Tucson Unified School District

Annual Report

for the

2021-2022 Academic School Year

under the

Unitary Status Plan

and

Post Unitary Status Reporting and Accountability Plan

prepared by

Tucson Unified School District

Gabriel Trujillo, Ed.D., Superintendent

TUSD Governing Board:

President: Adelita S. Grijalva

Clerk: Natalie Luna Rose

Members: Leila Counts; Dr. Ravi Shah; Sadie Shaw

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Introduction

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

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

This annual report presents both qualitative and quantitative assessments of the District's initiatives, programs, and services during SY2021-22. This school year was the first full year of in-person instruction after the disruption from the pandemic during the two prior school years. The lingering effects of that disruption, including impact on learning (both academic and social emotional) and widespread, national shortages in the workforce at all levels, continued to have a profound impact on the District, its operations, and its teaching mission. As with the prior two years, data from this year may not be comparable to years prior to the pandemic. This continues to make reliable trend analysis difficult, and impossible in some cases.

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

During SY2021-22, the District continued to operate under a desegregation plan referred to as the Unitary Status Plan (USP), adopted by order of the United States District Court, in a school desegregation case that began in 1974 and continued throughout SY2021-22. On July 20, 2022, shortly after the end of SY2021-22, the Court found the District to be in full unitary status, terminated its supervision, and closed the desegregation case.

This post-unitary report regarding SY2021-22 is prepared pursuant to the District's Post Unitary Status Reporting and Accountability Plan (PUSRAP), adopted by the District pursuant to order of the Court during SY2021-22. The format and contents of this annual report meet certain requirements of the USP and the PUSRAP.

As this annual report highlights, the District has institutionalized its overarching desegregation commitments because it is right, because it is the law, and because it is immeasurably important for the students the District serves.

The District spans 231 square miles, including most of the City of Tucson. It is the third largest school district by enrollment in Arizona and is in the top 125 largest school districts in the United States. In SY2021-22, the District enrolled approximately 41,200 students, of whom 62% were Hispanic, 10% were African American, 19% were White, 4% were Native American, 2% were Asian/Pacific Islanders, and 3% were multi-racial. Those students attended 87 schools: 47 elementary schools, 11 middle schools, 15 K-8 schools, 11 high schools, and 3 alternative schools. The District employed more than 7,000 people, including more than 2,700 certificated teachers. The District spent more than $500 million in the performance of its duties, including approximately $63.7 million in funds from taxes levied pursuant to A.R.S. § 15-910(G) for activities that were required or permitted by a court order of desegregation or administrative agreement with the United States Department of Education Office for Civil Rights directed toward remediating alleged or proven racial discrimination.

The balance of this annual report consists of 10 separate sections, each devoted to a different area of the District's efforts toward integration, diversity, and equity. Each section begins with a narrative describing the activities of the District during the past school year and concludes with a list of specific data and reports relating to that area. The sections of the annual report are organized to follow the sections of the USP, for convenient reference. Reports, data, and other supporting documents are set forth separately in a series of appendices, corresponding to each section of the annual report. This 2021-22 Annual Report, along with its appendices, is posted on the District's public webpages relating to desegregation.

I.   Compliance and Good Faith

A.   Internal Compliance Monitoring

Under the direction of the Assistant Superintendent of Equity, Diversity, and Inclusiveness, the District proactively and methodically monitored its organizational efforts through systematic reporting, periodic audits, and consistent feedback, within all individual USP activities during SY2021-22. This process identified strengths and maintained timelines to ensure compliance in three major categories: the USP, court-ordered Completion Plans, and other court orders.

The District carefully monitored progress of its internal compliance efforts by engaging in ongoing strategic meetings with key stakeholders as well as follow-up meetings on a regular basis. Immediate corrective actions were instituted, if needed, to ensure compliance. The District adhered to its commitment in meeting the requirements of the USP and meeting all court-required deadlines for all new court orders throughout SY2021-22. Plans were modified as needed to accommodate any new court requirements.

B.   USP-Related Court Orders

During SY2021-22, in addition to implementing the USP, the District demonstrated a good-faith commitment to complying with the court's USP-related orders.[1] Between July 1, 2021 and June 30, 2022, the district court issued eight substantive orders related to USP implementation, as set out in Table 1.1 below.

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[1] *See* USP § 1(C)(1).

Table 1.1: Substantive Court Orders for SY2021-22

Order	ECF	Date
Order approving certain District filings and directing certain acts by the District	2588	07/07/21
Order approving budget for SY2021-22, directing revisions to the District's Post Unitary Status Reporting and Accountability Plan (PUSRAP), and directing the District to show cause re the District's Alternative Education Program (DAEP)	2610	10/06/21
Order terminating Special Master's services, appointing experts to report on selected topics, and directing the District to file a revised response re DAEP to the OSC, based on expert's report, and directing the District to take certain other actions	2613	10/29/21
Order directing the District to undertake certain acts with regard to DAEP	2634	03/24/22
Order directing the District to take certain actions and file a prototype school improvement plan	2636	03/31/22
Order directing certain additional revisions to the District's PUSRAP	2637	04/07/22
Order approving prototype school improvement plan	2642	05/18/22
Order approving PUSRAP subject to additional revisions	2643	02/09/21

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

1. Order 2588. By order dated July 7, 2021, the district court approved certain prior District filings and directed that the District's ACC-AP Alignment Report would be due by the end of SY2020-21. That school year had already ended at the time the district court's order was issued, but the District completed the ACC-AP Alignment report by the end of the summer of 2021.

2. Order 2610 and 2613. By orders dated October 6 and 29, 2021, the district court approved the District's budget for funds pursuant to A.R.S. § 910(G) for SY2021-22, directed revisions to the District's Post Unitary Status Reporting and Accountability Plan (PUSRAP), directed the District to show cause re the District's Alternative Education Program (DAEP), and further directed the District to take certain actions regarding school improvement plans. The District complied with these directives, as shown in its notices of compliance filed with the district court on January 10, 2022 (ECF 2621, attaching required revisions to PUSRAP and revised magnet school improvement plans), and January 24, 2022 (ECF 2624, amended response re DAEP issues raised by the court, with attachments, and ECF 2625, responding further re non-magnet school improvement plans).

3. <u>Order 2634</u>. By order dated March 24, 2022, the district court ordered the District to return to the pre-COVID manner of operating DAEP, except to the extent changes were approved using the PIA process. The District filed its notice of compliance with this order on June 3, 2022 (ECF 2644, attaching copies of PIAs completed and submitted to District Governing Board).

4. <u>Orders 2636 and 2642</u>. By order dated March 31, 2022, the district court ordered the District to prepare and file a prototype school improvement plan complying with the various requirements in the order. By notice of compliance dated April 21, 2022 (ECF 2638), the District complied, and filed the required prototype. By order dated May 18, 2022, the court approved the prototype filed by the District.

5. <u>Order 2637</u>. By order dated April 7, 2022, the district court ordered the District to make a final series of changes to the PUSRAP and the forms attached to the PUSRAP. The District made those changes, and submitted the revised PUSRAP and changes to the court on April 28, 2022 (ECF 2639).

6. <u>Order 2643</u>. By its order dated May 24, 2022, the district court reviewed the notice of compliance filed by the District on April 28, 2022 and approved the PSURAP subject to some additional revisions. The District made those revisions, and filed its notice of compliance attaching the revised PUSRAP on June 3, 2022 (ECF 2644).

C.   Annual Report Process

In November 2021, shortly after the District filed the 2020-21 Annual Report with the Court, the District's Department of Equity, Diversity and Inclusiveness (EDI) began working with relevant leadership to document the District's efforts during SY2021-22 for this report. This process guided the District's work in this area throughout the year and established the foundation for the 2021-22 Annual Report.

As in past annual reports, the District continued to follow the organization of the USP and to report its activities and outcomes in 10 separate sections. The District took the following steps to produce the 2021-22 Annual Report:

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

- The Department assigned editors to each section and worked collaboratively with numerous department content experts to write portions of the report.

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

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

II. Student Assignment

The District strives to create and encourage diversity and integration at each school in the District. Several factors significantly limit the District's ability to achieve desired integration and diversity goals. First, state law mandates open enrollment (a) across District lines to other school districts, and (b) across attendance boundaries within a District, subject only to certain limitations. See A.R.S. § 15-861.01. The close proximity of other school districts with substantially different demographics serves as a significant limiting factor on the effectiveness of any student assignment policies that are not popular with District families.

Second, for more than twenty years, state law has authorized tuition-free charter schools, funded by state tax dollars, within the geographic area of the District. See A.R.S. § 15-181 et seq. Growth in charter schools within the District has been explosive. Again, the presence of geographically close, free alternatives to District schools sharply limits the ability of the District to impose student assignment policies that are unpopular with parents or children.

Third, residential patterns across the District are highly racially concentrated within particular geographic areas. The natural desire of families to enroll children in schools close to home, combined with the District's very large geographic size and significant cross-town traffic congestion, create strong forces, outside the District's control, towards racial concentration in many District schools.

Fourth, and to a large degree because of the first two factors, the District enrollment has steadily and significantly declined over the last several years, from almost 49,000 students in SY2013-14 to just over 41,000 in SY2021-22, a drop of over 16% in those years alone. Despite this decline, the relative percentages of the principal racial and ethnic groups has remained fairly steady over the past six years. This year, African American students comprise 10% of the total student population, Hispanic students comprise approximately 62%, and White students comprise approximately 19%.

Given these practical realities, the District is limited to student assignment policies and programs that attract and persuade students and their families to select schools in a manner that promotes integration and diversity, but do not drive

students out of the District or to schools within the District where the net impact is not positive.

The District employs a number of strategies within this context to encourage voluntary school choice to improve integration and diversity. These include management of neighborhood attendance boundaries and school feeder patterns, the District's long-standing program using magnet schools to attract a diverse population from across the district, along with marketing, outreach, and recruitment.

A.   Attendance Boundaries and Feeder Patterns

In SY2021-22, the District did not propose any school boundary changes. The District also did not initiate any projects with respect to feeder pattern changes, or the use of pairing and clustering.

B.   Magnet Schools and Program

The District continued to develop, implement, monitor, and evaluate its 12 magnet schools and programs through the Comprehensive Magnet Plan (CMP) and site-based Magnet School Plans (MSPs) (**Appendix II – 1, II.K.1.e Comprehensive Magnet Plan (Reformatted January 2022)**). In April 2022, the District adopted a new school Magnet Plan template that will be used for creating future MSPs. In addition, the District continued to utilize the Magnet Schools of America (MSA) standards for evaluating and creating high-quality magnet schools. The Magnet Oversight Committee continued to guide and inform policies and practices specific to magnet schools and programs.

1.   Magnet Program Design

Under the supervision of the Assistant Superintendent for Equity, Diversity and Inclusiveness (EDI), the Magnet Department continued to implement the professional learning program for magnet school administrators and staff that was originally initiated in SY2020-21. Magnet school administrators and staff attended workshops to develop a deeper understanding of the MSA Pillars and Standards, as well as to improve magnet program implementation as all magnet schools work toward becoming nationally certified by the MSA.

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

Table 2.1: Magnet Focus Areas and Objectives

Focus area	Objectives
Leadership Development (Inclusive of Magnet Coordinators)	Magnet leaders in the District will engage in a variety of professional learning experiences that are specific to: understanding the MSA Standards of Excellence and how the standards are implemented at magnet mites; the Continuous Improvement Cycle and its relationship to creating high-quality magnet schools; how to effectively use the new site-based Magnet School Plan template as a driver of implementation; and balancing the need for clearly defining and addressing thematic expectations while keeping a focus on academic outcomes for students and subgroups.
New Magnet School Plan Template	Each magnet school will update, edit, and revise its magnet plan in a revised site-based Magnet School Plan template. This new template adds an interpretative summary, with corresponding narrative for data disaggregation as it relates to integration, academic achievement, and closing academic disparity among subgroups. Goals, action steps, and evaluation structures remain in the template, to focus implementation efforts.

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

Table 2.2: MSA Pillars and Standards of Excellence Learning Series

Date	MSA Pillar	Standards of Excellence
July 2021	Pillar 1: Diversity	Standard 1: Student Recruitment and Retention
		Standard 2: Diversity and Equity
July 2021, October 2021	Pillar 2: Innovative Curriculum and Professional Development	Standard 3: Theme and Curriculum Fidelity
		Standard 4: Professional Development
January - March 2022	Pillar 3: Academic Excellence	Standard 5: Instructional Fidelity
		Standard 6: Student Achievement
April 2022	Pillar 4: High-Quality Instructional Systems	Standard 7: Leadership and Educator Development
		Standard 8: District and Magnet Relations
April 2022	Pillar 5: Family and Community Partnerships	Standard 9: Community Engagement and Partnerships
		Standard 10: Family Engagement and Communication

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

Table 2.3: MSA and Departmental Activities

Date	Learning Opportunity/Description	Provider
October 2021	***Leading Successful Magnet Schools Workshop (Virtual)*** **—** This two-day workshop for magnet principals and coordinators provided an opportunity to examine exemplary practices in model magnet schools throughout the country. This workshop specifically focused on the MSA Pillar 4: High-Quality Instructional Systems, and it introduced several tools for planning next steps to strategically implement the Standards of Excellence to guide school sites toward model magnet schools and programs.	MSA
November 2021	***Vision/Mission/Core Values*** (multiple sessions)	Dr. Smylie, Consultant
December 2021- April 2022	***MSA Pillars and Standards of Excellence Learning Series*** **—** Collaborative work among magnet principals and coordinators to identify new practices for future implementation to meet the expectation of a high quality magnet school as defined by the MSA Standards of Excellence.	Magnet Department
March 2022	***Media and Communication Training for Magnet Coordinator*** **—** This training was led by the District Media and Communications Department, supported with school branding and social media development specific to magnet sites.	District Communications
April 2022	***Magnet Schools of America*** **—** National Conference	MSA
May 2022	***MSA Certification Consulting for Targeted Schools*** **—** Bonillas, Borton, Holladay	MSA
June 2022	***District Magnet Principal Retreat*** **—** This three-day workshop provided site principals with an overview of: 1) the new magnet plan template, 2) 2022 AASA Data, 3) magnet plan implementation strategies, and 4) cultural competency-based training.	District Magnet Department
June 2022	***Innovative Schools Conference*** **—** This three-day conference provided a range of learning and support related to establishing a positive school climate and culture where learning can occur, equity-based strategies to engage learners, and innovative methods to build relationships with stakeholders. Attendees	Accutrain

	from the District included: Magnet Teachers, Magnet Coordinators, Principals, and Executive Leadership.	

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

Throughout the 2021-22 school year, the District continued to support Magnet schools with MSP development and implementation. In January 2022, the Magnet Department deployed a cycle of progress monitoring that provided each of the 12 magnet schools with feedback on academic and integration data and on their MSPs, and gave space for each site to speak about MSP implementation and performance effectiveness. The Magnet Department coached and aided magnet principals with the writing, editing, and revising of previous plans in the new template, to focus efforts on disaggregating data points, as well as writing action steps to intentionally close academic disparities.

a) MSP Development for SY2021-22

In Spring 2020, central and site-based staff collaborated to develop MSPs for SY2021-22. To develop MSPs, the Magnet Department worked primarily with site and central leadership, the Financial Services Department, and the Title I Department. (**Appendix II – 2, II.K.1.f Magnet School Plans (12) SY2021-22**).

b) MSP Implementation and Progress Monitoring

During SY2021-22, the District monitored and evaluated MSP implementation through progress monitoring visits that began in January 2022. This allowed the Magnet Department to review MSP implementation specific to collective impact, budget, resources, and personnel. The Magnet Department also worked with executive leadership in Curriculum and Instruction, as well as with Regional Assistant Superintendents, to provide feedback to magnet site leaders and their teams. Additional department staff also provided individualized training for site-based personnel to generate budget reports and updates for principals to track magnet spending, review benchmark assessment data, and conduct outreach and recruitment.

c) MSP Development for SY2022-23

In April 2022, the Magnet Department worked to engage experienced magnet leadership to revise the site-based MSP template. Multiple drafts were sent to Dr. Mark Smylie for review and feedback. A final draft was established and sent to magnet

site leadership. The new template focused on a "Guide to Equity-Oriented Continuous School Improvement" and the closing of academic gaps among subgroups. The District also required each magnet school to use its Title I School Improvement Action Plan (SIAP), the FCMP, and marketing and family engagement strategies to ensure alignment.

Magnet Department leadership facilitated workshops to prepare principals and coordinators to lead and support their magnet school planning teams in navigating through the Equity-Oriented Continuous School Improvement Planning Guide ("Planning Guide") while developing their MSPs for SY2022-23.

Table 2.4: Magnet Plan Development Process

Date	Magnet Plan Support	Provider
March 2022	Magnet Department worked with experienced magnet leadership to develop a new site-based MSP template that reflected opportunities for data reflection and an intentional focus on closing academic disparities among subgroup populations (Latino and African American).	Magnet Department and Magnet Site Principals
April 2022	Revisions were made to the new site-based MSP template that reflects the Continuous Improvement Cycle and goals, action steps, and evaluation specific to increasing academic outcomes for subgroup populations.	Dr. Smylie
April 2022	The new MSP template was written, edited, and revised.	Magnet Department
June 2022	Magnet site principals received a three-day training to review their SY2021-2022 data, so they could take a deep dive into the revised MSP.	Magnet Department

3.   Improving Integration

a)   Marketing, Outreach, and Student Recruitment and Selection

In SY2021-22, the District continued to utilize the Priority Enrollment Campaign and the Continuing Enrollment Campaigns — both of which support schools in meeting integration goals, as defined in each school magnet plan. Magnet schools used the materials and other resources provided in collaboration with the District's Communication and Media Departments to recruit students and families. Magnet schools also participated in District marketing events that included the

annual magnet fair. The magnet coordinators worked together to provide ongoing registration and marketing support for families through Pima County. This was advertised through social media accounts and "Parent Link." Other marketing strategies included television and radio advertising, outdoor advertising through bus shelters and billboards, print advertising, District press releases, digital advertising, and mass mailings (**Appendix II – 3, II.K.1.m Outreach, Marketing, and Recruitment (OMR) Plan SY21-22**).

Two additional outreach initiatives were implemented in SY2021-22:

- The Communications and Magnet departments continued to meet regularly with the Roskruge K-8 magnet team to improve enrollment and attract a more diverse student population.

- In fall 2021, elementary and K-8 magnet coordinators attended a series of workshops on developing and implementing outreach strategies to kindergarten families. The strategies identified were then used by schools that needed to improve integration or increase enrollment.

Table 2.5: Magnet Enrollment Plans for Kindergarten Outreach

Date	Agenda	Attendees
October 2021	Working Session #1 Marketing, outreach, and recruitment ideas and Strategies	Magnet Department/ Elementary and K-8 Magnet Coordinators
November 2021	Working Session #2 Update on progress, strategies, issues and resources Role Playing Parent Meetings Working Session #3 Status of Magnet Enrollment Plan Implementation	Magnet Department/ Elementary and K-8 Magnet Coordinators
December 2021	Individual School Recruitment Plan and PowerPoint Support and Feedback Sessions	Magnet Department/ Multiple Schools

b)   Cross-Departmental Collaborations

The Magnet Department collaborated closely with the Family and Community Outreach (FCO), Communications, Transportation, School Community Services (SCS), and student support services departments to recruit students at FRCs and local events during the school year.

c) Increased Visibility Through Awards and Recognition

In spring 2022, at the MSA national merit awards, Mansfeld Middle magnet school was recognized as a School of Excellence, and Carrillo, Davis, and Tucson High Schools were recognized as Schools of Distinction.

d) Progress Toward Improving Integration

In SY2021-22, 11 of 13 magnet schools were "integrated" schools under the USP definition of integration (the "15% criterion"). Roskruge K-8, a TWDL magnet school, remained racially concentrated (85% Hispanic). Holladay was just below the threshold of an integrated school (5% White) (**Appendix II – 4, Magnet School Integration 2021-22**).

4.   Monitoring to Improve Academic Achievement

The District utilizes several cross-departmental strategies to support academic achievement at magnet schools. These strategies include following a continuous improvement cycle, reviewing school academic achievement data, and providing professional development and support to improve instruction. In spring 2022, all students in grades 3-8 and grade 10 took the AASA assessment in ELA and Math (**Appendix II – 5, Magnet School AASA Data Spring 2022**).

5.   Magnet Oversight Committee

The Magnet Oversight Committee (MOC) met four times in SY2021-22, with the following agenda:

Table 2.6: Magnet Oversight Committee Agenda

Date	Magnet Oversight Committee Agenda
January 2022	MOC Overview Purpose of a Magnet School Overview of Magnet-Related Plans
February 2022	Elements and Standards of a High-Quality Magnet School
May 2022	Magnet Review Committee Functions Process of Reviewing Current Magnet Schools' Progress Overview of Integration and Student Achievement Criteria
June 20212	Magnet Development Committee Functions Process of Identifying New Magnets

6. Magnet Stipend and Hiring Efforts

The District offered $2,500 stipends to recruit certified teachers at magnet schools and will continue to do so during SY2022-23.

C. Application and Selection Process

In SY2021-22, the District continued to utilize the application and selection process as an effective tool for improving integration, particularly at oversubscribed magnet schools.

During the priority enrollment window, the District received 2,882 applications for the 2022-23 school year. This decrease was most likely due to continued concerns about COVID-19 in schools.

The District held the initial lottery in January 2022, at the close of the priority enrollment window. Table 2.7, below, shows the schools and programs with oversubscribed entry grades at the time of the first lottery (schools oversubscribed by 10 or more students for the past two years).

Table 2.7: Oversubscribed Schools for SY2022-23 (Based on Available Seats)

School	Program	Grade	Applications	Seats	2014-15	2021-22
Carrillo ES	Magnet	K	81	33	Racially Concentrated	Integrated
Davis ES	Magnet	K	120	30	Racially Concentrated	Integrated
Hughes ES	Open Enrollment	K	50	5	Neutral	Integrated
Miles ELC K-8	Open Enrollment	K	58	26	Neutral	Integrated
Roskruge K-8	Magnet	6	56	48	Racially Concentrated	Racially Concentrated
Dodge MS	Magnet	6	183	141	Integrated	Integrated
Mansfeld MS	Magnet	6	168	44	Racially Concentrated	Integrated
Tucson HS	Magnet	9	774	429	Racially Concentrated	Integrated

D. Student Marketing, Outreach, and Recruitment Strategies

1. Marketing, Outreach, and Recruitment

During the 2021-22 school year, the District continued its efforts to market its educational opportunities and recruit students to the District, including through implementing the revised Outreach and Recruitment Addendum, which specifically outlines strategies to expand opportunities for students to attend an integrated magnet school or access Advanced Learning Experiences (**Appendix II – 3, II.K.1.m Outreach, Marketing, and Recruitment (OMR) Plan SY21-22**).

During this past year, there were some COVID-19 pandemic and school marketing limitations. However, District marketing, outreach, and recruitment efforts continued. Those included, but were not limited to:

- The District implemented an advertising campaign for SY2021-22, "Choose your School," aimed at highlighting the diverse programs and community that the District serves, through English and Spanish TV and radio commercials, print ads, social media posts, website highlights, bus shelter ads, and event banners.

- The District developed a Kinder Blast-off campaign to provide school enrollment information and in-person tours to families. All schools received a Kinder Blast-off Banner to hang on the front of their schools, along with school and District websites promoting landing pages which included additional information about how to enroll and contact the Enrollment Ambassadors if they need additional support. Kinder Blast-off was promoted in print and digital advertising.

