EXHIBIT A

TUCSON UNIFIED
SCHOOL DISTRICT

Office of the Superintendent

October 1, 2020

Dear Judge Bury:

On behalf of the Tucson Unified School District, it is our pleasure to provide the 2019-20 Annual Report to the Court.
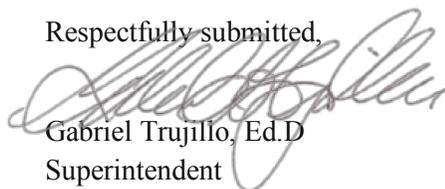
As we have noted in prior years, this Annual Report serves as an historical reference and a public resource for the entire Tucson Unified community. The Annual Report details the work we have done to establish, monitor and improve systems intended to provide every student with the opportunity to be college or career ready.

We believe the District is currently operating in unitary status and no longer needs court supervision to continue the great progress that has been made in achieving the goals of the Unitary Status Plan. We look forward to the Court's recognition of that progress in response to our petition, the Special Master's Report and Recommendation, and the recommendation of the United States Department of Justice.

There is, as always, more work to be done to ensure that all our students continue to receive an education of true equal opportunity, free of bias and discrimination, with fair and equitable support for all. Indeed, this is an effort which must continue long after the Court's formal supervision is ended.

Last year ended with unprecedented distance learning as a result of the COVID-19 pandemic, and this year has begun similarly. Despite this, we believe that our commitment to integration, diversity and equity remains undimmed. Our District's teachers, administrators and staff have shown heroic devotion to our students, and have held firm to the District's commitment to these values, throughout the crisis.

Respectfully submitted,

Gabriel Trujillo, Ed.D
Superintendent

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Governing Board
Ms. Kristel Foster; President, Ms. Leila Counts; Clerk, Mr. Bruce Burke, Ms. Adelita S. Grijalva, Ms. Rachael Sedgwick

TUCSON UNIFIED SCHOOL DISTRICT NO. 1

Annual Report
for the
2019-2020 Academic School Year
under the
Unitary Status Plan

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

United States District Court, District of Arizona

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

submitted to:

Honorable David C. Bury, United States District Court

prepared by:

Tucson Unified School District No. 1
Gabriel Trujillo, Ed.D., Superintendent

TUSD Governing Board:
President: Kristel Ann Foster; Clerk: Leila Counts;
Members: Bruce A. Burke, Adelita S. Grijalva, and Rachael Sedgwick

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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, and facilities and technology, as well as 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 SY2019-20. 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 SY2019-20, the District enrolled approximately 43,900 students, of whom 61% were Hispanic, 10% were African American, 20% were White, 4% were Native American, 2% were Asian/Pacific Islanders, and 4% were multiracial. Those students attended 85 schools: 47 elementary schools, 10 middle schools, 15 K-8 schools, 10 high schools, and 3 alternative programs. Also during SY2019-20, the District employed more than 7,500 people, including more than 3,000 certificated teachers. The District spent more than $410 million in the performance of its duties, including approximately

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$63.7 million in funds from taxes levied pursuant to A.R.S. §15-910(G) for activities that were required or permitted by a court order of desegregation or administrative agreement with the United States Department of Education Office for Civil Rights directed toward remediating alleged or proven racial discrimination.

The balance of this annual report consists of 10 separate sections, each devoted to a different area or aspect 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 2019-20 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

Tucson Unified School 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 for each section of the USP to ensure compliance of these obligations.

During SY2019-20, the District carefully monitored progress of its internal compliance efforts through regular progress reviews and reporting. Timely feedback was provided along with any necessary corrective actions, resulting in strengthened accountability within all District departments. This process helped the District consistently adhere to its compliance deadlines.

B.   USP-Related Court Orders

During SY2019-20, 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, 2019, and July 1, 2020, the Honorable Judge David C. Bury, U.S. District Court, District of Arizona, issued 19 substantive orders related to USP implementation in three major categories: USP Budget, Notices and Requests for Approval (NARAs), and Completion Plans.

Table 1.1: Substantive Court Orders for SY2019-20

	Order	ECF #[2]	Date
USP Budget	Order approving the 2019-20 USP Budget	2272	09/10/19
	Order for further budgetary actions	2349	10/30/19
	Order on magnet budgets	2383	11/27/19
	Order adopting Special Master recommendations	2492	07/01/20
NARAs	Order denying Roskruge NARA; directing TWDL report	2295	09/30/19
	Order approving Bridges HS NARA	2395	12/18/19
	Order re SM report re Wakefield NARA	2414	01/22/20

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[1] *See* USP § 1(C)(1).

[2] "ECF #" refers to the U.S District Court Electronic Court Filing number.

	Order approving Wakefield NARA	2428	02/06/20
	Order approving sale of Bonanza/Ridgeside properties	2462	04/20/20
Completion Plans	Order re eight completion plans	2273	09/10/19
	Order re AASSD and MASSD operating plans	2359	11/06/19
	Order re facilities and technology	2362	11/18/19
	Order re ELL dropout goals	2363	11/18/19
	Order re extracurricular activities	2364	11/18/19
	Order re family and community engagement	2386	12/04/19
	Order re student assignment	2471	06/04/20
	Order re ALE	2474	06/15/20
	Order re dual language	2483	06/19/20
	Order re middle school revitalization	2488	06/24/20

The District complied with, and is continuing to comply with, each of the 19 orders, as set out below.

1.   **USP Budget**

The District filed its Governing Board-approved USP Budget for FY2020 on July 1, 2019. Mendoza and Fisher Plaintiffs filed objections, the District responded, and the Special Master filed a report and recommendation. Ultimately, the Court adopted several of the recommendations and approved the 2019-20 USP Budget in September through Order 2272.

The District complied with Order 2272, including the following adopted recommendations: restricting the use of curriculum service providers in place of teacher mentors and restricting 100 percent use of 910G funds for the District's evidence-based accountability system (EBAS); creating a $1 million set-aside as an integration contingency fund for transition schools; developing human resources procedures for recruiting African American personnel and status reports on reading programs and transition schools (*see* ECF 2289, filed 09/26/19); and submitting a magnet school comparison report and proposed funding ratios for cross-over benefit programs [*see* ECF 2297, filed 09/30/19].

In October 2019, after receiving the subsequent filings from the parties, the Court in Order 2349 adopted the Reading Recovery budget, ordered a supplemental reading report, and ordered the parties to discuss resolution of the budget ratio issues (and for the District to file guiding principles for 910G funding, developed by the Special Master with party review). The District filed the supplemental reading support report [*see* ECF 2388, 12/04/19] and the report on the status of compliance re: 910G funding—including budget ratio issues and 910G funding guidelines—based on its previous identification of cross-over benefit programs [*see* ECF 2402, 12/20/19].

In November 2019, the Court in Order 2383 ordered further discovery from the District and directed the Special Master to file a report and recommendation on the issue of magnet budgets. The Special Master filed the report in January 2020 [*see* ECF 2412, 01/09/20]. In July 2020, the Court adopted the recommendations and issued additional findings and directives related to magnet budget development and budget reallocations through Order 2492, to be developed or implemented in SY2020-21.

2.   Notices and Requests for Approval

Below is a summary of the substantive findings and directives found in the orders that followed the notices and requests for approval. Each NARA contained a detailed desegregation impact analysis (DIA) and was preceded by a review, comment, and discussion period with the Special Master, Plaintiffs, and the Department of Justice. In some cases, like with Roskruge Bilingual K-8, the Bridges High School, and Wakefield Middle School, the District also engaged in community forums and information sessions to share information with parents and stakeholders and to solicit comments and input. This type of family and community engagement was vital to the development of proposals that created new schools or, potentially, changed school boundaries. Section X.B also discusses NARAs submitted by the District in SY2019-20.

In September 2019, the Court issued Order 2295, denying the NARA to eliminate the K-5 boundary from Roskruge K-8 (Roskruge does not have a boundary for grades 6-8). The Court also directed the District to engage its dual language expert, Rosa Molina, to prepare a Two-Way Dual Language (TWDL) inventory and report to clarify the status of District implementation related to Roskruge and other TWDL schools. The District filed the inventory and report three months later [*see*

ECF 2401, 12/20/19], followed by Plaintiff objections and a District response in early 2020. The Court would later rule on these issues in the context of the TWDL completion plan, described below.

In December 2019, the Court approved the District's request to open a new high school in partnership with the Pima County Joint Technical Education District (at the time, referred to as the "Bridges High School") through Order 2395.

In January 2020, the Court issued Order 2414, requiring the Special Master to develop and file a report related to the District's notice and request for approval to open a new middle school in partnership with the University of Arizona at the site of the former Wakefield Middle School. The Special Master submitted his report at the end of January [*see* ECF 2418, 01/28/20], and the Court approved the NARA in February through Order 2428.

In April 2020, the Court issued Order 2462, approving the sale of property at Bonanza and Watson (Bonanza) and at Ridgeside and 5th (Ridgeside).

In June 2020, the Court issued Order 2488, approving the middle school revitalization and K-6 reconfiguration.

3.   Completion Plans

In September 2018, the Court ordered the District to develop close to 20 completion plans. In December 2018, the District submitted notices of compliance related to several of those plans. In April 2019, after reviewing the notices and related objections, the Court ordered further plan revisions in the spring and ordered the District to develop an executive summary to address USP interconnectedness by December 1, 2019 [*see* ECF 2213, 04/10/19]. Between May and September 2019, the District filed plan revisions, new plans, and responses to various Plaintiff objections and recommendations by the Special Master.

Order 2273, filed on September 10, 2019, addressed eight completion plans: operating plans for the African American Student Services Department and the Mexican American Student Services Department , or AASSD and MASSD, respectively (further revisions required); Family and Community Engagement (FACE) update (supplemental update had been filed; waiting for the report and recommendation); English language learner (ELL) plan (review of goals to be included in 2018-19 DAR); middle school courses for high school credit (no further action needed); beginning teachers (several directives for future action); teacher

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diversity/grow-your-own/attrition (further revisions required); inclusivity and civility (further assessments and plan required); and professional learning for technology (further revisions required). As described below, and in multiple sections throughout this annual report, the District worked diligently throughout SY2019-20 to respond to the Court's directives for further revisions, updates, and other directives related to these eight completion plans.

In November 2019, the Court issued Order 2359, finding there was a role for the African American and Mexican American student services departments post-unitary status, and directing the Special Master to work with the District to develop plans. Later that month, the Special Master filed a report and recommendation related to the AASSD and MASSD plans [*see* ECF 2403, 12/23/19]. That month, the Court also found the District had finished the portion of the facilities and technology completion plan related to facilities and ordered further revisions to the Technology Conditions Index (TCI) through Order 2362. The District revised the TCI shortly thereafter. The Court also approved the District's proposed ELL goals for dropout prevention through Order 2363 and ordered the District to file a supplement to its extracurricular activities report in Order 2364. The District filed the supplemental report of compliance regarding analysis of extracurricular participation shortly thereafter [*see* ECF 2387, 12/03/19].

In December 2019, in compliance with the Court's April 2019 orders [*see* ECF 2213 and 2217], the District filed the executive summary, which outlined the District's integrated and interrelated efforts in three broad areas: improving integration and diversity, improving academic achievement for minority students, and other programs and initiatives [*see* ECF 2384, 12/01/19]. Several of the findings and directives from the Court associated with the completion plans were also related to the information contained in the executive summary.

Also in December, through Order 2386, the Court adopted the Special Master's recommendations related to family and community engagement, finding the District to be in full compliance with Court directives to update school websites, but delaying consideration of the FACE plan, per the Special Master's recommendation, to allow for further revisions. The District filed a revised FACE plan a few days later [*see* ECF 2391, 12/09/19].

In June 2020, the Court issued three significant orders related to completion plans. Order 2471 addressed further actions requested by the District related to

student assignment for both magnet and non-magnet schools. Through Order 2474, the Court found that, pursuant to forthcoming clarifications made to the ALE Policy Manual, the "District has complied with the directives" related to the Advanced Learning Experiences (ALE) completion plan. The District is diligently working to comply with the directives contained in these two orders as it begins the 2020-21 school year.

Finally, in Order 2483, the Court reviewed the TWDL inventory and report supported by the District's dual language expert, Rosa Molina [*see* ECF 2401, 12/20/19]. The Court found that the District is committed to TWDL "implementation, growth, and success now and in the future" (Order 2483 at 2), that the District had presented an expansion completion plan for expanding TWDL now and in the future, and that, based on District efforts to advocate for dual language statewide, the Court could not imagine "a more persistently aggressive stance from the District" with regard to the promotion of dual language (*Id.* at 5). The Court ultimately concluded that the District "has to the extent practicable, especially in light of State law and policy obstacles, developed positive and academically rigorous [TWDL] programs designed to contribute significantly to the academic achievement of all students who participate in them," and that it has done so by "moving forward at a deliberate pace since the adoption of the USP" by complying "with the provisions of the USP in good faith." (*Id.* at 11-12).

C.   Annual Report Process

In October 2019, shortly after the District filed the 2018-19 Annual Report with the Court, the District's Office of Desegregation continued working with relevant leadership to implement the USP and document the SY2019-20 compliance for this report. This process guided the District's work in this area throughout the year and established the foundation for the 2019-20 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 activities and outcomes in 10 separate sections. The District took the following steps to produce the 2019-20 Annual Report:

- The Desegregation Office gathered the required reports for each section, following its data availability schedule.

- The office 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 and review the final report to ensure structural consistency throughout the entire document.

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

II.   Student Assignment

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

In SY2019-20, the District considered changing boundaries and grade reconfigurations as strategies for improving integration and mitigating oversubscription.[3]

1.   Boundary Review

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

In SY2019-20, Mansfeld Magnet Middle School, an integrated school, was oversubscribed and the District had to reduce the number of seats allocated to magnet students. The District did not initiate a boundary change, however, because the number of feeder students had declined for the past two years and this trend is projected to continue. In SY2020-21, the District anticipates increasing the number of magnet seats to its peak level. Even with no future reduction in magnet seats, Mansfeld will operate at 90 percent of capacity.

2.   Borman and Drachman K-8 Schools

Integration at both Borman and Drachman improved. In SY2019-20, Borman increased its racial/ethnic diversity and Drachman became further integrated. Drachman, once a racially concentrated school with over 75 percent Hispanic students, now enrolls a student population similar to the overall District enrollment.

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[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 the school as a whole.

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
2019-20	48%	18%	22%	Closer to USP definition of Integrated
Drachman K-8				
2017-18	18%	7%	67%	Integrated
2018-19	19%	8%	63%	Further Integrated
2019-20	20%	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 Gifted and Talented Education (GATE) expansion initiative, and Wheeler was an integrated school in SY2019-20. 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, in SY2019-20, Wheeler added 23 students as an integrated school.

Roberts-Naylor K-8 became an integrated school in SY2017-18 and maintained that status in SY2018-19. However, because it enrolls a high percentage of African refugee students, its African American percentage is higher than the District average. While not meeting the Unitary Status Plan (USP) integration definition, Roberts-Naylor is a highly diverse school that is 13 percent white, 29 percent African American, and 51 percent Hispanic.

4.   Roskruge No-Boundary Proposal

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

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

In summer 2020, the Court issued a ruling indicating that it understood the dual-language program, opening the door for the District to re-urge this request. Due to the COVID-19 pandemic, it is not clear whether the District will pursue the request in the near future.

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

During SY2019-20, the District finalized plans to open a new middle school (Wakefield) and a new high school (Innovation Tech, formerly referred to as "the Bridges High School"). Both schools seek to create integrated, no-boundary schools on Tucson's southside, among racially concentrated neighborhoods. Details of these proposals can be found in Sections I.B and X.B. Both proposals included stakeholder engagement, including review and comment periods with the Special Master and Plaintiffs, desegregation impact analyses (DIAs), and, ultimately, approval from the Court.

B. Magnet Schools and Programs

Throughout SY2019-20, the District continued to develop, implement, monitor, and evaluate its 13 magnet schools and programs through the Comprehensive Magnet Plan (CMP) and site-based Magnet School Plans (MSPs) with respect to integration and student academic achievement. In summer 2019, the

District finalized and began implementing a newly revised CMP, referred to as the Future CMP ("FCMP") (**Appendix II – 2, Future CMP**).[4]

During the school year, the District provided academic support based on the academic and integration needs of the schools and programs as described in the FCMP. This approach allowed the District to better allocate its resources to the schools most in need of support. The Magnet Department focused on nine major milestones for magnet implementation in SY2019-20:

1. Collaborate with schools to ensure alignment between MSPs and MSP budgets, and identify resource needs for SY2020-21;

2. Monitor and adjust MSP implementation, and identify potential adjustments for SY2020-21 MSPs;

3. In collaboration with the Communications and Media Relations Department, continue to market and provide outreach to support school integration;

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. Determine and provide the appropriate level of support for each magnet school, as outlined in the new CMP;

6. Conduct school visits to support schools with the implementation of best practices as outlined in each school's magnet plan;

7. Continue to provide professional development for magnet coordinators and other school facilitators to support the work of Professional Learning Communities (PLC) Collaborative Teacher Teams (PLC-CTTs), observing and coaching Tier 1 instruction, Tier 2 and 3 interventions, and theme visibility;

8. Continue to represent the Magnet Department needs and agenda through active participation on specific District committees that have an impact on

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[4] The "Future CMP" is titled simply "CMP" but is referred to here as the "FCMP" to highlight steps taken in SY2019-20 based on the newly revised plan. This naming reference is simply to create a clear record between the first CMP ("CMP"), the second CMP ("Revised CMP"), and the version created in SY2019-20 ("FCMP").

magnet school programs, including exploring the development or modifications of magnet themes; and

9. 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 SY2018-19, central and site-based staff collaborated to develop MSPs for SY2019-20 (**Appendix II – 3, II.K.1.f School Magnet Plans (13) SY2019-20**). To develop MSPs, the Magnet Department worked primarily with site and central leadership, the Financial Services Department, and the Title I Department.

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-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-CTT cycle. They used the outline to empower principals, teachers, and relevant staff to develop capacity to engage with and implement the recurring cycle of collective inquiry and action research to achieve better academic

results for the students they serve. 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 Magnet Department completed purposeful school site visits side-by-side with members of the school leadership team, including the magnet coordinator. During the visits, members worked collectively to gather evidence of classroom 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 helped the Magnet Department identify and provide needed district-level support systems.

During monthly visits, central staff also worked with schools to review and revise, if needed, 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 triannual reports evaluating their progress toward MSP goals, with specific strategies to address identified deficiencies (**Appendix II – 4, End of Year Reports SY2019-20**).

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 SY2019-20 MSP goals and action steps with the Magnet Department to assess the effectiveness of the MSP strategies.

During the first semester, the Magnet Department and schools began to assess MSP progress with an eye toward developing the SY2020-21 MSPs and budgets. The District required each magnet school to use the guide and template, its Title I School Improvement Action Plan (SIAP), and marketing and family engagement strategies to develop an MSP that primarily addressed 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 SY2020-21** and **Appendix II – 6, Magnet SIAP Planning Template SY2020-21**).

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 developing 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 weaknesses across SIAP Principles of Effective Teachers and Instruction, Effective Curriculum, and Family and Community Engagement (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 structured systems for monitoring daily instruction; intervention and supplemental Tier 2 services; highly functioning PLC Collaborative Teacher Teams; and implementation of District curriculum for all grade levels and content areas.

As part of the annual process for developing the MSP for the following year, each magnet school worked with the Magnet Department to develop the school's magnet budget to support the needs identified in the magnet plan. Some programmatic changes do not impact budget; other changes do. Different 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. School staff and the Magnet Department jointly examined the entire magnet budget, line by line, reviewing performance results, integration data, needs assessments, and the subsequent year's MSP.

d.   Family and Community Engagement

The Magnet Department supported schools in incorporating a strong FACE component in all MSPs, 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.1).

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 SY2019-20**).

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. The main objectives of these efforts were to support magnet schools to maintain an active presence in the community, provide successful magnets with resources to help them remain attractive, and identify new marketing materials and update existing materials for both District and individual school recruitment and marketing activities. Specifically, the Positive Reinforcement Campaign consisted of television and digital advertising and mass mailings. The Priority Enrollment and Continuing Enrollment campaigns consisted of radio, outdoor, and print advertising.

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. However, community engagement and presence during SY2019-20 was limited due to the COVID-19 pandemic. To highlight the unique magnet programs at each school and remain attractive, the District used television and radio advertising throughout the school year. To support student enrollment, the District used outdoor advertising through bus shelter and billboard advertising; print advertising through newspaper, magazines, and booklets; press releases regarding magnet school accomplishments; and digital advertising and mass mailings.

Collaboration between each school's administration, each school's magnet coordinator, and the District's communication specialist facilitated the identification and development of marketing materials needed to support all efforts. 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.

The magnet school plans included action steps for school recruitment efforts to increase school enrollment and support the school's integration goal. These efforts included school 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 recruitment of students who would further integrate magnet schools and programs. Magnet coordinators at the middle and high school levels developed relationships with feeder schools to facilitate the recruitment of incoming students at the 6th and 9th grade levels. 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 SY2019-20**).

Magnet schools identified as needing to improve integration levels or increase enrollment, including Integration Level B and C schools as outlined in the District's CMP, worked with central staff to develop and put into action targeted integration strategies. The Magnet Department, along with the Communication Department, worked directly with the principal, magnet coordinator, and assistant superintendent of three magnet schools that needed additional support. These schools—Roskruge, Palo Verde High School, and Holladay Elementary School—completed an outline of strategies, including specific target populations based on their 40th day enrollment data. Outlines included one or more of the following components: critical action to address the desired outcome, person completing action timeline, and resources needed. The Magnet Department held follow-up meetings with all stakeholders involved to review and revise action step progress (**Appendix II - 9, Targeted Integration Strategies**).

b.   Cross-Departmental Efforts

The Magnet Department collaborated closely with the FACE team and the Communications, Transportation, School Community Services (SCS) and student services departments to recruit students at FRCs and local events. 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. In particular, the CSA committee supported the integration efforts for Roskruge by collectively identifying other District departments, activities, and community partners that could be included in the critical action steps of the Supplemental School Improvement Plan for Integration. The Magnet Department shared these recommendations with the school principal and magnet coordinator during the planning phase and included a list of preschools to target, with recruiting efforts targeted to the area around the University of Arizona, African American churches, and downtown Tucson businesses.

c.   Increased Visibility through Awards and Recognitions

District magnet schools and students won and received honors, awards, and recognitions throughout SY2019-20 (**Appendix II – 10, Awards, Grants, and Recognitions SY2019-20**). 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

At the beginning of SY2019-20, the Magnet Department provided professional learning to the magnet coordinators by completing walk-throughs at schools to collect data on theme visibility and by identifying strengths and weaknesses. Magnet coordinators used the Magnet Theme Visibility Walk-Through Instrument to become familiar with the measures that would be used for evaluation during Magnet Department theme visibility walk-throughs later in the school year.

The Magnet Department conducted theme visibility walk-throughs each semester at each magnet school, using the Magnet Theme Visibility Walkthrough Instrument, measuring theme visibility essential components and scoring according to the evidence found for each essential component (**Appendix II - 11, Magnet Theme Visibility Walk-Through Instrument, Appendix II - 12, Magnet Theme Visibility Scores SY2019-20** and **Appendix II - 13, Magnet Theme Visibility Summary**).

Combined magnet school scores for theme visibility walk-throughs during SY2019-20, with a total possible 40 points, were as follows:

- 35-40 points: Bonillas (35); Davis (35); Carrillo (35.5); Drachman (36)

- 30-34 points: Roskruge (30); Holladay (30.5); Tucson High (34)

- 25-29 points: Tully (26); Dodge (28.5); Palo Verde (29)

- Below 25: Booth-Fickett (20).

Due to COVID-19 school closures, Borton and Mansfeld only received first semester theme visibility walk-throughs. Borton received 10 points and Mansfeld received 8.5 out of 20 possible points.

Schools that showed improvement from the first semester theme visibility walk-through to the second semester include Bonillas (16 to 19); Booth-Fickett (7 to 13); Carrillo (17.5 to 18); Davis (17 to 18.5); Dodge (11 to 17.5); Drachman (17 to 19); Holladay (14.5 to 16); Palo Verde (13 to 16); Roskruge (11 to 19); Tucson High (16 to 18); and Tully (12.5 to 13.5).

When looking at the essential components of the Magnet Theme Visibility Instrument, a total of 48 points could be scored from the 24 theme visibility walk-throughs that were completed during SY 2019-20. Table 2.2 shows the greatest needs across all magnet schools to the least needs and provides the foundation for continuing growth in the area of theme visibility for SY2020-21.

Table 2.2: Essential Components of the Magnet Theme Visibility Instrument

Essential Component	48 Points
Magnet theme is evident in common areas.	24
Magnet theme is evident in hallways/display areas in posted student work.	29
There is evidence of theme integration with the curriculum [in classrooms].	32
Current magnet theme is evident on the exterior of building/grounds.	36
Magnet theme is incorporated into the school's mission statement.	36.5
Teachers have specific areas of the campus and facility for magnet-themed activities/lessons/presentations.	38
Magnet theme is evident in the main office.	39.5
Evidence of family/community engagement/partnerships.	40
Magnet theme is noted in school communications/media.	41.5
Magnet school name is given in the phone greeting.	42

e.   Progress Toward Improving Integration

The District received 2,749 applications for the 13 remaining magnet schools. In SY2014-15, four of 19 magnet schools met the USP definition of an integrated school. In SY2019-20, 11 of 13 magnet schools met the first criterion of integrated

schools (the "15% criterion"). Twelve of the 13 schools met the second criterion for integrated schools (the "70% criterion"). Only Roskruge had a racial/ethnic group that exceeded 70 percent of its total student population. Holladay sits in a historically African American neighborhood, and the African American student population exceeds the +/- 15 percent average for elementary schools by one percentage point (average is 10 percent; the Holladay population is 26 percent). Otherwise, Holladay is integrated by both USP integration measures (**Appendix II – 14, 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 (Title 1 and School Improvement Departments); reviewing state accountability data and closely monitoring benchmark assessments (Assessment and Evaluation Department); and providing varying levels of professional development to improve staff capabilities, skills, and impact on student achievement (Curriculum and Instruction, Magnet, and other departments).

