Tucson Unified School District

Annual Report

for the

2023-2024 Academic School Year

under the

Unitary Status Plan

and

Post Unitary Status Reporting and Accountability Plan

prepared by

Tucson Unified School District

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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 SY2023-24. This school year was the second 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 SY2023-24, 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 SY2023-24 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 SY2023-24, the District enrolled approximately 39,900 students, of whom 62% were Hispanic/Latino, 18% were White, 10% were African American, 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 8,356 dedicated employees, including more than 2,892 certificated staff.

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 2023-24 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 2023-24 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 in 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.

The Desegregation team took the following steps to produce the 2023-24

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 SY2023-24, the District used the 25% rule in determining whether a school met the definition of "integrated."[1] Under this criterion, 52 schools out of 88 were integrated and 30 schools were racially concentrated, reflecting an increase in the number of integrated schools (+4) and a decrease in the number of racially concentrated schools (-2) (*see* **Appendix II–1, II.K.1.a TUSD Enrollment 40th-Day SY2023-24**, for school integration under the 25% and 15% rule).

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

The District did not implement any changes to school attendance boundaries, feeder patterns or use pairing or clustering in SY2023-24. The District continued to support the expansion of Wakefield Middle School and Innovation Tech High School in SY2023-24. Offering an advanced academic curriculum, Wakefield Middle School increased enrollment from 220 to 269 6th- to 8th-grade students. Innovation Tech High School, created as a partnership with Pima County Joint Technical Education (JTED), continued to offer high school students the opportunity to earn certifications and develop workplace skills in a variety of technical occupations including healthcare, engineering, culinary, and animation. In SY2023-24, over 290 students enrolled in the high school, with 161 students taking at least one JTED class.

In October 2023, the District created a Performance Impact Analysis that proposed adding a 6th grade to 10 elementary schools for the 2024-25 school year. This proposal was approved by the Board and allows parents the choice of either keeping their children in elementary school for sixth grade, or transitioning to middle school for sixth grade. Schools included Banks, Collier, Davidson, Gale, Henry, Lynn-Urquides, Soleng Tom, Steele, Vesey, and Whitmore (**Appendix II–2, Performance**

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[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).

Impact Analysis: K-6 Grade Reconfiguration).

B.   Magnet Schools and Programs

In SY2023-24, 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–3, II.K.1.e Comprehensive Magnet Plan 2023**), with the support of the Magnet Oversight Committee (MOC). The MOC continued to level, guide and inform policies and practices specific to Magnet schools and programming, utilizing the Magnet Plan template adopted in the 2022-23 school year.

The Magnet Department facilitated quarterly Progress Monitoring meetings with the schools to promote and reinforce the idea that each Magnet Plan is a living document that helps guide them in meeting the Magnet Schools of America (MSA) standards for creating and maintaining high-quality magnet schools. These meetings were also a time to review benchmark assessment results (Mathematics and English/Language Arts) and school integration data.

Based on the National Magnet School Standards of Excellence, the MSA certification process defines the five pillars of magnet schools (Diversity; Innovative Curriculum and Professional Development; Academic Excellence; Leadership; and 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 areas for growth. For each indicator, schools must submit evidence of progress or attainment, which fosters the cycle of improvement at each school.

In SY2023-24, a total of seven District Magnet schools were MSA certified, representing a 42.8% increase in TUSD MSA certifications. Three Magnet schools (Bonillas, Borton, and Holladay) were newly certified by MSA, while two schools (Carrillo and Tucson High) were re-certified. Davis and Mansfeld received certification in previous years. These Magnet schools, along with Drachman Montessori, also received a Magnet School of America Merit award.

1.   Magnet Integration

In SY2023-24, 10 out of the 12 Magnet schools were integrated and two were racially concentrated. Further, of the 10 integrated Magnet schools, five Magnet schools (Borton, Tully, Dodge, Mansfeld, and Palo Verde) were fully integrated at all

grade levels (**Appendix II–4, Magnet Integration by School and Grade SY2023-24**).

2. Magnet Academic Achievement

Overall, both Elementary and K-8 Magnet schools saw improvements in academic achievement as measured by Spring 2024 AASA assessments, when compared to the previous year. However, there was a great deal of variability across schools, and some gaps remain (**Appendix II–5, Magnet Academic Achievement SY2023-24**).

For example, Palo Verde High School received a "D" rating from the Arizona Department of Education for SY2022-23. As a result, the Magnet Department provided additional workshops and coaching during the 2023-24 school year. Palo Verde was also identified as a Project Momentum school, which provides additional oversight and support provided by the Arizona Department of Education. These interventions are targeted to improve the school's rating, as well as outcomes for students.

3. Magnet Program Design

The Magnet Department continued to provide site visits, training, and workshops for principals, Magnet Coordinators, and instructional staff. These training courses were specific to the Effective Schools Framework (ESF), evidence-based practices in instruction, and the Magnet Schools of America (MSA) Standards of Excellence. The Magnet Department used two external consultants to provide elevated support specific to: (1) creating systems of effective instructional leadership teams, (2) training school leaders (including Magnet Coordinators), on how to provide effective instructional coaching to teachers, and (3) achieving MSA certification. Schools that received this service were identified by MSA national certification readiness, or AASA proficiency. Magnet school administrators attended a one-day workshop specific to the Effective Schools Framework (ESF), which grounds principals and instructional leadership teams in the continuous improvement cycle, which is critical to the closing of achievement gaps by subgroup and ensuring the engagement of effective instructional leadership systems. Magnet school administrators received job-embedded coaching related to ESF, while Magnet school principals participated in cadres to reinforce the abovementioned professional learning.

In alignment with the TUSD Magnet goals, the following focus areas and objectives were defined for SY2023-24:

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 meetings as drivers of implementation; and 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 will attend 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, and data disaggregation. Additionally, Magnet Coordinators will participate in a book study, using the book, "The Art of Coaching," by Elena Aguilar.
Magnet Coordinator PD	Magnet Coordinators will attend three all-day professional learning workshops, facilitated by external consultant, Angela Bell Julien. The purpose of these training courses is to develop skills related to 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 will attend an Effective Schools Framework training on February 20, 2024. This training is developed to help site leadership internalize and systemize continuous improvement efforts that are intersectional with Magnet Site Plans. Additionally, leadership teams will be provided ongoing, job embedded ESF coaching to support with the best practices specific to school improvement.

Table 2.2, 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 (**Appendix II–6, Magnet PLC Agendas 2023-24**).

Table 2.2: MSA and Departmental Activities

Date	Learning Opportunity/Description	Provider
August 2023 October 2023 January 2024	*Angela Julien Instructional Coaching Professional Learning Days* The instructional coaching consultant facilitated three, full-day professional learning sessions for magnet coordinators and curriculum service providers. Each session is built upon previous learnings tied to developing strong systems around instructional coaching. This included exploring best practices for providing feedback, developing strategies for supporting teacher growth, and fostering collaborative planning processes. Participants engaged in hands-on activities and discussions that emphasized reflective coaching practices, data-driven decision-making, and the alignment of coaching with instructional goals. By the end of the three days, the participants were equipped with tools to strengthen their coaching systems and improve instructional outcomes across their respective sites.	Angela Bell Julien
Sept 2023 - April 2024	*Angela Julien Instructional Coaching and the Instructional Leadership Team, Focus Schools* The instructional coaching consultant worked directly with four targeted magnet schools: Tully, Davis, Dodge, and Holladay. The ongoing site visits focused on collaboration with each school's instructional leadership team to strengthen practices and systems related to instructional observations and feedback. These efforts included providing direct, actionable feedback to teachers, tracking instructional observations to identify trends and patterns, and using data to inform and refine the professional learning calendar. Through these targeted initiatives, the consultant helped the schools develop more effective coaching practices and align professional development efforts with identified instructional needs.	Angela Bell Julien
September 2023-May 2024	*MSA Certification Consulting for Targeted Schools – Drachman* The MSA Consultant worked with Drachman K-8 Montessori Magnet School 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
Sept 2023– May	*Magnet Coordinator PLC* The Magnet Department facilitated Professional Learning Community	Magnet

2024	(PLC) meetings approximately every six weeks for Magnet Coordinators. These 3.5-hour collaborative sessions provided a comprehensive approach to professional growth and program development. Each session featured a professional book study, discussions on effective marketing and recruitment strategies, and a focus on the Magnet Schools of America Pillars. Additionally, participants engaged in exploring instructional coaching best practices, data analysis and reporting, and theme integration to enhance student learning and program success. These PLCs fostered collaboration, knowledge-sharing, and continuous improvement across magnet schools.	Department
October 2023	*Instructional Coaching Conference – Jim Knight* Magnet team attend The Teaching, Learning and Coaching Conference to learn how to improve instructional coaching development and support at Magnet schools. Conference speakers and sessions were presented by the foremost authorities on coaching in the country.	Jim Knight ICG Group
Nov 2023	*School Mint Marketing Training* Virtual training for Magnet Coordinators and Magnet Dept. Focused on Creating a good customer experience, giving tours, telling the school story, value propositions and school promotional videos. The purpose of these training sessions was to improve student recruitment and retention rates.	SchoolMint
Feb 2024	*Effective Schools Framework Workshop* This training was developed to help site leadership internalize and systemize continuous improvement efforts that are intersectional with Magnet Site Plans. Attended by Magnet school principals.	Region One, Texas
Sept 2023 March 2024	*Media and Communication Training for Magnet Coordinators* Three training courses, facilitated by the District Media and Communications department, supported school branding and promotional video development specific to Magnet sites.	District Communications
February 2023	*MSA Policy Conference, Washington DC* 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	MSA

	magnet school is and empower year- round advocacy by taking back lessons learned and congressional contacts and sharing those with TUSD stakeholders.	
April 2024	*Magnet Schools of America – National Conference* 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 New York, NY
April 2024	*MSA Awards: Merit* The Merit Award application is an annual process which asks schools to examine and explain current practices and student achievement to continuously improve upon successes. Tucson Magnet High School and Drachman K-8 Montessori Magnet School were recognized at this year's National MSA Conference with the 2023/24 Merit Award of Distinction. Mansfeld Magnet Middle School, Carrillo Magnet Elementary School, Borton Elementary Magnet School, and Holladay Elementary Arts Magnet School were recognized with the 2023/24 Merit Schools of Excellence Award.	MSA

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

Throughout the 2023-2024 school year, the District continued to support Magnet schools with MSP development and implementation. In October 2023, the Magnet Department continued to engage each of the Magnet schools in a cycle of progress monitoring that provided feedback on academic and integration data. This system of formative evaluation provided an opportunity to provide feedback on instructional leadership systems, which support the Magnet Schools of America Standards of Excellence. The Magnet Department continued to coach and assist Magnet principals and coordinators on writing, editing, and revising plans to focus efforts on disaggregating data points and writing action steps to close academic disparities (**Appendix II–7, II.K.1.f School Magnet Plans (12) SY2023-24**).

5. MSP Implementation and Progress Monitoring

During SY2023-2024, the Magnet Department continued to monitor and

evaluate MSP implementation through quarterly progress monitoring meetings. 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 2023-2024 Data from AASA entered in Magnet Site Plans; 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 SY2023-2024, 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 used District enrollment ambassadors to support integration goals and overall student enrollment. Magnet schools participated in District marketing events, including the annual Magnet and Program Fairs. The Magnet coordinators worked together to provide ongoing registration and marketing support for families through Pima County. This was advertised through District social media and "Parent Link." Other marketing strategies included television and radio advertising, District

press releases, and digital advertising and mass mailings.

The Magnet Department also continued to work closely with the TUSD Communications Department and Magnet Coordinators to improve enrollment and attract a more diverse student population. A major event during the year included the Kindergarten Round-Up Event in January 2024.

7. Cross-Departmental Collaborations

The Magnet Department worked closely with the Curriculum and Instruction Department, TUSD Communications and Media Relation, Student Services, and Student Placement and Enrollment. The aim of this cross-departmental collaboration was to ensure District alignment in initiatives. For instance, the Curriculum and Instruction Department developed an instructional infrastructure, which included an instructional model grounded in Teacher Clarity and a framework for instructional leaders. The Magnet Department had the aim of aligning its efforts to this infrastructure.

8. Magnet Oversight Committee

The Magnet Oversight Committee continued to meet in SY2023-24, with the following agenda items:

- Reviewing Magnet academic data and school leveling procedures (Level I, Level II, and Level III)

- Clarifying questions related to the leveling process

- Reviewing supports, progress, and goals specific to Magnet schools

(**Appendix II–8, Magnet Oversight Committee Presentations**).

9. Performance Impact Analysis (PIA)

In September 2023, the District completed a PIA to make changes to the Magnet Comprehensive Plan. The changes approved by the Board were to combine two existing Magnet Committees, the Magnet Review committee and the Magnet Development committee, into one committee. This change will serve to streamline Magnet oversight and increase review efficacy and efficiency (**Appendix II–9, Performance Impact Analysis for Proposed Changes to Comprehensive Magnet Plan**).

C. Application and Selection Process

The District continued to use the application and selection process as an effective tool for improving integration. In January 2023, the Governing Board approved (pursuant to a PIA) a change to the District's process for placing students in oversubscribed grades, in order to comply with federal and state law. The new process, which involves a simple, random lottery, was used for the placement of students for the 2023-24 school year. During the priority enrollment window, the District received 2,775 applications for the 2024-25 school year.

The District held the initial lottery in January 2024, at the close of the priority enrollment window. Table 2.4, 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 2.4: Oversubscribed Schools for 2024-25 Lottery (Based on Available Seats)

School	Program	Grade	Applications	Seats	2014-15	2023-24
Carrillo	Magnet	K	68	35	Racially Concentrated	Racially Concentrated
Davis	Magnet	K	139	25	Racially Concentrated	Integrated
Hughes	Open Enrollment	K	76	32	Neutral	Integrated
Miles K-8	Open Enrollment	K	68	28	Neutral	Integrated
Roskruge K-8	Magnet	6	70	25	Racially Concentrated	Racially Concentrated
Dodge MS	Magnet	6	211	150	Integrated	Integrated
Mansfeld MS	Magnet	6	147	67	Racially Concentrated	Integrated
Tucson HS	Magnet	9	589	460	Racially Concentrated	Integrated

D. Student Marketing, Outreach, and Recruitment Strategies

During the 2023-24 school year, TUSD continued its efforts to market its educational opportunities, and to 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–10, II.K.1.m OMR Plan SY2023-24**).

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

- Implemented the marketing campaign "Discover Tucson Unified," a brand-new effort for enrollment. All efforts included English and Spanish commercials, print ads, video streaming, audio streaming, digital ads, and social media by targeting location, interests, behavior, and demographics. This effort served to highlight the diversity of the Tucson community and TUSD schools.

- Held the second annual Level Up event at the Tucson Convention Center, to promote enrollment of families interested in K-12th grades. Marketing and advertising of the event included English and Spanish commercials, print ads, video streaming, audio streaming, digital ads, and social media by targeting location, interests, behavior, and demographics. The event attracted over 800 families. Attendees had an opportunity to meet with middle and high school principals and regional superintendents, and learn about many programs, including Magnet Schools, Advanced Learning Experiences, Dual Language, and Career and Technical Education.

- In November 2023, TUSD held the annual Magnet Fair Event at the Tucson Children's Museum. The event was advertised in English and Spanish commercials, print ads, video streaming, audio streaming, digital ads, and social media by targeting location, interests, behavior, and demographics. The District created a special brochure to invite all attendees at the Reid Park Zoo, including free admission to the museum. The event attracted over 300 families, dozens of school tours were scheduled, and over 100 Open Enrollment applications were submitted.

- District representatives and the Magnet Coordinator participated in many community events during SY2023-24, including Summer Safari Nights, AZ Bilingual Back to School Event, Tucson Literacy Fair, Boo at the Zoo, Zoo Lights, 5 de Mayo Celebration, and the Thanksgiving Giving event. For each of these events, TUSD had enrollment representatives helping families with the enrollment process and filling out applications.

- Innovation Tech High School launched its own campaign to attract students by promoting the new building and new CTE offerings. The campaign included English and Spanish commercials, print ads, video streaming, audio streaming, digital ads, and social media by targeting location, interests, behavior, and demographics. Innovation Tech High School produced several videos to promote the school and programs, and also created individual social media carrousel ads to aid in enrollment efforts.

- TUSD's 12 Magnet Schools were part of a social media individual school carrousel ad campaign. Each Magnet school had its own advertisement, inviting the audience to schedule a tour and apply by visiting the TUSD discover page, or by visiting the school webpage. This campaign reached over 60,260 people, and more than 1,650 visited a Magnet school website. The same campaign was replicated for the District's dual-language schools, alternative high schools, and kindergarten enrollment. These efforts reached over 50,000 families.

- In May 2024, Tucson Unified sent a personalized email to over 2,000 families that had left the District in the past two years. The District asked each family to fill out a survey to learn about the education priorities for their students and to find out why they left the District.

- In March 2024, TUSD created the Discover Tucson Unified landing page that included a map with a dashboard on where to find schools by grade, location, magnet programs, dual-language, GATE, AVID, and other priorities as filters. The landing page also included a new "Quick View" of each school, with information about the principal, programs offered, what makes them special, contact information, and a quick link to enrollment and to schedule a tour of the school. This landing page brought over 70,000 visitors, and over 500 school tours were scheduled by the end of May.

In addition to these initiatives, TUSD 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 the free lunch program by the Community Eligibility Provision (CEP) of the National School Breakfast and Lunch Program;

- Offer the end-of-year "Congratulations Graduates" awareness campaign using billboards around Tucson in May; and

- Promote the marketing campaign "Discover Tucson Unified" and start using Sun Tran Tail Ads on buses to reach more families in the community.

As part of its 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 will continue to market and advertise to promote enrollment, invite the community to events, and promote the services available for families and students during SY2024-25.

E.   Student Assignment Professional Development

In SY2023-24, 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 UPS 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 the Equity, Diversity, and Inclusiveness (EDI) and Student Placement & Enrollment (SPE) departments, took this training, to support the school choice efforts.

F.   Coordinated Student Assignment Committee

In SY2023-2024, the cross-departmental Coordinated Student Assignment Committee (CSA) continued its role in monitoring integration initiatives across the District. The Committee met six times during the year to review integration, academic and other attributive information for non-Magnet schools. Eight schools were identified as a priority, including Banks, Robins, Robison, Tolson, Utterback, Valencia, Vesey and Wakefield. The CSA then worked to develop a focused marketing campaign to support these respective sites in achieving integration.

G.   USP Reporting

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

See **Appendix II–1, II.K.1.a TUSD Enrollment 40th-day SY2023-24**, to view school integration under both the 25% rule and the 15% rule.

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–11, II.K.1.b TUSD Enrollment by Attendance Status SY2023-24**, to view school integration under both the 25% rule and the previous 15% rule.

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 SY2023-24:

See **Appendix II–12, 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 SY2023-24.

II(K)(1)(d)   A copy of the 2011 and any subsequent Magnet School Studies. No Magnet school study was conducted in SY2023-24.

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–3, II.K.1.e Comprehensive Magnet Plan 2023**.

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–7, II.K.1.f School Magnet Plans SY2023-24** for the Magnet school plans.

II(K)(1)(g)   Copies of any applications submitted to the Magnet Schools Assistance Program (MSAP). No grant application was submitted to the MSAP in SY 2023-24.

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

See **Appendix II–13, II.K.1.h JFB-R4 School Choice: Admissions Process for Oversubscribed Schools**.

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

No changes were made to the Catalog of schools in SY2023-24. To view the most recent version in all seven major languages (English, Arabic, Kirundi, Somali, Spanish, Swahili, and Vietnamese), go to: https://www.tusd1.org/schools.

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 for SY2024-25**, 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 SY2023-24.

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 2023-24**.

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

See **Appendix II–10, II.K.1.m OMR Plan SY2023-24**.

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

No policies or practices for this section were amended in 2023-24.

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 SY23-24**. This report contains a table of all formal professional development opportunities offered for SY2021-22.

III.   Transportation

A.   Description of Programs and Operations

In 2023-24, the District maintained its commitments to provide free transportation to eligible students, utilize incentive transportation initiatives, and route express buses to shorten travel time and improve integration at school sites as identified in the Transportation Plan (**Appendices III–1, Transportation Plan**, and **III–2, EEA-Student Transportation in School Buses**). In addition, the District continued to offer activity buses to schools for after-school activities (**VIII–2, Activity Bus List by School 2023-24**).

In SY2023-24, overall eligible ridership fell to 10,527 students compared to more than 12,000 in the 2022-23 school year (**Appendix III–3, III.C.1 Eligible Rider Report by School and Grade Level 2023-24**). Transportation was available for more than 1,200 African American students and more than 6,300 Hispanic students (**Appendix III–4, III.C.1.a Eligible Ridership by Reason and Race/Ethnicity SY2023-24**).

Outside of regular education, transportation for ELD, GATE, Incentive Transportation, Magnet programs and University High School accounted for 28% of eligible ridership in SY2022-23 (**Appendix III–5, Eligible Ridership by Program and Year**).

In Fall 2023, in partnership with several outside companies and TEP, the District received a federal grant award from the EPA Clean Bus program to pilot the use of 10 electric buses. This initiative will be implemented in 2025.

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–3, III.C.1 Eligible Rider Report by School and Grade Level 2023-24**; **III–4, III.C.1.a Eligible Ridership by Reason and Race/Ethnicity 2023- 24**; and **III–5, Eligible Ridership by Program and Year**.

IV. Administrative and Certificated Staff

The District is dedicated to continually evaluating and refining its strategies to build a diverse workforce amidst the ongoing national educator shortage. To achieve this objective, the District has enhanced its recruitment and hiring processes in three key areas: employee branding, sourcing, and candidate experience.

Employee branding allowed the District to leverage positive, targeted messaging to attract job seekers looking to explore new opportunities. This approach highlighted the unique benefits and values of working with the District and distinguished it from other potential employers.

The District employed a comprehensive array of sourcing platforms, including print and digital media, television, social media, the HR website, and professional networking sites such as Indeed, Handshake, TalentEd and LinkedIn, which provided the District the opportunity of marketing key positions to advertise vacancies.

Lastly, the District reevaluated the candidate experience, focusing on evaluating and enhancing how the District engages with potential candidates throughout the recruitment process, from the application to final onboarding. This area aims to ensure a positive and seamless experience for candidates, reflecting the District's commitment to attracting and retaining top talent.

A. Administrative and Certificated Staff

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 those of Arizona and the nation as a whole.

Table 4.1 shows the percentage distribution of public school principals and teachers by race/ethnicity for TUSD, Arizona, and the nation. As shown in the table, the profiles for both teachers and principals are far more racially/ethnically diverse than those of Arizona and the United States. The diversity profile at the national level shows that 78.2% of principals and 80% percent of Teachers are white, compared with 47% and 54%, respectively, at TUDS. While the District race/ethnicity profile for African American principals and teachers is below national levels, TUSD is well ahead of Arizona as a whole. Similarly, with respect to Hispanic principals and teachers, the District is far advanced of 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	78.2%	9.8%	8.9%
Arizona	72%	unknown[2]	17%
TUSD	**47%**	**7%**	**42%**
Percentage Distribution of Public School Teachers by Race/Ethnicity			
	White	African American	Hispanic
National	80%	6%	9%
Arizona	75%	4%	16%
TUSD	**54%**	**5%**	**36%**

1. Hire or Designate USP Positions

The District continued to monitor positions mandated by the Unitary Status Plan and implemented the following personnel changes in the 2023-24 school year:

Table 4.2: USP Position Changes — SY2023-24

USP Section	Position Description	Employee Name	Hired/ Designated
II.C.2.	Magnet Coordinators	See attached list in **Appendix IV–1, Superintendent USP Mandated Positions Memo**	Hired
VI.E.2.a.	Academic and Behavior Supports Coordinator	Michelle Merrick Michael Blunt	Designated

A complete list of personnel is reflected in Appendices IV–1, Superintendent USP Mandated Positions Memo, and IV–2, IV.K.1.a Explanation of Responsibilities.