- The District continued to support families in the transition from elementary to middle school with the Level Up program. All appropriate schools received a Level Up banner to hang on the front of the school. The District utilized tour videos for every middle and K-8 school and placed them on a Level Up webpage located on the District website. Fifth-graders and their families were invited to join school information sessions on Zoom, watch the videos, and book a tour at the school of their choice. School counselors met with 5th grade classes to discuss the options. Level Up branding gave the program a public presence, and Level Up marketing targeted families based on their children's age, for greater impact.

- The Magnet and Application School Choice Fair occurs each November at the Children's Museum with all magnet schools and select application schools. This free event was promoted through English and Spanish TV, radio, print, and Geo marketing ads. Live radio broadcasts at the event, along with food trucks, helped attract families. School representatives, student entertainment groups, and Enrollment Ambassadors attended to welcome parents and provide information about TUSD.

- The District-wide Enrollment Fair spring event includes all schools and programs, including FCO, Interscholastics, Human Resources, and Transportation. Every school had a table with promotional items and staff to talk to families about registration. The event also included entertainment by school music and dance groups, food trucks, live radio broadcasts at the event, and a Pima County Health Department vaccination clinic. Each school could register families or have the Enrollment Ambassadors provide registration support.

- There were also opportunities to participate in special events, such as Summer Safari Nights, AZ Bilingual Back to School Event, Tucson Literacy Fair, Boo at the Zoo, Zoo Lights, and Children's Museum Science Fair.

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

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

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

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

2. Assessment and Strategy Modification

As part of the annual cycle of improvement, the District, led by the Communications Department, analyzed the marketing and outreach needs of various

schools, departments, and divisions, and it assessed the effectiveness of the strategies implemented at the end of the year. In SY2021-22, staff used this information to determine which strategies should be continued, revised, or eliminated. No strategy changes were made in SY2021-22.

E.   Student Assignment Professional Development

In SY2021-22, the District continued to provide an online professional learning course on student assignment processes and strategies through the District's professional learning portal, PowerSchool (formerly TNL). The training covers the USP objectives for student assignment, the benefits of an integrated education, transportation, and the open enrollment/magnet application process. Although the course is available to all District employees, School Community Services (SCS) specifically verified that newly hired employees who support or respond to school choice inquiries completed the course in SY2021-22. The District also ensured that all the Regional Superintendents, as well as staff in Equity, Diversity and Inclusiveness (EDI) and School Community Services (SCS) departments, took this training, to support the school choice efforts.

F.   Coordinated Student Assignment Committee

In SY2021-22, the cross-departmental CSA committee continued to fulfill its role in monitoring and coordinating integration initiatives across departments. Action items included:

- Monitoring various desegregation plans, including the Non-Magnet Priority Improvement Action Plan (NMPIA), the Outreach and Recruitment Addendum (OMR), and the Transportation Plan.

- Reviewing 40th-day enrollment data and identifying a revised list of priority schools in need of CSA support. Of the 12 schools identified in the original 2020 NMPIA, four schools (Bloom, Davidson, Kellond, and Robins) were integrated in SY2021-22. Accordingly, the CSA committee selected to focus their efforts on Banks, Howell, Doolen, and Maxwell, with Communications and School Community Services taking the lead.

- Providing departmental updates to find areas of collaboration and coordination.

G.   USP Reporting

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

The data required by section (II)(K)(1)(a) is contained in **Appendix II – 6, II.K.1.a TUSD Enrollment 40th-Day SY2021-22**. This report is comparable to Appendix C of the USP, which provides the baseline against which subsequent years' data might be measured to determine the number of integrated and racially concentrated schools.

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

The data required in section (II)(K)(1)(b) is contained in **Appendix II – 7, II.K.1.b TUSD Enrollment – Attendance Status SY2021-22**. This report contains disaggregated data by school enrollment, ethnicity, and attendance status on the 40th day of SY2021-22.

II(K)(1)(c)   Copies of all job descriptions and explanations of responsibilities for all persons hired or assigned to fulfill the requirements of this section, identified by name, job title, previous job title (if appropriate), others considered for the position, and credentials for SY2021-22;

See **Appendix II – 8, II.K.1.c Explanation of Responsibilities**, which contains job descriptions and a report of new persons hired and assigned to fulfill the requirements of this section by name, job title, previous job title, others considered, and credentials for SY2021-22.

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

No magnet school study was conducted in SY2021-22.

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

See **Appendix II – 1, II.K.1.e Comprehensive Magnet Plan (Reformatted January 2022)**.

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

See **Appendix II – 2, II.K.1.f School Magnet Plans SY2021-22**, for the 12 magnet schools.

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

No grant application was submitted in SY2021-22.

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

The admissions process for oversubscribed schools, GB Policy JFB-R4, remained unchanged for SY2021-22.

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

See **Appendix II – 9, II.K.1.i Catalog of Schools (7 major languages)**, an informational guide that describes programs offered at each school.

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

See **Appendix II – 10, II.K.1.j School Choice Applications**, to view the open enrollment/magnet application in the District's major languages.

II(K)(1)(k)	A copy of any description(s) of software purchased and/or used to manage the student assignment process;
	The Smart Choice software continued to be used in SY2021-22.
II(K)(1)(l)	A copy of the data tracked pursuant to the requirements of this section regarding intra-District student transfers and transfers to and from charters, private schools, homeschooling, and public school districts outside of the District.
	See **Appendix II – 11, II.K.1.l Student Transfers SY2021-22**.
II(K)(1)(m)	A copy of the outreach and recruitment plan developed pursuant to the requirements of this section;
	See **Appendix II – 3, II.K.1.m Outreach, Marketing, and Recruitment (OMR) Plan SY2021-22**, which contains a detailed description of the marketing and recruitment campaigns conducted by the District's Communications and Media Relations Department to support magnet schools and ALEs.
II(K)(1)(n)	Any written policies or practices amended pursuant to the requirements of this section;
	No changes were made to written policies or procedures in SY2021-22.
II(K)(1)(o)	A link to all web-based materials and interfaces developed pursuant to the requirements of this section;
	See **Appendix II – 12, II.K.1.o Web-based Interface for Families**, to view the District's web-based interface for families to learn about schools and submit applications online for SY2021-22.
II(K)(1)(p)	A list or table of all formal professional development opportunities offered in the District over the preceding year pursuant to the requirements of this section, by opportunity description, location held, and number of personnel who attended by position;

The data required by section (II)(K)(1)(p) are contained in **Appendix IV – 19, IV.K.1.q Master USP PD Report SY21-22**.

This report contains a table of all formal professional development opportunities offered for SY2021-22.

III.   Transportation

A.   Transportation

Despite severe bus and driver shortages with contracted vendors throughout SY2021-22, the District continued to manage the school transportation system as an integral part of its ongoing overall commitment to integration and diversity. The District continued to provide free transportation to magnet students living beyond school boundaries, utilize incentive transportation initiatives, and route express buses to shorten travel time and improve integration at school sites.[2] The District also implemented express routes to Wakefield and Santa Rita High Schools as part of the District's incentive transportation initiative, whichallows students to attend non-neighborhood schools that have specialized programs or academic opportunities. In addition, the District monitored the 2021 Transportation Plan that provides additional options for magnet schools, ALEs, and TWDL programs (**Appendix III – 1, Transportation Plan**).

Due to the shortage of bus drivers, neighborhood transportation was limited in some geographical areas of the District. This challenge was not atypical; school districts across the country have experienced a severe shortage of bus drivers (**Appendix III – 2, NAPT School Bus Driver Shortage Survey**). To compensate, the District utilized hub stops (similar to express routes) that were strategically placed in locations to accommodate as many eligible riders as possible. Students would then be transported directly to their schools, thereby shortening travel times. The Transportation Department monitored ridership at these stops weekly and made strategic adjustments as necessary. Hub stop information was updated in real-time and was available throughout the year on the TUSD website. Additionally, to address systemic bus driver shortages, the Transportation and Human Resources departments worked together to develop and implement bus driver recruitment strategies that will slowly increase available drivers over time.

In SY2021-22, the District offered transportation to more than 12,000 students (**Appendix III – 3, III.C.1 Ridership Reports SY2021-22**). In addition, the District provided activity buses to support out-of-school extracurricular activities (**Appendix III – 4, Activity Bus List by School SY2021-22**).

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[2] Because the District resumed fulltime in-person instruction, it no longer used the former "Modified Plan for Campus Services" used in SY2020-21.

B.   USP Reporting

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

See **Appendix III – 3, III.C.1 Ridership Reports SY2021-22**.

IV.   Administrative and Certificated Staff

A.   Administrative and Certificated Staff

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

1.   Hire or Designate USP Positions

The District continued to monitor positions required by the USP and made the following personnel changes in SY2021-22:

Table 4.1: SY2021-22 USP Position Changes

USP Section	Position Description	Employee Name	Hired/ Designated
II.C.1.	Director of Student Assignment	Kinasha Brown and Andrew Agnew	Designated
II.C.2	Director of Magnet Strategy and Operation	Kinasha Brown and Charlotte Patterson	Designated Hired
II.C.2.	Magnet Coordinators	New coordinators at Borton and Carrillo	Hired
IV.B.2.	Director of Diversity Recruitment & Inclusion Programs	Monica Sanchez	Hired
VI.C.1	Restorative Practice Coordinator (RPPC)	Andrea Martinez	Hired
VI.E.2.a.	Academic and Behavior Supports Coordinator (ABSC)	Michelle Merrick and Michael Blunt	Hired

The District maintained magnet coordinators, teacher mentors, professional development academic trainers, and Multi-Tiered System of Supports (MTSS) facilitators in SY2021-22. In addition, 103 Restorative Practices/Positive Behavioral Interventions and Supports coordinators were placed at 84 schools (**Appendix IV – 1, Superintendent Mandated USP Position Memo 2022**).

2. Interview Committees, Instruments, and Applicant Pool

During SY2021-22, the HR Department continued to monitor the interview committee panels and found that 101 out of 609 interview panels (17%) did not include Hispanic/African American representation. However, 21 of the 101 panels without Hispanic/African American representation did have representation by minority racial groups (Asian/Pacific Islander or Native American). Additionally, the small panel size (panels ranged from one to four individuals) was a factor in some panels not having representation of all racial/ethnic groups. Employee shortages, common at schools nationwide, were also a contributing factor in the employees available to make up the interview panels. Regardless, HR followed up with site leadership for each occurrence where a panel did not include Hispanic/African American representation (**Appendix IV – 2, IV.K.1.d.ii Interview Panel Report)**.

The HR Department also continued to monitor the applicant pool.

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

	Fiscal Year						
	FY2015-16	FY2016-17	FY2017-18	FY2018-19	FY2019-20	FY2020-21	FY2021-22
Total Number of Applicants	8,740	8,027	8,498	8,205	8,611	5,376	6,657
White	42.2%	43.4%	42.8%	41.3%	42.0%	42.9%	37.9%
African American	8.2%	8.2%	8.1%	8.4%	7.6%	7.6%	8.0%
Hispanic	39.1%	42.7%	42.9%	41.2%	40.5%	39.3%	43.4%
Native American	4.0%	2.7%	3.1%	3.1%	2.7%	2.6%	2.5%
Asian/Pacific Islander	2.6%	3.0%	3.2%	6.1%	7.2%	7.6%	8.2%
Unspecified	3.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

3. Evaluating Offer Rejections

The HR Department also continued to analyze the reasons why applicants rejected offers of employment. The primary reasons given for declined offers in SY2021-22 were: accepting another offer in-district (59%), personal reasons (15%), and accepting offers out-of-district (13%) (**Appendix IV – 3, IV.K.1.f Declined Job Offers**).

4. Attrition

Finally, the HR Department continued to track the District's retention of administrators and certificated staff. In SY2021-22, 508 certificated staff and six administrators left the District. Of those separating from the District, 65% were White, 4% were African American, and 25% were Hispanic. The most common reasons cited were: personal (42%), other employment (30%), and retirement (19%) (**Appendix IV – 4, Certificated Attrition SY2021-22**).

School-based staff continued to express high job satisfaction (**Appendix IV – 5, IV.K.1.j SQS Staff Survey**).

B. Teacher and Administrator Diversity

1. Site Certificated Diversity

The District employed 2,845 certificated staff at school sites in SY2021-22, a reduction of 1.5% from the previous school year (**Appendix IV – 6, Site Certificated Staff and Administrators**). Although overall certificated staff numbers fell, the number of African American certified staff at sites rose from 121 to 132, resulting in a one percentincrease in the total number of certificated staff who are African American (from 4% to 5%). The percentage of Hispanic certificated staff remained at 31%.

2. Site Administrator and Team Diversity

In SY2021-22, 40% of site administrators were Hispanic, 8% were African American, and 48% were White. (***Id.***). Of the 30 schools with multiple administrators, HR identified 22 site administrative teams as diverse. Of the eight non-diverse teams, five were White and three were Hispanic (**Appendix IV – 7, IV.K.1.g (3) Site Administrative Teams SY2021-22**).

3. Teacher Diversity

Each year, the District analyzes the distribution of teachers and other certificated staff to determine whether the racial/ethnic distribution of teachers assigned at each school site is diverse.[3] Excluding alternative education schools (3)

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

and schools with TWDL dual-language programs (11), 33 out of 73 District schools had diverse teacher assignments in SY2021-22. Of the remaining schools, 13 schools had a relatively higher percentage of Hispanic teachers, two schools had a relatively higher percentage of African American teachers, two schools had a relatively higher percentage of Asian Pacific Islander teachers, and one had a relatively higher percentage of Native American teachers (**Appendix IV – 8, IV.K.1.g (1) Teacher Diversity Assignments**).

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

At the beginning of SY2021-22, the District reviewed the 2016-17 Teacher Diversity Plan (TDP or "Plan") and, based on approved criteria, established a new set of 18 schools to target for increasing teacher diversity over the next three years. In addition, the District identified eight school sites where improved administrator diversity was needed (**Appendix IV – 9, IV.K.1.g (6) DP Targeted Transfer Schools**). To meet the Plan objectives, the District will continue to implement a variety of recruitment strategies to better identify potential candidates for transfers. These activities include improved marketing, direct personal outreach, and implementation of online surveys. In addition, the District will continue to offer a wide range of incentives for teachers and administrators whose transfer to a school will support diversity. Benefit packages for teachers include stipends, modified teaching schedules, and support in earning a degree or certification credentials. For administrators, the incentives include financial stipends and additional support staff.

5.   **First-Year Principals and Teachers**

a)   **First-Year Principals**

For the 2021-22 school year, the District placed seven first-year principals at school sites, including two in interim positions. Both interim principals had held assistant principal positions before being placed (**Appendix IV – 10, IV.K.1.g (5) Assignment of First-Year Principals**).

b)   **First-Year Teachers**

In SY2021-22, the District hired 161 first-year teachers at 65 schools — a 53% increase from the previous year. The higher overall hiring rate reflects the state of the teaching workforce nationwide and the continued need for certified teachers. A total of 89 first-year teachers were hired for positions at 47 low-performing and/or

racially concentrated sites (**Appendix IV – 11, IV.K.1.g (7) Beginning Teacher Inventory**).

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

6. Support for First-Year Teachers

The District continued to implement the First-Year Teacher Plan to support first- and second-year teachers through the New Teacher Induction Program and the Teacher Mentor Program. The SY2021-22 induction program was held on July 26-29, 2022 (**Appendix IV – 12, IV.K.1.n (1) New Teacher Induction Program**).

The District provided mentors to support first- and second-year teachers throughout the year, following the Court-ordered formula that provides additional support for first-year teachers in racially concentrated or underperforming schools (**Appendix IV – 13, IV.K.1.n (2) Mentor Assignments by Ethnicity**). In addition to providing support to teachers, the mentors worked with site administrators to provide additional site-based support, including implementation of sheltering strategies for first-year teachers. Mentoring for all first-year teachers continues through the second year, with targeted approaches based on end-of-first-year assessments.

7. Teacher and Principal Evaluations

In SY2021-22, the District piloted the use of new cut scores for categorizing principal effectiveness (Ineffective, Developing, Effective, and Distinguished). These new cut scores broaden the lower range (Ineffective) and create narrower ranges at the upper end of the scale (**Appendix IV – 14, IV.K.1.m (1) Principal Evaluation Model 2021-22**). The District also made a few modifications to the Teacher Evaluation model in SY2021-22, including reducing the weight assigned to student academic growth while raising the weight placed on the Danielson and teacher reflection components (**Appendix IV – 15, IV.K.1.m (2) Teacher Evaluation Model 2021-22**).

8.   Teacher Support Plans

No teachers were placed on either a Targeted Support Plan or a Plan for Improvement in SY2021-22.

C.   Outreach, Recruitment, and Retention

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

Due to COVID-19 travel restrictions, the Human Resources (HR) recruitment team was not able to visit colleges and universities in person during SY2021-22. However, the HR team attended four virtual hiring events with out-of-state colleges and universities, attended 10 in-person job fairs, and held two TUSD job fairs, at Catalina High School and Tucson Community Center. The HR team's goal was to attract racially and ethnically diverse teacher and administrator candidates, with special attention to filling the critical-need areas of math, science, and special education (**Appendix IV – 16, IV.K.1.c Recruitment Activities**).

In SY2021-22, the District continued to implement teacher and administrator development initiatives designed to encourage District staff to become teachers and/or earn specialized endorsements in critical areas such as Exceptional Education, Gifted Education, and Bilingual/Spanish Education, as well as administrator leadership development initiatives. These GYO programs included:

1.   Grow Your Own Programs

a)   Make the Move

In SY2021-22, the District continued to offer the Make the Move program to encourage District staff to become certified teachers in General Education, or in specialized fields such as Exceptional Education and Two-Way Dual Language (TWDL).

While each Make the Move track has its own specific programmatic requirements and commitments that a candidate must meet, the Make the Move program is designed to provide tuition reimbursement during study, professional support, and professional development opportunities. Hiring and retention stipends are available for candidates as they successfully work through the program pathway. In SY2021-22, 40 certified teachers received stipends under this program, including two African American and 19 Hispanic teachers.

b)   The Arizona Teaching Fellows

The Arizona Teaching Fellows program is a partnership between TUSD and the University of Arizona (UA) College of Education, to help selected employees earn a bachelor's or master's degree in Education with particular emphasis on Early Childhood, Elementary, Secondary, and Exceptional Education. The program provides financial assistance and the promise of employment. The District selected six participants as Arizona Teaching Fellows for SY2021-22. To date, the Arizona Teaching Fellows partnership has resulted in the successful retention of 15 teachers (six teachers from Cohort SY2019-20, seven teachers from Cohort SY2020-21, and two teachers from Cohort SY2021-22).

c)   Teacher Cadet

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 due to COVID-19 pandemic restrictions for students and staff members in SY2021-22. It is scheduled to begin again in the 2022-23 school year.

d)   Leadership Prep Academy (LPA)

The Leadership Prep Academy resumed in SY2021-22 with the previously selected cohort due to the closure of schools in SY2020-21. Participants in this cohort engaged in a book study over a seven-month period to discuss, connect, and learn techniques of being people-centered leaders, as well as general leadership effectiveness techniques (**Appendix IV – 17, IV.K.1.p Leadership Prep Academy**).

e)   Master's Cohort in Educational Leadership

In SY2021-22, the District continued to partner with the University of Arizona (UA), Grand Canyon University (GCU), and Northern Arizona University (NAU) to offer the Master's Cohort in Educational Leadership program, whereby District certificated staff can earn a master's degree at a reduced cost.

2. Professional Learning Communities and Professional Development

a) Professional Learning Communities (PLCs)

PLCs were held both virtually and in person in SY2021-22. As in previous years, the District utilized the *Professional Learning Communities Guide*, which provides foundational information, essential tools, templates, and resources for establishing and maintaining strong professional learning communities at every school. Schools used the guide as a resource to assess the level of proficiency with PLCs among staff members and to guide their improvement. As in past years, monthly CIPDA academies were held to support the work of CSPs and teacher mentors.

Job embedded professional learning was also initiated, to provide a centralized professional learning program for teachers and staff, conducted during work hours, to support staff implementation of District initiatives and provide more autonomy on Wednesdays. Four full days of professional learning were added into the school year calendar, providing a platform for a full day of robust professional development (**Appendix IV – 18, Job Embedded Professional Learning 2021-2022**).

b) Ongoing Professional Development

In SY2021-22, the District continued to provide professional development and support in the various areas required by the USP (**Appendix IV – 19, IV.K.1.q Master USP PD Report**). The District also continued to use the SPARKS Framework for Culturally Responsive Instruction as a criteria to select professional development vendors and proposals for staff professional learning (**Appendix IV – 20, UDL SPARKS Crosswalk**).

D. USP Reporting

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

See **Appendix IV – 21, IV.K.1.a Explanation of Responsibilities**, which contains job descriptions and a report of all persons hired and assigned to fulfill the requirements of this section by name, job title, previous job title, others considered, and credentials, for SY2021-22.

IV(K)(1)(b)	A copy of the Labor Market Analysis and any subsequent similar studies;
	No labor market analysis was conducted in SY2021-22.
IV(K)(1)(c)	A copy of the recruitment plan and any related materials;
	No changes were made to the recruitment plan for SY2021-22.
	See **Appendix IV – 16, IV.K.1.c Recruitment Activities**, which details recruitment activities for SY2021-22.
IV(K)(1)(d)(i)	The following data and information, disaggregated by race and ethnicity: For all ACS vacancies advertised and/or filled immediately prior to and during the preceding school year, a report identifying the school at which the vacancy occurred; date of vacancy; position to be filled (e.g., high school math teacher, 2nd-grade teacher, principal, etc.) by race (where given by applicant); date position was filled; person selected; and for any vacancy that was not filled, the reason(s) the position was not filled;
	To view data and information, disaggregated by race and ethnicity, for all administrator and certificated staff vacancies for SY2021-22, s*ee* **Appendices IV – 22, IV.K.1.d.i (1) Teacher and USP Cert Positions Advertised SY2021-22**, and **IV – 23, IV.K.1.d.i (2) Admin Job Postings SY2021-22**.
IV(K)(1)(d)(ii)	Lists or tables of interview committee participants for each open position by position title and school site;
	To view interview committee participants for SY2021-22, *see* **Appendix IV – 2, IV.K.1.d.ii Interview Panel Report**.
IV(K)(1)(d)(iii)	Lists or tables of all ACS delineated by position, school, grade level, date hired, and total years of experience (including experience in other districts), and all active certifications;
	The data required for section (IV)(K)(1)(d)(iii) is contained in **Appendix IV – 24, IV.K.1.d.iii Certificated Staff and Administrators** for SY2021-22.

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

See **Appendix IV – 25, IV.K.1.d.iv Certificated District-Initiated Transfers**, which contains a report of all DITs by name, previous job title, new assignment location, and new position for SY2021-22.

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

The Reduction-In-Force (RIF) Plan was not enforced in SY2021-22, and no employees were laid off.

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

See **Appendices IV – 26, IV.K.1.e (1) List of Interview Instruments**, and **IV – 27, IV.K.1.e (2) Administrator Hiring Process rev 2022**, for a list of interview instruments used in SY2021-22 and the new hiring process for site and central administrators.

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

See **Appendix IV – 3, IV.K.1.f Declined Job Offers**, to view the reasons for declined job offers for SY2021-22.