While the District tailored MSPs for each individual school, the District based its objectives for magnet schools on the five student achievement requirements delineated by the Court (**Appendix II – 2, Future CMP**). Due to the pandemic, state AzMERIT testing was canceled, and therefore it was not possible to assess student academic performance.

Assistant superintendents continued to participate within their region with classroom walk-throughs with Magnet Department and Title I staff during SY2019-20. These walk-throughs led to greater understanding of magnet school academic needs, informed professional development, and assisted in identifying necessary support and resources for SY2019-20 and future years (**Appendix II – 15, School Improvement Walkthroughs**).

4.   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 SY2020-21.

       b.   **Evaluation and Planning for New or Modified Magnet Programs**

In SY2018-19, the District proposed changing the attendance boundary for Roskruge (*see* Section II.A).

       c.   **Completion Plan**

In September 2019, the District filed a Comprehensive Integration Plan (also referred to as the Three Year Plus-Integration Plan or "3-Year PIP). The plan included a magnet study, the Future CMP referenced earlier in this section, and transportation and marketing/outreach strategies. In June 2020, the Court found the District had completed the directed 3-Year PIP task, except for some needed clarifications, revisions, and additional targeted integration and academic plans for magnet schools identified as lacking sufficient integration or academic progress. The District will develop and implement those plans in SY2020-21.

C.   Application and Selection Process

In SY2019-20, the District continued to utilize the application and selection process as an effective tool for improving integration, particularly at oversubscribed magnet schools.

For SY2020-21, the District received 5,402 applications during the priority enrollment window—636 more than the number of applications received during that time in SY2019-20.

The District held the initial lottery in January 2020 at the close of the priority enrollment window. Table 2.3 shows the schools and programs with oversubscribed entry grades at the time of the first lottery (schools oversubscribed by 10 or more students for two years, SY2019-20 and SY2020-21). Since SY2014-15, the District has utilized the application and selection process to improve integration and reduce racial concentration at several oversubscribed schools.

Table 2.3: Oversubscribed Schools for SY2020-21 (Based on Available Seats)

School	Program	Grade	Applications	Seats	2014-15	2019-20
Carrillo ES	Magnet	K	69	40	Racially Concentrated	Integrated
Davis ES	Magnet	K	129	35	Racially Concentrated	Integrated
Hughes ES	Open Enrollment	K	89	20	Neutral	Integrated
Miles ELC K-8	Open Enrollment	K	78	60	Neutral	Integrated
Roskruge K-8	Magnet	6th	99	70	Racially Concentrated	Racially Concentrated
Dodge MS	Magnet	6th	217	135	Integrated	Integrated
Mansfeld MS	Magnet	6th	136	60	Racially Concentrated	Integrated
Tucson HS	Magnet	9th	855	500	Racially Concentrated	Integrated

D.   Student Marketing, Outreach, and Recruitment Strategies

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

In SY2019-20, the District continued its efforts to implement the MORe Plan (**Appendix II – 16, II.K.1.m (1) MORe Plan SY2019-20**). The plan 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:

- Continuing to design and initiate visually appealing and easy-to-navigate websites to make enrollment and school choice information more accessible and to make it easier to apply online. The District continues to provide individual training to administrators and staff, as needed, 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 platform); marketing open enrollment and school choice windows; and promoting the benefits of an integrated education.

- Revising the SY2019-20 Catalog of Schools, an informational guide, by updating school program information in English and Spanish. The District continued to make the catalog available online in summer 2019 and distributed the booklet at the beginning of the school year to every school

site. The catalog and other marketing materials were available at multiple sites, including the central offices, school sites, and Family Resource Centers.

- Continuing to promote express shuttles, including updating shuttle information on the District website and printing and distributing express shuttle brochures to central offices, sites, and FRCs (**Appendix II – 17 Express Shuttle Posters and Rack Cards**). The District continued to include the Express Bus logo on all appropriate school websites and in advertising, including print ads, billboards, 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 developed and distributed postcards promoting schools and their strengths throughout the Tucson community. Many of these school highlights are featured in the school welcome video recorded by the school principal.

- Continuing the Everything Under the Sun Campaign to highlight the diverse programs and community that the District serves, through TV and radio commercials, print ads, social media posts, website highlights, and event banners in English and Spanish.

- Continuing to support families 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 School Community Services Department hosted a very successful event at Playformance for families in January and described the programs available at the schools. The students who attended participated in obstacle course activities after visiting three schools. To receive a participation pass, the students returned to the Communications and Media Relations Department table with answers to at least three of the questions about the schools. This also allowed students to spin the gift wheel for promotional giveaway items. To promote the events, the District sent a flyer to all 5th-graders, communicated through ParentLink

calls and emails to families, and posted event information on the District and school websites and social media platforms.

- Continuing to target 8th-graders for additional recruiting through the High School Expos in November and January.

- Continuing to support a range of District and community marketing events. SCS worked to increase access to the school choice application and 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 to market and highlight school programs and opportunities, recruit students, and encourage families to consider schools outside of their neighborhoods.

- Continuing to implement the Knowledge Changes Everything Campaign to support parent and student awareness about the benefits of an integrated education and to support the District's Equity and Diversity platforms. The logo is placed on the District website footer so it is accessible on any entry to the website. When clicked, it takes a viewer to the Desegregation webpage http://deseg.tusd1.org/Integration-Diversity-and-Racial-Equity, which shares information about integration and about District programs and opportunities. There is also a specific Knowledge Changes Everything webpage, http://deseg.tusd1.org/, which shares facts and videos about the District's efforts to promote equity, as well as the status of the District desegregation court case.

The Knowledge Changes Everything logo was developed into a sticker that was distributed to families, students, and parents who attended District enrollment events in SY2019-20. Flyers and rack cards containing information about learning and program opportunities also were handed out at the events. Additionally, the District provided the Knowledge Changes Everything rack cards and stickers to Arizona Bilingual to hand out at its back-to-school event in the last week of July and provided them to the District's Impact Event that ran the same weekend.

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) and qualitative (e.g., meetings with content experts). In SY2019-20, staff assessed both types of information to determine which strategies to reduce, maintain, strengthen, or eliminate in favor of more promising approaches.

3.   Completion Plan: ALE and Magnet Outreach and Recruitment

The District convened a cross-departmental committee to assess the most effective past and existing marketing and outreach strategies for Advanced Learning Experiences (ALE) and Magnet programs. The committee comprised staff from the Magnet, ALE, Desegregation/Legal, and Communications departments. Members met monthly to review program updates and marketing efforts and develop strategies to enhance program awareness. The committee also inventoried former and ongoing marketing practices and conducted a literature review of other potential outreach and marketing approaches for ALEs and magnets.

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.[5] This plan includes annual surveys to families and school leadership, as well as marketing strategies for each program.

E.   Student Assignment Professional Development

In SY2019-20, the District continued to support the 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 (**Appendix II – 18, Online Student Assignment PD**).

The District provided this training through True North Logic (TNL) from December 2019 through May 2020. To determine newly hired staff compliance, the District developed a list of employees hired after July 1, 2019 who were responsible for supporting or responding to school choice inquiries. The District added new site

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[5] The plan is formally titled the ALE and Magnet Outreach and Recruitment Addendum and is considered 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 standalone document and as part of another completion plan, the CIP, that the District also filed with the Court.

administrators hired after that date to the list and cross-referenced listed employees to verify completion of student assignment-related professional development in TNL. A majority of required administrators and front office staff successfully completed the training before the beginning of SY2020-21.

District staff evaluated the training for possible changes for SY2020-21 but determined no revisions were necessary.

F.   Coordinated Student Assignment Committee

In SY2019-20, the cross-departmental CSA committee helped the District implement the coordinated process of student assignment detailed throughout this section of this annual report. The CSA continued its work developing—and monitoring the development of—non-magnet integration plans, though much of that work was disrupted by the pandemic.

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.[6] For example, the 2018-19 CSA recommendation to expand the definition of incentive transportation was incorporated into the transportation routes for two new schools: Innovation Tech High School and Wakefield Middle School. CSA will monitor the effectiveness of these new routes in SY2020-21.

In SY2019-20, the District:

- continued to organize school choice planning events;
- expanded self-contained GATE at Wheeler to grades 1-5;
- expanded self-contained GATE at Roberts-Naylor to grades 1-5;
- expanded dual language at Bloom to kindergarten and grades 1-3;
- expanded dual language strands and grades;
- promoted the College and Career Readiness Program at Santa Rita High and an express shuttle from a racially concentrated boundary (Pueblo High); and

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[6] 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.

- continued to promote express shuttles.

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 SY2019-20**. This report contains a list of District schools labeled according to Integration Status and reports the number and percentage of students by ethnicity as enrolled on the 40th day of SY2019-20.

II.K.1.a TUSD Enrollment-40th day SY2019-20 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 SY2019-20.** This report contains disaggregated data by school enrollment, ethnicity, and enrollment status on the 40th day of SY2019-20.

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 SY2019-20;

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 SY2019-20.

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

Refer to *ECF #2270-1 Study of TUSD Schools To Identify Potential Magnet Schools and Themes*, to view Magnet School Studies conducted for SY2019-20.

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;

Refer to *ECF#2270-2, Exhibit B, TUSD Comprehensive Magnet Plan August 2019*.

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 – 3, II.K.1.f School Magnet Plans (13) SY2019-20** 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 June 30, 2020. The awarding of the grant is scheduled for September 30, 2020.

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 SY2019-20.

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 in English, *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 application in the District's major languages.

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

The software used to manage the student assignment process (Smart Choice) remained unchanged for SY2019-20, although the District introduced online placement applications for open enrollment and magnet placements, which were previously filled out on paper.

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 2020.**

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

See **Appendix II - 16, II.K.1.m (1) MORe Plan SY2019-20** and **Appendix II – 7, II.K.1.m (2) Magnet Marketing Report SY2019-20** that contain detailed descriptions of the marketing

and recruitment campaigns conducted by the District's Communications and Media Relations Department.

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

There were no amendments to any written policies or practices for student assignments in SY2019-20.

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

See **Appendix II– 25, 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 SY2019-20.

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

This report contains a table of all formal professional development opportunities offered for SY2019-20.

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 SY2019-20, the District offered transportation to more than 19,000 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 a school. The District continued to utilize 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 6-Year Comparison** and **Appendix III – 4, Activity Bus List by School SY2019-20**).

District transportation administrators continued to participate in monitoring and planning student assignments and District integration through the District's Coordinated Student Assignment Committee, the Boundary Review Committee, and the Comprehensive Magnet Plan-Plus Integration Plan Committee. These cross-departmental committees are critical to the development and implementation of aligned efforts to promote integration and diversity across schools. Information about the availability of free magnet and incentive transportation continued to be available at school sites, Family Resource Centers, the District office, and the District website.

B.   Revised Transportation Plan

The District twice revised its Transportation Plan over the summer following SY2019-20, to include transportation provided pursuant to ALE programs [ECF 2500-2] and to include the transportation components of integration plans [ECF 2517-6].

C.   USP Reporting

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

See **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** for SY2019-20.

IV.   Administrative and Certificated Staff

A.   Administrative and Certificated Staff

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

1.   Hire or Designate USP Positions

The District continued to monitor positions required by the Unitary Status Plan (USP) and made the following personnel changes in SY2019-20 (*see* Table 4.1):

Table 4.1: SY2019-20 USP Position Changes

USP Section	Position Description	Employee Name	Hired/ Designated
IV.B.1.	Individual in HR to coordinate and review the District's outreach, recruitment, hiring, assignment, and retention efforts and RIFs	Christopher Langseth	Hired
IV.A.2.	Director of Advanced Learning Experiences	Sky Saczko	Hired
VI.E.2	Restorative Practices PBIS Trainers	Julie Shivanonda Colleen Bradley Karla Palacio Michelle Deeds Carol Thomas Isabel Kelsey Elizabeth Hoover Veronica Duran Walter Bailey Charlotte Brown	Designated

The District maintained magnet coordinators, teacher mentors, professional development academic trainers, and Multi-Tiered System of Supports (MTSS) facilitators in SY2019-20. In addition, the District designated 10 Restorative

Practices/Positive Behavioral Interventions and Supports (PBIS) trainers
(**Appendix IV – 1, Superintendent Mandated USP Position Memo**).

2. Outreach, Recruitment, and Retention Plan

In SY2019-20, 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 Grow Your Own (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 SY2019-20, the District continued to offer $5,000 stipends supporting Two-Way Dual Language (TWDL) teachers, teacher diversity, Hard-to-Fill, and Exceptional Education recruitment incentives.

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 (UA) College of Education to help selected employees acquire their Bachelor

of Education, with the promise of employment with the District and financial assistance through the program. The District enrolled 18 employees in Make the Move in SY2019-20 and selected 11 participants in the Arizona Teaching program for SY2020-21.

Due to travel restrictions placed on business travel because of COVID-19, the Human Resources (HR) recruitment team visited two colleges and universities during SY2019-20 (one historically black college and one targeted Hispanic Serving Institution). 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 conducted focus groups at school sites in SY2019-20 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**). The District 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, the Tucson Hispanic Chamber of Commerce, the 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 SY2019-20, HR continued to monitor the interview committee panels and found that 10 of 672 panels (approximately 1 percent) did not include Hispanic/African American representation. HR followed up with site leadership for 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 did not make any changes to the principal hiring process instruments in SY2019-20 (**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	FY2019-20
Total Number of Applicants	8,740	8,027	8,498	8,205	8,611
White	42.2%	43.4%	42.8%	41.3%	42.0%
African American	8.2%	8.2%	8.1%	8.4%	7.6%
Hispanic	39.1%	42.7%	42.9%	41.2%	40.5%
Native American	4.0%	2.7%	3.1%	3.1%	2.7%
Asian/Pacific Islander	2.6%	3.0%	3.2%	6.1%	7.2%
Unspecified	3.8%	0.0%	0.0%	0.0%	0.0%

4.   Evaluating Offer Rejections

The District continued to identify and evaluate the reasons why potential applicants rejected offers of employment. The primary reasons given for declined offers in SY2019-20 were personal reasons (24 percent) and accepting an offer outside of the District (22 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 SY2019-20 (**Appendix IV – 8, Site Certificated Staff and Administrators**). The number of African American and Hispanic certificated staff grew by 3 percent (from 120 to 124) and 2 percent (from 883 to 897), respectively, between SY2018-19 and SY2019-20.

b.   Site Administrator Assignments and Teams

In SY2019-20, 42 percent of site administrators were Hispanic, 11 percent were African American, and 45 percent were white. (***Id.***) Of the 29 schools with multiple administrators, HR identified 22 site administrative teams as diverse. Of the seven non-diverse teams, four were Hispanic and three were white—meaning seven out of 82 schools had a principal and assistant principal of the same race or ethnicity (**Appendix IV – 9, IV.K.1.g (4) Site Administrative Teams SY2019-20**).

c.   Teacher Assignments

Each year, the District analyzes the distribution of teachers and other certificated staff to determine whether there are racial or ethnic disparities in teacher 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. Excluding dual-language programs and schools (11 schools) and alternative schools (three schools), 41 schools met the teacher diversity target of +/- 15 percent and 30 did not. Of the 30 schools that did not meet the diversity target, two sites had a relatively higher percentage of Asian American teachers, and another had a relatively higher percentage of Native American teachers (**Appendix IV – 10, IV.K.1.g (1) Teacher Diversity Assignments**).

d.   First-Year Principals and Teachers

The District hired two first-year principals in SY2019-20. One was not placed at a racially concentrated or underperforming school and the other had director-level experience with the Exceptional Education Department before transferring to a special-needs educational program campus (**Appendix IV – 11, IV.K.1.g (6) Assignment of First Year Principals**).

In SY2019-20, the District hired 144 first-year teachers at 60 schools—a 76 percent increase from the 82 hired in SY2018-19 (**Appendix IV – 12, IV.K.1.g (5) Assignment of First Year Teachers**). This increase can be attributed to the notable increase from 21 new graduates in SY2018-19 to 63 new graduates in SY2019-20, a significant portion of whom came from the University of Arizona (39 in SY2019-20 compared to eight in SY2018-19).

A total of 73 teachers were hired for positions at 28 low-performing schools. Of those teachers, 34 were at twelve racially concentrated sites. First-year teachers

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

e.   Diversity Completion Plan

In September 2019, the Court directed the District to revise the previously filed Teacher Diversity Plan and Grow Your Own programs. In October 2019, the District filed its revisions and continued to implement the plan as revised [*see* ECF 2329-1].

6.   Attrition

The District continued to track its retention of administrators and certificated staff. In SY2019-20, 426 certificated staff left the District, including 10 administrators. White staff accounted for 67 percent of the separations, Hispanic staff accounted for 21 percent, and African American staff accounted for 5 percent. Forty-eight percent of those leaving the District cited personal reasons for their separations, followed by 19 percent for retirement, and 17 percent for other employment (**Appendix IV – 13, Certificated Attrition SY2019-20**).

Job satisfaction among staff remained high (**Appendix IV – 14, IV.K.1.j SQS Staff Survey**). However, the District is always looking to improve workplace conditions (*see* Section IV.A.2).

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 teacher mentoring. The induction program was held on July 23-25, 2019 (**Appendix IV – 15, New Teacher and Administrator Induction Agenda**).

The District provided mentoring teachers to support first- and second-year teachers throughout the year, following the court-ordered formula that provides additional support for first-year teachers in racially concentrated or underperforming schools (**Appendix IV – 16, IV.K.1.n Mentor Assignments by Ethnicity**). In addition to mentoring support, the District worked with principals at

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

Mentoring for all first-year teachers continues through the second year, with targeted approaches based on end-of-first-year assessments. The District revised its first-year teacher plan to include second-year teachers who were scored as underperforming by their mentor in at least one of five areas: 1e (Lesson Planning), 2c (Routines and Procedures), 2d (Classroom Management), 3c (Student Engagement), and 3d (Using Assessment in Instruction) [ECF 2327-1].

8. Teacher and Principal Evaluations

There were no changes to the principal evaluation in SY2019-20. However, the District made slight modifications to the Teacher Evaluation model because high school AzMERIT scores were not available for a two-year comparison in student academic growth. Instead, the District developed pre- and post-test assessments (piloted successfully in the 2018-19 school year) to be administered in grades 9 and 10 for English language arts and math. Unfortunately, due to the school closures in March 2020, the District only administered the pre-test (**Appendix IV - 17, IV.K.1.m(2) Teacher Evaluation Explanation**).

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 on Targeted Support Plans, eight of whom were white and one who was Native American.

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 leadership positions within the District. To that end, the District's Administrative Leaders Plan sets forth two approaches, 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 College of Education.

a.   Leadership Prep Academy

The District continued to offer the LPA to staff who were interested in becoming administrators (**Appendix IV - 18, IV.K.1.p Leadership Prep Academy**). The District selected 30 candidates for the SY2019-20 LPA Cohort.

Table 4.3: SY2019-20 LPA Cohort

LPA Participants	Male	Female	Totals
White/Anglo	3	6	9
African American	2	11	13
Hispanic	1	7	8
Asian/Pacific Islander	0	0	0
Native American	0	0	0
Total	6	24	30

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

The District continued its partnership with the 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 SY2019-20 cohort, potential candidates attended meetings to learn about the Master's Cohort VI. The UA forwarded accepted applications to the District for review against a set of pre-determined criteria:

- current District 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.

Since SY2016-17, prior cohorts have completed the required coursework and internship and graduated from their two-year programs. Cohort VI, which completed the first year of the program in SY2019-20, included two Hispanic

candidates.

11.   Professional Learning Communities (PLCs)

During SY2019-20, the District utilized the *Professional Learning Communities Guide*, which is published on the District intranet and internet (**Appendix IV - 19, 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 implementation of schools using a seven-period day to allow for Professional Learning Communities-Collaborative Teacher Teams (PLCs-CTTs) to meet daily during the school day continued during SY2019-20. Identified schools followed the collaborative cycle of collective inquiry to support a learning culture for adults and students. Site administration was responsible for ensuring support and guidance for the PLCs-CTTs.

During the Curriculum, Instruction, Professional Development and Assessment (CIPDA) Academy, the Curriculum and Instruction (C&I) Department provided several PLC training and learning opportunities. At the beginning of the year, curriculum service providers (CSP) trained staff on the PLC manual. MTSS facilitators and CSPs also had embedded PLC-CTT time in the CIPDA academy facilitated by the lead CSP and lead MTSS facilitator. The District's lead CSP provided representatives from all sites access to resources for PLC-CTTs as part of their training and participation in the CIPDA academy, including Microsoft's One Note application to facilitate collaboration. At the beginning of the year, the lead CSP visited PLCs-CTTs at the sites with CSPs to gather data on the essential elements of effective CTTs to be used to inform PLC-CTT support and evaluate the effectiveness of this structure at sites. C&I presented these data to central leadership and the superintendent, including the need for more coaching and training.

As the year continued, C&I focused on equity-based coaching conversations in PLCs. C&I contracted with Bright Morning to provide the intensive training, The Art of Coaching: Effective Strategies for School Transformation, to equip CIPDA academy attendees and teacher mentors with the tools for transformative coaching. These practices are designed to increase the coaches' skills to shift conversations in

PLCs towards effective Tier 1 instruction, interventions, and data-driven decision making.

12.   Ongoing Professional Development

In SY2019-20, the District continued to provide professional development and support in the various areas required by the USP (**Appendix IV – 20, IV.K.1.q Master USP PD Chart**). The District also implemented 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. However, COVID-19 disrupted implementation.

B.   USP Reporting

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

See **Appendix IV – 21, 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 SY2019-20.

IV(K)(1)(b)   A copy of the Labor Market Analysis and any subsequent similar studies;

No compensation data study or analysis conducted for SY2019-20.

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

No new changes were made to the recruitment plan for SY2019-20.

See **Appendix IV – 2, IV.K.1.c Recruitment Activities**, which contains a report of the recruitment activities for SY2019-20.

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 SY2019-20, *see* **Appendices IV – 22, IV.K.1.d.i (1) Teacher and USP Cert Positions Advertised SY2019-20** and **IV – 23, IV.K.1.d.i (2) Admin Job Postings SY2019-20**.

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 SY2019-20, *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 – 24, IV.K.1.d.iii Certificated Staff and Administrators** for SY2019-20.

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

See **Appendix IV – 24, IV.K.1.d.iii Certificated Staff and Administrators**, which contains a report of all DITs by name, race/ethnicity, old site, previous job title, new assignment location, and new position for SY2019-20.

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 SY2019-20, 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 - 25, IV.K.1.e (2) Hiring Process Principals, IV - 26, IV.K.1.e (3) Professional Standards for Educational Leaders,** and **IV - 27, IV.K.1.e (4) Hiring Process for Superintendent Leadership Team, Executive Directors, Sr. Director, and Director SY2019-20** to view the list of interview instruments used for ACS for SY2019-20.

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 SY2019-20.

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;

Refer to *ECF #2159-1 Exhibit A – Compliance Report* and *ECF #2329-1 Diversity Plan for Teachers Administrators*, to view Teacher Diversity Plan for SY2019-20. Additionally, the data required in section (IV)(K)(1)(g) are contained in **Appendices IV – 10, IV.K.1.g (1) Teacher Diversity Assignments, IV – 28, IV.K.1.g (3) Assignment of Certificated Staff**, **IV – 9, IV.K.1.g (4) Site Administrative Teams SY2019-20**, **IV – 12, IV.K.1.g (5) Assignment of First Year Teachers**, and **IV – 11, IV.K.1.g (6) Assignment of First Year Principals**.

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IV(K)(1)(h)	A copy of the pilot plan to support first-year teachers developed pursuant to the requirements of this section;
	To view First-Year Teacher Plan for SY2019-20, refer to *ECF #2222-2 Exhibit B Study of Strategies for Support of First-Year Teachers* and *ECF #2327-1 Plan for Beginning Teachers.*
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 SY2019-20.
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 – 14, 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 SY2019-20.
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 SY2019-20, the Reduction-In-Force (RIF) Plan was not enforced and no employees were laid off. Should there be a need to implement an 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 – 29, IV.K.1.m (1) Administrator Evaluation, IV – 17, IV.K.1.m (2) Teacher Effectiveness Evaluation Model 2019-20,** and **IV – 30, IV.K.1.m (3) Summary Student Survey (District Mean Score)** for SY2019-20.

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;

Refer to *ECF #2327-1 Plan for Beginning Teachers*, to view the New Teacher Induction Program for SY2019-20.

Additionally, s*ee* **Appendix IV – 16, IV.K.1.n Mentor Assignments by Ethnicity** to view the description of New Teacher Induction Program participating teachers/mentors for SY2019-20.

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 – 31, IV.K.1.o TSP (Teacher Support Plan)** for SY2019-20.

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

See **Appendix IV – 18, IV.K.1.p Leadership Prep Academy** to view the description of the LPA for SY2019-20.

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 – 20, IV.K.1.q Master USP PD Chart** for SY2019-20. This report contains a table of all formal USP professional development opportunities offered during SY2019-20.

