

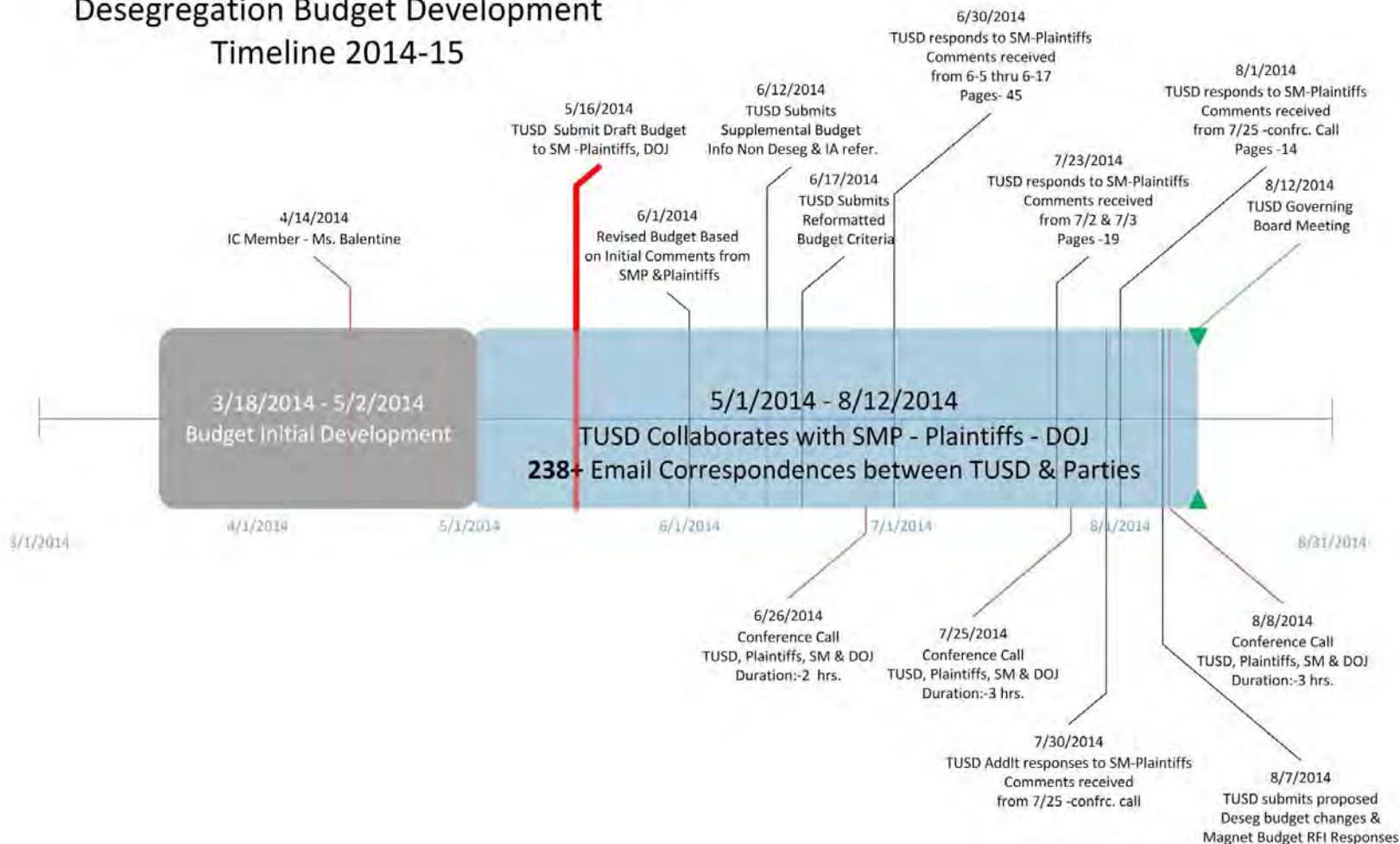
FY2015 Unitary Status Plan (USP) Budget

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Chief Financial Officer

FY2015 USP Budget Timeline

Date(s)	Action
May 16	Submit 2014-15 USP Budget Plan (Draft) to the Plaintiffs and Special Master
May 20	Plaintiffs and Special Master make additional budget formatting requests
May 27	Present revised timeline and budget process to Governing Board for study (1:27 standards and formulas; major changes to the USP Budget; etc.)
June 2	Submit revised Draft Budget Plan to Plaintiffs and Special Master (including 2012-13 Audit Report and Budget Criteria Worksheets)
June 12	Submit Non-Deseg Budget Plan to Plaintiffs and Special Master (including a revised Budget Criteria Worksheet with references to the Special Master's Implementation Addendum and a revised timeline)
June 26	District, Parties, Special Master, Budget Expert meet to discuss the budget
June 13 – July 2	Plaintiffs provide comments on the Draft Budget Plan
July 3 – 14	Within 10 days of receiving the Plaintiffs' comments due July 2, the Special Master shall communicate to the District and the Parties, his suggestions, if any, for modifying the Draft Budget Plan
July 8	Governing Board will study Plaintiffs' comments & major issues, and will approve the District budget including the Proposed USP Budget (to be revised Aug 12, 2014)
July 15 – 30	District considers Special Master's final recommendations
August 5	District finalizes USP Budget
August 12	Governing Board votes on the Final Budget Plan.
August 13 – 23	District submits the adopted Final Budget Plan to the Plaintiffs and Special Master. If any of the Plaintiffs or the Special Master disagrees with the budget as approved, they may file objections with the Court within ten days and the Court shall resolve the objections on an expedited basis.

TUSD Desegregation Budget Development Timeline 2014-15



FY2015 USP Programs

1. Personnel, Hiring and Recruitment
2. Student Assignment and Transportation
3. Magnets
4. Advanced Learning Experiences (ALEs)
5. Achievement Support
6. Inclusive School Environments