2. Interview Committees, Instruments, and Applicant Pool

During SY2023-24, the Human Resources (HR) Department continued to monitor the interview committee panels and found that 70 out of 550 interview panels (13%) did not include Hispanic/African American representation. HR followed up with site leadership on each non-compliant panel and reinforced the

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[2] There is no available data on the percentage of Arizona principals who are African American.

importance of diverse representation. To improve the accuracy of documentation, HR has transitioned from calculating data regarding interview panels manually to 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**).

Human Resources continued to monitor the applicant pool throughout FY2024. Despite a 39% decrease in the overall number of applicants for District positions, the District experienced significant growth in the representation of African American and Hispanic candidates. This positive outcome can be attributed to HR's dedicated recruitment efforts during the 2023-24 school year, which emphasized marketing and outreach initiatives. Notably, targeted efforts in promoting TUSD job opportunities led to increased attendance at recruitment events, ultimately resulting in a higher number 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**	**FY2023**
Total Number of Applicants	8,740	8,027	8,498	8,205	8,611	5,376	6,657	12,809	7,793
White	42.2%	43.4%	42.8%	41.3%	42.0%	42.9%	37.9%	28%	32.2%
African American	8.2%	8.2%	8.1%	8.4%	7.6%	7.6%	8.0%	6%	9%
Hispanic	39.1%	42.7%	42.9%	41.2%	40.5%	39.3%	43.4%	34%	45.8%
Native American	4.0%	2.7%	3.1%	3.1%	2.7%	2.6%	2.5%	2%	2.4%
Asian/Pacific Islander	2.6%	3.0%	3.2%	6.1%	7.2%	7.6%	8.2%	7%	10.6%
Unspecified	3.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	23%	0%

3.   Evaluating Offer Rejections

The HR Department also continued to analyze the reasons why potential

applicants rejected offers of employment. Of the 122 candidates, the primary reasons given for declined offers in SY2023-24 were accepting another offer in-district (47%), personal reasons (20%), accepting offers out-of-district (8%) and salary (10%) (**Appendix IV–4, IV.K.1.f Declined Job Offers**).

4. Attrition

In SY2023-24, 432 certificated staff left the District, an uptick of 2% more than in SY2022-23. Of those separating from the District, 55.8% were White, 6.3% were African American and 27.8% were Hispanic. The most common reasons cited were personal (50.5%), other employment (20.6%) and retirement (18.3%). An additional 6% left due to the ending of a temporary position (**Appendix IV–5, Certificated Attrition SY2023-24**). Nine administrators separated from the District, including four African American, two Hispanic, one Asian/P.I., and two White employees.

B. Teacher and Administrator Diversity

1. Site Certificated Diversity

The District employed 2,892 certificated staff at school sites in SY2023-24, a decrease of 1% from SY2022-23 (**Appendix IV–6, IV.K.1.d.iii Certificated Staff and Administrators SY2023-24**). The number of African American certificated staff at sites increased to 150 compared to 147 the previous year, a 2% gain, while the number of Hispanic certificated staff increased from 927 to 938, a 1.2% gain. Hispanic certificated staff now comprise 38% of the District's site certificated staff.

With respect to the diversity of certificated staff, 42 out of 73 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 SY2023-24, there were 137 site administrators, of whom 47% were White, 42% were Hispanic and 7% were African American.

Out of the 33 administrator teams, 26 were racially/ethnically diverse in the 2023-24 school year. Seven teams were homogenous, with three all-White administrator teams (Hollinger K-8, Mansfeld MS, & Santa Rita HS) and four all-Hispanic teams (Dietz K-8, Gridley MS, Valencia MS & University HS). 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 SY2023-24**).

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), 42 out of 73 District schools had diverse teacher assignments in SY2023-24. Of the 31 schools that did not meet the diversity criteria, two schools had a higher percentage of African American teachers, five schools had a higher percentage of Asian Pacific Islander teachers, and one had a higher percentage of Native American teachers. *See* **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, five schools were considered diverse in SY2023-24: Booth-Fickett K-8, Dunham Elementary, Drachman Montessori K-8, Ford Elementary, and Rincon High School (**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 recruitment marketing or direct personal outreach.

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, technology packages, modified teaching schedules, and support in earning a degree or certification credentials.

5. First-Year Principals and Teachers

For the 2023-24 school year, the District placed four first-year principals at school sites and one in an interim position. Of the principals placed in interim assignments, only one had held a previous administrator position before being placed. Of the five first-year principals, two were placed at racially concentrated

schools (**Appendix IV–11, IV.K.1.g (5) Assignment of First-Year Principals**).

In SY2023-24, the District hired 107 first-year teachers at 51 schools (**Appendix IV–12, IV.K.g (7) Beginning Teacher Inventory SY2023-24**). Of these teachers, 35 were assigned to racially concentrated and 25 assigned in under-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 39 forms completed, the primary mitigation strategies were 1) providing common planning time with teachers of the same content/grade, 2) assigning one classroom for all courses grades 6-12, 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 2023-24 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 2023-24, the District, in alignment with the State Board of Education, implemented the adopted Arizona Framework for Measuring Educator Effectiveness, with the following components: Principal Performance 57%, Student Academic Progress 33%, Teacher Survey (Staff) – School Quality Survey 5%, and the Student Survey – School Quality Survey (Student) 5% (**Appendix IV–15, IV.K.1.m (1) Principal Evaluation Model 2023-24**).

The District also adopted the Teacher Effectiveness Evaluation model in SY2023-24. This model is made up of four components that include the Danielson Framework 67%, Academic Growth 20%, the Student Survey 10%, and the Teacher Reflection 3% (**Appendix IV–16, IV.K.1.m (2) Teacher Evaluation Model 2023-24**).

8. Teacher Support Plans

No teachers were placed on either a Targeted Support Plan or a Plan for Improvement in SY2023-24.

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 SY2023-24, 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 34 hiring events, with both in-state and out-of-state colleges and universities, and held two TUSD job fairs at the Tucson Community Center during SY2023-24. During the TUSD Spring hiring event, the District pre-registered 750 candidates, 560 attended, and the District hired 131 new employees (73 certified/58 classified). In the TUSD Summer hiring event, the District pre-registered 581 candidates, 352 attended, and the District hired 107 new employees (34 certified/73 classified). *See* **Appendix IV–17, IV.K.1.c Recruitment Activities**.

1. Annual Workforce Report

The District has made substantial progress in recovering from the COVID-19 pandemic, particularly in the areas of hiring and staffing. The workforce report offers stakeholders comprehensive insight into the efforts of the Human Resources team, which has been working closely with District schools and departments to address staffing needs through strategic collaboration, meticulous monitoring, and focused

initiatives on recruitment and retention efforts. *See* **Appendix IV–18, Annual Workforce Report 2023-2024**.

2. Grow Your Own Programs

In SY2023-24, 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 a four-year commitment, 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 pathway program. In SY2023-24, five new certified teachers were accepted into the Make the Move program. All five candidates were enrolled in Special Education certification programs.

Table 4.4: Make the Move Program by Ethnicity

	Make the Move	African American	Asian/PI	Hispanic	Native American	White
SY19-20	**22**	0	0	12	0	10
SY20-21	**4**	1	0	2	0	1
SY21-22	**7**	1	0	4	0	2
SY22-23	**6**	1	0	2	0	3
SY23-24	**5**	1	2	1	0	1

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 Special Education. The program provides financial assistance and the promise of employment. In SY2023-24, 16 new candidates were selected for the Fellows program.

Table 4.5: U of A Teaching Fellows Program by Ethnicity

	UA Teaching Fellows	African American	Asian/PI	Hispanic	Native American	White
SY19-20	**5**	0	0	3	0	2
SY20-21	**4**	0	0	4	0	0
SY21-22	**2**	0	0	0	0	2
SY22-23	**9**	0	1	4	2	2
SY23-24	**16**	1	1	9	0	5

c.   University of Arizona – Pathways to Teaching

As a newly established initiative, The Pathways to Teaching program is a teacher preparation program to "grow our own" teachers by supporting District paraprofessionals in earning a bachelor's degree in elementary education with an ESL endorsement. The 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. Although the program is only in its second cohort, it has successfully enrolled seven new teacher candidates who serve as teachers of record for SY2023-24.

Table 4.6: Pathways to Teaching Program by Ethnicity

	UA Pathways to Teaching	African American	Asian/PI	Hispanic	Native American	White
SY22-23	**3**	0	0	2	0	1
SY23-24	**6**	0	0	3	0	3

d.   Teacher Development Academy

In SY2022-23, the District launched a second option to the "Make the Move – general education" program, via the Teacher Development Academy (TDA). The District created a teacher preparation program, to expand avenues for teacher certification and deepen the District's recruitment pool at no cost to participants. The design of the program is based around a rich multicultural teaching curriculum,

utilizing culturally responsive practices and seeking to attract a diverse cohort of participants. In addition, the program is open to both TUSD and non-TUSD staff who hold a bachelor's degree.

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. Twenty-five Teacher Development Academy candidates were selected for SY2023-24.

Table 4.7: Teacher Development Academy by Ethnicity

	Teacher Development Academy	African American	Asian/PI	Hispanic	Native American	White
SY23-24	25	1	0	14	2	8

e. 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, successfully introduced six new students for SY2023-24. As 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.

Table 4.8: EachONE TeachONE Program

	Teacher Cadet EachONE TeachONE
SY19-20	6
SY20-21	Suspended - COVID
SY21-22	Suspended - COVID
SY22-23	9
SY23-24	6

f. 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. LPA is a seven-month leadership preparation program for aspiring leaders who have clearly demonstrated leadership skills and contributed to the betterment of their current assignment. Of these candidates, six were placed into assistant principalships for SY2024-25 (**Appendix IV–19, IV.K.1.p (1) Leadership Prep Academy**).

Table 4.9: Leadership Prep Academy by Ethnicity

	Leadership Prep Academy	African American	Asian/PI	Hispanic	Native American	White
SY19-20	30	12	0	9	0	9
SY20-21	Suspended - COVID					
SY21-22	20	4	0	5	1	10
SY22-23	26	4	0	8	0	14
SY23-24	26	3	2	10	1	10

g. Principal BOOST!

The purpose of the Principal Boost! is to prepare, develop, and grow our own principal capacity within current TUSD assistant principals who aspire to lead a TUSD elementary or secondary school. Principal Boost! is focused on retaining and building strong, diverse principal candidates to serve in any of the 88 schools in TUSD. Principal Boost! creates a pipeline for qualified internal candidates who will be prepared to enter the principalship. Nominations were submitted by candidates' current supervising principal, with final selections made by Regional Assistant Superintendents. Of the 15 candidates, two candidates were placed in principalships. (**Appendix IV–20, IV.K.1.p (2) Principal Boost! 2023-2024**).

Table 4.10: Principal Boost! Program by Ethnicity

	Principal Boost!	African American	Asian/PI	Hispanic	Native American	White
SY23-24	15	0	0	5	0	10

h.   Master's Cohort in Educational Leadership

In SY2023-24, 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 a master's, can work toward a principal certification — at a reduced cost.

Table 4.11: Master's Cohort in Educational Leadership by Ethnicity

	Master of Educational Leadership	African American	Asian/PI	Hispanic	Native American	White
SY19-20	2	0	0	2	0	0
SY20-21	4	1	0	2	0	1
SY21-22	3	1	0	1	0	1
SY22-23	5	0	1	1	1	2
SY23-24	5	0	1	2	0	2

3.   Professional Learning Communities and Professional Development

a.   Professional Learning Communities (PLCs)

PLCs were held both virtually and in person in SY2023-24. 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.

b. Ongoing Professional Development

In SY2023-24, 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 Chart**). 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 SY2023-24.

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

No Labor Market Analysis was conducted for SY2023-24.

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

See **Appendix IV–15, IV.K.1.c Recruitment Activities**, which details recruitment activities for SY2023-24.

IV(K)(1)(d)(i)   The following data and information, disaggregated by race and ethnicity: For all ACS vacancies advertised and/or filled immediately prior to and during the preceding school year, a report identifying the school at which the vacancy occurred; date of vacancy; position to be filled (e.g., high school math teacher, 2nd-grade teacher, principal, etc.) by race (where given by applicant); date position was filled; person selected; and, for any vacancy that was not filled, the reason(s) the position was not

filled;

To view data and information, disaggregated by race and ethnicity, for all administrator and certificated staff vacancies for SY2021-22, s*ee* **Appendices IV–23, IV.K.1.d.i (1) Teacher and USP Cert Positions Advertised SY2023-24**, and **IV–24, IV.K.1.d.i (2) Admin Job Postings SY2023-24**.

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 SY2023-24, *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–6, IV.K.1.d.iii Certificated Staff and Administrators**, for SY2023-24.

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

See **Appendix IV–25, IV.K.1.d.iv Certificated District-Initiated Transfers**, which contains a report of all DITs by name, previous job title, new assignment location, and new position, for SY2023-24.

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 SY2023-24, 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–26, IV.K.1.e (1) List of Interview**

Instruments, **IV–27, IV.K.1.e (2) Administrator Hiring Guide 2023-2024**, and **IV–27, IV.K.1.e (3) Professional Standards for Educational Leaders**, for a list of interview instruments used in SY2023-24 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 SY2023-24.

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) Assignments of Certificated Staff**, **IV–8, IV.K.1.g (3) Site Administrative Teams SY2023-24**, **IV–29, 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 SY2023-24**.

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

See **Appendix IV–30, IV.K.1.h First-Year Teacher Plan SY2023-24**.

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;

In SY2023-24, there were no remedial plans in place.

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–31, IV.K.1.j SQS Staff Survey**.

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

During the 2023-2024 school year, District leadership engaged monthly with school leaders and teachers in a focus group format. The intent of these focus groups was to collectively design the actions and success criteria for an effective instructional infrastructure around instruction, curriculum, assessment, and observation and feedback.

During these meetings, District leadership collaborated with stakeholders to develop a robust instructional infrastructure that outlines the actions for the District, principals, teachers, and CSPs, to ensure an effective instructional environment.

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

In SY2023-24, the Reduction-In-Force (RIF) Plan was not enforced, and no employees were laid off.

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

The data required in section (IV)(K)(1)(m) is contained in **Appendices IV–15, IV.K.1.m (1) Principal Evaluation Model SY2023-24**, **IV–16, IV.K.1.m (2) Teacher Evaluation Model SY2023-24**, and **IV–32, IV.K.1.m (3) Student Survey of Teachers (SST) 2023-24**.

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

See **Appendices IV–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 the New Teacher Induction Program and participating teachers/mentors for SY2023-24.

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

In SY2023-24, no teacher support program was initiated.

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

See **Appendices IV–19, IV.K.1.p (1) Leadership Prep Academy**, to view the description of the Leadership Prep Academy for SY2023-24, and **IV–20, IV.K.1.p (2) Principal Boost! 2023-24**, to view the description of the Principal Boost! Academy.

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 SY2023-24. This report contains a table of all formal USP professional development opportunities offered during SY2023-24.

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. District efforts to meet these goals include offering Advanced Learning Experiences (ALEs) and dual-language programs; addressing the 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 purpose 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 District-wide. 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 the 2023-24 school year, 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 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 (**Appendix V–1, Self-Contained Students and Placement Status**). The District offered nine GATE self-contained programs in SY2023-24.

- **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. The GATE Department supported this program with regular professional development, mentoring, classroom visits, and endorsement information; provided program marketing; worked with schools to recruit and retain teachers and students; placed students in the self-contained program; and maintained records regarding student enrollment.

- **Pullout GATE:** The pull-out GATE program is a District-wide 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. Quarterly enrichment units focused 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 worked with all middle and high schools to provide information and support for one or more GATE resource classes per site. The department also provided professional development, endorsement information, and information about instructional strategies for the class.

- **GATE Cluster Program**: GATE cluster classrooms were available at 14 District schools in SY2023-24 (Blenman, Cavett, Drachman, Dunham, Fruchthendler, Grijalva, Howell, Maldonado, Myers-Ganoung, Robins K-8, Rose, Sewell, Steele, and Wright). 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 worked 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.

- **Pre-GATE Kindergarten**: To provide alternative avenues for entry into self-contained GATE programs, the District offered a pre-GATE kindergarten program at all six of the self-contained GATE schools and 14 cluster GATE schools. During SY2023-24, teachers used 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 met 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. More than 400 students were enrolled in pre-GATE Kindergarten in SY2023-24.

- **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. In 2023-24, services were expanded to include 2nd-grade classrooms at self-contained and cluster sites. All kindergarten and 1st grade teachers at GATE self-contained and cluster sites are receiving PETS training and utilizing it in their kindergarten and 1st-grade classrooms. 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.

- **Open Access GATE:** The District continued to offer open-access GATE at two school sites: Tully GATE Magnet for grades K-5, and Roberts-Naylor K-8 for grades 6-8. Students from Tully can attend Roberts-Naylor's open-access with free transportation.

b.   Participation in GATE programs

In SY2023-24, over 5,700 students participated in GATE services, including 3,174 Hispanic students (a 5% increase) and 561 African American students (a 7.5% increase).

Graph 5.1: Total Number of Students Receiving GATE Services
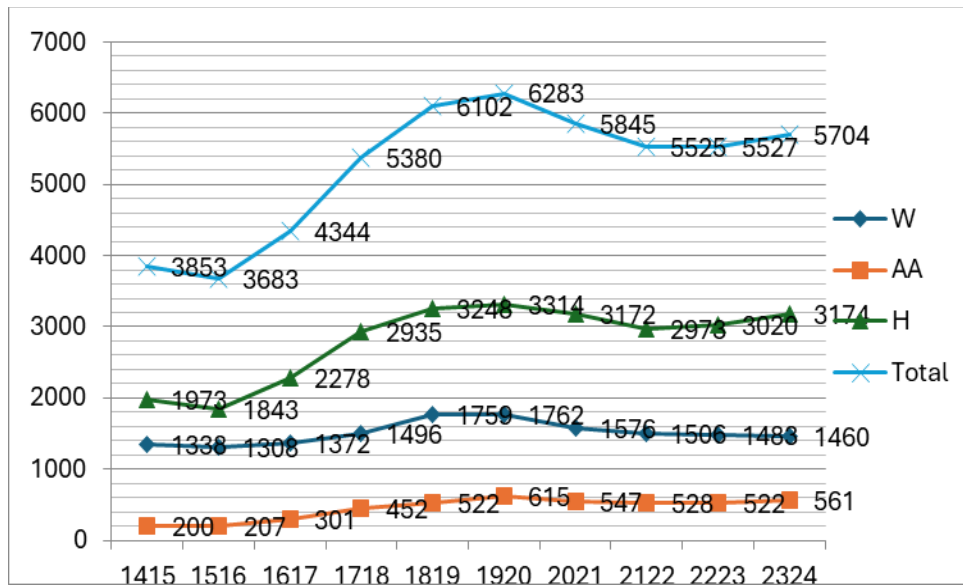
c. EL Participation in GATE Programs

In SY2023-24, the number of EL students increased in pullout and 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.

Table 5.1: EL Participation in GATE Programs

Gate	Year	W	W%	AA	AA%	Hispanic	H%	NA	NA%	API	A%	MR	MR%	Total
Pullout	14-15	0	0%	0	0%	29	97%	0	0%	1	3%	0	0%	30
Pullout	15-16	0	0%	1	5%	16	84%	0	0%	2	11%	0	0%	19
Pullout	16-17	1	4%	1	4%	23	88%	0	0%	1	4%	0	0%	26
Pullout	17-18	2	7%	0	0%	19	66%	0	0%	8	28%	0	0%	29
Pullout	18-19	0	0%	0	0%	23	85%	0	0%	4	15%	0	0%	27
Pullout	19-20	0	0%	1	4%	21	88%	0	0%	2	8%	0	0%	24
Pullout	20-21	3	6%	4	8%	37	76%	0	0%	4	8%	1	2%	49
Pullout	21-22	2	5%	4	9%	34	79%	0	0%	2	5%	1	2%	43
Pullout	22-23	0	0%	3	6%	46	90%	0	0%	1	2%	1	2%	51
Pullout	**23-24**	**3**	**4%**	**0**	**0%**	**68**	**92%**	**0**	**0%**	**2**	**3%**	**1**	**1%**	**74**

SCG	14-15	0	0%	0	0%	14	100%	0	0%	0	0%	0	0%	14
SCG	15-16	0	0%	0	0%	10	100%	0	0%	0	0%	0	0%	10
SCG	16-17	0	0%	0	0%	9	100%	0	0%	0	0%	0	0%	9
SCG	17-18	1	17%	0	0%	5	83%	0	0%	0	0%	0	0%	6
SCG	18-19	0	0%	0	0%	3	100%	0	0%	0	0%	0	0%	3
SCG	19-20	0	0%	0	0%	16	100%	0	0%	0	0%	0	0%	16
SCG	20-21	1	5%	0	0%	20	95%	0	0%	0	0%	0	0%	21
SCG	21-22	0	0%	0	0%	18	90%	0	0%	1	5%	1	5%	20
SCG	22-23	1	4%	0	0%	25	93%	0	0%	0	0%	1	4%	27
SCG	**23-24**	**1**	**4%**	**2**	**9%**	**19**	**83%**	**0**	**0%**	**1**	**4%**	**0**	**0%**	**23**
RGATE	14-15	0	0%	1	13%	6	75%	1	13%	0	0%	0	0%	8
RGATE	15-16	0	0%	2	13%	14	88%	0	0%	0	0%	0	0%	16
RGATE	16-17	1	5%	1	5%	18	90%	0	0%	0	0%	0	0%	20
RGATE	17-18	0	0%	4	19%	16	76%	0	0%	1	5%	0	0%	21
RGATE	18-19	0	0%	14	16%	28	68%	0	0%	5	16%	0	0%	47
RGATE	19-20	2	4%	11	19%	43	75%	1	2%	0	0%	0	0%	57
RGATE	20-21	3	5%	18	32%	33	58%	0	0%	2	4%	1	2%	57
RGATE	21-22	2	4%	11	22%	35	71%	0	0%	0	0%	1	2%	49
RGATE	22-23	1	3%	5	15%	27	79%	0	0%	0	0%	1	3%	34
RGATE	**23-24**	**1**	**2%**	**8**	**12%**	**57**	**86%**	**0**	**0%**	**0**	**0%**	**0**	**0%**	**66**

d. Cluster GATE Schools

Table 5.2: Students in GATE Cluster Classrooms 2023-24

School	W	AA	H	NA	API	MR	Total
Blenman	15	36	53	2	4	8	118
Cavett	7	12	90	0	0	2	111
Drachman K-8	40	14	67	5	2	6	134
Dunham	25	15	68	5	4	5	122
Fruchthendler	147	17	100	3	8	17	292
Grijalva	3	6	113	13	1	2	138
Howell	26	20	43	5	7	6	107
Maldonado	7	7	90	10	0	2	116
Myers/Ganoung	13	27	53	2	3	2	100
Robins K-8	32	13	148	4	6	8	211
Rose K-8	3	3	126	3	1	3	139
Sewell	29	6	39	2	1	3	80
Steele	20	43	43	0	1	7	114
Wright	15	29	46	4	7	3	104
Total	382	248	1079	58	45	74	1886

Table 5.2, above, shows the number of students at the 14 Cluster Gate schools. Despite a decrease in overall participation from previous years, the number of Hispanic and African American students enrolled in the program remained steady.

e. GATE Program Placement and Testing

To support student qualification and testing needs, the District implements four separate testing windows. These include:

- a pre-GATE kindergarten first assessment

- 5th-grade universal testing and opt-in testing for 4th and 6th grade

- 1st-grade universal testing and opt-in testing for 2nd and 3rd grade

- kindergarten opt-in testing and a pre-GATE kindergarten second assessment

Using a grade-level focus for testing intentionally allows students in lower grades to prepare and develop their cognitive abilities throughout the academic year and allows them to achieve higher scores. 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 2023-24 school year, seven make-up testing days, open to all grade levels from K-6, were offered to families (three in the fall of 2023 and four in the spring of 2024).

