

EXHIBIT A

TUCSON UNIFIED SCHOOL DISTRICT

Office of the Superintendent

October 1, 2019

Dear Judge Bury:

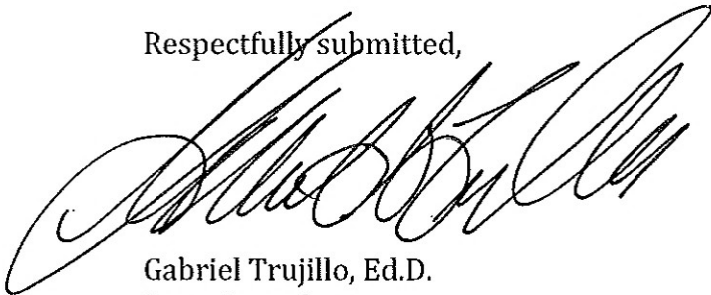
On behalf of the Tucson Unified School District, it is our pleasure to provide the 2018-19 Annual Report to the Court.

This is a document that has developed over time into a valuable historical reference and tool for transparency for the entire Tucson Unified community. In it, readers can learn about the work we have done to establish, monitor and improve systems intended to provide every student with the opportunity to be college or career ready.

Over the past year, we believe great progress has been made in achieving the goals of the Unitary Status Plan (USP). We greatly appreciate this Court's recognition of that progress through several of its orders. There is, nevertheless, much work to be done both in the short-term to address the remaining USP items, and into the future to sustain our improvements, even after the Court's formal supervision is ended.

By almost all measures regarding the performance of our students, Tucson Unified "turned a corner" in the past year. We know that these successes are primarily due to the hard-working professional educators in our schools, but are also inextricably linked to the deliberate efforts toward equity, integration, diversity and family engagement documented in this report.

Respectfully submitted,



Gabriel Trujillo, Ed.D.
Superintendent

TUCSON UNIFIED SCHOOL DISTRICT NO. 1

**Annual Report
for the
2018-2019 Academic 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 No. 1
Gabriel Trujillo, Ed.D., Superintendent

TUSD Governing Board:
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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 SY2018-19. 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 SY2018-19, the District enrolled approximately 44,300 students, of whom 61% were Hispanic, 9% were African American, 20% were White, 4% were Native American, 2% were Asia/Pacific Islanders, and 3% 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 SY 2018-19, the District employed more than 7,500 people, including more than 3,000 certificated teachers. The District spent more than \$418 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 ten 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 2018-19 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

The District continued its systematic internal compliance monitoring system for the Unitary Status Plan (USP), court orders, and court-ordered completion plans. Specifically, the District maintained existing processes and procedures while continuing scheduled periodic monitoring practices to meet these obligations.

During SY2018-19, the District thoroughly monitored progress of its internal compliance efforts through regular progress reviews and reporting. Timely feedback was given, and corrective actions were provided when needed, thus augmenting accountability within all District departments. This process promoted consistency and identified areas of compliance strength while adhering to all compliance deadlines.

B. USP-Related Court Orders

During SY2018-19, in addition to implementing the USP, the District demonstrated a good faith commitment to complying with the Court's USP-related orders.¹ Between July 1, 2018, and June 30, 2019, the Honorable Judge David C. Bury, U.S. District Court, District of Arizona, issued several substantive orders related to USP implementation.

Table 1.1: Substantive Court Orders for SY2018-19

ECF	Order	Date
ECF 2123	Granting Partial Unitary Status	September 6, 2018
ECF 2149	Approving the 2018-19 USP Budget	November 21, 2018
ECF 2158	Adopting Special Master Magnet Recommendations [ECF 2147] with Exceptions	December 6, 2018
ECF 2205	Approving Magnet Status for Drachman Montessori K-8, Roskrige Elementary, Borton Elementary, and Booth-Fickett K-8 schools	February 26, 2019
ECF 2213	Reviewing Benchmark Deadlines Partial Unitary Status Order [ECF 2123]	April 10, 2019
ECF 2217	Reviewing December 2018 Compliance Plans Pursuant to Order Granting Partial Unitary Status [ECF 2123]	April 22, 2019

¹ See USP § 1(C)(1).

The District complied with each of these orders as set out below.

1. Order on Unitary Status [ECF 2123]

On September 6, 2018, the Court adopted in part and modified in part the 2016-2017 Special Master's Annual Report [ECF 2096], granting the District unitary status in part and denying in part. Where the Court maintained supervision, it ordered the District to develop and file various completion plans. The District developed and filed all completion plans according to the Court's timeline, outlined below:

- USP § II.E: The District to file the Magnet Program 3-Year Plus Integration Plan (PIP), including individual school non-magnet integration plans, and the Outreach and Recruitment Addendum by September 1, 2019. The District filed the PIP—retitled the Comprehensive Integration Plan (CIP)—including the above-referenced components, on August 30, 2019 [see ECF 2270].
- USP § III – Transportation Magnet and ALE Programs: Unitary status granted, with ongoing monitoring by the Court, of Magnet programs and Advanced Learning Experiences (ALE) programs.
- USP § IV.A, F.1, I.3: The District to file 2018-19 Teacher Diversity Plan (TDP), including attrition and Grow Your Own (GYO), within 90 days of September 6, 2018. The District filed the TDP and GYO plans on December 6, 2018 [see ECF 2159].
- USP § IV.E: The District to file a Notice and Report of Compliance with the Court's directives related to centralizing the hiring process and certification for placing beginning teachers at racially concentrated or underachieving schools within 90 days of September 6, 2018. The District filed the notice and report of compliance related to centralized hiring and certification for beginning teacher placement on December 6, 2018 [see ECF 2155].
- USP § V.A: The District to file the ALE Policy Manual by September 1, 2019. The District filed the ALE Policy Manual on August 30, 2019 [see ECF 2267].
- USP § V.C: The District to file the Dual Language Plan by September 1, 2019. The District filed the Dual Language Plan on August 30, 2019 [see ECF 2258].

- USP § V.E.1.b.i: The District to file an English Language Learner (ELL) Action Plan for dropout prevention within 90 days of September 6, 2018. The District filed the ELL Action Plan on December 6, 2018 [see ECF 2153].
- USP § V.E.6.a.i-ii: The District to file a plan for culturally relevant courses (CRCs), a multicultural curriculum plan, and a culturally relevant Professional Learning Plan by September 1, 2019. The District filed the plans on August 30, 2019 [see ECF 2259].
- USP § V.E.7-8: The District to file the Post-Unitary Status plans for African American (AASSD) and Mexican American (MASSD) student services departments, including ELL students, within 90 days of September 6, 2018. The District filed these plans on December 6, 2018 [see ECF 2151].
- USP § V.F: The District to file the Completion Plan for Maintaining Inclusive School Environments and Professional Learning Plan within 90 days of September 6, 2018. The District filed these plans on December 6, 2018 [see ECF 2156].
- USP § VI – Discipline: Unitary status denied, with reconsideration as follows. The District to file a Notice and Report of Compliance, including a detailed progress report specifically addressing each provision of the Discipline Completion Plan and Professional Learning Plan, by September 1, 2019. The District filed the discipline progress report and Professional Learning Plan on August 30, 2019 [see ECF 2266].
- USP § VII – Family and Community Engagement: Unitary status granted except for school-site services and data tracking capabilities. The District to file an update to the Family and Community Engagement (FACE) Action Plan, reflecting the directives contained in the order [ECF 2123] and cross-referencing the District’s Post-Unitary Status AASSD or MASSD plans as relevant within 90 days from September 6, 2018. The District filed the updated FACE Action Plan on December 6, 2018 [see ECF 2154].
- USP § VIII – Extracurricular Activities: Unitary status granted except for documenting that there are no disparities between racially concentrated and integrated schools, and that extracurricular activities are being used to facilitate positive interracial interactions, with

unitary status to be reconsidered after the District files a Notice and Report of Compliance with the Extracurricular Activities Completion Plan by September 1, 2019. The District filed this completion plan on August 30, 2019 [see ECF 2262].

- USP § IX.B.i.iv and B.4: The District to file a Professional Learning Plan for teacher proficiency in using technology to facilitate student learning within 90 days of September 6, 2018. The District filed this completion plan on December 6, 2018 [see ECF 2152].
- USP § X.A: Unitary status shall be deemed attained as to professional development for the effective use of the evidence-based accountability system (EBAS) when unitary status is granted for USP §§ V.E.6.a.i-ii, V.F, and VI.

2. Order Approving the 2018-19 USP Budget [ECF 2149]

The District filed its Governing Board-approved USP Budget on July 16, 2018. Mendoza Plaintiffs objected and the District responded. Ultimately, the Court approved the 2018-19 USP Budget.

3. Order on Magnet Improvement Plans [ECF 2158]

On December 6, 2018, the Court directed that the recommendations contained in the Special Master's Magnet Report and Recommendation be adopted in their entirety, except for Step 3 of the recommendations [see ECF 2147]. The Court directed the District to provide the Plaintiffs and Special Master with detailed plans for implementing improvements in the five schools identified in the report by December 4, 2018. The District provided the plans as directed in December 2018. The Court also directed the District to provide a report on or before January 15, 2019, to the Plaintiffs and the Special Master on the progress made in implementing the improvement plans in the five magnet schools identified in the report. The Special Master suggested an additional two weeks to allow for further collaboration. The District provided the progress report as directed on February 1, 2019.

4. Order on Five Magnet Schools [ECF 2205]

On February 26, 2019, the Court adopted the Special Master's Report and Recommendation re: Borton Elementary and Booth-Fickett K-8 [ECF 2190] and Drachman Montessori and Roskrug K-8 [ECF 2184].

The Court directed the District to apply the policies, processes, and procedures set out in the CIP for reviewing the magnet status of Drachman Montessori, Roskruge, Borton, and Booth-Fickett. The goal was to ensure that the academic improvements planned therein and improved integration at Roskruge materialize or, if not, that procedures therein developed are implemented for removing these and any other non-compliant schools from the District's Magnet plan. The CIP was to contain an appendix setting out the magnet status review assessments for these four schools. The District filed the CIP on August 30, 2019. However, the District did not include an appendix setting out the magnet status review assessment because the data necessary to conduct such an assessment was not yet available.²

5. Order on Benchmarks for Various Completion Plans [ECF 2213]

On April 10, 2019, the Court directed that the Post-Unitary Status AASSD and MASSD plans, the updated FACE Action Plan, and the ELL Action Plan be remanded to the District for revision in accordance with the analysis required for the Executive Summary. The Court directed the District to file the revised AASSD and MASSD plans, the FACE update, and the ELL plan on September 1, 2019. On August 30, 2019, the District filed revised versions of the AASSD and MASSD plans [see ECF 2265], the FACE Action Plan [see ECF 2262], and the ELL Action Plan [see ECF 2261].

The Court directed the District to file the Executive Summary by December 1, 2019.

6. Order on Various Completion Plans [ECF 2217]

On April 22, 2019, the Court adopted in part the Special Master's Report and Recommendations [ECF 2185, 2187, 2193, 2195, 2199, 2202-2204] related to the December 2018 Notices of Compliance, Completion Plans, and other issues. The order included directives related to the following: updated FACE Action Plan, professional learning for technology, teacher diversity and GYO programs, beginning teacher placement, and inclusive school environments and cultures of civility.

² As of August 30, 2019, the Arizona Department of Education had not released school letter grades, nor had the District reached the 40th day of enrollment. Both school letter grades and 40th day enrollment data are required to conduct a magnet status review assessment.

The Court ordered the District to file certain revisions within 30 days of the order, or to show good cause where additional time may be needed. On May 22, 2019, the District filed notices of compliance for the FACE update [ECF 2219], professional learning for technology [ECF 2120], teacher diversity and GYO programs [see ECF 2021], and beginning teacher placement [ECF 2222] as well as a motion to extend time for filing a notice related to inclusivity and civility [ECF 2223; adopted by the Court in ECF 2224]. The District filed the notice and study related to inclusivity and civility on July 1, 2019 [see ECF 2232].

C. Annual Report Process

In October 2018, shortly after the District filed the 2017-18 Annual Report with the Court, the District's Desegregation Department continued working with relevant leadership to implement the USP and document the SY2018-19 compliance for this report. This process guided the District's work in this area throughout the year and established the foundation for the 2018-19 Annual Report.

The District continued its revised procedure, described in the 2017-18 Annual Report, to produce a streamlined report that demonstrates USP compliance as succinctly as possible.

As in past annual reports, the District continued to follow the organization of the USP and to report its SY2018-19 activities and outcomes in ten separate sections. The District took the following steps to produce the 2018-19 Annual Report:

- The Desegregation 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. Each of these editors, knowledgeable about the District's desegregation efforts and experienced in the production of previous annual reports, worked to ensure sufficient detail, data, and analysis were included in the report without superfluous language or repetition to the extent possible.
- Each editor, not assigned to a particular narrative, also completed second and third reviews to ensure narrative accuracy.

- The department's program manager ensured compliance with major milestones and activities that supported each milestone and confirmed references in the annual report, when appropriate.
- 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 edit the narratives as they were completed and 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

In SY2018-19, the District continued to implement a coordinated process of student assignment to advance integration using multiple strategies, including boundaries/feeder patterns; a magnet/open enrollment application and lottery placement process; magnet schools and programs; marketing, outreach, and recruitment; free transportation (discussed in Section III), and initiatives designed to improve integration. Implementing these strategies is complicated by Arizona's school choice law (which allows families to apply to attend any school regardless of where they live), the growth of state-funded charter schools, and the expansion of surrounding suburban school districts.

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

In SY2018-19, the District considered changing boundaries, feeder patterns, and pairs/clusters as strategies for improving integration and mitigating oversubscription.³

1. Boundary Review and Mansfeld Magnet Middle School

Using 40th-day enrollment combined with the lottery tracking systems, the District identified ten oversubscribed schools (**Appendix II – 1, Summary of Lottery Results in Oversubscribed Schools**). Of these, three did not have attendance boundaries and five were integrated. The District evaluated the two schools that did not fall into these categories (McCorkle K-8 and Cholla High School) to determine if boundary changes would improve their racial/ethnic composition. The District found that, by selecting targeted students from the applicant pool, the lottery had maximized placement of the available applicant pool to move the schools as close as possible to an integrated status. Through this analysis, the District determined that boundary changes at these sites would not improve integration any more than the lottery process.

Because Mansfeld is newly integrated, and because continued over-enrollment could force the school to reduce magnet seats, the District evaluated boundary changes at Mansfeld. The District determined that the school's oversubscription may be a short-term phenomenon, as projections show its

³ 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.

feeder-area enrollment will decline in coming years. The District is monitoring this situation and will reevaluate it in SY2019-20.

2. Borman and Drachman K-8 Schools

Integration at both Borman and Drachman improved. In SY2018-19, Borman increased its racial/ethnic diversity and Drachman became further integrated.

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 USP definition of Integrated
Drachman K-8				
2017-18	18%	7%	67%	Integrated
2018-19	19%	8%	63%	Further Integrated

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

The District successfully improved integration at Wheeler Elementary School with its SY2016-17 Gifted and Talented Education (GATE) expansion initiative, thereby increasing the number of students attending an integrated school by more than 100. In SY2016-17, Wheeler became an integrated school and it maintained integrated status in SY2017-18. In SY2018-19, Wheeler experienced a significant enrollment loss and was not integrated, as its Hispanic student population dropped just below the threshold for integrated schools. However, at 34 percent white, 13 percent African American, and 43 percent Hispanic, Wheeler remains a highly diverse school.

Roberts-Naylor K-8 became an integrated school in SY2017-18 and maintained that status in SY2018-19.

4. Roskrige No-Boundary Proposal

Roskrige 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 model, recognized as the most effective form of dual language instruction. The District’s Dual Language Access Plan requires “a two classroom TWDL structure to reduce programmatic isolation....” Other Two-Way Dual Language (TWDL) schools have two dual language classroom strands and a non-dual language strand. Roskruge is a school-wide TWDL program in which all students participate in TWDL, as the site can only accommodate two grade strands (two classrooms for every grade level). Currently, Roskruge and Richey neighborhood students must participate in TWDL regardless of their level of interest in dual language because Roskruge does not have physical space for a third, non-TWDL strand.

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 to improve academic achievement, which in turn will improve the school’s attractiveness and integration. The Governing Board approved the proposal on July 9, 2019, and the District submitted it to the Court for approval.

B. Magnet Schools and Programs

Throughout SY2018-19, the District continued to develop, implement, monitor, and evaluate its magnet schools and programs through the Comprehensive Magnet Plan (CMP) and site-based Magnet School Plans (MSPs).⁴ The District also worked to improve integration and academic achievement at its thirteen magnet schools and programs. The District continued to fund six former magnet schools during their last year of transition from magnet status.

During the school year, two key events modified the District’s focus on magnet schools and integration. In November 2018, the Special Master recommended re-visioning or revitalizing five magnet schools in danger of losing magnet status [see ECF 2147]. The District created a magnet improvement plan

⁴ To ensure the success of the District’s Magnet programs, the Governing Board approved the CMP on June 9, 2015 [ECF 1808-3]. During SY2017-18, magnet schools created MSPs and budgets for SY2018-19. During SY2018-19, the CMP and MSPs guided the District’s Magnet program. MSPs included strategies for improving integration and academic achievement, the two pillars of a successful magnet school.

for each of the five schools and, ultimately, none of the five schools lost magnet status (see Section II.B.4, below).

The District revised three sections of the CMP, including Processes, Schedules, and Strategies to Improve Integration and Student Achievement at Existing Magnet Schools; Processes and Schedules to Eliminate Magnet Programs; and Processes and Schedules to Create New Magnet Programs.

In fall 2018, the District began planning for a comprehensive study to identify potential magnet schools, modify the CMP, create integration and academic plans for non-magnet schools, develop a transportation plan, and assess successful magnet outreach and recruitment strategies [see ECF 2123]. The District worked throughout the year on these five tasks, ultimately developing and filing a draft CIP that included all five components [see ECF 2270].

Even as it developed the CIP and the five magnet improvement plans, the District continued to implement its Magnet program as guided by the CMP and MSPs. During SY2018-19, the District's Magnet Department focused on eight major milestones for magnet implementation:

1. Collaborate with schools to ensure budgets align to MSPs; identify magnet budget needs for SY2019-20.
2. Monitor and adjust MSP implementation; identify potential adjustments for SY2019-20 MSPs.
3. In collaboration with the Communications and Media Relations Department, continue to market and provide outreach to support school integration for magnet/transition schools.
4. In collaboration with the District Support & Innovation Team, continue to assess instruction at each magnet school using the District Walk-through Protocol at least once per semester; identify strengths and refinements to determine areas for growth.
5. Conduct school visits with a focus on professional learning community (PLC) Collaborative Teacher Teams using the District rubric and observation template to identify strengths and refinements to determine next steps for growth.
6. Based on trends identified in District Walk-through Protocols, provide professional development for magnet principals, magnet

coordinators, and other school facilitators to support quality Tier 1 core instruction and meaningful work of the PLC Collaborative Teacher Team.

7. Represent the Magnet program through active participation on specific District committees that have an impact on magnet schools.
8. Enhance culture/climate and implement family engagement strategies and activities.

Throughout the following subsections, the District describes its efforts to strengthen integration and academic achievement by meeting these, and other, milestones.

- 1. Magnet School Plans: Development, Implementation, Progress Monitoring, and Evaluation**

- a. MSP Development**

During SY2017-18, central and site-based staff collaborated to develop MSPs for SY2018-19 (**Appendix II – 2, II.K.1.f School Magnet Plans (13) SY2018-19**). To develop MSPs, the Magnet Programs Department worked primarily with site and central leadership, the Financial Services Department, and the Title I Department.⁵

- b. MSP Implementation and Monitoring**

The District continued to monitor and evaluate MSP implementation for effectiveness through school-site purposeful visits during the school year. Purposeful visits consisted of central staff observing best practices aligned to the critical focus areas in each MSP. Protocols supported observations for each focus area outlining observable best practices that support student achievement.

Through purposeful visits, principals, magnet coordinators, and support staff used the observation and reflection cycle to monitor and improve quality Tier 1 core instruction. Site leadership used the cycle on a regular basis to work with teachers on bite-sized action steps as identified during the classroom walk-

⁵ MSPs are not stand-alone plans; a number of District plans, initiatives, and activities support the MSP goals and objectives, particularly each magnet school's Title 1 plan, which aligns with its MSP (*see Appendix II – 3, Magnet Related Plans, Initiatives, and Activities*).

throughs. Implementation of the cycle increased the ability of teachers to improve their repertoire of effective teaching strategies and provide quality instruction with immediate results.

To support student achievement through PLCs, central staff outlined key critical aspects of the PLC Collaborative Teacher Team cycle. They then used the outline to empower principals, teachers, and relevant staff to develop capacity to engage with and implement the cycle. Magnet department staff conducted purposeful school visits to support this work throughout the school year and assist in identifying, administering, and monitoring Tier 2 and 3 interventions for at-risk students.

The department completed purposeful school site visits side-by-side with members from the school leadership team, including the magnet coordinator. During the visits, the collaborative teams collected evidence of teacher and practice strengths and weaknesses, then concluded with frank discussions and findings used to develop action steps and refinements. Central staff monitored the progress of previous action steps between purposeful visits and, where needed, worked with the site to make adjustments. Visits also facilitated the identification and provision of needed district-level support systems.

During monthly visits, central staff also worked with schools to review and revise school mission and vision statements, monitor and adjust MSP action steps, verify alignment between personnel and budgets to the MSP, enhance theme visibility, and visit classrooms to support theme curriculum integration.

Central 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, conduct outreach and recruitment, and improve theme visibility. Magnet schools submitted cumulative biannual reports evaluating their progress toward MSP goals, with specific strategies to address identified deficiencies (**Appendix II – 4, Sample End-of-Year Report - Mansfield MS SY2018-19**).

c. Continuous Improvement and Budget Development

The District evaluated magnet schools' progress and made necessary revisions to MSPs at the end of each school quarter. During these evaluations, all magnet schools reviewed their SY2018-19 MSP goals and action steps with the

Magnet department to evaluate the effectiveness of the strategies as outlined in the MSP.

During the first semester, the Magnet department and schools began to assess MSP progress with an eye towards developing the SY2019-20 MSPs and budget. The District required each magnet school to use the guide and template, their Title I School Improvement Action Plan (SIAP), and marketing and family engagement strategies to develop an MSP that addressed, primarily, integration and academic achievement. To ensure comprehensive planning, the District utilized a template and guide for magnet school leaders (**Appendix II – 5, Magnet SIAP Planning Guide SY2019-20** and **Appendix II – 6, Magnet SIAP Planning Template SY2019-20**).

To develop the integration objective, schools analyzed their 40th day enrollment data to identify and develop school-specific strategies to further support or maintain integration at each magnet school. Each MSP includes integration objectives and indicators that outline actions designed to achieve the school's integration goal.

When planning goals for academic achievement, each magnet school was required to complete the Arizona Department of Education (ADE) Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across SIAP Principles of Effective Teachers and Instruction, Effective Curriculum, and FACE. MSPs included strategies for improving overall student achievement and closing the achievement gap as identified in the needs assessment and as aligned to the SIAP principles. MSPs outlined the implementation of action steps to address best practices for critical focus areas that included: a) structured systems for monitoring daily instruction; b) intervention and supplemental Tier 2 services; c) highly functioning PLC Collaborative Teacher Teams; and d) implementation of District curriculum for all grade levels and content areas.

As part of the process for developing the MSP for the following year, each magnet school works with the Magnet department to develop the school's magnet budget for the following year. Some programmatic change does not impact budget; other change does. Types of staff may be increased or decreased, additional curricular resources purchased, and where necessary the total amount of the magnet budget may be adjusted. The entire magnet budget is examined

jointly by school staff and the Magnet department, line by line, in light of the performance results, needs assessments, and the next year's magnet plan.

d. Family and Community Engagement (FACE)

The Magnet department supported schools in incorporating a stronger FACE component in all MSPs and Transition School Plans (TSPs)⁶, complementing each school's Title 1 Plan. To ensure that FACE opportunities maximized interest and participation, campuses monitored family engagement using Dr. Joyce Epstein's Six Types of Family Involvement (see Section VII.A.5). There were 731 documented family and community engagement events at the thirteen magnet schools, and more than 69,000 visits.

2. 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 (**Appendix II – 7, II.K.1.m (2) Magnet Marketing Report SY2018-19**).

The efforts of three marketing and recruitment campaigns—the Positive Reinforcement Campaign, the Priority Enrollment Campaign, and the Continuing Enrollment Campaign—supported schools in meeting integration goals as defined in each MSP. These campaign efforts targeted three main objectives: provide successful magnets with resources to help them remain attractive, update existing materials, and provide the transition schools with new materials to continue to assist them in their shift to a non-magnet status.

The District used a variety of outlets to highlight each marketing and recruitment campaign. The Magnet department used television and radio advertising throughout the school year to highlight the unique magnet programs at each school. To support student enrollment, the District used outdoor advertising through bus shelter and billboard advertising; print advertising

⁶ Six magnet schools developed TSPs to manage the transition out of magnet status (Ochoa and Robison elementary schools, Safford K-8 School, Utterback Middle School, and Cholla and Pueblo high schools).

through newspaper, magazines, and booklets; press releases regarding magnet school accomplishments; and digital advertising and mass mailings.

To maintain an active presence in the community, magnet schools and the Magnet department participated in events, seminars, conferences, festivals, and community celebrations to share with families a variety of information regarding magnet school choices and the process of school choice. The Communications department provided marketing and advertising materials to magnet schools on a priority basis to support all events and provided materials to the District's Family Resource Centers (FRCs) to assist with recruitment.

In addition to the District's efforts, each school engaged in its own recruitment efforts, such as tours, events, and outreach to incoming student grades. Magnet schools offered various school-level recruitment events, including visits to preschools, private schools, charter schools, and public schools for targeted recruiting of students who would further integrate magnet schools and programs. Magnet coordinators maintained recruitment logs to track their activities, answered programmatic phone inquiries, and posted more than 1,000 posts on school Facebook accounts to provide information necessary for parents to make informed school choice decisions (**Appendix II – 8, Sample Recruitment Log Borton ES SY2018-19**).

b. Cross-Departmental Efforts

The Magnet department collaborated closely with the FACE team and the Communications and Media Relations, Transportation, School Community Services (SCS), and student services departments to recruit students at FRCs and local vents. The Magnet director attended Coordinated Student Assignment (CSA) Committee meetings to improve integration through magnets and other strategies, including coordinating marketing and outreach to improve integration. Details of CSA efforts are included in Section II.F.

c. Increased Visibility through Awards and Recognitions

The Magnet department encouraged all magnet schools to continue to seek awards, grants, and other recognitions as one means of boosting magnet attractiveness and recognition within the community. During the annual Magnet Schools of America (MSA) Conference in Baltimore, Maryland, District magnet schools and staff earned several major awards and recognitions.

Dodge Traditional Magnet Middle School and Bonillas Elementary School received the Merit Award of Distinction, while Carrillo Elementary Magnet School, Davis Bilingual Magnet School, Mansfeld Middle Magnet School, and Tucson High Magnet School received the Merit Award of Excellence—the highest award given by the MSA. Davis Bilingual Magnet School received the MSA President’s School Choice award as one of the top five magnet schools in the nation. For the fifth consecutive year, Tucson Unified was the only Arizona school district to receive any MSA awards. The District highlighted these accomplishments on its Facebook page.

District magnet schools and students also won and received other honors and recognitions throughout SY2018-19 (**Appendix II – 9, Awards, Grants, and Recognitions SY2018-19**). The Communications department advertised these accomplishments via social media, the District website, and press releases to increase magnet visibility and brand recognition.

d. Increasing Theme and Program Visibility and Attractiveness

Using the Magnet Theme Visibility rubric, the Magnet department collected reflections from each magnet school regarding improvements to theme visibility. Based on the reflections and an evaluation of the annual marketing report, magnet campuses continued to improve their theme visibility (**Appendix II – 10, Magnet Theme Visibility Summary SY2018-19 and Appendix II – 11, Magnet Theme Visibility Scores SY2018-19**).

e. Progress Towards Improving Integration

The District received 3,836 applications for the thirteen remaining magnet schools, compared to 3,819 applications for nineteen magnet schools in SY2014-15. That increase reflects the great interest in magnet schools and the diversity of the applicants.

In SY2014-15, four of nineteen magnet schools met the USP definition of an integrated school. In SY2018-19, twelve of thirteen magnet schools met the first criterion of integrated schools (the “15% criterion”).⁷ Twelve of the thirteen

⁷ Booth-Fickett’s Hispanic population was 3 percent less than the +/- 15 percent for K-8 schools. However, the elementary and middle school components are integrated when measured against the

schools met the second criterion for integrated schools (the “70% criterion”). Only Roskrige Bilingual K-8 had a racial/ethnic group that exceeded 70 percent of its total student population (**Appendix II – 12, Magnet School Integration**).

3. Monitoring to Improve Academic Achievement

The District utilizes several cross-departmental strategies to support academic achievement at magnet schools. These strategies include but are not limited to: following a continuous school improvement cycle (Federal Grants and Programs); reviewing state letter grade data and closely monitoring benchmark assessments (Assessment and Program Evaluation, or A&E); adjusting strategies according to identified needs (Magnet); and providing varying levels of professional development to improve staff capabilities, skills, and impact on student achievement (Curriculum and Instruction, Magnet, and others).

While the District tailored MSPs for each individual school, the District based its objectives on the five student achievement requirements delineated by the Court [*see* ECF 1753].⁸ Carrillo, Davis, Dodge, and Mansfeld continued to perform above their school level, while Holladay Magnet Elementary School made significant academic improvement. During SY2018-19, the District monitored magnet school academic achievement by administering three District benchmark tests. Some magnet schools made gains on the spring 2019 AzMERIT scores compared with those from spring 2018 (**Appendix II – 13, Magnet School Achievement Data SY2018-19⁹**).

Assistant superintendents continued to participate within their region with school classroom walk-throughs along with Magnet department and Title I staff during SY2018-19. These walk-throughs led to greater understanding of magnet school academic needs, informed professional development, and assisted in

elementary integration range and middle school integration range instead of the K-8 integration range. Thus, it could be argued that all thirteen magnets met the first integration criterion.

⁸ Requirements include: (1) magnets will receive a letter grade of “A” or “B” as designated by ADE; (2) students will score higher than the state median in reading and math on the state assessment; (3) academic growth of all students at the school will be higher than the state median growth in reading and math; (4) growth of the bottom 25 percent of students at the school will be higher than the state median growth; and (5) achievement gaps between racial groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet programs.

⁹ Tucson Unified high schools did not take the AzMERIT state assessment in spring 2019.

identifying necessary support and resources for SY2018-19 and future years (**Appendix II – 14, School Improvement Walkthroughs**).

4. Revision and Revitalization of Five Schools

Working with District leadership, the Magnet department revised the SY2018-19 plans for five magnet schools that were at risk of losing their magnet status.

Each school's principal and site leadership teams worked with the Magnet department to create an action plan focused on the best instructional practices. These practices included providing quality Tier 1 core instruction, delivering the District curriculum aligned to a Collaborative Teacher Team cycle guide (team teaching-assessing cycle), creating a culture in which adults effectively collaborate and learn together, and providing supplemental Tier 2 interventions during the school day.

To support each school, the Magnet department provided weekly purposeful visits to ensure correct implementation of best practices. School leadership, support personnel, and teachers received job-embedded teaching and coaching. The Magnet department staff met regularly with principals and other school support staff to review progress, work through challenges, and make adjustments according to their specific school structures.

In response to the academic needs of Roskrige and Booth-Fickett, the District deployed a special team for both schools to address identified concerns that pertained only to them. The District provided monthly reports to the Special Master that outlined the progress of each school as aligned to the action plan. The reports included summaries for meetings with school site leadership, plan implementation updates, purposeful visit details, and data intervention results. The Magnet department provided weekly reports to the District superintendent that detailed school-specific plan implementation updates.

5. CIP (3-Year Plus Integration Plan: Comprehensive Magnet Plan)

a. Comprehensive Study

As a foundational component of the CIP, the District convened a cross-departmental committee to conduct a comprehensive study to identify the integration potential for schools and identify new magnets.

The District's chief academic officer (the interim assistant superintendent of Curriculum and Instruction and designated director of Student Assignment) led the committee's work from winter 2018 through summer 2019. The committee included the Magnet director, Transportation director, Desegregation senior director, Desegregation research project manager, and the District planner. Other relevant staff attended various meetings or subcommittee meetings, as needed. Additional collaborators included the Grants and Programs director, the ALE director, the GATE coordinator, and the Communications and Media Relations director. The District contracted with a program manager to manage the project, including weekly meetings, from January through June 2019.

The study considered variables known to affect a school's ability to integrate, including, but not limited to, the following:

- travel distances to and from neighborhoods to schools
- racial/ethnic composition
- geographic location
- academic achievement
- facility condition and capacity
- demographics within school boundaries
- transportation costs and restraints
- existing magnet programs and pipelines

Using the results of its study, the committee identified nine schools as potential magnet candidates. In addition, the committee reviewed the Marzano Magnet Schools Evaluation Report and researched magnet themes that have proven successful in other school districts. Two promising magnet themes emerged: health sciences and advanced technology. The committee also identified a third option, a middle school fine arts magnet, which would fill current District needs by completing a K-12 fine arts pipeline.

