

**Mexican American Student Services Department
Annual Status Report
SY2020-21**

This annual status report for the Mexican American Student Services Department (a) briefly describes operations of the department during the 2020-21 school year, and (b) details the annual assessment of department operations conducted in the spring and summer of 2021, resulting in an updated Operating Plan for the department for SY2021-22, and a five year Strategic Plan for 2021-25. Both plans are attached as exhibits to this annual status report.

I. Department Operations During SY2020-21.

The MASSD continued to work towards improving the academic achievement and educational outcomes of Mexican American/Latinx students (inclusive of students identified as ELLs) through a comprehensive asset-based approach to student services integrated with culturally responsive practices for growth and advocacy, along with targeted student interventions within the gatekeeping framework of school site MTSS teams. This primarily involved work collaborating with other District departments as well as providing direct services to students, but also included work in the community, to improve the engagement of the community in the education of students, and work with local colleges and universities, to improve the pathway for education beyond high school.

A. Work With District Departments and Students.

1. Overview.

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

In 2020-21, the MASSD, along with the other student services department, joined the newly formed Equity, Diversity, and Inclusiveness (EDI) department. This move afforded opportunities for growth in collaboration focusing on interconnectedness and institutional sustainability for equitable practices district-wide. In Spring 2021, MASSD undertook a revision process of its three-year strategic plan for implementation in SY2021-22 to better align it with the District's EL and family and community development plans. Instrumental to this process was the collaborative effort in EDI to develop a mission and core values to guide interdepartmental supports. Regular updates on the work of the department were

provided to District leadership through the Assistant Superintendent of EDI and by the MASSD Director to the Superintendent's Academic Leadership Team (ALT). Electronic newsletters were also distributed district-wide.

2. Collaboration with Other Departments

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

Throughout the pandemic, the MASSD continued collaborations with Curriculum & Instruction partners including Counseling, CRPI, LAD, CTE, ALE, and MTSS¹. Contributing to the district's Social Emotional Learning (SEL) committee and Dropout Prevention and Graduation (DPG) committee afforded MASSD a space to collaborate in concerted efforts to respond to specific COVID-19 related issues. LAD collaboration continues through supporting ELD classroom teachers and students in remote learning. Additionally, the MASSD acts a liaison for parents and sites connecting to Meaningful Access.

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

¹ CRPI (Culturally Responsive Pedagogy & Instruction), LAD (Language Acquisition Department), CTE (Career & Technical Education), ALE (Advanced Learning Experiences), and MTSS (Multi-Tiered Systems of Support).

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

3. Collaboration for Parent and Family Engagement.

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

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

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

SY2020-21 marked the third year of implementation of the MASSD reorganization. The department continued development of new initiatives to serve the varied needs of Mexican American/Latino parents across the District. Reacting to pandemic concerns, the District responded with weekly parent support groups to assist in academic and social-emotional needs specifically initiated through participant feedback. Additionally, the MASSD hosted quarterly Superintendent Forums on remote learning through the District's Mexican American Parent Advisory Council, with invitations distributed district-wide to K-12 families. The Mexican American Parent Advisory Council continued to convene monthly over the course of the school year through a virtual meeting platform. Additional initiatives included

further expansion of College Academy for Parents six-week sessions offered virtually in partnership with the University of Arizona's Office of Early Academic Outreach. College Academy for Parents workshops were offered in both first and second semesters to promote District programs enhancing college and career readiness for K-8 families. MASSD staff adapted to COVID-19 restrictions by facilitating a virtual Mexican American Parent Leadership Institute designed to provide District and community resources for empowering participants as education advocates. All MASSD-initiated events were conducted in English and Spanish.

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

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

4. Student Services.

a. Asset-Based Student Services

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

Strategies to provide targeted support to Mexican American/Latinx students included: adapting to remote learning and virtual services; evaluating MASSD staff

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

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

During SY2020-21, the MASSD director assigned seven 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. Staff expertise derived from all program specialists holding a bachelor's degree or higher with bilingual proficiency in Spanish/English and with experience and skill sets aligned to assigned targeted areas. Capitalizing on this expertise, the District adapted to supporting the remote learning environment providing 13 sites daily or weekly services based on needs or initiatives in a MASSD targeted area. Program specialists established scheduled times for virtual site support in conjunction with district-wide collaborations to implement quarterly action plans.

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

b. Mentoring

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

The District continued mentoring supports remotely district-wide, with program specialists serving students both individually and in groups in relation to the targeted area assigned. Mentoring included academic, behavior, socio-emotional, and cultural identity supports. Adapting to the virtual environment, a program specialist designated in the targeted area of Academic Empowerment and Engagement provided consultations to certified teachers and site staff in culturally responsive strategies. Additionally, this program specialist coordinated with site MTSS teams to serve students directly via virtual platforms to increase academic outcomes given transitions of remotely learning. Academic supports included communicating with parents in Spanish and English on student progress, mentoring students in specific study skills and strategies, and connecting students to online tutoring opportunities offered by the site or District. The program specialist for Parent Outreach and Empowerment continued mentoring parents through weekly support groups online focusing on academic, social, and behavioral resources while collaborating with the College and Career Readiness program specialist to assist with post-secondary career preparation for students.

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

Continuation of the shift to an asset-based model of service concentrated mentoring by the department's classified staff to build on students' strengths despite COVID-19. In SY2020-21, MASSD college mentors facilitated virtual Drag academic mentoring as directed by the designated CRC classroom teacher to support students.

c. Tutoring

MASSD certified academic tutors implemented online tutoring supports as effective parent-initiated math intervention and enrichment in grades 3-8 in Saturday Academy and after school sessions. Middle school and high school online tutoring sessions were coordinated by MASSD staff in collaboration with UA Math Cats, given the demand for support in the content area with over 190 parents registering. In response, open virtual tutoring hours and appointments were provided for students district-wide. The department's program specialists referred students to existing virtual 21st Century tutoring programs or District and community resources for additional opportunities.

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

d. 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 virtually and in-person for Mexican American/Latinx students district-wide. Following the MTSS process, student referrals were made through the Student Equity

and Intervention Request for Service online form via the district's intranet portal. The MASSD behavior specialist consulted in MTSS teams, discipline hearings, and behavior plans. In SY 2020-21, the behavior specialist facilitated professional developments with AASSD staff and served on the district's Social Emotional Learning Committee.

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

e. Quarterly Discipline Review

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

f. Summer School and Summer Enrichment Programs

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

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

g. Multi-Tiered System of Supports

In SY2020-21, the MASSD program specialists supported site MTSS teams by providing site staff advice and resources on culturally responsive implementation strategies for students in need of intervention services. The behavior specialist and

AEE and SEBS program specialists provided student support through interventions. These staff also assisted with data gathering and parent communication and monitored student progress at assigned sites.

h. Student Equity Request for Services Form

Sites continued using the online Student Equity and Intervention Request for Service form for the District to maintain the protocol in initiating MASSD services from a program specialist in the areas of academic and behavioral support. The MASSD received and responded to 30 requests for services from ten sites during SY2020-21 through virtual environments.

5. Professional Development

Utilizing online video conferencing, the MASSD director and program coordinator facilitated trainings for MASSD staff in SY2020-21 through the department's professional learning community weekly gathering. Content centered on supporting student learning in the remote learning setting and enhancing services through virtual platforms. Trainings covered a range of topics, including social emotional support, substance prevention workshops for parents and students, FAFSA, DACA support, scholarship resources, mentoring, documentation, community building, culturally responsive practices, family and community outreach, and mandatory reporting.

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

B. Work With Community Partners.

During SY2020-21, the MASSD further advanced community partnerships through virtual environments to respond to the needs of the District's Hispanic/Latino students and families. A critical collaboration between the MASSD and with the We Are One | *Somos Uno* Immigrant Relief Fund successfully distributed \$1.25 million collectively from private donations to immigrants negatively impacted by the pandemic across the community. Over \$100,000 of the funding was allotted to the MASSD to identify and distribute to 186 families in the District who were excluded from federal and state pandemic relief. The partnership designated additional funds

to support families with rent assistance. Other responsive partners to the pandemic were All In Education and Expect More Arizona which requested support from the MASSD to conduct listening sessions held virtually in English and Spanish to better understand and address the students and their families. The District also partnered with the US Census Bureau to promote self-responses for greater apportionment in Pima County at a rate of 64 percent, the highest county recorded in the state of Arizona, with special recognition from the Bureau for the collaboration.

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

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

Continued collaboration with Arizona Association for Latino Administrators and Superintendents (AZALAS) involved the MASSD serving on the annual conference planning committee, supporting a cadre of Hispanic/Latino educators for on-going leadership training, recruiting administrators to attend a virtual and in-person conference for professional development, and co-presenting on building post-secondary partnerships.

Additionally, MASSD staff:

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

Latinx Advisory Council including its student advisory council member selection committee; and the City of Tucson's Chief Equity Officer assessment panel.

- coordinated community members from several organizations (e.g., Tucson City Council, Chicanos Por La Causa, AZ César Chávez Coalition, National Parks Services, and Amistades, Inc.) to engage with students as virtual guest speakers during the Mes de la Cultura and César E. Chávez Youth Leadership Month presentations district-wide; and
- participated in online collaborations including the LULAC (League of United Latin American Citizens) virtual summit, the Arizona School Boards Association's (ASBA) Virtual Equity Event, the Metropolitan Education Commission's Regional College Access Center Networking Group, the Pima County Community Youth Substance Misuse Prevention strategic planning process; and
- contributed expertise to community partners' resources and events inclusive of the School Social Work Association of Arizona's annual conference through a presentation on culturally responsive self-care and Expect More Arizona's blog providing remote learning strategies for parents.
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Other ongoing relationships included the City of Tucson's Ward 1, Ward 5 and Mayor's offices, Third Congressional District office, Nonviolence Legacy Project, Pima County Health Department, Tucson Hispanic Chamber of Commerce, La Frontera, Expect More Arizona, International Rescue Committee, Girl Scouts of Southern Arizona, National Park Service, Child and Family Resources, Inc., UnidosUS, Calpolli Teoxicalli, Southern Arizona AIDS Foundation, All In Education. When We All Vote, NALEO (National Association of Latino Elected Officials) Educational Fund, National Association of Multicultural Education (NAME), and National Association of Chicana/Chicano Studies.

C. Work With Local Colleges and Universities.

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

During SY2020-21, the MASSD moved to virtual collaborations with in-state universities and colleges to support higher education opportunities, mentoring, and college and career readiness for the District's Mexican American/Latino students.

- University of Arizona (UA): To better inform the District on the impact of the pandemic, the MASSD partnered with the Norton School of Family & Consumer Sciences and Mexican American Studies through the *Hijos* (Children) Project to survey parents and adolescents on experiences during COVID-19 with 103 TUSD families responding. Expansion of a partnership with the College of Humanities Department of Spanish & Portuguese resulted in two new interns providing student support, and the development of an initiative to coordinate class presentations on transnational student college opportunities. Due to pandemic restrictions, the EachONE TeachONE Grow Your Own program, a collaboration initiated by the MASSD with Career and Technical Education (CTE) and UA College of Education, was postponed, with this year focused on recruitment efforts for the SY2021-22 to mentor high school students in teacher preparation. A new partnership with the UA Department of Geosciences is anticipating grant approval from the National Science Foundation CAREER program. Collaboration with Hispanic Serving Institution (HSI) Initiatives ushered in Outreach FAMILIA (Forwarding Academic Mechanisms Integral to Learning In the Academy), a Title V grant, to increase access to college-going preparedness at Pueblo, Rincon, and Catalina. Further evidence of a strong partnership, the MASSD was invited to serve on the Adalberto & Ana Guerrero Student Center director search committee.
 - Presented at the College of Education Teaching, Learning, and Sociocultural Studies Colloquy on culturally responsive healing-centered practices in education.
 - Continued partnerships included: the Frances McClelland Institute for Children, Youth, and Families for parent workshops; the UA WordCats/MathCats for online tutoring; and Project SOAR (Student Outreach for Access & Resiliency) for virtual mentoring.
 - Other UA partners connected to the MASSD include the Office of Diversity and Inclusion, College of Law, Immigrant Student Resource Center, Confluence Center for Creative Inquiry, Women and Gender Resource Center, Gamma Alpha Omega Sorority, College of Education, STEM RISE Arizona, WISE (Women in Science and Engineering) Athletics Department, Office of the Assistant Vice Provost of HSI (Hispanic Serving Institution) Initiatives, and Honors College.
 - In addition, the MASSD recruited UA students through the College of Education and Mexican American Studies as college mentors. The newly appointed director of the Adalberto & Ana Guerrero Student Center and the MASSD director presented a plan to administrators statewide on how to further bridge a partnership for K-20 academic success at the Arizona Association of Latino Administrators and Superintendents (AZALAS) Summer Conference in June. The MASSD

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

- Arizona State University (ASU) and Northern Arizona University (NAU): With in-person field trips on hold due to health restrictions, MASSD staff utilized virtual tour tools to expose students to campuses. The MASSD continued collaboration with the ASU Library's Chicano/Research Collection through webinars.
- Pima Community College (PCC): With an opportunity to connect to students and parents district-wide, the Immigrant & Refugees Services Center presented at the Adelante Parent & Youth Leadership conference, Mexican American Parent Advisory Council, and the Mexican American Parent Leadership Institute. The MASSD invited the Student Financial Aid department to present at the Mexican American Parent Leadership Institute as well. PCC Mexican American Studies students recruited in CRC classrooms capitalizing on the use of virtual platforms to increase ethnic studies enrollment. Additionally, a partnership with the Dual Enrollment department is exploring advancing MAS course opportunities for college credit with CRPI. Continued partnerships with various PCC offices, include Admissions & Recruitment; Ethnic, Gender & Transborder Studies, Upward Bound and Talent Search, and Adult Basic Education for College & Career.
- Grand Canyon University (GCU): The MASSD included GCU in the Adelante Parent & Youth Leadership conference virtual resource fair to inform participants of specialized programs.
- Universidad de Sonora (US) and Universidad Nacional Autónoma de México (UNAM): To inform transnational students and parents of post-secondary educational opportunities available, the MASSD capitalized on a partnership with Mexican institutions, US and UNAM. The District provided CRC classroom workshops and parent advisory presentations throughout the year.

II. Assessment, Evaluation and Updated Plans.

This year's operating plan called for an annual assessment, evaluation, and update to the department's Operating Plan and Strategic Plan. Department personnel convened in a series of meetings within the department and with other EDI departments this spring and summer to conduct the assessment and revise the plans. The resulting SY2021-22 Operating Plan (including ELL Addendum), and Five Year Strategic Plan, are attached hereto as Exhibits 1 and 2.

EXHIBIT 1

Mexican American Student Services Department
Operating Plan for SY2021-22

This Operating Plan describes the planned operations for the Mexican American Student Services Departments (“MASSD”) for SY2021-22. It reflects the reorganization of the MASSD pursuant to the reorganization plan established in SY2018-19, as modified in response to recommendations and directives from the advisory committee, the Special Master and the Court. This Operating Plan includes specific directions set out in the Court’s most recent order (ECF 2508), and further enhancement of institutional equitable practices in the District.

