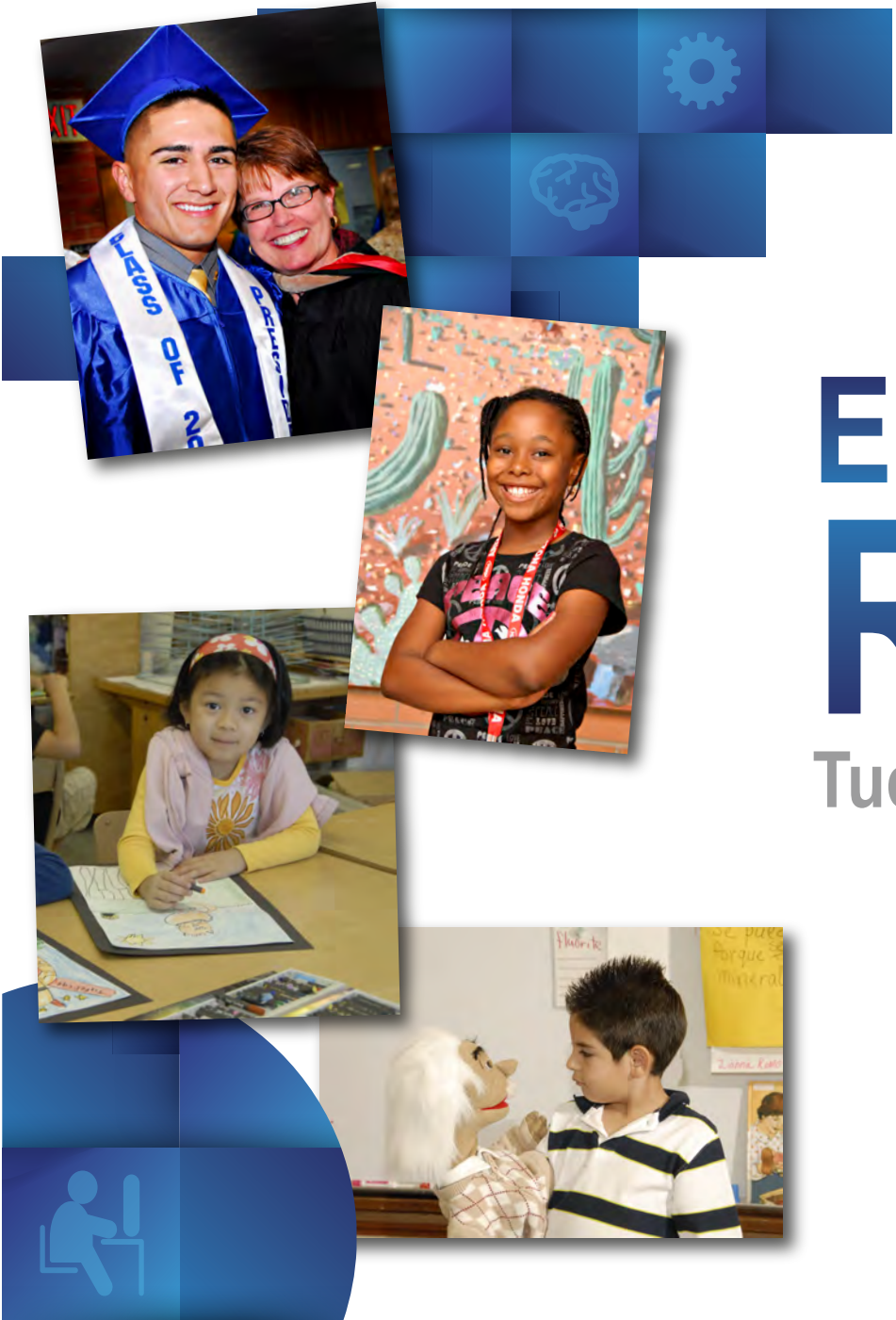


SY 2014-15

End of Year REPORT

Tucson Unified School District





Communications

2014-2015 End of Year Report

Tucson Unified School District

TUSD

STRATEGIC PLAN END OF YEAR REPORT 2014-2015

COMMUNICATIONS

<p>Strategic Priority 1: Strategic Plan Presentation and Communication – TUSD will communicate the major initiatives of the Strategic Plan.</p>
<p>Year 1 Goal: Inform teachers and administrators about initiatives in the Strategic Plan</p>
<p>Progress/Completion: 100 % Fulfilled and Ongoing The communications team updates the teachers and staff about the Strategic Plan a little at a time. We’re using the “raindrop” strategy. In today’s fast-paced world people can’t digest large dumps of information. It needs to come out in small, easy to understand pieces. We’ve supported the other teams in getting their information out through the newsletter, website, videos, Parentlink phone call/email, press releases, news stories, social media and more.</p> <p>For example, hiring diverse teachers is a priority. We’ve created brochures, ads and press releases to help get the word out about hiring fairs and general hiring. We also used social media to reach people through other people’s networks.</p> <p>Another priority is raising money at the site level through tax credits. We created a campaign with easy to use tools to spread the word at each school.</p>
<p>Evidence: Appendix 1-1: Ad for HR hiring event Appendix 1-2: Tax Credit tool kit for sites</p>
<p>Strategic Priority 2: Internal Communication – TUSD’s internal communications enhance the coordination of departments and services in support of students and staff.</p>
<p>Year 1 Goal: Improve internal communication with staff</p>
<p>Progress/Completion: 100 % Fulfilled and ongoing The Communications team took over the Team Update and began making it a more comprehensive look at what’s happening in the district. The update includes information about upcoming events, announcements and accomplishments. The overall response has been great, employees and parents are reading it and getting engaged in what’s going on at the district. The week of 5/28 the newsletter came out using our newly acquired Constant Contact account to allow us to put together a more picture friendly newsletter that we can share with a wider audience. The previous</p>

system—while free—wasn't visually compelling and didn't allow for easy sharing, subscribing and un-subscribing. The newsletter is now sent generally on Thursday in order to allow more staff to read it at work.

The communications team also uses Parentlink to reach the internal stakeholders along with social media that also reaches the external audience.

Evidence:

newsletters here: <http://tusd1.org/contents/distinfo/superletter/index.asp>
Appendix 2-1: example of newsletter format

Strategic Priority 3: TUSD Brand – TUSD and stakeholders will develop and launch a unified TUSD Brand.

Year 1 Goal: Invite stakeholders to share opinions

Progress/Completion: 100 % Fulfilled and ongoing

Social media usage has greatly increased the two-way communication we have the community at large. We are able to get instant feedback via Facebook/Twitter/Instagram as to how we're doing. When we aren't hitting the mark, people tell us. We have doubled our likes this school year to nearly 5,000. Our posts have reached 25,000+ people at one time depending on how many times they are shared.

We also used a SurveyMonkey to ask parents for feedback regarding the upcoming school year calendar. More than 9,000 community members participated in the survey showing that they are willing to give their feedback.

Evidence:

Calendar Survey: http://tusd1.org/contents/events_calendarsurvey.html
Link to Facebook: <https://www.facebook.com/tucsonunified>
Appendix 3-1: Facebook reach
Appendix 3-2: Facebook likes

Strategic Priority 4: Responsive Communication – TUSD will respond to the community's diverse information needs with culturally responsive communications.

Year 1 Goal: Determine the best avenues for communicating and interacting with diverse groups

Progress/Completion: 100% Fulfilled and ongoing

We have found that direct communication between the Communications department and the directors within Student Services has helped improve our communication with families. Each week, the Communications Director sends a list with several of the big news items to the Student Services Director and his team. At the end of the week, the team sends back a short list of news items from their department, accomplishments etc.

This more direct route of disseminating information has helped all of us be more informed about what's happening. The result is hearing about stories

we might not have heard about otherwise. For example, a school health aid saved a life on her campus and we were able to honor her accomplishment thanks to the two-way communication we've established.

Evidence:

Appendix 4-1: Worksheet used to share news

Strategic Priority 5: Community Engagement via Information – TUSD will develop a community engagement strategy to strengthen advocacy for TUSD.

Year 1 Goal: Create a family-focused culture that engages teachers and administrators as advocates for TUSD

Progress/Completion: 100 % Fulfilled and ongoing

Over the past 8 months (since the Communications Director was hired) Tucson Unified School District's Facebook page has become a place for families to get information, share information and become better informed about the good things happening in the district.

Some of the culture shifts have been subtle—others created a big splash. Our favorite was the #RWB4Borman day. The communications team coordinated the day where we all wore red, white and blue to show our support for the school across the district. The day spread across the city, the US and even spanned the globe. The students at Borman Elementary school and their families on Davis-Monthan AFB appreciated the show of support and kindness. We used a flyer and social media to spread the word. Local tv and the newspaper also covered the event before and after.

Evidence:

Appendix 5-1: Shareable flyer for #RWB4Borman

Link to video coverage of #RWB4Borman: https://www.youtube.com/watch?v=VmsPION19_k

APPENDICES

Appendix 1-1: Ad for Teacher Hiring Fair



TUSD
TEACHER FAIR

Saturday, February 7
10 a.m. till 1 p.m.
Catalina Magnet High School - Cafeteria
3645 E Pima Street • Tucson, AZ 85716

NOW RECRUITING TEACHERS
for the following schools in all subjects and grade levels:
Utterback, Cavett, Mission View, Lawrence, Catalina, Johnson

Visit our website
www.tusd1.org/jobs
to complete an application.

*TUSD offers a suite of benefits including
medical, dental, vision, critical illness, short-term disability and
employer-paid basic life insurance, EAP and State Retirement.*

Tucson Unified School District • 1010 East 10th Street • Tucson, AZ 85719

Tucson Unified School District is committed to a policy of nondiscrimination based on disability, race, color, religious/beliefs, sex, sexual orientation, gender identity or expression, age, or national origin.

Appendix 1-2: Toolkit for Tax Credits

2014 Tax Credit Campaign Materials

Available for download now at TUSD1.org

Print ready files for

- Posters
- Banners
- Brochures
- Rack Cards
- Facebook Banners



Appendix 2-1: TUSD Team Member Update (sent weekly)

Tucson Unified School District

TUSD 

April 23, 2015

More News

Wakefield Open House

The new Wakefield Family Resource Center is hosting an open house on April 29 from 11:30 a.m. to 1 p.m. The center is at 101 W. 44th St. Please stop by and see what kinds of help and services the center has to offer. More information on hours and services available will be featured in an upcoming newsletter.

Camp Cooper needs you!



In my almost two years here, I have found that most people who have been in Tucson for awhile have had some experience with Camp Cooper—formally known as [The Cooper Center for Environmental Learning](#).

Not surprising since more than 130,000 children have experienced Camp Cooper either for a daytime field trip or an overnight adventure. Children learn about the Sonoran Desert in an outdoor classroom with fresh air, natural sun- and moonlight with hands-on lessons and up-close views of nature's wonders.

Camp Cooper is a partnership of the University of Arizona and Tucson Unified School District, and it is one of the vital organizations that face deep funding cuts that will cripple its operation budget for the 2015-2016 school year.

For the first time in its history, the Cooper Center is in need of funding from outside of the university and TUSD.

I'm asking you to help. If you can, so that generations of Tucson children can have the experiences and educational opportunities that their parents, even grandparents have had.

Colin Waite, the center's director, says this: "People have strong memories of Camp Cooper, either from their own childhood or from the experiences of their children. I have faith that people will want to pass those experiences on to the kids in our community today that need it the most. We're working to grow the next generation of environmentally-responsible citizens."

For more information about the center, visit the Cooper Center's website or [Cooper's Facebook Page](#).

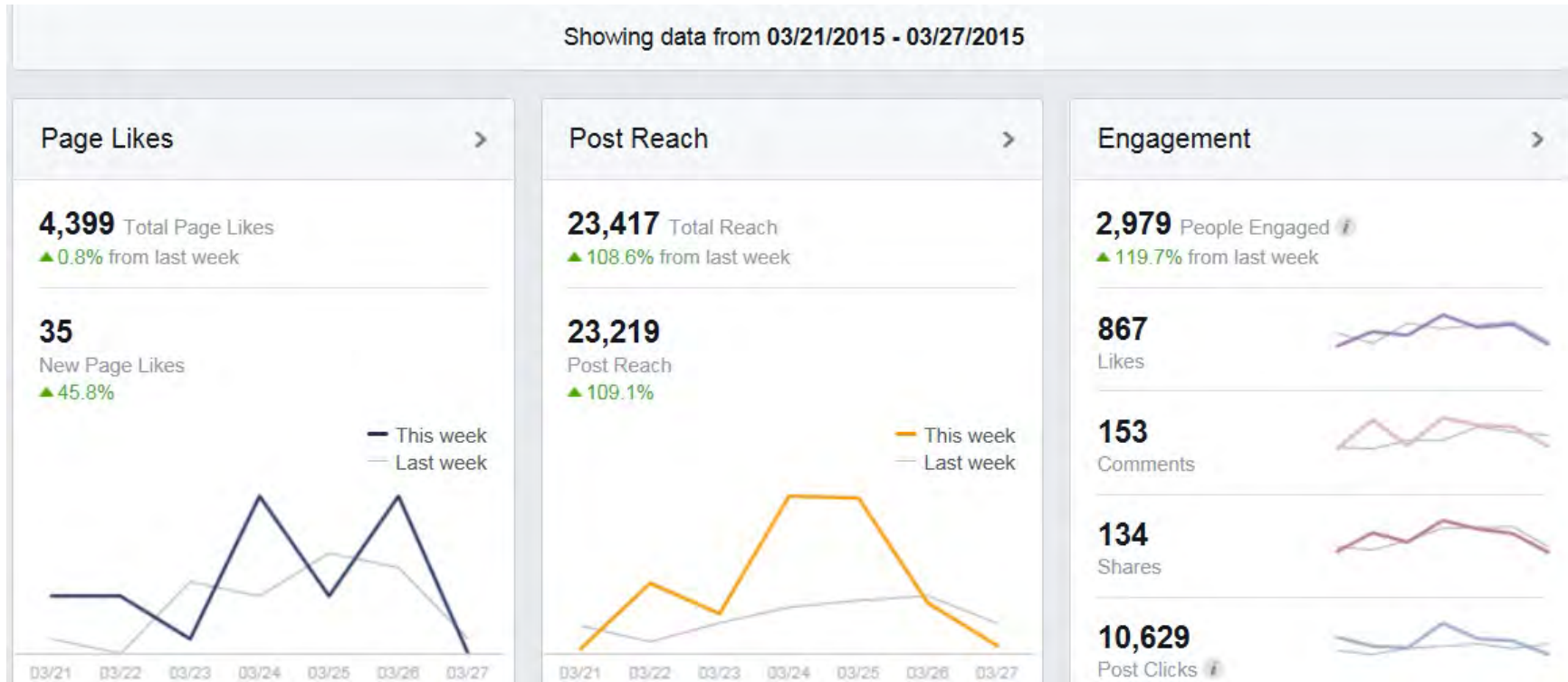
TAP Anniversary

TAP, our [Teenage Parent High School](#), will be holding its 50th anniversary in the fall. TAP provides a nurturing environment for young people who are having and raising children while they are still in high school. It's a place where they can continue their education and make steps to a successful life for themselves and their children. If you are an alumni, please contact the school at 225-3250. We want to hear from you!

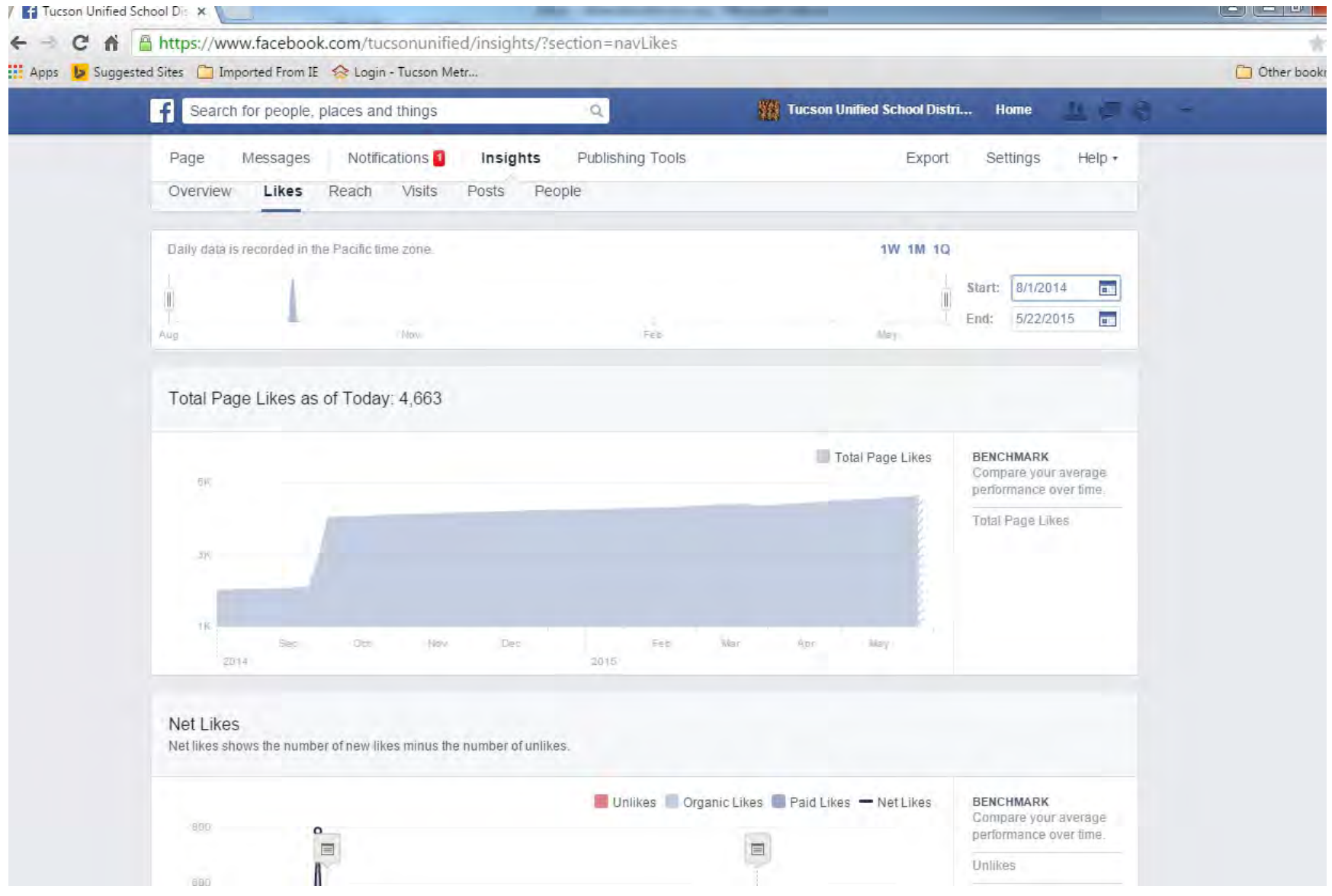
Trees

Congrats to Borton Magnet School, Davis Bilingual Magnet School, Mary Belle McCorkle K-8

Appendix 3-1: Facebook reach



Appendix 3-2: Facebook Likes



Appendix 4-1: Worksheet used to share news

COMMUNICATIONS/STUDENT SERVICES WORKSHEET

Important items/stories to share from Student Services departments (this would include events, opportunities, issues):

1. During the summer break School Community Services will temporarily offer enrollment and registration services to parents of K-8 students. Between June 1st and July 17th, parents can bring their required documentation to School Community Services for one-stop registration. K-8 schools who do not or cannot offer registration during the summer break can direct parents to School Community Services through postings on their websites and marquees. Signs should be posted directing parents to School Community Services to complete their student's 2015-16 school registration.
2. Letters from the most recent lottery earlier this week have been mailed informing parents of their student's results. Acceptances of all offers are due back to School Community Services by June 8, 2015.
3. The application due date date for the next lottery is June 10, 2015. Results from the next lottery will be mailed to parents by June 15, 2015.

Important district information to share with Student Services families:

1. Summer school information for all students is now available online:
<http://www.tusd1.org/contents/distinfo/summer/index.asp>
2. Did you know TUSD offers **summer meals** for both breakfast and lunch? Any student under 18 is eligible! For a list of sites open for the summer months click this link: <http://www.tusd1.org/contents/depart/food/summer.asp> or call the info line at 225-4700

Appendix 5-1: Shareable flyer for #RWB4Borman

APRIL 10, 2015



Wear your **RED**
WHITE
and **BLUE**
for *Borman*

Wear red, white and blue on April 10 to show your support for the children of Borman Elementary School on Davis Monthan Air Force Base during one of the biggest deployments in the base's history.

Share your photos at
pics@tusd1.org or
post with **#RWB4Borman!**

TUSD1.org
#TucsonUnified





Curriculum

2014-2015 End of Year Report

Tucson Unified School District

TUSD

STRATEGIC PLAN END OF YEAR REPORT 2014-2015

CURRICULUM

Strategic Priority 1: Curriculum – TUSD will design an aligned, articulated and well administered curriculum that supports academically high standards of learning for all children, integrates college- and career-ready skills, incorporates fine and performing arts and is culturally relevant for our diverse student population. It will be reviewed and revisited regularly to meet the changing demands of our students and community.

Year 1 Goal: Design an easily accessible and usable scope and sequence with an evaluation rubric for yearly analysis and improvement

Progress/Completion: 100%

1. **Designed scope and sequence, curriculum maps and content and assessments frameworks in the following areas:**
 - a. K-5 ELA
 - b. 6-12 ELA
 - c. K-12 Math
 - d. K-8 Science (High School subjects pending completion summer of 2015)
 - e. K-12 Fine Arts
 - f. K-12 Social Studies
2. Updated and redesign course description book
3. Created new website to house curricular documents
4. Created new course approval process
5. Developed curricular review process (alignment, appropriate reading level, multicultural viewpoint, clarity)
6. Sharepoint was used for teachers to review assessment items and best assessment practices
7. Created survey for teachers to review newly designed curriculum
8. Created teacher curriculum creation teams to develop and provide input to newly designed curriculum.

Evidence:

- a. [K-5 ELA](#)
- b. [6-12 ELA](#)
- c. [K-12 Math](#)
- d. [K-8 Science \(High School subjects pending completion summer of 2015\)](#)

- e. [K-12 Fine Arts](#)
- f. [K-12 Social Studies](#)
- g. Updated and redesigned course description book
- h. Created new website to house curricular documents
- i. Created new course approval process
- j. Developed curricular review process (alignment, appropriate reading level, multicultural viewpoint, clarity)
- k. Sharepoint was used for teachers to review assessment items and best assessment practices
- l. Created survey for teachers to review newly designed curriculum
- m. Created teacher curriculum creation teams to develop and provide input to newly designed curriculum.

Strategic Priority 2: Instruction – TUSD will ensure that teachers deliver challenging and engaging instruction that is driven by a high-quality curriculum and based on meeting the individual needs of every child.

Year 1 Goal: Ensure all third-year teachers and beyond meet the needs of every learner by delivering culturally responsive curriculum that engages students and ensure those teachers are proficient in providing ongoing communication and feedback on performance

Progress/Completion: 100%

Appendix J (Student Engagement) and Appendix K (Characteristics of Culturally Responsive Learning) from the Curriculum Audit. Integration of culturally responsive strategies within the curriculum roll-out. Utilization of Danielson Framework for Teaching to provide specific feedback to teachers to improve performance and in turn increase student achievement.

Evidence:

Level of performance from the Danielson Framework for Teaching, specifically 3a: Communicating with Students, and 3c: Student Engagement. For component 3a: Communicating with Students, 3519 of 3649 observations scored 3 or 4. 130 observations scored a 1 or 2. For component 3c: Student Engagement, 3441 of 3469 observations scored 3 or 4. 208 observations scored 1 or 2.

	# observations	Level 1	Level 2	Level 3 or 4
3a: Communicating with Student	3649	8	122	3519
40 of the 130 observations who received a score of 1 or 2 were new teachers. A new teacher is defined as being in the first-three years in the profession. Thus, 90 observations were of experienced teachers with more than 3 years.				
3c: Student Engagement	3649	24	184	3441

40 Of the 208 observations who scored a score of 1 or 2 were new teachers. Thus, 182 observations were of experienced teachers with more than 3 years.

Strategic Priority 3: Professional Development – TUSD will provide purposeful professional development that is collaborative and focused on providing teachers and administrators with the knowledge and skills necessary to implement: best practices for college- and career-preparedness, differentiation for diverse student needs, culturally responsive teaching strategies and cohesive communities of practice.

Year 1 Goal: Ensure all designated support personnel attend bi-weekly professional development to develop the capacity to provide purposeful professional development at the site level that is focused on implementing an aligned curriculum

Progress/Completion: 100%

Systematic curriculum rollout to ensure all stakeholders, central and site administrations, support staff, and classroom teachers received the same information at regular intervals throughout the year.

Evidence:

Appendix 3-A: PD Calendar (Circuit Board)

Appendix 3-B: Early Release Wednesday Calendar with Topics

Strategic Priority 4: Data – TUSD will use a range of student and classroom data routinely to check for understanding of concepts taught, monitor progress of student learning and drive instructional decisions to facilitate improved student learning.

Year 1 Goal: Collect and analyze English Language Arts and Mathematics Data and provide staff development on how to appropriately use the data to drive instructional decisions

Progress/Completion: 100%

Multiple types of data reporting were made available to staff to gauge student learning. Assessments such as ATI quarterly benchmarks, DIBELS, AZELLA, Successmaker, ALEKS, MVRP and the AIMS results from last year were available to staff to support data driven decision making. Staff PD development was created in collaboration with the curriculum team, the professional development team, and the assessment team.

Principal training included:

- PD on data digs that identified 'hot spots' at ILA after each assessment cycle (N=3) and an additional PD on scoring and norming student writing. The intention was to train principals with the PD and that they, in turn, would deliver the same PD and data analysis process with their staff.
- Elementary and Middle School Directors provided data notebooks to their principals
- Provided data dig PD's to both LSC's and Curriculum Facilitators periodically to provide structured support to staff in understanding

student progress.

Staff training included:

- Scoring and norming student writing PD's for staff. Two PD's were provided in the fall and a single large PD was provided in the spring.
- Teacher review of quarterly common assessments for each grade and subject.
- Partnering with different schools each quarter to provide scored anchor papers (high, medium, and low quality) of student writing from each grade to serve as a scoring guide for the rest of the district
- Ongoing support to teachers through site visits, phone calls, and email communication about data results
- Sharepoint webpage site dedicated to assessment with updates, interactive chats, and resources

Evidence:

- Appendix 4-A: Assessment - shows the data model for the district
- Appendix 3-A: PD Calendar (Circuit Board)

Strategic Priority 5: Assessment – TUSD will develop and administer common ongoing assessments that are aligned to and embedded in the aligned and articulated curriculum. These assessments will provide for a deep analysis of student mastery of concepts and skills and will assist in identifying gaps in student learning. TUSD will also support teachers with the development of more frequent assessments that help to inform daily instruction.

Year 1 Goal: Implement a standardized measurement system with common quarterly assessments based on curriculum guides and train staff to analyze and use data to determine student growth, areas of weakness and mastery learning

Progress/Completion: 100%

Contracted with ATI (Assessment Technology Inc.) and developed common assessments in ELA and Math for grades 2 – 10. Each assessment was aligned to the District's curriculum pacing guide and was reviewed by a team of expert teachers. These assessments were administered during a 2-week window at the end of the quarter in October, December, and March. The May comprehensive assessment was optional. Another resource available to teachers from ATI were short 5-question formative assessments on each standard. Teachers could use these quick assessments or create their own assessments on the ATI webpage. Finally, a successful assessment RFP process was conducted in the spring. A new assessment vendor was selected for the 2015-16 school year with a teacher-friendly webpage, student, class and school level reports, test creation options both for formative and summative assessments, and a deep item bank that aligns with ACCRS and to AzMERIT.

The 2014-15 ATI assessments:

- used the curriculum pacing guide as the conceptual framework
- were mastery-based which means in order to be 'proficient', a student needed to get 80% or better of the answers correct
- were reviewed by teacher teams for clarity, alignment to the curriculum, and grade level appropriateness
- included a reading passage and writing prompt that was scored with the AzMERIT writing rubric (once it became available)

- included short answer responses to increase depth of knowledge type questioning

Staff training included:

- all staff received the curriculum pacing guide outlining the specific standards that were emphasized and assessed each quarter
- all staff received PD from their principals on how to analyze data
- all staff had access to the quarterly assessment results of their students within a week of the testing
- all staff were provided PD time to score student writing from the quarterly assessments and to confer scoring results with their peers

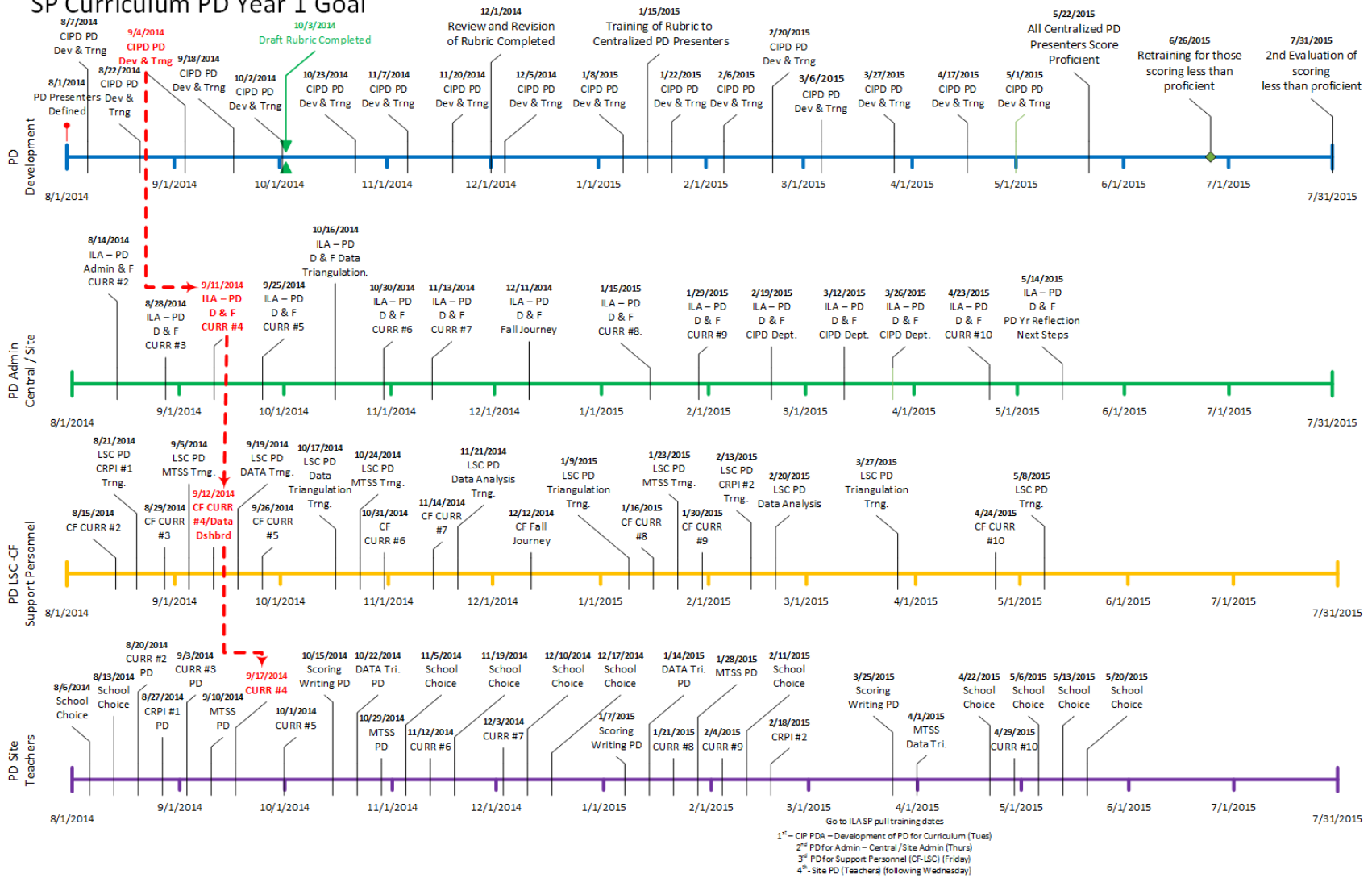
Evidence:

- Appendix 5-A – Summary of ATI quarterly benchmark trend analysis 2014-15

APPENDICES

Appendix 3-A

SP Curriculum PD Year 1 Goal



Appendix: 3-B

Date	Topic	
July 28-30	TUSD Curriculum #1 (1 of the 3 days)	ELA & Math
August 6, 2014	School Determination	
August 13, 2014	School Determination	
August 20, 2014	TUSD Curriculum #2	ELA/Math
August 27, 2014	CRPI Training – 1 st Semester	
September 3, 2014	TUSD Curriculum #3	ELA/Math
September 10, 2014	MTSS – Beginning the process – Identifying students	MTSS
September 17, 2014	TUSD Curriculum #4	ELA/Math
September 24, 2014	No PD	Parent/Teacher

		Conferences
October 1, 2014	TUSD Curriculum #5	ELA/Math
October 8, 2014	FALL BREAK	FALL BREAK
October 15, 2014	Scoring Benchmark Writing	Data-analysis
October 22, 2014	Benchmark Data	Data-analysis of first benchmark
October 29, 2014	301/MTSS	PLC work as outlined in 301 Plan/Interventions
November 5, 2014	School Determination	
November 12, 2014	TUSD Curriculum #6	ELA/Math
November 19, 2014	School Determination	
November 26, 2014	Day Before a Holiday	Thanksgiving Break
December 3, 2014	TUSD Curriculum #7	
December 10, 2014	School Determination	

December 17, 2014	School Determination	
December 24, 2014	WINTER BREAK	WINTER BREAK
December 31, 2014	WINTER BREAK	WINTER BREAK
January 7, 2015	Scoring Benchmark Writing	Data-analysis
January 14, 2015	Benchmark Data	Data-analysis of second benchmark
January 21, 2015	TUSD Curriculum #8	ELA/Math
January 28, 2015	301/MTSS	PLC work as outlined in 301 Plan/Interventions
February 4, 2015	TUSD Curriculum #9	ELA/Math
February 11, 2015	No PD	Parent/Teacher conferences
February 18, 2015	CRPI Training – 2 nd Semester	

February 25, 2015	Day before a Holiday	Rodeo Break
March 4, 2015	Every Day Every Student	Data-analysis
March 11, 2015	Every Day Every Student	Data-analysis
March 18, 2015	SPRING BREAK	SPRING BREAK
March 25, 2015	Scoring Writing Benchmark	Data-analysis of third benchmark
April 1, 2015	301/MTSS	PLC work as outlined in 301 Plan
April 8, 2015	Testing Window?	
April 15, 2015	Testing Window?	
April 22, 2015	School Determination	
April 29, 2015	TUSD Curriculum #10	
May 6, 2015	School Determination	
May 13, 2015	School Determination	

ATI Assessment Dates:

- Benchmark #1 – September 29- October 2, 2014
- Benchmark #2 – December 8-12, 2014
- Benchmark #3 – March 2-6, 2015

TUSD Curriculum

K-5 sites and the K-5 portion of K-8 schools will be split in their focus. Half will focus on ELA for 2014-2015 and the other half will focus on Math. The schools will switch their focus for SY 2015-2016.

