

2018-19 DRAFT #1 USP BUDGET NARRATIVE

February 2, 2018

Introduction

The District has designed this document to assist the Special Master, Plaintiffs, and Plaintiffs' budget operations expert in understanding the District's proposed budget revisions for the 2018-19 USP Budget including proposals for new allocations, modified allocations, or reductions.

Section I "Major Changes" describes three new proposals discussed at the parties' December 2017 budget meeting and several reinvestment proposals.

Section II "Activity Narratives" includes detailed descriptions based on the following categories, organized by USP budget activity codes:

1. proposed changes to existing practices or staffing (no anticipated budget impact);
2. proposed eliminations of existing budget items (labeled "**Elimination**");
3. proposed reductions of existing budget items (labeled "**Reduction**");
4. proposed expansions of existing budget items (labeled "**Expansion**");
5. new proposals (labeled "**New**")

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 dollar amounts will be included in the March 2018 Draft (Draft 2). Pursuant to further analysis (including a review of SMP feedback), some proposed new, modified, or eliminated items that are included in this narrative may not be included in subsequent drafts.

Attachments

This narrative includes the following attachments:

Attachment A: USP Budget Criteria Form for each proposed new or expanded program

Attachment B: Student Support Criteria Forms for each proposed new or expanded student support program

Attachment C: Magnet Site Plans, without budgets

I. MAJOR CHANGES

A. New Proposals

1. Seven-Period Day at Eight Additional Schools [Activity Code 415]

At the secondary level (grades 6-12), a seven-period day facilitates effective operation of PLCs. In school year 2017-18, the District expanded the seven-period day schedule to Utterback middle school. In school year 2018-19, the District proposes to expand the seven-period day schedule to eight additional schools to support PLC implementation, enhance in-school professional development, and improve academic achievement through the provision of academic interventions during the school day.

Currently, TUSD operates a seven-period day at seven schools¹, the additional schools are as follows: Catalina high school and Palo Verde magnet high school; Valencia, Pistor, Secrist, Magee, and Doolen middle schools; and Booth-Fickett K-8 magnet (grades 6-8). Anticipated Increase: Over \$500k.

2. School-Wide AVID at Catalina High School [Activity Code 501]

The District proposes to develop its first school-wide AVID school at Catalina High School starting in SY 2018-19. Anticipated Increase: Between \$100k-500k.

3. Increase Stipends for Hard-to-Fill Positions at Identified Schools [Activity Code 402]

The current stipend for Hard-to-Fill positions (HTF stipend) is \$2,500 paid out twice per year in installments of \$1,250 from a non-190G funding source. The District proposes to supplement the stipends with 910-G funds to double them to \$5,000 paid out twice per year in installments of \$2,500 to assist in staffing the 13 magnet schools, Project MORE, and 22 non-magnet, majority-minority D and F labeled schools.² Anticipated Increase: Between \$100k-500k.

¹ Cholla, Pueblo, Santa Rita, and Tucson high schools, Mansfeld and Utterback middle schools, and Safford K-8 (grades 6-8).

² The 26 schools include four magnets: Catalina, Cholla, Palo Verde magnet, Santa Rita high schools; Magee, Utterback, Pistor, Secrist, and Valencia middle schools; Booth-Fickett magnet, Dietz, Drachman magnet, Roberts-Naylor, Roskruge magnet, Safford and Lawrence K-8 schools; and Bloom, Davidson, Ford, Hudlow, Erickson, Myers-Ganoung, Grijalva, Cavett, Maldonado, and Ochoa elementary schools.

B. Proposed Reinvestments

1. Transition Funding [Activity Code 106]

The District will eliminate transition coordinator positions [reduction between \$100k-\$500k], and reduce unneeded added duty, one-time, and/or consultant expenses at transition schools. Anticipated Reduction: Between \$100k-\$500k.

2. PLC Funding and Added Duty [Multiple Activity Codes]

As the District shifts to job-embedded professional development during the school day, it is reducing funding for added duty previously used to fund off-contract PD. The District is changing its vendor for PLC training at a significantly lower cost. The District's new approach to PD will also require less funding for substitutes. Anticipated Reduction: Over \$500k.

3. Behavior-Related PD [Multiple Activity Codes]

The District is developing more cost-effective methods to provide training in the areas of PBIS and Restorative Practices. Anticipated Reduction: Between \$100k-\$500k.

4. Technology PD [Activity Codes 903]

As the District shifts to job-embedded professional development during the school day, it is reducing funding for added duty previously used to fund off-contract technology PD. The District is also reducing the number of Teacher Technology Liaisons (TTL) by allocating them to schools in a more efficient manner. Anticipated Reduction: Between \$100k-\$500k.

5. EBAS Funding [Activity Codes 1001, and 1002]

As the District shifts to increasing the use of Microsoft Office 365 and Microsoft's Azure Platform, some of the additional tools previously budgeted have been found to be redundant. Anticipated Reduction: Between \$100k-\$500k.

6. Other [Multiple Activity Codes]

The District has identified savings in multiple activity codes totaling approximately one million dollars. These revisions, once fully assessed, will be identified in Draft #2. Anticipated Reduction: Over \$500k.

