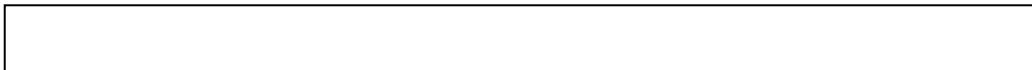


**Tucson Unified School
District**

Post-Unitary Status Plan

**As Adopted by Governing
Board, July 30, 2009**



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Elizabeth Celandia-Fagen, Ed.D.

Superintendent

INTRODUCTION

For approximately 30 years, the Tucson Unified School District (TUSD) has been under court supervision with regard to desegregation. The district understands the responsibilities associated with successfully serving all students without court supervision and, therefore, is committed to becoming a model 21st Century urban school district that ensures personalized success for each student and that manifests principles of equal protection and equal opportunity in the delivery of educational services to its students. TUSD officials, supported by current research and literature, believe successful implementation of the following components within a larger plan is critical to achievement of this goal:

- Strategic Student Assignment
- Strategic Recruitment, Retention, and Placement of Staff
- Intentional Equal Access
- Restorative School Culture and Climate
- Intentional Student Advocacy
- Annual Monitoring of Progress and Compliance

The Tucson Unified District is committed to creating and fostering a systemic educational environment that values diversity and inherent cultural strengths of the various TUSD communities.

During the 2009–2010 school year the Tucson Unified Schools will develop district and site plans to

- Recruit and retain students
- Recruit and retain quality, diverse staff

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Governing Board

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- Produce 21st Century Sustainable Outcomes
- Produce Post-Unitary Status Plan Outcomes, including improving diversity across the district and reducing disproportionate achievement and suspension where applicable

Each school, in collaboration with a racially/ethnically diverse group of staff and community members, will be empowered to develop a continuous improvement plan that integrates all of these expectations into one systemic plan. Such plan may be a plan to become a First Choice school or a plan to improve a school's current model. The plan must clearly define the values and desired state of the school. All resources and professional development must work to support the desired state described in the plan. Each school's plan should specifically address the academic needs of African American and Hispanic students who are not performing at grade level and or meeting the standards as assessed by Terra Nova and AIMS. Each plan should also address the issue of underrepresentation in Honors, AP, and Gifted programs. Intercultural proficiency as well as disproportionate suspensions and achievement (if applicable) as addressed in the Post-Unitary Status Plan must be addressed in an integrated fashion in the plan. All applicable components of the Post-Unitary Status Plan must be integrated into site plans as well. The development and implementation will be monitored by the appropriate assistant superintendent. This process will become part of a site's annual review and will be reflected in personnel evaluations.

The TUSD Governing Board will receive periodic (no less than annual) updates regarding the development, implementation, assessment and funding of the district plan, as well as how site plans are being developed, implemented, and assessed. The superintendent, in collaboration with assistant superintendents and site leadership, will make recommendations for change to the Governing Board based on annual assessments of district expectations associated with site plans.

STRATEGIC STUDENT ASSIGNMENT

The proposed Student Assignment Plan will be piloted for the balance of placements for the 2009–2010 and the 2010–2011 school years. The pilot plan will apply to the selection and placement of students through open enrollment and magnet schools in elementary schools and middle schools.

This two year period will allow the district to gather and analyze the data related to the impact that the pilot plan has on integration across the district. This analysis will inform the final version of the plan, hereafter referred to as the Permanent Plan, that will be developed and approved by the Post-Unitary Status Plan committee. The Permanent Plan will be submitted to the governing board by October 1, 2011. The Permanent Plan will include high schools based in part on a comprehensive review of magnet schools and programs to be completed by the district by June 30, 2010.

I. Purpose

To improve ethnic/racial diversity in the schools of the district

II. Background

Tucson Unified School District believes that quality education is most effective in a diverse setting. In TUSD, this diversity includes socioeconomic status, gender, race/ethnicity, and English Language Learner status. We recognize this Plan to be an element of this broader commitment to diversity. One of the key educational benefits associated with diversity is improved achievement for all students. Other educational benefits are as follows:

1. Students are better prepared to live and work in an increasingly diverse world.
2. Students engage in deeper and richer class discussions and debates.
3. Peers are more likely to provide a positive influence.
4. Parents are more likely to be involved in school because they feel valued.
5. Teachers are more likely to have high expectation for all students.
6. Students learn about and appreciate cultures other than their own.

III. School Assignment

All students will continue to be assigned to an attendance area based on the parent or legal guardian's legal address. Middle school attendance areas are composed of several elementary school attendance areas. High school attendance areas are composed of several middle school attendance areas. If a student does not file an open enrollment/magnet application, the student will automatically be assigned to his or her attendance area school. Students who live within the school attendance area will be admitted without regard to capacity.

IV. School Groupings and Attendance Areas

In order to increase the likelihood of diversity through use of open enrollment, magnet schools, and magnet programs, the Tucson Unified School District schools are organized into three groups (A, B, and C) based on the following multiple demographic and achievement characteristics: the percentage of minority students, the socioeconomic status of students as measured by participation in the Federal Free and Reduced-price Meal Programs, the number of students whose Primary Home Language Is Other Than English, and schoolwide academic achievement. Schools that have similar characteristics in relation to the factors will be grouped together for purposes of determining priority of entrance in magnet schools and for open enrollment. For example, schools in Group A represent schools that have a minority population higher than the district average, a higher proportion of students eligible for federal meals, a higher proportion of English Language Learners, and below-average academic performance characteristics. For characteristics of each Group, and a listing of schools in each Group, see Appendix A.

A student wishing to enroll at a school other than his or her attendance area school may apply to one of the following school choices:

- **Magnet Schools/Programs**
- **Open Enrollment**

V. Definitions and School Choice Options

TUSD offers an array of learning environments and educational opportunities that meet the individual needs and support the long-term goals of each student. School choice with transportation will give more parents the power and opportunity to choose the school their child will attend. School choice means better and more abundant educational opportunities for *all* families, not just for those who can afford them. Systems based on choice help to remove the barriers associated with poverty, race, language, and achievement.

A. Magnet Schools/Programs

A magnet is a school, or program within a school, that focuses on a specific academic area, offers training for a specific career, or provides a specialized learning environment. Students who are accepted into a magnet program become students of the school offering the program, and they attend the school for all of their classes, not just the magnet program classes. The following is a list of current magnet schools and programs:

Elementary Schools: Bonillas Basic Curriculum Magnet School; Booth-Fickett Math/Science Magnet School; Borton Primary Magnet School; Carrillo Magnet School; Davis Bilingual Elementary Magnet School; Drachman (K-6) Montessori Magnet School; Holladay Intermediate Magnet School; and Tully Accelerated Elementary Magnet School

Middle Schools: Dodge Traditional Magnet Middle School; Roskrige Bilingual Middle Magnet School; Safford Engineering/Technology Magnet Middle School; and Utterback Middle Magnet School

High Schools: Catalina Magnet High School; Cholla Magnet High School; Howenstine Magnet High School; Palo Verde Magnet High School; Pueblo Magnet High School; Tucson Magnet High School; and University High School.

B. Open Enrollment

The Tucson Unified School District offers students the chance to apply to non-magnet schools outside their attendance area. Students who are accepted into a school through open enrollment may be eligible for transportation. Open enrollment options at the elementary school and middle school levels that include transportation are based on the student’s attendance area of residence at the elementary school level and the student’s chosen school.

1. First Choice Schools

In order to encourage movement through the open enrollment policy, the Tucson Unified School District has embraced the strategy of “First Choice Schools.” This approach will require school communities to transform themselves into well-defined centers of 21st Century learning that will provide students with the skills necessary to have a competitive edge in a global society. The underlying premise is simple: a specialized focus is compelling enough to draw a diverse range of students to attend a school outside their zone of residence, even if this requires travel to a different, or even distant, neighborhood.

“First Choice” recognizes that there are many ways to teach and there are many ways to learn, and all of them can ultimately lead to the same excellent outcomes. Since we are working with living beings in a living system, it is logical to consider the multiple pathways to learning that only a large system can provide. To be more specific, it is in the best interest of our students, our families, our staff, and our community to fully explore, propose, and implement a focus of learning at our schools—to be able to enthusiastically answer the question, “What is it like to learn here?”

Options may include OMA Gold Schools, International Baccalaureate Schools, Artful Learning Schools, International Schools, Ron Clark–inspired Schools, Disney–inspired Schools, Zoo Schools, Reggio Emilia Schools, Marc Prensky–inspired Schools, Montessori Schools, and more.

Applications for First Choice schools will be treated in the same fashion as open enrollment applications.

C. Expected Outcomes

- School choice with transportation will promote and improve ethnic/racial diversity.
- The number of students meeting or exceeding academic standards will increase as innovation with diversification spurs all schools to do a better job of educating students.
- Parent and student satisfaction with schools will improve as they are offered more choices and unique opportunities for learning that address what individual parents value most.

VI. Marketing and Recruitment

To best promote ethnic/racial diversity across schools in the district, the Tucson Unified Schools will implement beginning in August 2009 a pilot program of intense marketing of magnet and open enrollment schools, including the availability of transportation for eligible students. Marketing strategies will include the following:

- District-wide marketing fairs for parents
- Mailings to households across geographical zones through November and subsequently
- Home visits to provide parents with options for choice with assistance from trained marketing experts and community groups.

Outreach will be conducted in English, Spanish and other languages as appropriate to the student and parent populations.

Special attention will be placed on African American and Hispanic students, and to students in Group A schools.

An outside marketing expert will work with internal staff to provide guidance on how best to provide information on choice to parents. The marketing program will be reviewed and adjusted in the spring of the 2009–10 school year with a view toward improving its results.

A. Expected Outcome

Applications to the open enrollment and magnet programs will be increased, and in the aggregate the applications will improve ethnic/racial diversity in the district.