7. Discipline & Extracurricular Activities
8. Family Engagement
9. Facilities Access
10. Technology Access
11. Budget and USP Administration
12. Professional Development
13. Monitoring and Reporting
14. ELL/OCR

FY2015 USP Budget by program

ACCOUNT DESCRIPTION	FY2013-2014	FY2014-2015 v.1	FY2014-2015	DIFFERENCE
Project 1 Personnel	\$526,296	\$413,401	\$475,683	\$62,282
Project 2 Student Assignment	\$8,409,810	\$10,588,102	\$11,032,034	\$443,932
Project 3 Transportation	\$8,612,937	\$9,337,929	\$9,063,042	-\$274,887
Project 4 ALEs	\$5,875,365	\$5,555,024	\$9,148,380	\$3,593,356
Project 5 Student Engagement	\$8,956,716	\$7,872,136	\$7,752,665	-\$119,471
Project 6 Inclusive Environments	\$4,657,203	\$3,153,694	\$2,742,626	-\$411,068
Project 7 Discipline & ECA	\$2,025,082	\$1,938,694	\$1,918,649	-\$20,045
Project 8 Family Engagement	\$722,548	\$677,557	\$716,315	\$38,758
Project 9 Facilities Access	\$819,755	\$1,774,985	\$1,677,967	-\$97,018
Project 10 Technology Access	\$547,013	\$588,000	\$632,130	\$44,130
Project 11 Administration & Budget*	\$8,417,990	\$8,100,715	\$6,433,225	-\$1,667,490
Project 12 Prof. Development	\$1,961,408	\$1,943,291	\$2,120,949	\$177,658
Project 13 Monitoring/Reporting	\$1,410,065	\$1,950,878	\$1,664,896	-\$285,982
Project 14 ELL /OCR	\$10,437,535	\$9,350,874	\$8,332,486	-\$1,018,388
TOTAL	\$63,379,720	\$63,245,280	\$63,711,047	

Handout #1

BAI #10

“Any recommendation of the Plaintiffs and the Special Master not included in the Superintendent’s final USP Budget proposal shall be noted and separately provided to the Governing Board for consideration.” USP Section X(B)(4)

Recommendation 1 (SM/Mendozas) Professional Development [SM] Provide a \$2M “placeholder” for professional development or justify/explain how the funding for the 33 specific USP-required PD activities was determined; [Mendozas] Explain how funding is flowing to the USP PD requirements.

Recommendation 2 (SM/Mendozas): Psychologists Describe how the District applied the funding formula to the funding allocation for Psychologists and explain how the allocation is supplementing and not supplanting.