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 SY2019-20 included offering a range of Advanced Learning Experiences (ALEs) and dual-language programs; addressing the literacy needs of English Learners (ELs);[7] maintaining inclusive school environments; and enhancing student engagement and achievement through dropout prevention, culturally relevant courses (CRCs), multicultural curriculum, Culturally Responsive Pedagogy (CRP), and other efforts.

A.   Advanced Learning Experiences

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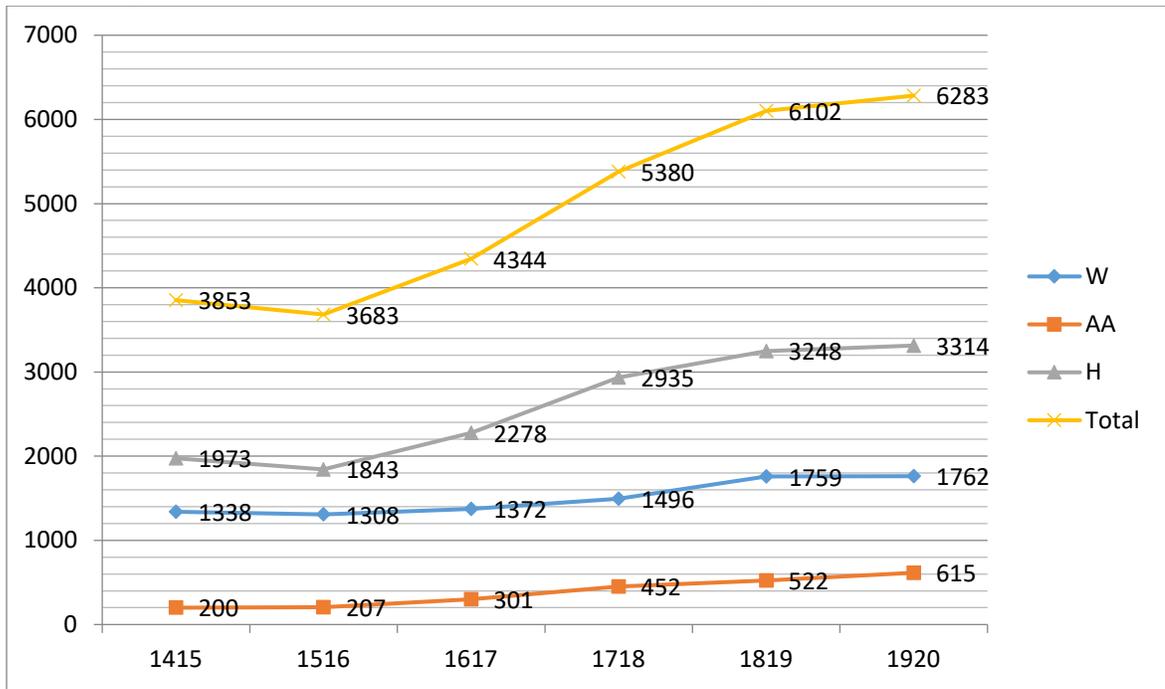
1.   Gifted and Talented Education

In SY2019-20, 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 SY2019-20 increased to 6,283. This growth was primarily due to an increase in students in GATE cluster classrooms and middle school GATE classes, as well as the inclusion of pre-GATE kindergarten. The number of African American students receiving any type of GATE service increased by 18 percent from SY2018-19.

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[7] In SY2018-19, the ADE informed the District of a change from using the term English language learner (ELL) to English learner (EL) to align with the term used by federal agencies.

Graph 5.1: Total Number of Students Receiving GATE Services

a.   Expansion of GATE Programs and Services

The District expanded its programs and services in SY2019-20 as delineated below.

GATE Cluster Programs Expansion

As shown in Table 5.2, the District continued to offer the cluster program at 14 elementary and K-8 schools. More than 2,000 students received GATE instruction in cluster classrooms, including 1,069 Hispanic and 222 African American students.

Table 5.2: Students in GATE Cluster Classrooms SY2019-20

School_Name	W	AA	Hisp	NA	API	MR	Total
Blenman Elementary	27	31	56	3	6	8	131
Cavett Elementary	6	14	70	0	0	1	91
Drachman K-8	44	11	100	5	1	8	169
Dunham Elementary	50	14	37	0	4	7	112
Fruchthendler	206	25	115	3	16	16	381
Grijalva Elementary	10	2	93	7	0	4	116
Howell Elementary	38	17	48	5	3	5	116
Maldonado Elementary	14	6	69	11	2	1	103
Myers/Ganoung	21	26	43	3	2	3	98
Rose K-8	7	0	121	1	0	3	132
Sewell Elementary	34	16	68	2	2	7	129
Steele Elementary	44	27	48	2	2	6	129
Wright Elementary	39	26	55	3	11	8	142
Total	540	215	923	45	49	77	1849
Robins K-8[8]	37	7	146	2	2	4	198

Pre-GATE Kindergarten Expansion

To provide alternative avenues for entry into self-contained GATE programs, the pre-GATE kindergarten program expanded to five self-contained sites (Kellond, Wheeler, and White elementary schools and Hollinger and Roberts-Naylor K-8).

Students take a kindergarten screener in late spring or at the beginning of the school year to access this program, and they take it again in the spring to measure cognitive and academic growth. During spring 2020, GATE staff met with the pre-GATE teacher to review student portfolios and progress in the development of students' cognitive and academic skills as measured by the kindergarten screener.

The number of students participating in pre-GATE kindergarten increased to 84—a 40-percent increase from SY2018-19. This included 44 Hispanic students and seven African American students. All students were offered placement in either a 1st grade pull-out or self-contained GATE classroom for SY2020-21.

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[8] Robins K-8 organized its cluster program after the 40th day of school. Robins data are presented here to show that the total number of students in cluster classrooms for SY2019-20 was 2,047. The Robins cluster program students were not included in any 40th day ALE counts.

Wheeler and Roberts-Naylor Self-Contained Expansion

Both Roberts-Naylor and Wheeler extended their GATE self-contained programs to include 5th grade. Both sites now offer self-contained services at all grade levels. Self-contained enrollment at Wheeler grew to 102 students, while enrollment at Roberts-Naylor increased to 83 students in SY2019-20 (**Appendix V – 1, V.G.1.b (2) Appendix F - GATE SY2019-20**).

Grades K-1 Talent Development/Enrichment

In SY2019-20, 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

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 provided there is space. As it is an open-access GATE school, students do not need to qualify to attend the school and can be registered through open enrollment if they live outside the attendance boundary.

Roberts-Naylor GATE Middle School Open-Access Expansion

In SY2019-20, Roberts-Naylor expanded its open-access program to add GATE classes in core subjects, including a GATE social studies class for 6th-graders and GATE science class and CRC GATE language arts class for 7th- and 8th-graders. These classes are open to 293 6th-8th grade students.

c.   Participation in Traditional GATE Services

Although enrollment in pullout services declined in SY2019-20,[9] 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 86 students in SY2018-19 to 101 students in SY2019-20—a 17percent increase (**Appendix V- 2, V.G.1.a ALE 40th day Enrollment SY2019-20**).

d.   GATE Supplemental Goals

The District met the 15% Rule for African American enrollment in elementary self-contained program in SY2019-20 and came within 0.20 percent for Hispanic enrollment in the middle school self-contained program. While African American enrollment in high school GATE classes met the 15% goal, it missed the goal by 0.01 percent for middle school African American students. For Hispanic students, the District met the middle school goal for GATE resource (n=648) and came within 0.80 percent for high school students (**Appendix V - 3, V.G.1.c. ALE Supplementary Goals Summary**).

e.   GATE Dual-Language Programs

In SY2019-20, the District completed the transition of the GATE dual-language program from Pistor Middle School to Hollinger K-8, adding 8th grade dual-language GATE.

f.   EL Students in GATE Programs

EL participation in GATE rose by 26 percent, from 77 students to 97 students between SY2018-19 and SY2019-20, due to increased student participation in self-contained and resource GATE.

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[9] The decline in GATE pull-out was partially due to the school-wide model at Fruchthendler, which lowered the pull-out count by approximately 100 students. These students were still served by a GATE itinerant teacher but through push-in classes to the whole school.

Table 5.3: EL Participation in GATE Programs

Gate	Year	W	W%	AA	AA%	Hisp	H%	NA	NA%	API	A%	MR	MR%	Total
PO GATE	14-15	0	0%	0	0%	29	97%	0	0%	1	3%	0	0%	30
PO GATE	15-16	0	0%	1	5%	16	84%	0	0%	2	11%	0	0%	19
PO GATE	16-17	1	4%	1	4%	23	88%	0	0%	1	4%	0	0%	26
PO GATE	17-18	2	7%	0	0%	19	66%	0	0%	8	28%	0	0%	29
PO GATE	18-19	0	0%	0	0%	23	85%	0	0%	4	15%	0	0%	27
PO GATE	**19-20**	**0**	**0%**	**1**	**4%**	**21**	**88%**	**0**	**0%**	**2**	**8%**	**0**	**0%**	**24**
SC GATE	14-15	0	0%	0	0%	14	100%	0	0%	0	0%	0	0%	14
SC GATE	15-16	0	0%	0	0%	10	100%	0	0%	0	0%	0	0%	10
SC GATE	16-17	0	0%	0	0%	9	100%	0	0%	0	0%	0	0%	9
SC GATE	17-18	1	17%	0	0%	5	83%	0	0%	0	0%	0	0%	6
SC GATE	18-19	0	0%	0	0%	3	100%	0	0%	0	0%	0	0%	3
SC GATE	**19-20**	**0**	**0%**	**0**	**0%**	**16**	**100%**	**0**	**0%**	**0**	**0%**	**0**	**0%**	**16**
R GATE	14-15	0	0%	1	13%	6	75%	1	13%	0	0%	0	0%	8
R GATE	15-16	0	0%	2	13%	14	88%	0	0%	0	0%	0	0%	16
R GATE	16-17	1	5%	1	5%	18	90%	0	0%	0	0%	0	0%	20
R GATE	17-18	0	0%	4	19%	16	76%	0	0%	1	5%	0	0%	21
R GATE	18-19	0	0%	14	16%	28	68%	0	0%	5	16%	0	0%	47
R GATE	**19-20**	**2**	**4%**	**11**	**19%**	**43**	**75%**	**1**	**2%**	**0**	**0**	**0**	**0**	**57**

During SY2019-20, the GATE Department worked with the Language Acquisition Department (LAD) to encourage greater participation from EL students. Staff analyzed Arizona English Language Learner Assessment (AZELLA) data to identify highly competent students for future recruitment and implemented an alternative screener at Hollinger and Roberts-Naylor to identify Spanish-speaking students who may not have scored as highly on a traditional gifted assessment.

g.   Self-Contained Program Placement in SY2019-20

Seventy-one 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 SY2019-20**).

h.   GATE Recruitment and Outreach Activities

In SY2019-20, 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 EL students (**Appendix V –5, GATE Outreach Events Calendar SY2019-20**). 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 Family Resource Centers (FRCs) to share information with families about GATE programs and testing; and
- making personal telephone calls to African American and Hispanic families who did not respond to placement letters at sites where enrollment was low.

For EL recruitment and outreach in SY2019-20, the District continued several 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 SY2019-20

In SY2019-20, more than 7,600 students were tested for GATE self-contained or pullout services (**Appendix V – 6, GATE Testing and Qualified Students**

SY2019-20). The District continued its practice of testing all students in 1st and 5th grades.

The District is looking at alternative screening methods that research shows have a greater likelihood of identifying students who are Culturally, Linguistically, Economically Diverse (CLED). Alternative methods include using local norms, the Hispanic Bilingual Gifted Screening Instrument, the HOPE Scale, and the NNAT-3.

To identify students for pre-GATE kindergarten, the District uses a specific screener for young learners. The pre-GATE Kinder Screener, a shortened version of the CogAT, increases validity for younger students by focusing on one qualitative, quantitative, and nonverbal subset test as opposed to three. In addition, the District piloted the use of Naglieri Nonverbal Ability Test 3rd Edition (NNAT-3), an assessment approved by the Arizona Department of Education (ADE), by testing all current kindergarten students at the District's six self-contained program sites (Hollinger, Kellond, Lineweaver, Roberts-Naylor, White, and Wheeler) to increase the numbers of students in those site programs. The District identified additional students who helped fill the 1st-grade classroom at those sites and plans to continue its use of the NNAT-3 at those sites for selected students.

j.   Professional Development

Prior to COVID-19 school closures, the GATE department continued the train-the-trainer professional development model for GATE cluster sites and Tully and Roberts-Naylor, the District's open-access elementary and middle school programs (**Appendix V – 7, GATE Train-the-Trainers SY2019-20 Professional Development**). New cluster sites, including Robins, Sewell, Cavett, and Howell, participated in the training, which allowed teachers to work with GATE staff at their site to implement GATE instructional strategies from training into their classroom teaching.

In addition to district-wide, year-round in-person training that is open to all current GATE teachers, the GATE department also implemented new study groups for beginning self-contained or cluster teachers, in which they work with other new colleagues to learn the basics of teaching their program.

Provided there is space, multiple professional development options are available to all teachers in the District who are interested in pursuing their gifted

endorsement (**Appendix V – 8, GATE Professional Development Training SY2019-20**).

k.   Teacher Recruitment

During SY2019-20, 104 GATE teachers who were teaching in a GATE classroom with their permanent gifted endorsement received a stipend. In addition, nine GATE teachers received a provisional endorsement in fall 2019. Due to the COVID-19 closure of the schools, the processing and recording of new teacher endorsements was delayed (**Appendix V – 9, V.G.1.j Certificated Staff with ALE Credentials**).

With the expansion of GATE services in SY2019-20, 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, GATE Outreach Events Calendar SY2019-20**). Recruitment of new teachers also included collaborating with the University of Arizona (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.

l.   Department Collaboration

The GATE Department continued to work with other District departments, including the African American and Mexican American Student Services departments (AASSD and MASSD, respectively), Magnet Programs, Communications and Media Relations, School Community Services (SCS), Language Acquisition, the Infant and Early Learning Centers, and the Family and Community Engagement (FACE) team to support its outreach and recruitment efforts and its student support services. The GATE Department also continued to collaborate with education organizations such as the Arizona Association of Gifted and Talented, the Arizona Department of Education Gifted and Talented Department, and Pima County School Superintendent's Office. The GATE staff attended regional events, trainings, and workshops with other gifted coordinators in the county.

2.   Advanced Academic Courses

The District continued to offer five types of advanced courses: (Honors/Advanced math), middle school courses offered for high school credit, Advanced Placement (AP), dual credit, and International Baccalaureate (IB).

a.   ALE Supplemental Goals

The District continued to monitor AACs to ensure that all students have equitable access to ALEs. In SY2019-20, the District measured participation against the 15% Rule.[10]

The District met and exceeded the 15% Rule in 14 of 30 goals (**Appendix V – 3, V.G.1.c ALE Supplementary Goals Summary**). The District met or exceeded the goals for all middle school Hispanic students in honors/advanced math courses and high school credit courses. The District also met or exceeded the goals for all high school Hispanic students in honors, IB, and dual enrollment courses.

b.   Advanced Placement

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 SY2019-20.

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 nonacademic 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.[11] During the second semester, each AP teacher provided a test preparation session for their students to ensure they were ready for the year-end AP test.

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[10] Based on the work of Dr. Donna Ford and accepted by the Court [ECF 1771].
[11] These sessions were offered virtually.

Advanced Placement Virtual Summer Boot Camp

Due to COVID-19, five District schools (Palo Verde, Pueblo, Rincon, Sahuaro, and Tucson High) offered AP Summer Boot Camp virtually for students new to AP courses. A template for this virtual learning experience was developed by AP Summer Boot Camp coordinators and the ALE director (**Appendix V - 10, AP Virtual Summer Boot Camp Flyer** and **Appendix V – 11**, **AP Summer Boot Camp Virtual Learning Plan**). More than 117 students registered for the AP Boot Camp.

Table 5.4: 2020 AP Summer Boot Camp

Race/Ethnicity	Number	Percentage
White	30	26%
African American	15	13%
Hispanic	65	56%
Native American	1	1%
Asian/Pacific Is	1	1%
Multi-Race	5	4%
Total	117	100%

AP Tests, Scores, and Test Scholarships

Because of COVID-19 concerns, the College Board changed the nature of AP exams given in spring 2020. The exams were 45 minutes long and offered through virtual platforms. Sites were encouraging their AP students to participate in these modified exams.

Advanced and Honors Courses

Advanced courses refer to accelerated math courses offered to middle school students at K-8 and middle schools. In SY2019-20, more than 1,400 6th-8th grade students enrolled in these courses, with 7 percent African American enrollment and 65 percent Hispanic (**Appendix V – 2, V.G.1.a ALE 40th day Enrollment SY2019-20**).

The District offers Honors classes in core subjects such as science, social studies, and English language arts (ELA) for grades 6-12. More than 5,700 students enrolled in Honors courses in SY2019-20. (**Id.**) The District met the 15% Rule for African American students in grades 6-8 at K-8 schools and came within 0.21 percent for middle schools and 0.73 percent for high schools. The District met the

15% Rule for Hispanic enrollment for all Advanced and Honors classes. (**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 600 students enrolled in these courses, including 66 African American high school students—a 27-percent increase from SY2018-19. The District exceeded the 15% Rule for both African American and Hispanic students (**Appendix V – 2, V.G.1.a ALE 40th day Enrollment SY2019-20** 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-preparation 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.

The District exceeded the 15% Rule for Hispanic students in IB (**Appendix V – 3, V.G.1.c ALE Supplementary Goals Summary SY2019-20**). The IB program utilizes early student interventions, including teacher tutoring and mentoring, to support students and increase student retention.

Table 5.5: IB Diploma and Certificate Students by Ethnicity
(Cholla administrative data)

Ethnicity	Class of 2017		Class of 2018		Class of 2019		Class of 2020	
	Diploma (21)	Certificate (63)	Diploma (18)	Certificate (107)	Diploma (18)	Certificate (86)	Diploma (15)	Certificate (102)
Native American	2 (9%)	4 (6%)	2 (11%)	2 (2%)	-	2 (2%)	1 (7%)	9 (9%)
Asian American	2 (9%)	5(8%)	-	2 (2%)	-	-	-	-
African American	2 (9%)	-	4 (22%)	9 (8%)	2 (11%)	2 (2%)	-	5 (5%)
Hispanic	13 (62%)	54 (86%)	10 (56%)	90 (84%)	11 (61%)	76 (88%)	13 (86%)	76 (74%)

Multi-racial			-	-	(0%)	1 (1%)	1 (7%)	6 (6%)
White	2 (9%)		2 (11%)	4 (4%)	5 (27%)	5 (5%)	-	6 (6%)

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 1,700 students—a 15-percent increase from SY2018-19 (**Appendix V – 2, V.G.1.a ALE 40th day Enrollment SY2019-20**). The District met the 15% Rule for Hispanic students at both K-8 and middle schools (**Appendix V – 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, middle school students may take a high school credit class at a neighboring high school, online at their site, or through COLE,[12] the District's distance learning program. In SY2019-20, 8th grade students at Pueblo Gardens were bussed to Utterback Middle School for Algebra I, while McCorkle K-8 and C.E. Rose K-8 students took Algebra 1 at Pueblo High School. Students at Borman K-8 and Mansfeld Middle Magnet School enrolled in Algebra 1 through COLE.

3. Additional ALE Support

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

a. English Learners Enrollment and Services

The District increased the number of EL students enrolled in Advanced, Honors, middle school for high school credit courses, AP, and dual credit between SY2018-19 and SY2019-20 (**Appendix V – 2, V.G.1.a. ALE 40th day Enrollment SY2019-20**).

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[12] Catalina Online Learning Experience (COLE) was previously known as Agave.

b.   AVID

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

AVID sites in the District increased from 13 to 15 in SY2019-20, and these schools offered the AVID Elective model and/or the AVID school-wide model.[13] 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 5.6 shows the expansion of the AVID program over the past six years, growing from 714 students in SY2014-15 to 2,670 students in SY2019-20. This includes an additional 43 African American students and 213 Hispanic students between SY2018-19 and SY2019-20.

Table 5.6: 100th-Day Multi-year Comparison of AVID Enrollment by Ethnicity

	White		African American		Hispanic		Native American		Asian PI		Multi Racial		100-day Total
Year	N	%	N	%	N	%	N	%	N	%	N	%	N
14-15	98	13.7%	69	9.7%	492	68.9%	28	3.9%	8	1.1%	19	2.7%	714
15-16	145	13.2%	120	10.9%	728	66.4%	47	4.3%	18	1.6%	38	3.5%	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
19-20	363	13.6%	393	14.7%	1,643	61.5%	104	3.9%	69	2.6%	98	3.7%	2,670

c.   Professional Development

The District provided various opportunities for ALE-specific professional development in SY2019-20, 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.

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

The District paid the registration fee for 132 teachers to participate virtually in the Advanced Placement Desert Summer Institute in June and July 2020. These institutes included 30 hours of virtual coursework for teacher preparation to teach AP classes, fulfilling the three-year opportunity for AP content review. Other coursework offered could be used toward a gifted education endorsement and addressed differentiated curriculum use in Advanced/Honors courses (**Appendix V – 12, AP Desert Summer Institute Report July 2020**).

The District also provided AVID training for 280 teachers, counselors, and administrators, including AVID Digital Experience, AVID Discover, AVID District Path Trainings, AVID Building Capacity Workshop, and AVID Professional Learning Modules (APLM) workshops (**Appendix V - 13, AVID Professional Development SY2019-20**). 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 10 meetings throughout SY2019-20 for AVID coordinators (**Appendix V - 14, AVID Coordinator Meetings SY2019-20**). To support new AVID sites, the District provided AVID "Tutorology" training to 15 new tutors and participants and put these strategies into weekly practice at all AVID sites.

4.   University High School

UHS continued to provide additional qualifying options to prospective students, expand its recruitment efforts, and offer academic supports throughout SY2019-20.

a.   UHS Admissions SY2019-20

The District made no formal changes to the UHS admissions policy in SY2019-20 but continued various strategies to increase the number of African American and Hispanic students who met the test qualification, including two two-year pilots, which pilots have now been adopted as school policies.

- Pilot 1: UHS renormed the scoring rubric and, as a result, 31 more Hispanic students and one more African American student qualified for UHS admissions.

Table 5.7: 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
2018-19 testing													
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
2019-20 testing													
Traditional norming	244	50%	22	5%	141	29%	2	0%	43	9%	35	7%	487
Revised norming	266	48%	23	4%	172	31%	5	1%	46	8%	38	7%	550
Increase	22		1		31		3		3		3		63

- Pilot 2: UHS again 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 16 Hispanic students, retook the test. Of those students, one African American and 12 Hispanic students met the test criteria of a 7.

Overall, 481 students, including 16 African American students and 143 Hispanic students, qualified for the 2020-21 UHS freshman class by meeting the 50+ admission points (**Appendix V - 15, V.G.1.g UHS Admissions SY2019-20 Freshman Class**).

The ACT Tessera was the alternate assessment offered to students who did not meet the 50-point admissions requirement. The Tessera replaced the ACT Engage in SY2018-29. Of the 52 students who took the assessment, 22 met the qualifying criteria, including two African American students and eight Hispanic students.

b.   Recruitment and Outreach: 2019-20 Freshman Class

In SY2019-20, 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 2019 and early spring 2020, 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. 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 before schools were closed due to COVID-19.

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.

Major Recruitment and Outreach Events

- 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 campus highlights, and interact with students and teachers. For the third consecutive year, more than 600 students from both District and non-District schools attended (**Appendix V – 16, UHS Step-Up Day Invitation 2019**).

- Fourth Annual Multicultural Scholars Dinner:[14] The District again invited all District 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

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[14] This event was previously called the African American Scholars Dinner.

families. Each table had breakout discussions and activities that brought African American parents and students together with current UHS African American families (**Appendix V – 17, UHS Multicultural Scholars Dinner Invitation**).

- 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 was also involved in meetings to share important information with incoming families about the school and provide mentoring through Zoom.

- In addition, UHS held quarterly parent meetings for parents of freshmen, sophomores, juniors, and seniors. These meetings gave parents the opportunity to offer support, share information about resources and school events, and discuss other pertinent topics.

- 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 SY2019-20.

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. Due to COVID-19, this program was offered online. African American or Hispanic students who did not have a laptop at home were provided one to ensure that they could participate.

Tutoring services continued in SY2019-20, with additional math and science teacher tutors and writing support for seniors applying to college. This additional support allowed for all African American and Hispanic students to have tutoring

available every day. 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 helped students with specific skill gaps in reading, writing, science, and math that prevented them from successfully completing core academic classes. Sixty-two 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. Due to COVID-19, a smaller group of students opted to participate in an online version of Boost.

Table 5.8: Five-Year Boost Participation Data

Ethnicity	Summer 2016	Summer 2017	Summer 2018	Summer 2019	Summer 2020
White	91 (38%)	163 (49%)	117 (47%)	189 (49%)	119 (51%)
African American	3 (1%)	2 (1%)	9 (3%)	23 (6%)	7 (3%)
Hispanic	103 (44%)	107 (32%)	81 (32%)	122 (32%)	64 (28%)
Native American	0 (0%)	0 (0%)	3 (1%)	2 (1%)	0 (0%)
Asian/Pacific Islander	15 (6%)	37 (11%)	24 (9%)	32 (8%)	27 (12%)
Multi-racial	19 (8%)	22 (6%)	14 (12%)	19 5%	15 (6%)

d.   Counselor and Teacher Recruitment and Support

UHS identified 325 first-generation Hispanic and African American students in fall 2019 and matched each 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 Multi-Tiered System of Supports (MTSS) conversations to ensure that at least one adult on campus always monitored students' needs.