VII. Registration and Enrollment Priorities (Policy JFB)

The 2009–10 application and placement process shall continue to the opening of and throughout the 2009–10 school year. The 2010–11 application process will be from November 16, 2009, through February 5, 2010. The first selection for student placement will occur by March 1, 2010. Submitting an application shall not guarantee placement in a school or program. Students currently enrolled in a school/program (continuing students) shall be permitted to continue at that school/program.

If the number of attendance-area students and continuing students enrolling in the school plus the number of applicants to the school under this policy exceeds the capacity of the school, the District shall admit students in the following order of priority and use lotteries when appropriate:

A. Magnet On-time Application

Students will be admitted to magnet schools and programs pursuant to these rank-ordered priorities. The existing policy of preference (without application) for students who reside in a magnet school attendance area will continue.

1. TUSD resident students currently enrolled in a magnet school or magnet program shall be permitted to continue at that school or program.
2. TUSD resident siblings of students currently enrolled at the requested school.

3. Students applying for entrance into a magnet school or program who reside in Group A or Group C schools.
4. Students applying for entrance into a magnet school or program who reside in Group B schools.
5. Non-TUSD resident siblings of students currently enrolled at the requested school.
6. Students who do not reside in TUSD.

B. Open Enrollment On-time Application

Applications for open enrollment will be accepted pursuant to these rank-ordered priorities.

1. TUSD resident siblings of students currently enrolled at the requested school.
2. Students who seek to move from a school in Group A to Group C or Group C to Group A.
3. Students who seek to move from a school in Group A to Group B, or Group B to Group A, or from Group B to Group C, or Group C to Group B.
4. Students who seek to move from one school to another within the same group.
5. Non-TUSD resident siblings of students currently enrolled at the requested school.
6. Students who do not reside in TUSD.

C. On-Time Applications Not Accepted

Students who are not accepted into magnet schools, magnet programs, or open enrollment will be placed in a waiting pool and considered for acceptance when space becomes available. Placements will be made according to the priorities listed above.

D. Expected Outcome

The diversity of TUSD schools through the voluntary movement of students from assigned schools to schools of choice will be increased.

VIII. Transportation

TUSD resident students accepted into magnet schools will be eligible for transportation. Students residing outside of TUSD will not be eligible for transportation.

Open enrollment students accepted to schools in a different school group than the group in which they reside will be eligible for transportation.

IX. Incentives

In order to receive and retain desegregation funds, schools will be required to develop and implement school choice plans, and to show continuous progress.

Beginning in the 2010–11 school year, desegregation funds will be distributed to schools based on individual school progress in the following areas: (1) school to become more ethnically/racially diverse, (2) school to welcome and retain newly arrived open enrollment

and/or magnet parents and students and (3) school to address these students' needs and to close achievement, suspension, and graduation gaps.

X. Monitoring and Reporting

The internal compliance officer shall submit reports to the Governing Board that include data analysis, summaries and trends, identification of areas of progress and concern, evaluation of implemented strategies, and recommendations for future efforts. Reports will be by Group and by school, disaggregated by socioeconomic status, gender, race/ethnicity, English Language Learner status, and school-level achievement. Analysis of the pilot assignment plan will be timely so as to assist the Post-Unitary Status Plan Committee in its development of the Permanent Plan for student assignment. With regard to incentive funds distributed to schools, the internal compliance officer will analyze the distribution of such funds by school, the basis for the allocations, and the purposes to which the schools put the funds.

STRATEGIC RECRUITMENT, RETENTION, AND PLACEMENT OF STAFF

I. Staff Diversity

A. Purpose

To recruit and retain 21st Century educators who are highly qualified, represent a variety of ethnic/racial backgrounds and cultures, and are capable and ready to teach the 21st-century learner. To commit to a fair and equitable hiring process with emphasis on increasing African American and Hispanic staff.

B. Action Plan

1. External Recruitment/Retention

- a. TUSD will conduct a national recruitment campaign K–12 to increase the percentage of highly qualified African American and Hispanic teachers to meet goals as established in the District’s Affirmative Action Plan each February 1 pursuant to the parameters set under Paragraph 5, utilizing national websites; publications; on-campus interviews; job, diversity, and education fairs or expos; and relationships with key colleges and universities nationwide.
- b. TUSD will recruit outside of the U.S. Southwest to increase the pool of qualified African American and Hispanic candidates.
- c. Major focuses for recruitment will be historically black institutions and teacher colleges, and institutions in areas of the country with large African American populations, focusing on all grade levels and subject areas.
- d. TUSD will build partnerships with local companies that recruit nationally (e.g., Raytheon, City of Tucson and Pima County governments, University of Arizona), in order to build an alternative means of recruitment. Local corporations and government entities that recruit nonlocal candidates will provide them with informational materials about TUSD to share with family members. Doing so will facilitate recruitment of the entire family and inform work-eligible family members about employment opportunities within TUSD.
- e. A key partnership will be with Tucson Values Teachers, a community initiative to recruit and retain the highest-quality teacher candidates for the students of Tucson.
- f. Teach for America (TFA) will be explored on a yearly basis as a recruitment strategy.
- g. Future Educators of America (FEA) is a nationwide professional organization designed to help high school students who have an interest in becoming educators identify educational opportunities and mentors. We will follow Tucson FEA students through college with the expectation of hiring them into teaching positions once they earn state

certification.

- h. An Education Professions class is offered at Pueblo Magnet High School. In 2009–2010, Pueblo will offer the second year of this two-year program. Doolen Middle School is currently piloting a semester-long FEA course, Introduction to Education, enrolling 20 eighth-grade students who have expressed an interest in the teaching profession. TUSD’s long-term goal is to establish by 2010–11 an Education House Program in one high school that will serve as a center for introducing interested students to teaching as a career. Specific coursework as well as community/university experiences and internships will comprise much of the curriculum.

2. Hiring Process

TUSD will monitor ethnic/racial diversity and the hiring process district-wide, and provide training on the importance of ethnic/racial diversity to all school personnel. School Site Council members and site administrators may receive training on the importance of ethnic/racial diversity, the competitive hiring process, EEOC guidelines, and relevant components of the TUSD Affirmative Action Plan (2007), such as the following:

- a. Actively recruit minorities for available positions.
- b. Ensure that interview panels contain racial/ethnic diversity.

3. Recruitment/Retention Advisory Committee

An ethnically/racially diverse Advisory Committee chaired by the district recruiter is actively engaging the community and key constituencies in TUSD’s recruitment and retention plan and working collaboratively to recruit and retain highly qualified teachers who will live and work in the district. The committee is currently composed of 15 members representing the community at large, businesses, colleges and universities, teacher and administrator associations, and a TUSD administrator who advises and collaborates directly with the recruiter. In collaboration with the internal compliance officer, this committee will review and update all recruitment and retention materials annually.

4. Focus Groups and Surveys

Organized focus groups will meet each semester to gain varying perspectives on the needs of teachers within our schools. For example, separate focus groups may be organized for African American, Hispanic, first-year, emergency-certified, and special education teachers. Attendees at such focus groups will complete surveys to help the district better understand the needs of specific groups of teachers. TUSD will develop and conduct exit surveys for educators who leave the district.

5. Goal Setting

The superintendent, with the advice of the external compliance officer, will set annual or biennial statistical goals for certified staff diversity district-wide as well as for staff categories specifically addressed in the Post-Unitary Status Plan (e.g., African American and Hispanic special education teachers, African American and Hispanic teachers of Advanced Placement/Honors courses, African American and Hispanic teachers in the GATE program, African American and Hispanic new teacher hires). In the event of irreconcilable disagreement as to any of such goals, the

Superintendent will report to the Governing Board as to the nature of the disagreement and the rationale for a resolution. Thereafter, the internal and external compliance officers may comment as they deem appropriate in their annual reports.

C. Expected Outcomes

- The ethnic/racial diversity of TUSD’s certified staff (see table 1) will increase.
- The number of highly qualified African American and Hispanic teacher hires will increase.
- TUSD will have new relationships with key colleges and universities outside of Arizona and will have stronger relationships with in-state colleges and universities.
- TUSD will have an increased teacher recruiting presence on the national level.
- TUSD will have productive partnerships with local companies.
- The community will be engaged in taking responsibility for recruitment/retention efforts.

Table 1. Student and teacher racial/ethnic breakdown as of September 29, 2008

	Total	White/ Anglo	African American	Hispanic	Native American	Asian American	Other/ Unknown
Students							
Number	57,240	17,172	4,007	32,054	2,290	1,717	—
Pct. (%)	100	30	7	56	4	3	—
Teachers							
Number	3,269	2,223	98	752	33	33	130
Pct. (%)	100	68	3	23	1	1	4

D. Monitoring and Reporting

All data related to recruitment, hiring, and retention of certified staff will be reported to the internal compliance officer, and will show progress toward established goals. Such data will include information on the diversity of applicant pools and interviewing panels.

II. School-Level Faculty Diversity

A. Purpose

To act affirmatively to bring about ethnic/racial diversity in the faculties of the schools of the district.

B. Action Plan

1. The district will track the faculty ethnic/racial diversity level of the individual schools

in the district and compare each school's faculty ethnic/racial diversity to the diversity of total district faculty at the level of the school (elementary, middle, high school).

2. Where significant disparities exist, the district will ensure that hiring authorities are instructed to take immediate corrective measures to effectively address disparities.
3. The district will ensure that recruiting and hiring authorities take appropriate steps to produce racially/ethnically diverse pools of candidates for teachers and school-based administrators.
4. The district will ensure that interview panels, where used in the hiring process for school-based staff, are racially/ethnically diverse.
- 5.

C. Expected Outcome

School faculty will reasonably reflect the racial composition of certified staff district-wide.

D. Monitoring and Reporting

The district will provide the internal compliance officer with data and information relevant to faculty diversity in the schools of the district. The data will show ethnic/racial diversity by school annually and longitudinally.

