

**Tucson Unified School District
Annual Report
for the
2022-2023 Academic School Year
under the
Unitary Status Plan
and
Post Unitary Status Reporting and Accountability Plan**

prepared by
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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, and 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 SY2022-23. This school year was the first full year of instruction after the termination of court supervision in a school desegregation case in the United States District Court for the District of Arizona that began in 1974 and continued until July 20, 2022, when the District Court found the District to have full unitary status, terminated its supervision, and closed the desegregation case. During the desegregation case, the District Court directed and approved a broad range of school district operations. Since the termination of court supervision, the Governing Board of the District has resumed its authority for the overall direction of school district operations.

In addition, the District also continues to work to ameliorate the disruption and negative impact on learning from the Covid-19 pandemic. Data from the pandemic years 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 SY2022-23, the District continued to operate under the desegregation plan referred to as the Unitary Status Plan (USP), adopted by order of the United States District Court in the school desegregation case. This post-unitary report regarding SY2022-23 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 SY2022-23, the District enrolled approximately 40,380 students, of whom 62% were Hispanic, 10% were African American, 18% were White, 4% were Native American, 2% were Asian/Pacific Islander, and 4% were multi-racial. Those students attended 88 schools: 47 elementary schools, 11 middle schools, 15 K-8 schools, 11 high schools, and 4 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 2022-23 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

Tucson Unified School District is committed to integration, diversity, equity, and inclusiveness for all students in the District. Though the District attained Unitary Status (Doc. 2650) on July 20, 2022, the District, under the direction of the Assistant Superintendent of Equity, Diversity, and Inclusiveness, continues its commitment to the equity initiatives detailed in the Unitary Status Plan (USP) (Doc. 1450) as well as compliance with the Post Unitary Status Reporting and Accountability Plan (PUSRAP) Plan (Doc. 2644-1).

The District proactively and carefully monitored its organizational compliance efforts through an internal compliance process that included systematic meetings and consistent feedback within all individual USP activities. If needed, corrective actions were discussed and implemented. If there were any needed changes to any USP-related program or activity, a Performance Impact Analysis (**Appendix I-1, Performance Impact Analysis Template**) was requested and the process for approval initiated. Once the PIA was completed and approved by the appropriate leadership, it was posted on the TUSD website for Public Notice and, if requested, a public hearing was then called. PIAs completed and approved during the 2022-23 academic year are reviewed in Section X, below.

B. Annual Report Process

As detailed in the Post Unitary Status Reporting and Accountability Plan, the District has prepared this annual report, including all data reports required by the USP. The Annual Report is posted on the Desegregation section of the District's website by November 1 of each year, for the prior school year ending June 30.

Like previous annual reports, the District reports its activities and outcomes in 10 separate sections corresponding to the 10 sections of the USP. Each section is composed of a narrative with supporting evidence and required reports under the USP. The Desegregation team, an integral part of the EDI Department, meets with the relevant leadership responsible for the key sections of the USP, throughout the school year, to review compliance and document the required information to include in the Annual Report. A template was created and shared with each of the responsible parties, to provide consistency and clarity of information.

The Desegregation team took the following steps to produce the 2022-23 Annual Report:

- Gathered the required reports for each section, following its data availability schedule.
- Assigned editors to each section and worked collaboratively with numerous department content experts to write portions of the report.
- Collected and analyzed data and summarized findings, to ensure consistency and accuracy in reporting.

The District used multiple-review process, involving many hours of professional time and significant coordination, to provide an accurate and comprehensive report.

II. Student Assignment

The District employs several strategies to encourage voluntary school choice, to improve integration and diversity. These include management of neighborhood attendance boundaries and school feeder patterns, the development and implementation of Magnet schools, and the use of marketing, outreach, and recruitment to attract diverse student populations to District schools.

In SY2022-23, under the Post-Unitary Status and Reporting and Accountability Plan, the District adopted new criteria for determining whether a school was “integrated” — moving from the USP 15% to the post USP 25% rule.¹ In addition, because of the formal status change of the Tucson Unified Virtual Academy (TUVA) to a school, TUVA is listed as an alternative school in the enrollment counts for the first time. As the appendix shows, out of a total of 88 schools, 48 schools were integrated, and 32 were racially concentrated in SY2022-23 (**Appendix II-1, Report II.K.1.a TUSD Enrollment 40th Day SY2022-23**).

To provide continuity with respect to reporting, two additional appendices are also provided:

- Appendix II-2, II.K.1.a(2) TUSD Enrollment 40th Day SY2022-23 (15%) shows the same enrollment data as II.K.1.a but uses the 15% rule to evaluate integration (**Appendix II-2, Report II.K.1.a(2) TUSD Enrollment 40th Day SY2022-23 (15%)**);
- Appendix II-3, II.K.1.a(3), TUSD Enrollment 40th Day SY2022-23(TUVA) mirrors the 2020-21 and 2021-22 40th day enrollment reports by using the 15% rule and assigning students in the TUVA program to a “home school.” TUVA is now considered a separate school and reported separately in Appendix II-1, so this appendix is provided to afford continuity with data for prior years (**Appendix II-3, Report II.K.1.a(3) TUSD Enrollment 40th Day SY2022-23 (TUVA)**).

¹ To be “integrated” under the 25% rule, a school’s enrollment for each race/ethnicity must be within 25% (+/-) of the race/ethnicity percentage enrolled for that school level (e.g. Elementary, K-8, Middle, High, or Alternative).

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

In SY2022-23, pursuant to a previously adopted plan, Wakefield MS expanded to include 6th, 7th, and 8th grades, with an enrollment of 220 students. Offering an advanced academic course curriculum, classes are taught by highly certified Master teachers.

Created as a partnership between the District and the Pima County Joint Technical Education District (JTED) in SY2020-21, Innovation Tech offers high school students the opportunity to earn certifications and workplace skills in a variety of business and technical occupations including healthcare, engineering, culinary, and animation. In SY022-23, 289 students enrolled in Innovation Tech, with 199 students taking at least one JTED class.

B. Magnet Schools and Programs

The District continued to develop, monitor, and evaluate its 12 magnet schools and programs through the Comprehensive Magnet Plan (CMP) and site-based Magnet School Plans (MSPs) (**Appendix II-4, II.K.1.e Comprehensive Magnet Plan**). While the Magnet Oversight Committee (MOC) continued to guide and inform the policies and practices specific to Magnet schools and their programming, the improved Magnet Plan template adopted in SY2022-2023, coupled with Quarterly Progress Check-ins conducted by the Magnet Department, promoted and reinforced the idea that the Magnet Plan is a living document that helps to guide each Magnet school in its continued use of the Magnet Schools of America (MSA) standards for evaluating and creating high-quality magnet schools.

Based on the National Magnet School Standards of Excellence, the MSA certification process defines the five pillars of magnet schools (1. Diversity; 2. Innovative Curriculum and Professional Development; 3. Academic Excellence; 4. Leadership; and 5. Family and Community Partnerships) and ensures these standards are consistent, essential elements and characteristics of high-quality magnet programs. Schools go through a self-examination process to identify the areas where these standards are met and where there are areas for growth. For each indicator, schools must submit evidence of progress or attainment, which continues the cycle of improvement at each site. Three Magnet schools applied for Magnet Schools of

America National Certification (Borton, Holladay, Bonillas) and two schools (Carrillo and Tucson High) applied for re-certification in the 2022-23 school year. At the time of this report, Borton, Carrillo and Holladay have been awarded Demonstration Status — the highest level of certification.²

1. Magnet Integration

Under the 25% rule for determining enrollment, 10 out of 12 Magnets were integrated in SY2022-23³ and two were racially concentrated. While Roskrue continued to be racially concentrated, the school saw an increase in both White and African American enrollment from SY2021-22, and a corresponding reduction in concentration from 85% to 80%. The number of White students jumped from 31 to 47 (from 6% to 8% of the population) while African American students increased by 2% (from 12 to 22 students). Carrillo was also racially concentrated, with a 71% Hispanic population (**Appendix II-5, Magnet Integration by School and Grade SY2022-23**).

2. Magnet Academic Performance

Overall, Magnet schools saw steady gains in academic achievement as measured by Spring 2023 AASA assessments, when compared to the previous year. However, there was a great deal of variability across schools. For instance, while the percentage of students achieving proficiency in math for all elementary schools was 29%, the percentage of proficient students at some Magnets was below 18% (**Appendix II-6, Magnet Academic Achievement**). Similarly, while there are examples of African American and Hispanic students outperforming White students, overall, large achievement gaps remain. A renewed emphasis on these achievement disparities by all Magnet schools is an area of focus in quarterly progress monitoring meetings.

² Several other Magnet schools have obtained certification at various times, including Mansfeld (2021), Davis Bilingual (2021), and Tucson High (2019).

³ Under the 15% rule, nine Magnet schools were integrated, one was neutral, and two were racially concentrated (**Appendix II-2, II.K.1.a(2) TUSD Enrollment 40th Day SY2022-23(15%)**).

Tully Magnet School received a “D” rating from the Arizona Department of Education in SY2021-22. During SY2022-23, the Tully leadership team was supported by the Magnet Department with trainings, workshops, modeling, and coaching around academic conversations, procedures, and routines, as well as instructional coaching for all staff members.

3. Magnet Program Design

The District continued to implement the professional learning program initiated in SY2021-22. Magnet school administrators and staff attended multiple workshops to develop a deeper understanding of the Magnet Schools of America (MSA) Standards of Excellence, Corresponding MSA Pillars, and essential systems to improve Magnet program implementation at all Magnet schools as they work toward becoming nationally certified by the MSA. Magnet school administrators attended ongoing training and professional learning sessions specific to the Effective Schools Framework (ESF), which grounds principals and instructional leadership teams in the school improvement cycle, which is critical to the closing of achievement gaps by subgroup, while targeted principals expanded on this knowledge in an in-depth, three-day, train-the-trainer ESF workshop with the goal of becoming Magnet principal cadre leaders.

In alignment with the TUSD Magnet goals, 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 Sites; the Continuous Improvement Cycle and its relationship to creating high-quality Magnet Schools; how to effectively use the site-based Magnet School Plan, coupled with Quarterly Check In meeting templates as drivers of implementation; balancing the need for clearly defining and addressing thematic expectations while keeping a focus on academic outcomes for students and subgroups through an instructional coaching-feedback model.
Magnet Plan Template	Each magnet school will update, edit, and revise their magnet plan in a revised site-based Magnet School Plan template. This template adds an interpretative summary with corresponding narrative for data disaggregation as it relates to integration, academic achievement, and closing academic disparity among subgroups. Goal, action steps and evaluation structures remain in the template to focus implementation efforts.
Magnet Coordinator PLC	Magnet Coordinators attended monthly Professional Learning Community (PLC) meetings facilitated by the Magnet Department team. Magnet Coordinators engaged in professional learning specific to instructional coaching strategies, marketing and recruitment (integration), diversity, leadership, MSA pillars, how to facilitate meaningful PD, model Tier 2 & 3 intervention systems, District enrollment procedures, and data disaggregation.
Magnet Coordinator PD	Magnet Coordinators attended two all-day professional learning workshops, (one per semester) facilitated by a WestEd consultant, focused on instructional coaching. During these days, the magnet coordinators engaged in learning around: adult learning theory, resistance, coaching stances, scripting classroom observations, and effective coaching conversations.
Effective Schools Framework	All Magnet Principals attended Effective Schools Framework training on January 26 and April 18, 2023. This training was developed to help site leadership internalize and systemize continuous improvement efforts that are intersectional with Magnet Site Plans. Targeted Magnet Principals attended an additional two-day workshop on the ESF; June 16 and June 17, 2023. Finally, Magnet principals, along with their Instructional Leadership Teams, attended an ESF kick-off workshop facilitated by the Magnet Department on July 18, 2023.

The chart below lists the action steps and activities that allowed for small-and large-group collaboration around current school practices in relationship to the best practices for Magnet efficacy. Participants reflected on school practices and identified strengths and enhancements for future Magnet program design planning.

Table 2.2: MSA and Departmental Activities

Date	Learning Opportunity/Description	Provider
February 2023	<i>MSA Policy Conference, Washington DC</i> This was an opportunity to learn about the importance of making magnet voices heard at the federal level. Participants were able to connect with other magnet schoolteachers, administrators, and Congressional representatives from across the 50 states, advocate for magnets and federal funding for magnet schools by giving congressional representatives a first-hand glimpse into what a magnet school is and empower year-round advocacy by taking back lessons learned and congressional contacts and sharing those with TUSD stakeholders.	MSA
February, 2023	<i>The What and Why of Magnet Schools</i> A professional development session offered to TUSD Magnet Principals facilitated by an MSA Consultant. What: The single largest form of public school “choice,” magnet schools are visionary, innovative and open to all students regardless of zip code. Why: Excellence in academic enrichment is the key to successful college admission and career accomplishments. Magnet schools, however, also enrich students in ways that create a positive effect on the community at large.	Dr. Beth Cochran, MSA Consultant
Dec. 2022- April 2023	<i>MSA Pillars and Standards of Excellence Site Visits Series</i> Working in collaboration, the TUSD Magnet Team, supported by an MSA Consultant, conducted target school site visits focused on the MSA Pillars and Standards of Excellence, particularly Theme Integration.	Dr. Beth Cochran, MSA Consultant
September 2023	<i>Media and Communication Training for Magnet Coordinator</i> This training, led by the District Media and Communications department, supported with school branding and social media development specific to Magnet sites.	District Communications
April 2023	<i>Magnet Schools of America – National Conference</i> An investment in magnet leaders and educators. This annual conference provides enriching professional development by way of meetings, events, innovative speakers, and school tours to build and expand Magnet leadership expertise and skills.	MSA Dallas, TX
September 2022-May 2023	<i>MSA Certification Consulting for Targeted Schools – Bonillas, Borton, Holladay</i> The MSA Consultant worked with three TUSD magnet sites to raise the level of performance and create a platform from which each magnet school could grow and flourish. Magnet Schools of America’s national certification process is designed to recognize the hard work of the best magnet schools in the nation and to help them as they grow.	Dr. Michelle Frazier, MSA Consultant

April 2023	<i>MSA Awards: Tucson High School, Mansfeld, Carrillo</i> Tucson Magnet High School was recognized at this year's National MSA Conference with the 2023 Merit Award of Distinction. While Mansfeld Magnet Middle School and Carrillo Magnet Elementary School were recognized with the 2023 Merit Schools of Excellence Award.	MSA National Conference, Dallas, TX
March 2023- July 2023	<i>District Magnet Principal Leadership Training Series</i> These workshops provided site principals and their instructional leadership teams with an overview of 1) the 5 ESF Levers, 2) time to unpack each lever, 3) additional principal cohort leadership training, and 4) time to set strategic goals within the ESF levers specific to the needs of their site.	ESF Consultants and District Magnet Department
August 2022- May 2023	<i>Instructional Coaching and Instructional Leadership Team Development Training</i> This year-long leadership development training included 3 full day instructional coaching workshops for magnet coordinators, on-going instructional leadership development at targeted magnet sites, as well as job-embedded instructional coaching training at targeted magnet sites.	WestEd Consultant Patricia Dienz

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

Throughout the 2022-23 school year, the District continued to support Magnet schools with MSP development and implementation. In August 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 as well as their Magnet Site Plans, and that scheduled quarterly meetings for each site to present progress on Magnet Plan implementation. The Magnet Department coached and aided Magnet principals and coordinators on writing, editing, and revising plans to focus efforts on disaggregating data points, as well as writing action steps to close academic disparities.

5. MSP Implementation and Progress Monitoring

During SY2022-23, the District monitored and evaluated MSP implementation through quarterly progress monitoring visits that began in October 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 and 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.

Table 2.3: Magnet Plan Development Process

Date	Magnet Plan Support	Provider
April 2023	Schools began to update and revise Magnet Site Plans for SY2023-2024	Magnet Department, Magnet Site Principal, Magnet Coordinator
August 2023	SY 2022-2023 Data from AASA entered into Magnet Site Plans for SY2023-2024 and goals revised	Magnet Department, Magnet Site Principal, Magnet Coordinator
September 2023	Magnet Site Plans reviewed	Magnet Department

6. Marketing, Outreach, and Student Recruitment and Selection

In SY2022-23, 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 and Program 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; and digital advertising and mass mailings (**Appendix II-7, II.K.1.m OMR Plan SY2022-23**).

Two additional outreach initiatives were implemented in SY2022-23:

- TUSD Communications Department and Magnet met with Magnet Coordinators and the Magnet Department to improve enrollment and attract a more diverse student population. This work contributed to a

reduction minority group isolation within Magnet schools in TUSD with 11 of 12 Magnet sites achieving integration status.

- TUSD School Community Services met with Magnet Coordinators and the Magnet Department to better understand the District's Magnet lottery and application system, school choice, enrollment data and reporting structures, and enrollment priorities, as well as site supports offered to Magnet schools by Enrollment Ambassadors.

Table 2.4: Magnet Enrollment Plans for Kindergarten Outreach

Date	Agenda	Attendees
January/ February 2023	TUSD Kinder Round-Up Event	Magnet Department/ Elementary and K-8 Magnet Coordinators

7. Cross-Departmental Collaborations

The Magnet Department worked closely with TUSD Communications and Media Relations to improve marketing and recruitment efforts of Magnet sites. Facilitated by the Magnet department, the Culturally Responsive Pedagogy and Instruction (CRPI) Department gave presentations and advice to Magnet coordinators. Enrollment Ambassadors from School Community Services (SCS) gave presentations to site coordinators and principals about the enrollment process, so that they were able to instantly enroll students at Magnet Fair and other events.

8. Magnet Oversight Committee

The Magnet Oversight Committee met six times in SY2023-24, with the following agenda items:

DATE	Magnet Oversight Agenda
September 14	Review of Magnet academic data and school leveling procedures (Level I, Level II, and Level III). Clarifying questions related to the leveling process.
October 19	Leveling Magnet schools and aligning supports for SY2022-23.
November 30	Review of integration data as it relates to each Magnet school with discussion of media and marketing support.
February 20	Reviewing progress, needs, and supports related to Tully Magnet Elementary.
March 6	Deep data dive into the Tully Magnet Elementary dashboard.
April 26	Review of Magnet Department supports for schools throughout SY2023-24.

C. Application and Selection Process

1. Change in Process for Placing Students in Oversubscribed Grades

In December 2022, the District submitted a PIA to change its process for placing students in oversubscribed grades, in order to comply with federal and state law. The District proposed the adoption of a simple, random lottery to replace the process that allowed a select number of seats to be reserved for students from specific races and ethnicities. The proposed change was approved by the Governing Board in January 2023, and it was used for the placement of students for the 2023-24 school year.

During the priority enrollment window, the District received 2,882 applications for the 2023-24 school year.

The District held the initial lottery in January 2023, at the close of the priority enrollment window. The table 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 2.5: Oversubscribed Schools for 2023-24 Lottery
(Based on Available Seats)**

School	Program	Grade	Applications	Seats	2014-15	2022-23
Carrillo ES	Magnet	K	82	32	Racially Concentrated	Integrated
Davis ES	Magnet	K	119	34	Racially Concentrated	Integrated
Hughes ES	Open Enrollment	K	50	31	Neutral	Integrated
Miles ELC K-8	Open Enrollment	K	58	27	Neutral	Integrated
Roskrige K-8	Magnet	6	55	48	Racially Concentrated	Racially Concentrated
Dodge MS	Magnet	6	182	141	Integrated	Integrated
Mansfeld MS	Magnet	6	167	56	Racially Concentrated	Integrated
Tucson HS	Magnet	9	814	422	Racially Concentrated	Integrated

D. Student Marketing, Outreach, and Recruitment Strategies

During the 2022-23 school year, the District continued its efforts to market its educational opportunities and recruit students to the District, including implementation of the revised Outreach and Recruitment Addendum, which specifically outlines strategies to expand opportunities for students to attend an integrated Magnet school or access Advanced Learning Experiences (**Appendix II-7, II.K.1.m OMR Plan SY2022-23**).

Among the many activities completed during the school year, the following marketing, outreach, and recruitment efforts stand out:

- Implemented the ad campaign “Choose your School” for a second year, through English and Spanish TV and radio commercials, print ads, social media posts, geo-targeting and digital ads, website highlights, bus shelter

ads, and event banners. This effort served to highlight the diversity of the Tucson community and TUSD schools.

- Developed the Kindergarten Blast-off campaign to provide school enrollment information and in-person tours to families. Kinder Blast-off banners were visible on the front of schools. School and District websites promoted landing pages that provided additional information on how to enroll and whom to contact for additional support. Kinder Blast-off was promoted through print and digital advertising, Parent Link, and social media posts.
- In conjunction with the Kindergarten Blast-off campaign, the District held a Kindergarten Readiness event at the Tucson Children's Museum in February 2023. Over 25 low-enrollment elementary school representatives attended, along with District Enrollment Ambassadors, to help families register for the 2023-24 school year. The Kinder Readiness event was advertised through English and Spanish radio, geotargeting and social media ads, print ads, website, and Parent Link to the District's Infant and Early Learning Center families.
- Updated the Level Up campaign by including families transitioning not only from elementary to middle school, but from middle to high school. All appropriate schools received a Level Up banner to hang on the front of the school. In December 2022, the District held an event at the TCC that attracted over 400 families. Attendees had an opportunity to meet with middle and high school principals and regional superintendents, and to learn about many programs, including advanced learning experiences and career and technical education.
- In March 2023, the District created a Level Up webpage that featured video tours and Open House meeting information for middle and K-8 schools. 5th grade students and their families were invited to join school informational sessions, watch the videos, and book a tour at the school of their choice. 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 District held the Magnet and TUSD Fair at the Children’s Museum in November 2022. Promoted through English and Spanish TV, radio, print, Parent Link, and geotargeting ads, the Fair showcased the District’s Magnet schools. At the event, more than 300 attendees had an opportunity to meet directly with school representatives, enjoy entertainment provided by TUSD students, and tour the museum for free.
- The Spring 2023 districtwide Enrollment Fair included representatives from schools and departments, including Operations. As in the past, each participating school and department had staff available to talk with families. Enrollment Ambassadors were available to provide support and register families. Unfortunately, turn-out for the event was low, and it was determined that the event was too late in the year to be effective. As a result, the District is planning to incorporate the Enrollment Fair into the December Level Up event in SY2023-24.
- District representatives participated in many community events during the 2022-23 school year, including Summer Safari Nights, AZ Bilingual Back to School Event, Tucson Literacy Fair, Boo at the Zoo, Zoo Lights, Children’s Museum Science Fair, and Arizona Bilingual April Children’s Museum Event.
- Summer School Enrollment campaign. This campaign runs in April and May and targets not only current families, but new families who are interested in registering for the next school year. Students who want to participate in Summer School must be registered for 2023-24. As a result of the campaign, the District enrolled almost 12,000 students during the summer. The Summer School campaign was promoted through TV and Radio ads, geotargeting, bus shelters, Parent Link, and school newsletters.
- Tucson Unified Virtual Academy received its own campaign to attract students in the fall and Spring, which was promoted through TV and Radio ads, geotargeting ads, website, print ads, and Parent Link. The Academy will formally become a school in SY2023-24.