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

The District tested 6,627 students in grades K-6 for GATE self-contained and pull-out services in SY2023-24 (**Appendix V–2, GATE Testing and Qualified Students SY2023-24**).

f. GATE Recruitment and Outreach Activities

The GATE Department was able to provide numerous outreach activities and events, both remotely and in person, during the 2023-24 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 testing and programs;

- 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 SY2023-24, 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.

g.   Professional Development — GATE

In SY2023-24, the GATE Department continued to provide both virtual and in-person professional learning opportunities for both new and veteran GATE teachers. Opportunities 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 (**Appendix V–3, GATE Professional Development 2023-24**).

h.   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 130 staff members had a GATE endorsement in SY2023-24 (**Appendix V–4, V.G.1.j Certificated Staff with ALE Credentials**).

i.   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.

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 & 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 SY2023-24, more than 8,000 6th-10th-grade students participated in at least one AAC (**Appendix V–5, V.G.1.a ALE 40th-Day Enrollment SY2023- 24**).

a. Advanced Placement (AP)

High school credit AP classes provide students with rigorous academic coursework and the potential for college credit. In SY2023-24, more than 2,800 students enrolled in at least one AP course (**Appendix V–5, V.G.1.a ALE 40th-day Enrollment SY2023-24**).

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 comprehensive 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 2024, 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.

In Spring 2023, over 2,000 students took an AP exam, including 128 African American and 910 Hispanic students. Of those who took an AP exam, 50% of African American students and 54% of Hispanic students received at least 1 score of a 3 or more (**Appendix V–6, AP Test Scores and Participation**).

b.   International Baccalaureate

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.

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.

The Class of 2024 had three students attempt the full diploma. None of those students were able to meet the rigorous requirements; however, 61 students received a total of 126 course certificates, and 31 students were eligible for three or more university credits. Interest in Cholla's International Baccalaureate Program continues to grow, with 66 students in the Class of 2025 pursuing course certificates and 12 students pursuing the diploma, for a total of 78 students. The Class of 2026 shows further growth, with 12 diploma candidates, 28 career-related candidates and 78 course certificate candidates, for a total of 196 currently enrolled in the two-year IB program. The District's IB-preparation courses in 9th and 10th grades have a combined enrollment of over 250 students. This all-around total of 456 students is a 4% increase in enrollment from last year's 25%, to 29% for the 2024-25 school year.

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, six high schools (Catalina, Cholla, Pueblo, Rincon, Sabino, and Tucson High) offered 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 2024-25 school year.

The District continued to collaborate with Pima Community College (PCC) and the UA to provide dual-credit academic courses at high schools. In SY2023-24, 1,370 students enrolled in dual-credit courses (**Appendix V–5, V.G.1.a ALE 40th-Day Enrollment SY2023-24**).

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 SY2023-24, the District offered the AVID Elective model for middle school and high school students at 18 sites, as well as a school-wide AVID Elementary model at Booth Fickett, Davidson, Dietz, Ochoa, Wheeler, and Wright. Under the AVID Elementary 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 (**Appendix V–7, AVID Professional Development SY2023-24**). The set trainings were an opportunity for faculty to collaborate, become familiar with AVID methodologies, and learn what to anticipate when a school focuses its structures, processes, protocols, and systems to strategically improve the performance of all students. Topics included implementation of AVID school-wide, how to facilitate professional learning for adults, critical reading and writing strategies, content curriculum, and strategies to build a classroom culture in which rigorous academic instruction combines with social and emotional support to accelerate learning and close the achievement gap.

Additionally, the AVID Program Manager and Program 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 SY2023-24, nine meetings were held with all AVID site coordinators, and two one-on-one meetings were also held with each site coordinator (**Appendix V–8, AVID Site Coordinator Meetings SY23-24**).

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

Year	White N	White %	African American N	African American %	Hispanic N	Hispanic %	Native American N	Native American %	Asian PI N	Asian PI %	Multi Racial N	Multi Racial %	100-Day Total 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
23-24	414	15.8%	320	12.2%	1651	62.8%	76	2.9%	65	2.5%	102	3.9%	2628

e.   Professional Development — AACs

The District provided various opportunities for ALE-specific professional development in SY2023-24, including training on ALE instructional strategies in the classroom and how to recruit students into ALEs.

The District paid the registration fee for 41 teachers to participate in the Advanced Placement Desert Summer Institute in June and July 2024. 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 240 teachers participated in at least one Honors Teacher Training Modules during SY23-24 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.

Additionally, the ALE Department has created a series of professional learning sessions that, when completed, result in the teacher earning an Honors Teachers Training Certificate. The professional learning topics are opportunities for honor

teachers to enhance foundational instructional strategies for student engagement, future ready skill building, and student success in honors coursework. At the end of SY2023-24, 65 educators had completed the sessions and earned the Honors Teacher Training Certificate. In addition, a new cohort of 30 educators will begin the sessions during Fall 2024.

f.   EL Students

The District increased the number of EL students enrolled in most GATE and AAC programs (**Appendix V–5, V.G.1.a. ALE 40th-Day Enrollment SY2023-24**).

3.   University High School

a.   UHS Admissions SY2023-24

In SY2023-24, 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 51 students, 33 TUSD and 18 non-TUSD students, were eligible to take the Mosaic. Additionally, admission was offered to 15 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, 369 students, including 18 African American students and 123 Hispanic students, qualified for the 2024-25 UHS freshman class by meeting the designated criteria for admissions (**Appendix V–9, V.G.1.g UHS Admissions SY2024-25 Freshman Class**).

b.   Recruitment and Outreach

In SY2023-24, 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 activities in SY2023-24 consisted of 91 events, including:

- **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 and CogAT training:** UHS invited TUSD middle school counselors to learn about the UHS admissions process, student experiences, and opportunities. The school partnered with Assessment and Evaluation to train middle school CogAT Test Coordinators on exam administration.

- **Prospective Penguin Informational Nights:** Three 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 high school nights to open houses, and from assemblies (in collaboration with UHS dance) to targeted student visits.

- **UHS Tours:** UHS hosted 60 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. Tours were also set up for middle schools who requested one.

- **CogAT Test Prep Sessions:** UHS held four test preparation sessions on site, 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.

- **Targeted CogAT Test Prep Sessions at TUSD Middle Schools:** UHS visited TUSD middle schools to support students as they explored the CogAT test format and worked through sample problems.

- **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.

- **Walk Your Schedule:** Incoming and returning students were invited to come on campus and walk their schedule along with their Penguin Mentors.

- **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

In SY2023-24, UHS provided the following student support and retention

services:

- **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. In addition to those efforts, UHS hired a MTSS facilitator to support students. As shown in the table below, the UHS attrition rate fell to its lowest level (3%) in SY2023-24.

Table 5.4: UHS Attrition Rate for SY2023-24

Attrition	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
White	16	37%	22	47%	21	40%	41	59%	31	41%	39	46%	49	45%	26	46%	9	26%
African Am	1	2%	1	2%	2	4%	2	3%	4	5%	3	4%	5	5%	0	0%	2	6%
Hispanic	20	47%	18	38%	25	47%	19	28%	30	39%	31	37%	46	43%	26	46%	18	51%
Native Am	0	0%	0	0%	0	0%	0	0%	3	4%	1	1%	0	0%	1	2%	0	0%
Asian/PI	4	9%	2	4%	1	2%	1	1%	5	7%	4	5%	3	3%	3	5%	2	6%
Multi-Race	2	5%	4	9%	4	8%	6	9%	3	4%	6	7%	5	5%	1	2%	4	11%
Total	43		47		53		69		76		84		108		57		35	
First Day Enroll	1064		1113		1131		1169		1253		1142		1065		1010		1039	
Attrition	4%		4%		5%		6%		6%		7%		10%		6%		3%	

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 2024 earned eight-figures worth of scholarships and grants. Furthermore, 55 UHS 111th- 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, 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 and implemented the research-based TWDL program to help all students including

English Learners become bilingual and bi-literate in English and Spanish and to better compete in a global economy.

In SY2023-24, 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 SY2023-24, 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) assessment to identify kindergarten students who met the TWDL enrollment qualifications.

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

2. Two-Way Dual Language

a. Dual-Language Academies

In Fall 2023, the Language Acquisition Department conducted Language Academies at seven of the dual-language schools for K-4 EL students, to prepare them for eligibility to participate in the District's TWDL program in SY2024-25. The focus of instruction was to develop students' oral English proficiency skills so that they pass the AZELLA. In addition, the LAD conducted Language Academies at the eight dual-language schools, for EL students to develop oral proficiency in English 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 SY2023-24, the District added an additional TWDL 3rd-grade class at White and an additional 3rd-grade class at MaryBelle McCorkle. Over 2,460 students enrolled in a dual-language program in SY2023-24 (**Appendix V–5, V.G.1.a. ALE 40th-Day**

Enrollment SY2023-24).

Table 5.5: Dual-Language Enrollment by School Year

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Dual-Language Schools										
Davis	345	334	312	295	314	313	295	271	286	304
Roskruge	675	717	675	654	614	649	582	547	553	577
Hollinger	314	260	315	321	349	399	357	362	333	286
Dual-Language Classrooms										
Bloom			20	42	74	105	107	119	120	120
Grijalva	145	106	100	99	93	104	106	98	105	114
McCorkle	67**	97**	119*	159*	162	206	236	245	251	268
Mission V	90	79	75	97	100	109	84	73	93	86
Van Busk	125	116	92	107	96	105	102	94	109	123
White	147	122	147	140	129	115	120	131	151	163
Pistor	167	165	179	94	117	63	55	57	35	40
Pueblo	88	110	110	124	398	296	328	324	388	375
Total	2163	2106	2144	2132	2446	2464	2372	2321	2424	2468

c.   Dual-Language Assessments

In SY2023-24, LAD administered scheduled assessments outlined in the TWDL Assessment Framework, including, Logramos (a Spanish reading and writing test for 2nd- through 8th-grade students), the Development Reading Assessment, and Evaluación de desarollo de la lectura (English and Spanish assessments for reading comprehension and fluency). The District Benchmark assessments were administered in Spanish in the Fall semester, along with the FLOSEM, to assess listening and speaking in Spanish. The LAD instructional technology integrationist continued to support Beable and Imagine Learning Español, to increase student achievement.

d.   EL Reclassification in Dual-Language Programs

The District continued to monitor the reclassification rate for EL students enrolled in the dual-language programs and to assess Spanish proficiency. The percentage reclassified fell to 10% in the 2023-24 school year.

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%
2023-24	567	57	10.1%

e.   Professional Development

In SY2023-24, the District offered TWDL professional development on an ongoing basis (**Appendix V–10, TWDL PD SY2023-24**). 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 and administrators at all grade levels. In addition, in collaboration with the Association of Two-Way Dual-Language Education (ATDLE), TWDL site administrators and teachers participated in schoolwide training focused on Guided Language Acquisition by Design (GLAD). Grijalva and Roskruge participated in the Fall and received a continuous cycle of coaching and support during the Fall, with a focus on GLAD implementation. 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 2024, the LAD hosted the 2024 Language Learning Symposium in person at Rose K-8. 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 SY2023-24, dual-language itinerant teachers provided teachers with in-class support at each of the 12 TWDL sites as they moved toward the goal of fully implementing the TWDL program (**Appendix V–11, DL Itinerant Assignments SY2023-24**).

g. Developing/Recruiting Bilingually Endorsed Teachers

In SY2023-24, 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 SY2024-25. There were more than 240 certificated staff in teaching positions with a bilingual endorsement (**Appendix V–4, V.g.1.j Certificated Staff with ALE Credentials**).

h. Dual-Language Parent Outreach and Supports

For SY2023-24, LAD, in collaboration with the Communications Department, continued to provide TWDL program information and enrollment opportunities to students and parents using the parent resource website and social media.

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

i. The TWDL framework

In SY2023-24, 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 SY2023-24 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 completed the two TWDL strands at Bloom. In SY2023-24, the Bloom cohort of students continued the TWDL pathway at Magee Middle school 6th-grade.

- An additional strand at the kindergarten level at McCorkle, which extended to 2ⁿᵈ grade in SY2020-21. In SY2023-24, additional strands were added for 3ʳᵈ grade at White Elementary and Marybelle McCorkle.

- Teachers in TWDL K-2 continued to receive "pay for performance" on their teacher evaluations, based on students' growth on the Spanish assessment Evaluación del desarrollo de la lectura.

- The District established a TWDL Advisory Committee, to provide recommendations for the District's TWDL programs. The committee met twice during the school year.

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–12, Ex Ed Referrals and Qualifications SY2023-24**, and **Appendix V–13, V.G.1.u Students Receiving Ex Ed Services SY2023-24**).

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 team monitors the implementation of the Dropout Prevention and Graduation Plan. The team is chaired by Mr. Frank Armenta, Assistant Superintendent of Leadership and Student Success, and includes representatives from 19 departments, who met during the 2023-24 school year to review data, set goals, and identify strategies for improving graduation rates and attendance and lowering dropout and retention rates.

1.   Annual Goals

During SY2023-24, the DPG Committee met, with representatives from more than 10 departments, to identify and evaluate current strategies for improving graduation and reducing drop-out rates.

a. Graduation Rates by Ethnicity

The goal for SY2023-24 was to increase the African American and Hispanic graduation rates by 2 percent. Neither of those goals were met; the African American graduation rate dropped by 1.4%, and the Hispanic graduation rate rose by 0.5%.

Table 5.7: Graduation Rates by Ethnicity

Year	Anglo	African American	Hispanic	Native American	Asian/ Pacific Islander	Multi Racial	Total
2012-13	86.5%	80.7%	77.5%	60.2%	89.1%	85.0%	80.8%
2013-14	85.3%	77.4%	79.3%	65.6%	88.3%	71.4%	80.8%
2014-15	85.3%	82.0%	80.0%	66.7%	89.6%	82.1%	81.7%
2015-16	85.0%	76.5%	80.6%	68.8%	88.6%	84.2%	80.6%
2016-17	86.0%	84.0%	84.5%	76.7%	89.0%	89.7%	84.9%
2017-18	85.6%	82.2%	84.1%	74.1%	89.5%	84.8%	84.2%
2018-19	86.0%	78.9%	86.9%	77.6%	94.7%	82.1%	85.9%
2019-20	85.3%	78.8%	86.2%	78.1%	89.7%	91.9%	85.3%
2020-21	82.3%	77.5%	77.5%	68.3%	92.3%	85.9%	79.1%
2021-22	79.5%	77.7%	79.4%	74.5%	87.7%	81.6%	79.4%
2022-23	82.7%	80.4%	81.7%	70.9%	86.3%	80.8%	81.6%
2023-24	82.7%	79.0%	81.7%	76.4%	91.9%	84.0%	82.2%

b. EL and R-EL Graduation Rates by Ethnicity

In SY2023-24, the District's goal was to graduate at least 60 percent of African American and Hispanic ELs and to graduate at least 85 percent of African American and Hispanic Re-classified ELs (R-ELs).[3] The District met this goal.

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[3] *See* Order on December 2018 Completion Plans [ECF 2217 at 4], and *see* ELL Action Plan [ECF 2261-1 at 3].

Table 5.8: EL Graduation Rates

Year	African American EL		Hispanic EL	
2012-13	1 of 12	8.3%	10 of 32	31.3%
2015-16	4 of 19	21.0%	9 of 26	35.0%
2016-17	7 of 21	33.3%	17 of 40	42.5%
2017-18	17 of 30	56.7%	23 of 28	60.5%
2018-19	17 of 33	51.5%	20 of 34	58.8%
2019-20	22 of 36	61.1%	33 of 47	70.2%
2020-21	26 of 33	78.8%	37 of 69	53.6%
2021-22	22 of 26	84.9%	71 of 93	76.3.%
2022-23	34 of 38	89.5%	91 of 105	86.7%
2023-24	**35 of 44**	**79.5%**	**96 of 137**	**70.1%**

Table 5.9: R-EL Graduation Rates

Year	African American R-EL		Hispanic R-EL	
2015-16	25 of 29	86.2%	348 of 490	71.0%
2016-17	22 of 22	100%	359 of 413	86.9%
2017-18	22 of 29	75.9%	417 of 481	86.7%
2018-19	30 of 35	85.7%	549 of 617	89.0%
2019-20	37 of 42	88.1%	603 of 676	89.2%
2020-21	24 of 28	85.7%	499 of 611	81.7%
2021-22	24 of 26	92.3%	603 of 676	84.8%
2022-23	105 of 129	81%	486 of 567	86.0%
2023-24	**48 of 48**	**100%**	**66 of 72**	**91.7%**

c.   Dropout Rates by Race/Ethnicity

The goal for SY2023-24 was to decrease the dropout rate for 7th-12th-grade African American and Hispanic students by one percentage point. The goal was not quite met: the dropout rate for African American students remained the same as the previous year (3.0%), while the dropout rate for Hispanic students fell by 0.8%.

Table 5.10: Dropout Rates by Race/Ethnicity

Year	African American	African American EL	Hispanic	Hispanic EL
2015-16	2.5%	1.7%	1.8%	0.1%
2016-17	3.3%	4.2%	2.2%	3.9%
2017-18	4.2%	3.4%	3.1%	1.8%
2018-19	3.7%	0.0%	3.3%	0.1%
2019-20	4.1%	0.0%	2.9%	0.0%
2020-21	6.9%	0.0%	5.3%	0.8%
2021-22	3.1%	0.0%	3.4%	0.1%
2022-23	3.0%	0.0%	4.1%	0.7%
2023-24	3.0%	1.8%	3.3%	2.4%

d.   Student Retention Rates

For SY2023-24, the District's goal was to maintain an in-grade retention rate that was less than 1 percent of all African American and Hispanic students in grades K-8 (**Appendix V–14, V.G.1.o Retention**).

Table 5.11 Student Retention Rates

African American Retention Rates								
	2021-22 to 2022-23			2022-23 to 2023-24			**2023-24 to 2024-25**		
Grade	N	Ret.	% Ret.	N	Ret.	% Ret.	N	Ret.	% Ret.
K-8	2747	9	0.3%	2892	0	0.0%	2855	12	0.4%

Hispanic / Latino Retention Rates								
	2021-22 to 2022-23			2022-23 to 2023-24			**2023-24 to 2024-25**		
Grade	N	Ret.	% Ret.	N	Ret.	% Ret.	N	Ret.	% Ret.
K-8	17021	92	0.5%	17901	1	0.0%	16591	86	0.5%

e.   Student Attendance

The DPG committee set a goal of an 88% attendance rate for African American students and an 86% attendance rate for Hispanic students. Overall, attendance fell very slightly.

Table 5.12: Student Attendance

Year	Anglo	African American	Hispanic American	Native American	Asian/ Pacific Islander	Multi Racial	Total
2015-16	91.6%	91.1%	90.1%	88.6%	94.3%	90.8%	90.5%
2016-17	92.0%	92.4%	90.7%	89.3%	94.4%	91.8%	91.2%
2017-18	93.0%	92.3%	91.2%	89.6%	94.6%	92.3%	91.7%
2018-19	92.0%	91.5%	89.9%	87.4%	93.8%	90.5%	90.4%
2019-20	91.4%	90.3%	88.8%	86.7%	93.2%	90.4%	89.5%
2020-21	91.4%	88.4%	87.0%	83.3%	93.3%	89.0%	87.9%
2021-22	87.0%	84.9%	82.7%	79.7%	89.6%	84.7%	83.8%
2022-23	88.8%	87.0%	85.6%	83.5%	90.4%	87.3%	86.4%
2023-24	**88.4%**	**86.8%**	**85.5%**	**83.4%**	**89.6%**	**86.9%**	**86.3%**

2.   Student Identification and Monitoring

In SY2023-24, AASSD and MASSD continued to monitor student attendance, academics, and behavior interventions through the MTSS dashboard, Early Warning System, and Student profile screens. In addition, the Student Support Service departments (including AASSD, NASSD, and APARSS) formalized a process for coordinating and supporting individual student needs by adopting a tiered case management model (**Appendix V–15, EDI Student Services Support Guide**).

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–16, District-Wide Student Support Strategies SY2023-24**, and **Appendix V–17, Support Strategies for English Learners SY2023- 24**).

E.   Student Engagement through Curriculum

Tucson Unified has taken steps to elevate the importance of student engagement in the learning process. This is in recognition of the foundational understanding that student interest and curiosity are at the core of academic engagement in the learning process. Educational research indicates that academic outcomes are improved when students are interested and engaged in content that is relevant to their lived experiences. The District developed the TUSD Instructional

Framework (**Appendix V–18, TUSD Instructional Framework**), which explicitly includes elements of 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.

The implementation of these practices in the classroom was monitored District-wide via the Title I walkthrough process. Through a collaborative effort involving several departments, the District worked to embed elements of SPARKS within the observable criteria of the Title I Walkthrough Form.

The District adopted the Teacher Clarity Handbook, to train teachers on the Instructional Framework, as well as the professional development resources, to train teachers and administrators (**Appendix V–20, Teacher Clarity Training**). This training will take place over the next two years and will become part of the new-teacher onboarding process, to ensure all teachers are trained on the implementation of culturally responsive practices.

In addition to the Teacher Clarity training, new teachers to the District received a series of trainings on the SPARKS framework. Through the New Teacher Induction Program, teachers received a minimum of three hours of training on SPARKS and culturally responsive practices (**Appendix V–21, TNL SPARKS Course Description**). These structures were implemented to train, monitor and assess the effectiveness of instructional quality.

Throughout the 2023-24 school year, the District continued to deliver professional development training, primarily through the quarterly Professional Learning Days. The CRPI Department 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.

In addition, 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**

The District continued to implement the CRC plan (**Appendix V–22, CRPI 5-Year Plan 2021-26**), which called for CRC expansion, when feasible, in schools. CRC teachers continued to develop and revise CRC curriculum and to review and revise the curriculum maps for existing CR courses.

In SY2023-2024, the CRC math program expanded to include Culturally Relevant Geometry (**Appendix V–23, CR Geometry Course**). The District also collaborated with the University of Arizona Project Familia to support the CR Pre-Calculus courses, which allow students to earn college credit (**Appendix V–24, Project Familia**). In addition, CRPI partnered with Pima Community College to offer MAS-165 — a dual-credit history course at three high schools (**Appendix V–25, MAS-165 Course Description**).

These CRC expansion courses, in conjunction with the other efforts to provide a more relevant and reflective education, are at the core of the continued increase in CRC student enrollment at most grade levels. This continued increase in student enrollment is evidence of increased student engagement due to a relevant curriculum and responsive pedagogy (**Appendix V–26, CRC Student Enrollment by School Type SY2023-24**).

2. **Culturally Responsive Pedagogy and Student Engagement Professional Development**

   a. **CRC Teacher Training**

To further differentiate the learning for CRC teachers, CRPI continued to provide specialized training to identified CRC teachers in SY2023-24. The department organized Saturday Tier I PD into two one-year cohorts. 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. In the 2023-24 school year, 30 teachers became certified in this process. (**Appendix V–27, CR Certification Process and Theory Courses**). This internal credential may be used for any future advancement opportunities, within the District and beyond.

In SY2023-24, 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, are hired by CRPI to serve as Master/Mentor Teachers (MT). These CRPI staff MT work with site CR teachers by providing instructional coaching, professional development and modeling instruction. Ten master teachers met with first- and second-year CRC teachers at least once a week to provide guidance and feedback during the 2023-24 school year. 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. 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.

c.   Administrator and Staff Professional Development

In SY2023-24, 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.

CRPI staff also provided SPARKS training to newly hired teachers during New 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 6th & 7th, 2024. 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–28, SICRE 2024 Program**).