Appendix 5-A

Summary of ATI Quarterly Benchmark Trend Analysis 2014-15

Quarterly benchmarks were administered in October 2014, December 2014, March 2015 and an optional summative benchmark was offered in May 2015. The first 3 quarterly benchmarks assessed the level of mastery of Arizona College and Career Readiness Standards that were expected to be taught during that quarter. Each of these three benchmarks assessed standards specific to that instructional period and were distinct from the other quarterly assessments. Limited overlapping of concepts occurred from one quarterly benchmark to the next.

A trend analysis was conducted of the ATI quarterly benchmarks. The first step was to compare the 1st quarterly benchmark results to the previous year's AIMS scores (2013-14). The correlations between the Quarter 1 ATI and AIMS ranged from .73 for math to .74 for reading, which indicates a moderately high degree of agreement between the two tests (55% shared variance). In most instances, the percentage of correct items for the first quarter ATI was lower when compared to the previous year's AIMS. When 2nd quarter ATI results became available, it was used as the dependent variable with ATI quarter 1 and the previous year's AIMS as predictors. Correlations between 1st and 2nd quarter ATI ranged from .67 for math to .71 for ELA. A comparison of difficulty between 1st and 2nd quarter ATI revealed that in most cases students scored higher on the second quarter ATI. High correlations simply tell us that students who scored high on one test tended to score high on the other test. This result of this trend analysis suggests that the ATI quarterly benchmarks were highly correlated with the old AIMS test and to each other. There is no data currently to understand if a correlation exists between this data and the AzMERIT. However, once we receive the results of the AzMERIT, we can retroactively examine how well the ATI benchmarks would have predicted the AzMERIT results.

In spring 2015, the new AzMERIT was administered. The AzMERIT used the Arizona College and Career Readiness Standards as their conceptual foundation. These standards are more cognitively rigorous than the old standards aligned to the AIMS test. Unfortunately, the assessment vendor (ATI) did not have a deep item bank of ACCRS questions for paper testing. They, therefore, continued to generate benchmark tests using questions aligned to the old standards and determined cut scores based on the old AIMS test. Rather than lower our expectations by using AIMS as our standard of measure, we raised the cut scores instead. The typical cut score for ATI's 'proficiency' was about 60% so we increased the cut score in 2014-15 so that 80% mastery was to be considered 'proficient'. In other words, in order to show 'proficiency' this year, TUSD students needed to get 80% of the assessment items correct.

Without the results of a state test to compare against, our quarterly benchmarks may or may not align with the state’s expectations. Lacking the baseline of a state test, our challenges in 2014-15 were:

- Unable to make a connection between the quarterly benchmarks and the state test
- Unable to predict performance or measure growth over time that aligned to the state test
- Unable to discriminate the difficulty of items for ACCRS because ATI item bank only contained DOK 1 and 2 questions that are more reflective of AIMS
- Uneven adherence to pacing calendar by teachers because it was the first year of implementation with new materials and expectations. Students may or may not have been exposed to content presented on the quarterly benchmarks.
- Unclear how the state would weight the ACCRS or to know what standards to prioritize

For next year, TUSD has recently contracted with a new vendor with a deep common core and ACCRS item bank. We expect that our new benchmark tests should be able to make predictions about performance on the state tests once we receive the results of the AzMERIT and can run our own analyses. We will also be able to flag students who are at risk of not meeting the standards.

Data Results: Evaluation of ATI Quarterly Benchmark Results for School Year 2014-2015

The first step in evaluating the results of the ATI was to compare those results to the previous year’s AIMS scores (2013-14). The correlations between the Quarter 1 ATI and AIMS ranged from .73 for math to .74 for reading indicating a moderately high degree of agreement between the two tests (55% shared variance). In most instances the percent of correctly answered items was lower for the first quarter ATI compared to the previous year’s AIMS. Detailed results can be viewed in [Appendix 1](#). Given the fairly high correlation between the two tests a predictive analysis could be performed using simple least squares multiple regression. AIMS results from the previous year were used as a predictor of first quarter ATI.

$$ATI_Q1 = intercept + (AIMS \times weight)$$

Separate linear equations were developed by grade level and subject. Multiple correlations ranged from .66 for 9th grade algebra to .80 for 7th grade math. Detailed results for all grades and subjects can be seen in [Appendix 2](#). Second quarter ATI test results were again compared to the previous year’s AIMS and to 1st quarter ATI. Correlations between 1st and 2nd quarter ATI ranged from .67 for quarter 1 and quarter 2 math to .71 for quarter 1 and quarter 2 ELA. The correlations between the previous year’s AIMS were slightly higher than the correlations between first and second quarter ATI. A comparison of difficulty between 1st and 2nd quarter ATI revealed that in most cases students scored higher on the second quarter ATI. Detailed results can be seen in [Appendix 3](#).

When 2nd quarter ATI results became available second quarter ATI was used as the dependent variable with ATI quarter 1 and the previous year’s AIMS as predictors.

$$ATI_Q2 = intercept + (ATIQ1 \times weight) + (AIMS \times weight)$$

In the majority of cases (grade by subject) previous years AIMS score was the better predictor based on analysis of the Beta weights. For some grade subject combinations first quarter ATI was a better predictor (e.g., grade 4 math). Typically, tests with a greater number of items (greater reliability) are better predictors than tests with fewer items, all things being equal. Detailed results of the multiple regression analyses can be seen in [Appendix 4](#). Following third quarter ATI correlation coefficients were calculated between all four variables. The magnitude of the correlations tended to follow the temporal order of the tests with correlations being higher between tests given closer together in time. The highest correlation (.76) was between AIMS reading and AIMS math probably due to the two tests being given closer together in time and both tests being more reliable (more items). Correlations between all four variables and a comparison of relative difficulty for the three quarters of the ATI can be seen in [Appendix 5](#). Once third quarter results were available those scores would have become the new dependent variable with quarter 1 and 2 ATI and 2013-14 AIMS the predictors.

$$ATI_Q3 = intercept + (ATIQ1 \times weight) + (ATIQ2 \times weight) + (AIMS \times weight)$$

This analysis has not yet been performed. It is unlikely that the addition of another predictor variable would increase the amount of variance accounted for by a significant amount.

Teacher and School Effectiveness Based on the Predictive Model

After running multiple regression by grade and subject, we used the resultant linear equations to make predictions based on the predictive variables in the model. For use in teacher and school effectiveness the predicted values or scores are not the end focus. The aim is to describe and model the relationship between two or more tests. The measure of interest in effectiveness models (value added) is the difference between the obtained and predicted scores. The difference between the obtained and predicted score is known as a *residual* (Table 1).

Table 1.

Observed ATI Math Score	Predicted ATI Math Score	Residual (<i>obs – Pred</i>)
34	30	+4
45	48	-3
65	60	+5

51	55	-4
37	40	-3
22	32	-10
78	69	+9

For an individual student, the residual has little value given the error in prediction. Over the entire population of students upon which the equation is based the average of the residuals will be zero. To ensure that all calculations were done correctly, one usually performs a residual analysis to ensure the average of the residuals is in fact zero. Examples of this analysis can be seen at the end of [Appendix 2](#) and [Appendix 5](#). The power and usefulness of the model comes from the knowledge that the average of the residuals over the population is zero. If we look at larger subsets of the population (school) and discover that on average their mean residual is negative, we can say with some confidence that the school scored lower than predicted based on its student’s previous performance. The opposite can be said if the average residual for a school is positive. Again, given the error in prediction it is recommended that this method only be used for subsets of students no smaller than ~ 10, allowing it to be used down to the classroom level. This effectiveness model using multiple regression was performed up through second quarter. Results of this analysis are available upon request.

ATI Data

The ATI results, while less reliable than AIMS, appeared to be reliable enough to use in a predictive model. This contention was supported both by the bivariate and multiple correlations. However, using this methodology to make statements about growth is not advised. High correlations simply tell us that students who scored high on one test tended to score high on the other test. If two tests measure different traits and/or use a different methodology (e.g., constructed response) we cannot attribute the difference to a change in content knowledge or growth. Additionally, comparing results from a formative test (ATI) directly to a summative test (AIMS) where we do not have direct access to the items is not sound methodology in measuring growth.

Relative Growth

The transition from the AIMS to the AzMERIT has made measuring growth more difficult for the reasons stated above (differences in content, difficulty and methodology). However, one advantage over the ATI is that the AzMERIT (like the AIMS) is a summative test measuring content that should have been taught throughout the school year. We assume the AzMERIT will be more difficult (rigorous), but if we look at relative growth as opposed to absolute growth, the difference in difficulty is neutralized. If all students perform worse on the AzMERIT the difference can be quantified. For example, if the average difference is a 10 point drop from AIMS to AzMERIT then a student showing only a 1 point drop could be said to have made a gain when compared to his or her peers. Although oversimplified, this concept is the basis of relative growth. Another way of describing relative growth is a change in percentile rank (based on peer performance) from one year to the next. A change in percentile rank is considered a measure of relative growth because we assume that a student will maintain their percentile rank from one year to the next. This assumption is based on the knowledge that almost all measures of academic achievement are highly correlated – even across content areas.

Recommendation

In the absence of another standardized objective measure that could be administered at the beginning and end of the year a recommendation is to use the method of relative growth between the AzMERIT and last year's AIMS. The State will continue calculation Student Growth Percentiles (SGP) based on the two tests. The SGP's are in essence a measure of relative growth compared to a student's academic peers.

The problem with using standardized tests of achievement to measure growth is that most of these tests only measure core content areas (e.g., Math, Reading, Science). Teachers that teach core subjects are referred to as "A" teachers. This fact leaves many teachers out of the model (B teachers). In most districts the average growth of the school is usually assigned to teachers that do not teach core courses. This determination is often considered inequitable given that a teacher may be assigned low growth simply because they are in a school that demonstrates low growth. To minimize this issue, one option is to assign average district growth to all B teachers. While teachers teaching core courses would still be under greater scrutiny than B teachers, the core content areas are likely considered of paramount importance in preparing students for college and/or career (college and career readiness) which makes a case for their greater scrutiny.

Appendix 1

Correlations between AIMS 13-14 and ATI Q1

All correlations are significant at $p < .05$

N=17,640

AIMS	ATI – Q1			
	Reading	Reading FAME	Math	Math FAME
Reading	.74	.62	.57	.59
Reading FAME	.62	.50	.50	.48
Math	.66	.54	.73	.71
Math FAME	.62	.50	.68	.68

Summary Table of Means Percent Correct

N=17619

Grade 13-14	Reading		Math		~N
	AIMS	ATIQ1	AIMS	ATIQ1	
3	60.35	55.14	60.02	53.08	3182
4	59.21	51.87	59.74	51.87	3250
5	59.25	53.85	59.36	52.32	2912
6	56.73	60.55	53.80	54.08	2855
7	59.10	49.19	54.28	47.52	2902
8	60.08	49.14	51.97	36.95	2518
All Grades	59.13	53.33	56.73	49.62	17619

Appendix 2

MR Results by Grade and Subject

----- Reading -----

Regression Summary for Dependent Variable: ATI_READ

R= .79 R²= .62187812 Adjusted R²= .62175999

F(1,3201)=5264.5 p<0.0000 Std.Error of estimate: 12.032

Grade 4	BETA	St. Err. of BETA	B	St. Err. of B	t(3201)	p-level
Intercpt			5.257875	.720741	7.29510	.000000
READ_PER	.788592	.010869	.824866	.011369	72.55704	0.000000

Regression Summary for Dependent Variable: ATI_READ

R= .78 R²= .61413310 Adjusted R²= .61401546

F(1,3280)=5220.3 p<0.0000 Std.Error of estimate: 11.116

Grade 5	BETA	St. Err. of BETA	B	St. Err. of B	t(3280)	p-level
Intercpt			8.350245	.632455	13.20291	.000000

READ_PER	.783666	.010846	.735013	.010173	72.25192	0.000000
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Regression Summary for Dependent Variable: ATI_READ

R= .76 R²= .58170262 Adjusted R²= .58156169

F(1,2968)=4127.4 p<0.0000 Std.Error of estimate: 11.294

Grade 6		St. Err.		St. Err.		
	BETA	of BETA	B	of B	t(2968)	p-level
Intercpt			10.70039	.702967	15.22175	0.00
READ_PER	.762694	.011872	.72964	.011357	64.24508	0.00

Regression Summary for Dependent Variable: ATI_READ

R= .76 R²= .57096223 Adjusted R²= .57081449

F(1,2904)=3864.6 p<0.0000 Std.Error of estimate: 10.822

Grade 7		St. Err.		St. Err.		
	BETA	of BETA	B	of B	t(2904)	p-level
Intercpt			20.91264	.667791	31.31614	0.00
READ_PER	.755620	.012155	.70004	.011261	62.16619	0.00

Regression Summary for Dependent Variable: ATI_READ

R= .76 R²= .57467948 Adjusted R²= .57453756

F(1,2997)=4049.5 p<0.0000 Std.Error of estimate: 10.908

Grade 8		St. Err.		St. Err.		
	BETA	of BETA	B	of B	t(2997)	p-level
Intercpt			5.590537	.713038	7.84045	.000000
READ_PER	.758076	.011913	.738337	.011603	63.63529	0.000000

Regression Summary for Dependent Variable: ATI_READ

R= .73 R²= .53762149 Adjusted R²= .53744733

F(1,2655)=3087.0 p<0.0000 Std.Error of estimate: 12.755

Grade 9		St. Err.		St. Err.		
	BETA	of BETA	B	of B	t(2655)	p-level
Intercpt			2.679839	.872642	3.07095	.002155
READ_PER	.733227	.013197	.773473	.013921	55.56122	0.000000

----- Math ----->

Regression Summary for Dependent Variable: ATI_MATH

R= .74 R²= .54316019 Adjusted R²= .54302276

F(1,3324)=3952.1 p<0.0000 Std.Error of estimate: 12.549

Grade 4		St. Err.		St. Err.		
	BETA	of BETA	B	of B	t(3324)	p-level
Intercpt			13.03084	.674377	19.32278	0.00
MATH_PER	.736994	.011723	.67208	.010691	62.86552	0.00

Regression Summary for Dependent Variable: ATI_MATH

R= .77 R²= .59261398 Adjusted R²= .59249226

F(1,3347)=4868.8 p<0.0000 Std.Error of estimate: 12.245

Grade 5		St. Err.		St. Err.		
	BETA	of BETA	B	of B	t(3347)	p-level
Intercpt			7.116488	.675455	10.53584	.000000
MATH_PER	.769814	.011033	.749347	.010739	69.77675	0.000000

Regression Summary for Dependent Variable: ATI_MATH

R= .73 R²= .53011436 Adjusted R²= .52996015

F(1,3047)=3437.6 p<0.0000 Std.Error of estimate: 12.118

Grade 6		St. Err.		St. Err.		
	BETA	of BETA	B	of B	t(3047)	p-level
Intercpt			12.35402	.715270	17.27183	0.00
MATH_PER	.728090	.012418	.67405	.011497	58.63068	0.00

Regression Summary for Dependent Variable: ATI_MATH

R= .80 R²= .63656615 Adjusted R²= .63644366

F(1,2967)=5196.8 p<0.0000 Std.Error of estimate: 10.792

Grade 7		St. Err.		St. Err.		
	BETA	of BETA	B	of B	t(2967)	p-level

Intercpt			12.69993	.603707	21.03657	0.00
MATH_PER	.797851	.011068	.77441	.010742	72.08881	0.00

Regression Summary for Dependent Variable: ATI_MATH

R= .68 R²= .46402535 Adjusted R²= .46379150

F(1,2292)=1984.3 p<0.0000 Std.Error of estimate: 12.302

Grade 8		St. Err.		St. Err.		
Regular	BETA	of BETA	B	of B	t(2292)	p-level
Intercpt			10.76029	.800257	13.44604	.000000
MATH_PER	.681194	.015292	.70756	.015884	44.54573	0.000000

Regression Summary for Dependent Variable: ATI_MATH

R= .71 R²= .50702614 Adjusted R²= .50630117

F(1,680)=699.38 p<0.0000 Std.Error of estimate: 12.356

Grade 8		St. Err.		St. Err.		
Algebra I	BETA	of BETA	B	of B	t(680)	p-level
Intercpt			-19.0559	2.929834	-6.50410	.000000
MATH_PER	.712058	.026925	1.0188	.038523	26.44586	0.000000

Regression Summary for Dependent Variable: ATI_MATH

R= .66 R²= .43857828 Adjusted R²= .43832986

F(1,2260)=1765.5 p<0.0000 Std.Error of estimate: 11.355

Grade 9		St. Err.		St. Err.		
Algebra I	BETA	of BETA	B	of B	t(2260)	p-level
Intercpt			6.511788	.738313	8.81982	.000000
MATH_PER	.662252	.015761	.611622	.014556	42.01779	0.000000

Correlations between AIMS and ATI Geometry (R = .55) were not used

Residual Analysis

Summary Table of Means (reading residuals)

Smallest N for any variable: 18077

Grade	READ_R	READ_R
	Means	N
4	-.008929	3203
5	-.009976	3281
6	-.033752	2969
7	-.087191	2894
8	-.042411	2994
9	-.008625	2654
All Grades	-.031185	18077

Summary Table of Means (math residuals)

Smallest N for any variable: 18592

Grade	MATH_R	MATH_R
	Means	N
4	-.324138	3299
5	-.000559	3347
6	-.001929	3048
7	-.260326	3006
8	-.099047	2991
9	-.020973	2703
All Grades	-.119006	18592

Appendix 3

Mean Comparisons Between First and Second Quarters on ATI

Summary Table of Means (atiq1q2_s.sta)
N=27528

Grade	Math Means		ELA Means		N
	Q1	Q2	Q1	Q2	
2	59.10	73.22	48.41	54.97	3575
3	49.64	57.03	56.75	64.48	3449
4	53.72	61.64	55.35	58.19	3418
5	52.10	56.45	51.82	63.67	3424
6	52.71	55.07	54.09	60.52	3009
7	54.60	39.66	60.98	56.07	2988
8	48.48	41.61	49.50	56.79	2970
9	39.80	39.43	52.30	51.37	2507
10	34.63	36.65	49.77	52.88	2174
11	29.69	28.77	45.23	45.69	13
12	32.00	27.00	29.00	20.00	1
All Grades	50.34	52.64	53.30	58.07	27528

Correlations

Correlations **Math**

All correlations are significant at $p < .05$

N=17506

All Grades	Q1M	Q2M	AIMSM_P
Q1M	1.00		
Q2M	.67	1.00	
AIMSM_P	.73	.68	1.00

Correlations Reading

All correlations are significant at $p < .05$

N=17356

All Grades	Q1R	Q2R	AIMSR_P
Q1R	1.00		
Q2R	.71	1.00	
AIMSR_P	.74	.74	1.00

Appendix 4

Math

Regression Summary for Dependent Variable: Q2M

R= .75 R²= .56 Adjusted R²= .56075291

F(2,3239)=2069.8 $p < 0.0000$ Std.Error of estimate: 12.294

Grade 4	BETA	St. Err. of BETA	B	St. Err. of B	t(3239)	p-level
Intercpt			17.54885	.718457	24.42575	0.00
Q1M	.455842	.018126	.45633	.018145	25.14889	0.00
AIMSM_P	.340034	.018126	.32095	.017108	18.75974	0.00

Regression Summary for Dependent Variable: Q2M

R= .79 R²= .63 Adjusted R²= .62564107

F(2,3275)=2739.3 $p < 0.0000$ Std.Error of estimate: 11.974

Grade 5	BETA	St. Err. of BETA	B	St. Err. of B	t(3275)	p-level
Intercpt			9.288690	.681643	13.62692	.000000
Q1M	.479465	.016695	.489201	.017034	28.71953	0.000000
AIMSM_P	.360817	.016695	.359992	.016657	21.61258	0.000000

Regression Summary for Dependent Variable: Q2M

R= .80 R²= .64 Adjusted R²= .63627110

F(2,2911)=2548.9 p<0.0000 Std.Error of estimate: 12.891

Grade 6		St. Err.		St. Err.		
	BETA	of BETA	B	of B	t(2911)	p-level
Intercpt			-1.20838	.822029	-1.47000	.141670
Q1M	.466602	.016281	.56513	.019719	28.65922	0.000000
AIMSM_P	.391375	.016281	.44066	.018331	24.03868	0.000000

Regression Summary for Dependent Variable: Q2M

R= .68 R²= .47 Adjusted R²= .46576329

F(2,2849)=1243.8 p<0.0000 Std.Error of estimate: 11.496

Grade 7		St. Err.		St. Err.		
	BETA	of BETA	B	of B	t(2849)	p-level
Intercpt			6.655965	.706623	9.41940	.000000
Q1M	.270873	.023474	.235369	.020397	11.53941	.000000
AIMSM_P	.444173	.023474	.376029	.019872	18.92214	0.000000

Regression Summary for Dependent Variable: Q2M

R= .74 R²= .55 Adjusted R²= .55054928

F(2,2869)=1759.4 p<0.0000 Std.Error of estimate: 11.056

Grade 8		St. Err.		St. Err.		
	BETA	of BETA	B	of B	t(2869)	p-level
Intercpt			4.444148	.658082	6.75318	.000000
Q1M	.316748	.017709	.291123	.016277	17.88603	0.000000
AIMSM_P	.483498	.017709	.419993	.015383	27.30201	0.000000

Regression Summary for Dependent Variable: Q2M

R= .69 R²= .47 Adjusted R²= .47041567

F(2,2194)=976.32 p<0.0000 Std.Error of estimate: 10.449

Grade 9		St. Err.		St. Err.		
	BETA	of BETA	B	of B	t(2194)	p-level

Intercpt			8.515897	.707017	12.04483	.000000
Q1M	.358468	.020204	.333717	.018809	17.74258	0.000000
AIMSM_P	.399166	.020204	.309779	.015679	19.75697	0.000000

Regression Summary for Dependent Variable: Q2M

R= .61 R²= .37 Adjusted R²= .36830160

F(1,2696)=1573.4 p<0.0000 Std.Error of estimate: 11.893

Grade = 10		St. Err.		St. Err.		
	BETA	of BETA	B	of B	t(2696)	p-level
Intercpt			11.86874	.663559	17.88649	0.00
Q1M	.607072	.015304	.71530	.018033	39.66664	0.00

Regression Summary for Dependent Variable: Q2M

R= .73 R²= .53 Adjusted R²= .51615204

F(2,98)=54.338 p<.00000 Std.Error of estimate: 11.515

Grade > 10		St. Err.		St. Err.		
	BETA	of BETA	B	of B	t(98)	p-level
Intercpt			6.798738	3.721484	1.826889	.070760
Q1M	.131229	.084536	.163351	.105229	1.552332	.123806
AIMSM_P	.642481	.084536	.502501	.066118	7.600052	.000000

Reading

Regression Summary for Dependent Variable: Q2R

R= .75 R²= .56 Adjusted R²= .55945877

F(1,3636)=4619.8 p<0.0000 Std.Error of estimate: 14.021

Grade 2		St. Err.		St. Err.		
	BETA	of BETA	B	of B	t(3636)	p-level
Intercpt			18.74575	.579080	32.37163	0.00
Q1R	.748051	.011006	.74668	.010986	67.96877	0.00

Regression Summary for Dependent Variable: Q2R

R= .72 R²= .51 Adjusted R²= .51132341

F(1,3490)=3653.8 p<0.0000 Std.Error of estimate: 12.549

Grade 3		St. Err.		St. Err.		
	BETA	of BETA	B	of B	t(3490)	p-level
Intercpt			31.05586	.590681	52.57632	0.00
Q1R	.715167	.011831	.58817	.009730	60.44654	0.00

Regression Summary for Dependent Variable: Q2R

R= .83 R²= .69 Adjusted R²= .68516340

F(2,3150)=3430.8 p<0.0000 Std.Error of estimate: 10.864

Grade 4		St. Err.		St. Err.		
	BETA	of BETA	B	of B	t(3150)	p-level
Intercpt			6.588042	.666177	9.88932	.000000
Q1R	.437101	.016260	.434139	.016150	26.88171	0.000000
AIMSR_P	.438274	.016260	.455400	.016896	26.95388	0.000000

Regression Summary for Dependent Variable: Q2R

R= .83 R²= .69 Adjusted R²= .69015336

F(2,3210)=3578.2 p<0.0000 Std.Error of estimate: 11.605

Grade 5		St. Err.		St. Err.		
	BETA	of BETA	B	of B	t(3210)	p-level
Intercpt			8.021181	.691282	11.60335	.000000
Q1R	.326542	.015739	.381672	.018396	20.74795	0.000000
AIMSR_P	.550340	.015739	.606451	.017343	34.96766	0.000000

Regression Summary for Dependent Variable: Q2R

R= .80 R²= .64 Adjusted R²= .64129107

F(2,2900)=2595.1 p<0.0000 Std.Error of estimate: 10.847

Grade 6		St. Err.		St. Err.		
	BETA	of BETA	B	of B	t(2900)	p-level
Intercpt			11.28017	.713039	15.81984	0.00
Q1R	.409886	.017275	.42555	.017936	23.72679	0.00

AIMSR_P	.442554	.017275	.44113	.017220	25.61782	0.00
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Regression Summary for Dependent Variable: Q2R

R= .78 R²= .61 Adjusted R²= .60588789

F(2,2827)=2175.6 p<0.0000 Std.Error of estimate: 10.758

Grade 7		St. Err.		St. Err.		
	BETA	of BETA	B	of B	t(2827)	p-level
Intercpt			6.814968	.795167	8.57049	.000000
Q1R	.332537	.018017	.349235	.018922	18.45644	0.000000
AIMSR_P	.496221	.018017	.491461	.017845	27.54123	0.000000

Regression Summary for Dependent Variable: Q2R

R= .82 R²= .68 Adjusted R²= .67755107

F(2,2843)=2990.1 p<0.0000 Std.Error of estimate: 11.078

Grade 8		St. Err.		St. Err.		
	BETA	of BETA	B	of B	t(2843)	p-level
Intercpt			1.211889	.764162	1.58591	.112872
Q1R	.408045	.016311	.473318	.018920	25.01617	0.000000
AIMSR_P	.469858	.016311	.542306	.018826	28.80577	0.000000

Regression Summary for Dependent Variable: Q2R

R= .77 R²= .59 Adjusted R²= .58708156

F(2,2341)=1666.6 p<0.0000 Std.Error of estimate: 11.376

Grade 9		St. Err.		St. Err.		
	BETA	of BETA	B	of B	t(2341)	p-level
Intercpt			3.378787	.852313	3.96426	.000076
Q1R	.329290	.019505	.311392	.018445	16.88210	0.000000
AIMSR_P	.491689	.019505	.497612	.019740	25.20800	0.000000

Regression Summary for Dependent Variable: Q2R

R= .69 R²= .48 Adjusted R²= .47964437

F(1,2599)=2397.6 p<0.0000 Std.Error of estimate: 13.597

Grade 10		St. Err.		St. Err.		
	BETA	of BETA	B	of B	t(2599)	p-level

Intercpt			15.88962	.802534	19.79931	0.00
Q1R	.692708	.014147	.74251	.015164	48.96512	0.00

Regression Summary for Dependent Variable: Q2R

R= .49 R²= .24 Adjusted R²= .22146766

F(1,34)=10.956 p<.00222 Std.Error of estimate: 14.890

Grade > 10	BETA	St. Err. of BETA	B	St. Err. of B	t(34)	p-level
Intercpt			14.66295	7.561535	1.939150	.060818
Q1R	.493671	.149143	.59603	.180068	3.310043	.002215

Residual Analysis

Summary Table of Means (atiq1q2_s.sta)

Smallest N for any variable: 27056

	MATH_R Means	MATH_R N	READ_R Means	READ_R N
G_2:2	-.0302	3739	-.01961	3638
G_3:3	.0090	3613	.00526	3492
G_4:4	.0133	3242	.03209	3153
G_5:5	.0097	3278	.01095	3213
G_6:6	-.0119	2914	-.01637	2903
G_7:7	.0217	2852	.04555	2830
G_8:8	.0057	2872	.03581	2846
G_9:9	.0112	2197	-.00529	2344
G_10:10	.0091	2698	-.02472	2601
G_11:11	.9607	88	-.80267	27
G_12:12	-6.7536	13	2.42489	9
All Grades	.0031	27506	.00703	27056

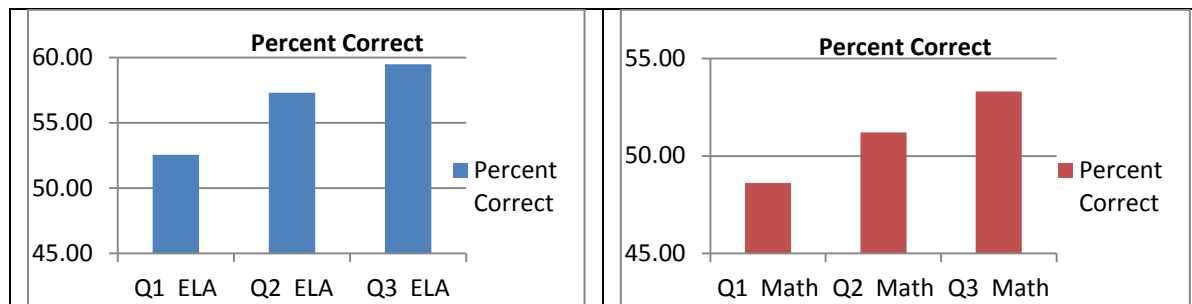
Appendix 5

Correlations (atq315_s.sta)

All correlations are significant at $p < .05$

N=15075

	AIMSM	AIMSR	Q1M	Q2M	Q3M	Q1R	Q2R	Q3R
AIMSM	1.00							
AIMSR	.76	1.00						
Q1M	.73	.57	1.00					
Q2M	.68	.51	.66	1.00				
Q3M	.68	.55	.63	.72	1.00			
Q1R	.65	.74	.60	.48	.49	1.00		
Q2R	.68	.74	.61	.58	.57	.71	1.00	
Q3R	.62	.68	.60	.53	.53	.69	.72	1.00





Diversity

2014-2015 End of Year Report

Tucson Unified School District

TUSD

STRATEGIC PLAN END OF YEAR REPORT 2014-2015

DIVERSITY

Strategic Priority 1: Reflective Curriculum – TUSD will have classroom curricula, instruction and professional development that integrate diversity and high expectations for all students.