Table 5.9: Hispanic and African American 1st Generation College-Bound Students with Mentors (UHS administrative data)

Ethnicity/Race	2015-16	2016-17	2017-18	2018-19	2019-20
African American	5	7	13	17	20
Hispanic	205	223	246	319	305

e.   Attrition

UHS continued to provide academic and social interventions designed to lower attrition, including placement testing for ELA, mandatory Penguin mentors for freshman students, and the frequent grade level assemblies, Future Focused Meetings. These assemblies featured guest speakers from the school and from the local and national communities who talked about stress, time management, goal setting, and other essential topics. For SY2019-20, the UHS administration offered a book club for Hispanic and African American students to provide additional mentoring through texts that support academic and socio-emotional growth. Table 5.10 shows that the attrition rate remained at 6 percent in SY2019-20.[15]

Table 5.10: UHS Attrition

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

f.   Post-Secondary Education

A continued goal of UHS's is to ensure that students graduate with the ability to attend the college or university of their choice, with many students accepted into

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[15] 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.

elite colleges and universities. For the past 12 years, UHS has had 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 2020 earned more than $40 million in scholarships and grants. Hispanic and African American students earned substantial scholarships, including the Questbridge Match Scholarship.[16]

5.   Completion Plan

The District continues to implement the requirements of its Completion Plan, including details in its revised and expanded ALE Policy Manual, which includes comprehensive information on its programs, services, and operational processes [ECF 2267].

B.   Dual Language

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

In SY2019-20, the District continued to work on implementing its multi-year expansion plan for the dual-language program, including adding strands at existing TWDL sites, establishing language academies, and continuing recruitment and retention efforts for bilingual endorsed teachers, to support future expansion.

1.   OELAS[17]

In SY2019-20, District representatives from the Language Acquisition Department spoke before the Arizona House of Representatives Education Committee in favor of bill HCR 2001, which would allow Arizona voters the opportunity to repeal Prop. 203.[18] HCR 2001 would replace the current law with

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[16] 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.

[17] Office of English Language Acquisition Services.

[18] Approved by Arizona voters in 2000, Prop 203 repealed bilingual education and mandated English-only instruction for English learners.

new provisions that would allow schools to offer dual-language immersion programs for both native and non-native English speakers. Currently, HCR 2001 is in the House Rules Committee (**Appendix V – 18, Statement to Education Committee SY2019-20**).

The District adhered to the guidance and approval by OELAS to qualify EL student for its TWDL programs. In SY2019-20, the District continued to administer an alternate oral language assessment—the Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM)—to kindergarten students to demonstrate English proficiency levels that qualify them for enrollment into a TWDL program.

In SY2019-20, the LAD implemented the state's new OELAS Structured English Immersion model, which came as a result of SB 1014.[19] The District provided teachers and administrators with professional development to implement the new model during sessions at the four-day summer Language Learning Symposium for K-12 English language development (ELD) and dual-language teachers (**Appendix V – 19, Language Learning Symposium 2020 Schedule**) and during the professional development session for administrators at the beginning of the school year (**Appendix V - 20, Administrators Professional Development**). The LAD conducted school walk-throughs to ensure fidelity to the model (**Appendix V – 21, ALP Monitoring Walkthrough Instrument**).

In SY2019-20, the LAD members participated in the OELAS advisory committees to help develop a framework for the state to evaluate SEI alternate models. The LAD also assembled a District SEI Focus Group Committee to determine whether the District should propose an alternate SEI model to the Arizona Department of Education and the Arizona State Board of Education. The SEI Focus Group ultimately voted to implement the ADE's approved SEI models for SY2020-21.

2.   Build and Expand Dual-Language Programs

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

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[19] SB 1014 is a new statute that permits schools to transition from a four-hour SEI model to a two-hour SEI model.

a.   Access for English 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.   Dual-Language Academies

In fall 2019, the Language Acquisition Department conducted Language Academies at seven of the dual-language schools for K-3rd grade EL students to prepare them for eligibility to participate in the District's TWDL program in SY2020-21 (**Appendix V – 22, 2019 DL Academy**). The focus of instruction was to develop students' oral English skills so that they pass the AZELLA. In addition, the LAD conducted Language Academies at the seven dual-language schools for EL and English-proficient students in K-5 to develop oral Spanish skills to support student success in maintaining and/or acquiring a second language needed to participate in a TWDL program.

c.   Monitoring Student Enrollment

Table 5.11: 40th-Day Dual-Language Enrollment by School Year

Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Dual-Language Schools						
Davis	345	334	312	295	314	313
Roskruge	675	717	675	654	614	649
Hollinger K-5	314	260	315	321	349	399
Dual-Language Classrooms						
Bloom			20	42	74	105
Grijalva	145	106	100	99	93	104
McCorkle	67**	97***	119****	159*	162	206
Mission View	90	79	75	97	100	109
Van Buskirk	125	116	92	107	96	105
White	147	122	147	140	129	115
Pistor	167	165	179	94	117	63
Pueblo	88	110	110	124	398	296
Total	2,163	2,106	2,144	2,132	2,446	2,464

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More than 2,450 students participated in dual-language programs in SY2019-20 (**Appendix V – 2, V.G.1.a ALE 40th day Enrollment SY2019-20; Appendix V-91, TWDL Progress Report**).

Program Expansion

In SY2019-20, the District expanded the TWDL program at Bloom Elementary to include 3rd grade, extended the McCorkle TWDL program by adding an additional 1st-grade class and a 7th-grade dual-language cohort, and completed the transition of GATE dual language from Pistor to Hollinger to include grades 6-8.

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.   EL Reclassification in Dual-Language Programs

In SY2019-20, the District continued to monitor the reclassification rate for EL students enrolled in the dual-language programs and to assess Spanish proficiency. No AZELLA tests were administered after schools closed due to COVID-19.

Table 5.12: Dual-Language EL Reclassification Rates

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

e.   Dual-Language Spanish and English Assessments

Due to the pandemic, the District was not able to administer any language assessments after March 12. This included the administration of Logramos, a Spanish proficiency test in reading and writing for 2nd- through 8th-grade students; FLOSEM, used to assess listening and speaking in Spanish; and the Developmental

Reading Assessment and Evaluación de desarollo de la lectura, which measures reading comprehension and fluency in English and Spanish.

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

f.   Professional Development

The District offered professional development activities on an ongoing basis throughout SY2019-20.

Summer Professional Development

Despite the closure of schools, the LAD hosted the 2020 Language Learning Symposium through a virtual platform in May 2020. More than 200 teachers, instructional staff, and administrators were able to participate. The symposium programs included sessions that discussed the new secondary SEI program model and how to provide dual-language instruction through a virtual platform (**Appendix V - 19**, **Language Learning Symposium 2020 Schedule**).

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 SY2019-20, dual-language itinerant teachers provided teachers with on-site and in-class support at each of the 11 TWDL sites as they moved toward the goal of fully implementing the TWDL program (**Appendix V – 23, LAD DL Itinerant Teacher Assignments SY2019-20**).

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.

Outreach: University of Arizona Bilingual Cohort

In SY2019-20, 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, UA Cohort TUSD TWDL PD Schedule SY2019-20**). The District filled three TWDL classroom vacancies with UA bilingual cohort graduates for SY2020-21.

Teacher Recruitment

In February 2020, the LAD held a TWDL recruitment event, 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 two informational meetings about the Make the Move program for certified teachers in the District who did not have bilingual endorsements (**Appendix V – 25 , TWDL Make the Move Pamphlet SY2020-21**).

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

i.   Dual Language Parent Outreach and Supports

For SY2019-20, 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 and social media (**Appendix V – 26, TUSD Parent Dual Language Resource Website**).

In addition, the LAD provided up-to-date information about the TWDL program to the nine TWDL site administrators in preparation for the Kinder Round-Up. In collaboration with the FACE Department, the LAD presented TWDL program information to parents at the Family Resource Centers and other District events.

j.   Dual-Language Consultant Recommendations

In SY2019-20, the District continued to work with consultant Rosa Molina to further implement her recommendations.

> **Utilize aligned assessments in English and Spanish that fairly measure the progress of the dual-language students in both languages.**

With support from the Assessment and Evaluation Department (A&E), the LAD further refined the assessment matrix to better align assessments with the instruction and goals of the TWDL program (**Appendix V – 27, TUSD TWDL Framework**).

> **Any measure of teacher efficacy in dual-language early Spanish immersion programs should be in the target language of instruction.**

Teachers in TWDL K-2 continued to receive "pay for performance" on their teacher evaluation based on students' growth on Evaluación del desarrollo de la lectura. In SY2019-20, due to COVID-19, fourth-quarter assessments were not administered. The District delivered two reading benchmarks in Spanish for students in grades 2-5 and two for students in grades 6-8.

> **Create two TWDL strands, beginning with Bloom, with eventual realignment at the District's other 10 sites.**

The District created two TWDL strands at Bloom and began an additional strand at kindergarten at McCorkle, which extended to 1st grade in SY2019-20. In SY2020-21, a 2nd-grade strand will be added at McCorkle and an additional strand will be added at White Elementary, starting with kindergarten.

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-1.

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 it will keep its magnet status.

k.   TWDL Framework

The TWDL Framework was completed and posted on the District's website in SY2018-19. The District updated it in SY2019-20.

l.   Completion Plan

The District continues to implement the requirements of its Completion Plan, including details in the multi-year plan for Expansion of Dual Language Programs along with continued recruitment and retention efforts for bilingual-endorsed teachers, to support future expansion [ECF 2258-1].

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 – 28, Ex Ed Referrals and Qualifications SY2019-20** and **Appendix V – 29, V.G.1.u Students Receiving Ex Ed Services SY2019-20**).

D.   Dropout Prevention and Graduation

In its fifth full year of implementation, the Dropout Prevention and Graduation (DPG) Plan covers five key areas: annual goals and progress monitoring, student identification and monitoring, graduation support services, family engagement, and professional development.

1.   Annual Goals

The District's DPG committee, including representatives from multiple departments, evaluates and adjusts the DPG plan goals annually based upon data. During SY2019-20, the committee met to evaluate relevant information and adjust goals, as needed; adjusted goals are reflected in **Appendix V – 30, Annual Goals and Progress Monitoring**.

2.   Student Identification and Monitoring

The District continued to use the Clarity Early Warning Module (EWM) and Intervention Module (IM) to identify at-risk students and document related interventions through fall 2019. After piloting an Edupoint Synergy MTSS platform as an intervention management solution at a few schools in fall 2019, the District began to transition from Clarity to Synergy MTSS for collecting, analyzing, and reporting student interventions district-wide in spring 2020. In SY2019-20, the AASSD and MASSD documented student academic interventions and monitored plans, utilizing many of the enhancements in the Synergy system.

Through spring and summer 2020, the District worked with its Synergy team to transfer information into the Synergy Early Warning System module that replaces the corresponding Clarity module. The implementation of this model was delayed due to COVID-19.

3.   Graduation Support Systems

The District designed and institutionalized support systems and strategies to provide direct support to students.[20] As outlined in the DPG plan,[21] systems and strategies for specific grade levels and sub-populations include:

- District-wide Support Strategies: The District provided district-level support through MTSS and individual support plans, standardized curriculum, social workers, and the Dropout Prevention and student services departments. The District also continued to implement the Steps to Success initiative (**Appendix V – 31, 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 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 Learner Support Strategies: The District provided support for ELs through transportation support, credit recovery placement priority, online credit recovery through COLE, sheltered content classes, summer school, intervention classes, Imagine Learning, ELD classes, and student and parent

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[20] 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.

[21] 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.

orientation (**Appendix V – 32, English Language Learner (ELL) Support Strategies**).

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 SY2019-20, the District implemented comprehensive professional development that is aligned with the Unitary Status Plan (USP). 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 on its SY2020-21 multicultural curriculum, culturally responsive practices, and data monitoring.[22]

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[22] 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.

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

Professional 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.   Completion Plan

The Court has recognized the Special Master's finding that the District's graduation rates "are relatively high and would be envied by any other District serving the type of diverse student body found in [the District]" [ECF 2123 at 104]. In 2018, the Court adopted the Special Master's recommendation that the District should be awarded unitary status in the area of dropout prevention except with respect to EL students, and it ordered the District to develop an English Language Learner Action Plan. The District developed and filed that plan by December 2018. The Court approved the EL graduation goal but questioned the dropout goal and ordered another revised plan. In August 2019, the District filed another revised plan, and, in October 2019, it filed its reconsideration of the EL dropout goal. In November 2019, the Court approved a slightly revised EL dropout goal.

F.   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 Culturally Responsive Pedagogy. 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) contributed to the development of a comprehensive CRC plan that will continue the initiatives outlined in the CRC stipulated agreement (**Appendix V – 33, 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 CRCs, culturally relevant professional learning, and multicultural curriculum [ECF 2259].

1.   Culturally Relevant Courses

In SY2019-20, the District continued to implement the CRC plan, which called for CRC expansion when feasible in elementary, middle, and high schools. **(*Id.*)** CRC teachers continued to develop and revise CRC curriculum and review and revise the curriculum maps for new and existing CRCs.

Student enrollment in CRC courses grew to 5,482 students in SY2019-20—a 21-percent increase from SY2018-19. While initial efforts focused on high school classes, more recent efforts have focused on expanding into middle and elementary classrooms. This increase reflects the District's commitment to maintaining and increasing support for CRCs.

Table 5.13: 40th Day CRC Student Enrollment by School Type

School Level	Year	White	AA	Hisp	NA	API	MR	Total
Elem Schools	2019-20	28	15	177	10	6	9	245
	2018-19	24	18	153	5	6	2	208
	2017-18	35	28	102	11	8	6	190
	2016-17	13	9	90	9	8	4	133
K-8 Schools	2019-20	208	162	1,229	136	24	51	1,810
	2018-19	185	128	1,082	144	24	46	1,609
	2017-18	131	90	1,179	157	9	53	1,619
	2016-17	60	34	313	19	5	12	443
Middle Schools	2019-20	452	179	1,006	46	27	82	1,792
	2018-19	320	130	603	35	26	61	1,175
	2017-18	207	70	379	19	16	23	714
	2016-17	108	35	316	20	5	15	499
High School	2019-20	167	211	1,157	47	15	38	1,635
	2018-19	164	204	1,079	47	18	38	1,550
	2017-18	138	207	1,160	50	16	42	1,613
	2016-17	108	165	991	36	16	33	1,349
	2015-16	54	118	1,012	35	5	19	1,243

In SY2019-20, the District offered the CRC AP English course, AP Language and Composition: Culturally Relevant Mexican American and African American Perspective, at UHS (**Appendix V- 34, AP Language and Composition CR Syllabus**). Working with the College Board and the ALE and CRPI departments, UHS created the course, which became 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.

a.   CRC Teacher Training

The District continued to provide varying levels of support to CRC teachers. At the beginning of SY2019-20, the CRPI department offered new CRC teachers 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 ongoing Tier 1 and Tier 2 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 Professional Learning Community (PLC) work with other CRC teachers throughout the District.

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 – 35, Multi-Year Plan for Professional Learning Culturally Responsive Practices**), all site teachers, including CRC teachers, received four training sessions specifically focusing on content implementation of culturally responsive practices via SPARKS.[23] The content provided during the CRC Tier I training for CRC teachers bolstered this professional learning.

b.   CRC Master Teachers

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

These 10 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. Virtual content training with the master teachers continued in the fourth quarter, but the related observations could not occur due to the closure of schools.

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.

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[23] SPARKS is an instructional tool developed by the District that operationalizes a set of pedagogical concepts and strategies composed of the six tenets of culturally responsive practices: Student Centered Learning, Positive Learning Environments, Academic and Ethnic Identity Development, Rigor through Cultural Content Integration, Knowledge Co-Creation, and Social Justice/Civic Engagement.

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

While master teachers continued to support more than a dozen CRC teachers as part of their assignment, every master teacher 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 entailed a regular schedule in which these teachers utilized best practices, allowing developing CRC teachers to benefit from regular model instruction and mentoring.

2.   Culturally Responsive Pedagogy and Student Engagement Professional Development

In SY2019-20, the District continued implementing its multiyear 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.

The District continued to embed these practices in most aspects involving students and families through collaborative efforts with the Assessment and Evaluation (A&E), Curriculum and Instruction (C&I), Student Relations, and Professional Development departments. Leadership in CRPI and the departments listed above, along with others, participated in various committees that worked toward a closer alignment in approach. For instance, CRPI worked with A&E to develop a set of criteria to review reading passages used in benchmark testing for insensitive or controversial content (**Appendix V - 36, CR Criteria**). Another example was CRPI's participation in a committee focusing on social-emotional learning needs of children. In addition to CRPI, the Social Emotional Learning Committee consisted of District staff from Guidance and Counseling, Multicultural Education, Exceptional Education, and Student Relations. CRPI also worked closely with C&I to develop trainings for instructional support staff in the Curriculum, Instruction, Professional Development and Assessment (CIPDA) Academy (**Appendix V - 37, CIPDA Academy CRPI Schedule**).

a.   Administrator Professional Development

As part of the CRPD in SY2019-20, site and central administrators received training on the use of SPARKS in the teacher evaluation process during the Administrator Orientation in July.

In SY2019-20, the District implemented the third phase of the CRPD plan. Phase I, completed in SY2017-18, provided all administrators, instructional support staff, and certificated faculty with training sessions 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. This was followed by Phase II, training on the implementation of culturally responsive practices in specific content areas, in SY2018-19.

In Phase III, the District trained administrators on understanding the SPARKS framework for use during observations and walk-throughs. This two-part training took place at the administrator training in July 2019 and a follow-up training in December 2019 (**Appendix V - 38, ILA I AGENDA 11.14.19 CR Danielson Calibration**). To further support administrators, CRPI and A&E collaborated on the development of culturally responsive feedback options for administrators to select during their evaluation process with teachers.

b.   Staff Professional Development

CRPI staff provided continued support and training to District staff in culturally responsive practices throughout SY2019-20. Training was provided to specific sites requesting it and was differentiated to support their specific needs.

As an extension to the CRPD plan, the District determined that further instructional support would be helpful. Throughout the year, CRPI trained site-based instructional support staff (curriculum service providers, MTSS facilitators, and magnet coordinators) on the implementation of culturally responsive practices. This cohort of instructional support staff received quarterly training for delivery at their site, though the fourth training was canceled due to COVID-19. This enhancement to the CRPD was based on feedback from teachers and administrators who requested additional training and support.

c.   **CRPI Summer Conference Participation and Community Outreach**

Due to school closures related to the pandemic, extended professional development opportunities such as the Summer Institute for Culturally Responsive Education and the District's Multicultural Symposium did not take place.

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 SY2019-20, the Multicultural Curriculum Department (MCD) continued to develop and implement the last two stages of its Multicultural Curriculum Development Plan, including structural reform and multicultural social awareness and action. The final stages necessitated collaboration with the student services departments to collectively support schools in developing practices and policies that facilitate more democratic school cultures and social structures, with the goals of: ensuring equity for diverse racial, ethnic, socioeconomic, and language groups; empowering students to understand and question social issues; and encouraging students to engage in social participation. The team examined important variables, including grouping and labeling practices, sports participation, gaps in achievement among groups, different rates of enrollment in gifted and special education programs, and the interaction of the staff and students across ethnic and racial lines.

a.   **Review of Curriculum**

In SY2019-20, the MCD reviewed the District's new K-5 literacy adoption (Benchmark Advance) for representation and inclusion of multiple student subgroups. Over several months, the MCD, in collaboration with several K-5 teachers, adapted the curriculum to meet several goals: (1) to more accurately reflect and embrace students' lives and their communities' social cultural development; (2) to incorporate broad essential questions, enduring understandings, and the kinds of inquiry-based teaching and learning that refines and extends student skills in research, critical thinking, and oral and written communication; (3) to infuse more opportunities for student questioning and social action/participation; and (4) to integrate multicultural literary resources. The contemporary resources facilitate teachers and students to work toward structural equity and inclusion by engaging them in critical thinking around issues of race,

sexism, disability, classism, linguicism, and religious intolerance (**Appendix V – 39, Benchmark Advance Multicultural Department Recommendations and Adaptations**).

b.   Curriculum Resources and Resource Integration

Culture Kits/Story Boxes

MCD staff continued to research and develop contemporary culture kits and story boxes as powerful teaching tools for engaging students in hands-on exploration of culture and contemporary social issues such as equal treatment of people with physical disabilities. The kits/boxes help teachers integrate global, intercultural education and multiple perspectives in the classroom in many subject areas and across multiple grade levels. Each kit and box include standards-based exemplar multicultural lesson plans, contemporary multicultural literature, artifacts, and videos (**Appendix V - 40, Multicultural Curriculum Story Box** and **Appendix V - 41, Arab American Culture Kit**).

Science Facilitator Trainings

The MCD continued to provide training in fall 2019 to science teachers and curriculum writers on developing a multicultural science curriculum that emphasizes social justice, global perspectives, and critical literacy (**Appendix V - 42, Professional Development Agenda for Multicultural Science Curriculum Development 2019**).

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

In SY2019-20, the MCD continued to conduct multiple trainings in Multicultural Theory and Pedagogy (Book Studies) to support ongoing integration of multicultural literature and content into the curriculum as well as to critically address the many issues involved in creating and using multicultural curriculum and resources across content areas (**Appendix V – 43, PreK-2 Elementary Book Study Flyer 2020**). Teachers explored various academic approaches to reading about culture in literature, including contemporary critical theories and issues of multiculturalism and globalism. Teachers also received coaching on how to develop instructional frameworks for guiding students to critically analyze texts for messages related to power, privilege, and inequity. These analytical skills are

essential for inspiring the desire to become informed and compassionate citizens, as well as agents of social change.

Social Studies 6th Grade Job-embedded Professional Development

In SY2019-20 the MCD expanded job-embedded professional development across the District to support the rollout of the restructured social studies K-8 curriculum (**Appendix V – 44, K-8 Multicultural Social Studies-Job Embedded Professional Development Plan**). 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.

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

In SY2019-20, in response to increased demand for support in addressing current sociopolitical issues, the MCD developed and implemented a series of two-day staff trainings focused on: (1) exploring contemporary sociopolitical issues through multicultural curriculum 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 – 45, Teaching Controversial Social Political Issues Using Multicultural Texts - A Comparative Literature Pedagogy**).

c.   Multicultural Literacy Events

To promote an inclusive culture and climate, the MCD worked with several school sites to plan and implement numerous multicultural literacy events and festivals. These events brought the community together not only to celebrate the District's diversity, but also to spark curiosity about culture and each other. Families shared elements of their culture or ethnicity with other members of the school community through storytelling, food, dance, and arts and crafts to celebrate the things that make each culture unique. The MCD encouraged schools to celebrate

a range of events that promote intercultural understanding, highlight human and environmental concerns, and help teachers work towards providing an inclusive curriculum that supports structural reform (**Appendix V - 46, Multicultural Literacy Event - Roskruge**).

d.   Borders and Bridges: Building Cultural Connections Through Literary Inquiry and Dialogue

As cultural, ethnic, language, and religious diversity of students increases, educators in the District, the United States, and nations around the world are grappling with the challenges and possibilities that lie ahead. In SY2019-20, the MCD, in collaboration with the University of Arizona Department of Language, Reading, and Culture, developed and implemented four professional development opportunities over the course of the school year that addressed these issues through the lens of four distinct cultural identities: (1) Arab American Identity, (2) Tohono O'odham Identity, (3) Asian American Identity, and (4) African Diaspora. The main objectives of the professional development sessions were to:

1. Examine the challenges facing educators in the District as they grapple to meet the needs of Native American, immigrant, and refugee students.

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

3. Explore the appropriate responses to students who have experienced trauma and the persistent stresses of family reunification, uncertain legal status, and cultural adjustment.

(**Appendix V - 47, Arab American Identity Professional Development Flyer, Appendix V - 48, Tohono O'odham Professional Development Flyer, Appendix V - 49, Asian American Identity Professional Development Flyer,** and **Appendix V - 50, African Diaspora Professional Development Flyer**).

4.   Completion Plan

The District filed a Completion Plan for Culturally Responsive Courses and Culturally Responsive Pedagogy on August 30, 2019 [ECF 2259]. In that plan, the District committed to implement or continue to provide specific services, programs, and professional development opportunities such as differentiated professional development for CRC teachers; Phase III training of administrators on how to better

identify, assess, and coach teachers in the implementation of culturally responsive practices; and professional learning for administrators on assessing culturally responsive practices of CRC teachers.

G.   Targeted Academic Interventions and Supports

In SY2019-20, the District continued its commitment to providing targeted academic interventions and supports for African American and Hispanic students through collaborations with colleges and universities, parental and community engagement activities, and specific interventions for targeted at-risk students. The AASSD and MASSD implemented several strategies in SY2019-20 to improve the academic outcomes for students and support higher-education opportunities.

1.   Targeted Academic Interventions and Supports for African American Students

a.   AASSD Collaboration with Local Colleges and Universities

In SY2019-20, the AASSD restructured the department to provide greater focus on and support for college and career readiness with students. The change in structure gave the department the ability to strengthen college connections and exposure for students. As a result, AASSD offered more opportunities for students to visit with college representatives and learn about admissions, financing, Career and Technical Education (CTE), and college options (**Appendix V - 51, CCR1920**).

College and University Partnerships

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

- 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 – 52, UACPD1920**). Also, AASSD partnered with UA Academic Outreach to host college visits for six District high schools and approximately 150 students. Each visit gave students the opportunity to connect with African American educators working in Academic Outreach and meet with college students working in the African American Student Affairs office. To support African

American EL students, the AASSD, in collaboration with the Refugee Services Department and UA African American Student Affairs, hosted 155 students for an International Day at the UA to connect students to future resources, tour the campus, and meet with past District refugee graduates attending the University of Arizona (**Appendix V – 53, IRDUA1920**).