Recommendation 3 (SM): CRC Teachers Describe how the District applied the funding formula to the funding allocation for CRC Teachers and explain how the allocation is supplementing and not supplanting.

Recommendation 4 (SM/Mendozas): Dual-Language Teachers Describe how the District applied the funding formula to the funding allocation for Dual-Language Teachers and explain how the allocation is supplementing and not supplanting.

Recommendation 5 (SM/Mendozas) Portables at UHS [SM] Justify the use of 910(g) funds to pay for portables at UHS; needs to be specifically linked; [Mendozas] Eliminate funding to move portables to UHS to make room for additional students.

Recommendation 6 (Fishers) Learning Supports Coordinators (LSCs) Eliminate LSCs from this year’s budget.

Response: The USP provides that any party may request the discontinuation of an activity or expenditure that is “redundant, unnecessary, or unduly wasteful...” The District agrees with the Special Master’s recommendation to conduct a program evaluation in 2014-15 to determine the efficacy of LSCs.

Recommendation 7 (Fishers) African American Student Services Department (AASSD) Keep AASSD as a separate department with a separate budget.

Recommendation 8 (Fishers) Set-Aside for AfAm/Latino Students in ES and MS Provide a set-aside to fund activities to support increased academic achievement of African American and Latino elementary and middle school students

Handout #1

BAI #10

Recommendation 9 (Mendozas) CRC Courses Provide funding to supplement CRC courses that have less than 27 students.

Recommendation 10 (Mendozas) Fine Arts Provide funding only for the portion of Fine Arts that is directly related to the USP.

GENERAL RESPONSES

- 1. The District agrees with all of these recommendations, except number 6.**
- 2. Re Recommendation #1: the District will provide additional funding for professional development from contingency.**
- 3. Re Recommendation #5: the District will provide a justification for the funding to add portables to UHS.**

Recommendations from the Plaintiffs and the Special Master that were incorporated into the final USP Budget proposal

Mendoza Comments	District Response
910(g) funds for “overhead” by TUSD is not appropriate and (those funds) should instead be applied to programs to implement the USP.	Eliminated Overhead and allocated the funds to programs to implement the USP.
910(g) funds to pay for fine arts teachers in magnet schools regardless of the theme of the magnet school (may not be appropriate)	Provided justifications for 910(g) funding for fine arts as supplemental to M&O
We would appreciate an explanation of the District’s rationale for allocating almost \$1 million to this initiative (Communications) from 910(g) funds.	Reduced the 910(g) Communications funding by almost 50%
We note that the District is planning to replace Achieve 3000 with Language Assessment Scales (LAS). On what basis did the District determine to replace Achieve 3000? What is the basis on which it selected LAS?	Provided justification for 910(g) funding for LAS (Achieve 3000 will also be utilized)
We therefore ask what assessments the District has made of their effectiveness during the current school year and for an explanation of how they are to be employed in relation to the ALE Plan, achievement support, and to support “monitoring” as set forth in Projects 4, 5, and 7 of the proposed budget.	Provided explanations for how LSCs are utilized in these three areas; agreed to conduct program evaluation in 2014-15 to assess the efficacy of LSCs.
What evidence does the District have that OMA is efficacious and what is the basis for seeking to use 910(g) funds for OMA?	Provided evidence of OMA’s efficacy and the basis for seeking to use 910(g) funds
Mendoza Plaintiffs question the basis for the proposed expenses set forth under Projects 5 and 6 and do not believe the explanation provided in the USP criterion document provides a satisfactory explanation.	Provided additional justifications for 910(g) funding for psychologists and social workers, tied to the USP.
We are having difficulty aligning the budget entries with provisions of the USP. We have not yet had the opportunity to review the proposed budget against the relevant implementation plans (for example, the proposed budget relating to discipline as compared to the GSRR).	Provided a revised budget on 6.12.14 tying expenditures to the activities listed in the Special Master’s Implementation Addendum.

