-21 Engagement Activities by Type and School[21]

School Type	Elementary	K-8	Middle	High	Alternative	All Schools
Type 1: Parenting	350	70	50	130	30	630
Type 2: Communicating	2645	766	537	685	162	4795
Type 3: Volunteering	501	143	133	119	38	934
Type 4: Learning at Home	387	95	48	81	32	643
Type 5: Decision Making	532	151	135	126	45	989
Type 6: Collaborating w/ Community	635	200	123	151	50	1159
All Types	2744	807	544	700	163	4958
Staff Only: Professional Development	568	144	126	154	35	1027

6.   Revised FACE Plan/Completion Plan

During SY2020-21, the District revised its FACE Plan to comply with ECF 2508. The revised FACE Plan appears on the District website and is attached here as Appendix VII – 20 Revised FACE Plan. The District has continued its commitment to adhere to Court orders and the Family and Community Engagement Plan, coordinate FACE activities between departments, and disseminate FACE information via the District's website, which is updated regularly.

B.   Translation and Interpretation Services

The District continued to provide translation and interpretation services to families, students, community members, stakeholders, and staff and to communicate all services to families. The Meaningful Access program provided more than 2,472 translations and interpretations in 36 languages. The daily average for services were 14 events. In addition to English, the major languages (defined as the home language for 100 or more students enrolled in our district) in SY2020-21 were Spanish, Arabic, Swahili, Kirundi/Kinyarwanda, Somali, and Vietnamese.

Due to the pandemic, the Meaningful Access program adjusted its services to accommodate for working remotely. Interpretation services were provided as consistently and optimally as possible. The former SharePoint page was modified

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[21] An activity or event may be counted more than once if it fits more than one type of family engagement involvement.

to be available online. Each meeting was conducted remotely through a Zoom application between the staff, parents, students, and interpreters.

C.   USP Reporting

VII(E)(1)(a)   Copies of all job descriptions and explanations of responsibilities for all persons hired or assigned to fulfill the requirements of this section, identified by name, job title, previous job title (if appropriate), others considered for the position, and credentials;

See **Appendix VII – 17, VII.E.1.a Explanation of Responsibilities**, which contains job descriptions and a report of all persons hired and assigned to fulfill the requirements of this section by name, job title, previous job title, others considered, and credentials.

VII(E)(1)(b)   Copies of all assessments, analyses, and plans developed pursuant to the requirements of this section;

To view existing family engagement and support programs, resources and practices for SY2020-21, refer to **Appendix VII – 20 Revised FACE Plan**, and **Appendix II – 10, II.K.1.m O&R Addendum SY2020-21**.

Also, see **Appendix VII – 15, VII.E.1.b Family Engagement Survey**, used to gather impressions of services from staff and families during SY2020-21.

VII(E)(1)(c)   Copies of all policies and procedures amended pursuant to the requirements of this section;

See **Appendix VII – 18, VII.E.1.c Policies and Procedures Amendments SY2020-21**.

VII(E)(1)(d)   Analyses of the scope and effectiveness of services provided by the Family Center(s).

To view scope and effectiveness of services provided by the Family Centers, *see* **Appendices VII – 19, VII.E.1.d Summary of Family Resource Center Services SY2020-21**, and **VII – 16, VII.E.1.d(2) Family Engagement Survey Results SY2020-19**.

VIII. Extracurricular Activities

A.   Extracurricular Activities

Due to the COVID-19 restrictions and the District's modified plan for on-campus services, the District had to adapt its approach to extracurricular activities for most of SY2020-21. Instead of in-person extracurricular activities, schools offered a variety of extracurricular activities that could, with a few exceptions, be done remotely. These activities included various clubs, fine and performing arts, and tutoring. Since no organized sports were offered at the K-8 grade level, schools provided alternatives such as exercise classes, virtual basketball, and health/wellness programs including Fuel Up 360, for students to do at home.

Although most activities took place virtually, there was one major exception: high school athletics continued in-person, albeit with enhanced COVID-19 mitigation plans and shorter seasons, throughout the school year (**Appendix VIII – 1, Interscholastics Integrated SY2020-21 Plan**). In addition, students attending designated Learning Centers participated in outdoor activities, such as school garden clubs. When elementary and K-8 schools physically opened in the fourth quarter, sites were able to offer additional activities to elementary students, such as co-ed softball or track.