II. ACTIVITY NARRATIVES

101 Internal Compliance Monitoring no anticipated changes

102 Annual Report no anticipated changes

103 Court Orders and Miscellaneous no anticipated changes

104 OCR/ELL no anticipated changes

105 Contingency no anticipated changes

106 Transition Funding

TUSD has placed an emphasis on improving educational outcomes for all students and reducing gaps in achievement between groups of students. The District's priorities for the 2018-2019 school year include targeted interventions and a Multi-Tiered Support School (MTSS). In order to continue to develop this comprehensive school of learning supports, transition schools will continue to sustain intervention programs, along with instructional frameworks designed to support all students. Transition schools will review, revise, and continue to follow their Transition School Plan during the 2018-19 school year. These plans focus on the following strategic priorities:

- Strengthen Instruction for All Students (ELA and Math)
- Interventions and Supplemental Services (ELA and Math)
- High Functioning Professional Learning Communities
- Family and Community Engagement

Magnet Department

Elimination: Imagine Learning (Ochoa, Robison, Safford, Utterback and Pueblo)

The District will discontinue funding for Imagine Learning Math Facts, Imagine Learning Math, and Imagine Learning Language and Literacy. After a trial year, all schools provided feedback that cost outweighed the benefits of program continuance. The primary reason for dissatisfaction with this license was that teachers were required to check three different platforms, all with different data available, in order to track student progress. Transition schools will continue to have access to other district funded adaptive technology programs to support student learning. Anticipated Reduction: Between \$100k-\$500k.

Elimination: Transition Coordinators and Stipends (Cholla, Ochoa, Pueblo, Utterback)

The District will discontinue funding for transition coordinators (and a transition stipend at Ochoa). Anticipated Reduction: Between \$100k-\$500k.

Elimination: PD Costs, PD Materials, Consultants, Added Duty

The District reduced one-time PD costs and found other reductions in 910(G) funds while continuing the same level of service through other funding sources. Anticipated Reduction: Between \$100k-\$500k.

Cholla High School no anticipated change (except for the transition coordinator referenced above)

Ochoa Community Elementary School

Reduction: 1 FTE Interventionist/CSP The District is shifting from a math interventionist and reading interventionist (910G) to one math/reading CSP (910G) and one reading interventionist (Title I).

Pueblo High School no anticipated change (except for the reductions referenced above)

Robison Elementary School no anticipated change (except for the reductions referenced above)

*Safford K-8 School

Reduction: .75 FTE Teaching Assistants

*Utterback Middle School no anticipated change (except for the reductions referenced above)

201 Comprehensive Boundary Plan no anticipated changes

202 Comprehensive Magnet Plan

Communications no anticipated changes

Magnet Department

Each Magnet School Plan and budget includes the following principles to guide school improvement practices (each magnet plan must include principles #2, 4, and 6 from the Arizona Department of Education's Individual Action Plans (IAPs)):

- Integration: Providing Diversity, Excellence and Equity
 - Indicator: Integration of Diverse Student Population
- Principle #2: Effective Teachers and Instruction

- Indicator 2.4: teachers implement evidence-based, rigorous, and relevant instruction.
- Indicator 2.7: teachers collaborate with other teachers, administrators, parents, and education professionals to ensure the success of all students.
- Principle #4: Effective Curriculum
 - Indicator 4.2: written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.
- Principle #6: Family and Community Engagement
 - Indicator 6.1: staff has high expectations of learning for all students.

Incorporated within each indicator are specific actions that each school has planned to implement to address the District's top priority focus areas, including:

- Teaching TUSD Curriculum
- During the day access to Tier 2 and Tier 3 support in ELA and math
- Highly functioning MTSS teams focused on academic performance data
- Structured systems for monitoring daily instruction
- Structured systems for monitoring PLC grade level/course team work

This budget narrative includes all support needed to successfully carry out each Magnet School Plan and to ensure student achievement for all.

Elimination: Imagine Learning

The District will discontinue funding for Imagine Learning Math Facts, Imagine Learning Math, and Imagine Learning Language and Literacy at all magnet campuses except Booth-Fickett Math/Science K-8 Magnet School. After a trial year, all schools except for Booth-Fickett provided feedback that cost outweighed the benefits of program continuance. The primary reason for dissatisfaction with this license was that teachers were required to check three different platforms, all with different data available, in order to track student progress. Most magnet schools will be returning to the district funded adaptive technology program (Successmaker), with a few opting to fund alternate programs from their site budget. Anticipated Reduction: Between \$100k-\$500k.

Magnet Schools

Expansion: Sky School (Multiple Magnet Sites)

In 2017-18, Borton ES, Booth-Fickett K8, and Mansfeld MS implemented the University of Arizona's Sky School. Two other magnet schools, Tully and Tucson High, also implemented the program through non-910G funding sources and will continue in 2018-19. The UA Sky School provides immersive outdoor science programs to K-12 students throughout Arizona. All Sky School programs are aligned with Arizona State and Next Generation Science Standards. During the 2018-19 school year, the Magnet Department will be expanding their partnership with the University of Arizona's Sky School to provide services at the following magnet campuses:

- 4th and 5th grade: Bonillas, Booth-Fickett, Borton, Drachman, Holladay, Tully (non-910G)
- 7th and 8th grade: Dodge, Drachman, Booth-Fickett, Mansfeld
- 9th-12th grade: Palo Verde, THS (non-910G)

Anticipated Increase: Under \$100k.

