

**Annual Report
for the
2024-2025 Academic School Year
under the
Unitary Status Plan
and
Post Unitary Status Reporting and Accountability Plan**

prepared by
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Introduction

As Southern Arizona's oldest and largest school district, Tucson Unified has been dedicated to education since 1867. The District fosters a high-quality learning environment that promotes culturally relevant learning and inspires innovation, collaboration, and critical thinking. Preparing Tucson's children for productive, fulfilling adult lives requires focused efforts across a broad range of District operations. These areas include student and staff assignments, transportation, quality of education, discipline, family and community engagement, extracurricular activities, facilities, and technology. The District's work in all these areas is guided by a commitment to transparency and accountability to ensure effective assessment and evaluation

The District spans 231 square miles, including most of the City of Tucson, and is the third largest school district by enrollment in Arizona. In SY2024-25, the District enrolled approximately 40,000 students, of whom 62% were Hispanic/Latino, 19% were White, 11% were African American, 4% were Native American, 3% were Asian/Pacific Islander, and 3% were multi-racial. Those students attended 88 schools: 37 elementary schools; 10 K-6 schools; 11 middle schools; 15 K-8 schools; 11 high schools; and 4 alternative schools. The District employed 8,367 dedicated employees, including more than 2,916 certificated staff.

The annual report presents both qualitative and quantitative assessments of the District's initiatives, programs, and services during SY2024-25. Notably, this school year was the third operating outside of federal court supervision. The desegregation case, which had been ongoing since 1974, was formally closed on July 20, 2022, when the District Court declared the District had achieved full unitary status.

During SY2024-25, the District continued to operate under the Unitary Status Plan (USP), as adopted by the U.S. District Court in the school desegregation case. This post-unitary report is prepared pursuant to the District's Post Unitary Status Reporting and Accountability Plan (PUSRAP), adopted during SY2021–22. The format and content of this report directly fulfill the requirements of both the USP and the PUSRAP. More importantly, as demonstrated within these pages, the District has institutionalized its desegregation commitments because it is the right thing to do and vital to the success of our students.

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 has institutionalized the District's commitment to the principles, programs, and initiatives under the USP and 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) (Doc. 2644-1).

The District monitored its organizational USP compliance efforts through an internal process that included systematic meetings and consistent feedback within all individual USP activities. 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 2024-25 academic year are reviewed in Section X, below.

B. Annual Report Process

As detailed in the PUSRAP, 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 in November of each year, for the prior school year ending June 30.

The report describes the District's activities in ten sections: Compliance and Good Faith; Student Assignment; Transportation; Administrative and Certificated Staff; Quality of Education; Discipline; Family and Community Engagement; Extracurricular Activities; Facilities and Technology; and Transparency and Accountability. 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. Reports, data, and other supporting documents are set forth separately in a series of appendices, corresponding to each section of the Annual Report. This 2024-25 Annual Report, along with its appendices, is posted on the District's public webpages relating to desegregation.

This Annual Report was produced through a highly collaborative effort between editors and department content experts. The process included collecting and analyzing core data, drafting required narratives, 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.

Per the USP, the District used the 25% rule in determining whether a school met the definition of “integrated.”¹ Under this criterion, 50 schools out of 88 were integrated and 30 schools were racially concentrated, reflecting a decrease in the number of integrated schools (-2) compared to last year and consistent with the number of racially concentrated schools in SY23-24. (**Appendix II–1, II.K.1.a TUSD Enrollment 40th-Day SY2024-25**).

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

The District maintained its existing structure for the SY2024-25, making no changes to school attendance boundaries, feeder patterns, or the use of pairing or clustering. While the expansion of Wakefield Middle School and Innovation Tech High School was initiated in prior years, the District continued to provide targeted support and strategies to help these schools attract and retain students. Offering an advanced academic curriculum, Wakefield Middle School increased enrollment from 269 to 290 in grades 6-8.

Innovation Tech High School, created as a partnership with Pima County Joint Technical Education District (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 arts, and animation. In SY2024-25, over 317 students enrolled in high school, with 180 students taking at least one JTED class.

A sixth-grade pilot was implemented in SY2024-25 that allowed parents the choice of either keeping their child in elementary school for sixth grade at one of 10 schools that expanded to a K-6 school, or they could choose to transition their child to sixth grade in a middle school. The expansion of K-6 included Banks, Collier, Davidson, Gale, Henry, Lynn- Urquides, Soleng Tom, Steele, Vesey, and Whitmore. An additional three K-5 schools (Borton, Kellond, and Wright) will expand to a K-6 reconfiguration for SY2025-26 (**Appendix II–2, Performance Impact Analysis SY26 K-6 Grade Reconfiguration**).

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).

B. Magnet Schools and Programs

In SY2024-25, the District continued to develop, monitor, and evaluate the 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 2024**), 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 guidance from the CMP, achievement and integration data, and the site goals outlined in the MSPs.

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 by subgroup (Mathematics and English/Language Arts), school integration data, and instructional coaching systems.

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 where there are areas for growth. For each indicator, schools must submit evidence of progress or attainment, which continues the cycle of improvement at each site.

In SY2024-25, seven magnet schools were nationally recognized by MSA. Drachman Montessori was MSA certified, Demonstration Level. Borton, Carrillo, Dodge, Drachman, Holladay, Mansfeld, and Roskrue earned the annual MSA Merit award.

1. Magnet Integration

In SY2024-25, 10 out of the 12 Magnet schools were integrated and two were racially concentrated (Carrillo and Roskrue). Goals and action steps around integration efforts are detailed in each MSP and reviewed quarterly during Progress Monitoring meetings.

2. Magnet Academic Achievement

Six magnet schools earned an A or B letter grade in SY2024–2025. Six additional magnet schools earned a C letter grade but qualified for a Magnet Merit B designation under the CMP.

Palo Verde High School improved from a D to a B, while Bonillas, Borton, and Mansfeld declined from a B to a C rating. Holladay and Tully maintained a C rating. In response, the Magnet

Department increased site visits, professional development, and instructional coaching support, including the use of external consultants where needed.

During SY2024–2025, Palo Verde entered its second year as a Project Momentum school, and Borton was newly identified for Project Momentum. This initiative provides additional oversight and support from the Arizona Department of Education.

Magnet School	ADE School Letter Grade SY24/25
Bonillas K5 Traditional	C, Magnet Merit B
Borton K5 PBL Systems Thinking	C, Magnet Merit B
Carrillo K5 Communications Arts	A
Davis K5 Dual Language	B
Dodge 6-8 Traditional	B
Drachman K8 Montessori	C, Magnet Merit B
Holladay K5 Performing Arts	C, Magnet Merit B
Mansfeld 6-8 STEM+	C, Magnet Merit B
Palo Verde HS STEAM	B
Roskruge K-8 Dual Language	C, Magnet Merit B
Tucson High Arts/Science	B
Tully STEAM/GATE	C, Magnet Merit B

3. Magnet Program Design

The Magnet Department provided ongoing site visits, training, and site-specific professional development for Principals, Magnet Coordinators, and site instructional staff. Professional learning focused on strengthening Instructional Leadership Teams (ILTs) and developing effective instructional coaching practices.

An external consultant supported schools by establishing systems for effective ILTs and training school leaders, including Magnet Coordinators and Principals, to provide high-quality instructional coaching.

Support was delivered on site for principals and their ILTs at semesterly or monthly intervals, based on state assessment data and school letter grades, and for Magnet Coordinators during district Professional Learning Days (PLDs). During site visits, administrators and ILTs engaged in a consultancy protocol designed to anchor the continuous improvement cycle, close subgroup achievement gaps, and reinforce effective leadership systems. During PLDs, Magnet Coordinators received professional learning specific to instructional coaching and the systems that support this work.

Additionally, the Magnet Department partnered with targeted magnet sites to provide 1:1 job-embedded coaching cycles for identified teachers, with a focus on strengthening Tier 1 instruction.

In alignment with the TUSD Magnet goals, the following focus areas and objectives were defined as shown in Table 2.1 below.

Table 2.1: Magnet Focus Areas and Objectives

Focus Area	Objectives
Leadership Development (Inclusive of Magnet Coordinators)	Magnet school leaders participated in professional learning focused on utilizing the Magnet School Plan (MSP) and quarterly check-in meetings as tools for continuous improvement, while also developing and implementing systems for job-embedded instructional coaching that support improved academic outcomes for all students and subgroups.
Magnet Plan Template	Each magnet school utilized the MSP template to update and refine its plan quarterly. The template includes an interpretative summary with a narrative analysis of disaggregated data related to integration, academic achievement, and subgroup disparities. It also outlines goals, action steps, and evaluation structures to guide implementation efforts.
Magnet Coordinator Professional Learning	Magnet Coordinators engaged in monthly professional development (PD), including Professional Learning Community (PLC) meetings and Job-Alike sessions facilitated by the Magnet Department. Professional learning focused on instructional coaching strategies, marketing and recruitment for integration, MSA pillars, facilitating effective PD, data disaggregation, and strengthening professional relationships through a book study of <i>How to Work with Almost Anyone</i> by Michael Bungay Stanier.
Magnet Coordinator PLD	Magnet Coordinators participated in two all-day professional learning workshops facilitated by external consultant Angela Bell Julien. In this second year of work, the focus advanced from individual coaching practices to strategies for coaching teams, including Professional Learning Communities (PLCs) and Collaborative Teacher Teams (CTTs). Professional learning emphasized team dynamics, facilitating collective efficacy, and applying instructional coaching models to support collaborative planning and improved student outcomes.
School Marketing and Outreach	Magnet Coordinators participated in four virtual SchoolMint marketing trainings during Job-Alike meetings. Training topics included creating dynamic promotional videos, developing high-impact print and social media content, and crafting clear value propositions. These sessions were designed to strengthen recruitment and retention efforts, align marketing strategies with MSPs, and promote integration through theme-based experiences.

Table 2.2 below: Participants reflected on school practices and identified strengths and enhancements for future Magnet program design planning. (**Appendices: II-4 Magnet Coordinator PLC Agenda, II-5, Consultancy Protocol for TUSD Magnet Schools, and II-6, Magnet Coordinator Job Alike Agenda**)

Table 2.2: MSA and Departmental Activities

Date	Learning Opportunity/Description	Provider
Oct 2024 Jan 2025	<i>Angela Julien Instructional Coaching Professional Learning Days</i> The two full-day professional learning sessions for Magnet Coordinators built on the prior year's work, this third year emphasized coaching teacher teams (PLCs and CTTs) to strengthen instructional outcomes. Key areas of focus included: • Advancing systems for instructional coaching aligned to site goals • Best practices for feedback and supporting teacher growth • Strategies for facilitating collaborative planning and team efficacy • Reflective coaching practices and data-driven decision-making By the end of the sessions, participants were equipped with tools to enhance team-based coaching and improve instructional outcomes across their schools.	Angela Bell Julien
Sept 2024- April 2025	<i>Angela Julien Instructional Coaching and the Instructional Leadership Team, Magnet School Sites</i> The instructional coaching consultant supported all 12 magnet schools through site visits, with additional visits provided to targeted sites (Tully, Davis, Borton). Visits built on prior year's work and focus on strengthening observation and feedback systems in collaboration with each school's Instructional Leadership Team. Key efforts included: • Facilitating Consultancy Protocols to address site-specific needs • Providing direct, actionable feedback to teachers • Tracking instructional observations to identify trends and patterns • Using data to refine and align the professional learning calendar	Angela Bell Julien
Sept 2024- June 2025	<i>MSA Certification Consulting for Targeted Schools – Dodge</i> An MSA consultant supported Dodge Traditional Magnet Middle School in preparing for national certification. This work included reviewing the school's Magnet Plan, evaluating policies and practices related to theme integration, marketing, and student assignment, and providing guidance on documentation and evidence required for certification. The consultant's coaching emphasized aligning Dodge's systems with MSA standards to strengthen program quality, advance school improvement efforts, and support the school's certification application.	Dr. Michelle Frazier, MSA Consultant
Sept 2023- May 2024	<i>Magnet Coordinator PLC and Job Alike Meetings</i> The Magnet Department facilitated Professional Learning Community (PLC) and Job-Alike meetings every 4–6 weeks for Magnet Coordinators. These collaborative half- and quarter-day sessions focused on: • Professional book study	Magnet Department

	• Instructional coaching practice • Marketing and recruitment strategies • Data analysis and reporting • Theme integration efforts • Magnet Schools of America (MSA) Pillars These PLCs fostered collaboration, knowledge sharing, and continuous improvement across magnet schools.	
Oct 2024	<i>Instructional Coaching Conference – Jim Knight</i> In its second year of attendance, the Magnet Department participated in the Teaching, Learning, and Coaching Conference to deepen expertise in instructional coaching. Sessions were led by national leaders in the field who provided advanced strategies to strengthen coaching practices and enhance support for Magnet schools. Key learnings include: • Expanding strategies for effective instructional coaching • Learning approaches to build teacher capacity and efficacy • Exploring methods to strengthen collaboration within PLCs and CTTs • Gaining insights from national experts to inform districtwide coaching practices	Jim Knight ICG Group
Sept-Nov 2024 Jan-Feb 2025	The Magnet Department and Magnet Coordinators participated in a second year of SchoolMint marketing training. This year's sessions focused on developing clear value propositions, creating promotional videos, and producing high-impact print and social media content to strengthen student recruitment and retention efforts.	SchoolMint
June 2024 Nov 2024 Jan 2025	CSA Committee Activity The cross-departmental Coordinated Student Assignment (CSA) Committee continued to oversee districtwide integration efforts. The committee met in June 2024 and once per semester during the school year to review integration data, academic performance, and other relevant indicators for non-magnet schools.	Coordinated Student Assignment Committee

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

During the 2024-2025 school year, the District supported Magnet schools in implementing and monitoring their MSPs. The Magnet Department engaged each site in a progress monitoring cycle that provided feedback on academic and integration data, while also coaching principals and coordinators on revising plans to strengthen data analysis and develop action steps to address academic disparities. (**Appendix II–7, II.K.1.f School Magnet Plans (12 SY2024-25)**).

5. MSP Implementation and Progress Monitoring

During SY2024-2025, the Magnet Department monitored and evaluated MSP implementation through quarterly progress monitoring meetings. These reviews focused on

collective impact, budget, resources, and personnel. The Department supported Magnet Coordinators in collecting and managing data and collaborated with the Assessment and Evaluation Department to develop a Magnet Data Dashboard that streamlined data collection. Magnet staff also provided individualized training for site personnel on generating budget reports, tracking Magnet expenditures, analyzing benchmark data, and conducting outreach and recruitment. The table below outlines the process for annually updating each school's MSP, spending, review of benchmark assessment data, and conduct outreach and recruitment.

Table 2.3: Magnet Plan Process

Date	Magnet Plan Support	Provider
Early Oct 2024	Schools update academic achievement data, SMART Goals and gap analysis data	Magnet Site Principal, Magnet Coordinator
Mid-Oct 2024	Schools update/revise goals	Magnet Site Principal, Magnet Coordinator Other ILT Members: AP, CSP, MTSS, Counselor, Dean
Late Oct 2024	1 st Quarterly Progress Monitoring Meeting: Magnet Site Plans reviewed	Magnet Department Magnet Principal Magnet Coordinator Other ILT Members: AP, CSP, MTSS, Counselor, Dean
Dec 2024	Schools revisit action steps: edit, retire, refine	Magnet Site Principal, Magnet Coordinator Other ILT Members: AP, CSP, MTSS, Counselor, Dean
Jan 2025	2 nd Quarterly Progress Monitoring Meeting: Magnet Site Plans reviewed	Magnet Department Magnet Site Principal, Magnet Coordinator Other ILT Members: AP, CSP, MTSS, Counselor, Dean
March 2025	Schools revisit action steps: edit, retire, refine	Magnet Site Principal, Magnet Coordinator Other ILT Members: AP, CSP, MTSS, Counselor, Dean
April 2025	3 rd Quarterly Progress Monitoring Meeting: Magnet Site Plans reviewed	Magnet Department Magnet Site Principal, Magnet Coordinator Other ILT Members: AP, CSP, MTSS, Counselor, Dean

6. Marketing, Outreach, and Student Recruitment and Selection

In SY2024-2025, the District continued to implement the Priority Enrollment Campaign and Continuing Enrollment Campaigns to support schools in meeting integration goals outlined in their MSPs. Magnet schools leveraged materials and resources provided in collaboration with the District's Communications and Media Departments to recruit students and families.

Key strategies included:

- Partnership with district enrollment ambassadors from the Student Placement and Enrollment Department to support integration and overall student enrollment.
- Participation in District marketing events, including the annual Magnet and Special Programs Fairs and the Step-Up Event, organized and promoted by TUSD Communications and Media.
- Attendance by Magnet Coordinators and the Magnet Department at community outreach events such as the University of Arizona Insect Festival, Playpalooza at Creative Machines, and the Flea Market at Mercado de San Agustin.
- Use of diverse marketing channels, including television and radio advertising, social media reels and stories, press releases, print and digital advertising, and mass mailings.
- Collaboration with TUSD Communications and Magnet Coordinators to enhance enrollment and attract a more diverse student population.

7. Cross Departmental Collaborations

The Magnet Department worked closely with TUSD Communications and Media Relations, Curriculum and Instruction, Assessment and Evaluation, and Student Placement and Enrollment to ensure districtwide alignment of initiatives.

- **Communications and Media Relations:** Expanded and updated community outreach events, while strengthening print and social media campaigns to support magnet visibility.
- **Curriculum and Instruction:** Designed and facilitated tailored professional development for magnet sites around learning targets and success criteria. Magnet Coordinators engaged in professional learning focused on coaching teams. Both efforts supported C&I's implementation of their instructional infrastructure, including the Teacher Clarity and PLC+ models.
- **Assessment and Evaluation:** Partnered to develop a Magnet Data Dashboard to monitor enrollment trends, track student achievement, and measure progress toward integration goals.
- **Student Placement and Enrollment:** Collaborated to advance integration efforts, a central tenet of magnet education.

8. Magnet Oversight Committee

The Magnet Oversight Committee (MOC) continued its work in SY2024–25. The purpose of the MOC is to determine levels of support and oversight for existing magnet schools, review proposals for adding new magnet schools, and recommend schools for demagnetization when appropriate.

During this reporting year, TUSD was not in a financial position to add a new magnet school and there were no schools that met the criteria for demagnetization. As a result, the committee focused its efforts on leveling magnet schools to determine the degree of support each site would receive from the Magnet Department in SY2024-25.

In alignment with the PUSP, the MOC applied the following guidelines to monitor and support magnet schools:

- **Level 1: Standard Support** — Quarterly site visits and support as needed
- **Level 2: Additional Support** — Monthly site visits and support as needed
- **Level 3: Intensive Support** — Bi-monthly site visits and support as needed

To inform these determinations, the MOC reviews a set of common data points, including student achievement, integration measures, enrollment trends, and progress toward MSA certification standards. (**Appendix II-8, Magnet Oversight Committee Presentation**).

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 a change to the District’s process for placing students in oversubscribed grades, in order to comply with federal and state law. This process, which involves a simple, random lottery, was used for the placement of students for the 2024-25 school year and will continue to be used in subsequent years. During the priority enrollment window, the District received 1,828 applications for the 2025-26 school year. This number of applications represents a decrease of approximately 34% compared to SY2024-2025 due to changes in demographics and the availability of alternative school choice options for families.

The District held the initial lottery in January 2025, at the close of the priority enrollment window. Table 2.4 below, (based on available seats), 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 2025-26 Lottery

School	Program	Grade	Applications	Seats	2014-15	2023-24
Carrillo	Magnet	K	74	40	Racially Concentrated	Racially Concentrated
Davis	Magnet	K	94	25	Racially Concentrated	Integrated
Hughes	Open Enrollment	K	47	45	Neutral	Integrated
Miles K-8	Open Enrollment	K	56	25	Neutral	Integrated
Roskrige K-8	Magnet	6	51	35	Racially Concentrated	Racially Concentrated
Dodge MS	Magnet	6	119	107	Integrated	Integrated
Mansfeld MS	Magnet	6	82	60	Racially Concentrated	Integrated

D. Student Marketing, Outreach, and Recruitment Strategies

During the 2024-25 school year, the District 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– 9, II.K.1.m OMR Plan SY2024-25**).

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

- Continued the marketing campaign “Discover Tucson Unified,” a second-year effort for enrollment, including English and Spanish commercials, print ads, video streaming, audio streaming, digital ads, social media, targeting by location, targeting specific age groups to reach families with future kinder, middle school, and high school students. This effort served to highlight the diversity of the Tucson community and TUSD schools.
- Marketed and advertised the third annual Step-Up Schools Expo 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, social media, targeting by location, interests, behavior, and demographics. The event attracted over 500 families. Attendees had an opportunity to meet with middle and high school principals and, regional superintendents, and to learn about many programs, including Magnet Schools, Advanced Learning Experiences, Dual Language, and Career

and Technical Education.