This Operating Plan presents a narrative description of (a) the support services for Mexican American students to be provided by the MASSD staff, (b) activities performed by staff identified as academic, behavioral or outreach, and (c) the department’s role in services as primary or supplementary. The plan also sets out the qualifications for each position, and recruitment, training and retention.

I. Overview

MASSD is committed to improving the academic achievement and educational outcomes of Mexican American/Latino students (inclusive of students identified as ELLs) through a comprehensive asset-based approach to student services integrated with culturally responsive practices for growth and advocacy. An asset-based approach embraces and builds upon students’ and their families’ strengths, potential, culture/linguistic background, experiences, knowledge, and skills. Students and parents bring “funds of knowledge” from their community and homes to utilize at every level of the educational experience to further a commitment to equity and improved academic achievement in TUSD. The provision of support services for students, parents, administrators, and teachers in TUSD is foundational to the efficacy of research-based practices centered on increasing student success in school and enhancing academic achievement. Advancement of a wide range of services targeted to Mexican American/Latino students and parents fosters intentional equitable access and advocacy through an asset-based approach. This approach of support services for students, parents, administrators, and teachers further commits TUSD to equity at every level of the educational experience.

The following table summarizes MASSD staffing for SY2021-22, based on the reorganization plan initiated in SY2018-19 and as modified since then:

| FTE | Position |
|-----|--|
| 1 | Director |
| | |
| 1 | Program Coordinator |
| 1 | Administrative Assistant |
| 1 | Behavior Specialist |
| | |
| 1 | Program Specialist-Parent Outreach and Empowerment |
| 1 | Program Specialist-College and Career Readiness |
| 1 | Program Specialist-ALE Recruitment and Retention |

| | |
|---|--|
| 2 | Program Specialist-Academic Empowerment and Engagement |
| 1 | Program Specialist-Community Outreach |
| 1 | Program Specialist-Social-Emotional & Behavioral Support |
| 1 | Program Specialist- CRC Collaboration & Support |
| | |
| 5 | 10 Part-time College Mentor positions |
| | Total FTEs: 17 |
| | 7 Added duty certified academic tutors |

MASSD provides a core function of the District: targeted, culturally responsive student support designed to improve academic achievement and behavioral outcomes specifically for Mexican American/Latino students with bilingual staff. It is the analog of other similar departments at TUSD which improve outcomes for other student groups.

The following MASSD goals summarize the intentional intersections that drive collaborations with other District departments:

- Focusing on an asset-based approach support model in developing and executing services aimed at improving the academic and educational outcomes of Mexican American/Latino students, inclusive of students identified as English Language Learners (ELL);
- Integrating culturally responsive practices for growth and advocacy through collaboration with the Culturally Responsive Pedagogy & Instruction Department (CRPID);
- Identifying and responding promptly to systemic patterns hindering academic success (i.e. absences, behavior, social needs, etc.) based on cultural/linguistic background;
- Operating within the parameters of the District's MTSS system, with MTSS having a gatekeeping role for the delivery of direct student services for at risk Mexican American students, including ELL students
- Utilizing the District's integrated system of student and school data (Evidence Based Accountability System or EBAS) to monitor progress and respond with appropriate changes to improve academic achievement and support services;
- Collaborating with sites, departments, and leaders to formulate sustainable and systemic remedies;
- Utilizing Advancement Via Individual Determination (AVID) strategies and models to support Culturally Relevant Curriculum (CRC) classrooms to reduce/eliminate the participation gap and increase college readiness;
- Developing positive, empowering relationships based on respect and affirmation of the cultural/linguistic backgrounds of families through partnerships with District and community resources.

II. Organization

The organization of MASSD incorporates research-based practices using an asset-based systemic approach in its delivery of services. The organization, as explained in more detail in the MASSD Reorganization Plan, reflects a strategy to capitalize on TUSD students' and families' strengths, as well as trained and committed MASSD staff.

The MASSD Operations Plan calls for integrated comprehensive support services that move away from a deficit-based direct-services model and shift to an asset-based approach using program specialists, which is designed to positively impact student achievement and behavior district-wide with a more effective use of resources. To the extent that department staff provide services to individual students, they operate within the parameters of the District's MTSS system, with MTSS having a gatekeeping role for the delivery of direct student services for at risk Mexican American students, including ELL students

MASSD is led by a director and a program coordinator, with significant participation from an administrative assistant. In addition, key staff positions include eight program specialists, each of whom has a targeted area with duties in alignment with the reorganization plan. The department also has a behavioral specialist, with a full-time caseload of students for whom culturally responsive behavioral interventions are appropriate as well as supports professional development districtwide. The department allocates for seven certified TUSD teachers, on a part-time basis as added duty, to conduct tutoring on Saturday mornings for students in grades 3-8. Finally, the department employs ten college students on a part-time basis to serve as college mentors in culturally relevant courses. A narrative explanation of the services provided through each of the key positions is set out below.

A. Director

The MASSD is led by a director to strategically lead in the planning, development, implementation and evaluation of programmatic strategies to meet the vision, mission, and goals of the department. The director is responsible for establishing a system to plan and oversee implementation of specific strategies to improve academic achievement of Mexican American/Latino students including direct student services, mentoring, increasing student retention, and college-going rates. To support the District's equitable practices, the director (a) consults departments, schools, and community partners to address issues related to serving Mexican American/Latino students and families, (b) develops community partnerships including advocacy organizations, local colleges, and universities, (c) implements culturally responsive programs and monitors District activities to benefit Mexican American/Latino students. The Director is responsible for providing regular updates to the superintendent, governing board and community. Through annual meetings with the Assistant Superintendent for Equity, Diversity, and Inclusiveness (EDI) the Director assesses services, outcomes, and develops improvements for the following year to determine operational changes as needed. In order to effectively support English Learners (ELs), quarterly collaboration with the Directors of the Language Acquisition Department, Family and Community Engagement (FACE) and Refugee Student Services provides input for program adjustments in alignment with the MASSD strategic plan.

B. Program Coordinator

The Program Coordinator supports and works with the Director in the implementation of programmatic strategies to improve Mexican American/Latino student achievement and educational outcomes. In this role, the Program Coordinator specifically (a) develops and disseminates department Spanish/English bilingual promotional materials on college & career readiness, Advanced Learning Experiences (ALE) offerings, credit recovery opportunities, social

development, and community partnerships targeting Mexican American/Latino families districtwide, (b) collaborates with District and community resources as a department liaison for student and parent advocacy, (c) analyzes districtwide and department data to target support strategies for students, parents, and sites, (d) provides consultations, trainings, and evaluations for academic and social/behavioral interventions.

Support of the department as Program Coordinator fosters advocacy for Mexican American/Latino students and families for effective culturally responsive services and equitable practices that are in place at all organizational levels in the District. The program coordinators of the Student Services departments consistently collaborate in a professional learning community (PLC) to address aligning supports including those targeting ELs and families with home languages other than English.

The work of the Program Coordinator is designed to monitor, support and improve academic and behavior outcomes for Mexican American students, and Mexican American ELL students. It is generally both academic and behavioral supportive tasks. The program coordinator provides a level of advocacy and support beyond what schools can offer to targeted students where the cultural familiarity and experience of the MASSD team is likely to be effective in improving academic outcomes.

C. Program Specialists

MASSD has eight program specialists. Each program specialist is assigned to provide support services in a targeted area at an identified site. The schools are selected by the department each year for support in a targeted area: Academic Empowerment & Engagement, Family Outreach & Empowerment, College & Career Readiness, Social-Emotional & Behavioral Support, ALE Recruitment & Retention, CRC Collaboration & Support, and Community Outreach. All program specialists hold a bachelor's degree or higher with bilingual proficiency in Spanish/English. In sharp contrast to the staffing of the previous iterations of the MASSD, several program specialists possess a Master's degree in a relevant area and are pursuing doctoral degrees.

With a high level of staff expertise, the director determines schools for weekly on-site support based on the following data points: school MTSS team requests and identifies students at risk, student demographics, discipline, District assessments, school quality surveys, state letter grades, and site need for the MASSD targeted area. Program specialists schedule weekly site support aligned to quarterly action plans providing districtwide implementation in collaboration with the Family and Community Engagement (FACE) department for parent engagement of Mexican American/Latino students and families including English Learners in need of additional supports.

Program specialists provide services as partners with site and District staff. The shift to asset-based approach services expands the scope of districtwide initiatives targeting Mexican American/Latino students. This expansion requires program specialists to serve multiple sites in targeted areas of support as needed through both direct and indirect services. Beyond identified schools, any school or department can request assistance with the resources and expertise of the

MASSD to promote the targeted areas. Once the department receives such a request, this is assigned to one of the program specialists as related to their role by the Director.

These services include academic, behavioral and outreach elements. They are supplemental to the services provided by the school's academic, behavioral, and family engagement staff.

In addition to support at identified schools, each program specialist has a districtwide scope of duties in a particular programmatic area which serves as the predominate focus of the position. Each is described below.

1. Parent Outreach & Empowerment.

This program specialist conducts and coordinates direct outreach to families of students for MASSD programs and initiatives, including recruiting for and facilitating the Mexican American Parent Advisory Council and the Mexican American/Latino Parent Institute to improve inclusion in the District's decision-making process. Parent outreach is done through multiple channels, depending on the circumstances, including personal meetings, telephone calls, mailings, and ParentLink communications. This program specialist also supplies content regarding MASSD programs and initiatives directly to schools and to the FACE department for inclusion in outreach and informational channels by those organizations.

This program specialist also conducts or coordinates outreach to Mexican American/Latino families for other departments, such as the Language Acquisition Department, the Magnet Department, the CTE Department, the ALE Department, and the FACE Department, either to promote attendance at events sponsored by those departments, or for direct targeted outreach to families (such as families of ELL students). This program specialist also works with other departments to ensure that programs intended to reach, and communications to, Mexican American/Latino families are culturally relevant.

A focus for this program specialist includes development and facilitation of bilingual (Spanish/English) empowerment trainings with FACE staff and site community liaisons to increase Mexican American/Latino parent participation in site councils, PTAs, SCPC, and Governing Board meetings. These workshops are given at school sites and the Family Centers, with the FACE Department supplying facilities (if at the Family Centers), transportation and child care.

The outreach services described above are supportive and/or additional tasks.

This program specialist also meets with other departments in an advocacy role to ensure the specific interests of Mexican American/Latino students and families are considered, including the Language Acquisition Department, Exceptional Education, and Curriculum and Instruction. These services are supportive, and may include academic, behavioral and outreach elements.

Finally, this program specialist provides support for districtwide events through conferences, presentations, resource fairs, and webinars to promote parent empowerment and knowledge of District and community opportunities (e.g. ALE, citizenship, open enrollment, dual

language, family resource centers, higher education, and specific department programs). These services are supportive and are outreach in nature.

2. College & Career Readiness.

The College and Career Readiness program specialist (a) promotes and attends district-wide events sponsored by the District Counseling department on college and career readiness (including College Fairs, FAFSA/Scholarship Nights and similar events), to inform Mexican American/Latino students and families about culturally relevant college and career resources, (b) works with the Counseling department and site-based College & Career Coordinators to develop culturally relevant informational materials in English and Spanish on college and career issues for distribution through schools, Family Resource Centers, and at special events, (c) organizes and conducts college tours of the three state universities for Mexican American/Latino students, focusing on culturally relevant aspects of college life and study, (d) prepares and sends out a monthly scholarship newsletter regarding scholarship opportunities and requirements, (e) promotes college credit opportunities (dual enrollment, community campus, etc.) for Mexican American/Latino students and families, (f) collaborates with the University of Arizona Office of Early Academic Outreach, Office of Admissions & Recruitment, and Guerrero Student Resource Center for site Parent Encuentros and other events, (g) works with the CTE department to promote District career and technology education programs including Innovation Tech High School, to students and parents to increase exposure to multiple career options and certifications, and (h) coordinates the Adelante Parent & Youth Leadership Conference to promote K-12 college preparedness.

This program specialist also works with partners (a) to develop college & career fairs for students and parents with sites, college, and community collaborators, (b) to connect resources to students who are undocumented to increase the number of first-generation students attending college regardless of status, and (c) collaborates with local non-profit organizations including the Metropolitan Education Commission and Scholarships A-Z.

These services are outreach in nature, and are either supportive or additional, as described.

3. ALE Recruitment & Retention.

The ALE Recruitment and Retention program specialist works to develop, improve and promote parental awareness of the benefits and availability of educationally opportunities for gifted/talented/creative children in Mexican American/Latino families. This occurs through direct outreach to families, and through participation in District and department events which Mexican/American students and families attend. These outreach activities are supportive and/or additional.

The ALE Recruitment and Retention program specialist also identifies and recruits specific Mexican American/Latino students, including ELL students, for enrollment in ALE programs. This specialist (a) coordinates family outreach regarding ALE courses, including use of the AP Potential lists supplied by the ALE Department (based on PSAT testing results); (b) conducts

workshops for Mexican American/Latino families on the benefits of various ALE opportunities; (c) attends district events promoting ALE programs to inform Mexican American/Latino parents and families on ALE benefits; (d) works with ALE and Curriculum & Instruction to assist in the initiation of CR ALE courses and teacher professional development, (e) serves as a liaison to the AVID program coordinator to advocate and represent the Mexican American/Latino student interests in AVID development and deployment, (f) and promotes enrollment and retention of Mexican American/Latino students University High School, Pueblo High School College Preparatory Academy, the Cholla High School International Baccalaureate Program, and dual enrollment districtwide. These are additional, outreach tasks.

The ALE Recruitment and Retention program specialist works with ALE staff to develop and implement strategies to support successful completion of ALEs by Mexican American/ Latino students. The ALE Program Specialist monitors districtwide patterns of Mexican American/Latino participation in ALEs to adjust recruitment and retention strategies. These are supportive, academic tasks.

This program specialist also engages with the UA College of Law to build mentor opportunities for AVID, AP, and CRC students at multiple school sites. At UHS, the program specialist assists the site counseling department with direct outreach, and helps mentor students needing culturally responsive assistance and advocacy to increase retention of Mexican American/Latino students. These are additional academic tasks.

4. CRC Collaboration & Support

The CRC Collaboration and Support program specialist serves as an additional resource for conducting culturally relevant professional learning, reviews, critiques, and provides recommendations for curriculum, and presents workshops at District conferences (i.e., Summer Institute for Culturally Responsive Education, Equity, Diversity, and Inclusiveness conference, and the Multicultural Symposium). These are supportive, academic tasks.

In addition, the CRC Collaboration and Support program specialist (a) trains, coordinates scheduling for, and monitors the CRC College Mentor program for the department, (b) coordinates guest speaker presentations in CR courses from community and college resources to provide multiple perspectives from diverse role models, (c) organizes field trips targeted for CR courses to provide exposure to multiple opportunities in the community, (d) develops opportunities for community, parent, and student input to make recommendations regarding CR practices to increase effectiveness, and (e) provides family outreach to support and promote the CRC Parent Encuentros in partnership with the CRPI Department at designated sites.