Magnet Site Budgets

The Finance Department and Magnet Department met with each magnet principal and magnet coordinator to evaluate site magnet budgets. The magnet principals reviewed and recommended the following changes:

Bonillas Magnet Elementary School (Traditional Academics)

- Bonillas is proposing a trade in funding from 1.0 FTE classroom teacher to 1.0 FTE Curriculum Service Provider to support Tier 1 instruction in the classroom.
- Bonillas is proposing shifting funding to begin participating in Sky School's Urban Research (70 4th graders), Daytime Field Course (70 4th graders), and Exploring the Sky Islands (30 5th graders) programs. Tax Credit money will pay for the transportation portion of these programs. Because funding for instructional supplies is available from Title 1, the need for magnet funded instructional supplies is significantly reduced. As well, funding for this new initiative will be pulled from Added Duty, according to projected funding needs for professional development for the 2018-19 school year.
- The Added Duty line for professional development will be reduced to boost the amount of funding available for teachers to participate in family engagement events.
- Bonillas will reallocate funding to pay for two staff members to attend the annual Magnet Schools of America conference, including registration and travel. The needed

funding for this will be pulled from the Added Duty PLC line. This line can be reduced because the school has scheduled many PLCs during the school day, reducing the need for compensation for off-contract work.

Booth-Fickett Magnet K-8 (Math/Science)

- Booth-Fickett will retain all magnet funded staff positions (9.0 FTE includes 5 classroom teachers, 1.0 FTE Instructional Data and Intervention Specialist, 2.0 FTE math interventionists, and 1.0 FTE Magnet Coordinator).
- Booth-Fickett will continue to provide registration and travel fees for five participants to attend the annual Magnet Schools of America conference.
- Based on 2017-18 programmatic challenges with the after school tutoring program, Booth-Fickett will reallocate a portion of these funds to employ Catapult, a district approved vendor, to provide push-in intervention services during the 2018-19 school year. Consultant services will be continued but decreased according to current training needs, with the remainder of these funds reallocated to pay to renew the license for Imagine Learning adaptive technology for students requiring intervention. The balance of funding required for the Imagine Learning license will be funded from the remaining tutoring funding.
- Supplies for the classroom (student agendas/planners and instructional supplies) and family engagement will be retained.
- Booth-Fickett will expand their partnership with UA Sky School to include the Sky Island Survey (20 seventh and eighth graders), Exploring the Sky Islands Program (30 fifth graders), and Urban Research Program and Daytime Field Course (70 fourth grade students). During the 2017-18 school year, the Student Achievement Committee and PLCs were able to meet during the school day; therefore, the majority of funds for Added Duty will be reallocated to help cover Sky School costs.
- Other funds previously allocated to Added Duty will be entered into an Instructional Aid line in order to fund STEM manipulatives such as Lego Robotics kits for science classrooms.

Borton Magnet Elementary School (Project Based Systems Thinking)

- During the 2018-19 school year, Borton will be transitioning from a Systems Thinking/Project Based Learning magnet theme to STEAM. Systems Thinking/Project Based Learning will continue to be used as instructional methodologies. No additional magnet funding will be required to support this shift beyond their regular annual

budget. A formal plan will be submitted to the courts and Governing Board at a later date.

- During the 2018-19 school year, Borton will eliminate their 1.0 FTE classified Behavior Intervention Monitor; this position is no longer needed as restorative practices have been successfully incorporated into the school culture. Borton will eliminate magnet funding for the 1.0 FTE Math Intervention Specialist and reallocate from their Title 1 budget. 3.5 FTE certified specialist teachers would continue to provide teachers with time to meet in professional learning communities. Borton will revise the current Instructional Specialist position into a Curriculum Service Provider 10.5 month FTE position. This will allow greater support for Tier 1 instruction and provide training to staff members to boost instructional skills and professional knowledge. Borton will retain the 1.0 FTE Magnet Coordinator position.
- A budget for substitutes will be added from reallocated funds to provide time for professional development during the school day.
- The magnet budget will continue to build student access to classroom technology by funding the purchase of one Promethean board. This will complete all 5th grade classrooms. Funding will be reallocated to instructional aids, to be used in order to begin purchasing Engineering is Elementary kits for classroom use.
- The UA Sky School's Urban Research program will be funded for 70 fourth grade students.

Carrillo Magnet Elementary School (Communication and Creative Arts)

- Magnet funding will continue to fund 3.0 FTE specialist teachers (Art, Technology, and Music) to support teachers as they meet in professional learning communities. Carrillo will continue the 1.0 FTE Magnet Coordinator position. Funding will be retained for a .5 FTE for a library assistant, with the other half of this 1.0 FTE position funded through M&O. Carrillo will retain 3.75 FTE Teaching Assistants, with additional TAs being provided from Title 1 and Dual Language. The magnet budget will cease split-funding of the full time magnet counselor at .13 FTE; this 1.0 FTE position will be split funded by Title 1 and M&O.
- Funding for a consultant to continue Teachers Observing Teachers training will be kept in place, but decreased due to it being less expensive than originally estimated.
- Substitutes will continue to be utilized for Carrillo's successful Teachers Observing Teachers program. The current Problem Based Learning training will be replaced with professional development on empathy that is offered through Pima County

Superintendents Office, requiring an additional \$1000. This money will be reallocated from reductions noted herein.

- Added Duty funding will continue to be provided for certified staff to participate in family and community engagement events and two days of summer professional development. Carrillo will continue to provide Added Duty funding for certified teachers to provide after school intervention classes, but decrease the funding amount slightly based on current year spending trends.
- Carrillo will continue registration with AZ K12 Center for training at Camp Plug and Play.
- Recruitment supplies will be reduced due to lack of need. A portion of the current recruitment supply funding will be reallocated for laptop purchases to create technology learning centers in the classrooms, with the remainder of this reallocation to go towards instructional supplies. Instructional aids will be retained in order to fund Simple Solutions, a standards based math program used by Kinder-5th graders.

