

2017-18 USP Budget Narrative

January 20, 2017

This document is designed to assist the Special Master, Plaintiffs, and Plaintiffs' budget operations expert in understanding the District's proposed, non-incremental budget revisions for the 2017-18 USP Budget including proposals for new allocations, modified allocations, or reductions.

Section I "Activity Narratives" is organized by USP budget activity codes and includes detailed descriptions based on the following categories: (1) proposed new expenditures; (2) proposed increases or reductions to existing expenditures or sets of expenditures; and (3) proposals to eliminate or reduce existing expenditures. Proposals involving new or expanded programs include responses to the Budget Criteria and, where applicable, completed Student Support Criteria forms.

Throughout this section, to provide meaningful feedback, the District is including with each major item rough estimates of the level of increased investment or reduction, classified as follows: "Under \$100k" "Between \$100k - \$500k" "Over \$500k."

The focus of this narrative is the set of actions the District is proposing to begin, modify, or eliminate. Actual amounts will be included in the March 2017 Draft (Draft 2). Pursuant to further analysis (including a review of SMP feedback) and the District's priorities (stated at the fall budget meeting and listed below), some of the proposed new, modified, or eliminated items that are included in this narrative may not be included in subsequent drafts.

USP BUDGET PRIORITIES in no order of priority (except for Professional Development):

<i>Integration (including magnets)</i>	<i>Professional Development (top priority)</i>
<i>Advanced Learning Experiences</i>	<i>Dual Language</i>
<i>MTSS (process, personnel, etc.)</i>	<i>Discipline</i>
<i>Recruitment and Retention</i>	<i>Teacher Support</i>
<i>Student Services / Supports</i>	<i>Early Literacy / Numeracy</i>
<i>Task Force Recommendations</i>	<i>Culturally Relevant Courses</i>

Transition plan budgets and magnet site budgets are still being developed. The District will continue to develop specific dollar amounts as it considers SMP feedback and evaluates each item individually. These subsequent evaluations will inform the District's decisions related to increases and reductions to present a budget that is balanced (or, nearly balanced) for Draft 2.

Section II "PD" highlights how the various PD components in the budget support the District's comprehensive approach to PD from a "10,000-foot level."

408 Reduction in Force (RIF) Plan No major changes.

409 USP-Related PD and Support

Increased online courses, webinars and interactive online PD

Online training/PD allows the District to reach more participants utilizing less human capital resources and facilitates more efficient monitoring, follow-up, and corrections/re-training if needed. Anticipated Increase: Under \$100k.

410 First-Year Teacher Pilot Plan No major changes.

411 Evaluation Instruments No major changes.

412 New Teacher Induction Program

Increased Stipends for Teacher Mentors

Per conversations with the SM, there should be additional requirements for Teacher Mentors beyond the contract day. Thus the District plans to provide a stipend to compensate Teacher Mentors for the additional PD and data collection responsibilities needed to maintain, monitor and evaluate the program. The stipend will support District efforts to support new and beginning teachers, and facilitate recruitment of teacher mentors. Anticipated Increase: Under \$100k.

Increase for Additional Teacher Mentors

Pursuant to the December 2016 Budget Court Order [ECF 1981], the District has developed meaningful mentor-teacher ratios for first and second year teachers; developed a meaningful mentor-teacher ratio for beginning teachers who teach in racially concentrated schools and schools where student performance is below the District average; and used these ratios for developing cost allocations for the 2017-18 USP Budget.

The District is re-examining the 1:15 mentor-teacher ratio (one mentor for 15 teachers), and is proposing a point-based approach that will lead to meaningful mentor-teacher ratios that increase the likelihood that teachers who need mentoring the most will receive the mentoring they need, particularly first- and second-year teachers at underperforming or racially concentrated schools.

A first year teacher at underperforming or racially concentrated schools is worth 3 points. A second year teacher at an underperforming or racially concentrated schools is worth 2 points. A first year teacher at a performing or non-racially concentrated site is worth 2 points, a second year teacher at a performing or non-racially concentrated site is worth 1 point. Thus, the per-person case-load ratio would range from one mentor to five teachers (five first year teachers at underperforming or racially concentrated sites; 5 teachers x 3 points = 15) to one mentor to fifteen teachers (fifteen second year teachers at performing or non-racially concentrated sites; 15 teachers x 1 point = 15). This means that the mentor-teacher ratios, based on the 1:15 point ratio, could be as low as 1:5 or as high as 1:15.