III. Teacher Support

A. Purpose

To give all teachers in their first two years of teaching the foundation to effectively educate 21st Century learners.

To help struggling teachers in their third through fifth years of teaching strengthen critical professional skills.

B. Action Plan

1. TUSD New-Teacher Induction Program

The two-year New-Teacher Induction Program will give beginning teachers the foundation to effectively educate 21st Century learners. Through it, TUSD will build beginning teachers' capacity to be reflective and collaborative members of their professional learning communities. Program components are individual mentoring and after-school professional development on such topics as District Awareness, Classroom Management, Literacy Development, Structured English Immersion, Understanding by Design, Vocabulary Development, Student Engagement, Framing the Learning, Lesson Planning, and Differentiated Instruction. Beginning in school year 2009–10, each teacher new to TUSD will be assessed and enrolled in the New-Teacher Induction Program if appropriate.

2. New-Teacher Mentorship Program

New-teacher mentors are full-time-equivalent employees with no direct teaching assignments. Through the Arizona K–12 Center, each receives two years of research-based Mentor Academy

training grounded in the UC Santa Cruz New Teacher Center model. Each new teacher (with two years or less overall teaching experience) will have a new teacher mentor.

3. Continuing Teacher Support

- a. In the 2009–2010 school year the district will add a mentor support program for struggling teachers in their third through fifth years of service. Participants will be referred to the program by administrators based on evidence that the teacher requires additional mentor support in order to provide more effective classroom management, lesson planning, or student instruction.
- b. Beginning with 2009–10, such mentors will be assigned so that all teachers referred to the program are assigned a mentor.
- c. Beginning with 2009–10, TUSD will provide experienced teachers high-quality in-service training on effective teaching in diverse settings.

C. Expected Outcome

As a result of district leadership, new teachers, struggling teachers, and experienced teachers will receive timely training and assistance in keeping with their needs.

D. Monitoring and Reporting

All teacher and administrator recruitment efforts and results, and all information collected through focus groups, exit surveys, and deliberations of the recruitment/retention advisory committee, will be reported to the internal compliance officer.

INTENTIONAL EQUAL ACCESS

Intentional equal access encompasses strategies to ensure that every student has equal opportunities and encouragement to participate in Tucson Unified School District's advanced and specialized learning programs, including Gifted and Talented Education (GATE), Honors/AP courses, the International Diploma Baccalaureate Programme, and University High School.

I. Gifted and Talented Education (GATE)

A. Purpose

To increase the number and percentage of students who have historically been statistically underrepresented who are identified for participation in the GATE Program, with particular emphasis on African American and Hispanic students.

B. Background

Arizona law requires that school districts provide gifted and talented education (GATE) to students who score at or above 97 percent on various tests approved by the State Board of Education (ARS 15-779–15-799.02). As space allows, TUSD exceeds state requirements by offering GATE services to students who score below this threshold. The GATE Department is committed to using valid and reliable assessment tools. Under Arizona State Statutes, the GATE Department informs parents when evaluations for possible gifted services will take place, and parents may opt out by declining to have their child evaluated. The department is committed to increasing the number of students who take the requisite tests, in order that all qualified students have opportunities to participate in the GATE Program.

At present, African American and Hispanic students are statistically underrepresented in GATE programs. In 2008–09, the percentage of African American students in GATE was 5%, and the percentage of Hispanic students was 49%.

C. Current Services, 2008–09

Services for identified gifted students are provided in both self-contained and pullout settings.

1. Elementary and middle school self-contained GATE programs

Five elementary schools—namely, Corbett, Hollinger, Tully, Lineweaver, and White—offer students self-contained GATE classrooms in the first through fifth grades. These students receive their entire instructional program under the supervision of a teacher who has a gifted endorsement. Three middle schools (Doolen, Pistor, and Vail) have self-contained instruction for students in sixth through eighth grades. These students enroll in language arts, social studies, science, mathematics, and often one elective course taught by a teacher who has gifted endorsement. One elementary school (Hollinger) and one middle school (Pistor) offer bilingual self-contained GATE classes to students whose parents have chosen bilingual education.

2. Elementary school pullout GATE programs

All elementary schools, except the five listed above, offer pullout services to first- through fifth-grade students for 30–90 minutes once per week. Itinerant teachers with a gifted endorsement provide this instruction.

D. Action Plan

1. Middle and high school GATE classes

Beginning in the 2009–2010 school year, core and elective GATE classes will be offered daily for students in grades 6 through 8 (middle school) and grades 9 through 12 (high school). Teachers who have a gifted endorsement will teach these courses.

2. K–5 gifted-endorsed teacher initiative

- a. Beginning in the 2009–2010 school year, the GATE Department will maintain a database of TUSD teachers who either have a gifted endorsement or are working to obtain such endorsement. Site administrators will receive this information to use when building class lists and placing students.
- b. The TUSD recruiter will recruit and recommend for hire African American and Hispanic teachers with a GATE endorsement. TUSD will encourage continuing teachers of color to earn GATE teacher endorsements.

3. Identification of Students

- a. In spring 2009 1,400 students were tested using the Naglieri Nonverbal Ability Test, in a pilot program to determine whether this state-approved test of nonverbal reasoning is more effective than the Raven Progressive Matrices in identifying underserved populations and English Language Learners.
- b. TUSD will actively recruit underserved students by testing all students. The district will screen all students in kindergarten and grades 1, 5, and 8. Students in grades 2, 3, 4, 6, and 7 will be tested by parent request and by underserved indicators (AIMS, Terra Nova, language acquisition scores, teacher recommendation) through the opt-out process. The GATE Department will collaborate with schools and departments, such as the Ethnic Studies Department, to inform parents of identified GATE-eligible students—particularly those in underserved populations—about TUSD’s comprehensive K–12 gifted services and encourage them to enroll their children.
- c. The GATE coordinator will meet with the ethnic studies directors quarterly to coordinate recruitment and retention efforts.
- d. Outreach will be expanded to include at least the following strategies:
 - Direct home contact by GATE teachers during the placement process
 - Quarterly parent information meetings
 - Quarterly parent-student-teacher conferences
 - Quarterly newsletters

- Web pages, DVDs, and online videos available beginning in the 2009–2010 school year

4. Placement

TUSD will continuously explore and consider alternative methods of defining and identifying giftedness, including teacher recommendations, for placement in GATE.

5. Retention

1. The GATE coordinator will facilitate a GATE parent/staff support group that will meet regularly to provide feedback about program satisfaction and ideas for improvement.
2. The GATE Department is committed to working with other departments, such as Ethnic Studies, to support at-risk GATE students and underrepresented populations.
3. The GATE coordinator will meet with Leadership Teams to provide professional training regarding gifted services.

E. Expected Outcomes

- By school year 2013–2014 a gifted-endorsed teacher will be assigned at each grade level at all elementary schools (more than 300 teachers), in order to increase the length of instructional time offered to gifted students via pullout services and to provide access to gifted services in regular classrooms as well.
- *Beginning in 2009–10, the number of African American and Hispanic teachers identified to receive training for GATE teacher endorsement will increase.
- *Beginning in 2009–10, the number of students tested for GATE will more than double from the 2008–09 level of 5,000 students.
- *Beginning in 2009–10, the number of African American, Hispanic, and ELL students evaluated and identified for gifted services will increase.
- A parent support group that includes African American and Hispanic parents will be established.
- *Beginning in 2009–10, the number of African American and Hispanic students enrolled and retained in the GATE program will increase (see Appendix B for 2008–2009 enrollments).

F. Monitoring and Reporting

The GATE program will submit the following data reports to the internal compliance officer disaggregated by race/ethnicity and by school:

- Number of students tested for GATE
- Number of students receiving self-contained GATE programming
- Number of students receiving pullout GATE services
- GATE teacher hires and losses

- Grades of GATE students

II. Honors/Advanced Placement (AP)

A. Purpose

To increase the number and percentage of traditionally underserved students identified for the Honors/Advanced Placement program, with particular emphasis on African American and Hispanic students.

B. Background

TUSD provides students the opportunity to take advanced-level coursework through the Honors and AP programs at no financial cost to students. In comparison with regular courses, Honors and AP classes are designed to be more rigorous in scope and place more emphasis on critical and analytical skills, while simultaneously encouraging student creativity and problem solving. Students who take AP classes and score a 3 or higher on the national AP test may receive college credit.

Present data indicate that Hispanic students are disproportionately underrepresented in AP classes. Additionally, in four of the ten high schools, there is clear evidence that African American students are disproportionately underrepresented in AP classes (see Appendix C).

C. Action Plan

1. Recruitment and Outreach

- a. Curriculum staff and site personnel will ensure that all students have equitable opportunities to enroll in Honors/AP courses and for dual enrollment.
- b. School administrators and the Counseling Department will review the grades of African American and Hispanic students each semester. For students whose grades indicate their ability to do advanced work, appropriate school staff will meet with the students and their parents to recommend enrollment in Honors/AP classes.
- c. Site administrators and teachers in the middle schools will provide parents with information on Honors/AP classes and the importance of early academic success in preparing students for advanced work at the high school level.
- d. Curriculum staff and middle school site personnel will collaborate to recruit students into high school magnet programs and Honors/AP classes.

2. Retention

- a. Principals will ensure that students in Honors/AP courses will have opportunities to discuss issues and concerns with teachers and administrators and offer suggestions to improve their academic performance.
- b. Classroom teachers will provide appropriate intervention and support to students whose grades fall below a B.

- c. Parents will be informed about their child's progress, course expectations, and opportunities for additional academic support. The Ethnic Studies Department will assist classroom teachers in this ongoing task.
- d. Ethnic Studies staff in collaboration with site staff will meet with students in Honors/AP classes to discuss their issues, concerns, and successes regarding their classes and facilitate changes where appropriate.

