

## MEMORANDUM

May 10, 2016

TO: Dr. Bill Hawley, Special Master  
James Eichner, Esq.  
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Rubin Salter, Jr., Esq.  
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FROM: TUSD Staff

RE: FY17 §910G Budget: Spending Trends and Narrative

This memorandum provides additional information that may be helpful in assessing Draft 3 of the District's FY17 §910G budget. First, we provide a comparison of FY17 budgeted amounts with prior years' actual spending, rather than budgeted amounts, for each major activity. We believe that comparison to actual spending provides a more useful trend analysis of budgeted amounts. Second, we provide a brief narrative of the District's FY17 spending plans for each significant area. This memorandum is the result of collaboration among a broad range of TUSD employees in various functions throughout the District.

**Overall Summary**

The District's overall funds for desegregation activities provided pursuant to 15 A.R.S. § 910G are capped at the amount budgeted by the District for desegregation expenses in fiscal year 2008-09, or \$63,711,047, pursuant to 15 A.R.S. § 910K(7).

During FY14-2015, the District spent \$59,793,394 in § 910G funds.<sup>1</sup> As of March 31, 2016, the District estimates that it will spend \$60,938,086 in § 910G funds during FY15-16.<sup>2</sup> As of May 6, 2016, the District's Draft 3 budget for § 910G funds for FY16-17 is \$63,711,047. The following chart shows these overall figures:

<b>§ 910G Spending Trends</b>		
<b>All Activities</b>		
<b>FY14-15</b> (actual)	<b>FY15-16</b> (estimate as of 3/31/2016)	<b>FY16-17</b> (Draft 3 budgeted amount)
\$59,793,394	\$60,938,086	\$63,711,047

<sup>1</sup> FY14-15 actual spending figures are taken from the Heinfeld, Meech audit report.

<sup>2</sup> FY15-16 spending estimates are taken from 3<sup>rd</sup> quarter spending report, and include year to date spending, encumbrances, pre-encumbrances, pending invoices, projections, and reallocations.

The figures above include funds for a non-USP activity, compliance with an OCR consent decree relating to ELL programs (activity code 104). However, if those figures are excluded, the remaining §910G spending trend is as follows:

<b>§ 910G Spending Trends All USP Activities</b>		
<b>FY14-15 (actual)</b>	<b>FY15-16 (estimate as of 3/31/2016)</b>	<b>FY16-17 (Draft 3 budgeted amount)</b>
\$51,092,394	\$53,595,227	\$55,789,440

Finally, in light of anticipated personnel vacancies and attrition, Draft 3 of the budget actually overbudgets USP activities by \$761,794, using a negative contingency balance in that amount in Activity Code 105. Thus, the total of currently budgeted amounts in all other activities is \$62,949,253. This will avoid some of the need for reallocation to new projects during FY17 as personnel vacancies and attrition occur.

**Compliance and Reporting (100 Series Activity Codes)**

- 80101 I.1 Internal Compliance Monitoring
- 80102 I.2 Annual Report
- 80103 I.3 Court Orders and Miscellaneous

<b>§ 910G Spending Trends General and Administrative (100 Series Activity Codes)</b>			
<b>Activity Code</b>	<b>FY14-15 (actual)</b>	<b>FY15-16 (estimate as of 3/31/2016)</b>	<b>FY16-17 (Draft 3 budgeted amount)</b>
101	1,104,853	1,191,767	1,644,238
102	99,339	184,963	156,103
103	1,997,267	588,919	1,026,030
<b>Total</b>	<b>\$3,201,459</b>	<b>\$1,965,649</b>	<b>\$2,826,371</b>

This budget section includes funds for expenses associated with compliance with the USP and reporting, including the Senior Director of Desegregation and her staff, the portion of the Office of Legal Counsel devoted to desegregation issues, staff costs for preparation of the annual report, fees for outside counsel, fees for plaintiffs' counsel and the special master, and internal costs for dealing with court orders and requests for information and other day-to-day activities required in the desegregation case.

The amount budgeted for FY17 is less than that actually spent in FY15, but more than the amount the District estimates it will spend this year, reflecting that this year appears to have been somewhat less active from a litigation perspective, and that fees and costs for next year will likely increase, when the District anticipates seeking to petition for unitary status.