- On November 6, TUSD held the annual “Magnet Schools and Programs 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, social media, targeting by location, interests, behavior, and demographics. TUSD created a special brochure to invite all attendees to 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. Highlights: 12 Magnet Schools; ALE opportunities; FACE; Pre4-school; ExEd; HEART; enrollment on site; student performances; DUAL Languages; Student Services departments, and other TUSD programs and services.

- District representatives and Magnet Coordinators participated in many community events during the 2024-25 school year. Enrollment representatives helped families with the enrollment process as well as helping them to fill out applications. The events included the following:
 - Magnet Fair at Children's Museum -11/6/24 - all sites
 - Insect Festival U of A - 10/6/24 - Borton, Tully, Drachman, Carrillo
 - Summer Zoo Safari - Magnet Department, Drachman
 - PBS Kids - 11/16/24 Tully, Borton, Drachman, Magnet Dept.
 - Red & Blue Showcase- Meet & Greet U of A Basketball Players Event at Pueblo Neighborhood Center- Wed. 9/25/24
 - Mercado Flea - 12/8/24 - Mansfeld, Tully, Roskruege, Drachman, Carrillo
 - Fiestas Patrias - Magnet Department
 - U of A Storytime - 1/11/25 - Borton, Tully, Carrillo, Davis, Roskruege
 - TUSD Step Up Expo- 1/23/25- all sites + Magnet Dept
 - El Rio Neighborhood Center- 2/28/25- Tully, Borton
 - Playpalooza, Second Sky- 4/26/25- Carrillo, Dodge, Holladay, Borton, Davis, Dodge
 - AZ Bilingual Back to School- 7/24/25 “Kidz Expo” Event
 - Tucson Literacy Fair 4/15/25
 - 5 de Mayo Celebration
 - Thanksgiving Giving event
- We continued with the promotion of Innovation Tech High School, and we managed a series of campaigns to attract students to promote 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, targeting location, interests, behavior, and demographics. These efforts helped reach the goal of enrollment

agreed with JTED.

- Magnet Schools were part of a social media individual School Carousel ad campaign. Each Magnet school had its own ad, inviting the audience to schedule a tour or to apply by visiting the TUSD Discover page or the school's web page.

Bonillas: https://youtu.be/hBEw_9B5SVM

- 7,873 views
- 271 website clicks
- 5,872 accounts reached

Borton: <https://youtu.be/KOD2B-UMwxk>

- 6,522 views
- 126 website clicks
- 4,956 accounts reached

Carrillo: <https://youtu.be/GVXM2DUosDs>

- 7,564 views
- 144 website clicks
- 5,710 accounts reached

Dodge: https://youtu.be/nmfVU_e-TEA

- 8,489 views
- 144 website clicks
- 6,100 accounts reached

Holladay: <https://youtu.be/si2STavDCXk>

- 7,896 view
- 187 website clicks
- 6,365 accounts reached

Roskrug: <https://youtu.be/iA1fKO6Y-SI>

- 8,297 views
- 203 website clicks
- 4,869 accounts reached

Palo Verde: <https://youtu.be/ReiRwgQ7-CY>

- 2,050 views
- 172 website clicks
- 5,321 accounts reached

Tucson High: <https://youtu.be/ojRvgAzyueo>

- 6,969 views
- 269 website clicks
- 5,509 accounts reached

Mansfeld: <https://youtu.be/oNjdgLOUYxE>

- 6,687 views
- 201 website clicks
- 7,099 accounts reached

Tully: <https://youtu.be/6luxcC1T3j8>

- 6,457 views
- 168 website clicks

- 5,643 accounts reached

Drachman Montessori: <https://youtu.be/Tag8o0glcHA>

- 4,685 Views
- 6,225 Reach
- 3,902 views on mobile
- 744 Instagram
- 444 Facebook

- We lead a social media advertising campaigning to promote ALE opportunities, DUAL language, GATE, AVID, CTE, Magnet Schools, New K-6 schools, Kinder, Innovation Tech High School, TUVA, and Pueblo Academy. The efforts were focused by targeting location, targeting specific age groups to reach families with future kinder, middle school, and high school students.
 - **Innovation Tech High School:** Audience and Zip Code targeting KGUN 9 Digital Display Graphic Ads and TV Spots (30 sec). Promoting the day and evening classes, providing hands-on learning with drone aviation, Robotics, Engineering, Culinary healthcare, Cybersecurity, and 3D Animation. With Registration info.
 - **TUVA Tucson Unified Virtual Academy:** Audience and Zip Code targeting KGUN 9 Digital Display Graphic Ads and TV Spots (30 sec). Promoting the live instruction online classes and providing the technology needed. Free classes for students from kindergarten to 12th grade anywhere in the State of Arizona. With Registration info.
 - **CTE Career & Technical Education Program:** Audience and Zip Code targeting KGUN 9 Digital Display Graphic Ads and Streaming Videos. Informing the audience of the opportunities CTE offers. With Registration info.
 - **TUSD Magnet Program:** Audience and Zip Code targeting KGUN 9 Digital Display Graphic Ads and Streaming Videos. Informing the audience of the opportunities the TUSD Magnet Program offers via its 12 schools.

In addition to these initiatives, the District continued to:

- Improve district and school websites.
- Promoted the free lunch program through the Community Eligibility Provision (CEP) of the National School Breakfast and Lunch Program.

As part of the annual cycle of improvement, the District, led by the Communications Department, analyzed the marketing and outreach needs of various schools, departments, and divisions, and assessed the effectiveness of the strategies implemented at the end of the year by reviewing media analytics, event attendance, and 40th/100th-day enrollments. As a result of the analysis, the district will continue to market and advertise to promote enrollment, invite the community to events, and promote services for families and students during SY2025-26.

E. Student Assignment Professional Development

In SY2024-25, 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 Student Placement & Enrollment (SPE) department, took this training, to support the school choice efforts.

F. Coordinated Student Assignment Committee

In SY2024-2025, the cross-departmental Coordinated Student Assignment Committee (CSA) continued its role in monitoring integration initiatives across the District. The Committee met in June 2024 and once per semester during the school year to review integration data, academic outcomes, and other attributive information for non-magnet schools. (**Appendix II- 10, Coordinated Student Assignment Committee Presentation**)

Key actions for the year included:

- **Collaboration with the Language Acquisition Department:** Adjusted the language in automated Smart Choice emails to better explain Two-Way Dual Language (TWDL) programming, supporting family understanding of options for students in grades 2–8. The committee also advanced efforts to create TWDL pipelines for Grijalva, Mission View, Van Buskirk, and White elementary schools.
- **Collaboration with Student Placement and Enrollment:** Examined enrollment patterns by zip code to better understand districtwide enrollment shifts, including areas of enrollment loss, and to inform strategies that support integration.

G. USP Reporting

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

See **Appendix II – 1, II. K.1.a TUSD Enrollment 40th day SY2024-25** 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:

The data required in section (II)(K)(1)(b) are contained in **Appendix II – 11 II.K.1.b TUSD Enrollment-Attendance Status SY2024-25**. This report contains disaggregated data by school enrollment.

- II(K)(1)(c) Copies of all job descriptions and explanations of responsibilities for all persons hired or assigned to fulfill the requirements of this section, identified by name, job title, previous job title (if appropriate), others considered for the position, and credentials for SY2022-23:

See **Appendix II – 12, II.K.1.c Explanation of Responsibilities**, which contains job descriptions, and a report of new persons hired or assigned to fulfill the requirements of this section by name, job title, previous job title, others considered, and credentials for SY2022-23.

- II(K)(1)(d) A copy of the 2011 and any subsequent Magnet School Studies: No Magnet school study was conducted in SY2024-25.

- 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**.

- 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 – 3, II.K.1.f School Magnet Plans (12) SY2024-25** for the Magnet school plans.

- II(K)(1)(g) Copies of any applications submitted to the Magnet Schools Assistance Program; No grant application was submitted to the MSAP in SY 2024-25.

- 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;

To view the most recent version of the Catalog of Schools in all seven major languages of (English, Arabic, Kirundi, Somali, Spanish, Swahili, and Vietnamese see [Our Schools](#) page and click on Catalog.

- 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 SY2025-26**, 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 2024-25**.*
- II(K)(1)(m) A copy of the outreach and recruitment plan developed pursuant to the requirements of this section; *See **Appendix II–9, II.K.1.m OMR Plan SY2024-25**.*
- II(K)(1)(n) Any written policies or practices amended pursuant to the requirements of this section;
- 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 SY2025-26.*
- 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–20, IV.K.1.q Master USP PD Report SY24-25**.*

This report contains a table of all formal professional development opportunities offered for SY2024-25.

III. Transportation

A. Description of Programs and Operations

In 2024-25, 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 2024-25**).

In SY2024-25, overall eligible ridership increased to 15,053 students compared to less than 11,000 in the 2023-24 school year (**Appendix III–3, III.C.1 Eligible Rider Report by School and Grade Level 2024-25**). Transportation was available for more than 1,500 African American students and more than 9,000 Hispanic students (**Appendix III–4, III.C.1.a Eligible Ridership by Reason and Race/Ethnicity SY2024-25**).

Outside of regular education, transportation for ELD, GATE, Incentive Transportation, Magnet programs and University High School accounted for 37% of eligible ridership in SY2024-25 (**Appendix III–5, Eligible Ridership by Program and Year**).

A key goal of the District’s Transportation Plan is limiting transportation costs while maximizing integration impacts. 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.

The initiative includes the deployment of ten Type C, 72-passenger electric buses and a turnkey charging infrastructure featuring five dual-port 66 kW chargers, designed with future-proof capacity to support fleet expansion. Significant progress was made during 2024-25, including underground conduit installation. Full implementation is scheduled for completion by December 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 challenge facing public education today is profound: Across the nation, school districts are grappling with an ongoing, critical shortage of dedicated educators. Despite this formidable headwind, the District remains deeply committed to ensuring every student is served by highly qualified, diverse, and well-supported certificated and administrative staff.

Using a comprehensive, strategic approach to human capital management was critical as we outlined key initiatives from hiring and position designation (including USP positions and the use of robust interview committees and instruments) to actively addressing teacher and administrator diversity and the factors contributing to attrition and offer rejections. We also focused our commitment to providing strong foundations through targeted support for first-year principals and teachers, dynamic outreach and recruitment strategies, and structured retention efforts. Furthermore, Grow Your Own programs for both teachers and aspiring leaders, as well as our continuous investment in collaborative PLCs and impactful PD, played an integral role in fostering lifelong growth and instructional excellence across the District.

A. Administrative and Certificated Staff

Using the 2020-21 National Teacher and Principal Survey (NTPS) data allowed the District to compare the diversity profile of the District's teachers and principals with those of Arizona and the nation as a whole. The data clearly establishes that the District employs an educator workforce significantly more diverse than the state of Arizona and the nation as a whole, with this difference being most pronounced in its school leadership.

TUSD's commitment to diverse leadership is evident in the fact that it is a majority non-White principal workforce (54%), in sharp contrast to the national rate, where 77.1% of principals are White, and the state rate, where 72% are White. Specifically, 43% of TUSD principals are Hispanic, a rate that is nearly five times higher than the national percentage (9.3%) and more than double Arizona's state average (16.8%).

While national representation for African American principals is 10.4%, TUSD's rate is 6%, which is lower than the national average but still notably higher than the state of Arizona's 3.8% average. Overall, TUSD has made significant strides in cultivating an administrative team that better reflects its community's diversity compared to both the state and the country.

TUSD's teaching staff also presents a more diverse profile than the state and national averages, although White educators still form the largest single group. The percentage of White teachers in TUSD (53%) is substantially lower than both the national (71.7%) and Arizona (75.8%) averages, indicating a broader distribution of backgrounds in TUSD classrooms.

This difference is primarily driven by the strong representation of Hispanic teachers, who

make up 33% of TUSD’s teaching staff. This is nearly three times the national rate (11.6%) and more than double the rate for Arizona (14.2%). TUSD’s 5% rate of African American teachers, while higher than Arizona’s 3.8%, is still below the national average of 9.4%.

A notable trend within TUSD is the 10-percentage-point difference between Hispanic principals (43%) and Hispanic teachers (33%). This suggests that TUSD is not only successful at hiring diverse talent but has also developed a strong, successful pipeline for moving Hispanic educators from the classroom into administrative leadership.

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	77.1%	10.4%	9.3%
Arizona	72%	3.8%	16.8%
TUSD	46%	6%	43%
Percentage Distribution of Public School Teachers by Race/Ethnicity			
	White	African American	Hispanic
National	71.7%	9.4%	11.6%
Arizona	75.8%	3.8%	14.2%
TUSD	53%	5%	33%

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 — SY2024-25

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

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

2. Interview Committees, Instruments, and Applicant Pool

The HR Department monitored interview committees in SY2024-25 and found that 9% of the panels (21 of 219) did not include a Hispanic or African American member. HR promptly communicated with site leaders for each instance, underscoring the importance of diverse representation on all committees. Moving forward, HR has transitioned to an automated system for calculating this data, which will improve documentation accuracy and facilitate more reliable comparisons of diversity trends year-to-year. (**Appendix IV–3, IV.K.1.d.ii Interview Panel Report**)

Human Resources continued to monitor the applicant pool throughout FY2025. The applicant pool for FY2025 significantly expanded, growing by over 15% with a total of 5,544 applications, but its composition shifted dramatically from the previous year. Most notably, the representation of Asian/Pacific Islander applicants dropped by 12.2 percentage points, falling to 14.1%. This decline was largely absorbed by a surge in applicants identifying as Hispanic, whose share of the total pool increased by 7.3 percentage points to 44.1%, solidifying their position as the largest demographic. Additionally, the proportion of White, African American, and Native American applicants all saw modest increases, suggesting a broader diversification and growth across most groups despite the sharp decrease in the Asian/Pacific Islander segment.

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

	Fiscal Year								
	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025
Total Number of Applications	8,498	8,205	8,611	5,376	6,657	12,809	7,793	4,812	5,544
White	42.8%	41.3%	42.0%	42.9%	37.9%	28.0%	32.2%	28.2%	31.4%
African American	8.1%	8.4%	7.6%	7.6%	8.0%	6.0%	9.0%	7.2%	8.2%
Hispanic	42.9%	41.2%	40.5%	39.3%	43.4%	34.0%	45.8%	36.8%	44.1%
Native American	3.1%	3.1%	2.7%	2.6%	2.5%	2.0%	2.4%	1.6%	2.1%
Asian/Pacific Islander	3.2%	6.1%	7.2%	7.6%	8.2%	7.0%	10.6%	26.3%	14.1%
Unspecified	0.0%	0.0%	0.0%	0.0%	0.0%	23.0%	0.0%	0.0%	0.0%

3. Evaluating Offer Rejections

The total of 86 job offers were declined, with the majority of rejections stemming from

applicants accepting other positions: 46 offers were rejected because the applicant accepted an offer *within* the district, and 9 were declined for an offer *outside* the district, demonstrating that competition for candidates is the primary challenge. Beyond accepting alternative employment, personal reasons accounted for the next largest category with 15 declines, suggesting non-work factors influenced those decisions. Finally, a small number of applicants declined due to specific job factors, including salary (6) and location (2), while 8 applicants did not provide any reason for their rejection. (**Appendix IV–4, IV.K.1.f Declined Job Offers**)

4. Attrition

The District saw a significant decrease in certificated staff attrition in SY2024-25, with 239 employees leaving the district, which is 193 fewer than the previous year's total of 432, marking a 44.68% reduction in separations. Analyzing the ethnic breakdown of the staff who left in SY2024-25, the majority were White at 56.9% (136 staff members), followed by Hispanic staff at 31.0% (74 staff members), with African American staff accounting for 6.7% (16 members) and all other groups comprising the remaining 5.4% (13 members)(**Appendix IV–5, Certificated Attrition SY2024-25**). Four administrators separated from the District, consisting of one Native American, and four White employees.

B. Teacher and Administrator Diversity

1. Site Certificated Diversity

For the 2024-2025SY, our district's certified employee count has seen a slight increase to 2,916 staff, up from 2,892 in the previous year. This cohort reflects a diverse range of backgrounds: Hispanic employees constitute the largest minority group at approximately 32.25%, followed by Asian employees at about 6.79%, African American employees at approximately 4.46%, and Native American employees at about 2.06%. The largest demographic remains White employees, who account for approximately 54.42% of the certified staff. This data highlights the ongoing racial and ethnic diversity within our certified workforce as we serve our student population.

With respect to the diversity of certificated staff, 38 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–6, IV.k.1.g (2) Assignment of Certificated Staff**)

2. Site Administrator and Team Diversity

In SY2024-25, there were 84 site administrators, of whom 46% were White, 45% were Hispanic and 4% were African American.

Out of the 33 administrator teams, 25 were racially/ethnically diverse in the 2024-25 school year. Eight teams were homogenous, with three all-White administrator teams (Hollinger

K-8, Mansfield MS, & Santa Rita HS) and five 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–7, IV.K.1.g (3) Site Administrative Teams SY2024-25**).

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 SY2024-25. See **Appendix IV–8, IV.K.1.g (1) Teacher Diversity Assignments**.

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

In the 2021-22 school year, the District updated its Teacher Diversity Plan (TDP), targeting 18 schools for increased teacher diversity over the following three years. By the 2024-25 school year, six of these targeted sites—Dunham Elementary, Drachman Montessori K-8, Ford Elementary, Magee Middle, Vail Middle, and Rincon High School—had successfully achieved diverse status. See **Appendix IV–9, IV.K.1.g (6) DP Targeted Transfer Schools**.

To continue meeting its goals, the District implemented various strategies. This included improving recruitment marketing and using direct personal outreach to identify potential transfer candidates. Furthermore, the District offers a wide array of incentives for teachers and administrators who transfer to support diversity, such as stipends, technology packages, modified teaching schedules, and financial support for earning degrees or certifications.

5. First-Year Principals and Teachers

For the 2024-25 school year, the District placed two first-year principals at school sites and one in an interim position. The principal placed in the interim assignment held a previous administrator position before being placed. Of the three first-year principals, one was placed at racially concentrated school. (**Appendix IV–10, IV.K.1.g (5) Assignment of First-Year Principals**)

In SY2024-25, the District hired 122 first-year teachers at 50 schools (**Appendix IV–11, IV.K.1.g (7) Beginning Teacher Inventory SY2024-25**). Of these teachers, 45 were assigned to racially concentrated schools and 3 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 48 forms completed, the primary mitigation strategies were 1) no additional 1st year teachers in content or grade-level team, 2) reduced class size, and 3) providing common planning time with teachers of the same content/grade.

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 2024-25 induction program was held on July 23-26, 2024 (**Appendix IV–12, IV.K.1.n (1) New Teacher Induction Program**).

The District provided mentors to support first- and second-year teachers throughout the year, following the Court-ordered formula that provides additional support for first-year teachers in racially concentrated or underperforming schools (**Appendix IV–13, IV.K.1.n (2) Mentor Assignments by Ethnicity**). In addition to providing support to teachers, the mentors worked with site administrators to provide additional 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 2024-25, 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–14, IV.K.1.m (1) Principal Evaluation Model 2024-25**).

The District also adopted the Teacher Effectiveness Evaluation model in SY2024-25. 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–15, IV.K.1.m (2) Teacher Evaluation Model 2024-25**).

8. Teacher Support Plans

No teachers were placed on either a Targeted Support Plan or a Plan for Improvement in SY2024-25.

C. Outreach, Recruitment, and Retention

The District is dedicated to cultivating a racially and ethnically diverse workforce through a robust, multi-faceted strategy. This approach included enhancing strategic advertising with strong social media growth and exposure on platforms like Instagram, LinkedIn, and Facebook, alongside targeted campaigns and participating in both virtual and physical in-state & out-of-

state career fairs.

Recruitment efforts were highly targeted, utilizing vacancy data reports and job fair data to inform decisions, while leveraging systems like Indeed and Handshake and specialized job boards to expand reach. To attract top talent, the District offered competitive recruitment stipends, provided a clear touchpoint to the Districts' Careers page, and fostered internal advancement through our "Grow Your Own" Teacher and Administrator development programs and encouragement for employees to pursue certification, ultimately improving both professional opportunity and staff diversity.

The recruitment team participated in 29 hiring events, with both in-state and out-of-state colleges and universities, held 6 out-of-country zoom events, and held two TUSD job fairs at the Tucson Community Center during SY2024-25. During the TUSD Spring hiring event, the District pre-registered 385 candidates, 433 attended, and the District hired 137 new employees (81 certified/56 classified). In the TUSD Summer hiring event, the District had 180 attendees and hired 41 new employees (26 certified/15 classified). See **Appendix IV–16, IV.K.1.c Recruitment Activities**.

