**Budget Cuts on High School Seniors' College Readiness Levels**

AP Research

April 2026

Word Count: 4,523

## Literature Review

### *Legislator Decisions*

The learning environment a student is exposed to plays a vital role in their future, and it is something the United States' government acknowledges, however, it dedicated a hands-off role on the issue, allowing the state government to be its deciding factor. The separation between state and federal governments was made in order to provide more power to the people and allow citizens more freedom with reason; now, decisions regarding voting eligibility, local justice systems, and the education systems fall under state power. Under the influence of the state, independent education systems are able to place standard learning requirements, different school districts, instate district officials, and manage teacher certifications, (Votesmart). Thanks to these powers held by the state government, it is easy for a shift to occur in the decisions regarding the direction the education system should take. Now, our legislator as a whole holds an interesting approach to education. Due to the hands off role the federal government plays within the education system, the states hold various expectations for their individual territories, (Arocho). As of 2016, Texas' distribution of federal funding called for 15.4% to be used for education purposes, which was around $10,000 for education agencies as a whole for the 1,207 school districts Texas has control over (McPherson et. al). With the limited amount of funding Texas receives in its entirety, it is reasonable that the required budget for each district within the state is low.

### *The Role of Taxes*

Taxes on the federal level have been used to primarily finance health systems, social security, and defense, other areas, however, remain in the care of the state government, (Center on Budget and Policy Priorities). When diving deeper into the role of state taxes rather than just

federal tax roles, it is seen that the sub-areas of taxes, such as sales taxes and property taxes, play a vital role in the development of the community through their support with public school districts, city needs, and county services, (Texas Real Estate Source). The combination of these property and sales taxes aid in the maintainment of these services, ensuring its equal access throughout the state, one of these services being primarily education. Public education services are primarily funded by property taxes of their given location and sales taxes, a limit enacted on how much they are allowed to take. In a recent source, it was seen that school districts are funded through the use of a compressed tax rate, providing them an allowance of $1.17 for every $100 paid in property taxes, and as of 2017, a total of 37.3% state general revenue funds went towards public school districts, however the rate is dependant on the value received from property taxes, (Texas Comptroller of Public Accounts). In addition to these findings, it has been witnessed that the gap the state fills in regarding public school districts is based on the demographics and numbers of students attending the district as a whole, providing the districts with $6,160 per student since 2019, (Lopez). The varied amount of funding received by the school districts takes into account the extra classes needed for students regarding their needs such as English as a Second Language classes or simply the need to have a dual language school available for the community.

***Education***

Education has always held several connotations, it is always developing and the standards people hold for it have grown as well. The availability of an education has also changed, transforming from being restrictive to now being open to anyone who desires one; it has become a necessary component for people who would like a well established career and the overall development of the country. The role of education on the future of its students is further

explained in a study correlating students' self efficiency levels with their education levels, (Alexander et. al). Through this study, it was identified that student self efficiency and confidence levels are directly correlated with their education, explaining that a person with higher education will be able to be more successful in their future. Now, in a country of 50 states it is very common for education levels to vary, each state following their own curriculum and having their respective standards for their basic education.

***Sight of Education***

Education has always held a strong value, and it is that value that keeps it on the right track. In a source written in Brazil from live conversations, the authors speak about the importance of having a goal when teaching students, (Auer et. al). In this discussion, the authors along with the speaker define the role of education as a mode of instruction to help others grow, and throughout the source, it relays the idea that a change in the vision of the purpose of education can lead to a change in what the students themselves are taught. Along with this study, the idea of advocacy and keeping a firm idea on the purpose of education is repeated in a study regarding the actions and reactions toward budget cuts within higher education, (Al Sharif et. al). Within this study, we see the need and call to action for leaders to react in favor of the students that have little to no knowledge of the situation, more specifically, a call for leaders to aid students with adjusting to changes in their programs made specifically after budget cuts. Lastly, education advocacy and sight is further enforced within a study that regards the action taken to change an education system and how effective those actions were within the entirety of the education system of that state, (Reed). Through these studies, it was identified that the more action towards education, the more change in favor of students will be seen.