**Student Assignment (200 Series Activity Codes)**

- 80201 II.1 Comprehensive Boundary Plan
- 80202 II.2 Comprehensive Magnet Plan
- 80203 II.3 Application and Selection Process
- 80204 II.4 Marketing, Outreach, and Recruitment Plan
- 80205 II.5 Student Assignment Professional Development

<b>§ 910G Spending Trends</b>			
<b>Student Assignment (200 Series Activity Codes)</b>			
<b>Activity Code</b>	<b>FY14-15 (actual)</b>	<b>FY15-16 (estimate as of 3/31/2016)</b>	<b>FY16-17 (Draft 3 budgeted amount)</b>
201	0	188,404	36,594
202	8,418,878	10,838,178	13,012,971
203	484,965	210,294	200,220
204	367,667	697,794	811,814
205	0	105,307	98,051
<b>Total</b>	<b>\$9,271,510</b>	<b>\$12,039,977</b>	<b>\$14,159,650</b>

A. Funds budgeted for boundary plan review have dropped significantly as little activity other than continued monitoring is anticipated during FY17.

B. Funds for the magnet program have continued to trend higher, with magnet program spending for FY17 budgeted to rise by more than \$2M above current FY16 spending forecasts, and \$4M above actual spending in FY15. The specific plans are set out in the individual magnet school plans which have previously been provided.

C. Funds for marketing and outreach for student assignment issues have significantly increased over the last three years as the District ramps up efforts to leverage the effect of its magnet plan and incentive transportation. The Draft 3 USP Budget includes several activities that contribute to the District's overall goal of improving marketing and communications for African American and Latino students to help families make choices about the best school for their child, Advanced Learning Experiences, Magnet programs and transportation options. This narrative will describe generally the District's overall approach to marketing and communications and how it relates to each of the activity codes.

D. A number of different programs involve a marketing, outreach and recruitment plan. The District's Communications team is coordinating these efforts in a single overall plan, the costs of which appear in the individual activities to which they relate. In fact, the District has identified thirteen activity codes that the Communications team will work to market and "get the word out" about in FY17 using the tools outlined above: Comprehensive Magnet Plan (202); Marketing Outreach and Recruitment Plan (204); Magnet Transportation (301); Incentive Transportation (302); Outreach Recruitment, Retention plan for teachers (402); ALE access and Recruitment (GATE, AAC) (501); UHS Admissions/Outreach/Recruitment (502); Build Dual Language Programs (504); Dropout Prevention and Retention Plan (506); CRC and Student Engagement (508); Quarterly Information Events (512); GSRR (602); Family Center Plans (702).

The overall marketing and communications strategy has five major components: (a) television advertising and digital marketing, (b) community events, (c) targeted individual outreach, (d) social media, and (e) video marketing by site (also called tours).

With respect to television and digital advertising, our plan for FY16-17 is to continue building a library of commercials with local NBC affiliate KVOA (English) and Telemundo (Spanish). Combining the power of television with the digital marketing products both stations offer provides opportunities to meet the target audiences on

multiple platforms--- TV, smartphones, computers, and tablets. This is currently the most effective strategy being used by marketers today. It helps “cut through the clutter” for a consumer and remind them they were searching for something. For example, when a parent sees a commercial for a school, starts to search for that school on his or her smartphone but does not finish because she or he gets distracted. Later, the ad for that school appears in the browser as a reminder. The ad will then follow to tablet or computer, with more reminders to click or call. Combining this strategy with social media provides an even stronger result. The Communications team is planning to spend up to \$100,000 on these types of marketing and will combine its efforts with the Magnet Department to ensure maximum return on investment with that buying power.

In addition to TV/digital advertising, the Communications and Magnet departments plan to continue using event marketing to reach families on a more personal level. Direct personal contact at events in the community provides the opportunity to answer questions directly or guide parents to the right resources. In addition, the recently approved Enrollment Bus will bring enrollment options both within neighborhoods directly and at events, community meetings, PTO meetings and information nights. Communications will work with School Community Services to staff and schedule the bus. The bus also offers the opportunity to enroll students on the spot and will be staffed by a bilingual team member. In FY17, the District plans to spend about \$15,000 on events at the zoo, Children’s Museum and more.

