

EXHIBIT 6

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21st Century Community Learning Centers

Overview

This federally-funded program supports afterschool community learning centers. Services include academic intervention and enrichment activities along with a broad array of youth development opportunities. These after school and summer classes complement the student's regular school day program. The 21st CCLC programs mainly serve students who attend high-poverty and low-performing schools. After school programs help students meet the core standards in academic subjects such as language arts and math. In addition, other educational services are offered to family members of students participating in the program in order to further engage parents in their child's learning and achievement goals.

Mission

To assist 21st Century Community Learning Centers in building and sustaining comprehensive out of school time programs that provide high-quality academic enrichment opportunities for all children, and that meaningfully engage adult family members in helping their children succeed academically.

Funding

Grants are awarded for five consecutive years, with applicants receiving 100% funding for each of the first three years of the program, followed by a 25% reduction in original funding in year four and a 50% reduction in original funding in year five. Continued funding throughout the five years is pending satisfactory performance by the grantees as evaluated by the program office in the Arizona Department of Education and compliance with all grant requirements.

TUSD 21st Century Community Learning Centers 2012-2013:

Grant Cycle	2012-2013 Funding	Site	Classes/Activities*
Cycle VII 2008-2013 5 Year Award: \$510,000	Year 5: \$60,000	Borton Elementary	Student: Reading & Math Tutoring, Arts & Crafts, Sign Language, Readers Theatre, Computers, Nutrition, Sports & Fitness, Dance Adult/Family: Gardening, Book Club, Community Volunteers
Cycle VIII 2009-2014 5 Year Award: \$510,000	Year 4: \$90,000	Brichta Elementary	Student: Reading & Math Tutoring, Girls on the Run, Student Council, Student Patrol, Girl Scouts, Cross Country Track, Folklorico Adult/Family: Sports & Fitness, Community Volunteers, Extended Library Summer Academic and Enrichment Activities
Cycle VIII 2009-2014 5 Year Award: \$510,000	Year 4: \$90,000	Menlo Park Elementary	Student: Reading & Math Tutoring, Arts & Crafts, Science, Girl Scouts, Gardening, Computers, Book Club, Sports & Fitness, Dance, Girls on the Run, Community Service Projects Adult/Family: ESL, Reading Skills, Cafecitos, Community Volunteers Summer Academic and Enrichment Activities
Cycle IX 2010-2015 5 Year Award: \$510,000	Year 3: \$120,000	Cholla Magnet High School	Student: Reading & Math Tutoring, Homework Help, Credit Recovery, Karate, Dance, Science Club, Music, Pottery Adult/Family: ESL, Family Workshop Series – fitness, nutrition, parenting, Community Volunteers Summer Academic and Enrichment Activities
Cycle IX 2010-2015 5 Year Award: \$510,000	Year 3: \$120,000	Holladay Intermediate	Student: Reading & Math Tutoring, Arts & Crafts, Computers, Dance, Music, Chorus, Homework Help, Fitness, Photography, Student Council Adult/Family: ESL, Parent Leadership, Fitness, Outdoor Projects Summer Academic and Enrichment Activities
Cycle IX 2010-2015 5 Year Award \$510,000	Year 3: \$120,000	Wakefield Middle	Student: Reading & Math Tutoring, Arts & Crafts, Dance, Science Club, Computers, Sports & Fitness, LEGO Robotics, Music Adult/Family: ESL, Gardening, Fitness, Community Volunteers Summer Academic and Enrichment Activities
Cycle IX 2010-2015 5 Year Award: \$510,000	Year 3: \$120,000	Mission View Elementary	Student: Reading & Math Tutoring, Chorus, Cooking, Dance, Girl Scouts, Homework Help, Fitness, Puppetry Adult/Family: ESL, Parenting Skills, Cafecitos, Cooking, Fitness Summer Academic and Enrichment Activities

Cycle IX 2010-2015 5 Year Award: \$510,000	Year 3: \$120,000	Maldonado Elementary	Student: Reading & Math Tutoring, Arts & Crafts, Girl Scouts, Dance, Music, Science Club, Horse Tales Literacy Club, Homework Help, Sports & Fitness, Photography Adult/Family: ESL, Parenting Skills, Cafecitos, Fitness Summer Academic and Enrichment Activities
Cycle IX 2010-2015 5 Year Award: \$510,000	Year 3: \$120,000	Pueblo Gardens K-8	Student: Reading & Math Tutoring, Arts & Crafts, Cooking, Girl Scouts, Good News Club, Digital Storytelling, Homework Help, Lawyers for Literacy, Dance, Sports & Fitness Adult/Family: ESL, Parenting Skills, Cafecitos, Extended Library, Art, Fitness
Cycle IX 2010-2015 5 Year Award: \$510,000	Year 3: \$120,000	Van Buskirk Elementary	Student: Reading & Math Tutoring, Arts & Crafts, Japanese , Readers Theatre, Gardening, Cooking, Sports & Fitness, Journalism, Science/Robotics, Music Adult/Family: ESL, Parenting Skills, Fitness, Cooking Summer Academic and Enrichment Activities
Cycle IX 2010-2015 5 Year Award: \$510,000	Year 3: \$120,000	Drachman Montessori K-6	Student: Reading & Math Tutoring, Arts & Crafts, Cooking, Dance, Music, Science, Sports & Fitness, Spanish, Girl Scouts, Journalism Adult/Family: ESL, Parenting Skills, Community Volunteers Summer Academic and Enrichment Activities
Cycle X 2011-2016 5 Year Award: \$510,000	Year 2: \$120,000	Warren Elementary	Student: Reading & Math Tutoring, Arts & Crafts, Dance, Gardening, Journalism , Music, Homework Help, Sports & Fitness, Science Club, Student Council Adult/Family: ESL, Parenting Skills, Cafecitos, Fitness, Gardening Summer Academic and Enrichment Activities
Cycle X 2011-2016 5 Year Award: \$510,000	Year 2: \$120,000	Cavett Elementary	Student: Reading & Math Tutoring, Arts & Crafts, Cooking, Dance, Homework Help, Sports & Fitness, Science Club Adult/Family: ESL, Parenting Skills, Cafecitos, Fitness, GED, Computer Skills Summer Academic and Enrichment Activities
Cycle X 2011-2016 5 Year Award: \$510,000	Year 2: \$120,000	Pueblo Magnet High School	Student: Reading & Math Tutoring, Homework Help, Credit Recovery, MESA, DJ Studio, Cooking, Leadership, Gardening, Community Service, Sports & Fitness, College/Career Planning, Test Prep Adult/Family: ESL, Parenting Skills, Fitness, Gardening, Community Volunteers Summer Academic and Enrichment Activities

Cycle X 2011-2016 5 Year Award: \$510,000	Year 2: \$120,000	Tucson High Magnet School	Student: Reading & Math Tutoring, Science Club, Credit Recovery, Dance, Community Service Learning, Leadership, Peer Tutoring Adult/Family: ESL, Parenting Skills, Community Volunteers Summer Academic and Enrichment Activities
Cycle XI 2012-2017 5 Year Award: \$510,000	Year 1: \$120,000	White Elementary	Student: Reading & Math Tutoring, Science & Computer Clubs, Sports & Fitness, Music & Art, Yearbook Adult/Family: Nutrition, Computer Technology, Dance Fitness Summer Academic and Enrichment Activities
Cycle XI 2012-2017 5 Year Award: \$510,000	Year 1: \$120,000	Mansfeld Middle	Student: Reading, Math, & Science Tutoring, Folklorico & Dance, Arts & Crafts, Keyboarding, Lifeskills, Fitness, NJHS, Bear Essentials Adult/Family: Community Skill Builders, Parenting Skills Summer Academic and Enrichment Activities
Cycle XI 2012-2017 5 Year Award: \$410,000	Year 1: \$96,000	Johnson Primary	Student: Reading & Math Tutoring, Science Enrichment, Photography, Nutrition, Drama, Girl Scouts Adult/Family: ESL, Parenting, Nutrition Summer Academic and Enrichment Activities
Cycle XI 2012-2017 5 Year Award: \$510,000	Year 1: \$120,000	Lawrence 3-8	Student: Reading & Math Tutoring, Arts & Crafts, Girl Scouts, Dance, Book Club, Journalism/Yearbook, Economics, , Black Stallion Literacy Club, Homework Help, Sports & Fitness, Nutrition Adult/Family: ESL, Parent Cafecitos, Nutrition, Literacy Nights Summer Academic and Enrichment Activities
Cycle XI 2012-2017 5 Year Award: \$510,000	Year 1: \$120,000	Ochoa Elementary	Student: Reading & Math Tutoring, Arts & Crafts, Homework Help, Choir, Sports & Fitness, Spanish, Dance, Technology, Girl Scouts, Nutrition Adult/Family: Parent Cafecitos, Fitness, Community Building Summer Academic and Enrichment Activities
Cycle XI 2012-2017 5 Year Award: \$510,000	Year 1: \$120,000	Roskruge K-8	Student: Reading & Math Tutoring, Homework Help, MESA, Mariachi, Arts & Crafts, Girl Scouts, Folklorico, Gardening and Book Clubs, Sports Adult/Family: ESL, Parent Cafecitos, Gardening, Nutrition Summer Academic and Enrichment Activities

Cycle XI 2012-2017 5 Year Award: \$510,000	Year 1: \$120,000	Santa Rita High School	Student: Reading & Math Tutoring, Homework Help, Technology Skills, Credit Recovery, College Knowledge & Prep, Fitness Adult/Family: Cooking & Nutrition, Career Exploration, Computer Lab, Financial Aid Workshops Summer Academic and Enrichment Activities
Cycle XI 2012-2017 5 Year Award: \$510,000	Year 1: \$120,000	Palo Verde High School	Student: Reading, Math, & Government Homework Help, Music & Art, Welding, Culinary Arts, Credit Recovery, Creative Writing, Advanced Medicine, Outdoor Activities, Sports, Girl Scouts Adult/Family: Computer Skills, Outdoor Activities, Advanced Medicine, Community Building Summer Academic and Enrichment Activities
Cycle XI 2012-2017 5 Year Award: \$510,000	Year 1: \$120,000	Doolen Middle School	Student: Reading & Math Tutoring, Homework Help, Creative Writing, Book Club, Photography, Art, Science, Music, Cooking & Nutrition, Gardening, Sports & Fitness, Leadership, Jewelry Making, NJHS, Yearbook Adult/Family: Somali Bantu Association, ESL, Community Building, Gardening Summer Academic and Enrichment Activities

*Classes/Activities are subject to change throughout the year due to continuous program improvement efforts.