- o The District was scheduled to host the UA Summer Leaders in Training (LIT), a three-day residential experience for African American seniors, in collaboration with UA African American Student Affairs. The summer program was held virtually due to the pandemic.

- Pima Community College (PCC): 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 – 54, ParentU1920**) and the Annual African American Youth Heritage Day, connecting 400 District African American students to college recruiters from various colleges, including historically black colleges and universities (HBCUs), professionals working in the community, and mentors (**Appendix V - 55, AAYHD1920**).

- Northern Arizona University (NAU): The AASSD collaborated with NAU to host 50 students on campus to learn about admissions, financial aid, and scholarships.

- Arizona State University (ASU): The AASSD collaborated with ASU to host 31 students on campus to tour different programs and discuss admissions, financial aid, and scholarships (**Appendix V - 56, InStateCollegeVisits1920**).

- Grand Canyon University (GCU): The AASSD planned to host a campus visit with GCU in late March but had to cancel as a result of COVID-19. GCU attended other department events as a college vendor.

Historical Black Colleges and Universities

The AASSD was not able to coordinate the Tucson Black College and Cultural Tour in SY2019-20. However, four AASSD staff attended the Black College Expo in Oakland, CA, to learn about the annual event and meet with the organizers to discuss bringing the annual traveling expo to Tucson in SY2020-21 (**Appendix V – 57, BCExpo1920**). The AASSD also provided two opportunities for parents and

students to participate in virtual tours of HBCUs provided by the Chicago HBCU Alliance and Strive Virtual College Exploration Week.

Community Partners for College and Career Readiness Support

In SY2019-20, AASSD partnered with The State of Black Arizona to host 30 students at the STEM Student Summit (**Appendix V – 58, STEM1920**). In addition, the department partnered with Tucson Educational Empowerment for Minorities (TEEM) and Pima Community College for the 12th annual African American Youth Heritage Day.

b.   District Collaboration

Many District departments worked together throughout the school year on collaborations with local colleges and universities.[24] Much of this work centered on college and career readiness. In 2019, the AASSD provided more than 25 opportunities for students in grades K-12 to participate in college and career experiences. Several of the experiences connected middle school students to high school programs, including career and technical education, AVID, Pueblo High School college preparatory academy, and University High School programs. For example, the AASSD took 30 middle school students to learn about Catalina High School AVID and CTE programs; 95 8th-graders visited Pueblo's academy; and 100 middle school students explored the Santa Rita High School campus and its Joint Technology Education District (JTED) programs. The middle school college and career component is new and is a result of the current AASSD reorganization.

College Scholarships

In collaboration with community partners, the AASSD honored 14 students with $44,000 in scholarships to further their education. The amount of department scholarship support increased by 33 percent, from the $33,000 raised in SY2018-19.

Mentor Support for College Attendance

More than 60 undergraduate students, graduate students, community members, and AASSD staff served as mentors to approximately 900 students to provide social emotional learning (SEL) support, mentoring, and/or college and

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[24] District departments included FACE, Magnet Programs, Guidance and Counseling, Refugee Services (to support African American EL students), ALE, LAD, and Career and Technical Education.

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 – 59, MentorCollab1920)**.

c.   AASSD Quarterly Parent Information Events

In SY2019-20, the AASSD collaborated with many District departments to organize, implement, and staff 14 parent informational and recognition events; support FRC parent information events; and support school events at specific sites. Attendance at events hosted by AASSD ranged from approximately 10 participants to 400 or more parents, students, and community members (**Appendix V – 60, AASSDPQChart1920**). These events inform parents about District resources and academic 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; 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 – 61, AAPC1920**). In addition to hosting regular parent events, the AASSD partnered to host or attend school-based events to share information at 13 additional informational events for parents, including school magnet nights, career fairs, and FAFSA and literacy nights (**Appendix V - 60, AASSDPQChart1920**).

Events hosted by AASSD focused on targeted recruitment of African American families and community through email, parent link, staff phone calls, communication with targeted schools, and communication through the regional assistant superintendents' newsletter. To increase parent engagement of African American EL students, the AASSD staff collaborated with the Language Acquisition and Refugee Services departments to inform parents of quarterly events to increase participation. For some events, such as Impact Tucson or the African American Parent Conference, which draw a large audience, District transportation was provided to and from targeted schools to the event location.

Other organizations that collaborated with the AASSD during quarterly parent information events in SY2019-20 included The State of Black Arizona, Tucson Educational Enrichment Foundation, Pima County Joint Technology

Education District, and the Western Educational Equity Assistance Center (**Appendix V - 62, Partners1920**).

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 public about upcoming events pertaining to African American students and families in the District and to address the needs of students.

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 SY2020-21 Annual African American Parent Conference (**Appendix V – 63, AASSDParentSurvey**).

d.   AASSD Student Interventions and Supports

Multi-Tiered System of Supports

In SY2019-20, the AASSD continued using the District's MTSS model to deploy behavioral and academic supports to schools and students across the District; provide mentoring and tutoring supports at targeted schools; utilize an online system to handle school requests for services and interventions; offer enrichment and summer experiences to students; and provide professional development for department staff.

Student Support

Working within the MTSS process, AASSD staff provided targeted site support through advocacy, academic mentoring (English language arts (ELA) and math), behavioral support, and site-based services. The support focused on enhancing services for students needing Tier 2 and Tier 3 support in addition to the classroom teacher and/or site-based services. The AASSD assigned staff based on the department's restructured model. School sites were identified for deployed support based on overall school population, the percentage of African American students enrolled, student discipline, District assessment data, and administrator requests.

Under the new restructured framework, AASSD staff were assigned to serve as coaches, response to intervention (RTI) specialists, behavioral specialists, and program specialists. The AASSD deployed support to 22 schools by November 2019 as a result of the reorganization (**Appendix V – 64, AASSDStaff1920**).

To support the MTSS model, all AASSD staff were trained in the use of Clarity software, MTSS, and Synergy student information systems. Clarity and Synergy trainings were ongoing as the department implemented the reorganization in June 2019, and began hiring for vacant positions from July 2019 to November 2019. Using the Clarity intervention monitoring system, staff documented targeted supports for approximately 600 students in the areas of SEL, academics, academic-coaching, behavior support, and mentoring during fall 2019. In spring 2020, the department switched to Synergy for monitoring purposes. This shift created opportunities for greater communication, as all site-staff and AASSD staff were using the same platform to provide supports and monitor student needs.

Behavior Support

To provide Tier 2 and Tier 3 behavior intervention support, the AASSD deployed two behavioral specialists to advocate and support students across all schools. The behavioral specialists participated on MTSS teams and in discipline hearings and provided guidance in the development of Individual Education Plans, 504 plans, and behavior intervention plans. The behavioral specialists and the program specialist for discipline and restorative practices served on the panels for approximately 88 percent of the long-term suspension hearings for African American students to ensure equitable disciplinary consequences.

In addition to serving on long-term suspension hearing panels, behavioral specialists attended monthly planning meetings to support student social emotional learning needs in collaboration with Curriculum and Instruction, Guidance and Counseling, and equity staff. Behavioral specialists provided 11 SEL support groups for 61 students attending nine schools (two elementary, six middle, and one high school). Their work supported the whole child to influence academic outcomes. The specialists provided education support through one-to-one contact and small group settings to support students in developing self-managing strategies to reduce negative behavior. During the school closures, behavioral specialists continued to reach out and connect with some students through videoconferencing services.

Quarterly Discipline Review

In SY2019-20, the AASSD continued to monitor and respond to quarterly discipline data presented to the Central Discipline Review Committee (CDRC). The AASSD staff utilized this data to support site teams in addressing discipline at schools. The review committee meetings gave participating staff the opportunity to share concerns regarding school discipline and hear from District leaders about policy and practice to better address overrepresentation of African American students. For more information on the CDRC, *see* Section VI.

Direct Academic Support and Tutoring

In SY2019-20, as part of the department reorganization, the AASSD hired response-to-intervention specialists to provide direct academic interventions to students, as noted above. Two RTI specialists hold a teaching certificate in English language arts and one holds the certificate in math. The ELA specialists provided direct academic intervention at four elementary and K-8 schools, and the math RTI supported two middle schools. The three RTI specialists worked with students two days per week. The ELA teachers provided Tier 3 support to 42 students, and the math teacher provided intervention with 28 students.

The RTI specialists began providing after-school tutoring in the third quarter at Erickson Elementary School, supporting 22 students, and at Doolen Middle School, supporting two students. Tutoring also was offered after school for Dietz K-8 students once per week. In addition to the RTI tutoring support, the AASSD provided funding for four schools to pay teachers to host tutoring in ELA and math in the third quarter.

Mentoring Supports

In SY2019-20, the AASSD provided more than 23 opportunities for African American students, including African American EL students, to engage in mentoring and mentoring-related experiences 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, UA African American Student Affairs, and UA MathCats to provide mentor support during the day, after school, or on weekends. More than 80 undergraduate students, graduate students, AASSD staff, and community members served as mentors to approximately 1,000 students 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 – 59, MentorCollab1920**). 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.

In addition to traditional types of mentoring and connecting students with role models, the AASSD program specialists and student success coaches hosted seven "Mob the School" events in fall 2019. The purpose of each event was to introduce African American students to new staff working in the department. Events were held at four high schools, two middle schools, and one K-8 school, connecting over 200 students to department staff.

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 – 65, ORSF1920**). In SY2019-20, the AASSD responded to 32 requests from 23 schools (three elementary, 18 middle and K-8, and two high schools) for services through the online request form. In SY2020-21, the AASSD will transition to the Awareity program for internal (site-based) requests for support. The Awareity program is also designed for parents to request help/support from AASSD using the District website.

Enrichment and Summer Experiences

In SY2019-20, the AASSD implemented multiple enrichment opportunities for K-12 students. The department collaborated with other departments and organizations to design these enrichment opportunities to motivate students and help them understand their culture. Events included African American Youth Heritage, the middle school STEM Summit, and AVID and CTE school visits (**Appendix V – 55, AAYHD1920, Appendix V – 58, STEM1920,** and **Appendix V – 66, STEMSummer1920**). To provide STEM summer enrichment, the AASSD worked with up to 450 students through a virtual format and provided STEM supplies to students who registered to receive supplies by mail.

Professional Development

The AASSD director and program coordinator facilitated trainings for AASSD staff to enhance the level of support the department offered to students and families. Because many staff were new, some trainings focused on learning about District departments. Trainings covered culturally responsive practices, family and community outreach, AVID, and the District's evidence-based accountability system (EBAS), including Synergy, Clarity, and School City. Staff also participated in a virtual two-day Restorative Practices training developed by the International Institute for Restorative Practices in January 2020, with follow-up training in Restorative Practices and trauma in May 2020.

AASSD Reorganization

In SY2019-20, the AASSD began implementing the approved restructure plan. The AASSD hired 12 staff into newly created positions. 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.

2. Targeted Academic Interventions and Supports for Hispanic Students

a. MASSD Collaboration with Local College and Universities

During SY2019-20, the MASSD further expanded its commitment to collaborating with local colleges and universities. Activities continued to provide learning support and guidance to Hispanic students through mentoring, partnerships, and other approaches to build post-secondary opportunities.

College and University Partnerships

During SY2019-20, the MASSD continued and expanded collaboration with in-state universities and colleges (University of Arizona, Arizona State University, Northern Arizona University, Pima Community College, and Grand Canyon University) to support higher education opportunities, mentoring, and college and career readiness for the District's Hispanic students (**Appendix V – 67, MASSD College Mentoring Collaborations SY2019-20**).

- University of Arizona: The MASSD partnered with the UA College of Law to co-host a virtual Law School Info session, inviting Hispanic high school

students interested in a career in law to engage with professors and admission staff. Additionally, the EachONE TeachONE Grow Your Own program, a collaboration initiated by the MASSD with Career and Technical Education (CTE) and UA College of Education, recruited six high school students for teacher preparation. The UA's Hispanic College Day allowed the MASSD to partner with the Mexican American Studies Department, the Adalberto & Ana Guerrero Student Center, the Office of Early Academic Outreach, and the Office of Admissions to co-host the Adelente Parent & Youth Leadership Conference.

- o Continued partnerships included: the Frances McClelland Institute for Children, Youth, and Families; the UA WordCats/MathCats; and Project SOAR for mentoring.

- o Other UA departments that 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 Honors College.

- o Additionally, MASSD collaborated with staff at Sahuaro and Cholla high schools to provide a tour of the UA to 82 students. The MASSD recruits UA students through the College of Education and the Adalberto & Ana Guerrero Student Center for college mentor positions. The MASSD serves on the Mexican American Studies Advisory Board and the UA Hispanic Community Council. To prepare and recruit culturally responsive educators, the MASSD collaborated with the Mexican American Studies Department and the College of Education in supporting proposals for certification programs.

- Arizona State University (ASU) and Northern Arizona University (NAU): MASSD staff recruited and transported 40 students and parents to the Hispanic Scholarship Fund's College Camp at ASU. The department facilitated college tours for high school juniors district-wide. Thirty-nine students from seven high schools attended the MASSD-sponsored ASU tour; 47 students from six high schools attended the NAU tour. The MASSD

continued collaboration with the ASU Library's Chicano/Research Collection.

- Pima Community College (PCC): In the spring semester, the MASSD served on the Ethnic, Gender, & Transborder Studies (EGTS) Summit planning committee to bring the conference to students district-wide. This was a first-time effort to bridge students to PCC through the 5th Annual EGTS Summit. The MASSD continued partnerships with various PCC offices, including Admissions & Recruitment; Ethnic, Gender & Transborder Studies, Upward Bound and Talent Search, and Adult Basic Education for College & Career. The PCC West and Desert Vista campuses continued to host MASSD events.

- Grand Canyon University (GCU): The MASSD recruited and registered 38 students from nine high schools to tour GCU, but the event was cancelled due to COVID-19 restrictions.

Community Collaboration

During SY2019-20, the MASSD further enhanced community partnerships to better serve the needs of the District's Hispanic students and families. The MASSD collaborated with Amistades Inc. to empower young women to seek leadership roles and higher education through the Mujeres Entre program piloted at Catalina High School. Through a partnership with VisionQuest, the MASSD introduced a migrant student support group to mentor high school students through transitions in status and with navigating the educational system. MASSD staff served 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. The MASSD also represented the District on the Metropolitan Education Commission's Regional College Access Center Networking Group and on the Arizona Department of Education's Latinx and culturally inclusive practices advisory councils.

In partnership with the Pima County Community Prevention Coalition, the District hosted a community training on substance use and prevention in response to discipline data and parent feedback. District social workers and counselors participated alongside community practitioners. MASSD staff served on subcommittees for the coalition in varied roles, including commissioner and presenters. Through this partnership, trainings were offered to staff and parents.

The MASSD continued support of Chicanos Por La Causa to offer the Nahui Ollin Wellness program at Tucson High Magnet School and presented at youth empowerment conferences. The District's Mexican American Community Advisory Council expanded in SY2019-20 to ensure comprehensive feedback on services, resources, and programs for the MASSD and District leadership.

In collaboration with Arizona Association for Latino Administrators and Superintendents (AZALAS), the District served in recruiting a cadre of Hispanic educators for leadership training. The MASSD also recruited District staff and Pueblo students to present at the AZALAS annual conference. In addition, MASSD staff:

- supported the National Association of Multicultural Education annual conference as a part of the local planning committee.;

- participated as panelists and presented on culturally responsive support strategies;

- served on the Tucson Advisory Council for the Hispanic Scholarship Fund;

- continued collaboration with the Southern Arizona's League of United Latin American Citizens (LULAC) Youth Leadership Conference Planning Committee, although the annual conference was cancelled due to COVID-19 restrictions; community members from several organizations (e.g., LULAC, AZ César Chávez Coalition, and Amistades, Inc.) took on the call to engage with students as guest speakers during the Mes de la Cultura presentations district-wide; and

- continued serving on the Arizona César E. Chávez Holiday Coalition to organize the César E. Chávez Youth Leadership Month presentations.

Other partners included the City of Tucson's Ward 1 & Ward 5 offices, Third Congressional District office, 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., Borderlands Theater, Mi Familia Vota, UnidosUS, Calpolli Teoxicalli, Goodwill Industries, Southern Arizona AIDS

Foundation, When We All Vote, NALEO (National Association of Latino Elected Officials) Educational Fund, UnidosUS, and All In Education.

District Collaboration

During SY2019-20, the MASSD continued to increase its level of support and collaboration with District resources. The second-year implementation of the MASSD Reorganization Plan fostered an integrated approach for in-district collaboration to specifically target and serve Hispanic students and families.

In SY2019-20, the MASSD was part of the Equity, Fairness, & Interconnectedness (EFI) Committee, designed to institutionalize sustainable, equitable practices among District departments. Several departments, including the MASSD, teamed in the development of committee goals and interdepartmental supports.

The momentum of reorganization also ignited a new partnership between the MASSD and CTE to work collaboratively with the UA College of Education to bring a Grow Your Own teacher program for Hispanic high school students interested in pursuing a career in education. Six Hispanic senior and junior students were recruited by MASSD staff from Pueblo and Cholla high schools to participate in the first cohort of the EachONE TeachONE program. Class meetings took place on the UA campus and at Pueblo, with instruction from qualified MASSD staff who co-developed the teacher preparation course with College of Education faculty. Students had the opportunity to facilitate lessons in targeted classrooms at Manzo Elementary School, with a high level of engagement. Recruitment efforts will continue to create a cohort of 15 students in SY2020-21.

More collaborations included a co-presentation (by the MASSD, CRPI, and school board members) at the annual Arizona School Board Association conference on the topic of the District's former Mexican American Studies program and its evolution in the District. In addition, with strong support from CRPI, MASSD college mentors were assigned to designated CRC classrooms during the week to provide presentations, support class engagement, and facilitate field trips.

The MASSD carried on collaboration efforts 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 Access Night, FAFSA Night, Saturday Academy, Mexican American Parent Advisory Council

meetings, Tell Me More Series, and Padres Comprometidos (Committed Parents) workshops.

The MASSD expanded asset-based approach efforts through building relationships as liaisons to site administrators, counselors, college and career readiness coordinators, and university staff. The MASSD supported CTE and sites in hosting career fairs for students and parents in conjunction with community resources.

Responding to Hispanic parent feedback, the MASSD provided expertise and guidance on the revised Family Life Curriculum (FLC) as a member of a joint committee led by the assistant superintendent of curriculum and instruction with C&I, Guidance and Counseling, teachers, school nurses, and Pima County Health Department participants. The MASSD also furthered collaboration with other District departments, including Guidance and Counseling, the LAD, ALE, Multicultural Curriculum, Dropout Prevention, and Math, as well as all District regional offices.

b.   MASSD Quarterly Information Events

In SY2019-20, the MASSD continued collaboration in hosting information events to promote parent and community engagement. With community collaborators and in-district partners, MASSD staff planned and implemented site-based and district-wide parent quarterly activities to connect families to District and community resources.

Site-Based Quarterly Parent Information Sessions

In SY2019-20, the MASSD expanded parent engagement efforts with site partners to extend the range of collaboration. Based on demand, the District continued Padres Comprometidos workshops facilitated by the MASSD through partnerships at specific school sites and the District's Family Resource Centers.

MASSD program specialists collaborated with 23 sites at 41 events for parents throughout the school year. Site-based collaborations included open house nights, parent cafecitos, parent encuentros, curriculum family nights, college nights, cultural fairs, FAFSA/scholarship workshops, and community celebrations. Specialists and college mentors provided information in English and Spanish on MASSD services, District resources, community organizations, and colleges.

District-wide Quarterly Parent Information Sessions

In SY2019-20, the second year of implementation of the MASSD reorganization, the department continued development of new initiatives to serve the varied needs of Hispanic parents across the District. In response to parent input, the MASSD hosted quarterly Superintendent Forums through the District's Mexican American Parent Advisory Council, with invitations distributed district-wide to K-12 families. The Mexican American Parent Advisory Council convened nine times over the course of the school year at the Wakefield Family Resource Center and through a virtual meeting platform. Additional initiatives included further expansion of College Academy for Parents workshops and parent virtual support groups. Per survey feedback, College Academy for Parents workshops were offered in both first and second semesters to promote District programs enhancing college and career readiness for K-8 families. MASSD staff adapted to COVID-19 restrictions by facilitating virtual parent support groups designed to provide District and community resources for learning at home. All MASSD-initiated events were conducted in English and Spanish.

More than 2,300 parents participated in district-wide parent information events coordinated by the MASSD. Events ranged in content to highlight District and community resources inclusive of the Adelante Parent & Youth Leadership Conference, College Academy for Parents, Una Noche para Nuestros Estudiantes: Superintendent's Community Forum on Latinx Student Achievement & Desegregation Updates, and Mexican American Parent Advisory Council meetings. During more than 50 events, the District distributed information on a variety of topics and services, including ParentVUE, MASSD programs, college and career readiness, GATE programs, dual language opportunities, various District departments (Magnet, FACE, and ALE), and community organizations.

In SY2019-20, the MASSD offered College Access workshops in English and Spanish to support parents in their students' journey into higher education. The Latinx Student Recognition Program, an essential event for the District that the MASSD hosts annually, was cancelled in response to COVID-19. Students who earned recognition were mailed certificates directly to home addresses (**Appendix V – 68, MASSD 2019-2020 Parent Quarterly Sessions**).

c.   MASSD Student Interventions and Supports

During SY2019-20, the District extended an asset-based approach to support the department's student services model as reorganized in SY2018-19. Phasing into an emphasis toward indirect student services, the MASSD reorganization allowed for an integrated comprehensive approach to serve the varied needs of Hispanic students and parents district-wide with allocated resources. Advocating for equitable practices, specifically for Hispanic parents and students, drives the continuous review of the reorganization as the District monitors and adjusts the department's strategic plan.

Strategies to provide targeted support to Hispanic students included: evaluating MASSD staff expertise in the assignment of program specialists and college mentors to collaborative sites with data-driven determinants; advising the transition of platforms for the MTSS process through recommendations and collaboration; mentoring students through a Grow Your Own teacher preparation program (i.e., EachONE TeachONE); promoting positive masculinity with community supports (i.e., middle school boys' groups); expanding tutoring led by certified staff (i.e., Saturday Academy, Academia Huitzilin, online platforms); adapting summer enrichment programs for digital engagement; facilitating parent support groups to support online learning; and revising online request-for-service systems for increased student and parent self-advocacy. The areas of academics, advocacy, attendance, behavior, and credit recovery remain focuses for the District.

Additionally, on August 30, 2019, the District revised the MASSD operating plan to align with the reorganization plan by providing a narrative explanation of the roles and functions of the various key positions within the department, addressing whether each 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 [*see* ECF 2265].

Program Specialists

The shift to an asset-based approach to providing services continued to expand the scope of district-wide initiatives targeting Hispanic students. During SY2019-20, the MASSD director assigned eight program specialists to one of the following targeted areas to provide district-wide support: Academic Empowerment and Engagement, Parent Outreach and Empowerment, College and Career Readiness, Social-Emotional and Behavioral Support, ALE Recruitment and

Retention, CRC Collaboration and Support, and Community Outreach. All program specialists hold a bachelor's degree or higher with bilingual proficiency in Spanish/English. In contrast to the staffing of the previous model of the MASSD, the MASSD now includes five program specialists who possess a master's degree in a relevant area, and several are doctoral candidates. With this level of expertise, the District identified 16 schools for weekly on-site support based on the following data points: student demographics, discipline, District assessments, school quality surveys, state letter grades, and site need for the MASSD targeted area. Program specialists established scheduled times for site support in conjunction with district-wide collaboration to implement quarterly action plans (**Appendix V – 69, MASSD Program Specialist Assignments SY2019-20**).

Documentation of Services

Initially in SY2019-20, program specialists documented interventions for students with BrightBytes Clarity software to communicate progress with site staff. By the second semester, the District transitioned to utilizing the Synergy platform for documentation of interventions through the MTSS process for consistent student data. Non-MTSS student, parent, site, and district-wide supports were tracked through the Microsoft Office 365 platform monitored by the MASSD director, program coordinator, and Assessment and Evaluation staff on an ongoing basis. The MASSD collected qualitative data to provide a more comprehensive view of the effectiveness of services delivered.

Targeted Mentoring Support

During SY2019-20, the MASSD secured allotment for 10 college mentors who were current college students as approved under the department's reorganization plan in SY2018-19. A change in the initial position title, "CRC mentors," to "college mentors" was determined to be more descriptive regarding the intent of the role and more beneficial for recruitment. College mentor training included AVID tutoring and mentoring strategies to support students in assigned CRC classrooms to build academic and cultural identity. For academic identity development, college mentors facilitated college-going presentations and mentored CRC students one-on-one or in small groups focusing on study skill strategies aligned with AVID trainings under the direction of a cooperating classroom teacher. CRC teachers initiated enrichment opportunities utilizing college mentors as collaborators and role models for students. Cultural identity mentoring included supporting before- and after-

school activities (e.g., MEChA, Latinx Leadership Club, positive masculinity boys' group), coordinating community resources for the classroom (e.g., UA field trips, guest speakers, webinars), and facilitating activities to build relationships with students. The MASSD's collaboration with UA partners, including the Mexican American Studies Department and the College of Education, provided for two interns in addition to the college mentors.

The District continued mentoring supports district-wide, with program specialists mentoring students both individually and in groups in relation to the targeted area assigned. Mentoring included academic, behavior, socio-emotional, and cultural identity supports. Additionally, two program specialists designated in the targeted area of Academic Empowerment and Engagement supported certified teachers and site staff with culturally responsive resources and strategies to increase the academic outcomes of students. These designated MASSD personnel, each with five or more years of certified, classroom experience, helped by modeling instruction for, facilitating professional development of, and mentoring novice teachers. Academic supports included communicating with parents in Spanish and English on student progress, mentoring students in specific study skills and strategies, and connecting students to tutoring opportunities offered by the site or District. The program specialist for Parent Outreach and Empowerment mentored parents through workshops on supporting students (academically, socially, and behaviorally) and collaborated with the College and Career Readiness program specialist to help with post-secondary career preparation for students.