1. Human Resources Annual Workforce Report

Reflecting on a year of resilience and growth, the District made substantial progress in the critical areas of hiring and staffing, even as we prepared for the challenges related to the expiration of federal ESSER funds. Our strength is truly our District employees. The workforce report offered stakeholders comprehensive insight into the efforts of the Human Resources team, who worked closely with District schools and departments to address staffing needs by filling critical roles through strategic collaboration, meticulous monitoring, and focused recruitment initiatives. These efforts were dedicated to investing in our employees and empowering success by retaining a dedicated workforce. See **Appendix IV–17, HR Annual Workforce Report 2024-2025**.

2. Grow Your Own Programs

In SY2024-25, the District continued its teacher and administrator development initiatives. These programs were designed to encourage current staff to become teachers or earn specialized endorsements in critical areas such as Bilingual (Spanish), Elementary/Secondary, and Special Education, while also providing focused administrator leadership development. These programs included:

a. Make the Move

In SY2024-25, the District continued to offer the Make the Move program to encourage District staff holding bachelor's degrees to become certified teachers in Bilingual (Spanish), Special Education, and General (Elementary/Secondary) Education.

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 were also available for candidates as they successfully worked through their pathway program. In SY2024-25, eleven new certified teachers were accepted into the Make the Move program.

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
SY24-25	11	3	0	3	2	3

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 SY2024-25, 10 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	20	0	1	4	2	2
SY23-24	21	1	1	9	0	5
SY24-25	21	1	0	5	0	4

c. University of Arizona – Pathways to Teaching

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. In SY2024-25, eight new candidates were selected for the Pathways program and six of those candidates served as teachers of record.

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
SY24-25	8	0	1	2	0	5

d. Teacher Development Academy

The District expanded its pipeline for teacher certification in SY2022-23 by launching the Teacher Development Academy (TDA) as a tuition-free Elementary K-8 teacher preparation program, supplementing the existing "Make the Move" initiative. TDA was designed to deepen the recruitment pool and attract a diverse cohort with a curriculum focused on culturally responsive practices. The program is open to both District and non-District staff holding a bachelor's degree.

After receiving ADE approval in February 2023, TDA was established as a fast-track teacher preparation program requiring a two-year commitment that included course study, 154 hours of professional development and clinical practice, and a subsequent two-year teaching commitment within the District. Successful completion leads to an Elementary K-8 teaching certificate with SEI and Reading endorsements. The inaugural cohort in SY2023-24 selected twenty-five candidates, although due to various factors, only eighteen of the inaugural cohort remained to serve in the program for SY2024-25.

Table 4.7: Teacher Development Academy by Ethnicity

	Teacher Development Academy	African American	Asian/PI	Hispanic	Native American	White
SY23-24 (Cohort 1)	25	1	0	14	2	8
SY24-25 (Cohort 1)	18	0	0	13	1	4

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 SY2024-25. 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
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. (**Appendix IV–18, IV.K.1.p (1) Leadership Prep Academy**). Over these past three years, we have successfully placed 20 candidates into leadership positions in our District.

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
SY24-25	28	1	0	9	2	16

g. Principal BOOST!

The purpose of the Principal Boost! Program 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 principals, with final selections made by Regional Assistant Superintendents. Through this program, we have successfully placed six candidates into principalships. (**Appendix IV–19, IV.K.1.p (2) Principal Boost! 2024-2025**).

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
SY24-25	11	0	0	5	1	5

h. Master's Cohort in Educational Leadership

In SY2024-25, the District continued to partner with 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
SY24-25	5	0	0	2	0	3

3. Professional Learning Communities and Professional Development

a. Professional Learning Communities (PLCs)

In SY2024-25, the District utilized a blended approach to PD, offering PLCs both virtually and in person. Schools continued to rely on the Professional Learning Communities Guide as a foundational resource, using its tools and templates to establish strong PLCs and assess staff proficiency for ongoing improvement. Additionally, the District initiated job-embedded professional learning—a centralized program conducted during working hours—to support staff implementation of District initiatives and provide more autonomy on Wednesdays. This internal support was supplemented by monthly Curriculum and Instruction Professional Development Academies (CIPDA) for Curriculum Service Providers (CSPs) and teacher mentors, and the school year calendar was enhanced with four full days of robust professional learnings.

b. Ongoing Professional Development

In SY2024-25, the District continued to provide professional development as a support in the various areas required by the USP (**Appendix IV–20, 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 PD vendors and proposals for staff professional learning (**Appendix IV–21, 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 SY2024-25. IV(K)(1)(c) A copy of the recruitment plan and any related materials;
- See **Appendix IV–16, IV.K.1.c Recruitment Activities**, which details recruitment activities for SY2024-25.
- IV(K)(1)(d)(i) The following data and information, disaggregated by race and ethnicity: For all ACS vacancies advertised and/or filled immediately prior to and during the preceding school year, a report identifying the school at which the vacancy

occurred; date of vacancy; position to be filled (e.g., high school math teacher, 2nd-grade teacher, principal, etc.) by race (where given by applicant); date position was filled; person selected; and, for any vacancy that was not filled, the reason(s) the position was not filled;

To view data and information, disaggregated by race and ethnicity, for all administrator and certificated staff vacancies for SY2021-22, *see* **Appendices IV–22, IV.K.1.d.i (1) Teacher and USP Cert Positions Advertised SY2024-25, and IV–23, IV.K.1.d.i (2) Admin Job Postings SY2024-25.**

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 SY2024-25, *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–24, IV.K.1.d.iii Certificated Staff and Administrators**, for SY2024-25.

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 SY2024-25.

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 SY2024-25, 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–32, IV.K.1.e (2) Administrator Hiring Guide 2024-2025, and IV–27, IV.K.1.e (3) Professional Standards for Educational Leaders**, for a list of interview instruments used in SY2024-25 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 SY2024-25.

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

The data required in section (IV)(K)(1)(g) are contained in **Appendices IV–8, IV.K.1.g (1) Teacher Diversity Assignments, IV–6, IV.K.1.g (2) Assignments of Certificated Staff, IV–7, IV.K.1.g (3) Site Administrative Teams SY2024-25, IV–28, IV.K.1.g (4) Assignment of First-Year Teachers, IV–10, IV.K.1.g (5) Assignment of First-Year Principals, IV–9, IV.K.1.g (6) DP Targeted Transfer Schools, and IV–11, IV.K.1.g (7) Beginning Teacher Inventory SY2024-25.**

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–29, IV.K.1.h First-Year Teacher Plan SY2024-25.**

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 SY2024-25, 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–30, 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 2024-24 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, 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 SY2024-25, 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–14, IV.K.1.m (1) Principal Evaluation Model SY2024-25, IV–15, IV.K.1.m (2) Teacher Evaluation Model SY2024-25, and IV–31, IV.K.1.m (3) Student Survey of Teachers (SST) 2024-25.
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; <i>See Appendices IV–12, IV.K.1.n (1) New Teacher Induction Program, and IV–13, IV.K.1.n (2) Mentor Assignments by Ethnicity, to view the description of the New Teacher Induction Program and participating teachers/mentors for SY2024-25.</i>
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 SY2024-25, no teacher support program was initiated.
IV(K)(1)(p)	A copy of the leadership plan to develop African American and Latino administrators; <i>See Appendices IV–18, IV.K.1.p (1) Leadership Prep Academy, to view the description of the Leadership Prep Academy for SY2024-25, and IV–19, IV.K.1.p (2) Principal Boost! 2024-25, to view the description of the Principal Boost! Academy.</i>
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–20, 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 is committed to ensuring every student has equitable access to high-quality education and the chance to thrive academically. A key priority is accelerating achievement, particularly for our African American and Hispanic students. To realize this vision, we are actively implementing initiatives like Advanced Learning Experiences (ALEs) and dual-language programs. We are also focused on providing strong support for English Learners (ELs), cultivating truly inclusive school environments, and boosting student success through dropout prevention, Culturally Relevant Courses (CRCs), and the continuous application of Culturally Responsive Pedagogy (CRP).

A. Advanced Learning Experiences

The District actively expands ALEs to ensure equitable access and accelerate academic success for every student. ALE offers an array of high-quality programs like the Gifted and Talented Education (GATE) Program, Advanced Academic Courses (AACs), and University High School (UHS). To keep these offerings relevant, the District continuously updates and refines opportunities using the ALE Continuous Improvement Cycle, a rigorous process detailed in the ALE Policy Manual. This manual serves as a complete, transparent guide to all available ALE programs and their requirements.

1. Gifted and Talented Education

In the 2024-25 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 SY2024-25.
- **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.
- **GATE Prep Kindergarten:** To provide alternative avenues for entry into self-contained GATE programs, the District offered a GATE prep kindergarten program at all six of the self-contained GATE schools and 14 cluster GATE schools. During SY2024-25, 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 GATE prep 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 GATE prep Kindergarten in SY2024-25.

- **K-1 GATE Talent Development/Enrichment:** GATE pull-out teachers provide all elementary sites with GATE “push-in” services in their kindergarten, first, and second grade classes. Primary teachers at GATE self-contained and cluster sites receive PETS training and utilize it in their 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 SY2024-25, over 5,100 students participated in GATE services, including 3,174 Hispanic students (a 5% increase from SY2023-24) and 561 African American students (a 7.5% increase from 2023-24).

c. EL Participation in GATE Programs

In SY2024-25, the number of EL students increased in pull-out 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 pull-out and self-contained GATE programs.

Table 5.1: EL Participation in GATE Programs

GATE	Year	W	Pct	AA	Pct	Hisp	Pct	NA	Pct	API	Pct	MR	Pct	Total
Pullout	2021	3	6%	4	8%	37	76%	0	0%	4	8%	1	2%	49
Pullout	2122	2	5%	4	9%	34	79%	0	0%	2	5%	1	2%	43
Pullout	2223	0	0%	3	6%	46	90%	0	0%	1	2%	1	2%	51
Pullout	2324	3	4%	0	0%	68	92%	0	0%	2	3%	1	1%	74
Pullout	2425	4	0%	1	0%	93	90%	0	0%	4	0%	0	0%	102
Self-Contained	2021	1	5%	0	0%	20	95%	0	0%	0	0%	0	0%	21
Self-Contained	2122	0	0%	0	0%	18	90%	0	0%	1	5%	1	5%	20
Self-Contained	2223	1	4%	0	0%	25	93%	0	0%	0	0%	1	4%	27
Self-Contained	2324	1	3%	2	7%	43	139%	0	0%	1	3%	0	0%	47
Self-Contained	2425	0	0%	2	10%	13	80%	0	0%	1	10%	0	0%	16
Resource	2021	3	5%	18	32%	33	58%	0	0%	2	4%	1	2%	57
Resource	2122	2	4%	11	22%	35	71%	0	0%	0	0%	1	2%	49
Resource	2223	1	3%	5	15%	27	79%	0	0%	1	3%	0	0%	34
Resource	2324	2	3%	9	13%	55	80%	0	0%	1	1%	0	0%	67
Resource	2425	1	0%	8	20%	40	80%	0	0%	1	0%	1	0%	51

d. Cluster GATE Schools

Table 5.2: Students in GATE Cluster Classrooms

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. The gradual decrease in overall participation in the past couple of years mirrors the overall district drop in enrollment. The proportion for most ethnicity groups has held steady except for a 2% increase in the proportion of API Students, a 1% proportion increase of Hispanic Students, and a 3% decrease of African American students.

e. GATE Program Placement and Testing

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

- a GATE prep 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 GATE prep 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 2024-25 school year, eight make-up testing days, open to all grade levels from K-6, were offered to families (three in the fall of 2024 and five in the spring of 2025).

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 7,040 students in grades K-6 for GATE self-contained and pull-out services in SY2024-25 (**Appendix V–2, GATE Testing and Qualified Students SY2024-25**).

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 2024-25 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 SY2024-25, 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 SY2024-25, 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 with 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 2024-25).

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. In SY2024-25, we had 76 self-contained, cluster, resource and itinerant teachers who are fully endorsed and 124 who have earned their provisional endorsement or are working towards their endorsement (**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 for 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)

Middle and high school students have access to a variety of advanced course options that serve as gateways to college readiness and academic success. These offerings include Honors, Accelerated Mathematics, Advanced Placement (AP), Dual Credit (DC), and International Baccalaureate (IB). Collaborating with the Department of Culturally Relevant Pedagogy & Instruction (CRPI), the District designed these enriched courses to engage students in critical analysis, problem-solving, and academic discourse.

In SY2024-25, more than 8,400 6th-10th-grade students participated in at least one AAC (**Appendix V–5, V.G.1.a ALE 40th-Day Enrollment SY2024-25**).

a. Advanced Placement (AP)

High school credit AP classes provide students with rigorous academic coursework and the potential for college credit. In SY2024-25, more than 2,900 students enrolled in at least one AP course (**Appendix V–5, V.G.1.a ALE 40th-day Enrollment SY2024-25**).

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. **(Appendix V-6, AP Test Scores and Participation SY2024-25)**

In June 2025, the District offered AP Summer Boot Camp at four high school sites (Palo Verde, Pueblo, Rincon, and Santa Rita). This program offers students exposure to Advanced Placement curriculum and rigor. All sites offered in-person experiences.

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 2025 had 10 students attempt the full diploma. Five of those students were able to meet the rigorous requirements, including three who were able to complete the IB Bilingual Diploma by showing academic excellence in two languages. Further, 70 students received a total of 167 course certificates, and 10 students were eligible for three or more university credits.

Interest in Cholla's International Baccalaureate Program continues to grow, with 63 students in the Class of 2026 pursuing course certificates, 10 students pursuing the diploma, and 18 pursuing certificates in our new career-related program for a total of 91 students. The Class of 2027 shows further growth, with 21 diploma candidates, 15 career-related candidates and 79 course certificate candidates, for a total of 115 students. Currently, Cholla has 206 students enrolled in the two-year IB program, and the District's IB-preparation courses in 9th and 10th grades have a combined enrollment of almost 190 students. This all-around total of 396 students is a 4.5% increase in IB enrollment from last year, resulting in over 25% of Cholla's total 2025-26 student enrollment being involved in IB.

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 2025-26 school year.

d. AVID

While AVID is not an ALE, it is 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 SY2024-25, the District offered the AVID Elective model for middle school and high school students at 20 sites, as well as an AVID Elementary model at Booth Fickett, Davidson, Dietz, Morgan Maxwell, Ochoa, Robins, Wheeler, and Wright. Under the AVID Elementary model, teachers embed AVID strategies in their teaching practices.

The District also provided AVID training for over 450 teachers, counselors, and administrators, including AVID Ignite, AVID Summer Institute, AVID National Conference, AVID Regional Path, AVID Leadership and Showcase opportunities, District Professional Learning Days, and AVID Professional Learning Modules (APLM) workshops (**Appendix V–7, AVID Professional Development SY2024-25**). 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. During SY2024-25, 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 SY24-25**).

e. Professional Development — AACs

The District provided various opportunities for ALE-specific professional development in SY2024-25, including training on ALE instructional strategies in the classroom and how to recruit students into ALEs.

The District paid the registration fee for teachers to participate in the Advanced Placement Desert Summer Institute in June and July 2025. 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.

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.

f. EL Students

The District increased the number of EL students enrolled in most GATE and AAC programs from SY23-24 to SY24-25 (**Appendix V–5, V.G.1.a. ALE 40th-Day Enrollment SY2024-25**). For example, EL students in AP classes increased from 46 to 56, from 43 to 47 in Dual Credit classes, and from 146 to 193 in Honors.

3. University High School

a. UHS Admissions SY2024-25

In SY2024-25, 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 42 students, 29 TUSD, and 13 non-TUSD students, were eligible to take the Mosaic. Additionally, admission was offered to 25 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, 359 students qualified with the designated criteria for admission and an additional 25 students were admitted from the pilot program bringing the total enrollment to 384 for the 2025-26 UHS freshman class. African American enrollment increased from 18 to 19 and Hispanic enrollment decreased slightly from 123 to 121 compared to the previous freshman class. (**Appendix V–9, V.G.1.g UHS Admissions SY2025-26 Freshman Class**).

b. Recruitment and Outreach

In SY2024-25, 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 and the New Penguin Celebration. 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 SY2024-25 consisted of 92 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.

c. Support and Retention Efforts

In SY2024-25, 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 an MTSS facilitator to support students. As shown in the table below, the UHS attrition rate fell to its lowest level (3%) in SY2023- 24 and rose slightly in SY2024-25.

Table 5.3: UHS Attrition Rate for SY2024-25

Attrition	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		2022-23		2023-24		2024-25	
White	22	47%	21	40%	41	59%	31	41%	39	46%	49	45%	26	46%	9	26%	10	26%

African Am	1	2%	2	4%	2	3%	4	5%	3	4%	5	5%	0	0%	2	6%	2	5%
Hispanic	18	38%	25	47%	19	28%	30	39%	31	37%	46	43%	26	46%	18	51%	19	50%
Native Am	0	0%	0	0%	0	0%	3	4%	1	1%	0	0%	1	2%	0	0%	0	0%
Asian/PI	2	4%	1	2%	1	1%	5	7%	4	5%	3	3%	3	5%	2	6%	3	8%
Multi-Race	4	9%	4	8%	6	9%	3	4%	6	7%	5	5%	1	2%	4	11%	4	11%
Total	47		53		69		76		84		108		57		35		38	
First Day Enroll	1113		1131		1169		1253		1142		1065		1010		1039		985	
Attrition	4%		5%		6%		6%		7%		10%		6%		3%		4%	

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 2025 earned eight-figures worth of scholarships and grants. Furthermore, 70 UHS 11th and 12th grade students were awarded recognition through the College Board's National Recognition Program. These students were National Hispanic, African American, and/or Indigenous Scholars because of their academic achievements in school and their outstanding performance on the PSAT/NMSQT and/or AP Exams. UHS also had finalists for the Questbridge Match Scholarship, 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 SY2024-25, 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 SY2024-25, the District continued to follow the guidance and approval from OELAS (the Office of English Language Acquisition Services) 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.

In the SEI program 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 2024, the Language Acquisition Department conducted Language Academies at four of the dual-language schools for K-5 EL students, to prepare them for eligibility to participate in the District’s TWDL program in SY2025-26. The focus of instruction was to develop students’ oral English proficiency skills so that they pass the AZELLA (the Arizona English Language Learner Assessment). In addition, the LAD conducted Language Academies at the eight dual- language schools, both for EL students to develop oral proficiency in English and for English- proficient students in K-5 to develop oral Spanish skills. This supports student success in maintaining and/or acquiring a second language, which is needed to participate in a TWDL program.

b. Monitoring Student Enrollment

In SY2024-25, the District added an additional TWDL 4th-grade class at White and an additional 5th grade class at MaryBelle McCorkle K-8. Over 2,490 students enrolled in a dual-language program in SY2024-25.

Table 5.4: 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	24-25
Dual-Language Schools											
Davis	345	334	312	295	314	313	295	271	286	304	292
Roskrige	675	717	675	654	614	649	582	547	553	577	545
Hollinger	314	260	315	321	349	399	357	362	333	286	234
Dual-Language Classrooms											
Bloom ²			20	42	74	105	107	119	120	120	117
Grijalva	145	106	100	99	93	104	106	98	105	114	227

² Bloom TWDL strand was added in SY2016-17 followed by Magee TWDL in SY2023-24.

Magee										12	45
McCorkle	67	97	119	159	162	206	236	245	251	268	309
Mission View	90	79	75	97	100	109	84	73	93	86	81
Van Busk	125	116	92	107	96	105	102	94	109	123	134
White	147	122	147	140	129	115	120	131	151	163	176
Pistor	167	165	179	94	117	63	55	57	35	40	89
Pueblo	88	110	110	124	398	296	328	324	388	375	352
Total	2163	2106	2144	2132	2446	2464	2372	2321	2424	2468	2491

c. Dual-Language Assessments

In SY2024-25, 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 del Desarrollo 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. Of the 654 EL students who tested SY2024-25, 65 were reclassified. The percentage reclassified (9.94%) was slightly less than the percentage reclassified (10.1%) in SY2023-24.