21st CCLC Summer Programs are for students who will be returning to/enrolling in the school for the next school year. Priority summer enrollment is given to students targeted in the approved grant application; additional students are recruited/admitted as space allows. 21st CCLC collaborates with other funding sources (e.g. Title I, OMA, community partners) to offer expanded summer programs and serve more students than sites would be able serve with 21st CCLC funds.

High school 21st CCLC Summer programs run concurrently with the tuition-based summer school and offer programming for incoming freshmen and credit recovery and enrichment for students entering 10th grade. Middle school programs typically provide a bridge program for incoming 6th graders and targeted interventions for students entering 7th & 8th graders. Elementary programs typically provide interventions for targeted students entering grades 1-5 to bring them up to grade level; some offer kindergarten jumpstart programs.

Reduced Funding - Year 5 – 50% of original award
Reduced Funding - Year 4 – 75% of original award
Full Funding - Years 1-3 – 100% of original award



AFRICAN AMERICAN STUDENT SERVICES DEPARTMENT -

SUMMARY STATEMENT

African American Student Services Department (AASSD) advocates for excellence in the academic, social and emotional achievement of African American students using direct and ancillary services, in collaboration with parents, schools, district personnel and the Tucson community. The budget plan focuses on improving the achievement of students, works to support equitable access through direct and ancillary services, and promotes racially and ethnically diverse enrollment in GATE, Pre-Advanced Placement, and Advanced Placement curriculum courses. Furthermore, we promote and support a college-going culture through ancillary services in partnership with Pima Community College and the University of Arizona.

The requested budget and staffing is based on the following research-based framework:

1. Highly engaged students are a result of well-prepared teachers who also implement culturally responsive practices in the classroom (Blankstein, Cole & Houston; Ladson-Billings).
2. Provide professional development that includes cultural and gender-responsive training (College Board).
3. Increase community, business and school partnerships to provide mentoring and support to young men of color (College Board).
4. Reform education to ensure that all students, including young men of color, are college and career ready when they graduate from high school (College Board).
5. Students are more likely to come to school and be engaged when they have positive relationships with school personnel (National Center for School Engagement).

The requested budget and staffing is based on the following:

1. Disproportionate suspension percentages – specifically African American and minority males (TUSD Stats).
2. Lower achievement levels and the achievement gap between non-minority and minority students (TUSD Stats).
3. Wrap-around services for D and C schools.
4. Requirements of the desegregation funds.

We believe that if we increase the direct advocacy support at specific sites, then relationships with marginalized students will be strengthened. If relationships are strengthened, then students will be more likely to increase attendance, increase enrollment in rigorous course offerings, and feel more connected to their school community. If students are more connected to the school community, then increase in achievement and reduced discipline referrals will be the result.

However, the above process must work in cooperation with the following: We believe that if we provide culturally responsive training and curriculum support to teachers, then teachers will better understand the background experiences of students and ways to increase engagement of all students in the learning process. If all students are engaged in the learning process, then all students are more likely to improve academically. If all students are engaged academically, then indicators like AIMS and out of school suspensions will be positively impacted.

POSTIONS AND JUSTIFICATION

<p>List projects, resources, and/or personnel for which you are requesting funding.</p>	<p>Justification for request <i>Please attach data for justification</i></p>
<p>Mentor Program Specialist</p>	<p>Mentoring is one of the strategies articulated by College Board to address African American male disparity in ALE courses (See attachment). Furthermore, the USP requires that TUSD provide additional supports to address African American student needs. Data forthcoming.</p>
<p>Reading Specialist</p>	<p>Per USP, African American students are still far below Anglo students in reading. Supports and leads reading and reading intervention initiatives within the AASSD and Multicultural student services dept. Reading is fundamental to all academic success. Research has also proven lack of reading ability impacts student engagement and increases likely hood of dropping out of school.</p>
<p>Instructional Specialist</p>	<p>Per our district data, and USP, African American students continue to be overrepresented in certain areas of exceptional education. Furthermore, many elementary age African American males are disproportionately disciplined (higher percentage) than non-minority males and/or females. Instructional specialists assist with implementing strategies within the classroom to reduce discipline issues. Specialists assist schools with a consistent plan to promote positive adult/student and student/student interaction.</p>

<p>College and Career Readiness Support</p>	<p>Per the USP, this position will address working with schools, and mentor specialist to ensure families and students are informed and participating in college access opportunities. Opportunities include working with elementary families on the GATE process and advocating for students enrollment. Increasing the number of partnerships and experiences focused on preparing African American students and their families for college. Responsibilities include strengthening existing partnerships in programs that focus on TUSD African American students (Pima College, U of A, NAU, ASU, Black College Tours, Southern AZ Black College Community Support Group, Parent University, etc.)</p>
<p>SERVICES AND SUPPORTS TO MEET GOALS</p>	
<p>Achieve 3000 Reading (Capital Request)</p>	<p>To support Tier 2 and Tier 3 due to USP and achievement gap. Provide Achieve 3000 reading support to elementary students; before, during, afterschool (See Attachment)</p> <p>Reading is a fundamental need to succeed for the current and future success of African American students. This support is Tier 2 and Tier 3 per collaboration and partnerships with designated sites. We also provide summer reading support and online access for families during the entire summer. Achieve 3000 focuses on Lexile scores and non-fiction reading</p>
<p>Consultants</p>	<p>Staff Development and training for AASSD and district level support; including Regional Parent/Community forums per the USP</p>

P5 3**CORE Plus**

Goal 1	<ul style="list-style-type: none"> 25 % of enrolled, racially and ethnically diverse, low performing 6th graders will move up one category in the 6th grade level AIMS test in one or more testing area. Develop an academic intervention model to improve middle school Aims scores 			
Summary Points	Strategy 1	Strategy 2	Strategy 3	Strategy 4
Strategies	Identify low performing 6 th graders from across the district to be enrolled in one of 3 academic intervention programs geographically dispersed across the district. Utilize data provided from A&R to identify students with a score of Approaches or Falls Far Below in order to contact parents to invite their participation in the program.	Provide a teacher to student ratio that rivals private/charter schools.	Effectively utilize research based resources, i.e. ATI, Achieve 3000, Animal Watch, Reading Apprenticeship (Balanced Literacy), EEI	Focus classroom academic intervention on improving math and reading skills as well as use Reading Apprenticeship strategies to deliver reading instruction in all subject areas
Expected Outcomes	Low performing 6 th graders will be identified, provided intervention, and AIMS scores will improve across the district on the 6 th grade level.	Small teacher student ratio allows teachers to identify the individual strengths and weaknesses of each student, and design instruction to improve weaknesses and enrich strengths.	Student performance and test scores will increase.	Math and reading performance and test scores will improve. Students will become proficient academic and recreational readers.
Responsible staff/persons	LSC and Program Director, classroom teachers where appropriate	Teacher and Instructional Specialist pair for each of 3 sites.	Teaching staff and LSC	Teachers Additional training required from West Ed.
Timeline	Ongoing; first semester contact with middle and K-8 schools' administration and 6 th grade teachers; second semester contact with 5 th grade teachers; summer direct, intensive parent contact	2012-13 - 3 6 th grade pairs in place. 2013-14 3 6 th grade and one 7.8 th grade pair.	Ongoing; analysis of data monitored and usage adjusted weekly, monthly, and quarterly.	Ongoing
Status	Met and ongoing	Met and ongoing	Met and ongoing	Ongoing
Evidence	Enrollment of 15 or more at each of 3 sites.	Formative and summative assessment data indicating improved student performance	Achieve3000 and ATI login data; improved student performance.	Achieve3000 and ATI login data; improved student performance.

Summary Points	Strategy 5	Strategy 6	Strategy 7	Strategy 8
Strategies	Develop a positive and safe learning climate through the implementation of Restorative Practices.	Provide accountability and communication that links family to school and community resources.	Proactively address the risk of retention and or potential drop out rate while improving Middle School AIMS math and reading scores.	Continue the program in 2012-13 with 6 th grade students with the intention to add 7 th and 8 th grade in the future.
Expected Outcomes	Through a focus on relationship, a safe and nurturing environment is created where students will take risks to improve their learning.	A more engaged and informed parent is more supportive and committed to making sure their child attends the program.	Attention to academics and personal needs at the 6 th grade level will decrease the likelihood of students dropping out of school.	Continued improvement of student performance and test scores.
Responsible staff/persons	Teachers and instructional specialist with support from LSC.	Teachers and instructional specialists.	Ethnic Studies tutors and Drop Out Prevention personnel.	Teachers, instructional specialists, LSC, Program Director.
Timeline	Ongoing.	Ongoing.	Ongoing.	Ongoing.
Status	Met and ongoing.	Met and ongoing as teachers continue to send home and expect back the daily point sheet, call or e-mail with good as well as problematic reports, and welcome parent visits in classroom.	Ongoing.	Ongoing.
Evidence	Check-in and check-out circles written into lesson plans; use of "Make It Right" form.	Collected daily pint sheets with parent signatures and comments; parent sign-in logs for visits.	Reports from Ethnic Studies department and Drop Out Prevention personnel.	Increased enrollment in 6, 7, and 8 th grade in the program.