3. Teacher Selection

- a. Site administrators will observe and monitor teacher instruction and interactions with students to select those teachers who have the academic capacity and relational skills to teach Honors and AP classes.
- B. The district's recruitment plan will include identification of African American and Hispanic teachers with experience teaching advanced level classes or potential to teach such classes.

D. Expected Outcomes

- *African American and Hispanic teachers will be identified, trained and assigned to provide Honors/AP instruction, and their quantity will increase.
- *The number of African American and Hispanic students in Honors/AP classes will increase.
- Academically advanced and high-potential middle school students will be identified and informed about opportunities to take Honors/AP classes in high school.
- *A greater number of African American and Hispanic students will take the AP exams and receive scores qualifying them for college credit.

E. Monitoring and Reporting

The following reports will be submitted to the internal compliance officer disaggregated by race/ethnicity and by school:

- Number of students enrolled in Honors/AP courses
- Retention rate of students in Honors/AP courses
- Grades and other achievement indicators of Honors/AP students
- Number of students taking AP tests
- Number of students whose scores qualify them for college credit
- Teachers assigned to teach AP/honors classes

III. International Baccalaureate (IB) Diploma Programme

A. Purpose

To increase the number and percentage of traditionally underserved students enrolled in the IB Diploma Programme, with particular emphasis on African American and Hispanic students.

B. Background

Cholla Magnet High School earned certification to offer the IB Diploma Programme to TUSD students beginning in the 2008–2009 school year. Other District schools are currently exploring the primary and middle years IB programs. This program enables participating students to excel in a globally recognized curriculum with rigorous academic expectations.

C. Action Plan

Beginning in 2009–10:

1. TUSD will recruit students from throughout TUSD as well as other districts to the IB Program with emphasis on African American and Hispanic students.
2. To encourage interest in the IB Program, school staff will develop an outreach plan to contact both underserved student groups and their parents, beginning in the elementary and middle schools. School staff and TUSD will provide the personnel for this elementary and middle school outreach. Emphasis will be placed on Group A schools. See Student Assignment component of the plan.
3. A minimum of one elementary and one middle school will be identified and funded for an IB Primary Years Programme and an IB Middle Years Programme, respectively, for 2010–2011 school year.
4. School staff will implement a support plan of academic interventions to sustain and increase opportunities for academic achievement among IB students.
 - When student progress reports are issued every four and one-half weeks, school staff will identify IB students who receive grades below a B. They will communicate with parents about the student’s grade status. They will monitor these students and offer opportunities for students to improve their performance.
 - The Ethnic Studies Department will assist classroom teachers in informing parents about their child’s progress, teacher expectations, and additional academic support available to students.

D. Expected Outcomes

- *The number of students participating in and completing the IB Programme will increase, as will the number of students in traditionally underserved groups.
- *The proportion of African American and Hispanic students in the program will increase.

E. Monitoring and Reporting

The following reports will be submitted to the internal compliance officer disaggregated by race/ethnicity and gender:

- Number of students placed in IB courses
- Grades and other achievement indicators of IB students
- Retention rate of students in IB courses
- Middle school outreach efforts (descriptive information by school including indicators of results)

IV. University High School

A. Purpose

To increase the number and percentage of traditionally underserved students enrolled at University High School, with particular emphasis on African American and Hispanic students.

B. Background

University High School is a magnet high school that serves academically talented, college-bound students from across the city of Tucson. Students in grades 9–12 take Honors and Advanced Placement classes at this locally, state, and nationally recognized school and also participate in fine arts, sports, and other extracurricular activities and competitions, while being encouraged to do community service.

African American and Hispanic students are underrepresented in the school, as are African American and Hispanic teachers. In 2008–09, the school's enrollment was 4% African American and 21% Hispanic, while the proportion of African American and Hispanic teachers was 5% for each group.

C. Action Plan

Beginning in 2009–10:

1. Teacher Recruitment

University High School will aggressively recruit and seek to hire African American and Hispanic teachers.

2. Student Recruitment

University High School staff, together with TUSD middle school staff, will identify and encourage eighth-grade students of color to test and to apply for admission to University High School, and will communicate with parents of these students early in the process to encourage students to apply, and to assist in the application and admission process. Special emphasis will be placed on African American and Hispanic students, and on schools in Group A. (See Student Assignment component.)

3. Retention

When student progress reports are issued every four and one-half weeks, University High staff will identify students who receive grades below a B. They will communicate with

those students' parents regarding their child's academic status. They will monitor these students and develop academic intervention strategies to increase their performance. Student recruitment and retention will be a major focus of University High School staff. Each grading period staff will monitor the academic progress of underserved student groups, meeting with individual students and parents as needed to develop an academic plan of action. Students who choose to leave University High School prior to graduation will complete an exit survey. That information will be used to develop strategies that minimize academic failure leading to early student departures.

D. Expected Outcomes

Beginning in 2009–10:

- *More African American and Hispanic middle school students with the potential to enroll at University High School will be identified and encouraged to apply, and more will be enrolled. Parents will be included early in the process.
- University High staff will communicate regularly with parents, especially African American and Hispanic parents, about their child's academic successes and progress.
- *Fewer African American and Hispanic students will exit University High School prior to graduation.
- Greater numbers of African American and Hispanic students will take AP exams and receive scores qualifying them for college credit.

E. Monitoring and Reporting

The following reports will be submitted to the internal compliance officer disaggregated by race/ethnicity, grade, and elementary school attendance zone of residence (Group A, B, C):

1. Grades and other achievement indicators of University High students
2. Student retention rate
3. The number of students applying to, selected to attend and enrolled at University High School

RESTORATIVE SCHOOL CULTURE AND CLIMATE

A restorative school culture and climate convey respect, support, and a sense of belonging to all students, regardless of their ethnically/racially diverse backgrounds. TUSD is committed to promoting equal access to educational opportunities and to fostering the success of traditionally underserved student populations, in particular African American and Hispanic students.

I. Diversity Leadership

A. Purpose

To create and foster a district-wide environment of respect for cultural and ethnic/racial diversity as well as the inherent cultural wealth of students and families from all communities and cultures.

To recognize the growing diversity of cultures among TUSD students and ensure that all aspects of TUSD policies, regulations, practices, programs, and services value diversity and promote intercultural understanding.

To ensure that all employees individually, the organizational structure, and the education provided by TUSD are inclusive and respectful of the diverse populations of the district.

B. Action Plan

1. Beginning in 2009–10, with annual review for continued improvement, the Department of Student Equity (DSE) will conduct:
 - a. longitudinal studies designed to identify and track the racially/ethnically based experiences of TUSD students to determine those patterns of success that can be replicated
 - b. research to identify the essence, depth, and scope of student educational experiences based on their race and ethnicity, and to identify interventions that promote growth and development of all students
 - c. pre- and post-assessments of the intercultural proficiency of a random sampling of TUSD staff.
 - d. random-sample reviews to ensure that curriculum and teaching methods reflect principles of equality and equity.
2. Beginning in 2009–10 with annual review for continued improvement the Department of Student Equity
 - a. in collaboration with assistant superintendents, site administrators, key site personnel, and the African American Studies and Mexican American Studies Departments will design, implement, and assess effective methodologies that contribute to greater academic equity especially for African American and Hispanic

students.

- b. In partnership with its African American Studies and Mexican American Studies Departments and relevant central office departments, will design, implement, and evaluate a foundational orientation for all new hires that ensures they are knowledgeable about cultural responsiveness and cultural relevance.
- c. In partnership with the African American Studies and Mexican American Studies Departments and the assistant superintendents, will redesign the Leadership Academy to include foundations in cultural responsiveness and restorative practices.
- d. In collaboration with site administrators, teachers, and staff, will design, provide and evaluate continuing education opportunities in the areas of cultural responsiveness and cultural relevance for staff who choose, or whose evaluations demonstrate a need for additional training in these areas.

C. Expected Outcome

As a result of DSE activities, academic equity, especially for African American and Hispanic students, will be enhanced and TUSD's institutional commitment to student equity issues will be strengthened.

D. Monitoring and Reporting

The internal compliance officer will monitor DSE activities and assess expected outcomes. DSE will provide such data and information as the compliance officer requires.

II. Discipline

A. Purpose

TUSD will administer discipline in a fair and equitable manner, striving for no ethnic/racial disparities.

B. Background

TUSD recognizes that there are ethnic/racial disparities in student discipline actions (see Appendix E.1 and E.2 for suspension data).

C. Action Plan

Beginning in 2009–10, with annual review for continued improvement:

1. As appropriate, the Department of Student Equity will interact with each school to review suspension data (in-school and out-of-school). School data that show disparities in suspension/expulsion rates will be examined in detail for root causes. Special attention will be dedicated to data regarding African American and Hispanic students.
2. The assistant superintendent and director, or both, will receive monthly suspension/expulsion data and will confer with the school about action steps to be taken to address disparities.

3. The Equity Team will ensure that disciplinary policies focus on improving students' future behavior, rather than inflicting punishment, and that they represent a commitment to social justice for all students.

Goal 1

To change the punitive nature of TUSD discipline policies and practices.

1. Background

Students who are suspended lose learning time. The goal is to shift from a culture of punishment to one of discipline that focuses on teaching students how to behave responsibly when confronted with conflicts and to learn appropriate problem-solving strategies that will help them become responsible and caring adults.

2. Action Plan

Beginning in 2009–10, with annual review for continued improvement:

- a. Teachers, administrators and staff will be trained in establishing meaningful and authentic relationships with students.
- b. Students will be surveyed each semester to gauge student perceptions about teacher-student interactions. Staff will be surveyed to gauge effectiveness of “Capturing Kids Hearts,” which is being implemented at Hohokam, Valencia, Wakefield, and Maxwell Middle Schools.
- c. The DSE will work in partnership with administrators and teachers to design, implement, and evaluate protocols that minimize referrals and suspensions, especially those of African American and Hispanic students.
- d. The DSE will work with schools to ensure that alleged race and racism issues are resolved through a constructive and justice-based orientation.
- e. Administrators and staff will be provided training on conducting accountability conferences with misbehaving students.
- f. The DSE will provide professional development support and training to schools regarding bullying, so that school personnel are able to identify and minimize bullying among students.