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%
2024-25	654	65	9.94%

e. Professional Development

In SY2024-25, the District offered TWDL professional development on an ongoing basis (**Appendix V–10, TWDL PD SY2024-25**). 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). Roskrige, and White participated in the Fall and received a continuous cycle of coaching and support during the Fall and Spring, 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 2025, the the LAD hosted the 2025 Language Learning Symposium in person at McCorkle 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 SY2024-25, dual-language itinerant teachers provided teachers with in-class coaching support, and district level and site level professional development at each of the 12 TWDL sites as they moved toward the goal of fully implementing the TWDL program.

g. Developing/Recruiting Bilingually Endorsed Teachers

In SY2024-25, 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, seven TWDL classroom vacancies will be filled by UA bilingual cohort graduates in SY2025-26.

h. Dual-Language Parent Outreach and Supports

For SY2024-25, 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. Sites are now providing their own informational meetings, with some support from TWDL Itinerant teachers.

i. The TWDL framework

In SY2024-25, 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 SY2024-25 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 into Magee Middle school 6th grade. In SY2025-26 the pathway at Magee will continue into 8th 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. In SY 2025-26 both White and McCorkle will have completed the second strand of their program.
- 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–11, Ex Ed Referrals and Qualifications SY2024-25**, and **Appendix V–12, V.G.1.u Students Receiving Ex Ed Services SY2024-25**).

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 2024-25 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 SY2024-25, 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. Four-Year Graduation Rates by Ethnicity

The goal for SY2024-25 was to increase the African American and Hispanic graduation rates by 2 percent. The graduation rate for African American students exceeded this goal – increasing from 79% to 84.2% in SY2024-25. The goal for the Hispanic graduation rate was not met.

For other population groups, the graduation rate for the Native American graduation cohort increased by 4.3%, while the graduation rate for Asian/Pacific Islanders fell to 83.6% - its lowest level in 12 years.

Table 5.5: 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%
2024-25	84.5%	84.2%	82.4%	80.7%	83.6%	81.7%	82.9%

b. Four-Year EL and R-EL Graduation Rates by Ethnicity

In SY2024-25, the District's goal was to graduate at least 65 percent of African American and Hispanic ELs, and to graduate at least 85 percent of African American and Hispanic Re-classified ELs (R-ELs). The district exceeded the goals for African American ELs with a graduation rate of 86.1% and a Re-classified EL graduation rate of 91.3%. For Hispanic EL students the graduation goal of 65% was not met. The Hispanic EL graduation rate fell to 56.2%.

Table 5.6: 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%
2024-25	31 of 36	86.1%	114-203	56.2%

The goal of 85% for Reclassified EL status African American students and Hispanic students was met. The graduation rate for Reclassified EL students was 91.3% for African American students and 88.2% for Hispanic students.

Table 5.7: 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%
2024-25	42 of 46	91.3%	413 of 468	88.2%

c. Four-Year Dropout Rates by Race/Ethnicity

The goal for SY2024-25 was to decrease the dropout rate for 7th-12th grade African American and Hispanic students by one percentage point. Unfortunately, the dropout rate increased for both African American students (5.0%) and Hispanic students (4.40).

Table 5.8: 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 SY2024-25, 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 – 13, V.G.1.o Retention**)

Table 5.9 Student Retention Rates

African American Retention Rates									
	2022-23			2023-24			2024-25		
Grade	% Ret.	N	Ret.	% Ret.	N	Ret.	% Ret.	Ret.	% Ret.
K-8	0.30%	2892	0	0.30%	2892	0	0.30%	12	0.4%

Hispanic / Latino Retention Rates									
	2022-23			2023-24			2024-25		
Grade	N	Ret.	% Ret.	N	Ret.	% Ret.	N	Ret.	% Ret.
K-8	17281	58	0.30%	17901	1	0.00%	16258	86	0.53%

e. Increasing Student Attendance (Grades K-8)

The DPG committee set a goal of an 88% attendance rate for African American students and an 86% attendance rate for Hispanic students in SY2024-25. The K-8 attendance rate for African American students was met (88.4%), while the attendance rate fell to 85% for K-8 Hispanic students.

Table 5.10: 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%
2024-25	88.4%	87.1%	85.0%	84.1%	89.1%	86.3%	85.9%

2. Student Identification and Monitoring

In SY2024-25, AASSD and MASSD continued to monitor student attendance, academics, and behavior interventions through the MTSS process, data dashboards, high risk regional lists, and student pro.

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.

E. Student Engagement through Curriculum

Tucson Unified has made great strides in the implementation of strategies designed to increase student engagement in the learning process. Over the course of the last decade, the District has moved to infuse multicultural curriculum across all content areas, has developed and implemented the SPARKS Culturally Responsive Educational Framework to focus on student-centered, asset-based pedagogical approaches, and has exponentially grown its enrollment and course offerings in Culturally Relevant Courses. This is in recognition of the foundational understanding that student interest and curiosity are at the core of academic success. Educational research indicates that academic outcomes are improved when students are interested and engaged in content that is relevant to their lived experiences. In SY2024-25, the District continued the TUSD Instructional Framework (**Appendix V–14, TUSD Instructional Framework**), which explicitly includes elements of the SPARKS culturally responsive education framework (**Appendix V–15 CRPI SPARKS Poster**). Both frameworks are student-centered, responsive, and designed to increase student engagement through curriculum.

The previous year's efforts included district-wide training in Teacher Clarity. This training was on improving instructional quality using best practices in the classroom. This year, the District continued to train teachers in Teacher Clarity with the goal of training all teachers in this model. One aspect of this training that was highlighted as a viable and measurable goal for the district was the emphasis on having Learning Targets and Success Criteria posted in the classroom.

In the 2024-25 school year, the District implemented its signature initiative called the Triple Crown. It focuses on the three pillars- a guaranteed and viable curriculum, professional learning communities, and the instructional framework. The focus on these pillars helps the District coordinate its efforts toward this common goal across the organization.

To reinforce these best practices and support the Triple Crown, the District refined its use of the Title I walkthrough process to monitor instructional quality. Initially, a committee of instructional leaders was created with the intent to develop a comprehensive tool that was expandable to include the various programs of instruction within the District. Those programs include Culturally Responsive Pedagogy & Instruction/CRC, Advanced Learning Experiences/GATE, Language Acquisition/ELL, Magnet, Exceptional Education, etc. In addition to the development of the walkthrough instrument, the District also refined the process to ensure the walkthrough teams included representation from the various departments. This was to allow for accurate and actionable feedback to provide site administration. The resulting document and refined process was piloted in the Spring of 2025.

The purposeful alignment of efforts, along with the emphasis on monitoring allows the District to make data-driven decisions impacting student academic outcomes. This marked a significant step toward real-time feedback and continued monitoring of instructional quality from the central administration. Through this collaborative effort involving several departments, the District worked to embed culturally responsive elements of SPARKS along with best-practice strategies within the observable criteria of the revised Title I Walkthrough Form.

As part of the onboarding process for new teachers to Tucson Unified, the District delivered 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–16, TNL SPARKS Course Description**). These sessions were intended to ensure a common language and understanding of the expectations of the District, as it relates to student-centered practices in the classroom impacting instructional quality.

Throughout the year, the District continued to deliver professional development, primarily through the quarterly Professional Learning Days. In addition to the training for new teachers, the CRPI Department delivered professional development sessions for all teachers to

enhance the understanding of culturally relevant curriculum and responsive education. These stand-alone sessions were developed based on teacher feedback and interest from previous data collected. The department also delivered site-specific professional development sessions 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), new-teacher mentors/PDATS, and new administrators (**Appendix V-17, Professional Development Training**).

The District has continued to facilitate collaboration between its departments under Curriculum and Instruction to promote a unified vision that is student centered and promotes academic success. For example, CRPI has collaborated with multiple departments on various initiatives, including Student Support Services, Curriculum Instruction & Professional Development, and Advanced Learning Experiences. These types of collaborative efforts have facilitated the expansion of culturally relevant course (CRC) dual-enrollment offerings throughout the district. (**Appendix V-18, CRC ALE Offerings 2025**) and HIS 141 & 142 at Sabino.

1. Culturally Relevant Course Enrollment & Expansion

The District continued to implement the CRC plan (**Appendix V-19, CRPI 5- Year Plan 2021-26**), which calls for an expansion of CR courses whenever feasible. In the following year, this plan will be revised to set the course for the next five years. As mentioned above, CRC dual-enrollment options expanded in SY2024-2025 to include Pima Community College HIS 141 & 142, a history course that is another college credit option to satisfy our CRC American History graduation requirement. This further expands the offerings from the continually offered (Mexican American Studies) MAS 165 and (Math) MAT 187.

This year, CRC math program initiated Culturally Relevant Geometry and ran multiple sections of it in one high school. (**Appendix V-20, CR Geometry 2025**). The District also continued its collaboration with the University of Arizona Project Familia to support the CR Pre-Calculus courses, which allow students to earn college credit. In total, the CRC dual enrollment courses expanded to two additional high schools in the District.

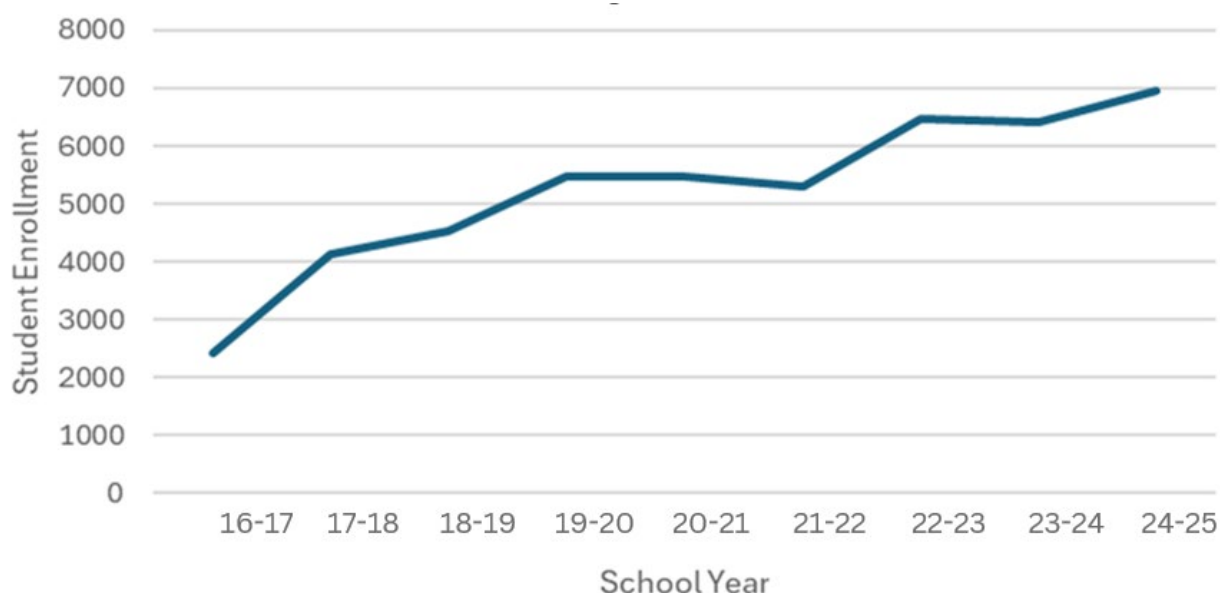
These CRC expansion courses, in conjunction with improved efforts to provide a more relevant and reflective education, are at the core of the continued increase in CRC student enrollment. This continued increase in student enrollment is evidence of increased student engagement due to a relevant curriculum and responsive pedagogy. (See the two tables below.) Over the last decade, students have opted to take CR course options when given the opportunity. While these courses are inclusive of all students, there is usually a higher proportion of students from the cultural background of focus in the CR class. This lends further credence to the idea that student representation is important. The total number of students for SY2024-2025 is 7,121.

Table 5.11: CRC Enrollment by Ethnicity

School Level	Year	White	AA	Hisp	NA	API	MR	Total
Elem Schools								
	2024-25	26	12	227	19	0	6	290
	2023-24	23	11	201	24	1	5	265
	2022-23	24	16	190	14	1	3	248
	2021-22	17	10	125	6	3	4	165
	2020-21	14	5	120	9	0	1	149
	2019-20	28	15	177	10	6	9	245
	2018-19	24	18	153	5	6	2	208
	2017-18	35	28	102	11	8	6	190
	2016-17	13	9	90	9	8	4	133
K-8 Schools								
	2024-25	264	126	1400	104	27	72	1993
	2023-24	245	182	1212	102	30	71	1842
	2022-23	276	205	1440	121	32	69	2143
	2021-22	187	155	1066	83	32	54	1577
	2020-21	141	106	943	88	17	41	1336
	2019-20	208	162	1229	136	24	51	1810
	2018-19	185	128	1082	144	24	46	1609
	2017-18	131	90	1179	157	9	53	1619
	2016-17	60	34	313	19	5	12	443
Middle Schools								
	2024-25	559	194	1493	69	67	110	2492
	2023-24	558	281	1305	75	57	112	2388
	2022-23	563	245	1150	57	53	104	2172
	2021-22	484	258	1120	61	27	87	2037
	2020-21	547	275	1192	69	46	86	2215
	2019-20	452	179	1006	46	27	82	1792
	2018-19	320	130	603	35	26	61	1175
	2017-18	207	70	379	19	16	23	714
	2016-17	108	35	316	20	5	15	499
High Schools								
	2024-25	295	219	1576	80	89	87	2346
	2023-24	252	247	1249	55	62	65	1930
	2022-23	278	186	1261	60	60	72	1917
	2021-22	247	144	991	47	40	41	1510
	2020-21	225	175	1197	52	53	63	1765
	2019-20	167	211	1157	47	15	38	1635

	2018-19	164	204	1079	47	18	38	1550
	2017-18	138	207	1160	50	16	42	1613
	2016-17	108	165	991	36	16	33	1349
	2015-16	54	118	1012	35	5	19	1243

Graph 5.12: Student Enrolment in CRC Classes

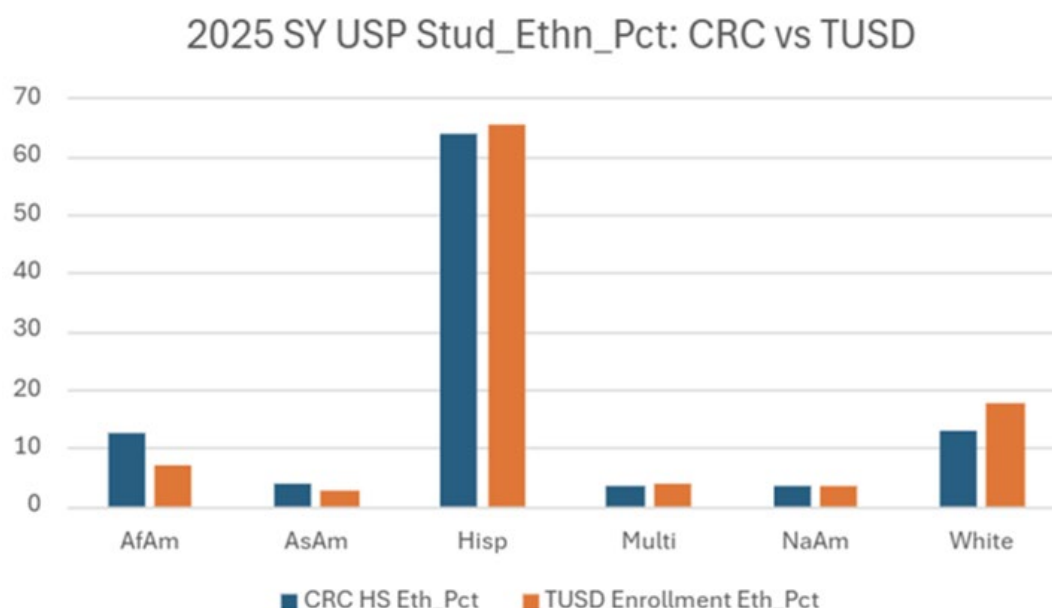


2. Culturally Relevant Course Achievement Data

To document the student academic achievement of the CRC program, the District compiled data to compare various programs in relation to the District and state average. The first challenge was to select the most standardized & non-biased option that minimized regional, cultural, and economic variables. For this, the District, through the department of Assessment & Evaluation, opted to use the eleventh grade ACT scores. This assessment achieves a level of objectivity because it is given to all eleventh-grade students across the state. These scores can then be compared to their peers within their school, district and state.

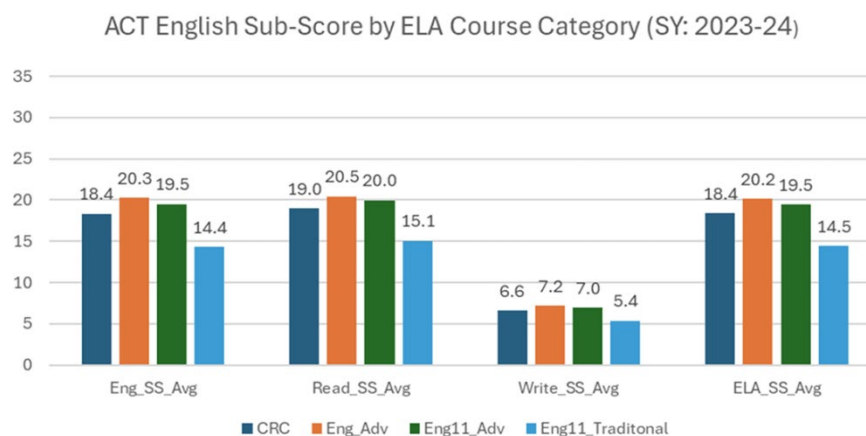
The results of this report validate the work done by the District in relation to CRC. Results showed that, while CRC courses consisted of comparable demographics (See graph below), student academic outcomes showed a marked improvement over non-CRC students.

Table 5.13: CRC Ethnicity Enrollment Vs. TUSD Ethnicity Enrollment



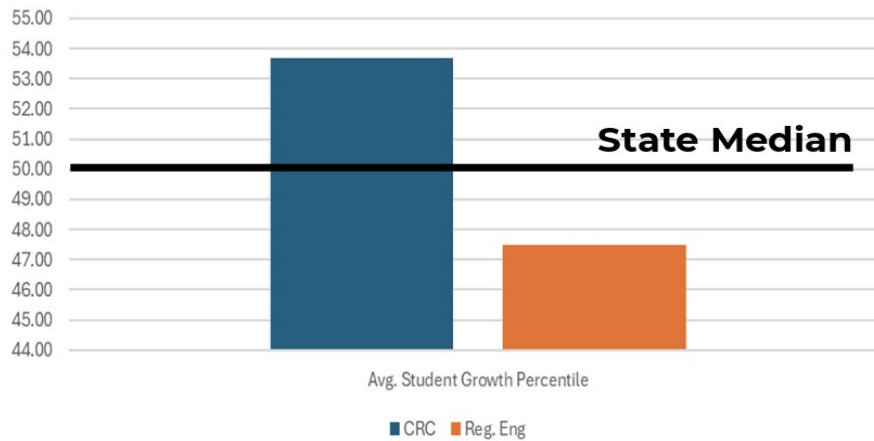
The report looked at ACT data over a three-year window of time spanning from SY2022-SY2024. This data looked at student achievement on ACT subcategories in English, Reading, Writing, & ELA. It compared student subgroups identified as CRC, English Advanced, English 11 Advanced, and English 11 Traditional. For the purposes of this narrative, this last group is referred to as the non-CRC group. This non-CRC group is the comparative group for the CRC English course options. What was demonstrated over the three-year window of the study was that CRC students consistently outperformed their non-CRC counterparts in every subsection. Moreover, CRC students performed on par with the advanced options for those courses. Those advanced options include Advanced Placement (AP), Dual-Enrollment, International Baccalaureate, etc. The graphs below reflect how CRC students outperform their non-CRC counterparts.

Graph 5.14: ACT English Achievement by Subgroups



Graph 5.15: State Average Growth Percentile

Average Student Growth Percentile on Scale of 0-100%



CRC students showed a higher growth percentile of 6.2 over their non-CRC counterparts in the district. They showed a 3.69 higher growth percentile than the state median of 50. These outcomes are possible due to the innovative structures that TUSD has in place. Through the strong support of leadership and the community, the District has developed a unique program that has served as a model for other districts in the state and has been the topic of various external research studies.

3. Culturally Responsive Pedagogy and Instruction: Student Engagement Professional Development

a. CRC Teacher Training

CRPI has continued to provide CRC teachers with specialized and differentiated 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 monthly. As part of that process, interested CRC teachers can elect to embark on the Culturally Relevant Teacher Certification.

In SY2024-25, 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 current and relevant CRC pedagogy and strategies during Saturday professional development sessions. These monthly training courses allow CRC teachers across District to

collaborate and establish a Professional Learning Community.

- CRC teacher study groups, where participants read and discuss peer-reviewed academic research articles on culturally responsive education.
- CR Math specific trainings and curriculum development sessions where participants work to develop curriculum, align content and resources, and delve into the research on culturally relevant math.

b. Culturally Relevant Teacher Certification

The Culturally Relevant Teacher (CRT) Certification is an internal credential that certifies that participating teachers have met the attendance, participation and leadership criteria determined by CRPI. Meeting these criteria typically takes two years to complete and requires participants to attend a minimum number of Tier I trainings; deliver a SPARKS related training to their school; facilitate a community educational event (such as an Encuentro, literacy night, student presentation symposium) or engage students in youth participatory action research. In the 2024-25 school year, 20 teachers became CRT certified. (**Appendix V–21, CR Certification Process**).