Goal 2	<ul style="list-style-type: none"> Provide multiple measures for formative assessments and valid and reliable summative assessments. 	
Summary Points	Strategy 1	Strategy 2
Strategies	Formative assessments will include Achieve 3000 weekly activities; ATI Formative assessments done on a weekly basis; initial and quarterly Math Inventory (provided by district); weekly and monthly classroom tests, quizzes, vocabulary, spelling and writing prompt activities.	Valid, reliable summative assessments will include analysis of most recent AIMS results, ATI quarterly benchmarks, monthly Achieve 3000 re-leveling (grade/lexile levels).
Expected Outcomes	Assessments will assist teachers to monitor and adjust instruction and to target intervention for students.	Assessments will assist teachers to monitor and adjust instruction and to target intervention for students.
Responsible staff/persons	Classroom teachers, instructional specialists, LSC.	Classroom teachers, instructional specialists, LSC.
Timeline	AIMS on an annual basis; ATI, quarterly; Achieve300, monthly, all others ongoing.	AIMS on an annual basis; ATI, quarterly; Achieve300, monthly, all others ongoing.
Status	Ongoing.	Ongoing.
Evidence	Formative and summative assessment data indicating improved student performance.	Formative and summative assessment data indicating improved student performance.

Goal 3	<ul style="list-style-type: none"> Develop a plan with processes in place to track student progress in a collaborative venue.
Summary Points	Strategy 1
Strategies	To track student progress, data is collected on an ongoing basis by program teachers. It is then compiled by program LSC, and is reviewed, analyzed, evaluated and discussed regularly by program teachers, instructional specialists, LSC, and Program Director at Wednesday Professional Development meetings.
Expected Outcomes	Progress of each student will be monitored, and adjustments to interventions will be made for each student.
Responsible staff/persons	Classroom teachers, instructional specialists, LSC, Program Director.
Timeline	Ongoing.
Status	Met and ongoing.
Evidence	Improved student performance.

Goal 4	<ul style="list-style-type: none"> Develop a plan that includes interventions and delivery for students to narrow achievement gaps. 			
Summary Points	Strategy 1	Strategy 2	Strategy 3	Strategy 4
Strategies	<p>Initial intervention begins with the identification of low performing and at-risk students from across the district using district data. Once placed, students are assessed in reading and math to develop individualized interventions to be delivered through differentiated instruction within the classroom. Through the use of ATI materials, Achieve 3000, and the Math Inventory, identified student achievement gaps are used to drive and deliver of classroom instruction and assessment.</p>			
Expected Outcomes	<p>Student performance will improve along with AIMS scores at the Middle School level.</p>			
Responsible staff/persons	<p>LSC and program director, recruiting; classroom teachers and instructional specialists, delivery of interventions.</p>			
Timeline	<p>Ongoing.</p>			
Status	<p>Ongoing.</p>			
Evidence	<p>Improved student performance.</p>			

Goal 5	<ul style="list-style-type: none"> • Include research-based programs in curriculum and for interventions 			
Summary Points	Strategy 1	Strategy 2	Strategy 3	Strategy 4
Strategies	Current research-based programs utilized include AIMS, ATI, Achieve 3000, Reading Apprenticeship, and Animal Watch (U of A collaboration). Additional research-based programs may include Systems Thinking and ALEXS, an online math intervention program.	Train teachers in the use of research based programs such as Achieve3000, ALEKS, Reading Apprenticeship, and Systems Thinking.		
Expected Outcomes	Student performance will improve.	Once trained teachers will effectively and with fidelity implement these programs in the classroom.		
Responsible staff/persons	District budget support for Achieve3000 and ALEKS licenses, district budget support for training, teachers implement the programs once trained.	Individual program trainers to provide training.		
Timeline	Ongoing.	2012-13 school year, summer 2013.		
Status	Ongoing.	Ongoing.		
Evidence	Improved student performance.	Improved student performance as well as increased confidence of teachers in implementing the research based programs.		

Goal 6	<ul style="list-style-type: none"> • Include a process to keep parents informed and engaged in student progress 			
Summary Points	Strategy 1	Strategy 2	Strategy 3	Strategy 4
Strategies	Utilize a daily communication and response form between the classroom and family that provides general and specific information regarding student progress. Additionally, teachers use e-mails or phone conversations, grade progress reports, and positive as well as problematic behavioral reports to keep parents informed on an ongoing basis.	Offer opportunities for parents and family to join us in the classroom by volunteering, presenting in an area of expertise, or participating in social events that give us a chance to share, communicate, and build connections.		
Expected Outcomes	Keep parents informed and involved in the education of their child.	Keep parents informed and involved in the education of their child, and feeling a part of the program community.		
Responsible staff/persons	Classroom teachers and instructional specialists.	Classroom teachers and instructional specialists as well as LSC and program director.		
Timeline	Ongoing throughout the school year.	Ongoing throughout the school year.		
Status	Met and ongoing.	Met and ongoing.		
Evidence	Parent sign in logs.	Parent sign in logs.		

Goal 7	<ul style="list-style-type: none"> Include a scope of work to create and document a school culture plan which includes: Student and teacher recognition, pro-active student discipline, anti-bullying, and restorative practices and the elimination of learning barriers for students. 			
Summary Points	Strategy 1	Strategy 2	Strategy 3	Strategy 4
Strategies	Student recognition and proactive discipline occur in the form of a behavior based classroom point system. Progress in this system is logged and recognition/reward provided at various points as the student progresses through the system. Additional pro-active discipline occurs at the orientation/enrollment meeting where student expectations for the program are discussed and an agreement is signed.	Anti-bullying is addressed through classroom discussion, lessons, and participation in programs such as Ben's Bells. Additionally, our frequent and sustained parent/classroom communication system, and daily check-in and check-out circles eliminate many problems.	Restorative practices are used to develop a positive and safe learning climate in each of our site's classrooms. Great emphasis is placed on the student's role and rights as a community member. Relationship is paramount; and harm done to relationships is fixed by listening to the needs of others, reflecting on our own needs, and acting to right wrongs. This is accomplished through classroom circles, the use of our "I Want to Make Things RIGHT!" form, and mediations as the need arises.	The low teacher to student ratio, the self contained setting, and the positive and safe learning climate along with utilization of research-based programs, consistent analysis of data that drives curriculum, and differentiated instruction address the removal of learning barriers for our students.
Expected Outcomes	Increased student feeling of belonging and improved student performance.	Increased feeling of safety in the classroom means improved student performance.	Increased feeling of safety in the classroom means improved student performance.	Increased feeling of safety in the classroom means improved student performance.
Responsible staff/persons	Classroom teachers and instructional specialists, parents.	Classroom teachers and instructional specialists.	Classroom teachers and instructional specialists.	Classroom teachers and instructional specialists, LSC and program director.
Timeline	Ongoing throughout school year.	Ongoing throughout school year.	Ongoing throughout school year.	Ongoing throughout school year.
Status	Met and ongoing.	Met and ongoing.	Met and ongoing.	Met and ongoing.
Evidence	Point sheets kept as documentation.	Point sheets, improved student performance.	Make it Right forms.	Improved student attendance and performance.

Priority 1: Student Achievement

1:1 Desegregation plan has attainable SMART goals with objectives for students of all racial groups and ELLs.

Student Goal: 25 % of enrolled, racially and ethnically diverse, low performing 6th graders will move up one category in the 6th grade level AIMS test in one or more testing area.

Objectives:

- Provide a teacher to student ratio that rivals private/charter schools;
- Effectively utilize research based resources, i.e. ATI, Achieve 3000, Animal Watch, Reading Apprenticeship (Balanced Literacy), EEI;
- Focus on reading skills in all areas, Math, Science, Social Studies, and Language Arts.
- Focus academic intervention in reading and math;
- Develop a positive and safe learning climate through the implementation of Restorative Practices .
- Provide accountability and communication that links family to school and community resources.

District Level Goal: Develop an academic intervention model to improve middle school AIMS scores.

Objectives:

- Identify low performing 6th graders from across the district to be enrolled in the program at one of 3 sites, geographically dispersed across the district;
- Proactively address the risk of retention and or potential drop out rate;
- Improve Middle School AIMS math and reading test scores;
- Continue the program with 6th grade students with the intention to add 7th and 8th grade in the future.

1:2 Provides multiple measures for formative assessments and valid and reliable summative assessments which includes timeline for data.

Formative assessments will include Achieve 3000 weekly activities; ATI Formative assessments done on a weekly basis; initial and quarterly Math Inventory (provided by district); weekly and monthly classroom tests, quizzes, vocabulary, spelling and writing prompt activities.

Valid, reliable summative assessments will include analysis of most recent AIMS results, ATI quarterly benchmarks, monthly Achieve 3000 re-leveling (grade/lexile levels).

1:3 Deseg plan has processes in place to track student progress in a collaborative venue.

To track student progress, data is collected on an ongoing basis by program teachers. It is then compiled by program LSC, and is reviewed, analyzed, evaluated and discussed regularly by program teachers, instructional specialists, LSC, and Program Director at Wednesday Professional Development meetings.

1:4 Deseg plan includes interventions and delivery for students to narrow achievement gaps.

Initial intervention begins with the identification of low performing and at-risk students from across the district using district data. Once placed, students are assessed in reading and math to develop individualized interventions to be delivered through differentiated instruction within the classroom. Through the use of ATI materials, Achieve 3000, and the Math Inventory identified student achievement gaps are used to drive and deliver of classroom instruction and assessment.

1:5 Deseg plan includes research-based programs

Current research-based programs utilized include AIMS, ATI, Achieve 3000, Reading Apprenticeship, and Animal Watch (U of A collaboration). Additional research-based programs may include Systems Thinking and ALEXS, an online math intervention program.

1:6 Deseg plan includes a process to keep parent informed and engaged in student progress

The program utilizes a daily communication and response form between the classroom and family that provides general and specific information regarding student progress. Additionally, teachers use e-mails or phone conversations, grade progress reports, and positive as well as problematic behavioral reports to keep parents informed on an ongoing basis. We have offered and plan to continue to offer opportunities

for parents and family to join us in the classroom by volunteering, presenting in an area of expertise, or participating in social events that give us a chance to share, communicate, and build connections.

1:7 Deseg plan includes a scope of work to create and document a school culture plan which includes: Student and teacher recognition, pro-active student discipline, anti-bullying, and restorative practices and the elimination of learning barriers for students.