***Teacher Roles***

It is important to note that teachers as a whole play a vital role in the educational aspect of a student's life, but their environment helps dictate that. In a study done to compare the strength of the role of teachers within a city school when compared to a village school, it was identified that the slack of stress was more associated with village teaching, while an increase in knowledge and education methods was connected to educating in a city, (Brown et. al). Similarly, the difference of environmental exposure is reflected in a study with regard to lack of need for technology teachers in areas that lack a young age group, (Lee). Both these sources are a great example of the role teachers play when it comes to education, not only that but it also informs about the effect of education on the teachers themselves. Furthermore, a source regarding an incentive for competitive teachers caught my attention as it spoke of the change from merit pay to this incentive grant in order to gain more access to teachers and to allow their students to have the best opportunity at a great education within the district (Stone).

***Effect on Students***

Through these connecting researches, we can see the relation between budget cuts and student impact. In one research, a study talks about the effect of budget cuts within the librarian position and its impact on literacy rates within high school students, (Meraz). Similarly, a different study lists the ideas of self efficiency in relation to high school goals within students, relating the idea that motivation in high school could lead to future success in their career field, (Farruggia et. al). The connection between these two sources is the student situation and their evaluation in the classroom, but it is never truly tied broadly enough to budget cuts and every subject as a whole.

***Gap***

Throughout my research, although many sources were found, there were no resources that related to my topic in its entirety. Some sources spoke specifically to teacher deficits and why teachers were no longer needed, others spoke about higher education and their budget cuts in regards to how it was affecting their students, and yet others spoke about the importance of high school education as a whole; but nothing was truly what I was looking for. There were no specific sources regarding the effects of budget cuts on current high school students, and if there was, it always had a hyper-focus on a subject such as literacy rates or self efficiency, but nothing ever truly touched o the effects budget cuts had on students college readiness levels, especially with regards to their own opinion, which is why I decided to focus on this project.

## Methods

### *Mixed Research Method*

In order to answer the proposed research question, an experimental definition for college readiness was used in order to completely acknowledge the students' voice given the fact that this research was primarily created to explore their perspective. This was defined as the ability for a student to go into higher education with the basis and resources necessary for success in their future career. Initially, this research was approached with a cross-sectional correlational study through the use of interviews in order to receive elaborate answers instead of superficial ones. Due to a lack of participants and time constraints, however, a pivot was necessary leading to a mixed method being ultimately chosen, combining both interviews and surveys in order to allow participants to answer the questions more comfortably. To conduct this research through this method, I created interview/survey questions, interviewed/surveyed participants, and completed a quantitative and qualitative data analysis with the additional use of a thematic content analysis.

For this research, a total of five viable student responses were recorded along with a principal response; out of the five student responses, one was an interview and four were surveys while the principal response was an interview. The interviews ranged from fifteen to thirty minutes, and each interviewee was sent a confirmation email with a consent form, (Appendix B) along with the interview questions, (Appendix F). The student interview was conducted over the phone while the principal interviews was conducted in person; both interviews were recorded via the Voice Memos App on a personal iPhone and later transcribed via TurboScribe.AI, (Appendix G) after these interviews were transcribed, I revisited the document, correcting and errors that might have occurred during the transcribing process, notes were also taken while the interviews were being conducted. While the principal interview provided a strong amount of information, the student interview lacked depth with the responses provided similar to the survey answers.

Survey responses were taken as online versions of the interviews due to their similarities. The surveys contained the consent form, and each participant answered the same questions that were provided in the interview. Each participant who answered the survey did so wherever and whenever they saw fit. The depth of the survey answers varied, some were similar to the interview as they lacked depth while others provided me with further explanations as to why they held certain perspectives on their education. This survey was sent out across several social media platforms, such as Instagram and TikTok, through the use of a flyer (Appendix C) in order to attract more participants.

***Participants***

With this research, it was initially planned to compare four different high schools, with accessible magnet programs, across a title-one school district within the city. The initial intention was to interview each school's respective principals and three senior high school student

participants within each magnet program in order to gain information as to how students identified their level of education and its effects on their future career in relation to the funding each school received; this, however, did not result as initially planned. Due to lack of permission and response from the principals of the four initial schools, I was forced to pivot my research into a broader area. Student participants were still required to be senior high school students at least eighteen years old and be in the process of pursuing a high school diploma within the specific title-one school district along with the desire to pursue a higher education, but they did not have to participate in a magnet program and it was open to every school within the district. This allowed me to have access to a broader range of participants, while still holding the value of my research. Furthermore, after corrections were done to my method of choice, I received a total of seven responses from students as a whole, however, only five were viable given the fact that one of these students was from an outside school district and another student was deciding to go into the workforce immediately after high school..