Year 1 Goal: Establish and maintain ELA and Social Studies Courses for HS

Progress/Completion: 100%

- K-12 ELA curriculum infused with multicultural resources and perspectives.
- K-12 Social Studies curriculum developed and infused with multicultural resources and perspectives
- Development and Enhancement of Culturally Relevant Curriculum at the high school level.
- ILA modules while infused culturally responsive instructional pedagogy in instructional modules.

Evidence:

Appendix 1-1 High School ELA Curriculum

- Samples from [English](#)
- Samples from [Social Studies](#)
- Samples [New CRC Curriculum](#)

Appendix 1-2 ILA Module

Strategic Priority 2: Recruitment and Retention of Diversity – TUSD will actively recruit, hire, train and work to retain teachers, administrators and staff who reflect its student population.

Year 1 Goal: Gather and analyze current staff data by level

Progress/Completion: 100%

Year 1 Goal was to gather and analyze current staff data by level (i.e. administration, teachers, classified) and compare to student ethnicity and language skills and ascertain areas of disproportionality prior to June 2014. Numerous reports were generated and some of them are included in the Appendices. These reports were instrumental in our work, guided our efforts to examine the current recruitment process and develop recommendations to meet the goal of attracting a diverse employee base.

- Outreach Recruitment & Retention Plan (ORR)-
 - Evaluate and address disparities and implement corrective actions
 - Conduct surveys of teachers' overall job satisfaction,
 - Facilitate teacher focus groups
 - Provide family support and professional development
 - The criterion of the Infant and Early Learning Centers are an attractive recruitment incentive for teachers with young children. The thought that there was a choice for child care within the district was very appealing

- Process for Focus group - A request was sent to teachers in the critical needs areas of math, science, special ed, and ELL to participate in a focus group. All focus groups are divided into three sections: Elem/K8, Middle, and High School. This process is conducted twice a year in Jan and May. The purpose of the focus groups so that the district can learn about teachers' experiences as a teacher in hard to fill positions with the District. The intent is to identify ideas and initiatives that could improve the support teachers receive in their positions.

- AppliTrack - This year we implemented a new applicant tracking system database to replace the outdated one that had been in place for a number of years. The AppliTrack system is designed to accept applications, schedule interviews and conduct reference checks electronically. Principals and hiring supervisors have commented positively on the convenience of the availability of applicants and the ease of scheduling interviews. The system is designed to improve both the users and candidates experience in the recruiting and hiring process.

With this platform, applicants and we are able to: Import their basic data pages with a single click, Provides custom screen views for visually comparing applicant data, Simple point-click filtering, Reduce typing time and errors with clickable auto-filters for quick screening, Review the entire applicant's file in one window.

- Since August, we have seen a downward trend for average time to hire. We have reduced hiring time for applicants by 22 days. This means from the time the application is submitted, through the interview process, and to the presentation to the Governing Board for hire. During the April 14th Governing Board Meeting, 37 new hires were approved for the 2015-2016 School Year. In February of 2015, we had 454 vacancies and 1,473 applications of viable applicants.

- LinkedIn - In January we re-activated the LinkedIn Company Profile as a way to market the district to potential applicants. LinkedIn is a business-oriented social networking service, founded in December 2002 and launched on May 5, 2003. It is mainly used for professional networking. In 2006, LinkedIn had 20 million members and as of June 2013, they reported more than 259 million users in more than 200 countries.

- We have utilized outreach of social media and to connect with our community. Specifically, we are using LinkedIn as a means to connect to our

employees. Because of our success with connecting on LinkedIn, we are looking to redesigning how our employment page looks to candidates and to utilize LinkedIn to post jobs.

From the time we implemented this effort in November, our total numbers of followers have increased from 1,802 to 2,310 –that’s an increase of 508! Our impressions have gone from only 10s to now 500+ impressions on posts regarding careers at TUSD. (Impressions = The number of times each update is shown to LinkedIn members.)

Part of the work gave us a head start on Year 2 Goal of Identifying higher level institutions with high ethnic diversity to target and begin recruitment.

- Targeted Recruitment Effort - The USP requires the district to plan recruitment trips to Historically Black Colleges & Universities (HBCU) and Hispanic Association of Colleges and Universities (HACU) member colleges and universities with diverse teacher prep programs.

While the targeted recruitment to identify higher level institutions with high ethnic diversity and target and recruitment had already been in place for several years, we had already started to analyze the results of these trips. A three year history review of these recruitment efforts were not positive so there was work to be done in this area. For the 2012-2013 School Year, \$26,147.00 was spent on recruitment, in 2013-2014 we spent \$20,766.00 and most recently in 2014-2015 a total of \$31,908 was spent on recruitment efforts.

The return on investment for actual letters of intent issued in 2013-14 SY (total of 7) was approximately \$6689 per letter. The return on investment for actual letters of intent accepted (total of 1) was \$46,825.00. These figures suggest the efforts in this area were not paying a reasonable dividend. We knew a change was needed.

As part of the targeted recruitment efforts, we partnered with the National Council on Teacher Quality (NCTQ) and gathered valuable information on student teacher preparation programs across the country. NCTQ has developed 19 standards that scrutinize the most fundamental aspects of teacher preparation programs by state. These reports serve a critical purpose of providing data on the college or university system and compare one program to another. Using this data, we were able to strategically re-evaluate our recruitment trips and determine which programs provide the best source of diverse student teachers.

Evidence:

Appendix 2-1 Samples of Analysis

Appendix 2-2 Appendix 2-3 Racial/Ethnic Composition – Principals/AP’s/Teachers and Students by School Level

Appendix 2-3 Recruitment Schedule

Appendix 2-4 District Employees Comparison

Strategic Priority 3: World Language Options – TUSD will increase and support its foreign language options for all students.

Year 1 Goal: School feeder patterns will be established and documented at the District Level, indicating language options K-12 for pilot schools

Progress/Completion: 100%

The Language Acquisition Department established the School feeder patterns and documented at the District Level indicating language options K-12 for pilot schools.

Evidence:

- Presentation at community quarterly meetings of World Language feeder pattern progress
- Update to TUSD Board on World Language progress
- World Language feeder patterns established were the following;
Arabic-Wright, Doolen MS, Catalina HS
Arabic – Maxwell K 8 and Cholla HS
Spanish – Roberts/Naylor K 8 and Rincon HS
Chinese – Soleng Tom, Gridley MS, Sahuraro HS
Korean – Fruchthendler, Secrist MS, Sabino HS

Strategic Priority 4: Advanced Learning Opportunities – TUSD will ensure equitable access to advanced learning opportunities (e.g. honors, AP, IB, GATE, and college prep programs) for all students.

Year 1 Goal: Educate stakeholders about the current Advanced Learning Experience/accelerated course offerings

Progress/Completion: 100%

- Sent parent-friendly information about GATE testing to all TUSD families encouraging them to consider testing for their student
- Sent HS ALE information letter to all District families with an 8th grade student encouraging ALE enrollment in high school
- Created and distributed student-friendly flyers encouraging students to pursue advanced learning opportunities.
- Communicated District commitment to open enrollment practice for ALEs

- Worked with AASS, MASS, and Counseling Departments to collaborate and support outreach efforts to African American and Hispanic students
- Held more than 20 parent/community meetings to inform and discuss the value of enrolling in GATE, pre-AP and AP programs.
- Visited classrooms and held school assemblies to encourage enrollment in AP classes (LSCs and counselors)
- Added advanced classes in ELA and math in middle schools where possible to prepare students for ALEs in high school.
- Analyzed and revised assessments as necessary for UHS and GATE
- AP tutoring (9 comprehensive high schools)
 - 2AP teachers at 9 comprehensive high schools (math, ELA, SS)
 - One-hour support classes 2x/week
 - AP Test-Prep Class (10 high schools)
- Each AP teacher offered a 4-hour test-prep class prior to AP end-of-year exams
 - Strong encouragement for students to take AP exam
- UA Think Tank – SAT Prep Class
 - 6 ½ day Saturdays – two sessions in Fall of 2014
 - Normally \$300; scholarship price of \$100 for 8 low-income students
 - ALE budget for additional scholarships
- AP/GATE teacher mentor for African American and Hispanic students
 - Self-contained middle schools and ten high schools
 - Support enrolled students and families to promote successful completion of ALE
- Provided AP “Boot-Camp” for students to educate students about AP coursework and prepare them for Fall courses.

Evidence:

- Appendix 4-1 Samples of ALE & AAC Flyers
- Appendix 4-2 Samples of Emails Principal AP and ALE Support
- Appendix 4-3 Samples of AP Boot Camp

Strategic Priority 5: Community Engagement – Strengthen and increase its community engagement (e.g. families, businesses, nonprofits, higher education, and faith-based organizations) 5 year vision: A system where children and families have what they need to be successful.

Year 1 Goal: Create and maintain community partnerships that enhance the well being of students and families

Progress/Completion: 100%

- **Wakefield Family Resource Center:** The opening of the Wakefield Family Resource Center has created a path for families to attain resources and services they need in order to be successful. The Wakefield Family Resource Center has a Clothing Bank that provides TUSD students with clothes, shoes school supplies and uniforms when they are in need. Wakefield Family Resource Center is partnering up with the Community

Food Bank of Southern Arizona to establish a food pantry. The following are community organizations which will offer workshops and/or services to our families:

- La Frontera Arizona, community-based, nonprofit behavioral health center- Dream Academy
 - Pima County Health Department- Healthier Living Workshops
 - University of Arizona Cooperative Extension-Nutrition classes
 - Parent Aide- Parenting Classes
 - Make Way for Books- Raising a Reader Workshops
 - Literacy Connects- Adult Literacy classes
 - I am you 360, non-profit organization-Self esteem workshops
 - Youth on the Rise-Reengagement Center
 - Arizona Serve- Communities in Schools Imitative
 - Faith Based Partnerships
- **Palo Verde Family Resource Center:** The Palo Verde Family Resource Center is expected to open during the 2015-2016 school year. Family and Community Outreach is working diligently to create additional partnerships as they will be essential in supporting families at Palo Verde, Catalina and Southwest Family Center's once those are established.
 - **Native American Advisory Council Meetings:** Throughout the 2014-2015 school year, monthly meetings were held with the Native American Advisory Council to ensure the needs of all TUSD students continue to be met and to address any immediate areas of opportunity.
 - **Quarterly Parent Meetings:** During the quarterly information events for parents the Mexican American and African American Student Services Departments included information, pamphlets and played advanced learning experiences videos advertising magnet and Gifted and Talented Education programs to Latino and African American families.
 - **Parent Survey:** Between the months of November and December of 2014 (10) MASS Specialists attended several Principal sponsored Parent Cafecitos and meetings sponsored by schools. They conducted a survey for parents and students to respond to. Sixty-nine (69) surveys with responses were collected and tallied. Below is the summary and type of responses collected for all 4 questions that were asked in the surveys at the following schools Holladay Magnet Elementary, Tolson Elementary, Pistor Middle School, Pueblo Magnet High School, Cholla High Magnet, Lynn/Urquides Elementary, Utterback Middle School, Valencia Middle School, Morgan Maxwell K-8 and Ochoa Community Magnet School.
 - **Monthly Faith Based Partner Meetings:** Student Services regularly meets with members of Tucson's Faith Based Communities to discuss the current needs of TUSD students and families. During December 2014, the four Student Equity departments in collaboration with the Faith Based Communities and School Safety delivered food boxes to TUSD families.
 - **School Choice:** School Community Services has worked to streamline the process for consistent school choice. Collaboratively working with other TUSD departments, School Community Services has begun to initiate a more transparent and data-driven process for student placement.

Parents are informed of the lottery results for their students after each process. In response to community feedback and elements of the USP, School Community Services is working with the Governing Board and Federal Court to enhance the lottery process for student placement. Enhancements include the promotion of a family culture, including employees. School Community Services has participated in all major marketing events for Magnet Schools, the Early Learning Centers, and open enrollment in order to meet the strategically established goals for enrollment

- **Community Partnerships:** The Equity Departments along with Community Services and School Community Outreach have established and maintained community partnerships to ensure student educational and well being needs are being met.

Evidence:

Appendix 5-1 Community Engagement Entities

APPENDICES

Appendix 1-1 Samples of High School ELA Curriculum

- [English](#)
- [Social Studies](#)
- [New CRC Curriculum](#)

Appendix 1-2 ILA Module

Appendix 2-1 Samples of Analysis

Appendix 2-2 Appendix 2-3 Racial/Ethnic Composition – Principals/AP's/Teachers and Students by School Level

Appendix 2-3 Recruitment Schedule

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Appendix 4-2 Samples of Emails Principal AP and ALE Support

Appendix 4-3 Samples of AP Boot Camp

Appendix 5-1 Community Engagement Entities

Appendix 1-1 Samples of High School ELA Curriculum

The screenshot shows a web browser window with the URL <http://tusd1.org/resources/curriculum/ela612.asp>. The page header includes navigation links for [STUDENTS](#), [PARENTS](#), [ALUMNI](#), [EMPLOYEES](#), and [COMMUNITY](#). The main title is "Curriculum Guide" with a "Google Custom Search" box. A secondary navigation bar contains links for [Resources Home](#), [Curriculum Guide](#), [Links](#), [Literacy](#), [Math](#), [Science](#), [Social Studies](#), and [Whiteboards](#). The breadcrumb trail reads: [Home](#) > [Employees](#) > [Teacher Resources](#) > [Curriculum Guide](#) > 6-12 English Language Arts Curriculum Materials. The main heading is "6-12 English Language Arts Curriculum Materials" with an orange button for [Curriculum Survey for Teachers >>](#). The introductory text states: "We believe students learn best when they are actively engaged with rigorous and relevant lessons that are taught and assessed by highly qualified, expert, and caring teachers. The curricula are driven by Standards-based learning outcomes and measured by authentic assessments that will further inform instruction through its design to explore big ideas, essential questions, and promote enduring understandings. Technology is also integrated throughout the curricula to promote 21st Century thinking and learning to help students solve real-life complex problems. Together, we seek to prepare each and every student as a college- and career-ready graduate." Below this, it says: "TUSD will design an aligned, articulated and well administered curriculum that supports academically high standards of learning for all children, integrates college and career ready skills, incorporates fine and performing arts, and is culturally relevant for our diverse student population. It will be reviewed and revisited regularly to meet the changing demands of our students and community." On the right, a "Contact" section lists: "Clarice Clash, Ph.D., Senior Director, Curriculum Development (520) 225-4923 | Clarice.Clash@tusd1.org". Below that is a "Curriculum Materials" section with the note: "Materials for the 2015-16 school year for grades 6-8 will be available soon." A list of grade levels is shown with expandable buttons: Sixth Grade, Seventh Grade, Eighth Grade, Ninth Grade, Tenth Grade, Eleventh Grade, and Twelfth Grade.

TUSD CURRICULUM MAP—SOCIAL STUDIES

U.S. History: Grade 11, Quarter 1	Unit Title: Pre-Colonial Africa to the Triangle Trade
Unifying Concept: Foundations	Viewpoint: African American

ENDURING UNDERSTANDING: To make a thoughtful analysis of American history, students must develop critical historical literacy, exploring historical events from multiple perspectives. In history, there are often equally valid, but conflicting versions of the same event.

ESSENTIAL QUESTIONS:

- How is history constructed, who writes it, and in what ways might accounts be biased?
- When two civilizations make contact, why is it important to understand how each interprets the history of that contact?
- How does writing one’s own personal history impact their understanding of the larger history of the U.S.?

INSTRUCTIONAL MATERIALS	STANDARDS
<p>CORE ADOPTED TEXT: <i>The American Vision</i> (2010), Appleby, et.al.</p> <p>SUGGESTED INSTRUCTIONAL RESOURCES:</p> <ul style="list-style-type: none"> • <i>Life Upon These Shores</i>, Henry Louis Gates • “Great West African Kingdoms,” http://exploringafrica.matrix.msu.edu/students/curriculum/m7a/activity3.php • Transatlantic Slave Trade http://www.slavevoyages.org/tast/index.faces • “Aboard a Slave Ship, 1829,” Robert Walsh http://www.eyewitnesstohistory.com/slaveship.htm • “Proslavery: A History of the Defense of Slavery in America,” Larry E. Tise • Iroquois Constitution, U.S. Constitution, Declaration of Independence • <i>A Different Mirror</i>, Ronald Takaki: Chapter 3 “The Hidden Origins of Slavery” • <i>Voices of Freedom</i>, Eric Foner: “Petition of Slaves to the MA Legislature” (1777) and 	<p><u>Content Standards:</u> SSHS-S1C1 PO 2 SSHS-S1C2 PO 1 SSHS-S1C3 PO 1, 2, 3, 4 SSHS-S1C4 PO 1, 2, 3, 4, 5, 6</p> <p><u>Constant (Italized)</u> <i>SSHS-S1C1 PO 1, 3, 4, 5, 6, 7</i> <i>SSHS-S1C10 PO 1, 2</i></p> <p><u>Reading Standards</u> 11-12.RH.1 11-12.RH.2</p>

TUSD CURRICULUM MAP U.S. HISTORY

<p>Unit Name: THE MEETING OF THREE CULTURES Prehistory-1600</p> <p>PO cluster(s):</p> <p>Concept 2: Early Civilizations (SSHS-S1C2)</p> <p>PO 1. Describe Prehistoric Cultures of the North American continent: a. Paleo-Indians, including Clovis, Folsom, and Plano b. Moundbuilders, including Adena, Hopewell, and Mississippian c. Southwestern, including Mogollon, Hohokam, and Ancestral Puebloans (Anasazi)</p>				
<p>Big Ideas/Enduring Understandings</p> <p>American Indian Tribes and Nations were distinct peoples with cultures reflective of the geography of the region inhabited.</p>		<p>Essential Question(s)</p> <p>Why do people migrate to new lands? How might geography affect a people’s development? How did pre-historic cultures of the North American continent differ from the Europeans whom they encountered?</p>		
ESSENTIAL LEARNING				
AZCCR Standards	Knowledge	Skills	Key Vocabulary	Suggested Activities
<p><u>Reading Standards for Literacy</u> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p><u>Writing Standards for Literacy</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Native American groups developed cultures based on the geography of the region in which they lived.</p> <p>An agricultural revolution led to the first civilizations in Mesoamerica, whose people built large, elaborate cities.</p>	<p>Explain how ideas, customs, and innovations (e.g., religion, language, political philosophy, technological advances, higher education, and economic principles) are spread through cultural diffusion.</p> <p>Analyze factors (e.g., social, biotic [living things], abiotic, [physical geography]) that affect human populations.</p> <p>Describe the factors (e.g., demographics, political systems, economic systems, resources, culture) that contribute to the variations between</p>	<p>Paleo-Indians Mound builders Hohokam Ice Age Bering strait indigenous Iroquois Confederacy (Iroquois League) Matriarchal leadership Christopher Columbus Jacques Marquette Henry Hudson reciprocal</p>	<p>Word Work Activity Create a graphic organizer of the major Native American groups prior to European exploration.</p> <p>Close & Critical Reading Activity Create a map of the American Indian tribes and nations living on the North American continent prior to European exploration.</p> <p>http://nmai.si.edu/ http://www.npr.org/blogs/codeswitch/2014/06/24/323665644/the-map-of-native-american-tribes-youve-never-seen-before http://perspectives.tolerance.org/</p>

Appendix 1-2 ILA Module

Outcomes

- Gain knowledge of close reading and make connections to the ELA shifts
- Practice annotation to identify key components of close reading
- Recognize culturally responsive instructional strategies that occur during close reading

Appendix 2-1 Samples of Analysis

CERTIFIED AFRICAN AMERICANS HIRED AS OF: 7/1/12 – 6/30/13

Position Title	Site/School	Total Hired
Counselor	Van Buskirk Elementary School	1
Ex Ed Teacher	Maxwell Middle School	1
Sub Teacher	Human Resources	17
Sub Teacher - LT - Start Pay	Doolen Middle School	1
Sub Teacher - LT - Start Pay	Human Resources	2
Teacher	Palo Verde Magnet High School	1
Teacher	Pueblo Magnet High School	2
Teacher	Tucson Magnet High School	4
Temp Counselor	Mary Belle McCorkle K-8	1
Temp Ex Ed Teacher	Maxwell Middle School	1
Temp Teacher	Banks Elementary School	1

Data Source: PeopleSoft EBNEWHIRE_2 Report
3/26/2015 4:32 PM

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**CLASSIFIED AFRICAN AMERICANS
HIRED AS OF: 7/1/12 – 6/30/13**

Position Title	Site/School	Total Hired
Coach, MS Boys Base Ball	Magee Middle School	1
Coach, MS Girls Base Ball	Hohokam Middle School	1
Coach, MS Soccer	Carson Middle School	1
Coach, MS Track	Gridley Middle School	1
Coach, Wrestling	Palo Verde Magnet High School	1
College Prep Assistant - Hourly	Desegregation Department	1
College/Career Readiness Coordinator	Sahuaro High School	1
Community Ed Activity Helper I	Rose Elementary School	1
Community Ed Activity Helper I	Schumaker Elementary School	1
Community Ed Activity Helper II	Steele Elementary School	1
Community Ed Activity Helper III	Mary Belle McCorkle K-8	2

Data Source: PeopleSoft
EBNEWHIRE_2 Report

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14

Appendix 2-2 Racial/Ethnic Composition – Principals/AP’s/Teachers and Students by School Level

**Racial/Ethnic Composition of TUSD Teachers, Principals, Assistant Principals and Students by School Level
SY 2010-2011 - 2012-2013 - 2013-2014**

TEACHERS		White	African American	Latino / Hispanic	Native American	Asian American / Pacific Islander	Multi Race	Unspecified
Year	%	%	%	%	%	%	%	%
Totals	2010-11	67.8	3.5	23.9	1.1	1.4	0.0	0.0
Totals	2011-12	66.9	3.3	24.4	1.0	1.8	0.0	0.0
Totals	2012-13	67.3	3.14	25.1	1.16	2.7	0.0	1.31
Totals	2013-14	66.81	3.11	25	1.2	2.29	0.0	1.58
Elementary	2010-11	65.2	2.8	28.2	1.5	1.5	0.0	0.0
Elementary	2011-12	62.4	3.0	30.1	1.2	1.6	0.0	0.0
Elementary	2012-13	63.8	2.5	29.3	1.4	2.1	0.0	1.0
Elementary	2013-14	62.32	2.7	29.93	1.53	2.23	0.0	1.29
Midde	2010-11	67.2	3.2	25.9	0.7	1.2	0.0	0.0
Midde	2011-12	63.1	3.1	28.7	0.7	1.5	0.0	0.0
Midde	2012-13	66.9	3.4	26.2	0.6	1.4	0.0	1.5
Midde	2013-14	69.59	3.69	22.58	0.69	1.84	0.0	1.61
High	2010-11	70.7	4.4	18.2	1.1	1.6	0.0	0.0
High	2011-12	72.2	3.9	17.1	0.9	2.1	0.0	0.0
High	2012-13	73.5	3.9	17.1	1.3	2.5	0.0	1.7
High	2013-14	71.61	3.3	19.23	0	2.75	2.01	2.01
PRINCIPALS		White	African American	Latino / Hispanic	Native American	Asian American / Pacific Islander	Multi Race	Unspecified
Year	%	%	%	%	%	%	%	%
Totals	2011-12	56.4	4.5	39.1	0.0	0.0	0.0	0.0
	2012-13	57.5	5.8	35.6	1.2	0.0	0.0	0.0
	2013-14	54.88	7.32	36.59	7.32	0.0	0.0	0.0
Elementary	2011-12	57.1	4.3	38.6	0.0	0.0	0.0	0.0
	2012-13	54.6	7.3	38.2	0.0	0.0	0.0	0.0
	2013-14	54.55	9.09	36.36	0.0	0.0	0.0	0.0
Midde	2011-12	54.1	0.0	45.9	0.0	0.0	0.0	0.0
	2012-13	60.0	0.0	35.0	5.0	0	0.0	0.0
	2013-14	50	0.0	42.86	7.14	0.0	0.0	0.0
High	2011-12	52.2	8.7	39.1	0.0	0.0	0.0	0.0
	2012-13	66.7	8.3	25.0	0.0	0.0	0.0	0.0
	2013-14	61.54	7.69	30.77	0.0	0.0	0.0	0.0
	2013-14	61.54	7.69	30.77	0.0	0.0	0.0	0.0
ASSISTANT PRINCIPALS		White	African American	Latino / Hispanic	Native American	Asian American / Pacific Islander	Multi Race	Unspecified
Year	%	%	%	%	%	%	%	%
Totals	2012-13	53.7	5.6	40.7	0.0	0.0	0.0	0.0
	2013-14	51.16	4.65	41.86	2.33	0.0	0.0	0.0
Elementary	2012-13	28.6	0.0	71.4	0.0	0.0	0.0	0.0

Appendix D: Demographics

05.27.2014

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**Racial/Ethnic Composition of TUSD Teachers, Principals, Assistant Principals and Students by School Level
SY 2010-2011 - 2012-2013 - 2013-2014**

	2013-14	50.0	0.0	50.0	0.0	0.0	0.0	0.0
Midde	2012-13	61.9	0.0	38.1	0.0	0.0	0.0	0.0
	2013-14	40.0	0.0	53.33	6.67	0.0	0.0	0.0
High	2012-13	53.9	11.5	34.6	0.0	0.0	0.0	0.0
	2013-14	60	10	30	0.0	0.0	0.0	0.0
STUDENTS		White	African American	Latino / Hispanic	Native American	Asian American / Pacific Islander	Multi Race	Unspecified
	Year	%	%	%	%	%	%	%
Totals	2012-13	23.2	5.5	62.4	3.8	2.3	2.8	0.0
	2013-14	23.23	5.5	62.36	3.77	2.31	2.83	0
Elementary	2012-13	22.0	4.9	64.1	4.1	1.8	3.2	0.0
	2013-14	21.99	4.86	64.06	4.08	1.78	3.23	0
Midde	2012-13	19.2	5.8	66.2	4.0	2.4	2.5	0.0
	2013-14	19.19	5.8	66.16	3.99	2.36	2.51	0
High	2012-13	28.7	6.3	56.4	3.1	3.1	2.5	0.0
	2013-14	28.67	6.29	56.38	3.09	3.13	2.45	0.0

Appendix 2-3 Recruitment Schedule

TUSD 2014-2015 Recruitment Schedule
5/26/15

TUSD 2014-2015 Recruitment Schedule										
Teacher/Educational Fair	City/State	Date	Ethnic Diversity*	NCTQ**	Letters of Intent	Ethnicity				
						AA	Anglo	Asian	Hisp	Native American
University of Maryland-College Park	College Park, MD	9/17-9/18/14	0.6	#14 SE	0					
Northern Arizona University	Flagstaff, AZ	9/24/14	0.56	#45 SE	3		2			1
University of Central Florida	Orlando, FL	9/24/2014	0.57	#11 SE	0					
HACU Conference	Denver, CO	10/4-10/6/14	HACU	NA	1					
Univ of Louisiana at Lafayette Fall Teacher Recruitment	Lafayette, LA	10/28/14		#34EE	0					
Louisiana State University Teacher Interviewing Day	Baton Rouge, LA	10/29/14		#360 EE	0					
Texas A&M University Education Career Fair	College Station, TX	11/10/14	HACU	#2 EE	0					
NABSE Conference	Kansas City, MO	11/18-22/14	HBCU	NA	0					
La Cosecha Conference	Santa Fe, NM	11/18-22/14	NA	NA	1				1	
State of the State	Tucson, AZ	1/13/15	NA	NA	0					
Diversity Fair	Tucson, AZ	1/15/15	HBCU/HACU	NA	0					
TUSD Job Fair	Tucson, AZ	2/7/15		NA	5	2	2		1	
Tucson and So AZ Teacher Career Fair	Tempe, AZ	2/19/15	HACU		0					
U of A Reception	Tucson, AZ	3/4/15	0.56	#19SE	3	1	1		1	
TUSD Job Fair	Tucson, AZ	3/7/15			17					
West VA State Univ	Institute, VA	3/11/15	HBCU	#42 Sped	0					
Southern Arizona School District Job Fair	Tempe, AZ	3/19/15			0					
Nashville Area Teacher Recruitment Fair	Franklin, TN	3/31/15	HBCU	#1SE	1		1			
Tuskegee University	Tuskegee, AL	4/16/14	HBCU	Not reported	1	1				
Northern Arizona University NAU Spring 2015	Phoenix, AZ	4/16/15	0.56	#45SE	0					
The University of Arizona	Tucson, AZ	4/17/15	0.56	#19 SE	0					
New Mexico State University Educators Job Fair	Las Cruces, NM	4/20-21/15	HACU	#312 EE	11					
Great AZ Teach In	Glendale, AZ	4/25/15	NA	NA	1	1				
Western New Mexico University	Silver City, NM	5/4-5/15	HACU/HBCU	Not reported	0					
Total 24					44	5	6		3	
<p>*Campus Ethnic Diversity Methodology College-bound students who believe that studying with people of different racial and ethnic backgrounds is important will want to consider student-body diversity when choosing a school. To identify colleges where students are most likely to encounter undergraduates from racial or ethnic groups different from their own, U.S. News factors in the total proportion of minority students, leaving out international students, and the overall mix of groups. The data are drawn from each institution's 2012-2013 school year student body.</p> <p>**NCTQ Teacher Prep Review 2014 Report Teacher Prep Review 2014 is the second edition of NCTQ's annual assessment of the nation's 2,400 teacher prep programs. The Review uncovers early evidence that teacher prep programs are beginning to make changes. It arrives at a time of heightened, unprecedented activity across the nation to improve teacher preparation.</p>										

Education:UE ;Elementary

M:Drive/Recruitment/2014-2015 Recruitment Schedule (updated 5.26.15)

Appendix 2-4 District Employees Comparison

District Employees Comparison

Race/Ethnicity	SY 13-14	Percentage	SY 14-15	Percentage
American Indian	138	1.72%	138	1.70%
Asian	144	1.80%	158	1.95%
African American	433	5.41%	452	5.57%
Hispanic	3006	37.56%	3075	37.86%
Not Specified	5	0.06%	22	0.27%
Pacific	11	0.14%	12	0.15%
White	4267	53.31%	4264	52.51%

*Data pulled from EE List 5/26/15

**Percentages are rounded up to the nearest hundredth

Appendix 4-1 Samples of ALE & AAC Flyers

TUSD

STUDENT GUIDELINES
6th – 12th grades
FOR ADVANCED ACADEMIC COURSES (AAC) AP, Advanced, Honors, GATE, IB*

Are AACs for me?