During this time, the District's extracurricular specialists provided resources and guidance to schools on the best types of activities to offer remotely (**Appendix VIII – 2, Extracurricular Activity Options Via Zoom**). The team also worked to ensure that site student council activities continued.

Although schools provided extracurricular activities, several factors affected participation. The most common issue, cited by school staff and extracurricular specialists, was "zoom fatigue," particularly at the K-8 grade level. Students were often exhausted after long days on the computer, and either they did not want to, or their parents did not want them to, participate in online after-school activities. Issues around internet use and poor connectivity were also limiting factors. In some cases, extracurricular activities were canceled because of a lack of student participation.

1.   Principal Review Process for Extracurricular Activities

Despite the challenges of the school year, the Principal Review process for extracurricular activities continued to be implemented in SY2020-21. The process

has not changed since last year; a copy appears as Appendix VIII – 7 Principal Review Process. Each school site maintained an Extracurricular Management team, which developed an action plan for providing extracurricular activities during remote learning. School staff met to review information and monitor participation regularly. Schools documented and submitted mid-year and end-of-year reports to the District's Extracurricular team.

2.   Participation

a)   District-Wide Participation

Despite limited time and services, more than 6,000 students participated in extracurricular activities in SY2020-21. In addition, more than 300 EL students participated, 72% of whom were at the K-8 level (**Appendix VIII – 3, VIII.C.1 Student Participation in Extracurricular Activities**).

Table 8.1: Students Participating in at Least One Extracurricular Activity (Athletics, Fine Arts, Clubs) – Unduplicated Student Counts

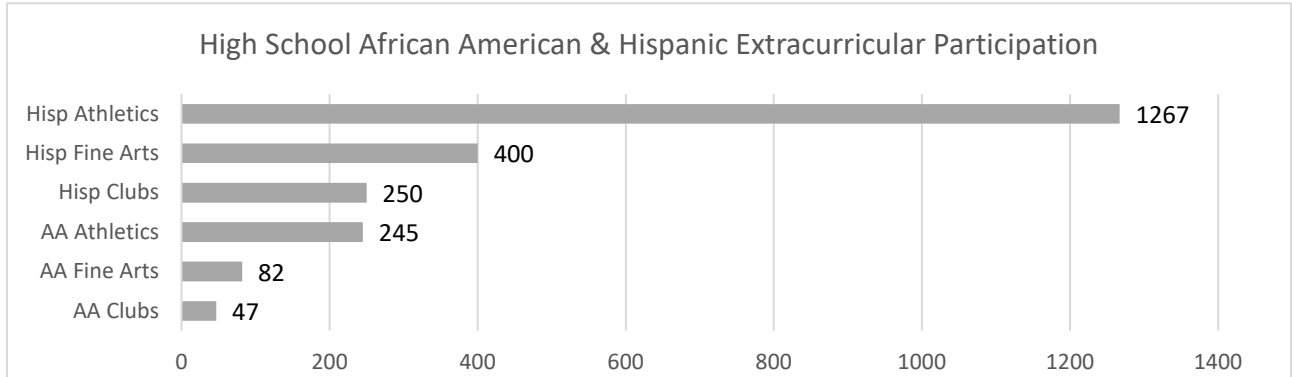|		White		African American		Hispanic		Native American		Asian/ Pacific I		Multi-racial		Total
Year	Level	N	%	N	%	N	%	N	%	N	%	N	%	N
20-21	K-8	514	20%	188	7%	1643	64%	97	4%	37	1%	96	4%	2575
	HS	1037	29%	349	10%	1782	50%	59	2%	147	4%	168	5%	3542
	Total	1551	25%	537	9%	3425	56%	156	3%	184	3%	264	4%	6117

Table 8.2: EL Students Participating in at Least One Extracurricular Activity (Athletics, Fine Arts, Clubs) – Unduplicated Student Counts