Student recognition and proactive discipline occur in the form of a behavior based classroom point system. Progress in this system is logged and recognition/reward provided at various points as the student progresses through the system. Additional pro-active discipline occurs at the orientation/enrollment meeting where student expectations for the program are discussed and an agreement is signed. Anti-bullying is addressed through classroom discussion, lessons, and participation in programs such as Ben's Bells. Additionally, our frequent and sustained parent/classroom communication system eliminates many problems. Restorative practices are used to develop a positive and safe learning climate in each of our site's classrooms. Great emphasis is placed on the student's role and rights as a community member. Relationship is paramount; and harm done to relationships is fixed by listening to the needs of others, reflecting on our own needs, and acting to right wrongs. This is accomplished through classroom circles, the use of our "I Want to Make Things RIGHT!" form, and mediations as the need arises. Identification for and enrollment in our program is the most significant step to removing barriers to learning for these students. The low teacher to student ratio, the self contained setting, and the positive and safe learning climate further address learning barriers. Utilization of research-based programs, consistent analysis of data that drives curriculum, and differentiated instruction also address learning barriers for our students.

1:8 Deseg plan includes a system which tracks and reviews student discipline data in a collaborative venue and plans action based on data.

Given the low teacher to student ratio, our emphasis on a positive and safe learning environment, and our frequent and consistent parent involvement efforts, we have not experienced a great number of discipline incidents. Student progress along the point system is monitored by the classroom teachers. This progress is communicated to parents on a daily basis, and frequent contact is made with parents to address concerns or celebrate milestones. Should action need to be taken, this system provides necessary data to justify the action.

OFFICE OF STUDENT EQUITY & INTERVENTION
Asian Pacific American Student Services and Refugee Services

APASS Background

The Pan Asian Studies Department was established by the Tucson Unified School District Governing Board in 1998 after two years of consultation with the Pan Asian Community Alliance of Tucson, an umbrella organization representing all of the Asian/Pacific Islander communities in Tucson. The Board's specific concern was the misperception of Asian students as a single, problem-free minority population in our schools. Our students speak 39 different languages, with many unique needs, but our **common** goal is to support students and families with targeted and intentional support.

Who we serve

APASS serves all students who are in need of advocacy, empowerment, equity, and interventions. We specialize in the Asian American and Pacific Island (API) demographic. The API population is 2.4% of the total TUSD enrollment. Approximately 1.1% of the TUSD population is of Asian and/or Pacific Island and Hispanic descent and is counted in the Hispanic demographic data.

As of March 18, 2013, 545 students of API descent are counted as Hispanic and 90 students of Black and API descent are counted as multi-race.

Refugee Background

In the last decade, Arizona has consistently been among the top ten states in terms of both average annual refugee arrivals and number of refugees per capita. In the 1980's the refugees from Vietnam the Soviet Union and Cambodia were the largest groups to arrive in Arizona. In the 1990s, the largest number of refugees came from Bosnia and in the 2000s most refugees came from Iraq, Cuba, Somalia, Burma, Sudan, Bhutan, and Afghanistan. Currently, our largest wave of refugees is African Nationals.

The mission of Refugee Services is to empower students and families in their pursuit of education and a prosperous life in their new home country. Our department bridges the language barrier, cultural divide, and formal schooling differences through the use of Student & Family Mentor Specialist who are knowledgeable of the language and culture of our refugee students and families.

Who we serve

Our Student and Family mentors service over 800 refugee students in 33 elementary schools, 18 middle and K-8 schools, and 11 high schools. Our refugee students represent 52 countries and speak 38 different languages. The five most common languages spoken at home are Nepali, Arabic, Somali, Kirundi, and Swahili. The majority of the students are English Language Learners and many come with interrupted formal education or no education. According to Language Acquisition (March 12, 2013), 22% of African American students speak a language other than English at home (624 students listed as African American only/2826 students listed as African American only).

As of March 18, 2013, 426 currently enrolled students who are refugees are coded as African American.

Mentoring Model

The APASS and Refugee Services utilize the mentor model for our K-12 students and families. Mentors work with the students and families to help them learn about the educational system and develop an educational plan to meet the individual needs of the student as they navigate the school system and new culture. Our goal is for every student to be successful in school and to graduate from high school.

Work of the Mentors

- conduct home visits
- register/enroll students in school
- monitor academic progress, attendance, discipline
- provide tutoring and interventions to targeted students
- provide direct assistance to families to help them understand and communicate with schools
- work with schools and agencies to ensure the student's needs are met
- refer students for tutoring, AIMS tutoring, credit recovery
- Interpret for IEPs, child studies, evaluations, parent/teacher
- conferences, disciplinary issues, parent workshops
- participate in Saturday math tutoring
- in-class support in math and Language Arts/English
- refer families to local agencies for social services and mental health support
- assist with student recognition events
- conduct career exploration and field trips

- collaborate with TUSD departments and programs
- provide cultural training and awareness to staff and teachers

Services & Partnerships

APASS and Refugee Services serve as advocates for our students and parents/guardians for the following:

- Foreign transcript evaluation services for the district (Pam Fine & Tsuru)
- Child Study
- IEP/504
- Parent/Teacher Conferences
- Suspension/Manifestation hearings
- Saturday Math Tutoring
- Referral to social services
- In-class support
- Referral to mental health agencies
- Parent workshops
- Cultural presentations
- Student-led Citizenship classes
- Student Advocacy Group
- Scholarships and college information
- Interpreting services
- Scholarships for Weekend Academy

- Scholarships for Credit recovery/Summer School

APASS and Refugee partners with several community organizations and educational institutions to ensure our students and families are engaged in learning, share their cultures and traditions, and actualize their dreams.

- University of Arizona
- Pima Community College
- Tucson Korean Ambassador Program
- OCA-Tucson Youth Leadership
- Pan Asian Community Alliance
- College Board API Summit
- Tucson Chinese Cultural Center
- API Health Coalition
- Bhutanese Mutual Assistance
- Lunar New Year Celebration
- TUSD Parent University
- TUSD Walk-throughs
- Refugee Focus – A division of Lutheran Social Services
- Catholic Community Services
- International Rescue Committee
- Iskashitaa
- Somali-Bantu Association of Tucson, Arizona, Inc. (SBATA)

- Language Acquisition
- Pima Community College
- Pima County Youth Summer Program
- University of Arizona
- La Frontera
- Providence
- Refugee Integration Service Provider Network of Tucson (RISP-Net)
- TUSD Walk-throughs & Refugee Workshops for School Staff
- State of Arizona Office of Refugee
- Resettlement
- TUSD Multicultural Symposium

FINE ARTS

Fine Arts has responded to USP requirements throughout the 2012-13 school year and can provide documentation supportive of student engagement/retention, multicultural expectations, extracurricular opportunities, and advanced learning.

In an interview with the Special Master's Finance Director he said, "If I could, I would assign the entire Deseg budget for your Fine Arts programs."

Below are specific examples of the impact of Fine Arts on our African American and Hispanic students.

- 1) **Increased enrollment/participation** of African American/Hispanic students in Fine Arts K-12 classes **improving school attendance**.
- 2) **Increased enrollment** of African American (75) and Hispanic (605) students in **Advanced level** middle school Band, Orchestra, Choir classes.
- 3) **Among 31 Hispanic and 11 African American children selected and featured** in the OMA Colloquium at the University of Arizona. Students will articulate their understanding of core academic learning and 21st century skills through integrated arts experiences.
- 4) **Parental requests** for specific Fine Arts programs in **receiving schools**.
- 5) **Increased exposure to multicultural education** through Fine Arts professional development and resources
- 6) **Higher level student engagement and achievement** relying on the arts ability to explore, self assess and produce.
- 7) **Meaningful and sustained connections** between children, teachers, and parents

Student Engagement and Retention

(\$1,500,000 requested) \$1,000,000 allocated

Governing Board Member Cam Juarez recently spoke to one of our art teachers when visiting a school and was quoted as saying with everything going on in the schools right now having the arts is the one thing that lifts the spirit and is absolutely necessary. We cannot be without the arts.

21st century instruction in Fine Arts offers students an alternative to traditional learning utilizing arts integration, brain based research, multi intelligence theories and 21st Century Skills of communication, collaboration, critical thinking and creative problem solving. The arts connect to classroom curriculum and actively engage students through the unique experiences they offer. Fine Arts fully **removes boundaries between ethnicities** while **attracting, engaging, and building lifelong love of learning** and appreciation for the arts.

We have documented that **increased attendance** occurs when the arts are present within the curriculum.

Example: Parents call the school to ask if it's an OMA day and often make great sacrifices to get their children to school for Fine Arts opportunities.

Example: Martin, a 4th grader, at **Howell** moves back and forth between his family and foster care and has very irregular attendance at school. His **attendance** averages 40% however, on Wednesdays – an OMA day – his attendance is 90%.

Example: Corbett parents spoke to Principal Scott Hagerman (Kellond) and petitioned the TUSD School Board that Opening Minds through the Arts (OMA) be fully funded and present at this receiving school.

Example: Carlos, an Hispanic fourth grader at **Van Buskirk** is very smart, funny and imaginative but is such a disciplinary problem that he is often on the verge of suspension. Yet he is one of the most exemplary students when actively engaged in the arts. Carlos becomes a positive class leader who is supportive and kind to his peers and will do anything to not miss performance opportunities, including staying out of trouble. Carlos gets into trouble when he is not fully engaged. **The arts totaling engage students while providing a place to practice skilled behaviors.**

Special Ed students find the same success as students without identified issues. Often it is not possible to identify who is Special Ed as they are naturally integrated into the arts classes. Physically handicapped children are included in Fine Arts studies and experience success and happiness.

Example: Sewell Elementary autistic students cannot always be identified in the Fine Arts classes. They respond beyond the norm to music with exceptional talent, memory and skill. Parents are often emotionally moved by their child’s ability to respond and express their creativity and connection to others through the arts.