The District continues to utilize Parentlink for communication with individual groups of students. We can reach students by grade level, zip code, ethnicity and more. Our voice message system provides an additional layer of communication to families and again allows us to reach them where they are. We are using Parentlink to coordinate campaigns for targeted individual outreach to educate and recruit for the entire range of school programs.

We continue to leverage the power of social media with Facebook, Twitter, Pinterest, YouTube, Livestream and Instagram. We have a combined following of more than 15,000 across all platforms. Our reach on Facebook has surpassed more than 100,000 many times in FY16. We have strategically used ads to increase views on posts to ensure they are more widely seen. Often, posts go viral by being shared by our followers. We plan to spend \$5,000 in FY17 and an additional \$2,000 from Human Resources on ads on Facebook and Instagram. We are also continuing to work on our Spanish language Facebook page in FY17 and will use ads in Spanish as well.

In FY16, the District began shooting videos that tell the story of each site and will continue this in FY17. The videos give the “feel and flavor” of the school, introduce the Principal and students and show available programs. This allows people to get to know a school before they even leave home or call for a tour. The cost of the videos is just our time. This, coupled with our plan to redo each school website for FY17, will add up to a much better online experience for potential families.

**Transportation (300 Series Activity Codes)**

80301 III.1 Magnet Transportation  
 80302 III.2 Incentive Transportation

<b>§ 910G Spending Trends Transportation (300 Series Activity Codes)</b>			
<b>Activity Code</b>	<b>FY14-15 (actual)</b>	<b>FY15-16 (estimate as of 3/31/2016)</b>	<b>FY16-17 (Draft 3 budgeted amount)</b>
301	5,715,923	5,180,540	4,511,046
302	5,715,923	5,394,763	4,511,046
<b>Total</b>	<b>\$11,431,846</b>	<b>\$10,575,303</b>	<b>\$9,022,092</b>

Funds budgeted for magnet and incentive transportation in FY17 have significantly declined from actual spending in FY15. This reflects both fuel cost savings and increased route efficiency but also includes an increase in overall level of service - the District is purchasing two more buses in FY16 to add express bus routes. No reduction in eligibility or levels of service are planned for FY17.

**Administrators and Certificated Staff (400 Series Activity Codes)**

80402 IV.2 Outreach, Recruitment, Retention Plan  
 80405 IV.5 Diversity Assignment  
 80409 IV.9 USP-Related PD and Support  
 80408 IV.8 Reduction in force plan  
 80410 IV.10 First-Year Teacher Pilot Plan  
 80411 IV.11 Evaluation Instruments  
 80412 IV.12 New Teacher Induction Program  
 80413 IV.13 Teacher Support Plan  
 80414 IV.14 Aspiring Leaders Plan  
 80415 IV.15 PLC Training  
 80417 IV.17 Ongoing PD on Hiring Process  
 80418 IV.18 Observations of Best Practices

<b>§ 910G Spending Trends</b>			
<b>Administrators and Certificated Staff (400 Series Activity Codes)</b>			
<b>Activity Code</b>	<b>FY14-15 (actual)</b>	<b>FY15-16 (estimate as of 3/31/2016)</b>	<b>FY16-17 (Draft 3 budgeted amount)</b>
402	194,199	369,737	469,297
405	0	0	912,020
408	144,643	0	0
409	477,270	905,019	519,587
410	53,851	149,461	0
411	53,851	234,838	250,000
412	53,851	792,016	1,085,458
413	53,851	7,464	0
414	53,851	159,677	166,000
415	53,851	91,227	0
416	53,851	0	0
417	58,490	926	0
418	53,851	40,863	45,691
<b>Total</b>	<b>\$1,305,410</b>	<b>\$2,751,227</b>	<b>\$3,448,053</b>

A. Funds budgeted for teacher and administrator recruitment and retention in FY17 continue to increase as the District focuses efforts on attracting and retaining diverse talent. Specifically, in FY17, the District will continue to implement its Outreach, Recruitment and Retention plan previously approved by the Court. The District will increase the number of "make the move" participants from 5 to 15 and continue implementing its "Grow Your Own" program. It will continue to target diverse universities including HACU/HBCU campuses for the college recruiting program. The district will continue advertising positions on nationally diverse websites and local and national periodicals, noting "hard to fill" and magnet hiring incentives and other available stipends (in addition to the new stipends set forth in the Teacher Diversity Plan discussed below). The District has included funds in FY17 for consultation with HR experts and recruiting organizations to continue to seek out best practices. HR will coordinate with the Communications team to leverage the channels used by Communications for student recruitment and also for teacher recruitment.