In SY2019-20 the MASSD modified a pilot program, Youth Advocating for Better Accessibility, Solidarity, Tolerance, and Allyship (!YA BASTA!), utilizing a culturally responsive mentoring curriculum specifically designed to develop positive masculinity with Hispanic middle school boys. The MASSD facilitated groups using this curriculum at Valencia and Vail middle schools and Safford K-8. Other mentor offerings included A Voice at Booth-Fickett, Girls' Leadership at Safford K-8, Student Empowerment at Utterback, and DACA/Migrant support groups at Catalina and Rincon. Additionally, the MASSD collaborated with various organizations, including Child and Family Resources, Inc., the UA Project SOAR, Amistades, Inc., Chicanos Por La Causa, and others to support mentoring efforts (**Appendix V – 70, MASSD Mentoring Collaborations SY2019-20**).

Targeted Tutoring Support

In SY2019-20, MASSD college mentors facilitated in-class academic mentoring as directed by the CRC 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 intervention and enrichment in grades 3-8 in Saturday Academy. The department's program specialists connected students with 21st Century tutoring programs or District and community resources for opportunities.

The MASSD continued Saturday Academy at the Catalina and Wakefield Family Resource Centers, offering math tutoring and Academia Huitzilin in SY2019-20. Academia Huitzilin is a bilingual, culturally sustaining academic enrichment program open to students in grades 3-5. The academy workshops were facilitated by certified academic tutors, program specialists, and community consultants utilizing an enrichment curricula developed by bilingual certified teachers, Mexican indigenous community members, and Dr. Angela Valenzuela from the College of Education at the University of Texas-Austin. A special presentation was co-hosted with the UA Mexican American Studies Department on the *Nepohualtzintzin*, an ancient indigenous mathematics method, for students in grades 3-5, teachers, parents, and community members.

Targeted Behavior Supports

The MASSD behavior specialist and the Social-Emotional and Behavioral Support (SEBS) program specialist provided Tier 2 and Tier 3 behavior intervention support for Hispanic students district-wide. Connections with students were made from referrals through the Student Equity and Intervention Request for Service online form, accessible via the District's intranet portal. The behavior specialist contributed to MTSS teams, discipline hearings, behavior plans, and professional development and served on the District's Social Emotional Learning Committee.

Additionally, the behavior specialist provided culturally responsive input in the development of Individual Education Plans, 504 plans, and behavior plans. The specialist also offered advocacy and expertise in discipline proceedings for District students and parents.

Quarterly Discipline Review

In SY2019-20, the MASSD continued to monitor and respond to quarterly discipline data presented to the District's Discipline Review Committee by the Student Relations Department. Furthermore, MASSD staff continued to monitor the Discipline Data Dashboard for trends related to the impact of discipline. The District trained MASSD staff in Restorative Practices to promote the development of asset-based approaches to student behavior. The MASSD SEBS program specialist, behavior specialist, program coordinator, and director continued to advocate for students and parents in English and Spanish in long-term hearings as requested by a parent or by site administration, or after review of the Tuesday and Friday Suspension Logs provided by the student equity compliance liaison.

Summer School and Summer Enrichment Programs

The MASSD supported online enrichment and credit recovery opportunities in SY2019-20 in response to health concerns over COVID-19. A virtual Camp Invention allowed for up to 50 students in grades 2-5 to participate in STEM enrichment at home, using online platforms to engage with MASSD staff. Utilizing the AZ LiFT Technolochicas curriculum for middle school girls piloted in June 2018, the Academic Empowerment and Engagement (AEE) program specialist led the recruitment of up to 25 Latinas for a month-long virtual coding camp. In collaboration with the ALE department, the MASSD director and ALE retention and recruitment program specialist promoted online AP Boot Camps to students.

Multi-Tiered System of Supports

In SY2019-20, the MASSD program specialists supported site MTSS teams by providing site staff advice and resources on culturally responsive implementation strategies for students in need of intervention services. The behavior specialist and AEE and SEBS program specialists provided student support through interventions. These staff also assisted with data gathering and parent communication and monitored student progress at assigned sites.

Student Equity Request for Services Form

Using the online Student Equity and Intervention Request for Service form, the District maintained the protocol for initiating MASSD services for schools not assigned weekly support from a program specialist. (**Appendix V – 71, MASSD**

Student Equity Request for Services Form SY2019-20). The MASSD received and responded to 26 requests for services from 17 sites during SY2019-20.

Professional Development

The MASSD director and program coordinator facilitated trainings for MASSD staff in SY2019-20 to enhance 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.

H.   African American Academic Achievement Task Force

In SY2019-20, the District continued to address the 16 recommendations from the 2014 African American Academic Achievement Task Force (AAAATF) and related recommendations received over the past few years.[25]

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

1.   Strengthening Personnel Practices

The recommendations targeting personnel practices include:

- Identify and Replicate Successful National School-Based Factors

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[25] In SY2013-14, the AAAATF made 16 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. In spring 2018, 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. 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.

- Identify and Replicate Successful Teacher Practices

- Enhance Teacher Evaluation

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

- Develop Focused Professional Development

- Set and Communicate High Expectations

During SY2019-20, the District continued implementing several successful instructional practices, including professional learning communities, culturally responsive practices, and culturally responsive teaching practices,. In addition, the District continued to utilize the MTSS model to support positive student academic outcomes and used Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices to address student behavior.

a.   Professional Learning Communities

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

- Culturally Responsive Pedagogy: As noted earlier in Section V.E, the District continued providing culturally relevant courses and training on CRP. CRC teachers received specific training on CRP and ongoing support from a CRC master teacher, including classroom observations, ongoing feedback, and extended learning opportunities. In SY2019-20, school leaders and teachers also participated in four additional professional development sessions on culturally relevant pedagogical practices.

- Multi-Tiered System of Supports: All schools use the MTSS and develop support plans for high-risk students. These MTSS teams met at least bimonthly in SY2019-20, with some schools holding weekly meetings.

b.   Positive Behavioral Interventions and Supports

In SY2019-20, the District continued to implement Restorative Practices and PBIS to address behavior and disciplinary issues and improve school culture and

climate. The Student Relations Department worked with sites to implement PBIS and Restorative Practices and monitor school discipline.

- Teacher Evaluation and Support Programs: In SY2019-20, the District continued evaluating administrators and teachers on their ability to implement culturally responsive strategies in their schools and classrooms using the Danielson Framework for Teaching, which includes a required focus on culturally responsive strategies and learning. *See* Section IV.

- Professional Development and District Expectations: The District provided clear expectations to administrators to address and support increased student achievement and decreased student discipline incidences. Culture and climate were a continued focal point for the principals during administrator professional development opportunities throughout SY2019-20. Topics covered included the Student Code of Conduct, Restorative Practices, PBIS, PLCs, and Culturally Responsive Teaching Practices. *See* Section V.E and Section VI.

2.   **Hiring and Retention Practices**

The recommendations focused on hiring and retention practices are:

- Consider Cultural Competency in Hiring and Retention

- Enhance the District-wide Leadership Development Program

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

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

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

In addition to its generalized recruitment activities, the District continued specific outreach efforts to attract African American staff in SY2019-20 (*see* Section IV). The District advertised job postings in a variety of publications and websites that target African American educators, including the Black Collegian and HBCUcareers.com, and District staff scheduled several HBCU college fairs prior to COVID-19.

The District also continued the development of administrative leaders through the Leadership Prep Academy (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.

3.   Monitoring Student Data

The recommendations aimed at monitoring student data include:

- Monitor ALE Placement Actions

- Monitor Recommendations for Placement to CTE

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

- Evaluate Support Programs

- Monitor Disciplinary Actions

The District continued to monitor data and provide recommendations in the following areas: ALE placement, exceptional education programs, student support programs, and disciplinary actions (*see* Sections V.A, V.C, V.F, and VI.D).

The District continued to provide a myriad of ALEs for all students, including GATE services, Advanced and Honors courses in middle school, 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 University High School. For a detailed report on ALEs, *see* Section V.A. The District continued to monitor the number of African American students enrolled in ALE courses.

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

During SY2019-20, 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 evaluations, 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 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 SY2019-20—MTSS teams, site discipline teams, and PBIS teams—to conduct monthly data discipline reviews and monthly meetings. The purposes of these efforts are 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. To support this work, the Student Relations director and staff actively monitored and addressed 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.

4.   Providing Students with Supports and Opportunities

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

- Ensure Adequate Funding of African American Student Services

- Enhance the Parent Engagement Program

- Develop and Implement Extended Learning Opportunities

a.   Funding

The District continued to fund the African American Student Services Department. In SY2019-20, the District funded 18 AASSD employees, including a director, a program coordinator, an administrative secretary, two behavioral specialists, five student success coaches, four program specialists, and four response-to-intervention specialists.

The District also provided financial support for summer programs and educational field trips (*see* Section V.F.1).

In Spring 2020, the District continued working with Trayben and Associates to make recommendations regarding the implementation of the African American Student Services 2019-20 reorganization plan [ECF 2265-1].

b.   Parent Engagement Program/Parent and Family Engagement

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

c.   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.

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. *See* Section V.A and V.F.1.

I.   Referrals, Evaluations, and Placements

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

1.   Integrating ELs Outside of the Four-Hour Block

In SY2019-20, the LAD implemented the state's OELAS SEI model, which came as a result of SB 1014. Schools were permitted to transition from a four-hour SEI model to a two-hour SEI model. The model calls for two hours of targeted structured English immersion and two hours of integrated structured English language development. During the integrated block of English language development, EL students worked alongside their mainstream peers. The District provided teachers and administrators with professional development to implement the new model.

2.   Administrative Support

The LAD continued to provide support in the areas of classroom configurations and site designations to identify the most effective program model for each elementary school. Each of the K-5 District elementary schools had at least one configuration scenario completed for SY2020-21 (**Appendix V - 72, Configuration Form**).

Based on EL numbers in a three-grade-level span, various sites had the opportunity to assign ELs to classrooms 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).

3.   Training

The LAD presented a professional development training for school registrars and office managers in SY2019-20 (**Appendix V – 73, 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 ELs were placed correctly.

J.   Supportive and Inclusive Environments

Throughout SY2019-20, the District continued to incorporate components of the SAIL approach, which emphasizes learning space and tone, together with the pedagogically focused culturally responsive practices educational approach. 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 – 74, 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).

To support CRPD implementation across the District, the CRPI department provided further training to instructional support staff through the CIPDA academy trainings. These trainers received training in the implementation of culturally responsive practices through the SPARKS instructional framework. CRPI staff developed and delivered the training (**Appendix V - 37, CIPDA Academy CRPI Schedule**).

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

The District was in the process of developing an approach to train classified staff in job-specific, culturally responsive practices as they relate to implicit bias. Due to COVID-19, the District postponed these efforts until further notice.

K.   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 – 2, V.G.1.a ALE 40th day Enrollment SY2019-20**.

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 – 75, V.G.1.b (1) Appendix E - AAC SY2019-20**, **V – 1 V.G.1.b (2) Appendix F - GATE SY2019-20**, and **V – 76, V.G.1.b (3) Appendix G – UHS SY2019-20**.

V(G)(1)(c)   Copies of all assessments, analyses, and plans developed pursuant to the requirements of this section;

Refer to ECF 2267-1 Exhibit A - ALE Policy Manual, to view additional assessments and plans developed for SY2019-20.

Also, *see* **Appendix V – 3, V.G.1.c ALE Supplementary Goals Summary** to view analysis of the 15% rule for SY2019-20.

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

See **Appendix V – 77, V.G.1.d Policy and Procedure Amendments SY2019-20** to view amendments concerning Advanced Learning Experiences for SY2019-20.

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 – 78, 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 SY2019-20.

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

Refer to ECF 2267-1 Exhibit A - ALE Policy Manual to view additional recruitment and marketing materials developed for SY2019-20.

V(G)(1)(g)   Copies of the new and/or amended admissions and testing criteria, policies, and application form(s) for University High School together with a report of all students who applied to University High School for the school year covered by the Annual

Report showing whether or not they were admitted and if they enrolled, disaggregated by race, ethnicity, and ELL status;

Refer to ECF 2267-1 Exhibit A - ALE Policy Manual to view new and/or amended admissions and testing criteria and policies developed for SY2019-20.

Also, *see* **Appendix V – 15, V.G.1.g UHS Admissions SY2019-20 Freshman Class** to view data for all students who applied to University High School.

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;

Refer to ECF 2267-1 Exhibit A - ALE Policy Manual to view descriptions of several changes made to ALE programs for SY2019-20.

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 SY2019-20.

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 – 79, V.G.1.k OELAS Extension and HCR2001** to view the 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 – 80, V.G.1.l Dual Language Services by School and Grade**, which contains a listing of each dual language program for SY2019-20.

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 – 81, V.G.1.m (1) AASSD Outreach, V – 82, V.G.1.m (2) MASSD Outreach** and **V – 83, V.G.1.m (3) DL Mailer** to view mailers distributed at outreach meetings during SY2019-20.

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 SY2019-20.

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 – 84, 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;

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See **Appendices V – 85, V.G.1.p (1) College Mentoring (AASSD)** and **V – 86, V.G.1.p (2) College Mentoring (MASSD)** to view college mentoring programs in SY2019-20.

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

See **Appendix V – 87, V.G.1.q AASSD – MASSD Academic Interventions** to view information for the academic interventions in SY2019-20.

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 – 88, V.G.1.r AASSD – MASSD Academic Intervention Teams** for improving student academic success, including school locations for SY2019-20.

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

To view descriptions of quarterly events and materials for SY2019-20, *see* **Appendices V – 89, V.G.1.s (1) AASSD Quarterly Events** and **V – 90, 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 – 20, IV.K.1.q Master USP PD Chart**. This report contains a table of all formal professional development opportunities offered for SY2019-20.

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 – 29, V.G.1.u Students Receiving Ex Ed Services SY2019-20**. This report contains a table of all SY2019-20 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 continued to prove fruitful in SY2019-20. 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. However, due to the COVID-19 pandemic, year-to-year comparisons for SY2019-20 are not available, as schools were only open for three quarters.

A.   Overview of Efforts by the Student Relations Department

In SY2019-20, the District continued to strengthen its commitment to promoting positive behaviors and reducing discipline and discipline disparities. The Student Relations Department focused exclusively on the implementation of discipline-related desegregation efforts. Student Relations 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). The department also continued to strengthen the District's alternative to suspension strategies. 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. The team also reviewed monthly site discipline reports to identify schools that were over-referring students of certain ethnic groups. Finally, the team continued to review processes and systems for In-School Intervention (ISI) rooms and improvements to the District Alternative Education Program (DAEP), PICs, Positive Behavioral Interventions and Supports (PBIS), and Restorative Practices.

The Student Relations department continued to conduct frequent discipline data reviews, support sites, and provide professional learning opportunities and training. School discipline team audits observed and assessed practices at schools and provided job-embedded support. Student Relations 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 analyzed 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 school discipline teams 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. For SY2019-20, Student Relations instituted a warning system for schools in danger of being placed on supportive action and worked with schools placed in warning by helping them develop a plan to avoid further corrective action.

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. The Student Relations department continued to carefully monitor Aggression violations—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 of site leaders on the use of "Aggression." Student Relations used the quarterly Aggression Report to coach and train site administrators during monthly Instructional Leadership Academy (ILA) meetings with all site administrators.

Student Relations staff served as leading members of the Comprehensive Behavior and Discipline Committee (CBDC) and contributed heavily to the design and presentation of professional learning 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: Multi-Tiered System of Supports (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 SY2019-20.

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

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:

- ***Update/Review of Student Code of Conduct ("Code").*** The District worked with various stakeholders, including the Special Master and Plaintiffs, during SY2019-20 to review the existing Code. Community members, administrators, teachers, students, and parents were part of the consultation process.

- ***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) now 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 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—which will ensure compliance and reduce the use of exclusionary discipline.

- ***Discipline Data Reporting.*** The District continued to use 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 includes detailed information about Code infractions and suggested/mandatory consequences. Several short videos have been included that illustrate various topics. 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. During 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."*[26] 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 identified hot spots, agreed on supportive actions, and worked collaboratively to implement solutions. In addition to ad hoc meetings to deal with hot spots, Student Relations met on a quarterly basis with central leadership to discuss trends and challenges.

- *Corrective Actions to Address Disproportionate Exclusionary Discipline.* The District continued to take corrective actions on a district-level to address disproportionate exclusionary discipline, including, but not limited to:

  - *Student Relations Suspension Review.* In SY2019-20, the District continued its policy of 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 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 designed PICs to give a student time (no more than 30 minutes or the remainder of one class

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

period) in a positive and supportive environment to de-escalate when angry, overwhelmed, or in need of a time-out. A PIC can be an ISI room (MS and HS), a buddy teacher's classroom (K5 and K8), or a counselor's or social worker's office space. In most instances, students fill out a reflection form to help identify the root cause of the feelings, and the responsible adult will de-escalate the situation, and assist in helping to restore the student back into the classroom or classroom setting. PIC is thus a restorative practice designed to proactively prevent the need for disciplinary consequences by restoring a student back into the classroom quickly by preventing escalation. Indeed, the Code of Conduct includes (and has included for several years) a "Time Out (not to exceed 30 minutes)" as an appropriate *non-disciplinary* consequence to a Level 1 infraction (see Student Code of Conduct, 2018-19 DAR Appendix VI-13, ECF 2305-1 at 99). Use of the PIC is **_not_** considered a disciplinary consequence, and thus has **_not_** been included in the District's reporting on disciplinary consequences. Data on use of the PIC (which is still in development) was not systematically collected during SY2019-20, because it was not considered a disciplinary consequence. Accordingly, the District cannot provide data in this annual report on use of the PICs. The District will gather data and report on use of the PICs during SY2020-21.

- ***Regularly Assessing Teachers' Understandings of Disciplinary Processes.*** In SY2019-20, the District continued implementing 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.

  ○ *School Discipline Team Audit.* In SY2019-20, Student Relations initiated a district-wide discipline team audit of all District schools to examine the effectiveness of site referral processes, the implementation of discipline flowcharts, the correct interpretation of the Code, the proper use of student information systems in recording discipline, the implementation of Unitary Status Plan (USP) discipline programs at all schools (**Appendix VI – 1, Principal, Teacher, and Student Audit Rubric**), the use of discipline data analysis, and interventions used for teachers who are over-referring students. Due to COVID-19, Student Relations could not complete audits of all sites but 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 revised the online Student 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 True North Logic (TNL) system.

    ○   *Restorative Practices Pilot.* In SY2019-20, Student Relations developed a series of five online Restorative Practices courses for teachers. The training is self-paced and ends with an assessment. Teachers must score a minimum of 80 percent to receive professional development credit. Ten schools piloted intensive Restorative Practices; each site hired a restorative and positive practices facilitator (RPPF) and received monthly training from a trained cadre of trainers. Each trainer received three days of training from the International Institute of Restorative Practices (IIRP) in Bethlehem, PA. IIRP has trained four Restorative Practices trainers of trainers.[27] School teams were composed of teachers, counselors, administrators, RPPFs, and student success specialists. Student Relations evaluated the schools periodically throughout the year using two assessment tools.

    ○   *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 and announced discipline team 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 team reviews through the Student Relations Department. Student Relations

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

combines data obtained from the audit into a report to compare information, identify patterns or trends, and identify potential hot spots. 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:

    o Strengthening regional support teams for Tier 3 behavioral support for general education students and continuing social worker services for general education students;

    o Continuing to build effective disciplinary teams on each campus;

    o Expanding the district-level Code of Conduct Committee to ensure equitable ethnic representation of parents, students, community members, students, and District office leadership to recommend yearly revisions; and

    o Continuing to improve the visibility, accessibility, accountability, and transparency of the Student Relations department.

- *Effective Use of Data Related to Discipline by Principals and Teachers.* The District continued 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 evidence-based accountability system (EBAS). During site discipline team reviews, Student Relations staff interviewed team members regarding each site's use of discipline data. In SY2019-20, Student Relations began a process of meeting with each principal and reviewing with them data specific to their site. Because of COVID-19, Student Relations was unable to meet with all principals, but it analyzed and reviewed discipline data from all schools with site principals. These meetings will continue in SY2020-21.

- ***Identifying, Sharing, and Replicating Best Practices.*** Prior to the start of SY2020-21, the District once again 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, deans, ISI teachers and MTSS facilitators/leads shared best practices from their unique site perspective, including PBIS or Restorative Practices strategies that have proven effective.

Student Relations also reviewed and edited the RPPF, ISI and dean handbooks and manuals during SY2019-20. Manuals highlighted the basic strategies and requirements necessary for a successful program. Based on discipline team reviews conducted by Student Relations, staff continued to incorporate best practices into the manuals.

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. Student Relations improved What Works to include detailed information and consequences on each violation in the Student Code of Conduct. The department also added videos and links to other effective strategies.

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

In SY2019-20, the District continued to implement PBIS and Restorative Practices to address behavior and disciplinary issues and improve the culture and climate of each school.[28] At the district level, the Student Relations director and the

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[28] 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.

Restorative and Positive Practices Coordinator (RPPC) worked with sites to implement PBIS and Restorative Practices and to help support schools in maintaining an inclusive and supportive culture and climate. At the site level, restorative and positive practices facilitators (RPPFs) and designated 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 facilitators[29] and leads.

1.   PBIS Training and Implementation

The District continued to utilize PBIS training materials from KOI Education while building internal training capacity. Starting in SY2016-17 with a small group of District staff becoming Tier 1 PBIS trainers, the District now has a cadre of staff trained to provide all three tiers of PBIS professional development. During SY2019-20 these District trainers provided PBIS Tier 2 and 3 training to RPPFs, ISI teachers, deans, and administrators. In addition, PBIS training sessions were held with all new administrators, RPPFs, deans, MTSS facilitators, and ISI teachers. The District also continued to provide PBIS professional development to administrators during regular ILA meetings and support staff (MTSS facilitators and leads) during regular Curriculum, Instruction, Professional Development and Assessment (CIPDA) meetings.

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 Student Relations staff and MTSS and PBIS facilitators. Throughout SY2019-20, the PBIS team continued to work to standardize PBIS practice, procedures, and documentation across the District, working through the PBIS facilitators and leads.

In addition, 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 professional learning communities (PLCs) to address and provide clarification

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[29] 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.

around PBIS, Restorative Practices, and the academic and behavioral interventions and components embedded in MTSS.

In SY2019-20, the District continued to provide targeted training and support to Miller Elementary School, Booth-Fickett and Roskruge 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**).

Principals trained all staff on PBIS and the PBIS matrix 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.

Student Relations conducted school discipline audits 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 Rubric**). Through use of the observation instrument 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 flowchart, 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 continued to offer an online PBIS training course, which is designed for all employees who have direct contact with students. A brief assessment follows the course (**Appendix VI – 6, PBIS Online Training**).

2.   Restorative Practices Training and Implementation

For SY2019-20, the District chose to use a trainer-of-trainers model to provide professional learning opportunities in Restorative Practices. The District retained the services of the International Institute for Restorative Practices (IIRP) to train four RPPFs in the fall and, eventually, 40 additional RPPSCs, counselors, deans, ISI teachers, and administrators. Final training was scheduled for April but was not completed due to the pandemic. The District partnered with the Western Educational Equity Assistance Center (WEEAC) to support the IIRP training. The trainer-of-trainers instruction provided by IIRP included general theories about the interconnections between Restorative Practices, restorative justice, and Culturally Responsive Pedagogy (CRP) with real-world strategies and best practices. The training was presented during two sessions. Each session consisted of three days of training for eight hours.

Ten schools had a full-time RPPF in SY2019-20. Each RPPF received training in de-escalation and inputting and analyzing data in the District's intervention system. RPPFs, in turn, provided combined Restorative Practices and CRP training to all principals, assistant principals, teachers, and staff. This training, Culturally Responsive Approaches to Student Behavior and Discipline, introduced fundamental concepts such as discipline versus punishment, implicit bias, school climate, and the use of circles, conferences, and other Restorative Practices to create a supportive and restorative school environment (**Appendix IV – 20, IV.K.1.q Master USP PD Chart**). RPPFs and principals at these 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 10 schools during the year (*see* 2018-19 DAR, Appendix VI – 7, RP Questionnaire, ECF 2305-1 at 57). In addition, RPPFs used a questionnaire to evaluate their site's program implementation. Student Relations staff 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 (*see* 2018-19 DAR, Appendix VI – 8, RP Assessment, ECF 2305-1 at 59-65).

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.

Student Relations continued to provide continuing education in Restorative Practices to all district administration, principals, and assistant principals during monthly ILA meetings. Student Relations also provided additional training at certain schools for teachers during site professional development and PLCs.

The District continued to strengthen Restorative Practices at eight schools.[30] Each school employed a certified ISI teacher and an RPPF.

In schools with a designated ISI room (high schools, middle schools, and large K8s), the ISI teacher supervises students who are referred. The teacher documents students' visits, and site teams review this information during their weekly discipline meetings. The teams look for trends, including 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 ISI classrooms throughout the school year. During the first visit, Student Relations used a narrative evaluation to assess all eight schools (**Appendix VI – 7, ISI Teacher School Audit**). During the second visit, Student Relations used an ISI rubric to evaluate ISI implementation (**Appendix VI – 8, ISI Rubric**). Additionally, Student Relations staff interviewed students, teachers, and administrators in the pilot schools during the discipline audits to assess implementation progress.