Budget summation: *(Numbers in parentheses indicate the full financial need.)*

K – 3 instruction	Arts Integration offered by quarter	(13.0 FTE	\$700,000)
		8.0 FTE	\$432,000
	Teaching Artists		\$350,000
Grades 4 – 8 instruction:		(32 FTE:	\$1,728,000)
	Thematic arts instruction offered by quarter	13.3 FET	\$ 718,000
	Instrumental instruction for interested students to include		
	Band, orchestra, Mariachi classes by highly qualified teachers		

10 Hispanic and 4 African American Fine Arts Teachers were hired during 2012-13.

Multicultural

\$1,000,000

Through the arts, **racial barriers** are removed, **traditions, culture and language** are explored, **and an appreciation for other cultures** is built at a very young age.

TUSD's ARTSmobiles, 10,000+ multicultural artifacts, Cultural Discovery Museums, and Educational Materials Center Fine Arts provide professional development for teachers and direct instruction to students to fully enhance and embrace cultural understanding.

Core Content Appendix B suggests text complexity through an entire section of multicultural literature (including plays, poetry, fiction, non-fiction) giving teachers an opportunity to chose which selections provide the richest content for their lessons. There are many connections to the arts that provide an appreciation for global perspectives and awareness. The opportunity to train teachers to use these resources will greatly enhance instruction.

Example: Your own (Sam) experience as a child at Davis Bilingual Elementary.

Example: TUSD ARTSmobiles (currently focusing on specific Native American and African cultures) are in constant demand by schools and teachers. The two mobile exhibits travel from school to school on a weekly basis along with a resource teacher who provides culturally relevant historical information and traditional hands-on arts experiences from that culture for the students. TUSD is the only school district in the southwest with an affiliation with the Smithsonian Institution because of our diverse and unique 10,000+ artifact collection.

Extracurricular

\$ 200,000

Fine Arts provides extended opportunities for students to be involved in Fine Arts beyond the school day and throughout the summer. Summer sessions have documented an 18.69% improvement in academic studies because students stayed in summer school and participated in extracurricular Fine Arts classes.

Examples:

- African American children learn Hispanic folk dances dressed in the traditional costumes.
- Hispanic students help African students (whose first language may not be English) play the guitar demonstrating peer collaboration and community.
- These students are more focused on math and reading, remain in school and progress more rapidly.
- These students retain core content information when the arts are integrated into their studies.

<u>Goal 1</u>	<ul style="list-style-type: none"> A combined seventy percent of enrolled ethnically and racially diverse students who complete the Life Skills Alternative to Suspension Programs will demonstrate improvement by 10% on the reading post-assessment (as compared to the entry percentage), AND by 10 % on the math post-assessment (as compared to the entry percentage); OR improvement by 20% in either the reading or math post-assessment (as compared to the entry percentage). 			
<u>Summary Points</u>	<u>Strategy 1</u>	<u>Strategy 2</u>	<u>Strategy 3</u>	<u>Strategy 4</u>
<u>Strategies</u>	Every middle school student enrolled in LSSP will be administered the Touchstone Reading pre-assessment with in the first week of enrollment. Enrolled high school students will be administered HS level Literature Toolkit Reading pre-assessment.	Every middle school student enrolled in LSSP will be administered a District Math Inventory supplied by S. Klein pre-assessment with in the first week of enrollment. Enrolled high school students will be administered a pre-assessment compiled from Buckle Down materials.	Every middle school student enrolled in LSSP will be administered the Touchstone Reading post-assessment with in the last 5 days of enrollment. Enrolled high school students will be administered HS level Literature Toolkit Reading post-assessment.	Every middle school student enrolled in LSSP will be administered a District Math Inventory supplied by S. Klein post-assessment with in the last 5 days of enrollment. Enrolled high school students will be administered a post-assessment compiled from Buckle Down materials.
<u>Expected Outcomes</u>	Collection of baseline data to determine whether goal is met.	Collection of baseline data to determine whether goal is met.	Collection of post data for comparison/evidence of growth.	Collection of post data for comparison/evidence of growth.
<u>Responsible staff/persons</u>	Teachers will administer the pretest; counselor will collect and record data on a central form.	Teachers will administer the pretest; counselor will collect and record data on a central form.	Teachers will administer the post-test; counselor will collect and record data on a central form.	Teachers will administer the post-test; counselor will collect and record data on a central form.
<u>Timeline</u>	Ongoing	Ongoing	Ongoing	Ongoing
<u>Status</u>	Met and ongoing	Met and ongoing	Ongoing	Ongoing
<u>Evidence</u>	Data sheet with pre-assessment records			

<u>Goal 2</u>	<ul style="list-style-type: none"> Program teachers will participate in a PLC in order to create a program wide system of intervention that provides students with additional time and support when they experience initial difficulty in learning. All efforts of the PLC to provide intervention will be assessed on the basis of results rather than intentions. 	
<u>Summary Points</u>	<u>Strategy 1</u>	<u>Strategy 2</u>
<u>Strategies</u>	Identify students who are struggling with growth while in the LSSP program.	Meet a minimum of 5 times per school year for at least 60 minutes to strategize, review data, share strategies of intervention, monitor and adjust intervention efforts.
<u>Expected Outcomes</u>	Development of a group of students on whom to focus intervention efforts.	Focused discussion and implementation of intervention efforts.
<u>Responsible staff/persons</u>	Program teachers.	Program teachers
<u>Timeline</u>	Ongoing	Ongoing
<u>Status</u>	Ongoing	Ongoing
<u>Evidence</u>	PLC meeting logs and student intervention plans.	PLC meeting logs and student intervention plans.

<u>Goal 3</u>	<ul style="list-style-type: none"> Include a process to keep parents informed and engaged in student progress 	
<u>Summary Points</u>	<u>Strategy 1</u>	<u>Strategy 2</u>
<u>Strategies</u>	Utilize a daily communication and response form between the classroom and family that provides general and specific information regarding student progress. Additionally, teachers use e-mails or phone conversations, grade progress reports, and positive as well as problematic behavioral reports to keep parents informed on an ongoing basis.	Offer opportunities for parents and family to join us in the classroom by volunteering, presenting in an area of expertise, or participating in social events that give us a chance to share, communicate, and build connections.
<u>Expected Outcomes</u>	Keep parents informed and involved in the education of their child.	Keep parents informed and involved in the education of their child, and feeling a part of the program community.
<u>Responsible staff/persons</u>	Classroom teachers and instructional specialists.	Classroom teachers and instructional specialists as well as LSC and program director.
<u>Timeline</u>	Ongoing throughout the school year.	Ongoing throughout the school year.
<u>Status</u>	Met and ongoing.	Met and ongoing.
<u>Evidence</u>	Parent sign in logs.	Parent sign in logs.

Goal 4	<ul style="list-style-type: none"> • Include a scope of work to create and document a school culture plan which includes: Student and teacher recognition, pro-active student discipline, anti-bullying, and restorative practices and the elimination of learning barriers for students. 			
<u>Summary Points</u>	<u>Strategy 1</u>	<u>Strategy 2</u>	<u>Strategy 3</u>	<u>Strategy 4</u>
<u>Strategies</u>	<p>Student recognition and proactive discipline occur in the form of a behavior based classroom point system. Progress in this system is logged and recognition/reward provided at various points as the student progresses through the system. Additional pro-active discipline occurs at the orientation/enrollment meeting where student expectations for the program are discussed and an agreement is signed.</p>	<p>Anti-bullying is addressed through classroom discussion, lessons, and participation in programs such as Ben’s Bells. Additionally, our frequent and sustained parent/classroom communication system, and daily check-in and check-out circles eliminate many problems.</p>	<p>Restorative practices are used to develop a positive and safe learning climate in each of our site’s classrooms. Great emphasis is placed on the student’s role and rights as a community member. Relationship is paramount; and harm done to relationships is fixed by listening to the needs of others, reflecting on our own needs, and acting to right wrongs. This is accomplished through classroom circles, the use of our “I Want to Make Things RIGHT!” form, and mediations as the need arises.</p>	<p>The low teacher to student ratio, the self contained setting, and the positive and safe learning climate along with utilization of research-based programs , consistent analysis of data that drives curriculum, and differentiated instruction address the removal of learning barriers for our students.</p>
<u>Expected Outcomes</u>	<p>Increased student feeling of belonging and improved student performance.</p>	<p>Increased feeling of safety in the classroom means improved student performance.</p>	<p>Increased feeling of safety in the classroom means improved student performance.</p>	<p>Increased feeling of safety in the classroom means improved student performance.</p>
<u>Responsible staff/persons</u>	<p>Classroom teachers and instructional specialists, parents.</p>	<p>Classroom teachers and instructional specialists.</p>	<p>Classroom teachers and instructional specialists.</p>	<p>Classroom teachers and instructional specialists, LSC and program director.</p>
<u>Timeline</u>	<p>Ongoing throughout school year.</p>	<p>Ongoing throughout school year.</p>	<p>Ongoing throughout school year.</p>	<p>Ongoing throughout school year.</p>
<u>Status</u>	<p>Met and ongoing</p>	<p>Met and ongoing</p>	<p>Met and ongoing</p>	<p>Met and ongoing</p>
<u>Evidence</u>	<p>Point sheets kept as documentation.</p>	<p>Point sheets, improved student performance.</p>	<p>Make it Right forms.</p>	<p>Improved student attendance and performance.</p>

MANZO ELEMENTARY

Ecology Integration Teacher. This work aligns with **USP- Section V. QUALITY OF EDUCATION Part D. Student Engagement and Support.** *The District shall utilize transformative strategies that are designed to change the educational expectations of and for African American and Latino students. Through the strategies in this Section, the District shall improve African American and Latino student engagement in the academic curriculum, shall adopt culturally responsive teaching methods that encourage and strengthen the participation and success of African American and Latino students, and shall provide African American and Latino students with the necessary student support services that will allow them to improve their educational outcomes.*

Ecology Integrationist goal is to integrate Manzo's ecology programming to all subject areas focusing heavily on math and science. His task is to supplement math, science and literacy instruction using ecology as the vehicle.