3. Expected Outcome

*A decrease in student discipline referrals in school year 2009–2010 and thereafter, especially with regard to African American and Hispanic students.

Goal 2

The district will reduce the disproportionate number of suspensions of African American and Hispanic students.

1. Background

Factors that contribute to reducing students' suspensions include positive adult relationships with students, restorative practices, student-centered learning environments, and school-community networks that support student and family.

2. Action Plan

Beginning in 2009–10 with annual review for continued improvement:

- a. Sites with racially/ethnically disproportionate or excessive student disciplinary events will have as part of their comprehensive school improvement plan (or plan to develop a First Choice school) strategies to address student management. Sites will be directed to use restorative practices or a comparable model.
- b. Training in restorative practices will be provided to school administrators beginning in the second semester of 2008–2009 and continuing through the first semester of 2009–2010 and with annual review for continued improvement.
- c. DSE will offer professional development training to school staff on restorative practices in the 2009–2010 school year and thereafter.
- d. All long-term suspensions will be reviewed by the Director of Student Equity.
- d. TUSD will use data reports to identify schools with unusual patterns or rates of discipline, in order to determine the causes of these patterns and take immediate action in collaboration with the school to correct them.

3. Expected Outcomes

- *Decline in out-of-school suspensions, both short-term and long-term, beginning in the 2009–2010 school year and thereafter especially with regard to African American and Hispanic students.
- *Reduction in the number of students suspended more than once.
- *Increase in the number of students referred to Alternative to Suspension Programs.

Goal 3

To reduce in-school suspensions and to change the punitive nature of in-house suspension programs.

1. Background

In-house suspension programs for too long have been places where students were sent to be ostracized in a sterile environment. There has been little or no emphasis on character building and restorative practices that teach students about using appropriate behavioral strategies. The goal of the in-house suspension program should be to reintegrate students into the general learning environment as soon as possible.

2. Action Plan

Beginning in 2009–10 with annual review for continued improvement:

- a. Schools will train in-house suspension teachers in restorative-based or similar practices and require them to integrate these practices into in-house suspension programs.
- b. Schools will use reporting of student placements in in-house suspension programs as a basis for examining the efficacy of the program. Prior to returning students to the regular classroom, opportunities will be provided to better equip them to remain in their classroom.

3. Expected Outcome

- *In-house suspension programs will see a decline in overall student placements by the end of the first semester of the 2009–2010 school year, especially with regard to African American and Hispanic students.
- The nature and scope of in-house suspension will become more restorative and redemptive.
- *The number of students with multiple in-house suspensions will be reduced, in particular among African American and Hispanic students.

D. Monitoring and Reporting

Student discipline data, disaggregated by school and by race/ethnicity, on referrals, out-of-school suspensions, in-school suspensions, abeyance contracts, and expulsions will be provided to the internal compliance officer each semester, or as necessary.

III. Parent Involvement

TUSD recognizes that active parent involvement in a student’s education is a key factor in student success. Active, involved parents can encourage their child to stay in school; select college preparation and other rigorous courses; and obtain assistance and interventions, such as tutoring, GATE testing, or special education services, as appropriate.

A. Purpose

To increase the number of parents who are informed about their child’s academic progress and are actively involved in their child’s education, with particular focus on parents in underserved populations.

B. Action Plan

1. TUSD will maintain, strengthen, and modify as needed existing parent programs—such as the District Advisory Council, Family Centers, Wellness Centers, School Community Partnership Council, and Neighborhood Coordinator/Promotora del Barrio—to engage parents.
2. TUSD will utilize the newly established Community Outreach Division to develop programs that promote the involvement of African American and Hispanic parents.
3. TUSD will support a committee containing representatives from staff and various communities to develop an outreach program targeted at increasing the involvement of African American and Hispanic parents. Representatives from the African American

and Mexican American Studies Departments will recruit parents and community members to join this committee.

C. Expected Outcome

*Beginning in 2009–10, with annual review for continuous improvement, parent involvement will increase measurably, including among African American and Hispanic parents.

D. Monitoring and Reporting

The internal compliance officer will assess the quantity and quality of parent involvement using measures he/she deems appropriate. TUSD will assist the monitoring effort by collecting and providing data as requested by the compliance officer.

IV. Student Equity

A. Purpose

To ensure that schools are welcoming to and inclusive of all students, that all students have fair access to all services that TUSD offers, educational and otherwise, and that all students are provided equitable opportunities for academic and social success.

B. Background

The district recognizes the existence of gaps in student performance that follow lines of race/ethnicity and income level, and further recognizes that such gaps show disadvantage to low-income students in general and to students of color in particular, including African American and Hispanic students. In the interest of the district as a whole, the district is committed to doing all that is practicable to closing gaps in achievement, graduation, and preparation for college and work.

C. Action Plan

The district will promote equity in student performance as follows:

1. Not later than June 1, 2010, the superintendent will adopt a Student Equity Plan ("the Equity Plan").
2. The Equity Plan will be focused on promoting gains for all students and increased equity in student performance, using measurable goals and indicators.
3. The Equity Plan may address all grade levels or specified grade levels, and all schools or specified schools.
4. The Equity Plan will address all student performance and student treatment areas identified in the Post-Unitary Status Plan as well as issues related to English Language Learners, special education placements, and high school graduation rates calculated by cohort survival from grade 9. The Equity Plan will be designed to achieve the progressive closing of gaps, with particular focus on African American and Hispanic students.
5. The Equity Plan will set measurable objectives of student performance for each area addressed, including for outcomes identified with an asterisk (*) in the Post-Unitary

Status Plan, with special emphasis on African American and Hispanic students.

6. The Equity Plan will assign accountability for attainment of objectives to specific administrators or departments in the district.
 - a. The Equity Plan will reflect these assumptions: students of color possess the same range of intellectual abilities as other students, can be motivated to learn at high levels of achievement, have parents who desire excellent education for their children, rise to the level of expectations, like other students sometimes need special assistance to overcome disadvantaged backgrounds, respond to exposure to their cultures and heritages in the classroom, can learn to adhere to behavior standards that are fair and fairly implemented, and can achieve at substantially higher levels.
 - b. The Equity Plan will reflect in its content the aim of the district to:
 - Have all students perform at grade level.
 - Provide supplementary services to targeted students in grades 4 through 6 who fall seriously behind grade level in basic skills.
 - Keep targeted elementary school students receiving supplementary services instructionally integrated with the regular curriculum of the schools to the maximum extent practicable.
 - Offer supplementary services to students who fall seriously behind grade level in basic skills and keep services instructionally integrated with the regular curriculum of a school to the maximum extent practicable.
 - Monitor and assist students whose academic performance or personal problems place them at risk of failing courses or eventually dropping out of school.
 - Intervene as early as practicable in achievement problems.
 - Use the expertise of the African American and Mexican American Studies Departments in identifying issues and setting objectives.
7. The Equity Plan, to the extent possible, will be funded in the district budget commensurate with its scope and content, and the allocation of funds will reflect the expected outcomes of the Post-Unitary Status Plan.
8. The Equity Plan will be disseminated within 30 days of its approval by the superintendent and also be disseminated to all schools and to key interest groups in the community.
9. Each June 1 following June 1, 2010, so long as performance gaps that follow racial, ethnic, or income lines exist, the superintendent will update the Equity Plan by adding a new year two and adjusting year one as necessary. each updated strategy will be accompanied by data on the then current status of student equity in the district.

10. The disestablishment of the student equity process shall not be done without 60 days public notice of the intent of the board to disestablish the strategy and the board's reasons therefore, and after at least two public hearings on the matter, each attended by a majority of board members and the superintendent.

D. Expected Outcome

The district will systematically eliminate or ameliorate racial/ethnic/income gaps in student achievement and graduation, and as a result, student equity will over time systematically be enhanced and district credibility with the public will increase.

E. Monitoring and Reporting

The internal and external compliance officers will monitor the Equity Plan and report on its scope, content, implementation, funding and effectiveness.

V. Mexican American Studies Department

A. Purpose

To position the Mexican American Studies Department as an organizational contributor to TUSD's commitment to greater academic and social equity for Hispanic students.

B. Action Plan

1. The Mexican American Studies Department will be expanded at the middle and high school levels to more adequately meet the needs of the student population, as the budget permits. Within the Elementary level, the department will expand its services by developing systems of support to schools towards the elimination of disparities for Hispanic students in the following areas: achievement, discipline, special education placement, grade retention, GATE placement and IB enrollment, as the budget permits.
2. The Mexican American Studies course capacity established by 2010–2011 course expansions will be maintained and expanded as requested by students each year.

1. Course Offerings

a. High School Level

In the 2009–2010 school year and thereafter, the department will offer these elective courses:

- 11th-grade American history/Chicano perspectives courses at Cholla, Pueblo, Rincon, and Tucson High Schools
- 12th-grade American government/social justice education project at Cholla, Rincon, and Tucson High Schools
- 11th-grade English/Latino literature courses at Pueblo and Tucson High Schools
- 12th-grade English/Latino literature course at Tucson High School
- In the 2010–2011 school year, the following additional elective courses will be offered:
- 11th-grade English/Latino literature at Rincon and Catalina High Schools

- 11th-grade American history/Chicano perspectives at Catalina High School
- 12th-grade English/Latino literature at Catalina, Pueblo, and Rincon High Schools
American government/social justice education project at Pueblo and Catalina High Schools

b. Middle School Level

- In the 2009–2010 school year and thereafter, Mexican American Studies will offer sixth- through eighth-grade courses at Hohokam, Mansfield, Wakefield, and Pistor Middle Schools.
- In the 2010–2011 school year, Mexican American Studies will expand its sixth- through eighth-grade course offerings to Maxwell, Roskruge, and Valencia Middle Schools.

c. Elementary School Level

Beginning in 2009–10 with annual review for continued improvement, the department will provide elementary direct instruction offerings based on the critically compassionate intellectualism model as requested by teachers and site administrators.