In addition to these initiatives, the District continued to:

- Improve District and school websites, as well as provide training to administrators and staff as needed on how to understand and utilize web resources.
- Promote express shuttles by updating shuttle information and using the Express Bus logo in advertising.
- Implement the Knowledge Changes Everything Campaign to raise awareness about the benefits of an integrated education, and to support the District's equity, diversity, and inclusiveness platforms.
- Initiate the End of Year "Congratulations Graduates" awareness campaign using 5-8 billboards around Tucson in May.

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 assessed the effectiveness of the strategies implemented at the end of the year by reviewing media analytics, event attendance, and 40th/100th-day enrollments. As a result of the analysis, the District is planning to merge the Spring Enrollment Fair and the Level-Up events and adjust social media posting dates to correspond to the peak times families are online in SY2023-24.

E. Student Assignment Professional Development

In SY2022-23, the District continued to provide an online professional learning course on student assignment processes and strategies through the District's professional learning portal, PowerSchool. The training covers the USP objectives for student assignment, the benefits of an integrated education, transportation, and the open enrollment/magnet application and enrollment process. 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 SY2022-23, the cross-departmental CSA committee continued to fulfill its role in monitoring and coordinating integration initiatives and plans, including the Non-Magnet Priority Improvement Action Plan (NMPIA), the Outreach and Recruitment

Addendum (OMR), and the Transportation Plan. Committee members also reviewed 40th-day enrollment data and identified a list of priority schools to support. Since the majority of District schools were integrated under the 25% rule, the committee considered schools that were less than 79% racially concentrated. Four schools were identified for support: Tolson, Safford, Utterback, and Vesey.

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 of the USP:

*See **Appendix II-1, TUSD Enrollment-40th day SY2022-23.***

Due to adoption of the 25% rule for determining whether a school is considered integrated or not, the District is providing additional 40th-day enrollment tables for comparability: **Appendices II-2, TUSD Enrollment-40th day SY2022-23 (15%); and II-3, TUSD Enrollment-40th day SY2022-23 (TUVA).** These reports are 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:

*See **Appendix II-8, TUSD Enrollment – Attendance Status SY2022-23.*** 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 SY2022-23:

*See **Appendix II-9, 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 SY2022-23.

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

No Magnet school study was conducted in SY2022-23.

- 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-4, II.K.1.e Comprehensive-Magnet-Plan.***

- 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-10, II.K.1.f School Magnet Plans (12) SY2022-23,*** for the Magnet school plans.

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

*See **Appendix II-11, II.K.1.g. Magnet Schools Assistance Program (MSAP),*** for the 2023 grant application.

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

*See **Appendix II-12, II.K.1.h JFB-R4 School Choice: Admissions Process for Oversubscribed Schools 03-03-2023.***

Changes to the admissions process for oversubscribed schools JFB-RA were approved by the Governing Board in January 2023.

- 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-13, II.K.1.i Catalog of Schools*** — an informational guide that describes programs offered at each school. The catalog is available in seven major languages, including English, Arabic, Kirundi, Somali, Spanish, Swahili, and Vietnamese. To view the catalog in multiple languages, go to: [Our Schools \(tusd1.org\)](https://tusd1.org).

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

*See **Appendix II-14, II.K.1.j School Choice Application***, to view the open enrollment/Magnet application. The school choice application is available in other languages on the District’s website.

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

Smart Choice software continued to be used in SY2022-23.

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

*See **Appendix II-15, II.K.1.l Student Transfers 2022-23***.

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

*See **Appendix II-7, II.K.1.m OMR Plan SY2022-23***, 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;

*See **Appendix II-12, II.K.1.h JFB-R4 School Choice: Admissions Process for Oversubscribed Schools 03-03-2023***, for changes with respect to the admissions process for oversubscribed schools.

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

*See **Appendix II-16, 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 SY2022-23.*

- 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;

*See **Appendix IV-21, IV.K.1.q Master USP PD Report SY22-23**.*

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

III. Transportation

A. Description of Programs and Operations

In 2022-23, bus driver shortages continued to hamper the creation of neighborhood routes, and, as a result, the District continued to utilize hub stops (express routes) in strategically placed locations to accommodate as many eligible riders as possible. These stops were monitored weekly to ensure that the locations were accessible to a maximum number of riders; if not, new locations were established.

The Transportation and Human Resources departments continued to work collaboratively to address the bus driver shortage. In Spring 2023, the TUSD Governing Board approved an hourly pay rate increase for bus drivers, from \$16 to \$18, along with training and retention bonuses for getting and having a commercial driver's license (CDL). In addition, open driver positions were advertised more widely through online job sites, such as Indeed. Both actions were effective in attracting applicants for these positions, and Transportation was able to increase the number of routes from 131 to 141 by the end of 2022-23.

Despite bus driver shortages, the District maintained its commitments 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, as identified in the Transportation Plan (**Appendix III-1, Transportation Plan**).

In SY2022-23, overall eligible ridership increased to 12,999, from 12,184 riders in 2021-22 (**Appendix III-2, III.C.1 Eligible Rider Report by School and Grade Level 2022-23**). Transportation was available for 1,229 African American students and 7,823 Hispanic students (**Appendix III-3, III.C.1.a Eligible Ridership by Reason and Race/Ethnicity SY2022-23**). Outside of regular education, transportation for ELD, GATE, Incentive Transportation, Magnet programs and University High School accounted for 38% of eligible ridership in SY2022-23 — a slight decrease from the 41% in 2021-22 (**Appendices III-3, III.C.1.a Eligible Ridership by Reason and Race/Ethnicity SY2022-23; and III-4, Eligible Ridership by Program and Year**).

The District continued to offer activity buses to schools for after-school activities. A total of 36 buses were used in SY2022-23, a significant drop from the 65 used in the previous year. The most significant decline was in the 6th-8th grade band.

B. USP Reporting

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

See Appendices III-1, Transportation Plan, III-2, III.C.1 Eligible Rider Report by School and Grade Level – 2022-23; III-3, III.C.1.a Eligible Ridership by Reason and Race/Ethnicity - 2022-23; and III-4, Eligible Ridership by Program and Year.

IV. Administrative and Certificated Staff

The District is committed to striving to maintain a diverse workforce, despite challenges created by classroom teacher shortages at many schools. To meet this goal, the District worked to improve its recruitment and hiring processes in three specific areas — employee branding, sourcing, and the candidate experience. The concept of “employee branding” allows the District to use positive messaging to attract job seekers who may be looking for something different from where they are or what they are being offered. “Sourcing” refers to the marketing of job positions and the platforms or channels that are used to advertise available positions in an organization. The District uses a wide variety of different platforms, including print/digital, television, social media, HR website, and professional networking or job opportunity sites such as Indeed, TalentEd or LinkedIn, as well as “specialized field” job boards, to advertise open job positions. The third area focused on assessing “candidate experience” and how the District interacts with potential candidates in the recruitment cycle, from application through final onboarding.

A. Administrative and Certificated Staff

The National Center for Educational Statistics (NCES) collects information at the national and state level on the race/ethnic profile of teachers and principals in public schools. Using the 2020-21 National Teacher and Principal Survey (NTPS) data allows the District to compare the diversity profile of the District’s teachers and principals with that of Arizona and the nation as a whole.

Table 4.1 shows the percentage distribution of public schools’ principals and teachers by race/ethnicity for TUSD, Arizona, and the nation. As shown in the table, the District’s teacher and principal populations are both far more racially/ethnically diverse than those of Arizona or the United States as a whole. The diversity profile at the national level shows that 70% of principals and 72% percent of teachers are white, compared with TUSD’s 44% and 58%, respectively. While the District’s race/ethnicity profiles for African American principals and teachers are below national levels, TUSD is well ahead of Arizona as a whole. Similarly, with respect to Hispanic principals and teachers, the District has far higher percentages than Arizona and the nation.

Table 4.1: Percentage Distribution of Public School Teachers and Principals

Percentage distribution of public-school principals by race/ethnicity			
	White	African American	Hispanic
National	78%	10%	9%
Arizona	72%	na	17%
TUSD	44%	7%	45%
Percentage distribution of public-school teachers by race/ethnicity			
	White	African American	Hispanic
National	81%	6%	9%
Arizona	76%	4%	14%
TUSD	58%	5%	31%

1. Hire or Designate USP Positions

The District continued to monitor positions required by the USP and made the following personnel changes in SY2022-23:

Table 4.2: USP Position Changes – SY2022-23

USP Section	Position Description	Employee Name	Hired/ Designated
II.C.1.	Director of Student Assignment	Kamren Taravati	Hired
II.C.2.	Director of Magnet Strategy and Operation	Kamren Taravati	Hired
II.C.2.	Magnet Coordinators	See attached list in Appendix IV-1, Superintendent Mandated USP Position Memo	Hired
IV.B.2.	Director of Diversity, Recruitment and Inclusion Programs	Monica Sanchez	Hired
VI.C.1.	Restorative Practice Coordinator	Andrea Martinez	Hired
VI.E.2.a.	Academic and Behavior Supports Coordinator	Michelle Merrick Michael Blunt	Designated

All personnel are reflected in **Appendices IV – 1, Superintendent Mandated USP Position Memo**, and **IV – 2, IV.K.1.a Explanation of Responsibilities**.

2. Interview Committees, Instruments, and Applicant Pool

During SY2022-23, the Human Resources (HR) department continued to monitor the interview committee panels and found that 38 out of 318 interview panels (12%) did not include Hispanic/African American representation. HR followed up with site leadership on each non-compliant panel and reinforced the importance of diverse representation. To improve the accuracy of documentation, HR has transitioned from calculating data regarding interview panels manually to using an automated system of calculations. This will allow for more reliable comparisons from year to year (**Appendix IV-3, IV.K.1.d.ii Interview Panel Report**).

HR also continued to monitor the applicant pool. In FY2022, the District saw a 92% increase in the number of applicants for District positions. Due to the high percentage of applicants with “Unspecified” race/ethnicity, it is not possible to compare changes with respect to applicant race/ethnicity from previous years. However, there was a definite increase in the number of applicants as a result of HR’s concentrated focus in SY2022-23 on recruitment. An emphasis was placed on marketing and outreach, especially in the area of TUSD jobs, which resulted in an increase in attendance and ultimately with an increase of applicants.

Table 4.3: Number of Applicants for All District Positions and Percentage by Race/Ethnicity

	Fiscal Year							
	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Total Number of Applicants	8,740	8,027	8,498	8,205	8,611	5,376	6,657	12,809
White	42.2%	43.4%	42.8%	41.3%	42.0%	42.9%	37.9%	28%
African American	8.2%	8.2%	8.1%	8.4%	7.6%	7.6%	8.0%	6%
Hispanic	39.1%	42.7%	42.9%	41.2%	40.5%	39.3%	43.4%	34%
Native American	4.0%	2.7%	3.1%	3.1%	2.7%	2.6%	2.5%	2%
Asian/Pacific Islander	2.6%	3.0%	3.2%	6.1%	7.2%	7.6%	8.2%	7%
Unspecified	3.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	23%

3. Evaluating Offer Rejections

The HR Department also continued to analyze the reasons why potential applicants rejected offers of employment. The primary reasons given for declined offers in SY2022-23 were accepting another offer in-district (48%), personal reasons (14%), accepting offers out-of-district (13%), and salary (10%) (**Appendix IV-4, IV.K.1.f Declined Job Offers**).

4. Attrition

In SY2022-23, 425 certificated staff left the District, 16% fewer than in SY2021-22. Of those separating from the District, 65% were White, 4% were African American, and 26% were Hispanic. The most common reasons cited were personal (47%), other employment (26%), and retirement (17%). An additional 6% left due to the ending of a temporary position (**Appendix IV-5, Certificated Attrition SY2022-23**). Eight administrators separated from the District, including one African American, one Hispanic, and six White employees.

B. Teacher and Administrator Diversity

1. Site Certificated Diversity

The District employed 2,925 certificated staff at school sites in SY2022-23, an increase of 3% from SY2021-22 (**Appendix IV-6, Site Certificated Staff and Administrators SY2022-23**). The number of African American certificated staff at sites increased to 147 from 132 the previous year (an 11% gain), while the number of Hispanic certificated staff rose from 888 to 927 (a 4% gain). Hispanic certificated staff now comprise 32% of the District's site certificated staff.

With respect to the diversity of certificated staff, 46 out of 77 sites met the definition of diversity (defined as having each race/ethnic group at a school within +/-15% of the staff diversity for that school band) (**Appendix IV-7, IV.k.1.g(2) Assignment of Certificated Staff**).

2. Site Administrator and Team Diversity

In SY2022-23, there were 137 site administrators, of whom 48% were White, 42% were Hispanic, and 6% were African American.

Twenty-six out of the 32 administrator teams were racially/ethnically diverse in the 2022-23 school year. Six teams were homogenous, with four all-White

administrator teams (Booth/Fickett K-8, Safford K-8, Mansfeld, Vail) and two all-Hispanic teams (Valencia, University High). Schools with three or more administrators were diverse, with the exception of Valencia and University High (**Appendix IV-8, IV.K.1.g (3) Site Administrative Teams SY2022-23**).

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. Excluding alternative education schools (4) and schools with TWDL dual-language programs (11), 36 out of 73 District schools had diverse teacher assignments in SY2022-23. Of the 37 schools that did not meet the diversity criteria, three schools had a higher percentage of African American teachers, two schools had a higher percentage of Asian Pacific Islander teachers, and two had a higher percentage of Native American teachers (**Appendix IV-9, 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) and, based on approved criteria, established a new set of 18 schools to target for increasing teacher diversity over the next three years.

Of the targeted sites, three schools — Dunham, Drachman, and Magee — were considered diverse in SY2022-23 (**Appendix IV-10, 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 continues to offer a wide range of incentives for teachers and administrators whose transfer to a school will support diversity. Benefit packages for teachers include stipends, modified teaching schedules, and support in earning a degree or certification credentials.

5. First-Year Principals and Teachers

For the 2022-23 school year, the District placed 14 first-year principals at school sites, four in interim positions. Of the principals placed in interim assignments, only one had held an assistant principal position before being placed. Four first-year

principals were placed at racially concentrated schools (two as interims), and an additional four were placed at low performing schools (two as interims) (**Appendix IV-11, IV.K.1.g (5) Assignment of First-Year Principals**).

In SY2022-23, the District hired 167 first-year teachers at 63 schools — a 4% increase from the previous year (**Appendix IV-12, IV.K.g (7) Beginning Teacher Inventory SY2022-23**). Of these teachers, 64 teachers were assigned to racially concentrated schools and 49 were in low-performing schools.

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. Of the 56 forms completed, the primary mitigation strategies were: 1) reducing class sizes, 2) providing common planning time with teachers of the same content/grade, and 3) having no multi-grade classes assigned.

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 2022-23 induction program was held on July 25-28, 2023 (**Appendix IV-13, 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-14, 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 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 2022-23, the District implemented new cut scores to categorize principal effectiveness. These cut scores broadened the lower range (Ineffective) and created narrower ranges at the upper end of the scale (**Appendix IV-15, IV.K.1.m (1) Principal Evaluation Model 2022-23**). The Assessment and Evaluation (A&E)

department completed an evaluation of the revised model (**Appendix IV-16, Principal Evaluation Composite Score Trends over 3 years**).

The District also made a few modifications to the Teacher Evaluation model in SY2022-23, including reducing the weight assigned to student academic growth while raising the weight placed on the Danielson and teacher reflection components (**Appendix IV-17, IV.K.1.m (2) Teacher Evaluation Model 2022-23**).

8. Teacher Support Plans

No teachers were placed on either a Targeted Support Plan or a Plan for Improvement in SY2022-23.

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 offers 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.

In SY2022-23, the HR recruitment 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. The recruitment team participated in eight hiring events with both in-state and out-of-state colleges and universities, participated in six in-person job fairs, and held three TUSD job fairs at Double Tree Marriott-Reid Park and Tucson Community Center during SY2022-23. During the Spring hiring event, the District pre-registered 151 candidates and hired 181 new TUSD employees. In its Fall event, it pre-registered 261 candidates and hired 112 new TUSD employees (**Appendix IV-18, IV.K.1.c Recruitment Activities**).

1. Grow Your Own Programs

In SY2022-23, 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 programs included:

a. Make the Move

In SY2022-23, the District continued to offer the Make the Move program to encourage District staff holding bachelor's degrees to become certified teachers in General Education, 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 SY2022-23, 36 certified teachers received stipends in the Make the Move general education program, including two African American and 19 Hispanic teachers. In addition, eight teachers (including three Hispanic and one African American candidate) joined the Make the Move Exceptional Education program.

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. In SY2022-23, nine employees were selected as Fellows, including four Hispanic, two Native American, two White, and one Asian staff member.

c. University of Arizona – Pathways to Teaching

The Pathways to Teaching is a new teacher preparation program, aimed to “grow our own” teachers by supporting District paraprofessionals in earning a bachelor's degree in elementary education with an ESL endorsement. This partnership between TUSD and the University of Arizona (UA) College of Education offered TUSD employees the opportunity for their community to invest in them as future teachers for the school district. Initial information sessions registered over 500 TUSD employees interested in learning about the program and resulted in 27 new teacher candidates coming to teach for TUSD SY2022-23 and SY2023-24.

d. Teacher Cadet

The EachONE TeachONE Grow Your Own program, a collaboration initiated by the Mexican American Student Services Department with Career and Technical Education (CTE) and UA College of Education, was successfully re-launched for students and staff members to participate SY2022-23. A year-long program, the EachONE TeachONE (EOTO) provides high school students an opportunity to learn about the teaching profession, develop lesson plans, and work with TUSD elementary school students. Students engage in discussion and in-depth study about using culturally/linguistically sustaining approaches to education for students.

e. Leadership Prep Academy (LPA)

The purpose of the Leadership Prep Academy (LPA) is to develop, cultivate, and grow leadership capacity for staff who aspire to fill administrative and instructional leadership roles in the District. Five staff candidates, including two African American and one Hispanic employee, completed the academy, and they have been offered assistant principal positions for the 2023-24 school year (**Appendix IV-19, IV.K.1.p Leadership Prep Academy**).

f. Master's Cohort in Educational Leadership

In SY2022-23, 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 — or, if they already have one, work toward a principal certification — at a reduced cost. The 2022-23 cohort received nine applications, which resulted in the selection of five candidates. Of those five candidates, two were Hispanic, two were White, and one was Asian.

g. Teacher Development Academy

In SY2022-23, the District completed a Performance Impact analysis (PIA) for a second option to the “Make the Move – general education” program — the Teacher Development Academy (TDA). Under the proposal, the District would create a teacher preparation program, the TDA, which would expand avenues for teacher certification and deepen the District's recruitment pool, at no cost to participants. The design of the program would be based around a rich multicultural teaching curriculum, utilizing culturally responsive practices and seeking to attract a diverse cohort of participants. In addition, the program would be open to both TUSD and non-TUSD staff who hold a

bachelor's degree (**Appendix IV-20, Performance Impact Analysis for Teacher Development Academy**).

In February 2023, ADE approved the application for the TDA program and course development began. Unlike Make the Move, the TDA provides a fast-track program that requires a two-year commitment of course study, along with 154 hours of professional development and clinical practice. Participants commit to two years of teaching in TUSD. Successful participants receive a teaching certificate with an SEI and Reading endorsement. The District selected 25 candidates in the first TDA cohort, of whom 4% were African American, 56% Hispanic, 8% Native American, and 32% White.

2. Professional Learning Communities

PLCs were held both virtually and in person in SY2022-23. 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 working 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.

3. Ongoing Professional Development

In SY2022-23, the District continued to provide professional development as a support in the various areas required by the USP (**Appendix IV-21, IV.K.1.q Master USP PD Report**). The District also continued to use the SPARKS Framework for Culturally Responsive Instruction as criteria to select professional development vendors and proposals for staff professional learning (**Appendix IV-22, 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-2, 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 SY2022-23.*
- IV(K)(1)(b) A copy of the Labor Market Analysis and any subsequent similar studies;
- A 2021-2022 compensation study was conducted and fully implemented in SY2022-23. *See **Appendix IV-23, IV.K.1.b 2021-2022 Compensation Study Final Recommendations**.*
- IV(K)(1)(c) A copy of the recruitment plan and any related materials;
- See **Appendix IV-18, IV.K.1.c Recruitment Activities**, which details recruitment activities for SY2022-23.*
- 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, *see **Appendices IV-24, IV.K.1.d.i (1) Teacher and USP Cert Positions Advertised SY2022-23**, and **IV-25, IV.K.1.d.i (2) Admin Job Postings SY2022-23**.*

- 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 SY2022-23, *see* **Appendix IV-3, 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-26, IV.K.1.d.iii Certificated Staff and Administrators**, for SY2022-23.
- 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-27, 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 SY2022-23.
- IV(K)(1)(d)(v) Lists or tables of administrators and certificated staff subject to a reduction in force, by prior position and outcome (*i.e.*, new position or dismissal);
- In SY2022-23, the Reduction-In-Force (RIF) Plan was not enforced, 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-28, IV.K.1.e (1) List of Interview Instruments, IV-29, IV.K.1.e (2) Administrator Hiring Guide, and IV-30, IV.K.1.e (3) Professional Standards for Educational Leaders Summary**, for a list of interview instruments used in SY2022-23 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-4, IV.K.1.f Declined Job Offers**, to view the reasons for declined job offers for SY2022-23.*
- 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-9, IV.K.1.g (1) Teacher Diversity Assignments; IV-7, IV.K.1.g (2) Assignment of Certificated Staff; IV-8, IV.K.1.g (3) Site Administrative Teams SY2022-23; IV-31, IV.K.1.g (4) Assignment of First-Year Teachers; IV-11, IV.K.1.g (5) Assignment of First Year Principals; IV-10, IV.K.1.g (6) DP Targeted Transfer Schools; and IV-12, 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-32, IV.K.1.h First-Year Teacher Plan SY2022-23.***
- 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 SY2022-23.
- 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-33, IV.K.1.j SQS Staff Survey.**

IV(K)(1)(k)	<p>Descriptions of the findings of the biannual focus groups contemplated in section (IV)(F)(1)(c);</p> <p>The data required in section (IV)(K)(1)(k) is contained in Appendix IV-34, IV.K.1.k Superintendent's Focus Group.</p>
IV(K)(1)(l)	<p>A copy of the RIF plan contemplated in section (IV)(G)(1);</p> <p>In SY2022-23, the Reduction-In-Force (RIF) Plan was not enforced, and no employees were laid off. Should there be a need to implement an RIF in the future, the District is committed to ensuring the plan is administered as approved.</p>
IV(K)(1)(m)	<p>Copies of the teacher and principal evaluation instruments and summary data from the student surveys contemplated in (IV)(H)(1);</p> <p>The data required in section (IV)(K)(1)(m) is contained in Appendices IV-15, IV.K.1.m (1) Principal Evaluation Model SY2022-23; IV-17, IV.K.1.m (2) Teacher Evaluation Model SY2022-23; and IV-35, IV.K.1.m (3) Student Survey of Teachers (SST) 2022-23.</p>
IV(K)(1)(n)	<p>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;</p> <p>See Appendices IV-13, IV.K.1.n (1) New Teacher Induction Program, and IV-14, IV.K.1.n (2) Mentor Assignments by Ethnicity, to view the description of New Teacher Induction Program and participating teachers/mentors for SY2022-23.</p>
IV(K)(1)(o)	<p>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;</p> <p>No teacher support program was initiated in SY2022-23.</p>
IV(K)(1)(p)	<p>A copy of the leadership plan to develop African American and Latino administrators;</p>

*See **Appendix IV-19, IV.K.1.p Leadership Prep Academy**, to view the description of the LPA for SY2022-23.*

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-21, IV.K.1.q Master USP PD Chart**, for SY2022-23. This report contains a table of all formal USP professional development opportunities offered during SY2022-23.