The ecology teacher:

- Uses rotation- preschool-5th grade classes as a system for students to maintain the Kino Heritage Trees, vegetable garden, chickens, and compost.
- Delivers thematic, standards based units including:
 - o native plants and animals (tortoise habitat, desert biome)
 - o ethno-botany (First Bloom Garden, Kino Heritage Orchard)
 - o weather and climate (weather station and rain gauge)
 - o composting, chicken, and aquaponics
- Coordinates ecology themed professional development once per semester

Part-time Ecology Specialist This work aligns with **USP- Section V. QUALITY OF EDUCATION Part D. Student Engagement and Support.** *The District shall utilize transformative strategies that are designed to change the educational expectations of and for African American and Latino students. Through the strategies in this Section, the District shall improve African American and Latino student engagement in the academic curriculum, shall adopt culturally responsive teaching methods that encourage and strengthen the participation and success of African American*

and Latino students, and shall provide African American and Latino students with the necessary student support services that will allow them to improve their educational outcomes.

Ecology infrastructure overseen by Ecology Specialist includes:

- 15 rainwater harvesting cisterns with a campus capacity of over 15,000 gallons
- Closed aquaponic system, farming tilapia and vegetable produce symbiotically
- 300 sq. ft. heirloom vegetable garden
- Chicken coop containing both solar and rainwater harvesting features housing 15 laying hens
- 600 sq. ft. glass greenhouse containing both solar and rainwater harvesting features
- Award winning stone and mortar tortoise habitat built in conjunction with the Arizona Sonora Desert Museum
- Bird and pollinator/outdoor learning center built in conjunction with the Tucson Audubon Society

Furthermore, the Ecology Program Specialist maintains partnerships with the following organizations providing access for Manzo students to the regional scientific and horticultural community:

- Tucson Audubon Society
- Arizona Sonora Desert Museum
- Community Food Bank of Southern Arizona
- UA School of Geography
- UA School of Ecology
- Biosphere 2
- Earlham College
- UA AmeriCorps
- Southwest Conservation Corps

The Ecology Program Specialist supervises approximately 12 to 15 interns per semester, exposing Manzo students (a population underrepresented in higher learning) daily to university undergraduate and graduate students. This work aligns with **USP Section VII. FAMILY AND COMMUNITY ENGAGEMENT Part A. Overview 1D** *collaborating with local colleges and universities and community groups to provide information and guidance designed to improve the educational outcomes of African American and Latino students, including ELL students, and provide relevant information to their families.*

Mexican-American Student Services

Linda Mood Bell Program Description

All MASS Specialists learn the Linda Mood Bell Visualization and Verbalization Thinking Process This program will teach the foundation and early beginnings of the thinking process and how to implement the 10 steps of visualizing and verbalizing.

Proficiency in learning requires the ability to process language, which is dependent on the sensory-cognitive functions of phonemic awareness, symbol imagery, and concept imagery. By developing and strengthening those underlying sensory-cognitive functions, Lindamood-Bell® programs improve reading, spelling, comprehension, critical thinking, and math skills for students. This 10 step process helps students to visualize and verbalize material read to struggling readers so that they can then become independent and successful readers. Students will learn to read grade level material and successfully comprehend what they are reading.

This program follows 10 specific steps to help our students develop their sensory-cognitive skills to the point of self-monitoring, self-correction and, ultimately, independence.

Supplies/Materials The Mexican-American Student Services Department model relies heavily on teacher led intervention programs which promotes and supports the goals of learning and attempts to bridge the learning gap for students. Two certified teachers and 13 Academic Specialists from the Mexican American Student Services Department will be trained and paid added duty to teach reading comprehension with Linda Mood Bell Reading material for Comprehension.

Academic Specialists and Mentor Program Specialists will be trained and use Linda Mood Bell Reading Strategies of Visualization and Verbalization to increase students' Reading Comprehension. Read above. Tutoring strategies will be used to work in small group settings to support the reading and math gaps in AIMS.

Funds four Mentor program Specialists

- To offer after school and Saturday mathematics tutoring services for students in 12 school sites and their feeder schools. Only four Saturday math tutoring programs can be operated throughout the school year.

- To establish mentoring, tutoring and community services connection and advocacy program that will increase Latino students' attendance, academic performance

Mentoring/Leadership Program

In the mentoring program, community mentors help students develop steps towards success. Weekly two-hour mentoring/leadership sessions for students include the following topics:

- In each session , mentors will share life experiences which attributed to their success.
- **Session 1: Little things matter.** Action steps students take to reach goals. Students begin to set goals. Reflection/Discussion
- **Session 2: Attitude is everything.** Students take action steps to not live in past and learn to deal with conflicting philosophies. Reflection/Discussion
- **Session 3: Use the Moment.** Action steps to creating new circumstances for your self. Reflection/discussion
- **Session 4: Everything starts with small steps.** Taking small steps towards meeting your goals, lose fear and be persistent.

The TUSD Mexican American Student Services Department will provide a facilitator at each site on Saturdays to help mentors implement the two hour training/mentoring sessions.

Mentors use *Success for Teens: Real teen talk about using the slight edge*, produced by the [Success Foundation](#).

Funds four Mentor program Specialists

- To offer after school and Saturday mathematics tutoring services for students in 12 school sites and their feeder schools. Only four Saturday math tutoring programs can be operated throughout the school year.

- To establish mentoring, tutoring and community services connection and advocacy program that will increase Latino students' attendance, academic performance

Funds for 3 Behavior Specialists for Non-Special Education Students: School sites need additional assistance in having a behavior specialist formally observe non-exceptional education students to diagnose and prescribe behavior plans that will assist the school and classroom teachers meet students' differentiated educational needs. Currently, referrals are accepted from schools to have

behavior specialists observe special education students only. Providing additional Behavior Specialists to assist schools will reduce the minority student referrals to special education programs.

Computers/Printers Scanner: Tutor Advisors, Director and Mentor Program Specialists will be located at 12 sites and will be in need of computers to track students' data, access to student achievement data, Mojave and outlook to keep calendar. Mentor specialists will need printers and computers to coordinate and communicate with mentors, counselors, school staff, department staff, parents and community resources.

Fingerprints: All community volunteers must be fingerprinted prior to working with students they are mentoring, for safety reasons.



Across the nation, state and local school systems, recognizing the strong and growing evidence of pre-kindergarten's effectiveness in closing achievement gaps and improving school performance,¹ are implementing early learning programs as part of their education reform efforts. In low-performing districts, pre-k has emerged as a promising turnaround strategy, reaching children before they become low-achieving middle and high school students. As members of Congress discuss reauthorization of the Elementary and Secondary Education Act (ESEA), they can look to these initiatives to see how strategic use of limited funds for proven early education programs can raise student achievement, and to identify opportunities for smart federal investment.

Why High-Quality Pre-K?

High-quality pre-kindergarten is the first step in comprehensive education reform. Students who have this experience are better prepared to achieve at higher levels. Rigorous, independent research proves that quality pre-k can:

- Reduce grade repetition among first graders by 30 percent after one year of enrollment and 50 percent after two years.²
- Save school districts about \$3,700 per child over the course of the K-12 years.³
- Return more than \$7 for every dollar invested.⁴

The evidence is clear and compelling: pre-k multiplies the impact of other reforms. Early investment is the best investment.

¹ Ellen Friede et al., "The Apples Blossom: Abbott Preschool Program Longitudinal Effects Study (APPLES) Preliminary Results through 2nd Grade Interim Report," New Brunswick: National Institute for Early Education Research, 2009.

² Chae R. Bifulco and Heather Schwartz, "The Economic Consequences of Early Childhood Education on the School System," New Brunswick: National Institute for Early Education Research, 2006.

³ A.J. Reynolds et al., "Age 21 Cost-Benefit Analysis of the Title I Chicago Child-Parent Centers," Educational Evaluation and Policy Analysis 24 (2002): 267-90.

In 2009, as part of the American Recovery and Reinvestment Act, Congress created a competitive grant program, Race to the Top (RTTT), to encourage and support innovative education reform efforts in states. At that time, though early education was only an optional component of RTTT, two of the winning states, Florida and Tennessee, included strong pre-k proposals in their 2010 applications as a strategy to increase student achievement.² In 2011, the importance of pre-k in federal school improvement efforts was elevated by a new \$500 million investment in the Race to the Top—Early Learning Challenge, a one-time competitive grant program to increase access to and quality of early education programs, particularly for low-income and at-risk children.³ The growing prominence of early learning in RTTT clearly demonstrates policy makers' emerging understanding of pre-k's vital role in education reform and strengthens the case for bolstering sustainable provisions for early education in the ESEA.

This brief highlights five local efforts—in Whitley County, KY; Pittsburgh, PA; St. Charles, MO; Guilford County, NC; and Fresno County, CA—to improve school performance and raise achievement for our nation's most at-risk students, often using federal resources to support existing state and local investments in early learning. Smart education reformers in these communities have embraced pre-k because they understand that the alternative—helping children catch up in later grades—is both more costly and less effective.⁴ Using these local initiatives as models, federal leaders can further encourage districts and states to include pre-k in their turnaround efforts by taking specific steps toward integrating early education in the ESEA. (See Recommendations on page 6.)



Larry L. Powell, Superintendent,
Fresno County Office of Education

Our kids can't wait to learn ... and it is more expensive to delay. Despite budget shortfalls, nothing will keep us from moving forward with this important endeavor and implementing our action plan to ensure quality preschool for all four year olds in our county.