		White		African American		Hispanic		Native American		Asian/ Pacific I		Multi-racial		Total
Year	Level	N	%	N	%	N	%	N	%	N	%	N	%	N
20-21	K-8	9	4%	25	10%	198	81%	2	1%	7	3%	3	1%	244
	HS	5	5%	31	33%	50	53%	0	0%	6	6%	3	3%	95
	Total	**14**	**4%**	**56**	**17%**	**248**	**73%**	**2**	**1%**	**13**	**4%**	**6**	**2%**	**339**

b)   High School Participation

Graph 8.3 shows high school participation by activity for African American and Hispanic students in SY2020-21. As noted above, participation was affected by various factors during the school year.
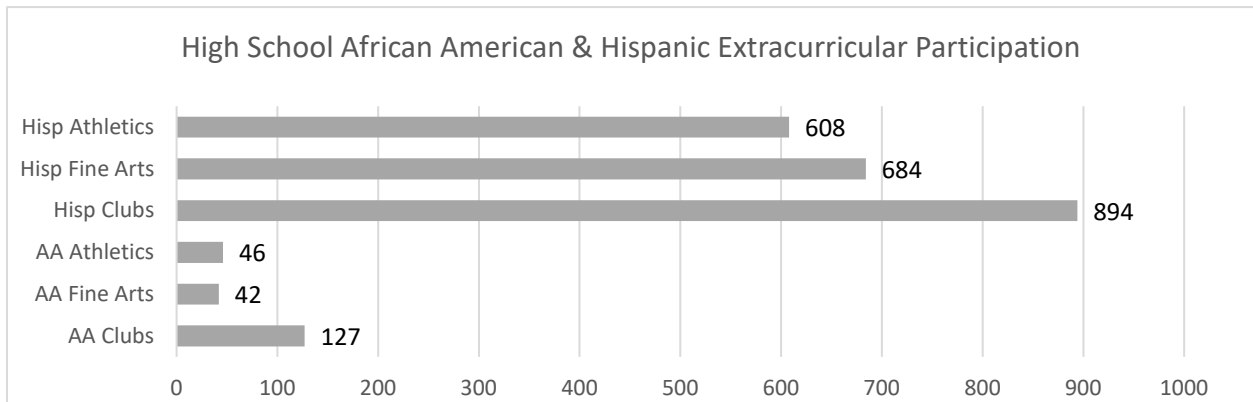
Graph 8.3: High School African American and Hispanic Extracurricular Participation by Activity

High School African American & Hispanic Extracurricular Participation

Activity	Value
Hisp Athletics	1267
Hisp Fine Arts	400
Hisp Clubs	250
AA Athletics	245
AA Fine Arts	82
AA Clubs	47

c)   K-8 Participation

Graph 8.4 shows the number of African American and Hispanic students participating in each of the three K-8 categories—Athletics, Fine Arts, and Clubs.

Graph 8.4: K-8 African American and Hispanic Extracurricular Participation by Activity

High School African American & Hispanic Extracurricular Participation

Activity	Value
Hisp Athletics	608
Hisp Fine Arts	684
Hisp Clubs	894
AA Athletics	46
AA Fine Arts	42
AA Clubs	127

d)   Extracurricular Participation at 10 Racially Concentrated and/or Low Socioeconomic Status Schools

In SY2019-20, the District identified 10 racially concentrated and/or low socioeconomic status schools that needed additional support in expanding their extracurricular activities and developed various strategies to increase participation. Those strategies included, without limitation: partnering with local community organizations or programs (such as Boys and Girls Clubs and neighborhood community centers) to provide opportunities for students; creating and implementing surveys to identify student, teacher, and parent interests to better align with offered activities; and making better utilization of existing resources, such as Title 1 or tax credit donations to support extracurricular activities. Unfortunately, due to the COVID-19 school closures in the latter half of SY2019-20, the schools were unable to move forward with implementing those strategies that year.

Due to the continuing COVID-19 restrictions and the remote learning environment in SY2020-21, these school sites remained unable to implement the new strategies this year and were able to provide only a limited number of extracurricular activities throughout the year. (**Appendix VIII – 4, Extracurricular Participation by Activity at 10 Selected Sites SY2020-21**).[22]

3.   Extracurricular Tutoring

Due to COVID-19 restrictions and the modified Interscholastics schedule, tutoring services offered through the interscholastic department were on a very limited basis during the 2020-21 school year, with schools choosing to emphasis academic interventions.