The committee also utilized the study to group non-magnet schools according to a number of characteristics. These factors included the location and number of students needed to integrate, the academic performance of the school, the design capacity of the school, whether a school was oversubscribed, and proximity to other schools competing for the same targeted demographic populations. The Transportation Department evaluated the maps and routes associated with schools that were not magnet candidates but were identified as

having a high potential for integration. Where transportation was a limiting factor, due to distance or travel times, the committee regrouped certain schools from high or moderate potential to low potential.

b. Revisions to the Comprehensive Magnet Plan

As noted earlier, the District also rewrote sections of the Comprehensive Magnet Plan. These sections included the following: Processes, Schedules, and Strategies to Improve Integration and Student Achievement at Existing Magnet Schools, Processes and Schedules to Eliminate Magnet Programs, and Processes and Schedules to Create New Magnet Programs.

The Magnet department evaluated the integration and academic achievement data for the magnet schools and developed a model for District support to the magnet schools. Magnet staff also determined the criteria for eliminating magnet schools based on integration and academic achievement. The department completed an academic achievement support cycle to ensure continuity in the implementation and improvement to the magnet school site plans. The District required each magnet school to develop and adopt magnet school plans based on best practices to improve integration and increase student achievement.

In the revised comprehensive magnet plan, retitled the Future Comprehensive Magnet Plan, the District laid out the criteria for the creation of a new magnet and a three-year new magnet implementation plan.

6. Related Commitments

a. Magnet Stipulation and Hiring Efforts

The District offered \$2,500 stipends to recruit certified teachers at magnet schools and will continue to do so during SY2019-20.

b. Financial Support for Transition Magnet Schools

During SY2018-19, the District provided financial support for curriculum service providers and other staff who directly affect classroom instruction at the six transition schools.

c. Evaluation and Planning for New or Modified Magnet Programs

In SY2018-19, the District proposed eliminating the magnet status of Roskrige and the school's neighborhood boundary for grades 2-5 (there is no middle school grade attendance boundary; also see Section II.A.4). Per policy, the District convened an Advisory and Boundary Committee, held multiple stakeholder meetings, and developed a revised Desegregation Impact Analysis (DIA) to analyze the impact of the proposed boundary changes. The Governing Board approved the boundary proposal but is awaiting final approval from the Court.

C. Application and Selection Process

In SY2018-19, the District continued to utilize the application and selection process as an effective tool for improving integration, particularly at popular, oversubscribed magnet schools. In SY2018-19, for example, Miles-Exploratory Learning Center and Tucson High School became integrated schools, leading to more than 3,450 additional students attending an integrated school.

For SY2019-20, the District received 4,766 applications during the priority enrollment window, which is comparable to the number of applications received for SY2018-19. The District held the initial lottery in January 2019 at the close of the priority enrollment window. Table 2.2 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 two years, SY2018-19 and SY2019-20).

Table 2.2: Oversubscribed Schools for SY2019-20 (Based on Available Seats)

School	Program	Grade	Applications	Seats	2014-15	2018-19
Davis ES	Magnet	K	123	45	Racially Concentrated	Integrated
Hughes ES	Open Enrollment	K	90	17	Neutral	Integrated
Miles ELC K-8	Open Enrollment	K	73	29	Neutral	Integrated
Dodge MS	Magnet	6 th	222	116	Integrated	Integrated
Mansfeld MS	Magnet	6 th	179	43	Racially Concentrated	Integrated
Tucson HS	Magnet	9 th	886	402	Racially Concentrated	Integrated

In these schools, where applicant pools had the necessary racial/ethnic composition, the lottery operated in SY2018-19 to improve integration for SY2019-20.

D. Student Marketing, Outreach, and Recruitment Strategies

1. Marketing, Outreach, and Recruitment (MORe) Plan

In SY2018-19, the District continued its efforts to implement the MORe Plan (**Appendix II – 15, II.K.1.m (1) MORe Plan SY2018-19**). The plan, developed in SY2013-14, outlines strategies to expand opportunities for students of all racial and ethnic backgrounds to attend an integrated school and to provide information to African American families, Hispanic families, and community members about educational options available at the District. These efforts included:

- Designing and initiating more visually appealing and easier-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, to understand and utilize the web resources.
- Continuing to produce promotional videos of school sites; participating in marketing and recruitment fairs in geographically diverse locations; expanding TuDistrito (the District's Spanish-language content platforms); marketing open enrollment and school choice windows; and promoting the benefits of an integrated education.
- Revising the SY2018-19 and SY2019-20 Catalog of Schools, an informational guide, by updating school program information in English and Spanish. The District made the catalog available online in summer 2018 and 2019 and began the process of distributing it at the beginning of SY2018-19 and SY2019-20. The catalog and other marketing materials are available at multiple sites, including the central offices, school sites, and FRCs.
- Continuing to promote express shuttles, including updating shuttle information on the District website in fall 2018 and printing and distributing express shuttle brochures to central offices, sites, and FRCs (**Appendix II – 16, Trans Brochure Update SY2018-19** and **Appendix II – 17, Express Shuttle Posters and Rack Cards**). The

District also added the Express Bus logo to billboard and bus display signage to further promote and advertise magnet programs.

- Initiating a school-focused marketing initiative. District staff worked with school principals to identify specific site-based strengths and challenges to create responsive and intentional marketing plans for each school. The District then developed and distributed postcards promoting schools and their strengths throughout the Tucson community.
- Initiating the Everything Under the Sun campaign in October 2018 to highlight the diverse programs and community that Tucson Unified serves. The campaign included TV and radio commercials, print ads, social media posts, website highlights, and events banners in English and Spanish. This campaign, which will continue in SY2019-20, highlights the programs and promotes inclusivity within the Tucson Unified community. The Communications and Media Relations Department won an ASPRA*tion Award from the Arizona School Public Relations Association for the Everything Under the Sun campaign in the Multicultural Outreach/Campaign category.
- Continuing to support families transitioning from elementary to middle school with the Level Up program. Through Level Up, 5th graders visited middle and K-8 schools, receiving information about each school to help families make informed choices for children completing elementary school. Level Up branding gave the program a public presence, and Level Up marketing targeted families based on their children's age for greater impact. As part of the Level Up campaign, middle schools and the SCS department hosted several bowling events for families in December and described the programs available at the schools. To receive a free bowling pass, the students had to return to the Communications and Media Relations Department table with answers to at least three of the questions about the schools. To promote the events, the District sent a flyer to all 5th graders and sent ParentLink calls and emails to families.
- Continuing to target 8th graders for additional recruiting through the High School Expos in November and January. Additionally, as a way to highlight express shuttles, all students attending racially concentrated middle schools in the southwest section of the District

participated in school tours of Santa Rita and Sabino high schools in October. The tours were designed to showcase the specific programs at the schools and encourage students to consider these schools as options.

- Continuing to support a range of district-wide and community-wide marketing events through the Enrollment Bus. SCS worked to increase access to the school choice application and to support student registration at community events, allowing parents and students to learn about school options and apply in real time. SCS also collaborated with other departments, school sites, and community partners on events throughout Tucson. The goal of the events was to market and highlight school programs and opportunities, recruit students, and encourage families to consider schools outside of their neighborhoods.

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 departments and divisions, the impact of various strategies, and potential new strategies. Information gathered includes both quantifiable (e.g., numbers of applications received, etc.) and qualitative (e.g., meetings with content experts, etc.). Staff assesses both types of information to determine which strategies to reduce, maintain, strengthen, or eliminate in favor of more promising strategies.

3. ALE and Magnet Outreach and Recruitment

At the end of the first semester, the District convened a cross-departmental committee to assess the most effective past and existing strategies. The committee comprised staff from the Magnet, ALE, Desegregation/Legal, and Communications departments. In January, the committee began a series of monthly meetings in which they inventoried former and ongoing marketing practices and conducted a literature review of other potential outreach and marketing practices for ALEs and magnets.

After completing these tasks by March, the committee began assessing specific strategies that the District has used as well as those identified through the literature review. The committee then identified strategies that were the most effective in promoting integration, including those applicable to both magnets and

ALEs and those unique to each program. The committee developed an annual cycle for implementing, assessing, and redeploying strategies and compiled all the information into an ALE and Magnet outreach and recruitment plan for SY2019-20.¹⁰

E. Student Assignment Professional Development

In SY2018-19, the District continued to support its coordinated student assignment process by providing professional development to relevant staff members outlining student assignment strategies and processes. The training focused on the USP student assignment objectives, the benefits of an integrated education, transportation options, open enrollment, magnets, and the application and selection process for student placement information (#14567 USP: Student Assignment Training SY 2019-2020¹¹) (**Appendix II – 18, Online Student Assignment PD**).

The District provided this training through True North Logic (TNL) from March to May 2019. To determine newly hired staff compliance, the District developed a list of employees hired after July 1, 2018, who were responsible for supporting or responding to school choice inquiries. The District added new site administrators hired after that date to the list and cross-referenced listed employees to verify completion of student assignment-related professional development in TNL. Eighty-seven percent of the listed administrators and front office staff successfully completed the training.

After SY2018-19, District staff evaluated the training for possible changes for SY2019-20 but determined that no revisions were necessary.

F. Coordinated Student Assignment Committee

In SY2018-19, the cross-departmental CSA committee helped the District implement the coordinated process of student assignment detailed throughout Section II in this annual report. The CSA focused its efforts on developing the CIP through SY2018-19, including facilitating a comprehensive study of all schools'

¹⁰ The plan is formally titled the ALE and Magnet Outreach and Recruitment Addendum and is considered to be an addendum to the ALE Access and Recruitment Plan and the CMP. The District filed the addendum with the Court as of the time of this report, both as a stand-alone document and as part of another completion plan, the CIP, that the District also filed with the Court.

¹¹ The SY2019-20 training occurs in SY2018-19.

integration potential, a revised CMP, non-magnet integration and academic plans, a transportation plan, and the ALE and Magnet Outreach and Recruitment Addendum. The development of the CIP involved multiple departments and will serve as a guide to improve integration and academics at all schools beginning in SY2019-20.

In addition, the District, primarily through the CSA, monitored the progress of integration initiatives in place from previous years and considered new initiatives to improve integration and transportation.¹² For example, the CSA explored new ways to interpret and implement incentive transportation to further improve integration from the center and east side of the District to the south and west sides. The CSA's recommendation to expand the definition of incentive transportation was incorporated into the transportation plan that is part of the CIP, discussed above.

In SY2018-19, the District:

- continued to organize school choice planning events;
- expanded pre-GATE kindergarten at Wheeler;
- expanded self-contained GATE at Wheeler to grades 1-4;
- expanded self-contained GATE at Roberts-Naylor to grades 1-4;
- created a 6th grade open-access GATE pipeline at Roberts-Naylor;
- expanded dual language (DL) at Bloom to kindergarten and grades 1-2;
- expanded 7th grade DL at Hollinger K-8 and 7th grade DL at McCorkle;
- promoted the College and Career Readiness Program at Santa Rita High and an express shuttle from a racially concentrated boundary (Pueblo High);
- continued to promote express shuttles, developing a concept for an express bus to Roskruge;
- continued utilizing the Enrollment Bus at recruiting events;

¹² 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. The CSA committee met bimonthly to evaluate, develop, and implement initiatives that expanded opportunities for students to attend integrated schools.

- evaluated magnet schools/programs and reviewed the Comprehensive Integration Plan document analysis; and
- reviewed the web-based interface for online registration.

G. USP Reporting

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

The data required by section (II)(K)(1)(a) are contained in **Appendix II – 19, II.K.1.a TUSD Enrollment-40th day SY2018-19**. This report contains a list of District schools labeled according to Integration Status and reports the number and percentage of students by race and ethnicity as enrolled on the 40th day of SY2018-19.

II.K.1.a TUSD Enrollment-40th day 2018-19 is comparable to Appendix C of the USP, which identifies the baseline against which subsequent years' data might be measured to determine if 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 and 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 – 20, II.K.1.b TUSD Enrollment-Attendance Status SY2018-19**. This report contains disaggregated data by school enrollment, race and ethnicity, and enrollment status on the 40th day of SY2018-19.

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 SY2018-19;

See **Appendix II – 21, 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 SY2018-19.

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

No new magnet school studies were conducted for SY2018-19.

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;

The Magnet School Plan remained unchanged for SY2018-19.

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 MSP, *see* **Appendix II – 2, II.K.1.f School Magnet Plans (13) SY2018-19** 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;

The Magnet Schools Assistance Program Grant proposal was submitted for SY2016-17. The grant is only submitted every three years. The District will submit the next Magnet Schools Assistance Program grant proposal in SY2019-20.

- 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 SY2018-19.
- 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 has developed an informational guide that describes programs offered by the District at each of its schools. To view the District's Catalog of Schools, *see* **Appendix II – 22, II.K.1.i Catalog of Schools** in the District's major 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 – 23, II.K.1.j School Choice Applications** to view the open enrollment applications.
- 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 SY2018-19.
- 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 – 24, II.K.1.l Student Transfers 2019**.
- II(K)(1)(m) A copy of the outreach and recruitment plan developed pursuant to the requirements of this section;
- See* **Appendix II – 15, II.K.1.m (1) MORE Plan SY2018-19**. Additionally, **II – 7, II.K.1.m (2) Magnet Marketing Report SY2018-19** 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 – 25, II.K.1.n Policies and Procedures Amendments for SY2018-19 to view written policies and amended practices for student assignment in SY2018-19.

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

See Appendix II – 26, 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 SY2018-19.

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 – 26, IV.K.1.q Master USP PD Chart.**

This report contains a table of all formal professional development opportunities offered for SY2018-19.

III. Transportation

A. Transportation

The District has designed and managed a school transportation program that is an integral part of its ongoing, overall commitment to integration and diversity. In SY2018-19, the District offered transportation to more than 21,500 students (**Appendix III – 1, III.C.1 (1) Ridership Report by School and Grade Level** and **Appendix III – 2, III.C.1 (2) Ridership Report by Reason and Race-Ethnicity**). The District provided free transportation to magnet students living beyond school attendance boundaries and to those students whose open enrollment would improve the integration of the school. The District continues to experiment with express buses and shuttles to improve integration at specific schools. The District also supported ridership for a wide variety of other programs, including after-school activities (**Appendix III – 3, Ridership by Program 5-year Comparison** and **Appendix III – 4, Activity Bus List by School SY2018-19**).

District transportation administrators continued to participate in monitoring and planning student assignments and District integration through the District's CSA Committee, the Boundary Review Committee, and the Comprehensive Magnet Plan-Plus Integration Plan (CMP-PIP) Committee. These cross-departmental committees collaborate to develop and implement aligned efforts to promote integration and diversity. Information about the availability of free magnet and incentive transportation continued to be available at school sites, FRCs, the District office, and the District website.

B. 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 Appendices III – 1, III.C.1 (1) Ridership Report by School and Grade Level and III – 2, III.C.1 (2) Ridership Report by Reason and Race-Ethnicity.

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 training to principals and teachers to enhance their efforts to help students.

1. Hire or Designate USP Positions

The District continued to monitor the USP positions and made the following personnel changes in USP positions in SY2018-19 (see Table 4.1 below):

Table 4.1: SY2018-19 USP Position Changes

USP Section	Position Description	Employee Name	Race/Ethnicity	Hired/Designated
IV.B.2.	Director of Professional Development and Support	Heidi Aranda	Hispanic	Reclassified
V.E.2.a	Academic and Behavior Supports Coordinator (ABSC)	Julie Shivanonda (Academic) Dan Bailey (Behavior)	White	Hired
V.C.1	Restorative and Positive Practices Coordinator (RPPC)	Veronica Duran	Hispanic	Hired
VI.E.2	Restorative Practices PBIS Trainers	See Appendix IV-1		Designated

The District maintained magnet coordinators, teacher mentors, professional development academic trainers, and Multi-Tiered System of Supports (MTSS) facilitators in SY2018-19. In addition, the District designated six Restorative Practices/Positive Behavioral Interventions and Supports (PBIS) trainers (**Appendix IV – 1, Superintendent Mandated USP Position Memo**).

2. Outreach, Recruitment, and Retention Plan

In SY2018-19, the District continued to implement the Outreach, Recruitment, and Retention (ORR) plan. In addition, based on an assessment of

existing strategies, the District expanded its recruitment activities with respect to teacher recruitment and the GYO program activities. 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.

a. Outreach

The District used a variety of methods to attract a racially and ethnically diverse workforce, including advertising vacancies in targeted publications, offering recruitment incentives, and encouraging employees to pursue certification.

b. Recruitment

The ORR plan identified numerous recruitment incentives to be used to encourage teachers in certain subject areas or with particular certifications to accept positions in the District. In SY2018-19, the District continued to offer \$5,000 stipends supporting TWDL teachers and teacher diversity and increased the Hard-to-Fill and Exceptional Education recruitment incentives from \$2,500 to \$5,000.

The District also developed additional strategies to better identify candidates for the recruitment incentives. These activities included improved marketing, an online teacher survey to identify teachers interested in transferring between schools, and direct personal outreach to potential candidates and site administrators about recruitment incentives and transfer opportunities.

The District continued its certification effort among existing employees by offering both the Make the Move and Arizona Teaching Fellows programs to staff. Make the Move allows employees with bachelor's degrees to use an alternate pathway to teacher certification. The Arizona Teaching program works in conjunction with the University of Arizona's College of Education to help selected employees acquire their Bachelor of Education, with the promise of employment with the District along with financial assistance through the program. The District enrolled fifteen employees in Make the Move in SY2018-19 and selected seventeen employees in the Arizona Teaching program for SY2019-20. The Human Resources (HR) recruitment team also visited seven colleges and universities during SY2018-19. HR targeted historically black colleges and universities at four

separate events and targeted Hispanic-serving institutions at three events. 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 – 2, IV.K.1.c Recruitment Activities**).

c. Retention

The superintendent again conducted focus groups at school sites in SY2018-19 to gather feedback on a wide variety of areas, including strategies to improve the workplace (**Appendix IV – 3, IV.K.1.k Superintendent Focus Groups' Findings**). Tucson Unified shared this information with the Governing Board, and the District's leadership team will use it in goal-setting.

The District maintained partnerships and networking with the Society of Human Resources Management, University of Arizona Career Services, Tucson Hispanic Chamber of Commerce, African American Community Council, and other organizations to share best practices and expand recruiting opportunities in the region.

3. Interview Committees, Instruments, and Applicant Pool

During SY2018-19, HR continued to monitor the interview committee panels and found that thirteen of 600 panels (2 percent) did not include Hispanic/African American representation. HR followed up on each occurrence (**Appendix IV – 4, IV.K.1.d.ii (1) Interview Panel Report** and **Appendix IV – 5, IV.K.1.d.ii (2) Interview Panel Report Non-Compliance**).

HR made minor changes to the principal hiring process: adding an additional interview stage with District leadership before school council interviews and increasing the number of candidates sent to school council interviews (**Appendix IV – 6, 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
Total Number of Applicants	8,740	8,027	8,498	8,205
White	42.20%	43.40%	42.80%	41.28%
African American	8.20%	8.20%	8.10%	8.35%
Hispanic	39.10%	42.70%	42.90%	41.21%
Native American	4.00%	2.70%	3.10%	3.12%
Asian/Pacific Islander	2.60%	3.00%	3.20%	6.05%
Unspecified	3.80%	0.00%	0.00%	0.00%

4. Evaluating Offer Rejections

The District continued to identify and evaluate the reasons why potential applicants reject offers of employment. The primary reasons given for declined offers in SY2018-19 were accepting an offer outside of the District (33 percent) and personal reasons (21 percent) (**Appendix IV – 7, IV.K.1.f Declined Job Offers**).

5. Diversity Review

a. Site Certificated Diversity

The District employed more than 3,000 certificated staff at school sites in SY2018-19 (**Appendix IV – 8, Site Certificated Staff and Administrators**). The number of African American and Hispanic certificated staff grew by 30 percent (from 92 to 120) and 11 percent (from 797 to 883), respectively, between SY2017-18 and SY2018-19.

b. Site Administrator Assignments and Teams

In SY2018-19, 41 percent of site administrators were Hispanic, 11 percent were African American, and 45 percent were white. *Id.* Of the 32 schools with multiple administrators, HR identified 21 site administrative teams as diverse. Of the eleven non-diverse teams, six were Hispanic and five were white (**Appendix IV – 9, IV.K.1.g (4) Site Administrative Teams SY2018-19**).

c. Teacher Assignments and the Teacher Diversity Plan

Each year, the District analyzes the distribution of teachers and other certificated staff to determine whether there are racial or ethnic disparities in assignment. The District calculates the disparity by comparing the district-wide and school-level percentages of each race/ethnic subgroup to determine whether there is more than a 15 percent gap between an individual school site and the applicable school level. Forty-nine schools met the teacher diversity target of +/- 15 percent. Of the 36 schools that did not meet the diversity target, two had high numbers of Native American teachers and eleven had DL programs or were DL schools (**Appendix IV – 10, IV.K.1.g (1) Teacher Diversity Assignments**).

Developed in collaboration with the Special Master in spring 2016, the TDP identified 26 schools with staff disparities and set a goal of eliminating these gaps by SY2017-18 (**Appendix IV – 11, IV.K.1.g (2) Teacher Diversity Plan**). The TDP enumerated numerous strategies, including providing teacher incentives, professional advancement opportunities, and transfers. The District is planning to implement additional strategies, such as expanding marketing of recruitment opportunities and direct person-to-person outreach, for SY2019-20.

In December 2018, the District filed a revised TDP that included a copy of the original plan and various updates [see Notice and Report of Compliance: Teacher Diversity Plan, Attrition, and GYOP Studies, ECF 2159]. The District responded to orders from the Court and modified the plan in May 2019 [see Supplemental Notice and Report of Compliance: Teacher Diversity Plan and GYO Programs, ECF 2221].

d. First-Year Principals and Teachers

The District did not hire any first-year principals in SY2018-19 (**Appendix IV – 12, IV.K.1.g (6) Assignment of First Year Principals**).

In SY2018-19, the District hired 82 first-year teachers at 38 schools—a 40 percent decrease from SY2017-18 (**Appendix IV – 13, IV.K.1.g (5) Assignment of First Year Teachers**).¹³ A total of 43 teachers were hired for positions at twenty

¹³ The District reported in early December that it had hired 54 first-year teachers for SY2018-19 as of that time. Subsequent hirings for the second semester brought the total to 82 for the entire year.

low-performing schools. Of the 43 teachers, fourteen were at nine racially-concentrated sites.

6. Attrition

The District continued to track retention of administrators and certificated staff. In SY2018-19, 448 certificated staff left the District, including nine administrators. White staff accounted for 67 percent of the separations, Hispanic staff accounted for 24 percent, and African American staff accounted for 2 percent. Fifty-two percent of those leaving the District cited personal reasons for their separations, followed by 22 percent for retirement and 17 percent for other employment (**Appendix IV – 14, Certificated Attrition SY2018-19**).

Job satisfaction among staff remained high (**Appendix IV – 15, IV.K.1.j SQS Staff Survey**). However, the District is always looking to improve workplace conditions (see Section IV.A.2, above).

7. Support for First-Year Teachers and New Teacher Induction

The District continued to implement the First-Year Teacher Plan to support first- and second-year teachers through the New Teacher Induction Program and a teacher mentoring program (**Appendix IV – 16, IV.K.1.h First-Year Teachers Plan SY2018-19**). The four-day program for first-year teachers was held on July 24-27, 2018. Teachers participated in a variety of sessions, including a session on Culturally Responsive Pedagogy (**Appendix IV – 17, New Teacher and Administrator Induction Agenda**).

To support first- and second-year teachers throughout the year, the District provided mentoring teachers through its mentoring program, following the court-ordered formula that provides double the support for first-year teachers in racially concentrated or underperforming schools (**Appendix IV – 18, IV.K.1.n (1) Description of Mentor Program** and **Appendix IV – 19, IV.K.1.n (2) Mentor Assignments by Ethnicity**). In addition to mentoring support, the District is working 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. The District is currently working to revise its support plan for first- and second-year teachers.

8. Teacher and Principal Evaluations

There were no changes to the teacher or principal evaluations in SY2018-19.

9. Teacher Support Plans

The District continued implementing strategies to support underperforming or struggling teachers through both Targeted Support Plans and Plans for Improvement. The District placed nine teachers designated as “struggling” on Targeted Support Plans, including two Hispanic teachers. No teacher was placed on an improvement plan (**Appendix IV – 20, IV.K.1.o TSP (Teacher Support Plan)**).

10. Leadership Development

Recruiting and retaining quality teachers and administrators is not simply a function of marketing the District to those who work elsewhere. Rather, the USP anticipates an environment in which the District will assist diverse internal candidates in acquiring the skills and knowledge to obtain a leadership position within the District. To that end, the District’s Administrative Leaders Plan sets forth two approaches for the development of administrative leaders, with an emphasis on the development of a diverse group of leaders and an increase in African American and Hispanic administrators. The two approaches include the District Leadership Prep Academy (LPA) and the Master’s Cohort in Educational Leadership through the University of Arizona’s College of Education.

a. Leadership Prep Academy

In SY2018-19, the District continued to offer the LPA for staff who were interested in becoming administrators (**Appendix IV - 21, IV.K.1.p Leadership Prep Academy**). The District selected 25 candidates for the program in SY2019-20. Program participants consisted of seven teachers, six program coordinators, four MTSS facilitators, two curriculum service providers, two teacher mentors, one assistant director, and three deans.

Table 4.3: SY2018-19 LPA Cohort

LPA Participants	Male	Female	Totals
White/Anglo	3	10	13
African American	1	2	3
Hispanic	1	8	9
Asian/Pacific Islander	0	0	0
Native American	0	0	0
Total	5	20	25

b. District/University of Arizona Master's Cohort in Educational Leadership

The District continued its partnership with the University of Arizona (UA) to develop the Master's Cohort in Educational Leadership. Participants who complete the two-year advanced education program earn a Master of Educational Leadership. For the SY2018-19 cohort, potential candidates attended meetings to learn about the Masters Cohort V. The UA forwarded accepted applications to the District for review against a set of pre-determined criteria:

- current Tucson Unified employees in good standing;
- certified teachers;
- teachers with three years' tenure in the District by the end of the program; and
- teachers who signed a Commitment Agreement.

Approved applicants received a commitment letter and scholarships from both the UA and the District to cover a portion of university tuition (IGA Master of Educational Leadership).

Since SY2016-17, Cohorts II, III, and IV have completed the required coursework and internship and graduated from their two-year programs. Cohort V, which completed the first year of the program in SY2018-19, included two white candidates and two Hispanic candidates among the four prospective administrators.

Table 4.4: District/UA Master's Cohort V Participants

	Totals
White/Anglo	2
African American	0
Hispanic	2
Asian/Pacific Islander	0
Native American	0
Total	4

c. Recruitment

In SY2018-19, the District took several steps to increase its efforts to develop leadership. Along with the partnership with the UA, the District expanded the tuition assistance program to include enrollment in a master's program through Grand Canyon University and through Northern Arizona University. The District also identified the need to conduct more in-depth outreach through email and/or telephone contact to let potential candidates know about available opportunities. The District developed plans to seek out personal contact as much as possible and provide clinics and coaching sessions for potential candidates.

The District will utilize a more proactive approach in recruiting African Americans and Hispanics for leadership positions. After research on effective strategies used in other districts, Tucson Unified identified several strategies that it put in place for SY2019-20:

- HR will assemble and regularly update a list of minority teachers in the District who already hold administrator certificates but are not currently employed in administrative positions. This list will be used to target potential participants for the LPA.
- HR will use teacher evaluations and other sources to collect and create a list of qualified African American and Hispanic candidates who could be potential administrator's certificate candidates. HR will use the list to target potential participants for the master's programs in partnership with the UA, Northern Arizona University, and Grand Canyon University.
- A district-level person will have the responsibility of recruiting diverse administrators and will provide direct personal outreach,

mentoring, and coaching for minority employees who are potential candidates for the District's GYO program.

- African American and Hispanic administrators will encourage others through outreach, providing their own stories and paths.

11. Professional Learning Communities

During SY2018-19, the District utilized the *Professional Learning Communities Guide*, which is published on the District intranet and internet (**Appendix IV – 22, Professional Learning Communities Guide**). 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 guide their improvement.

The District also continued its partnership with Solution Tree, an educational professional development consultant. Solution Tree provided training to support the schools with a seven-period day, which allowed Professional Learning Community-Collaborative Teacher Teams to meet consistently. Principals and their Guiding Coalition, consisting of teachers and support personnel, received training in July 2018. The training covered a wide range of topics that support the PLC foundation, including Team Foundation, Collaboration at Work, The Big Ideas of a PLC, and Creating a Collaborative Culture (**Appendix IV – 23, Taking Action, Enhancing Learning for All**).

Solution Tree also continued to work directly with schools implementing a seven-period day in SY2018-19: Santa Rita, Palo Verde, Catalina, and Pueblo high schools; Roberts-Naylor, Safford, and Roskrige K-8 schools; and Secrist, Magee, Dodge, Mansfeld, Valencia, Utterback, and Pistor middle schools. In the fall, Solution Tree provided multiple two-day workshops to strengthen PLC guiding coalitions at the sites listed above. In spring 2019, Solution Tree conducted additional site visits and provided feedback to the site administrators (**Appendix IV – 24, PLC-Guiding Coalition Workshop Schedule**).

The District also began to plan individualized PLC support for SY2019-20 provided by the Departments of Assessment and Program Evaluation and Curriculum and Instruction Professional Development. Additionally, the District continued its partnership with Kim Gunn, an educational consultant who has worked with the District in the past, to build capacity around PLCs. Ms. Gunn

facilitated the PLC Collaborative Team Meaningful Work series throughout the fall for the Curriculum, Instruction, Professional Development and Assessment (CIPDA) Academies for curriculum service providers, MTSS facilitators, instructional data intervention specialists, and magnet coordinators.

Ms. Gunn also developed, in collaboration with the District's Professional Development Department, a six-video learning series on professional learning community Collaborative Teacher Teams. The video series provided the content for the PLC Collaborative Team Meaningful Work series, which included six district-wide Wednesday professional development sessions at every site (**Appendix IV – 25, Screenshot of PLC Learning Series on YouTube**).

12. Ongoing Professional Development

In SY2018-19, the District continued to provide professional development and support in the various areas required by the USP (**Appendix IV – 26, IV.K.1.q Master USP PD Chart**).

The District also developed three professional learning (PL) plans for SY2019-20 in a shift from “professional development” to “professional learning”: Culturally Relevant Curriculum and Instruction PL plan; Discipline/Inclusivity PL plan; and a Technology PL plan.

B. USP Reporting

- | | |
|-------------|---|
| IV(K)(1)(a) | <p>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;</p> <p>See Appendix IV – 27, 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 SY2018-19.</p> |
| IV(K)(1)(b) | <p>A copy of the Labor Market Analysis and any subsequent similar studies;</p> |

See Appendix IV – 28, IV.K.1.b Milliman – Arizona Compensation Survey 2018 to view compensation data study and analysis conducted for SY2018-19.

IV(K)(1)(c) A copy of the recruitment plan and any related materials;

No new changes were made to the recruitment plan for SY2018-19.

See Appendix IV – 2, IV.K.1.c Recruitment Activities, which contains a report of the recruitment activities for SY2018-19.

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 SY2018-19, *see Appendices IV – 29, IV.K.1.d.i (1) Teacher and USP Cert Positions Advertised SY2018-19 and IV – 30, IV.K.1.d.i (2) Admin Job Postings SY2018-19*.

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 SY2018-19, *see Appendices IV – 4, IV.K.1.d.ii (1) Interview Panel Report and IV – 5, 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 district-wide figures;

The data required for section (IV)(K)(1)(d)(iii) are contained in **Appendix IV – 31, IV.K.1.d.iii Certificated Staff and Administrators** for SY2018-19.

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 – 32, 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 SY2018-19.

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 SY2018-19, 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)(e) Copies of the District's interview instruments for each position type and scoring rubrics;

See Appendices IV – 6, IV.K.1.e (1) List of Interview Instruments, IV – 33, IV.K.1.e (2) Hiring Process Principals 1-14-19 and IV – 34, IV.K.1.e (3) Professional Standards for Educational Leaders to view the list of interview instruments used for ACS for SY2018-19.

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 – 7, IV.K.1.f Declined Job Offers to view the reasons for declined job offers for SY2018-19.

- 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 – 11, IV.K.1.g (2) Teacher Diversity Plan, IV – 35, IV.K.1.g (3) Assignment of Certificated Staff, IV – 9, IV.K.1.g (4) Site Administrative Teams SY2018-19, IV – 13, IV.K.1.g (5) Assignment of First Year Teachers, and IV – 12, IV.K.1.g (6) Assignment of First Year Principals.**
- 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 – 16, IV.K.1.h First-Year Teachers Plan SY2018-19.**
- 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 SY2018-19.
- 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) are contained in **Appendix IV – 15, IV.K.1.j SQS Staff Survey.** The report contains annual teacher “job satisfaction survey” by elementary/K-8, middle, high school level, and ethnicity for SY2018-19.
- IV(K)(1)(k) Descriptions of the findings of the biannual focus groups contemplated in section (IV)(F)(1)(c);

See Appendix IV – 3, IV.K.1.k Superintendent Focus Groups’ Findings to view summary of perspectives of District certificated staff in hard-to-fill positions and/or hired to fulfill a need specifically.