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 SY2022-23 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). The District utilizes the ALE Continuous Improvement Cycle as outlined in the ALE Policy Manual to update and refine opportunities districtwide. The ALE Policy Manual is a public facing document that provides an overview of the many ALE Programs offered and information about various aspects of the options available.

1. Gifted and Talented Education

In SY2022-23, 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.

a. GATE Programs

- **Self-Contained GATE:** Qualified students attend this program full time, five days per week, at a school that accommodates them using a feeder pattern based on neighborhood schools. The District offers nine GATE self-contained programs, including Kellond Elementary, Lineweaver

Elementary, White Elementary, Wheeler Elementary, Roberts-Naylor K-8, Doolen Middle, Pistor Middle, and Vail Middle.

In SY 2022-23, enrollment in self-contained GATE increased by 2%, from 1,167 students to 1,191 (**Appendix V-1, V.G.1.a ALE 40th Day Enrollment SY2022-23**).

- **Dual-Language Self-Contained GATE:** Qualified self-contained students can enroll in the dual-language self-contained GATE program at Hollinger Elementary. The curricula follow the TWDL language immersion model, which begins with a 90% (Spanish)/10% (English) model in 1st grade and continues to 50% Spanish/50% English instruction by 5th grade. For entry into the program in 2nd grade or higher, GATE self-contained students must complete a Spanish assessment. The District offers this program to all qualifying students and uses marketing on the GATE website and a direct invitation to all qualifying students, with the goal of increasing enrollment. The GATE Department supports this program with regular professional development, mentoring, classroom visits, and endorsement information; provides program marketing; works with schools to recruit and retain teachers and students; places students in the self-contained program; and maintains records regarding student enrollment.
- **Pre-GATE Kindergarten:** To provide alternative avenues for entry into self-contained GATE programs, the District offers a pre-GATE kindergarten program at six of its self-contained GATE schools. Students take a kindergarten screener in the fall to access this program and again in the spring to measure cognitive and academic growth. During the school year, teachers use the nationally researched Primary Education Thinking Skills (PETS) program, which provides a focus on critical thinking, creative thinking, and problem solving. During the fourth quarter, GATE staff meets with pre-GATE teachers to review student portfolios and the spring screener, both of which provide evidence of a student's cognitive and academic growth and progress during the school year. Upon successful completion of the school year, students are offered placement in 1st grade self-contained GATE. In 2022-23, the pre-GATE kindergarten was available at all six GATE self-contained sites and 14

GATE cluster sites. Of the 94 students who enrolled, 52 students were Hispanic (55%) and 11 (12%) were African American.

- **Pullout GATE:** The pull-out GATE program is a districtwide enrichment program in which qualifying GATE students in grades 1-5 attend class for 90 minutes one day per week with an assigned GATE itinerant teacher. The pull-out program teaches students critical thinking, creative thinking, and problem-solving strategies that are built into hands-on, high-engagement quarterly units. Students are pulled out of their regular classroom for the 90-minute period by a gifted endorsed teacher who teaches students in a small group setting. Quarterly enrichment units focus on project-based and service learning and provide students with an authentic, real-world opportunity for exploration and investigation with an interdisciplinary focus.
- **Resource GATE:** The District offers resource GATE classes at grades 6-10. GATE instruction is provided in enrichment or content area classes for qualifying students as well as for students enrolled in those classes through open access. The service model may vary, depending on site schedules and programs. The GATE Department works with all middle and high schools to provide information and support for one or more GATE resource classes per site. The department also provides professional development, endorsement information, and information about instructional strategies for the class.
- **GATE Cluster Program:** Fourteen District schools (Blenman, Cavett, CE Rose, Drachman, Dunham, Fruchthendler, Grijalva, Howell, Maldonado, Myers-Ganoun, Robins K-8, Sewell, Steele, and Wright) currently offer GATE cluster classrooms for elementary students. Taught by gifted endorsed teachers and/or teachers pursuing their gifted endorsement, and using gifted strategies, these classrooms include both GATE qualified students and regular education students “clustered” together. The GATE Department works closely with site principals to ensure an equitable distribution of regular education students placed in GATE classrooms, reviewing the demographics of its cluster programs each year.

As shown in Table 5.1, over 1,900 students received GATE instruction in cluster classrooms in SY2022-23, including 1,079 Hispanic and 248 African American students.

Table 5.1: Students in GATE Cluster Classrooms SY2022-23

School	W	AA	H	NA	API	MR	Total
Blenman	19	36	53	2	4	8	122
Cavett	7	12	90	0	0	2	111
Drachman K-8	47	14	67	5	2	6	141
Dunham	36	15	68	5	4	5	133
Fruchthendler	159	17	100	3	8	17	304
Grijalva	7	6	113	13	1	2	142
Howell	32	20	43	5	7	6	113
Maldonado	9	7	90	10	0	2	118
Myers/Ganoung	21	27	53	2	3	2	108
Robins K-8	36	13	148	4	6	8	215
Rose K-8	3	3	126	3	1	3	139
Sewell	23	6	39	2	1	3	74
Steele	41	43	43	0	1	7	135
Wright	27	29	46	4	7	3	116
Total	467	248	1079	58	45	74	1971

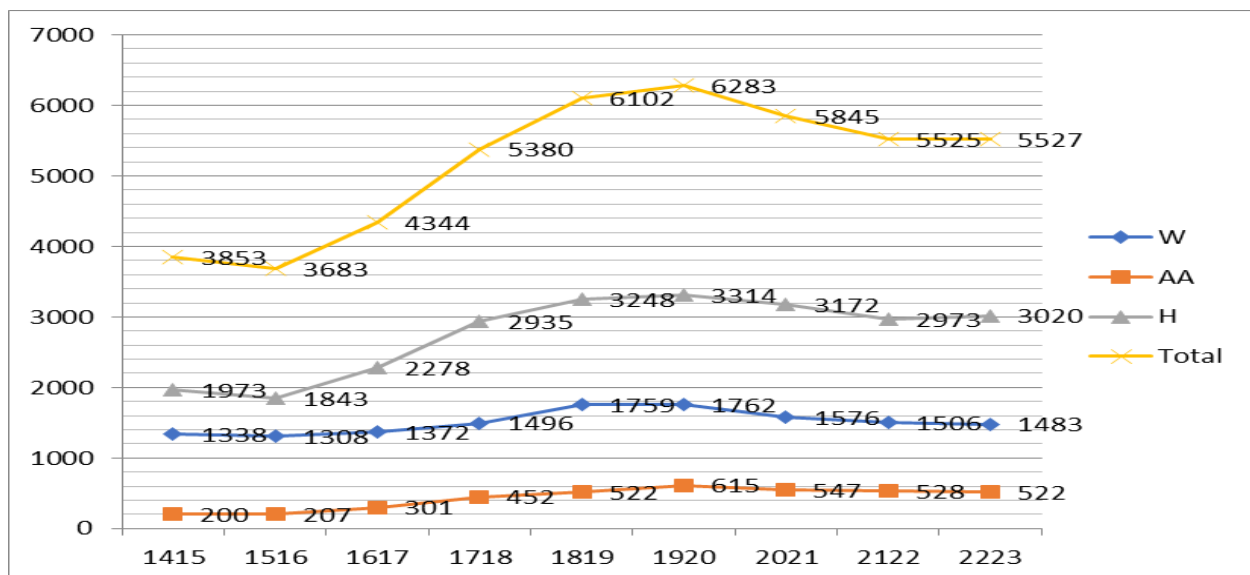
A total of 248 EL students were enrolled in cluster classrooms at school sites, including 34 African American students and 180 Hispanic students.

- K-1 GATE Talent Development/Enrichment:** GATE pull-out teachers provide all elementary sites with GATE “push-in” services in their kindergarten and 1st grade classes. Using 30- to 45-minute push-in lessons in regular education classes, the teachers focus on critical and creative thinking, so that all students have access to higher-level thinking enrichment activities in their early years. Using the nationally researched *Primary Education Thinking Skills (P.E.T.S.)* program, they provide K-1 early learners lessons in a whole-class setting. During SY2022-23, kindergarten and 1st grade teachers participated in a self-paced PETS training course and began teaching the PETS lessons at GATE self-contained and cluster sites. This model will allow students to have more opportunities to engage in the P.E.T.S. program, from either their classroom teacher or a GATE itinerant teacher.

- Open Access GATE:** The District provides open access GATE programs at two school sites. Tully GATE Magnet is a school-wide GATE model that offers gifted services in all classrooms and is an open-access program. It has an open feeder pattern, which means that students can attend the school from any neighborhood in the District, if there is space. Students do not need to qualify to attend the school, and they can be registered through open enrollment. Roberts-Naylor K-8 also has an open-access GATE strand with GATE content classes for grades 6, 7, and 8. This program has expanded to include GATE content classes in science, language arts, math and social studies. Students from Tully can attend Roberts-Naylor’s open-access GATE middle school program with free transportation.

As shown in the graph below, the total number of students receiving GATE services in SY2022-23 was over 5,500.

Graph 5.1: Total Number of Students Receiving GATE Services



b. EL Participation in All GATE Programs

The District increased the number of EL students enrolled in all GATE programs except for Resource GATE, for which EL participation decreased slightly. EL participation in honors and dual-credit classes increased significantly for students in Grades 6-12, suggesting that honors classes (grades 6-10) and dual-credit classes (grades 10-12) are in direct competition with Resource GATE. The ALE Department

will continue to support site staff as necessary to ensure they recruit and retain EL students and necessary personnel in all GATE programs (**Appendix V-2, EL Participation in GATE Programs**).

c. GATE Program Placement and Testing

To support student qualification and testing needs, the District implements four separate testing windows. These include: 1) pre-GATE Kinder first assessment, 2) 5th grade universal and 4th-6th grade opt-in testing, 3) 1st grade universal and 2nd - 3rd opt-in testing; and 4) Kindergarten opt-in testing and pre-GATE Kinder second assessment. Using a grade-level focus for testing intentionally allows students at lower grade levels additional time to prepare and develop their cognitive abilities throughout the academic year and allows them to achieve at a higher level on GATE Testing. In addition to the four testing windows, the GATE Testing and Placement office provides families with a minimum of two make-up testing days held on Saturdays each semester. During the 2022-2023 school year, seven make-up testing days, open to all grade levels from K-6th, were offered to families (three in the fall of 2022 and four in the spring of 2023).

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.

In SY2022-23, the GATE Testing and Placement office began to assess and qualify students for GATE Services more equitably. Upon review of student demographics within the District and the comparison group used by the CogAT Exam, it was determined that the comparison group did not adequately represent the District population. In particular, the national standard sample for the CogAT underrepresented Hispanic students, Native American students, Exceptional Education students, English Language Learners, and students from low socio-economic resources as identified by a student's Free & Reduced Lunch status, as show in Table 5.2.

The re-normalization process takes the student's raw scores and compares them to the scores of the students in the standardization sample. In addition to using the 2010 norms provided by CogAT, the District created its own Standardization

Sample based on historical student scores. This made it possible to control the demographic differences between the national and District samples.

Table 5.2 Comparison of Demographic Makeup of CogAT Norming Sample and Historic District GATE testers

	CogAT	TUSD GATE Testers	
Source	2010 Standardization Sample (Weighted)	A&E GATE testing and student demographic records, 2015-16 to 2019-20*	Cf to National Norming Sample
	52,237 (K-8)	38,011**	Lower
White	57.60%	20.60%	Lower
African American	12.40%	5.70%	Lower
Hispanic	20.10%	63.80%	Higher
Native American	1.40%	3.70%	Higher
Asian American	3.70%	1.80%	Lower
MR	4.80%	4.40%	Lower
ExEd	6.60%	11.20%	Higher
ELL	2.80%	10.90%	Higher
FRL	19%	67.90%	Higher

As a result of the analysis, the GATE Department proposed to utilize local rather than national norms. The use of local norms was presented to the Governing Board in February 2023 (**Appendix V-3 Performance Impact Analysis-GATE Testing Proposal**).

The use of local norms to offer students placement in self-contained and pull-out GATE programs began in Spring 2023. Under the new protocol, qualification thresholds remained the same, but test scores were evaluated using both the CogAT norms and the local norm, providing an opportunity for more students to qualify for these services.

The District tested 6,684 students in grades K-6 for GATE self-contained and pull-out services in SY2022-23 (**Appendix V-4, GATE Testing and Qualified Students SY2022-23**).

d. GATE Recruitment and Outreach Activities

The GATE Department was able to provide numerous outreach activities and events, both remotely and in person, during the 2022-23 school year.

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;
- 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 SY2022-23, 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.

e. Professional Development — GATE

In SY2022-23, the GATE Department continued to provide both virtual and in-person professional learning opportunities for both new and veteran GATE teachers (**Appendix V-5, GATE Professional Development Training SY2022-23**).

These included:

- GATE study groups, which provided 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 for GATE cluster sites, Tully GATE Magnet, and Roberts-Naylor open access program

- Robust summer sessions for both new and veteran GATE teachers

f. Teacher Recruitment

The District continued to provide professional training for teachers to earn a gifted teaching endorsement, and a stipend once earned. In addition, the District collaborated with the UA College of Education to share information about GATE services and to invite interested students to complete their student teaching in a GATE self-contained classroom. Over 160 staff members had a GATE endorsement in SY2022-23 (**Appendix V-6, V.G.1.j Certificated Staff with ALE Credentials**).

g. 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 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. GATE staff attended regional events, trainings, and workshops with other gifted coordinators in the county.

2. Advanced Academic Courses (AACs)

The District continues 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 Relevant Pedagogy and Instruction (CRPI) and are gateways to college readiness and academic success. These courses provide an enriched and/or accelerated academic curriculum for any interested student and are designed to engage students in problem solving, academic discourse, and critical analysis.

In SY2022-23, more than 6,500 6th-10th grade students participated in at least one AAC in SY2022-23 (**Appendix V-1, V.G.1.a ALE 40th-Day Enrollment SY2022-23**).

a. Advanced Placement (AP)

High school credit AP classes provide students with rigorous academic coursework and the potential for college credit. In SY2022-23, more than 2,800 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 2023, the District offered AP Summer Boot Camp at eight high school sites (Catalina, Palo Verde, Pueblo, Rincon, 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 2023, more than 1,890 students took an AP exam, including 116 African American and 810 Hispanic students. Of those who took an AP exam, 42% of African American students and 57% of Hispanic students received at least 1 score of a 3 or more (**Appendix V-7, AP Test Scores and Participation**).

b. 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 (**Appendix V-8, V.G.1.c ALE Supplementary Goals Summary**).

To support students and increase student retention, the IB teachers utilize creative teaching models in the classroom and focus on community and positive student relationships, as well as providing early student interventions, including tutoring and mentoring. In the Class of 2023, one student received a diploma, and 58 students received course certificates. Interest in Cholla's International Baccalaureate Program continues to grow, with 64 students in the Class of 2024 pursuing course certificates and four students pursuing the diploma. The Class of 2025 shows further growth, with 16 diploma candidates and 101 course certificate candidates currently enrolled in the IB program. The District's IB-preparation courses in 9th and 10th grade

have a combined enrollment of over 230 students. In all, 25% of Cholla’s student body is enrolled in IB-preparation and IB courses.

c. Dual Credit Participation (DC)

In alignment with the Dual-Credit Expansion Plan created in SY2021-22, all high schools either increased or maintained the number of Dual Credit course offerings. Most notably, three high schools (Cholla, Sabino, and Tucson High) expanded their offerings to include Culturally Relevant Dual Credit courses. In a continued collaboration between ALE, CRPI, and MASSD, the District plans to continue this CR Dual Credit expansion to additional schools and courses in the 2023-24 school year.

The District continued to collaborate with Pima Community College (PCC) and the UA to provide dual credit academic courses at high schools. With the expansion of dual credit course offerings, student enrollment in dual credit classes grew by 56% in 2022-23, compared to the previous year, with more than 1,770 students enrolled (**Appendix V-1, V.G.1.a ALE 40th-Day Enrollment SY2022-23**).

d. AVID

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

In SY2022-2023, the District offered the AVID Elective model for middle school and high school students at 15 sites, as well as the school-wide AVID Elementary model at Davidson, Ochoa, Wright, and Booth. Under this model, all teachers embed AVID strategies in their teaching practices in all subject areas.

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. These trainings were an opportunity for faculty to collaborate, become familiar with AVID methodologies, and learn what to anticipate when a school focuses its structures, processes, protocols, and systems to strategically improve the performance of all students. Topics included implementation of AVID school-wide, how to facilitate professional learning for

adults, critical reading and writing strategies, content curriculum, and strategies to build a classroom culture in which rigorous academic instruction combines with social and emotional support to accelerate learning and close the achievement gap.

Additionally, the ALE director and AVID district coordinator held regular meetings for AVID site coordinators to support collaboration among AVID sites and engagement with AVID professional learning and required documentation for AVID certification. Throughout SY2022-23, nine meetings were held with all AVID site coordinators, and two one-on-one meetings were also held with each site coordinator.

Table 5.3: 100th-Day Multi-Year Comparison of AVID Enrollment by Ethnicity

Year	White		African American		Hispanic		Native American		Asian PI		Multi Racial		100-Day Total 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
22-23	299	13.6%	252	11.5%	1444	65.9%	76	3.5%	33	1.5%	87	4.0%	2191

e. Other Accelerated Courses

The District offers middle school students (6th-8th grade) a variety of course options to choose from, including accelerated mathematics and middle school courses for high school credit. Enrollment in accelerated math classes exceeded 1,700 students in the 2022-23 school year (a 9% growth from the previous year), while 1,910 students took high school credit classes (13% growth). For African American students, student enrollments in accelerated math grew by 57%, and 47% for high school credit courses.

The District continued to offer Honors classes in core subjects such as science, social studies, and English language arts (ELA) for grades 6-12. More than 5,300 students enrolled in Honors courses in SY2022-23 (**Appendix V-1, V.G.1.a ALE 40th-Day Enrollment 2022-23**).

f. Professional Development — AACs

The District provided various opportunities for ALE-specific professional development in SY2022-23, including training on ALE instructional strategies in the classroom and how to recruit students into ALEs.

The District paid the registration fee for 57 teachers to participate in the Advanced Placement Desert Summer Institute in June and July 2023. These institutes included 30 hours of coursework for teacher preparation to teach AP classes, fulfilling the three-year opportunity for AP content review. Other coursework offered could be used toward a gifted education endorsement and addressed differentiated curriculum use in Advanced/Honors courses.

Over 350 teachers participated in at least one Honors Teacher Training Modules during SY22-23 Professional Learning Days. The Honors Teacher Training Modules are a partnership between ALE (GATE, AVID), the Culturally Responsive Pedagogy and Instruction Department, and Student Services. The purpose of the modules is to provide teachers with foundational strategies to use toward student engagement, future ready skill building, and success within honors coursework.

g. EL Students in AACs

The District increased the number of EL students enrolled in all GATE and AAC programs except for Resource GATE and AP classes (**Appendix V-1, V.G.1.a. ALE 40th-Day Enrollment SY2022-23**).

3. University High School

a. UHS Admissions SY2022-23

In SY2022-23, 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 who 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 41 students, 29 TUSD and 12 non-TUSD students, were eligible to take the Mosaic.

Additionally, admission was offered to nine students under a pilot program for students who performed exceptionally well on the CogAT but whose GPA was just under the required 3.0.

Overall, 404 students, including 25 African American students and 113 Hispanic students, qualified for the 2022-23 UHS freshman class by meeting the designated criteria for admissions (**Appendix V-9, V.G.1.g UHS Admissions SY2022-23 Freshman Class**).

b. Recruitment and Outreach

In SY2022-23, UHS continued to conduct recruitment and outreach activities to prospective and incoming students to attract more African American, Hispanic, and Native American students.

UHS continued previously successful recruitment events such as Prospective Penguin Information Sessions, New Penguin Celebration, and the summer BLAST program. To increase the number of students from District middle schools with higher populations of African American, Hispanic, and Native American students, the District continued targeted tours and increased its outreach to students eligible to retest.

The outreach and recruitment events in SY2022-23 consisted of 75 events, which included:

- Targeted Re-Test Outreach. Students eligible to retest were identified and notified of retesting options. UHS held an informational session, reviewing the CogAT assessment, UHS admissions policy, and general UHS information. Middle school principals and counselors with students eligible to retest were provided a list of those students.
- Middle School Counselor Breakfast. UHS invited TUSD middle school counselors to learn about the UHS admissions process, student experiences, and opportunities.
- Prospective Penguin Informational Nights. Two in-person and two virtual information nights for middle school families were offered to

provide information about UHS academics, supports, and activities as well as to review the admissions process. Sessions were offered in the fall semester and in the spring semester. One was bilingual, English and Spanish. These were advertised via Parent Link through the ALE Department (to middle school parents), on UHS social media, and through middle school counselors.

- Middle School Visits. UHS visited middle schools. These visits ranged from open houses to assemblies in collaboration with UHS dance, and included assistance with course selection.
- UHS Tours. UHS hosted 55 school tours. Tours were open to middle school students from across Tucson. These included a tour of the school, and a question-and-answer session with current students.
- UHS Targeted School Tours. These tours invited students who had qualified for admission to UHS but had yet to accept. Students and their parents received an email invitation and a follow-up phone call. These tours included a walkthrough of campus, and a question-and-answer session with current UHS students.
- CogAT Test Prep Sessions. UHS held four test preparation sessions to help students become familiar with the entrance exam. These were advertised via Parent Link through the GATE Department (to middle school parents), on UHS social media, and through middle school counselors.
- Personalized Phone Calls. UHS called all qualified student families of Hispanic, African American, and Native American students who had not accepted placement by the deadline.
- New Penguin Celebration. Students who qualified for UHS admission and their families were invited to campus to meet each other and to learn about the school's culture, academic offerings, athletic opportunities, academic and social supports, and extracurricular opportunities.