Participation in this process is documented in the Districts True North Logic- Professional Learning Portal. Successful completion of this process is documented in Human Resources employee files for future reference by the employee or by District leadership for advancement opportunities within the District and beyond.

c. CRC Master Teachers

CRPI continued to use a teacher mentorship model, whereby experienced classroom teachers (typically 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 MT staff 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 2024-25 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 they 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 influenced 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. CRC teachers continued to develop and revise CRC curriculum and to review and revise the curriculum maps for existing CR courses.

d. Administrator and Staff Professional Development

In SY2024-25, 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 four 75-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. New administrators received training on the SPARKS framework during the New Administrator Orientation in July 2024.

e. CRPI Summer Conference

The CRPI Department presented its annual Summer Institute for Culturally Responsive Education June 5th & 6th, 2025. Approximately 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–22, SICRE 2025**)

4. Multicultural Curriculum

During the 2024-25 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 in 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 2024-25 school year, the Multicultural Department concentrated on the following key areas:

- **Curriculum Development:** Our MC program coordinator and Professional Development Academic Trainer continue to develop Multicultural Instructional Guidelines, 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. This continued work that teachers started last year.
- **Curriculum Review and Resource Integration:** The Multicultural Curriculum Department has curated a comprehensive collection of over 300 contemporary multicultural books spanning all three grade levels: Elementary, Middle School, and High School. This initiative updates the previous resources that were last adopted in 2014. The selected titles represent a wide range of themes, cultures, and diverse populations, ensuring inclusive and relevant content for our students.

These books were presented for community review as part of the Governing Board adoption process, allowing for valuable stakeholder input. Following the official adoption, the Multicultural Curriculum team developed a variety of lesson plans and

supplementary resources to support effective classroom integration. Additionally, the team completed a thorough alignment of these materials with the current Governing Board–approved curriculum across all subject areas, ensuring coherence and accessibility throughout the instructional program. (**Appendix V-23 Multicultural Adoption K-12 SY2024-25**)

- **Curriculum Resources and Resource Integration:** During SY2024-25, 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. The MC department increased their book basket deployment from an average of 400 books per year to 1200 books per year.

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. A significant increase in the number of Professional Development Days, and Site Professional development sessions was recorded; going from 9 PLD and 5 site PDs in SY 2023-24, to 16 PLD and 27 site PDs in SY 2024-25 for a total increase of 207%. This increased the number of schools serviced through both types of PD from 48 to 85.

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.

- **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 2024-2025 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 SY2024-25 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 2024-25 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 7,100 students and 405 teachers from 48 schools across the District participated in the 35 read aloud events. The success of the event highlights the importance of community involvement in educational initiatives and underscores the department's commitment to promoting intercultural understanding throughout our district.

Overall, the Multicultural Curriculum Department's efforts to support the planning and implementation of these multicultural literacy and cultural events have had a profound impact on the school community. By creating opportunities for cultural exchange and dialogue, the department has not only celebrated our district's diversity but also laid the foundation for a more inclusive and understanding school environment. These initiatives have strengthened the bonds between students, parents, and educators, fostering a sense of belonging and mutual respect that will continue to shape our district's culture for years to come.

F. Targeted Academic Interventions and Supports

1. Targeted Academic Interventions and Supports for African American Students

a. AASSD Student Interventions and Supports

In SY2024-25, the District continued to implement the Multi-Tiered System of Supports (MTSS) model for academic intervention teams. Every AASSD program specialist and Success Coaches attended a minimum of two MTSS meetings per month where African American students were on the school's MTSS agenda. The purpose of attending meetings was to provide direct collaboration in support of African American students at their respective sites.

Under this multi-tiered 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 SY2024-24, AASSD program 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 developed in SY23-24, AASSD staff were assigned to serve as coaches, response to intervention (RTI) specialists, behavioral specialists, and program specialists.

In collaboration with the APARSS Department, additional support was provided to students through the new student advisory council. Based on demand to participate in the student advisory council, a competitive process was implanted expanding the council to 17.

(2) Academic Support

In SY2024-25, the AASSD RTI specialists provided direct reading intervention support at 23 identified schools. Elementary schools were selected based on the prior year's DIBELS (Dynamic Indicators of Basic Early Literacy Skills) 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.

The Royal Readers, reading intervention program was modified to support eight sites. AASSD program specialists and success coaches targeted 1st graders, facilitating technology-based interventions twice per week for 30 minutes to improve early literacy learning.

Other support initiatives included:

- African American seniors in danger of not graduating were provided targeted support to ensure graduation. With those efforts, more than 95% of the targeted students graduated.
- After-school tutoring was provided by AASSD tutors at two middle school sites (Roberts-Naylor and Secrist) and one elementary school (Blenman).

(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-24, AASSD Behavior Specialist Scope of Work**). The behavioral specialists, assigned to specific regions, participated in 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 the Student Relations Department.

(4) Mentoring

In SY2024-25, 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.

Since SY2023-24, former AASSD director Dr. Strozier has provided mentoring to 23 African American middle students through a weekly Ubuntu Book Club at Utterback Book Club. Additionally, Dr. Strozier provided mentoring to 17 African American high school students on the Student Advisory Council.

(5) Enrichment and Summer Experiences

In the summer of SY2024-25, 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
- Pima County One Stop Credit Recovery Partnership
- Quarterly Student Academic Recognitions

- Student Advisory Council — 17 high school students
- African American Youth Heritage Day — 800-plus attendees
- Holiday Shopping Spree — 40 students
- Black History Makers Breakfast — 75 attendees (**Appendix V-25, Black History Makers Breakfast**)
- Black History Month School Open House (**Appendix V-26, Black History Month Open House**)
- 11th Annual Black History Brain Bowl — 11 school teams
- Boys Mentorship Groups initiated at two schools
- UA Black Excellence Tucson family college planning event attended by 350 plus participants (**Appendix V-27, 2025 Black Excellence Tucson**)
- Diversity in Dentistry Career Event — 25 students
- Summer LIT Program — 30 students
- 8th Grade STEM Summit in collaboration with State of Black Arizona
- Black and Brown Girls Wellness Days (2 days) with 120 in attendance (**Appendix V-28, Black & Brown Girl Wellness Days**)
- Ubuntu Book Club at Utterback Middle School
- No Slur campaign at eight schools
- Hosted African American read-in with AASSD staff at nine elementary schools
- Relaunched 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 in Phoenix with 25 students
- Partnered with Scouts of America to offer scholarships for summer camps
- Launched first AP African American Studies Boot Camp in partnership with ALE where students earned high school credit (**Appendix V-29, AP Boot Camp**).
- Offered 4 AfroTech camps for 4th-5th graders focused on STEM and coding (**Appendix V-30, AASSD AfroTech Flyer – Grades 4-5**)
- Offered AfroTech camp for high school students in partnership with the University of Arizona Center for Digital Humanities (**Appendix V-31, AASSD AfroTech Flyer – HS**).

In SY2024-25, AASSD also provided internships, in collaboration with Pima County, to six students who worked as mentors to elementary students attending summer school at four sites. Additionally, AASSD hosted Summer LIT, an on-campus college and leadership experience at the University of Arizona, for 30 high school students.

(6) Student Equity and Intervention Request for Service Form

In addition to the 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–24, 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. Topics included culturally responsive practices, family and community outreach, MTSS, Trauma-informed care, Student Relations (discipline data), Synergy, and goal setting. In addition, AASSD provided numerous professional learning opportunities for District certified and classified staff during the year.

b. AASSD Partnerships with Colleges and Universities

In SY2024-25, 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 Academic Outreach office, UA African American Student Affairs, and the Governor’s Office of Youth, Faith, and Family in Spring 2025 to develop a college planning event for families. This event, Black Excellence Tucson (BET), was held on the UA campus and provided an opportunity for over 390 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 & Planetarium (**Appendix V–27, 2025 Black Excellence Tucson**).

AASSD partnered with A Better Community, a community-based organization committed to connections and collaboration, to host an HBCU event to promote college experience. TUSD African American students competed to display information boards on their dream HBCU. Students also attended college essay writing workshops in preparation for college applications. There were more than 300 students and families attending the event (**Appendix V–32, HBCU Display Board Contest**).

(1) Community Partners for College and Career Readiness Support

During SY2024-25, AASSD continued to partner with community organizations to provide college and career readiness support. Among the highlights and partnerships:

- Diversity and Dentistry for students historically underrepresented in STEM careers.
- Tucson Educational Empowerment for Minorities to co-host the 15th Annual African American Youth Heritage Day.
- A Better Community for HBCU Unity & Greek Night.

(2) 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.

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. **(Appendix V-33, V.G.1.S.(1) AASSD Quarterly Parent Events SY24-25)** Parent events included:

- A Code of Conduct workshop attended by over 300 students and parents
- Black Excellence Tucson (BET), a college planning event at the University of Arizona
- Roots of Resilience – A Parent Workshop **(Appendix V-34, Roots of Resilience)**

During SY2024-25, 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. **(Appendix V-35, African American Student Services: Fall News)**

AASSD also collaborated with several community organizations to provide information on ways families can get involved and connect to resource organizations in the community. 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 SY 2024-25, 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

In SY2024-25, the District maintained its asset-based approach to student services, a strategy established during MASSD's reorganization in SY2018-19. Guided by the MASSD (Mexican American Student Services Department) Operational Plan, the emphasis on indirect student services fostered an integrated method to address the diverse needs of Mexican American/Latino students and families across the District with designated resources reaching 55 school sites this school year. Ongoing advocacy for equitable practices among Mexican American/Latino parents and students informed regular reviews and adjustments to the department's strategic plan to enhance service effectiveness.

Strategies to provide targeted support to Mexican American/Latino students included:

- Expanding asset-based and culturally responsive strategies supporting behavioral and social well-being;
- Collaboration to increase graduation of Mexican American/Latino students who are prepared for college and the workforce;
- Providing positive masculinity and empowerment support groups (i.e., middle and high school groups) to build social-emotional skills (e.g., self-identity, belonging);
- Partnering to improve academic achievement and educational outcomes for Mexican American/Latino students; and
- Advancing Mexican American/Latino parents' input and active participation in District decision-making.

Adopted in SY2018-19, the MASSD operating plan continued to guide the department's roles and functions, with each function or service designated as academic, behavioral, or outreach, and identified as supportive, supplemental, or additional. The District was also guided by operative requirements from the District Court in October 2020.

(1) Direct Student Support

During SY2024-25, the MASSD director assigned eight program specialists to targeted

areas providing District-wide support: Academic Empowerment and Engagement (2 program specialists); Parent Outreach and Empowerment; College and Career Readiness; Social-Emotional and Behavioral Support; ALE (Advanced Learning Experiences) Recruitment and Retention; CRC (Culturally Relevant Curriculum) Collaboration and Support; and Community Outreach.

The District served 55 sites consistently engaging with over 2,000 students through direct services throughout the school year based on needs or initiatives in a MASSD-targeted area. Program specialists facilitated virtual and on-site support in collaboration with district partners as aligned with the department's strategic plan including Newcomer registration in Spanish for refugee families with Asian Pacific American & Refugee Student Services. Additional direct supports provided by the behavioral specialist reached 95 students across 15 sites.

(2) Targeted Mentoring Support

During SY2024-25, MASSD continued culturally responsive mentoring specifically designed to develop both cultural and academic identity for increased educational outcomes. Program specialists mentored students district-wide both individually and in groups. Mentoring included academic, behavioral, socio-emotional, and cultural identity support. Additionally, MASSD staff included 10 college mentors, part-time supplemental positions, recruited from the University of Arizona to assist students in assigned CRC classrooms and groups. MASSD mentoring efforts included:

- MASSD facilitated small groups at Secrist, Magee, and Utterback with support of a \$10,000 grant from A Call To Men's Healthy Masculinity Project for Mexican American/Latino male-identifying students.
- Girls Empowerment groups facilitated by the Social Emotional & Behavioral Support Program Specialist and the Behavioral Specialist received \$10,000 in funding from the Educational Enrichment Foundation impacting 9 sites allowing for the department to host a Holistic Empowerment Student Summit in May.
- Student Advisory Council members from 10 high school sites were recruited to inform department and District decision-making.
- MEChA at Tucson High Magnet and Pueblo High School organized Unity Festival, Chicano Movie Nights, and a cultural college tour with department support,
- MASSD staff organized the District teacher prep academy, Each One Teach One, in partnership with the UA College of Education mentoring six high school students towards a career in education. A previous graduate of the academy successfully completed teacher certification in May while serving as a college mentor for the students.
- MASSD coordinated with site MTSS teams for Tier 3 academic and behavioral support

plan development to serve 242 students inclusive of English Language Learners (ELLs).

- Individualized college access consultations were provided in-person, virtually, and by phone to support for 112 students and parents seeking higher education navigation in addition to supporting site events.

Additionally, 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–36 V.G.1.p. MASSD Mentoring Collaborations)**

(3) Targeted Tutoring Support

In SY2024-25, MASSD provided certified academic tutors and UA partners as tools for parents and students to seek enrichment and interventions:

- Three certified academic tutors facilitated parent-initiated math and ELA intervention and enrichment online tutoring in grades 3-8 hosting Saturday Academy and registered after-school sessions;
- MASSD continued hosting ELA and math tutoring through the Summer STEM program, Academia Huitzilil/Hummingbird Academy, reaching 52 students in the month of June at Manzo Elementary;
- In-person math tutoring was initiated at Holladay through MASSD support with an Exceptional Education certified teacher;
- MASSD college mentors facilitated academic mentoring inclusive of tutoring, as directed by the designated CRC classroom teacher, to support students;
- Middle school and high school tutoring sessions were coordinated by MASSD staff in collaboration with UA Math and Word Cats partners;
- 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 seven days a week.

Additionally, the department’s program specialists referred students to existing on-site 21st Century tutoring programs, District services, and community resources for other opportunities. MASSD staff also tutored 82 assigned students as Pima Community College instructors of the dual enrollment course, MAS 165, at Tucson High Magnet, Catalina, and Cholla High Schools.

(4) Targeted Behavior Supports

The Social-Emotional and Behavioral Support program specialist and the behavior specialist partnered to facilitate and support mentoring groups and individual Mexican American/Latino students reaching 441 students with direct services. Following the MTSS process, 31 student referrals were made through the Student Equity and Intervention Request for Service online form for MASSD. The behavior specialist and the Social-Emotional and Behavioral Support program specialist supports included:

- Tier 3 behavior interventions for Mexican American/Latino students District-wide as requested by Leadership, MTSS facilitators, and submissions of the online form;
- Consulting MTSS teams, advocating in discipline hearings, and developing behavior plans;
- Developing curriculum and trainings for school staff to support groups on an ongoing basis centered in culturally responsive strategies.

Additionally, the MASSD Social Emotional & Behavior Program Specialist, Behavioral Specialist, Program Coordinator, and Director continued to monitor and respond to discipline data with the Student Relations (SR) Department. The SR Department provided weekly discipline reports to the MASSD director to inform staff action plans. The MASSD program coordinator continued to serve as a representative of the District Behavior Management Team.

(5) Professional Development

The MASSD director and program coordinator facilitated trainings for MASSD staff in SY2024-25, through content centered on supporting student learning and enhancing services. Furthering culturally responsive practices, department staff facilitated workshops and professional learning district-wide during Professional Learning Days. Department professional learning included:

- MASSD staff attended conferences and trainings relevant to the assigned targeted areas, to further develop professional expertise (e.g. National Association of Chicana/Chicano Studies, Arizona Association of Latino Administrators and Superintendents).
- Designated staff attended the Culturally Responsive Pedagogy & Instruction Department's Tier 1 monthly trainings and the Summer Institute for Culturally Responsive Education.

Additionally, the MASSD staff facilitated eight professional developments district-wide during Professional Learning Days reaching over 600 participants to further culturally responsive

practices for classified, certified, and administrative staff.

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

In SY2024-25, MASSD continued collaborations with local colleges and universities to enhance mentoring and partnering to build Mexican American/Latino students' post-secondary opportunities.

(1) MASSD College and University Partnerships

In SY2024-25, the MASSD continued collaborations with 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 Director honored with 2024 Richard Elías Legacy Award by the Frances McClelland Institute for Children, Youth, and Families;
- Each One Teach One teacher prep academy collaboration with UA College of Education continued with the recruitment of six high school students to facilitate lessons at Manzo Elementary;
- Co-presented with Mexican American Studies at the National Association for Chicana/Chicano Studies Annual Conference;
- Continued collaboration with the Office of Early Academic Outreach through College Academy for Parents (CAP), with 86 parent graduates impacting 116 students across all regions;
- ¡Adelante! Parent & Youth Leadership Conference hosted in partnerships with: Office of Early Academic Outreach, Mexican American Studies, the Guerrero Student Resource Center, Borderlands Education, Campus Bookstore, and Project Outreach FAMILIA (Forwarding Academic Mechanisms Integral to Learning In the Academy);
- MASSD continued to serve on the Mexican American Studies Advisory Board, Project Outreach FAMILIA Los Gatos Alliance/Advisory Board, and Hispanic Community Advisory Council.

Over 120 students participated in at least one of the college tours offered which included visits to: ASU, NAU, Pima Community College campuses, San Diego State University, and New Mexico State University.

In partnership with Pima Community College Ethnic, Gender & Transborder Studies Department and the Dual Enrollment Department, the District recruited a Pueblo High School instructor to expand MAS 165/CRC U.S. History Mexican American Viewpoint course offerings.

Catalina, Tucson and Cholla High Schools were supported by MASSD staff certified as dual enrollment instructors with 82 students receiving college credit. The department also supported MAS 165 and Hist 141 courses at Pueblo and Sabino, impacting 91 students through mentoring, guest speakers, and quarterly field trips.

Additional PCC partnerships included Admissions & Recruitment, Immigrant and Refugee Student Resource Center, Upward Bound and Talent Search, Adult Basic Education for College & Career, and Student Financial Aid Department. **(Appendix V–37, MASSD College Tours SY2024-25)**

(2) MASSD Community Collaboration

During SY2024-25, the MASSD embraced community partnerships to respond to the needs of the District’s Mexican American/Latino students and families as well as further enhance cultural assets. Highlights in community partnership activities include:

- A Call To Men facilitated professional development for 66 District staff members and granted \$10,000 for Healthy Masculinity Project work in the department;
- Scholarships A-Z collaborated with the MASSD to respond to the concerns of staff through “Supporting Migrant Students and Families: Know Your Rights” trainings with 307 participants;
- Amistades, Inc. provided 65 parents with healthy relationship skills through Familia Adelante workshops and co-hosted the Districts’ Mexican American/Latino Parent Leadership Retreat in June;
- Parent Prevention Academy workshops were co-facilitated by the Pima County Community Prevention Coalition (PCCPC) with 24 graduates.

MASSD staff represented the interests of students and families by serving with community collaborators: the Hispanic Scholarship Fund; the Educational Enrichment Foundation; the Arizona César E. Chávez & Dolores Huerta Holiday Coalition; AZALAS (Arizona Association of Latino Administrators & Superintendents; Pima County Board of Supervisors, Congressional Office of the Seventh Congressional District; Tucson City Council; Chicanos Por La Causa; National Parks Services; Borderlands Theater; City of Tucson Parks & Recreation; Girl Scouts of Southern Arizona; Calpolli Teoxicalli; Families United Gaining Accessibility (FUGA); Tucson Education Association; the Southwest Leadership Initiative; and the Mexican American Heritage & History Museum.

(3) District Collaboration

During SY2024-25, the MASSD continued to increase collaborative efforts with District

resources. School sites continue to center District collaboration for the department. Mes de la Cultura and Chávez & Huerta Month site presentations reached over 4,000 students. A new initiative evolved based on need, Asian Pacific American & Refugee Student Services and the MASSD partnered to register refugee families from Spanish speaking countries of origin. Wrap around services continued for these refugee status students by the MASSD throughout SY2024-25. Consistent MASSD district collaborations include:

- Family and Community Engagement (FACE)- Family Resource Center staff and site community liaisons recruited parents for programs aligned with specific MASSD initiatives, Menlo and Catalina Family Resource centers daily collaboration, referrals to clothing and food banks, hosting of MASSD organized programs, and facilitation of workshops.
- Culturally Responsive Pedagogy & Instruction (CRPI)- participation in Tier 1 professional development, quarterly updates, college mentor assignment to CRC classrooms, presentations for Chávez & Huerta Month and Mes de la Cultura, CRiA (Collaborative Research in Action) Youth Symposium preparation, support of MAS 165 courses, and participation in the Summer Institute for Culturally Responsive Education.
- Advanced Learning Experiences (ALE)- monthly collaborations, MAS 165 dual enrollment expansion, ongoing training for staff in AVID strategies, co-facilitating “Honors/GATE Teacher Training: Student Portfolio, Rubrics & Building an Honors Syllabus” professional development, parent & student advisory council presentations, and participation in resource fairs.
- Language Acquisition Department (LAD)- supported ELD classrooms, partnered with Meaningful Access for events and parent advocacy, and participated in the annual Language Acquisition Symposium.