Davis Magnet Elementary School (Dual Language)

- Davis will continue funding 2.3 FTE certified specialist teachers, 1.0 FTE certified classroom teacher, 1.0 librarian, and 1.0 Magnet Coordinator. Continued funding will be provided for classified teacher assistants and certified Added Duty for Davis' annual summer professional development.
- Due to adequate funding from the Title 1 budget, Davis will decrease certified tutoring funding and classroom supply lines and reallocate to a .5 FTE Curriculum Service Provider (CSP), with the other .5 FTE of this position shared by Roskrige Bilingual.
- Because specialists provide time for teachers to meet during the school day, Added Duty funding for PLCs will be significantly decreased. Davis will reallocate a portion of the PLC funding for professional consultants, such as authors and poets, to provide workshops for students. This support diversity goals, community outreach goals, and provides students with access to culturally relevant experiences. The remainder of the PLC funds will be used for travel and registration for a certified staff member to attend the annual Magnet Schools of America conference.
- Davis will continue funding Added Duty recruitment for certified staff, but reallocate slightly in order to allow for classified staff support during recruitment events.

Dodge Magnet Middle School (Traditional Academics)

- Dodge will retain 2.0 FTE intervention teachers. The .8 FTE Community Liaison and 1.0 FTE Magnet Coordinator positions will stay in place. Due to retention of a six period day, funding to cover added duty PLC work will also be retained.
- Substitute money allocated for PLC work and conference attendance will be reduced. This funding will be reallocated to pay for participation in Sky School's Sky Island Survey for 20 7th and 8th grade students and Added Duty for chaperones as needed. These funds will also be used for registration for the annual Magnet Schools of America and No Excuses University conferences. Out of state funding will be retained for participants to travel to these conferences.
- All funding, including classified and certified staffing and supplies, will be retained for Dodge's Summer Jump program and after-school tutoring.
- Licensing for SRI software will continue to be funded to provide teachers with a tool to differentiate instruction and provide evidence for interventions and ALE opportunities.

Drachman Magnet K-8 School (Montessori)

- Drachman will retain all magnet funded staff, including the 6/5ths positions that support the middle school Montessori program. This funding includes a 1.0 FTE Magnet Coordinator. During the 2017-18 school year, the current instructional specialist gained teaching certification, this position will be converted into a certified music instructor position that will include incorporating a wider variety of offerings, such as mariachi. Slight reductions in certified Added Duty and substitute funding will help to cover this additional expense.
- The current 3.5 FTE teaching assistants will be retained, but the budget required to fund these positions is currently greater than what is needed. The difference will be used to support the increase in salary for the certified music instructor.
- The classified 1.0 FTE Behavior Intervention Monitor will be retained to support PBIS practices and Montessori Grace & Courtesy techniques.
- Current funding for Employee Training and Professional Services will be significantly reduced. Adequate registration monies will be retained to fund 3 staff to attend the American Montessori Society Conference, offered locally through the Khalsa Montessori Training Program.
- Drachman Montessori will participate in the UA Sky School's Urban Research program for 50 fourth grade students.

Holladay Magnet Elementary (Fine and Performing Arts)

- All budget initiatives from 2017-18 school year will be continued with the exception of capital equipment. Holladay will continue to fund all staff positions, including 2.0 FTE certified specialist teachers to provide time for teachers to meet in PLCs during the school day, 2.0 FTE certified intervention teachers to provide students with math-ELL and reading support, a .5 FTE magnet counselor, a 1.0 FTE classified Community Liaison, 3.0 FTE classified instructional specialists, and a 1.0 FTE Magnet Coordinator.
- Holladay will continue to fund instructional supplies and Added Duty for Tier 2 student support, professional development, and family engagement. Funding for push-in tutoring support will be retained. Continue to fund consultants for Leader in Me lighthouse training and substitutes to provide time for teachers to review data and engage in task analysis.
- Holladay will reduce capital equipment funding to allow for completion of security system, used as a recruitment tool for school tours and a safety measure for existing students. Reduced funding needs for capital equipment will also be used to cover expenses for 40 fourth grade students to participate in the UA Sky School's Urban Research program and travel and registration fees for two staff members to attend the annual Magnet Schools of America conference.

Mansfeld Magnet Middle School (Science, Technology, Engineering, and Math (STEM))

- All magnet funded positions will be retained at the current level, including a 1.0 FTE Magnet Coordinator.
- Mansfeld's current budget allows for continued participation in Sky School's Sky Island Survey program for 20 7th and 8th grade students. Transportation that was formerly used for Sky School will be taken from tax credit money, and reallocated to allow for a slight increase in the instructional aid line in order to refurbish STEM kits. Supplies will continue to be funded to enhance Mansfeld's STEM problem based and project based learning opportunities.
- Added Duty including funding for family engagement nights, professional development, and recruitment will be retained at the current levels.
- Title 1 will fund a portion of the current afterschool tutoring program, allowing for reallocation of magnet funding for two staff members to attend the annual Magnet Schools of America conference.