3. Multicultural Curriculum

During the 2023-2024 school year, the Multicultural Department made significant strides in integrating multicultural perspectives into the existing course curriculum. This effort was marked by close collaboration with other academic departments, to ensure that diverse cultural viewpoints and resources were effectively incorporated into instructional materials. The department worked diligently to create and share multicultural resources that enriched the learning experience for students across various subjects.

In addition to multicultural integration, the department worked to enhance the cultural competency of educators through targeted professional development opportunities. These sessions equipped teachers with the knowledge and skills needed to effectively teach and engage with students from diverse cultural backgrounds.

The Multicultural Department also actively supported a variety of District, school, and local events, further promoting cultural awareness and inclusion within the broader community. Through its ongoing efforts, the department helped to foster an educational environment that values and celebrates diversity, ultimately contributing to a more inclusive and equitable educational experience for all students.

a. Multicultural Curriculum Development

The District's Multicultural Curriculum is designed to offer students diverse opportunities that not only enhance their academic skills but also contribute to a more inclusive and respectful school environment. By engaging with this curriculum, students are encouraged to conduct in-depth research that hones their critical

thinking and learning abilities. The curriculum emphasizes the importance of exploring multiple perspectives, which deepens students' understanding of complex social issues and prepares them for higher-level thinking and analysis.

In addition to academic growth, the Multicultural Curriculum is instrumental in fostering a positive and inclusive climate within classrooms and schools. It aims to build respect and mutual understanding among students from different racial and ethnic backgrounds, creating a school culture that celebrates diversity and promotes equity. This inclusive environment is vital in helping students develop the social and emotional skills needed to navigate and appreciate a multicultural world.

Another key aspect of the curriculum is its focus on nurturing a sense of civic responsibility among all students. By exposing them to various cultural experiences and perspectives, the curriculum encourages students to become active, informed citizens who are committed to making positive contributions to their communities and society at large.

During the 2023-24 school year, the Multicultural Department concentrated on the following key areas:

- **Curriculum Development**: In collaboration with the Academic Standard Program and a cohort of Middle School and High School ELA and Social Studies teachers, the Multicultural Department completed the Grades 6-8 Social Studies Instructional Guidelines. These Instructional Guidelines are designed to help teachers address historical and contemporary social, political, and cultural issues and events in the United States and global society through a wide range of perspectives. Academic standards, digital resources, lesson plans, and inquiry-based projects and assessments were integrated at each grade level.

- **Curriculum Review and Resource Integration:** The Multicultural Curriculum Department reviewed the Grades 6-12 ELA Savvas adopted curriculum and diversified it by integrating District-approved multicultural literature. The department carefully reviewed the Savvas optional novel list, including 1,170 titles, and developed a recommended list of 50 diverse literatures for teachers' instructional use.

- **Curriculum Resources and Resource Integration:** During SY2023-2024, the Multicultural Department took significant steps to enhance

interdisciplinary literacies by integrating supplementary curriculum resources and innovative pedagogical approaches. The department's efforts were aimed at enriching the existing District curriculum with a diverse array of multicultural materials and instructional strategies, thereby deepening students' understanding across multiple subject areas.

To achieve this, the department supplemented the District's curriculum maps with carefully curated Multicultural Curriculum resources. These resources included a variety of texts that represented diverse cultures and perspectives, thoughtfully selected story baskets tailored to different grade levels, and engaging activities designed to foster critical thinking and cultural awareness. By embedding these resources into the curriculum, the department ensured that students were exposed to a broader range of voices and narratives, enriching their educational experience and promoting a more inclusive learning environment.

In addition to resource integration, the department provided professional development opportunities focused on interdisciplinary literacy. These sessions equipped teachers with the skills and strategies needed to seamlessly incorporate multicultural content into their instruction, regardless of the subject area. The professional development workshops offered educators practical lesson ideas and innovative approaches to teaching that emphasized the connections between disciplines.

This interdisciplinary approach was particularly impactful in key subject areas, including math, science, social-emotional learning (SEL), English language arts (ELA), and social studies. For instance, in math and science, multicultural resources helped students see the relevance of diverse cultural contributions to these fields, while in ELA and social studies, they enabled students to explore a wide range of cultural perspectives through literature and historical contexts. In SEL, the integration of multicultural content supported the development of empathy, self-awareness, and a deeper understanding of social dynamics.

By weaving multicultural resources and interdisciplinary literacy into the fabric of the curriculum, the Multicultural Department not only enhanced the academic rigor of these subjects but also promoted a more holistic and inclusive approach to education. This initiative underscored the department's commitment to preparing students to succeed in a diverse and interconnected world, fostering both academic excellence and cultural competence.

- **Multicultural Curriculum Website:** The Multicultural Curriculum Department significantly enhanced the SharePoint platform, making it an even more valuable resource for teachers. The department introduced a range of inquiry-based lessons and units designed around big ideas, key concepts, and pressing issues — each explored through a variety of perspectives and viewpoints. This approach allowed educators to present complex topics in a way that encourages critical thinking and fosters a deeper understanding of diversity among students. The department also enriched the SharePoint repository with contemporary, diverse, and research-based interdisciplinary digital resources spanning K-12. These resources included detailed lesson plans and teaching guides for books, categorized by subject and grade level, making it easier for teachers to access and implement multicultural content across the curriculum. Additionally, the department added a comprehensive menu of current professional development opportunities, enabling educators to stay informed about the latest training sessions and workshops available to them.

- **Collaborate with OMA to support the design and expansion of Culture Kits:** The Multicultural Curriculum Department deepened its collaboration with OMA to further design and expand Culture Kits, vital tools for enriching the teaching of core curricula themes and standards in English Language Arts (ELA), social studies, social-emotional learning (SEL), and visual arts. These kits were developed to integrate global and intercultural perspectives into the curriculum, fostering critical literacy and promoting a richer understanding of diverse cultures. The kits introduced for 2023-2024 placed a strong emphasis on building intercultural understanding, recognizing it as essential for creating linguistically inclusive and culturally sensitive learning environments. These kits provided educators with standards-based, exemplary multicultural lesson plans, allowing them to seamlessly incorporate diverse viewpoints into their teaching. Additionally, the kits included contemporary global and international literature, offering students a broad spectrum of voices and narratives that reflect the complexities of the world around them.

b. Professional Development

The Multicultural Curriculum Department plays a crucial role in implementing

a multicultural curriculum by offering comprehensive professional development for educators. The department leverages various platforms to engage and empower teachers, ensuring that multicultural perspectives are effectively integrated into classroom instruction. Key initiatives in SY2023-24 included:

- **Culture and New Learning Environments Self-Paced Courses:** In response to global movements for racial and social justice, the department developed a series of synchronous and asynchronous professional development courses. These sessions were designed to elevate educators' understanding of race, class, gender, and equity, fostering a deeper consciousness around these critical concepts. Each session included a reflective component, encouraging educators to critically assess their own beliefs and practices.

- **Critical Examination of Socialization and Biases**: The Multicultural Department led efforts to critically examine how socialization and inherent biases shape teaching practices, thereby influencing the educational experiences of students. By addressing these biases, the department aimed to create more equitable learning environments.

- **Exploration of Oppression and Classroom Discourse:** The department provided educators with the tools and strategies needed to address sensitive and polarizing issues such as racism, sexism, homophobia, classism, human rights violations, and other forms of oppression within the classroom, focusing on equipping teachers to facilitate meaningful and respectful discussions, thereby promoting a more inclusive and understanding classroom culture.

- **Deconstruction of Traditional Pedagogical Models**: The department undertook a critical analysis of traditional teaching approaches, examining how they may contribute to systemic oppression and unequal access to education. This deconstruction aimed to uncover and challenge the institutional barriers that limit opportunities for all students.

- **Promotion of Student-Centered Pedagogy**: The department advocated for a student-centered approach to teaching, one that prioritizes students' lived experiences and makes learning active, interactive, relevant, and engaging. This pedagogy encourages educators to create learning

environments that resonate with students and foster their active participation.

- **Collaboration and Support**: The Multicultural Curriculum Department remained responsive to requests for support and collaboration, working closely with school sites, other departments, and the University of Arizona to ensure the successful implementation of multicultural curriculum initiatives. This ongoing collaboration helped to reinforce the department's mission of creating equitable and culturally responsive educational experiences across the District.

Through these efforts, the Multicultural Curriculum Department not only supported teachers in developing a more inclusive curriculum but also contributed to a broader cultural shift within the educational community, promoting social justice and equity in schools.

c.   Multicultural Literacy and Cultural Events

One of the key strategies implemented by the department was the support to school sites during the organization of numerous multicultural literacy and cultural events and festivals. These events were meticulously planned and executed, with the aim of not only celebrating the District's rich cultural diversity but also creating opportunities for students, parents, and staff to engage with and learn from each other's cultural backgrounds. By incorporating storytelling, music, dance, and arts and crafts into these events, the department provided a platform for families to share elements of their culture or ethnicity with the broader school community. This interactive approach allowed participants to experience firsthand the unique aspects of different cultures, fostering a deeper appreciation and respect for cultural differences.

In response to the growing demand for culturally enriching experiences, the Multicultural Curriculum Department also spearheaded the organization of Global Virtual Read Aloud events held monthly on Zoom during the 2023-24 school year. Recognizing the power of global and international literature as a tool for promoting intercultural understanding, the department collaborated with community members to develop and implement District-wide K-8 virtual read-aloud events.

This initiative was designed to reach a broad audience, including teachers, students, and families, and to provide them with access to culturally diverse

resources that could enrich their educational experience. Community members were carefully selected for their deep connection to their respective cultures. These cultural insiders brought the stories to life by infusing them with real-life examples and personal anecdotes, thereby offering students a more authentic and immersive experience. The event not only introduced students to a wide range of diverse literature but also engaged them in culturally rich activities that reinforced the themes and lessons of the stories.

The event also provided an opportunity for teachers to expand their own cultural competencies, as they were exposed to new resources and pedagogical approaches that could be integrated into their classrooms. More than 4,600 students and 250 teachers from 42 elementary and middle schools across the District 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) implemented the department's strategic plan.

a.   AASSD Student Interventions and Supports

In SY2023-24, the District implemented the Multi-Tiered System of Supports (MTSS) model for academic intervention teams. Under this model, 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 SY2023-24, 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 3 support in addition to the classroom teacher and/or site-based services. By dividing into regional teams, all school sites received support from a designated AASSD staff member. Under the

department's restructured framework, AASSD staff were assigned to serve as coaches, response to intervention (RTI) specialists, behavioral specialists, and program specialists. Additional initiatives included:

- Regional lunch and learns were offered, to prepare students transitioning from elementary to middle, and middle to high school, with key success strategies. The lunch and learn activities were held at five school sites.

- In collaboration with the APARSS Department, additional support was provided to students through the new student advisory council. Eleven high school students completed a competitive process and earned two internships.

(2) Academic Support

In SY2023-24, the AASSD RTI specialists provided direct reading intervention support at 23 identified schools. Elementary schools were selected based on the prior year's DIBELS literacy data. The reading support was a tier 3 model providing reading intervention three to four days per week with an identified group of students reading below standard. The four RTI specialists worked with a caseload of 2nd- through 5th- grade students.

In addition, AASSD launched an at-home reading intervention program titled Royal Readers. Approximately 350 African American K-3 students received iPads, headphones, and hotspots (as needed) to improve their early literacy skills. Royal Readers and their families were supported by AASSD through orientations and events (**Appendix V–29, Royal Readers**).

Other support initiatives included:

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

- After-school tutoring was provided by tutors at two middle school sites (Roberts-Naylor and Secrist).

- AASSD partnered with Targeted School Improvement (TSI) to support three middle schools to improve African American achievement (Magee, Gridley, and Secrist). Support was provided through professional development and walk-throughs.

(3) Behavior Support

To provide Tier 2 and Tier 3 behavior interventions, AASSD deployed behavioral specialists to support all schools that completed the online referral form or were requested by parents or District leadership (**V–30, Behavior Specialist Support**). The behavioral specialists, assigned to specific regions, participated on MTSS teams, provided guidance in the development of behavior intervention plans, and attended long-term discipline suspension hearings. In SY2023-24, Behavior Specialists supported identified students in collaboration with Student Relations Department.

(4) Mentoring

In SY2023-24, AASSD partnered with local fraternities and sororities, to provide weekly and bi-weekly mentoring to students in the District. Four AASSD mentors provided mentoring and support to nearly 100 elementary African American students at seven schools.

(5) Enrichment and Summer Experiences

In SY2023-24, 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:

- Royal Readers Literacy and STEM Celebration

- Royal Reader Event at Children's Museum — 133 students

- Pima County One Stop Credit Recovery Partnership

- Quarterly Student Academic Recognitions

- Student Advisory Council — 11 high school students (**Appendix V–31, African American Student Advisory Council**)

- African American Youth Heritage Day — 800-plus attendees

- Holiday Shopping Spree — 40 students

- Summer Bridge Lunch and Learns — all five regions

- Black History Makers Breakfast — 75 attendees

- Black History Month School Assemblies (**Appendix V–32, Black History Assembly**)

- 10th Annual Black History Brain Bowl — 16 school teams

- Boys Mentorship Groups initiated at two schools

- UA Black Excellence Tucson family college planning event attended by 400-plus participants

- Diversity in Dentistry Career Event — 20 students

- Clinisys Technology Mentorship Program — 10 students

- Summer LIT Program —30 students

- 7th Grade STEM Science Day in collaboration with University of Arizona

- Black and Brown Girls Wellness Day (**Appendix V–32, Black & Brown Girl Wellness Day**)

- Ubuntu Book Club at Utterback Middle School

- Facilitated Student focus groups at three targeted sites — 77 students

- Provided field trips to African American Museum of Southern Arizona

- Annual student recognition ceremony (**Appendix V–34, Student Recognition**)

- No Slur campaign at six schools

- Hosted African American read-in with 86 community readers across the District

- Developed a new community garden at Utterback Middle School

- Launched the first Black History Month website, for parents, students, and teachers, in collaboration with the Culturally Responsive Pedagogy & Instruction (CRPI) Department

- Black Youth Day at the Capitol — Phoenix

- Partnered with community organizations to offer scholarships for summer camps

In SY2023-24, AASSD also provided internships, in collaboration with Pima County, to 17 students who worked as mentors to elementary students attending summer school at six sites. Additionally, AASSD hosted Summer LIT, an on-campus college and leadership experience at the University of Arizona, for 23 high school students (**Appendix V–35, AASSD Summer LIT Program**).

(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. Clarity was needed to align with the District MTSS process. As such, a one-pager was developed and distributed to District and school leadership (**Appendix V–36, AASSD Behavior Specialist Scope of Work**).

(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, MTSS, Mental Health First Aide, Synergy, and goal setting. In addition, AASSD provided numerous professional learning opportunities for District certified and classified staff during the year (**Appendix V–37, AASSD Professional Learning Calendar 2023-2024**).

b. AASSD Collaboration with Local Colleges and Universities

(1) AASSD Partnerships with Colleges and Universities

In SY2023-24, AASSD continued to collaborate with the University of Arizona,

community organizations and TUSD departments to connect K-12 students and their families with information, resources, and contacts about college and career opportunities.

AASSD partnered with the UA (University of Arizona) Academic Outreach office, UA African American Student Affairs, and the Governor's Office of Youth, Faith, and Family in Spring 2024 to develop a new college planning event for the family. This event, Black Excellence Tucson (BET), was held on the UA campus and provided an opportunity for over 400 students and parents to learn about UA academic programs, enrollment, and scholarships. Students and their families attended workshops and a resource fair. Families also had the opportunity to enjoy lunch on campus and visit the African American Museum of Southern Arizona and Flandrau Science Center. (**Appendix V–38, Black Excellence Tucson**).

The HBCU College Tour for SY2023-24, with the support of TEEM (Tucson Educational Empowerment for Minorities), was offered to middle school students for the first time. Students visited historically black colleges and universities in the Washington, D. C area in Spring 2024. Students were able to visit seven schools: Morgan State University, Coppin State, University of D.C., Howard University, Virginia State University, Hampton University, and Norfolk State University. Students also participated in sight-seeing trips, including Included a great tour of the National Museum of African American History and Culture.

(2) Community Partners for College and Career Readiness Support

During SY2023-24, AASSD continued to partner with community organizations to provide college and career readiness support. Among the highlights were:

- AASSD partnered with Diversity and Dentistry for students historically underrepresented in STEM careers.

- AASSD partnered with Tucson Educational Empowerment for Minorities to co-host the 14th Annual African American Youth Heritage Day.

- AASSD partnered with Clynisis to mentor students. Ten students from several TUSD high schools developed apps over an eight-week period and received computers.

(3) College Scholarships

In collaboration with community partners and a department-chaired committee, AASSD was able to support 14 students with $70,000 scholarships to further their education. In May, the 14th Annual A Legacy of Excellence Awards Celebration was held for student awardees. The AASSD also partnered with a Black Fraternity to share scholarship opportunities with African American seniors (**Appendix V–39, Omega Psi Phi Scholarship**).

c. AASSD Quarterly Parent Events

To support parent engagement, AASSD continued collaboration with District departments and community organizations to host quarterly parent events, to share information and provide resources to families. Parent events included:

- A Code of Conduct workshop attended by over 300 students and parents,

- A Royal Reader Ball focusing on STEM activities for students and parents, and

- Black Excellence Tucson (BET), a college planning event at the University of Arizona.

In SY2023-24, the AASSD facilitated numerous parent events (**Appendix V–40, V .G.1.S.(1) AASSD Quarterly Parent Events**).

During SY2023-24, AASSD implemented digital quarterly parent and community newsletters. Parents were informed of department events, resources, opportunities, and RTI academic impact data. The newsletter readership was over 4,000. Targeted outreach for enrichment opportunities to families and community members was conducted through e-mail, parent link, staff phone calls and department social media.

AASSD also collaborated with several community organizations to provide information on ways families can get involved and connect to resource organizations in the community:

- **Black History Month and Parent Engagement**: During Black History Month, the Parent Advisory group elected to host the first Black Parent Involvement Day. As part of a national event, African American parents were encouraged to begin or continue to volunteer at school sites

(**Appendices V–41, Black Parent Involvement Day**, and **V–42, Black History Month**).

- **Parent Advisory Council (PAC):** In SY2023-24, the AASSD PAC had an overwhelming response. More than 150 parents elected to be part of the new group. Five meetings were held in person at the new African American Hub at Utterback Middle School. Agenda items included departmental and District updates, understanding the TUSD leadership structure, and discussions on their experience as parents within TUSD (**Appendix V–43, AASSD-PAC Inaugural Meeting Flyer**).

- **African American Community Forums and Advisory Board**: To further communicate and connect with students, parents, and the community, the AASSD director continued to serve on several community organizations, including an appointment as a Commissioner on the Governor's Commission on African American Affairs. 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.

In SY2023-24, the AASSD established the African American Community Advisory Board, consisting of three community members. The community advisory board met three times, discussing vision and strategic plan for the department. The inaugural community advisory board provided support for, provided feedback on, and attended department events.

2. **Targeted Academic Interventions and Supports for MASSD**

a. **MASSD Student Interventions and Supports**

During SY2023-24, 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 District-wide 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:

- Advising sites following the MTSS process through recommendations and collaboration;

- Mentoring students through Culturally Relevant Curriculum (CRC) classrooms and targeted sites;

- Integrating virtual services, evaluating MASSD staff expertise in the assignment of program specialists and college mentors to collaborative sites with data-driven determinants;

- 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 university partners (i.e., Math Tutoring and Saturday Academy online), and offering summer enrichment programs (i.e., Academia Huitzilin/ Hummingbird Academy); and

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

Adopted in August 2019, the MASSD operating plan continued to guide the roles and functions of the department, with each function or service 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 District Court in October 2020.

(1)   Direct Student Support

During SY2023-24, the MASSD director assigned eight program specialists, one to each of the following targeted areas, to provide District-wide support:

- Academic Empowerment and Engagement (2 program specialists)

- 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 27 school sites and two family resource centers daily or weekly services based on needs or initiatives in an MASSD-targeted area. Program specialists established scheduled times for virtual and on-site support in conjunction with District-wide collaborations, to implement quarterly action plans aligned to the department strategic plan. .

In SY2023-24, 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.

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

(2) Targeted Mentoring Support

During SY2023-24, 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 (with one on

leave due to an educational opportunity). 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., Each One Teach One, MEChA, and Si Se Puede student groups), coordination of community resources for the classroom (e.g., field trips, guest speakers, and webinars), and activities to build relationships with students. MASSD's collaboration with the University of Arizona's Mexican American Studies Department and the Guerrero Student Resource Center provided targeted recruitment for college mentor positions.

The District continued mentoring supports District-wide, 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. Two program specialists designated in the targeted area of Academic Empowerment and Engagement provided consultations to certified teachers and site staff in culturally responsive strategies. The program specialists also coordinated with site MTSS teams via virtual and in-person 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 tutoring opportunities offered by the site or the District. One of the Academic Empowerment and Engagement program specialist facilitated the teacher prep program, Each One Teach One, mentoring six high school students interested in a career in education.

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 consultations provide individualized support for students and parents seeking higher education navigation with the College and Career program specialist.

In SY2023-24, MASSD continued culturally responsive mentoring specifically designed to develop positive masculinity for Mexican American/Latino middle and high school male-identifying students. MASSD facilitated small groups at Valencia and Tucson High Magnet School. Other mentor offerings included Girls Empowerment at Doolen and Pistor Middle Schools, DIVA Warriors at Pueblo, MEChA at Tucson High, and DAEP empowerment circles at the Menlo, Palo Verde, and Southwest Resource Centers. Additionally, the MASSD collaborated with various organizations, including UA College of Education, the UA Project SOAR, Chicanos Por La Causa, A Call To Men, Amistades Inc., and others, to support mentoring efforts (**Appendix V–44, V.G.1.p. MASSD Mentoring Collaborations SY2023-24**).

(3)   Targeted Tutoring Support

In SY2023-24, MASSD certified academic tutors facilitated online tutoring supports as effective parent-initiated math intervention and enrichment in grades 3-8 in Saturday Academy and after-school sessions. Saturday Academy continued to be held online, in response to parent demand. MASSD college mentors facilitated academic mentoring, as directed by the designated CRC classroom teacher, to support students. Tier 2 supports were provided under the supervision of the classroom teacher, as needed. Collaboration supported teacher effectiveness and student engagement. Middle school and high school tutoring sessions were coordinated by MASSD staff in collaboration with UA Math and Word Cats partners. Given the demand for support, MASSD continued a partnership with UA's Center for Recruitment & Retention of Mathematics Teachers, providing access for K-12 students to free online tutoring in English and Spanish.

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 offering ELA and math tutoring in SY2023-24 through Academia Huitzilin/Hummingbird Academy, a trilingual, culturally sustaining academic enrichment program open to students in grades 3-5, facilitated in the month of June at Pueblo Gardens K-8 by certified teachers, classified staff, 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.

(4)   Targeted Behavior Supports

The MASSD behavior specialist and the Social-Emotional and Behavioral Support program specialist provided Tier 3 behavior intervention support for Mexican American/Latino students District-wide. Following the MTSS process, student referrals were made through the Student Equity and Intervention Request for Service online form, via the District's Employee Network SharePoint page. The MASSD behavior specialist consulted in MTSS teams, discipline hearings, and behavior plans. In SY2023-24, the behavior specialist facilitated professional developments with AASSD staff and served on the District's Cross-Functional Team to align social emotional services.

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 SY2023-24, the MASSD continued to monitor and respond to discipline data shared by the Student Relations (SR) Department. The SR provided monthly discipline reports to the director, 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. The MASSD program coordinator served as a representative of the District Behavior Management Team for input and up-to-date discipline data trends to inform practices.