- Transfer Student Orientation. UHS held an orientation for 10th and 11th grade students who were new to UHS. Activities focused on community building, four-year academic planning, and student supports.
- BLAST. The program offered STEM focused classes taught by UHS faculty to rising 7th and 8th grade students. The camp provided engaging, hands-on learning experiences on the University High School campus and included CogAT test preparation. Breakfast and lunch were provided, and transportation was made available to all participating students. The program was offered over a one-week period, which maximized student time with teachers and allowed for smaller cohorts that promoted community building.

c. Support and Retention Efforts

UHS provided the following student support and retention services in SY2022-2023:

- BOOST. UHS continued its incoming freshman orientation and induction program. Participating students attended 10 mini classes throughout the week that focused on College and Career Readiness and Math and ELA skill reinforcement. To promote community building and belonging, students also participated in big group activities. Breakfast and lunch were provided.
- BOUNCE. UHS continued its math and science summer support program for UHS students entering their sophomore year.
- Math, Science and Writing Center. These courses continued to provide targeted support for students who are struggling in these academic subjects.
- Penguin-to-Penguin Student Mentor Program. UHS's student-to-student mentor program continued. 11th and 12th grade students were paired up with incoming students to provide social support.

d. Attrition

UHS continued to provide academic and social interventions designed to lower attrition, including placement testing for math, mandatory Penguin mentors for

freshman students, frequent grade level presentations, and Future Focused Meetings. Table 5.4, below, shows that the UHS attrition rate for SY2022-23 was 6%.

Table 5.4: UHS Attrition Rate for SY2022-23

Attrition	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		SY22-23	
White	16	37%	22	47%	21	40%	41	59%	31	41%	39	46%	49	45%	26	46%
African American	1	2%	1	2%	2	4%	2	3%	4	5%	3	4%	5	5%	0	0%
Hispanic	20	47%	18	38%	25	47%	19	28%	30	39%	31	37%	46	43%	26	46%
Native American	0	0%	0	0%	0	0%	0	0%	3	4%	1	1%	0	0%	1	2%
Asian/PI	4	9%	2	4%	1	2%	1	1%	5	7%	4	5%	3	3%	3	5%
Multi-racial	2	5%	4	9%	4	8%	6	9%	3	4%	6	7%	5	5%	1	2%
Total	43		47		53		69		76		84		108		57	
First Day Enrollment	1,064		1,113		1,131		1,169		1,253		1,142		1,065		1,010	
Attrition rate		4%		4%		5%		6%		6%		7%		10%		6%

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 application assistance from the UHS College and Career Center, the Class of 2023 earned eight figures worth of scholarships and grants. 66 UHS 11th and 12th grade students were awarded recognition through the College Board's National Recognition Program. These students were National Hispanic, African American, and/or Indigenous Scholars because of their academic achievements in school and their outstanding performance on the PSAT/NMSQT and/or AP Exams. UHS also had finalists for the Questbridge Match Scholarship, a US Presidential Scholar, National Merit Finalists, and a Flinn Scholar.

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 SY2022-23, 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 SY2022-23, the District continued to follow the guidance and approval from 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. Two-Way Dual Language

a) Dual-Language Academies

In Fall 2022, the Language Acquisition Department 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 SY2023-24. 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.

b) Monitoring Student Enrollment

In SY2022-23, the District added an additional TWDL 2nd grade class at White. More than 2,400 students enrolled in a dual-language program in SY2022-23 (**Appendix V-1, V.G.1.a ALE 40th-Day Enrollment SY2022-23**).

Table 5.5: 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	<u>2022-23</u>
Dual-Language Schools									
Davis	345	334	312	295	314	313	295	271	286
Roskruge	675	717	675	654	614	649	582	547	553
Hollinger K-8	314	260	315	321	349	399	357	362	333
Dual-Language Classrooms									
Bloom			20	42	74	105	107	119	120
Grijalva	145	106	100	99	93	104	106	98	105
McCorkle	67**	97***	119****	159*	162	206	236	245	251
Mission View	90	79	75	97	100	109	84	73	93
Van Buskirk	125	116	92	107	96	105	102	94	109
White	147	122	147	140	129	115	120	131	151
Pistor	167	165	179	94	117	63	55	57	35
Pueblo	88	110	110	124	398	296	328	324	388
Total	2163	2106	2144	2132	2446	2464	2372	2321	<u>2424</u>

c) EL Reclassification in Dual-Language Programs

In SY2022-23, the District continued to monitor the reclassification rate for EL students enrolled in the dual-language programs and to assess Spanish proficiency.

Table 5.6: 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	94	24.4%
2022-23	482	65	13.5%

d) Dual-Language Spanish and English Assessments

In SY2022-23, LAD administered scheduled assessments outlined in the TWDL Assessment Framework. Assessments administered in SY2022-23 included Logramos (a Spanish reading and writing test for 2nd- through 8th-grade students), as well as the Development Reading Assessment and Evaluación de desarrollo 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.

e) Professional Development

In SY2022-23, the District offered TWDL professional development on an ongoing basis (**Appendix V-10, TWDL PD 2022-23**). Key professional learning opportunities included:

- 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 schoolwide training focused on Guided Language Acquisition by Design (GLAD). Davis participated in the Fall. Spring included McCorkle, along with continuous GLAD training for

TWDL sites already trained. GLAD is rigorous professional development focused on research-based strategies that support language acquisition and proficiency in grade-level content standards. The focus is on the implementation of GLAD strategies with grade-level core content, specifically in Spanish Language Arts, using Benchmark Adelante.

- In June 2023, the LAD hosted the 2023 Language Learning Symposium in person at Howenstine Learning Center. More than 150 teachers, instructional staff, and administrators participated. The Symposium included sessions on the elementary and secondary SEI program model and the TWDL model for K-12 teachers, as well as how to use technology tools.

f) Site Implementation

In SY2022-23, 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 (**Appendix V-11, DL Itinerant Assignments SY2022-23**). The TWDL Advisory Committee did not meet in SY2022-23 but will resume meetings in SY2023-24.

g) Developing/Recruiting Bilingually Endorsed Teachers

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

- In SY2022-23, 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. Due to the smaller cohort, six TWDL classroom vacancies will be filled by UA bilingual cohort graduates in SY2023-24.
- In March 2023, 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-12, TWDL Make the Move Brochure SY2022-23**).
- The District also set aside funds from the LAD's Grow Your Own program allocation to reimburse the full cost of the Spanish Proficiency Exam for teachers, including Make the Move participants.

In SY2022-23, there were 235 certificated staff in teaching positions with a bilingual endorsement (**Appendix V-6, V.G.1.j Certificated Staff with ALE Credentials**).

h) Dual-Language Parent Outreach and Supports

For SY2022-23, 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 (**Appendix V-13, V.G.1.m (3) DL Parent Outreach**).

In addition, the LAD provided parent informational sessions at five TWDL sites. These sessions presented programmatic information and strategies for parents, to provide support for their students in a TWDL program. Many sites are now providing their own informational meetings, with some support for TWDL Itinerant teachers.

i) The TWDL framework

In SY2022-23, the District continued to work with Rosa Molina to further implement her programmatic recommendations and to reflect relevant changes in the TWDL framework. Action items in SY22-23 included:

- LAD, with support from the A&E Department, made some refinements to the assessment matrix to better align assessments with the instruction and goals of the TWDL program.
- The District created two TWDL strands at Bloom and began an additional strand at the kindergarten level at McCorkle, which extended to 2nd grade in SY2020-21. In SY 2022-23, the TWDL program was extended to an additional strand at McCorkle in 3rd grade and an additional strand at White Elementary in 2nd grade.
- Teachers in TWDL K-2 continued to receive “pay for performance” on their teacher evaluations, based on students’ growth on Evaluación del desarrollo de la lectura.
- The District established a TWDL Advisory Committee to provide recommendations for the District’s TWDL programs.

C. Exceptional Education Placement, Policies, and Practices

The Exceptional Education Department continued to monitor student placement in exceptional education services for disparities, based on student data and established standards (**Appendix V-14, Ex Ed Referrals and Qualifications SY2022-23**, and **Appendix V-15, V.G.1.u Students Receiving Ex Ed Services SY2022-23**).

D. Dropout Prevention and Graduation

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

The DPG Committee, which includes representatives from more than 10 departments, evaluates and adjusts the DPG plan goals annually, as well as identifies effective strategies to improve graduation and reduce dropout rates.

1. Annual Goals

During SY2022-23, the committee met four times to evaluate relevant information and review annual goals (**Appendix V-16, Annual Goals and Progress Monitoring 2022-23**). As summarized, the District's overall graduation rate rose from 79% to 82%, with a corresponding increase for African American and Hispanic populations. The graduation rate for ELs also rose, as did the rate for reclassified Hispanic students. Dropout rates remained the same for African American students as in the previous years (3%), but there was an increase in Hispanic dropouts, from 3.4% to 4.1%. These rates, however, are consistently lower than state and national norms (*Id.*).

2. Student Identification and Monitoring

In SY2022-23, AASSD and MASSD continued to use the MTSS module in Synergy to document student attendance, academics, and behavior interventions and to monitor plans. Two additional Synergy resources were available as well, including an MTSS Early Warning System (EWS) module, which assigns a risk level for each student based on a set of key indicators, and a new screen called Student Profile, which shows student-level information such as attendance, course history, discipline, and test scores, all in one place, making it easier for the appropriate staff to monitor progress.

3. Graduation Support Systems

The District continued to utilize institutionalized support systems and strategies to provide direct support to students. These support systems included: MTSS, Dropout Prevention, Community Schools and Preschool Programs (CSPP), AVID, and the COLE (**Appendix V-17, Graduation and Dropout Support Strategies SY2022-23; Appendix V-18, Support Strategies for English Learners SY2022-23**).

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

In SY2022-23, the District continued to use the infrastructure created to support a multi-tiered approach to family and community engagement. These included:

- Offering services and support through the four Family Resource Centers, located strategically throughout the District;
- Maintaining existing and fostering new relationships with community organizations, local businesses, and other stakeholders, to ensure that families have access to these resources;
- Facilitating communication and collaboration between schools, families, and the community to meet family needs;
- Conducting general outreach to families through Parent Link, monthly calendars, Facebook, and the District's website in collaboration with the Communications Department;
- Targeting outreach efforts to African American and Hispanic families, as well as at-risk students, through phone calls, flyers/monthly calendars, and Facebook; and
- Recognizing and celebrating student success throughout the school year through activities and events, such as Impact Tucson, inaugural Student Summit, and school recognition celebrations.

5. 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.

E. Student Engagement through Curriculum

Student interest and curiosity are foundational to academic engagement in the learning process. Educational research shows that student academic performance is improved when students are interested and engaged in content that is relevant to their lived experiences. With this in mind, the District is in the process of developing a new instructional framework that is aligned with the SPARKS culturally responsive education model (**Appendix V-19, CRPI SPARKS Poster**). Both frameworks are student-centered, responsive, and designed to increase student engagement through curriculum and pedagogical approaches. Through this approach, the District will continue to support teachers in the implementation of culturally responsive practices.

In SY2022-23, the District continued to deliver professional development training, primarily through the quarterly Professional Learning Days (**Appendix V-20, CRPI PLD PD-SY2022-23**). Additionally, the Department of Culturally Responsive Pedagogy & Instruction (CRPI) delivered site-based professional development during the Wednesday in-service days. To further support the implementation of culturally responsive practices, CRPI provided instructional support staff training to curriculum service providers (CSP) and new teacher mentors. CRPI collaborated with multiple departments on various initiatives, including EDI, Student Support Services, and ALE.

CRPI provided culturally relevant course (CRC) teachers with specialized training in implementing relevant and engaging curriculum into their teaching. This was done through the Tier I and Tier II CRC professional development (PD) structure. Through the tiered PD structure, CRC teachers were offered training from CRPI on a monthly basis.

1. Culturally Relevant Courses

In SY2022-23, the District continued to implement the CRC plan (**Appendix V-21, CRPI 5-Year Plan 2021-26**), 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 existing CR courses. This year, a CRC math program was initiated, to address student needs. Because

achievement with mathematics has been found to be highly associated with student post-secondary academic success, the District has increased its efforts to expand in this content area. In collaboration with the University of Arizona via Project Familia (**Appendix V-22, Project Familia**), the District piloted a Pre-Calculus Culturally Relevant, dual-enrollment course at Catalina, Pueblo, and Rincon high schools. CRPI supported the CRC expansion by piloting CR Algebra courses at various sites.

CRC course offerings expanded in other content areas, as well. In collaboration with Pima Community College and Mexican American Student Services, CRPI piloted a new dual credit history course — MAS-165 (CRC American History- Mex Am Viewpoint) at three high schools (**Appendix V-23, CR Courses - Sample**).

Table 5.7: 40th-day CRC Student Enrollment by School Type

School Level	Year	White	AA	Hisp	NA	API	MR	Total
Elem Schools								
	2022-23	24	16	190	14	1	3	248
	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								
	2022-23	268	213	1437	123	31	65	2137
	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								
	2022-23	583	266	1245	66	57	105	2322
	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 Schools								
	2022-23	278	186	1261	60	60	72	1917
	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

2. Culturally Responsive Pedagogy and Student Engagement Professional Development

a) CRC Teacher Training

CRPI continued to provide specialized training to identified CRC teachers in SY2022-23. As an effort to further differentiate the learning for CRC teachers, CRPI has organized Tier I training into a year one and year two component. CRC teachers who successfully complete the two-year program will be certified by CRPI and the District as Culturally Relevant Educators in their respective grade and content area. This certification will affirm that specific training sessions and minimum criteria have been met by the teacher. This certificate can then be used by the teacher to verify his or her expertise and experience in culturally relevant curriculum and culturally responsive pedagogy for any future employment opportunities, within the District and beyond.

In SY2022-23, professional development opportunities for CRC teachers 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, which provides updates on current and relevant CRC topics during Saturday professional development sessions. These trainings allow CRC teachers across school sites to collaborate collectively.
- CRC teacher study groups, where participants 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. Ten 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.

In addition to their roles as mentors, CRPI Master Teachers (MT) participated in various District-level committees that influence District initiatives. Some of these committees include the Instructional Framework Committee and SEL Committee. They also participated regularly in Title I, school quality walkthroughs.

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.

In SY2022-23, 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), below).

c) Administrator and Staff Professional Development

In SY2022-23, CRPI staff continued to provide support and training to teachers, administrators, and site staff. CRPI staff provided training during the quarterly Professional Learning Days (PLD), whereby District teachers and staff attended 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.

d) CRPI Summer Conference

The CRPI Department presented its annual Summer Institute for Culturally Responsive Education June 8-9, 2023. Over 200 teachers and administrators took part in this two-day professional development opportunity. A slate of preeminent scholars in their fields presented their work alongside local practitioners from within the District (**Appendix V-24, SICRE 2023 Program**).

3. The Multicultural Curriculum Department

During SY2022-23, the Multicultural Department continued to develop and incorporate multicultural curriculum into course curriculum, collaborating with other departments to develop multicultural resources for instruction. The department also provided relevant professional development and supported many District, school, and local events.

a) Multicultural Curriculum Development

The District's Multicultural Curriculum provides students with a range of opportunities for students to conduct research and improve critical thinking and learning skills, create a positive and inclusive climate in classes and schools that builds respect and understanding among students from different racial and ethnic backgrounds, and promote and develop a sense of civic responsibility among all students. The department focused on the following areas in SY2022-23:

- ***Curriculum Resources and Resource Integration:*** For the 2022-2023 school year, the Multicultural Department supported interdisciplinary literacies through the use of supplementary curriculum and pedagogy. The curriculum included supplementing the existing District curriculum maps with Multicultural Curriculum resources in the form of texts, book baskets, and engagements. The pedagogy included interdisciplinary literacy PDs for teachers and lesson ideas. Subject areas included in this interdisciplinary approach included math, science, SEL, ELA, and social studies.
- ***Multicultural Curriculum Website:*** In SY2022-23, the Multicultural Curriculum Department expanded the SharePoint resources for teachers to include inquiry-based lessons and units centered around big ideas, concepts, and issues presented and viewed from many different perspectives and points of view. The Multicultural Curriculum Department also added contemporary diverse research-based interdisciplinary K-12 digital resources, lesson plans by subject and grade level, a menu of current professional development being offered, and a useful sign-up/information option (**Appendix V-25, Multicultural Website Splash Page**).

- ***Collaborate with OMA to support the design and expansion of Culture Kits:*** During the 2022-23 school year, the Multicultural Curriculum Department continued to collaborate with OMA to support the design and expansion of Culture Kits, to enhance teaching of big curricula themes and standards in ELA, social studies, SEL, and visual arts curricula. The kits create authentic and collaborative integration of global and intercultural perspectives and critical literacy. The 2022-23 kits emphasized the importance of building intercultural understanding as a key to creating linguistically inclusive and culturally sensitive learning environments, while providing standards-based exemplary multicultural lesson plans and contemporary global and international literature (**Appendix V-26, Multicultural Kits**).

b) Professional Development

The Multicultural Curriculum Department supports the implementation of multicultural curriculum through professional development. The department uses a variety of venues to engage educators:

- Culture and New Learning Environments Self-Paced Courses: In response to global movements for racial and social justice, the Multicultural Curriculum Department 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, and equity. The reflective component of each session demanded teachers.
- The Multicultural Department critically examined how socialization and biases inform teaching and thus affect the educational experiences of students.
- The department explored issues of racism, sexism, homophobia, classism, or other forms of oppression, and how to discuss these polarizing issues in classrooms.
- The department deconstructed traditional teaching approaches and pedagogical models to examine how they contribute to and support institutional systems of oppression and unequal access for all students.

- The department fostered a student-centered pedagogy — bringing students’ experiences to the fore in the classroom, making learning active, interactive, relevant, and engaging.
- The Multicultural Curriculum Department responded to requests for support and collaboration with school sites and other departments.

c) Multicultural Literacy and Cultural Events

To further promote intercultural competency and build an inclusive school culture and climate, the Multicultural Curriculum Department continued to work with several school sites to plan and implement numerous multicultural literacy and cultural events and festivals (**Appendix V-27, Multicultural Literacy and Cultural Events**). These events brought the community together not only to celebrate the District’s diversity, but also to spark curiosity about culture and about each other. Families shared elements of their culture or ethnicity with other members of the school community through storytelling, music, dance, and arts and crafts, to celebrate the things that make each culture unique. These events simultaneously resulted in greater community participation and enhanced collaborative relationships between the school, students, and parents, including those linguistically and culturally different from each other.

The Multicultural Curriculum Department received requests from school sites to host Love of Reading events in March 2023. In collaboration with community members, the department developed and implemented a districtwide K-5 virtual read-aloud, to promote continued intercultural understanding and share culturally diverse resources with teachers, students, and families. The event involved several community members reading multicultural books and engaging students in culturally rich activities. Community members selected to participate in these events were cultural insiders who were able to enrich the stories with real-life examples. Fifteen teachers and 239 students from 11 elementary schools participated in the event.

F. Targeted Academic Interventions and Supports

1. Targeted Academic Interventions and Supports for African American Students

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 SY2022-23, 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 2023.

a) AASSD Student Interventions and Supports

In SY2022-23, the District implemented 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 support staff supporting the school.

(1) Direct Student Support

In SY2022-23, AASSD specialists continued to use 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 SY2022-23.

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

(2) Academic Support

In SY2022-23, the AASSD RTI specialists provided direct reading intervention support at four identified schools (Erickson, Roberts-Naylor K8, Safford, and Dietz). The reading support was a Tier 2 and 3 model, providing reading intervention four days per week with an identified group of students reading below standard. The three RTI specialists worked with a caseload of 2nd through 5th grade students.

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 also worked with middle and high school students (Doolen, Gridley, Secrist, Sabino, Santa Rita Vail, Tucson High, Rincon, Catalina, Magee, and Cholla) to promote educational success through credit recovery and help students meet graduation requirements.

(3) Behavior Support

To provide Tier 2 and Tier 3 behavior interventions, AASSD deployed behavioral specialist support to targeted schools. Each behavioral specialist participated on MTSS teams, provided guidance in the development of behavior intervention plans, and attended long-term discipline suspension hearings. In SY2022-23, AASSD was able to support social emotional learning (SEL) groups at three schools. AASSD provided behavior interventions to 18 students across 14 school sites (**Appendix V-28, AASSD Examples of SEL Activities**).

(4) Mentoring

In SY2022-23, AASSD partnered with local fraternities, sororities, and Raytheon to provide weekly and bi-weekly mentoring to students at Tucson High Magnet School. In addition, AASSD Student Success Coaches, and the Program Specialist at Santa Rita HS, provided academic mentoring and one-to-one meetings to students at six high schools and five middle schools.

(5) Enrichment and Summer Experiences

In SY2022-23, the AASSD implemented multiple enrichment opportunities for K-12 students. The department collaborated with other departments and organizations to design these experiences, to motivate students and help them understand their culture. Enrichment experiences included:

- October: as part of the District's EDI month celebration, the AASSD participated with the EDI Department to host the EDI student summit. AASSD hosted the Diversity in Dentistry field trip in Phoenix.
- October: AASSD participated in Freshman Round Up.

- November: AASSD co-hosted Ruby Brides for student recognition.
- November: AASSD hosted a citywide Thanksgiving Turkey Drive.
- December: AASSD hosted the Levi Wallace Holiday Shopping Drive.
- January: AASSD participated in the U of A Arizona Experience Black/African American College Day.
- February: AASSD hosted Black History Enrichment Month.
- February: AASSD participated in Youth Heritage Day.
- February: AASSD held a Doolen shoe shopping event with EEF.
- February: AASSD participated in Black History Brain Bowl.
- March: AASSD partnered with Tucson High for the 2023 HBCU Cultural Tour.
- March: AASSD hosted a no slur campaign at Mansfield Middle School.
- March: AASSD toured the African American Museum of Southern Arizona.
- March: AASSD and the EDI department hosted the EDI conference
- May: AASSD provided a field trip for K-5 students to the African American Museum of Southern Arizona.
- May: AASSD hosted the student Recognition Award ceremony at the U of A.
- May: AASSD partnered with the THRIVE GENERATIONS African American Senior Luncheon.
- May: AASSD invited grades 6-8 to a STEM Student Summit to explore careers in dentistry, engineering, graphic design, and IT/technology (**Appendix V-29, AASSD STEM Student Summit**). The AASSD also hosted the annual African American Read-in, to support 30 elementary and K-8 schools.
- January-May: AASSD partnered with AmericCorps STEMM Program and University of Arizona to offer a skilled math tutoring program (**Appendix V-30, AASSD Skilled Math Tutoring Program**).

In SY2022-23, the District provided free summer school and enrichment for all students. To support this work, 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.

(6) 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 site could offer.

(7) 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-31, AASSD PD SY22-23**).

2. AASSD Collaboration with Local Colleges and Universities

a) AASD Partnerships with Historical Black Colleges and Universities

In SY2022-23, AASSD continued to collaborate with multiple colleges and universities, community organizations, and other District departments to connect K-12 students and their families with information, resources, and contacts about college and career opportunities:

- In SY2022-23, 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 SY2022-223. Topics presented included college options, application processes, and financial aid (**Appendix V-32, AASSD Examples of College Events**).