Palo Verde Magnet High School (Science, Technology, Engineering, Arts, Math (STEAM))

- Due to high need for student support, Palo Verde will retain a 1.0 FTE math specialist and 1.0 FTE reading specialist. A Network Tech will also be retained to continue to support the use of technology in all aspects of the curriculum focusing on STEAM subjects. The Tech will support student achievement, by assisting teachers in developing integrated, differentiated lessons using accessible technology. Palo Verde will continue to fund a 1.0 FTE Magnet Coordinator position.
- To reduce achievement gaps, funding will also be retained to allow for four teachers to provide afterschool opportunities related to reading and math achievement that target African American and Hispanic students.
- Furniture funding will continue to be included at the current level in order to refurbish one magnet classroom per year to support recruitment efforts during magnet school tours. As well, technology will continue to be funded at the current level in order to continue updating 2 classrooms per year with ActivWalls.
- Added Duty for off-contract work and substitute funding will be reduced significantly due to the implementation of a 7 period day. These funds will be reallocated to cover the costs of 20 students to participate in Sky School's Flagship Research program's three night inquiry program. Reallocation will also cover registration and travel for two staff members to attend the annual Magnet School's of America conference.

Roskruge Magnet K-8 (Dual Language)

- Roskruge will retain all current salaried magnet positions during the 2018-19 school year. The 1.0 FTE Magnet Coordinator position will continue to be funded. All classified salary positions will be retained. Funding will also be kept in place for teachers to work 6/5ths in order to continue ALE and ambassador classes in a Dual Language environment. Funding previously budgeted for furniture will be reallocated to increase the number of Student Success Specialists to 3.0 FTE from the current 1.5 FTE (note: current Instructional Specialist positions in Roskruge's Magnet School Plan are mislabeled, and should be titled as Student Success Specialists). This will allow Roskruge to accommodate the high student demand for participation in Roskruge's popular Mariachi/Folklorico programs.
- Funds will be kept in place to pay certified and classified positions for Roskruge's Summer Bridge Program, including the supplies needed for the program. Funding for Added Duty for participation in off-contract professional learning communities will be kept in place. The supply budget for family engagement, instruction, and professional development will be retained.

- Substitute funding will be kept in place to allow the math department to continue to address the academic needs of students identified as minimally proficient.
- Out of state travel and registration for two staff members to attend the annual Magnet Schools of America conference will be reallocated from capital technology, with the remainder of capital technology funding placed into instructional aids to fund media devices to support the dual-language program at the K-2 levels.

Tucson High Magnet School (Natural Science, Fine and Performing Arts)

- Tucson High will continue to fund all current FTEs for the magnet programs, including a 1.0 FTE Magnet Coordinator. While not a new initiative, the current 3.0 FTE classified accompanists were not included in last year's Magnet School Plan and will be included in 2018-19. Transportation funds were not needed at the level anticipated for the 2017-2018 SY; the difference will be reallocated to address the deficit for FTEs and the Educational Technology Integration Specialist position which will be increased to 1.0 FTE.
- Recruiting supplies, PD supplies and instructional aids will be reduced and monies reallocated to address a portion of the current deficit of funding. This deficit is due to higher expense than originally anticipated in certified staffing due to Tucson High's excellent teacher retention.
- Added Duty will be maintained at the current level. Stipends allocated to Fine Arts extra duty assignments were not needed at the level anticipated for the 2017-18 SY. The difference will be reallocated in the 2018-19 budget to address the staffing salary deficit. THMS will continue funding for off contract Added Duty for magnet PD.
- The amount allocated for substitutes during 2017-18 included funds for magnet teacher absences due to illness/personal. Subs needed for these reasons are not a required part of the magnet budget. This budget will be adjusted to cover substitutes needed for PLCs and magnet strand group monthly meetings. These funds will also be reallocated to provide additional funds for Added Duty for recruitment.

Tully Magnet Elementary School (Open Access GATE)

- Tully will retain 2.0 FTE Curriculum Service Providers to strengthen and build their Gifted and Talented program. As well, 2.0 FTE specialist teachers will be retained in order to allow teachers time to meet in PLCs. The 1.0 FTE Magnet Coordinator position will continue to be funded.
- Added Duty will continue to fund teachers as they pursue Gifted and Talented endorsements.

- Classrooms will continue to be built up to provide adequate supplies and furnishings to support the programmatic needs of the magnet theme, but reduced slightly for the 2018-19 school year to allow for funds to be reallocated to cover travel and registration fees for one staff member to attend the annual Magnet Schools of America conference.

203 Application/Selection Process no anticipated changes

204 Marketing, Outreach, and Recruitment Plan

The following proposals for new expenditures will be split 50/50 with 910G and non-910G sources.

Converting Communication Specialist to Graphic Designer

In order to meet the marketing and advertising demands of the 89 schools and programs that will be tasked with increasing visibility and enrollment, the department will eliminate the Communication Specialist and hire an additional dedicated Graphic Designer, whose focus will be on creating print and web-ready marketing materials.

205 Student Assignment PD no anticipated changes

301 Magnet Transportation / 302 Incentive Transportation no anticipated changes

401 Hire or Designate USP Positions no anticipated changes

402 Outreach, Recruitment, Retention Plan no anticipated changes

403 Interview Committees/Instrument/App Pool no anticipated changes

404 Evaluate Applicant Offer Rejections no anticipated changes

405 Diversity Assignment no anticipated changes

406 Experience Assignment no anticipated changes

407 Retention no anticipated changes

408 Reduction in Force (RIF) Plan no anticipated changes

409 USP-Related PD and Support no anticipated changes

410 First-Year Teacher Pilot Plan no anticipated changes

411 Evaluation Instruments no anticipated changes

412 New Teacher Induction Program no anticipated changes

In the 2017-18 USP Budget Order, the Court approved the District's 1:15 teacher-mentor point ratios, but made an exception to adopt the Special Master's recommendation for a 1:10 teacher-mentor ratio for first-year teachers teaching at underperforming/underachieving schools. [2017-18 USP Budget Order 11.08.17, ECF 2086 at 19-20]. At the December 2017 USP Budget meeting, the District shared its impact analysis with the Special Master and Plaintiff – underscoring that a 1:10 teacher-mentor ratio for new teachers at underperforming schools would result in *less* support than the current 1:15 teacher-mentor point system.