(6)   Enrichment and Summer Experiences

In the summer, the MASSD offered an enrichment opportunity through Academia Huitzilin/Hummingbird Academy in SY2023-24. Forty-three students from multiple schools in grades 2-5 participated in a STEM enrichment with a cultural identity focus at Pueblo Gardens K-8, Monday through Thursday in June. MASSD staff, certified academic tutors, and Mexican Indigenous community members used hands-on materials to engage students in a month-long program. Field trips were included

in the programming.

(7) Student Equity Request for Services Form

Sites continued using the online Student Equity and Intervention Request for Service form for Tier 3 academic and behavioral support linked to the Employee Network SharePoint. MASSD received and responded to 26 requests for services directly from sites during SY2023-24 (**Appendix V–45, MASSD Site Requests for Services SY2023-24**).

(8) Professional Development

The MASSD director and program coordinator facilitated trainings for MASSD staff in SY2023-24, 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, 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. The annual EDI Conference in March was an opportunity for MASSD staff to attend sessions as participants. Additionally, MASSD staff attended virtual conferences and in-person trainings relevant to the assigned targeted areas, to further develop professionally. Designated staff attended the Culturally Responsive Pedagogy & Instruction Department's Tier 1 Saturday professional developments to align strategies and practices. In June, MASSD staff participated in the Summer Institute for Culturally Responsive Education offered by the Culturally Responsive Pedagogy & Instruction Department.

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 Language Symposium coordinated by the Language Acquisition Department was another professional development staff attended in the summer. Additional learning opportunities were facilitated by community partners including A Call To Men, Pima County Prevention Coalition, and the UA Office of Early Academic Outreach.

b. MASSD Collaboration with Local Colleges, Universities, and the Community

In SY2023-24, 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 Mexican American/Latino students, to build post-secondary opportunities.

(1) MASSD College and University Partnerships

During SY2023-24, 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:

- University of Arizona (UA): MASSD staff were invited to participate in the Borderlands Education Center International Symposium as contributors to the discussion on border education and its impact for serving students. The Guerrero Student Resource Center and Mexican American Studies Department hosted a MAS dual enrollment day for students from Tucson High, Catalina, Pueblo, and Sabino for a tour of resources on campus. Department staff also attended the College Knowledge for Counselors hosted by the Office of Early Academic Outreach for updates on financial aid, migrant education, scholarships and strategies to engage middle school students for college preparation.

- The Each One Teach One 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 education, to develop lessons to facilitate at Manzo Elementary (**Appendix V–44, V.G.1.p MASSD Mentoring Collaborations SY2023-24**).

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

Other highlights of the partnership with UA this year included:

- Co-presented at the Alliance of Hispanic Serving Institution Educators Best Practices Conference and the AZ HSI Consortium Annual Summit, with the

Guerrero Student Resource Center and Project Outreach FAMILIA on bridging K-12 to higher education.

- 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, with 111 graduates. 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, Boderlands Education, and Project Outreach FAMILIA (Forwarding Academic Mechanisms Integral to Learning In the Academy).

- Partnerships with the UA WordCats/MathCats and Center for Recruitment & Retention of Mathematics Teachers 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 continued to serve on the Mexican American Studies Advisory Board.

Other activities included college tours to Arizona State University (ASU), Northern Arizona University (NAU), Pima Community College, and New Mexico State University, to expose students to campuses and specific higher education programs. 133 students participated in at least one of the tours offered in the spring.

In partnership with Pima Community College partners, the Dual Enrollment Department and the Ethnic, Gender & Transborder Studies Department, the District promoted the expansion of the MAS 165/CRC U.S. History Mexican American Viewpoint course at Pueblo and Catalina, while continuing supporting classes at Tucson High and Cholla High Schools. With support from PCC certified MASSD staff, 119 students in designated CRC (Culturally Relevant Curriculum) classes received

college credit, while also acquiring high school graduation credit from the assigned certified CRC Mexican American Viewpoint teacher.

The MASSD also coordinated field trip opportunities for dual-credit students to visit PCC's Downtown campus. Students participated in the 8th Annual Ethnic, Gender, Transborder Studies and Sociology Summit and a Dual Enrollment Day.

The MASSD had continued partnerships with various PCC offices, including 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 participated in the resource fair at the ¡Adelante! Parent & Youth Leadership Conference (**Appendix V–46, MASSD College Tours SY2023-24**).

(2)   MASSD Community Collaboration

During SY2023-24, 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. Working across districts, the Sunnyside Foundation reached out to MASSD to identify 15 refugee families in need of financial support by distributing $7,500. MASSD also expanded a partnership with Los Descendientes de Tucson as they hosted dual enrollment students from Tucson High to present oral history projects to the community at the historic Sosa-Carrillo house with support from Ward 1. Furthering a commitment to end domestic violence in the community, A Call To Men facilitated professional development for over 40 District staff members. 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 via Facebook Live, through video conferencing, and in-person at the Menlo Family Resource Center. "Youth and NARCAN" serves 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 Meeting of the Minds" 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 as Aspiring Leaders, recruiting administrators to attend in-person conferences for professional development, and facilitating a state-wide student art contest, with representation from across the District.

MASSD staff represented the interests of students and families by serving on: the Tucson Advisory Council for the Hispanic Scholarship Fund; the Arizona César E. Chávez & Dolores Huerta Holiday Coalition to organize presentations, reaching over 2,000 students; 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 & Dolores Huerta Holiday Coalition, National Parks Services, Borderlands Theater, and Amistades, Inc.), to engage with students as guest speakers District-wide.

Other ongoing relationships included the City of Tucson's Ward 1, Ward 5 and Mayor's offices, City of Tucson Parks & Recreation, Third Congressional District office, Girl Scouts of Southern Arizona, Child and Family Resources, Inc., Calpolli Teoxicalli, Southern Arizona AIDS Foundation, Families United Gaining Accessibility (FUGA), Tucson Education Association, Southern Arizona Ivy League Project, Mexican American Heritage & History Museum, and National Association of Multicultural Education.

(3)   District Collaboration

During SY2023-24, 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 Mexican American/Latino students and families.

In SY2023-24, under the EDI Department, MASSD continued ongoing collaboration with African American Student Services, Native American Student Services, Asian Pacific American & Refugee Student Services and Family and Community Engagement to better align with the District's commitments in 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. Additional District-wide 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:

- Recruitment and presenting at the Black & Brown Girl Wellness Day,

- Participating in the EDI Support Team Retreat and the EDI Conference,

- Representing the needs of MASSD staff on the EDI Focus Group,

- Planning and facilitating presenters at the EDI Student Summit at Sabino,

- Recruitment and coordination of workshops at Impact Tucson,

- EDI director's meetings and the Director Professional Learning Community, and

- Presenting to the community at the State of EDI.

The MASSD continued collaborations with Curriculum & Instruction partners, including Professional Development, Exceptional Education, CRPI, LAD, CTE, ALE, SEL, and MTSS. With TUSD's Cross-Functional Team, the MASSD provided input on the District's Strategic Plan implementation and initiated aligning collaborative efforts across departments. Professional development was also facilitated in trauma informed practices at Catalina.

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: participation in Tier 1 professional development, quarterly updates, assignment of college mentors to CRC designated classrooms, facilitating Honors Teacher Trainings, presentations by mentor teachers in classrooms for Chávez & Huerta Month and Mes de la Cultura, CRiA (Collaborative Research in Action) Youth Symposium mentoring, support of MAS 165 dual-credit courses, and participation in the Summer Institute for Culturally Responsive Education. Other District collaborations included:

- The Advanced Learning Experiences (ALE) Department maintained connections to the MASSD through dual enrollment expansion planning,

Honors Teacher Training professional development, ongoing training for staff in AVID strategies, parent advisory council presentations, and participation in resource fairs.

- The ¡Adelante! Parent & Youth Leadership Conference was held.

- 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, the Tell Me More Series, and substance prevention workshops. MASSD staff supported students in care through facilitation of 88 Best Interest Determination meetings. 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 School Community Services. Ambassadors are contacted consistently to support families reaching out to MASSD first for registration questions. 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 District-wide 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 reaching nearly 3,000 students.

c. MASSD Quarterly Events

In SY2023-24, 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 District-wide 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 SY2023-24, 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, Encuentros, 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) District-wide 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 District-wide 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 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 social media postings. Virtual resources were used to share information on college & career readiness, César Chávez & Dolores Huerta 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 Superintendent updates each semester through the District's Mexican American Parent Advisory Council (MAPAC), with invitations distributed District-wide to K-12 families at sites and via Parent Link communications, typically reaching over 25,000 parents. The Council continued to convene monthly meetings over the course of the school year through a virtual meeting platform and hosted in-person with the collaboration of the Menlo Family Resource Center staff, 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–47, V.G.1.s (2) MASSD Parent Quarterly Events SY2023-24**).

In SY2023-24, 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 by the MASSD at the University of Arizona's Student Union. Invitations were sent to 525 8th-grade and 424 12th-grade students who met the 3.25 or higher GPA requirement for recognition. The event was attended by 382 students and their families. In SY2023-24, 54 seniors earned a 4.0 cumulative GPA over the four years in high school and received a congressional certificate. All invited seniors meeting the 3.25 GPA received a graduation stole, with 253 students earning a 4.0 GPA. Additionally, over 2,800 students in 6th, 7th, 9th, 10th, and 11th grades met the criteria to earn recognition, with certificates distributed at school sites or directly mailed to families.

G.   African American Academic Achievement Task Force

In SY2023-24, 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 SY2023-24, 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).

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 Sections 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 V.A., V.D., V.F.

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 SY2023-24, 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 2023-24 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 District elementary schools had at least one configuration scenario completed for SY2023-24 (**Appendix V–48, Configuration**

Form SY2023-24). 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, 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 SY2023-24 (**Appendix V–49, Compliance Procedures Presentation**). The professional development training 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–50, TUSD Language Program Presentation**).

I. Supportive and Inclusive Environments

In SY2023-24, the District continued to incorporate components of the SAIL approach, which emphasizes learning space and tone, together with the pedagogically focused culturally responsive educational approach. This was accomplished through District-wide implementation of initiatives highlighting culturally responsive practices. The District's full implementation of the SPARKS Framework advances the principles of student-centered instruction, inclusivity, and supportive learning environments. By aligning related initiatives, including the TUSD Instructional frameworks, Teacher Clarity training, New Teacher Induction, Title I Walkthrough Instruments, and other practices, professional training, and structures, the District continues to refine its practice toward academic achievement and equity. New teachers are introduced to this framework through the New Teacher Induction process (**Appendix V–50, NTI 2023**).

To support District-wide 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–5, V.G.1.a ALE 40th-Day Enrollment, for SY2023-24**.

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–51, V.G.1.b (1) Appendix E - AAC SY2023-24**; **V–52, V.G.1.b (2) Appendix F - GATE SY2023-24**; and **V–53, V.G.1.b (3) Appendix G - UHS SY2023-24**.

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

See **Appendix V–54, V.G.1.c 40th-Day Enrollment ALE Supplementary Goals Summary**, to view analysis of the 15% Rule for SY2023-24.

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

See **Appendix V–55 V.G.1.d Policy and Procedure Amendments SY23-24**, to view amendments concerning Advanced Learning Experiences for SY2023-24.

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–56, 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 SY2023-25.

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–10, II.K.1.m OMR Plan SY2023-24**, 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 SY2023-24 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 SY2023-24. 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

SY2023-24.

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–4, 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–57, V.G.1.l Dual-Language Services by School and Grade**, which contains a listing of each dual-language program for SY2023-24.

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–58, V.G.1.m (1) AASSD Outreach SY2023-24,** and **V–59, V.G.1.m (2) MASSD Outreach SY2023-24**, to view mailers distributed at outreach meetings during SY2023-24.

(G)(1)(n)   A report on all amendments and revisions made to the data dashboard system and copies of all policies and procedures

implemented to ensure that action is taken when a student is automatically flagged for attention by the system;

No amendments were made in SY2023-24.

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

The data required by section (V)(G)(1)(o) are contained in **Appendix V–14, V.G.1.o Retention**.

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

See Section V.F.1.a(4), for information about the AASSD college mentoring program, as well as **Appendix V–44, V.G.1.p MASSD Mentoring Collaborations SY2023-24**.

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

See Sections V.F.1.a, for AASSD Student Interventions and Supports, and V.F.2.a, for MASSD Student Interventions and Supports.

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

See **Appendices V–60, V.G.1.r(1) AASSD Academic Intervention Team**, and **V–61, V.G.1.r(2) MASSD Academic Intervention Team**, for improving student academic success, including school locations for SY2023-24.

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

To view descriptions of quarterly events and materials for SY2023-24, *see* **Appendices V–40, V.G.1.s (1) AASSD Quarterly Parent Events**, and **V–47, V.G.1.s (2) MASSD Quarterly Parent**

Events.

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

The data required by section (V)(G)(1)(t) are contained in **Appendix IV–21, IV.K.1.q Master USP PD Chart**. This report contains a table of all formal professional development opportunities offered for SY2023-24.

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–13, V.G.1.u Students Receiving Ex Ed Services SY2023-24**. 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 SY2023-24, the Student Relations Department worked diligently to reduce discipline overall as well as discipline disparities; to continue to support a District-wide PBIS initiative; and to refine sections of the Code of Conduct. This was done with support from senior leadership and the Student Success and Leadership Department, as well as input from the Department of Equity, Diversity, and Inclusiveness.

The major focus areas for the department in SY2023-24 were to:

- Train all certified staff on tiered PBIS practices in all TUSD schools.

- Review and revise the District Code of Conduct as necessary by 2024.

- Continue to provide school-based staff training on restorative practices during Professional Development Wednesdays and ILA.

- Utilize Restorative Practice Facilitators (RPF) at the 10 schools with the highest disciplinary rates.

- Continue to train, monitor and support District-wide compliance with the Code of Conduct and ensure due process for students.

A. Discipline Outcomes

1. Overall Student Discipline Rates

Table 6.1: Overall Discipline Rate by Ethnicity for African American and Hispanic students, 2023-24 and Prior 8 Years (excluding 2020-2021, due to COVID-19)

USP Ethnicity	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2021-2022	2022-2023	2023-2024
Total:	3.0%	3.7%	2.5%	2.4%	3.5%	5.6%	6.8%	9.3%
White/Anglo	3.2%	3.5%	2.4%	2.2%	2.7%	5.3%	6.3%	8.3%
African American	5.1%	6.4%	4.5%	3.8%	5.8%	8.3%	11.0%	13.5%
Hispanic	2.6%	3.3%	2.2%	2.2%	3.3%	5.4%	6.2%	8.9%

Table 6.1, above, shows the percent of students in three subgroups who have been involved in at least one disciplinary incident within the relevant time period noted.

Disciplinary rates increased by 2.5 percentage points for African American, 2.7 percentage points for Hispanic students, and 2.0 percentage points for White students in SY2023-2024, compared to the previous school year. This increase is likely attributable to both the new Code of Conduct's progressive discipline model, adopted by the Governing Board, and the change in the K-4 Law, which went into effect after the start of the 2023-24 school year.

SY2023-24 was the first year utilizing the new progressive discipline model. This model was adopted to increase campus safety and create higher levels of accountability. This progressive model will also be implemented in SY2024-25, allowing the District to collect two years of data using the same model. At the end of SY2024-25, the District will evaluate the impact this progressive model of discipline and Code of Conduct have on inclusionary practices and determine if changes need to be made, either to the progressive model or to the Code of Conduct.
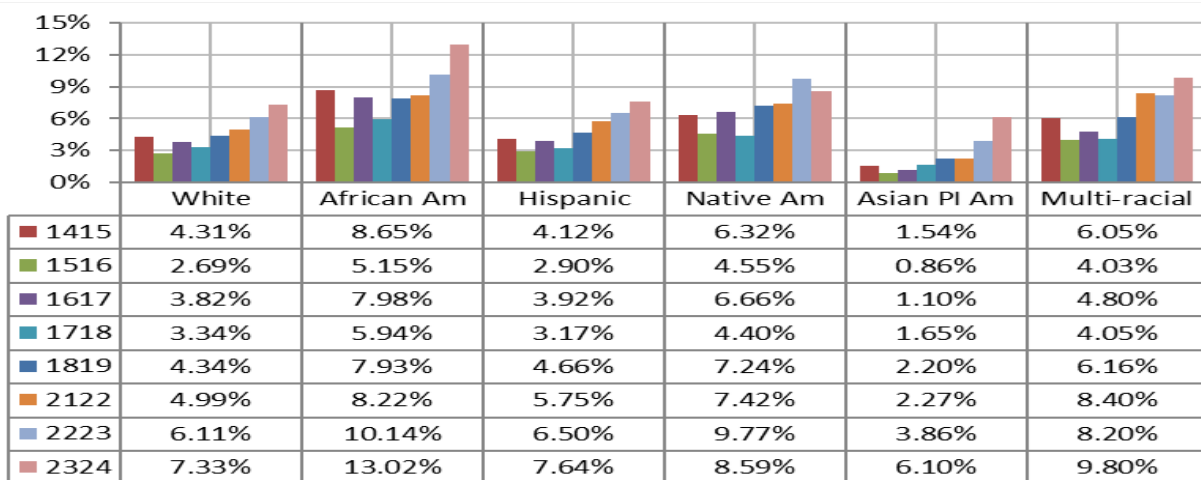
In the 2022-23 school year, per state law (K-4 Law), elementary school students below grade 5 could only be suspended under very strict guidelines that needed to be met and required District approval. The K-4 Law was in place during the first quarter of the 2023-24 school year; however, the law changed in October 2023, and elementary students once again could receive suspensions. This law change resulted in more elementary school students meeting the guidelines that allowed for suspensions.

2.   Out-of-School Suspensions

Out-of-School suspensions can be analyzed three ways: 1) differences between racial/ethnic groups, 2) suspension proportionality index (p-index), and 3) risk ratio.

a. Out-of-School Suspensions by Ethnicity

Graph 6.1: Out-of-School Suspension Rates by Ethnicity

	White	African Am	Hispanic	Native Am	Asian PI Am	Multi-racial
1415	4.31%	8.65%	4.12%	6.32%	1.54%	6.05%
1516	2.69%	5.15%	2.90%	4.55%	0.86%	4.03%
1617	3.82%	7.98%	3.92%	6.66%	1.10%	4.80%
1718	3.34%	5.94%	3.17%	4.40%	1.65%	4.05%
1819	4.34%	7.93%	4.66%	7.24%	2.20%	6.16%
2122	4.99%	8.22%	5.75%	7.42%	2.27%	8.40%
2223	6.11%	10.14%	6.50%	9.77%	3.86%	8.20%
2324	7.33%	13.02%	7.64%	8.59%	6.10%	9.80%

Graph 6.1, above, shows that suspension rates for White, African American, and Hispanic students have increased since the adoption of the progressive discipline model in the Code of Conduct, adopted for the 2023-24 school year. African American student suspension rates have increased by 2.88 percentage points with the adoption of the new Code of Conduct. White student suspension rates have increased by 1.22 percentage points with the adoption of the new Code of Conduct. Hispanic student suspension rates have increased by 1.14 percentage points with the adoption of the new Code of Conduct.

b. The Suspension Proportionality Index (P-Index)

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]

As shown on Table 6.2, below, the percentage of African American students receiving a short-term suspension declined continuously from 2014-15 through

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[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.

2021-22, reducing by more than half the variance from the population-percentage as measured by the p-index (3.17-1.38/3.17=.56). African American short-term suspensions began to rise again in 2022-23, increasing to 19% of the total in 2023-24, for a p-index of 1.72.

African American long-term suspensions followed a similar pattern to that of short-term suspensions. After declining between 2014-15 and 2022-23, long-term suspensions began to climb again last year (2023-24). African American long-term suspensions now account for 17% of the total, for a p-index of 1.54.

While African American students were disciplined at a slightly higher rate last year in comparison to their population-percentage, their corresponding p-ratios were still below the average for the prior seven years. This increase raises concerns. But, further monitoring is required, to determine if this is an actual trend, or a temporary anomaly resulting from the change in disciplinary policies.

Furthermore, as discussed in the following section, the "risk ratio" for African American students (the disparity between their risk of such disciplinary events and White students' risk of such disciplinary events) continued to decrease in 2023-24.

Table 6.2: 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	2023-24
District Enrollment	6%	9%	10%	9%	10%	10%	10%	11%
Short Term Suspension	19%	17%	16%	16%	15%	14%	15%	19%
P-Index	**3.17**	**1.89**	**1.6**	**1.78**	**1.5**	**1.38**	**1.5**	**1.72**
Long-Term Suspension	16%	19%	19%	20%	18%	14%	12%	17%
P-Index	**2.67**	**2.11**	**1.9**	**2.22**	**1.8**	**1.38**	**1.2**	**1.54**

Hispanic students, meanwhile, are at (or better than) parity with respect to both short- and long-term suspensions, as shown on Table 6.3, below.

Table 6.3: 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	2023-24
District Enrollment	63%	61%	61%	61%	61%	61%	61%	60%
Short Term Suspension	51%	54%	56%	54%	57%	59%	62%	53%
P-Index	**0.81**	**0.89**	**0.92**	**0.89**	**0.93**	**0.97**	**1.02**	**0.89**
Long-Term Suspension	57%	57%	52%	54%	51%	63%	60%	60%
P-Index	**0.9**	**0.93**	**0.85**	**0.89**	**0.84**	**1.15**	**1.15**	**1.0**

c.   Risk Ratio

A risk ratio is a good measurement for school discipline because it directly calculates the ratio of discipline rates between groups, making it easy to see how much higher the risk of discipline is for one group compared to another. Risk ratio is the measurement used the most by TUSD administration and the Student Relations Department. This information is important because the District's goal is to work toward ensuring that no one group of students of any certain ethnicity is receiving more suspension proportionally than White/Anglo students.

For most of the past decade, the District has carried a risk ratio for certain ethnicities, primarily Hispanic students and African American students. The risk ratio measures discipline incidents for each federal category for ethnicity compared to the discipline incidents for White/Anglo students. The risk ratio is calculated by taking the disciplinary incident rate for a particular ethnicity (number of incidents involving students of that ethnicity divided by total enrollment for that ethnicity) and dividing it by the disciplinary incident rate for white/Anglo students (number of incidents involving White/Anglo students divided by total enrollment for white/Anglo students). If the incident rate is higher for any ethnicity than for White/Anglo students (1.00), that ethnicity is considered to have a risk ratio, or disproportionate discipline incident rates. Table 6.4, shows the risk ratio report for the school year 2023-2024.

Table 6.4: Risk Ratio Report for SY2023-24

USP Ethnicity	Risk Ratio	Risk Ratio Status	Distinct Student Incident	Distinct Student Enrollment	Discipline Percentage of Population
Total	1.11	🟢	8348	43548	19.2%
White/Anglo	1.00	🟢	1345	7769	17.3%
African American	1.55	🔺	1282	4772	26.9%
Hispanic	1.05	🟢	4893	26793	18.3%
Native American	1.15	🟢	317	1597	19.8%
Asian American	0.85	🟢	158	1077	14.7%
Multi-Racial	1.32	🟢	353	1540	22.9%

In the 2023-24, school year there was no consistent district-wide risk ratio for Hispanic students, meaning that Hispanic students are approximately evenly represented in discipline incidents. This has not occurred since before the 2019-20 school year. Based on the current risk ratio data, African American students remain overrepresented in exclusionary discipline compared to their Anglo peers; the risk ratio for SY2023-24 was 1.55 for African American students.

Nationally, the risk ratio average for African American students is 3.2. The District has a risk ratio well below the national average for disproportionate discipline violations for African American students. And, in fact, the risk ratio for discipline incidents for African American students in the District decreased, from 1.85 in the 2022-23 school year to 1.55 in the 2023-24 school year. Student Relations closely monitors discipline risk ratio data, so if a significantly higher ratio than 1.00 were to occur for any subgroup, the District would look deeper into the data and speak with pertinent stakeholders to shed light on why that occurred, and a plan would be developed and implemented to address the concerns.