2. Teacher Continuing Education

Beginning in 2009–10, with annual review for continued improvement, the department will offer its Institute for Transformative Education in order to support its existing Mexican American Studies team, to prepare additional teachers to serve on the Mexican American Studies team, and to enhance the level of culturally responsive pedagogy (and curriculum) within TUSD.

3. Student, Parent, and Community Involvement

Beginning in 2009–10, with annual review for continued improvement, the department will increase student, parent, and community engagement and empowerment by

- facilitating quarterly “Parent Encuentros” events at each elementary, middle, and high school where Mexican American Studies classes are being taught. At these “Parent Encuentros” students and teachers will inform parents about what students are learning in the classroom and about their children’s academic progress.
- asking students enrolled in Mexican American Studies classes to complete pre- and post-course surveys as a way to monitor and adjust these classes and services to best meet the students’ academic needs.
- monitoring the percentage of students of low socioeconomic status who engage in and succeed in Mexican American Studies classes and offerings, to ensure recruitment, achievement, and retention of disadvantaged students.

4. Equitable Representation of Hispanic Students

- Beginning in 2009–10, with annual review for continued improvement, the department will conduct activities focused on retention and matriculation rates of Mexican American/ Hispanic students in TUSD.
- Beginning in 2009–10, with annual review for continued improvement, the department

will conduct activities focused on more equitable representation of Mexican American/Hispanic students in Advanced Placement courses.

- c. Beginning in 2009–10, with annual review for continued improvement, the department, in conjunction with the African American Studies Department, will develop bibliographies of enrichment resources for the district’s multicultural curriculum, including materials and resources for classroom use as well as information regarding effective instructional strategies for students of color.

C. Expected Outcomes

The Mexican American Studies Department will make discernible contributions to TUSD equity efforts, especially with regard to Hispanic students.

D. Monitoring and Reporting

Data will be provided to the internal compliance officer each semester documenting the actions of the Mexican American Studies Department in implementing the above-described Action Plan.

VI. African American Studies Department

A. Goals

- a. To assist in the improvement of academic achievement for African American students K–12; as aligned to district goals.
- b. To assist TUSD in increasing the number of positive educational experiences for African American students, such as GATE, AP, honors classes, magnet programs, and all specialty programs, extracurricular activities, student government, etc.
- c. To assist TUSD in eliminating incidences of discrimination in any areas impacting/affecting African American students, parents, and staff.
- d. TUSD will identify and train a current staff member to be a liaison on every campus, with AASD’s assistance, to serve as an advocate for unbiased, equitable, and appropriate placement for African American students during the child study, multidisciplinary teams, and TAT process.
- e. AASD will assist TUSD in expanding its efforts to empower African American parents and students to demand a rigorous and relevant educational experience.
- f. To assist TUSD administration in addressing the lack of culturally relevant (African American–centered) and applicable curriculum and resources.
- g. To assist TUSD in addressing and eliminating the underrepresentation of African American employees in the district, particularly administrators, teachers, counselors, psychologists, etc.
- i. The African American Studies Department will have a representative included in the textbook/curriculum adoption process at all stages of implementation.

B. Action Plan

Beginning in 2009–10, and with annual review for continued improvement, the Department of African American Studies will:

1. Address the achievement gap for African American students by providing direct academic and associated services to targeted elementary, middle, and high schools.
2. Address the rate of attrition for African American students by collaborating with central office personnel, assistant superintendents, site administrators, teachers, and staff to identify African American students at risk of dropping out, being suspended, or being expelled and providing prevention and intervention services where appropriate.
3. Host parent forums, student empowerment conferences, and community summits to establish venues that foster authentic participation and input by African American parents and students into the development of programs and services essential to the academic, social, and emotional success of African American students in TUSD.
4. Assist curriculum personnel in infusing culturally responsive and relevant African American perspectives into TUSD's middle school and high school curricula (e.g., through African American history and literature courses). Develop bibliographies of enrichment resources for the district's multicultural curriculum, including materials and resources for classroom use as well as information regarding effective instructional strategies for students of color. Assist with efforts to enhance equal access to GATE, Honors, and Advanced Placement courses for African American students.
5. Assist with efforts to reduce the overrepresentation of African American students in special education classes.
6. Monitor the academic progress of African American students with failing grades or substandard performance on state and district assessments and work collaboratively with sites on developing student plans that ensure academic deficits are appropriately addressed.
7. Assist with TUSD's recruitment, hiring, and retention efforts to increase the number of African American employees in underrepresented areas of the district's workforce. Assist with efforts to reduce disproportionate disciplinary actions on African American students.

C. Expected Outcomes

The African American Studies Department will make discernible contributions to TUSD equity efforts, especially with regard to African Americans.

D. Monitoring and Reporting

Data will be provided to the internal compliance officer each semester documenting the actions of the African American Studies Department in implementing the above-described Action Plan.

INTENTIONAL STUDENT ADVOCACY

I. Purpose

To ensure that every student has at least one adult advocate, so that he or she can reap the potential benefits of such a relationship.

II. Background

Student advocacy is a critical component of the educational system. Many students find their own advocates in TUSD and benefit greatly from those relationships. Yet, many other students do not search out or do not find their own advocates and may fall through the cracks of the current educational system as a result. Unfortunately, the students in the latter category are disproportionately poor and minority.

III. Action Plan

A. Elementary-Level Advocacy

Beginning in 2009–10, with annual review for continued improvement, as part of their leadership responsibilities, elementary school principals will ensure that each classroom teacher serves as an advocate for the students in his/her classroom and is appropriately trained to do so.

B. Secondary-Level Advocacy

As part of their leadership responsibilities, principals of middle schools and high schools will ensure that each student is assigned a member of the staff or a trained volunteer to serve as the student's advocate and is appropriately trained to meet the following needs:

- Facilitates exploration and understanding of self and others.
- Encourages exploration of career paths.
- Facilitates development of a long-term plan to achieve personal goals.
- Facilitates collaborative problem solving.
- Fosters family communication and home-school connections.
- Prepares students for life transitions, including understanding of postsecondary education options, college admissions tests, college admissions procedures, etc.
- Monitors academic achievement, attendance, and associated issues.

IV. Expected Outcome

TUSD students from grade K through grade 12 will have a personal advocate available to assist with their needs.

V. Monitoring and Reporting

Within each school's continuous improvement plan or plan to achieve a First Choice environment, there will be a plan for ensuring that each student has an advocate. Assistant superintendents will be responsible for monitoring each school's plan development and plan implementation. Student advocacy will be part of a school's overall annual review and will be part of individual personnel evaluations as appropriate.

ANNUAL MONITORING OF PROGRESS AND COMPLIANCE

I. Purpose

To enable district administrators, TUSD Governing Board members, and the public to monitor the effectiveness of the TUSD Post-Unitary Status Plan.

II. Action Plan

The individuals with primary responsibility for such monitoring shall be an internal compliance officer and an external compliance officer.

A. Internal Compliance Officer

1. Selection

The internal compliance officer will be a district-level employee, and as such the position will be advertised with a minimum requirement of a master's degree in education and/or related field and experience in a desegregation setting. It will be filled through a competitive process under the supervision of the Human Resources Department. The Post-Unitary Status Plan Committee will be invited to participate in the screening of candidates. TUSD will provide a fixed budget and staff for the internal compliance officer commensurate with the reporting and oversight functions of the position.

2. Responsibilities

The internal compliance officer is a district-level administrator reporting directly to the superintendent, whose function is to monitor compliance with the TUSD Post-Unitary Status Plan (Plan) and, with input from the assistant superintendents, to recommend corrective action in order to ensure ongoing compliance with the measurable goals of that Plan. This position may be considered for cabinet level appointment at the discretion of the superintendent.

The internal compliance officer:

- Assesses district compliance with the Plan, including but not limited to district planning and implementation, the allocation of funds to the plan in the district's budget, and the allocation of all funds designated for Plan-related programs.
- Advises the superintendent on the results of the Plan and the effectiveness of the various Plan-related programs.
- Researches and advises the superintendent on best practices in areas covered by the Plan.
- Prepares and distributes an annual Post-Unitary Status Report (Report).
- Oversees the collection, compilation, analysis, and reporting of data related to the district's compliance with the Plan, and of its annual Report.

- Is responsible for the creation and maintenance of a public Post-Unitary Status Plan web page.
- Coordinates all Unitary Status- and Plan-related public records requests.
- Participates in the annual public hearing on the Post-Unitary Status Plan and Report.

The internal compliance officer shall be guaranteed independent access to all staff and schools for the purpose of collecting information and data related to the Post-Unitary Status Plan, in order to ensure transparency.

As needed, the internal compliance officer will seek input regarding implementation of the Post-Unitary Status Plan from the external compliance officer, and will coordinate periodic meetings with the latter officer to provide data and facilitate meetings with and inquiries to or from TUSD personnel.

The internal compliance officer will use methods of statistical analysis that are recognized and consistent.

The internal compliance officer's communications with the public shall be limited to the Report, the Post-Unitary Status Plan web page, responses to public records requests, and participation in the annual public hearing, unless additional public activities are requested by the Governing Board.

3. Expected Outcomes

Through ongoing monitoring and review of all plans, policies, and programs included in the TUSD Post-Unitary Status Plan (Plan), the internal compliance officer will help to ensure that TUSD continues to set measurable outcomes for the Plan, implements the Plan, makes appropriate changes to the Plan, and achieves the Plan's outcomes.

B. External Compliance Officer

1. Selection

The external compliance officer will be hired through the request for proposal (RFP) process and report findings directly to the Board.