[Note: it is premature at this time to determine whether the District will need more or less teacher mentors than the 38 originally budgeted for SY 2017-18]

413 Teacher Support Plan no anticipated changes

414 Prospective Administrative Leaders Plan no anticipated changes

415 PLC Training

Expansion: Seven-Period School Day Schedule]

Booth-Fickett K8, Doolen MS, Magee MS, Pistor MS, Secrist MS, Valencia MS, Catalina HS, and Palo Verde HS expand their current daily schedule from six-class periods to seven-class periods per day. This proposal will allow for embedded time for Professional Learning Communities, in-school professional development, and academic interventions for students during the school day.

A seven-period day will allow the principal and school leaders to organize collaborative teams in which members work interdependently during the contractual day to achieve common goals that directly impact student achievement. The principal and leadership team will establish guidelines, protocols, and processes and provide regular monitoring in order to support teams during collaborative planning time. Teams will work together to achieve goals specifically related to higher levels of student achievement and focus efforts on discovering the most effective ways to attain those goals. In addition, the seven-period day will allow for principals

and school leaders to provide embedded professional development during the school day that focuses on improving instructional practices.

A seven-period day will also afford schools the ability to provide ELA and math intervention classes during the school day. Students who struggle with learning at the Tier 1 classroom level will be scheduled an additional smaller class setting with targeted academic support in ELA and math. These classes will provide opportunities for students who are behind in academic performance with the interventions needed.

Based on feedback and recommendations from Dr. Hawley and the Plaintiffs to try to avoid moving budgets between activity codes year over year, the District is maintaining the funding for the seven-period day in activity code 106 – Transition Schools for Utterback and Safford. Anticipated Increase: Over \$500k.

416 USP Training Plan no anticipated changes

417 Ongoing PD on Hiring Process no anticipated changes

418 Observations of Best Practices no anticipated changes

501 ALE Access and Recruitment Plan

Expansion: AVID at Additional School(s)

Research indicates that, “Successful AVID programs reach out to parents and guardians to provide them with cultural capital that will empower them to support their child’s academic endeavors and create a college going culture in their home, in addition to delivering basic information on college readiness and preparation (Bernhardt, 2013). Furthermore, the majority of AVID students come from a minority or low socioeconomic background and is a thriving program at 11 TUSD schools. AVID also seeks to, “address the educational gap poverty creates, it is important for educators to utilize a system that embraces the students’ diversity and supports them in their quest for a postsecondary degree (Peabody Jr., 2012). Based on this research, adding the AVID program to more schools in TUSD will help foster a college going culture, prepare students to take advanced classes, and help prepare students for life after high school. *See Attachment. B, Student Support Criteria Form.* Anticipated Increase: Between \$100k-500k

Expansion: Open-Access GATE at Roberts-Naylor Grades 6-8

The District has piloted a successful Open-Access GATE program at Tully Magnet Elementary School and has initiated an expansion to a similar program at Roberts Naylor K-8 school (grades 6-8). The Open Access GATE program at Roberts-Naylor will provide a pipeline for Tully Open

Access students who want to continue a gifted program. The District began implementation by developing the program at the sixth grade level for SY 2017-18. In SY 2018-19, the District will expand development into the sixth and seventh grades. *See Attachment. B, Student Support Criteria Form.* Anticipated Increase: Under \$100k.

Expansion: GATE Cluster Programs

In SY 2013-14 the District began implementation for fifteen GATE Cluster School programs in targeted locations throughout the District to increase the number of students receiving gifted services. By placing the cluster program at targeted schools, the District increased opportunities for underrepresented students to receive gifted services, particularly African American and Hispanic students. While the District recommitted to the cluster program at seven sites in SY 2017-18, the Special Master recommended the District open cluster programs to at least the amount provided in SY 2013-14.

The District targeted seven new schools in SY 2017-18 (there were already three in existence) and will target five more schools in SY 2018-19, placed strategically at schools serving minority students, and especially targeted them at schools serving substantial numbers of African American students. The District will provide additional funding to the GATE budget for teachers to receive gifted professional development in order to obtain a gifted endorsement, instructional materials, and marketing for each program site. *See Attachment. B, Student Support Criteria Form.* Anticipated Increase: Under \$100k.

502 UHS Admissions/Outreach/Recruitment

New Capital Items

UHS is proposing a new program to provide laptops for African American and Latino Students who do not have a computer at home. Currently, UHS only has 32 computers to serve the entire school. This is a hardship for students who are assigned work that requires a computer when they do not have one at home. These computers will be checked out to identified students at the beginning of the year. The District has obtained a grant from T-Mobile to upgrade Dell laptops that come fully-loaded with unlimited 4G wireless connectivity so students do not need to have internet at their own homes to use them. These laptops will be checked in for upgrades (part of the grant provides unlimited IT hardware and software support and work orders through T-Mobile so that we do not need to use TUSD tech support at all). T-Mobile also pays to train teachers and students and provides all of the software. The grant allows us to obtain the necessary laptops at 50% off, including unlimited IT support and training. Anticipated Increase: Between \$100k-500k.