Adapting to virtual learning environments this program specialist position also (a) creates the department E-newsletter in English and Spanish, (b) instructs bilingual online and in-person parent workshops and classes on relevant District technology platforms such as Synergy use, (c) promotes STEM events and enrichments targeting Mexican American/Latino students with community partners, and (d) monitors and responds to digital equity concerns and issues. Additionally, this program specialist facilitates a STEM enrichment program sponsored by MASSD, TECHNOLOChicas, to extend learning opportunities in critical career areas lacking

strong Mexican American/Latino representation targeting CRC classrooms for participants. This program specialist support a grow-your-own program, EachONE TeachONE, through a partnership with UA College of Education and CTE targeting Latino high school students who may be interested in becoming teachers of CR classes. The program includes a college community class in education, developed in collaboration with the UA College of Education and the Mexican American Studies Department, and taught by another MASSD program specialist. These are additional academic and outreach tasks.

5. & 6. Academic Empowerment & Engagement

MASSD allocates for two Academic Empowerment and Engagement program specialists in this role, both with certified teaching experience. This position provides direct services to students, inclusive of ELs, academic interventions in adherence to the District's MTSS process. On a districtwide basis, the Academic Empowerment & Engagement program specialist coaches and models instruction for teachers who may benefit from culturally responsive teaching strategies, mentors teachers and students, and works with principals to increase engagement, all to improve culturally responsive instruction. They also serve as part of the culturally responsive professional learning team, and support organization of the Saturday Academies which provide bilingual tutoring in math and ELA. These are supportive academic tasks.

The program specialist facilitates a student to teacher mentor program targeting middle & high school Mexican American/Latino students who are interested in pursuing education as a career to develop an educational pipeline. This program specialist teaches the grow-your-own education course (EachONE TeachONE) developed in partnership with the University of Arizona College of Education and CTE and supports the Saturday Academies facilitated by MASSD. This allows the grow-your-own high school students to assist in the Saturday Academies as an observational lab setting for experience in culturally relevant teaching as well as facilitate model lessons in partnering elementary classrooms. This is an additional academic task.

In addition, working with identified lower 25% student populations referred through MTSS, the program specialist (a) tracks individual student progress to evaluate effectiveness of academic interventions, (b) conduct individual academic mentoring for students, (c) consult targeted MTSS teams in academic interventions utilizing asset-based strategies, and (d) facilitate the development of academic goals with site staff, students, and parents. Assisting sites with ELs is a priority with integrating supports to ensure an asset-based approach in classrooms. These are supportive and/or additional academic tasks.

This program specialist organizes skills building and enrichment opportunities for students including coordinating student empowerment conferences to develop academic and cultural identity. These are additional academic tasks.

7. Community Outreach.

The Community Outreach program specialist coordinates with other district departments sponsoring events or information sessions, (a) to make sure that MASSD is represented at those events (with guest speakers or resource tables, as appropriate), and (b) to identify and bring in

organizations and individuals from the Mexican American/Latino community as participants at the events. This includes working with the University of Arizona on the ¡Adelante! Parent & Youth Leadership Conference and Pima Community College for Parent University while coordinating participation by other District departments for resource fairs.

The Community Outreach program specialist maintains and develops partnerships with community resources and agencies (e.g. League of United Latin American Citizens, AZ César Chávez Holiday Coalition, Amistades, Child & Family Resources, Chicanos Por La Causa, Tucson Parks & Rec, UnidosUS) to increase access to educational opportunities. When there are events sponsored by organizations in the Mexican American/Latino community, the program specialist will coordinate participation by various district departments and staff.

The Community Outreach program specialist (a) recruits community leaders to facilitate student mentoring program, (b) researches, writes, and monitors grants for additional funding sources, (c) maintains continuing relationships with the UA Mexican American Studies Department, the Adalberto & Ana Guerrero Student Center, College of Education, student organizations, and alumni association, (d) develops and promotes citizenship workshops with community partners (e.g. DACA resources, NALEO, All in Education, Tucson Citizenship Campaign, International Rescue Committee, etc.), and (e) coordinates district-wide presentations by guest speakers (e.g. César Chávez Month, Mexican American Heritage Month/Mes de la Cultura, Segundo de Febrero Commemoration, Center for Biological Diversity, UA Honors College, etc.).

The Community Outreach program specialist coordinates the District's relationship with University of Arizona mentors through Project SOAR (Student Outreach for Access & Resiliency), the College of Humanities Spanish Department, and the College of Education. The Community Outreach program specialist also coordinates District student participation in annual youth leadership conferences, Camp Invention, Kids College as well as art contests for Mes de la Cultura and César Chávez Month. These tasks are generally additional outreach tasks.

8. Social-Emotional & Behavioral Support

The Social-Emotional & Behavioral Support program specialist, facilitates and supports the creation and maintenance of mentoring groups for Mexican American/Latino students to deal with common emotional and behavioral challenges, including the development of curriculum and training for school staff to support these groups on an ongoing basis. This program specialist works with RPPFs and school behavioral teams, providing informal support and more formal professional learning on culturally responsive strategies for dealing with behavior issues, along with culturally responsive behavioral coaching for both school site staff and students. The program specialist emphasizes the importance of culturally relevant two-way communication with families about behavioral issues and plans in their primary language. These are additional behavioral tasks.

The Social-Emotional & Behavioral Support program specialist also manages the partnership with the Pima County Prevention Coalition, providing substance abuse prevention training for parents, school staff, and students, again at school sites and the Family Centers. More generally, the program specialist coordinates professional learning in social and behavior advocacy

(e.g. violence prevention and substance abuse services, mental health, identity, ACEs, trauma-informed practices, social/historical trauma). The Social-Emotional & Behavioral Support program specialist provides workshops and resources on bullying, harassment, and family/relationship violence for Mexican American/Latino parents, through the Family Centers. These are generally additional behavioral tasks, with some elements of supportive tasks.

The Social-Emotional & Behavioral Support program specialist attends discipline hearings/suspensions for Mexican American/Latino students if requested, advocates for culturally relevant awareness, context and fairness in the process, and communicates with students and parents about the process and outcomes in the primary home language. These are supplemental behavioral tasks. The program specialist cooperates with departments and agencies to provide support for Youth On Their Own students in foster care, and those identified as refugee status. The program specialist supports LGBTQ youth leadership and engagement programs at sites. These are additional behavioral tasks.

D. Behavioral Specialist

The MASSD Behavioral Specialist works with school behavioral teams on request by either the school, parent or the student, for collaboration on Tier 2 and Tier 3 behavioral interventions. In each instance, the Behavior Specialist consults the school's behavioral team in the development of an individual behavior plan, an integrated set of culturally informed and appropriate behavioral interventions designed to prevent or reduce the incidence of discipline for each high-risk student. The Behavior Specialist also coordinates with the MTSS team to ensure that any ongoing academic interventions are consistent with the behavior plan.

The Behavior Specialist monitors the implementation of the behavior plan for each student. In many instances, the behavior specialist delivers Tier 3 behavioral interventions identified by the plan, as an adjunct or additional resource to the school's behavioral team. The Behavior Specialist may also coordinate access to other intervention resources beyond the normal reach of the school, including mentoring and community organizations with whom the department has developed a working relationship. If applicable, the Behavioral Specialist may also work directly with a court probation officer in identifying school behavior interventions that may serve as conditions of probation, such as mentoring, social-emotional learning, or "check-in, check-out" procedures.

An important element of the behavior specialists' work is two-way communication with the student's family both to keep the family informed of the plan, progress, and setbacks, but also to learn from the family (a) information that may bear on the behavior issues and the behavior plan, and (b) how the school and the District can support the family in dealing with the behavior issues. The Behavior Specialists' familiarity and experience with Mexican American/Latino cultural elements is a key aspect of building the trust needed for a cooperative relationship between the school and the family in dealing with behavioral issues.

The Behavioral Specialist position requires a Bachelor's degree or higher and experience with student discipline in primary and secondary education. These are supplemental behavioral tasks providing advocacy for Spanish language support for ELs and their parents from the department as needed.

E. Certified Academic Tutors (part-time)

MASSD employs current TUSD certified teachers as added duty to serve as tutors for math and ELA interventions and enrichments for students in grades 3-5 and middle school in three hour in-person sessions on Saturday mornings or via virtual sessions, to provide an additional, culturally responsive, bilingual resource beyond site-based before or after school tutoring. Tutors follow the District curriculum maps, utilize benchmark data to inform instruction, coordinate with classroom teachers on student progress and needs, and communicate student progress to parents at the end of the session. These are supplemental, academic tasks at the request of families leading educational decisions for their students.

F. College Mentors (10 part-time)

MASSD college mentors develop authentic, caring relationships as college role models in designated CRC classrooms to increase Mexican American/Latino student academic achievement. They facilitate academic strategies (e.g. AVID) through in-class support in targeted CRC classrooms under the supervision and direction of the CRC teacher, model higher-level thinking and inquiry learning through culturally responsive strategies for students, coordinate opportunities for students to develop cultural identity utilizing college and community partnerships, and mentor students through the completion of college eligibility requirements and the enrollment process. These are additional academic tasks.

Other supports include mentoring students before and after school, including facilitating a DACA support group at Rincon High School and Catalina High School for incoming students who are acclimating to high school in the U.S., positive/healthy masculinity middle school boys' groups, and cultural identity building groups such as MEChA and Latinx Leadership clubs. College mentors also serve as ambassadors at department hosted events. These are additional outreach tasks.

III. Recruitment, Training, and Retention

The District utilizes one or more of the following previously-successful methods to recruit, train, and retain individuals in these positions as appropriate for each position:

A. Recruitment:

- Direct recruitment of qualified In-District candidates with experience and knowledge of resources for advocacy
- Host Open House events, participate at community events tabling, and recruit at District job fairs inviting potential candidates
- Collaborate with UA Departments to recruit qualified candidates with skills and knowledge of the needs of Mexican American students and the Mexican American community
- Advertise via community partner outlets: social media, job networks, events
- National advertising via social networks, bulletins, social media

- Expert panel referrals of candidates
- Presentations at relevant University of Arizona student centers
- Invitations to qualified candidates who previously applied for or held related positions

B. Training:

- District department trainings led by directors and program coordinators (ALE, CTE, FACE, LAD, GATE, CRPID)
- Mentoring by identified In-District resources in the assigned focus area
- Coaching by the MASSD Director and Program Coordinator
- Job shadowing of In-District staff and community partners essential to focus area assignment
- Professional Development in the job-related areas including: culturally responsive practices for services, trauma-informed educational settings, college preparation from local non-profits and higher education institutions, AVID strategies, grief counseling, ACEs (Adverse Childhood Experiences), funds of knowledge, direct academic interventions, etc.

C. Retention:

- Foster ownership of Program Specialist position through development of Action Plans
- Ongoing training to further develop competency
- Follow-up and reflection of practices with the MASSD Director and Program Coordinator
- Weekly collaboration with peers in professional learning communities
- Community building retreats in alignment to mission and goals
- Effective communication of position expectations
- Quarterly staff feedback for adjustments to strategic plan

IV. Operations and Anticipated Outcomes

The organization of individual positions and associated tasks and assignments form a framework for achieving the MASSD's overall operations goals and strategies described above. The following summarize the operations the District undertakes to achieve those goals:

- Implement asset-based support services integrated with culturally responsive strategies to improve student achievement & educational outcomes.
- Implement a systemic approach of support for administrators and teachers to incorporate asset-based and culturally responsive strategies within all facets of Mexican American/Latino students' educational experiences in TUSD.
- Represent the interests of Mexican American/Latino students and parents in District decision-making.
- Expand extensive, integrated, collaborative partnerships at the local, state, and national level to support MASSD goals.

- Foster Mexican American/Latino parent engagement in collaboration with FACE, site administrators, the CRPID, and District Leadership.
- Operate within the parameters of the District's MTSS system, with MTSS having a gatekeeping role for the delivery of direct student services for at risk Mexican American students, including ELL students, and monitor academic success indicators for Mexican American/Latino students district-wide to recommend interventions as needed.
- Target Culturally Relevant Curriculum (CRC) classrooms to utilize AVID (Advancement Via Individual Determination) strategies to build positive, trusting relationships for students' academic and social support.
- Utilize EBAS to regularly review the effectiveness of the MASSD organization, positions, plan, and operations to determine effectiveness and potential revisions to services and plans for individual students and to the overall operation of the MASSD.

In undertaking these operations and collaborating with other District departments, the MASSD anticipates the following improvements in MASSD operations and Mexican American/Latino student success:

By implementing asset-based support services integrated with culturally responsive strategies to improve academic student achievement and educational outcomes for Mexican American/Latino students, the District anticipates an increase in the number of Mexican American/Latino students identified for ALEs, an increase in the number of Mexican American/Latino students receiving direct asset-based support services, and an increase in the academic proficiency of Mexican American/Latino students.

By developing a systemic approach of support for administrators and teachers to incorporate asset-based and culturally responsive strategies within all facets of Mexican American/Latino students' educational experiences in TUSD, the District anticipates a decrease in the attrition of Mexican American/Latino students prior to graduation and a decrease in student discipline referrals for Mexican American/Latino students.

By focusing on the interests of Mexican American/Latino students' and parents' in District decision-making, the District anticipates an increase in the number of Mexican American/Latino parents participating in site and District decision-making bodies, and an increase in participation of a districtwide Mexican American/Latino parent advisory council.

By expanding collaborative partnerships at the local, state, and national level to support MASSD goals, the District anticipates an increase in effective resources to support Mexican American/Latino students and families, an increase in highly qualified Mexican American/Latino teachers, and an increase in available qualified College Mentors to support middle and high school students in designated CRC classrooms.

By fostering Mexican American/Latino parent engagement in collaboration with Family and Community Engagement (FACE), site administrators, the CRPID, and District Leadership, the District anticipates improved academic success for Mexican American/Latino students based on improved relationships with and direct and regular participation from Mexican American/Latino families in students' academics.

By monitoring academic success indicators for Mexican American/Latino students districtwide and recommending interventions and enrichments as needed and useful, the District anticipates increased and specified support services for Mexican American/Latino students, and improved academic performance and reduced discipline for Mexican American/Latino students.

By targeting CRC classrooms to utilize AVID strategies to build positive, trusting relationships for students' academic and social support, the District anticipates that its Mexican American/Latino students will improve their views of and relationships with teachers and staff that will serve to help students improve their overall academic success.

Data Driven Progress Monitoring

Centrally, the MASSD regularly assesses and evaluates the effectiveness of this plan by utilizing TUSD data systems (including Synergy, SchoolCity and other data systems) to monitor and analyze student academic, social, and behavior needs (e.g. site discipline trends, benchmark data, attendance rates, etc.) on a quarterly basis. Ongoing monitoring and assessment determine the effectiveness of support services provided to each student. Ongoing data monitoring also determines the efficacy of the MASSD Plan and MASSD positions and their alignment with job responsibilities and effective support services. Modifications and adjustments in support services and in districtwide initiatives, projects, and site support occur regularly based on data, goals, and information. The MASSD works closely with the EDI research project manager to identify appropriate progress monitoring measurements with assistance from the Assessment and Program Evaluation Department to analyze qualitative and quantitative data on a regular basis, including academic, attendance, discipline, graduation, and related data. The MASSD also collaborates with the Technology Services Department and the MTSS Coordinator to review and analyze the data, to allocate support resources, target interventions, measure effectiveness and impact, and to design and provide training.