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

The data required in section (IV)(K)(1)(g) are contained in **Appendices IV – 8, IV.K.1.g (1) Teacher Diversity Assignments**, **IV – 28, IV.K.1.g (2) Assignment of Certificated Staff**, **IV – 7, IV.K.1.g (3) Site Administrative Teams SY2021-22**, **IV – 29, IV.K.1.g (4) Assignment of First-Year Teachers**,

IV – 10, IV.K.1.g (5) Assignment of First Year Principals, **IV – 9, IV.K.1.g (6) DP Targeted Transfer Schools**, and **IV – 11, IV.K.1.g (7) Beginning Teacher Inventory**.

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

See **Appendix IV – 30, IV.K.1.h First-Year Teacher Plan SY2021-22**.

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

No remedial plans were required in SY2021-22.

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

The data required in section (IV)(K)(1)(j) is contained in **Appendix IV – 5, IV.K.1.j SQS Staff Survey**. The report contains the results of the annual teacher "job satisfaction survey," sorted by school level and ethnicity, for SY2021-22.

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

Due to the COVID-19 pandemic safety protocols in place, the Superintendent's Focus Group did not take place in the 2021-22 school year.

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

In SY2021-22, the Reduction-In-Force (RIF) Plan was not implemented, and no employees were laid off.

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

The data required in section (IV)(K)(1)(m) is contained in **Appendices IV – 14, IV.K.1.m (1) Principal Evaluation Model 2021-22**, **IV – 15, IV.K.1.m (2) Teacher Evaluation Model 2021-22**, and **IV – 31, IV.K.1.m (3) Summary Student Survey (District Mean Score)**, for SY2021-22.

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

See **Appendices IV – 12, IV.K.1.n (1) New Teacher Induction Program**, and **IV – 13, IV.K.1.n (2) Mentor Assignments by Ethnicity**, to view the description of New Teacher Induction Program and participating teachers/mentors for SY2021-22.

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

No teachers participated in teacher support program during SY2021-22.

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

See **Appendices IV – 17, IV.K.1.p Leadership Prep Academy**, to view the description of the LPA for SY2021-22.

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

The data required by section (IV)(K)(1)(q) is contained in **Appendix IV – 19, IV.K.1.q Master USP PD Chart**, for SY2021-22. This report contains a table of all formal USP professional development opportunities offered during SY2021-22.

V.   Quality of Education

The District remains committed to providing equitable access to high-quality educational opportunities for all its students and to improving academic achievement, particularly among African American and Hispanic students. The District's efforts to meet these goals in SY2021-22 included offering Advanced Learning Experiences (ALEs) and dual-language programs; addressing the literacy needs of English Learners (ELs); maintaining inclusive school environments; and enhancing student engagement and achievement through dropout prevention, culturally relevant courses (CRCs), multicultural curriculum, Culturally Responsive Pedagogy (CRP), and other efforts.

A.   Advanced Learning Experiences

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

1.   Gifted and Talented Education

In SY2021-22, GATE continued to offer seven separate GATE services: self-contained, pullout, resource, cluster, K-1 enrichment and talent development (push-in) lessons, pre-GATE kindergarten, and open-access gifted and talented magnet and middle school programs. As a result, more students were able to access GATE pedagogy through the District's expansion of alternative pathways, including GATE cluster classrooms, pre-GATE kindergarten, and GATE open-access programs.

As shown in the graph below, the total number of students receiving GATE services in SY2021-22 was 5,525, a decrease from the previous year.

Graph 5.1: Total Number of Students Receiving GATE Services
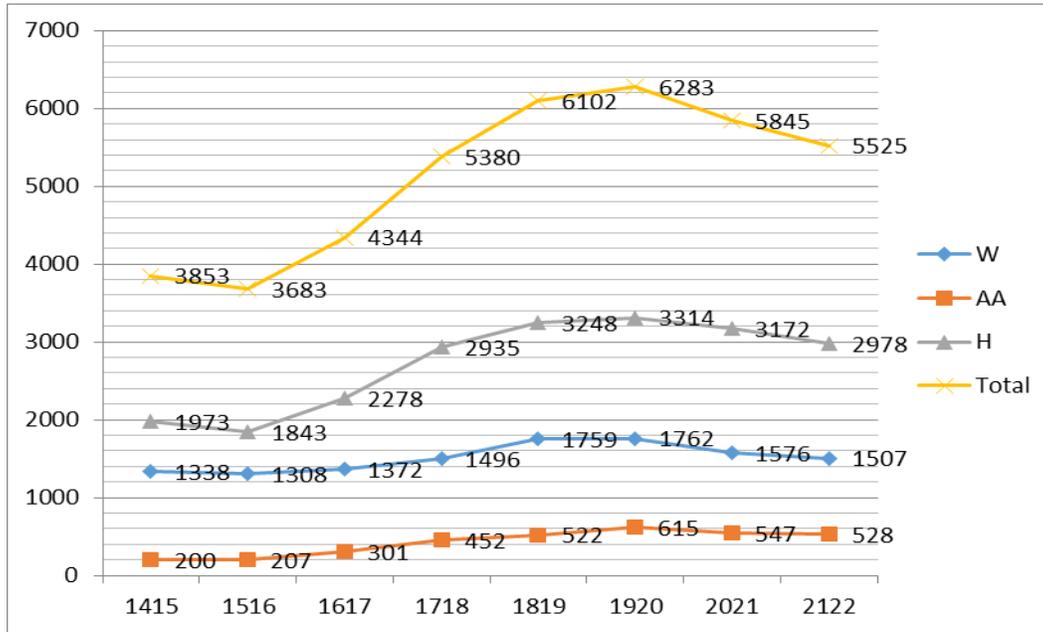
a) GATE Cluster Programs

As shown in Table 5.2, the District continued to offer the cluster program at 14 elementary and K-8 schools. More than 1,800 students received GATE instruction in cluster classrooms, including 957 Hispanic and 218 African American students.

Table 5.2: Students in GATE Cluster Classrooms SY2021-22

School	W	AA	Hisp	NA	API	MR	Total
Blenman	28	21	55	2	4	5	115
Cavett	8	16	89	2	1	2	118
Drachman K-8	41	12	73	7	2	9	144
Dunham	39	13	44	4	4	6	110
Fruchthendler	184	23	100	3	8	16	334
Grijalva	13	8	100	10	2	2	135
Howell	23	14	34	2	4	5	82
Maldonado	6	6	66	9	0	2	89
Myers/Ganoung	20	23	59	4	3	3	112
Robins K-8	31	6	101	3	3	3	147
Rose K-8	2	2	112	2	2	2	122
Sewell	23	11	38	1	0	4	77
Steele	44	31	40	1	0	9	125
Wright	16	32	46	3	9	7	113
Total	478	218	957	53	42	75	1823

b) Pre-GATE Kindergarten

In SY2021-22, pre-GATE kindergarten was available at six GATE self-contained sites. To provide alternative avenues for entry into self-contained GATE, this program is provided as a kindergarten pipeline to the 1st through 5th grade GATE self-contained programs. Of the 125 students who enrolled, 63 students were Hispanic (5% increase from SY2020-21), and 20 were African American students (122% increase from SY2020-21).

c) Grades K-1 Talent Development/Enrichment

In SY2021-22, GATE itinerant teachers continued to create and distribute interactive videos that followed the PETS curriculum and lesson plans to all District kindergarten and first-grade classrooms. GATE itinerant teachers pushed into kindergarten and 1st grade classrooms to model PETS lessons. Classroom teachers then incorporated PETS lessons and thinking strategies into their classes. For SY2022-23, kindergarten and 1s grade teachers will be asked to take a self-paced PETS training course and begin teaching the PETS lessons at GATE self-contained and cluster sites. GATE itinerant teachers will push into 2nd grade classrooms.

d) Open-Access GATE Magnet and Middle School Options

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

e) Participation in Traditional GATE Services

Student participation fell for both pull-out (5%) and self-contained GATE (12%) in SY2021-22, compared to the prior year (**Appendix V – 1, V.G.1.a ALE 40th-day Enrollment SY2021-22**).

f) GATE Supplemental Goals

The District exceeded the 15% Rule for GATE resource enrollment for African American students at the high school grade level, and for middle school Hispanic students (**Appendix V – 2, V.G.1.c. ALE Supplementary Goals Summary SY2021-22**).

g) Dual-Language GATE Programs

The District continued to offer a full Dual-Language GATE program at Hollinger K-8 in SY2021-22.

h) EL Students in GATE Programs

In SY2021-22, 112 EL students participated in traditional GATE programs (**Appendix V – 3, EL Participation in GATE Programs**).

i) Self-Contained Program Placement in SY2021-22

Seventy-one percent of students who qualified for self-contained GATE services enrolled in some type of GATE service (**Appendix V – 4, Self-Contained Students and Placement Status SY2021-22**).

j) GATE Recruitment and Outreach Activities

The GATE Department was able to provide numerous outreach activities and events remotely, using interactive Zoom, as well as hosting in-person outreach activities during the 2021-22 school year (**Appendix V – 5, GATE Outreach Events Calendar SY2021-22**).

Outreach to parents included:

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

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

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

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

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

For EL recruitment and outreach in SY2021-22, the GATE Department continued several strategies to reach Spanish-speaking families with information about GATE services, testing, and placement. Activities included: sending all GATE communication in Spanish; staffing outreach events with a bilingual GATE teacher; providing translation support at GATE events; and using the Spanish radio Tejano to run a GATE testing announcement the week prior to when the testing invitation was sent to all K-6 families.

k)   GATE Testing in SY2021-22

The COVID-19 pandemic, the closure of schools, and the need to adhere to SY2021-22 District COVID-19 protocols in SY2021-22 meant that the District has had to make changes to testing protocols and qualifying criteria from previous years.

During the 2021-2022 school year, four separate testing windows were implemented to support student qualification and testing needs. The first window of testing was to ensure all students who had previously qualified through a screener in a prior year but not completed the full qualification test had a full score on file. During the second window of testing, students in 5th and 6th grades were tested. This took place between late September and mid-October. The third testing window was for 1st grade through 4th grade students (late October to early February 2022). The last and fourth testing window was for students in kindergarten and took place between February and early March.

In SY2021-22, all students took the full 90-minute CogAT in addition to the Raven exam. The 3rd edition Naglieri Nonverbal Ability Test (NNAT) was used in circumstances where a student had taken the CogAT within the same year. These test scores, along with the Raven, were used to determine qualifications for self-contained and pull-out GATE.

The District tested 6,089 students in grades K-6 for GATE self-contained and pull-out services in SY2020-21 (**Appendix V – 6, GATE Testing and Qualified Students SY2021-22**).

l)   Professional Development — GATE

In SY2021-22, the GATE Department continued to provide both virtual and in-person professional learning opportunities for both new and veteran GATE teachers (**Appendix V – 7, GATE Professional Development SY2021-22**).

These included:

- GATE study groups, providing new District GATE teachers the opportunity to learn from, and collaborate with, more experienced colleagues;

- Interactive and self-paced training courses on foundational GATE pedagogy and instructional strategies;

- Train-the-trainer professional development programs for GATE cluster sites, Tully GATE Magnet, and the Roberts-Naylor open access program; and

- Robust summer sessions for both new and veteran GATE teachers.

m) Teacher Recruitment

The District continued to provide multiple opportunities for teachers to earn a Gifted teaching endorsement, with a stipend paid when it is earned. In SY2021-22, the District collaborated with the UA College of Education to share information about GATE services and to invite interested students to complete their student teaching in a GATE self-contained classroom. In SY2021-22, 156 staff had their Gifted endorsement (**Appendix V – 8, V.G.1.j Certificated Staff with ALE Credentials**).

n) Department Collaboration

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

2. Advanced Academic Courses (AACs)

The District continued to offer middle and high school students a variety of advanced course options, including honors courses, accelerated mathematics, middle

school high school credit courses, Advanced Placement (AP), Dual Credit (DC), and International Baccalaureate (IB). Many of these courses were designed in collaboration with the department of Culturally Responsive Pedagogy and Instruction (CRPI).

a) Accelerated (Advanced) Mathematics

In SY2021-22, nearly 1,600 6th- to 8th grade students enrolled in these courses, with 5% African American and 70% Hispanic participation (**Appendix V – 1, V.G.1.a ALE 40th-day Enrollment SY2021-22**).

b) Middle School and High School Honors Courses

The District offers honors classes in core subjects such as science, social studies, and English Language Arts (ELA) for grades 6-12. More than 4,800 students enrolled in honors courses in SY2020-21 (***Id.***).

c) Middle School Courses for High School Credit

More than 1,690 middle school students enrolled in courses for high school credit in SY2021-22. African American participation rose by 1 percentage point (***Id.***).

d) Advanced Placement (AP)

High school credit AP classes provide students with rigorous academic coursework and the potential for college credit. In SY2021-22, more than 2,700 students enrolled in at least one AP course.

To support student success in AP courses and associated exams, the District continued to provide two AP tutors for academic support and one AP mentor for non-academic support at each high school. The District also provided four hours of AP exam preparation for students to ensure that they were ready for their associated AP test in the second semester.

In June 2022, the District offered AP Summer Boot Camp at seven high school sites (Catalina, Palo Verde, Pueblo, Sabino, Sahuaro, Santa Rita, and Tucson High). This program offers students exposure to Advanced Placement curriculum and rigor. All sites offered an in-person experience, with a remote option offered at one site.

In spring 2022, more than 1,700 students took an AP exam, including 102 African American and 749 Hispanic students. Of those who took an AP exam, 55% of

African American students and 50% of Hispanic students received at least one score of a 3 or more (**Appendix V – 9, AP Tests and Exams**).

e) Dual-Credit Participation (DC)

In SY2021-22, the ALE Department continued to implement the Dual-Credit Expansion plan in collaboration with Pima Community College (PCC) and the UA. More than 1,100 students enrolled in dual-credit courses in SY2021-22 — 8% of those students were African Americans and 59% were Hispanic (**Appendix V – 1, V.G.1.a ALE 40th-day Enrollment SY2021-22**).

f) International Baccalaureate Participation

The International Baccalaureate program at Cholla High School offers open-access IB-preparation courses for grades 9-10, to prepare students for the IB Certificate/Diploma Program, which is available to students in 11th and 12th grades (***Id.***). To support students and increase student retention, the IB teachers utilize early student interventions, including tutoring and mentoring. Three students in the Class of 2022 received a diploma, and 84 students received course certificates.

g) ALE Supplemental Goals

In SY2021-22, the District met or exceeded the 15% Rule goals in 10 areas, including high school GATE resource classes and K-8 Honor classes for African American students. For Hispanic students, participation goals were met for middle school GATE resource classes, K-8 and middle school accelerated (advanced) math, K-8 and middle school honors classes, K-8 high school credit courses, IB, and dual credit.

h) EL Students in AACs

In SY2021-22, EL participation increased in accelerated (advanced) mathematics and dual credit classes (***Id.***).

i) AVID

While AVID is not an ALE, it continues to be an important support for students in ALE classes.[4] In SY2021-22, the District offered the AVID Elective model for middle

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[4] Advancement via Individual Determination (AVID) is dedicated to closing academic achievement gaps by preparing all students for college and other post-

school and high school students at 14 sites, as well as a school-wide AVID Elementary model at Davidson, Wright and Booth-Fickett. Under this model, all teachers embedded AVID strategies in their teaching practices in all subject areas.

Table 5.3: 100th-Day Multi-Year Comparison of AVID Enrollment by Ethnicity													
	White		African American		Hispanic		Native American		Asian PI		Multi Racial		100-Day Total
Year	N	%	N	%	N	%	N	%	N	%	N	%	N
14-15	98	13.7%	69	9.7%	492	68.9%	28	3.9%	8	1.1%	19	2.7%	714
15-16	145	13.2%	120	10.9%	728	66.4%	47	4.3%	18	1.6%	38	3.5%	1096
16-17	150	11.4%	119	9.0%	942	71.4%	48	3.6%	32	2.4%	29	2.2%	1320
17-18	178	12.1%	176	11.9%	985	66.8%	53	3.6%	36	2.4%	47	3.2%	1475
18-19	377	15.7%	350	14.6%	1430	59.5%	91	3.8%	78	3.2%	79	3.3%	2405
19-20	363	13.6%	393	14.7%	1643	61.5%	104	3.9%	69	2.6%	98	3.7%	2670
20-21	335	12.8%	392	15.0%	1606	61.5%	120	4.6%	59	2.3%	99	3.8%	2611
21-22	349	13.3%	405	15.5%	1580	60.4%	100	3.8%	83	3.2%	101	3.9%	2618

j)   Professional Development — AACs

The District provided various opportunities for ALE-specific professional development in SY2021-22, including training on ALE instructional strategies in the classroom, and how to recruit students into ALEs.

The District paid the registration fee for 73 teachers to participate in the Advanced Placement Desert Summer Institute in June and July 2022. These institutes included 30 hours of coursework for teacher preparation to teach AP classes, fulfilling the three-year opportunity for AP content review. Other coursework offered could be

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secondary opportunities, with a focus on low-income, minority, and potential first-generation college students.

used toward a Gifted education endorsement and addressed differentiated curriculum use in Advanced/honors courses.

The District also provided AVID training for over 450 teachers, counselors, and administrators, including AVID Digital Experience, AVID Summer Institute, AVID National Conference, AVID Building Capacity Workshop, and AVID Professional Learning Modules (APLM) workshops (**Appendix V – 10, AVID Professional Development SY2021-22**). The set trainings were an opportunity for faculty to collaborate, become familiar with AVID methodologies, and learn what to anticipate when a school focuses its structures, processes, protocols, and systems to strategically improve the performance of all students. Topics included implementation of AVID school-wide, how to facilitate professional learning for adults, critical reading and writing strategies, content curriculum, and strategies to build a classroom culture in which rigorous academic instruction combines with social and emotional support to accelerate learning and close the achievement gap.

Additionally, the ALE director and AVID District coordinator held regular meetings for AVID site coordinators to support collaboration among AVID sites and engagement with AVID professional learning and required documentation for AVID certification. Throughout SY2021-22, 10 meetings were held with all AVID site coordinators, and two one-on-one meetings were also held with each site coordinator (**Appendix V – 11, AVID Site Coordinator Meetings SY2021-22**). To support AVID sites, the District provided AVID "Tutorology" training to 13 new tutors and participants and put these strategies into weekly practice at AVID sites.

3. University High School

a) UHS Admissions SY2021-22

In SY2021-22, all CogAT testing for UHS admissions was administered online through the Data Manager - Riverside Insights testing platform. Each TUSD middle and K-8 school identified a site-based CogAT testing coordinator that proctored the test with support from Assessment and Evaluation staff. All coordinators were required to attend annual workshops. Benefits of online testing are the immediacy of the results and a comprehensive report explaining each student's results. These reports were provided to families by UHS admissions.

The ACT Mosaic was offered to students who did not meet the 50-point requirement for immediate admissions but were within the designated margin of 45-

49 points. A total of 39 students, 20 TUSD and 19 non-TUSD students, were eligible to take the Mosaic.

Overall, 385 students, including 12 African American students and 129 Hispanic students, qualified for the SY2022-23 UHS freshman class by meeting the designated criteria for admissions (**Appendix V – 12, V.G.1.g UHS Admissions SY2021-22 Freshman Class**).

b)   Recruitment and Outreach

Due to continued COVID-19 restrictions and the delay in identifying the freshman class, UHS modified outreach and recruitment events.

The outreach and recruitment events in SY2021-22 included:

- UHS held two virtual information nights for middle school families to learn about UHS and the admissions process;

- UHS held regional informational meetings with middle school students throughout SY2021-22;

- In lieu of an open invitation to Step Up, UHS gave targeted tours for TUSD middle schools with predominately Latino and African American students. The tours invited students, parents, and their school counselors and included a walkthrough of campus and a question-and-answer session with current UHS students. Transportation was provided; and

- HS collaborated with EDI Student Support Services departments and called all qualified student families who had not accepted placement by the deadline.

c)   Support and Retention Efforts

UHS provided the following student support and retention services in SY2021-22:

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

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

- Blast, a summer STEAM program targeted to rising 7th and 8th grade students across the city;

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

- The Penguin-to-Penguin student mentor program; and

- Hiring of a Multi-Tiered System (MTSS) Coordinator to monitor and address students' needs.

d) Attrition

In SY2021-22, UHS continued to provide academic and social interventions designed to lower attrition, including placement testing for ELA, mandatory Penguin mentors for freshman students, frequent grade-level presentations, and Future Focused Meetings. These featured guest speakers from the school and from the local and national communities discussed stress, time management, goal setting, and other essential topics. UHS also offered a book club for Hispanic and African American students to provide additional mentoring through texts that support academic and socio-emotional growth. The UHS attrition rate for SY2021-22 was 10%[5] (**Appendix V – 13, UHS Attrition**).

e) Post-Secondary Education

A continued goal of UHS is to ensure that students graduate with the ability to attend the college or university of their choice, with many students accepted into elite colleges and universities. For the past 14 years, UHS has had 100% post-high school placement of students in two year-colleges, four-year colleges and universities, military academies or enlistment, or trade schools upon graduation.

With assistance from the UHS College and Career Center, the Class of 2022 earned more than $34 million in scholarships and grants. Hispanic and African American students earned substantial scholarships to in-state and out-of-state universities, and four students were awarded the Questbridge Match Scholarship. In

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

addition, University High School had two African American students and 15 Hispanic students who were identified by the College Board National Recognition Program.

B.   Dual-Language

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

In SY2021-22, the District continued to work on implementing its multi-year expansion plan for the dual-language program, including adding strands at existing TWDL sites, establishing language academies, and continuing recruitment and retention efforts for bilingual endorsed teachers, to support future expansion.

1.   OELAS

In SY2021-22, the District continued to follow the guidance and approval from the Office of English Language Acquisition Services (OELAS) to qualify EL students for its TWDL programs. As in previous years, the District administered the Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM) to kindergarten students, for them to demonstrate English proficiency levels that qualify them for enrollment into a TWDL program.

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

2.   Dual-Language Academies

In fall 2021, the Language Acquisition Department (LAD) conducted Language Academies at seven of the dual-language schools for K-3 EL students, to prepare them for eligibility to participate in the District's TWDL program in SY2022-23. The focus of instruction was to develop students' oral English skills so that they pass the AZELLA. In addition, the LAD conducted Language Academies at the 10 dual-language schools for EL and English-proficient students in K-5 to develop oral Spanish skills, to

support student success in maintaining and/or acquiring a second language, which is needed to participate in a TWDL program.

3. Monitoring Student Enrollment

In SY2021-22, the District extended the TWDL program to 5th grade at Bloom and added an additional 1st grade class at White. More than 2,300 students enrolled in a dual-language program in SY2021-22 (**Appendix V – 1, V.G.1.a ALE 40th-day Enrollment SY2021-22**).

Table 5.4: 40th-Day Dual-Language Enrollment by School Year

Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Dual-Language Schools								
Davis	345	334	312	295	314	313	295	271
Roskruge	675	717	675	654	614	649	582	547
Hollinger K-8	314	260	315	321	349	399	357	362
Dual-Language Classrooms								
Bloom			20	42	74	105	107	119
Grijalva	145	106	100	99	93	104	106	98
McCorkle	67	97	119	159*	162	206	236	245
Mission View	90	79	75	97	100	109	84	73
Van Buskirk	125	116	92	107	96	105	102	94
White	147	122	147	140	129	115	120	131
Pistor	167	165	179	94	117	63	55	57
Pueblo	88	110	110	124	398	296	328	324
Total	2163	2106	2144	2132	2446	2464	2372	2321

4. EL Reclassification in Dual-Language Programs

In SY2021-22, the District continued to monitor the reclassification rate for EL students enrolled in the dual-language programs and to assess Spanish proficiency.