New African American Recruitment and Retention Specialist [see 511, AASSD ALE/AVID Program Specialist]

This dedicated specialist will conduct school visits, home visits, and targeted evening presentations at an extremely frequent level, including: monthly evening events; home visits with African American families, visiting schools to set up African American tutoring opportunities at the middle school level, and other strategies. This specialist would also work with current UHS African American students to help coordinate the Historical Black College Tour, pair students with African American mentors in the community and at University level, and work with African American families. *See activity code 511 for description of AASSD, ALE/AVID program specialist.*

New Middle School Leadership Training Event(s)

This multi-day event throughout the year would bring targeted 6th, 7th and 8th grade African American and Hispanic students on the UHS campus for a leadership training and recruitment event. Students will receive training and mentoring that they can bring back to their home middle school as well as have a yearly opportunity to be on the UHS campus, receive mentoring from UHS students and faculty as well as build relationships to the campus. If possible, UHS will host multiple events throughout the year to bring in more reasonably sized groups of students for each event. Anticipated Increase: Under \$100k.

New Level-Up Program (Summer School)

After completing placement testing, incoming Latino and African American freshmen would have a dedicated summer school program to fill in academic gaps in reading, writing, and math. This intensive skill program will use Common Formative Assessments and online benchmarks to track progress to ensure that all incoming freshmen meet or exceed the same standardized benchmarks as their peers. This would take place in July, after Boost, to ensure that no student falls behind in her or his first year of high school. *See Student Support Criteria Form, attached.* Anticipated Increase: Under \$100k.

503 Pursue OELAS Extension no anticipated changes

504 Build/Expand Dual Language Programs

The Language Acquisition Department (LAD) will convert the one-time DL Liaison Stipend to a certified dual language itinerant teacher for school year 2018-19.

New: Language Academies

At all nine Two-Way Dual-Language (TWDL) school sites, the District will offer a Language Academy to incoming kindergarten and first grade students whose parents have requested participation in the TWDL program. The academies will increase the opportunity for students to qualify for participation in the TWDL program. The summer Language Academy will operate for three weeks in July before the school year begins, then, beginning in January 2019, the District will offer a four-week, after-school academy that will include tutoring. Both academies will focus on oral language development in an effort to prepare more students to qualify for participation in order to expand dual language participation. Anticipated Increase: Between \$100k-500k.

New: Dual-Language Pre-School

In order to create a Dual-Language pipeline at the nine TWDL sites, LAD will assess the resources available at these sites to determine the best place to begin a TWDL pre-school (opening at least one in 2018-19). The District will select the location based on space, number and availability of qualified teachers, and the number of incoming pre-school students. LAD will select the first pre-school by the Spring of 2018 based on the above criteria. Anticipated Increase: Under \$100k.

Expansion: Double-Stranded TWDL Program(s)

In order to continue to build and expand the current TWDL programs, LAD will convert three “one-strand” schools into “two-strand” schools (beginning with at least one in 2018-19). If approved, LAD will assess the resources at these sites to determine the best place to begin while taking into consideration the number of students that are projected to be recruited through the Language Academies and the selected preschool. This endeavor will require additional staffing and materials for each selected site. Anticipated Increase: Between \$100k-500k.

505 Placement Policies and Practices no anticipated changes

506 Dropout Prevention and Retention Plan no anticipated changes

507 Data Dashboard (Flags and Policies) no anticipated changes

508 CRC and Student Engagement PD no anticipated changes

509 Multicultural Curriculum

The Multicultural Curriculum Departments (MCD) charge is to develop and implement an aligned, articulated and well administered multicultural curriculum for all District courses, at all grade levels, which integrates racially and ethnically diverse perspectives and experiences. A multicultural curriculum seeks to eliminate the racial and ethnic disparities for underrepresented students in academic achievement, dropout and retention rates, and discipline. A curriculum that engages and strengthens the participation and success of all students.

For 2018 – 2019, the Multicultural Curriculum Department staff will conduct district wide professional development trainings on multicultural curriculum, pedagogy and inclusion. The department will use “Train the Trainer model” of professional development with a cadre of teachers. The cadre of teachers will in turn become district experts that further facilitate site-based trainings. The requested changes facilitate MCD to pay these teachers for attending trainings, and provide ongoing support.

510 Culturally Relevant Courses

Expansion: CRC Master Teachers

The District will increase the allocation for itinerant teachers from 11 FTE in 2017-18 to 13 FTE in 2018-19 pursuant to the revised CRC Master Teacher formula based on need and course participation. Anticipated Increase: Between \$100k-500k.

511 Targeted Academic Interventions and Supports; 512 Quarterly Information Events; 513 Collaborate with Local Colleges and Universities

New: Lead MTSS Facilitator (511)

The District will provide a stipend to a current, experienced MTSS Facilitator to serve as the Lead MTSS Facilitator and the Academic and Behavior Supports Coordinator (ABSC). Duties would include monitoring the submission of monthly MTSS documentation and providing MTSS training to MTSS Facilitators and Leads. In addition, the ABSC would oversee the existing committee of three current MTSS Facilitators and a TS Department Lead that serves as a Clarity Focus Team. The CFT will continue to monitor the Clarity system, provide Clarity Support to

MTSS teams, and provide training if Clarity as more schools are brought online. Direct supervision and evaluation of MTSS Facilitators will revert to site principals. Anticipated Increase: Under \$100k.