On an annual basis in the late winter or early spring of each year, MASSD staff meet as a group, and with the Assistant Superintendent of Equity, Diversity, and Inclusiveness to assess the support services, outcomes, areas for improvement, and to consider operational changes for the following year. This annual assessment coordinates with the broader TUSD budgeting process, so that changes and reallocation of assets and positions can be worked into both the Operating Plan for the following year, and annual budget request.

Work With Other Departments Providing Services to Mexican American/Latino Students.

The position-by-position narrative above, particularly those of the program director and the program specialists sets out the other departments with which the MASSD interacts, and the other departments that provide services to Mexican American/Latino students. A number of these

departments have their own plans. A listing of other departments which participate in providing services to Mexican American/Latino students, and plans under which services are provided to Mexican American/Latino students, is set out below.

A. Departments

1. School Site MTSS Teams. The MASSD works closely with the school site MTSS teams, with the MTSS teams serving as gatekeepers, to identify students for additional academic and behavioral support and intervention by staff of the MASSD. Additionally, collaboration with District level MTSS leadership provides for MASSD staff trainings and dissemination of information to MTSS site facilitators.

2. Student Relations and School Site Discipline Teams. The MASSD, and particularly its social emotional & behavior support program specialist in concert with its behavioral specialist, work directly with the Student Relations department to review and monitor discipline data to identify trends and developments in which the culturally relevant resources of the MASSD may be of assistance, either on a consulting or advocacy basis. Both teams collaborate to serve sites as additional support in restorative practices mediations

3. ALE Department and AVID Programs. The MASSD's program specialist works with the ALE department and the AVID program to monitor, evaluate, and improve educational opportunities targeting Mexican American/Latino students. Quarterly collaborations review District enrollment and enhance strategies for student success. AVID program staff directly train MASSD staff in tutoring supports. Reciprocal trainings and consultations in culturally responsive strategies are provided by the MASSD. Quarterly events hosted by the MASSD include ALE and AVID staff for workshops and/or informational resource fairs.

4. Family and Community Engagement Department. In support of the activities described in the FACE Plan, the MASSD uses the services and facilities of the FACE Department for parent workshops addressing social-emotional support, college and career readiness, and other related parent education workshops. The MASSD coordinates direct outreach (via telephone, home visits, e-mail, ParentLink, and other channels) to families of Mexican American/Latino students, in response to particular requests from the FACE Department regarding other events and workshops at schools and the family centers. The FACE Department staff support recruitment efforts for the Mexican American Parent Advisory Council and other parent leadership initiatives coordinated by the MASSD.. The MASSD collaborates with Family Resource Center staff and site community liaisons to facilitate distribution of resources and relevant information to Mexican American/Latino families.

5. Language Acquisition Department. As described in the EL Addendum to this plan, the MASSD works with the Language Acquisition Department to support Mexican American/Latino EL students. The MASSD coordinates direct outreach (via telephone, home visits, e-mail, ParentLink, and other channels) to families of Mexican American//Latino students, in response to particular requests from the Language Acquisition Department regarding ELL matters (both in supporting students and ELL targeted events). The Language Acquisition

Department participates in events hosted by the MASSD to inform families of language development options offered by the District. The MASSD partners with the Language Acquisition Department's Meaningful Access program to provide accurate translation of materials prepared for parents and interpretation as needed for bilingual Spanish/English activities. Quarterly collaborations provide for department updates and assessment of support of EL students and families. The Language Acquisition Department serves the staff of the MASSD with trainings and consultations on updated EL strategies.

6. Counseling Department. The MASSD, through its college and career readiness program specialist, works with the district counseling department (a) to develop and distribute culturally relevant promotional materials on college and career readiness, (b) to coordinate partnerships with college/university programs and local organizations to connect K-12 students and their families to college and career readiness information, resources, and people, and (c) to provide planning, outreach and support for events such as the annual UA Latinx College Day, Adelante Parent & Youth Leadership Conference College Access districtwide and site events, Parent University, and College Night. Additional, collaboration is targeted on social-emotional supports including substance prevention, trauma-informed care, and suicide prevention

7. Communications Department. The MASSD works back and forth with the Communications Department, with MASSD relying on Communications for substantive content and mass distribution of promotional materials, and Communications relying on MASSD for design and tailoring of communications to reach the Mexican American/Latino community. Targeted outreach and delivery of communications to the Mexican American/Latino community includes collaboration on website and social media materials as well as video and live radio mediums in English and Spanish.

B. Plans.

1. Comprehensive Magnet Plan/O&R Addendum. Support services to Mexican American/Latino students and families for the magnet program are set out in the Outreach and Recruitment Addendum, appearing in the record at ECF 2270-5.

2. ALE Access and Recruitment Plan/ALE Policy Manual. Specific activities for ALE access and recruitment, including GATE, AAC, AP and UHS, for Mexican American/Latino students and families are set out in the Outreach and Recruitment Addendum, appearing in the record at ECF 2270-5. The ALE Policy Manual, appearing in the record as ECF 2267-1, also describes student support for Mexican American/Latino students and guides the MASSD in its activities.

3. Dropout Prevention and Graduation Plan. Mexican American/Latino student support activities for dropout prevention and graduation support are described in the Dropout Prevention and Graduation Plan, appearing in the record at ECF 1849-6, pp. 103-129.

4. EL Dropout Prevention and Graduation Plan. Mexican American/Latino student support activities for EL dropout prevention and graduation support are

described in the ELL Dropout Prevention and Graduation Plan, appearing in the record at ECF 2261-1, in addition to the ELL Addendum to this Operating Plan.

5. FACE Plan. Support for and engagement with families of Mexican American/Latino students, including EL students, are set out in the FACE plan, appearing in the record at ECF 2391-1.

EXHIBIT 2

Mexican American Student Services Department

Operating Plan SY2021-22

English Learners (EL) Addendum

This document is an addendum to the Operating Plan plan for the Mexican American Student Services Department (MASSD), describing the role and operations of the MASSD in overall TUSD support for English Learners (EL), focused on TUSD's Mexican American/Latinx students.

Primary responsibility for support and instruction for EL students of all racial and ethnic groups lies with the TUSD Language Acquisition Departments. The MASSD provides supportive and additional services for Mexican American/Latinx students, addressing program distinctions necessary to foster culturally relevant and responsive family outreach and engagement and student support services being provided to “at-risk”¹ EL students requiring additional resources for positive educational outcomes.

This addendum describes how the MASSD staff supports English Learners and their families directly and through District partnerships. MASSD operations are guided by and align with the District's EL Action Plan for Graduation and Dropout Prevention, the Family and Community Engagement (FACE) Plan, and the District's English Learner Support Strategies, attached to this addendum and incorporated herein by reference.

Introduction

The Mexican American Student Services Department mission is to advocate and support our students' academic achievement and holistic well-being. A commitment to community collaboration, parent partnerships, and strengthening district resources leads our work to student success. This is achieved through outreach and supporting our TUSD parents, students, and community by providing culturally responsive opportunities that lead to positive educational outcomes. The MASSD provides targeted support to TUSD's Mexican American/Latinx students, schools, departments, and staff aimed at improving academic performance and educational experiences in a manner that is culturally appropriate for and responsive to maximize the impact of interventions. MASSD works collaboratively with schools within the parameters of the Multi-Tiered System of Supports (MTSS) model to provide services to Mexican American/Latinx students, including English Learners. The MASSD works

¹ The use of the term “at-risk” in this document serves to use the language of ECF #2508 and but is not aligned to the MASSD asset-based approach model per the Reorganization Plan initiated SY 2018-19.

collaboratively with other district departments (i.e., Language Acquisition, Family and Community Engagement, Refugee Student Services, Culturally Responsive Pedagogy & Instruction) and community partners to increase and strengthen academic support through researched best practices, increased and strengthened parent and community involvement, increased access to, participation in, and completion of Advanced Learning Experiences (ALE), reduced overall discipline and related disparities, and increased academic success and graduation rates.

The MASSD provides the following support services, organized by position, to students identified as “at-risk” EL students in need of additional interventions for academic success and resources for their families.

Director

Collaboration with the Directors and staff of District partners who directly serve ELs and their families includes the Language Acquisition Department (LAD), Family and Community Engagement (FACE), the Culturally Relevant Pedagogy & Instruction Department (CRPID), Dropout Prevention, and Refugee Student Services (RSS) in addition to school sites. The MASSD Director works closely with the Director of Refugee Students Services (RSS) to support identified EL, whose country of origin is Guatemala, and monitor language issues impacting meaning access for parents. Directors meet regularly in a Student Equity professional learning community (PLC) to discuss cross-departmental projects, student needs, and family engagement related to EL. Both the MASSD Director and RSS Director serve to connect refugee status English Learners to community resources, respond to parent/student complaints regarding equity issues, and partner for parent engagement opportunities. Additionally, the Director serves on the Dropout Prevention and Graduation committee to develop goals and implement the action plan for districtwide support of EL academic success and interventions. The MASSD Director systematizes collaboration with (a) FACE to ensure transportation for Mexican American/Latinx families of EL to and from parent trainings and workshops, (b) Student Relations and sites to support students/families in discipline hearings in Spanish, and (c) LAD to provide and request Spanish translation and interpreters through Meaningful Access for parent events as well as participating in the annual Language Symposium to build interdepartmental support alignment Embedded in the Director’s scope is a quarterly review with the directors and program coordinators of FACE, LAD, RSS, AASSD, Dropout Prevention, MTSS, and Counseling to assess services and outcomes for EL placed at-risk by existing practices.

Program Coordinator

The MASSD program coordinator assists the director in the implementation of programmatic strategies to improve Mexican American/Latinx student achievement and educational outcomes inclusive of EL. The work of the program coordinator includes collaboration in a PLC with Refugee Student Services to review and analyze student data, develop professional development, implement programs to support the needs of English Learners, and partner on parent/family engagement. The program coordinator works to monitor, support and improve academic and behavior outcomes for Mexican American/Latinx EL students in collaboration with FACE, LAD, RSS, AASSD, Dropout Prevention, MTSS, and Counseling. Advocacy facilitated by the program coordinator targeted for EL placed at-risk and their families takes form in discipline proceedings, Exceptional Education related meetings at sites, English Language Development (ELD) placement, and MTSS site team meetings. This level of advocacy and support is conducted bilingually in English and Spanish to ensure clear communication for parents to make informed educational decisions for their student. The program coordinator also develops bilingual promotional materials for academic interventions and enrichments districtwide available to K-12 English Learners.

Administrative Assistant

The administrative assistant for the MASSD consistently provides bilingual English/Spanish support for parents and students daily as a liaison to in-district resources targeted for English Learners. Parent requests for additional academic supports for their EL students in need of interventions require the navigation of institutional protocols to initiate the MTSS process at sites. The administrative assistant connects families to supports including: (a) requests for interpreters from the Language Acquisition Department's Meaningful Access unit for MTSS, (b) Exceptional Education, and behavior plan conferences, (c) parents seeking educational options to address their student's achievement through the LAD, ALE, School Community Services, and (d) wrap around services from community resources and FACE. Additionally, this position requires the development and distribution of Spanish/English bilingual communications to inform families of EL of educational options and resources offered districtwide.

Behavior Specialist

The MASSD behavior specialist provides culturally responsive interventions designed to prevent or reduce disciplinary incidents and reduce placement in exceptional education for EL. The behavior specialist serves on long-term suspension hearings of Mexican American/Latinx EL along with the program coordinator to ensure bilingual support is provided to parents and students. The behavioral specialists also coordinate with MTSS teams to ensure that any ongoing academic interventions are

consistent with a required behavioral plan. Collaboration with other student services behavior specialists is facilitated weekly to ensure alignment of supports.

Finally, a critical element of the behavior specialist's work is two-way communication with parents of EL placed at-risk to keep the family informed of the plan, progress, and setbacks, and also to learn from the family (a) information that may bear on the behavior issues and the behavior plan, and (b) how the site and the District can support the family in strategies to address the behavior issues. The behavior specialist collaborates with the program coordinator and the Parent Outreach & Empowerment program specialist as needed for bilingual support. Both the Native American Student Services Department and Refugee Student Services will reach out to the MASSD behavior specialist for consultation and support.

The MASSD behavior specialist addresses the needs of EL not responding to Tier 1 and Tier 2 behavioral interventions by the site behavioral team, and for whom the school believes that the resources and experience of the MASSD behavior specialist may be more effective. Once the MASSD department receives a request for interventions, it is assigned by the director to the behavioral specialist to initiate consultation for the EL placed at-risk. If the student is an EL with refugee status, the MASSD behavior specialist will collaborate with the LAD and RSS for language development and advocacy insight.

Certified Academic Tutors

The MASSD Department has certified academic tutor positions filled by classroom teachers on added duty to provide culturally responsive academic interventions and enrichment for Mexican American/Latinx students inclusive of EL in need of additional support. The department's certified academic tutors are current teachers with experience working with historically underserved students and demonstrate bilingual Spanish/English proficiency. The certified academic tutors work closely with parents of English Learners to support academic progress in targeted areas of ELA and/or math in grades 3-8. Parents of EL elect this partnership through Saturday Academy, Academia Huitzilil, or after school participation for students to target academic needs. Tutors are trained in Sheltered English Instruction (SEI) strategies and attend professional development offered by the LAD to improve practices for EL support. Updates to classroom teachers on student progress and needs are communicated to be included in the site EL Individualized Plan and inform the MTSS process. For students identified as EL, the MASSD tutors align interventions with the Language Acquisition Department's strategies to improve academic outcomes.

Program Specialists

The MASSD has eight program specialists, who provide direct and indirect support to students identified as EL and their families through advocacy in a targeted area. Each program specialist is assigned to a district site or Family Resource Center to be accessible to EL and parents in need of support. Program specialists provide support in the areas of a) college and career readiness, b) advanced learning experiences, c) culturally relevant curriculum, d) academic engagement, e) community outreach, f) social-emotional needs, and g) family engagement.

Each program specialist identifies culturally responsive strategies to implement services for EL support in an assigned targeted area with District and site partners to plan activities for students and parents with special consideration of EL language needs and documentation status. Program specialists develop and distribute bilingual Spanish/English promotional materials for activities and conduct parent workshops in partnership with District and community resources to connect K-12 English Learners and their families to supports for academic achievement. Examples of supports in targeted areas include: DACA (Deferred Action for Childhood Arrivals) support groups, *Padres Comprometidos* parent workshops, bilingual parent support groups, tutoring support for ELD (English Language Development) classrooms, model instruction for general education teachers in sheltered instruction to meet the needs of EL in class, and individualized academic mentoring for EL identified in through the MTSS process at sites.

College Mentors

The ten MASSD college mentor part-time positions provide additional academic support to EL in assigned CRC classrooms. College mentors collaborate with AVID, CRPID and CRC teachers to provide mentoring in academic and cultural identity to increase achievement of EL placed at-risk in CRC designated classrooms at the middle and high school levels. The MASSD selects the designated classrooms for assignment each year based on recommendations from the CRPID director, program coordinator, and staff input. This partnership provides a wider range of opportunities for the MASSD to support EL placed at-risk who have not yet been identified by the MTSS process.