The Post-Unitary Status Plan Committee and district-level personnel will provide the Purchasing Department with a list of consultants who are to receive notice of the bidding process.

An RFP Evaluation Committee will be established, with representatives from the Post-Unitary Status Plan Committee and district personnel. The Evaluation Committee will design the hiring criteria, review bids and vendor presentations, and make a final recommendation to the TUSD Governing Board.

The district will provide a fixed budget for the external compliance officer and assign support staff acceptable to the external compliance officer when needed.

The external compliance officer is not a TUSD employee but is compensated under a five-year contract approved by the TUSD Governing Board subject to the state of Arizona's procurement rules governing multiyear contracts.

The renewal of the external compliance officer's contract will depend upon his or her demonstrated success in performing the following responsibilities and adherence to the terms of his or her contract.

2. Responsibilities

The external compliance officer is an independent expert with experience in integration of schools and race-related compliance, and also has broad knowledge of school reform issues. The external compliance officer has the following responsibilities:

- Independently analyzes all reports of the internal compliance officer and prepares independent analyses of TUSD data and information relating to compliance with, and effectiveness of, the Post-Unitary Status Plan and its funding.
- Ensures transparency by producing independent monitoring reports and by facilitating communications between TUSD and the public related to the TUSD Post-Unitary Status Plan (see below). The external compliance officer will both solicit input from the public and make more understandable to the public the current level of district compliance with the Plan.
- Coordinates all contacts with district personnel through the internal compliance officer.
- Confers with the Superintendent and with the TUSD Governing Board on (1) expected outcomes for the Plan and any subsequent modifications to them, (2) the allocation of resources to activities under the Post-Unitary Status Plan as it relates to the expected outcomes, and (3) the overall effectiveness of the Post-Unitary Status Plan in terms of the expected outcomes.
- Participates in the annual public hearing on the Post-Unitary Status Plan and Report.

The external compliance officer will periodically convene an advisory panel of citizens, parents, and community leaders in order to obtain insights and suggestions relative to district performance on the Post-Unitary Status Plan and monitoring priorities. The panel will be ethnically/racially diverse and will include persons with experience in the Fisher/Mendoza school desegregation case, including but not limited to experience serving on the Post-Unitary Status Plan Committee.

Although the public and the panel of community advisors shall have ongoing input to the external compliance officer relative to district compliance with the Plan, neither the external compliance officer, the panel of community advisors, nor the public shall have authority to direct or supervise TUSD personnel in how to achieve those outcomes.

The external compliance officer may provide recommendations to the internal compliance officer concerning how to achieve identified outcomes.

3. Expected Outcomes

The external compliance officer will provide expert independent analysis of matters related to the Post-Unitary Status Plan, resulting in greater transparency and public trust in the processes involved. By so doing and also facilitating dialogue and transparency between TUSD and the public, the external compliance officer will ensure that the Plan is continuously assessed as to

whether it is achieving the desired results for the students, families, and other stakeholders of TUSD.

III. Monitoring and Reporting

The primary vehicles for public monitoring and reporting shall be an annual report from the internal compliance officer, reports from the external compliance officer, an annual public hearing on the reports, a Post-Unitary Status Plan web page.

A. Annual Post-Unitary Status Report and Reports of the External Compliance Officer

Reports of both the internal and external compliance officers regarding the Plan shall be public records subject to public inspection and disclosure under applicable laws.

The Annual Post-Unitary Status Report shall provide data and analysis to the public and the TUSD Governing Board concerning each element of the Post-Unitary Status Plan. The Annual Status Report shall identify problem areas, problems solved, and progress made with respect to every element and measurable goal of the Plan, along with proposed corrective action toward achieving full compliance. The Annual Status Report shall also provide data on expenditures related to Plan-related programs, and shall include such analysis of those expenditures as the Governing Board or Superintendent may direct the Internal Compliance Monitor to prepare. This information and analysis shall be provided for advisory purposes only.

B. Annual Public Hearing

No less than 30 days nor more than 90 days following the publication of the Annual Post-Unitary Status Report, the TUSD Governing Board shall hold a public hearing as an opportunity for the community to make comments and ask questions regarding the Post-Unitary Status Plan and Report. Both the internal and external compliance officers will be available at this public hearing to explain their respective reports.

C. Post-Unitary Status Plan Web Page

The Post-Unitary Status Plan web page will serve as a resource to the community, parents, staff, and students, providing current and historical information related to the various elements of the Plan. Updated links to the current Plan, as well as links to district data reports and analysis referenced throughout the Plan, will be included.

D. Governing Board Review

The Governing Board shall, on at least an annual basis, review all information and reports compiled by the internal and external compliance monitors and all public comments and input regarding the implementation of the Plan. The Governing Board may at any time make such revisions, amendments and modifications to the Plan as the Governing Board determines are necessary to best meet the underlying goals and objectives of the Plan, and to serve the needs of the District as the Governing Board deems appropriate.

APPENDIX A

Proposed School Groupings

Group A

Minority % \geq District average + 6%

or

low pass rate/high free or reduced lunch/high ELL student %

Elementary Schools

School	Pct. Minority ^a	Pass Rate ^b	Free/Reduced Lunch Rate ^c	ELL Student Pct. ^d
Borton*	95%			
Brichta	85%	√		
Carrillo*	90%			
Cavett	96%	√	√	√
Cragin	70%	√	√	√
Davidson	68%	√	√	√
Davis*	91%			
Drachman*	90%			
Fort Lowell	72%	√	√	√
Grijalva	93%	√	√	√
Holladay*	95%			
Hollinger	98%		√	√
Jefferson Park	80%	√	√	
Johnson	95%	n/a	√	
Lawrence	96%	√	√	
Lynn/Urquides	95%	√	√	√
Maldonado	90%	√	√	√
Manzo	98%	√	√	√
Menlo Park	95%	√	√	√
Miller	91%	√	√	√
Mission View	100%	√	√	√
Myers/Ganoung	85%	√	√	√
Ochoa	99%	√	√	√
Oyama	93%	√	√	√
Pueblo Gardens	96%		√	√
Richey	96%	√	√	√
Elementary Schools Continued				
Roberts	90%	√	√	√

Robison	89%	√	√	√
Rose	98%		√	√
Safford ES	93%		√	√
Tolson	92%		√	√
Tully*	96%			
Van Buskirk	95%	√	√	√
Vesey	88%	√	√	√
Warren	91%	√	√	√
White	91%	√		
Wright	73%	√	√	√

Middle Schools

School	Pct. Minority ^a	Pass Rate ^b	Free/Reduced Lunch Rate ^c	ELL Student Pct. ^d
Hohokam	90%	√	√	
Mansfield	89%		√	√
Maxwell	94%	√	√	√
Naylor	86%	√	√	√
Pistor	91%		√	√
Safford*	94%			
Townsend	66%	√	√	√
Valencia	88%	√	√	√
Wakefield	99%	√	√	√

Notes

a = The 2008–09 District average is 73% for elementary schools and 72% for middle schools.

b = √ indicates the school is *below* the District average for students who "Pass All Subjects" (69% for elementary schools, 63% for middle schools).

c = √ indicates the school is *above* the District average for students who qualify for Free or Reduced Lunch (68% for elementary schools, 62% for middle schools).

d = √ indicates the school is *above* the District average for students whose Home Language IS Not English (24% for elementary schools, 27% for middle schools).

* = magnet school; data are based on students residing in the home attendance area.

Group B

Minority % = District average -10% to +5%

Elementary Schools

School	Pct. Minority^a	Pass Rate^b	Free/Reduced Lunch Rate^c	ELL Student Pct.^d
Banks	69%	√		
Blenman	70%	√	√	
Bonillas*	71%			
Corbett	68%	√	√	
Dietz	65%	√	√	
Duffy	66%	√	√	
Erickson	66%	√	√	
Howell	65%	√	√	
Robins	72%			
Roskruge*	67%			

Middle Schools

School	Pct. Minority^a	Pass Rate^b	Free/Reduced Lunch Rate^c	ELL Student Pct.^d
Doolen	64%		√	√
Utterback*	75%			
Vail	62%			

Group C

Minority % = District average -11%

Elementary Schools

School	Pct. Minority^a	Pass Rate^b	Free/Reduced Lunch Rate^c	ELL Student Pct.^d
Bloom	46%			
Booth*	62%			
Borman	34%			
Collier	30%			
Dunham	46%			
Ford	56%			
Fruchthendler	28%			
Gale	32%			
Henry	44%			
Hudlow	59%			
Hughes	47%			
Kellond	56%			
Lineweaver	58%			
Lyons	48%			
Marshall	47%			
Reynolds	58%			
Rogers	55%			
Schumaker	55%			
Sewell	56%			
Soleng Tom	35%			
Steele	48%	√		
Van Horne	44%			
Wheeler	50%			
Whitmore	42%			
Wrightstown	31%			

Middle Schools

School	Pct. Minority^a	Pass Rate^b	Free/Reduced Lunch Rate^c	ELL Student Pct.^d
Carson	57%	√	√	
Fickett*	59%			
Gridley	36%			
Magee	37%			
Secrist	47%			

APPENDIX B
Total GATE Enrollment by Gender and Race/Ethnicity,
2008–2009 School Year

	Female	Male	Total	White/ Anglo	African American	Hispanic	Native American	Asian American	Total
Self-contained elementary	241	249	490	212	15	221	10	32	490
Self-contained middle school	219	270	489	202	20	208	9	50	489
Total self-contained	460	519	979	414	35	429	19	82	979
Itinerant (Elementary)	896	990	1,886	576	79	1051	89	91	1,886
Middle school resource	404	380	784	336	49	343	25	31	784
High school resource	287	195	482	229	36	182	14	21	482
Total GATE enrollment	2,047	2,084	4,131	1,555	199	2,005	147	225	4,131
Percentage (%)	50	50	100	38	5	49	4	5	100