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Table 5.5: Dual-Language EL Reclassification Rates

School Year	ELL Tested	Reclassified	Percentage Reclassified
2014-15	235	84	35.7%
2015-16	206	52	25.2%
2016-17	231	15	6.5%
2017-18	343	37	10.7%
2018-19	357	39	10.9%
2019-20	354	29	8.2%
2020-21	251	17	6.8%
2021-22	385	29	7.5%

5. Dual-Language Spanish and English Assessments

In SY2021-22, the District was able to return to the scheduled assessments outlined in the TWDL Assessment Framework. Assessments administered in SY2021-22 included Logramos (a Spanish reading and writing test for 2nd through 8th grade students), as well as the Development Reading Assessment and Evaluación de desarollo de la lectura (English and Spanish assessments for reading comprehension and fluency). The District Benchmark assessments were administered in Spanish for quarters one and two, along with the FLOSEM during the first semester, to assess listening and speaking in Spanish.

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

6. Professional Development

In SY2021-22, the District offered TWDL professional development on an ongoing basis (**Appendix V – 14, TWDL PD**).

- On a quarterly basis, the LAD instructional coaches and itinerant teachers continued to collaborate with expert consultant Rosa Molina to provide training for dual-language teachers at all grade levels. In addition — in collaboration with the Association of Two-Way Dual-

Language Education (ATDLE) — TWDL site administrators, teachers, and families participated in school-wide training focused on Guided Language Acquisition by Design (GLAD). Fall sites included Roskruge and Van Buskirk; Spring sites included Hollinger and Mission View. GLAD is a rigorous professional development focused on research-based strategies that support language acquisition and proficiency in grade-level content standards (**Appendix V – 15, GLAD Fall Training Sessions**).

- In June 2022, the LAD hosted the 2022 Language Learning Symposium through a virtual platform. More than 150 teachers, instructional staff, and administrators participated. The Symposium included sessions on the secondary SEI program model, as well as how to use technology tools in an in-person dual-language instructional setting.

7. Site Implementation

In SY2021-22, dual-language itinerant teachers provided teachers with in-class support at each of the 11 TWDL sites as they moved toward the goal of fully implementing the TWDL program. In addition, the Department implemented the TWDL Advisory Committee, comprised of TWDL administrators, teachers, parents, and community members, to review and make TWDL program recommendations (**Appendix V – 16, TUSD Two-Way Dual Language Advisory Committee 2021-22**).

8. Developing/Recruiting Bilingually Endorsed Teachers

The Language Acquisition Department continued to recruit certified teachers to obtain a bilingual endorsement:

- In SY2021-22, the LAD continued an outreach partnership with the UA Bilingual Cohort to encourage UA bilingual education students to pursue dual-language teacher vacancies in the District. Eight TWDL classroom vacancies will be filled by UA bilingual cohort graduates in SY2022-23;

- In March 2022, the LAD held a virtual TWDL recruitment informational meeting about the Make the Move program for District certified teachers who did not have bilingual endorsements (**Appendix V – 17, TWDL Make the Move Brochure SY2021-22**); and

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

In SY2021-22, there were 250 certificated staff with a bilingual endorsement (**Appendix V – 8, V.g.1.j Certificated Staff with ALE Credentials**).

9. Dual-Language Parent Outreach and Supports

For SY2021-22, the LAD, in collaboration with the Communications Department, continued to provide TWDL program information and enrollment opportunities to students and parents throughout the District, using the parent resource website, social media, mailers, and targeted advertising through various media. In addition, LAD provided parent informational sessions at nine TWDL sites. These sessions presented programmatic information and strategies for parents, to provide support for their students in a TWDL program during distance learning.

10. The TWDL framework

In SY2021-22, the District continued to collaborate with Rosa Molina to further implement her programmatic recommendations and to reflect relevant changes in the TWDL framework. The LAD continued to work on the action items identified in SY2021-22, including refinements of the assessment matrix and strand development at Bloom and McCorkle.

C. Exceptional Education Placement, Policies, and Practices

The Exceptional Education Department continued to monitor student placement in exceptional education services for disparities, based on student data and established standards (**Appendices V – 18, Ex Ed Referrals and Qualifications SY2021-22**, and **V – 19, V.G.1.u Students Receiving Ex Ed Services SY2021-22**).

1. Dropout Prevention and Graduation

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

2. Annual Goals

The District's DPG committee, including representatives from multiple departments, evaluates and adjusts the DPG plan goals annually. During SY2021-22,

the committee met to evaluate relevant information and review annual goals (**Appendix V – 20, DPG Annual Goals and Progress Monitoring**).

3.   Student Identification and Monitoring

In SY2021-22, AASSD and MASSD continued to use the MTSS module in Synergy to document student academic interventions and monitor plans.

4.   Graduation Support Systems

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

- District-wide Support Strategies: The District continued to provide District-level support through MTSS and individual support plans, standardized curriculum, social workers, and the Dropout Prevention and EDI departments. The District also continued to implement the site-based Steps to Success initiative and a new program, Step by Step, targeted at 8th graders (**Appendix V – 21, Dropout Prevention Activities SY2021-22**);

- High School Support Strategies: The District continued to offer high-school-level graduation support through the Freshman Academy, credit recovery options, 8th grade transition programs, structured concept recovery, and alternative schools and programs. The District also invested in Majorclarity, a software system that allows students and counselors to create graduation plans in collaboration. Both AASSD and MASSD staff received training on the system, which can be used to work with students in creating plans;

- Elementary and Middle Grade Support Strategies: The District continued to provide support for elementary and middle school students through middle school teams, elementary-level master schedules, and a focus on early literacy; and

- English Learner Support Strategies: The District continued to provide support for ELs through transportation support, credit recovery placement priority, online credit recovery through C.O.L.E., sheltered content classes, summer school, intervention classes, Imagine Learning,

ELD classes, and student and parent orientation (**Appendix V – 22, Support Strategies for English Learners SY2021-22**).

5.   Family Engagement for At-Risk, Disengaged, or Struggling Students

Pursuant to the DPG plan and the FACE Action Plan, the District has developed infrastructure to support a multi-tiered approach to family and community engagement that includes general outreach to families through ParentLink, monthly calendars, Facebook, and the District's website (type 1); as well as targeted outreach to African American and Hispanic families and at-risk students through phone calls, flyers/monthly calendars, and Facebook (type 2). In addition, EDI student support services departments, including AASSD and MASSD, continued to provide opportunities to acknowledge and celebrate student academic success throughout the school year, culminating in end-of-year student recognition ceremonies.

6.   Professional Learning

As described throughout the Annual Report, the District continued to implement comprehensive professional learning that is aligned to the USP. This included training on school climate and culture, MTSS, and related instructional and prevention strategies throughout the year.

D.   Student Engagement through Curriculum

The SY2021-22 marked a return to in-person instruction for most students. While some students chose to attend school through the District's online platform (TUVA), most students returned to their school sites. In-person instruction facilitates interaction and significantly increases student engagement.

The District resumed its efforts to train teachers in culturally responsive practices through various professional development training sessions. Training courses were provided to site and central staff, including teachers and instructional support personnel. This year, the District provided four full days of training through Professional Learning Thursdays. Once a quarter, certificated staff were provided a menu of hundreds of options for professional development. On these days, teachers were required to attend three 90-minute training sessions on topics of their choice. Many of these sessions focused on student engagement, using the SPARKS culturally responsive instructional framework (**Appendix V – 23, PLT PD Offerings**).

To further address the social emotional learning needs of students, the District worked with consultants to develop an SEL (Social Emotional Learning) model. This model was inclusive of the SPARKS framework for culturally responsive instruction. The social emotional learning framework will be implemented in the 2022-23 school year.

The District provided CRC teachers with additional training in addressing the social-emotional learning needs of students via the restorative circle process. This was done through the Tier I and Tier II CRC PD structure. Through the tiered PD structure, CRC teachers were offered training from CRPI on a bi-monthly basis (**Appendix V – 24, CRC Tier I Dates**).

1. Culturally Relevant Courses

In SY2021-22, the District continued to implement the CRC plan, which called for CRC expansion, when feasible, in elementary, middle, and high schools. CRC teachers continued to develop and revise CRC curriculum and review and revise the curriculum maps for new and existing CRC.

A total of six new culturally relevant courses were developed for implementation in SY2022-23 (**Appendix V – 25, CRC Expansion Courses**). New courses include 6th through 8th grade CR Science courses with curriculum that is designed to make the study of scientific phenomena more relevant by focusing on the Sonoran Desert and its surrounding areas (**Appendix V – 26, CRC Science**).

In addition, UHS offered a CRC-AP English course, AP Literature: Culturally Relevant Mexican American and African American Perspective. This newly developed curriculum encourages the possibility of future expansion of CRC AP offerings not only at UHS, but at other District high schools. Working with a committee of teachers, CRPI further developed curriculum for CRC AP courses, and it plans to offer these courses at additional sites in the future (**Appendix V – 27, CRC AP Lit Curriculum**).

In collaboration with the University of Arizona and the Los Gatos Grant, the CRPI Department developed a dual-enrollment, Culturally Relevant (CR) Pre-Calculous course. This course will be offered at Rincon, Pueblo, and Catalina high schools in SY2022-23 (**Appendix V – 28, CRC MAT 187**).

In SY2021-22, a total of 5,289 students enrolled in CRC courses, including 165 elementary students across the District.

Table 5.6: 40th-Day CRC Student Enrollment by School Type

School Level	Year	White	AA	Hisp	NA	API	MR	Total
Elem Schools	2021-22	17	10	125	6	3	4	165
	2020-21	14	5	120	9	0	1	149
	2019-20	28	15	177	10	6	9	245
	2018-19	24	18	153	5	6	2	208
	2017-18	35	28	102	11	8	6	190
	2016-17	13	9	90	9	8	4	133
K-8 Schools	2021-22	187	155	1066	83	32	54	1577
	2020-21	141	106	943	88	17	41	1336
	2019-20	208	162	1229	136	24	51	1810
	2018-19	185	128	1082	144	24	46	1609
	2017-18	131	90	1179	157	9	53	1619
	2016-17	60	34	313	19	5	12	443
Middle Schools	2021-22	484	258	1120	61	27	87	2037
	2020-21	547	275	1192	69	46	86	2215
	2019-20	452	179	1006	46	27	82	1792
	2018-19	320	130	603	35	26	61	1175
	2017-18	207	70	379	19	16	23	714
	2016-17	108	35	316	20	5	15	499
High School	2021-22	247	144	991	47	40	41	1510
	2020-21	225	175	1197	52	53	63	1765
	2019-20	167	211	1157	47	15	38	1635
	2018-19	164	204	1079	47	18	38	1550
	2017-18	138	207	1160	50	16	42	1613
	2016-17	108	165	991	36	16	33	1349
	2015-16	54	118	1012	35	5	19	1243

a) CRC Teacher Training

In SY2021-22, the District continued to provide professional development opportunities and support to all CRC teachers. Activities included:

- New CRC teacher orientation on the basic elements of teaching CRC, including exposure to curricular documents, theoretical underpinnings, and applicable strategies used in this setting;

- Ongoing Tier 1 and Tier 2 professional development that provide updates on current and relevant CRC topics during Saturday professional development sessions. These trainings allowed CRC teachers across school sites to collaborate collectively; and

- CRC teacher study groups, where participants could read and discuss peer-reviewed academic research articles on culturally responsive education.

b) CRC Master Teachers

CRPI continued to use a teacher mentorship model, whereby experienced classroom teachers (CRC master teachers), who demonstrate a high level of expertise in culturally responsive practices and culturally relevant curriculum, work with colleagues new to the field. Nine master teachers met with first- and second-year CRC teachers at least once a week to provide guidance and feedback. Third-year teachers also received support, but less frequently. In addition to supporting mentees, each Master teacher was assigned to a primary school site, where he or she observed and engaged in co-teaching with one specific teacher.

Master teachers also received professional development through departmental training and conference opportunities. Master teachers also continued to engage in their own PLC, to improve their CRC practices.

2. Culturally Responsive Pedagogy and Student Engagement Professional Development

In SY2021-22, the District continued to provide administrators and certificated staff a variety of professional development opportunities. The District uses a culturally responsive framework to address the elements contained within the Supportive and Inclusive Learning Environments (SAIL) approach (*see* **Section V.**I).

a) Administrator and Staff Professional Development

In SY2021-22, the District provided Phase 2 training to administrators on the Revised Danielson and SPARKS framework. This training specifically focused on culturally responsive practices in the classroom and utilizing the Danielson evaluative framework as an instructional coaching tool (**Appendix V – 29, CR Danielson Storyboard**).

CRPI staff continued to provide support and training to teachers and site staff. CRPI staff provided training during the quarterly Professional Learning Thursdays (PLT), whereby District teachers and staff attend three 90-minute sessions during the contract day. Participant surveys collected at the end of each session were used to inform future development and modification of training.

In addition, CRPI staff also provided SPARKS training to newly hired teachers during Teacher Induction, as well as to teachers and site-based staff throughout the year.

b) CRPI Summer Conference

The CRPI Department presented its annual Summer Institute for Culturally Responsive Education June 9-11, 2022. Over 200 teachers and administrators took part in this virtual three-day professional development opportunity. A slate of preeminent scholars in their fields presented their work alongside local practitioners from within TUSD (**Appendix V – 30, SICRE 2022 Program**).

3. Multicultural Curriculum

During SY2021-22, the Multicultural Curriculum Department (MCD) modified TUSD's multicultural curriculum, anchoring and placing learning within a meaningful, problem-solving context. "Anchoring" refers to the bonding of the content within a realistic and authentic context. MCD included units and resources for learning that emphasized complex problem solving in integrated learning contexts, while also facilitating the formation of connections within and between content domains. This framework provides students with realistic roles that serve to enhance the learning process and facilitate the kinds of essential questions that students must examine through a continuous framing and examination of complex and controversial questions about their local community and the contemporary world.

a) Multicultural Curriculum Website

In SY2021-22, MCD expanded its website to include self-paced interactive multimedia professional development modules on how to use an Anchor Instructional Framework to develop problem-based curriculum that facilitates the formation of connections within and between content domains. The modules comprise of a problem or issue of interest to students while facilitating the kinds of essential questions that students must examine. MCD also added contemporary and diverse research-based interdisciplinary K-12 digital resources, lesson plans by

subject and grade level, and other resources around critical areas such as social emotional learning, equitable learning environments, and trauma informed practices (**Appendix V – 31, Multicultural Curriculum Website Page**).

b) Curriculum Resources and Resource Integration

(1) Culture Kits/Story Boxes

The MCD staff continued to research and develop contemporary culture kits and story boxes as powerful teaching tools for engaging students. As TUSD, schools, and society become increasingly diverse, culture kits and boxes in SY2021-22 accentuated the importance of building intercultural understanding as a key to creating linguistically inclusive and culturally sensitive learning environments. The kits also include standards-based exemplar multicultural lesson plans and contemporary global and international literature (**Appendix V – 32, K-5 Syrian, DRC, and Somali Story Box**).

(2) Science Curriculum and Training

In SY2021-22, MCD worked collaboratively with a cohort of science teachers to incorporate the elements of Anchored Instruction and Phenomena into the science curriculum. Centering science lessons and teaching on phenomena that is universal or deeply rooted in southern Arizona's culture shifts the focus from learning about a topic to figuring out why or how something happens. Phenomena demands that students generate enduring questions, experience positive confusion, and engage in reflective thought essential in designing solutions to science-related problems that matter to students, their communities, and society.

In addition, MCD developed and conducted District-wide trainings on "*Identity Production in Science.*" TUSD students bring multiple identities to classrooms that shape their perceptions and understanding of science. Cultivating a science identity is crucial because of the general perception held among students that one must be a "certain kind of person" to participate in science (**Appendix V – 33, Science Anchor Instruction and Professional Development**).

(3) Integrating Mathematics of Worldwide Culture into K-12 Math Curriculum and Instruction

In collaboration with math teachers, MCD developed and conducted a series of ethnomathematics professional development sessions aimed at mediating a culturally responsive approach to teaching mathematics. The series of synchronous

and asynchronous professional development sessions centered on: (1) a re-examination of beliefs and practices about what counts as legitimate mathematics, and how these mathematical concepts are to be taught; (2) identifying mathematical practices and mathematical funds of knowledge in students' communities, and how to design standards-based lessons that connect to these communities and family practices; and (3) sharing tools and resources to create math lessons that engage students in meaningful mathematics and promote a positive math identity. MCD also curated a list of exemplar real-world ethnomathematics units and resources, to advance mathematical thinking and reasoning within TUSD's diverse student population, and to nurture classroom spaces that ensure students take ownership of mathematical knowledge and use mathematics to examine real-world problems (**Appendix V – 34, Integrating Mathematics of Worldwide Cultures into Math Instruction**).

(4) Culture and New Learning Environments

In response to global movements for racial and social justice, MCD continued to develop and implement a series of synchronous and asynchronous professional development focused on facilitating new levels of consciousness around concepts of race, class, gender, equity, etc. The reflective component of each session demanded that teachers: 1) critically examine how socialization and biases inform teaching and thus affect the educational experiences of students; 2) explore issues of racism, sexism, homophobia, classism, or other forms of oppression, and how to discuss these polarizing issues in their classrooms; 3) deconstruct traditional teaching approaches and pedagogical models, to examine how they contribute to and support institutional systems of oppression and unequal access for all students; and 4) foster a student-centered pedagogy — bringing students' experiences to the fore in the classroom, and making learning active, interactive, relevant, and engaging (**Appendix V – 35, Embracing Diversity and Equity: Critical Theory, Pedagogy and Multicultural Literature Attendance Sheet**).

(5) Multicultural Literacy and Cultural Events

To further promote intercultural competency and build an inclusive school culture and climate, MCD continued to work with several school sites to plan and implement numerous remote multicultural literacy and cultural events and festivals in SY2021-22. These events brought the community together not only to celebrate diversity, but also to spark curiosity about culture and about each other. Families shared elements of their culture or ethnicity with other members of the school

community through storytelling, music, dance, and arts and crafts, to celebrate the things that make each culture unique (**Appendix V – 36, Multicultural Literacy and Cultural Events**).

(6) SY2021-22 Multicultural Love of Reading Month

In February and March 2022, MCD, in collaboration with community members, held the second District-wide virtual K-5 book festival, to promote continued intercultural understanding and share culturally diverse resources with teachers, students, and families. Community members selected to participate in these events were cultural insiders who were able to enrich the stories with real-life examples (**Appendix V – 37, Love of Reading Month School 2022**).

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

In SY2021-22, MCD, in collaboration with Lutheran Social Services of the Southwest, implemented the second series of professional development sessions to advance intercultural understanding of two distinct cultural identities in TUSD: (1) Muslim American identities, and (2) Immigrant and refugee identities (**Appendix V – 38, Refugee - Unpacking the Identity of Newcomers Flyer**).

E. Targeted Academic Interventions and Supports

1. Targeted Academic Interventions and Supports for African American Student

To address academic needs and support, the African American Student Services Department (AASSD) began implementation of the department's three- to five-year plan. In SY2021-22, the AASSD provided two updates (fall and spring semester) to the Parent Advisory Council (PAC) and presented the goals of the plan to the superintendent and the Academic Leadership Team (ALT) in spring 2022.

a) AASSD Collaboration with Local Colleges and Universities

In SY2021-22, AASSD continued to collaborate with multiple colleges and universities, community organizations, and TUSD departments to connect K-12 students and their families with information, resources, and contacts about college and career opportunities:

- In SY2021-22, AASSD continued to collaborate with multiple college and university programs, as well as local organizations. AASSD hosted 14

virtual and in-person college and career readiness experiences and events in SY2021-22. Topics presented included information on college options, application processes and financing (**Appendix V – 39, CCR2022**);

- AASSD continued its partnership with the University of Arizona African American Student Affairs (AASA) office to support college and career exposure for students through virtual experiences. In December 2021, Tucson High African American students connected with first-year college students participating in the B.L.A.C.K. program;

- AASSD partnered with the UA (University of Arizona) Academic Outreach office in Spring 2022 at the AASSD annual student recognition program. This event was held on the UA campus and provided an opportunity for more than 700 students, parents, and families to learn about UA academic programs, enrollment, and scholarships; and

- AASSD partnered with the Pima Community College Upward Bound program, Palo Verde HS, and Santa Rita HS to expose and connect students to resources and enrollment in Upward Bound.

(1) AASSD Partnerships with Historical Black Colleges and Universities (HBCU)

Although AASSD was not able to host the Tucson Black College and Cultural Tour, due to continued COVID-19 protocols, AASSD was able to partner with Tennessee State University (TSU) to offer students opportunities for on-campus and virtual college visits. AASSD and TSU hosted four on-campus visits for students and families from Palo Verde, Tucson, and Catalina high schools, as well as two virtual events for students and families from Rincon, Sabino and University high schools, during the 2021-22 school year. TSU subsequently offered more than 20 scholarships, and eight students are expected to enroll in Fall 2022 (**Appendix V – 40 HBCU 2022**).

(2) Community Partners for College and Career Readiness Support

During SY2021-22, AASSD continued to partner with community organizations to provide college and career readiness support:

- In SY2021-22, AASSD partnered with The State of Black Arizona, the Education Enrichment Foundation, and the TUSD CTE (Career & Technical Education) Department to host a STEM summit for 116 middle school students representing five middle schools (Doolen, Gridley, Magee, Secrist, and Vail); and

- The AASSD partnered with Sunquest Information Systems to mentor students at Tucson High.

(3) College Scholarships

In collaboration with community partners and a department-chaired committee, AASSD was able to support 12 students with $30,000 scholarships to further their education. An additional eight students received scholarships ranging from $18,000 to $30,000 from Tennessee State University.

b) AASSD Quarterly Parent Events

To support parent engagement, AASSD continued collaboration with District departments and community organizations to host quarterly parent events to share information and provide resources to families. In SY2021-22, the AASSD facilitated 12 parent informational events and participated in Family and Community Outreach (FCO) informational sessions (**Appendix V – 41, V.G.1.s (1) AASSD Quarterly Parent Events**).

Held virtually, these meetings were designed to inform parents about District resources such as the Tucson Unified Connect Online App, AASSD services, and academic opportunities for college planning. Targeted outreach to families and community members was conducted through email, Parent Link, staff phone calls, and communication with targeted schools. To increase family engagement of African American English learners, the AASSD staff collaborated with the Refugee Student Services Department to inform parents of quarterly events.

The AASSD also collaborated with several community organizations to provide information on ways families can get involved and connect to resource organizations in the community (**Appendix V – 42, AASSD Partners 2022**).

(1) Black History Month and Parent Engagement

In November 2021, AASSD established a Black History Month planning committee, to give parents and the community an opportunity to provide suggestions

and programming for Black History Month in February 2022. The outcome was a positive experience, giving parents and the community the opportunity to develop and implement Black History Month programming that provided information, activities, and learning experiences for students in grades K-12 (**Appendix V – 43, BHM Schedule 2022**).

(2)   Parent Advisory Council (PAC)

In SY2021-22, the AASSD PAC met quarterly through Zoom. Agenda items included departmental updates, on-going review and feedback on the AASSD strategic plan, and a new student tutoring partnership with the University of Arizona. Members provided feedback and suggestions for the AASSD strategic plan and goal to promote greater engagement and participation of parents. One outcome of the PAC was free designated tutoring times for African American students. The PAC also provided feedback and suggestions into the AASSD strategic plan and goals. All PAC meetings were held virtually, using Zoom videoconferencing (**Appendix V – 44, AASSDPAC**).