What are AACs?
You will...

- Work at a higher level
- Work at a faster pace
- Do projects and have hands-on activities
- Have homework to help you learn the content

Do you want to...

- ...prepare for high school and college success?
- ...be confident in all your classes?
- ...know what is important to study?
- ...have answers to questions in class?
- ...understand what you read?
- ...confidently take on challenges?
- ...work hard and learn?
- ...make valid points and support your thoughts?
- ...contribute to a group?

What did you answer to these questions?

Yes! Then TUSD has these courses for you. Enroll in AACs at your school, give your best, and unleash your potential! See your school counselor for more information.

Not sure? Give it a try! If you've never taken an AAC, you can still be successful if you have the work ethic and confidence to keep trying when things are unfamiliar or challenging. **Your teachers will be there to help and support you if you take on this challenge.** Why not talk to a school counselor about these opportunities if you still aren't sure.

* AP = Advance Placement; IB = International Baccalaureate

college ready

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520-225-6426 | <http://www.tusd1.org/contents/distinfo/ale/index.asp>

TUSD

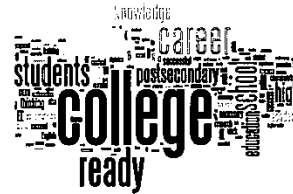
PAUTAS PARA LOS PADRES DE FAMILIA

PARA APOYAR A ESTUDIANTES CON CURSOS ACADÉMICOS AVANZADOS (AAC, por sus siglas en inglés)
(Avanzado, Honores, GATE, IB, AP)*

¿Qué ayuda fuera del salón de clases al estudiante AAC?

Padres de Familia o Tutores que estén dispuestos a ...

- Proporcionar un lugar y tiempo consistente para que su estudiante termine la tarea.
- Entender que este es un compromiso de un año.
- Recordarle al estudiante de los beneficios de un curso estricto de estudio.
- Exhortar y apoyar al estudiante; no dejar que el estudiante se de por vencido cuando se le rete a el (ella).
- Ayudar a su estudiante en el aprendizaje de destrezas para la administración de su tiempo.
- Apoyar y entender la carga de tareas ya que puede afectar viajes familiares, trabajo, y/o responsabilidades entre hermanos.
- Permitir y exhortar a su estudiante para que asista a clases especializadas.
- Exhortar a su estudiante a que hable con sus maestros.
- Pregunte acerca de su día en la escuela.
- Lea los comunicados del maestro y la escuela y responda cuando sea necesario.
- Tenga y utilice una cuenta en el sitio de Internet de Estadísticas de TUSD con el fin de mantenerse informado con el progreso del estudiante.
- Asista a la Recepción de Bienvenida, Juntas Nocturnas, y/o eventos especiales escolares.
- Trabaje con la escuela para ayudar a su estudiante.



¿Usted ofrecerá ese apoyo? ¿Usted ayudará a su estudiante a prepararse para ir a la Universidad/Colegio?

¡Sí! Entonces TUSD tiene cursos y su estudiante necesita su estímulo ¡Inscriba a su hijo/hija en AAC en la escuela, apóyelo (la), y desate su potencial! Para mayor información refiérase a su escuela.

¿No está seguro? ¡Inténtelo! Únase a su estudiante y a su maestro para crear un equipo de aprendizaje que fortalezca a su hijo(a). El (ella) puede tener éxito si él (ella) tiene la ética profesional y seguridad para seguir tratando cuando hay cosas que nos son familiares o retadoras ¿Por qué no hablar con su hijo(a) y/o asesor escolar acerca de estas oportunidades si aún no está seguro?

* GATE = Educación para Superdotados y Talentosos; IB = Bachillerato Internacional; AP = Colocación Avanzada

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Cholla High Magnet School
*"Every Student. Every Day. Charging Fearlessly Toward
Academic and Personal Excellence"*
2001 West Starr Pass Boulevard
Tucson, Arizona 85713
520-225-4000



Dear Parents of Prospective IB Students:

Cholla High Magnet School is an accredited comprehensive high school committed to providing your child a rigorous course of study so they may be college ready. The International Baccalaureate Diploma Programme (IB DP) is designed to align common curriculum and high academic expectations in schools all around the world. During the student's junior and senior years, they will take challenging pre-university courses in science, math, social science, foreign language, English, and fine arts. Students seeking the prestigious IB Diploma also complete the Theory of Knowledge class, an Extended Essay and 150 hours of Creativity, Action and Service. Students who complete the IB DP will be well-rounded students who will be prepared to achieve at the college and university level.

In order to help students advance to the IB Diploma Programme, Cholla offers rigorous IB-Prep classes in both 9th and 10th grades. Students follow a structured curriculum, covering English, Math, Foreign Language, Social Science and Science. Students also encouraged to take the Advancement Via Individual Determination (AVID) class which teaches students organizational and study skills, critical thinking, and provides tutoring, mentoring and motivational support. Student success in grades 9 and 10 will determine a student's ability to meet the demands of the IB Diploma Programme their junior and senior years.

I am confident that your child's academic experience in the IB DP here at Cholla High Magnet School will be worthwhile in preparing your child for the rigorous demands of college and university. Furthermore, the IB teaching staff, Coordinator, Assistant Principal, and support staff will provide your child the appropriate support needed for their academic and personal success.

Thank you,

Frank Armenta,
Principal
520-225-4004
Frank.armenta@tusd1.org

TUSD

The Mission of the International Baccalaureate Organization:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



For more information, please contact:

Natasha Conti, IB Coordinator
natasha.conti@tusd1.org
520.225.4116

Kathryn Jensen, Magnet Coordinator
kathryn.jensen@tusd1.org
520.225.4003

Tara Bulleigh, Assistant Principal
tara.bulleigh@tusd1.org
520.225.4005

www.chollachargers.org
www.ibo.org

TUSD

Delivering Excellence in Education Every Day

TUSD Non-Discrimination Policy Code AC: Tucson Unified School District is committed to a policy of nondiscrimination based on disability, race, color, religion/religious beliefs, sex, sexual orientation, age, or national origin. This policy will prevail in all matters concerning Governing Board, District employees, students, the public, educational programs and services, and individuals with whom the Board does business.

Cholla High Magnet School

International Baccalaureate Diploma Programme



Every Student, Every Day,
Charging Fearlessly Toward
Academic and Personal
Excellence

PROGRAM OVERVIEW



TUSD

Gifted and Talented Education

Tucson Unified School District

*Delivering Excellence in Education Every Day
Grow - Reach - Succeed*

Gifted and Talented Education Services 2014-2015

Gifted and Talented Education (GATE) provides services that are designed to meet the academic and social needs of identified students. Lessons integrate critical and creative thinking, along with problem solving within the content areas of language arts, science, math, and social studies. Emphasis is placed on self-direction, flexibility, and cooperation in social and academic situations. Testing is done in the fall of every school year. A student who qualifies may receive services through one of the following programs:

Grades 1-8 Self-Contained Services

Students are placed in self-contained GATE classes according to a geographic feeder pattern. All students who have been previously identified are assigned to a GATE classroom with a gifted endorsed teacher. The GATE classroom teacher uses gifted education strategies in all core content areas on a daily basis. Currently, TUSD has four self-contained elementary sites (Kellond, Hollinger, Lineweaver, and White) and three self-contained middle school sites (Doolen, Pistor, and Vail). Hollinger is a Dual Language program that provides the additional benefit of instruction in both Spanish and English; all qualified elementary GATE self-contained students can apply. Pistor has both an English instruction program and a Dual Language program that provides instruction in Spanish and English.

Elementary Pull-out Services

GATE pull-out services are offered at all elementary schools in TUSD for students that qualify. A teacher with a gifted endorsement is assigned to each elementary school. Identified students are pulled from class one day per week for up to ninety minutes to work in cooperative and collaborative groups. All group activities are highly enriched and focus on higher order thinking skills, inquiry learning, and problem solving. Project-based learning is a major focus of this model.

Elementary Cluster Service

In this model, cluster schools provide a gifted-endorsed teacher at each grade level. Identified GATE students are "clustered" in this classroom with both non-GATE and GATE students. The classroom teacher incorporates gifted education strategies in all core content areas on a daily basis. Identified gifted students also receive pull-out services of up to ninety minutes per week from a gifted itinerant teacher. Elementary schools that offer this model are Dunham ES, Fruchterdler ES, and Robins ES.

Middle School GATE Classes (6th-8th grades)

All middle and K-8 schools provide a GATE resource class for qualified students. This class provides enrichment activities to the core curriculum. GATE classes may also be offered at individual sites in core content areas. Parents should check with the site of interest for options, as GATE offerings at the middle school level vary from site to site.

Gifted & Talented Education - STARR Center, 102 N. Phumer (85719) - (520) 225-3205

TUSD

PARENT GUIDELINES

TO SUPPORT A STUDENT WITH ADVANCED ACADEMIC COURSES (AAC)
(Advanced, Honors, GATE, IB, AP)*

What helps an AAC student outside the classroom?

Parents or guardians who do or are willing to...

- provide a consistent time and place for their student to complete homework.
- understand that this is a year-long commitment.
- remind student of the benefits of a rigorous course of study.
- encourage and support student; do not let their student quit when (s)he is challenged.
- assist their student in learning time management skills.
- support and understand the homework load as it may affect family trips, work, and/or sibling responsibilities.
- allow and encourage their student to attend tutoring.
- encourage their student to talk to their teachers.
- ask about their school day.
- read communications from the teacher and school and respond when necessary.
- have and utilize a TUSD Stats account in order to stay current with their student's progress.
- attend Open House, Conference Night, and/or special school events.
- work with the school to help their student.



Will you offer that support? Will you help your student be college bound?

Yes! Then TUSD has courses and your student needs your encouragement. Have her/him enroll in AACs at school, support her/him, and unleash her/his potential! See your school for more information.

Not sure? Give it a try! Join your student and the AAC teacher to create a learning team that empowers your student. (S)he can be successful if (s)he has the work ethic and confidence to keep trying when things are unfamiliar or challenging. Why not talk to your student and/or a school counselor about these opportunities if you still aren't sure.

* GATE = Gifted and Talented Education; IB = International Baccalaureate; AP = Advance Placement

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Appendix 4-2 Samples of Emails Principal AP and ALE Support

Memo

Re: Memo to high school principals regarding AP test prep sessions sent in an e-mail on Thu 3/26/2015 3:17 PM
From: Michael Konrad, Interim Director of Advanced Learning Experiences
Date: 3/26/2015

Dear Principals,

Between April 1st and the end of the year, each of your teachers who run an AP class will be authorized to be paid to run a 4 hour test prep session for their students. Please designate an administrator on your campus who will organize this effort. Here are the details:

- A teacher teaching multiple sections of the same AP class will still only be paid for 4 hours of work.
- A teacher who teaches multiple AP classes (different subjects) will be paid for 4 hours of student prep for each AP subject they teach.
- The rate of pay is \$25 an hour.
- If a teacher runs extra prep sessions that is fine, but they will only be paid for 4 hours of test prep.
- Teachers will be paid based on the attached list, I have already asked for your review and it should be up to date but please double check.
- Teachers may do multiple shorter sessions or a single 4 hour session.

Principals, please let me know which administrator on your campus will organize this effort for your site. Please make sure they communicate this information out to the teachers ASAP.

In Service,

Michael Konrad
Director of Middle Schools
Interim Director of Advanced Learning Experiences

Memo

Re: Memo to high school principals regarding after-school tutoring for AP students, sent in an e-mail on September 03, 2014

From: Martha Taylor, Director of Advanced Learning Experiences

Date: September 03, 2014

HIGH SCHOOL PRINCIPALS

NEW AP Support Resources

All ten comprehensive high schools (Catalina, Cholla, Palo Verde, Pueblo, Rincon, Sabino, Sahuaro, Santa Rita, Tucson, University) are being given resources to provide two support programs for students in AP classes, with particular outreach to enrolled African American and Latino students. If there is room, students in other AACs may also participate, again with particular outreach to enrolled African American and Latino students. Please read the information below carefully, I look forward to hearing from all of you.

NEW SUPPORT RESOURCES

1 AP Writing Tutor & 1 AP Math Tutor:

One-hour support class 2x/week

Stipend of \$1650

AP-trained ELA and math teacher

AP Test Preparation Tutors

Each AP teacher at the ten high schools will offer a four-hour test-prep class prior for AP end-of-year exams

\$100 stipend

This supports the District's strong encouragement for students to take AP exam*

More information will be send second semester

Site Administrator (or designee) Responsibilities:

Select two AP teachers for the two tutoring positions

Create Tutoring Plan: Each site will determine the tutoring model that best suits its needs.

For example, sessions can be drop-in or prior arrangements may be necessary; specific topics might be presented or teacher is available for student needs. This plan should also include information regarding class size and schedule/location. Finally, this plan should include information regarding a recruitment plan to inform students of this opportunity.

Provide a computer lab for writing assignments if and when it is necessary.

Teacher, LSC and/or counselor should do specific outreach to African American and Latino students, especially those who do not choose to participate or who could use additional support.

Send the ALE Department (Martha Taylor) the above information by Friday, September 5, 2014.

Tutoring services should begin the week of August 25, 2014. Please let me know in your plan if this start date will not be possible and why.

**ALE Department
AP/GATE Teacher Mentor Plan
2014-2015 SY**

School:

Teacher:

Teacher ID #:

Assignment (courses currently teaching):

Duties of the ALE Teacher Mentor:

1. Initiate initial student contact to introduce self and support role (individual and/or group – meeting, letter, individual conference, email).
Date:
Method(s) used:
2. Initiate initial parent contact (meeting, letter, email, and/or phone call) to introduce self and support role; give parents contact information; maintain regular contact with parents as necessary.
Date:
Method(s) used:
3. Inform site LSC and counselor of role and willingness to work together to support these students.
Date:
Method(s) used:
4. Twice a month (minimum): Hold group meetings before, during (lunch), or after school with identified students in order to create a peer support group.
Day/Time:
Place:
Method(s) of communication to students:
5. Document all student/parent contact using AAC Students Support Form and list of all parent /student contact (both documents attached).

Appendix 4-3 Samples of AP Boot Camp



AP for ME!

ADVANCED PLACEMENT Summer Boot Camp

Dates: June 1 to June 18, 2015 Mon-Thurs

Time: 8 a.m.—12 p.m.

Learn strategies and gain resources to become successful in ANY AP course.

- Are you registered for your first AP class for next year and would like some support and information before school begins?
- Are you interested in taking an AP class but would like more information first?
- Have you already taken an AP class but would like to do better next time around?
- Are you planning to attend college and would like to learn strategies for doing well in your AP classes?

If you answered yes to any of these questions, then this is the camp for you! You will be able to work on your writing skills, learn academic strategies that will increase your ability to do well and learn effectively in all your classes, and have fun—all at the same time. Classes will be active, hands-on, and focus on group collaboration along with individual feedback.

Highlights

- FREE
- Personal study supplies provided
- Field trips to UA and/or PCC
- AVID strategies included
- Small class size
- English, social studies and AVID classes
- Free breakfast and lunch available

QUESTIONS?

Phone: 225-6431
 Email: Carolyn.Barton@tusd1.org,
 Sonia.gissart@tusd1.org,
 Michael.Konrad@tusd1.org

LOCATIONS You may choose any location:

- | | |
|--|--|
| <p>-Palo Verde High
 Jennifer Miller
 520-584-7403</p> | <p>-Pueblo High
 Dr. Augustine Romero
 520-225-4300</p> |
| <p>-Rincon High
 Kathryn Gunnels
 520 232-5674</p> | <p>-Sahuaro High
 RJ Lundstrom
 520-731-7114</p> |
| <p>-Tucson Magnet High
 Carolyn Jones
 520-225-5035</p> | |

REGISTRATION

- Registration form available from LSC at every TUSD high school or call ALE Department
- Leave your registration form with your school's LSC or at your school's front office.
- You will receive a confirmation call or email within 48 hours. If you do not receive this call, please call the ALE office at 520-225-6426.

To: High School LSCs
From: ALE Department
Re: LSC Role in AP Summer Boot Camp/Summer 2015

1. Info on AP Summer Boot Camp

The ALE Department will be offering a summer camp for students who are taking their first AP class, would like to learn more about AP, or just want to improve their AP performance from June 1 to June 18 at Palo Verde, Pueblo, Rincon, Sahuaro, and Tucson High Schools. LSCs will be used to disseminate information and encourage appropriate students to attend. There is a particular focus on encouraging African American and Hispanic student to enroll, although all students are welcome and should be encouraged. AASS and MASS will be doing individual outreach to those students, but please keep this in mind at your school. These classes will be taught by AP-trained teachers and an AVID-trained teacher and will focus on academic strategies that will lead to success in an AP course. The content areas through which these strategies will be taught are English/writing, social studies, and AVID, and students will have three daily classes in these areas. There will also be a field trip to the UA. Please read the flyer for more information. We know this is close to the end of school so we really need your help and attention to this camp. Thank you so much for your cooperation. Feel free to call the ALE Office @225-6426 and talk to Sonia Gissart about the registration process or about any other questions..

2. LSC Duties

a. First Week:

- i. Copy flyers with English on one side and Spanish on the other
 - ii. Copy registration form in English and Spanish.
 - Let Sonia in the ALE office know if you need help with the copying
 - iii. Visit classrooms and explain camp to students
 - 9th, 10th and 11th grade honors, GATE, Accelerated, Advanced
 - 10th & 11th grade AP classrooms
 - Please note which classrooms are visited
 - iv. Pass out flyers and registration forms, encourage students to participate. Tell students to return forms to you in the LSC office or front office.
 - v. Maintain communication with front office regarding registration forms. You will be the point person for students turning in registration forms at each site and checking with office about forms; scan and email these registration forms daily to Carrie Patronski (Carolyn.Barton@tusd1.org) or Sonia Gissart in ALE office (Sonia.gissart@tusd1.org) to register students.
 - vi. Information about turning in the forms is also on the flyers and registration forms.
- b. Other responsibilities
- i. Post flyers in visible locations in your school
 - ii. Submit information for school's daily announcements (see below)
 - iii. Keep extra forms in LSC office for additional students

DAILY ANNOUNCEMENT

Students: Are you taking your first AP class next year? Have you taken an AP course before but would like to improve next time around? Or would you just like to learn more about what an AP course involves? If so, there is a new three-week, half-day opportunity from June 1 to June 18. You can attend at either Palo Verde, Pueblo, Rincon, Sahuaro, or Tucson High School, it's FREE, and free breakfast and lunch are available. There will be a field trips to the U of A. free classroom supplies to support your class performance next year, and you will learn strategies to help you to do you best in all you classes. It's called AP Summer Boot Camp and we'd love to see you there. Please see [\(LSC name\)](#) for a flyer and registration form.

Appendix 5-1 Community Engagement Entities

**TUSD Strategic Plan: DIVERSITY
Strategic Priority #5: Community Engagement**

- 4 Tucson
- Alpha Phi Alpha Fraternity
- American Association of University Women
- Angel Heart Pajama
- Arizona Office of Refugee Resettlement
- Arizona Secretary of State (ACP program)
- Arizona Serve
- Communities in Schools Initiative
- Arizona State University
- Bhutanese Mutual Assistance Association of Tucson
- Books and Youth Alliance Organizations
- Casa Adobes Church
- Casino Del Sol
- Catholic Community Services of Southern Arizona
- Christ Community Church
- City of Tucson - Mayor Rothschild
- Community Food Bank of Southern Arizona
- Community Foundation of Southern Arizona - African American Initiative
- Delta Sigma Theta Sorority
- Desert Men's Council
- DMAFB School Liaison Office
- Elliott Accounting Group
- Gap Ministries
- Goodwill Industries
- Goodwill's Goodguides Mentoring
- Higher Ground
- Horizons for Refugee Families
- I Am You 360 Non-Profit
- Interdenominational Ministerial Alliance Community Action Team
- International Rescue Committee
- Ishkashitaa Refugee Network
- JTED
- K.A.R.E. (Kinship, Adoption Resource and Education)
- La Frontera Arizona
- Legacy of Excellence Scholarship Committee
- Links Organization
- Literacy Connects
- Make Way for Books
- Metropolitan Education Commission
- Miracle Center Thrift Stores
- Mr. Carwash
- National Society for Black Engineers
- Native Education Alliance
- Northern Arizona University
- OCA-Tucson
- Pan Asian Community Alliance
- Parent Aide
- Pascua Yaqui Tribe
- Payless Shoe Stores
- People's Health Care Connection
- Phi Beta Sigma Fraternity
- Pima Community College - Grants Office
- Pima Community College - West Campus
- Pima County Community Prevention Coalition
- Pima County Health Department
- Pima County One Stop
- Providence
- Refugee Focus
- Refugee Integrated Service Provider Network (RISPNET)
- Regional College Access Center
- Southern Arizona Black College Community Support Group
- Southern Arizona Children's Advocacy Center
- Southern Arizona Community Schools Alliance
- State Farm Insurance
- The Chiuva Exchange Initiative
- The State of Black Arizona (STEIM)
- Tohono O'odham Nation
- Tucson Indian Center

TUSD Strategic Plan: DIVERSITY
Strategic Priority #5: Community Engagement

- Tucson International Alliance of Refugee Communities, Inc.
- Tucson Parks & Recreation
- Tucson Pima Public Library
- United Way
- University of Arizona
Early Academic Outreach
- University of Arizona
Confucius Institute
- University of Arizona
College of Education, Educational Policy Studies & Practice
- University of Arizona
Native American Studies
- University of Arizona
Project Native SOAR
- University of Arizona
African American Student Affairs
- University of Arizona
Asian Pacific American Student Association
- University of Arizona
Native American Community Council
- University of Arizona
College of Pharmacy
- University of Arizona
Academic Outreach Office
- University of Arizona
Native American Student Affairs
- University of Arizona
Math Cats/Word Cats
- University of Arizona
Africana Studies Program Internship
- University of Arizona
Advisory Council to the President
- University of Arizona Project SOAR
- Youth on the Rise
- Youth on Your Own



Facilities

2014-2015 End of Year Report

Tucson Unified School District

TUSD STRATEGIC PLAN END OF YEAR REPORT 2014-2015

FACILITIES

Strategic Priority 1: Green Planning – TUSD will consider and integrate green planning concepts into capital improvements, resource management and community involvement.

Year 1 Goal: Develop green energy audits

Progress/Completion: 100%

The Facilities Green Planning Team established a Community Advisory Committee by the start of the calendar year. This group was active and started meeting regularly in January. The group completed their task of developing both the Green Energy Matrix and Audit Form well before the end of the fiscal year. Additionally, the Solar Energy Project and four Energy Performance Contracts moved forward, which should make great gains towards reducing energy for the 2nd year goal.

- Advisory Committee Formed – November 2014
- First Advisory Committee Meeting – January 2015
- Green Energy Matrix Completed – March 2015
- Initiative Audit Form Completed – May 2015
- Initiative Audit Documentation Completed – May 2015

Evidence:

Appendix 1-1 Advisory Committee Members

Appendix 1-2 Green Energy Matrix

Appendix 1-3 Site Energy Conservation Audit Assessment Form

Appendix 1-4 Site Energy Audit Guidelines (Table of Contents)

Strategic Priority 2: Long-Range Facilities Plan – TUSD will develop and implement a long-range Master Facilities Plan that supports and enhances student learning and achievement and community partnerships.

Year 1 Goal: Facilities Audit

Progress/Completion: 100%

This year, the primary task was to assess facilities to form the basis for a Facilities Master Plan, which will be our second year goal. These assessments evaluate the condition of facilities, the suitability of the facilities for education, and the extent to which facilities are utilized and by whom. The FCI and ESS assessments are complete and will be updated as additional information is available. The utilization assessment is complete for education uses and community uses of closed schools. We will complete the assessment of community use of open schools during the following year with the data collected from rentals. Our current rentals program does not track usage, but we are evaluating programs to implement early in the next fiscal year that will allow us to assess community usage.

The communication plan is also a key component of the Facility Master Plan (FMP). The year-one goal was to create the Communication Plan. Execution of the plan will be in year 2. The Communication Plan identifies stakeholder groups and the approaches/media to inform and engage those groups to create an FMP with broad-based support. Overall, the approach is to have an Advisory Team (including outside professionals and community leaders) that provides the groundwork for the project and recommendations to leadership. The public outreach will start with interviews of community leaders and surveys, followed by a Town Hall to inform the community and solicit participation in focus groups. The bulk of the plan development will be through focus group workshops, with the Special Master and plaintiffs forming one of the focus groups. As options are developed, the public will be invited to open houses to view and comment on the options. At about the same time, we will form a focus group related to the development of a bond program; after the plan is adopted this group will morph into a Bond Committee to develop a communication plan and advocacy for a bond to implement the FMP. In the draft-plan stage, the community outreach will be through public hearings/meetings. Throughout, there will be a strong web and social media presence paralleling the "on-ground" outreach (surveys, town halls, open houses and public meetings). The communication plan will be further developed at the initiation of the FMP project (July) with the full Advisory Team and outside professionals.

Evidence:

Appendix 2-1 FCI Report

Appendix 2-2 ESS Report

Appendix 2-3 Utilization Assessment Report

Appendix 2-4 Communication Plan

Strategic Priority 3: Preventative Maintenance – TUSD will provide facilities that are clean, safe and energy efficient for students and employees through routine and preventive maintenance and repair.
Year 1 Goal: Improve customer service
Progress/Completion: 100%
<p>Customer service representatives visited all sites to get a baseline for the survey, using a very short interview format for the visit. The purpose of the visit was to introduce the new scorecard and establish a relationship. The scorecard is expected to improve customer service by 20% over three years. The sites were enthusiastic about the scorecard and the new process and survey results were very positive. The new process starts with a review of all outstanding work orders for a site. A customer service representative reviews the list with the site administrator to make sure the list is complete (all work orders have been submitted) and prioritized.</p> <ul style="list-style-type: none">● Scorecard completed February 2015● Baseline established from scorecard February 2015● First preventative inspection using scorecard March 2015● First cycle of preventative maintenance with scorecard of all sites June 2015 (start of 2nd year goal)
Evidence: Appendix 3-1 Scorecard Appendix 3-2 Baseline survey results

Strategic Priority 4: Technology Plan – TUSD will create a purposeful, technology plan that provides instructional support, curriculum alignment, and baseline resources including physical resources and professional development.

Year 1 Goal: Training for technological equipment

Progress/Completion: 100%

In compliance with the Unitary Status Plan (USP) under section IX.B.1-4 this goal has fully met its objectives in every category. The District completed a comprehensive Multi Year Technology Plan (MYTP), filed with the federal court in February 2015. The MYTP covers the following areas:

- Technology Condition Index(TCI) – Rates each campus technology (age) and (quantity)
- Teacher Technology Proficiency(TTP) – Rates each teacher by campus on technology comfort level
- Overall TCI Score – TCI + (TTP)
- Hardware Procurement Schedule – Campus below the District’s Overall TCI Score
- Teacher Technology Professional Development Plan
 - “Train the Trainer” Model with Teacher
 - Teacher Technology Liaison (TTL) – Based on 1:400 teacher to student ratio by campus
 - TTL Yearly Stipend - \$2500
 - TTL – Yearly Schedule
 - Technology Teacher Proficiency Supplemental PD – Individualized PD based on TTP yearly rating
 - Technology PD Software Application Yearly Goals

The MYTP is updated on a yearly basis to include a hardware/software inventories along with Teacher Technology Proficiency (TTP). TTP will be completed two times a year - once in the beginning of the school year and again at the end of the school year. The Teacher Technology Liaisons (TTL) will meet with the Instruction Technology team on a monthly basis to address teacher technology proficiency goals. The Instructional Technology Team will meet with Principals and Teachers on a quarterly basis to address supplemental PD technology needs. All TTL PD meetings will be recorded in True North Logic (TNL) along with individual Teacher/ TTL sessions recorded within TrackIT for ongoing assessment.

Evidence:

Appendix 4.1 Executive Summary Multi Year Technology Plan

Appendix 4.2 TCI Hardware Recommendations Campuses below Districts TCI Score

Appendix 4.3 Samples of Augmented Technology PD yearly Goals

Appendix 4.4 Samples of Teacher Technology Proficiency Ratings by Campus

Appendix 4.5 Samples of Teacher Technology Liaison Breakdown

Appendix 4.6 Samples of Teacher Technology Liaison Monthly PD Schedule

Strategic Priority 5: Safety and Security – TUSD will ensure every school in the district offers a physically inviting and nurturing environment that optimizes teaching and learning and actively protects its members from physical and emotional harm.

Year 1 Goal: Address vandalism and other forms of damage

Progress/Completion: 100% (by June 2015)

Playground Safety

The playground equipment training program was implemented to improve play conditions by training TUSD staff how to properly inspect equipment and recognize potential liabilities as they arise. Every TUSD elementary and K-8 has been trained and is inspecting playground equipment three times weekly each week students are present during the school year. Every site was provided a rake, a depth gauge to measure ground fill, and a clipboard that carries written procedures for the program and an inspection log for record keeping. Risk Management has developed a quarterly schedule to visit each site four times a year to conduct a more thorough, all points inspection and to validate regular site inspections are occurring as scheduled. A playground inspection webpage has been launched and continued staff development is available to support or re-train inspectors as needed.

- **Inspection procedure & protocols developed January 2015. Pilot completed March 2015**
- **Training of all elementary & K-8's on inspection procedure completed Friday, May 1st**
- **Playground Training web page launched to support initiative, including training materials March 2015**

Physical Security

In order to reduce District costs due to vandalism, theft and lawsuits, School Safety identified a need to strengthen the security measures at our school sites. School sites needed to be assessed, then ranked in order from those in the greatest need of security upgrades to those with the least need. Neighborhood crime data was gathered from law enforcement response in a 0.5 mile radius of each site in order to help assess the risk to our properties based on police related activity in the surrounding area. The crime data covered 13 different criminal offenses.

Training on emergency preparedness was also a priority. Monitors and Security Agents were given 8 hours of training on assessing a situation, de-escalating, preserving evidence, contacting the authorities, etc. A shorter, two hour training was provided to administrators. A three course Incident Command training module is now mandatory for all personnel involved in emergency response, and is available on True North Logic.