EXHIBIT 3

Mexican American Student Services Department (MASSD) Strategic Plan 2021-2025



SUBMITTED BY:

MARÍA C. FEDERICO BRUMMER, DIRECTOR

CONTRIBUTIONS & FEEDBACK FROM:

MASSD STAFF, MEXICAN AMERICAN PARENT ADVISORY COUNCIL, &

MASSD EXPERT PANEL MEMBERS- DR. ANDREA ROMERO & DR. ADA WILKINSON-LEE

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Department of Equity, Diversity, and Inclusiveness (EDI)

MISSION

To serve our students and families to the highest potential, ensuring the learning, development, and academic success for every student. We will achieve our mission by pursuing diversity through desegregation, integration, and equity of opportunity districtwide, and by eliminating the manifestations of racism, discrimination, and prejudice.

VISION

Anchoring our work in our core values, we will model, advocate, support and develop integrative systems of programs and practices to ensure equitable learning opportunities and school communities of care and support in which every TUSD student experiences a world class education and succeeds.

CORE VALUES

Diversity. *We believe in the inherent value and contributions of difference to the learning, development, and academic success of each and every student.*

Equity. *We believe that each student should be provided equitable opportunities for learning, development, and academic success.*

Excellence. *We believe that each student's success depends on the quality and effectiveness of equitable learning opportunities and on the commitment to serve students effectively each day.*

Integrity. *We believe that to serve each student successfully, we are called to act according to the highest moral and ethical standards.*

Innovation. *We believe that continuous improvement is vital to striving for equity and excellence.*

Caring Community. *We believe that each student's success depends not only on high expectations and academic challenge but also on the social, emotional, and academic support of a caring school community.*



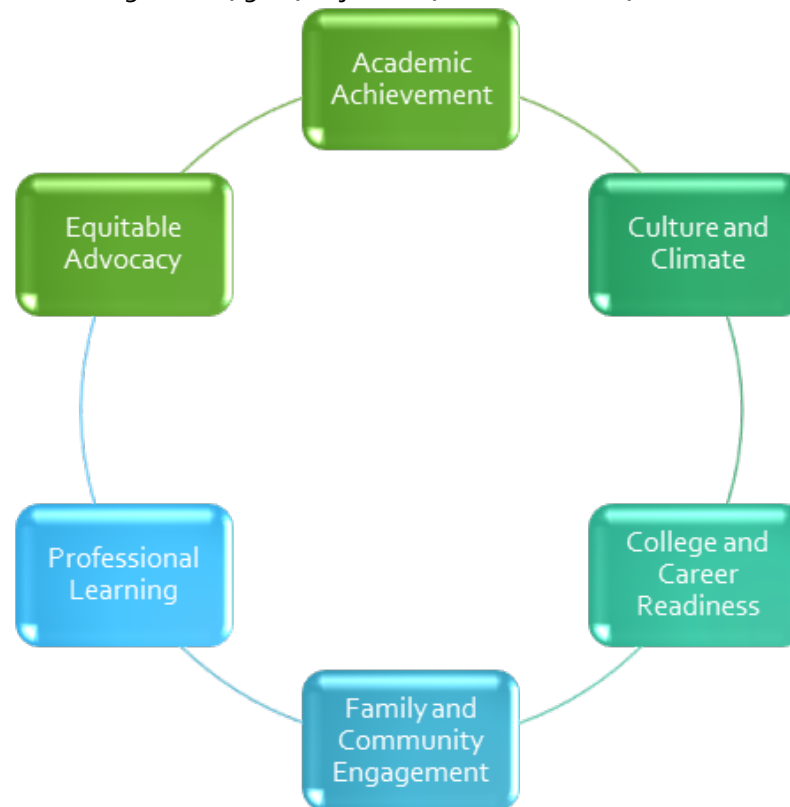
Purpose of the Strategic Plan

The MASSD is committed to focusing on the improvement of academic achievement and educational outcomes of Mexican American/Latinx students (inclusive of students identified as English Learners or EL) through a comprehensive asset-based model approach to student services integrated with culturally responsive practices for growth and advocacy.

The MASSD Strategic Plan guides the work of the department to be reviewed quarterly and revised annually towards 3-year goals. The first iteration of the MASSD Strategic Plan was a collective effort by stakeholders supporting the reorganization of the department in SY 2018-19. The intent of this living blueprint is to ensure maximum support of students, parents, administrators, and teachers in TUSD through research-based practices centered on improving educational outcomes. Revisions to the Strategic Plan center on operationalization and continuous improvement.

The Strategic Plan is divided into key areas: strategic focus, goal, objectives, measurements, and timelines.

EDI Strategic Foci



Strategic Foci Shared Definitions

Academic Achievement - Students (including subgroups) whose academic experience mirrors meeting or exceeding their grade level standards.

Culture and Climate - Districtwide practices and policies centered in a caring community to provide unobstructed access, inclusion, opportunities, and resources for all students and families.

College and Career Readiness - Student preparation for post-secondary experience using the following indicators:

- Post-secondary acceptance
- 4-year graduation
- Accrual of 12 post-secondary credit hours prior to graduation
- ACT or SAT cut score
- AP, dual credit, and early college matriculation
- Enrollment into military career program
- Attainment of Industry Recognized Credential
- Work-based learning experience

Family and Community Engagement - Family Engagement Is: (THROUGH INTERCONNECTEDNESS)

Parents and school personnel working together at the classroom, local, and system level to support and improve the learning, development, and health of students.

- A shared responsibility.
- Schools and other community agencies and organizations committed to reaching out to engage parents in meaningful ways.
- Parents committed to actively supporting their children's learning and development.

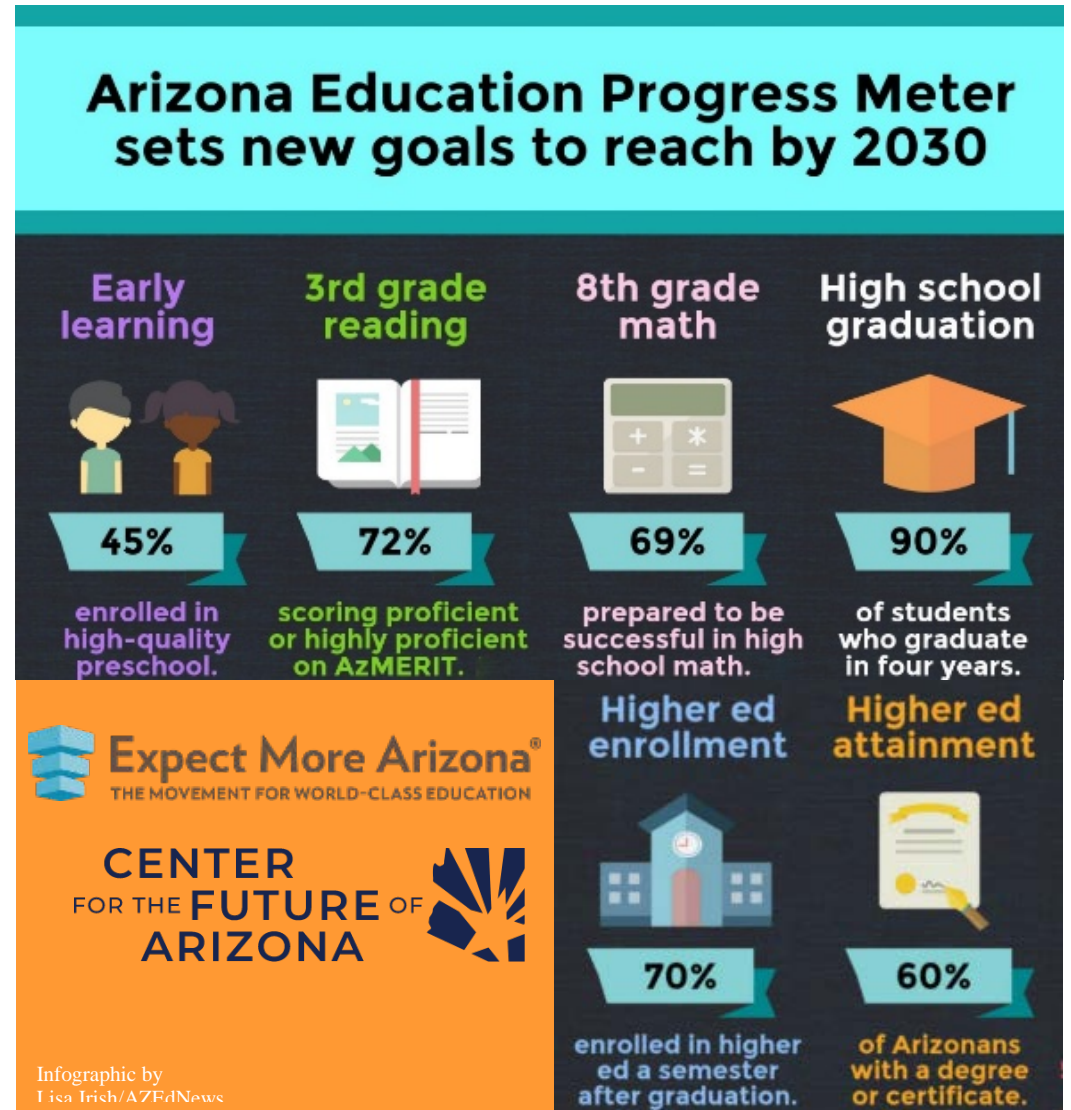
Professional Learning - Equity-oriented continuous improvement for developing new programs through learning practices that promote cultural relevance and responsiveness to meet the ever-changing needs and interests of the students, families, and communities served.

Equitable Advocacy - Engaging in the intentional examination of underlying causes of inequities while addressing through policy and system changes.



Measurement of Effectiveness

Metrics of effectiveness for this plan are aligned to the Arizona Education Progress Meter (AEPM) that was established [by Expect More Arizona](#) and the [Center for the Future of Arizona](#). The progress meter is recognized by the Arizona State Department of Education and Governor's Office of Education. The AEPM is a source for information and a tool for indicators to track progress on goals.



EL Plan Addendum Requirement

As required by the Unitary Status Plan Summary of Operative Requirements of ECF (Electronic Case Filing) #2508, the English Learner (EL) Plan addendum at the end of this document addresses program distinctions related to this targeted student population.

Overview of Department 3-Year Goals & Year One Objectives

Strategic Focus One: **ACADEMIC ACHIEVEMENT**

Goal 1: Improve academic achievement and educational outcomes for Mexican American/Latinx students.

- Objective 1: Increase culturally responsive academic mentoring programs for 5 % more students in comparison to the previous school year.
- Objective 2: Exceed consultation rates from SY 2020-21 by 5% for requests of direct services by sites through the multi-tiered systems of support (MTSS) process.
- Objective 3: Further enhance academic and cultural identity with increased support of culturally relevant curriculum (CRC) classrooms by 5% in comparison to SY 2020-21.

Goal 2: Increase proficiency in math and reading for Mexican American/Latinx students inclusive of English Learners through asset-based approaches.

- Objective 1: Increase the number of culturally responsive math and reading intervention and enrichment supports in grades 3-8 in comparison to SY 2020-21.
- Objective 2: Increase direct academic support in math and reading by 5% in comparison to SY 2020-21.
- Objective 3: Expand professional development in culturally responsive math and reading strategies at five target sites.

Strategic Focus Two: **CULTURE & CLIMATE**

Goal 3: Expand a systemic approach to incorporate asset-based and culturally responsive strategies supporting behavioral and social well-being.

- Objective 1: Increase the number of students receiving asset-based social emotional and behavioral direct services in comparison to SY 2020-21.
- Objective 2: Support equitable, culturally responsive, evidence-based behavior intervention strategies districtwide through increased consultations in comparison to SY 2020-21.

Goal 4: Ensure discipline disparities are non-existent for Mexican American/Latinx students.

- Objective 1: Increase monitoring disparities to reduce discipline referrals by 5% in comparison to trends from the past three years.
- Objective 2: Advance monthly systemic review and support of sites with corrective action plans to address disparities.
- Objective 3: Decrease the number of students assigned exclusionary discipline consequences by 5% based on data from the previous three years.

Strategic Focus Three: **COLLEGE AND CAREER READINESS**

Goal 5: Increase graduation of Mexican American/Latinx students who are prepared for college and the workforce.

- Objective 1: Increase the graduation rate to 86% or higher to compensate for pandemic-related factors impacting SY 2020-21.



- Objective 2: Advance promotion of college & career readiness programs districtwide by 5% for students and families in comparison from SY 2020-21.
- Objective 3: Increase the number of scholarship consultations by 5% from SY 2020-21 data for high school seniors and their families.

Goal 6: Increase Mexican American/Latinx student success in Advanced Learning Experiences (ALE).

- Objective 1: Expand culturally responsive practices professional developments to improve ALE student outcomes at targeted sites by 5% in comparison to SY 2020-21.
- Objective 2: Increase enrollment in ALE programs at targeted sites by 5% in comparison to SY 2020-21.

Strategic Focus Four: **FAMILY AND COMMUNITY ENGAGEMENT**

Goal 7: Advance Mexican American/Latinx parents' input and active participation in District decision-making.

- Objective 1: Expand development and facilitation of culturally responsive parent empowerment training sessions with District partners by 3% based on SY 2020-21 data.
- Objective 2: Increase the number of Mexican American/Latinx parents serving in site and district-based leadership roles in comparison to SY 2020-21 by 5%.
- Objective 3: Increase parent representatives serving on the Mexican American Parent Advisory Council to include participation from all five regions.

Goal 8: Expand community and District partnerships to ensure Mexican American/Latinx student success.

- Objective 1: Increase program partnerships with local colleges and universities to enhance students' and parents' knowledge of navigating higher education.
- Objective 2: Expand collaboration with district and community resources in the areas of academics, physical health, emotional well-being, and financial supports for parents and students by 5% in comparison to SY 2020-21.
- Objective 3: Expand collaboration with community partners to facilitate increased internship opportunities in comparison to SY 2020-21.

Strategic Focus Five: **PROFESSIONAL LEARNING**

Goal 9: Enhance professional growth in culturally responsive support to better serve Mexican American/Latinx students and families.

- Objective 1: Advance job knowledge through surveying 100% of staff identifying targeted areas to include in professional learning plans.
- Objective 2: Increase staff skill set and technical knowledge to strengthen asset-based services through participation in two or more professional learning opportunities in targeted areas.

Strategic Focus Six: **EQUITABLE ADVOCACY**

Goal 10: Increase Mexican American/Latinx student and parent advocacy system wide.

- Objective 1: Increase Mexican American Student Advisory Council participation to include representation from all five regions at the middle and high school levels to inform District decision-making.
- Objective 2: Increase department participation by 5% in proceedings impacting student educational outcomes in comparison to SY 2020-21.
- Objective 3: Increase the number of recorded advocacy events by 10% in comparison to SY 2020-21.
- Objective 4: Increase alignment of systems for recording and addressing language and digital access issues impacting Mexican American/Latinx students and families by 5%.