(3)   African American Community Forums and Advisory Boards

To further communicate and connect with students, parents, and the community, the AASSD director continued to serve on several community advisory boards and committees, including the Interdenominational Ministerial Alliance of Tucson – Education Domain, and the Arizona Department of Education African American Advisory Council to the State Superintendent for Education. These community connections continue to serve as avenues to address student needs and inform families and the public about upcoming events relevant for African American students and families.

(4)   AASSD Student Interventions and Supports

In SY2021-22, the District continued to implement the Multi-Tiered System of Supports (MTSS) model for academic intervention teams. Every school is required to form an MTSS team to monitor and review students in need of additional support and/or in jeopardy of dropping out of school. The MTSS team is comprised of the MTSS coordinator or lead, a site administrator or designee, a counselor, a referring teacher, and any additional staff supporting the school (**Appendix V – 45, V.G.1.q Academic Intervention Process**).

(5)   Direct Student Support

In SY2021-22, AASSD specialists continued using the District's MTSS model to deploy support and/or continue support at identified schools. Working within the MTSS process, AASSD staff provided targeted site support through advocacy, academic mentoring, behavioral support, and site-based services. The support focused on enhancing services for students needing Tier 2 and Tier 3 support in addition to the classroom teacher and/or site-based services. School sites were identified for deployed support based on overall school population, the percentage of African American students enrolled, student discipline, academic assessment data, and administrator requests. Under the Department's restructured framework, AASSD staff were assigned to serve as coaches, response to intervention (RTI) specialists, behavioral specialists, and program specialists. The AASSD deployed support to 16 schools in SY2021-22 (**Appendix V – 46, V.G.1.r AASSD-MASSD Academic Intervention Teams**).

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

(6)   Academic Support

In SY2021-22, the AASSD RTI specialists provided direct reading intervention support at two identified schools (Erickson and Roberts-Naylor K8). The reading support was a Tier 2 and Tier 3 model providing reading intervention four days per week with an identified group of students reading below the standard. The two RTI specialists worked with a caseload of 2nd- through 5th-grade students (22 students attending Roberts-Naylor K8 and 25 students attending Erickson ES).

AASSD also provided direct academic support to identified middle and high school students who had failed classes in the first quarter. To make an impact, AASSD provided academic coaching, served on the school-site MTSS team, and connected students with available tutoring support.

AASSD staff worked with middle and high school students (at Doolen, Gridley, Secrist, Sabino, and Santa Rita) to complete Education and Career Action Plans (ECAPs)

(7)   Behavior Support

To provide Tier 2 and Tier 3 behavior interventions, AASSD deployed behavioral specialist support to targeted schools. The behavioral specialist participated on MTSS teams, provided guidance in the development of behavior intervention plans, and attended long-term discipline suspension hearings. In SY2021-22, AASSD was able to support two social emotional learning (SEL) groups at four schools.

(8)   Mentoring

In SY2021-22, AASSD partnered with local fraternities and sororities to provide monthly and bi-weekly mentoring to students at Tucson High Magnet School.

In addition, AASSD Student Success Coaches and a Program Specialist provided academic mentoring and one-to-one meetings with students at Santa Rita High School.

(9)   Enrichment and Summer Experiences

In SY2021-22, the AASSD implemented multiple enrichment opportunities for K-12 students. The department collaborated with other departments and organizations to design these enrichment opportunities, to motivate students and help them understand their culture. Enrichment experiences included:

- In October 2021, as part of the district EDI month celebration, the AASSD hosted a district-wide poetry contest for students in grades K through 12;

- In February 2022, AASSD partnered with the District's Instructional Technology Department to host 10 virtual career information sessions with students and families attending Erickson ES, Doolen MS, Gridley MS, and Magee MS;

- The AASSD also hosted the annual African American Read-in to support 30 elementary and K-8 schools, and it hosted the annual Black History Month Brain Bowl with two schools; and

- To make connections with students, and to provide STEM (Science, Technology, Engineering, and Math) information, the AASSD hosted nine "Gathering" events. Held at five high schools, three middle schools, and

one elementary school, the gatherings were designed to connect African American students with AASSD services (**Appendix V – 47, Gathering 2022**).

Additionally, in SY2021-22, the District provided free summer school and enrichment for all students. AASSD supported individual sites by providing registration forms to families, mailing forms home, conducting direct calls to parents, and using Parent Link to inform parents.

(10) Student Equity and Intervention Request for Service Form

In addition to the various advocacy and supports provided by AASSD, the department continued to use the online Student Equity and Intervention Request for Service form to support schools that did not have an assigned AASSD specialist and needed additional support beyond what the sites could offer.

(11) Professional Development

The AASSD director and program coordinator facilitated training for AASSD staff, to enhance the level of support the department offered to students and families. Training covered culturally responsive practices, family and community outreach, Synergy, and goal setting. The AASSD provided several professional development opportunities for District certified and classified staff during the year (**Appendix V – 48, PD2022**).

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

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

In SY2021-22, the MASSD reinstituted in-person events and expanded virtual collaborations with local colleges and universities. Mentoring and partnerships continued to provide learning support and guidance to Latino students, to build post-secondary opportunities:

- The ¡Adelante! Parent & Youth Leadership Conference was hosted on the UA campus with university partners: Office of Early Academic Outreach, Mexican American Studies, the Guerrero Student Resource Center, and Project Outreach FAMILIA;

- In partnership with the UA Department of Mexican American Studies, the UA Health Sciences Library, and the Guerrero Student Resource Center, MASSD presented the "Pop-Up Botánica: Enduring Indigenous Medicine" exhibit to Innovation Tech HS students and the community;

- A partnership with the College of Humanities Department of Spanish & Portuguese was expanded, with three interns providing student support, and the success of this collaboration was spotlighted in the UA Hispanic Serving Institution Initiative "Centering Servingness" webinar series;

- The EachONE TeachONE Grow Your Own program, a collaboration initiated by the MASSD with Career and Technical Education (CTE) and UA College of Education, continued with training two college mentors to recruit and develop lessons for high school students interested in the teacher preparation program;

- A second year of collaboration with Hispanic Serving Institution (HSI) Initiatives' Project Outreach FAMILIA continued increased access to college-going preparedness at Pueblo, Rincon, and Catalina;

- MASSD was also invited to serve on the Adalberto & Ana Guerrero Student Center assistant director and program coordinator search committees;

- Other UA partners connected to the MASSD included the Office of Diversity and Inclusion, Immigrant Student Resource Center, Confluence Center for Creative Inquiry, Women and Gender Resource Center, 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 partnership with Arizona State University (ASU) and Northern Arizona University (NAU), MASSD staff hosted in-person college tours to expose students to campuses;

- MASSD collaborated with AASSD to provide THMS students a visit to the "Banking While Black" interactive art installation on the ASU Tempe campus;

- With District partners (CRPID and ALE), the PCC Dual Enrollment Department, as well as Ethnic, Gender & Transborder Studies, leveraged resources to approve a MAS 165/CRC U.S. History Mexican American Viewpoint course for piloting in SY2022-23 at Sabino, THMS, and Cholla high schools. Students in designated CRC classes will receive PCC credit from an instructor identified by the MASSD, as well as high school graduation credit from the assigned certified CRC teacher;

- PCC Mexican American Studies students recruited in CRC classrooms with collaboration from MASSD staff;

- Partnerships continued with various PCC offices, including: Admissions & Recruitment, Immigrant and Refugee Student Resource Center, Upward Bound and Talent Search, and Adult Basic Education for College & Career. The MASSD incorporated the Student Financial Aid Department as a presenter in the College Academy for Parents graduation, the Mexican American Parent Advisory Council, and the Mexican American/Latinx Parent Leadership Institute;

- Partnerships with the Universidad de Sonora (US) and Universidad Nacional Autónoma de México (UNAM) continued to inform transnational students and parents of post-secondary educational opportunities available through UNAM programs; and

- In addition, MASSD facilitated college tours during the spring and summer for students to University of Texas El Paso, New Mexico State University, Yavapai Community College, San Diego State University, and Prescott College (**Appendix V – 49, MASSD College Tours SY2021-22**).

b)   MASSD Community Collaboration

During SY2021-22, the MASSD advanced community partnerships through virtual environments and in-person services to respond to the needs of the District's Mexican American/Latino students and families:

- Continuing to foster parent leadership, All In Education worked with MASSD to recruit 35 parents to participate in the Parent Educator Academy, a virtual training series. Participants representing nine school

sites received $600 gift cards for completion of the program at an in-person graduation in May;

- The Pima County Community Prevention Coalition (PCCPC) and TUSD co-hosted a community training on the impact of opioids and other substances post-pandemic via Facebook Live, featuring the Pima County Health Department. Through this partnership, a community coalition was developed, "NARCAN In Our Schools," to ensure District staff have access to life-saving doses on-site, given the rise in fentanyl overdoses; and

- Another community action partnership was the "TUSD LGBTQ Student Services Brainstorm," which advocates for training, policies, and support for LGBTQ students. MASSD is actively pursuing supplemental funding sources, and additional trainings for parents and District staff will take place in SY2022-23 through grants submitted by the MASSD in SY2021-22 to community partners UnidosUS and A Call to Men.

MASSD continued its collaboration with Arizona Association for Latino Administrators and Superintendents (AZALAS) by serving on the annual conference planning committee, supporting a cadre of Latino educators for ongoing leadership training, recruiting administrators to attend an in-person conference for professional development, co-presenting on the Hispanic Scholarship Fund with Chicanos Por La Causa partner, and facilitating a student art contest, with a UHS artist honored as the overall winner. At the January conference, two District staff members were awarded scholarships from AZALAS to further develop as Latino/a educational leaders. 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 Leadership 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 Community Advisory Council,

the City of Tucson's Chief Equity Officer community panel, and Amistades, Inc. Por Vida Advisory Board;

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

- Presented in online conferences, including the National Association for Chicana and Chicano Studies (NACCS) Annual Conference with La Frontera Arizona and the 7th Annual Mexican American Studies TX Summit.

Other ongoing relationships included the City of Tucson's Ward 1, Ward 5 and Mayor's offices, Third Congressional District office, Nonviolence Legacy Project, , Tucson Hispanic Chamber of Commerce, Expect More Arizona, International Rescue Committee, Girl Scouts of Southern Arizona, National Park Service, Child and Family Resources, Inc., Calpolli Teoxicalli, Southern Arizona AIDS Foundation, Families United Gaining Accessibility (FUGA), and the National Association of Multicultural Education (NAME).

c) District Collaboration

During SY2021-22, the MASSD continued to increase collaborative efforts with District resources. The MASSD Reorganization Plan and strategic plan provide ongoing guidance for integrated approaches to in-District collaboration, specifically targeting and serving Latino students and families.

In SY2021-22, MASSD advanced opportunities for growth in collaboration, focusing on interconnectedness and institutional sustainability for equitable practices District-wide. Centered on these actions, the MASSD continued on-going revisions of its strategic plan for implementation, to better align with the District's commitment to serving the needs of Mexican American/Latino students and families. Regular updates on the work of the department continued to be provided to District leadership through the Assistant Superintendent of EDI and by the MASSD Director to the Superintendent's Academic Leadership Team (ALT). Additional District-wide communications were regularly distributed via electronic newsletters, ParentLinks,

Leadership Connection messages, and social media. As an EDI department partner, the MASSD collaborated in:

- Development of an Equity, Diversity and Inclusiveness month (August 15-September 15);

- Adoption of a proclamation for Equity, Diversity and Inclusiveness by the City of Tucson Mayor and Council; and

- Coordination of the first annual EDI conference presenters in March, with the department presenting two workshops.

In addition, MASSD continued collaborations with Curriculum & Instruction partners, including Counseling, CRPI, LAD, CTE, ALE, and MTSS. LAD collaboration included: supporting ELD classrooms, referring sites in need of guidance for serving students acquiring English, partnering with Meaningful Access for events and parent advocacy, and incorporating strategies from the annual Language Acquisition Symposium into practices. Consistent coordination with CRPI staff included monthly updates, assignment of college mentors to CRC designated classrooms, development of Honors Teacher Trainings, presentations by mentor teachers in classrooms for Chávez Month and Mes de la Cultura, and CRiA (Collaborative Research in Action) Virtual Youth Symposium mentoring. The Advanced Learning Experiences (ALE) Department maintained connections to the MASSD through a professional learning community (PLC), Honor Teacher Training professional development, ongoing training for staff, and participation in resource fairs. Approval of a MAS 165 dual enrollment course was in collaboration with ALE and CRPI, for students to earn college credit in a Culturally Relevant Curriculum (CRC) course beginning in Fall 2022. Additionally, the Gifted and Talented (GATE) Department participated in the ¡Adelante! Parent & Youth Leadership Conference.

The Family and Community Engagement (FACE) staff, site community liaisons, and the MASSD continued concerted efforts 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, Parent Educator Academy, Tell Me More Series, *Padres Comprometidos* (Committed Parents), and Love and Logic workshops. Coordination with staff at Menlo and Catalina Family Resource centers occurred daily as the MASSD established offices at both centers to better support parents. Collaborations included: transporting parents to events, referrals to clothing and food banks, and facilitation of workshops.

Other critical District partnerships included developing relationships with the newly assigned ambassadors from the School Community Services Department. Ambassadors presented information on the expansive educational options the District provides at the Mexican American Parent Leadership Institute. Additionally, serving on the District's Social Emotional Learning (SEL) Core committee and Dropout Prevention and Graduation (DPG) committee provided the MASSD ongoing data and resources to respond to the needs of students.

MASSD promoted an asset-based approach to services through relationships with site staff including administrators, counselors, teachers, college and career readiness coordinators, and community liaisons. Working with MTSS teams to identify students in need of Tier 3 support, the MASSD provided direct and indirect support to sites, utilizing District-wide videoconferencing and in-person meetings. Sites also took advantage of Mes de la Cultura and Chávez Month presentations, to bring in culturally relevant content into the classroom.

d) MASSD Quarterly Events

In SY2021-22, MASSD adapted collaboration efforts by hosting in-person and virtual information events to promote parent and community engagement. With community collaborators and in-District partners, MASSD staff planned and implemented District-wide and site-based parent quarterly activities to connect families to District and community resources for educational equity for Mexican American/Latino students (**Appendix V – 50, V.G.1.s(2) MASSD Quarterly Parent Events**).

(1) Site-Based Quarterly Parent Information Sessions

In SY2021-22, the MASSD expanded parent engagement efforts with site partners, to increase outreach of support and collaboration. MASSD program specialists collaborated with site and District partners at 88 virtual and in-person events for parents throughout the school year. Site-based collaborations included open house nights, parent cafecitos, literacy family nights, college nights, cultural celebrations, 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 college promotions (*Id.*).

(2) District-wide Quarterly Parent Information Sessions

In SY2021-22, the department developed new initiatives to serve the varied needs of Latino parents across the District. Parents participated in District-wide parent information events coordinated by the MASSD, virtually and in-person. Events were planned to highlight the wide range of District and community resources, including the Adelante Parent & Youth Leadership Conference, College Academy for Parents, and Mexican American Parent Advisory Council meetings. In more than 80 events, the District informed parents on a variety of topics and services, including Tucson Unified Connects, MASSD services, college and career readiness, GATE programs, dual-language opportunities, various District departments (Magnet, FACE, and ALE), and community organizations.

A new form of engagement included Facebook Live events to capitalize on social media and virtual resources, sharing information on college and career readiness, César Chávez month, substance use prevention, and education career paths. The District continued parent support groups to assist in academic and social-emotional needs through Love & Logic workshops facilitated by the MASSD in partnership with school site community liaisons and the District's Family Resource Centers. Other workshops were specifically initiated through participant feedback inclusive of the Four Agreements and domestic violence. Additionally, the MASSD hosted quarterly Superintendent updates through the District's Mexican American Parent Advisory Council, with invitations distributed District-wide to K-12 families at sites and via ParentLink communications.

The Mexican American Parent Advisory Council continued to convene monthly over the course of the school year through a virtual meeting platform. All In Education provided the Parent Educator Academy to train participants as leaders and advocates in schools. At the end of SY2021-22, a leadership committee was proposed by the Council to steer decision-making with input from two focus groups representing parents from each of the five regions. MASSD staff adapted to meet parent needs by facilitating both an in-person and 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.

In SY2021-22, the MASSD continued to offer virtual college preparation events including:

- College Access workshops in English and Spanish, to support parents in their students' journey into higher education with individualized support for completing applications and financial aid forms; and

- College Academy for Parents, a partnership with the University of Arizona's Office of Early Academic Outreach and the MASSD to provide workshops in both the first and second semesters for K-8 families.

The Mexican American/Latinx Student Recognition Program returned to an in-person event at the University of Arizona's Student Union with 611 8th-grade and 702 12th-grade students invited to participate, based on their meeting the 3.25 or higher GPA requirement for recognition. More than 300 students attended the event with their families to receive a certificate. Additionally, 3,006 students in 6th, 7th, 9th, 10th, and 11th grades earned recognition (**Appendix V – 51, MASSD Student Recognition Summary SY2021-22**).

e) MASSD Student Interventions and Supports

Strategies to provide targeted support to Mexican American/Latino students in SY2021-22 included: integrating 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 Culturally Relevant Curriculum (CRC) classrooms and targeted sites; promoting positive masculinity with community supports (i.e., middle school boys' groups); expanding tutoring led by certified staff with support from college mentors (i.e., Math Tutoring, Saturday Academy, and Academia Huitzilin/Hummingbird Academy, via online platforms); offering summer enrichment programs virtually for STEM engagement; and facilitating parent support groups, to support learning and increase self-advocacy.

In SY2021-22, the MASSD program specialists supported site MTSS teams by providing site staff consultations and resources on culturally responsive implementation strategies for students in need of intervention services. The behavior specialist and designated program specialists provided student support through interventions at the Tier 3 level. These staff also assisted with data gathering and parent communication as needed. Additionally, the designated MASSD staff monitored student progress at assigned sites with consistent communication with

the MTSS facilitator **(Appendix V – 46, V.G.1.r AASSD-MASSD Academic Intervention Teams SY2021-22**).

(1)   Direct Student Support

During SY2021-22, the MASSD director assigned eight program specialists, one to each of the following targeted areas, to provide District-wide support in the following areas: 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 was derived from the fact that all program specialists held a bachelor's degree or higher, with bilingual proficiency in Spanish/English, and with experience and skill sets aligned to assigned targeted areas. Capitalizing on this expertise, the District adapted to be able to support the remote learning environment, providing 14 school sites and three family resource centers daily or weekly services, based on needs or initiatives in an MASSD-targeted area. Program specialists established scheduled times for virtual and on-site support in conjunction with District-wide collaborations, to implement quarterly action plans aligned to the department strategic plan.

In SY2021-22, program specialists documented direct interventions for students into the MTSS Synergy portal to communicate progress with site staff. Non-MTSS interventions for students, parents, schools, and the District 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.

(2)   Targeted Mentoring Support

During SY2021-22, MASSD staff included nine 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 in assigned CRC classrooms to build academic and cultural identity. For academic identity development, college mentors adapted college-going presentations and mentored CRC students, one-on-one or in small groups, focusing on study skill strategies aligned with AVID trainings under the direction of a cooperating classroom teacher. CRC teachers utilized college mentors as collaborators and role models for

students, supporting learning. Cultural identity mentoring continued supporting before- and after-school activities (e.g., MEChA, DACA student group, and BIPOC Brilliance), coordinating community resources for the classroom (e.g., field trips, guest speakers, and webinars), and facilitating activities to build relationships with students. The MASSD's collaboration with the UA College of Humanities Spanish Department provided for three interns, in addition to the college mentors. Two of the interns were later offered college mentor positions.

The District continued student mentoring virtually and in-person 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. 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 via virtual meetings to serve students in need of Tier 3 support, with the goal of increasing academic outcomes. Academic supports included communicating with parents in Spanish and English on student progress, mentoring students in specific study skills and strategies, and connecting students to online tutoring opportunities offered by the site or the District. The program specialist for Parent Outreach and Empowerment continued mentoring parents through in-person and virtual workshops that focused on academic, social, and behavioral resources, while collaborating with the College and Career Readiness program specialist to assist with post-secondary career preparation for students. College Access virtual appointments provide individualized support for students and parents seeking higher education navigation with the College and Career program specialist.

In SY2021-22, the MASSD continued a culturally responsive mentoring curriculum specifically designed to develop positive masculinity for Mexican American/Latino middle school male-identifying students. The MASSD facilitated in-person groups using this curriculum at Safford and Robins K-8 schools. Other in-person mentor offerings included BIPOC Brilliance at Utterback, MEChA at Pueblo, and the DACA/Migrant support group at Rincon. Additionally, the MASSD collaborated with various organizations, including UA College of Humanities, the UA Project SOAR, Chicanos Por La Causa, and others to support mentoring efforts (**Appendix V – 52, MASSD Mentoring Collaborations SY2021-22**).

(3)   Targeted Tutoring Support

The MASSD continued an asset-based model of service, concentrating mentoring by the department's classified staff to build on students' strengths. In SY2021-22, MASSD college mentors facilitated academic mentoring, as directed by the designated CRC classroom teacher, to support students. MASSD certified academic tutors implemented online tutoring support 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 and AASSD partners, with over 190 parents registering. To meet demand, open virtual tutoring hours and appointments were provided for students' District-wide. The department's program specialists referred students to existing virtual 21st Century tutoring programs or District and community resources for additional opportunities.

The MASSD continued Saturday Academy and Academia Huitzilin virtually, offering ELA and math tutoring in SY2021-22. Academia Huitzilin, a bilingual, culturally sustaining academic enrichment program open to students in grades 3-5, was facilitated online on Saturdays by bilingual-certified teachers and Mexican indigenous community members, as modeled by Dr. Angela Valenzuela's Academia Cuauhtli/Eagle Academy, which was developed at the College of Education at the University of Texas-Austin. Saturday Academy persisted online in response to parent demand.

(4)   Targeted Behavior Supports

The MASSD behavior specialist and the Social-Emotional and Behavioral Support program specialist provided Tier 2 and Tier 3 behavior intervention support for Mexican American/Latino students District-wide. Following the MTSS process, student referrals were made through the Student Equity and Intervention Request for Service online form, via the Employee Network SharePoint page. The MASSD behavior specialist consulted in MTSS teams, discipline hearings, and behavior plans. In SY2021-22, the behavior specialist facilitated professional developments with AASSD staff and served on the District's Social Emotional Learning Core 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.

(5) Discipline Review

In SY2021-22, the MASSD continued to monitor and respond to discipline data shared by the Student Relations Department Compliance Liaison. The MASSD Social-Emotional and Behavioral Support program specialist, behavior specialist, program coordinator, and director continued to serve as advocates for students and parents in English and Spanish in long-term hearings.

(6) Enrichment and Summer Experiences

In summer 2022, the MASSD offered hybrid online enrichment opportunities through Camp Invention and Technolochicas. Camp Invention hosted up to 25 students in grades 2-5 to participate in STEM enrichment virtually Monday through Thursday, and in-person field trip days on Fridays. In addition, 12 middle school students participated in Technolochicas, a month-long virtual coding camp with an in-person field trip day each week in June. The purpose of Technolochicas is to increase Latina interest in STEM careers. However, male-identifying students were also encouraged to register, to gain from this hands-on learning experience.