- **School Campus Security Staff Training December 2014**
- **Incident Command Classes on True North Logic Feb 2015**
- **Neighborhood crime data gathered April 2015**
- **Security Standards established May 2015**
- **Site surveys will be completed June 2015**

Evidence:

Appendix 5-1 Playground Inspection Procedure

Appendix 5-2 Playground Inspection Log

Appendix 5-3 Playground Inspection Schedule

Appendix 5-4 Playground Equipment Inspection Training Schedule

Appendix 5-5 Playground Equipment Inspection Training Website: <http://intranet/RiskMgt/playground.asp>

Appendix 5-6 Security Standards

Appendix 5-7 TUSD Site Security Assessment

Appendix 5-8 Crime Statistics – Summary

Appendix 5-9 Schedule of Site Assessments

Appendix 5-10 Basic Training PowerPoint

Appendix 5-11 Lesson Plan for School Monitor Training

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Appendix 5-13 Email to Leadership requesting classes be completed

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Appendix 4-1 Executive Summary Multi Year Technology Plan

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Appendix 4-3 Technology PD yearly goals

Appendix 4-4 Teacher Technology Proficiency Ratings by Campus

Appendix 4-5 Teacher Technology Liaison Breakdown

Appendix 4-6 Teacher Technology Liaison Monthly PD Schedule

Appendix 5-1 Playground Inspection Procedure

Appendix 5-2 Playground Inspection Log

Appendix 5-3 Playground Inspection Schedule

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Appendix 5-6 Security Standards

Appendix 5-7 TUSD Site Security Assessment

Appendix 5-8 Crime Statistics – All Schools

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Appendix 5-11 Lesson Plan for School Monitor Training

Appendix 5-12 True North Logic listing of Incident Command classes

Appendix 5-13 Email to Leadership requesting classes be completed

Appendix 5-14 District Emergency Plan (table of contents)

Appendix 1-1 Advisory Committee Members

Green Planning Advisory Committee Members

- **Betsy Bolding/Carolina Villascuesa - TEP**
- **Kristen Bury - Drachman Parent**
- **BJ Cordova - Tucson Beautiful/TUSD parent**
- **Jennifer Cosby - Community Member**
- **Robert Magee - Community Member**
- **Michael Peel - Community Member**
- **Vanessa Richter - National Conservational Community Rep**
- **Laree St. Onge - Trico Electric**
- **Maria Marin - TUSD Elementary & K-8 Leadership**
- **Moses Thompson - TUSD/Environmental Activist/U of A**

Appendix 1-2 Green Energy Matrix

TUCSON UNIFIED SCHOOL DISTRICT ENERGY MANAGEMENT MATRIX

Level	Organization	Policy and Systems	Investment	Information Systems	Training	Outreach and Communications
Exceeds Goals	Energy / Environmental Management fully integrated into management structure. Clear delegation of responsibility for energy use	Formal Energy / Environmental Policy and Management System, action plan and regular review with commitment of senior management or part of corporate strategy	Positive discrimination in favor of Energy / Environmental saving schemes with detailed investment appraisal of all new build and plant improvement opportunities	Comprehensive system sets targets, monitors materials and energy consumption, identifies faults, quantifies costs and savings, and provides budget tracking	Promoting the value of material and energy efficiency and the performance of energy / environmental management both within the organization and with community partners	Marketing and publicity campaigns by Energy Manager and staff at all levels to community on a regular basis recognizing schools that make significant gains.
Meets Goals	Energy / Environmental Manager accountable to energy committee, chaired by a member of the management board	Formal Energy / Environmental Policy, but no formal management system, and no active commitment from top management	Same pay back criteria as for all other investments. cursory appraisal of new build and plant improvement opportunities	Monitoring and targeting reports for individual premises based on sub-metering / monitoring, but savings not reported effectively to users	Program of regular staff training and awareness	Energy / Environmental committee used as main channel, together, with direct contact with major users
Approaches Goals	Energy / Environmental Manager in post, reporting to ad-hoc committee, but line management and authority are unclear	Unadopted / informal Energy / Environmental Policy set by Energy / Environmental Manager or senior department manager	Investment using short term pay back criteria	Monitoring and targeting reports based on supply meter / measurement data and invoices. Environmental / Energy staff have ad-hoc involvement in budget setting	Some promoting of ad hoc staff training and awareness	Contact with major users through ad-hoc committee chaired by senior departmental manager
Far Below Goals	Energy / Environmental Management the part-time responsibility of someone with only limited influence or authority	An unwritten set of guidelines	No investment or low cost measures taken to increase Energy / Environmental efficiency of premises	Cost reporting based on invoice data. Engineer compiles reports for internal use within technical department	Informal contacts used to promote energy efficiency and resource conservation	Informal contacts between internal departments and a few users

Appendix 1-3 Site Energy Conservation Audit Assessment Form

Site Energy Conservation Audit Assessment Form

Facility Name: _____

Completed by: _____

Date: _____

	Implementation			Notes
	Fully	Some	None	
Facility Conservation Program				
Energy Action Team				
Energy Action Plan				
Energy Action Patrol				
Recycling Action Program				
Top Three Energy Action Items - Mandatory				
Temperature Settings: Cooling 76° and Heating 70°				Governing Board Policy Regulation ECF-R2
Turn Out the Lights				Governing Board Policy Regulation ECF-R2
Keep Doors and Windows Closed				Governing Board Policy Regulation ECF-R2
Energy, Water, and Recycling Action Items				
Report all Water Leaks				
Reduce Use of Mini Appliances Computer Monitors turned off when not in use				
Turn Off Printers, Scanners, and Other Equipment when not in use.				
Reduce, Reuse, and Recycle Conservation Information for Students and Staff				
Holiday/Summer/Weekend Shut Down Procedures				
Recognize Staff Efforts				
Certificates, awards and celebration within school				
Promote team's conservation and recycling efforts				
Use school and neighborhood association newsletter to promote				
Posters				

Site Energy Conservation Audit Assessment Form
Green and Sustainable Program Options*

Conserve 2 Enhance	http://conserve2enhance.org/Tucson
Create a Green Energy Challenge	http://greeneducationfoundation.org/
Environmental Education Exchange	http://www.eeexchange.org
Green Apple Day Initiative	http://mygreenapple.org
Green Up Our Schools	http://greenupourschools.org
Green School Initiative	http://greenschools.net
Project WET Program	http://www.projectwet.org
The Center for Green Schools	http://www.centerforgreenschools.org
Tucson Clean and Beautiful - Trees for Tucson	http://tucsoncleanandbeautiful.org
Tucson Electric Power - Energy Patrols	http://www.tep.com/resources/teachers/patrol
Other:	
Other:	
Other:	
Other:	
Other:	
Grants and Awards Option Suggestions*	
EPA Environmental Education Grants	http://www2.epa.gov/education/environmental-education-ee-grants
EPA President's Environmental Youth Awards	http://www2.epa.gov/education/presidents-environmental-youth-award
NOAA Environmental Literacy and BWET Grants	http://www.oesd.noaa.gov/grants/
The NEED Project's Youth Award	http://www.need.org/Youth-Awards
Other:	
Other:	
Other:	

*Program and award options can change from year to year.

Appendix 1-4 Site Energy Audit Guidelines

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Appendix 2-1 FCI Report

For several years, the District has used a Facilities Conditions Index (FCI) rating system to document the condition of major components of its facilities, such as roofing and mechanical systems, on a school by school basis. The FCI provides an overview of the relative condition of those components and a composite overall condition rating of the facility. The District's then-existing Facilities Condition Index (FCI) was modified in SY 2014-15 to include budgetary recommendations for projects in long term planning. Although this is manually done with spreadsheets, it is the hope of the district to automate with software technology available.

The Architecture and Engineering Department, which manages the FCI rubric, used the assessment to prioritize preventative maintenance and repair projects in compliance with the USP as follows: any school with an FCI score under 2.0 (health and safety concerns) took first priority; thereafter any racially-concentrated school with an FCI score under 2.5 received priority followed by the remaining school rated below 2.5. Initial data suggests that the FCI, as written, is an effective tool for guiding future expenditures in keeping with USP mandates.

As noted, TUSD also used FCI scores to address inequities in facility conditions when developing the Operations budget for SY 2014-15. Marcus Jones, Architecture and Engineering Program Manager sought input from the specialists assigned to each of the component systems measured under the FCI (electrical, roofing, surfaces, etc.). Each specialist provided a list of the schools with the 10 worst conditions in their area of expertise. All lists were then gathered and ranked by priority: racially concentrated schools with low ranking FCI scores and schools with critical safety needs were selected for priority attention. Based on cost estimates to address the needs of these high-priority schools, Mr. Jones made budget recommendations for SY 2014-15.

In addition to operational decisions during SY 2014-15, TUSD also used the FCI to guide the selection of schools for the Adopt-A-School initiative, and for making budget recommendations for SY 2014-15. During SY 14-15 six school campuses were selected for the Adopt-A-School initiative. Three of these schools are racially concentrated, and two are integrated schools. During designated weekends, community volunteers and TUSD volunteers pitched in to conduct basic repairs on the campuses of Pueblo Gardens Elementary, Lineweaver Elementary, Gale Elementary, Cavett Elementary, Bonillas Elementary and Myers/Ganoung Elementary School. Adopt-A-School was recommended in the spirit of the USP; 50% of schools completed under the program were racially concentrated campuses with low FCI scores.

Combined with the ESS, the FCI was utilized as the district finalized its first Multi-Year Facilities Plan recommendation to the SM in February. Although the FCI has already been established, the detail of the flow chart and the data should provide ease in determining the equitable decisions required by the USP.

Appendix 2-2 ESS Report

The District developed an Educational Suitability Score according to USP guidelines in SY 2013-14, which was published in the **2013-14 Annual Report, Appendix IX-3 Educational Suitability Score Rubric ESS**. In the Fall of 2014, District Leadership reviewed the evaluation plan and recommended that the rating system be changed from internal rating staff to an external or contracted staff made up of prior administrators and experts in order to obtain a more consistent rating of educational suitability across the District. The ESS structure was amended in October 2014 at the Plaintiffs' request to add weighting to the scores, placing more emphasis on the classroom and less on non-instructional space. Sue Heathcote then coordinated the necessary training for consistency and detail in January 2015. Subject Matter Experts were brought in to help determine what constituted a good rating and a poor rating for each ESS component, and specifically how it corresponded with the requirements of the USP. The Subject Matter Experts were Jennifer Sprung – Science Department; Jeff Coleman – School Safety; Joan Ashcraft – Fine Arts; Clarice Clash – Curriculum Department; and Bob Kramer – Technology Services Department.

The group used the training to understand the criteria to evaluate the components identified by the USP, then collaborated to be sure there was uniformity in the scoring process. **Appendix IX-5 (ESS Data)**.

In January 2015, the group performed the first evaluations of the ESS at ten randomly selected schools. They met again as a group and made adjustments to how they were recording the data. The ESS evaluations were completed for all schools February 25, 2015, and all but 13 of the evaluations were returned to the District by the end of that day. The results were submitted to the Court February 27, 2015 as part of the Multi-Year Facilities Plan, with a revision on March 10 when the last 13 evaluations were received. Because the ESS is a new instrument for which no ready-made template existed before, we have continued to make adjustments to accommodate Plaintiff questions and concerns.

Appendix 2-3 Utilization Assessment Report

TUCSON UNIFIED SCHOOL DISTRICT 1 FACILITY CAPACITY ASSESSMENT Executive Summary

Introduction

This report summarizes the facility capacity information obtained and analyzed in 2015 for elementary, K-8, middle and high school sites within the Tucson Unified School District 1.

Purpose

The purpose of this assessment is to determine the capacity factor of the elementary, K-8, middle and high school sites to be used in support of the Facilities Master Plan and the TUSD Bond Program.

Background Research

To determine the operating and design capacities of the school sites, the measurement was determined by counting the number of classrooms multiplied by the average number of students assigned to each type of classroom to determine elementary, K-8, middle and high school capacities. The information require for this assessment is determined from school masters schedules, floor plans, use code and verification of classrooms being used within the school.

Process

Elementary, K-8, middle and high school capacities were determine from master schedules, floor plans and used codes to evaluate the capacity of each school site. The use of master schedules information was verified as was the floor plans for elementary, K-8, middle and high schools to determine the actual use and capacity for the schools.

Methodology

The data used for each of the schools was as follows:

1. Operating Capacity
2. Design Capacity

The operating capacity calculation, determined by the number of periods utilized of any one classroom and school schedule and programs offered at the school, is taken into consideration to determine the use of a classroom for one day. Design capacity calculation has been determined by the number of classrooms and multiplied by the average number of students occupying space in the school.

**FACILITY UTILIZATION ASSESSMENT
LEASED AND CLOSED FACILITIES
Executive Summary**

Introduction

This report summarizes the facility utilization information obtained and analyzed in 2015 for leased and closed school sites within the Tucson Unified School District 1.

Purpose

The purpose of this assessment is to determine the utilization factor of the leased and closed school sites to be used in support of the Facilities Master Plan and the TUSD Bond Program.

Background Research

To determine the percentage of utilization of the leased and closed school sites the measurement was determined by the number of school sites occupied and the percentage of the school site that is occupied. The information require for this assessment is determined from the lease record and verification of the occupancy within the site.

Process

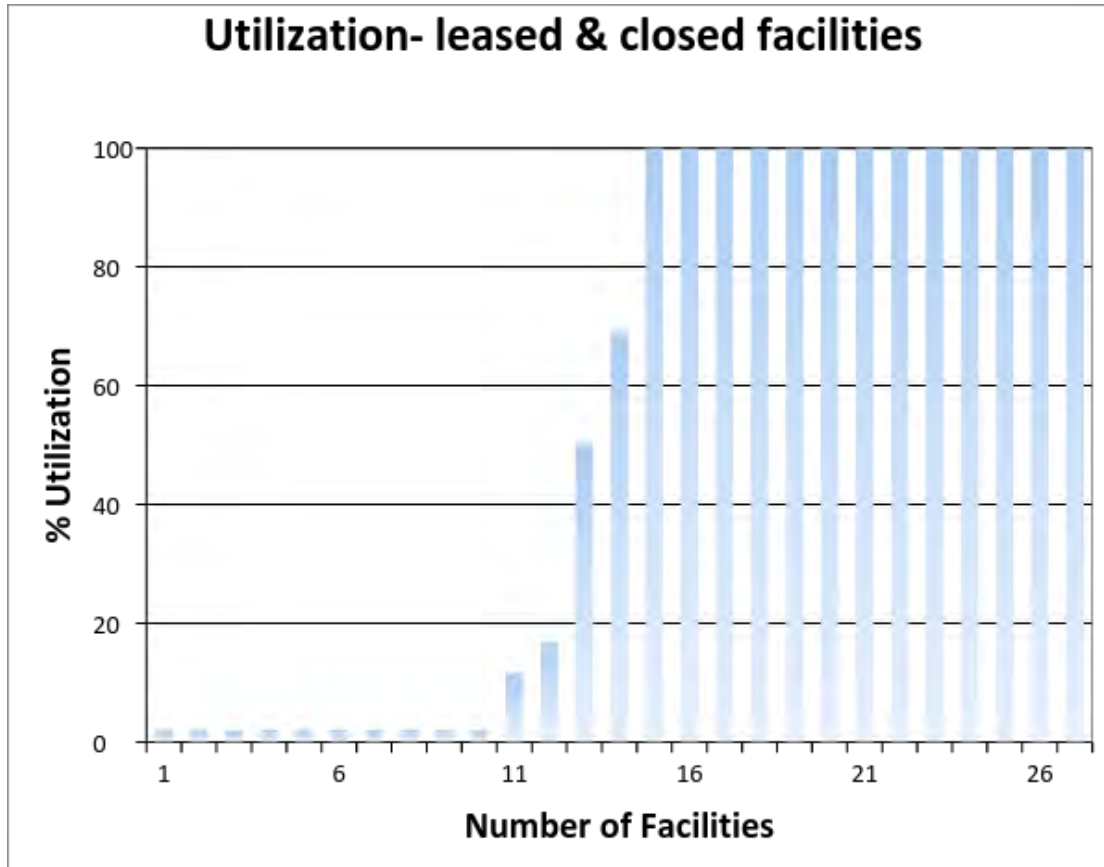
Sites were selected as determined from the records on file with the district. Lease information was verified as was the status of the closed site to determine the actual use and occupancy for the sites

Methodology

The data used for each of the site was as follows:

1. Lease area in square feet
2. Total Area of facility square feet
3. The total count of lease and closed facilities

The percent utilization was calculated based on the occupied space. The data was then ranked by percentage of utilization and then and graphed against the number of facilities to produce the graph as shown below.



Results:

As shown the graph indicates that there are only four facilities that are partially used. All other facilities are either entirely vacant or are entirely occupied. Ten facilities are entirely vacant. Thirteen facilities are entirely occupied.

RENTALS

The utilization of schools by the community is through the TUSD Rentals Office. This office processes approximately 350 rentals each year and collects \$437,492 revenues annually using a system that is primarily paper-driven, supplemented by phone calls and emails. This system does not allow a reasonable compilation of reports to analyze the community usage of schools and improvements toward our objective to increase community utilization and partnerships along with revenues.

Rental staff recently participated in the selection of the CMMS system to determine if that program could provide the necessary computer-based system to compile and report data. Our assessment is that none of the CMMS systems considered adequately support the tiered fee schedule (by type of renter--non-profit, community youth, etc.) used by TUSD and virtually every other school district. Staff has evaluated other software programs and is prepared to select a rentals program by the end of the year. Funds have been allocated to purchase that program in July 2015; implementation will take 3 to 4 months, at which time we will be able to begin collecting data.

Appendix 2-4 Communication Plan

FMP 2016 COMMUNICATION PLAN (FMPCP)

	PURPOSE	PREPARATION	SITUATION ANALYSIS	SCENARIOS*	OPTIONS	DRAFT PLAN	APPROVALS
	What is expected from each group	To prepare for the planning process; to gather data.	To create understanding of the issues and community perceptions.	To empower the community to discover and discuss a broad range of potential options.	To present range of options, discuss their pros and cons, and develop new options from community input.	To present a refined, narrower set of short-term strategies and get specific feedback.	To present the completed plan to the community and Governing Board; to prepare for a bond elections.
Advisory Team (staff and community leaders)	Understand all issues Test public participation approaches Be able to make recommendations	Identify stakeholders Create public participation and project scope Interview consultants	Ongoing meetings Prepare for surveys and town halls	Ongoing meetings Participate in Focus Groups	Ongoing meetings Participate in Focus Groups for specific areas/issues Refine, evaluate and prioritize options	Ongoing meetings Create a draft plan Revise as needed based on public meetings	Make recommendations Present to Board
Parents, Students, Neighborhood, PTO	Get support Minimize conflict Address their issues	Surveys and leadership interviews Gather names for focus groups	Web, Newspaper Flyers, Cable TV, School open houses, SCPC Presentations, Surveys Town Halls	Web Surveys Meetings Focus groups	Web Speaker forums Mail Email Focus groups Open Houses	Web Focus meetings Public meetings	Public hearings Inform via web and newsletters Informational workshops and speaker forums Parent and landowner mailings
Administrators, Teachers and other Employees	Get support Minimize conflict Address their issues	Surveys and leadership interviews Gather names for focus groups	TEA presentation Web, Mail, Email, Employee Roundup Principal meetings Surveys Town Halls	Web Focus groups	Web Speaker forums Focus groups Principal meetings Open Houses	Web Focus meetings Principal meetings Public meetings	Public hearings Informational workshops Inform via web and newsletters

Businesses, Local Gov., Realtors, Metro Education Commission	Get relevant info from them to make better decisions Provide info Show TUSD taking positive steps to address issues	Include some in Advisory Team (represent other TUSD committees) Leadership interviews	Web Speaker forum Email Newspaper	Web Email Focus groups Advisory Team	Web Email Focus groups Advisory Team	Web Speaker forum Email Newspaper	Web Speaker forum Email
PCC, Non-Profits, Service Clubs	Opportunity to be involved Help get word out Development of programs and partnerships	Include some in Advisory Team (represent other TUSD committees) Leadership interviews	Web Speaker forum Email Newspaper	Web Email Focus groups Advisory Team	Web Email Focus groups Advisory Team	Web Speaker forum Email Newspaper	Web Speaker forum Networking Email
Special Master and Plaintiffs	Get support Minimize conflict Address their issues	Present the scopes of work and communication plan Create a focus group	Inform and solicit feedback	Focus group	Focus group	Inform and solicit feedback	DIA/NARA (if needed)
Media	Support Embedded in the process	Press conference Leadership interviews	AZ Illustrated Editorial Board meeting	Press release	Press release	Inform of meetings	Press conference Editorial Board meeting
Board	Make optimum decisions based on data, public input and recommendations	Direction on Process Liaison with Board Members Leadership interviews	Liaison with Board Members Updates	Board Input (process on right track)	Liaison with Board Members Updates	Updates	Public hearings

NOTES:

1. Town Halls are a way to start the process and get representation on focus groups.
2. Put all meeting agendas and minutes on the website. Include a blog on the website; filter, compile and consider comments. The website is a key component and must be maintained by dedicated staff.
3. Use open houses at the schools to survey and get info out. Get a schedule of open houses.
4. The Approval Phase may include meetings in two or three areas of the district.
5. Make a list of Community and School events (use information from the Student Assignment Marketing Plan). Provide information/booth at these events. The focus of the information/booth will depend on the date of the event in relation to the phase of the plan.
6. Create a plan identity; logo on web page.
7. City/County support through Ward newsletters, etc.
8. Include a survey on the web or use a mailing as another way to send information out.
9. Get a good broad-based (electronic?) survey out.
10. Look at smart phone options to supplement the web. Provide data/updates using “push” technology. So all interested parties get the latest.
11. The Advisory Team will be formed of key staff and community leadership early in the Preparation Phase to:
 - a. assess potential issues and solutions
 - b. assess opportunities in community partnerships
 - c. develop and test community outreach approaches
12. Participation will result in a group, separate from TUSD, who will advocate for the bond.
13. Scenarios much consider alternative futures both good and bad.
14. Set goals for each of the different phases.
15. Be aware of and handle different languages and ideologies.
16. Use “town hall” and “open house” meeting formats versus the “public hearing” format.
17. Figure out how to attract focus group members and keep them involved:
 - a. meet in different locations
 - b. try to get the “busy majority” not “vocal minority”
 - c. appoint people, don’t just ask them to apply

POLICIES:

1. Focus Group meetings will be structured to keep the group involved; workshop format meetings; training sessions; give responsibility; intermediate results/products.
2. We will depend on the heavily on the web, but this will exclude some persons. We need to identify ways to reach those without internet access (use smart phones?). PR for internet surveys needs to drive persons to the surveys available at public spaces as well as drive them to the website.
3. The FMPCP will be designed to show the positive steps that TUSD is taking to address issues facing the District and the community.
4. The FMPCP will involve the community in creating solutions.
5. The FMP process will have an identity to be a clearly recognized component of TUSD and the community.

Appendix 3-1 Scorecard

3. Did the Facilities representative explain what their task was and answer any questions you had?

Worst 1 2 3 4 5 Best

What was the reason for your rating?

4. Are you satisfied with how your request was prioritized?

Worst 1 2 3 4 5 Best

What was the reason for your rating?

5. Were you notified when the work order was completed?

Worst 1 2 3 4 5 Best

What was the reason for your rating?

6. If the Facilities staff member arrived and had to leave the work incomplete, did he or she explain what was pending (i.e. they needed to order a part) and communicate with you about the timeline of a possible completion date?

Worst 1 2 3 4 5 Best

What was the reason for your rating?


7. Do you have any other comments that might help us improve our customer service to you?

Your name is optional, but we would appreciate if you include your site and room number, as it may be helpful in pinpointing mechanical or structural problem areas.

Name:

Site:

Room Number:



OPERATIONS Ray Cashen
Director of Facilities
530 South Norris, Tucson, Arizona 85719
(520) 225-4601 Phone (520) 225-4866 Fax

Facilities is committed to providing the highest quality environment and services to all of TUSD's school sites, by continuously improving our performance. Our goal is consistent quality improvement and your feedback is critical in this process.

We truly appreciate your time investment and assure you this information is vital to improving our service to you.

With 5 being the best and 1 being the worst, please answer the following questions. If we are not rated the best, please let us know what we can do next time to deserve the highest rating.

1. Does the current i-Mapcon work order system work to your satisfaction overall?

Worst 1 2 3 4 5 Best

Does it work to your satisfaction for the areas below?

- a. Creating work requests? 1 2 3 4 5
- b. Checking work request status? 1 2 3 4 5
- c. Seeing where you are in the queue? 1 2 3 4 5
- d. Viewing comments on the work order? 1 2 3 4 5
- e. Looking up open and closed work orders? 1 2 3 4 5

What was the reason for your rating?

2. How would you rate the quality of services concerning work orders being addressed?

Worst 1 2 3 4 5 Best

How would you rate the quality of these services?

- a. Professionalism 1 2 3 4 5
- b. Courteousness 1 2 3 4 5
- c. Craftsmanship 1 2 3 4 5

What was the reason for your rating?

Appendix 4-1 - Executive Summary Multi Year Technology Plan

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employment status (e.g., full-time, part-time) of facility support staff at each school (e.g., custodians, maintenance and landscape staff), and the formula for assigning such support; d. A copy of the multi-year facilities plan and multi-year technology plan, as modified and updated each year and a summary of the actions taken during that year pursuant to such plans; and e. For all training and professional development provided by the District, as required by this Section, information on the type of training, location held, number of personnel who attended by position, presenter(s), training outline or presentation, and any documents distributed.

Technology Condition Index Description

II. DEFINITIONS

Arizona Technology Comfort Measure (“TCM”) – A thirty-five-question technology integration self-assessment for teachers.

Technology Conditions Index (“TCI”) – A tool used to develop a composite score for each school after rating the condition of the technology, the availability of instructional software, and a teacher’s proficiency in facilitating student learning with technology along multiple dimensions. It is the scored index for each school and district of the current state of the Technology with a scale of 1 to 5.

Arizona Technology Integration Matrix (“TIM”) – A tool used to assist teachers and other educators in assessing the current level of technology integration that is occurring within a classroom.

Arizona Technology Integration Matrix Observation Tool (“TIM - O”) – A tool for guiding principals, teachers, and others through the process of evaluating the level of technology integration within a particular classroom.

Teacher software survey – A survey completed by teachers to capture instructional software data with respect to title, student audience, and frequency of use.

III. PLAN EXECUTIVE SUMMARY

The results of the TCI scores for each campus in conjunction with analysis have resulted in a multi-year plan which addresses the hardware and the teacher proficiency professional development needs. Questions on the teacher proficiency were based on research conducted by the National Center for Education Statistics.¹ Tucson Unified School District owns and maintains approximately 16,500 computing devices deployed in

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classrooms and labs at 85 campuses. In February 2013, the federal court approved the Unitary Status Plan that mandates the school district to develop a Technology Conditions Index (TCI) that includes, at minimum: student access to computers and other learning devices, the location of computers and other learning devices, availability of wireless and broadband Internet in schools, availability of research-based educational software or courseware, and teacher proficiency in facilitating student learning with technology.

In order to determine technology conditions, the District collected and analyzed data from various files and databases, which contain hardware/software information, which are updated on an ongoing basis. The District conducted a survey of teachers and administrators that collected educational software and teacher proficiency data. The District categorized the collected data into ten major technology categories and compared these to the District's technology standards. The District compiled the data for each category, formulating a weighted composite score for each school. Ratios were organized by district campus types; Elementary, Middle (K-12), High School.

The following Appendices contain the supporting data and professional development plan which support the MYTP.

- TCI Composite Scoring - Appendix A
- TCI Hardware & Costing - Appendix B
- TCI Teacher Proficiency Scoring - Appendix C
- TCI National Center for Education Statistics Institute of Education Sciences - Appendix D
- Augmented Support Plan, Appendix E (This is the district's plan for teachers who fall below the TCI teacher proficiency score.)
- TCI Teacher Survey - Appendix F
- Sample Question from TCI Software Survey - Appendix G

The District recommends that the campuses with the lowest District TCI average and are racially concentrated to be considered a priority and to be upgraded in the upcoming school years, based upon available funding.

School Year 15-16

Campus	TCI Score	USP Integration
Tully Magnet	3.23	Racially Concentrated
Miller	3.34	Racially Concentrated
Manzo	3.38	Racially Concentrated
Robins	3.40	Racially Concentrated

School Year 16-17

Campus	TCI Score	USP Integration
---------------	------------------	------------------------

Cholla	3.44	Racially Concentrated
Mansfeld	3.49	Racially Concentrated
Lynn/Urquides	3.53	Racially Concentrated
Vesey	3.54	Racially Concentrated
Roskruge Bilingual Magnet	3.59	Racially Concentrated

School Year 17-18

Campus	TCI Score	USP Integration
Bonillas Basic Curriculum Magnet	3.19	Racially Concentrated
Davis Bilingual Magnet	3.35	Racially Concentrated
Drachman Montessori Magnet	3.47	Racially Concentrated
Valencia	3.48	Racially Concentrated
Pistor	3.59	Racially Concentrated

Current best practices of embedding teacher experts and implementation of personal learning communities focused on purposeful technology teaching and learning will be implemented. Effective teaching methods, models of innovative technology infusion, and relevant school data as well as professional beliefs will be utilized. To that end, a practicing teacher will be assigned to train and develop colleagues' ability and proficiency level utilization of instructional technology including, but not limited to Promethean Board. Teacher technology liaisons will meet with teachers in small groups, one on one and online to facilitate ongoing sustainable training in the most efficient manner. Teacher technology liaisons will be augmented by instructional technology department staff offering some training as well. Through teacher technology liaisons modeling lessons, online communities and in person training and communication, teachers will improve skill set.

Teachers meet on a regular schedule in learning teams organized with the teacher technology liaison and share responsibility for their own success. Learning teams follow a cycle of continuous improvement that begins with determining the specific area where training is needed as one size does not fit all thereby pinpointing areas where additional educator learning is necessary. Teacher technology liaison will work closely with teachers to identify and create learning experiences to address these adult needs, developing powerful lessons and assessments, applying new strategies in the classroom, repeating the cycle with new goals.