The Court has recognized: “[i]f the development of mentor ratios reflects a need for mentors that is greater than TUSD’s ability to staff these positions, the Special Master and the parties may consider, and if necessary propose, an interim plan for teacher mentors.” If the proposed point system were applied to 2016-17 staffing, the District would need 41 teacher mentors (the District currently allocates funding for 18 teacher mentors). Assuming the number and makeup of teachers in 2017-18 is the same as the average number of teacher mentors for the past three years (38 teacher mentors), the District would need to allocate an additional 20 teacher mentors under the proposed point system, at a cost of an *additional* \$1.2 million.

413 Teacher Support Plan No major changes.

414 Prospective Administrative Leaders Plan No major changes.

415 PLC Training

In the 2017-18 USP Budget, the District will reduce the allocation for Solution Tree PD. In 2016-17 the District conducted initial training; in 2017-18 the focus shifts to building internal capacity with follow-up support from Solution Tree. The District will continue to strengthen its PD programs while continually building employee capacity. Solution Tree is a gradual release model that requires fewer coaching days in subsequent years with a phase out in two years (by SY 2018-2019). This will not negatively impact USP implementation. Anticipated Reduction: Between \$100k - \$500k.

416 USP Training Plan No major changes.

417 Ongoing PD on Hiring Process No major changes.

418 Observations of Best Practices No major changes.

501 ALE Access and Recruitment Plan

509 Multicultural Curriculum No major changes.

510 Culturally Relevant Courses

Expansion of CR Global Issues Course

To further expand participation in CRC courses to all feasible grades and content areas, the District proposes to develop and add an additional ninth grade CRC social studies course: CR Global Issues. Culturally relevant curriculum and culturally responsive pedagogy have been proven to be a sound, research-based approach to increase academic achievement for students of color. (See Cabrera et al. 2014). The proposed expansion will provide an opportunity for students to take CR options from 5th - 12th grade in social studies and ELA. Because this course offering is not a graduation requirement, the District anticipates it may not have a large number of students or multiple sections offered. For this reason, the plan is to fund identified sites with a .2 FTE to staff this course. Anticipated Increase: Under \$100k.

Increase CR Itinerants

The CRC Intervention Plan anticipated the use of 10 CR Itinerant Teachers. Given the recent expansion of CRCs, the District is now proposing to expand staff support to 10 itinerants. The District will maintain at least a 1:10 ratio for the 2017-18 school year by adding two additional itinerants.² Anticipated Increase: Between \$100k - \$500k.

511 Targeted Acad. Interventions and Supports

Social Workers (MSWs for non-Ex-Ed students); MTSS Behavior Support Staff

The District will continue to fund three master social workers (MSWs) serving its racially concentrated high schools (Tucson HS, Cholla HS, and Pueblo HS). The District will also create a new position to help strengthen the behavioral supports provided within the MTSS system to the schools that need it most. The District will seek, specifically but not exclusively, candidates with a bachelor's degree in social work (BSWs). The proposal will help create clear separation (but still collaboration) within the MTSS structure between academic support (MTSS Facilitators and Leads) and behavioral support (MTSS Behavior Support Staff – specific job title is unknown at this time). Funding will support salaries and training costs. Anticipated Increase: Over \$500k.

² The Court's Order on CRC [ECF 1982] required the District to develop a meaningful itinerant teacher-CRC teacher ratio sufficient to meet the needs of the Model and use the ratio for the 2017-18 USP Budget. The 1:10 ratio is meaningful because it is sufficient to meet the needs of the model, and acceptable to the Special Master.

From: Taylor, Martha
Sent: Monday, May 15, 2017 4:23 PM
To: Alexander Chanock; James Eichner; Juan Rodriguez; Lois Thompson; Rubin Salter; Shaheena Simons; Willis D. Hawley
Cc: Desegregation; Converse, Bruce; Timothy Overton; Weatherless, Renee; Soto, Karla
Subject: Part 1 of TUSD Response to RFIs, Draft 3 USP Budget; RFIs 1284-1289; 1291-1294; 1297-1299; 1301-1304; 1308-1312; 1314-1317; 1321-1329; 1331-1332
Attachments: 20170515 DRAFT 3 BUDGET COMBO RESPONSES PART 1.pdf; Attachment RFI 1321 Social and Emotional Learning.pdf; Attachment RFI 1329 Fifteen point_Mentor Analysis.xlsx; Attachment RFI 1331 Itinerant Teacher List.pdf; Attachment RFI 1332 Summer learning programs SY2016.pdf

Dr. Hawley and counsel:

Attached please find Part 1 of TUSD's formal responses to RFIs concerning Draft 3 of the 17-18 USP Budget, received from Special Master and plaintiffs between April 23, 2017 and May 1, 2017. Part 2 will be provided later this week. Our responses include RFI responses: **1284-1289; 1291-1294; 1297-1299; 1301-1304; 1308-1312; 1314-1317; 1321-1329; 1331-1332**

Also included are Attachments to RFI Nos. 1321, 1329, 1331, and 1332.