GATE Minority Total: 2,576
GATE Minority Percentage: 62.4%

APPENDIX C
Enrollment in at Least One Advanced Placement Course
by Race/Ethnicity and High School, 2008–2009 School Year

High School	White/Anglo			African American			Hispanic			Native American			Asian American			Total		
	N AP	N Total	Pct. AP	N AP	N Total	Pct. AP	N AP	N Total	Pct. AP	N AP	N Total	Pct. AP	N AP	N Total	Pct. AP	N AP	N Total	Pct. AP
Catalina Magnet	33	404	8%	2	149	1%	25	683	4%	1	51	2%	8	53	15%	69	1,340	5%
Cholla Magnet	29	246	12%	8	64	13%	71	1,197	6%	3	127	2%	6	21	29%	117	1,655	7%
Palo Verde Magnet	56	512	11%	18	240	8%	36	532	7%	3	38	8%	8	46	17%	121	1,368	9%
Pueblo Magnet	3	87	3%	2	54	4%	98	1,619	6%	3	69	4%	1	7	14%	107	1,836	6%
Rincon	73	487	15%	16	134	12%	55	609	9%	2	18	11%	9	50	18%	155	1,298	12%
Sabino	249	1,041	24%	7	47	15%	36	197	18%	2	20	10%	10	44	23%	304	1,349	23%
Sahuaro	131	1,140	11%	7	129	5%	31	366	8%	0	20	0%	14	61	23%	183	1,716	11%
Santa Rita	59	651	9%	6	140	4%	23	364	6%	2	22	9%	12	70	17%	102	1,247	8%
Tucson Magnet	170	747	23%	14	197	7%	102	1,706	6%	8	113	7%	18	68	26%	312	2,831	11%
University	327	442	74%	21	27	78%	112	157	71%	4	7	57%	77	110	70%	541	743	73%
Total	1,130	5,757	20%	101	1,181	9%	589	7,430	8%	28	485	6%	163	530	31%	2,011	15,383	13%

Source: Mojave Student Schedules for the 2008–2009 school year, as of Jan. 7, 2009.

APPENDIX D
Racial/Ethnic and Gender Enrollment Breakdown
for University High School, August 2009

Grade		White/ Anglo		African American		Hispanic		Native American		Asian American		Total
		F	M	F	M	F	M	F	M	F	M	
9	<i>N</i>	66	56	5	1	22	25	1	2	17	17	212
	<i>Pct.</i>	31.1	26.4	2.4	0.5	10.4	11.8	0.5	0.9	8.0	8.0	100%
10	<i>N</i>	71	52	7	1	15	16	0	0	16	8	186
	<i>Pct.</i>	38.2	28.0	3.8	0.5	8.1	8.6	0.0	0.0	8.6	4.3	100%
11	<i>N</i>	60	47	5	2	21	23	0	1	14	13	186
	<i>Pct.</i>	32.3	25.3	2.7	1.1	11.3	12.4	0.0	0.5	7.5	7.0	100%
12	<i>N</i>	60	45	3	3	28	14	2	1	15	12	183
	<i>Pct.</i>	32.8	24.6	1.6	1.6	15.3	7.7	1.1	0.5	8.2	6.6	100%
Total	<i>N</i>	457		27		164		7		112		767
	<i>Pct.</i>	59.6		3.5		21.4		0.9		14.6		100%

APPENDIX E.1

TUSD Out-of-School Suspension Data by Race/Ethnicity and Year, 2006–2008

Table 1. TUSD district-wide total out-of-school suspensions by race/ethnicity and year

	Anglo	African American	Hispanic	Native American	Asian American	Total
2005–06						
Suspensions (<i>N</i>)	971	420	1,902	174	45	3,512
Students enrolled (<i>N</i>)	21,885	4,751	35,784	2,861	1,757	67,038
Pct. Suspended	4.4%	8.8%	5.3%	6.1%	2.6%	5.2%
2006–07						
Suspensions (<i>N</i>)	996	433	2,010	219	43	3,701
Students enrolled (<i>N</i>)	21,136	4,718	36,269	2,865	1,754	66,742
Pct. Suspended	4.7%	9.2%	5.5%	7.6%	2.5%	5.5%
2007–08						
Suspensions (<i>N</i>)	1,030	458	2,213	222	57	3,980
Students enrolled (<i>N</i>)	19,814	4,746	35,582	2,846	1,752	64,740
Pct. Suspended	5.2%	9.7%	6.2%	7.8%	3.3%	6.1%

Table 2. TUSD total out-of-school suspensions for elementary schools by race/ethnicity and year

	Anglo	African American	Hispanic	Native American	Asian American	Total
2005–06						
Suspensions (<i>N</i>)	88	41	129	12	3	273
Students enrolled (<i>N</i>)	9,542	2,318	18,784	1,467	830	32,941
Pct. Suspended	0.9%	1.8%	0.7%	0.8%	0.4%	0.8%
2006–07						
Suspensions (<i>N</i>)	101	57	149	27	2	336
Students enrolled (<i>N</i>)	9,304	2,335	19,165	1,508	822	33,134
Pct. Suspended	1.1%	2.4%	0.8%	1.8%	0.2%	1.0%
2007–08						
Suspensions (<i>N</i>)	113	62	166	16	5	362
Students enrolled (<i>N</i>)	8,853	2,344	18,695	1,494	821	32,207
Pct. Suspended	1.3%	2.6%	0.9%	1.1%	0.6%	1.1%

Table 3. TUSD total out-of-school suspensions for middle schools by race/ethnicity and year

	Anglo	African American	Hispanic	Native American	Asian American	Total
2005–06						
Suspensions (<i>N</i>)	394	169	957	102	20	1,642
Students enrolled (<i>N</i>)	4,765	1,057	7,999	653	374	14,848
Pct. Suspended	8.3%	16.0%	12.0%	15.6%	5.3%	11.1%
2006–07						
Suspensions (<i>N</i>)	429	175	984	126	13	1,727
Students enrolled (<i>N</i>)	4,364	989	7,877	656	368	14,254
Pct. Suspended	9.8%	17.7%	12.5%	19.2%	3.5%	12.1%
2007–08						
Suspensions (<i>N</i>)	401	167	1,089	133	20	1,810
Students enrolled (<i>N</i>)	3,973	994	7,709	655	375	13,706
Pct. Suspended	10.1%	16.8%	14.1%	20.3%	5.3%	13.2%

Table 4. TUSD total out-of-school suspensions for high schools by race/ethnicity and year

	Anglo	African American	Hispanic	Native American	Asian American	Total
2005–06						
Suspensions (<i>N</i>)	489	210	818	60	22	1,599
Students enrolled (<i>N</i>)	7,602	1,372	8,899	706	553	19,132
Pct. Suspended	6.4%	15.3%	9.2%	8.5%	4.0%	8.4%
2006–07						
Suspensions (<i>N</i>)	466	201	877	66	28	1,638
Students enrolled (<i>N</i>)	7,350	1,381	9,020	683	559	18,993
Pct. Suspended	6.3%	14.6%	9.7%	9.7%	5.0%	8.6%
2007–08						
Suspensions (<i>N</i>)	517	229	958	73	32	1,809
Students enrolled (<i>N</i>)	7,008	1,409	9,137	701	561	18,816
Pct. Suspended	7.4%	16.3%	10.5%	10.4%	5.7%	9.6%

APPENDIX E.2

TUSD In-House Suspension Data by Race/Ethnicity, Middle School and High School, 2007–2008 School Year

Table 5. Total number of infraction events (not students) resulting in in-house suspension, by race/ethnicity, 2007–2008 school year

Grade Level	White/Anglo	African American	Hispanic	Native American	Asian American	Total
Middle school	450	196	1,104	184	24	1,958
High School	498	206	1,577	117	12	2,410
Total, middle and high	948	402	2,681	301	36	4,368

Table 6. Number and percentage of students with one or more in-house suspension, by race/ethnicity and school level, 2007–2008 school year

	White/Anglo	African American	Hispanic	Native American	Asian American	Total
Middle School						
In-house suspended students (<i>N</i>)*	291	116	675	104	18	1,204
Total students	3,971	994	7,710	656	375	13,706
Pct. in-house suspended students*	7%	12%	9%	16%	5%	9%
High School						
In-house suspended students (<i>N</i>)*	371	132	1,065	74	11	1,653
Total students	7,018	1,414	9,239	710	561	18,942
Pct. in-house suspended students*	5%	9%	12%	10%	2%	9%

* Students receiving one or more in-house suspensions

APPENDIX F

A.R.S. 15-756.03. Structured English Immersion; Budget Request

- A. If a school district or charter school qualifies to submit a budget request based on the form prescribed in section 15-756.01, subsection I, the school district or charter school shall submit a structured English immersion budget request on a school by school basis. The budget request shall be for a specific amount of supplemental monies from the Arizona structured English immersion fund established by section 15-756.04.
- B. Each school district or charter school structured English immersion budget request shall include the signature of the superintendent of the school district and the chief financial officer of the school district or the principal of the charter school and the chief financial officer of the charter school that certifies that the information in the budget request is true to the best of that person's knowledge and has been calculated in accordance with the form prescribed in section 15-756.01, subsection I and that monies from the Arizona structured English immersion fund established by section 15-756.04 will not be used to supplant any federal, state or local monies, including desegregation monies levied pursuant to section 15-910, used for English language learners that were budgeted for English language learners as of February 23, 2006.
- C. Beginning July 1, 2007, each school district and charter school that submits a structured English immersion budget request shall submit the budget request to the department of education annually on or before September 15. The department of education shall verify the budget request of each school district and charter school for accuracy and compliance with the form prescribed in section 15-756.01, subsection I. The department shall collect all school district and charter school budget requests and submit them to the legislature for funding from the Arizona structured English immersion fund established by section 15-756.04 at the same time as the department's budget request.