Handout #2

BAI #10

Mendoza Plaintiffs remain concerned that these core activities integral to the successful functioning of the magnet schools are not being adequately supported with 910(g) funds.	Increased magnet funding by almost half a million dollars, including magnet coordinators to each site.
We also do not understand why it takes more than 7 FTE's and over \$400,000 under Project 6 to prevent misidentification of African American and Latino students.	Provided explanations for how psychologists are funded in a manner that supports the USP.
We do not believe that the suggestion by the District that it could directly charge items such as principal salaries and support staff wages at magnet and racially concentrated schools to the 910(g) funding to avoid charging for "overhead," would be appropriate or permissible.	Rather than redirect overhead to this items, the District redirected the funds elsewhere.
The issue remains, however, whether the approximately \$1.2 million in 910(g) funds ... that the District intends to spend on OMA in the 2014-15 year is supplementing or supplanting since it appears that the District would support the OMA program regardless of whether it were subject to the USP.	Provided responses justifying Fine Arts/OMA funding, and explaining how OMA is not supplanting
To the extent this organizational issue implicates the budget, Mendoza Plaintiffs state here that they join the Fisher Plaintiffs in their objection to what appears to be a significant dismantling of the AASSD and MASS Departments and the assignment of support personnel to work in individual schools under the supervision of school principals.	Provided explanations of the reorganization, including that AASSD and MASSD are not being dismantled.
Inadequate funding for Family Engagement	Through the reorganization, created a Family Engagement Director (in addition to the USP-required Family Engagement Coordinator), and a Community Outreach Coordinator.

Handout #2

BAI #10

Fisher Comments	District Response
TUSD allocates only \$100,000 to the African-American academic achievement task force.	Increased the allocation from \$100,000 to \$500,000
The objection to the principle of budget overhead remains regardless of the amount of overhead in relation to past years	Eliminated Overhead and allocated the funds to programs to implement the USP.
Fisher Plaintiffs concur with Mendoza Plaintiffs that TUSD cannot directly charge items such as principal or staff funding to 910(G) funding to avoid charging overhead which would otherwise be appropriate or permissible.	Rather than redirect overhead to this items, the District redirected the funds elsewhere.
Fisher Plaintiffs join in the Mendoza Plaintiffs objection to funds allocated to Learning Support Coordinators (a significant amount in excess of \$3,700,000).	Provided explanations for how LSCs are utilized in these three areas; agreed to conduct program evaluation in 2014-15 to assess the efficacy of LSCs.
The Fisher Plaintiffs object to the use of 910(G) funds for art programs. The District has not supplied a reasonable explanation or justification for 910(G) funds for art programs for all students as well as at non-magnet schools.	Provided responses justifying Fine Arts/OMA funding, and explaining how OMA is not supplanting
Fisher Plaintiffs object to the increase in allocation of USP funds for communication and media. How can such an increase be justified when such funds be otherwise used for other programs, including the African American academic achievement task force?	Converted funds from Communications to the implementation of the AAAATF Recommendations
Fisher Plaintiffs inquire as to the plans for the CRC courses for the 2014-2015 school year? Where are these courses within the budget and what are the costs?	Allocated specific funding to support CRC teachers, including low-threshold courses
When the District unilaterally dismantled the African-American Studies Department, what happened to those funds that had previously been allocated for the department? How could those funds be traced? Who is responsible for the oversight of those funds?	Clarified that this department had not been dismantled, that the funding has remained constant, and that oversight for the funding resides with the Asst Supt for Student Services

Handout #2

BAI #10

Special Master Comments	District Response
Overhead. The amount budgeted here is similar to the amount historically budgeted but at one recent meeting those assembled were told this amount would be much lower. In any event, the private plaintiffs oppose overhead in principle.	Eliminated Overhead and allocated the funds to programs to implement the USP.
The absence of meaningful evaluation of student support programs as this affects funding.	Provided detailed student support criteria forms outlining the analysis of student support programs.
The absence of investment specifically targeted at the improvement of learning opportunities and outcomes for African American students.	Increased the allocation for implementing the AAAATF recommendations from \$100,000 to \$500,000
The significant expenditure on various arts programs. This seems like an increase over last year when questions were raised about the appropriateness of these activities being funded from 910G funds.	Provided responses justifying Fine Arts/OMA funding, and explaining how OMA is not supplanting (and represents a decrease from 2013-14)
The amount of funding for salaries for psychologists in Special Education, social workers and school counselors.	Provided explanations for how psychologists and social workers are funded in a manner that supports the USP.
Partial salary support for key administrators (e.g., Assistant Superintendents).	Eliminated funding for key administrators
The criteria by which transportation costs were determined.	Provided the justification/explanation for how transportation costs were determined.
A significant increase in funding for communication and media.	Reduced the 910(g) Communications funding by almost 50%