Strategic Focus: ACADEMIC ACHIEVEMENT

Goal 1: Improve academic achievement and educational outcomes for Mexican American/Latinx students.

Objective 1: Increase culturally responsive academic mentoring programs for 5 % more students in comparison to the previous school year.

In Collaboration With Outcomes & Measures Timeline

| | | | |
|--|---|--|--|
| A. Identify Mexican American Viewpoint Culturally Relevant Curriculum (CRC) classrooms to support with college mentors. | Site teachers, Culturally Responsive Pedagogy & Instruction Department (CRPID), Advanced Learning Experiences (ALE), Advancement Via Individual Determination (AVID) Coordinators | Increase in the number of CRC classrooms supported with mentoring Student and teacher surveys | Initiation: 8/2021 Progress monitoring: Completed: |
| B. Identify 5 middle school sites for academic mentoring programs. | Site teams, Assessment & Program Evaluation Department, Desegregation Office, University of Arizona partners | Increase in the number of middle school students supported Mentoring schedule, student surveys, and site surveys | Initiation: 9/2021 Progress monitoring: Completed: |
| C. Utilize state assessment and quarterly benchmark data to evaluate effectiveness and adjust as needed. | Site teams; Curriculum & Instruction Department (C&I), Assessment & Program Evaluation Department, Desegregation Office | Increase in positive educational outcomes Academic progress data, site-based assessment data, benchmark assessments | Initiation: 9/2021 Progress monitoring: Completed: |
| D. Collect and review data from surveys and staff feedback to adjust supports as needed. | Site teams, CRPID, Assessment & Program | Improvement of supports | Initiation: 9/2021 |

| | | | |
|--|---|--|---|
| | Evaluation Department, Desegregation Office | Survey data | Progress monitoring: Completed: |
| Objective 2: Exceed consultation rates from SY 2020-21 by 5% for requests of direct services by sites through the multi-tiered systems of support (MTSS) process. | In Collaboration With | Outcomes & Measures | Timeline |
| A. Inform site administrators and teachers on the successful utilization and success of culturally responsive strategies. | C&I, CRPID, Site-teams | Increase in the number of direct service requests Observation data | Initiation: 9/2021 Progress monitoring: Completed: |
| B. Train all MTSS facilitators in requests for intervention protocols. | School Site- teams, MTSS Program Coordinator, Counseling Department | Enhance systemic approaches for interventions Requests for services list | Initiation: 9/2021 Progress monitoring: Completed: |
| Objective 3: Further enhance academic and cultural identity with increased support of culturally relevant curriculum (CRC) classrooms by 5% in comparison to SY 2020-21. | In Collaboration With | Outcomes & Measures | Timeline |
| A. Target CRC classrooms to utilize Advancement Via Individual Determination (AVID) strategies to build positive, trusting relationships for students' academic and social support. | CRPID, Site-teams, CRC Teachers, AVID Coordinator, Advanced Learning Experiences (ALE) Department | Increase of research- based strategies in CRC Mexican American Viewpoint courses served Student surveys, Professional Learning | Initiation: 9/2021 Progress monitoring: Completed: |

| | | | |
|---|--|--|--|
| | | calendar, staff participation lists | |
| B. Develop and implement ongoing mentoring in Mexican American Viewpoint courses. | CRPID, Site-teams, CRC Teachers, University of Arizona partners, community members | Increased number of mentoring activities Presentation artifacts, recorded activities | Initiation: 9/2021 Progress monitoring: Completed: |
| C. Collect and review data from surveys and staff feedback to adjust supports as needed. | CRPID, CRC Teachers | Improvement of support of CRC classrooms Student survey, teacher and staff observations | Initiation: 9/2021 Progress monitoring: Completed: |

Strategic Focus: **ACADEMIC ACHIEVEMENT**

Goal 2: Increase proficiency in math and reading for Mexican American/Latinx students inclusive of English Learners through asset-based approaches.

Objective 1: Increase the number of culturally responsive math and reading intervention and enrichment supports in grades 3-8 in comparison to SY 2020-21.

| | In Collaboration With | Outcomes & Measures | Timeline |
|--|---|--|--|
| A. Partner with District and community resources to develop additional math and ELA interventions and enrichments districtwide. | Site teams, C&I, Equity, Diversity, & Inclusiveness Departments (EDI), Language Acquisition Department, FACE, | Increased number of asset-based services offered Data report on student progress, list of | Initiation: 9/2021 Progress monitoring: Completed: |

| | | | |
|---|---|--|--|
| | University of Arizona partners | students, record of activities | |
| B. Promote existing math and ELA interventions and enrichments districtwide. | Site teams, Communications, C&I, EDI, Language Acquisition Department, FACE, University of Arizona partners | Increased number of students served Data report on student progress, list of students, record of activities | Initiation: 9/2021 Progress monitoring: Completed: |
| C. Provide parent workshops in English and Spanish on ways to promote and support math and literacy at home. | FACE, C&I, Language Acquisition Department | Foster parent empowerment as a learning partner Family Resource Center workshop schedule, promotional materials, list of participants | Initiation: 10/2021 Progress monitoring: Completed |
| D. Utilize formative and summative assessments data to evaluate effectiveness and adjust as needed. | Site teams, C&I, Assessment & Program Evaluation Department, Desegregation Office | Improved services based on data AzMERIT scores, benchmark scores, site-based CFA (common formative assessments), Site-based math data, student grades | Initiation: 9/2021 Progress monitoring: Completed: |

Objective 2: Increase direct academic support in math and reading by 5% in comparison to SY 2020-21.

| | In Collaboration With | Outcomes & Measures | Timeline |
|--|---|--|---|
| A. Inform sites on the procedure for request of services for academic support for Mexican American/Latinx students following the MTSS process. | Site teams, Regional Asst. Superintendents, MTSS facilitators, C&I, Counseling, Exceptional Education | Increased number of students served adhering to MTSS process Action plan and strategies developed | Initiation: 10/2021 Progress monitoring: Completed: |
| B. Collaborate with C&I for job-embedded staff training. | C&I, Language Acquisition Department, CRIPD, MTSS program coordinator | Align interventions with MTSS and updated resources Professional Learning schedule, staff participation lists | Initiation:10/2021 Progress monitoring: Completed: |
| C. Expand existing math and ELA interventions and enrichments districtwide. | Site teams, C&I, EDI, Language Acquisition Department, FACE, University of Arizona partners | Increased number of students served Data report on student progress, list of students, record of activities | Initiation: 9/2021 Progress monitoring: Completed: |

Objective 3: Expand professional development in culturally responsive math and reading strategies at five target sites.

| | In Collaboration With | Outcomes & Measures | Timeline |
|---|---|---|--|
| A. Identify five sites to target for additional math and ELA support. | Site teams, Assessment & Program Evaluation Department, Desegregation Office, Grants & Title I, C&I | Increased number of sites utilizing culturally responsive strategies effectively Data report | Initiation: 9/2021 Progress monitoring: Completed: |

| | | List of schools & students | |
|---|---|---|---|
| B. Conduct a needs assessment to determine root causes and trends negatively impacting student outcomes in math and ELA. | C&I, CRPID, Language Acquisition Department, Assessment & Program Evaluation Department, Desegregation Office | Analysis of site knowledge of culturally responsive practices gathered Survey, focus group, and interview data | Initiation: 10/2021 Progress monitoring: Completed: |
| C. Align culturally responsive math and ELA intervention and enrichment strategies using asset-based approaches to develop professional development content. | CRPID, C&I, EDI, Language Acquisition Department | Increased alignment of strategies Professional Learning Community (PLC) meeting agendas, PD courses | Initiation: 10/2021 Progress monitoring: Completed: |
| A. Assess effectiveness of professional development and provide follow up support. | C&I, Site teams and teachers, Assessment & Program Evaluation Department, Desegregation Office | Increased effectiveness of culturally responsive practices Survey, observation walk-thru, data reports | Initiation: 2/2022 Progress monitoring: Completed: |



Strategic Focus: CULTURE & CLIMATE

Goal 3: Expand a systemic approach to incorporate asset-based and culturally responsive strategies supporting behavioral and social well-being.

Objective 1: Increase the number of students receiving asset-based social emotional and behavioral direct services in comparison to SY 2020-21.

In Collaboration With Outcomes & Measures Timeline

| | | | |
|---|---|---|---|
| <p>A. Identify five sites to target for additional social emotional and behavioral support for Mexican American/Latinx students.</p> | <p>Site-teams, Assessment & Program Evaluation Department, Desegregation Office, Grants & Title I, C&I, Counseling, Exceptional Education</p> | <p>Increased number of sites integrating asset-based social emotional supports</p> <p>Data report, list of schools & students</p> | <p>Initiation: 9/2021</p> <p>Progress monitoring:</p> <p>Completed:</p> |
| <p>B. Collect data from students, parents, and site-based stakeholders through focus groups, interviews, and surveys to inform services.</p> | <p>Site teams, Assessment & Program Evaluation Department, Student Relations, EDI, Desegregation Office</p> | <p>Improved services to meet student and site needs</p> <p>Survey, focus group, School Quality Surveys, and interview data</p> | <p>Initiation: 9/2021</p> <p>Progress monitoring:</p> <p>Completed</p> |
| <p>C. Provide behavioral coaching strategies to support students to redirect or replace behaviors which obstruct learning.</p> | <p>Site teams and teachers, Student Relations, CRPID, Exceptional Education, Counseling, EDI</p> | <p>Increased number of students served directly</p> <p>Student data, behavior plans</p> | <p>Initiation: 8/2021</p> <p>Progress monitoring:</p> <p>Completed:</p> |

| | | | |
|---|--|---|---|
| D. Create professional development for site administrators and teachers in social emotional support focused on asset-based intervention strategies. | C&I, CRPID, Language Acquisition Department, Student Relations | Increased asset-based supports districtwide Student data, PD course, survey data | Initiation: 10/2021 Progress monitoring: Completed: |
| E. Utilize various forms of communication in English and Spanish to provide information on social emotional services available to families. | Communications, FACE, Language Acquisition Department, community partners, Technology Services | Increased awareness of services Promotional materials, list of students | Initiation: 9/2021 Progress monitoring: Completed: |

Objective 2: Support equitable, culturally responsive, evidence-based behavior intervention strategies districtwide through increased consultations in comparison to SY 2020-21.

| | In Collaboration With | Outcomes & Measures | Timeline |
|--|--|--|--|
| A. Inform sites on the process for request of services for social emotional and behavioral support for students. | Site teams, Regional Asst. Superintendents, MTSS facilitators, C&I, Counseling, Exceptional Education, EDI | Increased number of students served adhering to MTSS process Action plan and strategies developed | Initiation: 9/2021 Progress monitoring: Completed: |
| B. Provide support for the implementation of equitable, culturally responsive, evidence-based behavior intervention strategies utilized in classrooms across the district. | Site teams, CRPID, EDI, MTSS facilitators, C&I, Counseling, Exceptional Education, Student Relations | Increased use of culturally responsive strategies Observational data, student intervention plans | Initiation: 8/2021 Progress monitoring: Completed: |
| C. Promote and develop culturally responsive social emotional supports promote self-efficacy, problem solving, positive relationship, and positive decision-making skills. | Site teams, Assessment & Program Evaluation, Desegregation Office, Student Relations, FACE, | Increased use and effectiveness of Restorative Practices circles | Initiation: 8/2021 Progress monitoring: |

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| | | Observational data, student discipline data, number of participants | Completed: |
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Strategic Focus: CULTURE & CLIMATE

Goal 4: Ensure discipline disparities are non-existent for Mexican American/Latinx students. Reduce discipline disparities for Mexican American/Latinx students.

Objective 1: *Increase monitoring disparities to reduce discipline referrals by 5% in comparison to trends from the past three years.*

In Collaboration With

Outcomes & Measures

Timeline

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| A. Identify sites with highest number of discipline incidents involving Mexican American/Latinx students. | Student Relations, Assessment & Program Evaluation Department, Desegregation Office, EDI, Asst. Superintendents, Site teams | Increased monitoring of targeted sites List of schools and discipline site data | Initiation: 9/2021 Progress monitoring: Completed |
| B. Review suspension data reports for trends in over-utilization of exclusionary consequences and incidents referred. | Student Relations, Assessment & Program Evaluation Department, Desegregation Office, EDI | Better informed practices to address root causes Student data, suspension logs, list of outcomes | Initiation: 8/2021 Progress monitoring: Completed: |

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| C. Provide support and resources to parents and students in their primary language prior to and during long-term suspension hearings. | Site teams, Student Relations, Language Acquisition Department | Decrease in exclusionary consequences at sites Student data, suspension logs, list of outcomes | Initiation: 9/2021 Progress monitoring: Completed |
| D. Promote culturally responsive non-exclusionary discipline practices through PBIS and restorative practices. | Student Relations, CRPID, C&I, Regional Asst. Superintendents | Increased use of PBIS and restorative circles PD courses, PD and PLC agendas, discipline data | Initiation: 9/2021 Progress monitoring: Completed: |

Objective 2: Advance monthly systemic review and support of sites with corrective action plans to address discipline disparities.

| | In Collaboration With | Outcomes & Measures | Timeline |
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| E. Partner with Student Relations to develop strategies to support site-based discipline teams. | Student Relations, Site teams, Regional Asst. Superintendents | Decreased corrective action plans Corrective action plan and strategies developed | Initiation: 10/2021 Progress monitoring: Completed: |
| F. Provide consultation and recommendations for sites issued corrective action plans. | Site teams, Student Relations, Regional Asst. Superintendents | Corrective action plans fully implemented Listed recommendations, site feedback, observational data, survey | Initiation: 10/2021 Progress monitoring: Completed: |

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| G. Collaborate to conduct restorative circles at identified schools, based on disciplineparity data. | Site teams, Assessment & Program Evaluation, Desegregation Office, Student Relations, CRPID, EDI | Increased awareness of disparity root causes to remedy Site list of participants, Participant surveys | Initiation: 10/2021 Progress monitoring: Completed: |
| <i>Objective 3: Decrease the number of students assigned exclusionary discipline consequences by 5% based on data from the previous three years.</i> | In Collaboration With | Outcomes & Measures | Timeline |
| A. Further develop and outline culturally responsive strategies to collaborate with site-based discipline teams. | Student Relations, CRPID, Site-based leadership teams | Increase culturally responsive behavior strategies Action plan List of strategies | Initiation: 10/2021 Progress monitoring: Completed: |
| B. Behavioral coaching services provided using benchmark behavior data for students identified through MTSS. | Site teams, MTSS coordinator, Assessment & Program Evaluation, Desegregation Office | Increased effectiveness of direct services Behavior plan with benchmark data, student progress assessments | Initiation: 8/2021 Progress monitoring: Completed: |
| C. Proactively identify students in need of direct services through teachers, parents, and staff referrals. | Site teams, MTSS coordinator, teachers, staff, parents | Increased direct services for students Teacher, parent, and staff request for services | Initiation: 8/2021 Progress monitoring: Completed: |

Strategic Focus: COLLEGE AND CAREER READINESS

Goal 5: Increase graduation of Mexican American/Latinx students who are prepared for college and the workforce.