In regards to principal participation, I continuously pursued the initial four principals I had planned to interview through emails (Appendix E), yet after being redirected countless times, I resulted in a different principal. For the principals, I did still require that they lead a high school within the title-one district, yet having a magnet program available was no longer a requirement; additionally, these principals had to have knowledge of the budget distribution within their school, for this reason assistant principals were unable to participate within this research. I initially did believe that this would allow me to widen my scope within my principal search, but it did result with only one principal participant.

***Interview Questions***

For the purpose of this research, two different question sets were created prior to the conduction of any interview or survey: one meant to record the student opinion, while the other was meant to record the logistics of the school budget. These questions can be found in Appendix F.

*Student Questions*

The student set of questions was used in order to record the student perspective with regards to their education. This set specifically asked what they wanted to pursue in college, whether they had received help within that specific area of their studies, whether they thought their school was doing enough to aid them for their future, and lastly, this set asked the students whether or not they felt themselves to be truly prepared for college. Ultimately, this set of questions was used to identify the strength of the school curriculum and its effect on its students.

*Principal Questions*

The principal set of questions regarded the logistics of the budget to that specific school. These questions included questions such as how teacher and program cuts are determined, how they allocate the budget to the different programs, and if they believe student interest is properly reflected within their budget distribution. As a whole, these questions were used to determine how profound the effect of the district budget cuts had been on high schools throughout the whole district.

***Ethics***

To appeal to ethicality, the research proposed went through and received approval from an Institutional Review Board (IRB), the documents submitted to the IRB can be seen in Appendix A, and approval can be seen in Appendix D. Along with an IRB approval, in order for each interview and survey to take place, participants had to fill out a consent form prior to

participating. With interviews, I had to receive an electronically signed consent form; and for surveys, participants were not allowed to move on to the questions unless they consented to the study. Through these consent forms, participants were informed of their automatic anonymity within the research as I omitted names, and simply referred to the students as 'Participant 1' and to principals as 'Principal 1,' participants in this research project also had the ability to opt out of this research project at any point during the interview if they decided it was something they were not comfortable with. In this way ethical practices were achieved in order to ensure the wellbeing of the participants throughout the time this research was completed.

***Qualitative and Quantitative Analysis***

When it came to analyzing information received, the data collected was analyzed in two different ways; a qualitative analysis through a thematic content analysis and a simple quantitative analysis through the use of percentages. The thematic content analysis was decided on after reviewing the answers participants gave for each question, this was specifically tied to the questions regarding school capacity when it came to classes offered through the perspective of the students, and budget capacity when it came to the principal interview. The quantitative analysis through percentages was offered as a way to simplify the data analysis through superficial answers, while the content analysis proceeded to dissect the answers with more clarity.

## Results

After completing my data analysis, these three themes became prominent.

**Figure 1**

*Recurring Themes*

**Themes and Definitions**

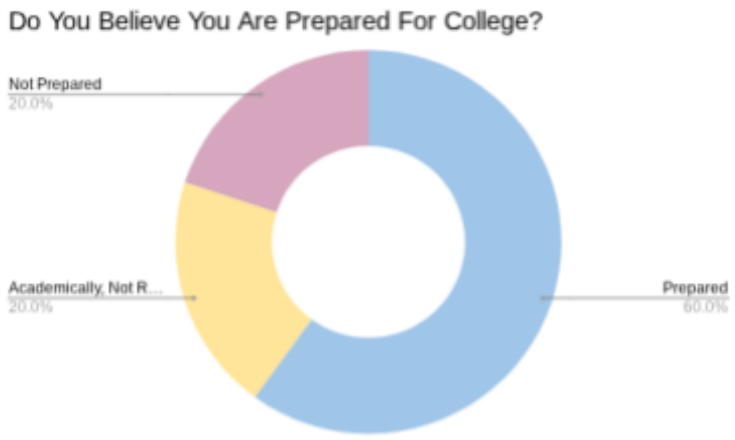
| Theme | Definition |
|---|---|
| Availability | Participants commented on the classes available within their high school, and alternate choices offered to them. |
| Ability | Participants spoke about their schools ability to implement different courses depending on the amoount of teachers available to them. |
| Willingness | Participants commented on the willingness of students when it came to available classes, and how the student body plays a role on what classes are implemented. |