4.   Leadership Training Participation

In SY2020-21, the District continued training students in becoming effective leaders. As in previous years, students participated in the Captain's Academy, a leadership program that utilizes a character-building model. Sixty students—six each from 10 high schools—took part in the program. Positive Coaching Alliance (PCA), a nationally known organization that focuses on positive interaction of students in athletics, presented the training. In collaboration with PCA, students participated in several virtual trainings such as "Sports Can Battle Racism" and "Social Media for Our

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[22] Elementary schools: Grijalva, Maldonado, Miller, Ochoa, Oyama, Robison, Tolson, Warren; K-8 schools: Safford; Middle schools: Pistor.

Student-Athletes." All participating students brought what they learned from the training to their respective campuses and shared this information with other student leaders to make schools a safer and more integrated learning environment.

The District also continued its partnership with Junior Achievement to provide leadership training to approximately 62 African American and Hispanic students in 8th grade at McCorkle K-8 School.

In SY2020-21, the District was scheduled to take part in a statewide student leadership conference sponsored by the Arizona Interscholastic Association (AIA) in Phoenix. Unfortunately, this event was cancelled for in-person interaction, but students from Tucson High, Sahuaro, and Sabino attended the virtual Student Leadership Summit via Zoom.

The District's coaches participated in leadership opportunities, as well. In addition to supporting students, Positive Coaching Alliance worked with coaches to develop interpersonal relationships between coaches and players. All coaches attended the annual statewide seminar/training presented by the AIA.

5. Collaboration with Transportation

Due to COVID-19 restrictions, no transportation services, such as activity buses, were provided for extracurricular activities (including organized athletics) in the first three quarters of the 2020-21 school year. Transportation services resumed in the fourth quarter only for interscholastic championship games.

6. Student Participation Survey

The District was not able to conduct an annual student extracurricular interest survey due to the COVID-19 school closures.

7. Funding for Extracurricular Activities

During the 2020-21 school year, schools continued to fund extracurricular activities from the following sources: donations, external/partner organizations, tax credits, fees, 21st Century Community Learning Center grants, and District funding (**Appendix VIII – 5, Funding Sources for Extracurricular Activities SY2020-21, and Appendix VIII – 6, 21st CCLC Grant Participation SY2020-21**).

B.   USP Reporting

As part of its Annual Report, the District provides a report of student participation in a sampling of extracurricular activities at each school. The activities that are reported each year shall include at least two activities from each of the four categories described in section above: sports at schools at which they are offered, social clubs, student publications (where offered), and co-curricular activities. The data in the report shall include District-wide data and data by school, disaggregated by race, ethnicity, and ELL status. The Parties shall have the right to request additional data or information if the Annual Report indicates disparities or concerns.

See **Appendix VIII – 3, VIII.C.1 Student Participation in Extracurricular Activities**, which includes student participation by selected activity, race/ethnicity, and school for SY2020-21.

IX.   Facilities and Technology

The District is committed to maintaining and improving its facilities and to allocating its technological resources equitably across all schools in a race-neutral manner, to prevent disparities in the quality of its physical and technological infrastructure for schools and students.

A.   Facilities and Technology

The District continued to utilize the Facilities Condition Index (FCI), Education Suitability Score (ESS), and Technology Condition Index (TCI) to assess physical and technological conditions at school sites as well as to develop and implement multi-year facility and technology plans.

1.   Multi-Year Facilities Plan

Using the results of the FCI and the ESS, the District updated the Multi-Year Facilities Plan (MYFP), establishing the project priorities for SY2020-21. As described in the plan, health and safety issues always take precedence over regular maintenance and improvement projects (**Appendix IX – 1, IX.C.1.d MYFP**).

a)   Facilities Condition Index

The District concentrated on validating and updating the FCI scores. The District continually updates this live document as projects are completed or as deteriorating conditions become evident (**Appendix IX – 2, IX.C.1.a (1) Facilities Condition Index SY2020-21**).

b)   Education Suitability Score

The ESS measures the quality or appropriateness of the design of a school for educational purposes and includes an evaluation of the grounds as well as the capacity and utilization of classrooms and other rooms used for school-related activities (**Appendix IX – 3, IX.C.1.a (2) Educational Suitability Score SY2020-21**).