Kentucky: A Pre-K Success Story – 20 Years of Gains

In Whitley County, pre-k is a key component of an ongoing 20-year effort to improve student achievement. In 1989, the state took over the rural district because its local high school dropout rate was about three times the state average.⁵ In 1991, then-Superintendent Lonnie Anderson committed to “building a stronger foundation through preschool,” raising third-grade reading proficiency and improving students’ algebra skills in later grades, among other efforts.⁶

Today, Whitley is among the top 10 percent of districts on the Kentucky Core Content Test and has lowered its dropout rate from nearly 7 percent to less than 1 percent.⁷ “We were one of the worst districts in the state, but getting our children ready for school through pre-k and with technology – it’s made a world of difference,” said Delmar Mahan, chairman of the Whitley County school board.⁸

Pre-K Efforts at a Glance:

- In 1996, the district began offering pre-k to all four year olds and all eligible three year olds on a voluntary basis. In 2005, it expanded the program from four to five days. Currently, the program offers six and a half hours of pre-k per day for a full school year.⁹
- The county combines funding from state, local and federal sources to maintain full-day pre-k for all. In 2009-10, the school board allocated more than \$150,000 from the local general fund, but the program also benefited from federal stimulus funding, which provided \$375,000.¹⁰
- Whitley’s pre-k curriculum adheres to both the state’s early childhood and federal Head Start standards to ensure instruction is developmentally appropriate.¹¹
- In 2005, the district raised its kindergarten exit criteria in response to the high number of former pre-k students meeting first-grade entry requirements halfway through kindergarten. “We’ve had to raise the bar in kindergarten because kids were coming in ready to jump over it,” said former superintendent Anderson.¹²

Pennsylvania: “Excellence for All” Begins with Excellent Pre-K

In 2006, with the Pittsburgh Public Schools (PPS) failing to meet academic performance targets set out under federal and state laws, then-Superintendent Mark Roosevelt released the Excellence for All reform agenda. This roadmap for improving student achievement included expanding access to high-quality pre-k.¹³ Since then, the percentage of students proficient in reading by the end of third grade has risen from 49 percent to 62 percent. In 2009, the district made adequate yearly progress for the first time in its history.¹⁴

Pre-K Efforts at a Glance:

- By 2009, three years after the launch of Excellence for All, the district served 2,200 three and four year olds.
- The following year, the program added 300 children, and the district also created an Early Head Start program to provide support services to infants and toddlers.¹⁵
- The district’s pre-k curriculum is aligned with state early learning standards and incorporates creative arts, science and social studies.¹⁶
- The program combines funds from multiple sources. Federal Head Start dollars, which account for 55 percent of pre-k funding, are blended with resources from the state’s Head Start Supplemental Assistance Program, Accountability Block Grant and Pennsylvania Pre-K Counts, the state pre-k program. This strategic funding approach allows PPS to offer a pre-k experience that meets the highest state learning and Head Start performance standards.¹⁷

Delmar Mahan, Chairman,
Whitley County Board of Education

We were one of the worst districts in the state, but getting our children ready for school through pre-k and with technology – it’s made a world of difference.

Missouri: District Improvement Plan Includes “Support for Pre-K”

When the school district of the City of St. Charles, just outside St. Louis, submitted to the State Board of Education its five-year Comprehensive School Improvement Plan in 2008, strengthening support for pre-k children was listed among its goals.¹⁸ The district tapped federal stimulus funding to launch a new early education program in 2010.¹⁹

Pre-K Efforts at a Glance:

- In the fall of 2010, the district, which has a student body of 5,200,²⁰ began serving 60 children in part-day pre-k at two elementary schools.²¹
- The pre-k program, which employs a teacher with a master’s degree and a certified aide in each classroom, boasts a 7.5:1 student-to-adult ratio²² and is designed to meet the Missouri Early Childhood standards and prepare all students for kindergarten.²³
- Despite potential cuts in state support, the school board unanimously approved funding to expand pre-k to all six of the district’s elementary schools for the 2011-12 school year. The board used federal stimulus money to cover start-up expenses and allocated a portion of existing Title I funds to provide services for the most academically at-risk children.²⁴
- The district is eager to further expand pre-k should additional federal funds become available.²⁵

Donna Towers, Member,
City of St. Charles School Board

We’re either going to pay the cost on the front end and get kids into preschool programs or we’re going to pay on the back end because they are at risk.

North Carolina: School Improvement Grant Calls for “Pre-K Rigor”

In 2010, Guilford County Schools was awarded \$2 million in federal School Improvement Grant (SIG) funds to turn around Oak Hill Elementary,²⁶ a high-poverty school where 97 percent of students receive free or reduced-price meals.²⁷ The school district, which serves more than 71,000 children,²⁸ had failed to make expected growth and adequate yearly progress in four of the five preceding years. The school’s reform strategy, as articulated in its SIG application, included “increased rigor in the pre-k curriculum” in order to close achievement gaps as early as possible.

Pre-K Efforts at a Glance:

- In formulating its school reform plan, the district selected the Tools of the Mind curriculum, described as “a research-based early childhood program that builds strong foundations for school success in preschool and kindergarten children by promoting their intentional and self-regulated learning.”²⁹
- Previous rigorous research of Tools of the Mind found that the curriculum improved children’s self-regulation skills, which were related to their achievement in early literacy and mathematics.³⁰
- In 2010, Oak Hill began to encourage collaboration among pre-k and kindergarten teachers to promote greater alignment between the two grades and cultivate early student success,³¹ and in fall 2011, the school will launch Tools of the Mind.³²

California: Superintendent Unifies Pre-K Stakeholders

With a largely poor population and nearly 70 percent of third graders not reaching proficiency in English-Language Arts,³³ the need for reform in Fresno County was high.³⁴ In 2007, Superintendent Larry L. Powell and the Fresno County Office of Education (FCOE) resolved to improve academic achievement by enhancing early learning opportunities that would help children enter school with the skills they need to succeed. Officials, motivated by the recognition that pre-k can help break the cycle of poverty and develop a stronger workforce, worked with the county's 34 school districts and a range of community stakeholders to develop a school readiness plan, the Voluntary Preschool Master Plan.³⁵

Pre-K Efforts at a Glance:

- The master plan set an ambitious goal to expand access to high-quality, developmentally appropriate pre-k to all four year olds, using a curriculum aligned with kindergarten.³⁶ The proposal prioritizes for expansion those communities with both low-performing elementary schools and a shortage of pre-k access.³⁷
- County leaders stress that high-quality pre-k “plays a pivotal role in supporting current and future economic growth by increasing school readiness and improving K-12 outcomes.”³⁸
- FCOE is implementing a pilot Quality Rating Improvement System (QRIS) to drive high-quality instruction in pre-k classrooms. The district is using the Classroom Assessment Scoring System to assess the extent to which the QRIS improves teacher practices; preliminary results show that teachers’ instructional practice is improving.³⁹



Recommendations

The reauthorization of the Elementary and Secondary Education Act (ESEA) offers a critical opportunity for federal policy makers to provide support for the kinds of research-based reforms that these and other communities are embracing. To that end, Congress should consider the following recommendations:

- **Designate high-quality pre-k as an option for turning around low-performing schools.** Guidelines for School Improvement Grants that were funded through the American Recovery and Reinvestment Act identify full-day kindergarten and high-quality pre-k as “permissible” approaches for “transformation” schools. Pre-K Now recommends that any funds designated to turn around struggling schools explicitly include funding for comprehensive pre-k-through-third grade strategies. This approach should include opportunities for teachers to collaborate across grade levels on sharing student performance data, planning common professional development and creating aligned and developmentally appropriate curricula and standards.

- **Recognize high-quality early education as an eligible use of funds designated to extend learning time.**

The current guidelines for Race to the Top funds and the administration’s blueprint for ESEA reauthorization mention “extended learning time” and “increased learning time” as turnaround strategies. A reauthorized ESEA should explicitly designate high-quality programs for three and four year olds and full-day kindergarten programs as strategies to extend learning time.

- **Support the ability of effective charter schools to offer high-quality pre-k programs.**

Pre-K Now recommends that the definition of charter schools in the ESEA be updated to make clear that “elementary and secondary education” means pre-k-12 education. The charter school grant program could also be designed to elicit assurances from state grantees that pre-k programs are eligible recipients of federal charter school subgrants.



Endnotes

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- ³ "Press Release: Obama Administration Announces \$500 Million for Race to the Top—Early Learning Challenge," (2011).
- ⁴ Flavio Cunha and James J. Heckman, "The Technology of Skill Formation," *The American Economic Review* 97, no. 2 (2007).
- ⁵ Personal Communication with Sulia Douglas, Early Childhood Liaison, Whitley County Schools, 2011.
- ⁶ "Prichard Committee for Academic Excellence, Perspectives Special Report," (2010), <http://www.prichardcommittee.org/LinkClick.aspx?fileticket=G1kwagc160o%3d&tabid=31488>.
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- ¹⁰ *Ibid.*
- ¹¹ *Ibid.*
- ¹² "Prichard Committee for Academic Excellence, Perspectives Special Report."
- ¹³ "Excellence for All Reform Agenda, a Four Year Comprehensive Framework for Improvement," <http://www.pps.k12.pa.us/1431106514449180/lib/1431106514449180/efapp5-12-06.pdf>.
- ¹⁴ "Pittsburgh Public Schools Excellence for All Reform Agenda," <http://www.pps.k12.pa.us/14311071716911330/blank/browse.asp?a=383&bmdrn=2000&bcob=0&c=63246&14311071716911330Nav=i&NodeID=5368>.
- ¹⁵ See: "Pittsburgh Public Schools Early Childhood Program Annual Report, 2008-2009," (2009), <http://www.pps.k12.pa.us/14311051510156797/blank/browse.asp?a=383&BMDRN=2000&BCOB=0&c=62818&14311051510156797Nav=i&NodeID=5162>; "Pittsburgh Public Schools Early Childhood Program Annual Report, 2009-2010," (2010), <http://www.pps.k12.pa.us/14311051510156797/blank/browse.asp?a=383&BMDRN=2000&BCOB=0&c=62818&14311051510156797Nav=i&NodeID=5162>.
- ¹⁶ "Pittsburgh Public Schools Early Childhood Program Annual Report, 2009-2010."
- ¹⁷ *Ibid.*
- ¹⁸ "School District of the City of St. Charles Comprehensive School Improvement Plan 2008-2013," (2008).
- ¹⁹ Personal Communication with Danielle Tormala, Associate Superintendent Curriculum/Instruction, St. Charles School District, 2011.
- ²⁰ "Finance Report, 2006-2010," <http://dese.mo.gov/planning/profile/SF092090.html>.
- ²¹ Brian Finchpaugh, "St. Charles School District to Expand Early Childhood Program," (2010), http://www.sttoday.com/suburban-journals/stcharles/education/article_cac62474-bddd-5e27-92de-90a34b58d63b.html.
- ²² Personal Communication with Danielle Tormala, Associate Superintendent Curriculum/Instruction, St. Charles School District.
- ²³ "St. Charles School District Home Page," <http://www.stcharles.k12.mo.us/>.
- ²⁴ Finchpaugh, "St. Charles School District to Expand Early Childhood Program."
- ²⁵ Personal Communication with Danielle Tormala, Associate Superintendent Curriculum/Instruction, St. Charles School District.
- ²⁶ "U.S. Department of Education School Improvement Grant Awarded Tier I and Tier II Schools," (2010).
- ²⁷ "Guilford County Schools, Local Education Agency Application for 1003(G) Funding, School Improvement Grant (SIG) Funds, Tier I and Tier II Schools," (2010).
- ²⁸ "Guilford County Schools Website- About GCS," <http://www.guilford.k12.nc.us/education/school/school.php?sectionid=33758>.
- ²⁹ "Appendix B. Guilford County Schools, Local Education Agency Application for 1003(G) Funding, School Improvement Grant (SIG) Funds, Tier I and Tier II Schools," (2010).
- ³⁰ Adele Diamond et al., "Preschool Program Improves Cognitive Control," *Science* 318 no. 5855 (2007).
- ³¹ Personal Communication with Patrice Faison, Principal, Oak Hill Elementary School, April 20, 2011.
- ³² Personal Communication with Linda Olinger, Director, Pre-K Family Resource Center, Guilford County Schools, 2011.
- ³³ "California Standardized Testing and Reporting (STAR), Fresno County, All Students," (2011).
- ³⁴ Karen Hill Scott, "Fresno County Voluntary Preschool Master Plan," (2008), 3.
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- ³⁶ *Ibid.*, 1-12.
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- ³⁹ Personal Communication with Wilma Hashimoto, Associate Director, Fresno County Office of Education, Early Care and Education/Local Planning Council 2011; Personal Communication with Debbie Roberts, Early Childhood Program Administrator, Fresno County Office of Education, 2011.