(7) Student Equity Request for Services Form

Sites continued using the online Student Equity and Intervention Request for Service form for Tier 3 academic and behavioral support linked to the Employee Network SharePoint. MASSD received and responded to 18 requests for services from seven sites during SY2021-22 (**Appendix V – 53, MASSD Site Online Requests for Services SY2021-22**).

(8) Professional Development

In SY2021-22, the MASSD director and program coordinator facilitated training for MASSD staff through the department's weekly professional learning community virtual and in-person meetings. Content centered on supporting student learning and enhancing services. Professional learning covered a range of topics, including social emotional support, substance prevention, mentoring, documentation, community building, culturally responsive practices, family and community outreach, and mandatory reporting.

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 in-person training

relevant to the assigned targeted areas, to further develop professionally. The District also offered professional development opportunities on Professional Learning Days for staff to attend virtually or in-person, as well as the opportunity for staff to select self-paced trainings posted in the True North Logic Learning Portal. The first annual EDI Conference in March 2022 was designated for the last Professional Learning Day, for the MASSD staff to support, present at, and attend sessions as participants.

F.   African American Academic Achievement Task Force

In SY2021-22, the District continued to address the 16 recommendations developed by the 2014 African American Academic Achievement Task Force. Detailed information regarding implementation can be found throughout the Annual Report.

1.   Strengthening Personnel Practices (improving site-based strategies and teacher effectiveness)

The prongs of this effort are:

- Identify and Replicate Successful National School-Based Factors;

- Identify and Replicate Successful Teacher Practices;

- Enhance Teacher Evaluation;

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

- Develop Focused Professional Development; and

- Set and Communicate High Expectations.

During SY2021-22, the District continued implementing successful instructional practices that are consistent with these recommendations. These included professional learning communities (Section IV), culturally responsive practices and culturally responsive teaching practices (Section V), the MTSS model to support positive student academic outcomes (Section V), and Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices to address student behavior (Section VI).

2.   **Hiring and Retention Practices (enhancing staff diversity and capacity)**

The prongs of this effort are:

- Consider Cultural Competency in Hiring and Retention; and

- Enhance the District-wide Leadership Development Program.

The District continued to conduct specific outreach efforts to attract and retain African American staff, as well as to provide opportunities for career advancement and leadership development. These efforts are documented in Section IV.

3.   **Monitoring Student Data (implementing EBAS)**

The prongs of this effort are:

- Monitor ALE Placement Actions;

- Monitor Recommendations for Placement to CTE;

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

- Evaluate Support Programs; and

- Monitor Disciplinary Actions.

The District continued to monitor and evaluate student placements for ALEs, exceptional education programs, student support programs, and disciplinary actions. Specific information can be found in Section V and Section VI.

4.   **Providing Students with Supports and Opportunities**

The prongs of this effort are:

- Ensure Adequate Funding of African American Student Services;

- Enhance the Parent Engagement Program; and

- Develop and Implement Extended Learning Opportunities.

In SY2021-22, the District funded 18 AASSD positions, including a director, a program coordinator, an administrative assistant, two behavioral specialists, five student success coaches, four program specialists, and four RTI specialists.

The District continued to engage District parents and families to support student academic success. Details with respect to student and parent engagement may be found in Sections V and VI.

5. Extended Learning Opportunities

The District funded multiple extended learning opportunities to African American students throughout the school year and offered a full summer program. Information can be found in Sections V, VI, and VIII.

G. Referrals, Evaluations, and Placements

The Language Acquisition Department (LAD) annually reviews the District's referral, evaluation, and placement policies, as well as relevant disaggregated enrollment data for ELs, to ensure that classroom assignments and student placements support classroom integration.

1. Integrating ELs

In SY20221-22, the LAD continued to implement the OELAS-approved SEI models. In addition, the District provided professional development to teachers and administrators on Arizona's research-based Language Development Approach (LDA), to aid them in implementing the model.

2. Administrative Support

The LAD continued to provide support in the areas of classroom configurations and site designations, to identify the most effective program model for each elementary school. Each of the K-5 District elementary schools had at least one configuration scenario completed for SY2021-22 (**Appendix V – 54, Configuration Form SY2021-22**).

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

3. Training

The LAD presented a professional development training for school registrars and office managers in SY2021-22 (**Appendix V – 55, Compliance Procedures Presentation**). The professional development focused on identification of potential students with a primary or home language other than English (PHLOTES) and their appropriate classroom placement. The LAD also met with new principals to explain the process and ensure that ELs were placed correctly, according to the District's SEI Models (**Appendix V – 56, TUSD Language Programs ILA Presentation September 2021**).

H. Supportive and Inclusive Environments

In SY2021-22, the District continued to incorporate components of the SAIL approach, which emphasizes learning space and tone, together with the pedagogically focused culturally responsive educational approach. This was accomplished by providing professional development opportunities that emphasize student-centered, asset-based practices. These courses expand on the existing Culturally Responsive Professional Development Plan by including areas such as SEL, Restorative practices and engagement (**Appendix V – 23, PLT PD Offerings**). Culturally responsive education is an overarching concept that includes, but is not limited to, curriculum, pedagogy, and non-instructional elements, such as school climate. For additional information related to culturally responsive practices, *see* Section V.E.

I. USP Reporting

V(G)(1)(a)   A report, disaggregated by race, ethnicity, and ELL status, of all students enrolled in ALEs, by type of ALE, number of students in the class or program, and school site;

The data required by section (V)(G)(1)(a) are contained in **Appendix V – 1, V.G.1.a ALE 40th-Day Enrollment**, for SY2021-22.

V(G)(1)(b)   The information set forth in Appendices E, F, and G, for the school year of the Annual Report set forth in a manner to permit the parties and the public to compare the data for the school year of the Annual Report with the baseline data in the Appendices and data for each subsequent year of activity under the Order;

See **Appendices V – 57, V.G.1.b (1) Appendix E - AAC SY2021-22, V – 58, V.G.1.b (2) Appendix F - GATE SY2021-22**, and **V – 59, V.G.1.b (3) Appendix G – UHS SY2021-22**.

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

See **Appendix V – 2, V.G.1.c ALE Supplementary Goals Summary**, to view analysis of the 15% Rule for SY2021-22.

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

See **Appendix V – 60, V.G.1.d Policy and Procedure Amendments SY2021-22**, to view amendments concerning Advanced Learning Experiences for SY2021-22.

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

See **Appendix V – 61, V.G.1.e Explanation of Responsibilities**, which contains job descriptions and a report of all persons hired and assigned to fulfill the requirements of this section by name, job title, previous job title, others considered, and credentials for SY2021-22.

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

Refer to **Appendix II – 3, II.K.1.m Outreach, Marketing, and Recruitment (OMR) Plan SY2021-22**, to view recruitment and marketing materials developed for SY2021-22.

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

University High School for the school year covered by the Annual Report, disaggregated by race, ethnicity, and ELL status;

See **Appendix V – 12, V.G.1.g UHS Admissions SY2021-22 Freshman Class**, reflecting all students who applied to University High School.

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

No changes were made to the ALE Policy Manual in SY2021-22. For descriptions of identification instruments, *see* Section V. A

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

There were no complaints processed related to ALE access for SY2021-22.

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

See **Appendix V – 8, V.G.1.j Certificated Staff with ALE Credentials**, to view certificated staff with Gifted and/or Bilingual endorsements.

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

The Office of English Language Acquisition Services (OLEAS) was specifically identified in the Unitary Status Plan to provide access to rigorous mainstream courses and address the literacy needs of ELLs, through an OELAS-approved reading block. However, the

Arizona State Legislature's approval of SB1014 allowed flexibility to the SEI model and, consequently, more integrated content instruction and more integration of ELLs with general education students. Therefore, the District is no longer required to pursue the OELAS extension.

V(G)(1)(l)   A report listing each dual-language program in the District, including the school, grade(s);

See **Appendix V – 62, V.G.1.l Dual-Language Services by School and Grade**, which contains a listing of each dual-language program for SY2021-22.

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

See **Appendices V – 63, V.G.1.m (1) AASSD Outreach**, **V – 64, V.G.1.m (2) MASSD Outreach**, and **V – 65, V.G.1.m (3) DL Outreach SY21-22**, to view mailers distributed at outreach meetings during SY2021-22.

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

The data dashboard system remained unchanged for SY2021-22.

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

The data required by section (V)(G)(1)(o) are contained in **Appendix V – 66, V.G.1.o Retention**.

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

See **Section V.F.1.b.4, AASSD Student Interventions and Supports**, and **Section V.F.2.e, MASSD Student Interventions**

and Supports, of this report for information about college mentoring programs.

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

See **Appendix V – 45, V.G.1.q Academic Intervention Process**, to view information for the academic interventions in SY2021-22.

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

See **Appendix V – 46, V.G.1.r AASSD – MASSD Academic Intervention Teams**, for improving student academic success, including school locations for SY2021-22.

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

To view descriptions of quarterly events and materials for SY2021-22, see **Appendices V – 41, V.G.1.s (1) AASSD Quarterly Parent Events**, and **V – 50, V.G.1.s (2) MASSD Quarterly Parent Events**.

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

The data required by section (V)(G)(1)(t) are contained in **Appendix IV – 19, IV.K.1.q Master USP PD Chart**. This report contains a table of all formal professional development opportunities offered for SY2021-22.

V(G)(1)(u)   A report setting forth the number and percentage of students receiving exceptional (special) education services by area of service/disability, school, ELL status, and race/ethnicity;

The data required by section (V)(G)(1)(u) are contained in **Appendix V – 19, V.G.1.u Students Receiving Ex Ed Services SY2021-22**. This report contains a table of all SY2021-22 non-duplicated (primary category only) Exceptional Education representation by site, race/ethnicity, ELL status, and Ex Ed category, as of the 40th day of enrollment.

VI. Discipline

In SY2021-22, the District continued its commitment to promoting positive behaviors and reducing both overall discipline and discipline disparities. Major foci included rebuilding site expertise in PBIS and Restorative Practices after a year of virtual instruction, and implementing the Student Code of Conduct through professional development, collaboration, and support.

With the return of students to in-person learning in SY2021-22, the number of disciplinary incidents rose to pre-COVID levels, particularly with respect to in-school behaviors. These increases were a trend throughout the country. A 2022 survey of public-school administrators found that 84% of respondents agreed with the statement that "students' behavioral development had been negatively impacted" by the pandemic and school closures. Respondents identified four student behaviors that had significantly increased during the 2021-22 school year, including classroom disruptions, rowdiness outside of classrooms, acts of disrespect toward teachers and staff, and prohibited use of electronic devices.[6]

In SY2021-22, Student Relations (SR) staff continued to review all disciplinary incidents, providing continuous advice and feedback to school sites related to violations, interventions, and consequences. Student Relations also continued to analyze school monthly reports and distribute summaries to the Regional Superintendents. For SY2021-22, all schools were required to analyze discipline data and develop new action items each month.

A. Discipline Outcomes

1. Overall Student Discipline Rates

Graph 6.1 below shows the student discipline rate by race/ethnicity for the past five years.

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[6] 2022 School Pulse Panel, IES, National Center for Education Statistics.

Graph 6.1: Total Discipline Rates by Ethnicity 2021-22 and Prior Years

	White	African Am	Hispanic	Native Am	Asian PI Am	Multi-racial
1314	11.56%	20.47%	11.72%	10.50%	7.45%	12.92%
1415	10.53%	18.72%	10.25%	13.99%	5.25%	14.00%
1516	8.23%	13.09%	8.44%	10.54%	3.07%	9.92%
1617	8.01%	13.66%	8.43%	11.98%	3.22%	10.18%
1718	5.86%	10.37%	5.73%	7.65%	2.93%	7.31%
1819	6.33%	10.93%	6.80%	9.43%	3.84%	8.43%
2122	7.67%	11.85%	7.95%	9.82%	3.22%	10.01%
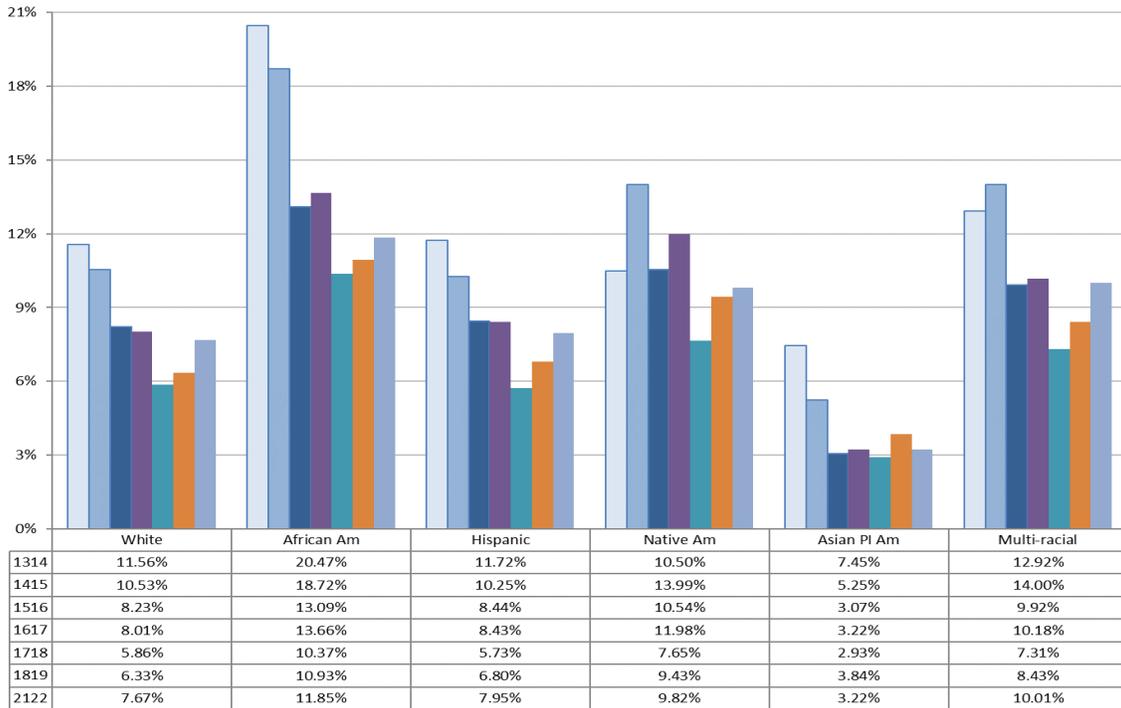
Discipline rates increased for all groups in SY2021-22; however, the differences between Whites and African Americans narrowed slightly from SY2018-19. There continues to be very little difference between White and Hispanic discipline rates. Both the overall discipline rates and the differences among racial and ethnic groups continue to be far below national averages reported by the U.S. Department of Education.

Table 6.2: Discipline Rates

Differences between White-African American, and White-Hispanic Rates

	White	African Am	Hispanic
2013-2014	11.56%	20.47%	11.72%
	Difference	8.91	0.16
2014-2015	10.53%	18.72%	10.25%
	Difference	8.19	-0.28
2015-2016	8.23%	13.09%	8.44%
	Difference	4.86	0.21
2016-2017	8.01%	13.66%	8.43%
	Difference	5.65	0.42
2017-2018	5.86%	10.39%	5.73%
	Difference	4.53	-0.14
2018-2019	6.33%	10.93%	6.80%
	Difference	4.60	0.47
2021-2022	7.67	11.85	7.95
	Difference	4.18	0.28

2.   Out-of-School Suspensions

The following narrative measures out-of-school suspensions three ways: (1) suspension rate differences between racial/ethnic groups; (2) suspension proportionality (P-Index); and (3) likelihood of suspension. Measures 2 and 3 are the strongest measures because they are proportional to student population.

a)   Suspension Rates

Graph 6.3: Out of School Suspension Rates by Ethnicity

	White	African Am	Hispanic	Native Am	Asian PI Am	Multi-racial
1415	4.31%	8.65%	4.12%	6.32%	1.54%	6.05%
1516	2.69%	5.15%	2.90%	4.55%	0.86%	4.03%
1617	3.82%	7.98%	3.92%	6.66%	1.10%	4.80%
1718	3.34%	5.94%	3.17%	4.40%	1.65%	4.05%
1819	4.34%	7.93%	4.66%	7.24%	2.20%	6.16%
2122	4.99%	8.22%	5.75%	7.42%	2.27%	8.40%
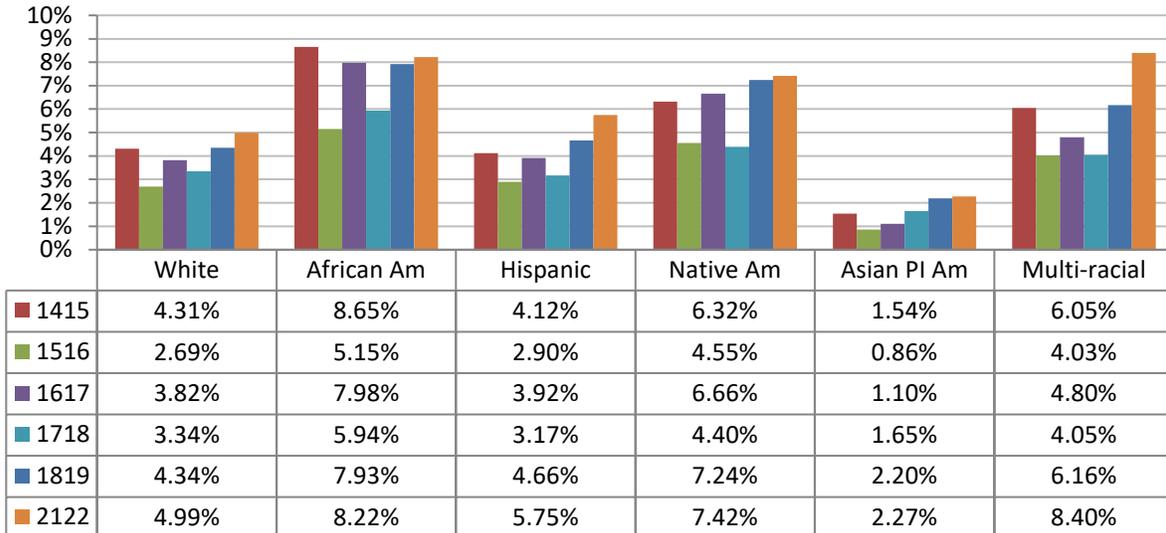
As with discipline rates, suspension rates rose for all race/ethnicity groups, as reported across the country.

Table 6.4: Out-of-School Suspensions

Differences between White-African American, and White-Hispanic Rates

	White	African Am	Hispanic
2013-2014	4.00	7.91	4.09
	Difference	3.82	0.09
2014-2015	4.31	8.65	4.12
	Difference	4.53	-0.00
2015-2016	2.69	5.15	2.90
	Difference	2.25	0.21
2016-2017	3.82	7.98	3.92
	Difference	4.06	0.10
2017-2018	3.34	5.94	3.16
	Difference	2.61	-0.17
2018-2019	4.34	7.93	4.66
	Difference	3.59	0.32
2021-22	4.99	8.22	5.75
	Difference	3.23	0.76

Differences among discipline rates for African American and White students decreased slightly, and remained below national averages. There continued to be very little difference in discipline rates between Hispanic and White students.

b)   Suspension Proportionality

A "proportionality" index (p-index) divides the percentage of students within a racial/ethnic group that received a particular consequence (e.g., short- or long- term suspension) with the group's percentage of enrollment. A p-index of 1.0 indicates that students in the group are suspended in the same proportion as their share of the total student population.[7] Table 6.3 and Table 6.4 show the p-index for both types of

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[7] The "proportionality" index is the equivalent of the Students Suspended Index (SSI) described by Dr.   Charles M. Achilles in Chapter 8, Racial Disparities in School Discipline. In: Russell, C., D. Armor, and H.J. Walberg (eds.). School Desegregation in the 21st Century.

suspensions for African American and Hispanic students between SY2014-15, SY2018-2019, and SY2021-22.

Table 6.5: P-Index for African American Student Out-of-School Suspensions

School Year	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22
District Enrollment	6%	9%	10%	9%	10%	10%
Short-Term Suspension	19%	17%	16%	16%	15%	14%
P-Index	**3.17**	**1.89**	**1.6**	**1.78**	**1.50**	**1.38**
School Year	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22
District Enrollment	6%	9%	10%	9%	10%	10%
Long-Term Suspension	16%	19%	19%	20%	18%	15%
P-Index	**2.67**	**2.11**	**1.90**	**2.22**	**1.80**	**1.47**

The P-index with respect to short-term and long-term suspensions for African American students continued to move closer to parity. However, the District did see for the first time a small increase above parity with respect to the long-term suspension P-index for Hispanic students.

Table 6.6: P-Index for Hispanic students Out-of-School Suspensions

School Year	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22
District Enrollment	63%	61%	61%	61%	61%	61%
Short-Term Suspension	51%	54%	56%	54%	57%	59%
P-Index	**0.81**	**0.89**	**0.92**	**0.89**	**0.93**	**0.97**
School Year	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22
District Enrollment	63%	61%	61%	61%	61%	61%
Long-Term Suspension	57%	57%	52%	54%	51%	63%
P-Index	**0.90**	**0.93**	**0.85**	**0.89**	**0.84**	**1.15**

c)   Likelihood Ratios

The District calculates a likelihood ratio that compares the p-index for White students against the p-index for African American and Hispanic students.

Table 6.7: Likelihood Ratio for Short Term Out-of-School Suspensions

School Year	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22
AfAm/White Ratio	3.2	2.1	1.9	1.8	1.7	1.6
Hispanic/White Ratio	0.8	1.0	1.1	0.9	1.0	1.1

In SY2021-22, the likelihood that African American students would receive a short-term suspension declined slightly. However, the likelihood that African American and Hispanic students would receive a long-term suspension, as compared to White students, increased.

Table 6.8: Likelihood Ratio for Long Term Out-of-School Suspensions

School Year	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22
AfAm/White Ratio	3.5	2.2	2.3	2.1	2.1	2.3
Hispanic/White Ratio	1.2	1.0	1.1	0.9	1.0	1.6

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

As school sites opened to in-person learning in SY2021-22, the SR Department focused heavily on the implementation of PBIS and Restorative Practices to proactively address behavior and disciplinary issues, as well as to improve the culture and climate of each school site. At the District level, SR staff provided training and support, both virtually and in-person, for all site personnel, including SR department Restorative Practice Facilitators (RPFs), MTSS Coordinators, ISI/PIC teachers, Counselors, Deans of Students, and Administrators (**Appendix IV – 19, K.1.q Master USP PD Chart**).

1.   PBIS Training and Implementation

In SY2021-22, the SR department provided PBIS training to all administrators, Deans, ISI/PIC Teachers, and school sites, both virtually and in-person. During school site visits, the RPPC reviewed site PBIS processes and practices, including the Behavior Flow Chart, and established rewards systems, to ensure that sites were following district guidelines (**Appendix VI – 1, PBIS Matrix – Safford)**. The RPPC provided on-site assistance as needed.

2.   Restorative Practices Training and Implementation

The District continued to use a trainer-of-trainers model to provide Restorative Practices professional learning opportunities in SY2021-22. The trainer-

of-trainers instruction, provided by the RPPC and certified RPFs, included general theories about the interconnections between Restorative Practices, restorative justice, and Culturally Responsive Pedagogy (CRP), with real-world strategies and best practices (**Appendix VI – 2, Social Emotional Learning PPt**).