2.   Multi-Year Technology Plan

Navigating the COVID-19 pandemic during SY2020-21 required that the District prioritize technology-related initiatives and investments to ensure that instructional delivery and District operations remained successful in the remote

learning environment. As a result, there were no changes to the Multi-Year Technology Plan in SY2020-21.

Running the District in a complete remote mode of operation was one of the District's largest undertakings ever. Large-scale changes were implemented in rapid succession throughout the summer prior to the start of SY2020-21, and enhancements to systems and processes continued throughout the school year. New daily stand-up cross-functional meeting forums were implemented for District operations and for instructional technology support. These meeting forums allowed instructional and technology support staff at every level of the District to plan, address immediate needs, and triage solutions when solutions were not readily apparent.

Since all staff had to work remotely for three of the four quarters for SY2020-21, District planning and collaboration had to completely transition to online digital platforms. All District certified and support staff that used technology in their jobs had to be provided laptops or, in some cases, use their personal laptop devices to carry out their day-to-day job responsibilities. The District's technology team worked with District leadership and principals to identify and address technology needs for school and District office staff.

In addition to ensuring District staff had needed technology, the District had to ensure every student for all grades, K-12, had Internet connectivity and a device to participate in instruction remotely. A survey was done to provide an initial assessment of which households served by the District did not have Internet access and which households had one or more students that did not have access to a laptop or tablet suitable for online instruction. The need across the community was staggering. The District's technology team had to reconfigure all existing student laptops and tablets to function correctly across the Internet from home, while also ensuring safety of students.

In total, more than 32,000 student laptop and tablet devices were provided to District families for their children to use for remote instruction. Fortunately, thousands of households were able to provide laptops or tablets for their students without District assistance. Had they not been able to do so, the District would not have been able to ensure every student had a device. The District also provided Internet broadband hotspots to almost 3,800 families to ensure all households being served by the District had needed Internet access for daily instruction. In total, the

District purchased more than 26,000 new student Chromebook laptops and more than 3,800 broadband hotspots to serve District families. Similar investments are expected to be made during SY2021-22.

Addressing the laptop, tablet, and hotspot technology needs for students for SY2020-21 was a massive undertaking, but it was certainly not the only major technology project carried out in support of schools. The District's technology team worked in collaboration with Curriculum & Instruction (C&I), Assessment & Evaluation, Exceptional Education, Language Acquisition, Fine Arts, Magnet, and many other departments to define, implement, and support a digital framework to facilitate teacher-led remote instruction. Digital platforms including Synergy (student information system), Clever (single sign-on portal), Microsoft 365, Google Suite (email, file sharing, and collaboration), Zoom (video and audio for online virtual classrooms), and several others were aligned to create the needed framework. Support processes, training, and product upgrades were implemented to ensure the resulting framework was effective for teachers and students.

Technology advancements made during SY2020-21 were significant and will position schools well as most students return to in-person instruction for the 2021-22 school year.

a)   Technology Condition Index

The District utilized the TCI to assess the allocation of hardware devices and teacher technological proficiency at each school during SY2020-21 (**Appendix IX – 4, IX.C.1.a (3) Final TCI Report SY2020-21**, and **Appendix IX – 5, IX.C.1.b TCI Summary of Results SY2020-21**).

b)   Instructional Technology

In SY2020-21, the District continued to provide instructional technology professional development activities for teachers and staff as outlined in the Professional Learning Plan for Instructional Technology. The COVID-19 school closure during SY2020-21 provided both an opportunity and the demand for additional training and instruction to teachers to support online and hybrid instruction, and utilize various applications and new equipment.

Trainings and instruction were provided by Teacher Technology Liaisons (TTLs) and the IT department, both independently and collaboratively with Curriculum & Instruction. New opportunities to support teachers were developed

and offered, such as weekly sessions on a variety of topics chosen based on identified staff needs and challenges.