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

The Student Relations Department continued to support schools District-wide

with successful implementation of both Positive Behavior Intervention Support (PBIS) and Restorative Practices (RP). Designed to proactively address behavior and disciplinary issues, these strategies are designed to improve a school's overall culture and climate.

To support this outcome, all District personnel, including teachers, Multi-Tiered System Support staff (MTSS coordinators/Facilitators), Restorative Practice Facilitators (RPFs), In School Intervention (ISI) Teachers, Counselors, Deans of Students, and administrators, had access to weekly and quarterly professional development (PLD) for PBIS and RP. Weekly professional development was provided during site-based Behavior Management Team meetings, and Professional Development Wednesdays as well as quarterly training sessions were provided during the District's professional development days (PLD).

In SY2023-24, the Student Relations Department also offered monthly professional development opportunities for RPFs and ISI teachers, to review best practices and monthly discipline data specific to each region within the District. In addition, professional learning was also offered to individual school sites and departments upon request.

1.   PBIS Training and Implementation

In SY2023-24, the SR Department received a federal grant to ensure a robust and mandatory PBIS Professional Development series to train all District teachers and staff. Funding was used primarily for: site-based staff training in PBIS and best practices; the development of District-owned PBIS PD materials (created in collaboration with KOI and TGC Consulting); and certification of SR staff as "Trainer Leader Coaches."

The SR Department shared the mandatory PBIS PD series with all District and site stakeholders prior to June 2023, to ensure support and successful implementation. Once all SR personnel were certified as PBIS "Trainer Leader Coaches" (TLC), they collaborated with the Curriculum and Instruction (C&I) and Social Emotional Learning (SEL) departments to establish a District PBIS Professional Development Team. This team collaborated with KOI Education as well as TGS Consulting, a local PBIS Consulting company, to create PBIS Professional Development materials that were then utilized throughout SY2023-24 and will be owned by Tucson Unified School District for future training purposes. To further support SR staff in their ability to lead the District PBIS Professional Development

Team, all departmental personnel attended and participated in applicable conferences to ensure TUSD continues implementing PBIS with current best practices.

To fully implement the PBIS Professional Development Series in SY2023-24, the SR Department trained 26 District personnel as "PBIS PD Champions." The staff trained included site-based staff (counselors, MTSS Facilitators, RPFs, teacher assistants, and teachers) and other District personnel such as the Exceptional Education coordinator, behavior specialists, and academic trainers.

Each champion was trained in and provided standardized Near Pod training presentations and scripts, created by the District PBIS Professional Development Team, to achieve continuity within the District. The training materials addressed different phases of implementation in order to meet specific site needs. Although the materials were designed to achieve continuity within the District, champions were encouraged to make changes to the presentations or scripts based on the needs of their assigned sites. Adjustments were reviewed by the SR Program Coordinator.

The District PBIS PD Champions successfully presented the mandatory PD series to all school sites within TUSD as well as each respective Behavior Management Team. To achieve full engagement, the SR Department collaborated with and received support from TGS Consulting to distribute a District-wide needs assessment PBIS training readiness survey. All certified staff in the District had an opportunity to take the survey and answer questions regarding the PBIS programs at their respective sites. TGS Consulting analyzed the survey data and categorized each site into three phases of readiness: Total Tier 1 Intensive, Total Tier 1 maintenance, and Total Tier 2/Tier 3.

As a result of the analysis, and with SR director approval, some school sites were allowed to withdraw from full implementation. Instead of full implementation, site administrators at those schools were required to present a year-long PBIS plan and engage in Part One of the series. These sites communicated frequently with the SR Program Coordinator to ensure the plan was being implemented as presented. All other sites were then carefully assigned a trained champion, depending on the site's needs and the champion's area of expertise. The majority of high schools and focus sites were assigned to SR personnel. Each champion was expected to meet with their assigned sites' Behavior Management Team prior to each of the PD series, to maximize overall effectiveness and successful implementation. Although the SR

Department will not have the same training capacity in SY2024-25, the plan is to continue supporting high need schools in SY2024-25.

In addition to the mandatory PBIS PD, the SR Department collaborated with TUSD's Synergy Team to pilot and implement Synergy's new Behavior Point system among all interested schools during SY2023-24. This system allows schools a streamlined way to track and document PBIS data. Thirty-one schools participated in implementing behavior points in SY2023-24. By the end of the fourth quarter, the SR Department identified 15 schools with over 70% of their student population earning behavior points. The other 16 schools were approaching further implementation stages and plan to continue to grow their behavior point programs in SY2024-25.

After receiving overwhelmingly positive feedback from all participating schools, TUSD has decided to have all secondary schools (high schools, middle schools, and K-8 schools) engage with and begin implementing behavior points beginning in Fall 2024. Throughout the month of June 2024, the SR Program Coordinator began to work with these schools to build their unique PBIS behavior points system to be ready for implementation in Fall 2024.

The SR Department also continued to collect mandatory monthly data from each site regarding PBIS and culture and climate, including all professional development taking place on their campus relating to PBIS/RP/Culture and Climate in the Monthly Discipline Report (MDR). Each school not only reports on discipline data but also provides notes from its bi-weekly or weekly Behavior Management Team meetings, PBIS events, and overall school culture and climate.

2. **Restorative Practices Training/Implementation and Restorative Practices Facilitators (RPFs)**

The District continued to use a trainer-of-trainers model to provide Restorative Practices professional learning opportunities. The trainer-of-trainers PD included general theories about the interconnections between Restorative Practices, restorative justice, and Culturally Responsive Pedagogy (CRP), with real-world strategies and best practices. As in previous years, RPFs met weekly (1- to 2-hour sessions) to review and collaborate. In addition, site administrators were encouraged to reach out to the SR Department for any specific needs, including small or all-staff professional learning, or focus on specific conflicts where restorative guidance was needed or required.

The SR Department also continued to provide, throughout the year, RP professional learning opportunities for site and District staff to engage with RP training material and a trained instructor. Offered in multiple ways (individual site Professional Development sessions, small groups, or whole-staff), one- to two-hour training sessions were available to District leadership, site administrators, MTSS Coordinators, Deans of Students, counselors, CSPs, ISI/PIC teachers, teachers, Behavior Interventionalists, monitors, and other support staff. In addition, the SR Department continued to use and share the five-part Restorative Practices series with a single 10-minute RP overview available online through PowerSchool for all TUSD personnel to have additional resources in conjunction with any virtual or in-person training (**Appendix IV–21, IV.K.1.q Master USP PD Chart**).

Ten school sites had a full-time Restorative Practice Facilitator (RPF) who offered daily support and training. The selected sites were: Booth-Fickett, Dietz, Lawrence, Magee, Safford, Doolen, Pistor, Secrist, Valencia, and Tucson High.

During SY2023-24, the RPFs continued to support their sites and provide a variety of trainings to individual site administrators, teachers, and staff, in small and large groups. These professional development presentations focused on foundational concepts such as discipline versus punishment, implicit bias, and school climate, as well as the use of circles, conferences, and other Restorative Practices, such as the Social Discipline Window and The Compass of Shame, to create a supportive and restorative school environment. RPFs were also expected to facilitate weekly site Behavior Management Team (BMT) meetings to identify and review behavior trends and collectively plan interventions to address challenging behavior.

The RPFs were also responsible for utilizing the BMT note-taking document, provided and standardized by the SR Department in SY2023-24, to attach to the Monthly Discipline Report (MDR). At the end of each month, RPFs were required to collect quantitative and qualitative data regarding their respective school climate from their BMT in order to complete the MDR. Both artifacts, the MDR and the attached BMT notes, allow the RPF and site BMT to address behavior in a proactive manner and seek additional support if needed. In addition to collecting school data by means of the BMT note-taking document and the MDR, RPFs submitted a weekly RPF report highlighting how they have specifically supported their students and site personnel (**Appendix VI–1, Student Relations Reporting Forms**).

In addition to a weekly 60- to 120-minute review of RP and PBIS best practices

with the SR Program Coordinator, the RPFs engaged in multiple professional opportunities to further expand their professional knowledge in best practices. In January 2024, all new RPFs participated in a two-day Introduction to Restorative Practices for Educators training provided by the International Institute for Restorative Practices (IIRP). This training was not only useful in providing the most effective implementation and training practices but also served as a required prerequisite course to the Trainer of Trainers Certification Training that RPFs will receive in SY2024-25.

In addition to implementing strong RP systems at their respective sites, RPFs also act as their site's PBIS coordinator. Therefore, RPFs had additional professional learning opportunities to be trained in PBIS practices. In March 2024, TGS Consulting presented to all ISI teachers, Deans of Students, and RPFs during the monthly training cycle. During this learning session, TGS Consulting reviewed Tier 1, 2 and 3, and how to begin to implement PBIS effectively and with fidelity. In May 2024, RPFs and three of their respective site MTSS facilitators engaged in more tailored training to support their roles as PBIS coordinators.

In Summer 2024, 20 District personnel, including RPFs, certified PBIS champions including RPFs, and SR staff engaged in a month-long hybrid training provided by the Center for Empowered Education (CEE). This hybrid training modal, where asynchronous and synchronous learning opportunities were available, offered insight and skill-building opportunities in areas that included emotional intelligence, restorative community, and cultural competency/practices. All asynchronous learning materials will be available to all 20 District personnel through December 2024. The SR Department also acquired asynchronous and synchronous learning materials in June 2024 that cover in-class PBIS and de-escalation practices and will be utilized in SY2024-25.

C.   Student Code of Conduct

In SY2023-24, all school sites were required to share the new Code of Conduct with their staff, students, and parents (**Appendix VI–2, VI.G.1.d Student Code of Conduct 2023-24**). Each school received a PowerPoint presentation for each audience. Schools documented, in their Monthly Discipline Reports, when they gave these presentations.

In July 2023, new administrators attended a professional development training on the Code of Conduct, followed by a training for all administrators the next week.

The SR Department also hosted trainings at their office throughout the 2023-24 school year for deans, behavior specialists, ISI teachers, and other staff. These trainings included: due process, the Code of Conduct, restorative practices, PBIS, data monitoring, monthly discipline report data, and compliance.

In August 2023, the Student Relations department convened a committee of stakeholders that met monthly to revise the District's Student Code of Conduct for SY2024-25 (**Appendix VI–3, Code of Conduct Revisions for SY2024-25**). Revisions were proposed and approved by the District Governing Board in June 2024. Changes to the Code of Conduct included:

- Disciplinary-level changes for illicit drug/drug sharing, sexual harassment, indecent exposure, and simulated firearms;

- Specific definitional changes for Aggression violations;

- The creation of a new violation: "School Interruption";

- The addition of new procedures for students transitioning back to school after suspensions for fights or assaults; and

- An extension of the time for site administrators to complete an investigation.

The revised Code of Conduct and Performance Impact Analysis was approved by the Governing Board in July 2024 and will be implemented in SY2024-25 (**Appendix VI–4, Performance Impact Analysis for Code of Conduct Revisions**).

D.   Positive Alternatives to Suspension

The District continued to maintain and implement positive alternatives to suspensions in SY2023-24, 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, In-school Interventions (ISI), the District Alternative to Education (DAEP), and abeyance contracts.

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 SY2023-24 were restorative conferences and/or restorative circles. The SR staff and site RPFs provided training to site staff on implementing these restorative practices (**Appendix VI–5, Student Relations Training Schedule SY2023-24**).

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

In SY2023-24, ISI/PIC spaces were available and utilized for students who needed time outside of the classroom and/or to receive SEL (social emotional learning) support. PIC students received a five- to 30-minute intervention period before returning to class. During this time, the ISI/PIC Teacher, RPF, or other support staff would conduct an SEL intervention with students and ensure students were ready to return to class successfully. Students in ISI spent the day with the ISI/PIC teacher and received support with all schoolwork, as well as receiving behavioral support including goal-setting and using Restorative Practices with peers and teachers (**Appendix VI–6, VI.G.1.f(2) PIC ISI Report - Sample**).

3.   District Alternative Education Program (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.

Table 6.5, below, shows statistics, disaggregated by ethnicity, for the number of students who attended DAEP and the number of incidents that resulted in DAEP attendance in SY2023-24. For example, the 128 students who participated in the DAEP program were involved in 133 discipline incidents. This means some students had more than one discipline incident that led to their suspension.

Table 6.5: DAEP Student Attendance and Discipline Incidence, School Years 2022-2024

DAEP	White/Anglo		African American		Hispanic		Nat. Am.		Asian Pacific		Mult. Race		Total	
School Year	22-23	**23-24**	22-23	**23-24**	22-23	**23-24**	22-23	**23-24**	22-23	**23-24**	22-23	**23-24**	22-23	**23-24**
N-Student	18	20	15	17	84	77	10	9	1	1	6	4	134	128
%	13%	16%	11%	13%	63%	60%	7%	7%	1%	1%	4%	3%	100%	100%
N-Incident	17	21	15	16	83	82	10	9	1	1	7	4	133	133
%	13%	16%	11%	12%	62%	62%	8%	7%	1%	1%	5%	3%	100%	100%

The total number of discipline incidents remained constant over the two years, with the number of students participating in the program decreasing slightly. DAEP continually collects and monitors monthly data and looks for ways to best support and strengthen the DAEP program, since it is a vital alternative to suspension in TUSD.

The DAEP program's foci for the 2023-24 school year were to continue to improve transitions for students returning from their suspension, strengthen students' self-awareness, and find ways to re-engage students by finding relevance between their education and their community.

During the 2023-24 school year, DAEP staff strengthened the practice of meeting with each student prior to their exit. 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, c) identifying a safe person at the home school whom they can contact should they need support, and d) identifying their strengths and challenges. 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 voice to advocate for themselves. Furthermore, the Director of Alternative Education met consistently throughout the school year with the MTSS Program Coordinator, to create a system of support for students transitioning back to their schools. As a result of this collaboration, DAEP teachers included site MTSS Facilitators in their emails containing students' Exit

Reports. The Exit Report provided information regarding student successes and challenges, to assist MTSS Facilitators in creating support plans for students.

DAEP staff maintained the expectation that students would communicate with their teachers and carbon-copy their DAEP teacher. This practice taught students self-advocacy and it improved communication between the teacher and the student. Additionally, this practice gave DAEP teachers the opportunity to teach students appropriate written communication skills. During the 2023-24 school year, there were fewer incidents of students not receiving their classwork from their home schoolteachers as compared to previous years.

The importance of school and community connections cannot be understated. Often, making this connection benefits students by influencing students' positive school engagement. DAEP expanded community outreach activities to all sites during the 2023-24 school year. The activities were designed to spur student interest in careers, to educate them on the dangers of drug use, and to teach them healthy habits. In addition to community excursions, DAEP staff maintained their collaboration with the Boys to Men Group mentoring program and developed a collaboration with Mexican American Student Services and Goodwill. The exposures to the activities were designed to broaden students' awareness of their interests and available community resources. The description of DAEP's outreach activities is presented in Table 6.6, below.

Because of the positive results from this work, DAEP will continue to refine the transition and communication practices currently in place. DAEP will also continue to offer outreach activities to provide well-rounded support to high-risk learners.

Table 6.6: 2023-24 DAEP Outreach Activities

Outreach Activity	Purpose	Outcome	Grade Level
MASS Presentation	College Readiness and Career Exploration Workshop	Students were provided resources regarding post-high school career certificate training opportunities for community college and university enrollment process	Middle and high school students
UA Cooperative Extension & Pima County	Weekly workshops to Introduce healthy, quick and easy healthy recipes, followed by a cooking demo and nutrition review	Students prepared a recipe w/guidance from UA staff once per week	Middle and high school students
Pima County Juvenile Court	Workshop provided for students on the power of positive choices, "but what if I make a mistake?"	Presenter provided resources available through Juvenile Courts to help students who may have been referred to juvenile court focused on Restorative Practices	Middle and high school students
LPKNC-Liberty Partnership Community Council	Workshop informed students on the dangers of Fentanyl, vaping, alcohol and substance abuse	Students heard from families and peers affected by Fentanyl overdose (video)	Middle and high school students
MASS Presentation	Workshop on Social Emotional Learning-Mindfulness, managing emotions	Students made their own glitter jar to use in moments of mindfulness to ease stress	Middle and high school students
Boys to Men Circles	To provide a safe space for DAEP students to have a discussion circle, weekly	Students were able to build community through activities within the DAEP classroom, weekly	Middle and high school students
Az Grad Requirements	Workshop provided for students regarding high school grad requirements	Students were able to review/navigate through an unofficial transcript	Middle and high school students
Pima Community	Tour for students to become familiar with	Exposed students to higher education and	High school students

College West and Downtown Campuses	resources available at PCC	valuable certificate programs available at PCC	
University of Arizona, Az Historical Society	Tour of the Az Historical Society focused on the theme of Resiliency	Students learned about people in AZ history that, despite barriers, persevered to overcome obstacles	Middle school students
Goodwill collaboration	Workshop series on mental health, self-care and healthy relationships	Students were able to utilize strategies and tips within the classroom to manage emotions at DAEP and when returning to their school	High School students
Goodwill collaboration	Workshop on next steps, college or career? Job interview tips and resume building	Students created their resume with workshop facilitator	High school students
Child Crisis Arizona Collaboration	A series of five workshops focused on the following themes: Survive & Thrive, Cooperation and Communication, Responsibility and Discipline, Breaking down gender stereotypes	Students created a vision board demonstrating how they can effectively use strategies and new concepts within DAEP classroom and when returning to their school	Middle School students

4.   Abeyance Contracts

School site administrators or long-term hearing officers may offer behavior contracts to students facing out-of-school suspensions for Level 4 and Level 5 offenses. 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. In SY2023-24, there were 481 abeyance contracts issued.

E.   Discipline Data Monitoring

The District continued to provide training and support to site leaders to improve the accuracy of discipline reporting through Synergy, the District's student information system. The District also actively continued to monitor discipline data and adjust strategies based on frequent and recurring data analysis, assessment, and evaluation.

The District's system of monitoring and reporting occurs continuously throughout the school year on a daily, bi-weekly, weekly, monthly, and quarterly basis. The SR Department 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 also provides disciplinary reports to multiple stakeholders, including the District Superintendent; Regional Superintendents; School Safety Department; and Student Support Service Department on a weekly, bi-weekly and/or monthly basis. Discipline statistics are shared monthly at regional meetings and with Deans, ISI teachers, and Restorative Practice Facilitators, and monthly presentations and reports are given to the Superintendent's Leadership Team. Reports may include breakdowns by grade, race/ethnicity, gender, and violation.

The District's Compliance Liaison (CL) monitors discipline data to ensure compliance in accordance with the Code of Conduct, due process policies, and regulations, and to ensure the accuracy, reasonableness, and consistency of disciplinary consequences on a daily basis. This review includes monitoring suspensions and positive alternatives to suspension, including ISI and DAEP. 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. Any findings are elevated to the Regional and/or District Superintendent to review, investigate, and take necessary corrective actions.

In Spring 2024, a new digital platform for Hearing Officers and site administrators was implemented for long-term hearings. Hearing officers are now required to record, transcribe, and upload documents to Microsoft Teams. All Assistant Superintendents and the SR Director have access to these recordings and documents (including a Hearing Officer Worksheet and a Hearing Decision letter), to

review in the event of an appeal.

F.   Corrective Measures

In SY2023-24, the District continued to take measures to address deficiencies in site-based implementation of discipline policy. Three categories were identified: 1) sites that struggled with due process compliance, 2) sites that had high-risk ratios for certain ethnic student groups, and 3) those that had high disciplinary rates in the areas of aggression. Five school sites were identified for weekly monitoring because they met all three monitoring criteria. The SR Compliance Liaison provided weekly reports (I-UDS-2, risk ratio reports, violation reports), and an SR staff member met weekly with the Behavior Management Team at each site.

G.   School Improvement — Student Success Document (SSD)

In SY2023-24, the SR Department collaborated with five schools to provide additional departmental support based on issues with compliance and disciplinary disparities. With SR support, each school created an individual School Success Document (SSD). This document outlined the implementation strategies to address the unique needs of the site. Program specialists were strategically assigned to work with identified students on a weekly basis, providing support on social-emotional needs, de-escalation techniques, conflict resolution, and building rapport (**Appendix VI–7, VI.G.1.c Student Success Document (SSD)**).

In conjunction with the implementation of the Student Success Document (SSD), the Student Relations Department extended support to 25 school sites, offering a range of tailored services. These services included personalized 1-on-1 support, regular weekly visitations, expertise in de-escalation techniques, facilitation of restorative practices, and the provision of social-emotional services. Program specialists and the SR Program Coordinator were strategically assigned to work closely with individual students requiring support, or whole school sites, with the overarching goal of fostering a conducive environment for both students and staff members.

H.   Discipline Best Practices

Four professional development sessions focused on PBIS were delivered to all 88 school sites in the 2023-24 school year, along with materials and other resources. In addition, Restorative Practices PD were provided throughout the school year for

small groups and whole sites, including the quarterly PD days. On-site 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.

Sites with RPFs had regular RP PD opportunities as the RPFs discussed best practices and strategies to utilize and implement RP on their respective sites weekly for 60-120 minutes during their weekly meeting with the SR program coordinator. RPFs provided specifically tailored RP guidance or professional development for individual site teachers/staff, Professional Learning Communities, and whole staff when requested and/or needed. RPFs also served as their sites' PBIS coordinator and sustained successful implementation of PBIS throughout SY2023-24.

Monthly meetings occurred where Deans, RPFS, and ISI teachers came together and collaborated on best practices for behavior management at their secondary school sites. We discussed data management, current discipline trends District-wide, PBIS, self-regulation strategies, and Restorative Practices. These collaboration and training sessions were hosted by the Office of Student Relations. ISI data was monitored District-wide. Both Restorative Practice facilitators and ISI teachers reported discipline data to the Office of Student Relations monthly.

Monthly Discipline Reports (MDR) included bi-weekly/weekly Behavior Management Team meeting notes and updated Culture and Climate data. All school sites are required to complete MDRs monthly. The Behavior Management Team is required to note all current behavior trends, interventions for high-risk learners, professional development provided for staff involving behavior management, and action items for how the team will address each listed trend. In the monthly behavior management meetings, school-wide trends are discussed, with the emphasis on the school environment, positive behavior management strategies, and decreasing the number of incidents and out-of-school suspensions.

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–8, VI.G.1.a Appeals to Hearing Officers and Governing Board**, for the 2023-24 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–9, VI.G.1.b Discipline Data SY2023-24**.

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

See **Appendix VI–7, VI.G.1.c Student Success Document (SSD)**.

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–2, VI.G.1.d Student Code of Conduct 2023-24**.

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

See **Appendix VI–10, VI.G.1.e Student Dress Policy** (revised 2-13-2024)**.**

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

See **Appendices VI–11, VI.G.1.f(1) Monthly Discipline Report - Sample; VI–6, V.g.1.f (2) PIC/ISI 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

Family and community engagement activities occur in many departments across the District, but the center of planning and activity is the Family and Community Engagement ("FACE") Department. FACE continues to play a vital role within Tucson Unified School District in cultivating strong partnerships among schools, families, and the community. Continuously enhancing its effectiveness and initiatives, the FACE Department remains dedicated to empowering and enriching the TUSD community.

The FACE Plan (**Appendix VII–1, Family and Community Engagement Plan SY2023-24**) serves as a roadmap for implementing and sustaining effective family engagement practices and operations of the FACE program in its entirety. It outlines the District's commitments, strategies, and framework to ensure meaningful and inclusive involvement of families and community members. The plan encompasses two fundamental areas of focus: (1) individual school-based activities, which follow the Guidelines for Family and Community Engaged at School sites; and (2) District-wide initiatives that facilitate communication and collaboration between schools, families and the community.