Thank you.

From: Juan Rodriguez [<mailto:jrodriguez@MALDEF.org>]
Sent: Monday, April 24, 2017 6:29 PM
To: Taylor, Martha; 'vicki.balentine@gmail.com'; Alexander Chanock; James Eichner; Lois Thompson; Peter Beauchamp; Rubin Salter; Shaheena Simons; Willis D. Hawley
Cc: Desegregation; 'Converse, Bruce'; Soto, Karla; Weatherless, Renee; Trujillo, Gabriel
Subject: RE: Draft 3 USP Budget

Dr. Hawley and Counsel,

Please see the attached comments.

Juan Rodriguez | Staff Attorney

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TUSD RFI #(s): 1284-1289; 1291-1294; 1297-1299; 1301-1304; 1308-1312; 1314-1317; 1321-1329; 1331-1332

Estimated TUSD Staff Time: 40 hours

Attachment(s): Attachment RFI 1321 Social and Emotional Learning;

Attachment RFI 1329 Fifteen Point Mentor Analysis;

Attachment RFI #1331 Itinerant Teacher List;

Attachment RFI 1332 Summer learning programs SY2016;

-----Information above this line is to be completed by District Staff -----

TUSD Request for Information Form

RFI Instructions

1. TUSD will assign each request its TUSD RFI number.
2. Provide the topic of the request (e.g., Corrective Action Plans)
3. Present the RFI in the form of one or more specific questions.
4. Optional: For every question/request on the form, please indicate include the reason(s) why the information being requested is needed.
5. Indicate the relevant section of the USP, court order, district report or other document (i.e., reference) that relates to RFI. Page numbers may be more appropriate in some instances).
6. Use a separate form for each specific topic about which information is being requested unless the answers to the questions posed are interdependent or relate to the same section of the document you are referencing (e.g., the USP).
7. Copy the TUSD email group "Deseg."

Request for Information

Submitted by:

Special Master and Plaintiffs

Submission Date:

4/23/17, 4/24/17, 5/1/17

Subject:

Draft 3, SY 17-18 Budget

USP or Reference

The following responses address follow-up questions posed by the Special Master in his memo of April 23, 2017, the Mendozas in their RFIs of April 24, 2017, and the Parties in meeting 5/1/17:

Special Master

RFI #1284: Page 4, RFI 1061. Since some of the summer activities seem quite important, I asked if the district had prioritized them, especially since they will be funded apparently from vacancy savings. The district response was that it did not prioritize them. How can the plaintiffs and special master be assured that these programs will be supported?

Response: See below for the ethnic breakdown of MTSS staff. The percentages are representative of the district averages for certificated staff.

Race	MTSS Count	MTSS%	District % Cert. Staff
White	19	59%	65%
Black	1	3%	3%
Hispanic/Latino	10	31%	28%
Asian or P.I.	2	6%	2%
Native American	0	0%	2%
Total	32	100%	100%

RFI #1329: [Special Master]: 15 Point Mentor Analysis

Response: See Attachment RFI 1329 Fifteen Point Mentor Analysis. Note this is an Excel document containing four individual worksheets – a cover sheet, and consolidated lists for SY 14-15, 15-16, and 16-17.

RFI #1331: CRC – Provide evidence that ITs are performing “all” duties and functions required – not just mentoring duties; could be schedule, checklist, etc.

Response: Please see attachments with sample evidence of all duties performed by IT: Attachment RFI #1331 Itinerant Teacher List.

RFI #1332: Summer Learning Programs – Data from 2017 summer programs including how many students by Title 1 w/ race/ethnicity; Tina Stevens

Response: See Attachment RFI 1332 Summer learning programs SY2016.

Applying the point system to the past three years of NTIP

	Total Point 15 pts	#Mentors
14-15	511	15 34.06667
15-16	564	15 37.6
16-17	613	15 40.86667

37.51111
38 mentors