Augmented Teacher Support Strategy:

Through targeted intervention as indicated by TCI, targeted intervention will be:

1. One on one in person professional development with teacher
2. Educational Technology Integration Specialist deployed to augment teacher technology liaisons where needed as evidenced by TCI data.
3. Online archive of "Help" content
4. Scheduled Monthly group professional development sessions at rotating sites targeted based on need

Personnel	Responsibilities
District Level: Instructional Technology Department staff	<ul style="list-style-type: none"> • Provide ongoing training to teacher technology liaisons • Facilitate site based training as needed • Assist teacher technology liaisons in maintaining and organizing professional development assessment
Building Level: Principal	<ul style="list-style-type: none"> • Meet with Director of Instructional Technology to analyze school staff professional development needs as identified by TCI
Building Level: Teacher technology liaison	<ul style="list-style-type: none"> • Provide technology professional development training to building faculty • Facilitate Personal Learning Communities
Teacher	<ul style="list-style-type: none"> • Work with teacher technology liaison to improve 21st Century technology teaching skills • Integrate new skillset into delivery of instruction • Collect artifacts/evidence of delivery of instruction with new skill set

Appendix 4-2 - TCI Hardware Recommendations Campuses below Districts TCI Score

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Appendix B TCI Hardware & Costing

TUSD	Classroom		Software Proficiency		Overall TCI	Integration	District Compare	New		New Overall TCI	Costs
	TCI	Lab TCI	TCI	TCI				Classroom Computers	New Lab Computers		
	26%	26%	5%	42%				100%			
District Averages	3.54	3.65	2.80	3.86	3.67						
Bonifas Basic Curriculum Magnet School	3.06	3.66	2.00	3.12	3.19	Racially Concentrated	Below	85	100	3.67	\$185,000.00
Davis Bilingual Elementary Magnet School	3.52	2.63	1.05	3.91	3.35	Racially Concentrated	Below		26	3.70	\$39,000.00
Lynn/Urquides Elementary School	3.77	3.33	2.10	3.69	3.53	Racially Concentrated	Below		57	3.67	\$85,500.00
Manzo Elementary School	2.83	4.03	2.55	3.43	3.38	Racially Concentrated	Below	21	66	3.67	\$120,000.00
Miller Elementary School	2.70	3.17	1.65	4.05	3.24	Racially Concentrated	Below	97	97	3.81	\$242,500.00
Tully Elementary Magnet School	3.73	3.14	2.10	3.75	3.23	Racially Concentrated	Below	17	58	3.70	\$104,000.00
Vesey Elementary School	3.79	2.69	2.55	4.04	3.54	Racially Concentrated	Below		22	3.74	\$33,000.00
Elementary School Averages	3.49	3.58	2.40	3.99	3.67						\$809,000.00
Drachman (K-6) Montessori Magnet School	3.57	3.73	2.10	3.42	3.47	Racially Concentrated	Below		40	3.67	\$60,000.00
Robins K-8 School	2.70	3.61	3.45	3.70	3.40	Racially Concentrated	Below	43	65	3.81	\$140,500.00
Roskrige Bilingual Middle Magnet School	3.12	3.60	4.03	3.82	3.59	Racially Concentrated	Below	42		3.70	\$42,000.00
Mansfeld Middle School	2.75	3.91	4.00	3.62	3.39	Racially Concentrated	Below	68		3.67	\$68,000.00
Pistor Middle School	3.54	4.08	3.74	3.29	3.59	Racially Concentrated	Below	145		3.67	\$145,000.00
Valencia Middle School	4.03	3.00	3.00	3.90	3.48	Racially Concentrated	Below		105	3.67	\$157,500.00
Middle School Averages (MS,K-8,K-12)	3.49	3.76	3.47	3.73	3.66						\$613,000.00
Cholla High Magnet School	3.68	3.14	3.00	3.54	3.44	Racially Concentrated	Below	45	199	3.72	\$343,500.00
High School Averages	3.87	3.69	3.04	3.60	3.67						\$343,500.00
District Averages	3.54	3.65	2.80	3.86	3.67						\$1,765,500.00

Appendix 4-3 – Samples of Augmented Technology PD yearly Goals

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Deployment plan for Teacher technology liaisons in support of Augmented Support Plan

Person/People Responsible	Time Interval	Action Step
Principal/ Director of Instructional Technology	Annually	Meet and confer with principal regarding technology proficiency of staff as indicated by TCI
Teacher technology liaison	At least bi monthly	Provide as needed, technology professional development training as informed by TCI via one or more of the following delivery methods in person, online, one on one, small group
Teacher technology liaison/Teacher/Instructional Technology Staff	Quarterly	Provide ongoing assessment via one or more of the following methods: online, informal observation, practical exam of teacher technology proficiency, analyze, collect data/artifacts as evidence of teacher proficiency and appropriate ongoing technology professional development

The following campuses have scored below average on the TCI and will receive the augmented support plan as indicated on the table below:

School	Type of Campus	Augmented Support Plan
Bonillas Basic Curriculum Cavett Davis Bilingual Grijalva Howell Hudlow Johnson Primary Lineweaver Lynn/Urquides Maldonado Manzo Marshall Oyama Tolson Tully Van Buskirk White Drachman Montessori Miles Exploratory Learning Center, Pueblo Gardens, Robins Safford,	Elementary, Magnet or K-8	SuccessMaker, District Intranet and Promethean Board technology

School	Type of Campus	Augmented Support Plan
Dodge Traditional Magnet Middle Doolen Middle Gridley Middle Magee Middle Mansfield Middle Pistor Middle Secrist Middle School, Utterback Middle Magnet School of the Arts, Vail Middle Valencia Middle	Middle Schools	SuccessMaker, District Intranet and Promethean Board technology
Catalina Magnet Cholla Magnet Palo Verde Magnet Sahuaro High School, Santa Rita High School	High Schools	SuccessMaker, District Intranet and Promethean Board technology

Appendix 4.4 – Samples of Teacher Technology Proficiency Ratings by Campus

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Appendix C

TCI Teacher Proficiency Scoring

B	G	I
TUSD	Proficiency	Integration
February 20, 2015	TCI	
DISTRICT Averages	3.86	
Banks Elementary School	4.12	Integrated
Blenman Elementary School	3.99	Integrated
Bloom Elementary School	4.29	
Bonillas Basic Curriculum Magnet School	3.12	Racially Concentrated
Borman Elementary School	4.08	
Borton Magnet Elementary School	3.39	Integrated
Carrillo K-5 Magnet School	4.19	Racially Concentrated
Cavett Elementary School	3.86	Racially Concentrated
Collier Elementary School	4.50	
Cragin Elementary School	4.24	Integrated
Davidson Elementary School	4.00	Integrated
Davis Bilingual Elementary Magnet School	3.91	Racially Concentrated
Dunham Elementary School	4.10	
Erickson Elementary School	4.35	
Ford Elementary School	4.33	
Fruchthandler Elementary School	4.22	
Gale Elementary School	4.26	
Grijalva Elementary School	3.80	Racially Concentrated
Henry Elementary School	4.35	
Holladay Magnet Elementary School	4.20	
Howell Elementary School	3.21	Integrated
Hudlow Elementary School	3.88	Integrated
Hughes Elementary School	4.28	
Johnson Primary School	3.98	
Kellond Elementary School	4.04	
Lineweaver Elementary School	3.83	Integrated
Lynn/Urquides Elementary School	3.69	Racially Concentrated
Maldonado Elementary School	3.92	Racially Concentrated
Manzo Elementary School	3.43	Racially Concentrated
Marshall Elementary School	3.84	
Miller Elementary School	4.05	Racially Concentrated
Mission View Elementary School	4.01	Racially Concentrated

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Appendix C – cont.

TCI Teacher Proficiency Scoring

B	G	I
TUSD	Proficiency	
February 20, 2015	TCI	Integration
	42%	
DISTRICT Averages	3.86	
Myers/Ganoung Elementary School	4.29	Integrated
Ochoa Magnet	4.22	Racially Concentrated
Oyama Elementary School	3.64	Racially Concentrated
Robison Magnet	4.16	Racially Concentrated
Sewell Elementary School	4.40	Integrated
Soleng Tom Elementary School	4.04	
Steele Elementary School	4.08	
Tolson Elementary School	3.81	Racially Concentrated
Tully Elementary Magnet School	3.75	Racially Concentrated
Van Buskirk Elementary School	3.65	Racially Concentrated
Vesey Elementary School	4.04	Racially Concentrated
Warren Elementary School	4.28	Racially Concentrated
Wheeler Elementary School	4.11	
White Elementary School	3.92	Racially Concentrated
Whitmore Elementary School	3.74	Integrated
Wright Elementary School	4.12	integrated
Elementary Averages	3.99	
Booth-Fickett Math/Science Magnet School	3.87	
Dietz K-8 School	3.79	
Drachman (K-6) Montessori Magnet School	3.42	Racially Concentrated
Hollinger K-8 School	3.75	Racially Concentrated
Lawrence 3-8 School	4.30	
Mary Belle McCorkle Academy of Excellence K-8	3.89	Racially Concentrated
Maxwell K-8 School	4.14	Racially Concentrated
Miles Exploratory Learning Center	3.28	
Pueblo Gardens K-8	3.55	Racially Concentrated
Roberts (at Naylor)	4.04	Integrated
Robins K-8 School	3.70	Racially Concentrated
Rose K-8 School	4.31	Racially Concentrated
Roskruge Bilingual Middle Magnet School	3.82	Racially Concentrated
Safford K-8 Magnet	3.75	Racially Concentrated
Mary Meredith K-12	4.12	integrated

Appendix4.5 - Samples of Teacher Technology Liaison Breakdown

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District Distribution Schedule of Teacher Technology Liaisons

Column 1 in the table below contains the name of each school. Column 2 contains the number of students at that particular campus. Column 3 contains the professional development plan course offerings for 2015/16. Column 4 contains the number of teacher technology liaisons for designated per campus dependent on number of students attending that campus and type of campus i.e. elementary, middle or high school. The precise number of teacher technology liaisons per campus were determined by the following method: Up to 400 students, each campus will receive 1 teacher technology liaison. Campuses with 400 to 799 students receive two teacher technology liaisons. Campuses with 800 to 1199 receive teacher technology liaisons. As the student population increases on a given campus, the same formula will be applied. The one exception to this criteria is that Project MORE and TAPP will share the same teacher technology liaison due to their small student population. Each teacher technology liaison will receive a \$2500 stipend.

School	Type of School	Students	Teacher Technology Liaisons per campus
Banks	Elementary or K-8	348	1
Blenman	Elementary or K-8	464	2
Bloom	Elementary or K-8	381	1
Bonillas	Elementary or K-8	432	2
Borman	Elementary or K-8	461	2
Borton	Elementary or K-8	461	2
Carrillo	Elementary or K-8	298	1
Cavett	Elementary or K-8	320	1
Collier	Elementary or K-8	212	1
Cragin	Elementary or K-8	372	1
Davidson	Elementary or K-8	328	1
Davis	Elementary or K-8	346	1
Meredith	Elementary or K-8	55	1

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School	Type of Campus	Students	Teacher Technology Liaisons per campus
Dietz	Elementary or K-8	434	2
Drachman	Elementary or K-8	309	1
Dunham	Elementary or K-8	235	1
Erickson	Elementary or K-8	550	2
Ford	Elementary or K-8	365	1
Fruchthendler	Elementary or K-8	353	1
Gale	Elementary or K-8	418	2
Grijalva	Elementary or K-8	692	2
Hollinger	Elementary or K-8	545	2
Henry	Elementary or K-8	389	1
Holladay	Elementary or K-8	262	1
Howell	Elementary or K-8	377	1
Hudlow	Elementary or K-8	315	1
Hughes	Elementary or K-8	371	1
Johnson	Elementary or K-8	354	1
Kellond	Elementary or K-8	576	2
Lawrence	Elementary or K-8	353	1
Lineweaver	Elementary or K-8	564	2
Lynn	Elementary or K-8	609	2
Maldonado	Elementary or K-8	380	1
Manzo	Elementary or K-8	310	1

Appendix4.6 - Samples of Teacher Technology Liaison Monthly PD Schedule

The tables below contain the scheduled Teacher Technology Liaison training days. Factors taken into consideration when creating training groups or “Clusters” were geography and campus type. Each cluster will be assigned an instructional technology department staff member who will be responsible for training that particular cluster. In other words, we are using the “train the trainer” model to provide instructional technology professional development for Tucson Unified School District. In this particular case, the assigned instructional technology department staff member assigned to that particular cluster will be responsible for training the teacher technology liaisons (trainers) in that particular cluster. Note: The abbreviation “TTL” stands for Teacher Technology Liaison.

Cluster 1: Instructional Technology Staff assigned:				
Campuses Scheduled for Training Day 1	# TTLs	Cluster 1	Campuses Scheduled for Training Day 2	# TTLs
Designated Training Site: Catalina High School			Designated Training Site: Palo Verde High School Cyber Cafe	
Catalina Magnet	2		Banks	1
Doolen	2		Blenman	2
Utterback	2		Cragin	1
Valencia	3		Holladay	1
Total # of TTLs for this Training Day	9		Lineweaver	2
			Maxwell	2
			Ochoa	1
			Tolson	1
			Vesey	2
			Warren	1
			Total # of TTLs for this Training Day	14

Cluster 2: Language Acquisition		Instructional Technology Staff assigned:	
Campuses Scheduled for Training Day 1 Designated Training Site: Pueblo	# TTLs	Campuses Scheduled for Training Day 2 Designated Training Site: Rose	# TTLs
Pueblo	3	Davis	1
McCorkle	3	Grijalva	2
Roskruge	2	Hollinger	2
Lawrence	1	Oyama	1
Naylor	2	Mission View	1
Pistor	3	Van Buskirk	2
Rose	3	White	2
Total # of TTLs for this Training Day	17	Cavett	1
		Lynn	2
		Johnson	2
		Maldonado	1
		Miller	2
		Myers	1
		Total # of TTLs for this Training Day	20

Appendix 5-1 Playground Inspection Procedure



RISK MANAGEMENT DEPARTMENT
1010 E. 10TH STREET TUCSON, AZ 85719
P.O. BOX 40400 TUCSON, AZ 85717
PHONE: (520) 225-6601 FACSIMILE: (520) 225-6631

Playground Inspection Procedure

Every site with play equipment will be given 1.5 hours a week of paid time to conduct inspections of equipment. This added duty does not justify overtime, added duty straight time. All sites with playground equipment will task identified Campus or School Monitors to conduct regular and routine inspections three times each week. Identified Monitors will be trained to conduct inspections by Risk Management annually. Risk Management will provide training and support to assist monitors with inspections. This training will be available to all TUSD staff since Principals and Office Managers involved in the process may want to become familiar with what Monitors have been asked to inspect. Training materials can be found on the Risk Management web page. Every school will be provided with required inspection tools at the training launch. Replacement tools will be billed to the site for cost of missing items. Regular inspections shall occur on all equipment owned by TUSD.

Site Procedure & Requirements:

1. Site must identify at least two Monitors who will be trained to conduct playground inspections.
2. Site Administrator will design schedule to include three weekly inspections of playground equipment. Schedule must include Monday or first work day of the week as an inspection. (Potential vandalism is highest over weekends and days off.)
3. Site will ensure responsible Monitors for inspections will attend training annually. Untrained staff shall not be tasked with inspections.
4. Site will identify convenient and secure location to house inspection log and tools. Principal, Office Manager and Monitors should all know this location.
5. Routine inspections will be conducted every week students use facilities.
6. Inspections should be conducted when children are not in play area.
7. Inspections must cover all five inspection points.
 - a. Condition and redistribution of surfacing
 - b. Hazardous debris
 - c. Sharp or broken equipment
 - d. Loose or missing hardware
 - e. Condition of coating and paint
8. Monitor shall record completed inspections on the Inspection Log. Inspection actions needed should be noted, especially if a safety issue is identified.
9. Monitors are responsible to relocate wood chips or sand to fall zones and heavy play areas during each inspection.
10. Inspectors should never attempt to replace hardware or equipment. Work orders should be called in to repair such items.
11. Immediately following inspection, any findings that are unable to be addressed at the site level need to be called in to the Operations Customer Service line at 225-4640. Calling will ensure that a work order is immediately created. The Monitor, Office Manager and Admin should work together to develop how this will occur at each site. Once assigned, the work order number should be noted on Inspection Log.



RISK MANAGEMENT DEPARTMENT
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P.O. BOX 40400 TUCSON, AZ 85717
PHONE: (520) 225-6601 FACSIMILE: (520) 225-6631

12. If a playground is unsafe, the site should prevent children from play in the area and caution tape the area until maintenance resolves the issue.
13. If a site finds a previously identified issue during inspection, and a work order was already submitted, a call to check on the status of the work should be made to 225-4640.
 - a. If a site needs assistance with status of a work order, Office Managers should be the first point of contact.
 - b. If a site needs assistance with training or inspection procedures call Risk Management at 225-6601.
14. Inspection logs will be periodically checked by Risk Management, Operations and Leadership to ensure inspections are occurring regularly. Each log will be noted by the Department that a check was completed.

Annual Requirements for Playground Program:

1. By the first week in May, Risk Management will schedule and announce inspection training date for the upcoming school year.
2. By the conclusion of the school year, each site will forward the number of monitors recommended to receive in person training to Risk Management.
3. By the conclusion of the third week of school, Risk Management will hold training to instruct school staff on the inspection points they must cover weekly.
4. On an annual basis, Risk Management will inspect all play bays in the district and make recommendations for any repair or replacement of parts not found in routine site inspections.
5. Risk Management will offer quarterly training to new hire monitors who are selected to conduct inspections.

Appendix 5-2 Playground Inspection Log

TUSD Playground Inspection Log

School Name: _____
 List of Trained Playground Personnel
 to complete regular inspections: _____

Inspection Date	Specific Playground Area(s) Inspected	Inspector Name	Safety Points Checked					Inspection Action		
			Equipment and structure in good condition.	Hazardous debris has been removed from the area.	Inspected for sharp or loose equipment	Inspected for loose or missing hardware	Equipment loading and padding in good condition	Able to correct all inspector findings	NOTABLE TO CORRECT (see policy). Work order needed	Work order number
1/5/15	All	John Smith	X	X	X	X	X	X		
1/5/15	All	John Smith	X	X	X	X	X	X	48567 - Cracked si	

Appendix 5-3 Playground Inspection Log Schedule

School Site	Q1 Jun, Jul Aug	Q2 Sep, Oct, Nov	Q3 Dec, Jan, Feb	Q4 Mar, Apr, May		School Site	Q1 Jun, Jul Aug	Q2 Sep, Oct, Nov	Q3 Dec, Jan, Feb	Q4 Mar, Apr, May
Week 1						Week 6				
Oyama						Robison				
Tolson						Miles				
Maxwell						Hughes				
Robins						Blenman				
Banks						Cragin				
Week 2						Davidson				
Vesey						Week 7				
Johnson						Howell				
Lawrence						Lineweaver				
Maldonado						Naylor				
Miller						Myers/Ganoung				
Warren						Bonillas				
Week 3						Sewell				
Hollinger						Wright				
Lynn/Urquides						Whitmore				
McCorkle						Week 8				
White						Borman				
Grijalva						Erickson				
Rose						Wheeler				
Van Buskirk						Dietz				
Week 4						Booth Fickett				
Borton						Kellond				
Ochoa						Week 9				
Mission View						Ford				
Holladay						Marshall				
Cavett						Dunham				
Pueblo Gardens						Soleng Tom				
Week 5						Gale				
Drachman						Steele				
Carrillo						Week 10				
Safford						Hudlow				
Roskruge						Schumaker				
Davis						Henry				
Manzo						Bloom				
Tully						Fruchthendler				
Brichta						Collier				

Appendix 5-4 Playground Equipment Inspection Training Schedule

SITE	DATE TRAINED	PERSON TRAINED	SITE	DATE TRAINED	PERSON TRAINED	SITE	DATE TRAINED	PERSON TRAINED
Banks	4/27/2015	Nathaniel Saldivar	Holladay	4/22/2015	Clarissa Lopez	Oyama	4/24/2015	Anais Tarazon
Banks	4/27/2015	Tina Lopez	Holladay	4/22/2015	Andrea Pace	Oyama	4/27/2015	Katherine Mayes
Blenman	4/23/2015	Sergio Gaxiola	Hollinger	4/30/2015	Norma Esquivias	Oyama	4/27/2015	Maria Bustamante
Bloom	4/28/2015	Cynthia Cave	Howell	4/23/2015	Patricia Vance	Pueblo Gardens	4/22/2015	Gabby Partida de Figueroa
Bloom	4/28/2015	Debra Stockellburg	Howell	4/23/2015	Jose Medina	Roberts/Naylor	4/21/2015	Laura Cardenas
Bonillas	5/1/2015	Alice Dixon	Hudlow	4/28/2015	John Houchin	Roberts/Naylor	4/21/2015	Roxanne Martinez
Bonillas	5/1/2015	Angel Rodriguez	Hughes	4/23/2015	Daniel Ravia	Roberts/Naylor	4/21/2015	Patty Cox
Booth-Fickett	2/9/2015	Irene Pedregon	Hughes	4/23/2015	Judy Delgado	Robins	4/20/2015	Sandra Mayer
Booth-Fickett	2/9/2015	Kariela Sigala	Johnson	4/30/2015	Lorie Hendrickson	Robison	4/21/2015	Suzette Mejia
Borman	4/29/2015	Nora Bustillo	Johnson	4/30/2015	Nicole Jim	Robison	4/21/2015	Onofre Escobar
Borman	5/1/2015	Angela Collins	Kellond	4/30/2015	Sandy Byrne	Rose	4/30/2015	Maria Huerta
Borton	4/30/2015	Maria Ruiz	Kellond	4/30/2015	Carrie Ross	Rose	4/30/2015	Susan Ortiz
Borton	4/30/2015	Alejandra Questas	Lawrence	4/22/2015	Cruz Grijalva	Roskruge	5/1/2015	Juanita Cortez
Carrillo	4/20/2015	Vivian Duarte	Lawrence	4/22/2015	Angelica Jimenez	Roskruge	5/1/2015	Alejandro Delgado
Carrillo	4/20/2015	Theresa Gonzales	Lineweaver	4/21/2015	Irma Tarango	Safford	4/30/2015	Gilbert Haro
Cavett	4/20/2015	Elsa Aguirre Corral	Lineweaver	4/29/2015	Melanie Rivas	Safford	4/30/2015	Debra Valenzuela
Cavett	4/20/2015	Martin Salazar	Lynn Urquides	4/22/2015	Sally Martinez	Sewell	5/1/2015	Stephanie Jaramillo
Collier	5/1/2015	Susan Redflower	Lynn Urquides	4/22/2015	Mario Martinez	Sewell	5/1/2015	Terrie Olivarez
Collier	5/1/2015	Ellen Bontrager	Lynn Urquides	4/22/2015	Matthew Esqueda	Soleng Tom	5/1/2015	Bonnie Gompf
Cragin	4/23/2015	Vicky Espinoza	Maldonado	4/22/2015	Eva Placencio	Soleng Tom	5/1/2015	Angie Buchanan
Davidson	5/1/2015	Sandra Espinosa	Maldonado	4/30/2015	Berry Priero	Steele	4/28/2015	Robin Bizub
Davis	4/30/2015	Emily Van Horn	Manzo	4/30/2015	Darlene Trujillo	Steele	4/28/2015	Marsha Larson
Davis	4/30/2015	Cameron Jones	Marshall	5/1/2015	Mindy Williams	Tolson	4/20/2015	Jessica Gonzales
Dietz	4/28/2015	Michelle Ealim	Marshall	5/1/2015	Dee Groff	Tolson	4/20/2015	Debra Armenta
Dietz	4/28/2015	Tiffany McKee	Mary Meredith	4/22/2015	Imelda Acedo	Tolson	4/20/2015	Ryan Wilson
Drachman	4/30/2015	Alice Pena	Maxwell	4/20/2015	Michael Gallego	Tully	4/20/2015	Tony Osollo
Dunham	5/1/2015	Donny Davis	McCorkle	2/18/2015	James Martinez	Tully	4/20/2015	Nellie Provencio
Erickson	4/29/2015	Marni Rosenthal	McCorkle	2/18/2015	Crystal Bogard	Van Buskirk	4/30/2015	Yolanda Carignan
Erickson	4/29/2015	Gregoria Ruiz	McCorkle	2/18/2015	Cindy Madrid	Vesey	4/27/2015	Kevin Wallace
Ford	5/1/2015	Lyusi Kasparova	Miles	4/30/2015	Jeanette Ortiz-Roybal	Vesey	4/27/2015	Sylvia Marquez
Ford	5/1/2015	Tammy Snow	Miles	4/30/2015	Steve Martan	Warren	4/22/2015	Barbara Sallard
Fruchthendler	5/1/2015	Mary Anderson	Miller	4/30/2015	Anna Padilla	Warren	4/27/2015	Guadalupe Lendo
Fruchthendler	5/1/2015	Laura Florian	Miller	4/30/2015	Anna Estrada	Wheeler	4/29/2015	Kaye Moore
Fruchthendler	5/1/2015	Daneen Van Gorden	Miller	4/30/2015	Elena Solis	Wheeler	4/29/2015	Eduardo Hermosillo
Gale	4/28/2015	Elvie Santa Cruz	Mission View	4/30/2015	Petra Almeida	White	4/22/2015	Monica Tovar
Gale	4/28/2015	Pam Jonikas	Mission View	4/30/2015	Maria Artalejo	White	4/22/2015	Tina Moreno
Grijalva	4/22/2015	Heidi Wright	Mission View	4/30/2015	Adrian Aguirre	Whitmore	5/1/2015	Aric Sweeney
Grijalva	4/22/2015	Michelle Gonzalez	Myers/Ganoung	4/21/2015	Terry Armijo	Whitmore	5/1/2015	Dianne Wright
Henry	4/28/2015	Juanita Sanchez	Ochoa	4/20/2015	Karla Santibaenz	Wright	4/22/2015	Kristina Molina
Henry	4/28/2015	Dave Stratton				Wright	5/1/2015	Lorraine Trujillo

Appendix 5-5 Playground Equipment Inspection Training Website

<http://intranet/RiskMgt/playground.asp>

http://intranet/RiskMgt/playground.asp

File Edit View Favorites Tools Help

Home > Playground Equipment Inspection Training

Playground Equipment Inspection Training

TUSD can reduce or eliminate playground hazards by:

- improving the condition and/or design of equipment,
- controlling the play environment, and
- controlling child behavior

The inspection process helps to identify physical concerns.

During the inspection, you should:

- examine entire play area,
- consider travel paths,
- identify access points,
- recognize use zones,
- inspect one piece of play equipment at a time,
- walk onto, underneath, and around equipment, and
- document and report any findings to supervisor and maintenance immediately

Inspections for every play area should occur three times each week. Move ground fill to high traffic areas, check for debris and condition of equipment. Log your inspections every time they are conducted to help keep track of your diligence.

Early hazard identification helps you to be *pro*active, not *re*active.

- Playground Inspection Procedure for Play Equipment & Playgrounds ([Word](#))
- Playground Inspection Log – Use EVERY time equipment and grounds are checked ([Excel](#))
- TUSD Playaround Safetv (PPT)

INFO

- [Insurance Questions](#)
- [Restitution](#)
- [Requesting a Certificate of Insurance](#)
- [Hold Harmless and Indemnification](#)
- [Liability Information](#)
- How do I report...
- [Vehicle Accidents](#)
- [Employee Injuries](#)
- [Student Accidents](#)
- [TUSD Property Losses](#)

RISK MANAGEMENT

Manager:
Nicole Lowery
Phone:
225-6601
FAX:
225-6631

Appendix 5-6 Security Standards

TUSD Security Standards To Enhance School Security and Reduce Property Crime

Access Control

Single point of access to Elementary and K-8 schools; Controlled access points at other schools

- Electronic entry control for all visitors
 - Entry door must have a security camera if the entry doorway is not visible from the office and must be equipped with a quality intercom system through which visitors can be questioned.
 - Card Reader Access (or biometric) control to replace hard keys.

Physical Security

Intrusion Alarms – Upgrade existing intrusion alarms systems to include coverage throughout the entire school building.

- Security keypads would need to be installed, eliminating any push-button style systems.
- Window coverings – Expanded Metal Security Screen to cover all windows.
- Fencing – 8' Wrought Iron, non-climbable with secure footings.
 - Campus perimeter fencing - This perimeter fencing would protect students and staff during all campus activities.
 - Interior fence - This fencing, placed closer to the school building, would protect students and staff in the event of a lockdown, and also protect district assets during non school hours.

Appendix 5-7 TUSD Site Security Assessment Form

TUSD SITE SECURITY ASSESSMENT				
DATE:		LAST ASSESSMENT:		
NAME /TYPE OF SCHOOL		COMPLETED BY:		
ACCESS CONTROL- ITEM DESCRIPTION	Y	N	NA	COMMENTS
1a. Is there an identifiable single entry point at the main entrance				
b. Is it controlled, observed, and monitored during the course of their normal business?				
<ul style="list-style-type: none"> • Monitored line of sight by office staff • Security camera with intercom present and operable 				
2a. Does the reception area include:				
<ul style="list-style-type: none"> • Staff member assigned to greet visitors • A counter or other barrier deterring easy access to campus? • Signs in or Visitor Log? 				
3a. Is there a Card Access System installed throughout the campus for all points of access into the building from the exterior?				
PHYSICAL SECURITY- ITEM DESCRIPTION	Y	N	NA	COMMENTS
1a. Is an intrusion alarm system installed throughout the school to cover hallways, administrative offices, classrooms, exit doors, and portable classrooms?				
2a. Are all exterior door glass and all first floor exterior windows covered (rolling shutters or security screen) to prevent unauthorized entry or breakage?				
<ul style="list-style-type: none"> • If not: Either identify how many windows and their measurement are lacking the protective covering or if a group of windows lack the covering and are side by side give their location and overall measurements. 				

TUSD SITE SECURITY ASSESSMENT				
b. Are second-floor windows inaccessible?				
<ul style="list-style-type: none"> • If second-floor windows are accessible are they protected against unauthorized entry or breakage? 				
c. Are Roof Guards or similar type of apparatus present for preventing access to the roof?				
3a. Do all Exterior doors with narrow windows have security screen over the window to prevent vandals from breaking the window and reaching through to open the door?				
<ul style="list-style-type: none"> • If not, how many doors need security screen? 				
b. Are all first floor exterior windows covered (rolling shutters or security screen) to prevent unauthorized entry or breakage?				
<ul style="list-style-type: none"> • If not: <ol style="list-style-type: none"> i. Either identify how many windows and their measurement are lacking the protective covering ii. or if a group of windows lack the covering and are side by side give their location and overall measurements 				
c. Are second-floor windows inaccessible?				
<ul style="list-style-type: none"> • If second-floor windows are accessible are they protected against unauthorized entry or breakage? 				
4a. Are entries into courtyards from the exterior of the school controlled with a lockable gate?				
a. Is the school perimeter clearly defined by a non-climbable 8' fence?				
b. If the school perimeter is not clearly defined by a non-climbable 8' fence how many feet of fencing is needed?				
5a. Is there fencing between the joint-use recreational areas of the school and the school building?				
<ul style="list-style-type: none"> • If not, how many additional feet of fencing would be needed to separate the joint-use areas from school buildings? 				