- 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 January 2023, AASSD participated in the Arizona Experience & Black African American College tour.
- AASSD partnered with the UA (University of Arizona) Academic Outreach office in Spring 2023 at the AASSD annual student recognition program. This event was held on the UA campus and provided an opportunity for over 700 students, parents, and families to learn about UA academic programs, enrollment, and scholarships.
- AASSD partnered with the Pima County Upward Bound program, Palo Verde HS, and Santa Rita HS to expose and connect students to resources and enrollment in Upward Bound.

In addition, AASSD partnered with Tucson High to support the HBCU College tour, to offer students an on-campus opportunity. In addition, AASSD staff participated in site workshops, to offer students college information from a panel of HBCU alumni.

b) Community Partners for College and Career Readiness Support

During SY2022-23, AASSD continued to partner with community organizations to provide college and career readiness support. Among the highlights were:

- AASSD partnered with the nonprofit organization Diversity in Dentistry Mentorships for students historically underrepresented in STEM careers.
- AASSD partnered with Tucson Educational Empowerment for Minorities to co-host the 3th Annual African American Youth Heritage Day.
- AASSD partnered with Sunquest Information Systems to mentor students at Tucson High and Sahuarro.

c) College Scholarships

In collaboration with community partners and a department chaired committee, AASSD was able to support 10 students with \$50,000 scholarships to further their education. In April, the 13th Annual Legacy of Excellence Awards

Celebration was held for the District's awardees (**Appendix V-33, AASSD Legacy of Excellence Awards Celebration**).

3. AASSD Quarterly Parent Events

To support parent engagement, AASSD continued collaboration with other District departments and community organizations to host quarterly parent events, to share information and provide resources to families. In SY2022-23, the AASSD facilitated 12 parent informational events and participated in Family and Community Outreach (FCO) informational sessions (**Appendix V-34, AASSD Flyers of Parent Events**).

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, to increase participation.

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.

a) Black History Month and Parent Engagement

The Black History Month planning committee continued to give parents and the community an opportunity to provide suggestions and programming for Black History Month in February 2023. 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-35, Black History Month Events**).

b) Parent Advisory Council (PAC)

In SY2022-23, the AASSD PAC met quarterly through Zoom. Agenda items included departmental updates, on-going review, feedback on the AASSD strategic plan, and information on a new student tutoring partnership with the University of Arizona. Members provided feedback and suggestions for the AASSD strategic plan and goals, to promote greater engagement and participation of parents. One PAC

recommendation — to provide free designated tutoring times for African American students — was implemented. All PAC meetings were held virtually, using Zoom videoconferencing.

c) 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 ADE African American Advisory. 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.

2. Targeted Academic Interventions and Supports for MASSD

a) MASSD Student Interventions and Supports

During SY2022-23, the District continued an asset-based approach to student services for the department, as reorganized in SY2018-19. Following the MASSD Operational Plan, a continuation of predominately indirect student services allowed for an integrated comprehensive approach to serve the varied needs of Mexican American/Latino students and parents districtwide with allocated resources. Advocacy for equitable practices, specifically for Mexican American/Latino parents and students, advances the continuous review of the department strategic plan initiated in the reorganization as the District monitors and adjusts services for effectiveness.

Strategies to provide targeted support to Mexican American/Latino students 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 and high school boys' groups); providing empowerment support groups (i.e., middle and high school girls' groups); expanding tutoring led by certified staff with support from college mentors (i.e., Math Tutoring and Saturday Academy online); offering summer enrichment programs (i.e., Academia Huitzilin/Hummingbird Academy); and facilitating parent workshops on

substance prevention and mental health supports for learning and to increase self-advocacy.

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

(1) Direct Student Support

During SY2022-23, the MASSD director assigned eight program specialists, one to each of the following targeted areas, to provide districtwide support:

- Academic Empowerment and Engagement
- Parent Outreach and Empowerment, College and Career Readiness
- Social-Emotional and Behavioral Support
- ALE Recruitment and Retention
- CRC Collaboration and Support
- Community Outreach

Staff expertise derived from all program specialists holding a bachelor's degree or higher with bilingual proficiency in Spanish/English and with experience and skill sets aligned to assigned targeted areas. Capitalizing on this expertise, the District provided 19 school sites and two family resource centers daily or weekly services based on needs or initiatives in a MASSD-targeted area. Program specialists established scheduled times for virtual and on-site support in conjunction with districtwide collaborations, to implement quarterly action plans aligned to the department strategic plan (**Appendix V-36, MASSD Staff Assignments SY2022-23**).

In SY2022-23, 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.

In SY2022-23, program specialists documented direct interventions for students into the MTSS³ Synergy portal, to communicate progress with site staff. This provided documentation of Tier 3 interventions through the MTSS process for consistent student data. Non-MTSS student, parent, site, and districtwide supports were tracked through the Microsoft Office 365 platform monitored by the MASSD director and program coordinator on an ongoing basis. Additionally, the MASSD collected qualitative data to provide a more comprehensive view of the effectiveness of services delivered.

(2) Targeted Mentoring Support

During SY2022-23, the MASSD staff recruited 10 college mentors, who were 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 assist students in assigned CRC classrooms 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.

Cultural identity mentoring continued to support before-and after-school activities (e.g., MEChA and DACA student group), coordination of community resources for the classroom (e.g., field trips, guest speakers, and webinars), and activities to build relationships with students. The MASSD's collaboration with the UA College of Humanities Spanish Department provided an intern in addition to the college mentors. The intern was able to apply for and was offered a college mentor position during the school year.

The District continued mentoring supports districtwide, with program specialists serving students both individually and in groups, in relation to the targeted area assigned. Mentoring included academic, behavioral, 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. The program specialist also 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 in-person, virtual, and phone conference appointments provide individualized support for students and parents seeking higher education navigation with the College and Career program specialist.

In SY2022-23, 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 small groups using this curriculum at Safford, Morgan Maxwell K-8, Pueblo, and Robins K-8 schools. Other mentor offerings included Girls Empowerment at Magee and Robinson, MEChA at Tucson High, 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, A Call To Men, and others, to support mentoring efforts (**Appendix V-37, MASSD Mentoring Collaborations SY2022-23**).

(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 SY2022-23, MASSD college mentors facilitated academic mentoring, as directed by the designated CRC classroom teacher, to support students. Collaboration supported teacher effectiveness and student engagement. MASSD certified academic tutors implemented online tutoring supports as effective parent-initiated math intervention and enrichment in grades 3-8 in Saturday Academy and after-school sessions. Middle school and high school online tutoring sessions were coordinated by MASSD staff in collaboration with UA Math Cats and AASSD partners, given the demand for support

in the content area. In response to site needs, in-person math tutoring was coordinated by staff at Pueblo. 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 virtually, offering ELA and math tutoring in SY2022-23. Academia Huitzilil/Hummingbird Academy, a trilingual, culturally sustaining academic enrichment program open to students in grades 3-5, was facilitated at the Menlo Family Resource Center on Saturdays by certified teachers and Mexican Indigenous community members. This enrichment is modeled from evidence-based research from Dr. Angela Valenzuela's Academia Cuauhtli/Eagle Academy developed at the College of Education at the University of Texas-Austin. Saturday Academy continued to be held 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 districtwide. Following the MTSS process, student referrals were made through the Student Equity and Intervention Request for Service online form, via the District's Employee Network SharePoint page. The MASSD behavior specialist consulted in MTSS teams, discipline hearings, and behavior plans. In SY2022-23, the behavior specialist facilitated professional developments with AASSD staff and served on the District's Student Code of Conduct Revision 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. Additionally, the program specialist facilitated positive masculinity groups as well as empowerment groups.

(5) Quarterly Discipline Review

In SY2022-23, the MASSD continued to monitor and respond to discipline data shared by the Student Relations Department Director. The Student Relations director provided monthly discipline reports to the EDI directors, to be shared with staff in the development of action plans. 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.

b) Enrichment and Summer Experiences

In the summer, the MASSD offered an enrichment opportunity through Academia Huitzilin in SY2022-23. Camp Invention allowed 50 students from multiple schools in grades 2-5 to participate in a STEM enrichment at Drachman Montessori K-8, Monday through Thursday. MASSD staff, certified academic tutors, and Mexican Indigenous community members used hands-on materials to engage students in a month-long program. Fridays were field trip days with students.

c) 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. The MASSD received and responded to 38 requests for services during SY2022-23 (**Appendix V-38, MASSD Site Online Requests for Services SY2022-23**).

d) Professional Development

The MASSD director and program coordinator facilitated trainings for MASSD staff in SY2022-23, through both virtual and in-person meetings. Content centered on supporting student learning and enhancing services. Trainings 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 directors and program coordinators 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 trainings 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 annual EDI Conference in March was designated for the last Professional Learning Day for the MASSD staff to attend sessions as participants. In June, designated MASSD staff participated in the Summer Institute for Culturally Responsive Education offered by the Culturally Responsive Pedagogy & Instruction Department and the Language Symposium coordinated by the Language Acquisition Department.

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

In SY2022-23, the MASSD continued in-person events and 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.

(1) MASSD College and University Partnerships

During SY2022-23, the MASSD continued collaborations with in-state universities and colleges, to support higher education opportunities, mentoring, and college and career readiness for the District's Mexican American/Latino students (**Appendix V-37, MASSD Mentoring Collaborations SY2022-23**).

University of Arizona (UA): MASSD staff assisted the Guerrero Student Resource Center and Cultural & Inclusive Experiential Learning Opportunities (CIELO) Mexico program's facilitation of lessons for K-8 students in Guanajuato, MX. The UA Juntos 4-H program worked with the department to recruit Latino 8th-12th grade students for 4-H clubs, success coaching, and mentoring. In partnership with the Department of Mexican American Studies, the Women & Gender Resource Center, and the Guerrero Student Resource Center, students from Tucson High Magnet School toured the "Pop-Up Botánica: Enduring Indigenous Medicine" exhibit on campus. Both the Mexican American Studies Department and the MASSD were invited to present on the exhibit partnership by San Diego State University's Women's Symposium in the spring.

A new program offered by the University of Arizona Health Sciences department allowed for collaboration with the MASSD to recruit high school juniors and seniors to a Healthcare Professions Career Fair. College mentors were recruited through a partnership with the College of Humanities Department of Spanish & Portuguese and the Mexican American Studies Department.

The EachONE TeachONE Grow Your Own program, a collaboration initiated by the MASSD with Career and Technical Education (CTE) and UA College of Education in 2019, continued with the recruitment of six high school students interested in pursuing career in educations, to develop lessons for use at Manzo Elementary.

As a collaborator with Hispanic Serving Institution (HSI) Initiatives' Project Outreach FAMILIA, the MASSD was invited to its Los Gatos Alliance/Advisory Board for input on continuous improvement.

Other highlights of the partnership with UA this year included:

- Continued collaboration with the Office of Early Academic Outreach through College Academy for Parents (CAP) virtual parent and student cohorts in the Fall and Spring semesters. The Office of Early Academic Outreach also sponsored an in-person graduation ceremony and facilitated campus tours for participants at the end of the five-week program.
- The ¡Adelante! Parent & Youth Leadership Conference was hosted again on the UA campus with partners: Office of Early Academic Outreach, Mexican American Studies, the Guerrero Student Resource Center, and Project Outreach FAMILIA (Forwarding Academic Mechanisms Integral to Learning In the Academy).
- Partnerships with the UA WordCats/MathCats for online tutoring and Project SOAR (Student Outreach for Access & Resiliency) for mentoring.
- Collaboration for the MES de la Cultura art contest. Student art winners were honored by the Athletics Department, Office of the Assistant Vice Provost of HSI (Hispanic Serving Institution) Initiatives, Guerrero Student Resource Center, and Hispanic Alumni Association.

In addition, MASSD representatives continued to serve on the Mexican American Studies Advisory Board as well as the UA Hispanic Community Advisory Council.

Other activities included college visits to Arizona State University (ASU), Northern Arizona University (NAU), and Midwestern University Glendale, to expose students to campuses and specific higher education programs.

In partnership with CRPI, ALE, the PCC Dual Enrollment Department, and the Ethnic, Gender & Transborder Studies Department, the MASSD supported the creation of the MAS 165/CRC U.S. History Mexican American Viewpoint course at Sabino, THMS, and Cholla high schools. Students in designated CRC (Culturally Relevant Curriculum) classes received PCC credit from an instructor recruited from the MASSD staff, while also acquiring high school graduation credit from the assigned certified CRC Mexican American Viewpoint teacher.

The MASSD also coordinated a field trip opportunity for dual-credit students to participate at the 7th Annual Ethnic, Gender, Transborder Studies and Sociology Summit. High school students districtwide were recruited for the PCC Applied Technology Day field trip, facilitated by department staff.

The MASSD had continued partnerships with various PCC offices, include Admissions & Recruitment, the Immigrant and Refugee Student Resource Center, Upward Bound and Talent Search, and the Adult Basic Education for College & Career. The PCC Student Financial Aid Department presented to the Mexican American Parent Advisory Council and at the ¡Adelante! Parent & Youth Leadership Conference (**Appendix V-39, MASSD College Tours SY2022-23**).

(2) MASSD Community Collaboration

During SY2022-23, the MASSD advanced community partnerships through virtual and in-person services, to respond to the needs of the District's Mexican American/Latino students and families. Fostering an end to violence against girls and women, the MASSD expanded a partnership with A Call To Men, to recruit students and parents for a Healthy Masculinity Initiative project for in-district and community trainings. Continuing parent leadership development with All In Education, the MASSD connected to District resources, to recruit parents to participate in the Parent Educator Academy, a virtual training series.

With the Pima County Community Prevention Coalition (PCCPC), the District co-hosted community trainings on the impact of opioids and other substances post-pandemic via Facebook Live, through video conferencing, and in-person at the Menlo Family Resource Center. "NARCAN In Our Schools" continued as a community committee developed to ensure District staff have access to life-saving doses on-site, given the rise in fentanyl overdoses. Another community action partnership through the PCCPC included the "TUSD LGBTQ Student Services Brainstorm" committee,

advocating for trainings, policy, and support for this specific demographic population.

Continued collaboration with Arizona Association for Latino Administrators and Superintendents (AZALAS) involved the MASSD: serving on the annual conference planning committee, supporting a cadre of Latino educators for ongoing leadership training, recruiting administrators to attend in-person conferences for professional development, co-presenting on a Comadres in Leadership panel at the annual conference, and facilitating a student art contest, with a Tucson High Magnet artist honored as the overall winner.

MASSD staff represented the interests of students and families by serving on: the Network for Equity in Education Development (NEED) collaborative; 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; Amistades, Inc. Por Vida Advisory Board; and Arizona's Luminaria Education Committee. MASSD staff also coordinated community members from several organizations (e.g., Pima County Board of Supervisors, Congressional Offices, Tucson City Council, Chicanos Por La Causa, AZ César Chávez Coalition, National Parks Services, Borderlands Theater, and Amistades, Inc.) to engage with students as guest speakers during the Mes de la Cultura and César E. Chávez Youth Leadership Month presentations districtwide.

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, International Rescue Committee, Girl Scouts of Southern Arizona, National Parks Service, Child and Family Resources, Inc., Calpolli Teoxicalli, Southern Arizona AIDS Foundation, Families United Gaining Accessibility (FUGA), and National Association of Multicultural Education (NAME).

2. District Collaboration

During SY2022-23, the MASSD continued to increase collaborative efforts with District resources. The MASSD Reorganization Plan, Operational Plan, and Strategic Plan provide on-going guidance for integrated approaches to in-district collaboration, specifically targeting and serving Latino students and families.

In SY2022-23, as an entity under the EDI Department, the MASSD continued ongoing revisions of its strategic plan for implementation, to better align with the District's commitments 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 EDI Assistant Superintendent and to the Superintendent's Academic Leadership Team (ALT) by the MASSD Director. Additional districtwide communications were regularly distributed via electronic newsletters, Parent Link, the Leadership Connection sent weekly through the District Regional Assistant Superintendents, and social media. As an EDI department partner, the MASSD collaborated in:

- Equity, Diversity and Inclusiveness month (August 15-September 15)
- Planning and facilitating the inaugural EDI Student Summit
- Recruitment and coordination of the annual EDI conference presenters in March
- Weekly EDI Director's meetings and monthly Director Professional Learning Communities

The MASSD continued collaborations with Curriculum & Instruction partners, including Counseling, Exceptional Education, CRPI, LAD, CTE, ALE, and MTSS. With the District's new Social Emotional Learning (SEL) Department, the MASSD provided input on the SEL Strategic Plan Implementation committee and presented at the 2nd Annual SEL Symposium. Professional development was also facilitated in the spring for social workers districtwide on the impact of microaggressions.

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, facilitating Honors Teacher Trainings, presentations by mentor teachers in classrooms for Chávez Month and Mes de la Cultura, CRiA (Collaborative Research in Action) Youth Symposium mentoring, facilitation of MAS 165 dual-credit courses, and participation in the Summer Institute for Culturally Responsive Education.

The Advanced Learning Experiences (ALE) Department maintained connections to the MASSD through Honors Teacher Training professional development, ongoing training for staff, parent advisory presentations, and participation in resource fairs. Additionally, the GATE Department participated in the ¡Adelante! Parent & Youth Leadership Conference. CTE and the MASSD partnered to offer over 60 vendors for the college and career fair at the EDI Student Summit. Additionally, CTE continued to support the MASSD/UA College of Education Each One Teach One teacher recruitment program for high school students.

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 Family Resource Center 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, with the MASSD offices at both centers able to better support parents. Collaborations included: transporting parents to events, referrals to clothing and food banks, hosting MASSD organized programs, and facilitation of workshops.

Other critical District partnerships included further developing relationships with Enrollment Ambassadors from the School Community Services Department. Ambassadors presented at the annual ¡Adelante! Parent & Youth Leadership conference and collaborated with department staff during Professional Learning Communities. Additionally, serving on the District's Dropout Prevention and Graduation (DPG) committee provided the MASSD ongoing data and resources to respond to the needs of students.

The MASSD promoted an asset-based approach to services through relationships with site staff, including administrators, counselors, social workers, 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 districtwide video conferencing and in-person meetings. Sites and individual teachers signed up for Mes de la Cultura and Chávez Month presentations, to bring culturally relevant content into the classroom.

a) MASSD Quarterly Events

In SY2022-23, the MASSD continued its collaboration efforts by hosting in-person and virtual informational events to promote parent and community engagement. With community collaborators and in-district partners, MASSD staff planned and implemented districtwide and site-based parent quarterly activities, to connect families to District and community resources for educational equity for Mexican American/Latino students.

(1) Site-Based Quarterly Parent Information Sessions

In SY2022-23, 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 through 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.

(2) Districtwide Quarterly Parent Information Sessions

As the District continued implementation of the MASSD Operational Plan in alignment to the department's strategic plan, the department further developed new initiatives to serve the varied needs of Mexican American/Latino parents across the District. Parents participated in districtwide parent information events coordinated by the MASSD, held both virtually and in-person. Events ranged in content to highlight District and community resources, including the ¡Adelante! Parent & Youth Leadership Conference, College Academy for Parents, and Mexican American Parent Advisory Council monthly 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.

Further enhancing family engagement activities were Facebook Live events and other capitalization on social media. Virtual resources were used to share information on college & career readiness, César Chávez month, substance use prevention, and education career paths. The District continued parent workshops facilitated by the MASSD in partnership with school site community liaisons and the District's Family Resource Centers.

The MASSD also hosted quarterly Superintendent updates through the District's Mexican American Parent Advisory Council (MAPAC), with invitations distributed districtwide to K-12 families at sites and via Parent Link communications. The Council continued to convene monthly meetings over the course of the school year through a virtual meeting platform and hosted an in-person breakfast with the Superintendent, to allow parents to share concerns. All In Education continued to provide the Parent Educator Academy, to train participants as leaders, decision-makers, and advocates in schools. All MASSD-initiated events were conducted in English and Spanish (**Appendix V-40, V.G.1.s (2)MASSD Parent Quarterly Events SY2022-23**).

In SY2022-23, 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 assistance for completing applications and financial aid forms.
- College Academy for Parents, a partnership with the University of Arizona's Office of Early Academic Outreach, to provide workshops in both the first and second semesters for K-12 families.

In addition, the Mexican American/Latinx Student Recognition Program was hosted at the University of Arizona's Student Union. Over 607 8th grade and 631 12th grade students who met the 3.25 or higher GPA requirement for recognition participated. Seniors who earned a 4.0 cumulative GPA received a graduation stole. Additionally, over 2,900 students in 6th, 7th, 9th, 10th, and 11th grades earned recognition, with certificates distributed at school sites (**Appendix V-41, MASSD Student Recognition Summary SY2022-23**).

G. African American Academic Achievement Task Force

In SY2022-23, 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)

- Identify and Replicate Successful National School-Based Factors
- Identify and Replicate Successful Teacher Practices
- Enhance Teacher Evaluation
- Monitor and Implement EEI and Culturally Responsive Pedagogy (i.e., Culturally Responsive Teaching Practices)
- Develop Focused Professional Development
- Set and Communicate High Expectations

During SY2022-23, the District continued to implement 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)

- Consider Cultural Competency in Hiring and Retention
- 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 (*see* Section IV.A.2, IV.A.10).

3. Monitoring Student Data (implementing EBAS)

- Monitor ALE Placement Actions
- Monitor Recommendations for Placement to CTE

- Monitor Recommendations for Placement to Remedial and/or Exceptional Education Programs
- Evaluate Support Programs
- Monitor Disciplinary Actions

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

4. Providing Students with Supports and Opportunities

- Ensure Adequate Funding of African American Student Services
- Enhance the Parent Engagement Program
- Develop and Implement Extended Learning Opportunities

More information can be found in sections VA., V.D.3., V.F.1., and VII.

H. 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 and do not result in racial or ethnic student segregation.

1. Integrating ELs

In SY2022-23, the LAD continued to implement the OELAS-approved SEI models. To aid them in implementing the model, the District provided professional development to teachers and administrators on Arizona's research-based Language Development Approach (LDA). In addition, as required, the Office of English Language Acquisition Services (OELAS) scheduled EL Program Monitoring for the District in the 2022-2023 school year. The District was found to be in compliance with implementation and documentation of all components of the LDA model for English Learners.

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 SY2022-23 (**Appendix V-42, Configuration**

Form SY2022-23). 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 SY2022-23 (**Appendix V-43, 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-44, TUSD Language Programs Presentation**).

I. Supportive and Inclusive Environments

The District continues to incorporate components of the SAIL approach, which emphasizes learning space and tone, together with a pedagogically focused culturally responsive educational approach. In SY2022-23, the District refined the Manual for Culturally Responsive Teaching. In this newest update, teachers are provided a useful tool to assess their effectiveness at implementing culturally responsive practices in the classroom (**Appendix V-45, Culturally Responsive Teaching (CRT) Manual**).

The District also continues its full implementation of the SPARKS Framework, which advances the principles of student-centered instruction, inclusivity, and supportive learning environments. By aligning related initiatives, including instructional frameworks, instruments, practices, and professional training, the District continues to streamline the model. New teachers are introduced to this framework during New Teacher Induction (**Appendix V-46, New Teacher Induction 2023**).

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

J. USP Reporting

V(G)(1)(a) A report, disaggregated by race, ethnicity, and ELL status, of all students enrolled in ALEs, by type of ALE, 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 SY2022-23.