In addition, the SR Department continued to provide RP learning opportunities to all District leadership, site administrators, MTSS Coordinators, Deans of Students, counselors, CSPs, ISI/PIC teachers, teachers, Behavior Interventionalists, monitors, and all other school support staff. These opportunities took place during individual site Professional Development sessions and PLCs, as well as PDTs (Professional Development Thursdays). Each session lasted 60-120 minutes. For these trainings, the SR Department continued to utilize and share the five-part Restorative Practices series available online through PowerSchool (formerly TNL) (**Appendix IV – 19, IV.K.1.q Master USP PD Chart**).

All District schools continued to utilize Restorative Practices in addressing behavior and discipline proactively and continued to implement restorative circles and conferences as required actions for all disciplinary violations under District Policy JK. In addition, nine schools[8] had a full-time Restorative Practice Facilitator (RPF) who offered daily support and training. The RPFs met weekly throughout the school year for additional training and to share best practices. Subsequent professional development presentations provided by the RPFs to school administrators and staff focused on foundational concepts, such as discipline versus punishment, implicit bias, and school climate, as well as the use of circles, conferences, and other Restorative Practices (Social Discipline Window, The Compass of Shame). RPFs and principals used these materials to train staff on creating restorative and inclusive environments during their site-based professional development meetings (**Appendix VI – 3, Shifting the Paradigm - Restorative Practices**).

C.   Student Code of Conduct (formerly GSRR)

In SY2021-22, the District continued to implement the Student Code of Conduct (Code). The Code includes information on consequences, interventions, PBIS, Restorative Practices and due process. All schools strive to implement the Code in a fair and equitable manner, and all disciplinary actions align with Code standards and

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

comport with PBIS and Restorative Practices (**Appendix VI-4, VI.G.1.d (1) Student Code of Conduct SY2021-22**).

In SY2021-22, the District updated its methods of disseminating the Code by making it accessible and downloadable to all students and parents on the District's website, and via a downloadable mobile app. In addition, a limited number of hard copies were made and distributed to students, parents, faculty, and staff upon request.

In July 2021, the District trained all administrators on the Code and related disciplinary issues, including best practices for reporting incidents into the student management system, Synergy. The New Teacher Induction Program included training on Student Code of Conduct management, and administrators received additional training on the Code at an Instructional Leadership Academy training. Additionally, Student Relations continued professional learning online for all District personnel who had direct contact with students. This opportunity included key information about the Code, such as consequences, interventions, application, due process, PBIS, and Restorative Practices. An online assessment followed the training.

For SY2021-22, schools were required to host parent, staff, and student informational sessions to ensure buy-in from critical stakeholders. Schools delivered informational sessions on the Code for students via school assemblies or in class, and for parents twice a year at informational events. To ensure compliance with disseminating information about the Code, Student Relations collected and maintained a spreadsheet with the dates and audience from each school.

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

Although no changes were made to the Code in SY2021-22, SR collected input from stakeholders as to possible changes to be adopted in the future.

D.   Positive Alternatives to Suspension

The District continued to maintain and implement positive alternatives to suspensions in SY2021-22, as a means of keeping students in school. Positive

alternatives to suspensions allow students to continue their academic progress and reduce the likelihood of students disengaging from school. While the District seeks to keep students in their schools and classrooms whenever possible, these alternatives are preferable to sending students home, where they are no longer in a classroom setting.

Administrators utilized different alternatives depending on the nature of the violation and Code protocol. These include GSRR violations (such as restorative conferences), abeyance contracts, In-school Interventions (ISI), and DAEP.

1. Restorative Conferences and Circles

The District continued to use preventative and responsive interventions when students engaged in misbehaviors that might otherwise lead to suspension. Among the most frequently used interventions were restorative conferences and/or restorative circles. The SR staff and site RPPFs provided training to site staff on implementing these restorative practices, virtually and in person.

2. Abeyance Contracts

In appropriate circumstances, site administrators or long-term hearing officers may offer behavior contracts to students facing out-of-school suspensions. An abeyance contract does not remove the suspension but can shorten or possibly eliminate the number of days a student spends out of school. An administrator, parent, and student must agree to and sign the abeyance contract, with the understanding that, if the student violates the contract, the school will reinstate the remaining suspension days. Thus, where appropriate given the nature of the offense and the circumstances, schools and hearing officers used this tool in SY2021-22 to reduce the number of days students would have spent out of school and to restore students back into the school community.

3. In-School Interventions (ISI)

In SY2021-22, the District continued to utilize the ISI program as an alternative to short-term suspensions. In addition to focusing on academic schoolwork, ISI teachers worked with students on addressing socio-emotional, behavioral issues and utilizing restorative practices with peers and teachers. ISI teachers received mandatory training on the Student Code of Conduct, student mediations and support group facilitation (including Restorative Practices), and documentation. To capture this work, ISI/RPF staff submitted weekly reports to the SR Department. SR staff

worked with site ISI teachers to ensure the environment was positive and suitable for necessary interventions and effective learning.

4. District Alternative to Education (DAEP)

The District continued to operate the DAEP program at four sites in SY2021-22.[9] DAEP, a voluntary program, provides students with the opportunity to continue their education and reflect on the underlying actionsand circumstances that led to inappropriate behavior. In SY2021-22, 123 students attended the program, including 54 middle school students and 69 high school students. Of those, 67% were Hispanic, 16% African American, 7% White, and 6% Native American. All but five students completed the program.

E. Discipline Data Monitoring

In SY2021-22, the District continued to monitor and report discipline data to District leadership, school administrators, and central staff. Training sessions were provided to new and continuing site administrators and staff on the discipline review process and on how to document disciplinary incidents into Synergy, to ensure accurate and reliable reporting. The SR Department continued to collect weekly reports on PBIS/Restorative practice activities as well as monthly discipline reports from school sites. These documents were reviewed by SR staff to identify trends, training needs, and site support. In turn, the SR Department continued to compile and distribute monthly and quarterly summary reports by school/region to each Regional Superintendent and central departments.

In SY2021-22, the District's Compliance Liaison (CL) continued to monitor and submit reports on all discipline activity, including positive alternative to suspensions, to ensure compliance with policies and procedures as set out in the Code, due process policies, regulations, and the USP. The CL prepared and distributed both incident-specific reports and detailed discipline reports twice a week. These reports included information about long-term suspension hearings, short- and long-term suspensions, and abeyance contracts and were sent to District administrators along with key demographic indicators (grade level, gender, race/ethnicity, violation, dates, and duration of suspension (or alternative to suspension)). Regional Superintendents reviewed the reports, investigated questionable incidents and/or consequences, and took necessary corrective measures.

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[9] The four sites were Menlo, Catalina, Palo Verde, and the Southwest Ed Center.

F.   Corrective Measures

While no school was formally put on a Supportive Action plan in SY2021-22, the District continued to monitor and take measures to address identified deficiencies in site-based implementation of discipline policy, including PBIS, Restorative Practices, the Code, and the development of supportive and inclusive learning environments.

G.   The Discipline School Inventory and Annual SAP

Due to the impact of COVID and limited staff, the District was not able to formally update the school inventory or the annual SAP in the 2021-22 school year. However, SR staff continued to conduct walk-throughs at both middle and high schools to identify and resolve any issues.

In response to information gathered, the District will be expanding its site-based training on restorative practices to additional front-line staff, such as school safety officers and school monitors, who are often the first responders when an incident occurs. Additional efforts will also focus on creating a pilot initiative to create a more positive school environment. Both the inventory and the annual SAP report will be completed in SY2022-23.

H.   Discipline Professional Learning

Student Relations staff provided various professional learning opportunities in SY2021-22, including training on Restorative practices (**Appendix VI-5, Professional Development Schedule 2021-22**). In addition, the SR Department added a short Restorative Practices overview course to the existing five-part, self-paced online Restorative Practices series offered through PowerSchool, the District's professional learning portal. Other courses being offered through PowerSchool include online courses on PBIS and the Student Code of Conduct. These courses are accessible to all District administrators, teachers, and staff at any time (**Appendix IV – 19, IV.K.1.q Master PD Chart**).

I.   USP Reporting

VI(G)(1)(a)   Copies of the analysis contemplated above in section (VI)(F)(2), and any subsequent similar analyses. The information provided shall include the number of appeals to the Governing Board, or to a hearing officer from long-term suspensions or expulsions, by

school, and the outcome of those appeals. This information shall be disaggregated by race, ethnicity and gender;

See **Appendix VI – 6, VI.G.1.a Appeals to Hearing Officers and Governing Board** report, for the 2021-22 school year.

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

The data required for section (VI)(G)(1)(b) can be found in **Appendix VI – 7, VI.G.1.b Discipline Data SY2021-22**.

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

No Supportive Action Plans were created in SY2021-22.

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

See **Appendix VI – 4, VI.G.1.d(1) Student Code of Conduct SY2021-22**, and **Appendix VI – 5, VI.G.1.d(2) What Works Sharepoint**.

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

See **Appendix VI – 6, VI.G.1.e Policies and Procedures Amendments SY2021-22**.

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

See **Appendix VI – 7, VI.G.1.f Site-level Analyses Samples**, to view samples of weekly RPF reports from school sites.

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

The data required by section (VI)(G)(1)(g) is contained in **Appendix IV – 19, IV.K.1.q Master USP PD Chart**. This report contains a table of all formal professional development opportunities offered for SY2021-22.

VII. Family and Community Engagement

A. Family and Community Engagement

The Family and Community Engagement (FACE) program continues to play an essential role for the District's USP and EDI initiatives. Being an integral part of EDI has allowed for improved alignment of services, collaboration, and coordination among the interconnected departments. Throughout SY2021-22, the FACE program remained strongly and effectively committed to engaging families and community members in the educational process through the adoption of strategies and efforts that inform, support, and meet the needs of the families, students, and school communities. The FACE program's guide continues to be the Family and Community Engagement Plan, filed with the court on December 9, 2019, available on the main page of the desegregation portion of the District's website, deseg.tusd1.org, and attached here as **Appendix VII – 1, Family and Community Engagement Action Plan (2391-1)**.

The District's FACE structure and practices continue to be a model of exemplary collaboration across the country. Dr. Joyce Epstein[10] included information about the District's accomplishments in building partnerships for family and community engagement in her 2021 publication, <u>Promising Partnership Practices</u> (**Appendix VII – 6, Promising Partnership Practices SY2021-22**).

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

- The FACE team maintained strong collaborative efforts with the African American and Mexican American Student Services departments (AASSD and MASSD, respectively), as well as the Communications and Media Relations, Transportation, Advanced Learning Experiences (ALE), and other District departments. These efforts aimed to identify, support, and promote District-wide coordination of family engagement and outreach. Examples of collaborative events and activities include:

- Mexican American Parent Advisory Council;

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

- MASS Virtual Open House;

- College and Career Readiness and FAFSA, Parent Support Group;

- Tell Me More Series; and

- Healthy Families and Black Excellence Speaker Series.

The District-wide coordination of these events and activities focused on academics, leadership, health, behavior, and college readiness for students and families.

The FACE team established 61 new partnerships and maintained relationships with existing partners for a total of 375 community partners and organizations for SY2021-22 (**Appendix VII – 2, FACE Community Partners SY2021-22**). These partners supported the District's efforts in providing a multitude of resources, support, and learning opportunities for both students and families District-wide.

Partnership Services, Communications, and Awards included:

- The District's Food Services and the Community Food Bank of Southern Arizona provided food boxes to families via home delivery, pick up at the Family Resources Centers (FRCs), or delivery along District meal routes;

- The Educational Enrichment Foundation and Amazon provided hygiene kits that were distributed amongst all four FRCs and the Duffy Clothing Bank;

- A grant totaling $7,100 was awarded by The Arizona Food Bank Network to the Catalina FRC (**Appendix VII – 3, Grant Award Letter SY2021-22**);

- There was constant communication with families, staff, and the community via email, phone, Zoom, and in-person conversations, to provide information and referrals to meet specific needs of families;

- Information, resources, updates, and opportunity for engagement were provided to families on the FRCs' Facebook page; and

- The District offered parent and staff focus groups via Zoom and in-person conversations to identify gaps in services and find ways to improve communication with FACE and District staff.

FACE continued the interactive series of online communications called "FACE to Face." The series consisted of monthly Zoom sessions that gave families the opportunity to learn about District and community resources and interact with community partners, District staff, and District leadership (**Appendix VII – 4, FACE to Face SY2021-22**). The District's success with "FACE to Face" received national recognition and was mentioned in the National Network of Partnership Schools (NNPS), April 2022 E-Brief for Districts, States, and Organizations (**Appendix VII – 5, NNPS E-Brief Newsletter SY2021-22**).

2. Family Resource Centers

The District continued to operate four successful FRCs at current or former District schools: Palo Verde High School, Catalina High School, Southwest Education Center, and Menlo Park School. Each FRC provides a range of resources, services, and educational opportunities in support of students' academic and family success.

FRC newsletters that highlight family engagement activities across the District are posted on the District's website and distributed to parents, District and school staff, and community partners via email and Parent Vue. They are also translated into the District's main languages (**Appendix VII – 7, FRC Monthly Newsletter SY2021-22 (English and Spanish Examples)**).

In addition to traditional methods of communication and promotion of FRC services and events, the FACE team also utilized a new EDI mobile app called "Tucson Unified Connect," a digital platform that connects District students and families with services, support, and academic enrichment resources.

Each FRC provides classes, workshops, and other services to families, in-person or via Zoom, that align with Dr. Epstein's Six Types of Involvement (**Appendix VII – 8, Example FRC Flyers SY2021-22 (English and Spanish)**).

Virtual services included:

- Culturally relevant classes and workshops via Zoom on topics such as curriculum and academics, early literacy, parenting, adult education,

health and nutrition, mental health, citizenship, and FAFSA (**Appendix VII – 9, FRC Virtual Classes, Workshops, and Events SY2021-22**);

- Free mental health counseling through the "Talk It Out" program to District students and their families. The Talk It Out program completed 827 appointments during SY2021-22 (**Appendix VII – 10, Talk It Out Flyer and Summary of Services SY2021-22**); and

- Support groups for families with specific needs.

In-person services included:

- Food pantry services, holiday food boxes, and Hygiene kits;

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

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

- "Jacket Parties" for students and their family members to receive free jackets; and

- Backpack and school supply giveaways for students.

3. Tracking Family Resources

In SY2021-22, FACE continued tracking participation of online and in-person family engagement and community outreach activities, services, and the provision of essential resources and supplies. The methods of data collection included electronic tracking, sign-in sheets, and Excel documents.

Collectively, there were 6,015 visits to FRCs, both virtually and in-person, where visitors received a total of 19,847 individual services, 1,096 backpacks with school supplies, 600 food boxes, and 1,824 hygiene kits (**Appendix VII – 11, VII.E.1.d (1) Summary of FRC Services SY2021-22**).

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

During SY2021-22, the District continued its efforts to fully implement its Guidelines for Family and Community Engagement at School Sites (**Appendix VII –**

12, Guidelines for Family and Community Engagement for School Sites SY2021-22). As part of this continued effort, every school site identified a family engagement point of contact to coordinate local family engagement efforts and submit monthly family engagement reports to the FACE team (**Appendix VII – 13, Family Engagement Site Contacts SY2021-22**).

To help school sites implement the guidelines, the District assigned five FACE program coordinators to provide support and professional development training to site staff and administrators at all school sites (**Appendix VII – 14, FACE Trainings and Supports for School Site Staff SY2021-22**).

Training topics included:

- Best Practices for engaging families and communities (using the Guidelines for Family and Community Engagement at School Sites);

- How to maintain school websites and what information to include for families;

- How to effectively plan and facilitate focus groups;

- Strategizing ways to engage families with online learning;

- Being culturally aware when communicating with students and families;

- Sharing with teachers how to facilitate and encourage two-way communication during conferences and other face-to-face interactions; and

- Involving parents in decision-making at schools.

The District continued to ensure families had access to current and meaningful information about family and community engagement opportunities on school websites. FACE staff monitored websites and provided support as needed to help schools meet requirements set forth in the Guidelines for Family and Community Engagement at School Sites. The District conducted two complete audits of all school websites, during the fall and spring semesters, to ensure school websites posted current information on family and community engagement activities (**Appendix VII – 15, School Website Audits SY2021-22**).

To help schools further their family engagement goals, the District used various methods for gathering information from families. The District distributed the SY2021-22 Family Engagement Survey to all District families (**Appendices VII – 16, VII.E.1.b Family Engagement Survey SY2021-22**, and **VII – 17, VII.E.1.d (2) Family Engagement Parent Survey Results SY2021-22**). Schools also conducted focus groups to solicit additional information from families about data collected in the Family Engagement Surveys, suggestion boxes, and school quality surveys. Schools invited representative parents to focus groups to discuss open-ended questions posed by facilitators from the community.

5.   School Site Family Engagement Efforts

During SY2021-22, school sites across the District engaged in activities to facilitate family participation. Using the District's online tracking system, school staff recorded school site conferencing, curricular-focused, and decision-making events. Staff also continued to track family events other than parent-teacher conferences or those that did not fall into the curricular-focused and decision-making categories.

Table 7.1 shows the number of family engagement events held during the school year, based on Dr. Epstein's Six Types of Family Involvement.

Table 7.1: SY2021-22 Engagement Activities by Type and School[11]

School Type	Elementary	K-8	Middle	High	Alternative	All
Type 1: Parenting	206	111	27	63	18	425
Type 2: Communicating	2685	806	425	610	196	4722
Type 3: Volunteering	552	198	95	107	41	993
Type 4: Learning at Home	222	82	35	56	18	413
Type 5: Decision Making	459	160	87	115	40	861
Type 6: Collaborating w/ Community	132	83	14	41	9	279
All Type	4256	1440	679	992	322	7689
Staff Only: Professional Development	566	180	118	155	51	1070

6.   Revised FACE Plan/Completion Plan

During SY2021-22, the District continued to apply the FACE Plan as it was revised in SY2020-21 in compliance with ECF 2508 (**Appendix VII–18, Revised FACE Plan**). The District has continued its commitment to adhere to the FACE Plan,

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

coordinate FACE activities between departments, and disseminate FACE information via the District's website, which is updated regularly.

B.   Translation and Interpretation Services

The District continued to provide translation and interpretation services to families, students, community members, stakeholders, and staff and to communicate all services to families. The Meaningful Access program provided more than 2,455 translations and interpretations in 34 languages. The daily average for services was 14 events. In addition to English, the major languages (defined as the home language for 100 or more students enrolled in the District) in SY2021-22 were Spanish, Arabic, Swahili, Kirundi/Kinyarwanda, Somali, and Vietnamese.

Due to the effectiveness of the modified SharePoint site in SY2021-22, the Meaningful Access Program extended its service to cover the translation and evaluation of Foreign Transcripts to high school students coming from other countries to receive full credits for their classes taken in their own country that aligned with the District Curriculum and standards.

C.   USP Reporting

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

See **Appendix VII – 19, VII.E.1.a Explanation of Responsibilities**, which contains job descriptions and a report of all persons hired and assigned to fulfill the requirements of this section by name, job title, previous job title, others considered, and credentials.

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

To view existing family engagement and support programs, resources and practices for SY2021-22, refer to **Appendix VII – 18, Revised FACE Plan**.

To view the Plan for Outreach, Marketing and Recruitment for Magnet and ALE Programs, refer to **Appendix II – 3, II.K.1.m MORe Plan SY2021-22**.

Also, see **Appendix VII – 16, VII.E.1.b Family Engagement Surveys**, used to gather impressions of services from staff and families during SY2021-22.

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

See **Appendix VII – 20, VII.E.1.c Policies and Procedures Amendments SY2021-22.**

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

To view scope and effectiveness of services provided by the Family Centers, *see* **Appendices VII – 11, VII.E.1.d Summary of Family Resource Center Services SY2021-22**, and **VII – 17, VII.E.1.d(2) Family Engagement Survey Results SY2021-22**.

VIII. Extracurricular Activities

A. Extracurricular Activities

With the reopening of schools in SY2021-22, the District was able to provide students with the opportunity to once again participate in a range of extracurricular activities such as clubs, fine and performing arts, and athletics.[12]

1. Principal Review Process for Extracurricular Activities

In SY2021-22, the District resumed the Principal Review Process for extracurricular activities, by which principals reviewed students' participation in extracurricular activities to ensure that all students had the opportunity to participate (**Appendix VIII – 1, Principal Review Process**). The Extracurricular Management teams at each school gathered information and monitored activities to ensure that all students had an opportunity to participate in extracurricular activities. The extracurricular specialists reviewed submitted documents and provided support as needed.

2. Participation

a) District-Wide Participation

In SY2021-22, more than 9,000 students participated in extracurricular activities. Although participation in extracurricular activities was below pre-COVID levels, overall participation rose by 48% from the previous year (**Appendix VIII – 2, VIII.C.1 Student Participation in Extracurricular Activities**).

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[12] Because extracurricular activities resumed in SY2021-22, the District no longer needed to follow the Interscholastic Integrated Plan from prior years.

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

Year	GB	White		African American		Hispanic		Native American		Asian/ Pacific I		Multi- racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	N
21-22	K-8	1103	22%	458	9%	3044	60%	175	3%	83	2%	219	4%	5082
	HS	1045	26%	457	11%	2112	53%	89	2%	125	3%	171	4%	3999
	Tot	2148	24%	915	10%	5156	57%	264	3%	208	2%	390	4%	9081
20-21	K-8	514	20%	188	7%	1643	64%	97	4%	37	1%	96	4%	2575
	HS	1037	29%	349	10%	1782	50%	59	2%	147	4%	168	5%	3542
	Tot	1551	25%	537	9%	3425	56%	156	3%	184	3%	264	4%	6117
19-20	K-8	1792	22%	910	11%	4587	57%	238	3%	146	2%	334	4%	8007
	HS	1277	24%	561	11%	2911	56%	146	3%	142	3%	199	4%	5236
	Tot	3069	23%	1471	11%	7498	57%	384	3%	288	2%	533	4%	13243
18-19	K-8	1436	22%	689	10%	3881	59%	187	3%	115	2%	275	4%	6583
	HS	1419	25%	542	9%	3256	57%	146	3%	153	3%	200	3%	5716
	Tot	2855	23%	1231	10%	7137	58%	333	3%	268	2%	475	4%	12299
17-18	K-8	1378	24%	508	9%	3319	58%	162	3%	76	1%	273	5%	5716
	HS	1537	25%	564	9%	3445	57%	146	2%	169	3%	210	3%	6071
	Tot	2915	25%	1072	9%	6764	57%	308	3%	245	2%	483	4%	11787
16-17	K-8	1306	26%	478	10%	2795	56%	119	2%	88	2%	214	4%	5000
	HS	1504	26%	551	10%	3253	57%	134	2%	134	2%	180	3%	5756
	Tot	2810	26%	1029	10%	6048	56%	253	2%	222	2%	394	4%	10756
15-16	K-8	1400	26%	500	9%	3147	57%	153	3%	71	1%	205	4%	5476
	HS	1590	28%	527	9%	3160	55%	139	2%	171	3%	193	3%	5780
	Tot	2990	27%	1027	9%	6307	56%	292	3%	242	2%	398	4%	11256
14-15	K-8	448	20%	249	11%	1389	61%	78	3%	32	1%	70	3%	2266
	HS	1505	28%	533	10%	2895	54%	96	2%	136	3%	177	3%	5342
	Tot	1953	26%	782	10%	4284	56%	174	2%	168	2%	247	3%	7608

b)   High School Participation

Graph 8.2 shows high school participation by activity for African American and Hispanic students in SY2021-22.