Other critical District partnerships included further developing relationships through the District’s Dropout Prevention and Graduation (DPG) committee to respond to the needs of students. Additional collaborators include Student Relations, Media & Communications, Human Resources, Professional Development, Exceptional Education, Counseling, Regional Assistant Superintendents, and MTSS.

c. MASSD Quarterly Events

In SY2024-25, the MASSD continued its collaboration efforts by hosting 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 SY2024-25, the MASSD partnered in 61 parent engagement efforts with sites to increase outreach of support and collaboration. 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. **(Appendix V–38, V.G.1.m (2) MASSD Outreach SY2024-25)**

(2) District-wide Quarterly Parent Information Sessions

Parents/guardians participated in 23 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 Mexican American/Latino Student Recognition Program, ¡Adelante! Parent & Youth Leadership Conference, College Academy for Parents, and Mexican American Parent Advisory Council monthly meetings. In five district community events, parents were informed on a variety of topics and services, including MASSD services, college and career readiness, ALE programs, various District departments (Magnet, FACE, and CTE), and community organizations.

The Mexican American/Latino Student Recognition Program was hosted by the MASSD at the University of Arizona's Student Union. Highlights from SY 2024-25 include:

- 523 8th grade and 559 12th grade students met the 3.25 or higher GPA requirement to be invited to the recognition program;
- 372 students attended with their families;
- 42 students earned a 4.0 GPA all four years in high school;
- Over 3,800 students in 6th, 7th, 9th, 10th, and 11th grades met the GPA criteria and were awarded certificates at school sites or via mail.

Further enhancing family engagement were weekly digital newsletters and social media postings. A total of 41 newsletters were sent directly to families via email and circulated to District site staff with an average of over 84,000 views and 135 activities were promoted. Additional outreach was through Communications and Media collaboration with separate social media posting and inclusion in district-wide notifications.

The MASSD also continued to host the District's Mexican American Parent Advisory Council (MAPAC) with Superintendent updates each semester. The Council convened monthly through a virtual meeting platform and in-person at the Menlo Family Resource Center. All MASSD-initiated events were conducted in English and Spanish. **(Appendix V–39, V.G.1.s (2))**

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 SY2024-25, 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 SY2024-25, 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 2025-26 school year.

2. Administrative Support

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 SY2024-25.

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

LAD presented a professional development training for school registrars and office managers in SY2024-25. The PD training focused on identification of potential students with a primary or home language other than English (PHLOTES) and their appropriate classroom placement. LAD also met with new principals to explain the process and ensure that ELs were placed correctly, according to the District's SEI Models.

I. Supportive and Inclusive Environments

In SY2024-25, the District continued to incorporate components of the SAIL approach, emphasizing 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, SPARKS, New Teacher Induction, Title I Walkthrough revision, the Triple Crown, 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.

To support District-wide implementation of culturally responsive practices across various areas, CRPI collaborated closely with various departments, including Student Services, Advanced Learning Experiences, Professional Development, New Teacher Induction, 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 SY2024-25. |
| 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–40, V.G.1.b (1) Appendix E - AAC SY2024-25; V–41, V.G.1.b (2) Appendix F - GATE SY2024-25; and V–42, V.G.1.b (3) Appendix G - UHS SY2024-25.**

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

See **Appendix V–43, V.G.1.c 40th-Day Enrollment ALE Supplementary Goals Summary.**

V(G)(1)(d) Copies of all policies and procedures amended pursuant to the requirements of this section; *See* **Appendix V–44 V.G.1.d Policy and Procedure Amendments**, to view amendments concerning Advanced Learning Experiences for SY2024-25.

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–45, 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–9, II.K.1.m OMR Plan**, to view recruitment and marketing materials developed for SY2024-25.

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 SY2025-26 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;

There were no significant changes in the ALE Policy Manual in SY2024-25. 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 SY2024-25.

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–46, V.G.1.l Dual-Language Services by School and Grade**, which contains a listing of each dual-language program for SY2024-25.

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 **Appendix V–35, African American Student Services- Fall News** for an example of the targeted outreach done by AASSD SY2024-25.

(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–13, 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–36, V.G.1.p MASSD Mentoring Collaborations.**

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–48, V.G.1.r(1) AASSD Academic Intervention Team,** and **V–49, V.G.1.r (2) MASSD Academic Intervention Team,** for improving student academic success, including school locations for SY2024-25.

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 SY2024-25, see **Appendices V–33, V.G.1.s (1) AASSD Quarterly Parent Events,** and **V–39,**

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–20, IV.K.1.q Master USP PD Chart. This report contains a table of all formal professional development opportunities offered for SY2024-25.
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–12, V.G.1.u Students Receiving Ex Ed Services SY2023-24. This report contains a table of all SY2024-25 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

Overview of Efforts by the Student Relations Department:

In SY2024-25, the Student Relations Department worked diligently to reduce discipline overall and discipline disparities; to continue to support a District-wide Positive Behavioral Interventions and Supports (PBIS) initiative and Restorative Practices (RP); and to continue 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. (**Appendix VI-1: VI.G.1.b Discipline Data SY2024-25**)

The major focus areas for the department in SY2024-25 were:

- Train secondary staff on PBIS points within our Synergy system.
- Review and revise TUSD's Student Code of Conduct as necessary by 2025.
- Continue to provide school-based staff training on restorative practices during professional development Wednesdays and ILA.
- Utilize Restorative Practice Facilitators (RPF) at 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

The risk ratio calculates the number of incidents occurring for each ethnicity and compares it to the number of incidents for White students. The risk ratio is a national index that articulates whether incidents are disproportionately occurring for students of certain ethnicities versus those of White students. If there are consistent risk ratios indicated in data, it shows that there are groups of students that need specific behavioral supports and schools that need specific support to serve that student population better. Traditionally, TUSD has had disproportionate incidents for African American and Hispanic students. In fact, for the past 10 years TUSD has had a risk ratio for African American students. Table 6.1 below shows Hispanic and African American student discipline risk ratio from SY 2015-2016 through SY 2024-2025.

**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	2024-2025
African American	1.58	1.73	1.76	1.71	1.84	1.51	1.56	1.57	1.50
Hispanic	1.03	1.07	.98	1.06	1.18	1.03	.96	1.01	1.05

Tables 6.2 and 6.3, below, shows the comparison of risk ratios for all students of all ethnicities from the 2023-2024 school year to the risk ratio for the 2024-2025 school year.

Table 6.2: Risk Ratios for Students of All Ethnicities in SY2024-25

2024-25 Discipline Risk by Month for all Violations

USP Ethnicity	Risk Ratio	Risk Ratio Status	Distinct Student Incident	Distinct Student Enrollment	Discipline Percentage of Population
Total	1.08	●	7855	42403	18.5%
White/Anglo	1.00	●	1271	7420	17.1%
African American	1.50	●	1204	4689	25.7%
Hispanic	1.03	●	4613	26119	17.7%
Native American	1.17	●	306	1528	20.0%
Asian American	0.87	●	173	1158	14.9%
Multi-Racial	1.13	●	288	1489	19.3%

Table 6.3: Risk Ratios for Students of All Ethnicities in SY2023-24

2023-24 Discipline Risk by Month for all Violations

USP Ethnicity	Risk Ratio	Risk Ratio Status	Distinct Student Incident	Distinct Student Enrollment	Discipline Percentage of Population
Total	1.10	●	8348	43548	19.2%
White/Anglo	1.00	●	1346	7757	17.4%
African American	1.55	▲	1283	4772	26.9%
Hispanic	1.05	●	4893	26803	18.3%
Native American	1.15	●	317	1593	19.9%
Asian American	0.84	●	157	1079	14.6%
Multi-Racial	1.31	●	352	1544	22.8%

For the first time in a decade, ending in the SY2024-25, there were no risk ratios present for any student ethnicity group, which is represented by all green in the Risk Ratio Status Table from the 2024-2025SY.

Factors that contributed to this success are:

- Discipline data shared with district leadership including the regional superintendents, equity departments, and school sites with consistent risk ratios.
- Student lists were generated for sites that had consistent risk ratios, and those lists were discussed at behavior management team meetings where a student support specialist from the pertinent equity department where the risk ratio data matched would attend the meetings and support plans were developed for the students.
- Student Relations had a representative present during behavior management team meetings at sites with consistent risk ratios, ensuring that student lists were generated and students got the support they needed.
- Student Relations has a close working relationship with the District Alternative Education Program (DAEP), and while students were serving their long-term suspension, supports were put in place for their successful return so that students had lower rates of incidents.
- Suspension lists were sent weekly to the department of African American Student Services to ensure that every African American student suspended had a touch point from that department during or directly after the suspension.

Bringing risk ratios into the green is a team effort and we hope to replicate that effort this year as well.

2. Out-of-School Suspension

Graph 6.4: Out-of-School Suspension Rates by Ethnicity

	Year	White	African American	Hispanic	Native American	Asian	Multi-Racial
In School Suspensions/ Interventions	23-24	454	525	1687	88	40	14
	24-25	523	527	1862	258	61	133
Out-Of-School Suspensions	23-24	602	598	2118	145	60	159
	24-25	609	600	2090	161	86	148

Graph 6.4, above, shares student suspension data comparing the 2023-24 school year and the 2024-25 school year for students of all ethnicities. It shares suspension data for in-school

interventions/suspensions and out-of-school suspensions.

African American student data was analyzed as a point of focus because traditionally African American students had disproportionate incident numbers. When comparison data is analyzed, there is only an increase of two African American students that served both in-school and out-of-school suspensions when comparing the 2024-25 school year to the previous school year.

Extensive training for administrators provided by Student Relations paired with consistent collaboration with African American Student Services supported disciplinary processes district-wide that created the conditions which allowed for there to be virtually zero increase in disciplinary numbers for African American students.

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 PBIS and RP. Both programs are designed to proactively address behavior and disciplinary issues, 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 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 during the District's Professional Development days (PLD).

In SY2024-25, the Student Relations department also offered monthly professional development opportunities for RPFs, ISI teachers, and Deans of Students to review best practices and monthly discipline data specific to each region of 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, Student Relations received a federal grant to ensure a robust and mandatory PBIS Professional Development series to train all district teachers and staff. Funding was primarily used to develop district-owned PBIS PD materials (created in collaboration with KOI and TGC Consulting), certification of Student Relations staff as "Trainer Leader Coaches," and site-based staff training in PBIS best practices achieved with the support of 26 district personnel, "PBIS PD Champions," trained by Student Relations personnel.

In SY2024-25, Student Relations delivered and offered consistent PBIS training to all sites upon request by the site or if there was a clear need based on PBIS data collected. Student Relations continued collaboration with TUSD's Synergy department to fully implement Synergy's Behavior Point system to strengthen PBIS systems and streamline data collection. By May of SY2024-25 twenty-four schools were fully engaging with the Synergy Behavior Point systems with an overall annual average of 89% of students with points district wide. Throughout the year each site was able to track their own PBIS data and disseminate it among their sites. Student Relations was also able to collect district wide data and share it with district leadership and key stakeholders. Student Relations learned best practices with regards to Synergy Behavior Point implementation, more schools were able to create robust systems and increase site base buy-in and improve PBIS data ensuring all students were engaged and receiving positive reinforcement for positive displaying behaviors.

Student Relations 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 reported on discipline data but also provided 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 RP, restorative justice, and Culturally Responsive Pedagogy (CRP), with real-world strategies and best practices. As in previous years, RPFs meet weekly (1-2hour 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 focused conflicts where restorative guidance was needed or required.

Student Relations also continued to provide RP professional learning opportunities for site and district staff to engage with RP training material and a trained instructor throughout the year. Offered in multiple ways (individual site PDs, 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, Student Relations continued to use and share the five-part Restorative Practices series with a single ten-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-20: 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, Catalina, Lawrence, Magee, Safford, Doolen, Pistor, Secrist, Valencia, and Tucson High.

During SY2024-25, 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, 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 Student Relations 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 to complete the MDR. Both artifacts, the MDR and 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-2, Restorative Practice Facilitator Weekly Report Sample**).

In addition to a weekly 60–120-minute review of RP and PBIS best practices with the Student Relations Program Coordinator, the RPFs engaged in multiple professional opportunities to further expand their professional knowledge in best practices. In December 2024, four RPFs participated in a week-long Training of Trainers: Fundamentals of Restorative Practices certification training provided by the International Institute for Restorative Practices (IIRP). In SY2525-26, all new RPFs will receive the two-day prerequisite training required for the Trainer of Trainers certification training.

In addition to implementing strong RP systems at their respect sites, RPFs also act as their site's PBIS coordinator. Therefore, RPFs had additional professional learning opportunities throughout SY2024-25 to strengthen their capacity as successful site PBIS Coordinators and offered consistent PBIS training at their respective sites for staff and teachers.

C. Student Code of Conduct

In SY2024-25, all school sites were required to share the new Code of Conduct with their staff, students, and parents. Each school received a PowerPoint presentation for each audience. Schools documented when they gave these presentations in their Monthly Discipline Reports.

In July 2024, new administrators attended a professional development training on the Code of Conduct, followed by a training for all administrators the next week. Student Relations also hosted trainings throughout the 2024-25 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. (**Appendix VI - 3, VI.G.1.d Student Code of Conduct 2024-25**)

In August 2024, the Student Relations department convened a committee of stakeholders that met monthly to revise the district's Student Code of Conduct for SY2025-26 (**Appendix VI-4, Code of Conduct Revisions for SY2025-26**). Revisions were proposed and approved by the district Governing Board in June 2025. Changes to the Code of Conduct included:

- Revision 1: Attendance/Tuancy: The violation of truancy was moved from a level 1 to a level 2 violation.
- Revision 2: Derogatory slurs: The following language has been added to level 2 defiance and disrespect, level 3 defiance and disrespect towards authority, and bullying level 3: Engaging in repeated behavior including, but not limited to, refusing to follow directions, talking back, or engaging in socially rude interactions. Engaging in intentional behavior with another student that insults one's disability, race, color, religion/religious beliefs, sex, sexual orientation, gender identity or expression, age, or national origin which is covered in policy AC Non- discrimination.
- Revision 3: Dangerous Items level 3 and other weapons level 4: Exclude butter knives from the category.
- Revision 4: New Guidelines
 - Regionals and Director of Student Relations will continuously review all suspensions.
 - Additional Language: In the case of some level 4 and 5 offenses it is critical that the regional superintendent be contacted: if law enforcement or school safety was contacted, if the offense qualifies for expulsion or if the violation is school interruption level 4 Simulated Firearms.
- Revision 5: Level Changes for Specific Violations:
 - Change the levels of the following violations to support less exclusionary practice.

Violation	Current level	Recommendation level	Grade level
Tobacco and alcohol drug share	5	4	All

The revised Code of Conduct and Performance Impact Analysis were approved by the Governing Board in June 2025 and will be implemented in SY2025-26 (**Appendix VI–5, PIA for Code of Conduct Revisions for SY2025-26**).

D. Positive Alternatives to Suspension

1. Restorative Conferences and Circles

Student Relations 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 SY2024-25 were restorative conferences and/or restorative circles. Student Relations staff and site RPFs provided training to site staff on implementing these restorative practices. (**Appendix VI-6, Student Relations Training Schedule SY2024-25**)

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

In SY2024-25, 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 between a 5-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 received behavioral support including goal setting and using Restorative Practices with peers and teachers.

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,
SY 2023-2024**

DAEP	White/ Anglo		African American		Hispanic		Nat. Am.		Asian Pacific		Mult. Race		Total	
	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25
N-Student	20	12	17	29	77	54	9	16	1	2	4	7	128	120
%	16%	10%	13%	24%	60%	45%	7%	13%	1%	1%	3%	6%	100%	100%

N- Incident	21	12	16	29	82	54	9	16	1	2	4	7	133	120
%	16	10%	12%	24%	62%	45%	7%	13%	1%	1%	3%	6%	100%	100%

The total number of discipline incidents decreased slightly over the two years, with the number of students participating in the program also 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 2024-25 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 2024-25 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 confidently 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.

In addition to supporting students prior to their return to school, the Director of Alternative Education continued collaboration efforts with Goodwill Industries and Emerge Center Against Domestic Violence to create a support framework and a robust transition plan for students' reintegration into their home school. During the 2024-25 school year, a pilot program

was designed at the Palo Verde DAEP site, to support students returning to their home schools by providing trauma-informed, community-based resources and support. Although the implementation of the pilot program required considerable time to initiate and refine, it was successfully launched in the Spring semester of 2025. Students who participated in the pilot program participated in talking circles and received personalized wrap-around support during their DAEP enrollment, through their transitions back to school, and beyond their reintegration.

The importance of school and community connections cannot be understated. Often, making this connection benefits students by influencing students' positive school engagement. Community outreach activities occurred at all DAEP sites. The activities were designed to spur students' 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 Industries. 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 continued with the communication practices of teaching students the importance of positive communication leading to self-advocacy. During 2024-25, DAEP continued to offer outreach activities to provide well-rounded support to high-risk learners.

Table 6.6: 2023-24 DAEP Outreach Activities Discipline Data Monitoring

Outreach Activity	Purpose	Outcome	Grade Level
MASS Presentation	College Readiness and Career Exploration Workshop	Students were provided with 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	Middle and high school students

		on Restorative Practices	
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

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, biweekly, weekly, monthly, and quarterly basis. The Student Relations 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 Student Relations department also provides disciplinary reports to multiple stakeholders, including the district Superintendent, Regional Assistant Superintendents, School Safety, Ex Ed, and Student Support Service departments 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 were 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 daily to ensure compliance with the Code of Conduct, due process policies, regulations, and the accuracy, reasonableness,

and consistency of disciplinary consequences. This review includes monitoring suspensions and positive alternatives to suspension, including ISI and DAEP. The CL also works with the Ex Ed department to ensure the data is in compliance with Ex Ed laws. 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 Assistant Superintendents and/or the District Superintendent to review, investigate, and take necessary corrective actions.

The new digital platform continues to be used during hearings. This allows Regional Superintendents, the Director of Student Relations, admin, and the Legal Department easier access to hearing documents in the event of an appeal. Hearing Officers are trained every six months to ensure due process is followed.

E. Corrective Measures

In SY2024-25, the District continued to take measures to address deficiencies in site-based implementation of discipline policy. Three categories were identified: a) sites that struggled with due process compliance, b) sites that had high risk ratios for certain ethnic student groups, and c) 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 a Student Relations staff member met weekly with the Behavior Management Team at each site.

F. School Improvement — Student Success Document (SSD)

In SY2024-25, the Student Relations Department collaborated with our 10 focus schools to provide additional departmental support based on issues with compliance, and disciplinary disparities. 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 focus site supports, the Student Relations department extended support to 40 school sites, offering a range of tailored services. These services included personalized 1-1 support, regular weekly visitations, expertise in de-escalation techniques, facilitation of restorative practices, and the provision of social-emotional services. Program specialists, compliance liaison, 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.

G. Discipline Best Practices

Restorative Practices PD was 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 daily RP PD opportunities as the RPFs discussed best practices and strategies to utilize and implement RP on their respective sites weekly for 60-120minutes during their weekly meeting with the SR Program Coordinator. RPFs provided specifically tailored RP guidance or professional development for individual site teachers/stafsf, 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 SY2024-25.

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 Student Relations monthly.

Monthly Discipline Reports (MDRs) included bi-weekly/weekly Behavior Management Team meeting notes and updated Culture and Climate data. MDRs are required for all school sites to complete 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 should be discussed with the emphasis on the school environment focused on positive behavior management strategies and a decrease in the number of incidents and out-of-school suspensions.

H. 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 2024-25 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–1, VI.G.1.b Discipline Data SY2024-25.
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–3, VI.G.1.d Student Code of Conduct 2024-25.
VI(G)(1)(e)	Copies of any Governing Board policies amended pursuant to the requirements of this Order. See Appendix VI–9, 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–10, VI.G.1.f(1) Monthly Discipline Report - Sample; VI–11, 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–20, IV.K.1.q Master USP PD Chart. This report contains a table of all formal professional development opportunities offered for SY2024-25.

VII. Family and Community Engagement

Family and community engagement remains a central focus throughout the district, with the Family and Community Engagement (FACE) Department leading the way in planning and action. FACE plays a vital role in fostering strong and dynamic partnerships across Tucson Unified School District, bringing together schools, families, and the wider community. The department is committed to continuously strengthening its impact by empowering and enriching everyone connected to TUSD, ensuring all voices are valued and included.