Expansion: MTSS Leads at All Schools (511)

For school year 2017-18, the District is proposing to budget for 38 MTSS Facilitators and 48 MTSS Leads. In 2017-18, the District budgeted for 27 MTSS leads. Anticipated Increase: Under \$100k.

Expansion: Revised Staffing for AASSD Reorg Proposal (511, 512, and 513)

The current AASSD reorganization proposal includes shifting direction from direct student services to supporting departments and building institutional capacity. However, AASSD would maintain some direct services at targeted elementary and K-8 schools, using asset-based approaches designed to meet students where they are through culturally responsive practices (specialists will be required to hold at least a Bachelor's Degree). The proposal includes a shift from nine Student Success Specialists to four Program Specialists) and five RTI Specialists. Program specialists will focus on particular programmatic areas (e.g. ALE/AVID or CRC/CRPI). RTI Specialists will focus on supporting MTSS, enrichment activities, and the potential expansion of the Empower Model currently being piloted at elementary and K-8 schools for in-class literacy and math support. Anticipated Increase: Under \$100k.

[Note: the proposed AASSD reorg is currently a draft and is subject to change pursuant to the budget development process, input from the forthcoming expert(s), input from the Fisher Plaintiffs, and/or HR review]

Expansion: Revised Staffing for MASSD Reorg Proposal (511, 512, and 513)

The proposed MASSD reorganization provides staffing for an expansion of services for student and parent support district-wide in alignment of the duties and responsibilities outlined in the USP through an asset-based model. The current reorganization proposal includes shifting direction from direct student services to comprehensive integrated services to build institutional capacity. The proposal calls for a shift from seven Student Success Specialists to seven Program Specialists (requiring a Bachelor's degree and Bilingual Spanish/English proficiency), and funding to support Certified Academic Tutors and College Mentors. Program specialists will focus on particular programmatic areas (e.g. ALE/AVID or CRC/CRPI); college mentors will be assigned to designated CRC classrooms to assist in academic supports. Anticipated Increase: Between \$100k-\$500k.

[Note: the proposed MASSD reorganization is currently a draft and is subject to change pursuant to the budget development process, input from the Mendoza Plaintiffs, and/or HR review]

514 AAAATF Recommendations

At this time, it is premature to submit narrative proposals for new, eliminated, or expanded proposals. The District is currently accepting bids on an RFP for an expert(s) to review District practices, including current pilot activities, and provide consultation on the development and implementation of these and other research-based practices shown to enhance the learning outcomes of African American students. Based on this collaborative work in February and March, the District will develop new, eliminated, or expanded budget proposals by Draft 2 and/or Draft 3.

515 Referrals, Evaluations, and Placements no anticipated changes

516 Supportive and Inclusive Environments no anticipated changes

601 Restorative Practices and PBIS

New: Full-Time Discipline Coordinator

The District will hire a full-time Discipline Coordinator to serve as the District's Restorative and Positive Practices Coordinator (RPPC). The RPPC will continue to provide the functions currently provided by the existing discipline coordinator (contracted employee), including but not limited to: monitoring discipline on a frequent basis; working in conjunction with the discipline liaison; training administrators and support staff; facilitating the Monthly Discipline Review; monitoring discipline reports; and providing the quarterly discipline reports to leadership (and to the Department of Justice, as needed).

602 GSRR no anticipated changes

603 Student Discipline Training for Sites no anticipated changes

604 Discipline Roles and Responsibilities no anticipated changes

605 Discipline Data Monitoring no anticipated changes

606 Corrective Action Plans no anticipated changes

607 Successful Site-Based Strategies no anticipated changes

701 Family Center Plan

New: Data Technician for Family and Community Outreach

The District proposes a Data Technician to facilitate implementation of the new Tracking System at the Family Centers and school sites. The tech will help with monitoring of site reports to ensure compliance, and with ensuring that the program information of adult and student participants are collected, organized, reviewed for accuracy, and are entered or scanned into the appropriate software application. The tech will collaborate with Family and Community Outreach and Technology Services staff to perform continuous process improvement functions, and will formalize and implement process improvements to data collection, input and reporting elements. Also, the tech will organize and maintain hard copy source documents of data used for input and create reports as required by program. Anticipated Increase: Under \$100k.

702 Family Engagement Resources no anticipated changes, see 701 above

703 Tracking Family Engagement no anticipated changes, see 701 above

704 Translation and Interpretation Services no anticipated changes

801 Extracurricular Equitable Access (EEA) Plan

The District will reallocate the funding for the staff assistant to augment the proposed expansion to an Elementary Extracurricular Specialist.

802 Data Reporting System (Extracurricular) no anticipated changes

901 Multi-Year Facilities Plan no anticipated changes

902 Multi-Year Technology Plan no anticipated changes

903 Technology PD for Classroom Staff

Expansion: Ed Tech Integration Specialist

The District will expand from four to five Ed Tech Integration Specialists to support the Teacher Technology Liaisons in five regions. The additional Specialist will support training for instructional staff on the use of technology to deliver instruction. Anticipated Increase: Under \$100k.

1001 EBAS Implementation no anticipated changes

1002 Training and Evaluation

The District will reallocate eight Curriculum Service Providers (CSPs) from the Assessment and Evaluation department to the specific school site budgets where the CSPs work.

1003 Budget Process and Development no anticipated changes

1004 Budget Audit no anticipated changes

1005 Notice and Request for Approval no anticipated changes