A.   FACE Plan Implementation

1.   Communication and District-wide Coordination

FACE is instrumental in coordinating efforts District-wide through various activities, programs, and events. By facilitating communication and collaboration between schools, families, and the community, the department ensures widespread participation and support for family engagement initiatives and to maintain a strong sense of community within a large district. Examples of District-wide key efforts for SY2023-24 include:

- Impact Tucson: FACE hosted another successful Impact Tucson event at Palo Verde High School, drawing 2,700 families for a day of festivities that included a game zone, a resource fair with community partners sharing resources and information, and food and beverages provided by Starbucks, which also conducted job interviews. District leaders attended to meet and greet families, enhancing community connections. Additionally, the event featured free haircuts, clothing giveaways, and an impressive distribution

of 2,000 backpacks, providing essential resources to students and their families.

- New Family Mixers: In its second year, the family mixers continued to thrive, welcoming 426 families across the District's four family resource centers. The mixers provided a warm atmosphere for new and existing families to connect through engaging arts and crafts activities designed for bonding. Attendees enjoyed snacks and performances from each center's regional schools, while also learning about the services offered by family resource centers, Duffy Clothing Bank, and Tucson Unified School District programs. The mixers successfully fostered community engagement and support for families.

- Parent Teacher Conference Workshops: Each year, the District offers workshops 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. Participation was not as strong in SY2023-24 as in the previous year. To improve participation moving forward, FACE will utilize a more varied approach to advertising the workshops. To better accommodate District families, FACE will offer a virtual workshop in SY2024-25, in hopes of increasing participation and engagement.

- MASS College and Career Readiness and FAFSA: This year, efforts were focused on promoting MASS's informational sessions and workshops aimed at enhancing college and career readiness. These programs help parents and guardians navigate the college application process, understand financial aid, and complete the FAFSA application. In collaboration with MASS, the District co-hosted a FASFA night at the Southwest Family Resource Center, which attracted one student and family. Moving forward, we plan to increase participation through improved methods of promoting and by co-hosting more sessions and workshops across multiple centers.

- Student Enrichment and Tutoring: In collaboration with TUSD staff and community members who served as instructors, the District provided students with enrichment experiences across all family resource centers. The offerings included a variety of activities, such as arts and crafts and

sports clubs, aimed at enhancing creativity, promoting social skill development, and improving mental and emotional health and motivation.

The District's summer tutoring program was particularly successful, offering individualized instruction in math and English Language Arts ("ELA") to 134 K-8 students. This initiative totaled 638 sessions and 2,817 hours of tutoring, demonstrating its positive impact on the students involved. Student enrichment and tutoring replaced the previous "Tell Me More" series (**Appendices VII–2, FACE Student Enrichment Classes SY23-24 and VII–3, Study Smart Tutoring SY23-24**).

- FACE to Face: In SY2023-24, the District continued its 45-minute virtual communication sessions, hosted by Director Lacey Grijalva, which brought together TUSD and the Tucson community. As in previous years, each session was live-streamed on the Family Resource Centers and FACE to Face Facebook pages, fostering increased engagement and connection within the community. FACE to FACE sessions covered a variety of topics, including mental health, grief and loss, open enrollment, college preparation, student equity, community summer programs, and TUSD leadership (**Appendix VII–4, FACE to Face Event Flyer SY23-24**).

In addition to the above programing, FACE continues to strengthen existing partnerships and forge new collaborations with community organizations, local businesses, and stakeholders. In SY2023-24, TUSD launched its newest initiative, called INSPIRE. The INSPIRE program focuses on integrating networks to support partnerships in resources and education, with the mission of empowering students and families to achieve academic success and personal growth. Existing and new partners are invited to engage in focused methods, including:

- Networking and resource-sharing opportunities

- Donation of backpacks, hygiene kits, and school supplies

- Educational support and knowledge-sharing initiatives

- Donation of school uniforms or clothing

- Student career shadowing experiences

This intentional approach aims to enhance educational outcomes and well-

being for students and families through active community involvement and support. The FACE Department has 37 new INSPIRE partners and 356 community partners within its resource bank, which support efforts District-wide (**Appendix VII–5, FACE Community Partners SY2023-24**).

2. Family Resource Centers

The District's four Family Resource Centers have continued their vital role in serving the entire TUSD community by providing essential resources and services that included:

- Classes and Workshop

- TUSD and Community Information and Resources

- Computer Access

- Clothing Bank

- Food Pantry

- Bread and Produce (Bi-Monthly)

- Student Snacks

- Hygiene

- Backpacks and School Supplies

- Mental Health Counseling Services "Talk It Out"

These resources and services play a crucial role in supporting the well-being and success of the TUSD community (**Appendix VII–6, Talk It Out Flyer SY23-24**).

The dedicated staff within TUSD's Family Resource Centers are committed to ensuring that families are well-informed about the services and resources available through the District and the community. 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, provides simple analytics, ensures ADA compliance, and supports translation into all five languages spoken within the TUSD community

(**Appendix VII–7, FRC Monthly S'more Communications SY2023-24**).

3. Tracking Family Resources

In an effort to maintain transparency and accountability, FACE continued to diligently track the resources and services provided at all four Family Resource Centers and Duffy Clothing Bank. Such data serves as a powerful tool to monitor and assess the effectiveness of District initiatives, allowing FACE to identify trends and make informed decisions. FACE uses the data to better understand the unique needs of families in each location and adjust its strategies accordingly. TUSD's primary methods of data collection include electronic tracking through Microsoft Forms, sign-in sheets, and Excel spreadsheets. Collectively, these efforts over SY2023-24 resulted in an impressive total of 20,730 visits, both virtual and in-person, underscoring the importance of robust data in enhancing our programs and facilitating timely pivots, as needed, to reach District students and families (**Appendix VII–8, VII.E.1.d (1) Summary of Family Resource Center Services SY2023-24**).

4. Support for School Site Family Engagement Efforts

The District has designated five program coordinators, per the FACE plan, to serve each region through dedicated support and professional development training sessions for site staff and administrators across all schools. This approach ensures comprehensive coverage and guarantees that every school can offer high-quality family engagement opportunities.

FACE is committed to keeping schools in alignment with the Guidelines for Family and Community Engagement and the department makes it a priority to support schools by providing an updated copy of the Guidelines for school leaders and staff. The Guidelines serve as a vital guide and support, strengthening family engagement initiatives, with the ultimate aim of boosting student achievement (**Appendix VII–9, Guidelines for Family and Community Engagement at School Sites SY2023-24**).

As part of this continued effort, every District school site identified a family engagement point of contact to coordinate family engagement (**Appendix VII–10, School Site Contacts List SY23-24**). FACE collects monthly reports from schools, known as site reports, aligning with the Guidelines to help schools stay accountable. Monthly overviews and semester compliance notifications are conducted, to ensure adherence. The FACE data technician conducts comprehensive audits of the reports

to track progress and identify areas where the Guidelines are not being followed. When schools face challenges in meeting the Guidelines, FACE provides support by identifying and addressing underlying issues, which are often related to staffing constraints or time limitations. This reflective approach aims to meet schools where they are and to set them up for success in their engagement efforts by providing intensive training.

In SY2023-24, training topics included:

- Best Practices for engaging family and community (using the Guidelines for Family and Community Engagement at School Sites)

- Title I requirements and support

- Website compliance

- Conducting surveys and focus groups for parent feedback

- Strategies for supporting staff during high-stress situations and to enhance school culture and climate

- Mindset and motivation techniques

For a more complete list of trainings and support efforts, *see* Appendix VII–11, FACE Trainings and Supports for School Site Staff SY2023-24.

To ensure families have access to current and required information on school websites, FACE staff provided support and continued to monitor schools' monthly requirements set forth in the Guidelines for Family and Community Engagement. The District webmaster conducted two audits of all District school websites, during the fall and spring semesters. Many schools have struggled with compliance, due to a lack of time, lack of training, and ongoing changes in processes for uploading content to websites. FACE is taking proactive steps for the upcoming year to address these identified issues by implementing more frequent training sessions and offering direct support whenever possible. The department also encourages site administrators to designate individuals who possess the capacity and skills necessary to manage website content effectively. By focusing on these strategies, FACE aims to mitigate the identified trends and enhance communication across the District (**Appendix VII–12, Final School Website Audit SY2023-24**).

To help schools measure their effectiveness in family engagement, the District

conducts an annual survey to collect data, called the Family Engagement Survey. This survey serves as a tool for schools to reflect on their practices and identify areas for improvement. From the family engagement surveys of the last three years, FACE learned that the District successfully fosters a welcoming environment, making parents feel valued as partners in their children's education. The survey feedback highlighted the department's effective communication strategies, particularly in providing information through multiple channels and translating materials into families' preferred languages.

In response to a modest decline in parental participation in the survey (from 2,691 SY2022-23 to 2,488 in SY2-23-24), FACE has modified the Family Engagement Survey for next year, reducing the number of questions from 28 questions down to 10-12 key questions that the department believes will yield the most valuable insights for TUSD schools. This streamlined approach aims to enhance participation and gather as much focused feedback as possible, to further improve the department's family engagement efforts (**Appendices VII–13, VII.E.1.b Family Engagement Survey SY2023-24,** and **VII–14, VII.E.1.d (2) Family Engagement Parent Survey Results SY2023-24**).

In addition to the Family Engagement Survey, schools also utilize data collected from suggestion boxes, school quality surveys, informal observations, and recorded feedback, to conduct focus groups. These focus groups are designed to gather in-depth insights from representative parents, providing them with a platform to voice their perspectives and suggestions.

By involving parents in these focus groups, schools elevate the level of parent engagement and empower parents to actively participate in shaping school initiatives. Subsequently, school administrators and the District's family engagement team collaborate to develop action plans based on the feedback received, ensuring that parents' voices are not only heard but also acted upon. This follow-through process aims to foster trust and strengthen partnerships between schools and families, demonstrating a commitment to meaningful collaboration and continuous improvement in family engagement practices.

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 1 — Parenting: Families, as first and continuing educators of their children, assist and encourage their children's learning, in and out of school, and support goals and   directions.

Type 2 — Learning at Home: Connections between families and schools that promote student learning and high expectations from both teachers and families contribute to students' success at school.

Type 3 — Decision-Making: Families play meaningful roles in the school decision-making process, through parent representative bodies, committees, and other forums.

Type 4 — Collaborating with the Community: Developing relationships with government and non-government agencies, community groups, businesses and other education providers strengthens the ability of schools and families to support child learning and development.

Type 5 — Volunteering: Families are provided multiple ways to help and support their school.

Type 6 — Communication: Effective communication is a two-way exchange between families and schools that involves information-sharing opportunities for schools and   families, to learn about each other.

Table 7.1: SY2023-24 Engagement Activities by Type and School[5]

School Type	Elementary	K-8	Middle	High	Alternative	All Schools
Type 1: Parenting	217	67	16	19	5	324
Type 2: Communicating	2571	648	368	411	108	4106
Type 3: Volunteering	490	136	82	77	25	810
Type 4: Learning at Home	221	72	39	32	9	373
Type 5: Decision-Making	419	111	63	78	23	694
Type 6: Collaborating w/ Community	104	48	24	18	3	197
All Types	4,022	1,082	592	635	173	6,504
Staff Only: Professional Development	356	114	66	65	29	630

The FACE Department has observed a gradual decline within the last few years in the numbers across all six types of family engagement across all school types, primarily due to frequent changes in site contacts and staff relocations within the District.

Recognizing the need for improved training, FACE is focusing on enhancing training programs to ensure that school sites are retrained each year, so that they are better equipped to incorporate the six types and to measure their progress and impact in each of the six types of family engagement.

B.   Translation and Interpretation Services

The District provided translation and interpretation services for SY2023-24 to families, students, community members, family centers, stakeholders, and staff. The Meaningful Access Program delivered 2,437 interpretation services and 557 translations of documents, for a grand total of 2,994 individual services in 38 languages. The daily average of such services was 17 events.

In addition to English, the major languages (defined as the home language for 100 or more students enrolled in the District) in SY2023-24 were Spanish, Arabic,

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

Swahili, Kirundi/Kinyarwanda, Dari, and Somali. The District anticipates an additional influx of refugees coming from different countries, so the program will continue to adjust its services to accommodate new families enrolling in TUSD.

The District continues to provide a logistic SharePoint portal to manage the demand for interpretation and translation services in an efficient and organized way. To make the logistic SharePoint site more efficient and secure, the District plans to create a new portal each school year. To cover the demand for such services, the Meaningful Access Program provides interpretation 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–15, VII.E.1.a Explanation of Responsibilities**, which contains job descriptions and a report of all persons hired and assigned to fulfill the requirements of this section by name, job title, previous job title, others considered, and credentials.

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

To view existing family engagement and support programs, resources and practices for SY2022-23, refer to **Appendix II–10, II.K.1.m OMR Plan SY2023-24**.

Also, *see* **Appendix VII–13, VII.E.1.b Family Engagement Survey SY 2023-24**, 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;

There were no new Policies and Procedures for FACE during SY2023-24.

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

To view scope and effectiveness of services provided by the Family Centers, *see* **Appendix VII–8, VII.E.1.d (1) Summary of Family Resource Center Services SY2023-24**.

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, and greater interest in post- secondary education), increased personal growth (self-esteem, resiliency, and engagement), and strengthened self-esteem, resiliency, and social skills (communication, leadership, and collaboration).[6]

In light of this research, the District has continually dedicated resources to extracurricular activities as part of its overall strategy to support the development of its students, with a particular focus on encouraging the participation of diverse student populations.

A.   Results of Efforts to Sponsor Activities and Promote Participation

In SY2023-24, more than 12,200 students participated in at least one extracurricular activity (athletics, performing/fine arts, or clubs) — 36% higher participation than the previous year. Most of this increase was due to increased participation at the K-8 level. This year also saw the District's highest-ever (since current USP-based tracking began) participation rates for African American students (12% total) and Hispanic students (58% total).

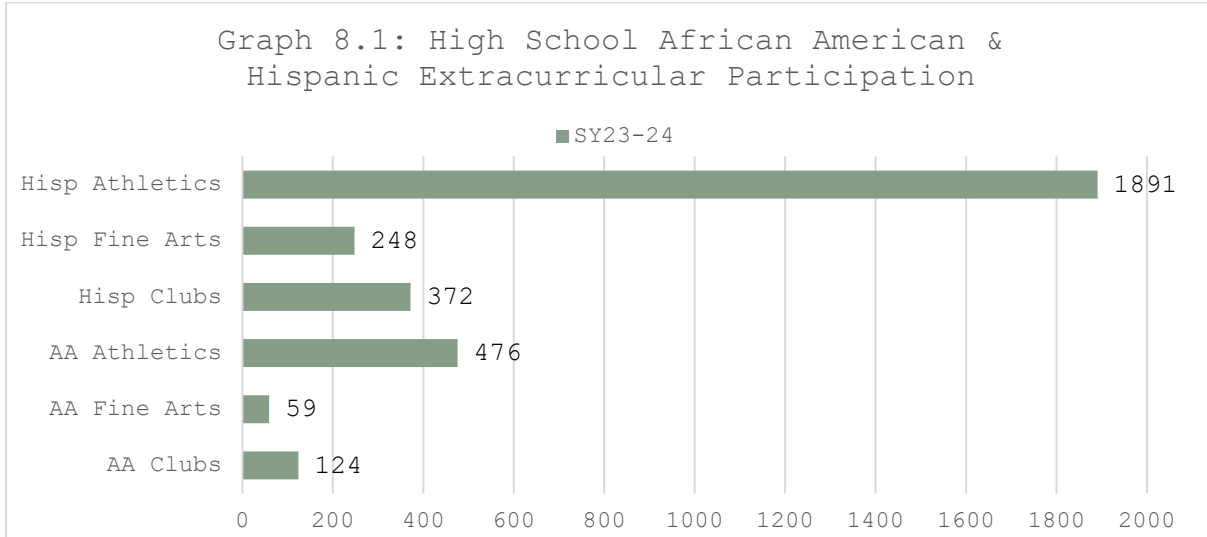[6] *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success*, edited by Terry K. Peterson, 2013; *The Benefits of Participating in Extracurricular Activities,* Claudette Christison, BU Journal of Graduate Studies in Education, Volume 5, Issue 2,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

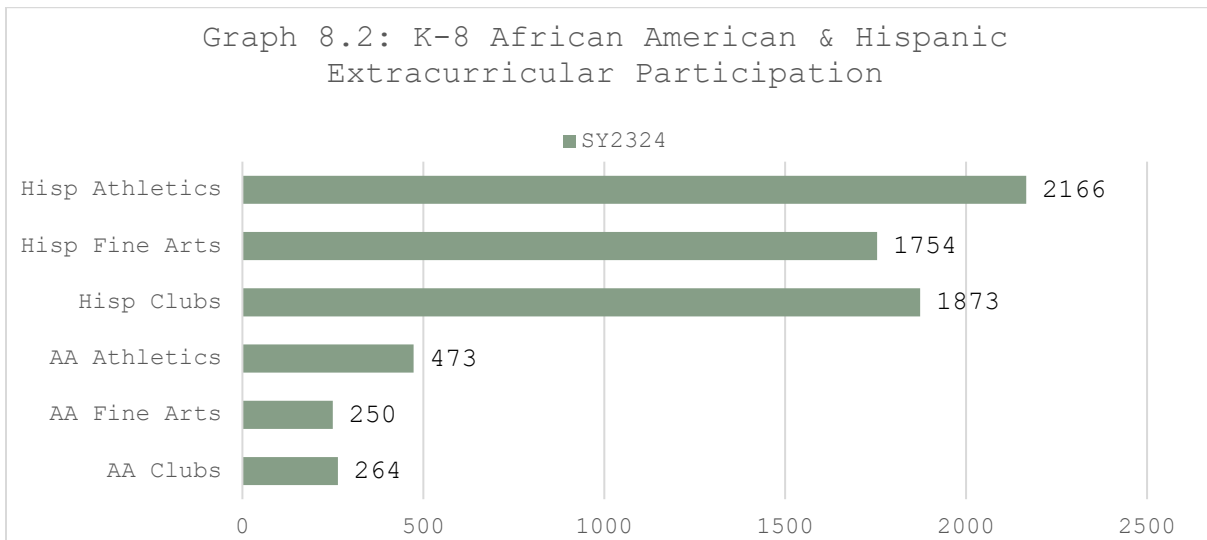# Table 8.1: Students in at Least One Extracurricular Activity

Year	GB	White		African American		Hispanic		Native American		Asian/ Pacific I		Multi- racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	N
23-24	K-8	1535	19%	840	11%	4859	61%	240	3%	144	2%	309	4%	7927
	HS	1033	24%	573	13%	2298	53%	91	2%	156	4%	191	4%	4342
	Tot	2568	21%	1413	12%	7157	58%	331	3%	300	2%	500	4%	12269
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
16-17	K-8	1306	26%	478	10%	2795	56%	119	2%	88	2%	214	4%	5000
	HS	1504	26%	551	10%	3253	57%	134	2%	134	2%	180	3%	5756
	Tot	2810	26%	1029	10%	6048	56%	253	2%	222	2%	394	4%	10756

Graph 8.1, below, shows high school participation by activity for African American and Hispanic students in SY2023-24. High school African American participation increased in all three activity categories (athletics, performing/fine arts and clubs), while Hispanic student participation saw increases in performing/fine arts and club activities, and a slight decrease in athletics.

Graph 8.1: High School African American and Hispanic Participation

Graph 8.1: High School African American &
Hispanic Extracurricular Participation

■ SY23-24

Hisp Athletics	1891
Hisp Fine Arts	248
Hisp Clubs	372
AA Athletics	476
AA Fine Arts	59
AA Clubs	124

0   200   400   600   800   1000   1200   1400   1600   1800   2000

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

Graph 8.2: K-8 African American & Hispanic
Extracurricular Participation

■ SY2324

Hisp Athletics	2166
Hisp Fine Arts	1754
Hisp Clubs	1873
AA Athletics	473
AA Fine Arts	250
AA Clubs	264

0   500   1000   1500   2000   2500

As shown in Graph 8.2, above, the number of K-8 African American and Hispanic student participants in all three types of extracurricular activities (athletics, performing/fine arts, and clubs) rose substantially in SY2023-24. The most notable increase occurred in the performing/fine arts category, where Hispanic participation rose by 300% and African American participation by 250%.

Table 8.2, below, details the number of English Language Learner ("EL") students participating in extracurricular activities in SY2023-24. As shown, EL participation rose 80% from the previous year, fueled by increases at the K-8 level.

African American K-8 EL participation rose by more than 180% and Hispanic K-8 by 109%.

Table 8.2: EL Participation in at Least One Extracurricular Activity

Year	GB	White		African American		Hispanic		Native American		Asian/ Pacific I		Multi racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	N
23- 24	K-8	29	4%	69	9%	613	81%	1	0%	46	6%	3	0%	761
	HS	10	6%	41	23%	114	64%	0	0	12	7%	2	1%	179
	Total	39	4%	110	12%	727	77%	1	0%	58	6%	5	1%	940

Interscholastic staff continued to provide support for racially-concentrated and/or low socioeconomic status elementary schools — Grijalva, Miller, Ochoa, Oyama, Tolson, and Warren (**Appendix VIII–1, Extracurricular Participation by Activity at Targeted School Sites SY2023-24**).

B.   Principal Review Process for Extracurricular Activities

The Principal Review process continued to be utilized in SY2023-24. Initiated in 2019, this protocol requires all schools to establish and maintain an extracurricular management team. These teams work to identify and implement extracurricular activities, monitor student participation, and submit reports to the Interscholastic Department.

In SY2023-24, extracurricular specialists continued to work with each District school on documentation and reporting of school activities.

C.   Collaboration with Transportation

To support after-school activities, the District Transportation Department continued to offer activity busses to schools in SY2023-24. Such support continues to play a significant role in student participation in extracurricular (**Appendix VIII-2– Activity Bus List by school SY2023-24**).

D.   Funding for Extracurricular Activities

In SY2023-24, the funding sources for extracurricular activities remain the same as in previous years and include donations, external/partner organizations, tax credits, fees and District funding.

In addition, individual schools have benefited greatly from the Federal 21st Century Community Learning Center ("CCLC") program. Twenty-five District schools received grant funding in SY2023-24, including 12 elementary schools, 8 K-8 schools, four middle schools and one high school (**Appendix VIII–3, 21st CCLC Grant Participation 2023-24**).

E.   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–4, VIII.C.1 Student Participation in Extracurricular Activities**, which includes student participation by selected activity, race/ethnicity, and school for SY2023-24.

IX. Facilities and Technology

A. Multi-Year Facilities Plan

Using the results of the Facilities Condition Index ("FCI") and the Educational Suitability Score ("ESS"), the District updated the Multi-Year Facilities Plan (MYFP), establishing the project priorities for SY2023-24. 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 SY2023-24**). Along with health and safety, the other main priorities continue to be repairs and upgrades to existing facilities, improvements to classroom learning spaces, and access to updated technology.

1. Facilities Condition Index

FCI is an industry standard metric that serves as an objective benchmark to evaluate the building conditions at a school site. In SY2023-24, the District concentrated on validating and updating its 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 SY2023-24**). Over the previous year, the District's Governing Board approved limited infrastructure funding for site safety and security improvements, HVAC package unit replacements at identified sites, grounds improvements, building improvements, and a complete domestic cold water line replacement at Rincon High School.

In addition, the District was successful in securing construction and design funding from the Arizona State Facilities Department for multiple large roofing projects, including at sites such as Cholla High School and Rincon High School. These projects have made a varying degree of difference in the overall FCI score at these school sites. Some projects resulted in major differences in FCI scores, like the replacement of the air handlers at Tucson High School and the roof replacement at Catalina High School.

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 SY2023-24**).

Consistent with the funding approval for building infrastructure, the Governing Board approved limited funding for projects that improved the ESS score. These projects included classroom renovation projects, improving perimeter security fencing, adding access control, installing A-phones, adding security cameras and installing security film at school safety identified school sites.

B.   Multi-Year Technology Plan

1.   Multi-Year Technology Plan (MYTP)

During SY2023-24, 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 January 2023 cyber security incident.