Positions are posted on the District's own internet site, Career Builder, Jobbing.com, Indeed.com, K-12 Job Spot.com, the AZ Department of Education, and the Wildcat (UA) job link. The District maintains a pool of prior applicants, who are reviewed and contacted where appropriate. The District will continue to conduct teacher hiring events in FY17, and to attend job fairs held by other organizations.

The District's human resources staff will continue direct recruiting contact for specific populations of candidates: recent teacher applicants; substitute teachers; retired teachers, and learning support coordinators. All candidates will be contacted by email and phone to discuss the possibility of accepting magnet positions.

B. Funds for implementation of the Teacher Diversity Plan developed this spring appear in Activity Code 405. The final detail for the Teacher Diversity Plan will be provided shortly.

C. Although the amounts budgeted for USP professional development in Activity Code 409 for FY17 are approximately \$400,000 less than currently forecast spending in FY16, this does not represent a drop in amounts spent on USP related professional development and support. This merely represents an effort to move professional development funds into the codes for the activity to which the professional training relates. For example, some of the professional development funds previously budgeted in Activity Code 409 relate to new teacher induction and support, and thus in FY17 have been budgeted in Activity Code 412. The District is separately preparing a chart showing all professional development and associated costs, across all USP activities.

**Quality of Education (500 Series Activity Codes)**

80501	V.1 ALE Access and Recruitment Plan (80501);
80502	V.2 UHS Admissions/Outreach/Recruitment
80504	V.4 Build/Expand Dual Language Programs
80505	V.5 Placement Policies and Practices
80506	V.6 Dropout Prevention and Retention Plan
80508	V.8 CRC and Student Engagement PD
80509	V.9 Multicultural Curriculum
80510	V.10 Culturally Relevant Courses
80511	V.11 Targeted Academic Interventions and Supports
80512	V.12 Quarterly Information Events
80513	V.13 Collaborate with Local Colleges and Universities
80514	V.14 AAAATF Recommendations
80516	V.16 Supportive and Inclusive Environments

<b>§ 910G Spending Trends</b>			
<b>Quality of Education (500 Series Activity Codes)</b>			
<b>Activity Code</b>	<b>FY14-15 (actual)</b>	<b>FY15-16 (estimate as of 3/31/2016)</b>	<b>FY16-17 (Draft 3 budgeted amount)</b>
501	5,032,409	3,325,410	4,953,557
502	346,511	146,611	43,830
504	2,724,843	2,384,495	3,149,851
505	0	82,517	82,698
506	3,455,760	2,995,746	3,438,584
508	866,948	162,647	281,714
509	1,264,222	1,416,847	1,735,858
510	759,442	562,052	814,744
511	375,802	2,831,590	4,820,139
512	375,802	294,555	7,871
513	375,802	488,265	241,989
514	395,975	479,477	287,919
516	918,323	0	0
<b>Total</b>	<b>\$16,891,839</b>	<b>\$15,170,212</b>	<b>\$19,858,754</b>

A. ALE activities are described more completely in the District's ALE plan, but include Gifted and Talented Education (GATE) programs, Dual Language, Dual Credit, University High School, the IB program at Cholla, Middle School Courses for High School Credit, and Advanced Placement (AP), honors and pre-AP courses. ALE program funding for FY17 is currently budgeted to increase by approximately \$1.7M over forecast spending this year, to approximately the same level actually spent in FY15. FY17 will bring an expansion of GATE through the creation of a new GATE magnet at Tully (some of these expenses are included in the magnet program budget, and some here). Self-contained GATE satellite programs will be expanding to new schools, possibly Roberts-Naylor and Wheeler. The ALE Department will be increasing the number of AP courses offered, increasing the number of itinerant teachers for pullout GATE programs, and increasing recruiting and testing for GATE programs and UHS entrance. FY17 will also bring increased effort at recruitment for all ALE programs, through mentors and student services specialists. The ALE budget will also be used to support an expansion of the AVID program to Magee Middle School to provide increased support to help students be successful in ALE programs. The increased budget will also allow textbooks and supplemental materials to be provided to students in various ALE programs K-12. Finally, the ALE Department will be expanding its professional development for teachers, to increase the number of GATE and AP qualified teachers, AP mentors, and AP tutors.