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

In SY2018-19, the 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 (IV)(H)(1);

The data required in section (IV)(K)(1)(m) are contained in

Appendices IV – 36, IV.K.1.m (1) Administrator Evaluation, IV – 37, IV.K.1.m (2) Danielson Teachers Rubric, and IV – 38, IV.K.1.m (3) Summary Student Survey (District Mean Score) for SY2018-19.

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 – 18, IV.K.1.n (1) Description of Mentor Program and IV – 19, IV.K.1.n (2) Mentor Assignments by Ethnicity to view the description of New Teacher Induction Program and participating teachers/mentors for SY2018-19.

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;

The data required by section (IV)(K)(1)(o) are contained in

Appendix IV – 20, IV.K.1.o TSP (Teacher Support Plan).

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

*See **Appendix IV – 21, IV.K.1.p Leadership Prep Academy** to view the description of the LPA for SY2018-19.*

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) are contained in **Appendix IV – 26, IV.K.1.q Master USP PD Chart** for SY2018-19. This report contains a table of all formal USP professional development opportunities offered during SY2018-19.

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 SY2018-19 included offering a range of ALEs and dual language programs; addressing the literacy needs of ELLs¹⁴; maintaining inclusive school environments; and enhancing student engagement and achievement through dropout prevention, culturally relevant courses, multicultural curriculum, Culturally Responsive Pedagogy (CRP), and other efforts.

The District also revised and expanded its ALE Policy Manual to include comprehensive information on its programs, services, and operational processes.

A. Advanced Learning Experiences

The District provides a wide variety of ALEs for students to ensure they have equal access to these courses and programs and to improve the academic achievement of all students, particularly African American and Hispanic students. ALEs include the GATE Program, Advanced Academic Courses (AACs), and University High School (UHS).

1. Gifted and Talented Education

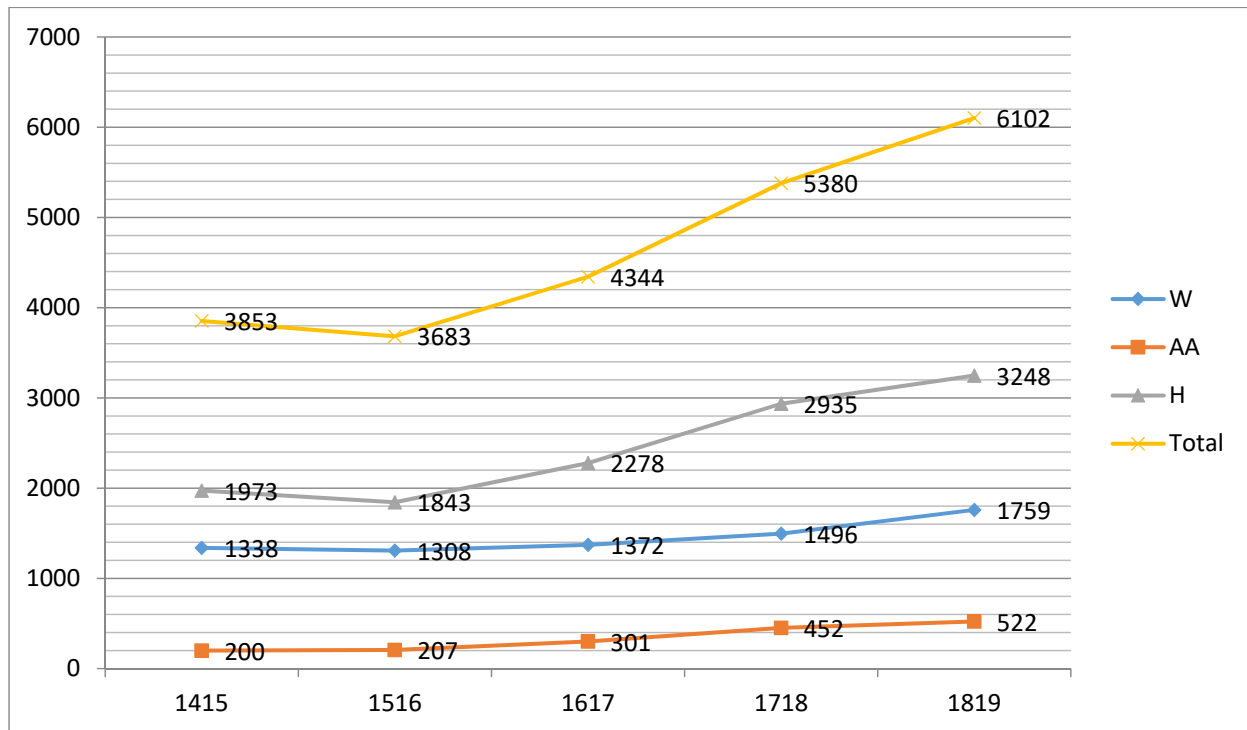
In SY2018-19, GATE continued to encompass seven separate services: self-contained, pullout, resource, cluster, K-1 enrichment and talent development (push-in) lessons, pre-GATE kindergarten, and open-access gifted and talented magnet and middle school programs. As a result, more students were able to 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 SY2018-19 increased to 6,102, a 13 percent increase from SY2017-18. This growth was primarily due to an increase in GATE cluster classrooms,

¹⁴ In SY2018-19, the ADE informed Tucson Unified of a change from using the term English language learner (ELL) to English learner (EL) to align with the term used by federal agencies. Beginning in SY2018-19, the District began the shift to using EL instead of ELL. In this annual report, the term ELL is still used; however, beginning in the 2019-20 annual report, the new term, EL, will be used.

participation in GATE classes at the middle grades (GATE resource), and the inclusion of pre-GATE kindergarten.

Graph 5.1: Total Number of Students Receiving GATE Services



An additional 313 Hispanic students and an additional 70 African American students received GATE services in SY2018-19 compared to SY2017-18. The number of African American and Hispanic students increased in both self-contained GATE and GATE resource classes (**Appendix V – 1, V.G.1.a ALE 40th Day ALE Enrollment**).

a. Expansion of GATE Programs and Services

The District expanded its programs and services in SY2018-19 as delineated below.

i. GATE Cluster Programs Expansion

As shown in Table 5.1 below, the District expanded the GATE cluster classroom model to three additional elementary schools (Howell, Sewell, and Steele), bringing the number of schools to fourteen in SY2018-19. These additional classrooms significantly increased the number of students receiving full-time gifted instruction from a gifted endorsed teacher or from a teacher

working to obtain a gifted endorsement. More than 1,950 students received GATE instruction in cluster classrooms, including 1,044 Hispanic and 213 African American students.

Table 5.1: Students in GATE Cluster Classrooms SY2018-19

School	W	AA	Hisp	NA	API	MR	Total
Blenman	37	26	73	5	2	7	150
Cavett	10	11	70	2	1	4	98
Drachman K-8	24	7	68	2	0	2	103
Dunham	53	11	39	0	3	7	113
Fruchthendler	170	19	70	1	11	12	283
Grijalva	9	3	100	6	1	1	120
Howell	50	36	80	10	3	16	195
Maldonado	10	5	79	11	1	3	109
Myers-Ganoung	22	19	58	2	2	2	105
Robins K-8	38	8	136	3	4	8	197
Rose K-8	2	0	92	1	0	1	96
Sewell	38	16	63	2	4	8	131
Steele	44	10	47	1	1	6	109
Wright	31	42	69	4	11	8	165
Total	538	213	1,044	50	44	85	1,974

ii. Pre-GATE Kindergarten Expansion

To provide alternative avenues for entry into self-contained GATE programs, the pre-GATE kindergarten program continued at four of the self-contained sites (Hollinger K-8, Wheeler Elementary, Roberts-Naylor K-8, and Kellond Elementary).

Students take a kindergarten screener in the fall to access this program and they take it again in the spring to measure cognitive and academic growth. During the fourth quarter, GATE staff meet with the pre-GATE teacher to review student portfolios and progress in the development of student's cognitive and academic skills as measured by the kindergarten screener. Upon successful completion of the school year, students are offered placement in 1st grade self-contained or pullout GATE.

Sixty students, including nine African American students and 32 Hispanic students, participated in pre-GATE kindergarten. All students were offered placement in a 1st grade self-contained GATE program for SY2019-20.

iii. Wheeler and Roberts-Naylor Self-Contained Expansion

Both Roberts-Naylor and Wheeler extended their GATE self-contained programs to include 4th grade. Self-contained enrollment at Wheeler grew to 86 students, while enrollment at Roberts-Naylor increased to 57 students in SY2018-19 (**Appendix V – 2, V.G.1.b (2) Appendix F - GATE SY2018-19**).

iv. Grades K-1 Talent Development/Enrichment

In SY2018-19, the GATE department provided whole-class enrichment GATE services for grades K-1 at all elementary and K-8 schools. GATE teachers provided weekly 45-minute critical thinking and reasoning lessons using a nationally recommended gifted enrichment Primary Education Thinking Skills (PETS) program. The program includes a screening rubric that can be used to assess students' critical-thinking and problem-solving skills and identify them for gifted programs.

b. Open-Access GATE Magnet and Middle School Programs

i. Tully Elementary Open-Access GATE

The District continued to provide open-access GATE services to all K-5 students at Tully Elementary Magnet School. As a GATE school, Tully uses gifted instruction and pedagogy in all classrooms. It has an open feeder pattern, which means that students can attend the school from any neighborhood in the District as long as there is space. Students do not need to qualify to attend the school and can be registered through open enrollment if they live outside the attendance boundary.

ii. Roberts-Naylor GATE Middle School Open-Access Expansion

In SY2018-19, Roberts-Naylor expanded its open-access program to add 7th and 8th grade GATE classes, serving 240 students in SY2018-19 (**Appendix V – 2, V.G.1.b (2) Appendix F - GATE SY2018-19**).

iii. Resource GATE classes

The District continued to offer GATE classes for grades 6-8 at all middle and K-8 schools. These enrichment or core-content classes offer differing content based on the individual school site model.

c. **Participation in Traditional GATE Services**

Although enrollment in pullout services declined in SY2018-19, the number of students in self-contained GATE and GATE resource classes increased. More significantly, the number of African American students in self-contained GATE rose from 73 students in SY2017-18 to 86 students in SY2018-19, and Hispanic enrollment increased from 525 in SY2017-18 to 585 (**Appendix V- 1, V.G.1.a ALE 40th Day ALE Enrollment**).

d. **GATE Supplemental Goals**

African American enrollment in the self-contained program increased at both the elementary and middle school levels, and there was a significant increase in the number of self-contained GATE Hispanic students at the elementary level. The number of African American students taking GATE resource classes also rose, from 86 to 118 students, due to enrollment increases at middle schools. The number of Hispanic students taking GATE resource classes climbed to 807 students, a 29 percent increase from SY2017-18. The 15% goal was exceeded for both African American and Hispanic students in middle school GATE resource classes (**Appendix V- 3, V.G.1.c. ALE Supplementary Goals Summary**).

e. **GATE Dual Language Programs**

In SY2018-19 the District continued the transition of the GATE dual language program from Pistor Middle School to Hollinger K-8, adding 7th grade dual language GATE. In SY2019-20, Hollinger will be a full K-8 GATE dual language school.

f. **ELL Students in GATE Programs**

ELL participation in GATE resource classes increased significantly in SY2018-19, primarily due to the expansion of GATE resource classes at Hollinger K-8 and Roberts-Naylor.

Table 5.2: ELL Participation in GATE Programs

Gate	Year	White	W%	Af.	AA%	Hisp.	H%	Nat.	NA%	Asian	A%	Multi-	MR%	Total
Program				Am.				Am.				Racial		
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
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
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	1819	0	0%	14	16%	28	68%	0	0%	5	16%	0	0%	47

In SY2018-19, the GATE department developed a new initiative that focused on encouraging English language development (ELD) teachers to receive their GATE endorsement. The first cohort of two cluster sites (approximately ten teachers) will receive training in GATE practice and pedagogy with the purpose of providing whole-class gifted instruction in their ELD class for SY2019-20.

g. Self-Contained Program Placement in SY2018-19

Seventy-five percent of students who qualified for self-contained GATE services enrolled in some type of GATE service (**Appendix V – 4, Self-Contained Students and Placement Status**).

h. GATE Recruitment and Outreach Activities

In SY2018-19, the District continued to hold numerous recruitment and outreach activities to increase the number of African American and Hispanic students who accepted placement in self-contained GATE, including ELL students (**Appendix V – 5, 2018-19 GATE Outreach Events Calendar**). Outreach to parents included:

- attending each of the 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 all African American and Hispanic outreach events and answering questions regarding GATE programs and testing.
- presenting at all FRCs to share information with families about GATE programs and testing.
- making personal telephone calls to African American and Hispanic families who did not respond to placement letters at sites where enrollment was low.

For ELL recruitment and outreach in SY2018-19, the District continued a number of strategies to reach out to Spanish-speaking families and assist with testing and placement information. This 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 the testing invitation sent to all K-6 families.

i. GATE Testing in SY2018-19

More than 10,100 students were tested for GATE self-contained or pullout services in SY2018-19 (**Appendix V – 6, GATE Testing and Qualified Students 2018-19**). The District continued its practice of testing all students in 1st and 5th grades. Despite a decrease in the overall number of students who qualified for self-contained GATE, the number of African American students who qualified increased to 45 students.

i. Additional Assessments

GATE staff continued to research alternative testing protocols for identifying underrepresented students. For example, staff utilized the Pre-GATE Kinder Screener, a shortened version of the CogAT, which increases validity for younger students by focusing on one qualitative, quantitative, and non-verbal subset test as opposed to three. The kindergarten screener also assesses students using a basic academic portion and a parent assessment of the Kingore Observation Inventory (KOI), which is an approved screening measure through the ADE. These have been used successfully as an alternate measure for testing and eligibility. GATE staff also used the total NCE cut score of 258 for identifying students for SY2018-19.

j. Professional Development

The GATE department expanded a train-the-trainer professional development model to GATE cluster sites and Roberts-Naylor's open-access middle school program (**Appendix V – 7, Train-the-Trainer Professional Development**). This model provides an opportunity for teachers to attend professional development presented by a GATE-endorsed teacher trainer on site. The GATE department also offered district-wide, year-round professional development to all current GATE teachers. Provided there is space, this professional development is open to teachers interested in pursuing their endorsement (**Appendix V – 8, GATE Prof Dev SY2018-19**).

k. Teacher Recruitment

During SY2018-19, 71 GATE teachers with their permanent gifted endorsement who were teaching in a GATE classroom received a stipend. An additional ten GATE self-contained teachers earned their permanent endorsement at the end of SY2018-19, thus increasing the total number of gifted teachers for SY2019-20. An additional fifteen GATE cluster teachers earned their provisional gifted endorsement and eight teachers at Tully's GATE open-access magnet school earned either their provisional or permanent gifted endorsement at the end of SY2018-19. A total of 206 certificated staff members have gifted endorsements (**Appendix V – 9, V.G.1.j Certificated Staff with ALE Credentials**).

With the expansion of GATE services in SY2018-19, the District continued to recruit new teachers who had gifted endorsements or were willing to pursue a

gifted endorsement to fill positions in self-contained and cluster programs (**Appendix V – 5, 2018-19 GATE Outreach Events Calendar**). Recruitment of new teachers also included collaborating with the UA by sharing information with the UA's teacher education program about GATE services and inviting interested student teachers to student teach in a GATE self-contained classroom.

I. Department Collaboration

The GATE department continued to work with other District departments, including the AASSD, MASSD, Magnet Programs, Communications and Media Relations, SCS, Language Acquisition (LAD), the Infant and Early Learning Centers, and the FACE team to support its outreach and recruitment efforts and its student support services. It 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 Pima County Superintendent's Office. The District's 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, including pre-AP (Honors/Advanced math), middle school courses offered for high school credit, Advanced Placement (AP), dual credit, and International Baccalaureate (IB).

a. ALE Supplemental Goals

The District continued to monitor AACs to ensure that all students have equitable access to ALEs. In SY2018-19, the District measured participation against the 15% Rule.¹⁵

The District met and exceeded the 15% Rule in fifteen of 28 goals (**Appendix V – 3, V.G.1.c ALE Supplementary Goals Summary**). Some examples of positive progress made by the District include meeting or exceeding the 15 percent goal for six of the ten pre-AP Honors/Advanced goals, and the 160 percent increase in enrollment of high school African American students in dual credit

¹⁵ Based on the work of Dr. Donna Ford and accepted by the Court [ECF 1771].

classes in SY2018-19 compared to SY2017-18 (**Appendix V – 1, V.G.1.a ALE 40th Day ALE Enrollment**).

b. Advanced Placement

i. AP Participation and Supplementary Goals

High school credit AP classes provide students with rigorous academic coursework and the potential for college credit. More than 3,200 students enrolled in AP courses in SY2018-19. *Id.*

ii. 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 continued to offer one AP mentor at each high school for non-academic support. To provide additional support, the ALE department continued to collaborate with the AASSD and MASSD and trained site counselors to work with students.

As in previous years, the District provided four hours of AP exam preparation for students. During the second semester, each AP teacher provided a test prep session for their students to ensure they were ready for the year-end AP test for their course.

iii. Advanced Placement Summer Boot Camp

The District continued to provide the AP Summer Boot Camp for students new to AP courses at five sites. Of the students who participated in summer 2019, 5 percent were African American, and 63 percent were Hispanic.

Table 5.3: 2019 AP Summer Boot Camp Attendance

Ethnicity	Number	Percentage
White	25	24%
African American	5	5%
Hispanic	66	63%
Native American	0	0%
Asian	7	7%
Multi-Racial	1	1%
Total Students	104	100%

iv. AP Tests, Scores, and Test Scholarships

District students took more than 4,000 AP exams in spring 2019. The District offered scholarships for 1,520 exams using waivers. This included 80 percent of all tests taken by African American students and 59 percent taken by Hispanic students.

More than 2,000 students took an AP exam, including 87 African American and 860 Hispanic students in spring 2019 (**Appendix V – 10, AP Tests and Exam Scores**).

v. Pre-AP Advanced and Pre-AP Honors Courses

Pre-AP Advanced courses refer to accelerated math courses offered to middle school students at K-8 and middle schools. In SY2018-19, more than 1,350 6th-8th grade students enrolled in these courses — a 26 percent increase from SY2017-18. This increase is largely attributable to the increase in Hispanic students taking these courses (**Appendix V – 1, V.G.1.a ALE 40th Day ALE Enrollment**). The District met or exceeded the 15 percent goal for Hispanic students at K-8 and middle schools (**Appendix V – 3, V.G.1.c ALE Supplementary Goals Summary**).

The District offers pre-AP Honors classes in core subjects such as science, social studies, and English language arts (ELA) for grades 6-12. More than 5,400 students enrolled in pre-AP Honors courses in SY2018-19 (**Appendix V – 1, V.G.1.a ALE 40th Day ALE Enrollment**). The District met the 15% Rule for African American students in grades 6-8 at middle schools. The District also met the 15% Rule for Hispanic enrollment in pre-AP Honors classes at all school types, including grades 6-8 at K-8 and middle schools and grades 9-12 at high schools (**Appendix V – 3, 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 classes at high schools. More than 500 students enrolled in these courses, including 52 African American high school students, exceeding the 15 percent goal of 7.8 percent participation. The District also exceeded the 15 percent goal for Hispanic students (**Appendix V – 1, V.G.1.a ALE 40th Day ALE Enrollment** and **Appendix V – 3, V.G.1.c ALE Supplementary Goals Summary**).

d. International Baccalaureate Participation and Supplementary Goals

The International Baccalaureate program at Cholla High School offers open-access IB-Prep courses for 9th and 10th graders to prepare students for the IB Certificate/Diploma Program, which is available to students in the 11th and 12th grades. In SY2018-19, 748 students enrolled in IB classes at Cholla, representing 40 percent of the total student enrollment (**Appendix V – 1, V.G.1.a ALE 40th Day ALE Enrollment**). The substantial increase in enrollment in IB classes is attributed to extensive recruitment of current Cholla students and incoming 8th graders.

The District exceeded the 15% Rule for Hispanic students in IB (**Appendix V – 3, V.G.1.c ALE Supplementary Goals Summary**).

Table 5.4: IB Diploma and Certificate Students by Ethnicity (Cholla administrative data)

	Class of 2017		Class of 2018		Class of 2019	
Ethnicity	Diploma (21)	Certificate (63)	Diploma (18)	Certificate (107)	Diploma (18)	Certificate (86)
Native American	2 (9%)	4 (6%)	2 (11%)	2 (2%)	-	2 (2%)
Asian American	2 (9%)	5(8%)	-	2 (2%)	-	-
African American	2 (9%)	-	4 (22%)	9 (8%)	2 (11%)	2 (2%)
Hispanic	13 (62%)	54 (86%)	10 (56%)	90 (84%)	11 (61%)	76 (88%)
Multi-racial			-	-	(0%)	1 (1%)
White	2 (9%)		2 (11%)	4 (4%)	5 (27%)	5 (5%)

The program utilizes early student interventions, including teacher tutoring and mentoring, to support students and increase student retention.

e. Middle School Courses for High School Credit

The District continued to expand the number of high school credit courses at K-8 and middle schools. High school credit course enrollment for students in grades 6-8 increased to more than 1,500 students (**Appendix V – 1, V.G.1.a ALE 40th Day ALE Enrollment**). The District met the 15% Rule for Hispanic students

at both K-8 and middle schools (**Appendix V – 3, V.G.1.c ALE Supplementary Goals Summary**).

All middle schools offer high school credit courses at their home school with the appropriately qualified teacher. However, when there are not enough students to fill a class or a qualified teacher is not available, a K-8 school may bus its students to a nearby high school to provide the class or offer the course through AGAVE. (See Section V.D.3 for more information on AGAVE). In SY2018-19, two K-8 schools offered Algebra 1, a middle school for high school credit course, to their middle school students through AGAVE¹⁶. All these students passed the course, compared to a 99 percent pass rate for students at their K-8 home school.

3. Additional ALE Support

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

a. English Language Learners Enrollment and Services

The District strives to increase enrollment of ELL students in ALEs and has succeeded in several ALE programs. However, doing so presents unique challenges, including the limitation on student scheduling based on ALE course requirements for ELL students. This requirement means students are at times unable to participate in many ALE programs.

Another limiting factor is that students classified as ELL lose that designation once they achieve English proficiency. Accordingly, an ELL student who became proficient in English could have advanced to ALE participation, but this progression would not be tracked because the former ELL student no longer carries the ELL designation.

Despite these challenges, the number of ELL students participating in pre-AP Advanced and Honors courses increased from 57 students in SY2017-18 to 103 students in SY2018-19. Middle school ELL student participation also increased

¹⁶ Hollinger and Miles K-8 schools.

from 45 to 86 students in high school credit courses (**Appendix V – 1, V.G.1.a. ALE 40th Day ALE Enrollment**).

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, first-generation potential college students and minority families.

AVID sites in the District increased from twelve to thirteen in SY2018-19, and these schools offered the AVID Elective model and/or the AVID school-wide model.¹⁷ Wright Elementary implemented a school-wide AVID Elementary model at grades K-5. Under this model, all teachers embed AVID strategies in their teaching practices in all subject areas.

Table 5.5 below shows the expansion of the AVID program over the past four years, growing from 714 students in SY2014-15 to 2,405 in SY2018-19. African American student participation increased by 99 percent between SY2017-18 and SY2018-19, and Hispanic student participation increased by 45 percent.

Table 5.5: 100th-Day Multi-Year Comparison of AVID Enrollment by Ethnicity/Race

	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	1,096
16-17	150	11.4	119	9.0	942	71.4	48	3.6	32	2.4	29	2.2	1,320
17-18	178	12.1	176	11.9	985	66.8	53	3.6	36	2.4	47	3.2	1,475
18-19	377	15.7	350	14.6	1,430	59.5	91	3.8	78	3.2	79	3.3	2,405

¹⁷ AVID Elective model: Doolen, Magee, Pistor, Secrist, and Valencia middle schools; Palo Verde, Pueblo, and Tucson high schools. AVID Elective and school-wide model: Booth-Fickett K-8 and Utterback Middle schools and Catalina and Cholla high schools. School-wide only AVID: Wright Elementary School.

c. Professional Development

The District provided various opportunities for ALE-specific professional development in SY2018-19, including information on both instructional strategies and tools for recruitment into ALE programs as well as collaboration with the College Board to provide each school with the PSAT/AP Potential Report.

The District hosted a four-day Advanced Placement Desert Summer Institute at Tucson High Magnet School and paid the registration fee for 160 teachers to attend the Tucson institute and the Phoenix institute in June and July 2019. These institutes included 30 hours of 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 (**Appendix V – 11, AP Desert Summer Institute Report July 2019**).

The District also provided AVID training for 216 teachers, counselors, and administrators in the following formats: AVID Summer Institute, AVID District Path Trainings, AVID Building Capacity Workshop, and AVID Professional Learning Modules (APLM) workshops. These 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 held ten meetings throughout SY2018-19 for AVID coordinators (**Appendix V – 12, AVID Coord Mtg Agendas SY2018-19**). To support new AVID sites, the District provided AVID “Tutorology” training for 29 new tutors and participants, and then put these strategies into weekly practice at all AVID sites.

4. University High School

UHS continued to provide additional qualifying options to prospective students, expand its recruitment efforts, and offer academic supports throughout SY2018-19.

a. UHS Admissions SY2018-19

The District made no formal changes to the UHS admissions policy in SY2018-19 but did implement various strategies to increase the number of African American and Hispanic students who met the test qualification:

- In the first of two pilots, UHS renormed the scoring rubric, resulting in an additional 39 Hispanic and four African American students meeting the CogAT criteria of a 7 stanine.

Table 5.6: Impact of Revised Norming Procedure on Students Meeting the CogAT Test Criteria of a 7 Stanine

	White		African American		Hispanic		Native American		Asian/Pacific Islander		Multi-racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Traditional norming	242	50%	27	6%	153	32%	8	2%	26	5%	27	6%	483
Revised norming	264	48%	31	6%	192	35%	8	1%	28	5%	27	5%	550
Increase	22		4		39		0		2		0		67

- In the second pilot, UHS invited 7th grade students who scored a 6 stanine and had at least a GPA of 2.5 in spring semester core classes to retake the CogAT in 8th grade. Thirty-five students, including two African American and sixteen Hispanic students, retook the test. Of those students, one African American and 12 Hispanic students met the test criteria of a 7.

In addition to these two pilots, UHS implemented test prep sessions for the first time. UHS offered three test prep sessions in fall 2018 and two in spring 2019 to help familiarize students with the CogAT testing structure and types of questions. Approximately 350 students attended these sessions.

Overall, 490 students, including 26 African American students and 160 Hispanic students, qualified for the 2019-20 UHS freshman class by meeting the

50+ admission points (**Appendix V-13, V.G.1.g UHS Admissions 2019-20 Freshman Class**).

In SY2018-19, the College Board replaced the ACT Engage with a similar non-cognitive assessment: the ACT Tessera. Designed to measure student's social-emotional learning skills, the ACT Tessera assesses five important factors: Grit, Teamwork, Resilience, Curiosity, and Leadership. UHS utilized this assessment as a multiple measure for SY2019-20 admissions. The school offered students who did not meet the 50-point admissions requirement an opportunity to take the Tessera. Of the 57 students who took the assessment, 40 met the qualifying criteria, including all five African American students and 27 Hispanic students.

b. Recruitment and Outreach: 2017-18 and 2018-19 Freshman Class

In SY2018-19, UHS continued to conduct recruitment and outreach activities to prospective and incoming students to attract more African American and Hispanic students to qualify and accept placement at UHS.

During fall 2018 and spring 2019, the UHS Admissions Office shared information with 6th and 7th grade students to introduce them to the opportunities available at the school and familiarize them with the admissions criteria earlier so they could better plan middle school course selections for 7th and 8th grades. In addition, UHS held two evening presentations for families of 7th grade students in spring 2019. All families of 7th graders received a ParentLink email and phone call with information about the events. Other outreach activities included visits to every school, home visits, campus tours, and personal phone calls by the recruitment and retention coordinator (RRC) and UHS staff.

UHS also made extensive recruitment and outreach efforts to encourage admitted students to accept placement. In addition to planned events, the RRC, UHS counseling staff, and a group of Hispanic and African American parents made personal phone calls to every Hispanic and African American student who qualified for admission to offer congratulations and support, answer questions, and ask to arrange a social gathering and/or a home visit.

- i. Major Recruitment and Outreach Events
 - a) Step Up Day: UHS invited all 8th graders who met the CogAT criteria to spend a day on campus to participate in leadership activities; learn about UHS academic classes, clubs, extracurricular activities, and athletics; and make new friends. The staff matched prospective students with current UHS students to serve as mentors and did a UHS-themed scavenger hunt around campus to visit classes, see exciting parts of campus, and interact with students and teachers. More than 600 students from both District and non-District schools attended (**Appendix V – 14, UHS Step-Up Day Invitation**).
 - b) Third Annual Multicultural Scholars Dinner:¹⁸ The District again invited all Tucson Unified 6th, 7th, and 8th grade African American students who had a minimum of a 2.5 GPA to attend the Multicultural Scholars Dinner with their families. Each table had breakout discussions and activities that brought African American parents and students together with current UHS African American families (**Appendix V – 15, UHS Multicultural Scholars Dinner Invitation**).
 - c) Freshman Celebration: More than 1,200 parents and students who qualified for UHS admission learned about course selection, clubs, athletics, and activities at the Freshman Celebration (**Appendix V– 16, UHS Freshman Gala Invitation**).
 - d) Penguin Parent to Parent: Through the Penguin Parent to Parent program, the UHS Parent Association trained new UHS parents on the UHS admissions policy, the curriculum, course requirements, and other important topics and sparked supportive and engaging conversations with new African American and Hispanic families. The UHS Parent Association also was involved in meetings to share important information with incoming families about the school and provide

¹⁸ In SY16-17, this event was called the African American Scholars Dinner.

mentoring (**Appendix V – 17, Parent Association BOOST Presentation**). In addition, UHS holds a quarterly parent meeting for parents of freshmen, sophomores, juniors, and seniors. These meetings give parents the opportunity to offer support, share information about resources and school events, and discuss other pertinent topics.

- e) Welcome Wagon Events: During summer 2019, UHS families hosted 31 back-to-school parties to welcome new students who lived within their zip codes. Families provided food, shared stories, promoted the school, and created opportunities for carpools and parent support.
- f) BLAST 2019: This program focusing on African American and Hispanic student recruitment brought 290 middle grade students to the UHS campus during the first two weeks of June. The goal of BLAST 2019 was to provide an intensive academic enrichment camp for African American and Hispanic students who just completed 6th or 7th grade. The camp provided admissions, coursework, and other information about UHS and incorporated fun, hands-on learning opportunities that included leadership, socio-emotional learning, extracurricular activities, and free breakfast and lunch. An expansion of the Penguin-to-Penguin program, which has focused on freshmen mentoring, will continue in SY2019-20 to mentor these students as they complete their 7th and 8th grade years (**Appendix V – 18, UHS BLAST 2019**).
- g) Fall Counselor Breakfast: At this event during Step Up Day, UHS Hispanic and African American students who attended District middle schools spoke and answered questions to help middle school counselors better understand and articulate the positive experiences available at UHS. The RRC and UHS administration continued efforts to meet with every middle school counselor during SY2018-19.

c. Support and Retention Efforts

UHS again offered Bounce, a math and science summer support program, for UHS students entering their sophomore year. UHS based invitations on students' performance in their freshman math and biology classes. Teachers provided 60 students with essential information to prepare them for taking AP or Honors Chemistry in the fall of their sophomore year.

Tutoring services continued in SY2018-19, with additional math and science teacher tutors and writing support for seniors applying to college. After-school volunteer tutors included African American and Hispanic UHS alumni.

Teachers of Math Center, Science Center, and Writing Center courses continued to provide targeted support for struggling students in math, science, and English. These courses provided assistance for students with specific skill gaps in reading, writing, science, and math that prevented them from successfully completing core academic classes. Forty-eight students took one of these classes.

The Penguin-to-Penguin student mentor program continued to grow to help acclimate the incoming freshman class. Junior and senior student volunteers each assisted one or two freshmen. Boost, a freshman orientation and induction program, continued its mission to address and implement more targeted interventions for incoming freshmen and eliminate academic skill gaps. As shown in Table 5.7 below, the percentage of African American students participating in Boost more than doubled between 2018 and 2019.

Table 5.7: Four-Year Boost Participation Data

Ethnicity/Race	Summer 2016	Summer 2017	Summer 2018	Summer 2019
White	91 (38%)	163 (49%)	117 (47%)	189 (49%)
African American	3 (1%)	2 (1%)	9 (3%)	23 (6%)
Hispanic	103 (44%)	107 (32%)	81 (32%)	122 (32%)
Native American	0 (0%)	0 (0%)	3 (1%)	2 (1%)
Asian/Pacific Islander	15 (6%)	37 (11%)	24 (9%)	32 (8%)
Multi-racial	19 (8%)	22 (6%)	14 (12%)	19 (5%)

d. Counselor and Teacher Recruitment and Support

UHS identified 336 first-generation Hispanic and African American students enrolled in the school in August and September 2018 and matched them with a teacher on campus. Teacher mentors met three times a week with these students

either between classes, during conference periods, or before/after school. Teachers also were included as part of MTSS conversations to ensure that at least one adult on campus always monitored students' needs.