There were some changes and improvements to the MYTP in SY2023-24 (**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. Moreover, there was ongoing focus on operational excellence, fiscal responsibility, innovative solutions, cloud computing, research and development, customer-focused service delivery, measured success via key performance indicators (KPIs), professional development, and continuous service improvements (CSI).

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 students' cyber safety and security. Teachers and staff were also provided devices and internet connectivity to perform necessary tasks. All remote-learning students were provided with the required technology, 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 laptops 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 the District is committed to maintaining.

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's primary Arizona Online Instruction (AOI).

Addressing the laptop, tablet, and hotspot technology needs of students for SY2023-24 continued to be 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, Career and Technology Education (CTE) 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 Technology Condition Index ("TCI") to assess the allocation of hardware devices and teacher technological proficiency at each school during SY2023-24. The District's TCI report indicated a slight decrease in the overall TCI score and classroom TCI score. This decrease in TCI resulted from the combination of lost devices, as well as the District's disposal of outdated devices such as whiteboards, printers, response systems, projectors, and desktops.

The number of laptops in the District has increased by 17.0%, and the tablet count has risen by 72.3% from the previous school year. The TCI report indicates that, on average, there was one device per student (1:1 ratio) across the District's schools in SY2023-24 (**Appendices IX–5, IX.C.1.a (3) Final TCI Report SY2023-24**, and **IX–6, IX.C.1.b TCI Summary of Results SY2022-23**).

b. Instructional Technology

In SY2023-24, the District continued to provide instructional technology professional development activities for teachers and staff. The Instructional Technology Department continued to provide training and instruction to teachers, supporting the 1:1 ratio computer initiative, and utilized various applications, common educational technology devices and new educational technologies.

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 and Instruction Department. The training sessions were developed and delivered in response to school requests for professional development. Sessions occurred in

various settings, such as one-to-one, small group, Professional Learning Community meetings and during schools' Wednesday Professional Development sessions. They were also offered on a District-wide scale for Professional Learning Days, the Summer Professional Development Academy, the Social Emotion Learning Symposium, and the Language Acquisition Symposium.

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 effective and efficient use of common classroom educational technology equipment such as interactive panels, as well as Microsoft and Google Educational suites, along with new educational technologies websites, including the introduction of generative Artificial Intelligence. Results from surveys conducted to gauge staff needs were used to identify areas where technology would enhance teaching and the new educational technologies that teachers were most interested in learning about.

The Instructional Technology Department also continues to maintain 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, or high). The Resource Index is posted, and 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 and Links**).

Instructional Technology activities for SY2023-24 included:

- Continuing to support the Digital Promise's Verizon Innovative Learning Schools program at Secrist, Utterback and Vail middle schools. The department assisted with coordination of the program and training of staff, designed to increase technology integration and the meaningful integration of iPads into the classrooms. All the schools received national recognition, with the Instructional Coaches from Vail and Secrist named Stellar Coaches and Utterback's principal recognized as a Stellar Principal. The three schools worked with the Instructional Technology Department to complete the extensive application to continue involvement in the program for another two years. The schools also worked with the Instructional Technology Department to complete the detailed and in-

depth application process to apply for the construction and equipping of a multimillion-dollar STEM lab. Not only were all three schools accepted to continue in the program for another two years, but they were also awarded grants for STEM labs, with construction starting in July 2024.

- Continuing to take a proactive approach to implementing targeted and timely training for the over 2,600 Promethean Interactive Panels and Newline Panels 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 at using the features of the panels, ensured that this large-scale investment continues to empower teachers to leverage the panels to create more engaging and interactive learning experiences for students.

- Supporting the Google for Education suite of products and providing opportunities for teachers to become Google Certified teachers. Ultimately, 23 teachers passed the rigorous certification exam to become certified in SY2023-24. Teachers with training and knowledge about using Google for Education platforms significantly improved teaching, collaboration, and learning outcomes.

- Developing and facilitating training about new educational technologies for teachers and staff. With the widespread availability of generative Artificial Intelligence, teachers and staff were clamoring for knowledge. The Instructional Technology Department quickly swung into action by educating themselves about this new technology and then developed and offered numerous professional development sessions. These sessions included information about various available websites and how to use generative AI. The Instructional Technology Department collaborated with multiple departments, including the Curriculum and Instruction Department, on how this new tool could be incorporated into lesson planning and delivery. Additionally, the department took the lead in creating an AI taskforce to develop guidelines with departments across the District. This work continues, with the goal of providing comprehensive guidelines in July 2025.

- Providing training for Teacher Technology Liaisons (TTLs) to provide support for online testing, including for the newly introduced BlueBook platform, the testing platform utilized by the PSAT and AP online exams. Providing teachers with effective guidance in utilizing the online testing platforms, as mandated by the State of Arizona, ensured they were knowledgeable and capable during all types of testing.

- Supporting and developing robust and innovative programs designed to increase student engagement and enrollment while fostering 21st-century college and career-ready skills. Introducing ESports into many schools involved training for ESports coaches and developing protocols and guidelines. Several schools competed at the national level, achieving significant success for students. Additionally, Student Tech Teams were established at our Verizon Innovative Learning Schools and the Tucson Unified Virtual Academy. Training was provided for mentor teachers, and student members took a leadership role in their schools by providing tech support and training for teachers and fellow students.

- Providing high-quality, interactive self–paced courses through the Professional Learning Portal for teachers and administrators (**Appendix IV–21, IV.K.1.q Master USP PD Chart**).

- Offering exceptional, engaging and relevant Professional Development for teachers and staff. The Instructional Technology Department offered 196 total trainings in SY2023-24 to 3,890 attendees. The District's Educational Technology Integration Specialists collected information from each training and logged the data into a spreadsheet to create the below chart, titled, "ETIS Training Dashboard." This dashboard details the numbers of training courses, the topics, the delivery method and to whom the training was delivered.

ETIS Training Dashboard

Jul 3, 2023 - Jun 28, 2024

Total Hours	Total Trainings	Total Attendees
245	196	3,890
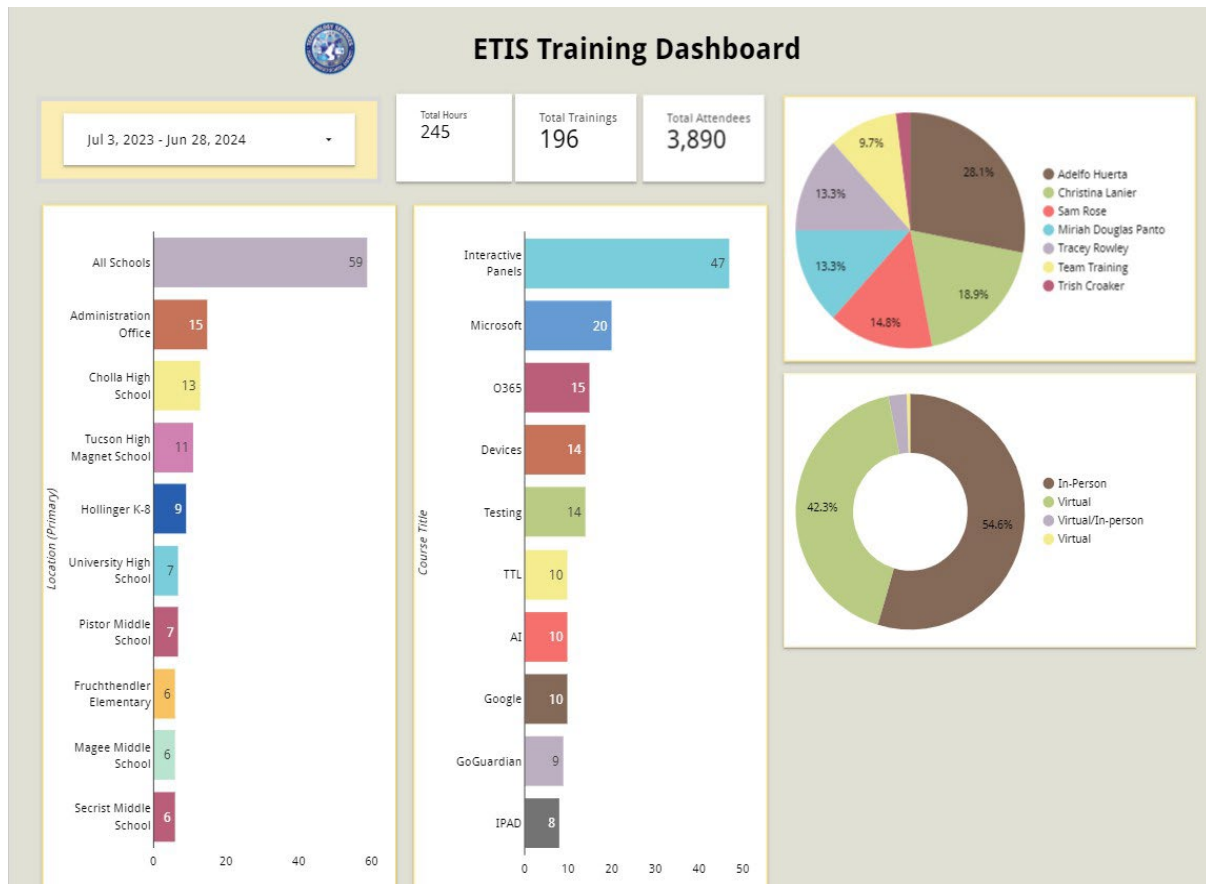
In SY2023-24, the District submitted a Performance Impact Analysis to update the data collection tools to provide more relevant, meaningful data to align to the educational technologies found in most classrooms in TUSD. The outdated Technology Integration Observation Tool (TIOT) was replaced with walk-through observation assessments. TUSD has been able to keep up with the technology needs of its classrooms, but some tools the District used to measure instructional technology proficiency had become outdated and thus less useful. By using updated data collection tools, the Instructional Technology Department tailored training and support to the needs of the educators, thus ensuring a well-rounded and targeted approach to professional development.

The Title 1 Walk Through Observation tool, an assessment used by the Title 1 Department, was developed in conjunction with the Instructional Technology Department. It measured educational technology use in individual classes during the observation day. The data was provided the Instructional Technology Department with information about individual schools, thus allowing for a targeted approach for working with administrators to increase the effective use of educational technology.

## Table 9.1: Title 1 Walk Through Technology Observation Results

Observation of teachers' use of Educational Technology during walk-through	Total number of observations
383	467

The second new data collection tool was an updated Teacher Technology Use Survey. The survey and the data are provided below. The survey provided the Instructional Technology Department with accurate data identifying the frequency of use by teachers with online platforms and educational technology devices. This new tool, completed by 956 teachers, ensured that instructional methods and support systems and training provided by school administrative staff, Teacher Technology Liaisons, and members of the Instructional Technology Department are aligned with actual needs. As a result of the survey, the data was shared with other District departments, such as Curriculum and Instruction and Assessment and Evaluation, to assist them in identifying training needs. The data was also utilized to identify platform use and training. Below are key survey questions and collected data:

### Teacher Technology Use Survey Questions and Data

1. Thinking about the online platforms used at your school, how often are you likely to use these?

   This scale allows you to provide a numerical rating based on your frequency of use for a particular platform. Rate your use from 1-6 with 6 being the top score and 0 serving as a clear option for situations where the platform doesn't apply.
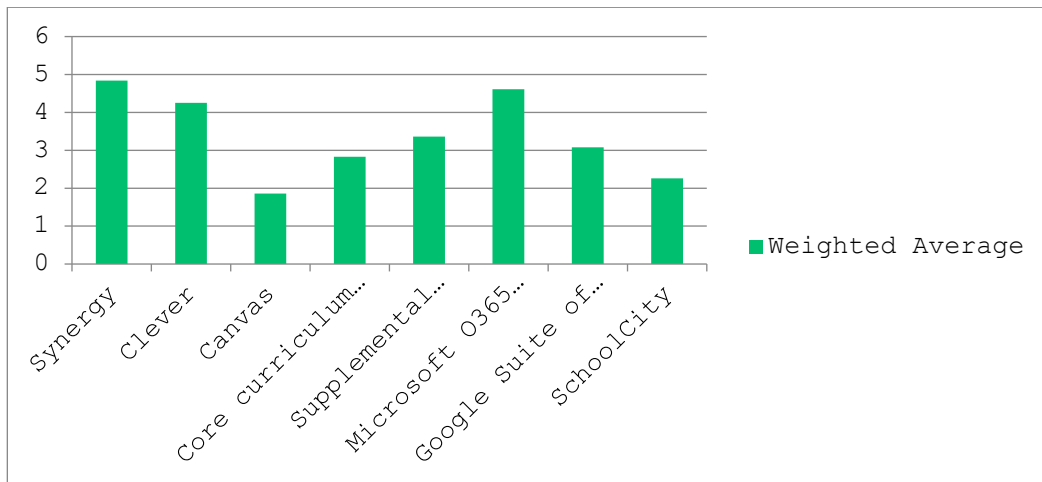
2. Thinking about the educational technology devices at your school, how often do you or your students use the device?

    This scale allows you to provide a numerical rating based on your frequency of use for a particular platform. Rate your use from 1-6 with 6 being the top score and 0 serving as a clear option for situations where the platform doesn't apply.
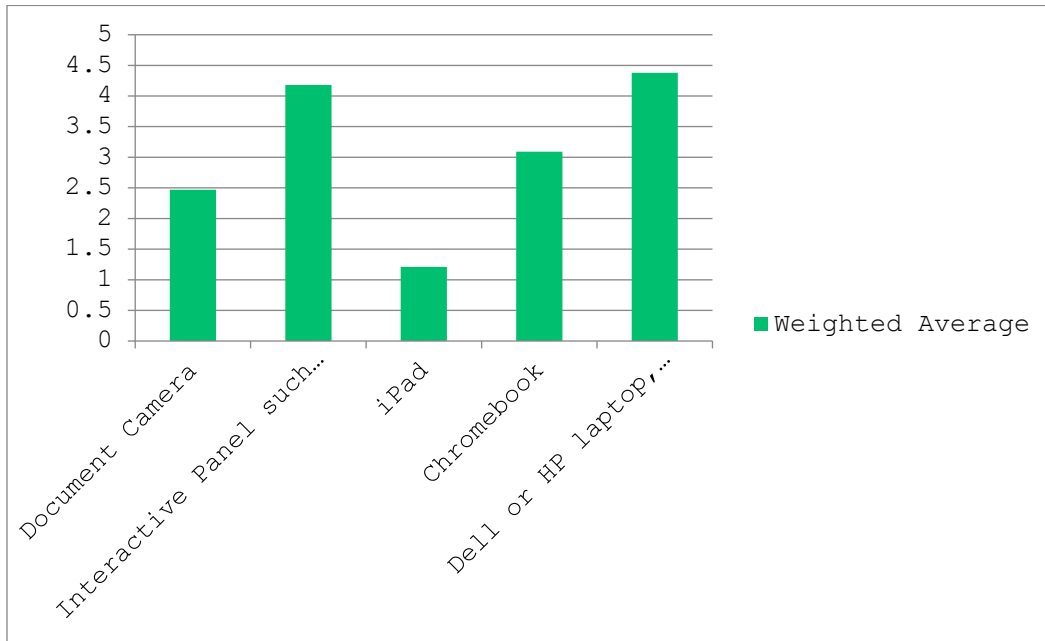
C.   USP Reporting

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 SY2023-24**; **IX–3, IX.C.1.a (2) Educational Suitability Score SY2022-23**; and **IX–5, IX.C.1.a (3) Final TCI Report SY2023-24**.

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**

SY2023-24.

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–8, IX.C.1.c Facility Support Staff 2023-2024**.

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 (1) MYFP**, and the current Multi-Year Technology Plan appears in **Appendix IX–4, IX.C.1.d (2) 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 SY23-24**. This report contains a table of all formal professional development opportunities offered for SY2023-24.

X.   Accountability and Transparency

A.   Budget Process and Independent Examination

1.   The Budget Process

In Fall 2023, the Financial Services Department began internal conversations about the budget process for the 2024-25 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 February 7, 2024.

Schools and departments engaged with the Financial Services Department to develop all budget plans and allocations from February 7 through March 22, 2024. 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 conducted three budget study sessions for the 2024-25 fiscal year, at the Governing Board meetings on May 14, May 21, and June 4, 2024. These study sessions provided opportunities for the Governing Board and the community to receive updates as to the financial status of the District for the new school year.

A public hearing regarding the proposed Desegregation budget was held at the Governing Board meeting on June 11, 2024. During the public hearing, District administration provided a line-item budget with a summary of significant changes between fiscal years and across different USP activities. The public hearing provided an opportunity for community members to provide comments regarding the proposed budget requests for the 2024-25 fiscal year. No comments were received.

On July 15, 2024, the Governing Board formally adopted the District budget, including the Desegregation budget as part of the formal budget adoption process, as required by State law. No changes were made between the proposed and adopted versions of the Desegregation budget. A copy of the adopted Desegregation budget for the 2024-25 fiscal year is posted on the Desegregation budget webpage of the District's website.

2. Examination of Expenditures by Independent Accountants

The District commissions an independent examination of Desegregation expenditures each fiscal year. This examination confirms that Desegregation funds were spent according to the individual allocations and results in the provision of other necessary financial compliance information to ensure transparency.

As of the date of this Annual Report, the examination for the 2023-24 fiscal year is being conducted by the independent accounting firm of HeinfeldMeech. The examination is estimated to be completed by Spring 2025 and will be posted on the Desegregation budget webpage when it is completed.

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 10.1: Performance Impact Analyses Submitted SY2023-24

PIA Title	Date Posted	Description	Date of Public Hearing	Resolution
Performance Impact Analysis for Magnet Oversight Committee usp-public-notice-20231009-change-magnet-plan.pdf (tusd1.org)	10/09/23	District staff recommends fusing the Magnet Review Committee and the Magnet Development Committee into one core guiding coalition entitled the Magnet Oversight Committee (MOC).	N/A	Approved the creation of the Magnet Oversight Committee.

PIA Title	Date Posted	Description	Date of Public Hearing	Resolution
Performance Impact Analysis for K-6 Grade Reconfiguration usp-public-notice-20231030-K6-grade-reconfiguration.pdf (tusd1.org)	10/20/23	District proposes to add sixth grade to ten elementary schools in school year SY24-25. Those schools are: Banks, Collier, Davidson, Gale, Henry, Lynn Urquides, Soleng Tom, Steele, Vesey, and Whitmore. Parents have the choice of keeping their children at the elementary school for the sixth grade or transition to the middle school for sixth grade.	10/24/23	Approved the Expansion Banks, Collier, Davidson, Gale, Henry, Lynn-Urquides, Soleng Tom, Steele, Vesey, and Whitmore elementary schools from K-5 to K-6, starting in SY24-25.
Performance Impact Analysis: Desegregation Funding Reallocations usp-public-notice-20240124-Deseg-ESSER-Reallocations.pdf (tusd1.org)	1/24/24	The ESSER program ends 9/30/24. The District wants to continue funding the learning loss positions beyond the life of the ESSER program. The specific positions to be supported are: Math Interventionists, Reading Interventionists, and Response to Intervention (RtI). The proposed desegregation reallocation totals approximately $5.1 million.	1/30/24	Tabled until community forums occur and input received for recommended changes. *See* revised PIA posted 3/12/24
Performance Impact Analysis: Desegregation ESSER Reallocations to Support Learning Loss - Revised 3/12/24 usp-public-notice-20240312-Deseg-ESSER-Reallocations-en.pdf (tusd1.org)	3/12/24	This PIA for ESSER reallocation to support learning loss was revised by reducing the amount of proposed Deseg funding allocation total to $3,538,388.	**3/26/24**	Presented as Study Information only. *See* 4/9/24 meeting for final PIA revision approval.

PIA Title	Date Posted	Description	Date of Public Hearing	Resolution
Performance Impact Analysis: Desegregation ESSER Reallocations to Support Learning Loss notice/usp-public-notice-20240404-Deseg-ESSER-Reallocations-en.pdf (tusd1.org)	4/5/24	The revised PIA presented at 3/26/24 Board Meeting was revisited for a final discussion. The Desegregation funding allocation total is $3,538,388 and focuses on positions that are existing and filled; it would not create new RTI and Teacher Interventionist positions.	4/9/24	Approved for the re-allocation of Desegregation funds for the 2024-25 school year necessary to continue funding for the currently ESSER-funded Reading Intervention, Math Intervention and Response to Intervention Teachers.
Performance Impact Analysis: Proposed Revisions to the Code of Conduct 2024-2025 notice/usp-public-notice-code-of-conduct.pdf (tusd1.org)	5/8/24	Recognizing a code of conduct needs to have clear definitions and descriptors, especially for violations of somewhat subjective conduct, Student Relations closely monitored the use of the 2023-24 Code of Conduct and proposes revisions for clearer language.	6/4/24	Approved as presented, with one change of moving marijuana to a level four.
Performance Impact Analysis: Replacing PSAT with ACT 2023-24 notice/usp-public-notice-20240516-ACT-replace-PSAT.pdf (tusd1.org)	5/16/24	This PIA proposes the change of removing the administration of the PSAT to students in grades 9, 10, and 11 and replacing it with the administration of the ACT Aspire in grade 9 and the ACT in grade 11, beginning in SY2024-25. .	N/A	Approved the replacement of PSAT with the administration of the ACT for SY2023-24.

PIA Title	Date Posted	Description	Date of Public Hearing	Resolution
Performance Impact Analysis: Hollinger Gate notice/usp-public-notice-20240523-pia-Hollinger-GATE.pdf (tusd1.org)	5/23/24	This PIA proposes to expand the Gifted and Talented Education (GATE) program at Hollinger by changing the GATE Self-Contained Two-Way Dual Language (TWDL) program to a GATE TWDL Cluster Program. This will increase GATE access for students, especially those who have been underrepresented in GATE programs.	N/A	Approved the expansion of the GATE program at Hollinger from GATE self-contained TWDL program to a GATE TWDL Cluster program
Performance Impact Analysis: Update Data Collection Tools for Instructional Technology notice/usp-public-notice-20240523-pia-Instructional%20Technology.pdf (tusd1.org)	5/23/24	This PIA proposes to update the current data collection tools used in Instructional Technology to provide *more* relevant, meaningful data that aligns with current educational technologies.	N/A	Approved the use of the Teacher Technology Survey and the Title 1 Walk Through Observation tool.

C.   Evidence-Based Accountability System (EBAS)

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 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 SY2023-24 were minimal. Relevant programs and systems are listed below.

1. Synergy Student Information System (SIS)

The District continued to use its Synergy Student Information System ("SIS") 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 interact with student data, including attendance, enrollment, courses, gradebooks, parent information, schedules and reports.

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.

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, and it continues to use the cloud platform during SY2023-24. The Human Resources TalentEd system permits the collection and analysis of key information about applicants, interviews, and hiring decisions.

4. Microsoft Platforms and Applications: 365; PowerApps; Power BI

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), Access (database applications), and Teams. Teams continued to be used extensively across SY2023-24 for teachers and students to work together on class projects, small-group assignments, and other related work.

Microsoft PowerApps is a secure, cloud-hosted environment that allows quick development of applications for consumption from anywhere, on any device. PowerApps were used as needed as instructional resources during SY2023-24.

Microsoft Power BI was still used in SY2023-24. It is a self-service data platform that is accessible over the internet, and it allows data to be made available to external users (the public) and internal users (school and District staff).

5. 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.

6. 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.

7. Cloud Computing and Emerging Technology

In SY2023-24, the District developed a research and development methodology to expand the instructional and operational use of cloud computing as well as new and emerging technologies and applications. Cloud-based applications and data include platforms such as Microsoft Azure, Amazon Web Services (AWS) and Google Cloud Platform (GCP). New and emerging technologies include Artificial Intelligence (AI), robotics, drones, Virtual Reality (VR), Augmented Reality (AR), and 3-D architecture.

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–1, 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–2, 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.