The Instructional Technology Department also developed a specific Resource Index for instructional and teaching materials related to the use of technology in the classroom, identifying the specific curriculum type addressed (math, ELA, science, or social studies) and the grade level of the curriculum (elementary, middle, and high). The Resource Index is internally posted, updated as needed, on the TUSD Multicultural Curriculum website under Asynchronous PD One Note & Online Teaching Resources and is available to all teachers (**Appendix IX – 6, Resource Index of Instructional Technology Teaching Materials-Screenshot**).

Instructional Technology activities for SY2020-21 included:

- Successfully maintaining the Verizon Innovative Learning School (VILS) projects in year two at Lawrence 3-8, Pueblo Gardens K-8, and Mansfeld Magnet Middle School. The sites implemented the VILS program with such fidelity that upon completing the rigorous extension application process, all three sites were approved for an additional two years of support from Verizon and Digital Promise.

- Completing construction of the Virtual Reality/Augmented Reality lab during SY2020-21 at Lawrence 3-8. Construction for the lab at Mansfeld began at the end of Spring 2021 and will continue into SY2021-22. These labs are available to students across the entire District.

- Expanding the Minecraft: Education Edition (M:EE) Program by adding 29 schools after Summer Professional Development Training. M:EE is being used to expand coding, computation, problem-solving, and team building skills, in addition to other STEM-related capabilities.

- Implementing the Google Workspace Pilot Program. The three pilot schools are Innovation, Wakefield, and Hollinger. The District launched the pilot program and provided training at Wakefield in Fall 2020 and at Innovation Tech in Spring 2021. Hollinger staff received training in Summer 2021 and will begin to use the Google Workspace Program in Fall 2021.

- Developing two self-paced courses in response to the mass deployment of document cameras and the implementation of hybrid classes. The courses were designed to assist teachers in how to use devices and tools in Zoom.

- Assisting the Cooper Center for Environmental Learning to develop and offer virtual fieldtrips and virtual professional development courses for teachers in response to the COVID-19 school closures. The IT Department and the Cooper Center collaborated to present a virtual event attended by 4,000 students and their teachers as part of national Read to Me Day.

- Offering various self-paced and instructor-led courses through the Professional Learning Portal for teachers as well as administrators (**Appendix IV – 34, IV.K.1.q Master USP PD Chart**).

In SY2020-21, the District used the Technology Integration Observation Tool (TIOT) to assess how teachers were utilizing the District's online platforms in a remote learning environment. Instructional technology staff were able to analyze the use and frequency of applications (such as Clever, Office 365, and Teams) for lessons and assignments, and to provide training and support where gaps were noted. A total of 869 teacher observations were made during SY2020-21.

Table 9.1: Technology Teacher Observations by Region

Region	Completed
Silverbell 1	178
Santa Cruz 2	170
Chico Arroyo 3	175
Arcadia 4	172
Pantano 5	174
Total	**869**

B.   USP Reporting

IX(C)(1)(a)   Copies of the amended: FCI, ESS, TCI;

The data required by section (IX)(C)(1)(a) are contained in **Appendices IX – 2, IX.C.1.a (1) Facilities Condition Index SY2020-21**, **IX – 3, IX.C.1.a (2) Educational Suitability Score SY2020-21**, and **IX – 4, IX.C.1.a (3) Final TCI Report SY2020-21**.

IX(C)(1)(b)   A summary of the results and analyses conducted over the previous year for the following: FCI, ESS, TCI;

Results and analyses for FCI and ESS have been included in **Appendix IX – 1, IX.C.1.d MYFP**. Summary results for TCI are contained in **Appendix IX – 5, IX.C.1.b TCI Summary of Results SY2020-21**.

IX(C)(1)(c)   A report on the number and employment status (e.g., full-time, part-time) of facility support staff at each school (e.g., custodians, maintenance, and landscape staff), and the formula for assigning such support;

See **Appendix IX – 7, IX.C.1.c Facility Support Staff**.

IX(C)(1)(d)   A copy of the Multi-Year Facilities Plan and Multi-Year Technology Plan, as modified and updated each year, and a summary of the actions taken during that year pursuant to such plans;

The current Multi-Year Facilities Plan appears in **Appendix IX – 1, IX.C.1.d MYFP**.

No changes were made to the Multi-year Technology Plan in SY2020-21.