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-47, V.G.1.b (1) Appendix E - AAC SY2022-23; V-48, V.G.1.b (2) Appendix F - GATE SY2022-23; and V-49, V.G.1.b (3) Appendix G - UHS SY2022-23.***

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

*See **Appendix V-8, V.G.1.c ALE Supplementary Goals Summary***, to view analysis of the 15% Rule for SY2022-23.

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

*See **Appendix V-50, V.G.1.d Policy and Procedure Amendments SY2021-22***, to view amendments concerning Advanced Learning Experiences for SY2022-23.

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-51, 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 SY2022-23.

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-4, II.K.1.m Outreach, Marketing, and Recruitment (OMR) Plan SY2021-22**, to view recruitment and marketing materials developed for SY2022-23.

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-9, V.G.1.g UHS Admissions SY2022-23 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 SY2022-23. 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 SY2022-23.

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-6, 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-52, V.G.1.l Dual-Language Services by School and Grade, which contains a listing of each dual-language program for SY2022-23.

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-53, V.G.1.m (1) AASSD Outreach, V-54, V.G.1.m (2) MASSD Outreach, and V-13, V.G.1.m (3) DL Outreach SY22-23, to view mailers distributed at outreach meetings during SY2022-23.

V(G)(1)(n)	<p>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;</p> <p><i>See Appendix V-55, V.G.1.n Revised MTSS Early Warning System, for an overview of the system.</i></p>
V(G)(1)(o)	<p>A disaggregated report on all students retained in grade at the conclusion of the most recent school year;</p> <p>The data required by section (V)(G)(1)(o) are contained in Appendix V-56, V.G.1.o Retention.</p>
V(G)(1)(p)	<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;</p> <p><i>See Section V.E.1.a, AASSD Student Interventions and Supports, and Section V.E.2.a, MASSD Student Interventions and Supports, of this report for information about college mentoring programs.</i></p>
V(G)(1)(q)	<p>A description of the process for providing academic intervention for struggling African American and Latino students;</p> <p><i>See Appendix V-57, V.G.1.q Academic Intervention Process, to view information for the academic interventions in SY2022-23.</i></p>
V(G)(1)(r)	<p>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;</p> <p><i>See Appendix V-58, V.G.1.r AASSD - MASSD Academic Intervention Teams, for improving student academic success, including school locations for SY2022-23.</i></p>
V(G)(1)(s)	<p>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;</p>

To view descriptions of quarterly events and materials for SY2021-22, see **Appendices V-59, V.F.1.s (1) AASSD Quarterly Parent Events**, and **V-60, V.F.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-21, IV.K.1.q Master USP PD Chart**. This report contains a table of all formal professional development opportunities offered for SY2022-23.

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-15, V.G.1.u Students Receiving Ex Ed Services SY2022-23**. This report contains a table of all SY2022-23 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 SY2022-2023, the Student Relations Department worked diligently to reduce discipline overall and eliminate discipline disparities, strengthen the District's PBIS initiative, and extensively revise the student Code of Conduct. This was done with support from senior leadership and the Department of Equity, Diversity, and Inclusiveness (EDI).

The major foci for the department were to:

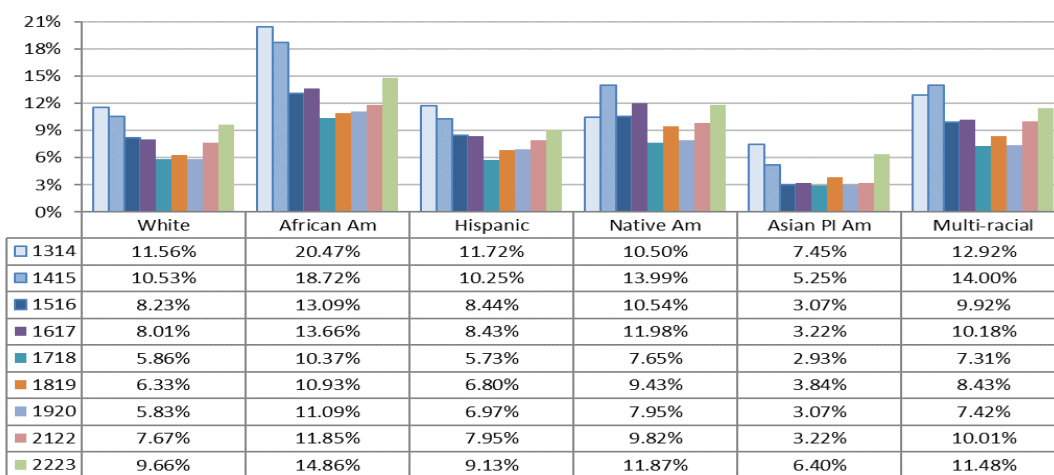
- Prepare and train District trainers to work with school sites on how to implement PBIS best practices.
- Revise the Code of Conduct for Board Approval by June 2023.
- Continue to train schools on Restorative Practices during professional development Thursdays and ILA.
- Continue to monitor and support compliance with the student Code of Conduct to ensure due process for students.

A. Discipline Outcomes

1. Overall Student Discipline Rates

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

Graph 6.1: Total Discipline Rates by Ethnicity 2022-23 and Prior Years



Discipline rates increased for all groups in SY2022-23; however, for the first time since 2017-18, the overall discipline rate for Hispanic students fell below that for White students (9.13% compared to 9.66%).

Table 6.1: White, African American, and Hispanic Discipline Rates

DISCIPLINE	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	4.6	0.47
2021-22	7.67	11.85	7.95
	Difference	4.18	0.28
2022-23	9.66	14.86	9.13
	Difference	5.20	-0.53

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

Suspension rates rose for all race/ethnicity groups, with the exception of multi-racial, in SY2022-23.

Graph 6.2: Out-of-School Suspension Rates by Ethnicity

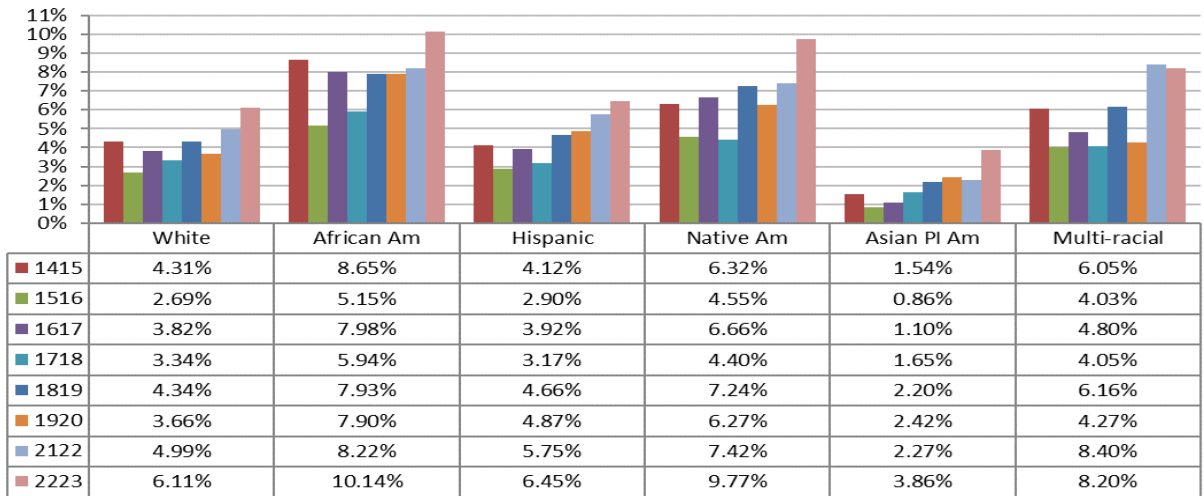


Table 6.2: Out-of-School Suspensions
Differences between White-African American, and White-Hispanic Rates

OSS Suspensions	White	African Am	Hispanic
2013-2014	4	7.91	4.09
	Difference	3.82	0
2014-2015	4.31	8.65	4.12
	Difference	4.53	0
2015-2016	2.69	5.15	2.9
	Difference	2.25	0
2016-2017	3.82	7.98	3.92
	Difference	4.06	0
2017-2018	3.34	5.94	3.16
	Difference	2.61	-0.17
2018-2019	4.34	7.93	4.66
	Difference	4.24	1.21
2019-20	3.66	7.90	4.87
	Difference	4.24	1.21
2021-22	4.99	8.22	5.75
	Difference	3.23	0.76
2022-23	6.11	10.14	6.45
	Difference	4.03	0.34

The gap in out-of-school suspension rates widened between White and African American students by 4%. Out-of-school suspensions for Hispanic students remained comparable to 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.⁴

Table 6.3 and Table 6.4 show the p-index for both short-term and long-term suspensions. The p-index shows that African American students continue to be disproportionately suspended with respect to short-term and long-term suspensions. However, there continues to be movement towards parity.

Table 6.3: P-Index for African American Student Out-of-School Suspensions

School Year	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22	2022-23
District Enrollment	6%	9%	10%	9%	10%	10%	10%
Short Term Suspension	19%	17%	16%	16%	15%	14%	15%
P-Index	3.17	1.89	1.6	1.78	1.5	1.38	1.5
Long-Term Suspension	16%	19%	19%	20%	18%	14%	12%
P-Index	2.67	2.11	1.9	2.22	1.8	1.38	1.2

In contrast, Hispanic students continue to be at or close to parity with respect to both short- and long-term suspensions.

Table 6.4: P-Index for Hispanic students Out-of-School Suspensions

School Year	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22	2022-23
District Enrollment	63%	61%	61%	61%	61%	61%	61%
Short-Term Suspension	51%	54%	56%	54%	57%	59%	62%
P-Index	0.81	0.89	0.92	0.89	0.93	0.97	1.02
Long-Term Suspension	57%	57%	52%	54%	51%	63%	60%
P-Index	0.9	0.93	0.85	0.89	0.84	1.15	1.15

⁴ 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.

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 6.5: Likelihood Ratio for Short Term Out-of-School Suspensions

School Year	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22	2022-23
AfAm/White Ratio	3.2	2.1	1.9	1.8	1.7	1.6	1.7
Hispanic/White Ratio	0.8	1.0	1.1	0.9	1.0	1.1	1.1

Table 6.6: Likelihood Ratio for Long Term Out-of-School Suspensions

School Year	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22	2022-23
AfAm/White Ratio	3.5	2.2	2.3	2.1	2.1	2.0	1.7
Hispanic/White Ratio	1.2	1.0	1.1	0.9	1.0	1.6	1.6

In all instances, African American and Hispanic students were more likely to receive a short- or long-term suspension than White students. However, in 2022-23, the probability that an African American student was more likely to receive a short-term suspension increased, while the probability of receiving a long-term suspension fell. For a Hispanic student, the likelihood of receiving a short- or long-term suspension was higher than for Whites.

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

The Student Relations (SR) Department continued to support schools with successful implementation of both Positive Behavior Intervention Support (PBIS) and Restorative Practices (RP). These strategies are designed to proactively address behavior and disciplinary issues, and ultimately to improve a site's overall culture and climate.

As streamlined training is a critical component to the successful implantation of PBIS and RP, the SR Department ensured that training opportunities were available at the site and district level. All District personnel, including, teachers, Multi-Tiered System Support Coordinators/Facilitators, Restorative Practice Facilitators (RPFs), In School Intervention (ISI) Teachers, Counselors, Deans of Students, and

administrators, received weekly and quarterly professional development (PLD) for PBIS and RP. Certain site-based Professional Development presentations were presented in collaboration with the Social Emotional Learning Department.

1. PBIS Training and Implementation

In SY2022-23, the District continued to offer all District personnel access to weekly and quarterly professional development in PBIS best practices. Sites were able to request the Student Relations team to train their staff in PBIS practices or meet with their Behavior Management Team to offer support as needed. All District personnel had the opportunity to register for RP/PBIS Training during quarterly District Professional Learning Days (PLD) (**Appendix VI-1, Master PD Calendar**).

The SR Department also continued to build its PBIS training during the 2022-23 school year. The SR Program Coordinator and specialists participated in KOI Education's Trainer Leader Coach Certification training. KOI Education-certified SR personnel collaborated with departments, including Curriculum and Instruction and Social Emotional Learning, to establish a District PBIS Professional Development Team. This team collaborated with KOI Education materials and TGS Consulting, a PBIS consulting company, to create PBIS Professional Development materials that will be utilized in SY2023-24 and remain with the District for future training purposes. To further support the SR Department's ability to lead the District PBIS Professional Development Team, the SR Program Coordinator attended the Southeast Culture and Climate Conference, to ensure that the District is implementing PBIS with current research-based best practices.

The SR Department continued to collect monthly data from each site regarding PBIS and culture and climate, including all professional development taking place on each site's campus relating to PBIS/RP/Culture and Climate in the Monthly Discipline Report (MDR). Each school not only reported on discipline data but also provided notes on the site's bi-weekly or weekly Behavior Management Team meetings, school-wide PBIS events, professional learning training, and other information (**Appendix VI-2, Behavior Team Management Report**).

In collaboration with the Superintendent's office and the Curriculum and Instruction, Student Success and Leadership, and EDI departments, a PBIS plan was created, funded, and implemented to support strong PBIS practices districtwide for the 2023-24 school year (**Appendix VI-3, PBIS 2022-23 Implementation Plan**). As a result of a need for additional personnel, the SR Department trained 26 District

personnel as well as the members of the PBIS Professional Development team. Referred to as “District PBIS PD Champions,” this team will facilitate in presenting the mandatory Professional Development series to each site districtwide. Team members come from multiple school sites and departments, and they include counselors, MTSS facilitators, RPFs, teacher assistants, and teachers, as well as the Exceptional Education Department coordinator, behavior specialists, and academic trainers. The SR Department shared the PBIS Implementation plan with all District and site stakeholders, to ensure successful implementation, beginning in June 2023, when all sites signed up for their mandatory training for SY2023-24.

To facilitate the documentation and tracking of PBIS data under this plan, the SR Department collaborated with the District’s Synergy Team to pilot Synergy’s new online Behavior Point System, set to roll out in SY2023-24. Seven sites (Bonillas Elementary, Booth-Fickett K-8, Pistor Middle School, Robins K-8, Sahuaro High School, Warren Elementary, and Valencia Middle School) piloted the Synergy Behavior Point System with training and support provided by SR and Synergy teams.

2. Restorative Practices Training and Implementation

The District continued to use the trainer-of-trainers model to provide Restorative Practices professional learning opportunities. The trainer-of-trainers instruction, provided by the SR Department and certified RPFs, combined general theories about the interconnections between Restorative Practices, restorative justice, and Culturally Responsive Pedagogy (CRP) with real-world strategies and best practices. RPFs met weekly for additional training and to review best practices. Each session was approximately 60-120 minutes. All certified RPFs, as well as the certified SR Program Coordinators, continued to collaborate to utilize the series of trainings created by the SR Department in SY2020-21, as well as the additional Professional Development training, made available on PowerSchool, to tailor PD opportunities for individual site PD and PDT (Professional Development Thursdays).

The SR Department also continued to provide RP learning opportunities to all District leadership, site administrators, MTSS Coordinators, Deans of Students, counselors, CSPs, ISI/PIC teachers, teachers, Behavior Interventionists, and monitors, and to all other school support staff. These opportunities took place during individual site PDs, in small groups or as the whole staff, as well as during PDT (Professional Development Thursdays). Each session lasted 60-120 minutes. The SR Department continued to utilize and share the five-part Restorative Practices series with the

single 10-minute RP overview available online through PowerSchool (formerly TNL), for all District personnel to have additional resources in conjunction with any virtual or in-person training.

All sites continued to utilize Restorative Practices when addressing behavior and discipline proactively and continued to implement restorative circles and conferences as required actions for all disciplinary violations under District Policy JK-Student Discipline. Consistent support was offered to all sites districtwide by SR Department staff.

Ten school sites had a full-time Restorative Practice Facilitator (RPF) who offered daily support and training to staff in SY2022-23. Sites included Booth-Fickett, Dietz, Lawrence, Magee, Safford, Doolen, Pistor, Secrist, Valencia, and Tucson High. Each RPF provided professional development to their individual site administrators, teachers, and staff, in both small and large groups. These professional development presentations focused on foundational concepts such as discipline versus punishment, implicit bias, school climate, as well as the use of circles, conferences, and other Restorative Practices, including the Social Discipline Window and The Compass of Shame, to create a supportive and restorative school environment. RPFs and principals used these concepts to workshop materials to train staff on creating restorative and inclusive school environments during their site-based professional development meetings (**Appendix VI-4, Professional Learning Presentations on Restorative Practices - Examples**). In addition, RPFs facilitated the Behavior Management and the Monthly Discipline team meetings and assisted in the completion of reports. RPFs also served as the site PBIS coordinator.

C. Student Code of Conduct

In SY2022-23, the District continued to disseminate the TUSD Code of Conduct by posting it and related documents on the District's website in all 7 major languages and making it available to all students and parents via a downloadable app.

In July 2022, 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 Code of Conduct management, and administrators received additional training on the Code at an Instructional Leadership Academy training. The SR Compliance Liaison spent several days at sites with new administrators to provide "real-time" training on the Code, policy implementation, and the student information system.

Additionally, SR provided online professional learning for all District personnel who had contact with students. This opportunity included key information about the Code, such as consequences, interventions, application, due process, PBIS, and RP. An online assessment followed the training.

Schools delivered informational sessions on the Code via school assemblies or in class, and to parents twice per year at informational events. To monitor compliance, sites submitted the dates to the Student Relations Compliance Liaison (CL) once per semester. The CL maintained a spreadsheet with dates and audiences to ensure that information about the Code was being disseminated.

Throughout the school year, the SR Department reviewed disciplinary actions for compliance with the Code and other District policies. The CL submitted reports twice weekly to the Student Relations director, District leadership, and the Governing Board 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 offenses, as described by the Code.

Finally, schools were required to host parent, staff, and student information sessions about the Code to ensure buy-in from these critical stakeholders.

In January 2023, the Student Relations Department began the revision process of the TUSD Code of Conduct. 9,642 stakeholder voices had been documented by May 2023, and the Code of Conduct was approved by the Governing Board on June 13, 2023. The timeline was as follows:

JANUARY	o Establish norms
	o Review for input content for the community forums
	o Review code of conduct examples statewide to inform future decision-making
FEBRUARY	o Community forums
	o Student forums
	o Virtual forums
	o Preview District surveys
MARCH	o Surveys are sent out the first week of March
	o Survey data is collected and analyzed
APRIL	o Data from student forums and community forums are shared with committee
	o Stakeholder input used to inform the revisions to the Code of Conduct
JUNE	o PIA completed
	o Revised Code of Conduct is presented to the Governing Board

The Director of Student Relations met weekly with the Code of Conduct Revision Committee via Zoom. The committee consisted of teachers, TEA members, District administrators, parents, legal counsel, and one regional superintendent (**Appendix VI-5, Code of Conduct Revision Committee**). The task of this committee was to review the current Code of Conduct and recommend changes. The final Revision Committee meeting took place in May 2023.

An important step in the process was to meet with as many stakeholders as possible. To achieve this, the SR team held eight community forums, one in each region and three virtually. Student forums were held at all high schools, seven middle schools, and eight other schools (k-8, k-12, and 3-8), capturing over 1,800 student voices. SR also held forums with District department staff including the Native American Student Services, African American Student Services, Mexican American Student Services, ELL, Food Services, and School Safety, Facilities, Transportation, and TEA departments, as well as members of Parent Advisory groups. In addition, staff forums were held with Dr. Trujillo, the District superintendent. Over 4,450 District staff filled out a Code of Conduct revision survey.

Parents and community members also had the opportunity to give input. Community forums were held January through April at several schools throughout the District. More than 3,350 parents attended these forums and filled out surveys. During each forum, extensive notes were taken; those were then analyzed by SR staff and members of the Revision Committee. All of the ideas gathered from these specific voices were implemented when revising the Code of Conduct. In total, the SR Department heard from 9,462 stakeholders.

In May 2023, Student Relations compiled the suggestions from all stakeholders and created a new Code of Conduct for implementation in SY2023-24 (**Appendix VI-6, VI.G.1.d Revised Student Code of Conduct**). The changes to the Code of Conduct were as follows:

- The Code of Conduct will be broken into three grade-level bands: elementary, middle, and high school.
- Each section will have a progression chart, allowing schools to follow progressive discipline.
- Student enrollment at DAEP will be extended.

- Hearing officers will have the option to offer alternative education programs as an alternative, or in partnership with, a consequence when making decisions at a long-term suspension hearing.
- Students will progress through grade-level bands and action levels when determining a consequence progression.
- In the example section of telecommunication device or other technology improper use level 2, we will add the language “audio-visual recording and photographs without prior consent.”
- A specific definition of threats and intimidation was created, and it will be assigned a level consequence for progression when involving District staff.
 - Revised description: “Indicating by words or conduct, the intent to cause physical injury to a TUSD employee or guest or TUSD property or serious damage to a TUSD employee’s property or guest of the District’s property or intentionally placing a TUSD employee or TUSD guest in reasonable apprehension of imminent physical injury. This may include, conduct that occurs through a telecommunication or digital device.”
- Threat and intimidation towards staff will be moved from level 3 to level 4.
- A specific definition of defiance and disrespect has been created, and it will be assigned a level consequence for progression when involving District staff.
 - Revised descriptions: Defiance: “Engaging in socially rude interactions in which there is disrespect and resistance to a staff member’s directive or request.” Disrespect: “Engaging in intentional behavior with staff that insults one’s race, appearance, professionalism, general insults, insults that involve curse words, throwing objects at the staff member, destroying classroom property belonging to the staff members.”
- Defiance and Disrespect towards staff will be moved from level 2 to level 3.

- All levels: Verbal provocation will be moved from level 1 to level 2.
- All levels: Fighting will be moved from level 4 to level 3.
- All levels: Illicit drug use will be moved from level 4 to 3.
- All levels: Tobacco possession or use will be moved from level 2 to level 3.
- All levels: Alcohol possession or use will be moved from level 4 to level 3.
- All levels: Trespassing/Graffiti/Tagging will be moved from level 2 to level 3.
- All levels: Possession of a simulated firearm will be moved from level 3 to level 4.
- Elementary: Tardies and unexcused absences will be removed from the Code of Conduct.
- Middle and high school: Leaving school grounds without permission will be moved from level 1 to level 2.
- High school: Parking lot violations will be moved from level 1 to level 2.

The revised Code of Conduct and Performance Impact Analysis were approved by the Governing Board in June 2023 and will be implemented in SY2023-24 (**Appendix VI-7, Performance Impact Analysis-Proposed Revisions to the Code of Conduct**).

D. Positive Alternatives to Suspension

The District continued to maintain and implement positive alternatives to suspensions in SY2022-23, 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. Administrators utilized different alternatives, depending on the nature of the violation and Code protocol. Positive alternatives include restorative conferences and circles, abeyance contracts, In-school Interventions (ISI), and the District Alternative to Education (DAEP).