Objective 1: Increase the graduation rate to 86% or higher to compensate for pandemic-related factors impacting SY 2020-21.

| | In Collaboration With | Outcomes & Measures | Timeline |
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| A. Monitor college and career readiness plan completions through the Counseling department for 8th grade students to develop an action plan inclusive of promotional strategies targeting parents and students. | Counseling, CTE, Site teams, College & Career Readiness (CCR) coordinators, Communications & Media, FACE | Increased consistency in completion of plans Readiness plans, action plan, list of students completed, promotional materials | Initiation: 10/2021 Progress monitoring: Completed: |
| B. Revise and implement the Dropout Prevention and Graduation plan in collaboration with District partners. | Regional Asst. Superintendents, Counseling, site MTSS teams, LAD, EDI, Dropout Prevention, FACE, Assessment & Program Evaluation, Desegregation Office | Increased interconnectedness in efforts to support student graduation rates Graduation rate data, identified student lists, Synergy MTSS data | Initiation: 9/2021 Progress monitoring: Completed: |
| C. Identify 11th and 12th grade students needing to meet the Civics test graduation requirement to intervene through direct and in-direct support. | Assessment & Program Evaluation, Desegregation Office, FACE, LAD | Increased passing rate of the Civics test requirement Civics test data and student list | Initiation: 10/2021 Progress monitoring: Completed |

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| D. Monitor 9th grade student progress toward graduation to identify high schools in need of additional support. | Regional Asst. Superintendents, Counseling, site MTSS teams, LAD, EDI, Dropout Prevention, FACE, Assessment & Program Evaluation, Desegregation Office | Increased targeted site support towards 90% graduation rate Student data and grade distributions | Initiation: 9/2021 Progress monitoring: Completed |
| E. Advance and promote the District's EL Support Strategies developed by LAD. | LAD, Assessment & Program Evaluation, Desegregation Office, Regional Asst. Superintendents, EDI | Increased four- year graduation rate of EL Student data and graduation data | Initiation: 8/2021 Progress monitoring: Completed |
| <i>Objective 2: Advance promotion of college & career readiness programs districtwide by 5% for students and families in comparison from SY 2020-21.</i> | In Collaboration With | Outcomes & Measures | Timeline |
| A. Identify areas of improved collaboration with district and college/university partners. | Site team, CTE, JTED, ALE, Counseling, college and university partners | Improved services through partners Student and parent surveys, informal feedback | Initiation: 8/2021 Progress monitoring: Completed: |
| A. Develop and facilitate site-specific activities inclusive of: Career Exploration Workshops, Career Shadow Experiences, Soft-Skills College and Career Prep, FAFSA Nights, and College Access Nights for students and parents. | Site team, CTE, JTED, ALE, Counseling, community partners, Assessment & Program Evaluation, Desegregation Office, EDI | Increased collaboration in site activities Observational data, survey feedback, post-secondary enrollment data | Initiation: 8/2021 Progress monitoring: Completed: |

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| A. Coordinate regional activities with introductions of ALE presentations, college & career prep workshops targeting 8th and 9th grade, and application writing workshops. | Site college & career readiness coordinators, CTE, JTED, ALE, Counseling, community partners, C&I, Assessment & Program Evaluation, Desegregation Office, EDI | Expand regional activities Observational data, survey feedback, post-secondary enrollment data | Initiation: 8/2021 Progress monitoring: Completed: |
| B. Collaborate to host and support districtwide activities inclusive of Adelante Parent & Youth Leadership Conference, FAFSA Month, career fairs, FAFSA Nights, and College Access Nights. | Site college & career readiness coordinators, CTE, JTED, ALE, LAD, CRPID, Counseling, community partners, C&I, Assessment & Program Evaluation, Desegregation Office, EDI | Build district capacity for college & career readiness Observational data, survey feedback, post-secondary enrollment data | Initiation: 8/2021 Progress monitoring: Completed: |
| C. Initiate shadowing for high school students for college and career experiences inclusive of EachONE TeachONE students pending health restrictions. | Site teams, CTE, community partners | Increased hands-on college and career experience Student survey feedback, student participant list | Initiation: 10/2021 Progress monitoring: Completed: |
| Objective 3: Increase the number of scholarship consultations by 5% from SY 2020-21 data for high school seniors and their families. | | | |
| | In Collaboration With | Outcomes & Measures | Timeline |
| A. Improve promotion of department sponsored College Access and FAFSA Nights | Communications & Media, Counseling, College & Career Readiness Coordinators, Site teams, FACE | Increased communication efforts Action plan, promotional materials and timelines | Initiation: 8/2021 Progress monitoring: Completed: |

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| B. Assign college mentors and interns to support follow up in CRC classrooms and evening activities. | Site CRC teachers, CRPID, College & Career Readiness Coordinators, community partners, Counseling, Assessment & Program Evaluation, Desegregation Office | Increased completion of applications Scholarship and FAFSA completion rate data | Initiation: 9/2021 Progress monitoring: Completed: |
| C. Create an internal database for longitudinal tracking of student needs and progress accessible to MASSD staff. | Counseling, Assessment & Program Evaluation, Desegregation Office | Increased staff follow up with students and families Internal database | Initiation: 11/2021 Progress monitoring: Completed: |

Strategic Focus: COLLEGE AND CAREER READINESS

Goal 6: Increase Mexican American/Latinx student success in Advanced Learning Experiences (ALE).

Objective 1: Expand culturally responsive practices professional developments to improve ALE student outcomes at targeted sites by 5% in comparison to SY 2020-21.

In Collaboration With Outcomes & Measures Timeline

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| A. Identify sites to target for additional student support in ALE enrollment. | Site teams, Assessment & Program Evaluation Department, Desegregation Office, ALE | Increased number of sites utilizing culturally responsive strategies in ALE effectively Data report List of sites & student enrollment | Initiation: 9/2021 Progress monitoring: Completed: |
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| B. Conduct a needs assessment to determine root causes and trends negatively impacting student outcomes in ALE. | ALE, C&I, CRPID, Language Acquisition Department, Assessment & Program Evaluation Department, Desegregation Office | Analysis of site utilization of culturally responsive practices in ALE Survey, focus group, and interview data | Initiation: 10/2021 Progress monitoring: Completed: |
| C. Develop and facilitate professional development in culturally responsive ALE strategies using asset-based approaches to collaboration with ALE and CRPID. | CRPID, C&I, EDI, Language Acquisition Department, ALE | Increased alignment of strategies Professional Learning Community (PLC) meeting agendas, PD courses | Initiation: 10/2021 Progress monitoring: Completed: |
| D. Assess effectiveness of professional development and provide follow up support. | ALE, CRPID, C&I, Site teams and teachers; Assessment & Program Evaluation Department, Desegregation Office | Increased effectiveness of culturally responsive practices Survey, observational data, enrollment and student progress data | Initiation: 2/2022 Progress monitoring: Completed: |
| Objective 2: Increase enrollment in ALE programs at targeted sites by 5% in comparison to SY 2020-21. | In Collaboration With | Outcomes & Measures | Timeline |
| A. Identify and recruit Mexican American/Latinx students in advanced learning opportunities through direct communication. | ALE, CRPID, Site teams and teachers; Assessment & Program Evaluation Department, Desegregation Office | Increased student enrollment in ALE Student data, site enrollment data | Initiation: 11/2021 Progress monitoring: Completed: |

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| B. Increase collaboration between MASSD and other District departments to support efforts and co-host activities. | ALE, CRPID, C&I, Site teams and teachers; Assessment & Program Evaluation Department, Desegregation Office, EDI, LAD | Increased alignment of strategies to build capacity PLC meetings documentation, list of activities and participants | Initiation: 8/2021 Progress monitoring: Completed: |
| C. Provide retention strategies to embed in intervention plans through the MTSS process at targeted sites including UHS. | Site MTSS teams, ALE, Assessment & Program Evaluation, Desegregation Office | Increased retention of students in ALE Student enrollment data, MTSS intervention plans | Initiation: 8/2021 Progress monitoring: Completed: |

Strategic Focus: FAMILY AND COMMUNITY ENGAGEMENT

Goal 7: Advance Mexican American/Latinx parents' input and active participation in District decision-making.

Objective 1: Expand development and facilitation of culturally responsive parent empowerment training sessions with District partners by 3% based on SY 2020-21 data.

In Collaboration With Outcomes & Measures Timeline

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| A. Develop and implement culturally responsive parent empowerment training sessions targeting building skills as decision-makers at the site and District level. | FACE, CRPID, community partners | Increased parent leadership Training content, participant lists, parent engagement data, survey data | Initiation: 10/2021 Progress monitoring: Completed: |
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| B. Collaborate with community partners to provide bilingual parent leadership and empowerment trainings. | FACE, community partners | Increased capacity building Promotional materials, participant list, survey data | Initiation: 9/2021 Progress monitoring: Completed: |
| C. Host the annual Mexican American/Latinx Parent Leadership Conference. | FACE, LAD, ALE, University partners, community partners, | Increased parent leadership resources Promotional materials, participant list, survey data | Initiation: 8/2021 Progress monitoring: Completed: |
| <i>Objective 2: Increase the number of Mexican American/Latinx parents serving in site and district-based leadership roles in comparison to SY 2020-21 by 5%.</i> | In Collaboration With | Outcomes & Measures | Timeline |
| A. Determine the number of Mexican American/Latinx parents engaged in site council, PTA, PTO, and School and Community Partnership Council (SCPC) by school site during the SY 2020-202 for targeted recruitment. | FACE, site teams, SCPC facilitators, Assessment & Program Evaluation, Desegregation Office | Increased number of Mexican American/Latinx parents engaged Participant list, parent engagement data | Initiation: 12/2021 Progress monitoring: Completed: |
| B. By school and organization, determine the number of Mexican American/Latinx parents who served in leadership roles at site council, PTA, PTO, and SCPC in SY 2020-21 to establish a baseline. | FACE, site teams, SCPC facilitators, Assessment & Program Evaluation, Desegregation Office | Increased the number of Mexican American/Latinx parents in leadership Participant list, parent engagement data | Initiation: 12/2021 Progress monitoring: Completed: |



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| C. Include strategies in an action plan to mitigate increased parent participation and leadership representative of student demographics at three sites/organizations with the highest discrepancies. | FACE, site teams, SCPC facilitators, Assessment & Program Evaluation, Desegregation Office | Targeted efforts to increase parents Action plan, list of strategies and recommendations | Initiation: 8/2021 Progress monitoring: Completed: |
| Objective 3: Increase parent representatives serving on the Mexican American Parent Advisory Council to include participation from all five regions. | In Collaboration With | Outcomes & Measures | Timeline |
| A. Identify bilingual promotion strategies for parent advisory council recruitment districtwide. | Communications & Media, community partners, FACE, site teams, Regional Assistant Superintendents | Increased number of parents from each region List of schools and representatives, promotional materials | Initiation: 9/2021 Progress monitoring: Completed |
| B. Gather feedback on District decisions and initiatives from parent representatives at scheduled meetings to present to District leadership. | FACE, Desegregation Office, Regional Assistant Superintendents, Superintendent, Governing Board | Increased parent data to inform decision-making Surveys, focus group, and interview data, meeting feedback | Initiation: 10/2021 Progress monitoring: Completed |
| C. Schedule quarterly Superintendent updates for the Mexican American Parent Advisory Council for direct input regarding critical education concerns. | FACE, Communications & Media, Superintendent's Office | Increased parent voice in decision making Surveys, informal parent feedback | Initiation: 9/2021 Progress monitoring: Completed |

Strategic Focus: FAMILY AND COMMUNITY ENGAGEMENT

Goal 8: Expand community and District partnerships to ensure Mexican American/Latinx student success.

Objective 1: Increase program partnerships with local colleges and universities to enhance students' and parents' knowledge of navigating higher education.

In Collaboration With Outcomes & Measures Timeline

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| A. Review survey data from previous school year's participants to determine trends and identify areas of improvement. | College & university partners | Analysis of effectiveness of programs Survey data, interviews, informal feedback from students and parents | Initiation: 9/2021 Progress monitoring: Completed: |
| B. Strategize with college & university partners on expansion of activities ensuring bilingual resources for parents. | FACE, Communications & Media, Counseling, College & Career Readiness Coordinators, LAD | Increased number of activities Action plan, promotional materials, list of participants | Initiation: 8/2021 Progress monitoring: Completed: |
| C. Debrief post-engagements to analyze effectiveness and initiate improvements as needed. | FACE, Desegregation Office, Assessment & Program Evaluation, community partners | Increased effectiveness of services Survey data, formal and informal feedback | Initiation: 11/2021 Progress monitoring: Completed: |

Objective 2: Expand collaboration with district and community resources in the areas of academics, physical health,

In Collaboration With Outcomes & Measures Timeline

emotional well-being, and financial supports for parents and students by 5% in comparison to SY 2020-21.

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| A. Survey parents and students to identify continued and new community partnerships. | Desegregation Office, Assessment & Program Evaluation, FACE | Increased benefits of partnerships for parents and students Survey data, list of community partners | Initiation: 7/2021 Progress monitoring: Completed: |
| B. Extend invitations to initiate or renew collaboration with community resources based on survey data. | Desegregation Office, Legal Services, community partners | Increased wrap around services via partners Informal and formal partnership agreements | Initiation: 7/2021 Progress monitoring: Completed: |
| C. Schedule facilitation of trainings, workshops, or groups co-hosted with community partners. | FACE, site teams, LAD | Increased culturally responsive services offered List of events/activities, survey data | Initiation: 8/2021 Progress monitoring: Completed: |
| D. Exchange program and event promotional materials consistently to increase resources for students and parents. | EDI, FACE, Communications & Media, site teams, CRC teachers | Expand range of promotion of department events Promotional materials, ParentLinks, newsletters, EDI app | Initiation: 8/2021 Progress monitoring: Completed: |

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| E. Compile an ongoing list of community partners indicating how each support the MASSD goals and objectives. | Community partners | Review and analysis of partnership effectiveness List of community partners aligned to plan | Initiation: 9/2021 Progress monitoring: Completed: |
| Objective 3: Expand collaboration with community partners to facilitate increased internship opportunities in comparison to SY 2020-21. | In Collaboration With | Outcomes & Measures | Timeline |
| A. Identify community partners seeking internships in K-12 education targeting support of Mexican American/Latinx student and their families. | FACE, Counseling, Exceptional Education, community partners | Updated list for invitations to intern List of community contacts | Initiation: 8/2021 Progress monitoring: Completed: |
| B. Develop intern positions in collaboration with community partners to support the work of the MASSD and serve as a pipeline for culturally responsive staff. | Site teams, FACE, CRPID, community partners | Increased partnerships to mentor interns Work plans, teacher, student and parent feedback | Initiation: 8/2021 Progress monitoring: Completed: |

Strategic Focus: PROFESSIONAL LEARNING

Goal 9: Enhance professional growth in culturally responsive support to better serve Mexican American/Latinx students and families

Objective 1: Advance job knowledge through surveying 100% of staff identifying targeted areas to include in professional learning plans.