Working with ISI teachers, Student Relations developed a reporting form for all ISI classrooms. This ensured consistent data reporting during SY2019-20. Using the ISI/PIC handbook, practices, procedures, and research-based best practices were standardized for all sites (*see* 2018-19 DAR, Appendix VI – 11, ISI-PIC Handbook, ECF 2305-1 at 77-84).

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

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 SY2019-20.

The annual Back-to-School Administrator Conference, held in July 2019, 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 (*see* 2018-19 DAR, Appendix VI – 12, Teacher Evaluation Workflow, ECF 2305-1 at 86).

During monthly meetings throughout the year, the ISI teachers, 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.[31]

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

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[31] 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*/Student Code of Conduct; exclusionary discipline; behavioral intervention teams; long-term hearings; family engagement due process and appeals; and data-based decision making.

support and intervention strategies for teachers. Some sites met weekly, in addition to their MTSS meetings, to address student needs.

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

In SY2019-20, the District continued to implement the Student Code of Conduct, which is also referred to as *Guidelines for Student Rights and Responsibilities* (**Appendix VI – 9, VI.G.1.d (1) Student Code of Conduct SY2019-20**). The Code includes information on consequences, interventions, PBIS, and Restorative Practices. All schools strive to implement the Code in a fair and equitable manner, and all disciplinary actions align with Code standards and comport with Restorative Practices and PBIS. The District and sites ensured that all stakeholders had access to the Code. The District also collected input from stakeholders to review the SY2019-20 Code and consider possible changes for SY2020-21.

1.   GSRR Dissemination and Implementation

In SY2019-20, 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, and Family Resource Centers and on the District's website. Schools delivered informational sessions on the Code 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 2019, the District trained all administrators on the Code and related disciplinary issues, including best practices for reporting incidents into the student management system, Synergy (**Appendix IV – 20, IV.K.1.q Master USP PD Chart**). The New Teacher Induction Program included training on Student Code of Conduct management, and administrators received additional training on the Code at an Instructional Leadership Academy training.

Additionally, Student Relations continued professional learning online for all District personnel who had direct contact with students. This opportunity included key information about the Code, such as consequences, interventions, application, due process, PBIS, and Restorative Practices. An online assessment followed the training (**Appendix VI – 10, Code Online Training**).

Throughout the school year, the Student Relations director, RPPC, and compliance liaison reviewed disciplinary actions for compliance with the Code and other District policies. The liaison submitted reports twice weekly to the Student Relations director and District leadership regarding trends and actions that did not align with the Code. The Student Relations director, RPPC, and liaison also communicated directly with District leadership and principals to ensure that disciplinary actions were consistent with the offense as described by the Code.

In addition, the discipline review team reviewed discipline on a monthly and quarterly basis and communicated with the DOJ to review disciplinary data on aggression violations, specifically.

Finally, schools were required to host parent, staff, and student information sessions to ensure buy-in from these critical stakeholders (**Appendix VI – 11, Code Information and Training Sessions**).

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

In fall 2019, Student Relations began a Code review process for a possible revision for SY2020-21. The process included soliciting input from multiple stakeholders, including a working group made up of staff, community members, and other participants. The group met quarterly beginning in September 2019. The District solicited public comment and received and reviewed comments, ideas, and suggestions for revision. After careful consideration, it was determined that no changes should be made to the Code for SY2020-21. Like the GSRR before it, the Code is incorporated by reference into District Policy.

D.   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.[32]

Administrators utilized different alternatives depending on the nature of the violation and the GSRR protocol. The Dropout Prevention and Graduation (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. The District implemented positive intervention centers as a fifth alternative at pilot schools in SY2018-19 and continued to implement PICs in SY2019-20.

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 SY2019-20 were restorative conferences and/or restorative circles. School administrators, deans, restorative and positive practice facilitators, social workers (in limited schools), and counselors documented restorative circles and conferences in Synergy. RPPFs in targeted schools provided training to all principals and assistant principals that 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

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[32] 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.

with increased familiarity with Synergy and Clarity information systems, led to improved data collection and reporting. Additionally, Student Relations partnered with the International Institute for Restorative Practices to train a cadre of trainers who are certified to train administrators, teachers, and school staff, as noted earlier in this section.

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.

a.   Abeyance Contracts

Schools or long-term hearing officers may offer behavior contracts to students facing out-of-school suspensions. The abeyance can shorten or possibly eliminate the number of days a student spends out of school. 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 suspension 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 SY2019-20 to "save" thousands of days students would have spent out of school and to restore students back into the school community.

b.   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

SY2019-20 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. In SY2019-20, a standardized data reporting system was implemented at all schools to ensure consistency and accuracy in data reporting. ISI teachers attended several mandatory professional development sessions covering the Code, ISI, PICs, student mediations, and support group facilitation (including Restorative Practices). Due to the pandemic, an ISI evaluation was not completed.

c.   District Alternative Education Program

In SY2019-20, 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 so that it now counts a student's days suspended at home (between the incident and the first day of DAEP, usually occurring during the long-term hearing process) toward the DAEP assignment, which reduces the number of days the student is out of school.[33]

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.

E.   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 director, the coordinator (RPPC), and the compliance liaison (CL), worked throughout the year with school staff and department personnel to improve the

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[33] 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.

usefulness and accuracy of data documentation. The District continued to improve school-level data entry practices to ensure accurate and reliable reporting in SY2019-20, particularly through training on data entry into the EBAS, including Synergy. The District also continued to actively monitor discipline data and adjust strategies based on frequent and recurring data analysis, assessment, and evaluation. Due to COVID-19 school closures, no site-based monitoring occurred during the 4th quarter.

As discussed, the District's system of monitoring and reporting occurs continuously throughout the school year on a daily, biweekly, weekly, monthly, and quarterly basis. Student Relations 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 compliance liaison monitored discipline data to ensure compliance with policy and procedures in SY2019-20. The CL monitors the Code compliance, due process policies, regulations, and the accuracy, reasonableness, and consistency of disciplinary consequences. This daily review includes monitoring suspensions and positive alternatives to suspension, including ISI and DAEP.

The CL also monitors long-term suspension hearings and ensures that disciplinary consequences are equitable and consistent with the violation. As the first line of review, the CL identifies discrepancies between facts and disciplinary consequences, reviews the duration of suspensions, and identifies misclassification of incidents. The CL contacts principals and the regional superintendents to

investigate identified anomalies and, if necessary, helps develop acceptable resolutions.

In addition to submitting incident-specific reports, the CL submitted reports twice per week to regional and central leadership. Reports included information about long-term suspension hearings, short- and long-term suspensions, and the use of abeyance contracts. The CL also included analyses of suspension details, including grade-level, gender, race/ethnicity, violation, dates, and duration of suspension (or alternative to suspension). 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 professional learning to new principals, assistant principals, deans, ISI teachers, and MTSS facilitators on the site discipline data review process, including use of the EBAS, including Synergy. 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 schools (**Appendix VI – 12, Sample Monthly Discipline Report – Hollinger K-8**). The template includes a step-by-step instruction guide for site staff to ensure consistent data reporting across the District. The deadline to submit the reports was 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 whether and 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 (CDRC) 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.

c.   Quarterly Data Monitoring and Reporting

The CDRC reviewed campus discipline data for each quarter throughout the school year. The District continued to work with regional superintendents, department directors, and principals to focus on reducing discipline incidents and disparities by race/ethnicity through the institutionalization of the quarterly reviews leading to corrective measures and action plans (**Appendix VI – 13, Corrective Supports and Warnings**).

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 SY2019-20 contributed to progress in addressing discipline disparities. The District compared the same quarter data across school years to identify trends, progress, and schools that may be implementing specific best practices that could be replicated at other sites.

In spring 2020, the Student Relations department conducted a review of school discipline team documentation. The department sent each site a report of its findings, identifying needed areas for improvement. Additional training in discipline data input was planned for all RPPFs, deans, ISI teachers, and school administrators (**Appendix VI – 14, Restorative Practice Training Schedule**). As a

result of the review, some schools were placed on supportive action plans for incomplete data reporting.

4.   Outcomes

a.   Overall Numbers

The closure of schools in March 2020 means that it is not possible to compare SY2019-20 discipline with previously reported yearly data because they do not cover the same time period. During the first three quarters of the school year, 2,361 students received at least one short-term suspension, while 108 received at least one long-term suspension, including those who eventually accepted DAEP placement (**Appendix VI - 15, VI.G.1.b Discipline Data SY2019-20**).

b.   Rates and Proportionality

An analysis of discipline reported in the first three quarters shows that 11 percent of African American students received a disciplinary action. Comparable statistics were 7 percent for Hispanics and 6 percent for whites. With respect to out-of-school suspensions, 4 percent of white students, 5 percent of Hispanic students, and 8 percent of African American students received at least one short- or long-term suspension. Both African American and Hispanic students were more likely to receive a short-term or a long-term suspension than a white student (**Appendix VI – 16, 2019-20 Discipline Outcomes**). Again, these data only represent three quarters and should not be used to compare between prior years.

F.   Corrective Measures

Throughout SY2019-20, 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, data discrepancies, and the development of supportive and inclusive learning environments. Corrective measures include supportive 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. If 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 or coordinator collaborated with the school principal to develop a school sitewide Support Action Plan to address any demonstrated deficiencies in discipline practices or in policy or Code implementation (**Appendix VI – 17, SAP Template**). Student Relations met with the discipline team at each school placed on a SAP. While some schools were able to resolve their deficiencies quickly, others took longer to fully implement corrective measures.

The Student Relations 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.

G.   Discipline Best Practices

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

In July and August 2019, 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 revised 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 whether they contributed to positive outcomes. Site teams also shared strategies and practices that other schools could replicate.[34]

In October 2019, Student Relations met with all principals to provide additional training on their roles in the discipline process, including training to replicate best practices. This training focused on implementing the Student Code of Conduct with fidelity, incident documentation, writing chronologies, and due process.

2.   Sharing Best Practices Directly and Online

During monthly meetings with the RPPF/RPPC, MTSS facilitators and leads shared best practices based on site discipline team meetings, such as PBIS or Restorative Practices strategies that have proven effective at their site.

In SY2019-20, RPPFs, deans, and ISI teachers met with the Student Relations department for additional professional learning. Topics included review of job manuals, sharing "what works" strategies, and implementing best practices at each school (**Appendix VI – 18, Dean of Students Manual**). Participants also reviewed

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[34] *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."

job manuals highlighting the basic strategies and requirements necessary for a successful program.

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 – 19, What Works Screenshots**). In SY2019-20, the District completed the inclusion of all Code violations—and suggested responses—to the What Works website.

As discussed earlier in this section, all school principals, RPPFs, deans, and ISI teachers received training on the revised Student Code of Conduct and related data entry into the EBAS system, including Synergy, in SY2019-20. The District updated online PBIS and Student Code of Conduct training for all administrators, teachers, and staff who have direct contact with students and used an online assessment to evaluate their understanding. Additionally, Student Relations developed a five-part Restorative Practices online training for all administrators, teachers, and staff having direct contact with students. The courses and assessments were available through TNL on the District website.

H.   Discipline Professional Learning

The District categorized professional learning for inclusivity and discipline into five "PL" categories: Restorative Practices, PBIS, CRP, Culturally Relevant Courses (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 SY2019-20. The chart identifies the program or practice category (RP, PBIS, CRP, CRC, and APL),[35] briefly describes the training, and outlines the specific strategies participants will learn (**Appendix VI – 20, Discipline PL Chart SY2019-20**). 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, while observation occurs later.

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[35] 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.

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 this section.

I.   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 – 21, VI.G.1.a Appeals to Hearing Officers and Governing Board** for appeals to long-term suspensions and expulsions for SY2019-20.

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

The data required for section (VI)(G)(1)(b) can be found in **Appendix VI – 15, VI.G.1.b Discipline Data SY2019-20.**

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

See **Appendix VI – 22, VI.G.1.c Corrective Action Plans SY2019-20** to view discipline data and plans for SY2019-20.

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 – 9, VI.G.1.d (1) Student Code of Conduct SY2019-20, VI – 23, VI.G.1.d (2) Multi-Tiered System of Support (MTSS)** materials, and **VI – 24, VI.G.1.d (3) What Works – Restorative Practices, PBIS, and Student Code of Conduct** materials for SY2019-20.

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

See **Appendix VI – 25, VI.G.1.e Policy and Procedure Amendments SY2019-20.**

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

See **Appendix VI – 26, 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 – 20, IV.K.1.q Master USP PD Chart**. This report contains a table of all formal professional development opportunities offered for SY2019-20.

VII.   Family and Community Engagement

A.   Family and Community Engagement

Throughout SY2019-20, 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

The Family and Community Engagement (FACE) team continued to collaborate with the African American and Mexican American Student Services departments (AASSD and MASSD, respectively), as well as the Communications and Media Relations, Transportation, Advanced Learning Experiences (ALE), and other District departments to identify, support, and promote major outreach events and activities. These activities included both community and District events focused on academics, behavior, and college readiness for District students and families. Examples included: Impact Tucson, Parent University, Adelante Conference, Parent Conference, College Application Resource, High School Expo, Steps to Success, and Mexican American Parent Advisory Council (**Appendix VII – 1, Family and Community Outreach Activities SY2019-20**).

To support interconnectedness, student equity, achievement, and success, the District created an Equity, Fairness, and Interconnectedness (EFI) Committee. The EFI committee includes representatives from AASSD, ALE, Asian Pacific American Student Services and Refugee Services, Assessment and Evaluation, Communications and Media Relations, Culturally Relevant Pedagogy, FACE, Language Acquisition, MASSD, Multicultural Curriculum, and Technology Services. The goals of EFI include committed collaboration, alignment of services, efficient communication, creating systemic practices, focus on equity, and data and assessment review to inform future decision making.

The FACE team established relationships with 35 new partners in SY2019-20, for a total of about 320 community partnerships (**Appendix VII – 2, FACE Community Partners SY2019-20**). This collaboration aligns with Dr. Joyce

Epstein's Six Types of Family Involvement,[36] which include collaborating with the community. These partners provide resources, support, and learning opportunities for both students and families at the district and school levels.

At the request of the University of Arizona College of Education, FACE staff gave two presentations to college students on the District's family engagement model and the services provided to families. The District has also proposed and begun implementing a research-based reorganization to create a Department of Equity and Diversity headed by an assistant superintendent, who will report directly to the superintendent. FACE will be housed in this new department, along with student support departments, to better facilitate interactions between those departments and FACE.

2.   Family Resource Centers

The District continued to operate four Family Resource Centers (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. FRC staff also participated in various District, school, and community events, where they provided FRC schedules and other literature to inform families and community members of center services (**Appendix VII – 3, FRC Staff Outreach SY2019-20**). FRC schedules are translated into major District languages (**Appendix VII – 4, Family Resource Centers Schedule of Workshops and Events [English and Spanish examples provided]**).

In SY2019-20, there were 26,111 visits to the FRCs between July 1, 2019 and March 13, 2020, when the FRCs closed due to COVID-19 (**Appendix VII – 5, Family Resource Center Visitors Log — Summary Report SY 2019-20**). FRC staff continued to provide classes, workshops, and other services at the resource centers that aligned with Dr. Epstein's Six Types of Family Involvement, including:

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[36] 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.

- Providing classes and workshops on topics such as curriculum and academics, college readiness, leadership and decision making, effective conferencing, English as a Second Language, health and nutrition, mental health, citizenship, and FAFSA (Free Application for Federal Student Aid, used by high school seniors and parents to apply for college financial aid).

- Conducting virtual support groups for families with specific needs.

- Partnering with the Community Food Bank of Southern Arizona to provide food pantry services.

- Maintaining a Tutoring Center at the Catalina FRC to provide academic support to high school refugee students and other students two evenings a week. Between August 13, 2019 and March 4, 2020, 144 students visited the Tutoring Center 806 times to receive tutoring and other services.

- Hosting "Tell Me More About…" resource fairs for families to discuss what happens in the classroom, how families can support their children's learning outside of school, and resources available to support their children's learning (**Appendix VII – 6, Tell Me More About SY2019-20 Flyer**).

- Partnering with Pima County Adult Education to provide GED preparation classes for adults who are attempting to earn their GED.

- Supporting the Mexican American Parent Advisory Council by recruiting families and providing space, childcare, and transportation support for meetings.

- Partnering with the Educational Enrichment Foundation to provide hygiene items to students and families.

- Receiving and disbursing a donation of more than 800 cases of new clothing to all five clothing bank locations and to middle and high schools district-wide.

- Growing the "Talk It Out" program in partnership with the University of Arizona College of Education Counseling Program to provide free mental health counseling to District students and their families at all FRCs (**Appendix VII – 7, Talk it Out Poster [English and Spanish examples provided]**).

The Talk It Out program completed 945 appointments between July 1, 2019 and March 13, 2020 (**Appendix VII – 8, Summary of Talk It Out Services SY2019-20**).

FRC staff continued to provide services to meet the needs of families during the COVID-19 closure in the following ways:

- Partnering with the Community Food Bank of Southern Arizona to provide 137 food boxes to families via home delivery or pick up at the FRCs.

- Partnering with the District's Food Services and the Community Food Bank of Southern Arizona to provide 2,700 boxes of fresh produce to families, delivered along District meal routes.

- Partnering with Educational Enrichment Foundation and Amazon to provide 717 hygiene kits to families via home delivery, pick up at FRCs, or delivery along District meal routes.

- Partnering with Sarah Farms through the Community Food Bank of Southern Arizona to provide 288 gallons of milk to families, delivered along District meal routes.

- Applying for and receiving a $10,000 "COVID-19 Operations and Recovery Grant" from the Arizona Food Banks Network to replenish depleted food pantry supplies at the FRCs to continue providing food pantry services for families affected by COVID-19 (**Appendix VII - 9, C19ORG Grant Award Letter**).

- Collaborating with the University of Arizona College of Education's Counseling Program to continue Talk It Out client intake and counseling sessions via telephone or online platforms (telehealth) and to offer a new group for elementary-aged students, with four telehealth sessions in June and July, to encourage positive connections and communication (**Appendix VII – 8, Summary of Talk It Out Services SY2019-20**). Between March 16 and May 31, Talk It Out completed 347 telehealth appointments, as follows:

  - Three intake appointments,
  - 322 individual therapy sessions, and
  - 22 family therapy sessions.

- Collaborating with Pima Community College Adult Education to continue providing citizenship classes via Zoom.

- Collaborating with MASSD to provide a support group to help families manage the pandemic crisis.

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

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

During SY2019-20, the District determined that Wakefield FRC must be relocated to make room for the reopening of Wakefield Middle School. The District chose to move the FRC to the former Menlo Park Elementary site. The demographics of the Menlo Park area are like those in the Wakefield area. Additionally, Menlo Park is less than 10 minutes from Wakefield by car and is easily accessible by public transportation. In April 2020, the District permanently closed Wakefield FRC in preparation for the move to the new location at Menlo Park.

3.   Tracking Family Resources

Prior to SY2019-20, the District distributed tablets to all schools to be used for the new online tracking system to track family participation in conferencing, curricular-focused, and decision-making events at school. On August 29, 2019, the District provided training to site administrators on how and when to use the online tracking system. The District provided additional trainings during the first quarter to additional stakeholders.

FACE staff created an online form for school site staff to request event identification numbers (EIN) that corresponded to these types of planned events. Adult visitors could then sign in on tablets or internet-connected devices under the specific EIN. This process allowed the District to track family and student participation by each event and ensured that the events entered were aligned with Dr. Epstein's Six Types of Family Involvement, discussed earlier in this section.

Between September 2019 and March 2020, the District recorded 555 school site conferencing, curricular-focused, and decision-making events in the online tracking system. School sites used paper sign-in sheets to track family events other than parent-teacher conferences or those that did not fall into the curricular-

focused and decision-making categories. For example, English as a Second Language classes, parenting workshops, or focus groups are valuable family engagement activities that align with Dr. Epstein's framework but do not fall into any of the specified categories.

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

During SY2019-20, the District continued its efforts to fully implement its Guidelines for Family and Community Engagement at School Sites (**Appendix VII – 10, Guidelines for Family and Community Engagement at School Sites SY2019-20**). As part of this continued effort, every school site identified a family engagement point of contact to coordinate local family engagement efforts and submit monthly family engagement reports to the FACE team (**Appendix VII – 11, School Site Family Engagement Contacts List SY2019-20**).

To help school sites implement the guidelines, the District assigned five FACE program coordinators to provide support and professional development training to site staff and administrators at all school sites. The District provided multiple opportunities for family engagement professional development training and support for school site staff. Training topics included best practices (using the Guidelines for Family and Community Engagement at School Sites), maintaining school websites, planning and facilitating focus groups, using the online tracking system, and reporting.

The District also provided online family engagement courses to school site staff through its Professional Learning Portal (**Appendix VII – 12, Family & Community Engagement Trainings and Supports for School Site Staff SY2019-20**).

Online courses included:

- Dr. Epstein's Six Types of Family Involvement (self-paced),
- Two-way communication through effective conferencing (self-paced), and
- How teachers can use Dr. Epstein's Six Types of Family Involvement to foster two-way communication and parent leadership (interactive, via Zoom).

In March 2020, the District submitted eight schools' membership applications to Dr. Epstein's National Network of Partnership Schools (NNPS). Established at Johns Hopkins University in 1996, NNPS joins schools, districts, states, and organizations together to use research-based approaches to organize and sustain excellent programs of family and community involvement that will increase student success in school. These initial schools were selected based on a need to improve their family engagement programs, as well as by a desire to join NNPS.

To improve and increase family involvement in communication and the decision-making process, the District scheduled four parent workshops in April 2020, focusing on involvement and leadership strategies to help parents successfully participate in school life and decision making (**Appendix VII – 13, Parent Leadership: Having a Say in TUSD Decision Making Flyer**)**.**

Two-Way Communication

In SY2019-20, the District continued its efforts to improve communication between families and schools, to: give families access to their children's academic and personal information; provide teachers with information about an individual student'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 continued to improve its methods of soliciting information from families. The District distributed the SY2019-20 Family Engagement Survey to all District families (**Appendix VII - 14, VII.E.1.b Family Engagement Surveys SY2019-20**). The survey is based on Dr. Epstein's Six Types of Involvement and provides parents/guardians and staff an opportunity to share their perspectives on how well the school is doing in each area. In addition, the District added online suggestion boxes to all school websites to supplement existing on-site boxes, so that families and community members can communicate ideas, questions, or concerns to school site leaders online.

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

The District focused a large part of its professional development training on communication. Professional development for school staff included the following:

- Dr. Epstein's Six Types of Family Involvement,
- Cultural awareness in communicating with students and families,
- How teachers can facilitate and encourage two-way communication during conferences and other face-to-face interactions, and
- How to involve parents in decision making at schools.

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 4,300 family engagement events among all school sites and more than 329,000 attendees. 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. Due to COVID-19, 562 planned family engagement events that had been scheduled for the last quarter of the school year were canceled.

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

**Table 7.1: SY2019-20 Number of Family Engagement Events and Activities by Type
of Family Involvement and School**[37]

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	1,675	3,941	949	936	684	933	2,012	511
K-8	550	1,333	330	332	236	365	713	177
Middle	296	724	148	157	134	132	287	87
High	311	758	139	162	116	145	315	112
Alternative	113	293	57	66	44	55	104	39
All Schools	2,945	7,049	1,623	1,653	1,214	1,630	3,431	926

6.   Revised FACE Plan/Completion Plan

During SY2019-20, the District updated its FACE Action Plan in various aspects, including to further address interconnectivity and cross-departmental activities. The District filed a revised FACE Plan in August 2019 [ECF 2262-1] and a further revision in December 2019 [ECF 2391-1]. The revisions identify the USP plans that contain FACE activities by other departments, describe the interactions between FACE efforts and other departments and plans, and lay out the responsibilities and staffing for the Family and Community Engagement Department, among other things. The District continues to implement the requirements of the Family and Community Engagement Completion Plan, which included the launch of the new online tracking system and training of all key school site personnel who use it. All schools also now have a website where they can post newsletters, school site council information, meeting minutes, and information about PTO, PTA, and other parent-led groups. The website is closely monitored to ensure information is updated regularly [ECF 2391].

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

B.   Translation and Interpretation Services

The District continued to provide translation and interpretation services to families, students, and staff and to communicate about those services to families. The Meaningful Access Department provided more than 2,574 translations and interpretations in 39 languages. In addition to English, the major languages (defined as the home language for 100 or more students) in SY2019-20 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 the families of their students need.

C.   USP Reporting

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

See **Appendix VII – 15, VII.E.1.a Explanation of Responsibilities**, which contains job descriptions and a report of all persons hired and assigned to fulfill the requirements of this section by name, job title, previous job title, others considered, and credentials.

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

To view the Plan for Outreach, Marketing and Recruitment for Magnet and ALE Programs and the Magnet Marketing Report for SY2019-20, refer to *ECF#2270-5, Exhibit E, Outreach and Recruitment Addendum for Magnet and ALE Programs.*

To view the Supplemental Notice of Compliance – FACE Exhibits that include a review and assessment of the existing family engagement and support programs, resources, and practices, *see ECF #2219-1, Exhibit A, Guidelines for Family and Community Engagement* and *#2219-2, Exhibit B, Maintaining Updated and Current School Websites*.

See **Appendix VII –14, VII.E.1.b Family Engagement Surveys SY2019-20**, used to gather impressions of services from staff and families during SY2019-20.

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

There were no amendments to any written policies or practices for Student Assignments in SY2019-20.