Handout #3

BAI #10

DIFFERENCES BETWEEN PROPOSED BUDGET (JUNE) AND CURRENT PROPOSED BUDGET

Projects	2013-14	June Version	Proposed Version	Difference
Project 1 – Personnel	\$526,296	\$566,131	\$475,683	(\$90,448)
Project 2 – Student Assignment & Magnets	\$8,409,810	\$10,574,364	\$11,032,034	\$457,670
Project 3 – Transportation	\$8,612,937	\$9,337,929	\$9,063,042	(\$274,887)
Project 4 – ALEs	\$5,875,365	\$6,471,424	\$9,148,380	\$2,676,956
Project 5 – Achievement Support	\$8,956,716	\$8,179,225	\$7,752,665	(\$426,560)
Project 6 – Inclusive School Environments	\$4,657,203	\$2,701,589	\$2,742,646	\$41,057
Project 7 – Discipline	\$2,025,082	\$1,915,715	\$1,918,649	\$2,934
Project 8 – Family Engagement	\$722,548	\$677,557	\$716,315	\$38,758
Project 9 – Facilities	\$819,755	\$1,674,985	\$1,677,967	\$2,982
Project 10 – Technology	\$547,013	\$588,000	\$632,130	\$44,130
Project 11 – Administration, Budget, NARAs	\$8,417,990	\$7,600,715	\$6,433,225	(\$1,167,490)
Project 12 – Professional Development	\$1,961,408	\$1,943,291	\$2,120,949	\$177,658
Project 13 – Transparency/ Accountability	\$1,410,065	\$1,950,878	\$1,664,896	(\$285,982)
Project 14 – ELL and OCR	\$10,437,535	\$9,200,874	\$8,332,486	(\$868,388)
TOTAL	\$63,379,720	63,382,677	\$63,711,067	

Handout #3

BAI #10

DIFFERENCES BETWEEN PROPOSED BUDGET (JUNE) AND CURRENT PROPOSED BUDGET

On June 2, 2014, the District submitted a Proposed USP Budget for 2014-15 to the Special Master and Parties. Between June 2, 2014 and today, the District continues to work collaboratively with the Special Master and Plaintiffs through an ongoing exchange of comments, feedback and responses; and through two teleconferences devoted solely to collaboration on the developing the budget. After reviewing, analyzing, and incorporating comments and feedback from the Special Master and Plaintiffs, the District has revised the budget to include more accurate benefits and salary information¹, changes based on discussions with the Special Master and Plaintiffs, and additional staff to implement the USP more efficiently and effectively in a manner that is aligned to the District's overall reorganization². This list includes additional changes that the District has incorporated into the revised proposed USP budget. The projected impacts are estimated based on the most current information, dollar-for-dollar impacts cannot be calculated at this time.

¹ The average salaries and average benefit rates were not yet calculated as of June 2, 2014. The revised version of the Proposed USP Budget for 2014-15 uses real salaries where possible (in place of average salaries), and uses the appropriate benefit rates.

² The District's reorganization was based in large part on the results of the Curriculum and Efficiency Audits, both of which were produced in April/May 2014. The District's response to those audits had not yet been finalized by June 2, 2014.

Handout #3

BAI #10

Benefits

As of June 2, 2014, the District had yet to calculate the new benefit rates that would affect salaries across the board, including changes required by the ACA. The District used the 2013-14 benefit rates to create the Proposed USP Budget that was submitted on June 2, 2014.

IMPACT TO PROPOSED BUDGET: REDUCTION (BUT ADDITIONAL POSITIONS WERE ADDED, RESULTING IN AN ADDITION OF \$300k)

Salaries

As of June 2, 2014, the District used average salaries (based on the average salaries from 2013-14) to create the Proposed USP Budget that was submitted on June 2, 2014. The revised budget includes a teacher salary adjustment resulting from the Districtwide initiative to address teacher salary compression³. Since June 2014, the District has corrected the salary figures to accurately reflect the appropriate teacher average salary.