B. The District's Dual Language program funding for FY 17 is currently budgeted to increase significantly over forecast spending this year, reflecting the addition of new Dual Language programs, the anticipated expansion of existing programs, the development of a strategic plan and framework, and the pairing of dual language program coaches with each of the dual language programs in the District. One of the key issues in FY17 will be the effort to obtain a waiver from state student eligibility requirements for dual language programs at the kindergarten level, to permit more ELL kindergarten students to be part of a dual language program. The District believes that such a waiver will (a) benefit the quality of the program, (b) increase the number of students in dual language programs by increasing dramatically the number of students eligible, and (c) improve integration (both among and within schools) and diversity overall.

C. Funding for Multicultural Curriculum continues to increase as the program expands. The program is designed to infuse multicultural elements and materials throughout the base level curriculum. This past year, the District purchased books and curricular materials, and this year is expanding professional development for teachers, to increase their ability to use and integrate the new materials into teaching plans, and to increase awareness and avoidance of cultural biases.

D. The District offers Culturally Relevant Courses in American History, American Government, and American Literature from African American and Mexican American standpoints, throughout all TUSD high schools and middle schools. In FY17, this program will be expanding into K-8 schools, incorporating new culturally relevant components into both ELA and social studies. With the expansion, the number of classes and the number of students in culturally relevant courses is expected to double.

E. Funding for targeted academic (and behavioral) interventions and supports under activity code 511 has increased from the previous year, due mostly to the realignment of resources. In FY17, this activity includes the full funding for 45 MTSS Coordinators – a significant increase from the previously-funded portion of Learning Supports Coordinator (LSC) salaries in the current budget. Funding for the language acquisition department/reading recovery has remained relatively constant (minus instructional materials purchased in FY16). Funding for the student equity and student services departments has remained relatively constant overall but has increased significantly in this activity to reflect a realignment in the activities coded to these departments.

F. A more detailed summary of the funds allocated in activity codes 506 and 511 that support behavioral interventions and support are set out in a separate memorandum accompanying this memorandum.

G. Quarterly information events concerning various school programs will continue at the same levels as past years, despite the fact that little funding appears in activity code 512. Amounts spent in prior years under this activity code represented an arbitrary split of student services, and did not reflect the actual cost of the quarterly information events, which actually take very little in additional dollars, as the facilities and personnel participating in these events are funded through other activity codes. The District believes that these events actually consume relatively small amount of resources, and thus the budget now more accurately reflects the cost of this activity.

H. The District continues to implement the recommendations of the AAAATF. Most of the funds for implementation are included in the substantive activity codes to which the recommendations apply, such as Targeted Academic Interventions, Discipline, Restorative Practices, and training and professional development. The funds budgeted in FY17 for activity code 514 represent funds for outside consultant fees, monitoring, reporting and contingencies.

**Discipline (600 Series Activity Codes)**

- 80601 VI.1 Restorative Practices and PBIS (RPPSCs)
- 80602 VI.2 GSRR
- 80603 VI.3 Student Discipline Training for Sites
- 80604 VI.4 Discipline Roles and Responsibilities
- 80605 VI.5 Discipline Data Monitoring
- 80606 VI.6 Corrective Action Plans
- 80607 VI.7 Successful Site-Based Strategies

<b>§ 910G Spending Trends</b>			
<b>Discipline (600 Series Activity Codes)</b>			
<b>Activity Code</b>	<b>FY14-15 (actual)</b>	<b>FY15-16 (estimate as of 3/31/2016)</b>	<b>FY16-17 (Draft 3 budgeted amount)</b>
601	573,167	967,756	401,611
602	479,456	765,867	199,851
603	447,594	290,492	150,000
604	0	0	0
605	1,052,627	747,361	0
606	0	149,103	0
607	0	152,151	0
<b>Total</b>	<b>2,552,844</b>	<b>3,072,730</b>	<b>751,462</b>

A summary of the District's FY 17 plans for dropout prevention and retention, targeted academic interventions, and discipline is in a separate memorandum accompanying this memorandum.