The Family and Community Engagement Plan (**Appendix VII–1, Family and Community Engagement Plan SY2024-25**) serves as a living blueprint for effective family engagement practices across the district. The plan provides clear guidance and a strategic framework for inclusive involvement, sustainable connections, and collaborative initiatives. It details specific strategies for individual school-based activities aligned with FACE Guidelines, as well as district-wide efforts that foster meaningful communication and partnership among schools, families, and community members.

A. Family and Community Engagement

1. Communication and District-wide Coordination

FACE is instrumental in coordinating district-wide efforts, continually strengthening and maintaining high-impact family engagement across TUSD. This coordination encompasses a wide range of activities, programs, and events, with strategic collaboration intentionally aligned among community partners, schools, families, and the Family Resource Centers to ensure efforts remain intentional and responsive to the diverse needs of our TUSD community. Through ongoing partnerships with local organizations, government agencies, and businesses, the district delivers meaningful resources and support systems that empower families and build sustainable connections throughout the community.

This year, FACE has further enhanced communication and collaboration by leveraging newsletters, social media, and ongoing outreach in partnership with the TUSD Communications department. By utilizing data and ongoing feedback, resources and key events are made more visible and accessible for all participants. These evolving approaches keep family engagement efforts relevant to the changing needs of families while reinforcing a strong sense of community and support around district-wide events, school sites, and the resource centers. Following is a sampling of District-wide key Activities and Efforts for SY2024-25:

- Impact Tucson: Our annual Impact Tucson and Resource Fair at Palo High School drew nearly 3,500 attendees, offering families a vibrant back-to-school experience. Thanks to support from TUSD departments and lead sponsor Starbucks, families received complimentary food, drinks, school supplies, and treats. Over 50 community partners

teamed up, sharing resources and hosting activities that fostered support, connection, and a strong start for every student.

- Purpose: Build community, equip students with essential supplies, and ensure kids are prepared for a strong start to the school year.
- Tell Me More/Open House: This year's family mixers evolved into "Tell Me More/Open House" events, which introduced families to the full spectrum of TUSD resources. District departments, community partners, and performing groups created an engaging and informative environment. The resource centers offered both in-person and virtual sessions, reaching 204 participants.
 - Purpose: Reactivate and connect families with resources, foster community involvement, and enhance accessibility to TUSD support services.
- Parent Teacher Conference Workshops: To better accommodate our families and improve participation, this year's Parent Teacher Conference Workshops were offered as a virtual opportunity via Zoom. Over 28 participants attended, marking a significant increase compared to the previous year's single in-person workshop. This shift to virtual workshops proved highly effective.
 - Purpose: Strengthen home-school partnerships and student achievement.
- MASS College and Career Readiness and FAFSA: We collaborated with MASS by promoting and hosting informational sessions and workshops aimed at enhancing college and career readiness. These sessions help parents and guardians navigate the college application process, understand financial aid, and complete the FAFSA application.
 - Purpose: To promote student success by providing accessible resources, communication, and awareness for FAFSA and college readiness, ensuring every family can support their student's educational goals and future.
- FACE to FACE: To boost participation while respecting families' busy schedules 'FACE to Face transformed this year into a single in-person panel event, livestreamed on Facebook, that connected families with district leaders and the Social Emotional Learning Department for direct support and resources.
 - Purpose: To foster authentic family engagement through accessible, impactful experiences that strengthen community and uplift student success.

In partnerships are the heart of TUSD’s success, fueling resource centers, special programs, internship pathways, and ongoing support at school campuses. This year, we expanded our INSPIRE *initiative; Integrating Networks to Support Partnerships and Resources in Education*, to further centralize, organize, and deepen connections across the district. Whether there are TUSD staff or community partner contact changes; our network ensures every relationship remains warm, active, and impactful.

Through quarterly meetings, opportunities for resource sharing, and direct school invitations, we now maintain over 356 trusted community partners in our resource bank and more than 40 dedicated INSPIRE partners, all working together to meet the diverse needs of our students and families (**Appendix VII-2, FACE Community Resource Bank and INSPIRE Partners SY2024-25**).

2. Family Resource Centers

The four Family Resource Centers continued to serve an essential role for the TUSD community in SY2024-25 by providing a wide range of vital resources and services. This year, offerings included classes and workshops, community information, computer access, a clothing bank, food pantry, bi-monthly bread and produce, student snacks, hygiene items, backpacks and school supplies, and mental health counseling through "Talk It Out." Dedicated staff ensured families remained informed about available support both within the district and through community partners.

To strengthen outreach and engagement, FACE distributed monthly newsletters and FRC monthly class schedules through our new S’more platform, providing families with timely updates, interactive content, and increased accessibility in multiple languages, including support for ADA compliance. This year, our Family Resource Centers delivered 29,996 total services, up from last year’s 20,735.

Several service areas experienced notable changes: workshop classes and events saw a marked increase in participation, reflecting growing community interest and involvement. While there was a very small decrease in food pantry usage, our Clothing Bank, Bread & Produce events, and snack programs all reported higher utilization. Despite these variations, the overall number of services provided grew significantly, underscoring our commitment to adapting offerings to best meet evolving family needs and making resources more visible and accessible for everyone. For a full list of FRC Services see **Appendix VII-3, VII.E.1.d (1) Summary of Family Resource Center Services SY2024-25**.

3. Tracking Family Engagement Services

The “Family Engagement Tracking System” tracks specific Family Engagement events hosted at school sites by identifying how many adults are supporting the student’s academic

journey. FACE staff uses an online form for school site staff to request event identification numbers (EIN) that corresponds to family engagement events that are curricular-focused, parent-teacher conferencing and decision-making events. This data is collected and analyzed to identify trends and needs of our TUSD families so that schools can continuously improve their family engagement activities throughout their child's education.

4. Support for School Site Family Engagement Efforts

FACE program coordinators provided dedicated support to schools across all regions, ensuring every site was supported and trained. Staff and administrators received professional development and resources to stay aligned with the updated Guidelines for Family and Community Engagement, reinforcing a culture of collaboration and continuous improvement. **(Appendix VII-4, Guidelines for Family and Community Engagement at School Sites SY2024-25)**

As part of our ongoing commitment, each school continues to designate a family engagement point of contact to lead coordinated efforts for Family Engagement. This year, FACE remains dedicated to accountability, collecting monthly site reports aligned to established guidelines, and providing structured feedback through regular compliance reviews. Enhanced monitoring and semester compliance notifications ensure sustained progress and adherence.

Our FACE data technician conducted comprehensive audits of these reports, utilizing more adaptive strategies to identify areas needing support and to track achievements. Schools encountering challenges in meeting guidelines, often stemming from staffing or time limitations, received tailored interventions and practical solutions. This reflective and proactive approach is designed to meet each site where they are, fueling success through targeted support and dynamic training opportunities that keep pace with evolving family engagement at school sites.

Training topics remain grounded in best practices, Title I requirements, and motivational techniques, with renewed emphasis on supporting staff and building positive school culture. **See Appendices VII-5, FACE Supports for School Site Staff SY2024-25 and VII-6, Required Quarterly Meetings SY24-25** for a more complete list of trainings and supports.

To ensure families have reliable access to current and required information on school websites, FACE staff continued to provide active support and monitor schools' compliance with monthly requirements per Guidelines for Family and Community Engagement at School Sites. The District webmaster conducted audits each semester to review site content and adherence. This year, many schools faced challenges updating websites due to frequent staff changes and the complexity involved with different platforms and processes across school sites. Recognizing these hurdles, FACE proactively increased training frequency and direct support for school contacts and administrators, providing tailored guidance for managing diverse systems; Ensuring administrators and designated contacts gain the skills needed to keep information accurate, up-

to-date, and accessible for all families. By focusing on these strategies, we aim to continue to address evolving trends, and to strengthen communication and participation across the district (**Appendix VII-7, Final School Website Audit SY2024-25**).

Each year, the District administers an annual family engagement survey to help schools assess and enhance their effectiveness in connecting with families. This comprehensive survey serves as both a reflective tool for schools, encouraging them to evaluate their communication strategies, parent involvement, and overall participation and as actionable feedback for improvement. In addition to informing schoolwide practices, the survey results are utilized by schools to guide focus groups, fostering in-depth discussions that address specific needs, trends, and opportunities for growth.

Over the last three years, our district’s family engagement survey has provided essential insights into parent perceptions and involvement across school sites. Participation numbers reflect a steady decline: 2,691 responses in 2022–23, dropping to 2,488 in 2023–24, with 1,761 responses collected in 2024–25. This downward trend is not uncommon, as families are frequently asked to complete multiple surveys during the same time frame; including parent-teacher conference surveys and the broader school quality survey.

Recognizing this, we streamlined the family engagement survey by reducing it from 28 questions to 20, to focus more directly on the most meaningful topics. The core questions center on whether parents feel welcome and valued as genuine partners in their child’s education. Results indicated improvement in this key area: the number of parents who expressed disagreement with feeling valued fell from 200 last year to 116 this year, a promising sign that school culture continues to grow stronger.

Individual school sites rely on their own in-depth survey results to guide focus groups, enhance communication, and respond to feedback. The survey allows parents to share experiences related to communication, participation, and specific challenges they may face, such as barriers due to transportation, finances, language, or childcare. While response rates naturally fluctuate, the District maintains a consistent commitment to offering the survey as a vital tool for listening, understanding, and acting on family feedback to strengthen involvement, connection and participation at every school. (**Appendices VII-8, VII.E.1.b Family Engagement Survey SY2023-24 and VII-9, VII.E.1.d (2) Family Engagement Parent Survey Results SY2023-24**)

5. School Site Family Engagement Efforts

School site family engagement efforts remain resilient and responsive to the evolving changes and needs of our community. Each month, school staff utilize both site-based reports and the district’s online tracking system to carefully document engagement activities, ensuring accurate and consistent data collection across all school types. These reports record a wide

variety of events supporting family involvement, including conferencing, curricular initiatives, decision-making forums, and other collaborative activities not limited to parent-teacher conferences. The following are the six types of family engagement involvements:

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.

Learning at Home: Connections between families and school that promote student learning and high expectations from both teachers and family contribute to students’ success at school.

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

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 their child’s learning and development.

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

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.

By aggregating all monthly reports and leveraging digital reporting systems, the district can systematically measure and analyze engagement activities, providing a reliable foundation for assessing impact and growth year over year. Table 7.1 below reflects the comprehensive scope of these efforts for SY2024-25, highlighting the total number of family engagement events within the framework of Dr. Epstein’s Six Types of Family Involvement.

Table 7.1: SY2024-25 Engagement Activities by Type and School³

School Type	Elementary	K-8	Middle	High	Alternative	All Schools
Type 1: Parenting	172	59	24	34	11	300
Type 2: Communicating	2640	666	436	492	157	4391
Type 3: Volunteering	458	113	93	93	31	788
Type 4: Learning at						

³ An activity or event may be counted more than once if it fits more than one type of family engagement involvement.

Home	211	64	30	38	13	356
Type 5: Decision Making	419	109	87	96	33	744
Type 6: Collaborating w/ Community	110	74	13	45	4	246
All Type	4,010	1,085	683	798	249	6,825
Staff Only: Professional Development	346	106	70	79	34	635

The above table shows an increase in total engagement activities by type compared to SY2023-24, particularly in the areas of "Communicating" and "Collaborating with Community." The total number of engagement activities recorded across all schools rose from 6,504 last year to 6,825 this year, indicating stability and continued commitment in the district's efforts despite challenges like staff shortages and changes. Specific types such as Communication (from 4,106 to 4,391) and Collaborating with Community (from 197 to 246) experienced increases, showing targeted improvement in outreach and partnership. Elementary schools consistently reported the highest activity counts year-over-year, reinforcing the focus on early and primary education.

In summary, while some individual categories experienced slight declines or fluctuations, the overall total engagement events increased this school year. The district's strategic emphasis on tracking, staff training, and program accountability sustained and, in some areas, enhanced family engagement.

B. Translation and Interpretation Services

The District provided translation and interpretation services for SY2024-25 to families, students, community members, family centers, stakeholders, and staff. The Meaningful Access Program delivered 2,544 interpretation services and 526 translations of documents, for a grand total of 3,070 family services in 42 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 SY2024-25 were Spanish, Arabic, Swahili, Kirundi, Kinyarwanda, Dari, and Somali.

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 such 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.

On the other hand, and to create an awareness of the services that we deliver to our community in a consistent and professional way, our team of Interpreters and Translators have been trained each year in all aspects related to discipline, medical terms, exceptional education, and all unique characteristics associated with our services.

Some of our services are provided by contracted staff, freelancers or independent interpreters and translators, and through authorized service providers, particularly for hard-to-find languages and deaf parents and community members who require certified/licensed American Sign Language interpreters.

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–10, 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 SY2024-25, refer to **Appendix II–9, II.K.1.m OMR Plan SY2024-25**.

Also, see **Appendix VII–8, VII.E.1.b Family Engagement Survey SY 2024-25**, used to gather impressions of services from staff and families during SY2024-25.

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 SY2024-25.

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–3, VII.E.1.d (1) Summary of Family Resource Center Services SY2024-25** and **VII-9, VII.E.1.d(2) Family Engagement Parent Survey Results**.

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).

The District has continually dedicated resources to extracurricular activities (athletics, clubs, and fine arts) 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 key district focus in SY2024-25 was increasing extracurricular opportunities at the K-8 level. Six schools added new athletics programs for their students: Peter Howell; Oyama; Safford; Pueblo Gardens; Holliday; and Bloom. A season-long flag football program was added at K-8 schools (compared to only offering it previously for one day) and additionally added a competitive option for high school girls.

A. Results of Efforts to Sponsor Activities and Promote Participation

The combined extracurricular participation total for K-8 and High School students reached approximately 10,163 (as detailed in Table 8.1 below). This figure represents the second highest total recorded over the four-year period following COVID-19 (SY2021-22 through SY2024-25), indicating strong recovery and sustained student involvement. The current year's total (10,163) shows a decrease from the prior year's total of 12,269. This reduction can be attributed to two main factors:

1. District Enrollment Loss: A portion of the decrease is explained by an overall loss in student enrollment across the District.
2. Incomplete Reporting: The total participation number is artificially lowered by the lack of complete data entry for High School Fine Arts participation, as noted in Table 8.1 footnote.

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
24-25	K-8	1331	22%	687	11%	3444	57%	194	3%	113	2%	265	4%	6034
	HS	809	20%	593	14%	2284	55%	92	2%	170	4%	181	4%	4129 ⁴

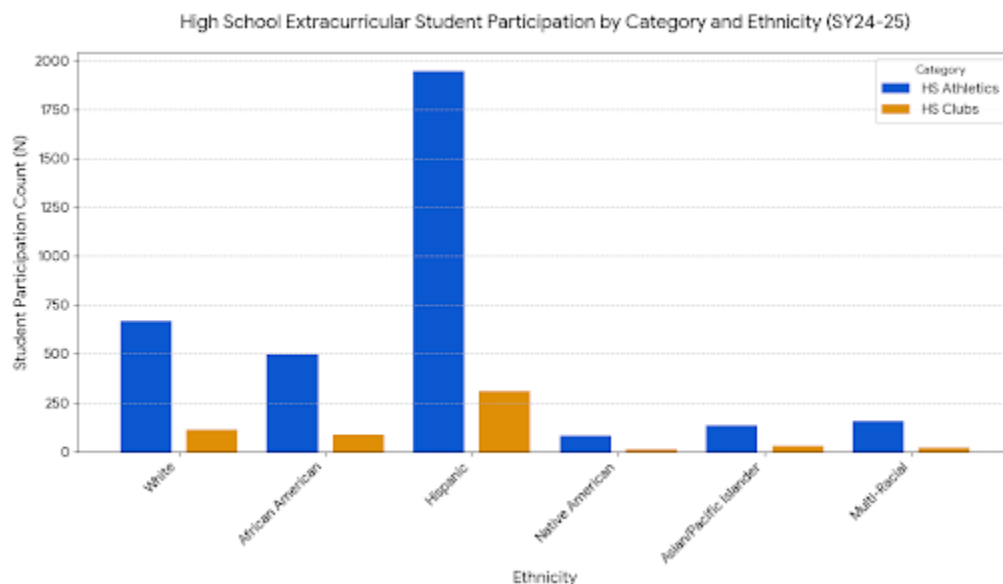
⁴Table 8.1 shows a total of 4,129 HS participations across all categories. However, the reported number of high school students participating in the Fine Arts category in the Synergy student information system was only 72. This figure suggests a significant underreporting. For comparison, Fine Arts participation annually since SY 2021-2022 ranged from 403 to 707 students. The District acknowledges this data entry error and is implementing measures to ensure all student participation data is accurately

	Total	2139	21%	1280	13%	5728	57%	286	3%	283	3%	447	4%	10163
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

The K-8 grade band continues to show the highest overall participation with a total of 6,034 students, significantly surpassing the High School participation total of 4,129. The significant difference in numbers is a typical pattern: many young students try many different activities, while high school students often specialize in one or two demanding activities, and the heavier time commitment can limit the number of students who can successfully balance these with their rigorous academic schedules. The overall diversity in total participation rates remained consistent with previous years.

However, specific demographic groups saw slight increases in the 2024-2025 school year (SY2024-25): African American participation increased slightly from 12% to 13% and Asian/Pacific Islander participation increased slightly from 2% to 3%.

Graph 8.1: High School Extracurricular Participation by Ethnicity



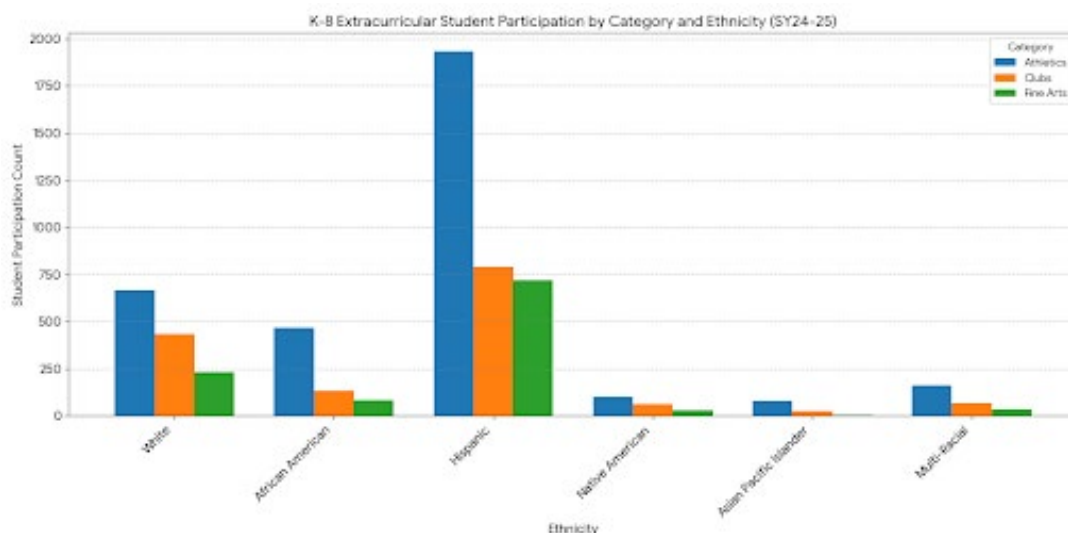
entered into Synergy starting in the 2025-2026 school year.

Graph 8.1, above, compares participation in high school athletics and clubs across all ethnicity groups. Athletics participation captured the highest portion of reported participation of 3,484. This higher number reflects that the District’s primary avenue for high school student engagement is through sports participation. This dominance can be attributed to the high commitment and visibility of school sports programs in the District. While significantly smaller than Athletics, the Club participation of 573 students shows a solid base of students pursuing academic, service, and special-interest clubs. As noted in footnote 4, Fine Arts was not included in this graph since the reporting for high school SY24-25 was incomplete in this category. Data from prior four years show a range of 400 – 700 student participation in this category.

A summary of key subgroup data points in the 8.1 graph shows:

- Hispanic students show the highest participation in both HS Athletics (1,948) and HS Clubs (311).
- In HS Athletics, the highest participation counts are: Hispanic 1,948; White 667; and African American 496.
- In HS Clubs, the highest participation counts are: Hispanic 311; White 114 and African American 88.