Acknowledgements

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Contact:

David Beard
Senior Associate
Pre-K Now
dbeard@pewtrusts.org
202.540.6409 voice
202.552.2299 fax

Pre-K in Education Reform

High-quality pre-kindergarten is the first step in education reform. A vast body of research demonstrates that early learning programs develop children's cognitive, social-emotional and physical readiness for success in school. This solid foundation is proven to contribute to higher literacy and math attainment, lower grade retention, reduced remedial and special education needs and increased high school graduation rates.

When students have a high-quality pre-k experience, they are better prepared and motivated to achieve at higher levels, multiplying the impact of other reforms. The alternative – helping children catch up in later grades – is both more costly and less effective. The evidence is clear and compelling: Successful school improvement plans, like a child's development, benefit most from investments made in the critical early years.

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Tucson Unified School District
EXCEPTIONAL STUDENT SERVICES
Delivering Excellence in Education Every Day

Date: March 18, 2013

To: Sam Brown, Director of Desegregation

From: Lorrane McPherson, Interim Executive Director Exceptional Student Services

Re: Use of Desegregation Fund to Support Exceptional Education

The TUSD Unitary Status Plan approved by the court contains specific language that pertains to Exceptional/Special Education:

V.D. Exceptional/Special Education

1. The District shall develop appropriate criteria for data gathering and reporting to enable it to conduct meaningful review of its referral, evaluation and placement policies and practices on an annual basis to ensure that African American and Latino students, including ELL students, are not being inappropriately referred, evaluated or placed in exceptional (special) education classes or programs.

For a number of years, deseg funds have been used to support the Exceptional Education Department in the evaluation and placement of students to ensure that African American and Latino students, including ELL students, are not being inappropriately referred, evaluated or placed in exceptional (special) education classes or programs. A review of the data indicates that this strategy has been successful. In 2005/2006, there was a disproportionate number of African American and Latino students being evaluated and placed in special education. The data from 2011-2012 indicate that the percentages of African American and Latino students identified and placed in exceptional education is statistically proportionate to the percentages of these students within the district.

This success is directly related to the use of deseg funds to support those roles specifically responsible for the evaluation of students, e.g. psychologists, speech language pathologists and social workers. However, this success is tenuous at best. The efforts to engage students with higher expectations, more complex and difficult curriculum standards, and increased academic expectations increases the likelihood that students of poverty, color, and those without strong academic backgrounds will fall further behind. As well-intentioned school staff seek interventions to address student success, we have seen an increase in the referrals for special

education. While it is possible that some of these students have disabilities, it is critical that TUSD maintain a staff of highly qualified evaluators, psychologists, speech/language pathologists and social workers, who are able to effectively determine the presence of a disability versus the lack of adequate social and academic background.

Need for Continued Support by Deseg Funds

In order to maintain and to continue to improve our progress toward disproportionality of African American and Latino students receiving special education services it is necessary to maintain desegregation funding of psychologists, speech language pathologists, and social workers. This position also supports the full USP by providing qualified language accessible staff for collaboration and consultation to other USP staff and projects, as well as for families, students and teachers.

Psychologists

The primary role of the School Psychologist is to enhance the learning and mental health of all students. School Psychologists provide direct services to students as well as work with parents, educators and other professionals to create supportive learning and social environments for all children and youth. The School Psychologist assists in solving instructional problems and assesses student strengths and needs in order to provide appropriate educational opportunities and enhance school success for all students.

The TUSD Exceptional Education School Psychologists align their services to children with the Standards of Practice: Domains of Practice set forth by the National Association of School Psychologists <http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx>. Training and knowledge in the area of diversity is woven into the domains.

Domains 3 and 4 specifically emphasize direct and indirect services to children and families using knowledge of cultural influences on learning and mental health. School Psychologists select evaluation instruments with the student's cultural and linguistic background in mind. They are trained in the area of nonverbal assessments and how to interpret assessment results within the context of the students' cultural, linguistic, and educational background. School Psychologists utilize functional behavioral assessments (FBA) to determine causes of behavioral difficulties (including truancy) and to develop appropriate interventions (including drop-out prevention).

- **[Domain 3: Interventions and Instructional Support to Develop Academic Skills](#)**
School Psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.
- **[Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills](#)**
School Psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

Domain 7 emphasizes indirect services to children and families using knowledge of cultural influences on school systems.

Domain 7: Family-School Collaboration Services

School Psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

Domain 8 highlights the high level of training that School Psychologists have in the area of diversity. School Psychologists provide culturally competent and effective practices in all areas of service delivery, and demonstrate sensitivity to cultural differences when meeting with parents/families. School Psychologists make appropriate referrals and work collaboratively with the Exceptional Education Multicultural Evaluation Team, Language Acquisition, Translator Services, African American Student Services, Mexican American Student Services, Native American Student Services, and Tribal representatives.

- **Domain 8: Diversity in Development and Learning**

School Psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

TUSD Exceptional Education works to recruit School Psychologists who are bilingual and/or have proficiency in languages other than English. Approximately 25% of our School Psychologists are proficient in a language other than English and 3 of our 10 Spanish speaking bilingual school psychologists are on the NASP registry of Bilingual School Psychologists. The languages spoken by our School Psychologists are as follows:

Spanish	10	(Additional staff have some level of Spanish speaking ability but do not consider themselves bilingual)
Navajo	1	
French	1	
German	1	
Tagalog	1	

Speech Language Pathologists

The primary role of the speech language pathologist (SLP) is to address the language and communication needs of students. Speech language pathologists provide direct services to students as well as work with parents, educators and other professionals to create supportive learning and communication environments for all children and youth. With the ever-increasing diversity in the schools, SLPs make important contributions to ensure that all students receive quality, culturally competent services. SLPs have the

expertise to distinguish a language disorder from “something else.” That “something else” might include cultural and linguistic differences, socioeconomic factors, lack of adequate prior instruction, and the process of acquiring the dialect of English used in the schools. This expertise leads to more accurate and appropriate identification of student needs. SLPs can also address the impact of language differences and second language acquisition on student learning and provide assistance to teachers in promoting educational growth.

The area of speech, language and communication are particularly important for African American and Latino students. Research is beginning to tie the academic and achievement gap experienced by African American and Latino students to their skills as a standard English Learner (SEL) (Okoye-Johnson, 2011). Standard English Learners (SELs) are ethnic native speakers of English whose mastery of the Standard English (SE) language used in the curriculum of schools is limited due to their use of ethnic specific nonstandard dialect (LeMoine, 1999). Language is a means of communication which allows individuals access to basic civil rights in the area of politics, economics, and education. Inability to use mainstream language proficiently is, therefore, a deterrent to an individual’s full access to political, economical, and educational opportunities (Ricento & Burnaby, 1998). There are African American SELs, American Indian SELs, Hawaiian American SELs, and Mexican American SELs. These students were born in the United States and grew up speaking English as their first and sometimes only language, thereby distinguishing SELs from English Language Learners (ELLs) who were usually not born in the United States and grew up speaking another language other than English as their first language.

Speech language pathologists are uniquely trained to determine the difference between a child with a speech/language disorder and a SEL.

TUSD Exceptional Education works to recruit Speech Language Pathologists who are bilingual and/or have proficiency in languages other than English and we currently have 17 SLPs who are bilingual.

Social Workers

The role of the social worker is to support school teams in best practices for supporting individual students, including African American and Latino students, and to make sure that a child’s individual educational and social/emotional needs are met in the least restrictive manner/setting. Social workers provide direct counseling to students and support families and community providers in the coordination of services for children. Social workers, by training, have community organization backgrounds and can support a macro-approach to community development and family engagement. Social workers look at students and their families in a holistic way, acknowledging their concerns and helping them to find solutions that meet the needs of their child and the family.

In order to be certified, social workers must have specific training in working in a culturally competent way with translators in any language, thus are considered to be “Language Accessible”. Cultural competency training is a part of the professional code of

ethics and in addition, the licensing authority, Arizona Board of Behavior Health, requires additional clinical hours in cultural awareness and diversity training bi-annually.

All social workers in TUSD hold a Masters Degree and higher level certification as Licensed Clinical Social Worker (LCSW) with advanced training and clinical supervision. TUSD Exceptional Education works to recruit social workers who are bilingual and/or have proficiency in languages other than English and we currently have 8 social workers who are bilingual.