IX(C)(1)(e)   For all training and professional development provided by the District, as required by this section, information on the type of training, location held, number of personnel who attended by position, presenter(s), training outline or presentation, and any documents distributed;

The data required by section (IX)(C)(1)(e) are contained in **Appendix IV – 34, IV.K.1.q Master USP PD Chart**. This report contains a table of all formal professional development opportunities offered for SY2020-21.

X.   Accountability and Transparency

A.   Budget Process Development and Audit

1.   The Budget Development Process

In Fall 2020, the District began meeting to create a draft budget development process (BDP) for the development of the USP Budget for SY2021-22. In December 2020, District staff collaborated with the Special Master, Plaintiffs, and a budget expert to further refine the BDP. The District finalized the process and submitted it to the Special Master, Plaintiffs, and budget expert on December 16, 2020, along with proposed staffing formulas and a protocol for future budgetary processes.

Pursuant to the BDP, the District submitted to the Special Master and Plaintiffs: a narrative version of the budget in March 2020, including draft MSPs for SY2021-22 (Draft #1); a line-item budget, including revised MSPs, a summary of significant MSP changes between years, and a draft PD Assessment in May 2020 (Draft #2); and a memorandum outlining changes between Draft 2 and the proposed final USP Budget in June 2020 (**Appendix X – 1, USP Budget Development Process 2021-22**). District staff also provided its Governing Board with the Plaintiffs' responses and objections to various drafts, and a copy of the final proposed budget on July 1, 2020.

For each draft, the parties had opportunities to provide feedback and submit requests for information (RFIs). The District considered the feedback in revising the subsequent budget and responded to RFIs. On July 13, 2021, the Governing Board approved the final proposed budget and, on July 22, 2021, the District filed the final USP Budget for SY2021-22 (*see* ECF 2593).

2.   Examination of Expenditures By Independent Accountants

The District provide the Plaintiffs and Special Master with an examination of expenditures each year to confirm that the District spent desegregation funds according to their allocation and to provide other information to ensure full transparency. An independent accounting firm prepared the 2019-20 examination report, and the District delivered it to the Special Master and Plaintiffs on February 19, 2021. CliftonLarson Allen LLP performed the audit for the SY2019-20 USP Budget. A copy of the examination report is attached as Appendix X – 2, Examination of Expenditures.

B.   Notices and Requests for Approval

The District continued to provide the Special Master with a notice and a request for approval (NARA) of actions that affected student assignment and/or its physical plant, including a Desegregation Impact Analysis (DIA). In consultation with the Special Master, the DIA has developed into a standardized format to show how the proposed change will affect relevant District obligations under the USP. The District submits a draft DIA to the Special Master and Plaintiffs to solicit feedback prior to the finalization of the DIA and submittal of the NARA. In SY2020-21, the following two NARAS were submitted and approved (**Appendix X – 3, X.F.1.a-vi NARAs Submitted in SY2020-21**):

1.   Request to add Portable Classrooms at Bloom ES, Hughes ES, and Borman K-8, which the Court approved in late October through Order 2550.

2.   Request for a One-Year Modification to UHS Admissions and GATE Testing Processes necessitated by the COVID-19 pandemic, which the Court approved in late January through Order 2562.

C.   Evidence-Based Accountability System

Due to the COVID-19 pandemic, the District had to place a very high priority on procuring and provisioning staff and student technologies for SY2020-21. This was necessary to facilitate running the District and instructional delivery in a 100% remote mode of operation for the majority of the school year. The District did leverage many of the existing evidence-based accountability system (EBAS) capabilities to support teachers, students, and administrators. As a reminder, EBAS is a federation of multiple software applications, some acquired from commercial software providers, some developed in-house at the District, and all collectively working together to inform the District regarding decisions and strategies for effective instruction and District administration. The District continues to use data from EBAS systems to identify areas of gain and to inform development of action plans where opportunities for improvements exist.

The Assessment and Evaluation, Curriculum and Instruction, Desegregation, Student Relations, African American Student Services, Mexican American Student Services, and Technology Services departments worked throughout the school year

to evolve the District's EBAS environment to support instruction, inclusive environments, and family engagement for students.

Changes in EBAS for SY2020-21 were minimal and primarily focused on addressing reporting needs that emerged due to the COVID-19 pandemic.