1. Restorative Conferences and Circles

The SR department continued to use preventative and responsive interventions when students engaged in misbehaviors that otherwise might lead to suspension. Among the most frequently used interventions in SY2022-23 were restorative

conferences and/or restorative circles. The SR staff and site RPFs provided training to site staff on implementing these restorative practices.

2. In School Intervention (ISI) and Positive Intervention Center (PIC)

In SY2022-23, ISI/PIC spaces were available and utilized for students who needed time outside of the classroom to receive SEL (Social Emotional Learning) support. These spaces provide PIC students with a 5- to 30-minute intervention period. During this time, the ISI/PIC Teacher, RPF, or other support staff conduct an SEL intervention with the student to ensure that he or she is ready to return to class successfully. For ISI, students spend the day with the ISI/PIC teacher, who works with the student on completing his or her academic work. ISI/PIC teachers provide behavioral support to the student by utilizing SEL and Restorative Practice strategies (**Appendix VI-8, VI.G.1.f (1) ISI/PIC Weekly Report- Sample**).

3. 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 to reduce the number of days students would have spent out of school and to restore students back into the school community.

4. District Alternative to Education (DAEP)

DAEP is a voluntary program providing students with the opportunity to continue their education. The DAEP staff supports students in reflecting on their decisions and identifying antecedent actions that may contribute to inappropriate behavior. In SY 2022-23, 147 students attended the program, including 42 middle school students and 71 high school students. Of the 147 students who attended the program, 78 students remained in the program through the end of their suspension.

The program's foci for the 2022-23 school year were to improve transitions for students returning from their suspension, improve communication between DAEP

and students' home schools, and find ways to re-engage students by finding relevance between their education and their community.

The process for enrolling students into DAEP was effective. However, the transition for students returning to their school after being suspended was not ideal for preparing students for a bigger school environment. Because of this concern, DAEP's Transition Specialist and Restorative Practices Facilitator met with each student consistently for weeks prior to the student's return to his or her home school.

The topics discussed were a) new coping skills learned while in DAEP, b) identifying triggers that lead to inappropriate decisions/behavior, and c) identifying a safe person at the home school whom the student can contact, should he or she need support. Additionally, DAEP staff communicated with students that they were available via email should the students need assistance with anything related to decision-making and/or schoolwork. This practice resulted in students returning to their schools more confident and with the knowledge that they could use their voices to advocate for themselves.

In previous years, there were some issues with communication between DAEP and the home school. In the 2022-2023 school year, DAEP staff enhanced communication, by establishing an expectation that students would communicate with their teachers and carbon copy their DAEP teacher. The benefits of this practice were twofold. The practice taught students self-advocacy and it improved communication between the teacher and the student. As a result, there were fewer incidents of students not receiving their classwork from their home schoolteachers, as compared to the 2021-22 school year.

The importance of school and community connections cannot be overstated. Often, making this connection benefits students by influencing students' positive school engagement. Because the Palo Verde staff had strong community connections, the Palo Verde site was chosen to participate in a pilot community outreach program with a concentration on available college and career opportunities in the Tucson community. Students who attended DAEP at the Palo Verde site were exposed to field trips to the University of Arizona and Pima Community College, as well as to career centers such as One Stop.

In addition to field trips, the staff at the Palo Verde site strengthened their collaboration with the Boys to Men group mentoring program. The exposure to higher learning institutions led to students realizing the importance of recovering their

credits to graduate in a timely manner. The exposure to One Stop resulted in two students gaining part-time employment. The Boys to Men mentoring program empowered students to identify their strengths and taught them to advocate for themselves.

Because of the positive results from this work, DAEP will continue to refine the transition and communication practices currently in place. Additionally, in the 2023-24 school year, DAEP will expand the community outreach activities to both high school sites and provide middle school appropriate outreach activities to support this age group.

At the beginning of the 2022-23 school year, the District completed a Performance Impact Analysis (PIA) requesting relocation of several DAEP classrooms (**Appendix VI-9, Performance Impact Analysis - Relocation of DAEP Classrooms**). For high school, the District proposed to move one high school classroom from the Southwest Education Center to the former Menlo Park school, and another high school classroom from Project MORE to Palo Verde High School. The reason for this change was to move the high school classrooms from low-demand areas to high ones and to increase student access to DAEP services. The District also requested the relocation of two middle school classrooms, from Magee and Doolen to Catalina High School, to improve access, facilities, and flexibility. On August 23, 2022, the Governing Board approved moving one DAEP high school classroom from Project More to Palo Verde. The rest of the proposal was tabled.

The District also submitted a PIA to formalize existing practices with respect to teacher assignments at DAEP sites (**Appendix VI-10, Performance Impact Analysis - Flexible Assignments for Certified DAEP staff**). Under this proposal, the District proposed the adoption of flexible teaching assignments that would allow the DAEP program to maintain a 1:10 teacher student ratio at every site and allow DAEP to assign staff where needed. The Governing Board approved this arrangement on August 23, 2022.

Once these issues were addressed, the DAEP program opened at four sites in SY2022-23. Doolen Middle School and the Southwest Learning Center served middle school students (6th-8th), while Palo Verde High and Menlo Park hosted the high school DAEP programs.

E. Discipline Data Monitoring

The District continued to improve school-level data entry practices to ensure accurate and reliable reporting in SY2022-23, particularly through training on data entry. The SR Department actively monitored discipline data and adjusted strategies based on frequent and recurring data analysis, assessment, and evaluation.

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

The SR Department disseminated discipline reports to various stakeholders: EDI directors received a weekly report, and regional superintendents and the District superintendent received regional data bi-weekly. In addition, School Safety received a report on the top violations by schools bi-weekly.

School sites received error reports throughout the fall semester for discipline that needed to be corrected. SR received discipline data from school sites monthly as part of their monthly discipline report, which shared the number of incidents by ethnicity.

The District's Compliance Liaison (CL) monitored discipline data to ensure compliance with policy and procedures in SY2022-23. The CL monitors Code compliance, due process policies, regulations, and the accuracy, reasonableness, and consistency of disciplinary consequences. This daily review includes monitoring suspensions and positive alternatives to suspension, including ISI and DAEP. The CL also monitors long-term suspension hearings and ensures that disciplinary consequences are equitable and consistent with the violation. As the first line of review, the CL identifies discrepancies between facts and disciplinary consequences, reviews the duration of suspensions, and identifies misclassification of incidents. The CL contacts principals and the regional superintendents to investigate identified anomalies and, if necessary, helps develop acceptable resolutions.

In addition to submitting incident-specific reports, the CL submitted reports twice a week to regional and central leadership. Reports included information about long-term suspension hearings, short- and long-term suspensions, and the use of abeyance contracts. The CL also included analyses of suspension details, including

grade-level, gender, race/ethnicity, violation, dates, and duration of suspension (or alternative to suspension). Assistant superintendents reviewed the reports, investigated questionable incidents and/or consequences, and took necessary corrective measures.

F. Corrective Measures

The District continued to take measures to address deficiencies in site-based implementation of discipline policy in three categories: sites that struggled with due process compliance, sites with race/ethnic disparities, and sites with high disciplinary rates for aggression (because campus safety is a top priority).

Districtwide, school sites were monitored on a weekly basis, with 12 sites designated for compliance monitoring, to ensure due process. Error reports were run, and site administrators were notified via email of their errors to correct. If a situation was discovered, SR staff investigated the concern and aided the site administrator as needed, to ensure due process compliance. Regional superintendents were informed of compliance concerns.

The SR distributed Synergy “risk ratio” reports showing behavior and discipline race/ethnic disparities at school sites. The EDI Student Support Services directors and the Assistant Superintendent of EDI received a weekly report, while regional superintendents received a summary twice a month. The SR Department visited schools with behavior and discipline disparities and worked with the site administrator to address them.

Student Relations also produced reports for the regional superintendents that covered the top 10 sites with the top five violations districtwide. Site administrators tracked their own number of incidents with their Monthly Discipline Reports. Student Relations met with each principal who consistently fell into the top 10 list districtwide and shared data with them.

G. Student Success Document (SSD)

In SY2022-23, the SR Department replaced the Support Action Plan (SAP) template with the Student Success document (SSD). As with the former SAP, the template details the discipline team members, sets goals, and identifies a weekly action plan (**VI-11, VI.G.1.c Student Success Document (SSD)**). The SSD template was used to identify areas of need and action items by two schools in 2022-23.

As the department continued to monitor discipline data, two school sites were identified that fit all three categories: compliance concerns, consistently high-risk ratios for African American students, and in the top violation category within their region. To support these schools, the SR Department met with the site administrators and collectively created strategies on how to address the areas the school site identified. The finalized SSDs were personalized according to the different needs of each site.

During the school year, Student Relations worked with an elementary team where they decided that support was needed for students with high behavioral needs within their African American and Hispanic student populations. Site and SR staff created a list of these students and strategically assigned them to three program specialists within the department. The specialists then met with the students weekly to build rapport and work on social emotional needs, de-escalation techniques, and conflict resolution.

For the K-8 school, the SSD addressed truancy issues. With the support of the SR team, the school site decided to build schoolwide systems for supporting students' continued success in class, bell to bell, every day.

In addition to the SSD sites, the SR program specialists supported nine sites (seven elementary and two K-8) providing 1-1 student support, weekly visitations, de-escalation, restorative practice services, and social emotional services.

H. Discipline Professional Learning

Positive Behavior Intervention Support and Restorative Practices Professional Development opportunities were offered to all sites districtwide, both for small groups (including their Behavior Management Teams) and for all staff on Professional Development Wednesdays. Additional PD opportunities were available districtwide on quarterly professional learning days. PL days were divided into four 120-minute sections and presented virtually. Onsite PBIS/RP presentations included PBIS/RP fundamentals, ISI/PIC best practices, and de-escalation strategies. PowerSchool RP training materials continued to be readily available to District personnel.

Monthly Discipline Reports (MDR) included bi-weekly/weekly Behavior Management Team meeting notes and updated culture and climate data. The culture and climate data included in the MDR require sites to state all professional development geared toward or related to culture and climate and whether the school

environment has been generally more positive, with decreased aggression (**Appendix VI–12, V.G.1.f (2), Monthly Discipline Report - Sample**).

In SY2022-23, the District held a new event designed to support the inclusion of student voices and serve as a professional learning opportunity for high school students. The theme for the inaugural 2022 EDI Student Summit was to “inspire, empower and motivate” students. The event included keynote speakers, musical performances, and a wide variety of topical workshops ranging from allyship to youth laws. Presenters included motivational speakers, business leaders, college graduates, and community members (**Appendix VI–13, 2022 EDI Student Summit (Schedule, Classes & Presenters)**). More than 600 students attended the event, hosted by Santa Rita High School.

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–14, VI.G.1.a Appeals to Hearing Officers and Governing Board** report, for the 2022-23 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–15, VI.G.1.b Discipline Data SY2022-23**.

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

*See **Appendix VI–11, VI.G.1.c Student Success Document (SSD)** (formerly named Student Support Document).*

- 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.
- In June 2023, the Governing Board approved the adoption of a new Student Code of Conduct; *see* **Appendix VI-6, VI.G.1.d Revised Student Code of Conduct.**
- VI(G)(1)(e) Copies of any Governing Board policies amended pursuant to the requirements of this Order;
- See Appendix VI-6, VI.G.1.d Revised Student Code of Conduct.*
- VI(G)(1)(f) Copies of any site-level analyses conducted by the RPPSCs;
- See Appendices VI-8, V.G.1.f (1) ISI-PIC Weekly Report-Sample, and VI-12, V.g.1.f (2) Monthly Discipline Report-Sample.*
- 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-21, IV.K.1.q Master USP PD Chart.** This report contains a table of all formal professional development opportunities offered for SY2022-23.

VII. Family and Community Engagement

The District recognizes the significant impact that family involvement has on students' academic success, wellbeing, and overall development. The District's efforts in family and community engagement are planned, coordinated and implemented by the Family and Community Outreach Department, fostering strong partnerships between schools, families, and the community. The ability to provide inclusive educational and basic "need" support benefits all students and families.

The Family and Community Engagement Action Plan (**Appendix VII-1, Family and Community Engagement Plan SY2022-23**) serves as a roadmap for implementing and sustaining effective family engagement practices. It outlines the District's commitments, strategies, and framework to ensure meaningful and inclusive involvement of families and community members. The plan encompasses two main areas of focus: individual school-based activities and districtwide initiatives. The plan also considers the diverse needs and backgrounds of the District's student population, aiming to address any disparities and promote equity in education.

A. Plan Implementation

1. Communication and Districtwide Coordination

In the 2022-23 school year, the Family and Community Engagement (FACE) team facilitated communication and collaboration between schools, families, and the community to ensure widespread participation and support for family engagement initiatives. The Communications Department supports most to all FACE and interrelated department activities. Key areas of focus for SY2022-23 were:

- Every EDI department, along with several other District departments, were involved in planning, executing, and participating in various events and activities. Following are some examples of department participation:
 - Communication Department: video recordings, photographs, marketing and signage;
 - FACE Department: distributed 1,200 backpacks with supplies;

- EDI Departments: Facilitated and supported event registration.
- **New Family Mixers:** Recognizing the importance of welcoming and integrating new families into the District, the family engagement department organized new family mixers. The District's Enrollment Ambassadors were responsible for identifying the new families in all five regions, providing personal outreach to the families, and participating in all five mixers. In all, 600 families participated across all four family mixers. These events provided an opportunity for new families to connect with District staff, District administrators, and other parents. By fostering a sense of community and belonging, new families could receive information about District resources, programs, and support networks.
- **Parent Teacher Conference Workshop:** Four informational sessions were held, in collaboration with the Meaningful Access Department. Each was intended to ensure parents are educated on various aspects of parent-teacher conferences, including how to effectively communicate with teachers, ask relevant questions about their child's progress, and address any concerns or challenges. Each FRC hosted this workshop, with over 30 families participating.
- **MASSD College and Career Readiness and FAFSA:** FACE and MASSD facilitated a series of workshops and informational sessions focused on college and career readiness, which were hosted at the FRCs for families and students. These sessions provided parents and guardians with guidance on navigating the college application process, understanding financial aid options, and completing the Free Application for Federal Student Aid (FAFSA). By empowering families with knowledge and resources, the District aimed to support students' post-secondary aspirations.
- **Tell Me More Series:** Representatives from numerous departments within TUSD provided fun-filled, hands-on, interactive activities to help parents/guardians learn about what happens in the classroom, and how they can support their child's learning at home. The focus was to cover

either ELA, math, science, or social studies content. Workshops were facilitated by the following TUSD programs and departments:

- Advanced Learning Experiences
 - Fine Arts & OMA
 - Magnet Schools/Program
 - Culturally Responsive Pedagogy & Instruction
 - Language Acquisition
 - Multicultural Curriculum
 - African American Student Services
 - Asian Pacific American & Refugee Services
 - Mexican American Student Services
 - Native American Student Services
- FACE to FACE: An interactive series of informational sessions called “FACE to Face.” The series consisted of monthly Zoom sessions, which gave families the opportunity to learn about District and community resources and to interact with community partners, District staff and leadership (**Appendix VII-2, FACE to Face SY2022-23**). Topics covered include:
 - Family & Community Outreach Department and Heart Program Services
 - Tu Nidito presenting free community resources for Mental Health & Grief and loss. Children 5-18 years of age
 - Information on Open Enrollment Process in TUSD
 - University of Arizona & Pima College Present College Prep
 - EDI Student Equity Departments present on what each department has to offer students in TUSD
 - Community Summer Programs

Additionally, FACE continued to maintain existing and foster new relationships with community organizations, local businesses, and other stakeholders to leverage external resources and create partnerships that benefit students and families (**Appendix VII-3, FACE Community Partners SY2022-23**). The following is a sampling of partnership services, grant awards, and communication efforts for SY2022-23.

- The Educational Enrichment Foundation and Amazon provided hygiene kits that were distributed amongst all four FRCs and the Duffy Clothing Bank.
- A grant totaling \$37,500 awarded by The Arizona Food Bank Network to the four Family Resources Centers (**Appendix VII-4, FRC Grant Award Letters SY2022-23**).
- Constant communication with families, staff, and the community via email, phone, and Zoom and in person, to provide information and referrals to meet specific needs of families.
- Information, resources, updates, and opportunity for engagement for families on the FRCs' Facebook page, Instagram, the FACE website, and Parent Link.
- Parent and staff focus groups via Zoom and in person to identify gaps in services and find ways to improve communication with FACE and District staff.

2. Family Resource Centers

The District continues to operate four Family Resource Centers (FRCs) that are strategically placed within or near the five regions (Silverbell, Santa Cruz, Arroyo Chico, Arcadia, and Pantano) and are conveniently located in current or former schools, such as Palo Verde High School, Catalina High School, Southwest Education Center, and Menlo Park School.

Each Family Resource Center provides:

- District information and resources
- Referrals to community resources
- Classes and workshops for parents, guardians, and other adult caregivers
- Information about District programs
- Access to computers and internet
- Support for *School Choice* applications
- Clothing bank and food

- Mental health counseling for District students and their families, through a program called Talk It Out (**Appendix VII-5, Talk It Out Flyer and Summary of Services SY2022-23**)

The dedicated staff within these family resource centers go above and beyond to ensure that parents are well-informed about the available services. They achieve this by sending out monthly newsletters and a monthly schedule of classes. To enhance communication and engagement, the District has adopted a new platform called S'more. This innovative platform delivers engaging and interactive newsletters that can be easily shared via email and social media, and it provides simple analytics, ensures ADA compliance, and supports translation of all five major languages spoken within the TUSD community (**Appendix VII-6, FRC Monthly Newsletters SY2022-23**).

3. Tracking Family Resources

FACE's action plan emphasizes the importance of ongoing evaluation and continuous improvement. By monitoring the outcomes of family engagement initiatives, the District can assess their effectiveness, identify areas for growth, and make necessary adjustments to meet the evolving needs and expectations of families and the community. The methods of data collection included electronic tracking, sign-in sheets, and Excel documents. Collectively, there were 15,109 visits, both virtual and in person, across all four FRCs (**Appendix VII-7, VII.E.1.d (1) Summary of Family Resource Services SY2022-23**).

4. Support for School-Site Family Engagement Efforts

FACE coordinators continued efforts to fully implement its Guidelines for Family and Community Engagement at School Sites by training (**Appendix VII-8, Guidelines for Family and Community Engagement at School Sites SY2022-23**). 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-9, Family Engagement Site Contacts SY2022-23**).

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

- Best Practices for engaging family and community (using the Guidelines for Family and Community Engagement at School Sites)
- How to maintain school websites and 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
- Involving parents in decision-making at schools

*See **Appendix VII-10, FACE Trainings and Supports for School Site Staff SY2022-23**, for a more complete list of trainings and supports.*

The District continued to ensure families had access to current and meaningful information about FACE on school 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 were current with the information posted on family and community engagement activities (**Appendix VII-11, School FACE Website Audits SY2022-23**).

To help schools further their family engagement goals, the District used various methods for gathering information from families. The District distributed the SY2022-23 Family Engagement Survey to all District families (**Appendices VII-12, VII.E.1.b Family Engagement Survey SY2022-23, and VII-13, VII.E.1.d (2) Family Engagement Parent Survey Results SY2022-23**). 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

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. “Type 2: Communicating” includes both one-way and two-way communication, “Type 4: Learning at Home” events are curricular focused, and “Type 5: Decision Making” includes events such as school site council or family engagement team meetings, where family members are involved in the school-level decision-making process.

Table 7.1: SY2022-23 Engagement Activities by Type and School⁵

School Type	Elementary	K-8	Middle	High	Alternative	All Schools
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

B. Translation and Interpretation Services

The District continued to provide translation and interpretation services to the families, students, community members, family centers, stakeholders, and staff and to communicate all services to families. The Meaningful Access program provided more than 2,335 translations and interpretations in 32 languages. The daily average for services were 13.3 events.

⁵ An activity or event may be counted more than once if it fits more than one type of family engagement involvement.

In addition to English, the major languages (defined as the home language for 100 or more students enrolled in the District) in SY2022-23 were Spanish, Arabic, Swahili, Kirundi/Kinyarwanda, and Somali. Based on an important influx of refugees from Afghanistan, the District took the initiative to adjust its budget to create another on-call position to provide interpretations and translations services to the official languages from Afghanistan, which are Dari, Pashto, and Farsi.

The District continued to provide a logistic SharePoint site to cover the demand for interpretation and translation services in an efficient and organized way. Interpretation services were conducted in three different modes: in-person, virtual, and over-the-phone.

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-14, 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 SY2022-23, refer to **Appendix II-1, II.K.1.m Outreach, Marketing, and Recruitment (OMR) Plan 2022-23**.

Also, see **Appendix VII-12, VII.E.1.b Family Engagement Surveys**, used to gather impressions of services from staff and families during SY2022-23.

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

See Appendix VII-15, VII.E.1.c Policies and Procedures Amendments SY2022-23.

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

See Appendices VII-16, VII.E.1.d(1) Summary of Family Resource Center Services SY2022-23, and VII-13, VII.E.1.d(2) Family Engagement Survey Results SY2022-23.

VIII. Extracurricular Activities

Research has found that participation in extracurricular (out-of-school) activities can have positive academic, personal, and social benefits for K-12 students. Student participation has been positively associated with higher school attendance and academic performance (better grades, higher test scores, greater interest in post-secondary education), increased personal growth (self-esteem, resiliency, engagement), and strengthened self-esteem, resiliency, and social skills (communication, leadership, collaboration).⁶

A. Results of Efforts to Sponsor Activities and Promote Participation

In SY2022-23, 9,002 students participated in extracurricular activities, with an overall increase in high school participation.

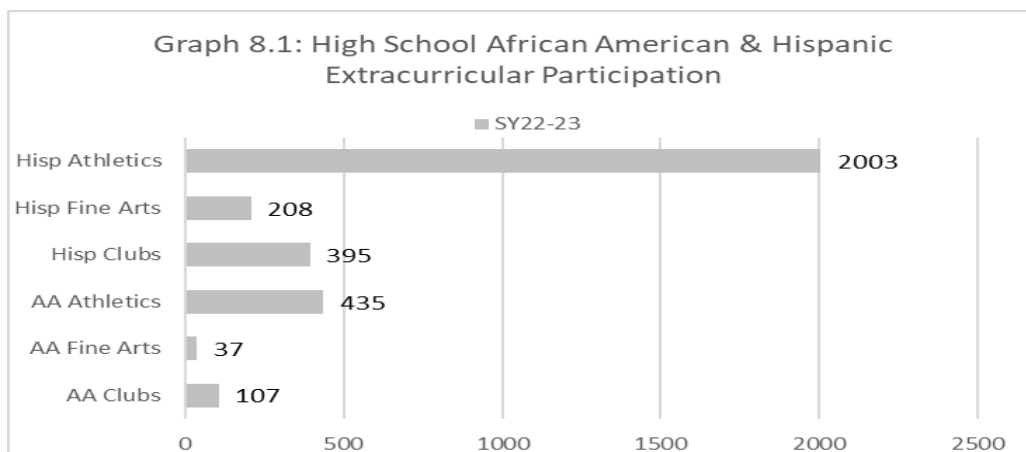
Table 8.1: Students in at Least One Extracurricular Activity

Year	GB	White		African American		Hispanic		Native American		Asian/ Pacific		Multi- racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	N
22-23	K-8	1139	24%	473	10%	2739	57%	135	3%	76	2%	213	4%	4775
	HS	938	22%	514	12%	2398	57%	102	2%	115	3%	160	4%	4227
	Tot	2077	23%	987	11%	5137	57%	237	3%	191	2%	373	4%	9002
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

⁶ *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success*, edited by Terry K. Peterson, 2013; *The Benefits of Participating in Extracurricular Activities*, Claudette Christison, BU Journal of Graduate Studies in Education, Volume 5, Issue 2, 2013; *The Value of Out-of-School Time Programs*, Jennifer McCombs, Anamarie Whitaker, and Paul Yoo, Rand Corporation, 2017.