Graph 8.2: High School African American and Hispanic Extracurricular Participation by Activity

Graph 8.1: High School African American & Hispanic Extracurricular Participation

■ SY21-22

Activity	Value
Hisp Athletics	1810
Hisp Fine Arts	278
Hisp Clubs	128
AA Athletics	385
AA Fine Arts	67
AA Clubs	38

(x-axis: 0, 200, 400, 600, 800, 1000, 1200, 1400, 1600, 1800, 2000)
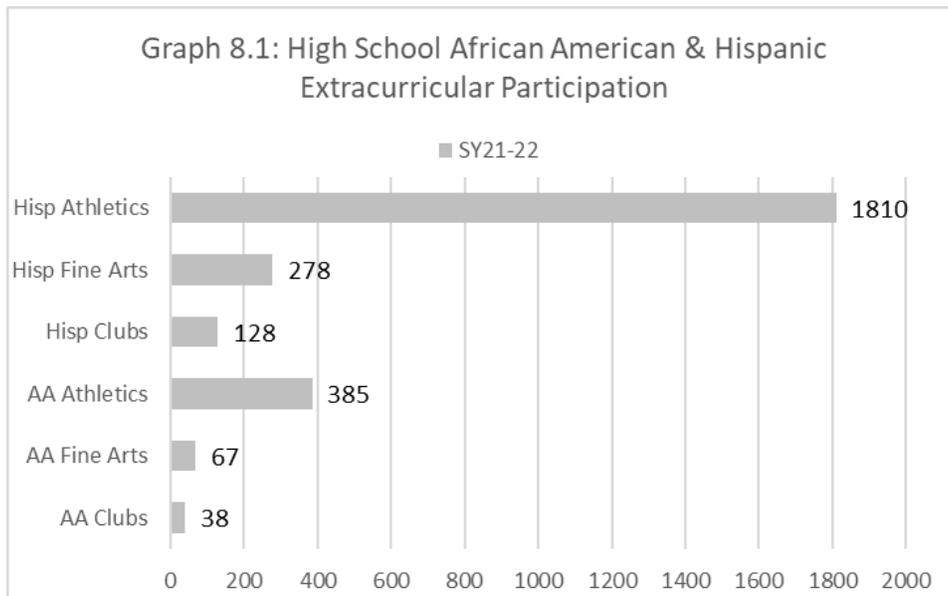
c) K-8 Participation

Graph 8.3 shows the number of African American and Hispanic students participating in each of the three K-8 categories—Athletics, Fine Arts, and Clubs in SY2021-22.

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

Graph 8.2: High School African American & Hispanic Extracurricular Participation, Multiple School Years
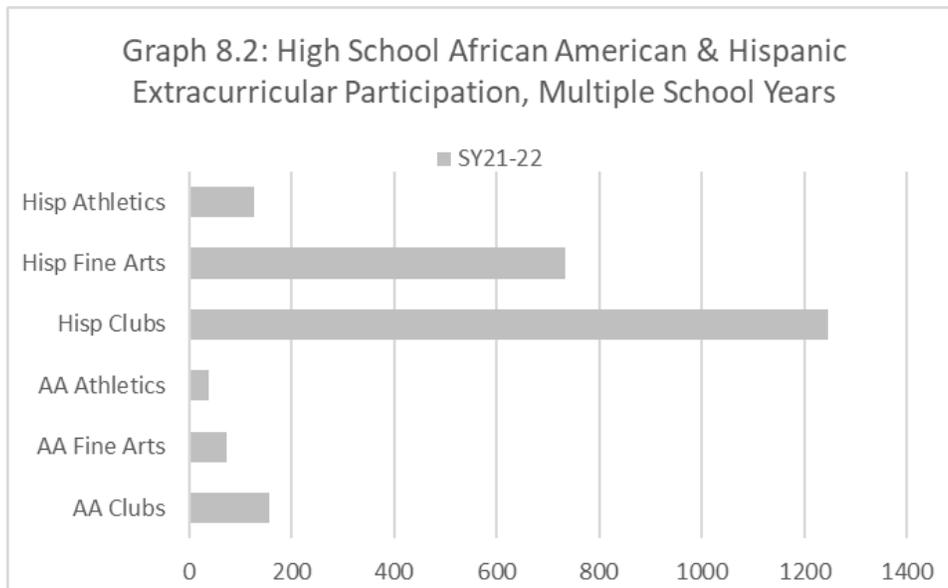
d) English Learners Participation

Although below pre-COVID participation levels, extracurricular participation for EL students rebounded by 60% from the previous year.

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

Year	GB	White		African American		Hispanic		Native American		Asian/ Pacific I		Multi-racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	N
21-22	K-8	18	4%	27	7%	345	84%	1	0%	17	4%	4	1%	412
	HS	6	5%	33	26%	79	62%	1	1%	7	5%	2	2%	128
	Tot	**24**	**4%**	**60**	**11%**	**424**	**79%**	**2**	**0%**	**24**	**4%**	**6**	**1%**	**540**

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

In SY2021-22, the District continued to support targeted racially concentrated and/or low socioeconomic status schools in developing strategies and activities to

increase participation (**Appendix VIII – 3, Extracurricular Participation by Activity at Targeted School Sites**).[13]

3.   Leadership Training

In SY2021-22, the District continued training students in becoming effective leaders. As in previous years, students participated in the Captain's Academy, a leadership program that utilizes a character-building model. All participating student-athletes from nine high schools took part in the program. Positive Coaching Alliance (PCA), a nationally known organization that focuses on positive interaction of students in athletics, presented the training. In collaboration with PCA, students participated in virtual trainings such as "Developing the Triple Impact-Competitor" and "Developing Winners in Life Through Sports." All participating students brought what they learned from the training to their respective sports and look forward to applying the knowledge during their SY2022-23 competitions and training.

The District provided sport clinics to athletes and coaches in May of SY2021-22. Each clinic was facilitated by District high school coaches. A total of 38 coaches and 73 athletes took full advantage of the opportunity to increase their knowledge and skills in sports such as cross-country, track and field, volleyball, and basketball. The clinics were held in person at Palo Verde High School, Pueblo High School, and Sahuaro High School.

In SY2021-22, the District attended the Student Leadership Summit held at Xavier College Prep in Phoenix through the Student Leadership Advisory Committee (SLAC). SLAC participates in a statewide student leadership conference sponsored by the Arizona Interscholastic Association (AIA). The District chartered 18 TUSD student-athletes: one male and one female from each high school. The students had the opportunity to hear from two guest speakers and AIA chairpersons, who discussed topics such as school spirit, leadership, teamwork, and other areas.

The District's coaches participated in leadership opportunities as well. In addition to supporting students, the PCA collaborated with coaches to develop interpersonal relationships between coaches and players. During SY2021-22, coaches attended Zoom workshops titled "Coaching for Peak Performance" and

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[13] Elementary schools included Grijalva, Maldonado, Miller, Ochoa, Oyama, Tolson, and Warren. K-8 schools included Safford. Middle schools included Pistor. The 10th school, Robison, received a 21st CCLC grant award to support and improve extracurricular programming in SY2021-22.

"Culture, Practices, and Games." Additionally, all coaches attended the annual statewide seminar/training presented by the AIA.

4. Collaboration with Transportation

In SY2021-22, the Transportation Department was able to provide activity buses to schools, to ensure that every student had access to transportation when participating in extracurricular activities (**Appendix III – 4, Activity Bus List by School SY2021-22**).

5. Funding for Extracurricular Activities

During SY2021-22, schools funded extracurricular activities from the following sources: donations, external/partner organizations, tax credits, fees, 21st Century Community Learning Center grants, and District funding (**Appendices VIII – 4, Funding Sources for Extracurricular Activities SY2021-22**, and **VIII – 5, 21st CCLC Grant Participation SY2021-22**).

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

B. USP Reporting

VIII(C)(1)   As part of its Annual Report, the District shall provide a report of student participation in a sampling of extracurricular activities at each school. The activities that are reported each year shall include at least two activities from each of the four categories described in section (B) above: sports at schools at which they are offered, social clubs, student publications (where offered), and co-curricular activities. The data in the report shall include District-wide data and data by school, disaggregated by race, ethnicity, and ELL status. The Parties shall have the right to request additional data or information if the Annual Report indicates disparities or concerns.

See **Appendix VIII – 2, VIII.C.1 Student Participation in Extracurricular Activities**, which includes student participation by selected activity, race/ethnicity, and school for SY2021-22.

IX.   Facilities and Technology

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

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

A.   Multi-Year Facilities Plan

Using the results of the FCI and the ESS, the District updated the Multi-Year Facilities Plan (MYFP), establishing the project priorities for SY2021-22. As described in the plan, health and safety issues always take precedence over regular maintenance and improvement projects (**Appendix IX – 1, IX.C.1.d MYFP**).

1.   Facilities Condition Index

The District concentrated on validating and updating the FCI scores. The District continually updates this live document as projects are completed or as deteriorating conditions become evident (**Appendix IX – 2, IX.C.1.a (1) Facilities Condition Index SY2021-22**). FCI is an industry standard metric that serves as an objective benchmark to evaluate the building conditions at a school site.

2.   Education Suitability Score

The ESS measures the quality or appropriateness of the design of a school for educational purposes and includes an evaluation of the grounds, as well as the capacity and utilization of classrooms and other rooms used for school-related activities (**Appendix IX – 3, IX.C.1.a (2) Educational Suitability Score SY2021-22**).

B.   Multi-Year Technology Plan

6.   Multi-Year Technology Plan

During SY2021-22, the District prioritized technology-related initiatives and investments to ensure that instructional delivery and District operations remained successful in the remote as well as school-site learning environments. There were no

changes to the Multi-Year Technology Plan in SY2021-22. The focus was on enhancements to systems and processes, which continued throughout the school year.

In addition to ensuring District staff had needed technology, the District had to ensure that every student for all grades, K-12, had Internet connectivity and a device to participate in instruction remotely, if needed. The need across the community was still staggering in SY2021-22. The District's technology team had to continue programming and supporting all existing student laptops and tablets to function correctly across the Internet from home, while also ensuring cyber safety and security of students.

The District continued to provide remote learning for any student who requested it, through the Tucson Unified Virtual Academy (TUVA), an online program available to students formally enrolled at any school in the District. All students using TUVA were provided with technology for remote learning, including either a tablet or a laptop, and, if necessary, a mobile hotspot to connect to the internet from home. In total, more than 40,000 student laptop and tablet devices were provided to District families for their children to use for remote instruction, ensuring that the District has become a 1:1 Device-to-Student District. The 1:1 Device-to-Student status will continue in the future. The District also continued to provide Internet broadband hotspots to more than 4,000 families, to ensure all households being served by the District had Internet access for daily instruction.

Addressing the laptop, tablet, and hotspot technology needs for students for SY2021-22 was a massive undertaking, but it was certainly not the only major technology project carried out in support of schools. The District's technology team worked in collaboration with Curriculum & Instruction (C&I), Assessment & Evaluation, Exceptional Education, Language Acquisition, Fine Arts, Magnet, and many other departments to define, implement, and support a digital framework to facilitate teacher-led remote instruction.

Technology advancements made during SY2021-22 were significant and will position schools as most students continue to return to in-person instruction for SY2022-23.

a) Technology Condition Index

The District utilized the TCI to assess the allocation of hardware devices and teacher technological proficiency at each school during SY2021-22 (**Appendices IX – 4, IX.C.1.a (3) Final TCI Report SY2021-22**, and **IX – 5, IX.C.1.b TCI Summary of Results SY2021-22**).

b) Instructional Technology

In SY2021-22, the District continued to provide instructional technology professional development activities for teachers and staff as outlined in the Professional Learning Plan for Instructional Technology. The Department continued to provide training and instruction to teachers to support the 1:1 Device-to-Student computer initiative and utilize various applications and new equipment.

Teacher Technology Liaisons (TTLs) and the IT Department, both independently and collaboratively with Curriculum & Instruction, provided trainings and instruction. Trainings to support teachers were developed and offered based on school requests for Professional Learning Thursdays and for the monthly Curriculum, Assessment, and Professional Develop Academy meetings. The sessions covered a variety of topics and were chosen based on surveys, identified staff needs, and new educational technology equipment.

The Instructional Technology Department continued to provide the Resource Index for instructional and teaching materials related to the use of technology in the classroom, identifying the specific curriculum type addressed (math, ELA, science, or social studies), and the grade level of the curriculum (elementary, middle, and high). The Resource Index is internally posted, is updated as needed on the TUSD Multicultural Curriculum website under "Education Technology Resource Sharepoint," and is available to all teachers (**Appendix IX – 6, Resource Index of Instructional Technology Teaching Materials Screenshot**).

Instructional Technology activities for SY2021-22 included:

- Successfully maintaining the Verizon Innovative Learning School (VILS) projects in year three at Lawrence 3-8 School, Pueblo Gardens K-8, and Mansfeld Magnet Middle School.

- Assisting Secrist, Utterback and Vail Middle Schools as they completed the rigorous extensive application process and were ultimately selected

to be part of the Cohort 9 Verizon Innovative Learning Schools by Verizon and Digital Promise. The IT Department assisted with the process and coordination of the program in the summer of 2022 to help prepare the schools for the upcoming school year.

- Growing the Minecraft: Education Edition (M:EE) Program, which continued as more schools and teachers completed training and were on boarded for student use. The program's continuation and development are being used to expand coding, computation, problem-solving, and team-building skills, in addition to other STEM-related capabilities.

- Developing and facilitating orientation courses in response to the mass installation of Promethean Interactive Panels throughout the District. Teachers and staff received targeted and timely training in the effective use of the interactive displays.

- Assisting TUSD departments, such as the African American Student Services Department (AASSD) and Social Emotional Learning Department, to develop and offer virtual fieldtrips and information about use of existing District Educational Platforms, to support the department's goals and focus areas.

- Supporting the development of and assisting with the technology-related needs of Tucson Unified Virtual Academy. Staff manned a Help Desk every day, utilized by parents, students, and teachers to offer assistance and troubleshooting. Training was also provided for teachers, for lesson planning and curriculum delivery for online students.

- Offering various self-paced and instructor-led courses through the Professional Learning Portal, for teachers as well as administrators (**Appendix IV – 19, IV.K.1.q Master USP PD SY21-22 (1)**).

The District continued to use the Technology Integration Observation Tool (TIOT) to assess how teachers were utilizing the District's online platforms in a remote learning environment. Instructional technology staff were able to analyze the use and frequency of applications (such as Clever, Office 365, and Teams) for lessons and assignments, and to provide training and support where gaps were noted. As shown in Table 9.1, 2,234 teacher observations were made during SY2021-22.

Table 9.1: Technology Teacher Observations by Region

Region	Completed
Silverbell 1	414
Santa Cruz 2	542
Chico Arroyo 3	435
Arcadia 4	459
Pantano 5	384
Total	**2,234**

C. USP Reporting

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

The data required by section (IX)(C)(1)(a) are contained in **Appendices IX – 2, IX.C.1.a (1) Facilities Condition Index SY2021-22**; **IX – 3, IX.C.1.a (2) Educational Suitability Score SY2021-22**; and **IX – 4, IX.C.1.a (3) Final TCI Report SY2021-22**.

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

Results and analyses for FCI and ESS have been included in **Appendix IX – 1, IX.C.1.d MYFP**.

Summary results for TCI are contained in **Appendix IX – 5, IX.C.1.b TCI Summary of Results SY2021-22**.

IX(C)(1)(c) A report on the number and employment status (e.g., full-time, part-time) of facility support staff at each school (e.g., custodians, maintenance, and landscape staff), and the formula for assigning such support;

See **Appendix IX – 7, IX.C.1.c Facility Support Staff**.

IX(C)(1)(d) A copy of the Multi-Year Facilities Plan and Multi-Year Technology Plan, as modified and updated each year, and a summary of the actions taken during that year pursuant to such plans;

The current Multi-Year Facilities Plan appears in **Appendix IX – 1, IX.C.1.d MYFP**.

No changes were made to the Multi-year Technology Plan in SY2021-22.

IX(C)(1)(e)   For all training and professional development provided by the District, as required by this section, information on the type of training, location held, number of personnel who attended by position, presenter(s), training outline or presentation, and any documents distributed;

The data required by section (IX)(C)(1)(e) are contained in **Appendix IV – 19, IV.K.1.q Master USP PD SY21-22 (1)**. This report contains a table of all formal professional development opportunities offered for SY2021-22.

X. Accountability and Transparency

A. Budget Process and Independent Examination

1. The Budget Process

In winter 2021, the District began internal meetings to create a draft budget and to refine and specify the timelines for the development process for the 910G Budget for SY2022-23. The District finalized the process and timeline, and submitted it to the Plaintiffs and budget expert, on February 28, 2022, along with proposed staffing formulas and a protocol for future budgetary processes (**Appendix X – 1, 910G Budget Development Process FY2022-23**).

The District submitted a narrative version of the budget in March 2022 (Draft #1) to the Plaintiffs and the budget expert. The District provided a line-item budget, a summary of significant changes between years, and draft magnet school plans and budgets to the Plaintiffs and the budget expert in May 2022. In June 2022, the District provided the Plaintiffs and the budget expert with the final proposed budget. For each draft, the parties had opportunities to provide comments and objections, and to submit requests for information. The District considered the comments and objections in revising the budget drafts, and responded to information requests.

District staff provided the final proposed budget to its Governing Board, along with the Plaintiffs' responses and objections to various drafts, in late June 2022. On July 12, 2022, the Governing Board adopted the budget for SY2022-23.

2. Examination of Expenditures by Independent Accountants

The District provides an examination of expenditures each year to confirm that the District spent desegregation funds according to their allocation and to provide other information to ensure full transparency. An independent accounting firm prepared the SY2020-21 examination report, and the District delivered it to the budget specialist and Plaintiffs on February 17, 2022. Clifton Larson Allen LLP performed the examination for the SY2020-21 USP Budget. A copy of the examination report is attached as **Appendix X – 2, Examination of Expenditures**.

B. Notices and Requests for Approval

The District continued to follow the process for notice and a request for approval (NARA) for actions that affected student assignment and/or its physical

plant, including a Desegregation Impact Analysis (DIA). The DIA has developed into a standardized format to show how the proposed change will affect relevant District obligations under the USP. In SY2021-22, the District did not propose to take any actions that required invocation of the NARA process.

C.   Evidence-Based Accountability System

EBAS is a federation of multiple software applications, some acquired from commercial software providers, some developed in-house at the District, and all collectively working together to inform the District regarding decisions and strategies for effective instruction and District administration. The District continues to use data from EBAS systems to identify areas of gain and to inform development of action plans where opportunities for improvements exist.

The Assessment and Evaluation, Curriculum and Instruction, Desegregation, Student Relations, African American Student Services, Mexican American Student Services, and Technology Services Departments worked throughout the school year to evolve the District's EBAS environment to support instruction, inclusive environments, and family engagement for students. Changes in EBAS for SY2021-22 were minimal and primarily focused on addressing reporting needs that emerged due to the COVID-19 pandemic.

Since there were no major changes to the federated systems making up EBAS for SY2021-22, the inventory of systems that comprises EBAS remains the same as last year. For reference, the inventory and purpose of each of those systems is included below.

1.   Synergy (Student Information System and MTSS)

The District continued to use its Synergy student information system as a critical tool that forms the core of the District's EBAS capabilities. The system captures and allows users to track a wide range of student information, including all the student-related data elements required by the USP. Synergy allows teachers and other District staff to use student data, including attendance, enrollment, courses, gradebooks, parent information, and schedules. The Synergy system has a robust set of preselected reports and a well-developed report generator interface to allow for a flexible analysis of the full range of data collected.

2. SchoolCity

The District also continued to use SchoolCity, which serves as the District's primary platform for analysis and reporting on data related to student academic assessment and performance and student surveys. The data ranges from quarterly benchmarks and language proficiency tests to individual teacher formative assessments and student school climate surveys. In SY2021-22, the District continued to work with teacher and school site teams to train them on SchoolCity features that allow professional learning communities and collaborative teacher teams to work together more effectively.

3. iVisions and TalentEd

The District continued to use Infinite Visions software to collect, track, and analyze data regarding its employees, including administrators and certificated staff. The District made no major refinements to the system in SY2021-22, beyond regular maintenance and updates.

The District transitioned from AppliTrack to TalentEd during SY2020-21. The new system provides stronger integration, customization, and reporting capabilities than the previous system. TalentEd is used to implement and record applicant and application processes. As with its predecessor, TalentEd permits the collection and analysis of key information about applicants, interviews, and hiring decisions.

4. Microsoft 365 (formerly referred to as "Office 365")

Microsoft 365 is a comprehensive set of productivity tools from Microsoft, including some of the better-known tools such as Word (word processing), Excel (spreadsheets), Outlook (email and calendar), PowerPoint (presentations), and Access (database applications), as well as other new or less commonly known tools of real impact in the educational arena, including Publisher, Teams, and Sway.

Teams was used extensively across SY2021-22 for teachers and students to work together on class projects, small-group assignments, and other related work. The District continues to use the various Microsoft 365 tools to store and track information regarding schools, administrative facilities, and technology within the District.

5. Microsoft PowerApps

Microsoft PowerApps is a secure cloud-hosted environment that allows quick development of applications for consumption from anywhere, on any device. PowerApps includes built-in prevailing accessibility capabilities. No notable changes leveraging Microsoft PowerApps were introduced during SY2021-22.

6. Microsoft Power BI

Microsoft Power BI is a self-service data platform that is accessible over the internet. This external site replaced the District's legacy program, TUSDStats, and allows data to be made available to external users (the public) and internal users (school and District staff). The District made routine enhancements to evolve Power BI functionality during SY2021-22.

7. Apex Learning

Apex Learning is the online learning platform utilized by the District to provide 6th through 12th grade standards-aligned, online courses. Each course is taught by a teacher in the District. This credit-bearing digital curriculum consists of core and elective courses as well as online tutorials. Students in grades 6-12 can take courses online for original credit or for credit recovery toward grade-level advancement or high school graduation.

8. Canvas Learning Management System

Canvas Learning Management System is an online classroom environment where teachers and students connect for learning and academics. Teachers can assign lessons to students, monitor student learning, communicate with each other, share resources and curricula, and customize the learning experience for various learners. Canvas connects with Synergy SIS (Student Information System - Rostering and Grading) and integrates with many TUSD applications for seamless learning.

D. USP Reporting

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

See **Appendix X – 3, X.A.5.a.i Explanation of Responsibilities**, which contains job descriptions and a report of new persons hired and assigned to fulfill the requirements of this section by name, job title, previous job title, others considered, and credentials for SY2021-22.

X(A)(5)(a)(ii) A description of changes made to Mojave to meet the requirements of this section, including descriptions of plans to make changes to the system in the subsequent year;

See **Appendix X – 4, X.A.5.a.ii Description of Changes Made to EBAS**, for the 2021-22 school year.

X(F)(1)(a) The number and nature of requests and notices submitted to the Special Master in the previous year: broken out by those requesting: (i) Attendance boundary changes**;** (ii) Changes to student assignment patterns; (iii) Construction projects that will result in a change in student capacity or a school or significantly impact the nature of the facility such as creating or closing a magnet school or program; (iv) Building or acquiring new schools; (v) Proposals to close schools; (vi) The purchase, lease, and sale of District real estate;

There were no NARAs submitted in SY2021-22.