Table 5.8: Hispanic and African American 1st Generation College-Bound Students with Mentors (UHS administrative data)

Ethnicity/Race	2015-16	2016-17	2017-18	2018-19
African American	5	7	13	17
Hispanic	205	223	246	319

e. Attrition

UHS continued to provide academic and social interventions designed to lower attrition, including placement testing for ELA, revision of the health curriculum to better address UHS student needs, mandatory Penguin mentors for freshman students, and more frequent grade level assemblies, entitled Future Focused Meetings. These assemblies feature guest speakers from the school and from the local and national communities who talk about stress, time management, goal setting, and other essential topics. For SY2019-20, the UHS administration will offer a book club for Hispanic and African American students to provide additional mentoring through texts that support academic and socio-emotional growth. Table 5.9 below shows the number of Hispanic students who left UHS fell from 25 to nineteen. This decline represents a decrease from a Hispanic attrition rate of 6.4 percent for SY2018-19 to 5 percent for SY2019-20¹⁹.

¹⁹ 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.

Table 5.9: UHS Attrition – Four-Year Comparison

Attrition	2015-16		2016-17		2017-18		2018-2019	
White	16	37%	22	47%	21	40%	41	59%
African American	1	2%	1	2%	2	4%	2	3%
Hispanic	20	47%	18	38%	25	47%	19	28%
Native American	0	0%	0	0%	0	0%	0	0%
Asian/Pacific Islander	4	9%	2	4%	1	2%	1	1%
Multi-racial	2	5%	4	9%	4	8%	6	9%
Total	43		47		53		69	
First Day Enrollment	1,064		1,113		1,131		1,169	
Attrition rate		4%		4%		5%		6%

f. Post-Secondary Education

A goal of UHS continues to be 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 11 years, UHS has had a 100 percent 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 2019 earned more than \$39.6 million in scholarships and grants. Hispanic and African American students earned substantial scholarships, including the Questbridge Match Scholarship.²⁰

B. Dual Language

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

²⁰ College Match Scholarship recipients are granted admission to one of Questbridge's partner colleges with a full, four-year scholarship worth more than \$200,000 each.

1. OELAS²¹

In SY2018-19, District representatives from the LAD presented to the Education Committee of both the Arizona House of Representatives and Senate, promoting HB 2184 and SB 1014, which would allow flexibility for students to enter an alternative language program by lowering the ELD block from four hours to two hours.²² The proposed legislation was passed and signed by the governor in February 2019 (**Appendix V – 19, Statement to Education Committee SY2018-19**).

The District adhered to the guidance and approval by OELAS to qualify ELLs for its TWDL program. In SY2018-19, ADE allowed the District to begin administering an alternate oral English assessment — the Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM) — for students to demonstrate “good English” in order to qualify for program. This alternate assessment required prior approval by the state and was allowed to be administered to students in kindergarten through 3rd grade for SY2018-19 only. Subsequent years will require prior approval but will only be approved for kindergarten.

In SY2018-19, the LAD continued to implement the state’s OELAS SEI refined model and train teachers and administrators to implement it, including sessions at the four-day summer Language Learning Symposium for K-12 ELD and DL teachers (**Appendix V – 20, Language Learning Symposium 2019 Schedule**).

The LAD conducted school walk-throughs to ensure fidelity to the model (**Appendix V – 21, ALP Monitoring Walkthrough Instrument**).

2. Build and Expand Dual Language Programs

The District continued to build and expand its DL programs in a variety of ways, providing more students across the District with the opportunity to participate. Additionally, the District detailed its multi-year plan for expanding its

²¹ Office of English Language Acquisition Services.

²² Prior to the adoption of the USP, Arizona set forth a requirement that all ELLs must participate in a four-hour block of English language instruction. The District uses SEI, which includes four hours of daily ELD to meet this requirement.

DL program in its August 30, 2019, Plan for Expansion of Dual Language Program [ECF 2258-1].

a. Access for English Language Learners

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

b. Language Academy

In spring 2019, the LAD began plans to conduct Language Academies in June at seven of the DL schools for ELL students in kindergarten through 3rd grades to prepare them for eligibility to participate in the District's TWDL program in SY2019-20 (**Appendix V – 22, 2019 DL Academy**). The focus of instruction is to develop students' oral English skills so that they pass with levels of intermediate or proficient on the Arizona English Language Learner Assessment (AZELLA).

c. Monitoring Student Enrollment

More than 2,400 students participated in DL programs in SY2018-19 (**Appendix V – 1, V.G.1.a ALE 40th day ALE Enrollment**).

Table 5.10: 40th-Day Dual Language Enrollment by School Year

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Dual Language Schools					
Davis	345	334	312	295	314
Roskrue	675	717	675	654	614
Hollinger	314	260	315	321	349
Dual Language Classrooms					
Bloom			20	42	74
Grijalva	145	106	100	99	93
McCorkle	67	97	119	159	162
Mission View	90	79	75	97	100
Van Buskirk	125	116	92	107	96
White	147	122	147	140	129
Pistor	167	165	179	94	117
Pueblo	88	110	110	124	398
Total	2,163	2,106	2,144	2,132	2,446

i. Program Expansion

In SY2018-19, the District expanded its two TWDL strands from kindergarten and 1st grade to 2nd grade at Bloom Elementary School, and McCorkle K-8 started a second strand at kindergarten. McCorkle also expanded to 6th grade, and Hollinger K-8 expanded to 7th grade. There are now five DL programs with two DL elementary strands (Bloom, Davis Elementary, Hollinger, McCorkle, and Roskrige K-8).

Despite the transition of the GATE dual language program at Pistor (see Section V.A.1.e), the school was able to attract more students to their dual language classes. The growth of the program was due in large part to the District's recruitment efforts of new dual language teachers, which reinvigorated interest.

Pueblo High School underwent an alignment of designations to match the District's dual language program; all advanced Spanish classes are now designated to match the pathway to biliteracy at the high school level and, as a result, more students are enrolled.

ii. Supplemental ALE Goals for Dual Language

The District exceeded the supplemental goals for Hispanic students at all grade levels (**Appendix V – 3, V.G.1.c ALE Supplementary Goals Summary**).

d. ELL Reclassification in Dual Language Programs

In SY2018-19, the District continued to monitor the reclassification rate for ELL students enrolled in the dual language programs and to assess Spanish proficiency.

Table 5.11: Dual Language ELL 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%

e. Dual Language Spanish and English Assessments

The District continued to use Logramos as a measure of Spanish proficiency in SY2018-19 to measure the domains of reading and writing in 2nd-8th grades. In addition, TWDL programs assessed the domains of listening and speaking in Spanish using FLOSEM. TWDL teachers in K-5th grades continued to administer the Developmental Reading Assessment and Evaluación de desarrollo de la lectura to measure reading comprehension and fluency in English and Spanish for students in the TWDL program.

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 SY2018-19.

i. Summer Professional Development

The District provided high-quality, research-based professional development in dual language methodologies. The LAD again held the Language Learning Symposium, inviting teachers and administrators of dual language and ELD school sites to learn and share best teaching practices as they relate to language learners. The symposium program also included sessions that discussed the anticipated changes resulting from the passage of SB 1014 to include flexibility to the SEI model (**Appendix V – 20, Language Learning Symposium 2019 Schedule**).

ii. 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 and for dual language administrators.

g. Site Implementation

In SY2018-19, dual language itinerant teachers provided teachers with on-site and in-class support at each of the eleven TWDL sites as they moved toward the goal of fully implementing the TWDL program (**Appendix V – 23, DL Itinerant Teacher Assignments SY18-19**).

In addition, the LAD continued to conduct learning walk-throughs for all dual language sites (**Appendix V – 21, ALP Monitoring Walkthrough Instrument**).

h. Developing/Recruiting Bilingually Endorsed Teachers

The District focused efforts on recruiting new bilingual teachers and encouraging current certified staff to obtain their bilingual endorsements.

i. Outreach: University of Arizona Bilingual Cohort

In SY2018-19, 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 (**Appendix V – 24, Bilingual Cohort PPT**). As a result, the District placed five UA bilingual cohort teachers in TWDL classrooms for SY2019-20.

ii. Teacher Recruitment

In February 2019, the LAD held a TWDL information mixer, inviting graduates from the UA College of Education, candidates enrolled in the District's Make the Move program, and current District staff with bilingual endorsements who expressed interest in a dual language teaching position. In collaboration with the Human Resources Department, the LAD also held three informational meetings about the Make the Move program for District certified teachers who did not have bilingual endorsements (**Appendix V – 25, TWDL Make the Move Pamphlet SY19-20**). From these activities, the District identified and recommended six teachers for the Make the Move program.

The LAD, in collaboration with representatives from the UA College of Education Graduate Program, held two informational meetings to inform Make the Move participants about enrolling as a Tucson Unified dual language cohort in graduate studies to earn a bilingual endorsement (**Appendix V – 26, MTM Bilingual UA Cohort Endorsement Opportunity Notice**).

The District also set aside funds from the LAD's GYO program allocation to reimburse the full cost of the Spanish Proficiency Exam for teachers, including Make the Move participants. One teacher applied for the funds in SY2018-19, took the exam, and received reimbursement.

i. Dual Language Parent Outreach and Supports

For SY2018-19, 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, and local television (**Appendix V – 27, TUSD Parent Dual Language Resource Website**).

In addition, the LAD provided updated information to administrators to present the TWDL program to parents at the Kinder Round-Up meetings held at nine of the dual language sites. The LAD also presented TWDL program information to parents at the District's Catalina Family Resource Center parent workshops.

To communicate with parents on a larger scale, the LAD sent TWDL program informational mailers in both English and Spanish to District pre-K, kindergarten, and 1st grade families in December 2018 (**Appendix V – 28, DL Mailer**).

The LAD also collaborated with the FACE team and presented parent information meetings in the fall and spring at the FRCs.

j. Dual Language Consultant

In SY2018-19, the District continued to work with consultant Rosa Molina to further implement her recommendations:

- i. Recommendation: The District should find and utilize aligned assessments in English and Spanish that fairly measure the progress of the dual language students in both languages.

Action: The LAD, with guidance from the A&E department, aligned the assessment and continued to utilize and refine the assessment matrix to further align assessments with the instruction and goals of the TWDL program (**Appendix V – 29, TUSD TWDL Framework**).

- ii. Recommendation: Any measure of teacher efficacy in Tucson Unified's dual language early Spanish immersion

programs should be in the target language of instruction at the District's dual language schools.

Action: Teachers in TWDL K-2nd grade continued to receive "pay for performance" on their teacher evaluation based on students' growth on Evaluación del desarrollo de la lectura. The District delivered two reading benchmarks in Spanish for students in grades 2-5 and four reading benchmarks in Spanish for students in grades 6-8. *Id.*

- iii. Recommendation: The District should create two TWDL strands, beginning with kindergarten at the newly added TWDL program at Bloom, with eventual realignment at the District's other ten sites.

Action: As discussed earlier in this section, the District created two TWDL strands at Bloom and began an additional strand at kindergarten at McCorkle.

- iv. Recommendation: The District should establish an enrollment policy that outlines a point of entry into TWDL classrooms after kindergarten and defines the screening process for students interested in entering K-1st grade.

Action: The LAD, with the guidance of the SCS, developed an enrollment policy. This policy is part of the District's TWDL framework, and it was implemented at all TWDL sites except for two magnet sites, Davis and Roskruge. The Roskruge enrollment policy is pending revision based upon whether or not it will keep its magnet status.

k. TWDL Framework

The TWDL Framework was completed and posted on the District's website in SY2018-19. *Id.*

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 – 30, Ex Ed Referrals and Qualification SY2018-19** and **Appendix V – 31, V.G.1.u Students Receiving Ex Ed Services SY2018-19**).

D. Dropout Prevention and Graduation

In its fourth full year of implementation, the Dropout Prevention and Graduation (DPG) Plan includes five sections: annual goals and progress monitoring (**Appendix V – 32, 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 based upon data. *Id.* As part of that process, the District considered whether its goals for ELL graduation and dropout rates for ELL students were sufficiently ambitious. The DPG committee determined to increase the graduation rate goals for ELL students, as the District made met existing goals. The DPG committee also determined that an ELL dropout goal that was *equal to or less than* the non-ELL dropout goal was sufficiently ambitious, particularly when the District's non-ELL dropout rate is lower than the state average. *Id.*

2. Student Identification and Monitoring

The District continued to utilize the BrightBytes Clarity platform in SY2018-19. Clarity notifies teachers and other staff of at-risk students and allows teachers and site administrators to assign and track the support services needed.

The District implemented the Clarity Early Warning Module (EWM) and Intervention Module (IM) district-wide during SY2018-19 after piloting it in select schools during SY2017-18. Over the course of the school year, a Clarity team, led by the District MTSS coordinator, worked with BrightBytes to identify and implement enhancements in Clarity to support the AASSD and MASSD in documenting 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, primarily through the MTSS model, and

through the Dropout Prevention and student services departments.²³ As outlined in the DPG plan²⁴, systems and strategies for specific grade levels and sub-populations include:

- District-wide Support Strategies: Tucson Unified provided district-level support through MTSS and individual support plans, standardized curriculum, social workers, and the Dropout Prevention and student services departments. The District also continued to implement the Steps to Success initiative (**Appendix V – 33, Support Strategies Combined Narrative**).
- High School Support Strategies: The District provided support at the high school level through the Freshman Academy, reorganization of freshman schedules, “double-block” Algebra 1 classes, 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. *Id.*
- Elementary and Middle Grade Support Strategies: The District provided support for elementary and middle school grade students through middle school teams, CORE PLUS, summer school, the 6th grade Bridge Program, a seven-period day, elementary-level master schedules, a focus on early literacy, and preschools. *Id.*
- English Language Learner Support Strategies: The District provided support for ELLs through transportation support, credit recovery placement priority, online credit recovery through AGAVE, sheltered content classes, summer school, intervention classes, Imagine Learning, ELD classes, and student and parent orientation (**Appendix V – 34, English Language Learner (ELL) Support Strategies**).

²³ Direct supports address indicators that are highly correlated to dropout rates: poor grades in core subjects, low attendance, in-grade retention, disengagement, and out-of-school suspensions. The District concentrated academic and behavioral support personnel to sites demonstrating the greatest need based on data. The District deployed MTSS facilitators to sites based on AzMERIT and discipline data.

²⁴ 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.C.

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: (type 1) general outreach to families through ParentLink, monthly calendars, Facebook, and the District's website, and (type 2) targeted outreach to African American and Hispanic families as well as at-risk students through phone calls, flyers/monthly calendars, and Facebook. Section VII details the District's general outreach to families (type 1 engagement).

As part of the District's overall effort to improve educational outcomes for African American and Hispanic students, the District's African American and Mexican American student services departments planned, organized, and implemented quarterly parent information events to increase family engagement opportunities. See Section V.F for more information on these events. In addition to the quarterly events, school-based family engagement and services were available at the District's four FRCs. For more information on the centers, see Section VII. The District used the ParentLink messaging system to inform parents about events, and department specialists followed up with targeted efforts, including making phone calls and personal contacts to invite parents to the events.

b. Professional Development

In SY2018-19, the District implemented USP-aligned, comprehensive professional development. This included training on school climate and culture, MTSS, and related instructional and prevention strategies throughout the year. To support the DPG plan, the District provided training to all District and site administrators in Curriculum 5.0, culturally responsive practices, and data monitoring²⁵.

The District began to move from "professional development" to "professional learning" in SY2018-19 and will continue to do so into SY2019-20. This shift includes less off-contract learning (voluntary) and more learning opportunities that occur during the contract day (mandatory). Professional

²⁵ Data monitoring refers to academic benchmarks and other academic assessments, as well as behavioral interventions, including positive alternatives to suspension, which is described in the DPG plan and in Section VI below.

learning is designed to be engaging, interactive, and followed by assessment and evaluations to determine whether administrators, teachers, and other staff members are implementing the strategies and practices learned.

E. Student Engagement through Curriculum

Student engagement in the academic process is determined by two factors: curriculum and pedagogy. In recognizing that student interest is linked to student academic performance, the District worked to increase awareness of the correlation between curriculum and pedagogy and continued to provide training on how to implement these strategies. As a result, the District is working with an increasing number of teachers who have requested support to implement culturally relevant curriculum at the secondary and elementary levels.

The District also continued to work to develop innovative methods of addressing the social, emotional, and intellectual needs of students. With the goal of increasing student achievement, the District incorporated student cultural assets into the learning environment, increased student engagement through a reflective curriculum, and continued to implement CRP. The District provided teachers of CRCs with additional training in addressing the social-emotional learning needs of students via the restorative circle process.

The Culturally Relevant Pedagogy and Instruction Department (CRPI) has contributed to the development of a comprehensive CRC plan that will continue the initiatives outlined in the CRC stipulated agreement (**Appendix V – 35, 2015 CRC Implementation Plan**) at the existing levels and outlines the development, implementation, and revision process for future initiatives surrounding CRCs and culturally responsive practices.

Additionally, on August 30, 2019, the District submitted its updated plans for Culturally Relevant Courses, Culturally Relevant Professional Learning, and Multicultural Curriculum [ECF 2259].

1. Culturally Relevant Courses

In SY2018-19, the District continued to implement the CRC plan and offered CRCs to elementary, middle, and high school students. *Id.* CRC teachers continued to develop and revise CRC curriculum and review and revise the curriculum maps for new and existing CRCs.

a. Expanded Access to CRCs

The total enrollment in CRCs has grown from approximately 1250 students in SY2015-16 to more than 6,000 in SY2018-19.²⁶ This increase reflects the District's commitment to maintaining the level of support for CRCs outside of court-required expansion (**Appendix V – 36, CRC student enrollment by school type**). Increased CRC capacity is a result of two factors: teacher and student recruitment. Teacher recruitment involved reaching out through informal processes, and student recruitment was an organized process of class visits, promotional events, and recruitment fairs.

In SY2019-20, the District will offer a CRC AP English course at UHS. Working with the College Board and the ALE and CRPI departments, UHS created an AP culturally relevant course, entitled AP Language and Composition: Culturally Relevant Mexican American and African American Perspective. This course is the required English course for all juniors. The overarching theme of the class is "The American Experience," with sub-themes that dive into the complex experiences of Mexican Americans and African Americans as told through nonfiction texts.

i. CRC Teacher Training

The District continued to provide varying levels of support to CRC teachers. At the beginning of SY2018-19, the CRPI department provided new CRC teachers with an orientation on the basic elements of teaching CRC. This orientation included exposure to the curricular documents, history of the department, theoretical underpinnings, and applicable strategies used in this setting.

CRPI continued to provide monthly Tier 1 professional development to all CRC teachers. In addition to this training, the department provided updates on all current and relevant CRC topics during Saturday professional development sessions. This format allowed CRC teachers to engage in PLC work with other CRC teachers throughout the District. Additional opportunities for CRC training and professional development included a Summer Institute for Culturally Responsive

²⁶ This figure represents the total enrollment in CRC courses. Appendix V-36 reports the number of unique students taking at least one CRC.

Education, which is discussed in more detail in Section V.E.2 (**Appendix V – 37, 2019 SICRE Program Final**).

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.

As part of the Culturally Responsive Professional Development Plan (CRPD, discussed in more detail below) (**Appendix V – 38, Culturally Responsive Professional Development Plan**), all site teachers, including CRC teachers, received four training sessions specifically focusing on content implementation of culturally responsive practices via SPARKS²⁷. The content provided during the CRC Tier I training for CRC teachers bolstered this training.

ii. 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 with first- and second-year CRC teachers.

These eleven master teachers met 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. Five master teachers continued their studies in the UA's doctoral program. This extended learning directly impacts the CRPI department's capacity to effectively support CRC teachers.

²⁷ SPARKS is an instructional tool (acronym) developed by the District that operationalizes a set of pedagogical concepts and strategies composed of the six tenets of culturally responsive practices.

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

2. Culturally Responsive Pedagogy and Student Engagement Professional Development

In July 2018, the District continued implementing its multi-year Culturally Responsive Professional Development Plan used to train administrators and certificated and classified staff. *Id.* The plan is aimed at positively affecting culturally responsive practices throughout the District. Thus, 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 below. To ensure efficiency and fidelity in implementing the CRPD and other efforts surrounding culturally responsive approaches, the District has continued to use the Culturally Responsive Practices Implementation and Monitoring Committee (**Appendix V – 39, 2018-19 Monitoring Committee Schedule**). This committee consists of staff members in administration and staff who are invested in institutionalizing culturally responsive practices and who have a documented history in operationalizing these practices.

Additionally, in collaboration with the Special Master, the District updated its plan for Culturally Relevant Professional Learning on August 30, 2019, along with its plans for Culturally Relevant Courses and Multicultural Curriculum [ECF 2259].

a. Administrator Professional Development

As part of the CRPD, site and central administrators received training on SPARKS during the Administrator Orientation in July.

In Phase I of the CRPD, the District implemented a four-part training for each school site in SY2017-18. These trainings included all administrators, instructional support staff, and certificated faculty. The sessions focused on Asset vs. Deficit Thinking/Theory in Education, Bias Identification and Reduction, the

Impact of Teacher Expectations on Students, and Micro-aggressions in the Learning Environment.

In Phase II of the CRPD, administrators, teachers, and some certificated staff at each site were trained on the implementation of culturally responsive practices in specific content areas. At the secondary level, teachers were separated by content area and received content-specific training. In addition to these mandatory CRPD trainings, site administrators were invited to request additional training on culturally responsive approaches, based on their school needs.

To further support CRPD implementation, all site principals attended two days of training at the Summer Institute for Culturally Responsive Education, which is discussed in more detail below. This required training provided context for understanding the culturally responsive practices and strategies for site implementation.

The CRPI department continued to work with the National Panel of Experts on Culturally Responsive Education to consult and guide the work on culturally responsive practices. Led by Dr. Christine Sleeter,²⁸ this panel comprises prominent scholars in the field of culturally responsive education and provides guidance in the professional development plans for administrators and teachers **(Appendix V – 40, 2019 National Panel of Experts on Culturally Responsive Education)**.

i. Staff Professional Development

CRPI staff provided continued support and training to District staff in culturally responsive practices throughout SY2018-19. Training was provided to specific sites requesting it and was differentiated to support their needs.

In fall 2018, all sites received training on Restorative Practices as an instructional approach. This series of training focused on the aspects of social-emotional learning in student dialog and class discussions. Participants engaged in a talking circle to discuss a sensitive or controversial topic as a prompt for the

²⁸ Dr. Christine Sleeter is a noted American professor and educational reformer. She is Professor Emerita from California State University whose work focuses on multicultural education, preparation of teachers for culturally diverse schools, and anti-racism.

training. In addition to the training, participants had the opportunity to engage in the circle process.

The District implemented Phase I during SY2017-18. In Phase II, during spring 2019, teachers received a series of four trainings on implementing culturally responsive practices in their content area. As an asset-based approach to education,²⁹ this phase trained teachers on the practice of identifying the “funds of knowledge” that students bring with them to the classroom. It also trained teachers on the process of how to incorporate these assets into the existing curriculum. Finally, the training included the process of curriculum development, beginning with student cultural wealth.

In addition, the District provided a variety of extended opportunities for teachers to receive training in culturally responsive practices through events such as the Multicultural Symposium (discussed in more detail below), Adelante Conference, Impact Tucson, and other professional development offered in the summer.

ii. CRPI Summer Conference Participation and Community Outreach

As part of the District’s efforts to provide the highest-quality professional development opportunities possible, CRPI held the 4th Annual Summer Institute for Culturally Responsive Education (**Appendix V – 37, 2019 SICRE Program Final**). More than 300 District certificated staff members and approximately twenty classified staff attended this three-day conference. Two nationally renowned scholars presented keynote lectures on each of the three days. The 2019 conference highlighted the work of Drs. Bryan Brayboy, Keffrelyn Brown, Cati de los Rios, LaGarrett King, Miguel Zavala, and DeMarcus Jenkins.

In addition to attending the presentations by preeminent scholars, participants had the opportunity to attend one workshop in each of the six workshop sessions. The 24 different workshops offered a wide variety of content spanning the K-12 spectrum. Because this year’s institute was part of the required

²⁹ An asset-based approach builds on students’ and families’ strengths, potential, cultural/linguistic backgrounds, and experiences, knowledge, and skills.

training administrators received, part of the content specifically focused on issues of policy and administration.

The UA hosted the conference, which included many of the District's partners on the faculty at the UA, PCC, and districts from Tucson and Phoenix. In addition to the inclusion of partner educational institutions, the CRPI department invited various community members to attend or present.

A number of District staff also attended and presented at the American Educational Research Association Annual Conference in Toronto. This experience afforded those staff members the opportunity to learn about cutting-edge research in the field of culturally responsive education and allowed them to share the work that is being done in the District.

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 SY2018-19, the Multicultural Curriculum Department (MCD) developed and implemented the last two stages of its Multicultural Curriculum Development Plan, including structural reform and multicultural social action and awareness. This structural reform included changes in content and process. Weaving new materials, perspectives, and voices seamlessly with current frameworks of knowledge and including the practice of culturally congruent instructional strategies provided new levels of understanding from a more complete and accurate curriculum.

a. Review of Curriculum

During SY2018-19, the MCD reviewed the District's K-12 science curriculum and made recommendations to reconstruct district-wide science curriculum content to help bridge gaps between students' cultural backgrounds and the academic content (**Appendix V – 41, Multicultural Science Curriculum Recommendations**). The recommendations emphasized real-world applications of science through an inquiry-centered approach anchored in complex questions about students' local community and the contemporary world.

The MCD continued to review and modify K-12 ELA, math, and social studies curricula to ensure complete infusion and alignment of multicultural

curriculum resources and strategies across all courses and at all grade levels. In addition, the MCD worked collaboratively with ELA and social studies teachers to develop project-based lesson plan frameworks.

MCD reviewed the 6th grade social studies curriculum and made recommendations on restructuring the curriculum and pedagogy in light of the new state standards. MCD recommended: (1) organizing content into thematic units to address the universal issues that resonate with middle grade students' moral and social development, and (2) implementing a framework for teacher job-embedded professional development to support the rollout of the revised curriculum focus. A thematic framework encourages students to examine the past/present from multiple perspectives, make connections between similar events over time, and identify recurrent ideas and patterns of behavior, both within individual units and between units of study.

The restructured curriculum emphasized the best practice of beginning the year with themes that resonate with students' moral and social development — themes such as identity, membership, and belonging (**Appendix V – 42, Multicultural Social Studies Framework**). Through this approach, students develop a deeper understanding of particular historical events when these moments connect to universal themes that resonate with students' lives.

b. Curriculum Resources and Resource Integration

i. Culture Kits

MCD staff continued to research and develop contemporary culture kits as powerful teaching tools for engaging students in hands-on exploration of culture. The kits help teachers integrate global and intercultural education in the classroom in many subject areas and across multiple grade levels. Each kit includes standards-based exemplar multicultural lesson plans, contemporary multicultural literature, artifacts, and videos.

ii. Science Facilitator Trainings

In light of the new science standards from the ADE, the MCD provided additional training in fall 2018 to science teachers and curriculum writers on developing a multicultural science curriculum that emphasizes social justice, global perspectives, and critical literacy (**Appendix V-43, Professional Development Agenda for Multicultural Science 2018**).

iii. Multicultural Literature and Inquiry in the Elementary and Secondary Classroom Professional Development (Book Studies)

In SY2018-19, MCD conducted multiple trainings in Multicultural Theory and Pedagogy (Book Studies) to support the ongoing integration of multicultural literature and content into the curriculum as well as to critically address the many issues involved in creating and using multicultural curriculum and resources across content areas (**Appendix V – 44, Elementary Book Study Flyer** and **Appendix V – 45, Secondary Book Study Flyer**). Teachers explored various approaches to reading culture in literature, including contemporary critical theories, 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.

iv. Social Studies 6th Grade Job-embedded Professional Development

The MCD conducted job-embedded professional development with 6th grade social studies teachers in ten middle schools and one 3-8 school to support the rollout of the restructured social studies curriculum (**Appendix V – 46, Social Studies Job Embedded Professional Development Schedule**). The focus of the professional development was to work with teachers to develop structures that foster a shift from “studying” to “doing” social studies. Inquiry learning (doing) provides the opportunity for students to put on the lenses of a historian, geographer, economist, or political scientist to gain knowledge and deepen their understanding of the past, the world today, and interconnectedness.

v. A Case for Cultivating Controversy: Teaching Challenged Books in K-12 Classrooms Professional Development

The MCD implemented a two-day training focused on: (1) exploring controversial texts as ideal pedagogical tools to foster debate and guide development of logical thinking skills; (2) developing strategies to better use texts to teach students about ethnic, racial, and sexual diversity to encourage understanding of human differences; and (3) examining a four-step classroom

strategy for clear thinking on controversial issues (**Appendix V – 47, Teaching Controversial Texts: A Comparative Literature Pedagogy**).

vi. Cultivating and Fostering Culturally Inclusive Ecologies
Professional Development

MCD conducted site-based professional development for faculty and students on establishing a caring, supportive, and respectful class/school climate, through the implementation of the District's inclusive multicultural curriculum. The department has completed training in 22 school sites thus far, and this work will continue during SY2019-20 (**Appendix V – 48, District Wide - Culture and Climate Professional Development Calendar**).

vii. 2019 Annual Multicultural Symposium

The District held a Multicultural Symposium in April 2019 to discuss the importance of books and literature to increasing diversity and intercultural understanding. Sessions modeled how to integrate literature in math, ELA, social studies, and science to spark student interest and engagement, as well as how to use the power of multicultural and global literature to cultivate a culturally inclusive school climate (**Appendix V – 49, Multicultural Symposium Event Program**). Dr. Kathy Short³⁰ was the keynote speaker, and 250 participants (certified, classified, and community members) attended the event.

F. Targeted Academic Interventions and Supports

In SY2018-19, the District continued its commitment to providing targeted academic interventions and supports for African American and Hispanic students through collaboration with colleges and universities, parental and community engagement activities, and specific interventions for targeted at-risk students. The AASSD and the MASSD, which assist in providing student advocacy and support services for their respective target populations, implemented several strategies in SY2018-19 to improve the academic outcomes for students and support higher-education opportunities.

³⁰ Kathy G. Short is a professor in the program of Language, Reading, and Culture, College of Education, at the University of Arizona. She is the director of Worlds of Words (www.wowlit.org), an initiative to build bridges across global cultures through literature.

1. Targeted Academic Interventions and Supports for African American Students

a. AASSD Collaboration with Local Colleges and Universities

In SY2018-19, the AASSD continued collaboration with other District departments, the UA, PCC, multiple historically black colleges and universities (HBCUs), and local organizations to increase collaboration in support of strengthening African American students' college and career readiness exposure and preparation.

i. 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 people (**Appendix V – 50, V.G.1.p (1) College Mentoring (AASSD)**).

- a) University of Arizona: The AASSD continued collaboration with the UA Academic Outreach, Undergraduate Office, and African American Student Affairs units to support college and career experiences for students through such events as the annual African American College Day (**Appendix V – 51, AACD1819**). With UA African American Student Affairs, the District collaborated to host UA Summer Leaders In Training (LIT), a three-day residential experience for African American students entering their senior year of high school (**Appendix V – 52, UASummerLIT19**), and two half-day tours to the UA campus. The UA Summer LIT expanded from supporting twenty students in SY2017-18 to supporting more than 30 students in SY2018-19.
- b) Pima Community College: The AASSD continued collaboration with PCC, PCC West Campus, and other District departments to host the annual Parent University for parents and K-12 students (**Appendix V – 53, ParentU1819** and **Appendix V – 54, ParentUprogram1819**). The department also continued collaborating with the District's Department of Guidance and Counseling to facilitate college visits, Parent University, and financial aid workshops.

ii. Mentor Support for College Attendance

More than 50 undergraduate students, graduate students, and community members served as mentors to approximately 600 students to provide learning support, mentoring, and/or college and career guidance. The goals of the mentoring partnerships were to support 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 are able to connect; and learn about careers, leadership skills, and college prep as mentors (**Appendix V – 50, V.G.1.p (1) College Mentoring (AASSD)**).

iii. Community Partners for College and Career Readiness Support

The AASSD collaborated with several community-based organizations to increase student exposure to college and career opportunities. In SY2018-19, AASSD staff continued partnerships with the Link, Inc., for college and STEM planning, the State of Black Arizona for the STEM Student Summit, and Tucson Educational Empowerment for Minorities (TEEM) for the 11th annual African American Youth Heritage Day (**Appendix V – 55, STEM Summit 2019** and **Appendix V – 56, AA Heritage Day 18-19**). Other partnerships were with Guy Talk, Goodwill Industries, and Too Cool Tuesdays Tutoring sessions at Tucson High.