Since there were no major changes to the federated systems making up EBAS for SY2020-21, the inventory of systems that comprises EBAS remains the same as last year. For reference, the inventory and purpose of each of those systems is included below.

1.   Synergy (Student Information and MTSS)

The District continued to use its Synergy student information system as a critical tool that forms the core of the District's EBAS capabilities. The system captures and allows users to track a wide range of student information, including all the student-related data elements required by the USP. Synergy allows teachers and other District staff to use student data, including attendance, enrollment, courses, gradebooks, parent information, and schedules. The Synergy system has a robust set of preselected reports and a well-developed report generator interface to allow for a flexible analysis of the full range of data collected.

2.   SchoolCity

The District also continued to use SchoolCity, which serves as the District's primary platform for analysis and reporting on data related to student academic assessment and performance and student surveys. The data range from quarterly benchmarks and language proficiency tests to individual teacher formative assessments and student school climate surveys. In SY2020-21, the District worked with schools, teachers, students, and families to gather assessment and survey data remotely, which the District completed at rates comparable to pre-COVID-19 sample sizes, in large part thanks to continued use of SchoolCity.

3.   iVisions and TalentEd

The District continued to use Infinite Visions software to collect, track, and analyze data regarding its employees, including administrators and certificated staff. The District made no major refinements to the system in SY2020-21, beyond regular maintenance and updates.

The District transitioned from AppliTrack to TalentEd during SY2020-21. The new system provides stronger integration, customization, and reporting capabilities than the previous system. TalentEd is used to implement and record applicant and application processes. As with its predecessor, TalentEd permits the collection and analysis of key information about applicants, interviews, and hiring decisions.

4.   Microsoft 365 (formerly referred to as "Office 365")

Microsoft 365 is a comprehensive set of productivity tools from Microsoft, including some of the better-known tools such as Word (word processing), Excel (spreadsheets), Outlook (email and calendar), PowerPoint (presentations), and Access (database applications), as well as other new or less commonly known tools of real impact in the educational arena, including Publisher, Teams, and Sway. Teams was used extensively across SY2020-21 for teachers and students to work together on class projects, small-group assignments, and other related work. The District continues to use the various Microsoft 365 tools to store and track information regarding schools, administrative facilities, and technology within the District.

5.   Microsoft PowerApps

Microsoft PowerApps is a secure cloud-hosted environment that allows quick development of applications for consumption from anywhere, on any device. PowerApps includes built-in prevailing accessibility capabilities. No notable changes leveraging Microsoft PowerApps were introduced during SY2020-21.

6.   Microsoft Power BI

Microsoft Power BI is a self-service data platform that is accessible over the internet. This external site replaced the District's legacy program, TUSDStats, and allows data to be made available to external users (the public) and internal users (school and District staff). The District made routine enhancements to evolve Power BI functionality during SY2020-21.

D.   USP Reporting

X(A)(5)(a)(i)   Copies of all job descriptions and explanations of responsibilities for all persons hired or assigned to fulfill the requirements of this section, identified by name, job title, previous job title (if appropriate), others considered for the position, and credentials.

                       See **Appendix X – 4, X.A.5.a.i Explanation of Responsibilities**,

which contains job descriptions and a report of new persons hired and assigned to fulfill the requirements of this section by name, job title, previous job title, others considered, and credentials for SY2020-21.

X(A)(5)(a)(ii)   A description of changes made to EBAS to meet the requirements of this section, including descriptions of plans to make changes to the system in the subsequent year.

There were no changes to EBAS systems for SY2020-21.

X(F)(1)(a)   The number and nature of requests and notices submitted to the Special Master in the previous year: broken out by those requesting: (i) Attendance boundary changes; (ii) Changes to student assignment patterns; (iii) Construction projects that will result in a change in student capacity or a school or significantly impact the nature of the facility such as creating or closing a magnet school or program; (iv) Building or acquiring new schools; (v) Proposals to close schools; (vi) The purchase, lease, and sale of District real estate.

See **Appendix X – 3, X.F.1.a-vi NARAs Submitted in SY2020-21**, to view requests and notices submitted to the Special Master in SY2020-21.