

District Responses to the Special Master's July 15, 2015 Budget Questions

- 1. What is the justification for funding the cost of the consultant and related activities related to the bond issue from 910g fund? Why, for example, is this calculation not related to the USP share of the budget or some other calculation?**

The District is not funding the total cost of the consultant from 910(G) funds; the supplementary 910(g) portion of the total anticipated cost for consultants conducting facilities planning activities (which might lead to a bond) is approximately a third of the anticipated total costs.

In the context of the USP, there are several mandatory activities related to facilities master planning that will be coordinated through Mr. Nodine working in conjunction with the consultant. These activities may include conducting Desegregation Impact Analyses (DIAs), communicating with the Special Master and Plaintiffs, conducting reviews of boundary criteria, developing NARAs, considering impacts to the MYTP and MYFP (including ensuring that any master facilities plan operates to promote equal access to facilities and technology at Racially Concentrated schools), etc. Absent the USP, these supplemental activities would not be required. The use of 910(G) funds to supplement other funding to support these efforts is justified.

The scope of work for the consultants includes the following:

- The stipulations of the Unitary Status Plan require TUSD to propose and evaluate various options in an effort to desegregate schools and to consult with the Special Master and plaintiffs in the development of options.
- The stipulations of the Unitary Status Plan include two aspects that must be incorporated into this project:
 - A student assignment plan that provides students of all racial and ethnic backgrounds the opportunity to attend an integrated school. Student assignment involves four strategies: attendance boundaries;

pairing and clustering of schools; magnet schools and programs; and open enrollment.

- Monitoring the condition of the school facilities to assure students have adequate schools with appropriate educational features and that schools with racially concentrated student populations are addressed first when shortfalls exist.

2. While Bryant Nodine's time is heavily committed to USP issues, what percentage of his time is so engaged? The fact that his position has been funded from 910g funds is not justification.

At least fifty percent of Bryant Nodine's time is committed to USP issues.

3. (a) How many teachers were funded from 910g funds in 2014-15?

In the 2015-2016 School year, University High School will use 1.2 FTE to pay for six sections of support classes. Six teachers will teach these six classes using 910(G) funds to support their regular contracts which are funded through M&O.

(b) What are the roles of the 5.75 faculty members at UHS funded from 910g and how is this related to the enrollment of Latino and African American students?

The previous version of the budget allocated 910(G) funds to support 5.75 FTE for the following UHS staff positions: Recruitment Coordinators (2.0 FTE); Clerk (1.0 FTE); Teachers for Math/Science/Writing centers (1.2 FTE); Testing Coordinator (.85 FTE); and a C&C Coordinator (.7 FTE). The final version of the budget includes a reduced amount of 3.75 FTE, as explained below.

Recruitment Coordinator: The District submitted a draft of the Special Master's and Plaintiffs' final recommendations on July 9, 2015. In it, the District indicated that it would not fund the recruitment coordinator (there is only one) with 910(G) funds:

Recommendation 2 (Fisher Plaintiffs 3/26/15) – Eliminate 910(G) Funding for the UHS LSC/Recruiter.

Response: The District will not fund the UHS LSC/Recruiter with 910(G) funds for SY 2015-16.

Testing Coordinator: The Testing Coordinator works for the Assessment division of the Curriculum, Instruction, PD, and Assessment (CIPDA) Department, and coordinates the admissions process, including but not limited to: outreach, admissions, and testing.

Clerk: The Clerk position assists the UHS testing coordinator with the admissions and testing process throughout the year.

College and Career Coordinator

Each high school has a C&C Coordinator (not a counselor) who operates the College and Career center at each high school. In 2015-16, as it has in the past, the District is funding a portion of the centers using 910(G) funds, and a portion through Career and Technical Education (CTE) funds.

Teachers for Math/Science/Writing Centers

There are three types of support centers: Science Center, Math Center and Writing Center. These centers are elective classes that students take after they have been identified by teachers, as well as through placement exam data, as struggling with content in math, science and/or humanities courses. The Math Center and Science Center courses focus on students' skill gaps and assists students with their current content. This approach prevents students from failing courses and keeps them from leaving University High School. Without these classes, historically, students would leave UHS if they were not able to find strategies to be successful.

The Writing Center class is unique in that it addresses both reading and writing skills for students who may be deficient or struggling across all curriculums: language arts, social studies, economics, and science. Sometimes a student may only be struggling because they do not have enough practice or background knowledge in reading a text and being able to write about the text.

The Writing Center supports students in this area to promote retention and to provide students with the necessary support to be successful at UHS.

These activities and strategies are responsive to previous concerns from the Special Master and Plaintiffs that 910(G) funds should not be limited to recruiting and testing activities to bring students to UHS, but also to support students once they are at UHS to promote retention and to address disenrollment.

**3. How, specifically, is the proportion of GATE teacher salaries justified?
Please break down by type of GATE program.**

The proportion “split” is unchanged from prior USP budgets, and the GATE funding is even more important now in light of the forthcoming two-grade testing. The additional GATE testing – a recommendation that was proposed by the Mendoza plaintiffs and agreed to during the budget process – will likely result in increased GATE enrollment

4. Will the ISI-DAEP plan affect the substance of the GSRR? If so, how?

No, the plan will not affect the GSRR in an adverse way. The plan will provide enhanced, inclusive disciplinary options that support the spirit of the GSRR and the USP by providing alternatives to out of school suspension and/or expulsion.

5. DAEP - Would parents considering Magee be influenced negatively by knowing that the District’s students with severe discipline problems are housed on the Magee campus?

The program that preceded DAEP (Life Skills) has been located on the Magee campus for more than five years. The District has no historical information related to increases or decreases in enrollment at Magee (or any other host school) due to the presence of Life Skills on a particular campus. The principal of Magee reports that he is not aware of any parent complaints, or of parents refusing to enroll students at Magee, based on the presence of Life Skills. There is no evidence that parents considering Magee would be influenced negatively by the presence of the DAEP program.