Additionally, in collaboration with community partners, the AASSD honored fourteen students with more than \$33,000 in scholarships to further their education, up from approximately \$23,000 in SY2017-18.

iv. HBCU College Tours

In SY2018-19, the AASSD again coordinated the Tucson Black College and Cultural Tour. Forty-one students toured fifteen HBCUs and several traditional universities, including Georgetown and Columbia (**Appendix V – 57, AA College Tour 1819**). The tour occurred during the District's spring break and was open to all Tucson Unified high school students.

v. District Collaboration

Many District departments worked together throughout the school year on their collaborations with local colleges and universities.³¹ Much of this work centered on college and career readiness. For example, in December 2018, the AASSD provided the District Counseling department and high school counselors with a one-hour overview of the history, benefits, and opportunities of attending HBCUs. In addition, the Career and Technical Education (CTE) coordinator spoke at a February quarterly information meeting to inform parents about the benefits of CTE courses. The AASSD director worked with the LAD to review the transcript process for refugee students. The ALE office attended quarterly parent meetings to inform parents about ALE courses and the benefits of enrolling in classes to support college and career readiness.

vi. Reorganization Plan

In spring 2019, the AASSD began moving forward with the reorganization of the department. This plan includes a new position — student equity program specialist — that will focus specifically on district-wide college collaborations to support students.

On August 30, 2019, the District revised the AASSD operating plan by providing a narrative explanation of the roles and functions of the various key positions within the department, addressing whether the function or service provided is academic, behavioral, or outreach, and identifying whether the roles of the department in those functions are supportive, supplemental, or additional [ECF 2265].

b. AASSD Quarterly Parent Information Events

In SY2018-19, the AASSD collaborated with more than eighteen District departments to organize, implement, and staff eight District quarterly parent informational and recognition events; support FRC parent information events; and support school events at specific sites (**Appendix V – 58, QuarterlyChart2018-19**). These events inform parents about District resources and academic

³¹ District departments included FACE, Magnet Programs, Guidance and Counseling, Refugee Services (to support African American ELL students), ALE, Language Acquisition, and Career and Technical Education.

opportunities such as Magnet, CTE, and ALE programs; offer workshops about college and career readiness; connect families to college outreach programs at PCC and the UA (**Appendix V – 53, ParentU1819**); and connect families to the District’s FACE resources and to other community support organizations such as Community Food Bank of Southern Arizona, Goodwill Industries, Literacy Connects, and United Way (**Appendix V – 59, AAPC18-19**). Attendance at the events ranged from approximately 40 to more than 600 parents, students, and community members.

Other organizations that collaborated with the AASSD during quarterly parent information events in SY2018-19 included Grand Canyon University, the State of Black Arizona and Tucson Educational Enrichment Foundation, Pima County Joint Technology Education District, and Tucson Parks and Recreation Department.

i. School-based Quarterly Parent Events

AASSD specialists participated in school events such as open houses and magnet nights to inform and increase African American parent engagement.

ii. African American Community Forums and Advisory Boards

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

iii. Parent Survey

The AASSD asked parents to provide feedback to help the department assess the effectiveness of quarterly information events and plan for future information sessions and supports. This feedback will be used to plan for the SY2019-20 Annual African American Parent Conference (**Appendix V – 60, 18-19ParentSurvey**).

c. AASSD Student Interventions and Supports

In SY2018-19, the AASSD continued to use the District MTSS model to identify and provide support for at-risk students; used behavior and student success specialists to support schools and students across the District; provided mentoring and tutoring supports at schools; utilized an online system to handle school requests for services and interventions; offered enrichment and summer experiences to students; and provided professional development for certified and classified staff (i.e., counselors, social workers, equity staff, and restorative practices coordinators).

i. Multi-Tiered System of Supports

In SY2018-19, the District continued to use the MTSS model, a process for providing a series of academic and behavioral interventions, academic teams, and other supports for students, including African American students. The District retained more than 30 MTSS facilitators in SY2018-19 to support academic and behavior intervention teams at schools with the greatest need. The District also continued to support positive and restorative practices to reduce discipline and promote inclusive environments by assigning ten restorative and positive practices facilitators (RPPFs) to targeted, high-need schools.

In schools without a designated MTSS facilitator, the principal or principal designee served as the MTSS lead. The District required all MTSS school teams to meet a minimum of two times per month, and AASSD specialists served on the MTSS team at assigned school sites.

All AASSD staff was trained on the use of Clarity, the MTSS software. To support student academics and behavior, the AASSD specialists used Clarity to monitor student progress in support of the schools and to document the support they provide to students.

ii. Student Support

Working within the MTSS process, AASSD staff provided advocacy and ancillary academic, behavior, and social support to students at fifteen schools on a daily basis and at additional schools bimonthly or as requested by site and District administrators (**Appendix V – 61, AASSDassignments1819**). 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. Specialists

advocated in the areas of academic, behavior, and social support. The AASSD assigned student success specialists to designated schools based on overall school population, the percentage of African American students enrolled, student discipline, District assessment data, and administrator request.

iii. Behavior Support

To provide Tier 2 and Tier 3 behavior intervention support, the AASSD deployed two behavior specialists to advocate and support students across all schools. The behavior specialists participated on MTSS teams and in discipline hearings and provided guidance in the development of Individual Education Plans, 504 plans, and behavior plans. The behavior specialists also served on approximately 75 percent of long-term hearings impacting African American students to ensure equitable discipline and consequences for students.

iv. Quarterly Discipline Review

In SY2018-19, the AASSD continued to monitor and respond to quarterly discipline data presented to the Central Discipline Review Committee (CDRC). Specialists utilized this data to support site teams in addressing discipline at schools. The AASSD specialists also participated in trauma-informed trainings and other related trainings to support campus Restorative Practice protocols. Behavior specialists participated in additional trauma- and behavior-related trainings to address behavior/discipline in schools.

v. Mentoring and Tutoring Support

In SY2018-19, the AASSD provided more than fourteen opportunities for African American students, including African ELL students, to engage in mentoring and tutoring beyond what schools traditionally offer. To provide this support, the AASSD worked with African American teachers and support staff, community groups, The State of Black Arizona, the UA African American Student Affairs, and UA MathCats to provide tutoring and mentor support after school or on weekends (**Appendix V – 50, V.G.1.p (1) College Mentoring (AASSD)**).

Specialists also connected students and families to available site-based and community-based tutoring programs such as those offered through 21st Century Learning Centers and Pima County Library.

vi. 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 as a means to support schools that did not have an assigned AASSD specialist and needed additional support beyond what the site could offer (**Appendix V – 62, Student Equity Request for Services Form1819**). In SY2018-19, the AASSD responded to 27 requests from 22 schools for services through the online request form.

vii. Enrichment and Summer Experiences

In SY2018-19, the AASSD implemented multiple enrichment opportunities for K-12 students throughout the District. The department collaborated with other departments and organizations to design these enrichment opportunities to motivate students and help them understand their culture. These included African American Youth Heritage Day and UA Summer LIT noted earlier, as well as a STEM enrichment program offered at Vail Middle School (**Appendix V – 56, AAHeritageDay18-19, Appendix V – 52, UASummerLIT19, and Appendix V – 63, STEMSummer2019**).

In addition, the AASSD was part of the team that organized the District's summer school programs. AASSD staff reached out to 8th grade students and families who needed to attend summer school for ELA and/or math and recruited high school students in need of credit recovery. The AASSD supported 30 students with fee waivers, including several refugee students, to make up or recover coursework to stay on track for graduation.

viii. Professional Development

The AASSD director coordinated and facilitated trainings for AASSD staff in SY2018-19 to enhance the level of support the department offered to students and families. Materials and discussion centered on student learning. Trainings included student trauma, culturally responsive practices, family and community outreach, mental health first aid, and Kids at Hope. AASSD staff also received training on the District's EBAS, including Synergy, Clarity, and Grant Tracker.

ix. AASSD Reorganization

In SY2018-19, the AASSD continued to work with recommended experts to finalize the department's reorganization structure and consulted with members of the community for input and feedback regarding the reorganization.

The restructure was completed in fall 2018. The new structure calls for greater advocacy and interdepartmental integration and collaboration across District departments to optimize services and provide greater support through capacity building. As noted above, the District submitted an updated operations plan that discussed interdepartmental integration and collaboration on August 30, 2019 [ECF 2265].

2. Targeted Academic Interventions and Supports for Hispanic Students

a. MASSD Collaboration with Local College and Universities

During SY2018-19, the MASSD expanded its commitment to collaborating with local colleges and universities to provide learning support and guidance to Hispanic students through mentoring, partnerships, and other approaches to build post-secondary opportunities.

i. College and University Partnerships

During SY2018-19, the MASSD continued and expanded collaboration with in-state universities (UA, Arizona State University, and Northern Arizona University), PCC, New Mexico State University, and Grand Canyon University to support enrichment opportunities, mentoring, and college and career readiness for the District's Hispanic students (**Appendix V – 64, V.G.1.p (2) College Mentoring (MASSD)**).

- a) University of Arizona: The MASSD partnered with the UA's Mexican American Studies Department; the Adalberto & Ana Guerrero Student Center; Office of Early Academic Outreach; the Frances McClelland Institute for Children, Youth, and Families; UA WordCats/MathCats; and Project SOAR for numerous collaborative events, conferences, and student and parent support services. Other UA departments that also collaborated with the MASSD included the Immigrant Student Resource Center, Confluence Center

for Creative Inquiry, Women and Gender Resource Center, Gamma Alpha Omega Sorority, College of Education, STEM RISE Arizona, Athletics Department, Office of the Assistant Vice Provost of HSI (Hispanic Serving Institution) Initiatives, and the Honors College. Additionally, MASSD collaborated with Catalina High School to provide a tour of the UA to twenty students. The MASSD recruits UA students for its culturally relevant mentor positions to mentor students on the knowledge and skills to successfully enter and complete college. MASSD staff supported the Collaborative Research in Action (CRiA) project's 5th Annual Youth Symposium for Social Justice and Ethnic Studies and assisted Rincon High School DACA Support Group students in preparation for a presentation. The MASSD serves on the Mexican American Studies Advisory Board and the UA Hispanic Community Council. Partnership with the Hispanic Community Council facilitated recognition of art contest winners at the UA Hispanic Heritage Day Football Game (**Appendix V – 65, Adelante Conference Program SY2018-19, Appendix V – 66, College Academy for Parents Attendance SY2018-19, and Appendix V – 67, UA CRiA Youth Symposium Program SY2018-19**).

- b) Arizona State University and Northern Arizona University: The department facilitated college tours for high school juniors district-wide. Forty-three students attended the MASSD-sponsored NAU tour and 21 students attended the ASU tour. The MASSD initiated collaboration with the ASU Library's Chicano/a Research Collection.
- c) Pima Community College: The MASSD continued partnerships with Admissions & Recruitment; Ethnic, Gender & Transborder Studies Department, Upward Bound and Talent Search programs, Adult Basic Education for College & Career, and TECHNOLOchicas program for middle school girls. The PCC West and Desert Vista campuses continued to host MASSD events.

- d) New Mexico State University and Grand Canyon University: The MASSD, together with the AVID program at Sahuaro High School, initiated a new collaboration with New Mexico State University to give 52 Sahuaro students the opportunity to tour the university campus. The MASSD also facilitated a district-wide option for fourteen students to tour Grand Canyon University.
- ii. Community Collaboration

During SY2018-19, the MASSD sustained and further enhanced a number of community partnerships to better serve the needs of the District's Hispanic students and families. MASSD staff began serving on the Scholarships A-Z Educators Committee to support undocumented and Deferred Action for Childhood Arrivals (DACA) students in the attainment of higher education opportunities. In partnership with the Pima County Community Prevention Coalition and Pueblo High School, the District also hosted a town hall on substance use and prevention in response to parent concerns. In addition, a partnership with Chicanos Por La Causa (CPLC) further expanded with the reigniting of the 15th Annual Xinachtli Youth Conference. During the event, 150 District and CPLC school students convened at the UA for a day of collaborative learning with workshops presented by the MASSD program coordinator. The MASSD also cooperated with CPLC to offer the Nahui Ollin Wellness program at Tucson High Magnet School and has plans to expand to Pueblo High School in SY2019-20. The District's Mexican American Community Advisory Council continued to meet with the MASSD and District leadership to provide feedback on services, resources, and programs.

In collaboration with the YWCA Southern Arizona, the MASSD recruited a delegation of five high school students to attend a MASSD workshop at the Women's Leadership Conference. Department staff continued serving on the Southern Arizona's League of United Latin American Citizens (LULAC) Youth Leadership Conference Planning Committee. Additionally, through Mexican American Heritage Month, the MASSD hosted workshops presented by community members district-wide. Serving on the Arizona César E. Chávez Holiday Coalition, MASSD staff continued organizing the César E. Chávez Youth Leadership Month presentations by recruiting and coordinating community members, CRPI staff, and MASSD staff as guest speakers.

Other vital partners included the City of Tucson's Ward 1 & Ward 5 offices, Nonviolence Legacy Project, Pima County Health Department, Tucson Hispanic Chamber of Commerce, Expect More Arizona, International Rescue Committee, Girl Scouts of Southern Arizona, National Park Service, Child and Family Resources, Inc., Amistades, Inc., Borderlands Theater, Scholarships A-Z, Metropolitan Education Commission, Mi Familia Vota, UnidosUS, Calpolli Teoxicalli, Goodwill Industries, and Southern Arizona AIDS Foundation.

iii. District Collaboration

During SY2018-19, the MASSD developed deliberate efforts to increase the level of support and collaboration with District resources using measurable outcomes. The implementation of the MASSD Reorganization Plan promoted intentional in-District collaboration for a more comprehensive approach to serving Hispanic students and families.

The reorganization fostered a new opportunity for the MASSD and CTE to work collaboratively with the UA's College of Education to initiate plans for a new GYO teacher program targeting recruitment of Hispanic middle and high school students interested in pursuing a career in education. The MASSD collaborated with Pueblo High School staff to pilot a model of the GYO plan, with six students exhibiting an interest in the field of education. Students co-created and supported certified academic tutors in lessons centered on identity, language, and community on Saturdays during Academia Huitzilil (Hummingbird Academy). Academia Huitzilil functions as an hour-long program that parents self-select for targeted enrichment in conjunction with Saturday Academy at Pueblo High School for students from multiple sites in grades 3-5.

Additionally, the MASSD Parent Outreach & Empowerment program specialist teams collaborated with FACE staff and site community liaisons to host, promote, and recruit parents for programs aligned with specific MASSD initiatives, including those hosted at the FRCs such as College Academy for Parents, FAFSA Night, Saturday Academy, Mexican American Parent Advisory Council meetings, and Padres Comprometidos (Committed Parents) workshops.

The MASSD accomplished significant endeavors through its college and career readiness efforts using an asset-based approach. An assigned program specialist acted as a liaison to sites, counselors, college and career readiness coordinators, and university staff. The MASSD supported Hollinger K-8 in hosting

an employment fair for parents and the community. Sahuaro High School collaborated to provide a career fair for students and parents. MASSD staff hosted and supported college tours of in-state and out-of-state institutions. The MASSD presented vital information for high school counselors to support DACA students and undocumented families.

The MASSD also increased support and collaboration with other District departments, including Guidance and Counseling, the LAD, CRPI, ALE, Multicultural Curriculum, Drop-out Prevention, and Math, as well as all District regional offices.

The MASSD director continued to serve on several District committees to ensure systemic equitable practices. Additionally, program specialists were assigned to sites to provide direct weekly support of site-based efforts.

b. MASSD Quarterly Information Events

In SY2018-19, the MASSD collaborated in hosting information events to strengthen and increase parent and community engagement. With collaborating organizations, MASSD staff planned and implemented site-based and district-wide parent quarterly activities to connect families to District and community resources.

i. Site-Based Quarterly Parent Information Sessions

In SY2018-19, the MASSD expanded parent engagement efforts at assigned school sites and partnered with additional schools to extend the range of collaboration. The District initiated Padres Comprometidos workshops facilitated by the MASSD through partnerships at specific school sites and the District's FRCs. This series of bilingual workshops empowers parents with the knowledge and skills to better understand and support their students academically.

MASSD program specialists collaborated with site staff to host 73 events for parents at 31 schools throughout the school year. Site-based collaborations included open house nights, parent cafecitos, parent encuentros, curriculum family nights, college nights, cultural fairs, FAFSA workshops, and community celebrations. Specialists and CRC mentors provided information in English and Spanish on MASSD services, District resources, community organizations, and colleges (**Appendix V – 68, MASSD Quarterly Event Flyers SY2018-19**).

ii. District-wide Quarterly Parent Information Sessions

In SY2018-19, with the increased staffing brought about through the MASSD reorganization, the District began some new initiatives. In partnership with PCC, the MASSD piloted DACA parent workshops. The MASSD also initiated the District's Mexican American Parent Advisory Council, with invitations distributed district-wide to K-12 families. In addition, the MASSD facilitated four meetings hosted by the Family Resources Centers and Tucson High Magnet School for parent input on middle schools, updates on college scholarship opportunities, and an overview of Hispanic education in the District. The department also developed a mission statement for the Parent Advisory Council. Advisory council members represented this new, active, decision-making body at the State of Mexican American/Latino Education Superintendent's Community Forum held at C.E. Rose K-8 School. Additional initiatives, both in response to parent feedback and concerns, included the District's first Mexican American Parent Institute at the UA and the Just Sayin' Substance Use/Prevention Town Hall hosted at Pueblo High School.

The MASSD conducted four targeted quarterly parent information events to inform parents about resources to support their children in school: Adelante Parent & Youth Leadership Conference, Parent University, Superintendent's Community Forum on the State of Mexican American/Latino Education, and the Mexican American/Latino Student Recognition Program. More than 2,700 parents attended these events. The MASSD distributed information on a variety of topics and services, including ParentVUE, MASSD programs, college and career readiness, GATE programs, various District departments (Magnet, FACE, and ALE), and community organizations. Additionally, the MASSD offered FAFSA and College Academy for Parents workshops in English and Spanish at the Catalina and Wakefield FRCs (**Appendix V – 100, V.G.1.s (2) MASSD Quarterly Events**).

The District also held resource fairs at each quarterly parent event. The fairs provided community agencies, college resources, and District departments the opportunity to distribute literature informing parents and families of the services and programs offered. Parents visited vendors to gather information and materials. The MASSD staff contacted community organizations to send representatives to each of the resource fairs to promote self-advocacy for families (**Appendix V – 68, MASSD Quarterly Event Flyers SY2018-19**).

c. MASSD Student Interventions and Supports

During SY2018-19, the District reorganized the MASSD service model for a greater impact on Hispanic student achievement and educational outcomes. The District implemented the asset-based approach to support the department's student services model, including both direct and indirect student services. The MASSD reorganization continues to allow for an integrated comprehensive approach to serve the varied needs of Hispanic students and parents district-wide with the allotted resources. Review of the reorganization is ongoing as the District monitors and adjusts the reorganization strategic plan.

Based on the changes, the District enhanced several strategies to provide targeted support to Hispanic students using its asset-based approach. New and continuing strategies included assigning program specialists and CRC mentors to collaborative sites; continuing support of the MTSS process; mentoring students with college and community supports; providing tutoring with certified staff; recruiting for and facilitating summer enrichment programs; and using an online request system to facilitate requests for interventions. The District also provided appropriate interventions in the areas of academics, advocacy, attendance, behavior, and credit recovery.

Additionally, on August 30, 2019, the District revised the MASSD operating plan by providing a narrative explanation of the roles and functions of the various key positions within the department, addressing whether the function or service provided is academic, behavioral, or outreach, and identifying whether the roles of the department in those functions are supportive, supplemental, or additional [ECF 2265].

i. Program Specialists

As part of the reorganization of the department during SY2018-19, the MASSD director assigned eight program specialists to one of the following focused areas to provide district-wide support: Academic Empowerment & Engagement, Parent Outreach & Empowerment, College & Career Readiness, Social-Emotional & Behavioral Support, ALE Recruitment & Retention, CRC Collaboration & Support, and Community Outreach. The District identified fifteen schools for on-site support based on student demographics, discipline data, and District assessment data. Program specialists provided services through collaboration with site and District staff. With support from the A&E department, the MASSD identified eight

of the District's low-performing schools for support. The shift to asset-based approach services expanded district-wide initiatives. This expansion involved program specialists serving multiple sites in targeted areas of support with the designated sites prioritized (**Appendix V – 69, MASSD Program Specialist Assignments SY2018-19**).

ii. Documentation of Services

Program specialists documented their daily services with students in BrightBytes Clarity software to communicate progress with site staff. The MASSD director and A&E staff monitored data on an ongoing basis. Improvements in the BrightBytes Clarity system increased the capacity of the MASSD to track student interventions for consistency. The MASSD collected additional qualitative data to provide a more comprehensive view of the effectiveness of the student services delivered.

iii. Targeted Mentoring Support

During SY2018-19, the MASSD recruited and hired current college students for CRC mentor positions under the department's reorganization plan. CRC mentors were trained in AVID tutoring and mentoring strategies to support students in assigned CRC classrooms with academic and cultural identity development. To build academic identity, CRC mentors provided classroom teachers with college-going presentations and mentored students one on one or in small groups focusing on study skill strategies aligned with AVID trainings. Academic identity development provided flexibility for CRC teachers to initiate enrichment opportunities utilizing CRC mentors as role models for students. Cultural identity mentoring included supporting after-school clubs, coordinating community resources for the classroom, and facilitating activities to build relationships with students.

The District continued mentoring supports district-wide, with program specialists mentoring students both individually and in group settings. Services included academic, behavior, socio-emotional, and cultural identity supports. Program specialists supported certified teachers and site staff with culturally responsive resources and strategies through collaboration to increase the academic outcomes of students. Academic supports included communicating with parents in Spanish and English on student progress, assisting with teacher-supervised classroom interventions or enrichments, mentoring students in

specific study skills and strategies, facilitating workshops for parents in supporting students, assisting college and career readiness preparation, and connecting students to tutoring opportunities offered by the site or District. All program specialists hold a bachelor's degree or higher with Spanish/English language proficiency. Additionally, two program specialists were designated in the targeted area of Academic Empowerment & Engagement. These designated MASSD personnel provided expertise with five or more years of certified, classroom experience to model instruction, facilitate professional developments, and mentor novice teachers.

In SY2018-19, the MASSD initiated a pilot of the Youth Advocating for Better Accessibility, Solidarity, Tolerance, and Allyship (!YA BASTA!) mentoring program at Doolen Middle School, Dietz K-8, Valencia Middle School, and McCorkle K-8, working with 7th and 8th grade boys to empower youth voices and develop future career pathways. Additionally, the MASSD collaborated with various organizations, including Child and Family Resources, Inc., the UA Project SOAR, and others to support mentoring efforts (**Appendix V – 70, MASSD College Mentoring Collaborations SY2018-19**).

iv. Targeted Tutoring Support

In SY2018-19, MASSD CRC mentors and program specialists facilitated in-class academic mentoring as directed by the classroom teacher to support students. Collaboration supported teacher effectiveness and student engagement. Under the MASSD reorganization, the shift to an asset-based model of service called for a concentration of mentoring by the department's classified staff to build on students' strengths. MASSD certified academic tutors and certified staff implemented tutoring supports as effective interventions. The department's program specialists continued to partner with 21st Century tutoring programs or connected students to District and community resources for opportunities before or after school.

The MASSD also expanded its Saturday math tutoring in SY2018-19 with the piloting of Academia Huitzililn at the Pueblo High School Saturday Academy, as noted above. This initiative included support in ELA and cultural sustainability as enrichment. Academia Huitzililn provided participants additional enrichment activities in English and Spanish facilitated by community resources with support from high school students interested in the field of education. Certified teachers

held twenty Saturday Academy sessions in which parents elected to enroll their students. During these three-hour sessions, 76 3rd-5th grade students received mathematics and ELA support from seven certified academic tutors and a UA College of Education graduate student with a certified background of having taught out-of-state in a bilingual K-12 setting. Academy sessions were hosted at Pueblo High School and the Catalina Family Resource Center.

v. Targeted Behavior Supports

The MASSD behavior specialist and the Social-Emotional & Behavioral Support program specialist provided Tier 2 and Tier 3 behavior intervention support for K-12 Hispanic students district-wide from referrals through the Student Equity and Intervention Request for Service online form accessible via the District's intranet portal. MASSD program specialists collaborated with the behavior specialist to meet student needs and follow up with staff and parents at the schools. The behavior specialist contributed to MTSS teams, discipline hearings, behavior plans, and professional development sessions.

Additionally, program specialists and the behavior specialist provided culturally responsive input in the development of Individual Education Plans, 504 plans, and behavior plans at designated sites. The MASSD continues to develop and facilitate professional development for teachers and administrators on culturally responsive trauma-informed practices to provide school site staff with strategies to prevent negative behavior in the classroom.

vi. Quarterly Discipline Review

In SY2018-19, the MASSD continued to monitor and respond to quarterly discipline data presented to the Central Discipline Review Committee by the new Student Relations and Discipline (SR) Department, which is discussed in more detail in Section VI. Furthermore, MASSD staff reviewed the Discipline Data Dashboard for trends related to the impact of discipline. Program specialists utilized this data to strategize with site teams on how best to ensure there are no discipline disparities. The District trained MASSD staff in the Student Code of Conduct, PBIS, and Restorative Practices to assist sites in the development of asset-based approaches to student behavior. MASSD staff continued to advocate for students and parents in English and Spanish in long-term hearings when notified by a parent or by site administration, or after review of the Tuesday and Friday Suspension Logs provided by the student equity compliance liaison.

vii. Summer School and Summer Enrichment Programs

The MASSD continued to collaborate with other departments to support District summer school and enrichment programs (**Appendix V – 71, MASSD Summer Enrichment SY2018-19**). The successful pilot of the AZ LiFT Technolochicas curriculum for middle school girls in June 2018 led to the implementation of a month-long 2019 Summer Science, Technology, Engineering, Arts, Math (STEAM) camp for middle school girls. Twenty-nine students participated.

In response to parent input, advancing STEM for grades 2-5 continued through Camp Invention at Pueblo Gardens K-8 with the inclusion of 2nd grade. Fifty-eight students participated in this event.

MASSD staff and high school counselors secured 44 summer school scholarships for high school students in need of credit recovery through the Summer Experience program. Additionally, the MASSD staff promoted and recruited students for AP Boot Camp.

viii. Multi-Tiered System of Supports

In SY2018-19, MASSD program specialists continued to collaborate with site MTSS teams to identify students for intervention efforts by reviewing student attendance, behavior, and academic data. MASSD specialists continued to provide student support through math and ELA interventions. They also assisted with data gathering and parent communication and monitored students they supported at assigned sites. Program specialists monitored referred student progress, collaborated with the MTSS facilitator and/or principal to support student needs, and connected sites with the MASSD behavior specialist when appropriate.

ix. Student Equity Request for Services Form

Using the online Student Equity and Intervention Request for Service form noted earlier in this section, the District maintained the protocol for initiating MASSD supports for schools without an assigned specialist and for requests for the department behavior specialist or program specialist in a specific area (**Appendix V – 62, Student Equity Request for Services Form1819**). The MASSD received and responded to 31 requests for services from 22 sites during SY2018-19.

x. Professional Development

The MASSD director and program coordinator facilitated trainings for MASSD staff in SY2018-19 that enhanced the level of support the department offered to students and families. Materials and discussion centered on student learning in the department's professional learning community. Trainings covered a range of topics, including substance prevention workshops for parents and students, FAFSA, LGBTQ+ 101, DACA supports, scholarship resources, College Academy for Parents workshops, mentoring, Clarity documentation, restorative justice, culturally responsive practices, family and community outreach, and mandatory reporting.

G. African American Academic Achievement Task Force

In SY2018-19, the District continued to address the sixteen recommendations from the 2014 African American Academic Achievement Task Force (AAAATF) and related recommendations received over the past few years³². As part of its ongoing evaluation and adjustment of strategies designed to improve African American academic achievement, the District began a collaboration with Trayben and Associates and Dr. Gwendolyn Benson from Georgia State University in spring 2018. The goal of this collaboration was to review and analyze the effectiveness of District practices and to offer recommendations on various areas affecting African American students, including academic achievement and the reorganization of the African American Student Services Department.

1. Monitor Implementation of AAAATF Recommendations

In SY2018-19, the District continued to monitor efforts with respect to the original and subsequent recommendations that are organized into four categories: strengthening personnel practices (improving site-based strategies and teacher effectiveness), hiring and retention practices (enhancing staff diversity and

³² In SY2013-14, the AAAATF made sixteen recommendations for supporting the academic growth of African American students. Two years later, in SY2015-16, the District commissioned other reports containing related recommendations, which the District reviewed, analyzed, and incorporated into its strategies, including the June 2016 Payton (Dr. Joseph Payton) and Fredericks (Dr. Dale Fredericks) reports.

capacity), monitoring student data (implementation of the EBAS), and providing enrichment opportunities for students.

a. Strengthening Personnel Practices

Recommendation 1: Identify and Replicate Successful National School-Based Factors

Recommendation 2: Identify and Replicate Successful Teacher Practices

Recommendation 3: Enhance Teacher Evaluation

Recommendation 4: Monitor and Implement EEI and Culturally Responsive Pedagogy (i.e., Culturally Responsive Teaching Practices)

Recommendation 5: Develop Focused Professional Development

Recommendation 8: Set and Communicate High Expectations

During SY2018-19, the District continued implementing several successful instructional practices, including the Essential Elements of Instruction (EEI), PLCs, CRP, and Culturally Responsive Teaching Practices. In addition, the District continued to utilize the MTSS model to support positive student academic outcomes and used Positive Behavioral Interventions and Supports and Restorative Practices to address student behavior.

i. Essential Elements of Instruction

The District continued to use EEI as its fundamental instructional approach to Tier 1 instruction. As part of the New Teacher Induction Program (see Section IV.A.74), the District provided EEI training to all new teachers, teachers new to the District, and new administrators, in addition to offering sessions throughout the school year (**Appendix V – 72, New Teacher and Administrator Induction Agenda**).

ii. Professional Learning Communities

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

- a) 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 SY2018-19, school leaders and teachers also participated in four additional professional development sessions on culturally relevant pedagogical practices.
- b) Multi-Tiered System of Supports: All schools use MTSS and develop support plans for high-risk students. These MTSS teams met at least bimonthly in SY2018-19, with some schools holding weekly meetings.
- iii. Positive Behavioral Interventions and Supports

In SY2018-19, the District continued to implement Restorative Practices and PBIS to address behavior and disciplinary issues and improve school culture and climate. To strengthen this implementation, the District hired a student relations director. The Student Relations department worked with sites to implement PBIS and Restorative Practices and monitor school discipline.

- a) Teacher Evaluation and Support Programs: In SY2018-19, the District continued to evaluate 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. The District also continued implementing a TSP designed to assist underperforming and struggling teachers (see Section IV.A.9).
- b) 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 SY2018-19. Topics covered included the Code of

Conduct, Restorative Practices, PBIS, PLCs, and Culturally Responsive Teaching Practices (**Appendix V – 49, Multicultural Symposium Event Program, Appendix IV- 72, New Teacher and Administrator Induction Agenda, Appendix V – 73, Identifying SPARKS in Educator Evaluation, and Appendix V – 74, ILA PD AGENDA**).

In addition to the teacher practices identified above, the District targeted specific schools to positively affect K3 literacy, middle school math, and overall school culture and climate.

- c) K3 Literacy Project: To impact K3 literacy, the District embedded Empower Literacy resources within the curriculum website portal. Also, some schools with a larger percentage of African American students participated in additional job-embedded professional development. Teachers at Blenman, Cragin, and Erickson elementary schools and Booth-Fickett K-8 received direct job-embedded professional development to improve small group instruction, literacy centers, and use of instructional aid packages and ELA kits for classroom teachers. All school and District curriculum service providers participated in additional literacy training (**Appendix V – 75, ELA-MathPDSupport18-19**).
- d) Middle School Math Project: The District embedded the Empower Math resources in the curriculum, and Empower Math provided additional job-embedded professional development for teachers at Booth-Fickett and Utterback Middle schools. Empower Math provided all math teachers at these schools with in-class, job-embedded professional development in math strategies, instructional aids, and math manipulative strategies. *Id.*
- e) Culture and Climate Project: The District continued culture and climate training and provided culturally responsive trauma-informed (CRTI) training for all counselors, social workers, MTSS coordinators, several exceptional education staff, and specialists from AASSD and MASSD. Dr. Macheo Payne facilitated a two-day

CRTI training (**Appendix V – 76, CRTI Training-Session 1**).³³ The first session focused on culturally responsive learning, and the second session focused on trauma in schools.

b. Hiring and Retention Practices

Recommendation 6: Consider Cultural Competency in Hiring and Retention

Recommendation 7: Enhance the District-wide Leadership Development Program

The District continued to use two questions to 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?

The District's administrative principal application poses the following question:

- We are under a federal desegregation order. How would you engage your staff and community to implement your school improvement plan and work towards student integration and staff diversity?

In addition to its generalized recruitment activities, the District continued specific outreach efforts to attract African American staff in SY2018-19 (see Section IV.A.2). The District advertised job postings in a variety of publications and websites that target African American educators, and District staff attended several HBCU college fairs.