TUSD DEPARTMENT OF SCHOOL SAFETY
 LAW ENFORCEMENT AND TUSD CRIME STATISTICS AUG 2014-FEB 2015

ELEMENTARY SCHOOLS				KELLOND				HIGH SCHOOLS				K-8 SCHOOLS			
BANKS	2	38	40	LINEWEAVER	14	201	215	CATALINA	15	109	124	BOOTH/FICKETT	17	342	359
BLENMAN	7	112	119	LYNN	6	477	483	CHOLLA	31	57	88	DIETZ	16	135	151
BLOOM	3	20	23	MALDONADO	4	107	111	MEREDITH	0	230	230	HOLLINGER	10	127	137
BONILLAS	5	201	205	MANZO	5	121	126	PALO VERDE	17	225	242	LAWRENCE	3	52	55
BORMAN	1	156	157	MARSHALL	4	56	60	PUEBLO	12	404	416	MCCORKLE	1	69	70
BORTON	6	194	200	MILLER	10	192	202	RINCON/UHS	30	222	252	MILES	6	110	116
CARRILLO	3	283	286	MISSION VIEW	2	81	83	SABINO	15	31	46	MAXWELL	2	64	66
CAVETT	6	176	182	MYERS	7	253	260	SAHUARO	20	295	315	P GARDENS	2	116	118
COLLIER	2	13	15	OCHOA	4	57	61	SANTA RITA	11	86	97	NAYLOR	11	239	250
CRAGIN	11	79	90	OYAMA	6	64	72	TUCSON	26	503	529	ROBINS	1	19	20
DAVIDSON	2	106	108	ROBISON	6	201	207	TOTALS	151	1659	1810	ROSE	6	78	84
DAVIS	0	74	74	SEWELL	3	298	301	MIDDLE SCHOOLS				ROSKRUGE	1	503	504
DRACHMAN	7	153	160	SOLENGTOM	3	10	13	DODGE	7	156	163	SAFFORD	10	320	330
DUNHAM	3	35	38	STEELE	6	140	146	DOOLEN	45	173	218	TOTALS	86	2174	2260
ERICKSON	6	125	131	TOLSON	9	27	36	GRIDLEY	5	96	101	BRICHTA	4	20	24
FORD	2	108	110	TULLY	5	133	138	MAGEE	15	192	207	SCHUMAKER	1	269	270
FRUCHTENDLER	1	20	21	VAN BUSKIRK	1	96	97	MANSFELD	8	273	281	TOTALS	5	289	294
GALE	1	22	23	VESEY	0	9	9	PISTOR	9	119	128	PROJECT MORE	0	71	71
GRIJALVA	5	97	102	WARREN	5	18	23	SECRIST	35	51	86	TAPP	0	161	161
HENRY	4	63	67	WHEELER	8	191	198	UTTERBACK	33	176	209				
HOLLADAY	2	51	53	WHITE	15	186	201	VAIL	21	156	177				
HOWELL	2	169	171	WHITMORE	3	276	279	VALENCIA	10	98	108				
HUDLOW	11	148	159	WRIGHT	14	233	247	TOTALS	178	1392	1570				
HUGHES	0	79	79	TOTALS	240	6203	6443								
JOHNSON	3	46	49												

TUSD DEPARTMENT OF SCHOOL SAFETY
TUSD AND LAW ENFORCEMENT CRIME STATISTICS AUG 2014-FEB 2015

CRIMES	LAW ENFO	TUSD	COMBINED
AGGRAVATED ASSAULT	307	11	318
ASSAULT	1626	94	1720
BURGLARY	988	24	1012
THEFT/LARCENY	3970	39	4009
VEHICLE THEFT	273	0	273
ARSON	26	10	36
CRIMINAL DAMAGE	1260	129	1389
WEAPONS OFFENSES	33	16	49
DRUGS	1086	49	1135
SEX OFFENSES	305	20	325
LIQUOR	303	4	307
DISORDERLT CONDUCT	1464	306	1770
SEX OFFENDER	215	0	215
PROPERTY CRIMES	524	0	524
ROBBERY	170	0	170
TOTALS	12550	702	13252

Appendix 5-9 Schedule of Site Assessments

SITE ASSESSMENT ASSIGNMENTS
SCHOOL YEAR 2014-2015

L-5 Peter Hodap 0700-1500		C-1 David Vildusea 0700-1500		L-2 Michael Olbert 0700-1500		L-3 Shawn Radford 0730-1530		L-1 Doug Lorenson 0700-1500	
	DATE:		DATE:		DATE:		DATE:		DATE:
Catalina	5/29	Cholla	5/27	Pueblo	5/27	Sabino	6/1	Rincon / University	6/1
				Tucson High	5/28	Sahuaro	5/29	Meredith K-12	6/1
							Santa Rita	5/26	Palo Verde
Doolen MS	5/28	Pistor MS Valencia MS		Maxwell MS	6/2	Gridley MS Magee MS Secrist MS		Booth/Fickett K-8	6/3
Mansfield MS	5/26		5/27	Roskruge K-8	5/27		5/29	Dodge	6/5
Roberts/Naylor MS	5/27		5/29	Safford K-8	5/28		6/1	Vail MS	6/5
Utterback MS	5/27						5/28		
Blenman	5/26	Banks	5/27	Borton	5/27	Bloom	6/1	Bonillas	6/1
Cavett	5/26	Grijalva	5/27	Brichta	6/4	Collier	6/1	Borman (DMAFB)	6/2
Cragin	5/27	Johnson	5/27	Carrillo	5/27	Dietz	5/27	Erickson	6/2
Davidson	5/28	Lawrence	5/27	Davis	6/5	Dunham	5/28	Fruchthendler	6/4
Holladay	5/28	Lynn/Urquides	5/27	Drachman	5/27	Ford	5/27	Hudlow	6/4
Howell	5/28	Maldonado	5/29	Hollinger	6/3	Gale	5/27	Kellond	6/2
Hughes	5/26	McCorkle	5/29	Manzo	5/28	Henry	5/29	Myers/Ganoung	6/3
Lineweaver	5/27	Miller	5/29	Mission View	6/3	Marshall	5/28	Sewell	6/4
Miles	5/26	Oyama	5/27	Ochoa	5/27	Schumaker	5/29	Wheeler	6/3
Pueblo Gardens	5/27	Tolson	5/27	Robins	6/4	Soleng Tom	5/28	Whitmore	6/5
Robison	5/27	Vesey	5/27	Rose	6/5	Steele	5/28	Whitmore Annex	6/5
MORE/Drake/Link	5/28	SW Learning Center	5/29						
Star/TAPP	5/28								
Wright	5/28								
Van Buskirk	5/28								



Appendix 5-11 Lesson Plan for School Monitor Training

School Monitor Training

Agenda

September 4, 10, 18, 2014 October 15, 2014 December 10, 2014

(Overview: October 20-21)

1. Introduction/Position Overview
 - a. Responsibilities, Expectations and Limitations of position
 - b. Overview of Guidelines for Student Rights and Responsibilities
2. Incident Response
 - a. Assess the situation
 - b. Control / De-escalate
 - c. Preserving evidence
 - d. Contacting the appropriate authorities (see matrix)
 - i. Law Enforcement
 - ii. Fire/Medical
 - iii. Administration
 - iv. School Safety
 - e. Documentation
 - i. Mandatory Reporting Statutes
 - ii. Need for documentation
 1. Staff
 2. Students
 3. Other witnesses
 - iii. Basics of Report Writing
 1. 5 w's: Who, What, Why, Where, When, How (if known)
 2. Clear, Concise and to the point
3. First Aid and CPR Certification Training
(Schedule with Sgt. Batory)
4. Search and Seizure Overview
 - a. State Laws
 - b. District Policies
 - c. Liabilities
5. Use of Force
 - a. State Laws
 - b. District Policies
 - c. Liabilities
6. Radio Procedures
 - a. Equipment Familiarization
 - b. Radio Protocol
 - c. 10-Code / Designators
 - i. School Name / Seniority
(i.e. Tucson-1, Sahuaro-3, etc...)
7. Student Intervention Training
(Schedule with Special ED)

Appendix 5-12 True North Logic listing of Incident Command classes

Welcome, David Williams

TUSD

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Home Onboarding Transcript **Course Catalog** Credentials Help Propose A Course


Search

emergency


[Advanced Search](#) [Show All](#)

 **#11878 Emergency Response Plan Training IS200b**
 Credit Views 165

The National Incident Management System (NIMS) is a systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work together seamlessly and manage incidents involving all threats... [Read More](#)

 **#11877 Emergency Response Plan Training 100SCA**
 Credit Views 45

The National Incident Management System (NIMS) is a systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work together seamlessly and manage incidents involving all threats... [Read More](#)

 **#11879 Emergency Response Plan Training IS 700a (new)**
 Credit Views 40

The National Incident Management System (NIMS) is a systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work together seamlessly and manage incidents involving all threats... [Read More](#)

1 of 1 page(s)

Appendix 5-13 Email to Leadership requesting classes be completed

From: Coleman, Jeffrey Sent: Fri 5/29/2015 7:22
To: Gallegos, Ana; Morado, Abel
Cc: Butler Jr, Eugene; Wolfe, Jodie; Cisneros, Patricia; Duncan, Stuart; Vildusea, David
Subject: Incident Command training

Hi Dr. Morado and MS. Gallegos,

I wanted to send you an update/reminder of where we are on the required Incident Command trainings, in hopes everyone can be reminded at PD next week.

Completion of all three courses are a minimum requirement per the ADE School Emergency Response plan, for all school employees who fill a role within the school ICS Structure. At a minimum all Principals and AP's should complete this training, hopefully over the summer. Going into next year, the Principals really need to identify other positions at their sites that have key positions within their incident command structure, (Office Manager, Health Assistants, etc.), and insure that those persons take the courses as well. Each course takes about 2 hours to complete.

The three courses are:

100SCA is Basic Incident Command for Schools

200.B: is ICS for Single Resources and Initial Action Incidents (Basic ICS For Supervisory Positions and Expanding incidents)

300 is the National Incident Management System (NIMS)

Things to know:

- All three courses are available on True North Logic but the links to the training take you outside TUSD to the FEMA training site. So, we need to ask they print and scan each certificate of completion and email it to the School Safety Emergency Section to track compliance. The email to send certificates to is: Jodie.Wolfe@tusd1.org
- Our new District and site emergency plan is completed in draft form and is out with first responders for review and input. Mission View Elementary is our test campus for a site plan and we really appreciated their willingness to help.
- Please let them know School Safety will be visiting every site next year to help them convert over to the new plan template. We are also going to walk them through what an off-site evacuation and re-unification process will look like. We will make appointments first, no surprise visits.

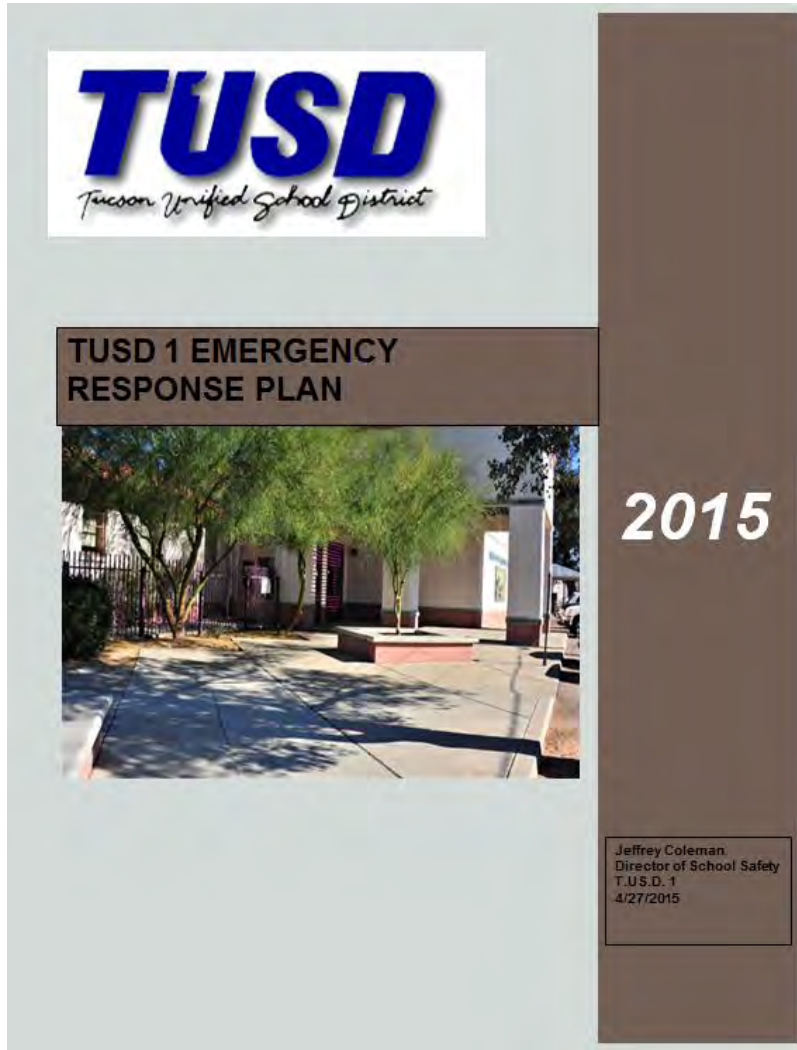
Please let me know if you have any questions, thanks!

Jeff

Jeff Coleman
Director - School Safety
Tucson Unified School District
606 S. Plumer
Tucson, AZ 85719
(520) 225-4924

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Appendix 5-14 District Emergency Plan





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Finance

2014-2015 End of Year Report

Tucson Unified School District

TUSD

STRATEGIC PLAN END OF YEAR REPORT 2014-2015

FINANCE

Strategic Priority 1: System and Process Creation and/or Refinement – TUSD will streamline systems and processes so that dollars/resources are maximized.

Year 1 Goal: Implement a Phased System Installation for a TUSD district-wide Enterprise Resource Planning (ERP) System

Progress/Completion: 100% July 1 – District will Go- Live with Infinite Visions ERP starting 15-16 SY

In the start July of 2014 the District began to implement a new ERP system called Infinite Visions which is currently being used in production for 93 % of school districts across Arizona and is also utilized through the U.S. The District presented monthly updates to the Governing Board providing updates on the critical path milestones. The implementation of Infinite Visions ERP will give the District the ability for financial transparency, lower yearly operating costs then the two current ERP's and operating the District in a more efficient process with electronic workflow saving the District 100K's of dollars per year.

Infinite Vision ERP will move the District to streamline processing through the following processes:

- Electronic Workflow – Districtwide Campus, Central and Operational departments
- Accounting / Financial Transaction - consolidation from PeopleSoft and Lawson
- Time & Attendance- streamline time entry from hybrid paper/electronic process to fully electronic workflow
- Payroll – transitioning from exception pay to positive pay
- Ability for USP financial tracking and reporting for program evaluation
- Reporting – real time reporting
- Full financial encumbrance capability
- Budget Monitoring – real time site and department level

As part of the ERP implementation, staff District wide have received over 10, 000 + hours of certified training on Infinite Visions ERP. **(Appendix 1-1)**

In addition, the District is committed to providing ongoing training and support to ensure the successful implementation of the ERP system

Example:

- Account Code Changes **(Appendix 1-2)**

As we move from two separate account Code structures (one in PeopleSoft and one in Lawson) Finance is presenting at all DAC training

sessions to introduce the new unified string.

- Purchasing, HR, Budget and Student Finance are working collaboratively to provide ongoing support to all DAC's (sites). Open Labs are offered to provide assistance in entering requisitions in Visions. **(Appendix 1-3)**

Evidence:

Appendix 1-1: ERP implementation Training

Appendix 1-2: Account Code Changes

Appendix 1-3: Requisition Training

Strategic Priority 2: Maximize Existing Revenue and Resources – TUSD will develop a plan to leverage district resources to support the district's Five-Year Strategic Plan.

Year 1 Goal: Align the Strategic Plan to allow for effective and efficient funding and resource allocations based on priorities

Progress/Completion: 100% Fulfilled and Ongoing

There were two major initiatives that aligned with the Year 1 Goal. The Energy Performance Contracts and Expansion of the pCard Program.

- Energy Performance Contracts
The district obtained financing through a Qualified Zone Construction Bonds at 0% interest to retrofit district schools to be energy efficient. A total of 30 schools, along with Morrow Center District Office, Food Service, Eastside Transportation, and the SW Education center are part of the Energy Performance Initiative. The total cost of the program was \$29.2 with an expected savings of over \$2.5M a year for a total savings of **\$34,478,512. (Appendix 2-1)**
- Expansion of pCard Program
 - TUSD's preferred payment method is pCard, a commercial Visa credit card, to pay contracted vendors at the tail end of the procure to pay process for much needed efficiencies, effectiveness and as an added layer of transparency.
 - The pCard Program has drastically minimized the cumbersome, time consuming and costly check writing and mailing process in alignment of the Five-Year Strategic Plan
 - We currently have 1,844 vendors transitioned to pCard.
 - 25,178 pCard transactions have been made since 2014.
 - We conservatively estimate that TUSD saves \$50.00 per avoided check
 - \$63,174,852 in payments has been transitioned to pCard the last two fiscal years resulting in **\$1,258,900** in savings. **(Appendix 2-2)**

Evidence:

Appendix 2-1: Energy Performance Initiative

Appendix 2-2: P-Card Figures

Strategic Priority 3: School Finance Education and Transparency – TUSD will effectively communicate to and educate all stakeholders on the finances of the district.

Year 1 Goal: TUSD will provide accurate and timely reports with the new ERP system

Progress/Completion: 100 % Fulfilled and Ongoing

With the completion of the implementation of the new ERP (Enterprise Resource System), the Finance Department will be able to achieve the following relating to the requests/needs of all stakeholders. These templates and features available in the ERP system will allow the finance staff to produce financial reporting that helps the board and the district administration to make informed and reliable decisions.

Governing Board / TUSD Community

- Provide monthly reports for all funds
- Use ERP data to forecast with reliability

District Staff/Central users

- Maximize efficiency by utilizing a variety of reports
- Maximize efficiency and improve communications by sharing of data pertinent to functional areas
- Immediate Posting of data

School Sites/Departments

- Ability to access real time data
- Improve communication and increase ability to utilize budgets more effectively
- Improve hiring process

In addition, the following features of the new ERP will facilitate the ability of the Finance Department to better serve all stakeholders:

- Electronic approvals will maximize efficiency Comprehensive, fully integrated financial & personnel management reporting
- Microsoft Office /ODBC compatible
- Drill-down capabilities
- Federal and Arizona state specific reporting
- Customizable data sorting and filtering
- Web Portal integration
- Site level reporting capabilities
- Point and click General Ledger Report Writer
- Financial statement editor
- Easy custom SQL reporting tool
- Over 400 standard reports (**Appendix 3-1**)

In conjunction with the new ERP System Implementation, in order to provide school finance education and promote transparency monthly presentations at Governing Board meetings have been done by the Chief Financial Officer to inform and update the Board and community on Budget, School Finance and Legislature relating to the District. (**Appendix 3-2**)

Evidence:

Appendix 3-1: Standard Reports

Appendix 3-2: Reports

Strategic Priority 4: Legislative Advocacy – TUSD will collaborate with legislature to develop strong relationships that promote advocacy for education.

Year 1 Goal: TUSD will increase awareness in public education funding and issues

Progress/Completion: 100% Fulfilled and Ongoing

- Issued a RFP and hired lobbyist firm
- Identified and addressed proposed legislation impacting public education, particularly affecting TUSD (over 100 bills this Legislative session)
- Contacted legislators and addressed concerns via meetings, testimony, press conferences
- Communicated concerns with TUSD community – literature, communications, presentations
- Worked collaboratively with other school districts. (i.e. Joint press conference on JTED funding) **(Appendix 4-1)**
- Superintendent testified at legislature regarding funding issues impacting TUSD **(Appendix 4-2)**
- Superintendent brought forward and Governing Board passed Resolution relating to Budget Legislation. Subsequently, link was added on TUSD Website on how to contact your Legislator **(Appendix 4-3)**
- Collaborated with the Communications Department to develop infographics pertaining to TUSD Budget **(Appendix 4-4)**

Evidence:

Appendix 4-1: Joint Press Conference

Appendix 4-2: Superintendent Testimony

Appendix 4-3: TUSD Website

Appendix 4-4: Infographics

Strategic Priority 5: External Funding to Support Strategic Priorities – TUSD will actively seek and identify external funding to leverage resources which enhance student achievement.

Year 1 Goal: TUSD will create a multi-tiered financial needs assessment that identifies external funds and resources to support student achievement

Progress/Completion: 100%

- Multi-tiered needs assessment for external funds – individual departments and school needs **(Appendix 5-1)**
- A list of government and private funders created (Goal 5) **(Appendix 5-2, Appendix 5-3)**
- Tax Credit program – thinking outside the box; working is community businesses/partners **(Appendix 5-4)**
- Gifts & Donations – community donors wishing to support Tucson youth
- Professional development –funding template to assist departments/schools with clarity of project details
- Grants & Federal Programs intranet website – resource for crafting a winning application **(Appendix 5-5)**
- Next Steps:
 - Fund Development Tool Kit
 - Pilot Project with schools and departments
- Food Services – State: ADE Action for Healthy Kids grant; Federal: Farm to School grant; School Safety – State: ADE SRO grants; C.E. Rose – State: ADE Character Education;
- Fruchthendler creates fliers, makes personal contacts with community partners and markets the idea of giving to parents/guardians

- Dun & Bradstreet Credibility Corporation, EdAhead Initiative support STEM initiatives; Tucson Credit Federal Union support Pueblo High School Cyber Café
- Fund Development Tool Kit will offer a drop down menu of marketing materials, how to identify and secure partners, maximizing tax credit opportunities and more
- Selected schools and departments will receive mentorship and guidance for develop the skills and tools to secure external funds. In return these schools and departments will mentor a fellow school/department to build capacity and sustainability. To ensure that tool kit is current, Senior Leadership Academy will review, revise and refresh the tool kit each year.

Evidence:

Appendix 5-1: Multi-teared needs assessment for external funds

Appendix 5-2, 5-3: Government and private funders

Appendix 5-4: Tax credit program

Appendix 5-5: Resources

APPENDICES

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Appendix 1-2	Account Code Changes Presentation
Appendix 1-3	Open Lab Training/Assistance
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Appendix 5-2	Foundations Funder
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Appendix 5-4	Tax Credit Intranet Website
Appendix 5-5	Grants & Federal Programs Intranet Website

Appendix 1-1 Infinite Visions ERP Certified Trainings

ERP Courses offered to date

	Course Title	Date	Course #
1	IVEE - Payroll Setup Training	November 20th - 9am to 4pm	25163
2	IVEE - Managing Employee Training	December 4th & 5th - 9am to 4pm	25164
3	IVEE - Managing Employee Training	December 15th & 16th - 9am to 4pm	25167
4	IVEE - Managing Employee Training	February 2nd & 3rd - 9am to 4pm	25227
5	IVEE Using Human Resources Training	February 4, 2015 9:00-4:00 (HR, Payroll, Finance Staff Only)	25338
6	IVEE Using Human Resources Training	February 5, 2015 9:00-4:00 (HR, Payroll, Finance Staff Only)	25339
7	IVEE DAC User Training	March 23, 2015 9:00-4:00 (1010 Training Lab Basement)	25348
8	IVEE Accounts Receivable Training	February 24, 2015 9:00-4:00	25355
9	IVEE iVisions Administration Training	February 20, 2015 9:00-4:00	25356
10	IVEE Purchasing & Payables Training	February 17, 2015 9:00-4:00 (Purchasing, AP)	25358
11	IVEE Human Resources Setup Training	January 30, 2015 9:00-4:00	25366
12	IVEE P&P Setup Training	February 16, 2015 9:00-4:00	25367
13	IVEE Purchasing & Payables Training	February 18, 2015 9:00-4:00 (Purchasing, AP)	25373
14	IVEE DAC User Training	March 24, 2015 9:00-4:00 (1010 Training Lab Basement)	25429
15	IVEE DAC User Training	March 25, 2015 9:00-4:00 (1010 Training Lab Basement)	25430
16	IVEE DAC User Training	March 26, 2015 9:00-4:00 (1010 Training Lab Basement)	25431
17	IVEE DAC User Training	March 27, 2015 9:00-4:00 (1010 Training Lab Basement)	25432
18	IVEE DAC User Training	March 23, 2015 9:00-4:00 (LIRC TS Computer Lab)	25433
19	IVEE DAC User Training	March 24, 2015 9:00-4:00 (LIRC TS Computer Lab)	25434
20	IVEE DAC User Training	March 25, 2015 9:00-4:00 (LIRC TS Computer Lab)	25435
21	IVEE DAC User Training	March 26, 2015 9:00-4:00 (LIRC TS Computer Lab)	25436
22	IVEE DAC User Training	March 27, 2015 9:00-4:00 (LIRC TS Computer Lab)	25437
23	IVEE DAC User Training	March 30, 2015 9:00-4:00 (LIRC TS Computer Lab)	25438
24	IVEE DAC User Training	March 31, 2015 9:00-4:00 (LIRC TS Computer Lab)	25439


25	IVEE DAC User Training	April 1, 2015 9:00-4:00 (LIRC TS Computer Lab)	25440
26	IVEE DAC User Training	April 2, 2015 9:00-4:00 (LIRC TS Computer Lab)	25441
27	IVEE DAC User Training	April 20, 2015 9:00-4:00 (LIRC TS Computer Lab)	25442
28	IVEE DAC User Training	April 21, 2015 9:00-4:00 (LIRC TS Computer Lab)	25443
29	IVEE DAC User Training	April 22, 2015 9:00-4:00 (LIRC TS Computer Lab)	25444
30	IVEE DAC User Training	April 23, 2015 9:00-4:00 (LIRC TS Computer Lab)	25445
31	IVEE DAC User Training	April 24, 2015 9:00-4:00 (LIRC TS Computer Lab)	25446
32	IVEE DAC User Training	April 27, 2015 9:00-4:00 (LIRC TS Computer Lab)	25447
33	IVEE DAC User Training	April 28, 2015 9:00-4:00 (LIRC TS Computer Lab)	25448
34	IVEE DAC User Training	April 29, 2015 9:00-4:00 (LIRC TS Computer Lab)	25449
35	IVEE DAC User Training	April 30, 2015 9:00-4:00 (LIRC TS Computer Lab)	25450
36	IVEE DAC User Training	May 1, 2015 9:00-4:00 (LIRC TS Computer Lab)	25451
37	IVEE ePARs Setup Training	March 4, 2015 9:00-4:00 (1010 Basement)	25455
38	IVEE General Ledger Budget Training	March 9, 2015 9:00-4:00 (1010 Basement)	25457
39	IVEE General Ledger Report Training and Assistance	March 10, 2015 9:00-4:00 (1010 Basement)	25458
40	IVEE Warehouse Training	March 30, 2015 9:00-4:00 (1010 Basement)	25459
41	IVEE Grant/Project Tracking	April 20, 2015 9:00-4:00 (1010 Training Lab Basement)	25575
42	IVEE Info Link Reporting Training	April 21, 2015 9:00-4:00 (1010 Training Lab Basement)	25576
43	IVEE Garnishment Training & Consulting	April 6 & 7, 2015 9:00-4:00 (1010 Training Lab Basement)	25577
44	IVEE Sub Interface Training and Setup Assistance	April 13 & 14, 2015 9:00-4:00 (1010 Training Lab Basement)	25578
45	IVEE Payroll Processing Training	April 22, 2015 9:00-4:00 (1010 Basement)	25583
46	IVEE DAC User Training	May 27, 2015 9:00-4:00 (1010 Training Lab Basement)	25736
47	IVEE DAC User Training	May 28, 2015 9:00-4:00 (1010 Training Lab Basement)	25738
48	IVEE DAC User Training	May 29, 2015 9:00-4:00 (1010 Training Lab Basement)	25739

Appendix 1-2 Account Code Changes Presentation

INFINITE VISIONS

Introduction to the New Account Code Structure

TUSD Financial Services



Transitioning to New Account Code Structure – A unified numbering system

Infinite Visions - For Payroll and General Ledger

Supply Purchase	001	100	1000	0011	1120	0000	1120
	Fund	Project	Project	Unit	Activity	Activity	Activity
Payroll	001	202	2100	0150	1120	0000	0070

This structure follows the USFR layout for the first five elements.

Transitioning to New Account Code Structure

Activity Element

- Detailed data formerly tracked in Lawson's sub-ledger will now be recorded as part of the account code string in Infinite Visions.
- Activities mainly consist of grants or cash funds (for example, gifts and donations or clubs) but will also include construction, and specialized project and department expenditure information.

Transitioning to New Account Code Structure – currently in use

PeopleSoft Account Code Structure

The account code structure that we use in our current Payroll system consists of the following:

6611	0010	2070	100	1000	0000
1. State	2. Fund	3. Budget	4. Account	5. Project	6. Activity

Lawson Account Code Structure

The account code structure that we use in our current General Ledger consists of the following:

1	00110010002070	6611	XXXX	XXXXXXXXXXXX	XXXX
1. Company	2. Accounting	3. Account	4. Sub-Account	5. Activity	6. Account

Transitioning to New Account Code Structure

Responsibility vs Unit

What is the difference between the Responsibility Element and the Unit (Site) Element

Responsibility Element represents the site/department that is responsible for

- Submitting budget
- Approving spending

Unit (Site) Element represents the location

- Where the funds are expended

When do we use an activity?

The fund groups most commonly used that will require an activity are

Fund Type	Fund Group
Site Grant	010
Community Service	000
Site & General	000
Auxiliary	000
Grants	000-000

Fund Type	Fund Group
Site Grant	000
Unit Grant	000
JTB - High School	000
State	000
Spec	Project 001

In addition to the activity types listed above some Departments will also use activities established for

- Construction
- Tracking of additional detail specific to the Department

Appendix 1-2 Con't. Account Code Changes Presentation

Activity Element

XXXXX – 5 Digit Number

X	XXXX
Activity Group	Identifier

Activity groups are:

- 2 = Grants & J1 & J3
- 3 = Gifts & Donations
- 4 = Community Schools
- 5 = Student Funds (\$25, \$26, \$50)
- 6 = Construction
- 8 = USF (Deleg)
- 9 = Civic (\$15) & Local Bonds (\$55)

Changes to the Chart

Transitioning to a unified numbering system has resulted in some changes to the chart.

- The detailed numbering of payroll items in the object & function elements will be changed to the standard coding used in the USFR.
- 010 Object specific salaries will be changed to USFR numbering
 - 011 = Administration
 - 012 = Teachers
 - 013 = Substitute Teachers
 - 014 = Other Contracting that does not have a 020 use function
- 020 will be the only code for identified salaries
- 021 Contract assets are linked to the following
 - 022 = Class Duty
 - 023 = Stipend - Contract
- 030 assets have been eliminated
- 040 Contract assets are linked to
 - 040 = Contract - Temporary Pay
 - 042 = Stipend - Contract
- 070 assets are linked to the following
 - 071 = Single and Cheated/Change Pay - 040
 - 072 = Contract
- 080 assets are currently linked to the following
 - 081 = Contract Substitute
- 881 assets are new
 - 881 = Contract
 - 882 = Contract
 - 883 = Substitute
- New numbering for Section 80478 will be emerging. These changes will be notified.

INFINITE VISIONS

Supply Purchase	001	500	1000	0011	1120	0000	1120
	Cost Type	Project	Position	Class	Job Code	Activity	Responsibility
Payroll	001	202	2100	0100	1120	0000	0070

Available shortly on the Finance Website will be

- The Revised Chart of Accounts
- Charting of Activity Numbers, including a crosswalk from Legacy Activity Numbers to Infinite Visions Activity Numbers

Project Code – Additional Tracking for DESEG

TUSD currently tracks deseg expenditures with an activity number.

Per the USF Court Order (Section X5.3) TUSD will also be tracking expenditures from other funding sources (Non 910G) when they support specific components of that court order.

Infinite Visions has an additional cost tracking element - GrantProject - which will be used to track the Non 910G expenditures.

DESEG	001	011	1000	0011	1120	0000	1120
	Cost Type	Project	Position	Class	Job Code	Activity	Responsibility
NON910G	117	100	1000	0011	1120	0000	0030

The codes are currently under construction and will be published shortly.

Account Code Support

Where and who to go to for help!

- For Grants, call or e-mail Grant Manager 1st, then Betty Cohen 225-6112 betty.cohen@tusd1.org
- For JTD, call or e-mail Anita Hull 225-4956 anita.hull@tusd1.org or Jan Worthington 225-4924 jan.worthington@tusd1.org
- For General budget and coding questions call or e-mail your budget analyst
 - Pam Wolfe 225-6714 pamela.wolfe@tusd1.org
 - Ben Martinez 225-6160 benjamin.martinez@tusd1.org
 - Suzanne Miller 225-6099 suzanne.miller@tusd1.org
- For Student Finance questions call or e-mail Julie Ventule 225-6122 julie.ventule@tusd1.org or your Student Finance Account Processor
 - Lynn Cole 225-6118 lynn.cole@tusd1.org
 - Barbara Houghton 225-6141 barbara.houghton@tusd1.org
 - Jodi Leach 225-6147 jodi.leach@tusd1.org

INFINITE VISIONS

Watch for more communication regarding

Infinite Visions Intranet Site
Revised Chart of Accounts
DeSeg Coding
Crosswalks and Guides

Thank You!



Need help entering requisitions into iVisions?

Purchasing along with Human Resources, Budget, and Student Finance will be holding several OPEN labs to help you get started. **ONLY THOSE WHO HAVE COMPLETED THE iVisions DAC TRAINING MAY ATTEND THE OPEN LABS!**

Elementary & Middle Schools may attend the following dates:

Monday May 11th	8:30AM-11:30AM
Wednesday May 13th	1PM-4PM

High Schools & Departments may attend the following dates:

Monday May 18th	8:30AM-11:30AM
Friday May 22nd	1PM-4PM

All trainings will be held at the LIRC(Lee Instructional Resource Center) computer labs located at 2035 E Winsett St. Tucson, AZ 85719

*There is a limited availability for each class. Please sign up for the class you plan on attending using the Professional Learning Portal (course # 12103). If you have any questions, please contact the Purchasing Department at 225-6080.