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

To view scope and effectiveness of services provided by the Family Centers, *see* **Appendices VII - 16, VII.E.1.d (1) Family Engagement Staff Survey Results SY2019-20** and **VII - 17, VII.E.1.d (2) Family Engagement Parent Survey Results SY2019-20**.

VIII. Extracurricular Activities

A.   Extracurricular Activities

The District continued 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 English Learner (EL) status. The District also continued to promote diversity in these extracurricular activities, bringing students of all races and cultures together in positive settings of shared interest that can enrich lives. While overall rates of participation in extracurricular activities was largely unaffected, schools were not able to offer many extracurricular activities in the spring semester due to COVID-19 closures. Consequently, the number and type of activities were less than in a typical year, as was the number of students participating in each activity.

1.   Principal Review Process for Extracurricular Activities

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 had the opportunity to participate in extracurricular activities. Each principal established an Extracurricular Management Team to gather information and monitor extracurricular activities at his or her school site (**Appendix VIII – 1, TUSD Extracurricular Data Monitoring Principals' Process**). Based on their findings, each school then developed an action plan to increase access and opportunities for students. To facilitate this work, the District sent a listing of all extracurricular activities to each principal, showing all school activities, and the extracurricular specialists provided on-site support (**Appendix VIII - 2, Extracurricular Funding and Participation**).

2.   Participation

a.   District-wide Participation

In SY2019-20, more than 13,000 students participated in extracurricular activities.
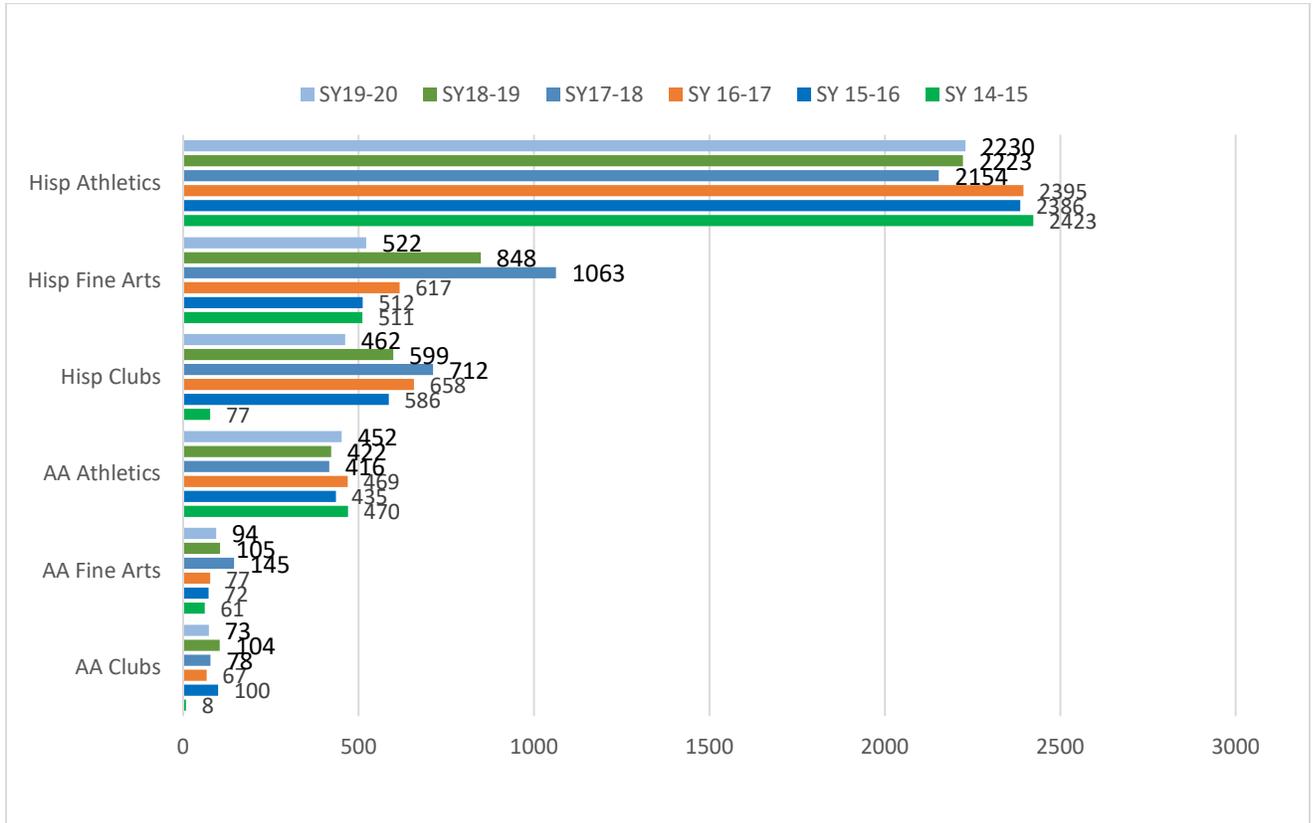
Table 8.1: Students Participating in at Least One Extracurricular Activity (Athletics, Fine Arts, Clubs) – Unduplicated Student Counts

		White		African American		Hispanic		Native American		Asian/ Pacific I		Multi-racial		Total
Year	Grad	N	%	N	%	N	%	N	%	N	%	N	%	N
19-20	K-8	1792	22%	910	11%	4587	57%	238	3%	146	2%	334	4%	8007
	HS	1277	24%	561	11%	2911	56%	146	3%	142	3%	199	4%	5236
	Total	3069	23%	1471	11%	7498	57%	384	3%	288	2%	533	4%	13243
18-19	K-8	1436	22%	689	10%	3881	59%	187	3%	115	2%	275	4%	6583
	HS	1419	25%	542	9%	3256	57%	146	3%	153	3%	200	3%	5716
	Total	2855	23%	1231	10%	7137	58%	333	3%	268	2%	475	4%	12299
17-18	K-8	1378	24%	508	9%	3319	58%	162	3%	76	1%	273	5%	5716
	HS	1537	25%	564	9%	3445	57%	146	2%	169	3%	210	3%	6071
	Total	2915	25%	1072	9%	6764	57%	308	3%	245	2%	483	4%	11787
16-17	K-8	1306	26%	478	10%	2795	56%	119	2%	88	2%	214	4%	5000
	HS	1504	26%	551	10%	3253	57%	134	2%	134	2%	180	3%	5756
	Total	2810	26%	1029	10%	6048	56%	253	2%	222	2%	394	4%	10756
15-16	K-8	1400	26%	500	9%	3147	57%	153	3%	71	1%	205	4%	5476
	HS	1590	28%	527	9%	3160	55%	139	2%	171	3%	193	3%	5780
	Total	2990	27%	1027	9%	6307	56%	292	3%	242	2%	398	4%	11256
14-15	K-8	448	20%	249	11%	1389	61%	78	3%	32	1%	70	3%	2266
	HS	1505	28%	533	10%	2895	54%	96	2%	136	3%	177	3%	5342
	Total	1953	26%	782	10%	4284	56%	174	2%	168	2%	247	3%	7608

b.   **High School Participation**

Graph 8.2 shows high school participation by activity for Hispanic and African American students (**Appendix VIII – 3, VIII.C.1 Student Participation in Extracurricular Activities**).
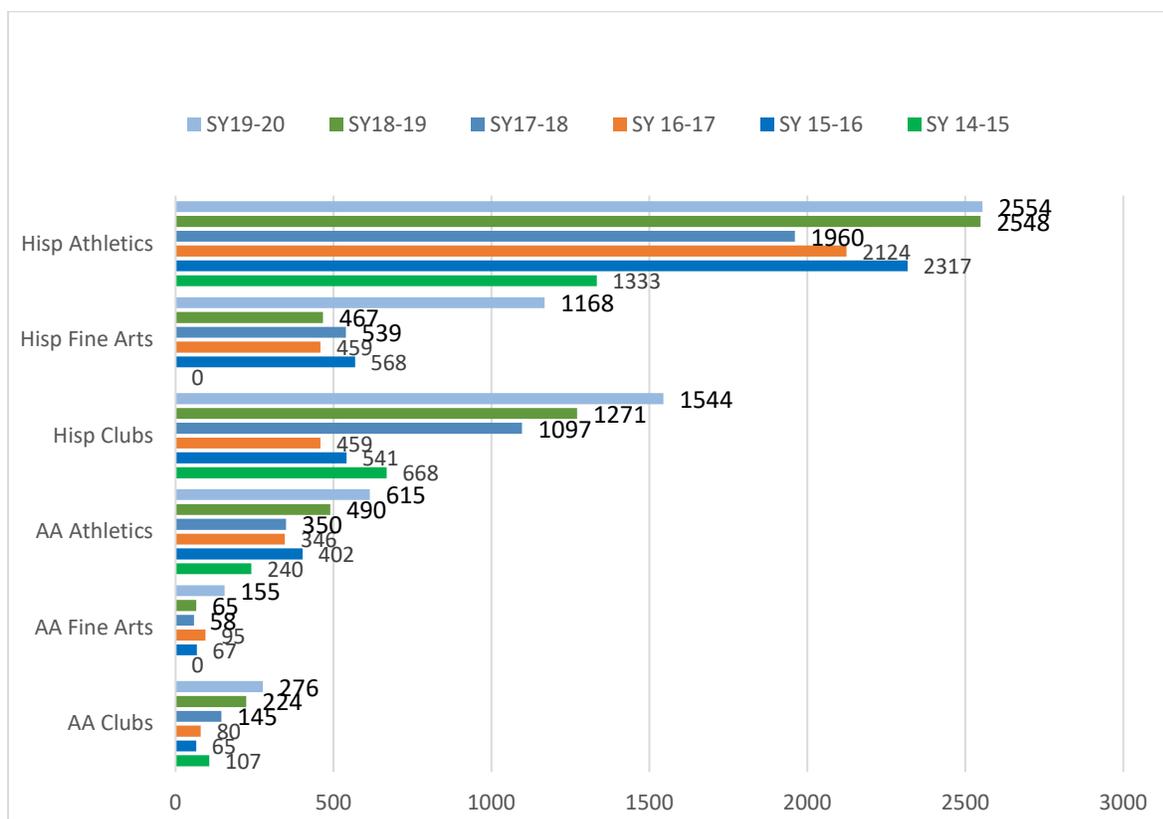
Graph 8.2: High School African American and Hispanic Extracurricular Participation by Activity

c.   K-8 Participation

Graph 8.3 shows the number of African American and Hispanic students participating in each of the three K-8 categories—Athletics, Fine Arts, and Clubs.

Graph 8.3: K-8 African American and Hispanic Extracurricular Participation by Activity

d.   English Learners Participation

The number of EL students participating in extracurricular activities increased 19 percent, from 637 in SY2018-19 to 757 in SY2019-20. This growth is primarily a result of increased K-8 African American and Hispanic EL participation.

Table 8.4: EL Students Participating in at Least One Extracurricular Activity (Athletics, Fine Arts, Clubs) – Unduplicated Student Counts

		White		African American		Hispanic		Native American		Asian/ Pacific I		Multi-racial		Total
Year	Grade	N	%	N	%	N	%	N	%	N	%	N	%	N
2019-20	K-8	29	5%	103	18%	413	70%	2	0%	32	5%	8	1%	587
	HS	9	4%	48	30%	101	61%	0	0%	11	3%	1	2%	170
	Total	**38**	**5%**	**151**	**20%**	**514**	**68%**	**2**	**0%**	**43**	**6%**	**9**	**1%**	**757**
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**

e. Extracurricular Participation at 10 Racially Concentrated and/or Low Socioeconomic Status Schools

The District identified 10 racially concentrated and/or low socioeconomic status schools that needed additional support in expanding their extracurricular activities and developing strategies to increase participation.[38] In fall 2019, each school completed its quarterly review of participation data and identified strategies for future implementation. The most commonly cited strategies included:

- Partnering with local community organizations or programs to provide opportunities for students. Examples of local partners included Boys and Girls Clubs and neighborhood community centers that can provide after-school activities for students. On-site partnerships included Fuel Up to Play 60 (a national health/wellness program) and Girls on the Run (focus on life-skills development for girls).

- Creating and implementing surveys to identify student, teacher, and parent interests to better align with offered activities.

- Better utilization of existing resources, such as Title 1 or tax credit donations to support extracurricular activities.

(**Appendix VIII - 4, Extracurricular Participation by Activity at 10 selected sites**)

Unfortunately, the schools were not able to move forward in implementing these strategies, due to the COVID-19 school closures.

3. Extracurricular Tutoring

In SY2019-20, 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 Interscholastic Tutoring program, including 1,424 Hispanic students and 277 African American students.

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[38] Percentage qualifying for free and reduced lunch was used as the proxy for socioeconomic status.

4.   Leadership Training Participation

In SY2019-20, the District continued training students in becoming effective leaders. As in previous years, students participated in the Captain's Academy, a leadership program that utilizes a character-building model. Sixty students—six from 10 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. All participating student brought what they learned from the training to their respective campuses and shared this information with other student leaders to make schools a safer and more integrated learning environment.

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

In SY2019-20, the District was scheduled to take part in a statewide student leadership conference sponsored by the Arizona Interscholastic Association (AIA) in Phoenix. This event was cancelled due to the COVID-19 school closures in March 2020.

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

5.   Collaboration with Transportation

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 71 routes from 39 schools in SY2019-20 (**Appendix III - 4, Activity Bus List by School SY2019-20**).

6.   Student Participation Survey

The District conducts an annual student survey during the spring of each year but was unable to do so in SY2019-20 due to the pandemic.

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 – 5, Funding Sources for Extracurricular Activities** and **Appendix VIII – 6, 21st Century Community Learning (Grant) Student Participation by School SY2019-20**).

Where inequities might arise as a result of some schools having more supplemental funding sources available to them, the District has addressed them and will continue to do so.

8.   Completion Plan

The District continues to implement the requirements of the Extracurricular Completion Plan, including the Principal Review Process and various reporting requirements.

B.   USP Reporting

VIII(C)(1)   As part of its Annual Report, the District shall provide a report of student participation in a sampling of extracurricular activities at each school. The activities that are reported each year shall include at least two activities from each of the four categories described in section (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 shall include District-wide data and data by school, disaggregated by race, ethnicity, and EL status. The Parties shall have the right to request additional data or information if the Annual Report indicates disparities or concerns.

See **Appendix VIII – 3, VIII.C.1 Student Participation in**

Extracurricular Activities, which includes student participation by selected activity, race/ethnicity, and school for SY2019-20.

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 SY2019-20**).

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 SY2019-20**).

2.   Multi-Year Technology Plan

There were no changes to the Multi-Year Technology Plan in SY2019-20.

a.   Technology Condition Index

The District utilized the TCI to assess the allocation of hardware devices and teacher technological proficiency at each school during SY2019-20 (**Appendix IX – 4, IX.C.1.a (3) Final TCI Report SY2019-20** and **Appendix IX – 5, IX.C.1.b TCI Summary of Results SY2019-20**).

b.   Instructional Technology

In SY2019-20, the District continued to provide instructional technology professional development activities for teachers and staff as outlined in the Professional Learning Plan for Instructional Technology. These activities expanded dramatically with the COVID-19 school closures, as the District transitioned to an online learning environment to include not only training with respect to instruction but also other related platforms, including Microsoft Teams and Zoom:

- Teacher technology liaisons (TTLs) continued to provide instruction to teachers in small groups, one on one, and in professional learning communities at their campuses. Instructional Technology (IT) staff continued to provide training support—with understandably greater demand—for TTLs even after the COVID-19 school closures.

- The IT department held Office 365 training classes for teachers on early-release Wednesdays to accommodate teacher schedules. This training continued virtually after the COVID-19 school closures on an as-needed basis. In addition, working independently and with the Curriculum and Instruction Department, the IT department expanded the type and number of virtual training sessions with such applications as Clever, Iexcel, Microsoft Teams, Synergy, and Zoom.

- The District successfully implemented three Verizon Innovative Learning School (VILS) projects at three school campuses: Lawrence 3-8, Pueblo Gardens K-8, and Mansfeld Middle Magnet School. These grants provided iPads to all teachers and middle grade students at these schools, as well as funding for an instructional coach at each site. The District identified and submitted VILS grant applications for eight new sites for SY2020-21.

- As a result of successfully implementing the VILS grant, Lawrence 3-8 applied for and was awarded a $350,000 Virtual Reality/Augmented Reality lab.

Planned for SY2020-21, this lab will allow students to utilize 3D technology in various instructional areas, including STEM, arts, and the media.

- The District offered various self-paced and instructor-led courses through the Professional Learning Portal (**Appendix IV – 20, IV.K.1.q Master USP PD Chart**).

In SY2019-20, the District conducted Instructional Technology teacher observations to identify how teachers were utilizing technology in the classroom and to inform their future training needs. A total of 770 observations were completed during SY2019-20.

Table 9.1: **Technology Teacher Observations by Region**

Region	Observations Completed
Silverbell 1	152
Santa Cruz 2	177
Chico Arroyo 3	145
Arcadia 4	123
Pantano 5	173
Total	**770**

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 SY2019-20**, **IX – 3, IX.C.1.a (2) Educational Suitability Score SY2019-20,** and **IX – 4, IX.C.1.a (3) Final TCI Report SY2019-20**.

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 SY2019-20**.

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 – 6, 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 SY2019-20.

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 – 20, IV.K.1.q Master USP PD Chart**. This report contains a table of all formal professional development opportunities offered for SY2019-20.

X.   Accountability and Transparency

A.   Budget Development Process and Audit

1.   The Budget Development Process

In early winter 2019, the District collaborated with the Special Master, Plaintiffs, and budget expert to create the budget development process for the development of the 2020-21 Unitary Status Plan (USP) Budget. The District submitted a draft in December 2019 and finalized the process after reviewing party comments in late January 2020 (**Appendix X – 1, USP Budget Development Process 2020-21**). Due to the COVID-19 pandemic, the parties agreed to several adjustments to the process throughout the spring. Pursuant to the adjusted process, the District submitted a narrative version of the budget in February 2020 (Draft #1), a line-item budget that included magnet school plans in May 2020 (Draft #2), and a final revised line-item budget, including magnet school plans with site budgets, in June 2020 (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. The parties held phone conferences and exchanged emails to communicate about various aspects of the budget. In 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, and the District filed it with the Court on June 24, 2020.

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 2018-19 audit report ("examination of desegregation expenditures"), and the District delivered it to the Special Master and Plaintiffs on January 31, 2020 (**Appendix X – 2, Email SEB to SMP re FY19 Audit Report**).

Clifton, Larson, Allen LLP (CLA) performed the examination for the 2018-19 USP Budget. CLA found variances in the 2018-19 USP Budget, primarily due to the

following: (1) position vacancies and use of other funding sources; (2) African American Student Services Department reorganization not being implemented, resulting in vacant positions; and (3) budget assumptions exceeded due to an increased number of stipends and teacher raises being approved after the budget was completed.

B.   Notices and Requests for Approval

The District continued to provide the Special Master with a notice and a request for approval (NARA) of actions that affected student assignment and/or its physical plant, including a Desegregation Impact Analysis (DIA). In consultation with the Special Master, the DIA has developed into a standardized format to show how the proposed change will affect relevant District obligations under the USP. The District submits a draft DIA to the Special Master and Plaintiffs to solicit feedback prior to the finalization of the DIA and submittal of the NARA. In SY2019-20, the District submitted the following DIAs/NARAs (*see also* Section I.B.2):

1.   Request to create a full, no-boundary school at Roskruge Bilingual K-8

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. Throughout spring 2019, the District discussed the Roskruge proposal at length with both the Mendoza and Fisher counsel and representatives during monthly meetings with the superintendent. Further, the District held several phone meetings with the Mendoza Plaintiffs and an in-person meeting with the District's consultant, Ms. Rosa Molina, and the Mendoza Plaintiffs' consultant, Dr. Beatrice Arias. The District used feedback from the community (hosting over a dozen community and parent forums), the boundary and advisory committees, the Special Master's Implementation Committee member, and Plaintiff representatives to inform all provisions of the proposal.

As a result, the original concept evolved into one that would have created a special attendance area, giving enrollment preference to K-5 students in the Roskruge and Richey neighborhoods to attend Roskruge K-8 (if they met the grade-appropriate dual-language requirement) or Cragin Elementary School (if they did not qualify or were uninterested in pursuing dual language). The proposal was designed to resolve issues unique to implementing a successful Two-Way Dual Language (TWDL) program in a small-sized school that could only accommodate

two strands for each grade level. In September, the Court denied the NARA without prejudice to it being re-urged by the District. The Court also sought clarity on the TWDL program to better understand the context within which the District's proposal was made.

2.   **Request to open a new career and technical education (CTE) high school in partnership with the Pima County Joint Technical Education District (JTED) (at the time, referred to as the "Bridges High School")**

After soliciting feedback from the Special Master, Plaintiffs, and the community, the District submitted a request to create a no-boundary, open-access, integrated high school to serve approximately 400 students in its first phase. The District and JTED would jointly operate the new high school. In early December, the Special Master recommended approval of the new high school and, later that month, the Court approved the request.

3.   **Request to open a new lab-school at Wakefield Middle School in partnership with the University of Arizona**

The District held several community forums, meetings with entities then operating at Wakefield, the University of Arizona, and parents to inform the development of the lab-school proposal. After soliciting feedback from the Special Master, Plaintiffs, and community, the District submitted a request to reopen Wakefield as a no-boundary, open-access, integrated middle school on Tucson's south side. Though this was an ambitious goal, the District believes that with time and success in its early years, Wakefield can become integrated (or, at the very least, much more diverse than its surrounding neighborhood). After a period of objections, responses, and two reports and recommendations from the Special Master, the Court approved the request in February 2020.

4.   **Request to revitalize middle schools through K-6 reconfiguration**

In December 2019, the District submitted a request to begin converting targeted elementary schools from K-5 schools to K-6 schools by adding a 6th grade, followed by decreasing the size of targeted middle schools by continuing to offer 6th grade but with a smaller population (as some students would have opted for 6th grade at a neighboring elementary school). In both cases, 6th-graders would be in

smaller settings to better prepare for the transition to large-sized, middle-grade departmentalized instruction that occurs in 7th and 8th grades. The Special Master recommended that the District prepare a plan during SY2020-21 and implement the changes in SY2021-22. In late June 2020, the Court approved the request. However, it is not clear at this time whether the District will pursue this action for SY2021-22, as many District resources are now focused on reopening schools safely and effectively due to COVID-19.

5.   Request for approval to sell two properties: Bonanza and Watson (Bonanza) and Ridgeside and 5th (Ridgeside)

In April 2020, the Court approved the District's request to sell the above-referenced properties.

C.   Evidence-Based Accountability System

During SY2019-20, the District advanced the work on the District's evidence-based accountability system (EBAS) in targeted areas. EBAS is a federation of multiple software applications, some acquired from commercial software providers, some developed in-house at the District, and all collectively working together to inform the District regarding decisions and 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 District.

The Assessment and Evaluation, Curriculum and Instruction, Desegregation, Student Relations, African American Student Services, Mexican American Student Services, and Technology Services departments continued working to evolve the District's EBAS environment to support instruction, inclusive environments, and family engagement for students.

The major change in EBAS for SY2019-20 was the transition from Bright Bytes Clarity to the Edupoint Synergy Multi-Tiered System of Supports (MTSS) module. This transition allowed for integration of MTSS into the Synergy student information system, allowing teachers to log into a single system for gradebooks, attendance, and MTSS interventions. This change was well received by teachers and administrators and addressed a long desire of teachers to consolidate these two capabilities.

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1.   Synergy (Student Information and MTSS)

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.

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 350,000 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. The platform was pivotal to the District's efforts to help graduating seniors complete the state's civics requirement during COVID-19school closures. In SY2019-20, the District worked with teacher and school site teams to train them on SchoolCity features that allow professional learning communities and collaborative teacher teams to work together more effectively.

3.   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 SY2019-20 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 SY2019-20 beyond regular maintenance and updates.

4.   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 (email and calendar), PowerPoint (presentations), and Access (database applications), as well as other new or less commonly known tools of real impact in the educational arena, including Publisher, Teams, and Sway. Among many other uses, the District uses various Office 365 tools to store and track information regarding facilities and technology within the District.

Office 365 resources, especially Teams, became a key component of the District's remote instruction framework after the COVID-19 school closures. Office 365 will continue to be an essential platform to support instruction during SY2020-21.

5.   Microsoft PowerApps

Microsoft PowerApps is a secure cloud-hosted environment that allows quick development of applications for consumption from anywhere, on any device. PowerApps includes built-in prevailing accessibility capabilities. No notable changes leveraging Microsoft PowerApps were introduced during SY2019-20.

6.   Microsoft Power BI

Microsoft Power BI is a self-service data platform that is accessible over the internet. This external site replaced the District's legacy program, TUSDStats, and allows data to be made available to external (the public) and internal (school and District staff) users. The District made routine enhancements to evolve Power BI functionality during SY2019-20 and will do the same for SY2020-21.

D.   USP Reporting

X(A)(5)(a)(i)   Copies of all job descriptions and explanations of responsibilities for all persons hired or assigned to fulfill the requirements of this section, identified by name, job title, previous job title (if appropriate), others considered for the position, and credentials;

See **Appendix X - 3, X.A.5.a.i Explanation of Responsibilities**, which contains job descriptions and a report of new persons hired and assigned to fulfill the requirements of this section by

name, job title, previous job title, others considered, and credentials for SY2019-20.

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;

The major change in EBAS for SY2019-20 was the transition from Bright Bytes Clarity to the Edupoint Synergy MTSS module. This transition allowed for integration of MTSS into the Synergy student information system, allowing teachers to log into a single system for gradebooks, attendance, and MTSS interventions.

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 – 4, X.F.1.a NARAs Submitted in SY2019-20** to view requests and notices submitted to the Special Master in SY2019-20.

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