The District also continued the development of administrative leaders through the LPA and the Master Cohort in Educational Leadership through the UA College of Education (see Section IV.A.10). The LPA is designed to cultivate the leadership skills of certificated staff members who are interested in pursuing administrative positions in the District. In SY2018-19, African American

³³ Dr. Macheo Payne: EdD, MSW, Assistant Professor of Social Work at California State University, East Bay, Senior Director of Equity & Educational Initiatives at Lincoln Families.

participants made up 12 percent of the LPA participants (**Appendix IV- 21, IV.K.1.p Leadership Prep Academy**).

i. Monitoring Student Data

Recommendation 9: Monitor ALE Placement Actions

Recommendation 10: Monitor Recommendations for Placement to CTE

Recommendation 11: Monitor Recommendations for Placement to Remedial and/or Exceptional Education Programs

Recommendation 12: Evaluate Support Programs

Recommendation 14: 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).

The District continued to provide a myriad of ALEs for all students, including GATE services, pre-AP courses (Advanced and Honors), middle school courses for high school credit, AP courses, dual credit classes, a dual language program, the International Baccalaureate program at Cholla High School, and UHS. For a detailed report on ALEs, see Section V.A.

In addition, the District continued to monitor the number of African American students enrolled in CTE courses.

During SY2018-19, the Exceptional Education Department and the MTSS coordinator continued working together to ensure that African American students were appropriately supported in their general education classrooms and that only students with true disabilities were referred for a special education evaluation.

Working within the MTSS process ensures that referrals and subsequent evaluation, if needed for special education services, occur only when all other interventions have been unsuccessful. The Exceptional Education Department monitored placement of African American students during the course of the year. For more information on Exceptional Education, see Section V.C.

To address discipline in schools, the District continued to utilize three sets of teams in SY2018-19—MTSS teams, site discipline teams, and PBIS teams—to

conduct monthly data discipline reviews and monthly meetings to improve school culture and climate, keep students in classroom settings as often as practicable, and reduce discipline disparities by race/ethnicity through the continued use of Restorative Practices and PBIS. A more complete discussion is provided in Section VI. In addition, the District hired a student relations director and created a Student Relations department to better monitor and address discipline disparities.

The District also engaged in several efforts to utilize alternatives to suspension, including abeyance contracts, In-School Intervention, and the District Alternative Education Program, as discussed in Section VI.

c. Providing Students with Supports and Opportunities

Recommendation 13: Ensure Adequate Funding of African American Student Services

Recommendation 15: Enhance the Parent Engagement Program

Recommendation 16: Develop and Implement Extended Learning Opportunities

i. Funding

The District continued to fund the African American Student Services Department. In SY2018-19, the District funded fourteen AASSD employees, including a director, two behavioral specialists, an administrative secretary, and ten student success specialists. The District also provided financial support for summer programs and education field trips (see Section V.F.1).

In fall 2018, the District continued working with Trayben and Associates to make recommendations regarding the District's support of African American student achievement and the reorganization of the AASSD. In October 2018, Trayben and Associates made a final informational report to the Governing Board on its recommendations for improving African American student achievement and reorganizing the department (**Appendix V – 77, TraybenFinalReport 2018**).

ii. Parent Engagement Program/Parent and Family Engagement

The District is committed to working with parents and families of Tucson Unified students to promote student academic achievement, and it has

implemented various strategies to support this goal. For a detailed discussion, see Sections V.F and VII.

iii. Extended Learning Opportunities

The District provided multiple extended learning opportunities to African American students throughout the school year and summer. For more information on school and summer programs, see Sections V.A, V.D.3, and V.F.1.

In an effort to provide African American students with an opportunity to participate in extended learning opportunities, the District supported several initiatives, including Freshman Academy, AP Boot Camp, and University High School Summer Blast. In addition to District-led initiatives, the AASSD provided summer enrichment and extended learning opportunities to students (**Appendix V – 50, V.G.1.p (1) College Mentoring (AASSD), Appendix V – 56, AAHeritageDay18-19, and Appendix V – 63, STEMSummer2019**).

H. Referrals, Evaluations, and Placements

The LAD annually reviews the District's referral, evaluation, and placement policies and relevant disaggregated enrollment data for ELLs. This allows the LAD to take appropriate action aimed at remedying classroom assignments or placement of students that could otherwise result in racial or ethnic student segregation.

1. Integrating ELLs Outside of the Four-Hour Block

Continuing in SY2018-19, during professional development sessions, the LAD offered ELL teachers opportunities to discuss their approaches to both integrating ELL students in their four-hour block with non-ELL students and identifying additional approaches to integrating ELL students outside of their four-hour block (**Appendix V – 78, Integrate ELL Students Ppt Slide**). Teachers generated a collection of suggested ideas on how to integrate ELLs outside of the four-hour block and then made it available as an online resource in the ELD binder found on the District's ELD curriculum page (**Appendix V – 79, Integrate ELL Ideas ELD Curriculum Web Page**).

In addition, the LAD surveyed a teacher focus group to elicit more ideas on how to integrate ELL students with non-ELLs outside of the four-hour block. The LAD shared the teachers' survey responses via email with elementary SEI teachers

across the District (**Appendix V – 80, Focus Group Survey Results for ELL Integration**).

a. 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 (**Appendix V – 81, Configuration Form** and **Appendix V – 82, School Projections SY19-20**). Each of the K-5 District elementary schools had at least one configuration scenario completed for SY2019-20.

Based on ELL numbers in a three grade-level span, various sites had the opportunity to integrate ELLs through Individual Language Learner Plans (ILLPs) or mixed SEI classes. At school sites with changes in program configurations, the LAD collaborated with site administrators to leverage the benefits of these designations (ILLP, SEI mixed).

However, ADE must approve each mixed SEI classroom and some ILLP designations. In SY2018-19, the LAD submitted grouping exceptions to ADE for approval of these ILLP and mixed SEI designations (**Appendix V – 83, USP TUSD LAD Grouping Exceptions SY2018-19**).

b. Training

The LAD presented a professional development training for school registrars and office managers in SY2018-19 (**Appendix V – 84, STARS ADE Documentation Requirements Ppt**). 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 ELLs were placed correctly.

I. Supportive and Inclusive Environments

Throughout SY2018-19, the District continued to incorporate components of Supportive and Inclusive Learning Environments, which emphasize learning space and tone, together with the pedagogically focused culturally responsive practices educational approach. Culturally responsive education is an overarching

concept that includes but is not limited to curriculum, pedagogy, and non-instructional elements such as school climate.

To support this approach, the District developed a comprehensive, multi-year Culturally Responsive Professional Development Plan to train administrators and certificated and classified staff (**Appendix V – 38, Culturally Responsive Professional Development Plan**). The plan is aimed at positively affecting culturally responsive practices throughout the District to create supportive and inclusive environments in schools (also see Section V.E).

Additionally, throughout spring and summer 2019, the District exchanged ideas, comments, drafts, and suggestions with the Special Master to collectively develop the Combined Discipline/Inclusivity Professional Learning Plan, which was submitted to the Court on August 30, 2019 [ECF 2266].

1. CRP Implementation - Trainer Cohort

To support CRPD implementation across the District, the CRPI department selected a group of Tucson Unified staff as District trainers. These trainers received content-specific training in the implementation of culturally responsive practices. A group of experts was selected to deliver the training based on their expertise in culturally responsive approaches in their content areas. With this training, staff members were prepared to deliver professional development to sites across the District.

To support district-wide implementation of culturally responsive practices across various areas, the District maintained a Culturally Responsive Practices Implementation and Monitoring Committee. This committee monitors and addresses issues relevant to SAIL and culturally responsive practices and consists of central leadership who have a stake in the successful implementation of the CRPD (**Appendix V – 39, 2018-19 Monitoring Committee Schedule**). This committee provides critical input necessary for culturally responsive practices and SAIL to become pervasive in all aspects of instruction and school interactions with students and their families.

a. Restorative Strategies Supporting Culturally Responsive Practices

As part of the CRPD, which includes components of SAIL, site administrators received extensive training in Restorative Practices. The District used a

differentiated approach in the level of training administrators received. Identified sites with higher needs received more intensive training from consultants who specialize in this area. The District determined need based on discipline rates reported by site principals. While a differentiated approach was taken with administrators, site teachers received a minimum of two trainings devoted to the implementation of restorative approaches in the classroom.

Having built capacity with Restorative Practices, the District utilized the train-the-trainer model to deliver training to teachers at their sites. Trained central staff were deployed to each site to train teachers on the restorative circle process as an instructional strategy. The first session focused on how this approach contributes to building teacher-student and student-student relationships and how the resulting improvement in a sense of acceptance and belonging positively contributes to the academic outcomes of students.

The second session provided site staff the opportunity to experience the circle process as participants. As a reflective activity, site staff were asked to consider the benefits this approach might have in addressing the social and emotional learning needs of the students they serve. Having teachers normalize the circle process through its use in instruction will lessen potential student resistance in engaging in this process.

To further support inclusive practices, the assistant superintendent of Curriculum and Instruction reminded administrators of the need to promote the expansion of CRCs at their sites through lowered minimum requirements in student enrollment numbers per course, and the need to offer the minimum number of CRCs. This message was delivered to secondary administrators during the registration and pre-registration process in December and January.

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 ALE Enrollment** for SY2018-19.

- 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 – 85, V.G.1.b (1) Appendix E - AAC SY2018-19, V – 2, V.G.1.b (2) Appendix F - GATE SY2018-19, and V – 86, V.G.1.b (3) Appendix G - UHS SY2018-19.***
- V(G)(1)(c) Copies of all assessments, analyses, and plans developed pursuant to the requirements of this section;
- See Appendix V – 3, V.G.1.c ALE Supplementary Goals Summary*** to view recommendations for assessment developed for SY2018-19.
- V(G)(1)(d) Copies of all policies and procedures amended pursuant to the requirements of this section;
- See Appendix V – 87, V.G.1.d Policies and Procedures Amendments SY2018-19*** to view amendments concerning Advanced Learning Experiences for SY2018-19.
- 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 – 88, 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 SY2018-19.
- 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;

See Appendix V – 89, V.G.1.f Recruitment and Marketing to view recruitment and marketing documents and a list of locations where available.

V(G)(1)(g) Copies of the new and/or amended admissions and testing criteria, policies, and application form(s) for UHS 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;

See Appendix V – 13, V.G.1.g UHS Admissions 2019-20 Freshman Class.

V(G)(1)(h) 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- 90, V.G.1.h Description of Changes Made to ALE Programs.

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 SY2018-19.

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 – 9, V.G.1.j Certificated Staff with ALE Credentials* to view certificated administrators and staff with certifications 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 – 91, V.G.1.k OELAS Extension and HB 2435 Timeline* to view outcome of OELAS extension presented to the state.
- 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 – 92, V.G.1.l Dual Language Services by School and Grade*, which contains a listing of each dual language program for SY2018-19.
- 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 – 93, V.G.1.m (1) AASSD Outreach, V – 94, V.G.1.m (2) MASSD Outreach, and V – 95, V.G.1.m (3) DL Mailer* to view mailers distributed at outreach meetings during SY2018-19.
- 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 remained unchanged for SY2018-19.

- 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 – 96, V.G.1.o Retention Four Year.**
- 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 – 50, V.G.1.p (1) College Mentoring (AASSD) and V – 64, V.G.1.p (2) College Mentoring (MASSD) to view college mentoring programs in SY2018-19.*
- V(G)(1)(q) A description of the process for providing academic intervention for struggling African American and Latino students;
- See Appendix V – 97, V.G.1.q AASSD - MASSD Academic Interventions SY2018-19 to view information for the academic interventions in SY2018-19.*
- 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 – 98, V.G.1.r AASSD – MASSD Academic Intervention Teams SY2018-19 for improving student academic success, including school locations for SY2018-19.*
- 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 SY2018-19, *see Appendices V – 99, V.G.1.s (1) AASSD Quarterly Events and V – 100, 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 – 26, IV.K.1.q Master USP PD Chart**. This report contains a table of all formal professional development opportunities offered for SY2018-19.
- 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 – 31, V.G.1.u Students Receiving Ex Ed Services SY2018-19**. This report contains a table of all SY2018-19 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.

VI. Discipline

The District continued its efforts to reduce disparities in the administration of discipline among racial and ethnic groups and to reduce the absolute levels of discipline imposed. Those efforts proved fruitful in SY2018-19. While there are slight fluctuations from year to year, the overall trend is a reduction in the differences in discipline rates between African American and white students. The District halved the 9 percent difference that existed in SY2013-14. Furthermore, African American discipline rates for the past two years (10.39 percent and 10.93 percent) are lower than white rates for SY2013-14 (11.56 percent). There is virtually no difference in discipline rates between Hispanic and white students.

There are no disparities between Hispanic and white students for out-of-school suspensions (short- or long-term). The District has reduced the disparity gap with respect to both short-term and long-term suspensions between African American and white students. The likelihood that African American students will be suspended also has been reduced significantly. For example, in SY2014-15, African American students were 3.5 times more likely to have a long-term suspension than white students. By SY2018-19, the likelihood ratio had dropped to 2.1. Hispanic students are no more likely than white students to receive a long-term suspension.

In SY2018-19, the District took major steps to strengthen its commitment to promoting positive behaviors and reducing discipline and discipline disparities, including the creation of the Student Relations and Discipline Department, mentioned in Section V, that is focused exclusively on the implementation of discipline-related desegregation efforts. In the fall, the District hired an SR coordinator (a restorative and positive practices coordinator, or RPPC) to work closely with the equity compliance liaison (CL). The coordinator and liaison provided training and technical assistance to school leadership and staff members related to the new Student Code of Conduct, data entry, and implementation of Positive Intervention Centers (PICs), a new alternative to suspension strategy. The team conducted real-time, joint review of all suspensions to assist sites in calibrating consequences across schools and gave ongoing advice and feedback to administrators related to violations, interventions, and consequences for lower-level behaviors. Finally, the team laid the groundwork for revising processes and systems for In-School Intervention (ISI) rooms and improvements to the District Alternative Education Program (DAEP), PICs, PBIS, and Restorative Practices.

At the end of the fall semester, the District completed staffing the SR department by hiring a discipline director to work with the discipline coordinator and CL and with the regional superintendents. Fully staffed, Student Relations strengthened its existing practices (frequent discipline data review, support to sites, training, etc.) and expanded its scope to include site-based audits to observe and assess practices at schools and provide job-embedded support. The SR department also collected and analyzed information through surveys and other assessments on behavior and discipline practices. Site-level walk-throughs included real-time observation of school-based PBIS practices, Restorative Practices, positive alternatives to suspension, and the creation of inclusive school environments. Based on observational and survey information, Student Relations developed process revisions to improve the effectiveness of behavior and discipline strategies and ensure consistent implementation across the District.




Student Relations continued to analyze school-level data on a biweekly, monthly, and quarterly basis, working closely with principals, assistant principals, and regional superintendents to bring any issues warranting investigation or remediation to the attention of the District's chief academic officer. Based on data review and local observation, Student Relations assisted schools in developing support action plans (SAPs, formerly known as corrective action plans), reviewed them for consistency and efficacy, monitored their implementation, suggested modification or support, and tracked improvements resulting from SAP implementation.

Student Relations actively reviewed schools' use of exclusionary discipline to ensure compliance with the Student Code of Conduct (also known as *Guidelines for Student Rights and Responsibilities*, or GSRR) and ensure schools were disciplining students in a fair and equitable manner. One major improvement in SY2018-19 was the elimination of the "Disorderly Conduct" violation and a careful review of the "Other Aggression" violation, including detailed, joint aggression incident reviews with the Department of Justice (DOJ) to identify, address, and reduce incidents of improper use of exclusionary discipline for low-level behavior. This review resulted in stricter guidance to site leaders on the use of "Other Aggression."

Student Relations staff became leading members of the Comprehensive Behavior and Discipline Committee (CBDC) and contributed heavily to the design and presentation of professional development focused on improving classroom

instruction, relationships with students, and inclusive school environments. Student Relations worked primarily through three sets of teams at the site level: MTSS teams, site discipline teams, and PBIS teams. Some large schools implemented all three teams; smaller schools combined team functions into one or two teams. The District required most schools to have separate MTSS teams and site discipline teams in SY2018-19.

Figure 6.1: Site Teams

		
MTSS TEAM	SITE DISCIPLINE TEAM	PBIS TEAM
Focus: students/academic data	Focus: behavioral/school-wide data	Focus: school culture and climate
Leads: MTSS facilitators or leads	Leads: Principals; RPPFs or RPPSCs	Leads: Varies by site

During SY2018-19, the District continued to work with internal and external stakeholders to improve discipline policies, practices, and outcomes beyond the creation of the Student Relations department, including the following key activities:

- ***Updated Student Code of Conduct (“Code”).*** The District worked with various stakeholders, including the Special Master and Plaintiffs, for more than half the school year to develop a revised Code. As a result, the final Code was successfully approved. Furthermore, administrators, teachers, and parents who were part of the consultation process overwhelmingly supported the revisions. The following lists a few of the key revisions aimed at reducing exclusionary discipline and ensuring fair consequences:
 - Including the following guiding principle, “Applying the rules consistently so students receive similar consequences for similar violations.”
 - Outlining the role of the newly formed Discipline Review Team to conduct ongoing review of consequences, approve requests for elevated consequences, review jointly all suspensions, and monitor for disproportionate discipline by race or ethnicity.

- Moving “Restorative Practices” and “PBIS” sections from the middle of the Code to page 2 to highlight the importance of these two strategies in promoting positive behavior and preventing behaviors that can lead to exclusionary discipline.
- Creating a new section devoted to “Exclusionary Consequences” that highlights the District’s commitment to ensuring their use as a last resort and describing with specificity when those consequences do and do not apply.
- Creating a new section devoted to a new positive alternative to exclusionary discipline, PICs, designed to provide a positive space for students to de-escalate and return to class when they are ready to prevent escalation of socially- or emotionally-challenging incidents that could lead to behaviors that result in exclusionary discipline.
- Revising the District’s approach to the five violations that lead to the most incidents of exclusionary discipline, particularly for African American students: fighting, drug possession, drug use, alcohol possession, and alcohol use. Rather than looking to suspend students as punishment for these violations, the District now focuses on prevention and rehabilitation by providing mediation as an alternative to suspension for fighting, and substance abuse workshops as an alternative to suspension for drug or alcohol use or possession.
- Eliminating the “Disorderly Conduct” violation altogether after extensive data review. The District determined that it was difficult to apply this violation (and its consequences) evenly across dozens of sites.
- ***Manuals and Handbooks.*** Based on observations from multiple school walk-throughs, data analysis, and research on best practices, the Student Relations department convened several working groups of relevant staff to develop a manual/handbook for several programs. These manuals/handbooks (discussed in detail below), will operate to support the consistent application of various programs across sites to ensure equity and replicate best practices.
- ***Department of Justice Collaboration.*** As in prior years, the District has engaged the DOJ in joint reviews of individual incidents (and their disposition) for the most-used category in the Student Code of Conduct, “Aggression,” which includes minor aggressive acts, other aggression, fighting, and assaults. By providing this level of transparency to the only party authorized to view individual student

data, the District has gained a wealth of knowledge, insight, and internal capacity to continue conducting thorough, incident-specific analyses of discipline data to ensure compliance and reduce the use of exclusionary discipline.

- ***Discipline Data Reporting.*** The District developed a reporting template to monitor individual students involved in discipline and disciplinary incidents.
- ***Access to Behavior and Discipline Information.*** Teachers, principals, and other relevant staff have easy access to information about how best to deal with particular offenses as defined by the Student Code of Conduct through the “What Works” online resource. The site also includes information for individual staff members and other professional personnel who have demonstrated relevant expertise and are willing to provide peer support. For SY2019-20, the District moved the link to the site to a more prominent area of its internal staff website to increase its visibility and use.
- ***Process for Addressing “Hot Spots”³⁴.*** Through Student Relations, the District streamlined the process for dealing with hot spots and high visibility problems. Joint review of suspensions by the department, the regional assistant superintendent, and the school improved the District’s ability to identify hot spots and developed open lines of communication with principals and regional assistant superintendents. Through these communication channels, Student Relations staff and site-based leadership identify hot spots, agree on supportive actions, and work collaboratively to implement solutions. In addition to ad hoc meetings to deal with hot spots, Student Relations meets on a quarterly basis with central leadership to discuss trends and challenges.
- ***Corrective Actions to Address Disproportionate Exclusionary Discipline.*** The District took several corrective actions on a district-level to address disproportionate exclusionary discipline, including, but not limited to:
 - *Student Relations Suspension Review.* Pursuant to the revised Student Code of Conduct, the District instituted a key policy

³⁴ Hot spots are schools where data analyses reveal higher-than-average levels of exclusionary discipline, negative trends, or disproportionate discipline outcomes by race or ethnicity.

change in SY2018-19: requiring principals and assistant principals to review all suspensions with Student Relations to ensure consistent application across schools.

- *Positive Intervention Centers.* The District introduced PICs in SY2018-19 specifically to prevent exclusionary discipline (or the escalation of behaviors leading to exclusionary discipline) for students who were feeling angry, overwhelmed, or in need of a time-out. The District is developing stronger measures for SY2019-20 to gather better data on PIC participation and results and to ensure consistency across sites through an ISI/PIC manual.
- *Code Revisions.* Discussed above.
- ***Regularly Assessing Teachers' Understandings of Disciplinary Processes.*** In SY2018-19, the District instituted 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.
 - *Discipline Audit.* Student Relations initiated a district-wide "discipline audit" of all District schools to examine the effectiveness of site referral processes, the implementation of discipline flow charts, the correct interpretation of the Code, the proper use of student information systems in recording discipline, and implementation of USP discipline programs at all schools (**Appendix VI – 1, Principal, Teacher, and Student Audit Rubrics**). Student Relations developed an ongoing summary of audit responses to analyze, identify, and address district-wide trends (**Appendix VI – 2, Audit School Summary**).
 - *Code of Conduct.* Student Relations developed an online Code of Conduct training for all District teachers and staff members. The 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 percent 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 percent to receive professional development credit. Teachers may access the training using the District's TNL system.
 - *Restorative Practices Pilot.* The District selected five schools to pilot Restorative Practices on an intensive basis. Each site hired a restorative and positive practices facilitator (RPPF) and received

three days of training from Restorative Solutions, Inc., Denver CO.³⁵ School teams were composed of teachers, counselors, administrators, RPPFs, and student success specialists. Student Relations and Restorative Solutions (RSI) evaluated the schools during, after, and between trainings. At the conclusion of training, school staff participated in a debriefing session to check for and assess understanding, including the completion of a written assessment for each school.

- *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), conducted observations at sites (audits), and regularly reviewed discipline data for hot spots and trends. Student Relations conducted unannounced discipline site audits of each school to determine if they all had a functioning discipline and PBIS team.
- ***Practices and Procedures to Ensure USP Discipline Program Buy-in and Implementation.*** As noted above, the District conducts school discipline audits through the Student Relations department. Student Relations combines data obtained from the audit into a spreadsheet to compare and contrast information, identify patterns or trends, and identify potential hot spots. The summary utilizes color-coding so leadership can identify problem areas at a glance and work directly with SR staff and site leadership to address specific concerns. Student Relations places schools deemed to be out of compliance with discipline policy, procedures, or USP discipline programs on supportive action plans and/or identifies specific needs for additional training. Student Relations ensures communication across departments by forwarding questionnaires and spreadsheets to the principal, regional superintendent, and superintendent.
- ***Setting Priorities for SY2019-20.*** The District developed and set the following priorities:
 - Establishing regional support teams for Tier 3 behavioral support for general education students and expanding social worker services for general education students;
 - Establishing effective disciplinary teams on each campus;

³⁵ The District's partnership with the WEEAC, discussed later in this section, led to the collaboration with Restorative Solutions, Inc.

- Developing parental appeal rights for short-term suspensions (one to nine days);
- Establishing a district-level Code of Conduct Committee of parents, teachers, community members, students, and District office leadership to recommend yearly revisions; and
- Improving visibility, accessibility, accountability, and transparency of the Student Relations department.
- ***Effective Use of Data Related to Discipline by Principals and Teachers.*** The District implemented a coordinated effort to ensure the effective use of data related to discipline by principals, teachers, and other relevant staff using various components of the District's comprehensive EBAS. During site discipline audits, Student Relations staff interviewed principals regarding the site's use of discipline data. In SY2018-19, Student Relations met with each principal and reviewed data specific to their site. These meetings will continue in SY2019-20.
- ***Identifying, Sharing, and Replicating Best Practices.*** Prior to the start of SY2018-19, the District provided guidance to principals and certified staff members on their roles in the discipline process, including training to facilitate the replication of best practices. The District required principals to meet on a regular basis, at least monthly, with the site discipline teams. Site teams reviewed data, identified patterns and hot spots, and developed strategies to address areas in need of improvement. The site discipline team then assessed the effectiveness of interventions and strategies to determine if they contributed to positive outcomes. Site teams also shared strategies and practices that other schools could replicate.

Student Relations, site-based RPPFs, and MTSS facilitators/leads shared best practices from their unique site perspective, including PBIS or Restorative Practices strategies that have proven effective at their site.

As mentioned, the Student Relations department developed several handbooks and manuals in SY2018-19. Manuals highlighted the basic strategies and requirements necessary for a successful program. Based on school audits conducted by Student Relations, staff incorporated observed best practices into the manuals.

As noted above, teachers, principals, and other relevant staff have ready access to best strategies to address particular offenses through its “What Works” online resource, which includes links to internal resource documents, templates and videos, and external resources such as professional personnel with relevant expertise for peer support.

Additionally, on September 1, 2019, the District filed its Notice and Report of Compliance: Discipline Progress Report, and Combined Discipline/Inclusivity Professional Learning Plan [ECF 2266], along with its Progress Report on Discipline [ECF 2266-1], which provide additional detail regarding the District’s progress, efforts, and strategies.

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

In SY2018-19, the District continued to implement PBIS and Restorative Practices to address behavior and disciplinary issues and improve the culture and climate of each school.³⁶ At the district level, the Student Relations director and the RPPC worked with sites to implement PBIS and Restorative Practices. At the site level, RPPF and restorative and positive practices site coordinators (RPPSCs) worked with the Student Relations director, the RPPC, and site-level staff to continue implementing Restorative Practices and PBIS, with support from MTSS and PBIS facilitators³⁷ and leads.

1. PBIS Training and Implementation

The District continued to work with the external PBIS trainers from KOI Education in SY2018-19 to build internal training capacity. In SY2016-17, some MTSS facilitators received training from KOI to become Tier 1 PBIS trainers. In fall

³⁶ 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 and ensure that administrators, teachers, and other relevant staff members understand their roles and responsibilities related to student behavior and discipline.

³⁷ PBIS facilitators oversee PBIS implementation at five sites targeted for increased intervention and resources. PBIS leads can be a teacher at a site who oversees PBIS as an added duty. PBIS facilitators have extensive responsibilities; PBIS leads have a narrower scope of responsibilities.

2018, District trainers provided Tier 1 training to all RPPFs, ISI teachers, and deans using KOI materials and strategies. The fourteen hours of training were spread over two days. In winter 2019, the District trainers provided PBIS Tier 2 and 3 training to RPPFs, ISI teachers, deans, and administrators.

The knowledge, strategies, and materials from KOI helped build internal capacity within the District to strengthen PBIS implementation. In SY2018-19, Student Relations developed a district-wide PBIS team, consisting of SR staff and MTSS and PBIS facilitators. The PBIS team worked to standardize PBIS practice, procedures, and documentation across the District, working through the PBIS facilitators and leads.

Throughout SY2018-19, site administrators and MTSS facilitators and leads continued to work with relevant site staff to implement PBIS. During monthly professional development sessions, MTSS and PBIS facilitators and administrators discussed PBIS implementation and discipline trends. They also formed grade-range PLCs to address and provide clarification around PBIS, Restorative Practices, and the academic and behavioral interventions and components embedded in MTSS.

In SY2018-19, the District continued to provide targeted training and support to Miller Elementary School, Booth-Fickett and Roskrige K-8 schools, Valencia Middle School, and Palo Verde and Santa Rita high schools. The District targeted these schools for additional support based on evaluations of discipline data. The Student Relations director visited these schools at least two times during the school year and evaluated the efficacy and effectiveness of the PBIS program using a PBIS rubric. The rubric includes program context, program input, fidelity, impact, replication, sustainability, improvement, team description, and matrix (**Appendix VI – 3, PBIS Rubric**).

Several new and aspiring principal leaders participated in LEADNow training, which included PBIS presentations and guidance on how to access PBIS resources. LEADNow trainers are knowledgeable about the District's PBIS practices, documents, and procedures, and often referred participants to their school PBIS documents and external links for more information related to PBIS and other behavior and discipline resources.

Using the EBAS, Student Relations collected and analyzed site-level data from MTSS facilitators and PBIS facilitators/leads and principals. SR then

scheduled and held ongoing discussions with site staff on school culture and climate. Principals trained all staff on PBIS and the PBIS matrix that was developed by individual sites to address specific site needs, including any concerns identified through the monthly discipline reports (**Appendix VI – 4, Sample PBIS Matrix**). The PBIS team reviewed the behavior expectation matrix and the behavior flowchart at each site and made revisions as necessary (**Appendix VI – 5, Sample Behavior Flowchart**). Site PBIS teams also worked to ensure fidelity in PBIS implementation.

As noted earlier in this section, Student Relations conducted walk-throughs of all schools, making independent observations and assessments and collecting questionnaires regarding a variety of disciplinary processes from principals, teachers, and students (**Appendix VI – 1, Principal, Teacher, and Student Audit Rubrics**). Through the rubric and discussions, Student Relations questioned administrators, teachers, and students regarding their knowledge of PBIS and PBIS processes at their schools. The audit rubric included questions about each school's discipline team, PBIS team, discipline flow chart, and PBIS matrix. Student Relations inquired about PBIS implementation, training, and program outcomes and then evaluated each school's progress at implementing various behavior and discipline processes.

The District created an online PBIS training for implementation in spring 2019. Available online via TNL, the District designed the course for all employees who have direct contact with students. A brief assessment follows the course (**Appendix VI – 35, PBIS Online Training**).

2. Restorative Practices Training and Implementation

As discussed earlier in this section, the District solicited the service of the Western Educational Equity Assistance Center (WEEAC) at Metropolitan State University of Denver to provide Restorative Practices training to administrators, certificated staff, and classified support staff at five target schools (Secrist, Doolen, Pistor, and Valencia middle schools and Booth-Fickett). WEEAC contracted with Restorative Solutions, Inc. to provide the training. RSI provided three eight-hour trainings to each school, highlighting general theories about the interconnections between Restorative Practices, restorative justice, and CRP with real-world strategies and best practices. At the end of each training session, RSI produced a narrative assessment for each school. Each school received a follow-up

debrief/evaluation. RSI conducted surveys at the end of the first session to identify staff attitudes towards Restorative Practices and school needs (**Appendix VI – 6, Targeted School RP Survey Summaries**).

Each pilot school had a full-time RPPF. Each RPPF received additional training in de-escalation, inputting data into the EBAS (including Clarity and Synergy) and analyzing data. RPPFs, in turn, provided training to all principals and assistant principals. This training, Culturally Responsive Approaches to Student Behavior and Discipline, introduced fundamental concepts such as discipline vs. punishment, implicit bias, school climate, and the use of circles and conferences and other Restorative Practices to create a supportive and restorative school environment (**Appendix IV – 26, IV.K.1.q Master USP PD Chart**). Principals at pilot schools used these concepts and workshop materials to train staff on creating restorative and inclusive school environments during a minimum of two professional development sessions.

Using a Restorative Practices questionnaire, Student Relations evaluated the efficacy and effectiveness of implementation at all pilot schools at least two times during the year (**Appendix VI – 7, RP Questionnaire**). Additionally, Student Relations evaluated the schools using an extensive Restorative Practices assessment based on seven common benchmarks to further evaluate how closely schools were following the District's Restorative Practices model (**Appendix VI – 8, RP Assessment**).

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.

The District implemented a new Restorative Practice, PICs, at eight pilot schools.³⁸ Each school employed a certified ISI teacher and an RPPF. The District designed PICs to give a student time (no more than 30 minutes or the remainder of one class period) and a positive and supportive environment to de-escalate when angry, overwhelmed, or in need of a time-out. The PIC is located in the school's ISI room.

³⁸ Booth-Fickett and Dietz K-8; Doolen, Pistor, Secrist, and Valencia middle schools; and Catalina and Santa Rita high schools.

The teacher in the PIC has the student fill out a reflection form to help identify the root cause of the feelings, de-escalate the situation, and assist in restoring the student back into the classroom or classroom setting. The ISI teacher documents students' visits, and site teams review this information during their weekly discipline meetings. The teams look for trends, including which students are going to the PIC multiple times and which teachers are frequently sending students to the ISI room. Schools flag students who have frequent ISI assignments for placement on the MTSS review list to determine if the assigning teacher should be considered for teacher support in areas like classroom management or if staff should create or modify a more formal Behavior Intervention Plan for the student.

Student Relations conducted a minimum of two visits to PIC/ISI classrooms throughout the school year. During the first visit, Student Relations used a narrative evaluation to assess all eight schools (**Appendix VI – 9, PIC Site Visit Narratives**). During the second visit, Student Relations used an ISI/PIC rubric to evaluate ISI/PIC implementation (**Appendix VI – 10, ISI-PIC Rubric**). Additionally, Student Relations interviewed students, teachers, and administrators in the pilot schools during the discipline audits to assess implementation progress.