In Collaboration With

Outcomes & Measures

Timeline

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| A. Develop survey in collaboration with EDI partners to intersect professional learning calendars. | Assessment & Program Evaluation, Desegregation Office, EDI | Increased interconnectedness in professional learning PLC notes, survey | Initiation: 9/2021 Progress monitoring: Completed: |
| B. Survey staff quarterly to determine additional professional learning needs in asset-based strategy development. | Assessment & Program Evaluation, Desegregation Office, EDI | Increased staff ownership in professional learning Survey data, updated professional learning calendar | Initiation: 9/2021 Progress monitoring: Completed: |

Objective 2: Increase staff skill set and technical knowledge to strengthen asset-based services through participation in two or more professional learning opportunities in targeted areas.

In Collaboration With

Outcomes & Measures

Timeline

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| A. Identify asset-based strategies for job-related professional development to be placed on a continuous improvement schedule. | EDI, CRPID, LAD, C&I, HR | Increased knowledge of asset-based strategies of staff Surveys, informal staff input, staff research | Initiation: 8/2021 Progress monitoring: Completed: |
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| B. Collaborate with District and community partners to facilitate culturally responsive, asset-based professional learning. | EDI, CRPID, LAD, C&I, HR, community partners | Increase effectiveness of culturally responsive practices in department services Observational data, surveys, informal and formal staff feedback | Initiation: 8/2021 Progress monitoring: Completed: |
| C. Adjust professional development opportunities based on survey data and other evaluation information. | C&I, Desegregation Office | Improved professional learning opportunities Surveys, observational data, informal staff input, staff evaluations | Initiation: 11/2021 Progress monitoring: Completed: |

Strategic Focus: **EQUITABLE ADVOCACY**

Goal 10: Increase Mexican American/Latinx student and parent advocacy system wide.

Objective 1: Increase Mexican American Student Advisory Council participation to include representation from all five regions at the middle and high school levels to inform District decision-making.

In Collaboration With

Outcomes & Measures

Timeline

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| A. Identify promotion strategies for student advisory council recruitment districtwide. | Communications, community partners, FACE, CRPID, Site Teachers Regional Assistant Superintendents | Increase number of students from each region List of schools and representatives, promotional materials | Initiation: 9/2021 Progress monitoring: Completed |
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| B. Gathers student feedback on District decisions and initiatives from representatives at scheduled meetings to present to District leadership. | Desegregation Office, Regional Assistant Superintendents, Superintendent, Governing Board | Increased student data to inform decision-making Surveys, focus group, and interview data, meeting feedback | Initiation: 10/2021 Progress monitoring: Completed |
| C. Collaborate with other EDI student advisory councils to identify common goals. | EDI, student advisory councils | Increase student voice in decision making Meeting notes, list of goals, next steps | Initiation: 10/2021 Progress monitoring: Completed |
| <i>Objective 2: Increase department participation by 5% in proceedings impacting student educational outcomes in comparison to SY 2020-21.</i> | In Collaboration With | Outcomes & Measures | Timeline |
| A. Ongoing monitoring reports of success indicators in the areas of academic achievement, failures, retentions, disciplinary actions, placement in exceptional education, ALE offerings, etc. | Site teams, Desegregation Office, Assessment & Program Evaluation, Student Relations, Exceptional Education, ALE, Dropout Prevention, Language Acquisition | Increased monitoring of trends Student data, Exceptional Education data, discipline data | Initiation: 9/2021 Progress monitoring: Completed: |
| B. Alert appropriate administration of incidents of disparate treatment of Mexican American/Latinx students and provide follow up recommendations (instructional, disciplinary, programmatic placement, etc.). | Site teams, Desegregation Office, Assessment & Program Evaluation, C&I, Student Relations, Exceptional Education, ALE, Dropout Prevention, Language Acquisition | Decreased disparities and increases in positive educational outcomes List of recommendations, | Initiation: 9/2021 Progress monitoring: Completed: |

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| | | evidence of implementation by site or District entity | |
| Objective 3: Increase the number of recorded advocacy events by 10% in comparison to SY 2020-21. | In Collaboration With | Outcomes & Measures | Timeline |
| A. Develop action plans to monitor academic success indicators for students districtwide to provide consultations and interventions as needed. | Assessment & Program Evaluation, Desegregation Office, C&I, EDI | Increased advocacy activities Action plans, student data | Initiation: 8/2021 Progress monitoring: Completed |
| B. Serve as advocates for Mexican American /Latinx students and parents through requests by the student, parent, school staff, MASSD staff, or others acting on behalf. | Parents, students, site teams, Regional Assistant Superintendents, community members, FACE | Improved culturally responsive institutional practices Action plans, online requests for services, survey, focus group, and interview data | Initiation: 8/2021 Progress monitoring: Completed |
| C. Identify trends and root causes based on data recorded. | Assessment & Program Evaluation, Desegregation Office, C&I, EDI | Improved responsiveness Student data, research evidence | Initiation: 11/2021 Progress monitoring: Completed: |
| Objective 4: Increase alignment of systems for recording and addressing language and digital access issues impacting Mexican American/Latinx students and families by 5%. | In Collaboration With | Outcomes & Measures | Timeline |



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| A. Develop and implement ongoing monitoring reports with a designated Research Project Manager. | Assessment & Program Evaluation, Desegregation Office, C&I, EDI | Increased monitoring and data accessibility System of reporting, student data, parent and student input | Initiation: 10/2021 Progress monitoring: Completed: |
| B. Provide Language Acquisition and Technology Services with consistent feedback to address issues. | Language Acquisition Department, Technology Services | Increased communication of issues Evidence of communication, student and parent feedback | Initiation: 12/2021 Progress monitoring: Completed:6/2022 |

EL Addendum

English Learners (EL) Addendum to the MASSD Operating Plan Mexican American Student Services Department

Per the Operative Requirements of ECF #2508, this document sets out an organizational plan for the Mexican American Student Services Department (MASSD) to address program distinctions necessary to foster culturally relevant and responsive family outreach and engagement and student support services being provided to “at-risk”¹ English Language Learners (ELL) requiring additional resources for positive educational outcomes. This addendum identifies how the MASSD staff support English Learners (EL) and their families through District partnerships. Furthermore, the MASSD operating plan is in alignment with the District’s EL Action Plan for Graduation and Dropout Prevention, the Family and Community Engagement (FACE) Plan, and the Annual Report’s Appendix V-32 English Learner (EL) Support Strategies. This operating plan is in effect for the 2020-21 school year and may be amended following the procedures described herein.

Introduction

The Mexican American Student Services Department mission is to advocate and support our students' academic achievement and holistic well-being. A commitment to community collaboration, parent partnerships, and strengthening district resources leads our work to student success. This is achieved through outreach and supporting our TUSD parents, students, and community by providing culturally responsive opportunities that lead to positive educational outcomes. The MASSD provides targeted support to TUSD's Mexican American/Latinx students, schools, departments, and staff aimed at improving academic performance and educational experiences in a manner that is culturally appropriate for and responsive to maximize the impact of interventions. MASSD works interconnected with schools within the parameters of the Multi-Tiered System of Supports (MTSS) model to provide services to Mexican American/Latinx students, including English Learners. The MASSD works interconnected with district departments (i.e., Family and Community Engagement, Refugee Student Services, Language Acquisition, Culturally Responsive Pedagogy & Instruction) and community partners to increase and strengthen academic support through researched best practices, increased and strengthened parent and community involvement, increased access to, participation in, and completion of Advanced Learning Experiences (ALE), reduced overall discipline and related disparities, and increased academic success and graduation rates. The MASSD provides the following support services, organized by position, to students identified as "at-risk" EL or English Learners in need of additional interventions for academic success and resources for their families:

Director

Collaboration with the Directors and staff of District partners who directly serve ELs and their families includes the Language Acquisition Department (LAD), Family and Community Engagement (FACE), the Culturally Relevant Pedagogy & Instruction Department (CRPID), Dropout Prevention, and Refugee Student Services (RSS) in addition to school sites. The MASSD Director works closely with the Director of Refugee Students Services (RSS) to support identified EL, whose country of origin is Guatemala, and monitor language issues impacting meaning access for parents. Directors meet regularly in a Student Equity professional learning community (PLC) to discuss cross-departmental projects, student needs, and family engagement related to EL. Both the MASSD Director and RSS Director serve to connect refugee status English Learners to community resources, respond to parent/student complaints regarding equity issues, and partner for parent engagement opportunities. Additionally, the Director serves on the Dropout Prevention and Graduation committee to develop goals and implement the action plan for districtwide support of EL academic success and interventions. The MASSD Director systematizes collaboration with (a) FACE to ensure transportation for Mexican American/Latinx families of EL to and from parent trainings and workshops, (b) Student Relations and sites to support students/families in discipline hearings in Spanish, and (c) LAD to provide and request Spanish translation and interpreters through Meaningful Access for parent events as well as participating in the annual Language Symposium to build interdepartmental support alignment Embedded in the Director's scope is a quarterly review with the directors and program coordinators of FACE, LAD, RSS, AASSD, Dropout Prevention, MTSS, and Counseling to assess services and outcomes for EL placed at-risk by existing practices.

Program Coordinator

The MASSD program coordinator assists the director in the implementation of programmatic strategies to improve Mexican American/Latinx student achievement and educational outcomes inclusive of EL. The work of the program coordinator includes collaboration in a PLC with Refugee Student Services to review and analyze student data, develop professional development, implement programs to support the needs of English Learners, and partner on parent/family engagement. The program coordinator



works to monitor, support and improve academic and behavior outcomes for Mexican American/Latinx EL students in collaboration with FACE, LAD, RSS, AASSD, Dropout Prevention, MTSS, and Counseling. Advocacy facilitated by the program coordinator targeted for EL placed at-risk and their families takes form in discipline proceedings, Exceptional Education related meetings at sites, English Language Development (ELD) placement, and MTSS site team meetings. This level of advocacy and support is conducted bilingually in English and Spanish to ensure clear communication for parents to make informed educational decisions for their student. The program coordinator also develops bilingual promotional materials for academic interventions and enrichments districtwide available to K-12 English Learners.

Administrative Assistant

The administrative assistant for the MASSD consistently provides bilingual English/Spanish support for parents and students daily as a liaison to in-district resources targeted for English Learners. Parent requests for additional academic supports for their EL students in need of interventions require the navigation of institutional protocols to initiate the MTSS process at sites. The administrative assistant connects families to supports including: (a) requests for interpreters from the Language Acquisition Department's Meaningful Access unit for MTSS, (b) Exceptional Education, and behavior plan conferences, (c) parents seeking educational options to address their student's achievement through the LAD, ALE, School Community Services, and (d) wrap around services from community resources and FACE. Additionally, this position requires the development and distribution of Spanish/English bilingual communications to inform families of EL of educational options and resources offered districtwide.

Behavior Specialist

The MASSD behavior specialist provides culturally responsive interventions designed to prevent or reduce disciplinary incidents and reduce placement in exceptional education for EL. The behavior specialist serves on long-term suspension hearings of Mexican American/Latinx EL along with the program coordinator to ensure bilingual support is provided to parents and students. The behavioral specialists also coordinate with MTSS teams to ensure that any ongoing academic interventions are consistent with a required behavioral plan. Collaboration with other student services behavior specialists is facilitated weekly to ensure alignment of supports.

Finally, a critical element of the behavior specialist's work is two-way communication with parents of EL placed at-risk to keep the family informed of the plan, progress, and setbacks, and also to learn from the family (a) information that may bear on the behavior issues and the behavior plan, and (b) how the site and the District can support the family in strategies to address the behavior issues. The behavior specialist collaborates with the program coordinator and the Parent Outreach & Empowerment program specialist as needed for bilingual support. Both the Native American Student Services Department and Refugee Student Services will reach out to the MASSD behavior specialist for consultation and support.

The MASSD behavior specialist addresses the needs of EL not responding to Tier 1 and Tier 2 behavioral interventions by the site behavioral team, and for whom the school believes that the resources and experience of the MASSD behavior specialist may be more effective. Once the MASSD department receives a request for interventions, it is assigned by the director to the behavioral specialist to initiate consultation for the EL placed at-risk. If the student is an EL with refugee status, the MASSD behavior specialist will collaborate with the LAD and RSS for language development and advocacy insight.

Certified Academic Tutors



The MASSD Department has certified academic tutor positions filled by classroom teachers on added duty to provide culturally responsive academic interventions and enrichment for Mexican American/Latinx students inclusive of EL in need of additional support. The department's certified academic tutors are current teachers with experience working with historically underserved students and demonstrate bilingual Spanish/English proficiency. The certified academic tutors work closely with parents of English Learners to support academic progress in targeted areas of ELA and/or math in grades 3-8. Parents of EL elect this partnership through Saturday Academy, Academia Huitzilin, or after school participation for students to target academic needs. Tutors are trained in Sheltered English Instruction (SEI) strategies and attend professional development offered by the LAD to improve practices for EL support. Updates to classroom teachers on student progress and needs are communicated to be included in the site EL Individualized Plan and inform the MTSS process. For students identified as EL, the MASSD tutors align interventions with the Language Acquisition Department's strategies to improve academic outcomes.

Program Specialists

The MASSD has eight program specialists, who provide direct and indirect support to students identified as EL and their families through advocacy in a targeted area. Each program specialist is assigned to a district site or Family Resource Center to be accessible to EL and parents in need of support. Program specialists provide support in the areas of a) college and career readiness, b) advanced learning experiences, c) culturally relevant curriculum, d) academic engagement, e) community outreach, f) social-emotional needs, and g) family engagement.

Each program specialist identifies culturally responsive strategies to implement services for EL support in an assigned targeted area with District and site partners to plan activities for students and parents with special consideration of EL language needs and documentation status. Program specialists develop and distribute bilingual Spanish/English promotional materials for activities and conduct parent workshops in partnership with District and community resources to connect K-12 English Learners and their families to supports for academic achievement. Examples of supports in targeted areas include: DACA (Deferred Action for Childhood Arrivals) support groups, *Padres Comprometidos* parent workshops, bilingual parent support groups, tutoring support for ELD (English Language Development) classrooms, model instruction for general education teachers in sheltered instruction to meet the needs of EL in class, and individualized academic mentoring for EL identified in through the MTSS process at sites.

College Mentors

The ten MASSD college mentor part-time positions provide additional academic support to EL in assigned CRC classrooms. College mentors collaborate with AVID, CRPID and CRC teachers to provide mentoring in academic and cultural identity to increase achievement of EL placed at-risk in CRC designated classrooms at the middle and high school levels. The MASSD selects the designated classrooms for assignment each year based on recommendations from the CRPID director, program coordinator, and staff input. This partnership provides a wider range of opportunities for the MASSD to support EL placed at-risk who have not yet been identified by the MTSS process.



General Statement of Operations

The MASSD, in partnership with FACE, RSS, the LAD, and the CRPID, provides a core function of the District: targeted, culturally responsive student support designed to improve academic achievement and behavioral outcomes for Mexican American/Latinx students inclusive of EL placed at-risk. It is the analog of other similar departments at TUSD which improve outcomes for other student groups. The MASSD provides direct and ancillary support based on the Multi-Tiered System of Support (MTSS) model and works to connect students and families with positive, empowering learning experiences offered in the District.