IMPACT TO PROPOSED BUDGET: INCREASE (ADDITIONAL POSITIONS WERE ADDED)

³ In December 2013 the Governing Board directed staff to address teacher salary compression in three phases. (Salary compression can be described as equalizing salaries to address pay inequity where new employees receive salaries higher than those salaries being paid to the current employees in similar jobs).

Handout #3

BAI #10

Overhead

As a response to comments and feedback from the Special Master, the Mendoza Plaintiffs, and the Fisher Plaintiffs, the District eliminated the budget lines for overhead while direct billing costs allocable to specific USP activities that had received 910(g) funding in the past. These include: a portion of AP teacher salaries, a portion of dual-language teacher salaries; funding CRC teachers, and funding capital items to support ELL students.

IMPACT TO PROPOSED BUDGET:

- TRANSFERRED APPROXIMATELY \$3.1M FROM PROJECT 11 TO VARIOUS OTHER PROJECTS;
- INCREASE TO THE OVERALL BUDGET OF APPROXIMATELY \$160,000, REPRESENTING THE DIFFERENCE BETWEEN THE PREVIOUS OVERHEAD AMOUNT (\$3.11M) AND THE AMOUNT NOW BEING CHARGED DIRECTLY TO SPECIFIC ITEMS (\$3.27M)

Communications / AAAATF Recommendations

As a response to comments and feedback from the Mendoza and Fisher Plaintiffs, the District reallocated approximately \$470,000 from the Communications Department (Project 2) to Family Engagement (Project 8) and towards implementation of the African American Academic Achievement Task Force (AAAATF) Recommendations (Project 5). Of the total amount transferred, approximately \$30,000 went to Project 8 to fund the Community Outreach Coordinator, and approximately \$440,000 went to Project 5 to fund the implementation of the AAAATF Recommendations (in addition to another \$60,000 from contingency).

IMPACT TO PROPOSED BUDGET:

- TRANSFERRED APPROXIMATELY \$30,000 FROM PROJECT 2 TO PROJECT 8
- TRANSFERRED APPROXIMATELY \$440,000 FROM PROJECT 2 TO PROJECT 5
- INCREASE TO CONTINGENCY OF APPROXIMATELY \$40,000⁴

⁴ The District had earmarked \$100,000 of contingency for implementing the AAAATF Recommendations (acknowledging that the amount may rise significantly), but is using only \$40,000 of the previously earmarked amount of \$100,000. The total amount (\$500,000) has been separated from contingency, converted into a separate line item, and now represents an increase in allocation towards this activity from \$100,000 to \$500,000.

Handout #3

BAI #10

Facilities / UHS Portables

As a response to the Court Order of June 25, 2014 approving the District's Notice and Request for Approval, the District has allocated \$400,000 to Project 9 to relocate portables to UHS.

IMPACT TO PROPOSED BUDGET: INCREASE TO PROJECT 9 OF APPROXIMATELY \$400,000

Assistant Superintendents

In response to comments and feedback from the Special Master, the District removed 910(g) funding from Assistant Superintendents and their support staff.

IMPACT TO PROPOSED BUDGET: REDUCE PROJECT 5 BY APPROXIMATELY \$137,000 (INCLUDES BENEFITS)

Sr. Director of Desegregation Compliance and Equity

To implement the USP in a more efficient and effective manner, the District created an Assistant Superintendent for Student Support Services who supervises a Senior Director for Desegregation Compliance and Equity, who in turn supervises the Director of Desegregation, the Family Engagement Director, and the four student services directors. This change is budget neutral as it merely renames and repurposes what had been titled "Executive Director for E&I" in the June 2, 2014 Proposed USP Budget.

IMPACT TO PROPOSED BUDGET: NO IMPACT

Handout #3

BAI #10

Family Engagement Director (.5 Deseg / .5 Title I)

Community Outreach Coordinator (.5 Deseg / .5 Title I)

Family Engagement Coordinator (.5 Deseg / .5 Title I)

In response to comments and feedback from the Special Master and Mendoza Plaintiffs, the District hereby describes in detail how it has reallocated resources to support family engagement.