Based on observations from multiple school walk-throughs, data analysis, and research on best practices, the Student Relations department convened a working group of relevant staff to develop a handbook for ISI/PIC implementation (**Appendix VI – 11, ISI-PIC Handbook**). The ISI/PIC handbook will operate to ensure consistent application of ISI/PIC programs across sites to support equity and best practices.

3. MTSS, Culture and Climate, and Infrastructure

While PBIS and Restorative Practices are the District's primary school-wide approaches to classroom management and student behavior, MTSS is the overarching umbrella under which all academic and behavioral interventions and strategies operate. MTSS professional development, therefore, covered a wide variety of topics in SY2018-19.

The annual Back-to-School Administrator Conference, held in July 2018, provided an opportunity for administrators to review and discuss the beginning-of-year checklist, which included roles and responsibilities for administrators and

teachers, and to review the Student Code of Conduct before the beginning of the school year.

The principal evaluation instrument specifically addresses an administrator's understanding of student behavior and discipline, the implementation of PBIS, Restorative Practices, and MTSS, as well as the development of a supportive and positive school culture and climate. The academic directors worked with the principals during pre-observation conferences on expectations and alignment with the Danielson evaluation framework. To facilitate the teacher evaluation process, principals utilized a teacher evaluation flowchart to ensure roles and responsibilities were clear and to ensure transparency and accountability (**Appendix VI – 12, 18-19 Teacher Evaluation Workflow**).

During monthly meetings throughout the year, the ISI/PICs, deans, RPPFs, and MTSS facilitators and leads presented and received training on all aspects of behavior and discipline implementation and monitoring. These meetings covered a wide variety of behavior- and discipline-related issues.³⁹

In accordance with District expectations, MTSS site meetings occurred at least twice a month and on an ongoing basis throughout the school year to provide support and intervention strategies for teachers. Some sites met weekly, in addition to their MTSS meetings, to address student needs.

B. Guidelines for Student Rights and Responsibilities (GSRR) and the Revised Student Code of Conduct

In SY2018-19, the District continued to implement the Student Code of Conduct, which is also referred to as *Guidelines for Student Rights and Responsibilities* (**Appendix VI – 13, VI.G.1.d (1) Student Code of Conduct SY2018-19 (7 major languages)**). The Code includes information on consequences, interventions, PBIS, and Restorative Practices. All schools strive to

³⁹ Issues included but were not limited to: Restorative Practices and PBIS training, implementation, and monitoring; the role of MTSS facilitators and RPPFs in behavior, discipline, and culture; behavior and discipline goals for the year; MTSS team and discipline site team meeting protocol; ISI, DAEP, and positive alternatives to suspension; monitoring and reporting academic and behavioral interventions; creating monthly discipline reports and monitoring for discipline disparities; creating corrective action steps; *Guidelines for Student Rights and Responsibilities*/Code of Conduct; exclusionary discipline; behavioral intervention teams; long-term hearings; family engagement due process and appeals; and data-based decision making.

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 ensured that all stakeholders had access to the Code. The District also collected input from stakeholders to develop an updated Code for SY2019-20.

1. GSRR Dissemination and Implementation

In SY2018-19, the District discontinued its prior practice of providing a hard copy of the Code and related documents to all parents of enrolled students. Instead, the District posted the Code on the District website and made it available to all students and parents via a downloadable app. The District also made a limited number of hard copies available to students, parents, faculty, and staff upon request. The District provided the Code in all major languages at school sites, the central office, Family Resource Centers, and on the District's website. Schools delivered Code informational sessions for students via school assemblies or in class, and for parents twice per year at informational events. To monitor compliance, sites submitted the dates to the Student Relations director once per semester. Student Relations maintained a spreadsheet with dates and audience to ensure the District was disseminating information about the Code.

In July 2018, the District trained all administrators on the Code and related disciplinary issues, including best practices for reporting incidents into the student information system, Synergy (**Appendix IV – 26, IV.K.1.q Master USP PD Chart**). The New Teacher Induction Program included training on Code of Conduct management. Administrators received additional Code training at an Instructional Leadership Academy training.

Additionally, Student Relations rolled out an online Code training for all District personnel who have direct contact with students. The training reviews key information on consequences, interventions, application, due process, PBIS, and Restorative Practices. An online assessment followed the training (**Appendix VI – 14, Code Online Training**).

Throughout the school year, the Student Relations director, RPPC, and CL 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. The SR director, RPPC, and liaison also communicated directly with District leadership

and principals to calibrate actions with offenses in light of trends district-wide to ensure the Code was being applied in a consistent manner.

In addition, the Discipline Review Team reviewed discipline monthly and quarterly and communicated with the DOJ to review disciplinary data on aggression violations, specifically.

2. Development of the Revised GSRR (Student Code of Conduct)

In SY2018-19, the District rolled out a new Student Code of Conduct for SY2019-20. In January 2019, Student Relations began a Code review process for a possible revision for SY2019-20. The process included soliciting input from multiple stakeholders, including a working group made up of staff, community members, and other participants. The District solicited public comment and received and reviewed hundreds of submissions, some of which the District incorporated into the revised Code. On May 21, 2019, Student Relations presented the revised Code to the Governing Board for discussion (**Appendix VI – 15, Student Code of Conduct SY2019-20**). Like the GSRR before it, the Code is incorporated by reference into District Policy JK.

The new Code developed for SY2019-20 included several changes designed specifically to reduce exclusionary discipline for all students, and particularly for African American students who experience the greatest levels of disproportionality. Below are the key changes to the Student Code of Conduct for SY2019-20:

- **Page 1** Updated “Basic Information” section to include the following guiding principle: “Applying the rules consistently so students receive similar consequences for similar violations.” Also, outlined the role of the newly formed Student Relations department (also known as the Discipline Review Team) to conduct ongoing review of consequences, approve requests for elevated consequences, jointly review all suspensions, and monitor for disproportionate discipline by race or ethnicity.
- **Page 2** Moved “Restorative Practices” and “PBIS” sections from the middle of the Code (pages 17-18) to the front of the Code (page 2) to highlight the importance of these two strategies in promoting positive behavior and preventing behaviors that can lead to exclusionary discipline.

- **Page 3** Created a new section specifically devoted to “Exclusionary Consequences” that highlights the District’s commitment to ensuring their use as a last resort and describing with specificity when those consequences do and do not apply.
- **Page 4** Created a new section devoted to a new positive alternative to exclusionary discipline, PICs. As discussed earlier in this section, PICs are designed to provide a positive space for students to de-escalate and return to class when they are ready to prevent escalation of socially- or emotionally-challenging incidents that could lead to behaviors that result in exclusionary discipline. Also, created a new section explaining the different positive alternatives to out-of-school suspension (abeyance contracts, ISI, In-School Suspension or Reassignment, and DAEP) to promote greater understanding of these options and promote increased use.
- **Page 7** Revised the District’s approach to the five violations that lead to the most incidents of exclusionary discipline, particularly for African American students: fighting, drug possession, drug use, alcohol possession, and alcohol use. Rather than looking to suspend students as punishment for these violations, the District now focuses on prevention and rehabilitation by providing mediation as an alternative to suspension for fighting, and substance abuse workshops as an alternative to suspension for drug or alcohol use or possession. Drug or alcohol use or possession had previously carried a minimum eleven-day suspension as a Level 4 violation. The new approach results in a three-day suspension for a first offense, or one day if students agree to participate in the substance abuse workshops.
- **Page 9** Eliminated “Disorderly Conduct” altogether after an extensive data review. The District identified the difficulty in applying this violation (and its consequences) evenly across dozens of sites, as it had been used as a precursor to exclusionary discipline.

While the District recognizes that implementation of the Student Code of Conduct is key to the guidelines’ overall success, it developed the above-referenced policy changes as the first step in creating lasting, institutional change to help address disproportionality in discipline.

C. Positive Alternatives to Suspension

The District implements 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.⁴⁰

Administrators utilized different alternatives depending on the nature of the violation and the GSRR protocol. The DPG plan included four types of positive alternatives to suspension for administrators to consider: GSRR interventions (including restorative conferences); abeyance contracts; ISI; and the Life Skills Alternative to Suspension Program (LSASP), which was later reconstituted as the DAEP. In SY2017-18, the District added a fifth alternative, PICs, and implemented it at pilot schools in SY2018-19. Below, the District outlines its implementation of each of the five alternatives.

1. GSRR Interventions (Including Restorative Conferences or Circles)

The District continues to use preventative and responsive interventions when students engage in misbehaviors that otherwise may lead to suspension. Interventions include but are not limited to restorative conferences, restorative circles, or any number of other strategies listed in the GSRR. Some schools were unable to offer every type of intervention, such as Saturday School, Peer Mediation, or Teen Court. Still, all schools provided additional interventions for all action levels of violations and as alternatives to suspension for mid- to higher-level violations.

Among the most frequently used interventions in SY2018-19 were restorative conferences and/or restorative circles. School administrators, deans,

⁴⁰ The USP addresses student behavior and discipline directly in Section VI, Discipline, and indirectly in Section V, Quality of Education, within the contexts of academic and behavioral interventions, supportive and inclusive learning environments, and dropout prevention. A key objective of Section VI is the reduction of discipline disparities in out-of-school suspensions by race or ethnicity, but the USP addresses positive alternatives to suspension in Section V through the Dropout Prevention and Retention Plan (retitled the Dropout Prevention and Graduation Plan). Thus, the District is reporting on positive alternatives to suspension in this section of the annual report.

restorative and positive practice facilitators, social workers (in limited schools), and counselors documented restorative circles and conferences in the student information system, Synergy. RPPFs in targeted schools provided training to all principals and assistant principals, focused on culturally responsive approaches to student behavior and discipline, and included fundamental concepts such as discipline vs. punishment, implicit bias, school climate, and the use of circles and conferences and other Restorative Practices to create a supportive and restorative school environment. Student Relations conducted and developed additional trainings on data collection which, combined with increased familiarity with Synergy and Clarity information systems, led to improved data collection and reporting.

To ensure consistency in the application of interventions and adherence to the Code, Student Relations monitored discipline incidents weekly, monthly, and quarterly to identify instances in which schools did not utilize or did not properly document Code interventions. Student Relations met frequently with assistant superintendents and principals to communicate identified errors, proposed solutions, and best practices back to principals.

On a consistent basis, schools continued to utilize thousands of lower-level interventions (such as restorative conferences and circles) either as a direct alternative to possible suspension (in-school or out-of-school) or as a preventative tool to resolve conflicts before they escalated to higher-level offenses requiring suspension.

2. Abeyance Contracts

Schools or long-term hearing officers may offer behavior contracts to students facing an out-of-school suspension. The abeyance will shorten or possibly eliminate the number of days the student spends out of school. The administrator, parent, and student must agree to and sign the abeyance contract, with the understanding that if the student violates the contract with a suspendable violation, the school will reinstate the remaining suspension days.

Abeyance contracts do not prevent suspensions, but they reduce the number of days that students spend out of school. Thus, schools and hearing officers used this tool in SY2018-19 to “save” thousands of days students would have spent out of school and restore students back into the school community.

3. In-School Intervention

In SY2015-16, the District revised its approach to alternatives to suspension to better align with the goals of the USP, the DPG plan, best practices, and U.S. Department of Education guidance. Based on observations, feedback from ISI site principals and teachers, discipline audit results, and evaluations from previous years, the District continued to implement and improve its ISI program during SY2018-19 at all middle schools, high schools, and large K-8 schools. These efforts included an updated ISI/PIC manual; support for sharing and replicating best practices between ISI sites; increased communication with classroom teachers and ISI teachers; and work with students to reflect on their behavior and identify root causes and positive solutions to reduce recidivism. ISI teachers attended several mandatory professional development sessions covering the Code, ISI, PICs, student mediations, and support group facilitation (including Restorative Practices).

In SY2018-19, the District also completed its evaluation of the ISI program (**Appendix VI – 16, ISI Evaluation 2018-19**), finding, in part:

- Of 22 schools implementing ISI, more than half reduced their number of out-of-school suspensions between SY2017-18 and SY2018-19.
- At ISI schools, the number of days that students were suspended has become more consistent, students are being suspended for shorter amounts of time, and the length of time for suspension is fairly consistent across schools.
- The average number of days that students were suspended for Level 3 violations remained fairly consistent over time (about three days). For Level 4 and Level 5 violations, the decrease in days suspended was significant over five years. For Level 4, the decrease was more pronounced, dropping from about ten days to three days, and was stable across races and ethnicities, especially in SY2018-19. The average number of days that students were suspended for Level 5 violations decreased from about 27 days in SY2014-15 to about seven days in SY2018-19. Variability by ethnicity and race was scarcely evident in any level in SY2018-19.
- Repeat offenders have increased across ethnicities/races over the last four years, except for African American students, who have stayed relatively consistent during that time.

4. District Alternative Education Program

In SY2018-19, the District continued to operate DAEP, a voluntary program that provides students with the opportunity to continue their education and reflect on the underlying behaviors and circumstances that led to inappropriate behavior. DAEP assists students in learning appropriate behaviors and making better choices so they can be restored to their home school at the end of the program. In SY2017-18, the District revised its policy to count a student's days suspended at home (between the incident and the first day of DAEP, usually occurring during the long-term hearing process) towards a DAEP assignment to reduce the number of days a student is out of school.⁴¹

The District continued to provide DAEP students with classroom work and a certified instructor, wrap-around services (including academic, social-emotional, and behavioral support), and ancillary opportunities like physical activity or art. The District completed a full evaluation of the DAEP program in summer 2019. The evaluation found that in SY2018-19, 63 percent of the DAEP attendees returned to their home school without any further discipline incidents compared to 46 percent in SY2015-16 (**Appendix VI – 17, DAEP Evaluation 2018-19**).

The evaluation also found that students who completed DAEP demonstrated tangible gains in math and ELA. Benchmark gains were higher in general throughout the program in SY2018-19 than in prior years. This suggests that students are not losing ground academically and may even benefit from the model of small structured academic environments.

Administrative data show that of the 185 individual students who attended the program, 92 percent completed it, including 18 African American and 94 Hispanic students who remained in a classroom setting as a positive alternative to out-of-school suspension.

⁴¹ The District designed DAEP to provide alternative-to-suspension services for students receiving a 20-, 30-, or 45-day long-term suspension. Students who are "credited" with days out of school during the long-term hearing process (which often depends on a parent or guardian's availability) may not receive the full benefit of DAEP services. This may operate to skew DAEP results, as not all students are receiving the full program that DAEP is designed to provide.

5. Positive Intervention Centers

The District designed PICs to provide a student a short time (no more than 30 minutes or the remainder of one class period) and a positive and supportive environment to de-escalate if they are feeling angry, overwhelmed, or in need of a time-out. The teacher in the PIC has the student fill out a reflection form to help identify the root cause of the feelings, de-escalate the situation, and assist in helping restore the student back into the classroom or classroom setting. As noted earlier, the District selected eight schools to pilot PICs at the beginning of the 2018 spring semester: Booth-Fickett and Dietz K-8 schools; Doolen, Pistor, Secrist, and Valencia middle schools; and Catalina and Santa Rita high schools. Each middle or K-8 school had both an ISI teacher and an RPPF. All ISI teachers and restorative and positive practice facilitators attended a three-day training on November 7-9 on how to conduct student mediations and implement Restorative Practices.

Students go to the PIC room for no more than 30 minutes in K-5 classes, or the remainder of the class period in 6-12 classes. The ISI teacher documents students' visits, and site teams review this information during their weekly discipline meetings. The teams look for trends such as which students are being sent to the PIC multiple times, which teachers are frequently sending students to the PIC, and if any students are sent to the PIC repeatedly by the same teacher. Schools flag students who have frequent PIC assignments for placement on the MTSS review list to see if they should be considered for a more formal Behavior Intervention Plan.

D. Discipline Data Monitoring

The District continued to provide training and support to site leaders to ensure the accuracy of discipline data. The Student Relations department, including the SR director, the SR coordinator (RPPC), and the CL, worked throughout the year with staff from sites and relevant departments to improve the usefulness and accuracy of data documentation. The District improved site-level capacity for data entry to ensure accurate and reliable reporting in SY2018-19, particularly through training on data entry into the EBAS, including Synergy and Clarity information systems. The District also continued to actively monitor discipline data and adjust strategies based on frequent and recurring data analysis, assessment, and evaluation.

The District's system of monitoring and reporting occurs continuously throughout the school year on a daily, biweekly, weekly, monthly, and quarterly basis. SR reviews disciplinary data and disciplinary actions, identifies issues, develops and implements corrective action measures, shares and replicates best practices, and explores ideas for improvement at the site or district level.

Figure 6.2: The District's System of Discipline Data Monitoring and Reporting



1. Biweekly and Weekly Monitoring and Reporting

The District's CL monitored discipline data to ensure compliance with policy and procedures in SY2018-19. The CL monitors the Code, due process policies, regulations, and the USP. This daily review includes monitoring suspensions and positive alternatives to suspension, including ISI and DAEP. The CL also monitors long-term suspension hearings and calibrates consequences at all schools to ensure equity and consistency. As the first line of review, the CL identifies discrepancies between facts and disciplinary consequences, reviews the duration of suspensions, and identifies misclassification of particular incidents. The CL contacts principals and the regional superintendents to investigate an identified anomaly and, if necessary, helps develop an acceptable resolution.

In addition to submitting incident-specific reports, the CL submitted reports twice per week to elementary and secondary leadership and to student services directors in SY2018-19. Reports included information about long-term suspension hearings, short- and long-term suspensions, and the use of abeyance contracts, and they analyzed suspension details, including grade-level, gender, race/ethnicity, violation, dates, and duration of suspension (or alternative to suspension). *See 2016-17 USP Annual Report, Appendix VI – 34.* Assistant superintendents reviewed the reports, investigated questionable incidents and/or consequences, and took necessary corrective measures.

2. Monthly Data Monitoring and Reporting

a. Site Monitoring and Reporting

The District provided training to new principals, assistant principals, deans, and MTSS facilitators on the site discipline data review process, including use of the EBAS, including Synergy and Clarity. Student Relations facilitated Instructional Leadership Academy presentations to all school administrators on several occasions to educate leadership and improve data input, collection, and analysis. Student Relations also communicated frequently with site discipline teams, administrators, RPPFs, MTSS facilitators, and other relevant staff regarding entering, monitoring, and reporting discipline data.

In addition, the District continued to collect monthly discipline reports from sites (**Appendix VI – 18, Sample Monthly Discipline Report**). The template includes a step-by-step instruction guide for site staff to ensure consistent reporting of data across the District. Reports were due from schools by the tenth of every month.

Principals uploaded the completed template form each month to the MTSS website. Site discipline teams committed to meeting regularly and entering data into the review template. Monthly reporting on discipline cultivated more awareness of disciplinary trends, hot spots, and patterns. Monthly reporting also helped teams better understand if or where disparities existed in their procedures, systems, or discipline matrix. After reviewing the monthly reports, regional superintendents followed up with principals to provide support and guidance as needed.

b. Central Monitoring and Reporting

At the beginning of the school year, the District assembled a Central Discipline Review Committee that met monthly throughout the year. During the meetings, the team reviewed the principals' monthly discipline reports and identified specific schools with documented discipline issues. Feedback from the committee enabled the academic directors and principals to better support the schools to ensure equitable disciplinary consequences (**Appendix VI – 19, January Monthly Report Presentation**).

c. **Quarterly Data Monitoring and Reporting**

The CDRC reviewed campus discipline data for each quarter throughout the school year (**Appendix VI – 20, Third Quarter Report Presentation**). The District continued to work with regional superintendents, department directors, and principals to focus on reducing discipline incidents through the institutionalization of the quarterly reviews leading to corrective measures and action plans.

3. **Year-End Review**

The District continually refined and improved the data monitoring process to improve discipline outcomes through daily monitoring and weekly reports by the RPPC and CL. Additionally, the weekly monitoring and monthly reports by department directors and regional superintendents, combined with the CDRC's monthly and quarterly monitoring and reporting to the superintendent and the senior leadership team, made discipline data more accurate and accessible to all school sites.

The continued implementation of active and ongoing monitoring and communication in SY2018-19 contributed to progress in addressing discipline disparities. The District reviewed comparisons between the same quarter of different school years to identify trends, progress, and schools that may be implementing specific best practices that could be replicated at other sites (**Appendix VI – 21, End of Year Discipline Report Presentation**).

In spring 2019, the Student Relations department conducted a discipline audit of all 89 District schools. One of the goals was to ensure all schools were accurately entering discipline data. An outcome of the audit was the development of manuals for ISI/PIC teachers, deans of students, and RPPFs. The manuals standardized discipline practice among all schools. Schools will now be using the same forms and procedures to document discipline data. Additional training in discipline data input was given to all RPPFs, deans, and ISI/PIC teachers. As a result of the audit, some schools were placed on supportive action plans for data reporting.

4. Outcomes

a. Overall Numbers

Overall, as expected, the numbers of students receiving a short-term suspension increased from 1,603 in SY2017-18 to 2,366 in SY2018-19. The primary reason for the increase was the revision of the Student Code of Conduct to include a one-day cooling-off period for students agreeing to mediation or drug/alcohol counseling for first-time offenses. These single-day cooling-off periods were still classified as one-day short-term suspensions. Although there were 2,924 short-term suspensions overall, approximately one-third of them (938) were one-day suspensions.

b. Rates and Proportionality

This section analyzes outcomes using two general measures: discipline rates and suspension rates (**Appendix VI – 22, 2018-19 Discipline Outcomes**).

Discipline Rates

While there are slight fluctuations from year to year, the overall trend is a reduction in the differences in discipline rates between African American and white students. The District reduced the 9 percent difference that existed in SY2013-14 to 4.60 percent. Furthermore, African American discipline rates for the past two years (10.39 percent and 10.93 percent) are lower than discipline rates for white students in SY2013-14 (11.56 percent). There is virtually no difference in discipline rates between Hispanic and white students.

Out-of-School Suspensions

There are no disparities between Hispanic and white students for out-of-school suspensions (short- or long-term). Although disparities exist in out-of-school suspensions for African American students, the District has reduced the disparity gap with respect to both short- and long-term suspensions. In SY2014-15, the African American student p-index⁴² for short-term suspensions was 3.17; the District reduced it to 1.50 in SY2018-19. Similarly, the District reduced the African American student p-index for long-term suspensions from 2.67 in SY2014-

⁴² A p-index of 1.0 indicates that students in the group are suspended in the same proportion as their share of the total student population.

15 to 1.80 in SY2018-19. Both p-indices are the lowest they have been since the District began measuring the p-index.

The likelihood that African American students will be suspended also significantly decreased. In SY2014-15, African American students were 3.2 times more likely to have a short-term suspension than white students. By SY2018-19, the likelihood ratio had dropped to 1.7. Hispanic students are less likely than white students to receive a short-term suspension.

Likewise, in SY2014-15, African American students were 3.5 times more likely to have a long-term suspension than white students. By SY2018-19, the likelihood ratio had dropped to 2.1. Hispanic students are equally as likely as white students to receive a long-term suspension.

E. Corrective Measures

Throughout SY2018-19, the District continued to take corrective measures to address identified deficiencies in site-based implementation of discipline policy, including activities related to PBIS, Restorative Practices, the Code, and the development of supportive and inclusive learning environments. Corrective measures include corrective actions, developed to address a specific issue at a school, or support action plans, developed to address an entire school.

1. Supportive Actions (formerly Corrective Actions)

While the District identified the need for corrective action, primarily through discipline data review and direct observation previously discussed in this section, it also continued to use less formal measures—verbal discussions with teachers, written direction, or additional training, support, or mentoring—and formal measures such as placement on a Teacher Support Plan for issues related to student engagement or classroom management.

Assistant superintendents met with the Student Relations director on a monthly basis to review discipline data at the District and site levels. When Student Relations or the assistant superintendents flagged sites' racial disparities, they conducted a second layer of direct, in-depth data review with the site principal as a corrective measure. Assistant superintendents also identified schools' needs and strengths.

In addition, assistant superintendents communicated with site principals as needed to develop corrective actions, embedded either in support action plans or in other documents, such as MTSS meeting templates. Some actions aligned with best practices shared by other site leaders and/or site teams. The assistant superintendents conducted regular visits to schools and documented their meetings with principals on logs or through their Outlook calendars. Schools adjusted their data and plans as needed.

2. Support Action Plans (formerly Corrective Action Plans)

At the end of each quarter, the CDRC met to review data and identify trends. When school data indicated high levels of discipline or disproportionality, the Student Relations director collaborated with the school principal to develop a school site-wide SAP to address any demonstrated deficiencies in discipline practices or in policy or Code implementation (**Appendix VI – 23, SAP Template**). Some schools went off the SAP after one quarter, while others took longer to fully implement corrective measures.

The Student Relations director collaborated with academic directors to monitor SAP progress throughout the year. The SR director and academic directors discussed schools' SAP progress during quarterly discipline review meetings and on an as-needed basis. A major corrective measure included ensuring that principals properly input discipline data into Synergy to facilitate accurate and consistent data reviews.

F. Discipline Best Practices

1. RPPC Identification, Assessment, and Recommendation to Replicate Practices

In July and August 2018, the District provided guidance to principals and certified staff members on their roles in the discipline process, including training to facilitate the replication of best practices. Training included reviewing the new Code and District discipline policy and guiding sites through the referral and documentation process to ensure proactive approaches to implementing restorative interventions. The District required principals to meet on a regular basis, at least monthly, with the site discipline teams. Site teams reviewed data, identified patterns and hot spots, and developed strategies to address areas in need of improvement. The site discipline team then assessed the effectiveness of

interventions and strategies to determine if they contributed to positive outcomes. Site teams also shared strategies and practices that other schools could replicate.⁴³

2. Sharing Best Practices Directly and Online

During monthly meetings with the RPPF/RPPC, MTSS facilitators and leads shared best practices from their unique site perspective. Best practices were based on site discipline team meetings, such as PBIS or Restorative Practices strategies that have proven effective at their site (**Appendix VI – 24, Sample MTSS Agenda**).

In SY2018-19, RPPFs, deans, and ISI teachers met with the Student Relations department to develop manuals for each of their job descriptions, as discussed earlier (**Appendix VI – 25, Sample Dean of Students Manual**). The manuals highlight the basic strategies and requirements necessary for a successful program and document best practices for future replication.

The RPPF/RPPC arranged for the Professional Development (PD) Department to film identified best practices in real-time and upload accompanying documents to the What Works online resource. A link to the What Works website sits on an internal staff website for easy access by all District employees (**Appendix VI – 26, WhatWorks Screenshots**).

In SY2018-19, all school principals, RPPFs, deans, and ISI teachers received training on the new Student Code of Conduct and related data entry into the EBAS system, including Clarity and Synergy. The District rolled out online PBIS training for all administrators, teachers, and staff who have direct contact with students and used an online assessment to evaluate their understanding. The course and assessment were available through TNL on the District website.

⁴³ See USP Section VI(F)(3): “If the data collected and reviewed indicates that a school has been successful in managing student discipline, the District RPPC shall examine the steps being taken at the school to determine whether the approach adopted by the school should be adopted by other schools within the District, and if the RPPC determines the approach should be replicated, the District RPPC will share the strategies and approach with the District to consider replication at other schools.”

G. Discipline Professional Learning

The District categorized professional development for inclusivity and discipline into five “PL” categories: Restorative Practices, PBIS, CRP, CRC, and additional professional learning (APL).

The District developed a chart detailing each professional learning opportunity (PLO) offered to administrators, teachers, and other relevant staff in SY2018-19. The chart identifies the program or practice category (RP, PBIS, CRP, CRC, and APL)⁴⁴, briefly describes the training, and outlines the specific strategies participants will learn (**Appendix VI – 27, Discipline PL Chart SY2018-19**). The chart also identifies research materials that provide evidence of the need for, and efficacy of, the selected strategies. Finally, the chart addresses assessment and evaluation. Assessment generally occurs during and/or immediately after the training; observation occurs later.

Wherever possible, observers provide job-embedded learning based on assessments of individual performance. Job-embedded training provides administrators and teachers with new learning that relates directly to an immediately observed practice and may include a demonstration of effective practice, direct coaching, or recommendations to various resources.

Information from both components (assessment and observation) is then evaluated to improve future training, provide feedback to improve participants’ practice (guidance, re-teaching, job-embedded training, teacher support, etc.), develop supportive actions or support action plans; and improve the effectiveness of programs, practices, and strategies.

Discussions about these PLOs are woven throughout Section VI. The District worked throughout the year to create an inclusivity and discipline Professional Learning Plan that will guide and strengthen this function in SY2019-20.

⁴⁴ The categories are not mutually exclusive: many of the professional learning opportunities (PLOs) related to civility and/or discipline include aspects of more than one category; categorization is used merely to help organize PLOs into the framework.

H. 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;

See Appendix VI – 28, VI.G.1.a Appeals to Hearing Officers and Governing Board for appeals to long-term suspensions and expulsions for SY2018-19.

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) are contained in **Appendix VI – 29, VI.G.1.b Discipline Data SY2013-2019.**

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

See Appendix VI – 30, VI.G.1.c Corrective Action Plans SY2018-19 to view discipline data and plans for SY2018-19.

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 – 13, VI.G.1.d (1) Student Code of Conduct SY2018-19 (7 major languages);

VI – 31, VI.G.1.d (2) Multi-Tiered System of Support (MTSS), and

VI – 32, VI.G.1.d (3) What Works - Restorative Practices, PBIS and Student Code of Conduct.

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

See Appendix VI – 33, VI.G.1.e Policy and Procedure Amendments SY2018-19.

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

See Appendix VI – 34, 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) are contained in **Appendix IV – 26, IV.K.1.q Master USP PD Chart**. This report contains a table of all formal professional development opportunities offered for SY2018-19.

VII. Family and Community Engagement

A. Family and Community Engagement

Throughout SY2018-19, the District continued its commitment to engage 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.

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

Working in collaboration with the AASSD and MASSD, Communications and Media Relations, Transportation, ALE, and other District departments, the FACE team continued to identify, support, and promote major outreach events and activities. These activities included participation in Tucson community events and academic and behavioral-focused outreach activities directed toward Tucson Unified families. Examples included Impact Tucson, Parent University, Adelante Conference, Parent Conference, GATE Family Night, High School Expo, Steps to Success, and Mexican American Parent Advisory Council (**Appendix VII – 1, Family and Community Outreach Activities SY2018-19**). With the addition of 68 new partners in SY2018-19, FACE expanded its relationships in the community to 280 partners (**Appendix VII – 2, Community Partnerships SY2018-19**). This collaboration aligns with Dr. Joyce Epstein’s Six Types of Family Involvement⁴⁵, which includes collaborating with the community. These partners provide resources, support, and learning opportunities for both students and families at the district and school level.

2. Family Resource Centers

The District continued to operate four FRCs: Palo Verde, Wakefield, Catalina, and Southwest. FRC staff provided monthly schedules of workshops and events that included information for all four centers displayed in one document. Staff updated this schedule monthly and published it on the District’s website and FRC Facebook page. In addition, the FRCs distributed the schedule monthly via email and ParentLink to parents, District and school staff, and community partners

⁴⁵ 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.

and made them available at various District, school, and community events. FRC schedules are translated into major District languages (**Appendix VII – 3, FRC Schedule of Workshops and Events-English and Spanish Examples**). In SY2018-19, FRC staff continued to see an increase in visits to the centers. A total of 30,544 visits took place between July 1, 2018, and May 31, 2019, compared to 24,223, visits during the same time period in SY2017-18 (**Appendix VII – 4, Family Resource Centers Tracking Summary SY2018-19**).

During SY2018-19, FRC staff expanded their services at the four resource centers. These included:

- a) Expanding food pantry services at all four centers. Partnering with the Community Food Bank of Southern Arizona, all FRCs received regular supplies of non-perishable food items. Fresh produce and bread were available at the Palo Verde, Wakefield, and Catalina centers for free distribution to families and the community. These activities were supported by a \$30,000 grant to purchase and install commercial refrigerators and freezers at all four centers.
- b) Establishment of a Tutoring Center at the Catalina FRC to provide academic support to high school refugee students and other students two evenings a week. Between January and May 2019, 84 students visited the Tutoring Center 667 times to receive tutoring and other services. The Refugee Services Department provided staff to support tutors and aided in recruiting. The Tutoring Center provided additional support such as FAFSA and college application assistance, referrals and support for utility bill or rent assistance, help for those experiencing domestic violence, child care education, and mental health services.
- c) Hosting a series of weekly “Tell Me More About...” workshops for families at all four FRCs to discuss what happens in the classroom and how families can support their child’s learning outside of school. Session leaders included staff from Curriculum and Instruction (math, science), GATE, CRPI, and other District departments (**Appendix VII – 5, Tell Me More About SY2018-19**).
- d) Implementing a pilot program, “Talk it Out,” to provide free mental health counseling to District students and their families at the Palo Verde FRC. Interns and practicum students in the Counseling Program at the

University of Arizona's College of Education provide counseling under the supervision of a licensed university faculty member (**Appendix VII – 6, Talk it Out Poster PILOT English**). Between February 4 and June 28, 2019, District staff submitted 204 requests for services, and Talk It Out counselors from the UA completed 287 counseling appointments. These services will be available through the FRCs year-round in SY2019-20.