**Family and Community Engagement (700 Series Activity Codes)**

- 80701 VII.1 Family Center Plan
- 80702 VII.2 Family Engagement Resources
- 80703 VII.3 Tracking Family Engagement
- 80704 VII.4 Translation and Interpretation Services

<b>§ 910G Spending Trends</b>			
<b>Family and Community Engagement (700 Series Activity Codes)</b>			
<b>Activity Code</b>	<b>FY14-15 (actual)</b>	<b>FY15-16 (estimate as of 3/31/2016)</b>	<b>FY16-17 (Draft 3 budgeted amount)</b>
701	184,698	454,344	207,498
702	184,698	10,429	769,216
703	184,700	16,060	93,046
704	109,231	178,169	313,033
<b>Total</b>	<b>663,327</b>	<b>659,002</b>	<b>1,382,793</b>

The overall increase in budgeted spending on Family and Community Engagement reflects the increase in the number of family outreach centers, from 1.5 (the second center opened in January of this year) to 4 (two more centers will be opened this summer) with supporting staff. The Family and Community Outreach team will be expanding outreach to parents and working with school principals to identify students and families who might benefit from the services provided. A copy of the department's descriptive brochure is provided herewith.

**Extracurricular Activities (800 Series Activity Codes)**

- 80801 VIII.1 Extracurricular Equitable Access Plan  
 80802 VIII.2 Data Reporting System (Extracurricular)

<b>§ 910G Spending Trends</b>			
<b>Extracurricular Activities (800 Series Activity Codes)</b>			
<b>Activity Code</b>	<b>FY14-15 (actual)</b>	<b>FY15-16 (estimate as of 3/31/2016)</b>	<b>FY16-17 (Draft 3 budgeted amount)</b>
801	219,290	47,863	144,350
802	0	22,513	24,327
<b>Total</b>	<b>219,290</b>	<b>70,376</b>	<b>168,677</b>

Funding for extracurricular access for FY17 will increase from forecast spending in FY16, but will not reach the level of actual spending in FY15. Funding in FY17 includes a program coordinator and office assistant to coordinate the USP extra Access plan, to oversee it, manage it, and to work with schools to provide equitable access to extracurricular activities. The program organizes events, collects and analyzes data, and reaches out to the community and parents through surveys to determine demand for particular extracurricular activities. The program provides academic tutors to work with students in extracurricular activities who are struggling with academic eligibility requirements, to assess issues, and work out a plan, to stay eligible. The program also purchases supplies at middle school and elementary level, for activities to run on campus, such as soccer and to purchase needed supplies, such as basketball equipment.

**Facilities and Technology (900 Series Activity Codes)**

- 80901 IX.1 Multi-Year Facilities Plan  
 80902 IX.2 Multi-Year Technology Plan  
 80903 IX.3 Technology PD for Classroom Staff

<b>§ 910G Spending Trends</b>			
<b>Facilities and Technology (900 Series Activity Codes)</b>			
<b>Activity Code</b>	<b>FY14-15 (actual)</b>	<b>FY15-16 (estimate as of 3/31/2016)</b>	<b>FY16-17 (Draft 3 budgeted amount)</b>
901	1,669,663	1,108,957	1,757,138
902	2,214,943	4,209,635	132,598
903	76,745	617,959	950,023
<b>Total</b>	<b>3,961,351</b>	<b>5,936,551</b>	<b>2,839,759</b>

Spending on facilities and technology peaked this year with the purchase of substantial additional equipment, bringing TCI scores up to planned levels. Funding for FY17 drops significantly, reflecting the purchases this year, and the shift to professional development for training in use of the technology. More specific details include the following:

**ITEMS WITH NO CHANGE IN PROPOSED COST**

The following items in the Proposed Technology Services USP Budget are anticipated to cost approximately the same in FY16-17 as in FY15-16:

- Classified salaries totaling approximately:
  - Educational Technology Integration Specialists (4.0 FTEs)
  - Programmer (1.0 FTE)
  - Data Integration Specialist (1.0 FTE)

- Database Administrator (1.0 FTE)
- Continued software implementation and renewal fees:
- BrightBytes Early Warning System for Dropout Prediction and Prevention (25% USP funded)
- School City Instructional Improvement and Instructional Effectiveness System (100% USP funded)
- Smart Choice Lottery Management System (100% USP funded)
- Synergy Student Information System (25% USP funded)
- Teachscape and Truenorthlogic Professional Learning Systems (100% USP funded)
- Tyler Infinite Visions Financial & Personnel Management System (25% USP funded)

#### ITEMS WITH DECREASE IN PROPOSED COST

The following items in the Proposed Technology Services USP Budget are anticipated to cost less in FY16-17 than in FY15-16:

- Classified salaries are anticipated to decrease from \$147k plus benefits to \$25k plus benefits to reflect the following changes:
  - Research Project Manager position reduced from 1.0 FTE to 0.5 FTE
  - Senior Program Coordinator (1.0 FTE) and second Research Project Manager (1.0 FTE) transferred to the Assessment and Program Evaluation Department
- Stipends for Teacher Technology Liaisons are anticipated to decrease from \$400k to \$385k to reflect the actual amount of appointed TTLs
- Infrastructure for the Data Warehouse costs are anticipated to decrease from \$225k to 100k to reflect actual needs

#### ITEMS WITH INCREASE IN PROPOSED COST

The following contracted positions in the Proposed Technology Services USP Budget are anticipated to cost more in FY16-17 than in FY15-16 to reflect the competitive rate required to hire and retain qualified professionals:

- Contracted Data Analyst to support the Technology Conditions Index (TCI) – Projected increase from \$50k to \$75k
- Contracted Data Warehouse Architect Specialist – Projected increase from \$185k to \$200k
- Contracted SharePoint Specialist to support Evidence-Based Accountability System (EBAS) reporting – Projected increase from \$140k to \$160k

The following items in the Proposed Technology Services USP Budget are new for FY16-17:

- Addition of Backup/Disaster Recovery Services to Synergy Student Information System (25% USP funded) – \$8k
- Integration of LessonVUE Curriculum Management to Synergy Student Information System (25% USP funded) – \$14k
- Computer Usage Tracking System to verify equitable access to educational technology resources (25% USP funded) – \$25k
- Professional Development for Educational Technology Integration Specialists to train TTLs – \$2k

**Accountability and Transparency (1000 Series Activity Codes)**

- 81001 X.1 EBAS Implementation
- 81002 X.2 EBAS Training and Evaluation
- 81003 X.3 Budget Process and Development
- 81004 X.4 Budget Audit

<b>§ 910G Spending Trends</b>			
<b>Accountability and Transparency (1000 Series Activity Codes)</b>			
<b>Activity Code</b>	<b>FY14-15 (actual)</b>	<b>FY15-16 (estimate as of 3/31/2016)</b>	<b>FY16-17 (Draft 3 budgeted amount)</b>
1001	1,368,810	907,967	1,442,238
1002	152,275	306,228	504,381
1003	64,351	86,047	99,267
1004	8,200	53,959	47,734
<b>Total</b>	<b>1,593,636</b>	<b>1,354,201</b>	<b>2,093,980</b>

Implementation of EBAS applications will continue in FY17. The District is currently reviewing two proposals which will be providing campus and district wide analytics “dashboards” to our teachers and administrators. At the same time, the EBAS application will be providing the platform/tools for Dr. Freitas’s department to continue with its initiatives of program evaluation and assist with identifying best practices. The EBAS application and BrightBytes (Clarity - implementation currently underway) will be consuming data from iVisions (HR and Finance), Synergy (Student Information System – SIS), School City (electronic assessments). The LabStats type application will provide further insight on how our teachers and students are utilizing technology and will provide data points to assist with Teacher Technology proficiency within the Technology Condition Index list in the Multi Year Technology Plan. The EBAS and BrightBytes implementations require a significant amount of legacy data conversion along with data mapping for Synergy, School City and Visions. These applications will require training throughout the year for new and existing campus and central administrative staff.