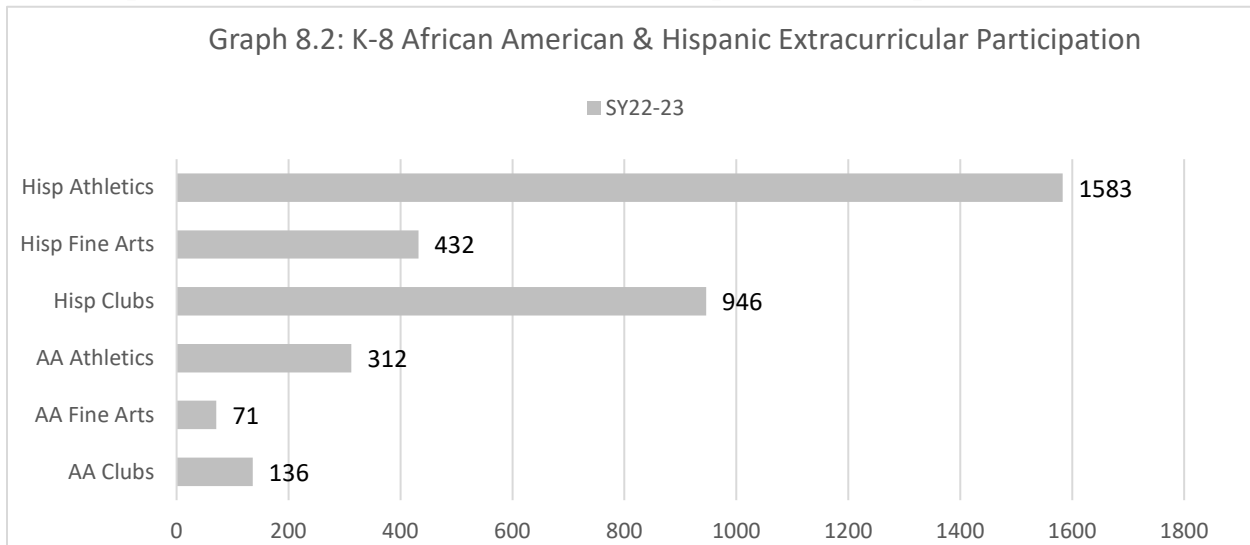
Graph 8.1 shows high school participation by activity for African American and Hispanic students in SY2022-23. High school African American and Hispanic participation increased by more than 10% in both the athletic and club categories.

Graph 8.1: High School African American and Hispanic Participation



Graph 8.2 shows the number of K-8 African American and Hispanic students participating in each of the extracurricular categories: athletics, performing/fine arts, and clubs. As shown, the African American and Hispanic student participation in athletic activities increased dramatically. This occurred as a result of an initiative by the Interscholastics team, introducing kickball as an optional sport for elementary age students along with B Team participation on Saturdays at various TUSD high schools. Participation in clubs and performing/fine arts for both Hispanic and African American students declined.

Graph 8.2: K-8 African American and Hispanic Participation by Activity



In SY2022-23, the percentage of African American EL students participating in extracurricular activities remained at 11%, while Hispanic EL participation fell slightly to 76% compared to the previous year.

Table 8.2: EL Students in at Least One Activity

Year	GB	White		African American		Hispanic		Native American		Asian/Pacific I		Multi racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
22-23	K-8	11	3%	24	7%	293	84%	1	0	18	5%	2	1%	349
	HS	8	5%	33	19%	106	61%	0	0	25	14%	2	1%	174
	Total	19	4%	57	11%	399	76%	1	0	43	8%	4	1%	523

In SY2022-23, Interscholastic staff continued to support six racially concentrated and/or low socioeconomic status schools that needed to expand their extracurricular activities or increase student participation. Sites supported included

Grijalva, Miller, Ochoa, Oyama, Tolson and Warren⁷ (**Appendix VIII–1, Extracurricular Participation by Activity at Targeted School Sites**).

B. Principal Review Process for Extracurricular Activities

The District continued to utilize the Principal Review Process in SY2022-23 (**Appendix VIII–2, Principal Review Process**). This protocol requires all schools: to establish an Extracurricular Management team, to identify and implement extracurricular activities, to monitor student participation, and to submit a report on their activities.

C. Leadership Training

In SY2022-23, District staff continued training students in becoming effective leaders. Unique to previous years, all first-year students and transfer student-athletes participated in the Captain’s Academy, a leadership program that utilizes a character-building model. All participating first-year student-athletes from 10 high schools took part in the program. The students participated in four series of workshops. The workshops were held once each quarter; each high school gathered all the athletes in the school’s auditorium where the workshops were facilitated via Zoom. Each school was placed in breakout rooms for team-building activities. The students met for one hour after lunch for each workshop. 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 “Sports Can Battle Racism” and “Honoring the Game-Social Media Use.” All participating students brought what they learned from the training to their respective sport and looked forward to applying the knowledge during their SY2022-23 competitions and training.

The Interscholastic Department provided sport clinics to athletes and coaches in May 2023. Each clinic was facilitated by District high school coaches. A total of 56 coaches and 146 athletes took advantage of the opportunity to increase their knowledge and skills in sports such as cross-country, track and field, flag football,

⁷ Of the original 10 schools selected, three have subsequently become 21st CCLC sites — Robison, Safford, and Pistor.

volleyball, and basketball. The clinics were held in person at Palo Verde, Pueblo, Tucson High, Santa Rita, and Sahuaro.

In SY2022-23, 22 student-athletes — male and female high school leaders from each high school — attended the Student Leadership Conference (SLAC) held at Xavier College Prep in Phoenix. The SLAC is a statewide student leadership conference sponsored by the Arizona Interscholastic Association (AIA). The students heard from two guest speakers and AIA chairpersons on topics such as school spirit, leadership, teamwork, and other areas. District Athletic Director Desire Wheeler facilitated a workshop on sportsmanship for athletes and school athletic directors.

The District's K-12 coaches, parents, and administrators participated in leadership opportunities, as well. In addition to supporting students, Positive Coaching Alliance collaborated with coaches to develop interpersonal relationships between coaches and players. Coaches attended two Zoom workshops: "Coaching for Winning and Life Lessons" and "Developing the Triple-Impact Competitor." In addition, all head coaches were required to attend the annual statewide seminar/training presented by the Arizona Interscholastic Association. Parents also participated in a Zoom workshop titled "Developing Winners in Life Through Sports." Finally, District Administrators attended the following Zoom workshop: "Developing a Positive Coaching Culture."

D. Collaboration with Transportation

To support after-school activities, the Transportation Department continued to offer activity buses to schools in SY2022-23 (**Appendix VIII-3, Activity Bus List by School SY2022-23**).

E. Funding for Extracurricular Activities

School sites utilize multiple funding sources to provide extracurricular activities to students. These sources include District funding, donations, external/partner organizations, tax credits, and fees (**Appendix VIII-4, Funding Sources for Extracurricular Activities**). The 21st Century Community Learning Center (CCLC) program continued to be an important support for 21 schools in SY2022-23 (**Appendix VIII-5, 21st CCLC Grant Participation 2022-23**).

F. USP Reporting

VII(C)(1) As part of its Annual Report, the District shall provide a report on student participation in a sampling of extracurricular activities at each school.

*See **Appendix VIII-6, VIII.C.1 Student Participation in Extracurricular Activities***, which includes student participation by selected activity, race/ethnicity, and school for SY2022-23.

IX. Facilities and Technology

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 SY2022-23. 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**). Along with health and safety, the other main priorities continue to be repairs and upgrades to existing facilities, improvements to classroom learning spaces, and providing access to updated technology.

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 SY2022-23**). FCI is an industry standard metric that serves as an objective benchmark to evaluate the building conditions at a school site. Over the previous year, the Governing Board approved limited infrastructure funding for site security improvements, lighting LED retrofits, HVAC retro commissioning projects, grounds improvements, and building improvements, at school sites identified in the previous year's MYFP.

In addition, we were successful in securing construction and design funding from the Arizona State Facilities Department for multiple large roofing projects. These projects have made a varying degree of difference in the overall FCI score at these school sites. Some projects make a major difference, such as the replacement of the air handlers at Tucson High School and the roof replacement at Catalina High School, and others have relatively minor impact on FCI scores, such as projects like individual HVAC package unit replacements and security fencing improvements.

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 SY2022-23**). Consistent with the funding approval for building infrastructure, the Governing Board

approved limited funding for projects that improved the ESS score. These projects included the 28 Pre-Kinder classroom renovation projects, improving perimeter security fencing, improving access control, and installing A-phones, security cameras, and security film at school safety identified school sites.

B. Multi-Year Technology Plan

1. Multi-Year Technology Plan (MYTP)

During SY2022-23, the District continued to prioritize technology initiatives to ensure that instructional delivery and District operations remained successful while working on-site or remotely off-site. Security measures, enhancements, and training programs were implemented following the cyber security incident of January 2023. There were no changes to the Multi-Year Technology Plan in SY2022-23 (**Appendix IX-4, IX.C.1.d MYTP**). The focus was on cyber safety and security, as well as continued enhancements to instructional and operational systems and processes.

The District continued its implementation of the one-to-one (1:1) student device program and ensured that every student for all grades had access to a device as well as internet connectivity to participate in instruction at schools and remotely, if needed. The District's technology team continued to program and support all existing student laptops and tablets, to ensure all devices functioned correctly across the internet from home, while also ensuring cyber safety and security of students. Teachers and staff were also provided devices and internet connectivity to perform needed tasks. All students using 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, which will continue in the future.

The District also continued to provide remote learning for any student who requested it, through the Tucson Unified Virtual Academy (TUVA), which was united with Catalina Online Learning Experience (COLE) to become TUSD primary Arizona Online Instruction (AOI).

Addressing the laptop, tablet, and hotspot technology needs for students for SY2022-23 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 (A&E), Exceptional Education, Language Acquisition, Fine Arts, Magnet, and many other departments to define, implement, and support a digital framework to facilitate teacher-led on-site and remote instruction.

a) Technology Condition Index

The District utilized the TCI to assess the allocation of hardware devices and teacher technological proficiency at each school during SY2022-23. The TCI continues to demonstrate equitable distribution of technology resources across the District, with no correlation to the demographic status of a school. The TCI report indicates a slight decrease in the overall District TCI and Classroom TCI because some whiteboards, printers, response systems, projectors, desktops, and other outdated devices have been disposed. However, the District's laptops increased from the prior school year, such that the school district currently provides one computer per student across all the schools in the District (**Appendices IX-5, IX.C.1.a (3) Final TCI Report SY2022-23, and IX-6, IX.C.1.b TCI Summary of Results SY2022-23**).

b) Instructional Technology

In SY2022-23, the District continued to provide instructional technology professional learning activities for teachers and staff as outlined in the Professional Learning Plan for Instructional Technology. The Instructional Technology Department continued to provide training and instruction to teachers to support the 1-to-1 computer initiative and utilize various applications and new educational technology devices.

Training and support for teachers in utilizing educational technology was provided by Teacher Technology Liaisons (TTLs) and the Instructional Technology Department, both working independently and in collaboration with the Curriculum & Instruction Department. The training sessions were organized in response to school requests for professional development. They were also offered during events like Professional Learning Thursdays, Summer Professional Development Academy, and monthly Curriculum, Assessment, and Professional Development Academy meetings. The content of these training sessions covered a wide range of topics relevant to integrating technology into education. The training sessions were based on several factors, including the introduction of new educational technology equipment such as

interactive panels and iPads, surveys conducted to gauge staff needs, and identified areas where technology would enhance teaching.

The Instructional Technology Department also developed a specific Resource Index for instructional and teaching materials related to the use of technology in the classroom, identifying the specific curriculum type addressed (math, ELA, science, or social studies) and the grade level of the curriculum (elementary, middle, and high). The Resource Index is internally posted, updated as needed, on the Educational Technology Resource Center SharePoint website and is available to all teachers (**Appendix IX-7, Resource Index of Instructional Technology Teaching Materials-Screenshot**).

Instructional Technology activities for SY2022-23 included:

- Supporting the effective rollout of Digital Promise's Verizon Innovative Learning Schools program at Secrist, Utterback, and Vail middle schools. The department assisted with the development of protocols, coordination of the program and training of staff designed to increase technology integration, and the meaningful integration of iPads into the classrooms. Two of the schools received national recognition, with Vail named the recipient of the Trailblazer School to Watch award and Secrist recognized as providing outstanding professional learning.
- Taking a proactive approach to implementing targeted and timely training, as over 1,800 Promethean Interactive Panels were installed around the District. The strategy involved developing and facilitating orientation courses to ensure that teachers and staff could effectively utilize these interactive displays. Additionally, differentiated and advanced trainings designed to further teachers' skills with using the features of the panels ensured that this large-scale investment will continue to empower teachers to leverage the panels to create more engaging and interactive learning experiences for students.
- Making the Google for Education suite of products more available and visible was a strategic decision by the Instructional Technology Department. Providing teachers with training and support for using Google for Education platforms encouraged its adoption and utilization

and significantly improved teaching, collaboration, and learning outcomes.

- Continuing to provide intensive and dedicated support for the technology-related needs of Tucson Unified Virtual Academy. Training was also provided for teachers, for lesson planning and curriculum delivery for online students. TUVA continued to address a need that could not be accommodated by a brick-and-mortar school.
- Providing training and support for Teacher Technology Liaisons (TTLs) to assist with the usage of Canvas, the District's Learning Management System, ensuring that educators receive effective guidance in utilizing this platform. By providing robust training, a knowledgeable and capable team was created to effectively assist teachers in making the most of the District's Learning Management System, Canvas, and significantly enhanced technology integration and digital teaching practices.
- Offering various self-paced and instructor-led courses through the Professional Learning Portal for teachers as well as administrators (**Appendix IV-21, IV.K.1.q Master USP PD Chart**).

In SY2022-23, the District used the Technology Integration Observation Tool (TIOT) to assess how teachers were utilizing the District's educational technology platforms. Instructional technology staff were able to analyze the use and frequency of applications including Clever, Office 365, Canvas (if applicable), and SchoolCity for lessons and assignments (**Appendix IX-8, Technology Integration Observation Tool**). By tailoring training and support to the needs of the educators, the department ensured a well-rounded and targeted approach to professional development. A total of 2,112 teacher observations were made during SY2022-23.

Table 9.1: Technology Teacher Observations by Region

Region	Completed
Silverbell 1	412
Santa Cruz 2	446
Arroyo Chico 3	445
Arcadia 4	455
Pantano 5	354
Total	2,112

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 SY2021-23; IX-3, IX.C.1.a (2) Educational Suitability Score SY2022-23; and IX-5, IX.C.1.a (3) Final TCI Report SY2022-23.**

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**; and summary results for TCI are contained in **Appendix IX-6, IX.C.1.b TCI Summary of Results SY2022-23.**

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

See Appendix IX-9, IX.C.1.c Facility Support Staff.

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

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

There were no significant changes to the Multi-year Technology Plan in SY2022-23. Enhancements were made to keep ensuring a 1:1 device-to-student status, to ensure all households being served by the District had Internet access for daily instruction. The Multi-Year Technology Plan appears in **Appendix IX-5, IX.C.1.d MYTP**.

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-21, IV.K.1.q Master USP PD SY22-23**. This report contains a table of all formal professional development opportunities offered for SY2022-23.

X. Accountability and Transparency

A. Budget Process and Independent Examination

1. The Budget Process

In Fall 2022, the Financial Services Department began internal conversations about the budget process for the 2023-24 school year. The intent was to refine the deadlines, information provided, and details requested from every school and department. The final process and timeline were presented to all school and department administrators the week of December 16, 2022.

Schools and departments engaged with the Financial Services Department to develop all budget plans and allocations from February 1 through March 15, 2023. During all meetings with individual schools and departments that are funded with Desegregation funds, subject-matter experts from various key areas (e.g., Language Acquisition, Magnet Office, Advanced Learning Experiences, etc.) were included, to ensure proper funding levels were allocated for approved Desegregation activities.

The District provided a line-item budget, a summary of significant changes between fiscal years, and drafts of budgets to the Governing Board for review during the public hearing on June 13, 2023. During the public hearing, members of the community were invited to provide comments regarding the proposed budget requests for the 2023-24 fiscal year. No comments were received. On July 11, 2023, the Governing Board formally adopted the Desegregation (910G) budget as part of the formal budget adoption process required by state law. No changes were made between the proposed and adopted versions of the 910G budget. A copy of the adopted 910G Budget for FY 2023-24 is posted on the budget page of the desegregation pages of the District's website.

2. Examination of Expenditures by Independent Accountants

The District commissions an independent 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. The independent accounting firm of CliftonLarsonAllen performed the examination in SY2022-23. The examination report appears as **Appendix X-1, Examination of Expenditures**.

B. Performance Impact Analyses

Under the terms of the District's Post-Unitary Status Reporting and Accountability Plan, the District must prepare a Performance Impact Analysis (PIA) for any proposed change from plans previously adopted pursuant to the USP and court orders in the desegregation case. The PIA must be posted on the District's website, and, if any Governing Board member requests, the proposed change analyzed in the PIA must be approved by the Governing Board.

Table X-1: Performance Impact Analyses Submitted SY2022-23

PIA Title	Date Posted	Description	Date of Public Hearing	Resolution
Flexible Assignments for Certified DAEP Staff usp-public-notice-20220803-pia-flexible-assignment-revised.pdf (tUSD1.org)	8/3/22	Formalize previously existing practices of DAEP teacher assignment to ensure a 1:10 teacher-student ratio and to optimize the use of certified staff resources.	9/23/22	Approved the changes to DAEP regarding flexible assignment of certified staff
Relocation of DAEP Classrooms usp-public-notice-20220803-pia-classroom-relocation-revised.pdf (tUSD1.org)	8/3/22	District proposes to move the DAEP high school classroom from the Southwest Educational Center to Menlo Park. District also proposes to locate the DAEP high school classroom from its former location at Project MORE to available space at Palo Verde High School. Lastly, the District proposes to relocate the two middle school classrooms at Magee and Doolen to available space at Catalina High School	9/23/22	Approve the movement of one DAEP high school classroom from Project More to Palo Verde High School and table discussion regarding middle school relocation.

PIA Title	Date Posted	Description	Date of Public Hearing	Resolution
Designate TUVA as an AOI School and Incorporate COLE functions into TUVA Desegregation Impact Analysis TUVA/COLE (tUSD1.org)	10/4/22	The District proposes to make the TUVA program permanent, by formally designating TUVA as an online school under state regulations for Arizona Online Instruction (AOI) status. As part of the process of making TUVA permanent, the online education option previously provided by COLE for all USP programs will be provided by TUVA, providing all of the same functionality and availability to students who remain enrolled at a brick-and-mortar school, as before.	10/6/22	Approved the TUVA and COLE Program Merger and Arizona Online Instruction Designation for TUVA
GATE Testing Proposal to Utilize Local Norms usp-public-notice-20221214-pia-GATE.pdf (tUSD1.org)	12/12/22	District proposes beginning in January 2023, to implement the use of local norms when offering GATE placements to students for the 2023-2024 school year.	N/A	Approved to utilize local norms for GATE testing and Placement
Change in Process for Placing Students in Oversubscribed Grades in Schools usp-public-notice-20230109-pia-place-in-schools.pdf (tUSD1.org)	1/9/23	In some relatively limited instances, the District receives more applications for particular grades at some schools than there are seats available. The District proposes to modify its process for placing students in these oversubscribed grades to comply with federal and state law, by removing the process of reserving a target number of available seats for students of certain races or ethnicities.	1/24/23	Approved the movement of one DAEP high school classroom from Project More to Palo Verde High School but tabled discussion regarding middle school relocation.

PIA Title	Date Posted	Description	Date of Public Hearing	Resolution
Case Management Framework Expansion Performance Impact Analysis: Proposed Reallocation of Funds for Targeted Academic Interventions (tusd1.org)	3/6/23	Reallocation of Funds for Targeted Academic Interventions to provide customized PD training for case management and data analytics software. Adopting this model will allow AASSD and MASSD to better identify students and support students through an individualized service plan.	N/A	Approved creation and funding for Case Management framework expansion
Teacher Development Academy Performance Impact Analysis Template for Teacher Development Academy (tusd1.org)	3/24/23	TUSD's creation of its own teacher preparation program (TUSD Teacher Development Academy) to deepen the District's recruitment pool of teachers, specifically targeting TOC. This academy expands the District's Grow Your Own programs.	N/A	Approved funding and Teacher Development Academy.
Revision of TUSD's Code of Conduct 20230607-PIA-Code-of-Conduct-Final.pdf (tusd1.org)	6/5/23	Recommended changes to the Code of Conduct based on revisions committee and feedback received through the stakeholder feedback process. The administration is seeking Governing Board approval for the recommended revisions, to take effect during the 2023-2024 school year.	6/13/23	Approved revisions for an updated Code of Conduct
FACE Department Structure Change <u>Performance Impact Analysis FACE Dept Proposed Dept Structure Change (tusd1.org)</u>	7/10/23	The proposed change for the Family and Community Engagement Department is to be staffed with 4 program coordinators rather than 5 program coordinators who will continue to be responsible for providing family and community engagement support across all regions	N/A	Withdrawn

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 SY2022-23 were minimal. Relevant programs and systems are listed 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 SY2022-23, 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 (iVisions) software to collect, track, and analyze data regarding its employees, including administrators and certificated staff. The District transitioned to the Tyler cloud for Infinite Visions during SY2022-23, following the cyberattack in January 2023. The Human Resources TalentEd system permits the collection and analysis of key information about applicants, interviews, and hiring decisions.

4. Microsoft 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 SY2022-23 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 SY2022-23.

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 SY2022-23.

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), other considered for the position, and credentials;

See Appendix X-2, 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 SY2022-23.

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

See Appendix X-3, X.A.5.a.ii Description of Changes Made to EBAS, for the 2022-23 school year. No substantial changes were made in SY2033-23, as noted in the narrative.

X(F)(1)(a)

Any Performance Impact Analyses posted on the District website during the reporting year, the date of the PIA, a summary of the proposed change, and the disposition of any consideration by the Governing Board.

See chart in text above, and copies of PIAs posted on the public notice page of the desegregation section of the District website.