- e) Supporting the Mexican American Parent Advisory Council by recruiting families, facilitating breakout sessions, and providing childcare and transportation support for all meetings.

3. Tracking Family Resources

In SY2018-19, FACE continued to use paper sign-in sheets and Excel spreadsheets to track both FRC and site-level family engagement activities. However, during the school year, FACE and Technology Services designed and piloted an electronic school-based tracking system to capture family engagement events and attendance.

Site administrators were first introduced to the event tracking system in March 2019 at an Instructional Leadership Academy meeting. After regional superintendents gathered feedback from school administrators, the District created a focus group comprising six principals to provide additional recommendations regarding the functions and usage of the tracking system. These principals also piloted the new tracking system at their schools, instructing school visitors how to use the software interface and showing staff how to generate and aggregate reports on attendance at a site-based event. All appropriate site personnel will be trained on the system for implementation in SY2019-20.

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

During SY2018-19, the District revised the *Guidelines for Family and Community Engagement at School Sites* to provide more information about two-way communication and community collaboration, school website improvements, and family engagement professional development (**Appendix VII – 7, Guidelines for Family and Community Engagement at School Sites SY2018-19**). As part of this process, every school site identified a family engagement point of contact to coordinate local family engagement efforts and submitted monthly family

engagement reports to the FACE team (**Appendix VII – 8, School Site Family Engagement Contacts SY2018-19**).

To help school sites implement the guidelines, the District provided multiple opportunities for family engagement training and support for school site staff. FACE staff provided 100 family engagement trainings — 46 for all District schools and 54 that were specific to the needs of individual school sites. Training topics varied from understanding the guidelines to how to use Office 365 for report uploading to maintaining and updating a school website (**Appendix VII – 9, Family Engagement Trainings and Supports for School Site Personnel SY2018-19**).

Two-Way Communication

In SY2018-19, the District established better two-way communication systems with families and community members designed to give families access to their child’s academic and personal information; provide teachers with information about their child’s development; share information with families that is culturally understandable and meaningful; and use information for positive actions that teachers, families, and school leadership can implement.

To further these goals, the District improved its methods of soliciting input and comments. FACE staff distributed the Family Engagement Survey to all Tucson Unified families online and through the mail. More than 5,300 families responded (**Appendix VII – 10, VII.E.1.b Family Engagement Survey SY2018-19**). The District also added online “comment” boxes to all school websites to supplement existing on-site boxes, thereby providing an additional method for families to communicate ideas, questions, or concerns to school site leadership.

The FACE team also trained school staff on how to improve the quality of parent-teacher conferences and increase parent conference attendance. Trainings included Dr. Epstein’s Six Types of Family Involvement; culturally relevant pedagogy and instruction, which addresses cultural awareness in communicating with students and families; parent-teacher conferencing, which includes actions teachers can take to facilitate and encourage two-way communication during conferences and other face-to-face interactions; site-based training about the *Guidelines for Family and Community Engagement at School Sites*, which includes a definition, rubric, required tasks, and practices to encourage and facilitate two-way communication; and training for other school personnel about outreach,

parent leadership, focus groups, and practices to help schools learn from families. This training is available through the District's online Professional Learning Portal for use in SY2019-20.

5. School Site Family Engagement Efforts

School sites across the District engaged in activities to facilitate family engagement. The activities encompassed all six areas of Dr. Epstein's Six Types of Family Involvement as well as staff development designed to encourage family engagement and ensure that parents and other adult caregivers feel welcome and valued as partners in their children's education.

Schools reported more than 5,300 family engagement events among all school sites, a 25 percent increase from the previous year, and more than 364,000 attendees, a 24 percent increase from SY2017-18. Activities included staff development meetings, parent-teacher conferences, school site council meetings, curricular-focused events, and major events such as promotion celebrations and freshman orientations. Table 7.1 below shows the number of family engagement events, based on Dr. Epstein's six types of family involvement.

Table 7.1: SY2018-19 Number of Family Engagement Events and Activities by Type of Family Involvement and School⁴⁶

School Type	Type 1: Parenting	Type 2: Communicating	Type 3: Volunteering	Type 4: Learning at Home	Type 5: Decision Making	Type 6: Collaborating with the Community	All Types: Total Site Family Engagement Activities	Staff Only: Professional Development
Elementary	550	3,004	1,276	429	498	1,270	3,171	250
K-8	166	983	356	96	152	527	976	79
Middle	87	499	228	42	119	215	516	50
High	118	456	164	41	81	150	515	76
Alternative	54	130	46	47	32	37	136	21
All Schools	975	5,072	2,070	655	882	2,199	5,314	476

⁴⁶ An activity or event may be counted more than once if it fits more than one type of family engagement involvement.

6. Revised FACE Plan

During SY2018-19, the District updated its FACE Action Plan to clarify roles and responsibilities for various aspects of the District's multi-faceted family and community engagement activities. The District filed an update to the FACE plan in December 2018 [ECF 2154] and then a revised full version of the plan shortly after the close of the school year [ECF 2262].

B. Translation and Interpretation Services

The District continued to provide translation and interpretation services to families, students, and staff and to communicate those services to families. The Meaningful Access Department provided more than 2,900 translations and interpretations in 36 languages. In addition to English, the major languages (defined as the home language for 100 or more students) in SY2018-19 were Spanish, Arabic, Swahili, Somali, Vietnamese, and Kirundi. The District increased its efficiency in providing these services by creating a SharePoint site through which staff may request the services their families need.

C. USP Reporting

- | | |
|--------------|---|
| VII(E)(1)(a) | <p>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;</p> <p>See Appendix VII – 11, 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.</p> |
| VII(E)(1)(b) | <p>Copies of all assessments, analyses, and plans developed pursuant to the requirements of this section;</p> <p>The District has submitted the Supplemental Notice of Compliance – FACE – with Exhibits that includes a review and assessment of the existing family engagement and support programs, resources, and practices [ECF 2219-1; filed 5.22.19].</p> |

See Appendix VII – 10, VII.E.1.b Family Engagement Survey SY2018-19 to see interconnectedness with other departments for SY2018-19.

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

See Appendix VII – 12, VII.E.1.c Policies and Procedures Amendments.

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 Appendix VII – 13, VII.E.1.d Scope and Effectiveness Analysis.*

VIII. Extracurricular Activities

A. Extracurricular Activities

The District continued to work throughout the year to provide all students with equitable opportunities to participate in clubs, sports teams, and fine arts; tutoring; and leadership training regardless of race, ethnicity, or ELL status. The District also promoted diversity in these extracurricular activities, bringing students of all races and cultures together in positive settings of shared interest that can enrich lives.

1. Principal Review Process for Extracurricular Activities

In SY2018-19, the District created a process by which the principals at each K-12 school reviewed their extracurricular activities and student participation to ensure that all students have the opportunity to participate in these activities. Each principal established an Extracurricular Management Team to gather information and monitor extracurricular activities at the school sites. Based on their findings, the schools then developed an action plan to increase access and opportunities for students (**Appendix VIII – 1, Principal Review Process for Extracurricular**).

2. Participation

a. District-wide Participation

In SY2018-19, more than 12,000 students participated in extracurricular activities, and student participation at the K-8 level increased by 15 percent.

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

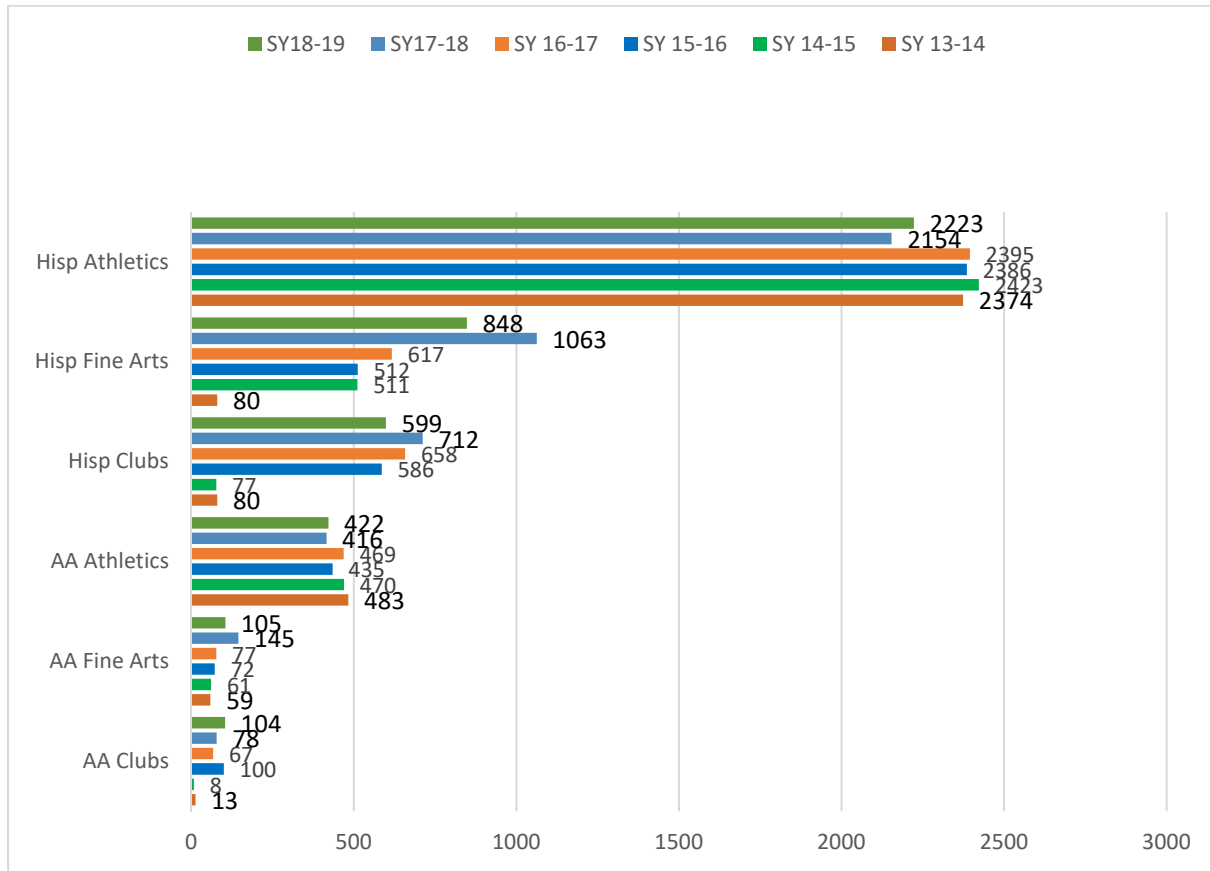
		White		African American		Hispanic		Nat. Am.		API		Multi-racial		Total
Year	Grade	N	%	N	%	N	%	N	%	N	%	N	%	N
18-19	K-8	1,436	22%	689	10%	3,881	59%	187	3%	115	2%	275	4%	6,583
	HS	1,419	25%	542	9%	3,256	57%	146	3%	153	3%	200	3%	5,716
	Total	2,855	23%	1,231	10%	7,137	58%	333	3%	268	2%	475	4%	12,299
17-18	K-8	1,378	24%	508	9%	3,319	58%	162	3%	76	1%	273	5%	5,716
	HS	1,537	25%	564	9%	3,445	57%	146	2%	169	3%	210	3%	6,071
	Total	2,915	25%	1,072	9%	6,764	57%	308	3%	245	2%	483	4%	11,787
16-17	K-8	1,306	26%	478	10%	2,795	56%	119	2%	88	2%	214	4%	5,000
	HS	1,504	26%	551	10%	3,253	57%	134	2%	134	2%	180	3%	5,756
	Total	2,810	26%	1,029	10%	6,048	56%	253	2%	222	2%	394	4%	10,756
15-16	K-8	1,400	26%	500	9%	3,147	57%	153	3%	71	1%	205	4%	5,476
	HS	1,590	28%	527	9%	3,160	55%	139	2%	171	3%	193	3%	5,780
	Total	2,990	27%	1,027	9%	6,307	56%	292	3%	242	2%	398	4%	11,256
14-15	K-8	448	20%	249	11%	1,389	61%	78	3%	32	1%	70	3%	2,266
	HS	1,505	28%	533	10%	2,895	54%	96	2%	136	3%	177	3%	5,342
	Total	1,953	26%	782	10%	4,284	56%	174	2%	168	2%	247	3%	7,608

b. High School Participation

The graph below shows high school participation by activity for Hispanic and African American students (**Appendix VIII – 2, VIII.C.1 Student Participation in Extracurricular Activities**).⁴⁷

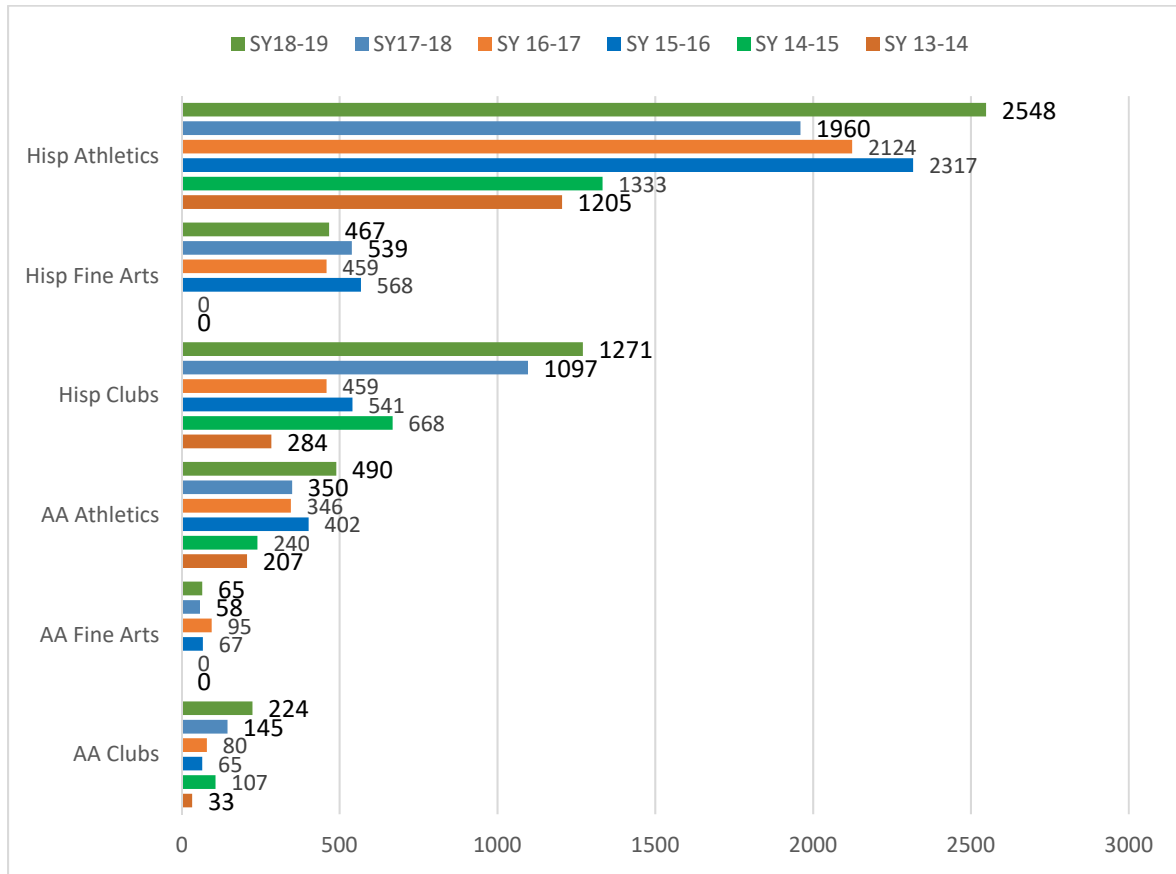
⁴⁷ The District revised VIII.C. 1 to include enrollment numbers.

Graph 8.1: High School African American and Hispanic Extracurricular Participation by Activity



c. K-8 Participation

Graph 8.2 below shows the number of African American and Hispanic students participating in each of the three K-8 categories — Athletics, Fine Arts, and Clubs.

Graph 8.2: K-8 African American and Hispanic Extracurricular Participation by Activity**d. English Language Learners Participation**

The number of ELL students participating in extracurricular activities increased from 437 in SY2017-18 to 637 in SY2018-19, an increase of 46 percent. The participation of African American and Hispanic ELL students in extracurricular activities has increased every year since SY2015-16.

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

Year	Grade	White		African American		Hispanic		Native American		Asian/ Pacific I		Multi- racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	N
2018-19	K-8	26	6%	43	9%	367	78%	5	1%	26	6%	5	1%	472
	HS	7	4%	50	30%	100	61%	0	0%	5	3%	3	2%	165
	Total	33	5%	93	15%	467	73%	5	1%	31	5%	8	1%	637
2017-18	K-8	15	5%	22	7%	249	81%	2	1%	19	6%	2	1%	309
	HS	8	6%	38	30%	71	55%	0	0%	7	5%	4	3%	128
	Total	23	5%	60	14%	320	73%	2	0%	26	6%	6	1%	437
2016-17	K-8	13	6%	25	11%	171	78%	1	0%	7	3%	1	0%	218
	HS	7	7%	31	30%	60	57%	0	0%	4	4%	3	3%	105
	Total	20	6%	56	17%	231	72%	1	0%	11	3%	4	1%	323
2015-16	K-8	10	5%	15	8%	155	84%	0	0%	4	2%	1	1%	185
	HS	0	0%	4	21%	12	63%	0	0%	3	16%	0	0%	19
	Total	10	5%	19	9%	167	82%	0	0%	7	3%	1	0%	204
2014-15	K-8	2	2%	15	16%	75	80%	0	0%	2	2%	0	0%	94
	HS	5	6%	15	19%	53	66%	1	1%	0	0%	6	8%	80
	Total	7	4%	30	17%	128	74%	1	1%	2	1%	6	3%	174
2013-14	K-8	2	2%	9	10%	72	81%	1	1%	0	0%	5	6%	89
	HS	6	7%	26	29%	54	60%	0	0	4	4%	0	0%	90
	Total	8	4%	35	20%	126	70%	1	1%	4	2%	5	3%	179

3. Extracurricular Tutoring

In SY2018-19, the District continued to offer equitable access to tutorial services for all students and continued to provide certified tutors to work alongside volunteers and coaches to meet the needs of the District's students. The Interscholastics Department continued to provide tutoring services to students, emphasizing consistent tutoring, positive reinforcement from teachers, and parent support. More than 2,000 students received tutoring from the Interscholastics Tutoring program, including 1,331 Hispanic students and 210 African American students.

4. Leadership Training Participation

In SY2018-19, the District continued training students in the area of leadership. As in previous years, students participated in the Captain's Academy, a leadership program that utilizes a character-building model. Sixty students — six

from ten high schools — took part in the program. Positive Coaching Alliance, a nationally known organization that focuses on positive interaction of students in athletics, presented the training in SY2018-19. Each participating student brought what they learned from the training to their campuses and shared this information with other student leaders to make schools a safer and more integrated learning environment.

Also, in SY2018-19, the District took part in a statewide student leadership conference sponsored by the Arizona Interscholastics Association in Phoenix. The District provided transportation and supervision for twenty students, fifteen of whom were Hispanic and African American students.

The District also continued its partnership with Junior Achievement to provide leadership training to approximately 50 African American and Hispanic students in 8th grade at Doolen Middle School. The program began during spring 2018 and will continue for SY2019-20.

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 also attended the annual statewide seminar/training presented by the Arizona Interscholastics Association.

5. Collaboration with Transportation

The District's Transportation Department worked closely with site administrators and the Interscholastics Department to ensure that every student had access to transportation when participating in extracurricular activities. The District ran 65 routes from 37 schools in SY2018-19.

6. Student Participation Survey

In SY2018-19, the District designed a student survey regarding student participation in extracurricular activities. A total of 346 students responded to the survey, which was distributed online to all students in grades 6-12 through the School-City survey tool (**Appendix VIII – 3, Extracurricular Student Participation Survey 2018-19**). Of the respondents, 53 percent indicated they participated in extracurricular activities through the District or outside organizations.

The most frequently reported reasons that students did not participate in extracurricular activities through the District or outside organizations were, “I value my free time” and “I prefer to spend my free time not at school.” A large number of students also felt that their school “does not offer activities that interest me.” In response to questions regarding what type of factors might prevent a student from participating, the most commonly cited responses related to a lack of information (“I didn’t know how to get involved” or “I didn’t receive any information about activities and meetings”). As a result of these survey findings, the Interscholastics Department will work with the school Extracurricular Management Teams to improve the outreach and recruitment methods used to inform students of what is available.

7. Funding for Extracurricular Activities

Students across all grade levels in the District have equitable access to an array of extracurricular activities. These activities are open to all students. If a student faces any financial obstacle to participation, either the school or the Interscholastics Department will help alleviate the problem. For example, if a student is not able to pay a participation fee, it can be waived, or the District will consider using alternate funding sources (e.g., Educational Enrichment Foundation scholarships or undesignated tax credits). No student will be denied participation because he or she is financially unable to pay any fee (**Appendix VIII – 4, Funding Sources for Extracurricular Activities** and **Appendix VIII – 5, 21st CCLC Grant Participation**).

Where inequities might arise as a result of some schools having more supplemental funding sources available to them, the District has and will continue to assist in whatever way is needed. For example, the Interscholastics Department was able to assist Holladay Elementary School in purchasing the appropriate uniforms for the school’s STEP team in SY2018-19.

B. USP Reporting

As part of its Annual Report, the District reports 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 (B) above: sports at schools at which they are offered, social clubs, student publications (where offered), and co-curricular

activities. The data in the report include district-wide data and data by school, disaggregated by race, ethnicity, and ELL status.

*See **Appendix VIII – 2, VIII.C.1 Student Participation in Extracurricular Activities***, which includes student participation by selected activity, race/ethnicity, and school for SY2018-19.

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 SY2019-20. 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 SY2018-19**).

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 SY2018-19**).

2. Multi-Year Technology Plan

There were no changes to the Multi-Year Technology Plan in SY2018-19.

a. Technology Condition Index

The District utilized the TCI to assess the allocation of hardware devices and teacher technological proficiency at each school during SY2018-19 (**Appendix IX –**

4, IX.C.1.a (3) Final TCI Report SY2018-19 and Appendix IX – 5, IX.C.1.b TCI Summary of Results SY2018-19).

b. School Internet Access Study

The District conducted a study of internet access, measuring data rates on the heaviest use days over a two-year period at each District school and specifically constructing maps of wireless signal strength throughout every school in the District. The study concluded: (a) each school has the same wireless and communications equipment, and installation is done to the same design standards throughout the District, and (b) the system as a whole provides every school with far more throughput capacity and coverage than any school actually uses, and thus each school would score the same in any measure of internet access. Accordingly, the District concluded there was not a need to amend the TCI to add a category for internet access. A copy of the report is attached as **Appendix IX – 6, Wi-Fi Access Study**. The District will continue to assess and monitor any changes in internet access and utilization.

c. Instructional Technology

In SY2018-19, the District developed a new Professional Learning Plan for use of technology in classroom instruction. The plan was filed in December 2018 [ECF 2152]. The District modified the plan to address matters raised by the Court and the Special Master [ECF 2220] and continues to work to develop and improve the plan. In addition to the activities described in the plan, the District continued to expand its instructional technology professional development activities for teachers and staff:

- Teacher technology liaisons (TTLs) continued to provide instruction to teachers in small groups, one on one, and in professional learning communities at their campuses to provide ongoing and sustainable training in the most efficient manner. Support for the TTLs included additional training throughout the year (**Appendix IX – 7, TTL Monthly Meeting Dates and Topics SY2018-19**).
- The District made substantial progress in certifying its staff and administrators as Microsoft Innovative Educators (MIE). Eight staff members became certified MIE experts, 18 staff received their master trainer certification, and seven became MIE trainers (**Appendix IX – 8, MIE Certifications SY2018-19**).

- The Instructional Technology Department held Office 365 training classes for teachers on early-release Wednesdays to accommodate teacher schedules.
- Sabino High joined Cholla and Sahuaro high schools as a “Microsoft School.” A Microsoft School is a school dedicated to digital transformation and exploring how Microsoft can support that endeavor. In addition, Cholla is now a Microsoft Showcase School — the only such school in Arizona. This status is awarded to schools that have demonstrated a commitment to embracing technology to transform education and improve learning outcomes for students. With the support and guidance of Microsoft, Showcase Schools create immersive and inclusive experiences that inspire lifelong learning, stimulating development of essential life skills so students are empowered to achieve more.
- The District competed for and successfully obtained Verizon Innovative Learning School (VILS) grants for three school campuses: Lawrence 3-8, Pueblo Gardens K-8, and Mansfeld Middle Magnet School. These grants provide iPads for all teachers and 6th-8th grade students at these school campuses. The grant also provides significant professional development for teachers and subsidizes funding for an instructional coach for each school campus. The technology and related supports will be fully in place in SY2019-20.
- The District continued to offer a wide variety of self-paced and instructor-led courses through the Professional Learning Portal, including USP: Promethean Board Basics User Training; Scheduling Time with a COW; USP: Using Instructional Technology in the Classroom: Summer 2018; and Office 365 for Administrators, SY2018-19 (**Appendix IV – 26, IV.K.1.q Master USP PD Chart**).

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 SY2018-19; IX – 3, IX.C.1.a (2) Educational Suitability Score SY2018-19; and, IX – 4, IX.C.1.a (3) Final TCI Report SY2018-19.**

- 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 SY2018-19**.
- 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 – 9, 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**.
- The Multi-Year Technology Plan (MYTP) remained unchanged for SY2018-19.
- 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 – 26, IV.K.1.q Master USP PD Chart**. This report contains a table of all formal professional development opportunities offered for SY2018-19.

X. Accountability and Transparency

A. Budget Process Development and Audit

1. The Budget Development Process

In fall and early winter 2018, the District collaborated with the Special Master, Plaintiffs, and budget expert to create the budget development process for SY2019-20. The District finalized the process on January 8, 2019, and made a June 6, 2019, adjustment (**Appendix X – 1, Budget Development Process for the SY2019-20 USP Budget**). Pursuant to the process, the District submitted a narrative version of the budget in February 2019 (Draft #1), a line-item budget including magnet school plans in March 2019 (Draft #2), and a revised line-item budget including magnet school plans with site budgets in May 2019 (Draft #3).

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. After the submission of Draft #3 in May, the parties held a phone conference to discuss various aspects of the budget. In early June, the Special Master submitted comments and recommendations, which the District took into consideration in developing the final draft budget. The Governing Board approved the final draft budget on June 25, 2019. The District filed the final, approved budget on July 1, 2019.

2. Budget Audit

The District provides the Plaintiffs and Special Master with an audit report of each year's USP Budget to confirm that the District spent desegregation funds according to their allocation and to provide other information to ensure full transparency. An outside accounting firm prepared the 2017-18 audit report ("examination of desegregation expenditures"), and the District delivered it to the Special Master and Plaintiffs on January 31, 2019 (**Appendix X – 2, Email MT to SMP re 2017-18 Audit Report**).

Clifton, Larson, Allen LLP (CLA) performed the examination for the 2017-18 USP Budget. CLA found variances in the 2017-18 USP Budget, primarily due to the following: (1) training costs were less than anticipated because training was handled internally instead of through outside vendors, and more job-embedded training resulted in the need for fewer substitute teachers; (2) funds were not spent for third party software for family engagement because they were not approved by the Governing Board after objections from the parties; and (3) transportation costs

were budgeted at a lower percentage (40 percent) of overall budgeted District transportation costs, when the actual percentage of transportation cost attributable to desegregation was greater than 50 percent of actual overall District transportation costs.

Item 1 in the CLA findings represented a one-time cost savings; no adjustment to future budgets was necessary. Item 2 represented a one-time budgeted expenditure that ultimately was completed in SY2018-19. For Item 3, the District was unable to increase the transportation budget in SY2019 due to limited funding. In SY2020, the District budgeted an amount for transportation that represents 47 percent of overall budgeted transportation costs, closer to the actual cost attributable to desegregation transportation.

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. 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 SY2018-19, the District submitted the following DIAs/NARAs:

1. Grade reconfiguration at Johnson K-2 school to add 3rd grade (NARA approved on April 22, 2019).
2. Boundary change at Roskrige Two-Way Dual Language Magnet K-8 school. The District developed this proposal during SY2018-19. The Governing Board approved it on July 9, 2019, and the District filed the NARA on July 16, 2019. An order from the Court is pending.

C. Evidence-Based Accountability System

During SY2018-19, the District built on progress made previously with the evolution of the District's EBAS. EBAS is a federation of multiple software applications, some acquired from commercial software providers, some developed in-house at Tucson Unified, all collectively working together to inform the District regarding decisions and strategy for effective instruction and District administration. The District has developed the capability to pull data from multiple systems to conduct studies and assessments across the systems.

The A&E, Curriculum and Instruction, Desegregation, Student Relations, and Technology Services departments continued to collaborate with the AASSD, MASSD, and other departments to ensure the EBAS was aligned and enhanced to support the instruction and development of students.

Meeting monthly, the aforementioned departments worked together extensively to enhance the capabilities of the EBAS-related systems highlighted below. Enhancements ranged from incorporating additional data, providing additional reporting, and, in the case of BrightBytes Clarity, implementing district-wide capabilities in support of MTSS.

In addition, Technology Services worked with the FACE team on designing and implementing an electronic tracking system to capture school-based parent events (see Section VII.A.3).

1. Synergy

The District's student information system, Synergy, remains the principal system 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 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. Additionally, AzMERIT scores were imported into Synergy and are displayed for various stakeholders, including parents and students.

2. SchoolCity

SchoolCity serves as the District's primary platform for analysis and reporting on data related to student academic assessment and performance and student surveys. About 285,000 student assessments and surveys have been administered to District students through SchoolCity since SY2016-17. These assessments range from quarterly benchmarks and language proficiency tests to individual teacher formative assessments and student school climate surveys. In SY2018-19, the District worked with SchoolCity Inc. to add additional features and tools to the platform. Among the enhancements were a new survey tool, the ability for teachers to individualize student resources based on their academic needs, and new sharing functions that allow PLCs and collaborative teacher teams to work together more effectively (**Appendix X - 3, SchoolCity Enhancements SY2018-19**).

3. BrightBytes Clarity

The BrightBytes Clarity system consists of two modules, as noted in Section V: an Early Warning Module and an Intervention Module. Using a predictive model based on attendance, academic, and discipline data, the EWM automatically flags students at risk for dropping out of school or not graduating. The IM allows teachers and other staff to enter information on intervention support given to those students. The platform leverages data originating from Synergy and SchoolCity to provide insight to PLC collaborative teams.

The District implemented Clarity EWM and IM district-wide during SY2018-19 after successfully piloting it in select schools during SY2017-18. Over the course of the school year, a Clarity team, led by the District MTSS coordinator, worked with BrightBytes to identify and implement enhancements in Clarity to support the AASSD and the MASSD in documenting student academic interventions and monitor plans.

At the end of SY2018-19, the District began to consider switching from the Clarity software to the comparable functions within Synergy due to the difficulties encountered in integration between Clarity and Synergy, and the increased development of capabilities for intervention tracking and risk prediction within Synergy itself.

4. iVisions and AppliTrack

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 SY2018-19 beyond regular maintenance and updates.

Similarly, the District continued to use AppliTrack (now known as Frontline Recruiting and Hiring) to record applicant and application processes. Frontline also permits the collection and analysis of key information about applicants, interviews, and hiring decisions. The District made no changes to the Frontline system in SY2018-19 beyond regular maintenance and updates.

5. Office 365

Office 365 is a comprehensive set of productivity tools from Microsoft, including some of the better-known tools such as Word (word processing), Excel (spreadsheet), Outlook (e-mail 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. Among many other uses, the District uses various Office 365 tools to store and track information regarding facilities and technology within the District.

In SY2018-19, the District completed the process of activating all teacher and student licenses for Office 365, thereby ensuring that all staff and students have the ability to utilize Office 365 tools.

6. 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.

During SY2018-19, the District developed a PowerApps application for Human Resources to track interview screening of principals, teachers, and counselors. The application reports on interview scoring results, allowing top candidates to be identified quickly. This new application development environment provides the District with an added capability for streamlined application development and will serve as a great resource for future applications development projects.

7. 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. In SY2018-19, the District completed the platform, which allows data to be made available to external (the public) and internal (school and District staff) users. The District will continue to evolve Power BI functionality during SY2019-20. The District anticipates that Power BI will bring a step-change to the ease of data analysis for District staff, both within and across key District systems.

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;

There were no "new" persons hired or assigned for SY2018-19. Responsible personnel in SY2018-19 fulfilled the requirements of this section.

X(A)(5)(a)(ii) A description of changes made to the EBAS system to meet the requirements of this section, including descriptions of plans to make changes to the system in the subsequent year.

See Appendix X – 4, X.A.5.a.ii Changes Made to EBAS system to view recommendations made for SY2018-19.

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 – 5, X.F.1.a NARAs Submitted in SY2018-19 to view requests and notices submitted to the Special Master.