Under the reorganization, and to demonstrate our commitment to student success through family and community engagement, the District created a structure to implement districtwide family engagement strategies for all students and families, with a special focus on struggling students. This structure includes a Senior Director for Desegregation Compliance and Equity that supervises a Family Engagement Director, who in turn works closely with the four student services directors, Title I, and other related departments and directly with schools. In the June 2, 2014 Proposed USP Budget, a .5 FTE (\$30,000) for “Community Outreach Coordinator” was allocated to Project 2; this position has been transferred to Project 8 (see above description of change to Communications). The total 1.0 FTE for the other two positions (approximately \$98,000 with benefits) is being reallocated from the original \$500,000 amount allocated to implement the Family and Community Engagement Plan.

IMPACT TO PROPOSED BUDGET:

- REDUCED PROJECT 2 BY APPROXIMATELY \$30,000
- INCREASED PROJECT 8 BY APPROXIMATELY \$30,000
- SPECIFIED THE ALLOCATION OF \$98,000 OF THE TOTAL \$500,000 PREVIOUSLY ALLOCATED TO IMPLEMENT THE FAMILY ENGAGEMENT PLAN

Handout #3

BAI #10

Sr. Director of Curriculum Development (.25 Deseg / .75 M&O)

To implement the USP in a more efficient and effective manner, and in response to the Curriculum and Efficiency Audits, the District created this position to oversee curriculum development, including directly supervising the Director of Culturally Relevant Pedagogy and Instruction and the Director of Multicultural Curriculum, and will ensure that the District is meeting the implementation timelines and goals associated with these programs in a manner that is consistent with the overall curriculum development in the District.

IMPACT TO PROPOSED BUDGET: INCREASE TO PROJECT 6 OF APPROXIMATELY \$36,000 (INCLUDES BENEFITS)

Sr. Director of Curriculum Deployment (.25 Deseg / .75 M&O)

This person will ensure compliance with all USP professional development activities and supervise the Learning Support Coordinators at each site. A primary function will be to ensure that the Multi Tiered System of Support (MTSS) is being implemented with fidelity. This funding draws on the funding available from removing the previous function titled “Director of Professional Development” in Project 12 (.8 FTE). This is the USP-required “director-level employee to coordinate professional development and support efforts” (USP Section IV.B.3)

IMPACT TO PROPOSED BUDGET:

- REDUCE PROJECT 12 BY \$67,000;
- TRANSFER \$33,000 TO PROJECT 5 (INCLUDES BENEFITS)

Sr. Director of Curriculum Assessment and Evaluation (.5 Deseg / .5 M&O)

This person will ensure that data systems are in place to track performance data at sites, will develop metrics for the program evaluation of key aspects of the Unitary Status Plan, and will be integral to EBAS development.

IMPACT TO PROPOSED BUDGET: INCREASE TO PROJECT 13 OF APPROXIMATELY \$62,000

Transition Counselors

In accordance with the Court Order from February 15, 2013 (approving school closures, and requiring the District to “allocate extra financial resources for support services for incoming and current students enrolled in D or C- receiving schools to mitigate the negative effects of the transition”) additional school counselor services were needed at receiving schools. In the June 2, 2014 budget this item was not included as this issue was not identified and addressed until after June 2. This item would maintain funding from SY 2013-14.

During the 2013-14 school year, it was evident that one school year of services would not be enough. The social, emotional, academic and personal issues that arose as a result of merging schools were greater than expected. Transitioning two cohorts of students on to high school is needed to complete the assimilation process. Also, merging the schools created larger numbers of students in each grade level, however, not to the extent that the staffing formula would provide additional counselor FTE. All three schools have enrollments that fund one counselor by formula (1:500) and are close to numbers to fund two. Doolen (904), Mansfeld (801) and Secrist (670) were all receiving schools in SY 2013-14 (receiving kids from Townsend, Wakefield, and Carson, respectively). With the additional enrollment numbers and the compounded issues resulting from merging these middle schools, there is substantial need to continue this funding.

IMPACT TO PROPOSED BUDGET: INCREASE TO PROJECT 11 OF APPROXIMATELY \$150,000 (INCLUDES BENEFITS)