Appendix 2-1 Energy Performance Initiative Figures

TUSD ENERGY PERFORMANCE CONTRACTS

Status Report - June 1, 2015

Expected Savings

\$34,478,512.00

	Contract Amount	Completed	Remaining Work	% Complete
Ameresco Southwest, Inc.	\$4,475,841.00	\$2,945,721.45	\$1,530,119.55	65.81%
Climatec BTG	\$5,380,392.00	\$3,127,897.53	\$2,252,494.47	58.14%
Midstate Mechanical, Inc.	\$8,908,885.00	\$6,303,227.48	\$2,605,657.52	70.75%
Honeywell ACS Sevice	\$10,472,203.00	\$7,767,828.00	\$2,704,375.00	74.18%
Project Totals	\$29,237,321.00	\$20,144,674.46	\$9,092,646.54	68.90%

Appendix 2-2 P-Card Figures

TUSD pCard Program Stats

Status Report- May 27, 2015

Year	Vendors Transitioned to <u>pCard</u>	<u>pCard</u> Transactions	Total Payments Transitioned to <u>pCard</u>	Total Estimated Adm. Cost Savings
2013	1,107	10,116	\$34,329,231	\$505,800
2014	1,650	17,409	\$45,549,432	\$870,450
2015, to date	1,844	7,769	\$17,625,420	\$388,450

General Ledger

- Journal Transactions
- Cash Management
 - Cash Balances
 - Check Listings
 - Deposit Listings
 - Non-Check Batch Listings
 - Projected Cash Balances
- Financial Statements
 - Operating Statements/Balance Sheets
 - Cash Flow Statements
 - Monthly Revenue and Expenditure Report
 - Projected Expenditures
 - Consolidated Annual Financial Reports
- Medicaid Reporting
- General Ledger Report Writer (user defined reports)
- Budget Control Group Reports
- Fund Balances
- Trial Balance by Fund
- Account Level Financial Statements
- Grants Management Report
- Trial Balance w/Summary
- 5-Year Comparison Report
- Revenue and Expenditure Budget Balance
- Revenue and Expenditure Budget Balance Detail
- Receipts and Disbursements Report
- Accounts w/No Activity
- Period GL Reports
- Student Activities Report
- GL Info-Link (query writer)
- Consolidated Reporting

Payroll

- Pay Period
 - Time Card Employees Checklist
 - Payroll Journal Report
 - Journal Totals
 - Payroll Journal w/Totals
 - Fund Totals
 - Deductions Register
 - Direct Deposit Listing
 - Fund Balances Summary Report
 - Employee Deduction Listing
 - Labor Summary Report
 - Payroll Distribution
 - Gross Pay Report
 - Deduction Adjustments Report
 - 403(b)/457(b)
- Quarterly/Annual
 - Quarterly Accumulations
 - Journal Distribution Detail
 - Budget Comparison Report/Vacancy Savings Report
 - W-2 Processing Reports
 - 1099R Processing Reports
 - Multiple Worksite Report
 - 941 Reporting
 - 403(b) Reporting
- Workers Comp Reporting
- General
 - Emergency Contacts
 - Employee Checklist by Location
 - Employee Leave Plan Reports
 - Employee Master Detail
 - Employee Contact Information
 - Mailing Labels
 - Attendance Sheets
- Affordable Care Act Report
- Anniversary Report
- Contract Status Report
- Custom Leave Accrual Report
- Data Analysis Compliance Reports
- Earnings Report
- Employee Hours Worked Report
- Employees Not Assigned Deduction Report
- Garnishment Report
- Leave Excess Report
- Manage Payroll Voids
- Position Listing Report
- Probation Report
- Turnover Report
- PR Info-Link (Query Builder)

Human Resources

- Compensation Statements
- Applicant Tracking Report
- Benefits Eligibility
- Birthdays
- Budget Comparison – Vacancy Savings Report
- Certificate Exclusion Report
- Certificates
- Contracts
- Daily Absence
- Education
- EEO-4 Report
- EEO-5 Report
- Emergency Contacts
- Employee Category/Status
- Employee Contacts
- Employee Information Sheet
- Employees Not Assigned to Positions
- Employment Criteria
- Evaluation Dates
- Hire Dates
- Leave Bank
- Mailing Labels
- Miscellaneous Tracking
- Perfect Attendance
- Phone Directory
- Position Report
- Salary Schedule Reports
- Staff Listing
- Staff Master Data
- Substitute Listing Report
- Tenure
- Terminations
- Turnover Report
- HR Info-Link (Query Builder)

Purchasing & Payables

- Vendors/Purchase Orders
- Vendor Totals Report
- Purchase Orders by Account
- Orders by Requester
- Disbursement Detail Listing
- Mailing Labels
- Monthly Use Tax Report
- Employee Expense Reimbursements Reports
- Receiving Reports
- Vendor Contract
- P&P Info-Link (Query Builder)
- 1099 Edit Report
- Invoice Journal
- Warrant Vouchers
- Expenditure Summary

Warehouse

- Catalog
- Items at Reorder Point
- Orders by Account
- Orders by Requester
- Shipped Item Reports
- Stock History
- Inventory Stock
- Usage Reports
- Receiving Reports
- Quantity Shipped
- Posting Report
- Warehouse Purchase Order Aging
- WH Info-Link (Query Builder)
- JIT Inventory Report

General Fixed Assets

- Asset Reports
- Category Listing
- Inventory Forms
- Depreciation Reports
- Disposal Form
- Report Writer
- GFA Info-Link (Query Builder)
- Year End Reports

Appendix 3-2 CFO Budget, School Finance & Legislative Presentations

Budget Update- May 19, 2015

<http://www.tusd1.org/contents/govboard/packet05-19-15/5-19-15-BAI6-Presentation.pdf>

Budget Update- April 28, 2015

<http://www.tusd1.org/contents/govboard/packet04-28-15/4-28-15-BAI2-BudgetUpdate.pdf>

Legislative Update-March 10, 2015

<http://www.tusd1.org/contents/govboard/packet03-10-15/3-10-15-BAI3-TUSDFY2015-2016LegislativeUpdate.pdf>

Budget Update- February 10, 2015

<http://www.tusd1.org/contents/govboard/packet02-10-15/2-10-15-BAI6-BudgetUpdate.pdf>

Comprehensive Annual Financial Report/2014 Audit Results- January 20, 2015

<http://www.tusd1.org/contents/govboard/packet01-20-15/1-20-15-BAI8-CAFR-Presentation.pdf>

Budget Update-January 20, 2015

<http://www.tusd1.org/contents/govboard/packet01-20-15/1-20-15-BAI9-BudgetUpdatePresentation.pdf>

Proposed FY15-16 School Staffing & Funding Plan- December 9, 2014

<http://www.tusd1.org/contents/govboard/packet12-09-14/12-9-14-BAI10-TUSDFY2015-2016ProposedSchoolStaffingFormulas.pdf>

Revision of FY14-15 TUSD Expenditure Budget- December 9, 2014

<http://www.tusd1.org/contents/govboard/packet12-09-14/12-9-14-BAI12-BudgetPresentation.pdf>

FY2014-2015 Budget Update- October 28, 2014

<http://www.tusd1.org/contents/govboard/packet10-28-14/10-28-14-BAI4-TUSD%20FY2014-2015BudgetUpdate.pdf>

Arizona School Finance- October 28, 2014

<http://www.tusd1.org/contents/govboard/packet10-28-14/10-28-14-BAI4-ArizonaSchoolFinancePresentation.pdf>

Appendix 4-1 Joint Press Conference with Southern AZ School Districts

<http://www.tusd1.org/contents/news/press1415/03-05-15p2.html>

School superintendents sound alarm over proposed budget

Posted on: March 5, 2015



Appendix 4-2 Superintendent Testimony before Legislature

<http://www.tusd1.org/contents/news/press1415/02-11-15t.html>

Superintendent Sánchez testifies before Senate committee about desegregation funding bill

Posted on: February 11, 2015

[Deseg Funding Infographic](#) | [Letter from Special Master](#) (both in PDF)

Dr. H.T. Sánchez told the Arizona State Senate Finance Committee on Wednesday, February 11, that phasing out desegregation funds as proposed in Bill 1371 would cripple the district's efforts to achieve Unitary Status.

The legislation, which was introduced by Sen. Debbie Lesko, calls for phasing out funds for all Arizona schools in five to 10 years. The bill was moved forward on a 3-2 vote, though Sen. Lesko said she is willing to discuss an amendment that would make an exception for TUSD, which is the only district in the state under an active desegregation court order.

In his remarks to the legislators, Dr. Sánchez outlined the extensive scrutiny the district's Unitary Status Plan receives from multiple sources, including the court-appointed Special Master, the plaintiffs in the desegregation lawsuits, the Department of Justice and a federal judge. (For more information, see the [letter from the Special Master](#)).



Dr. Sánchez addresses the Finance Committee regarding Bill 1371.

Appendix 4-3 TUSD Website Link for Contacting AZ Legislators

Governing Board passes resolutions related to legislation

Posted on: March 11, 2015

The Tucson Unified School District Governing Board adopted resolutions regarding Arizona's proposed state budget at the March 11, 2015 meeting.

The resolution were brought forward by Dr. H.T. Sánchez, TUSD superintendent, to address legislative issues that were raised by Arizona legislators at the Feb. 24, 2015, Governing Board meeting.

"I think this will help support our Pima County as well as our Southern Arizona legislators who have stood for students, the sick, the poor and others who truly need the protection of what a government provides."

The resolutions included:

- [Opposition to education funding cuts in the state budget](#)
- [Opposition to Senate Bill 1371, which would eliminate desegregation funding](#)
- [Opposition to the expansion of empowerment scholarships and the forced sale of closed school sites to charter school or other districts](#)
- [Support for Proposition 301 which includes continueing to increase base level funding and recoup monies not paid from 2010 to present](#)

How to contact your
legislators

[Contact Online >>](#)

More Info

www.azvoices.gov

Appendix 4-4 Infographics

What's at Stake? House Amendment to SB 1120

CUT \$63.7 MILLION
91(G) Funding

- Magnet Schools/Programs
- Student Outreach & Recruiting
- School Community Services
- Four Hour Block
- Translation and Interpretation Services
- Personnel
- Maintenance
- Bus Transportation / Fuel
- Gifted Ed / Advanced Academic Courses
- Dual-Language
- Drop-Out Prevention
- Targeted services designed to reduce academic achievement gap

\$6 MILLION
Additional Cut

District Additional Assistance Funding is being cut by \$135/student. This equals a 90% reduction in Capital Funding.

Inflation Increase to M&O Funds
\$3.5M - \$4.6M = **-\$1.1M**
GOVERNOR'S INCREASE - DECLINING ENROLLMENT = \$1.1M LOSS

What's at Stake? House Amendment to SB 1076

\$18.3 MILLION
Funding Cut

This would be a 7.5% reduction in the budget

Up to 500 positions and numerous district programs and services at risk of being cut mid-year

JULY JANUARY

Reduction must come from non-instructional sources.

In TUSD, the cuts will likely come from:

School and central administration. This could include principals, assistant principals, administrative secretaries, office assistants, office managers, all positions in departments including the Governing Board, superintendent's office, finance, human resources, technology services, the warehouse and others.

Other Support Services/Plant operations, Student Safety & Transportation. This could include custodians, grounds workers, security officers, campus monitors, crossing guards and bus drivers.

Deseg-Funded Jobs LOST

158	Magnet Teachers and Staff**
133	English Language Learner Teachers and Techs**
70	Dual-Language Teachers and Assistants**
54	Learning Support Coordinators
54	Student Services**
39	GATE Teachers**
39	Transportation Staff**
28	Alternative Programs**
17	Professional Development Training Staff**
16	Fine Arts & Multi-Cultural Curriculum**
10	College and Career Counselors

**OTE: Full-time equivalent allocated positions.

\$91 MILLION
Potential Cuts to TUSD Funding

\$100 Million Cut
from Capital Funding in the past 7 years.

2012

2016

90% REDUCTION IN FUNDING

That's right! \$26.9 million in funds, cut to 2.5 million in just 7 years.



Only two districts are targeted, Tucson Unified and Phoenix Union High School

TUSD is already under multiple layers of audit and oversight.

TUSD is under an active desegregation order and already adheres to an extensive monitoring, auditing, and reporting process. The Unified Status Plan already requires TUSD to collaborate with the Plaintiffs in the desegregation lawsuit, receive approvals from the Department of Justice, the Special Master appointed who oversees USP implementation and a School Budget Operations Expert. The USP Budget must then be approved by the Governing Board and must ultimately be approved by a federal judge.

District Administrators, Court Appointed Special Master, Plaintiffs Fisher, Plaintiffs Mendoza, Department of Justice, School Budget Operations Expert, Governing Board, Federal Judge

We are Transparent • We Collaborate • We Report • We are Audited

Career and Technical Education

The 2016-17 budget cuts support for CTE and JTED instruction. For every child who takes a CTE/JTED class, the district loses 7.5 percent of its funding. That amounts to \$344 per student taking CTE/JTED classes.

\$1.3 MILLION

Loss of funding IMPACTS 7,600 Students puts 35 Programs at risk and leaves 75 Instructors with no job security

TUSD BY THE NUMBERS

- 49,000 Students (34,000 African American and Latino Students)
- 3,486 English Language Learner Students (active)
- 3,000 Teachers
- 89 Schools
- 20 Magnet Schools
- 230 Square Miles

Appendix 4-4 Con't. Infographics

House Amendment to SB 1076

Replaces existing Additional Assistance Funding that is currently available in Arizona's State Constitution for "Assessment" tax limitation. The State will no longer make up the difference in funding over the limit, instead legislators are capping it at \$1 million dollars. The proposed change would cost TUSD \$8 to \$18 million. But it's not just TUSD. This could affect other school districts that currently exceed the property tax cap.

The way the proposed change works, we could be halfway through the school year before we know what our funding level will be.

Projected Timeline 2015-16



Potential TUSD budget cuts would have to be made more than half way through the school year, risking positions and programs that directly impact students.



INDEPENDENT AUDIT

Confirming TUSD Administrative costs are well below those of comparable districts.

Exhibit 1.3.4

Comparisons of Teaching and Administrative Staff Percentages with Nine Large U.S. School Districts
Tucson Unified School District
January 2014

District	State	Total FTE	Teaching % of FTE	Admin* % of FTE
Albuquerque Public Schools	NM	13,304	49.2	5.0
Austin Independent School District	TX	11,323	52.0	4.8
Denver County School District 1	CO	9,226	47.2	4.3
Jefferson County School District R-1	CO	10,778	46.0	3.8
Milwaukee School District	WI	10,861	47.5	1.7
Averages		11,098	48.4%	4.1%

Tucson Unified School District No. 1 Study Report Page 21

Exhibit 1.3.4 (continued)
Comparisons of Teaching and Administrative Staff Percentages with Nine Large U.S. School Districts
Tucson Unified School District
January 2014

District	State	Total FTE	Teaching % of FTE	Admin* % of FTE
Lee County School District	FL	9,469	53.2	3.2
Tucson Unified School District 1	AZ	6,141	42.1	2.5
Mesa Unified School District	AZ	7,600	49.4	2.6
Long Beach Unified School District	CA	8,486	47.4	1.9
Fresno Unified School District	CA	7,320	53.6	1.9

*The administrative FTE data include both District and School-Based administrative.
 Note: FTE is not a total count of employees. In NCTES data, it is "the amount of time required to perform an assignment viewed as a proportion of a full-time position". FTE can be, for example, two half-time positions counted as 1 FTE.
 Source: National Center for Educational Statistics (<http://nces.ed.gov/>)

Auditing done by
International Curriculum Management Audit Center
Curriculum Management Systems, Inc.

House Amendment to SB 1120

The bill would require a forensic audit for any district that budgets more than \$15 million in designation dollars.

This bill could freeze \$640 in desegregation funds in the same year TUSD is scheduled to file paperwork to be removed from federal oversight.

TUSD is already under an active desegregation order and already adheres to an extensive monitoring, auditing, and tracking process.

TUSD would be unable to fund hundreds of positions and programs that are in the Unified Status Plan. More than 400 jobs are mandated under the USIP including migrant teachers and staff, transportation workers, student services, college and career counselors.

Projected Timeline 2016-17



Potentially nearly a year can pass and none of the \$64 million budget can be spent because it's frozen.

The Truth About The Budget

How the 2015-16 budget is impacting your kid's education.

Capital Funds

Includes buildings & grounds improvements/construction, buses, furniture, equipment, computers, software, textbooks, library books, and supplemental instructional aids.

SCHOOL BUDGETS HAVE 2 PRIMARY FUNDS

M&O Funds

Includes teacher and all staff salaries and EREs, classroom supplies, district operational costs that support security, transportation, operations, vehicle fuel and maintenance, administration, facility maintenance agreements, utilities, insurance and more.

Continued Cuts to Capital Funding

\$6 MILLION Additional Cut

District Additional Assistance Funding is being cut by \$13/student. This equals a **90% reduction** in Capital Funding.

\$100 Million Cut from Capital Funding in the past 7 years.

90% REDUCTION IN FUNDING

2008: \$26.9 Million, 2012: \$17.4 Million, 2016: \$2.9 Million

That's right! \$26.9 million in funds, out to 2.5 million in just 7 years.

Inflation Increase to M&O Funds

\$3.5M — \$4.6M = \$1.1M

GOVERNOR'S INCREASE — DECLINING ENROLLMENT = \$1.1 MIO DEFICIT

Where will the cuts come from?

The \$6 million reduction must come from non-instructional sources.

In TUSD, the cuts will likely come from:

- School and central administration. This could include principals, assistant principals, administrative secretaries, office assistants, office managers, all positions in departments including the Governing Board, superintendent's office, finance, human resources, technology services, the warehouse and others.
- Other Support Services/Plant operations, Student Safety & Transportation. This could include custodians, grounds workers, security officers, campus monitors, crossing guards and bus drivers.

MORE CUTS

The Governor's budget takes \$900,000 from Statewide allocation of Student Success Funding, which rewards districts for student achievement, and sends it to the Arizona Department of Education for administrative purposes.

This year's TUSD \$815,000 allotment was used for teacher pay increases.

TUSD

Our goal will be to:

- Maintain Small Class Sizes
- Maintain Services to Kids
- Continue CTE/JTED Courses
- Retain & Recruit Highly Qualified Teachers

Visit Us [#TucsonUnified](#)

Career and Technical Education

The 2016-17 budget cuts support for CTE and JTED instruction. For every child who takes a CTE/JTED class, the district loses 7.5 percent of its funding. That amounts to \$344 per student taking CTE/JTED classes.

\$2.7 MILLION

Loss of funding IMPACTS 8,000 Students puts 30 Programs at risk and leaves 75 Instructors with no job security

The Bottom Line

It's your kid's education, your kid's future. What can you do?

If you don't agree with the our State's Education Budget Plan there is still time to make changes. Learn more at [TUSD1.org](#), then make yourself heard at [AZVoices.gov](#). You can also contact your legislators today at [www.azleg.gov/allisStaticPages/HowToContactMember.asp](#).

Who has a voice in how Desegregation/910(G) Funds are used?

In developing the budget for the Unitary Status Plan, the school district is required to collaborate with the Plaintiffs in the desegregation lawsuits, the Department of Justice, the Special Master appointed to oversee USP implementation and a School Budget Operations Expert. The USP Budget must then be approved by the Governing Board and, if necessary, must ultimately be approved by a federal judge.

District Administrators

Court Appointed Special Master

Plaintiffs Fisher

Plaintiffs Mendoza

Department of Justice

School Budget Operations Expert

Governing Board

Federal Judge

We are Transparent • We Collaborate • We Report • We are Audited

TUSD

BY THE NUMBERS

49,000 Students
(34,000 African American and Latino Students)

3,486 English Language Learner Students (active)

3,000 Teachers

89 Schools

20 Magnet Schools

230 Square Miles

Deseg-Funded Jobs

158	Magnet Teachers and Staff**
133	English Language Learner Teachers and Techs**
70	Dual-Language Teachers and Assistants**
54	Learning Support Coordinators
54	Student Services**
39	GATE Teachers**
39	Transportation Staff**
28	Alternative Programs**
17	Professional Development Training Staff**
16	Fine Arts & Multi-Cultural Curriculum**
10	College and Career Counselors

**FTE - Full-time equivalent, allocated amounts

Deseg-Funds Major Allocations

Student Assignment	\$11,032,000	17%	<ul style="list-style-type: none"> Magnet Schools/Programs Student Outreach & Recruiting School Community Services
Office for Civil Rights Agreements	\$ 8,332,000	13%	<ul style="list-style-type: none"> Four Hour Block Translation and Interpretation Services
USP Required Transportation	\$ 9,063,000	14%	<ul style="list-style-type: none"> Personnel Maintenance Fuel
Advanced Learning	\$ 9,148,000	14%	<ul style="list-style-type: none"> Gifted Ed / Advanced Academic Courses Dual-Language University High School
Student Engagement	\$ 7,753,000	12%	<ul style="list-style-type: none"> Drop-Out Prevention Targeted services designed to reduce academic achievement gap.

Comprehensive information online at [tusd1.org/deseg](#)



Budget Realities for TUSD

If area parents and voters at any time in the past few months felt the urge to contact their legislators regarding the state budget, NOW is the time! Legislators are working to hammer out the budget in the next 48 to 72 hours.

\$5.8 MILLION Proposed Cut to Non-Instructional Funds

The proposed cut is \$5.8 million dollars for TUSD's non-instructional expenditures.

It calls for a shift in funding from non-instructional to instructional spending yet calls for a direct cut to instructional spending in the Career and Technology education program.

The budget seems to consider these services as "extras," but they have an enormous impact on a child's education.



\$5.8 MILLION
Proposed Cut to Non-Instructional Funds



Loss of Services to Kids

Areas that could be affected include instructional support and improvement, which includes:

- Social workers
- Counselors
- School nurses
- Library staff
- Dropout prevention specialists
- Psychologists



Other support services such as plant operations, student safety, transportation and food services are defined as "non-instructional" and could be affected.

How to contact your legislators

www.azleg.gov/als/Static/Pages/HowToContactMember.asp

MORE INFO

www.TUSD1.org
www.azdrcs.gov/

BUDGET CUTS — DIRECTLY IMPACT STUDENTS —

\$330 Penalty
to district for every student who takes a class in one of these programs

Potential Loss of **75 Instructors** who will have no job security

8,000 Students enrolled in CTE/JTED Classes

— 30 PROGRAMS IN JEOPARDY —

- | | | |
|--------------------------------|------------------------------|---------------------------|
| Agriculture Science | | Construction Technology |
| Digital Photography | | Entrepreneurship |
| Graphic Design/Arts | | Marketing |
| Engineering | | Stage Management |
| Animation | | Commercial Arts |
| Journalism | | Business Operations |
| Automotive | | Auto Collision |
| Culinary Arts | | PLC Maintenance |
| Sports Medicine | | Welding Technology |
| Fire Science | | Accounting |
| Film & TV | Precision Machining | Early Childhood Education |
| Biotechnology | Mechanical Drafting & Design | Law & Public Safety |
| Fashion Design & Merchandising | | AP Computer Science |

Appendix 5-1 Funding Template

Funding Template – Taking your idea to a fundable concept

What are the **needs** for this project/requested funding? (Why would a funder want to support/fund your project?)

What **outcomes** are you targeting?

- Match these to the funding proposal as well as your school/program/student needs
- Outcome/goals are often " broad sweeps"
- Some goals must be SMART: specific, measurable, accessible, reasonable, time-bound

What program/project **objectives** will you address? **Evidence** that you met the identified objectives?

- Objectives actualize the goals and are often more specific
- Some proposals match goals and objectives – the goal is broad and each goal often has 1-3 objectives to meet that goal
- Evidence may be quantitative or qualitative – must meet project expectations
- Evidence should be easily accessible and both formative and summative

Who will be impacted by the project? (Why did you choose this audience? How will they benefit from this project?) (Goals & objectives must closely match the needs of the identified audience)

- Number of students who will be impacted
- Ethnicity of students
- Free & reduced lunch
- Mobility of families

How will you know this project is a **success**? (progress towards goals & objectives will help determine success)

How will you **sustain** the project/program when the funding stops?

- This is often challenging – consider what is already in place, or will be at end of grant, that can be extended, deepened, connected to other projects/programs

Partners:

- What partners will work with you on the project? What will these partners bring to the project (staff, PD, 'stuff', etc.)
- Will these partners be present throughout the grant? If not, why?
- Will these partners want to receive funds from the grant? Why and to do what?
- Consider synergy between partners and project – each should benefit

Suggestions and possible steps:

1. Write a paragraph about the project and have someone read it. Their questions/thoughts will assist you in identifying what areas need more clarification/refinement.
2. Federal grants will request a short executive summary of the project. This is a great tool in helping you gain clarity of what you want to do and how you plan to do it.
3. Create a **budget** early on. This will give you a good idea if your project plans can be completely funded. Sometimes we want to achieve more than funding will support.
4. Often an abstract is written after the grant proposal is complete as it must be a short, clear, and concise summary of the project.

Appendix 5-2 Foundations Funder

Grants and Partnerships Department Potential Funders for District Programs

Funding Source	URL	Early Childhood	College & Career Readiness	Drop-Out Prevention	Postman Academics	HS Innovation/Redesign	Math, CC & Content	Science & Literacy	Technology	Other
Shipman	http://www.shipman.org									
Academy of Nutrition and Dietetics Foundation	http://www.dietitians.org						X	X		X
Actonville Foundation	http://www.actonville.org						X			
Allstate Foundation	http://www.allstatefoundation.org									X
Annie E. Casey Foundation	http://www.aecf.org			X						
Arthur Young Davis Foundation	http://www.audavis.org		X			X				
Bill & Melinda Gates Foundation	http://www.gatesfoundation.org		X					X		
Broad Foundation	http://www.broadfoundation.org							X		
Buffet Early Childhood Fund	http://www.buffetearlychildhood.org	X								
Captain Panel Foundation	http://www.captainpanel.org									X
Child Welfare Foundation	http://www.cwf.org									X
GE Foundation	http://www.ge.com		X							
General Mills Foundation	http://www.gmfd.org									X
George Kaiser Family Foundation	http://www.gkff.org	X								
George Lucas Educational Foundation	http://www.eduplace.org		X							
Harry and Jeanette Weisberg Foundation	http://www.hjwf.org		X	X			X	X		
Heart Foundation	http://www.heart.org	X	X							
Honda Foundation	http://www.honda.com					X	X	X	X	
Irving Harris Foundation	http://www.irvingharris.org		X							
Kaufman Foundation	http://www.kaufman.org		X							X
Kern Family Foundation	http://www.kff.org					X	X	X	X	
Kinder Morgan Foundation	http://www.kmfd.org						X	X		X
Knight Foundation	http://www.knight.org									X
Kohl's Cares	http://www.kohlscares.com									X
Kroger Foundation	http://www.kroger.org									
Office Depot Foundation	http://www.officedepot.org									X
Orlando Education Foundation	http://www.orlandoeducation.org									X
Clintco of Prevention Fund	http://www.clintco.org	X								X
Ray Selem Foundation	http://www.rayselem.org							X		
Rosman Foundation	http://www.rosman.org									X
RGT Foundation (and teacher development)	http://www.rgt.org						X	X		X
Robert Wood Johnson Foundation	http://www.rwjf.org									X
Robert Wood Johnson Foundation	http://www.rwjf.org									X
Sideway Foundation (Education)	http://www.sideway.org									X
State Farm	http://www.statefarm.com			X						X
Success for All Foundation (K3 grant)	http://www.successforall.org					X				
Temple Foundation	http://www.temple.org									
Tollaks	http://www.tollaks.org						X	X	X	
The Clumell Foundation	http://www.clumell.org	X								X
Thomas Brown - doesn't take unsolicited proposals	http://www.tbfd.org									X
Verizon Foundation	http://www.verizon.org								X	

Rev. 10/16/16
Download from
A2 or 18A

Appendix 5-2 Government Funder List

Federal Grant Funding Cycles

Key:

Projected month RFP will be available: X

Projected month proposal will be due: XXX

Funder	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
DOE - RttT-District								X		XXX		
DOE - RttT-Early Learning Challenge								X		XXX		
NSF - Advanced Technological Education (ATE)			X	XXX					X	XXX		
NSF - Advancing Informal STEM Learning (AISL) --- SOLICITATION POSTED --- (Sept. 2013)	XXX											X
NSF - Discovery Research K-12 (DRK-12) --- SOLICITATION POSTED ---								X		XXX		
NSF - Innovative Technology Experiences for Students and Teachers (ITEST) --- SOLICITATION POSTED --- (Nov. 2013)										X	XXX	
NSF - Math and Science Partnership (MSP) --- SOLICITATION POSTED ---	X		XXX									
NSF - STEM - C - Computing Education --- SOLICITATION POSTED ---		X	XXX									X
US DOE Full Service Community Schools					X	XXX						
US DOE Investing in Innovation Fund (Development, Validation)					X	XXX						
US DOE Jacob K. Javits Gifted & Talented Students Education Program					X	XXX						
US DOE School Climate Transformation Grant Program					X	XXX						
US DA Fresh Fruits & Vegetables				X		XXX						
US DOE Project Prevention					X	XXX						

Appendix 5-3 Tax Credit Intranet website

STUDENTS | PARENTS | ALUMNI | EMPLOYEES | COMMUNITY

TUSD Arizona Tax Credit

Home | **Arizona Tax Credit** | About Us | Information | Volunteer | Employment | Governing Board | Student Rights

Home • Information • Arizona Tax Credit



Give Kids the Extra Credit

Give kids a boost with Arizona Tax Credit contributions

You can help Tucson students get the most out of school years by making contributions through Arizona's tax-credit programs. Contributing is easy, and the impact is immense.

Your tax credit contribution gives kids an extra chance to stay in school, learn more and do better in their classes. Kids who play sports in school are more likely to stay in school and succeed academically. Kids who participate in fine arts-in programs in art and music-actually do better in basic academic subjects, including math! It's also true that kids can learn a lot on extracurricular field trips.

Best of all, in Arizona, you get your tax credit contribution back, subject to the limits of your tax liability, when you participate now and then file your tax return. Please consult your tax professional for more information.

For school donations, you can specify where you want your money to go. Choose a school, a program, even an individual student's educational trip or sports fee. You pick the programs and schools that are important to you.

Donations to the [Educational Enrichment Foundation](#) help TUSD students and teachers through grants and programs that are aimed at covering basic needs and helping pay extra fees. For example, EEF pays for books and bus passes and provides clothes and shoes for at-risk young people.

You can do BOTH!
 AZ Public School Tax Credit to a TUSD school
AND
 Charitable Tax Credit to EEF

Here's how the credits work:

- For the public schools credit, you choose to pay some of the state income tax you owe directly to a TUSD school. Married couples filing jointly can contribute up to \$400, and individuals can contribute up to \$200.
- To further help children of TUSD, you can direct a portion of your state income to the [Charitable Tax Credit](#) through a contribution to the [Education Enrichment Foundation](#), which helps Tucson children succeed in school. The contribution maximums are the same, and you don't have to choose between the two. As long as you have enough tax liability, you can contribute to both.

Need To Know

- Contributions must be made by Dec. 31 to be claimed on your 2014 taxes.
- You can make your [public school contribution to the TUSD School of your choice by credit card online](#) or take or mail your payment directly to a school (see the [printable school address list](#) for school locations). You can contribute all at once, or in smaller amounts over time.
- You get every penny back when you file your state return either as a reduction in your tax bill or added to your refund. (All tax matters are subject to the limits of your tax liability. Please consult your tax professional for more information.)

More Resources

- Contribute by Credit Card
- Tax Credits Create Jobs
- Pay Fees, Get Credit
- Printable Forms
- School Address List
- Support Greatest Needs
- Schools Lowest Dollars/Student
- AZ Tax Credit Details
- Tax Credit FAQ
- EEF: Take the Credit/Help Kids

[En Español >>](#)

Appendix 5-4 Grants & Federal Programs Intranet website

TUSD Grants and Partnerships Department (G&P)

Approved and/or Pending: Special Grant • National Student Support and Achievement Incentive Scholarship (NSAIS) • National Student Support and Achievement Incentive Scholarship (NSAIS) • National Student Support and Achievement Incentive Scholarship (NSAIS)

Home | **Grants and Partnerships Department** | About Us | Information | Volunteer | Employment | Governing Board | Student Rights

Home • Information • Grants and Partnerships Department

Announcements

Hats Off!

NEW FUNDING AWARDED

- Congratulations to the Food Service Department and C.S. Tross 25, Corvick 25, Crigler 25, Hollinger 25, Johnson Primary, Lynn 25, Quisenberry 25, Mission View 25, Ochoa 25, Van Susteren 25, and Wright 25 on receiving a total of \$21,150 in grant funding from the Arizona Department of Education Food Fund and Vegetable Program grant!

Alert!

NEW FUNDING SOURCES

April 2014

The Tucson Conservatorship Program is pleased to announce that we are now accepting applications for our 2014 CCB Grant Program. Each year CCB awards a small number of grants to local neighborhoods and organizations to provide health and regular stress management. This funding comes from Tucson Water customer bill donations and CCB participants. Nearly 900 individuals donated to CCB in 2014 to make this grant program possible.

Grants will be awarded in the range of \$1,000-\$1,500 and applications are due Monday, April 14th, 2014.

For grant details including the application and info packet, please visit: <http://www.conservatorship.org/apply/>

Origins

- American Academy of Dermatology - Shade Structure Grant Program - Grant is to have a permanent shade structure installed for outdoor activities that are not protected from the sun, such as playgrounds, parks or recreation spaces. Prior to applying you must demonstrate an ongoing commitment to sun safety with cancer awareness program in place for at least one year prior to application. Award valued up to \$3,000. (Closed) Origing: CCB 2014 for more information.


Varies

- Fees in the Classroom (Closed: no longer) Click [here](#) for more information.

District Approval Process

SUPERINTENDENT AND/OR GOVERNING BOARDS AGENDA TIMELINE

Once the Grants & Partnerships Department Review of all grant documents, please allow 2-4 weeks to complete the approval process. The approval process requires the grant to be reviewed and approved by the following:



ALL checks have to be made out to TUSD - if processed through Finance!