Graph 8.2: K-8 Participation in Extracurricular Activities by Ethnicity



Graph 8.2, above, shows that athletic participation, 3,411 students, accounts for more than half of all reported extracurricular participation for K-8 students. This suggests that sports are the most popular and accessible form of organized activity for K-8 students. Like high school, this high number reflects the broad appeal of physical and team competition. Clubs are the second most popular activity, drawing 1,516 participants. Clubs tend to have a diverse range of activities that allow students to explore non-athletic interests. Fine Arts activities (such as music,

visual arts, or drama) have the lowest number of participants at 1,107. This lower rate in fine arts may be due to schools offering fewer fine arts opportunities compared to athletics or clubs, or the activities may cater to more specialized interests than the broader appeal of sports and clubs.

A summary of key subgroup data points in the 8.1 graph shows:

- For K-8 Athletics, Hispanic students show the highest participation by a significant margin (1,935), which is over twice the number of the next highest group. White students have the second-highest participation (665), followed by African American students (469).
- For K-8 Clubs, Hispanic students again lead with the highest participation (790), followed by White students (435), and third African American (134).
- For K-8 Fine Arts, Hispanic students have the highest participation (719). White is the second-highest group (231), and African American as the third highest group (84).

Extracurricular participation of the district's EL students provides valuable opportunities that complement classroom instruction for these students (**Appendix VIII-1, VIII.C.1 Student Participation in Extracurricular Activities**). Although overall extracurricular participation totals have decreased from the previous year, the percentage of EL participation has increased for African American from 12% to 14% and for Asian/Pacific Islander from 6% to 8%.

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
24-25		N	%	N	%	N	%	N	%	N	%	N	%	N
	K-8	14	4%	42	10%	321	80%	2	0%	21	5%	1	0%	401
	HS	13	6%	46	20%	140	61%	1	0%	30	13%	0	0%	230 ⁵
	Total	27	4%	88	14%	461	73%	3	0%	51	8%	1	0%	631
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

B. Principal Review Process for Extracurricular Activities

The Principal Review process continued to be utilized in SY2024-25. 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

⁵ Table 8.2 shows a total of 230 EL HS participations across all extracurricular categories. This total EL HS participation number may or not be an accurate figure since it might be impacted by the data entry error for HS fine arts participation as noted in footnote 4.

participation, and submit reports to the Interscholastic Department.

In SY2024-25, extracurricular specialists continued monitoring the Principal Review Process to work with each school on documentation and reporting of school activities. The primary goal with the principal's process is to ensure the principals are involved with the extracurricular management team, to review the status of their programs and discuss how to increase student participation. School teams are encouraged to create additional opportunities for the student body based on the interests of their students.

C. Collaboration with Transportation

To support after-school activities, the District Transportation Department continued to offer activity buses to schools in SY2024-25. Such support continues to play a significant role in helping to ensure that students are not excluded from extracurricular activities due to lack of transportation (**Appendix VIII-2– Activity Bus List by school SY2024-25**).

In addition, individual schools have benefited greatly from the Federal 21st Century Community Learning Center("CCLC") program. Twenty-seven District schools received grant funding in SY2024-25, including eight elementary schools, five K-6 schools, eight K-8 schools, four middle schools and two high schools (**Appendix VIII–3, 21st CCLC Grant Participation 2024-25**).

D. Funding for Extracurricular Activities

In SY2024-25 the funding sources for extracurricular activities remained the same as in previous years and included donations, external/partner organizations, tax credits, and District funding. Participation fees and game receipts were also used to augment the funding.

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–1, VIII.C.1 Student Participation in Extracurricular Activities**, which includes student participation by selected activity, race/ethnicity, and school for SY2024-25.*

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 SY2024-25. As described in the plan, health and safety issues always take precedence over regular maintenance and improvement projects (**Appendix IX-1, IX.C.1.d MYFP**). Along with health and safety, the other main priorities continue to be repairs and upgrades to existing facilities, improvements to classroom learning spaces and access to updated technology.

1. Facilities Condition Index

The District concentrated on validating and updating the FCI scores. The District continually updates this live document as projects are completed or as deteriorating conditions become evident (**Appendix IX-2, IX.C.1.a (1) Facilities Condition Index SY2024-25**). FCI is an industry standard metric that serves as an objective benchmark to evaluate the building conditions at a school site. Over the previous year the passing of the TUSD Bond package has allowed the newly instated Bond Advisory Committee and Governing Board to approve infrastructure funding for site security improvements at identified school sites in the previous year’s MYFP. These Improvements included: new domestic waterline construction at Catalina HS; Tucson HS and Sabino HS; Stadium Lighting LED retrofits at four sites; HVAC package unit installs at fourteen school sites; Energy Management Controls System (EMCS) installation in conjunction with the HVAC package units; Field Turf installation at Sabino High and Pueblo High, grounds and building improvements.

In addition, we were successful in securing construction and design funding from the Arizona State Facilities Department for multiple large roofing projects. These projects have made a varying degree of difference in the overall FCI score at these school sites. Some projects like the replacement of the roof (phase 1) at Cholla High School and the approval of new HVAC package units at Borman K-8, have made a major difference.

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 SY2024-25**). As a result of the TUSD Bond package, project approval from the Bond Advisory Committee, and funding approval by the Governing Board, the district saw an improvement in the ESS score in SY2024-25. These projects included renovation projects, parking lot paving and drainage improvements, perimeter security fencing improvements, access

control, A-phones, stage curtains, security cameras and installing security film at safety identified school sites.

3. School Bonds

The district recently passed a bond initiative in November 2023. The bond proceeds will fund improvements throughout Tucson Unified, with 95% of it invested in projects at every neighborhood school to improve learning spaces and support our students' academic achievement. The proposed bond projects include: Health, security and safety, repairs and upgrades to existing facilities, improvements to classrooms and learning spaces, and access to updated educational technology, student transportation and support vehicles.

B. Multi-Year Technology Plan

1. Multi-Year Technology Plan (MYTP)

During SY2024-25, 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 remained a priority.

There were minor changes and improvements to the MYTP in SY2024-25 (**Appendix IX-1, 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 an 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 with 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 (TUVVA), 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 SY2024-25 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 the C&I, A&E, Exceptional Education, Language Acquisition, Fine Arts, Magnet, 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 SY2024-25. 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, with the District's disposal of outdated devices such as desktops, laptops, tablets, whiteboards, printers, response systems and projectors.

The TCI report indicated that, on average, there was at least one device per student (1:1 ratio) across the District's schools in SY2024-25 (**Appendices IX–4 IX.C.1.a (3) Final TCI Report SY2024-25, and IX–5, IX.C.1.b TCI Summary of Results SY2024-25**).

b. Instructional Technology

During SY2024-25, the District's instructional technology department provided ongoing professional development to support the 1:1 computer initiative. This professional development focused on equipping teachers with the skills to effectively use instructional technology applications and classroom devices. The goal was to enhance instruction and ensure staff remain knowledgeable about emerging technological trends.

Training and support for teachers in utilizing educational technology was provided by the Instructional Technology 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 PDs. They were also offered on a district wide scale for Professional Learning Days 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, Microsoft and Google Educational Suite, along with educational technologies websites including the use 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.

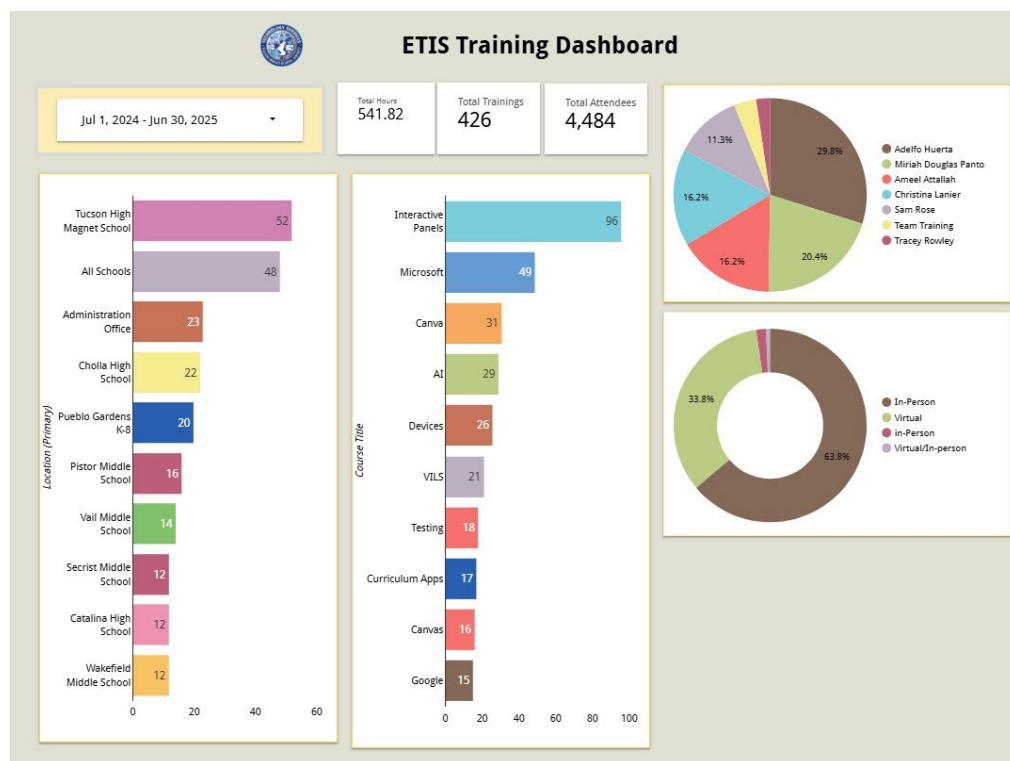
Unfortunately, due to budget reductions, the Teacher Technology Liaison program was defunded in SY 2024-2025. Decisions were made to prioritize the funding of other programs deemed more important and impactful.

Instructional Technology activities for SY2024-25 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. The construction and equipping of multimillion-dollar STEM labs in all 3 schools was completed. Celebratory grand openings occurred, and students and teachers began to learn how to use the technology in the labs.
- To ensure a strong return on investment in our interactive display technology, the department took a proactive approach to professional development. We continued to provide targeted and differentiated training for the more than 2,600 Promethean and Newline Interactive Panels located across the district. The strategy included foundational training with orientation courses to ensure all teachers and staff could effectively utilize the panels. Advanced skill-building trainings were also offered to empower teachers to fully leverage the panels' many features. This multi-tiered approach was designed to help staff create more engaging and interactive learning experiences, maximizing our investment in classroom technology.
- The department continued to develop and facilitate training about generative Artificial Intelligence as teachers and staff clamored for knowledge. Numerous differentiated professional development sessions were offered to teachers, school staff and district staff. 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, to incorporate Generative AI into lesson planning and delivery. Additionally, the department took the lead in the development and ultimate approval of an AI policy by the Governing Board in May 2025.
- The Instructional Technology Department supported online testing including BlueBook, the testing platform utilized by the PSAT and AP online exams, and TestNav, the testing platform for the AZELLA and AASA exams. Working with the Field

- Technician teams, the department ensured that educators receive effective support in utilizing the online testing platforms as mandated by the State of Arizona.
- The department provided high quality, interactive self-paced courses through the Professional Learning Portal for teachers and administrators. In SY2024-25, the department developed a Cyber Security and Artificial Intelligence course, which included interactive components. Completion of the course was mandatory for all staff as required by the district’s Network Security insurance policy (**Appendix IV – 20, IV.K.1.q Master USP PD Chart**).
 - Offering exceptional, engaging and relevant Professional Development for teachers and school and district staff, the Instructional Technology department offered 426 total training in SY2024-25 attended by 4,484 attendees. The Educational Technology Integration Specialists collected information from each training and logged the data to create the following chart titled, “ETIS Training Dashboard.” This dashboard (shown below) details the numbers of training courses, the topics, the delivery method and to whom the training was delivered to.

Graph 9.1: ETIS Training Dashboard



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 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 in the schools with lower percentages of use of educational technology in the classrooms.

Table 9.1: Title 1 Walk Through Technology Observation Results

Observation of teachers' use of Educational Technology during walk- through	Total number of observations
200	280

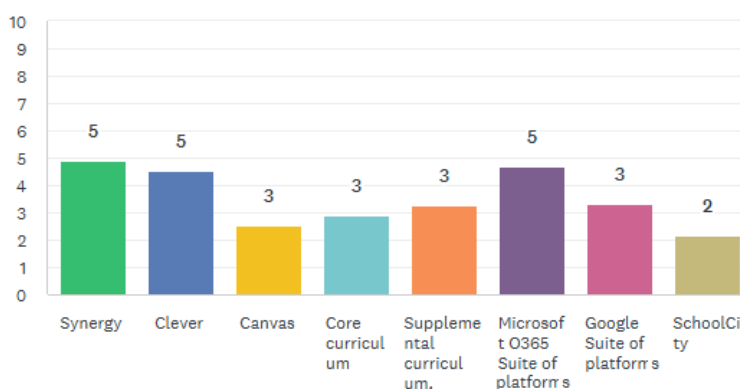
The second new data collection tool was an updated Teacher Technology Use Survey. The survey and the data are provided in Graphs 9.2 and 9.3 below. The survey provided the Instructional Technology Department with accurate data identifying the frequency of use by teachers of online platforms and educational technology devices. This new tool, completed by 956 teachers, ensured that instructional methods and support systems and training provided by school Admin staff, Teacher Technology Liaisons, and members of the IT Department are aligned with actual needs. As a result of the survey, the data was shared with other district departments such as C&I and A&E to assist them in identifying needs for training. The data was also utilized by the Instructional Technology staff to identify platform use and needs for training.

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.

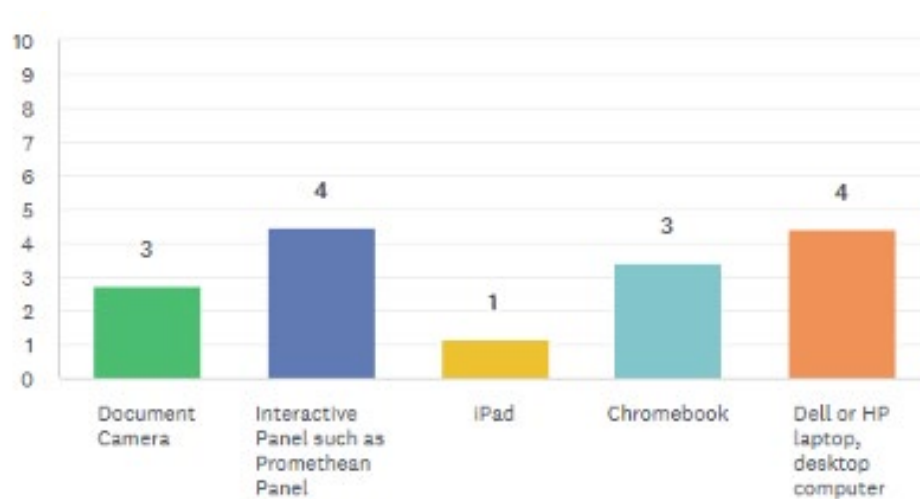
Graph 9.2: Frequency of Device Use by Teachers



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.

Graph 9.3: Frequency of Device Use by Students



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 SY2024-25; IX–3, IX.C.1.a (2) Educational Suitability Score SY2024-25; and IX–4, IX.C.1.a (3) Final TCI Report SY2024-25.**

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–5, IX.C.1.b TCI Summary of Results SY2024-25.**

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

landscape staff), and the formula for assigning such support;

*See **Appendix IX–6, IX.C.1.c Facility Support Staff 2024-2025.***

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–7, 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–20, IV.K.1.q Master USP PD SY24-25**. This report contains a table of all formal professional development opportunities offered for SY2024-25.

X. Accountability and Transparency

A. Budget Process and Independent Examination

1. The Budget Process

Beginning in Fall 2024, the Financial Services Department initiated planning regarding the budget process for the 2025-26 school year. The intent was not only to refine deadlines, information provided, and details, but also to evaluate a process to help resolve the overall district's Desegregation deficit. The final process and timeline for Desegregation budgeting was presented to school and department administrators in December 2024.

The Financial Services Department implemented a zero-based budgeting (ZBB) approach with the goal of requiring every desegregation-funded department to evaluate their financial planning and spending. The goal was for departments to submit three (3) budget proposals: an essential level; a current level; and an expanded level. The goal was to not only evaluate and scrutinize the level of funding that has been traditionally provided to every program, but to reduce Desegregation spending by 10% for the upcoming fiscal year in order to ensure a balanced Desegregation budget. Concurrently, individual subject-matter experts in various key areas (e.g., Language Acquisition, Magnet Office, Advanced Learning Experiences, etc.) were included in budget meetings with schools that have desegregation-funded programs and activities.

As part of the ZBB approach, departments were required to provide public presentations during individual desegregation budget study sessions for the 2025-26 fiscal year. These presentations required background information on their programming, their budgeting requests, and their proposed levels of funding reductions. The budget study sessions took place at Governing Board meetings on February 25, March 4, March 25, April 15, April 29, and May 13, 2025. 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 10, 2025. 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 2025-26 fiscal year. No comments were received.

On July 15, 2025, 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 2025-26 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 independent examination for 2023-24 has not been completed; results are expected Fall 2025. The 2024-25 examination will take another year to complete (Fall 2026). Once received, each examination will be posted on the Desegregation budget webpage when it is completed.

B. Performance Impact Analyses

The District’s Post-Unitary Status Reporting and Accountability Plan mandates that the District completes a Performance Impact Analysis (PIA) before implementing any change to plans previously established under the Unitary Status Plan (USP) and court orders in the Desegregation case. The District must post the PIA online. Additionally, the proposed change analyzed in the PIA requires Governing Board approval if a Board member requests it.

Table 10.1: Performance Impact Analyses Submitted SY2024-25

PIA Title	Date Posted	Description	Date of Public Hearing	Resolution
<u>Performance and Desegregation Impact Analysis Proposed Change to the Comprehensive Magnet Plan</u>	9/24/24	Proposed Change to the Comprehensive Magnet Plan Extending the 3-Year Implementation Cycle of the Targeted Academic Improvement Plan to 5 -year cycle.	NA	Approved as presented.
<u>Performance Impact Analysis - Military Family Children.pdf</u>	10/22/14	Proposed change is in response to HB2311 to give enrollment priority to children of military families for SY25-26 open enrollment and school lotteries.	10/29/24 12/10/24	Approved and Policy JFB revised to incorporate priority for military families
<u>Performance Impact Analysis-AP-AVID-Coordinator.pdf</u>	12/6/24	Proposed creating coordinator for AP testing and support of AVID expansion.	N/A	Approved as presented
<u>Performance Impact Analysis DAEP TimeExtension-</u>	12/19/24	Proposed two changes to DAEP program: increase number of days students can attend to 180 days and offer an online	1/28/25	Approved the extension of DAEP participation days to 180 days.

OnlineOption.pdf		option.		
Performance Impact Analysis SY26-K6-Grade-Reconfiguration.pdf	2/24/25	Proposed adding 6 th grade to four K-5 elementary schools (Borton, Ford, Kellond, and Wright) for SY25-26. This is an expansion to the 10 schools that became K-6 in SY24-25).	2/25/25	Approved the conversion of Borton, Kellond, and Wright from K-5 to K-6 for SY245-26.
Performance Impact analysis COC-5-19.pdf	5/29/25		6/10/25	Approved Code of Conduct revisions as presented in PIA.
Performance Impact Analysis FY26DesegBudget.pdf	5/29/25	Proposed reductions to FY26 Desegregation budget necessary to keep TUSD within statutory budget limits. Departments were directed at reducing their operating budgets up to 10% from FY2024-25 baseline levels.	6/10/25	Public Hearing
			7/15/25	Adopted annual expenditure budget for 2025-26 fiscal year
Performance Impact Analysis-magnet-director.pdf	6/21/25	Proposed reinstating the prior USP title of Magnet Coordinator to oversee TUSD's Magnet Program.	N/A	Approved the title of Magnet Director as the director of the Magnet Program.

C. Evidence-Based Accountability System (EBAS)

EBAS functions as a unified federation of diverse software applications, integrating both commercial and District-developed components. Collectively, these applications generate data that guide the District's decisions and strategies for both instructional effectiveness and administrative efficiency. The District consistently utilizes EBAS data to pinpoint successful outcomes and to formulate action plans targeting specific areas needing improvement.

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 SY2024-25 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 fully to the Tyler cloud for Infinite Visions during SY2022-23, and it continues to use and expand the cloud platform during SY2024-25. 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 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 SY2024-25 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 SY2024-25.

Microsoft Power BI was still used in SY2024-25. 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).

Microsoft Artificial Intelligence (AI) tool Co-Pilot has also been introduced and is being tested and used.

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 SY2024-25, the District continues to develop 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 SY2024-25.
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; No substantial changes were made in SY2024-25, as noted in the narrative. See section C. Evidence-Based Accountability System (EBAS) for more details.
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 section B. Performance Impact Analyses, and copies of PIAs posted on the public notice page of the desegregation section of the District website.