*Note. Themes chosen and generalized based on Participant answeres*

Overall, after completing my data analysis, these were my results with regards to college readiness

**Figure 2**

*Are Students Prepared for College?*




*Note. This is in regards to this research's college readiness definition.*

## Discussion

***First Recurring Theme: Availability***

Throughout the interviews and surveys, students talked specifically about the availability of classes within their school. It was seen that 80% of the student participants had begun taking classes in order to prepare them for their future major before their senior year, allowing most of them to get a head start. When asked for clarification on what these classes were, 60% of students spoke about classes with advanced medical training; this included classes such as medical assistants, anatomy, and nursing basics; and 20% of the student participants spoke about classes that introduced them to the communications field such as advanced writing, literature, and journalism. While 80% of student participants did have classes available to them, 20% of the student participants did not, but it wasn't for the reason I expected it to be.

When speaking to Participant 4, this student spoke about the availability of the classes offered for her future major, but her lack of action towards it is what limited them. In elaboration to this within their survey, Participant 5 stated that "[business] was something [Participant 5] recently realized [Participant 5] wanted to go into." It was later mentioned that a business class was available at their school, and if they had been interested in it earlier "[they] could have enrolled in that."

In attention to my research, this theme helped to identify that these students did have access to the superficial resources necessary, however these resources differed. It was shown that 60% of the student participants received greater aid within their classes than the remaining 20% as the 60% had access to greater advanced classes, but the 20% had access to simplistic classes. Furthermore, I found it necessary to investigate and expand on how budget cuts were affecting the availability of different classes for these students.

**Figure 3**

*Are Classes Available?*

| Availability | |
|---|---|
| **Participant** | **Connection to Theme** |
| 1 | Availability through anatomy and medical assistant classes. |
| 2 | Availability through biomedical innovations. |
| 3 | Yes, a center of psychology, microbiology and nutrition to help in the future. |
| 4 | Yes, through principles of communication and technical writing. |
| 5 | Available, but didn't realize it was something they wanted to do until later. |
| Principal | Students are able to chose from a variety of resources. |

*Note. Table is in regards to Participants' perpectives*

***Second Recurring Theme: Ability***

The recurring theme of ability was very common when it came to speaking about college readiness. Overall, 80% of student participants believed their school was providing them with core classes that taught them what was necessary in order to succeed, however 20% of student participants did not. Now, given the fact that this answer was provided via survey, Participant 4 only commented on their answer by stating that "[Participant 4] classes are for sure too easy, and definitely do not teach requirements to pass college." It is important to note that Participant 3 is planning on majoring in journalism.

Furthermore, the subject of ability was later explored during the interview conducted with the principal as we spoke about budget cuts and accommodations. During this interview, the

1882 program was mentioned to me, a program funded by the state of Texas and provided to schools with innovative programs. Let it be known that this program does not apply to every school within this specific district, only to those with innovative programs. When speaking about the effect of budget cuts on this specific program, the school Principal stated during their interview that "over time due to budget cuts [...], [Principal uses] that money to buy back positions." Through this interview, it is identified that special programs, such as additional classes for college aid and dual credit classes through colleges are deprived of funding in order to provide the students with their basic every day education.

Furthermore, it was also seen that although this special program is being used in order to buy back positions, there are still teacher deficits within this school. When speaking about this, the principal spoke about doubling classes onto teachers in order to provide the students with electives instead of burdening them with educational classes only. This was explicitly mentioned when the Principal spoke on this saying, "We want to be able to cater to students [...] where do we have to sacrifice? [...] now I have [a teacher] who's teaching eighth grade math and who's teaching geometry." It is shown through this, that due to budget cuts and the want to aid students within their high school curriculum, schools are now at times forced to give teachers more work, but at times, teachers are not able to handle as much as expected, which is where Participant 3's opinion comes in.

The difficulty found in supplying a student with their needs and their wants while in high school has been identified through the cuts made by several schools, however the specific situation for each student is difficult to identify. Although each situation is different, the ability of a school to properly prepare their students for college both academically and resourcefully is properly reflected within their district budget budget.

**Figure 4**

*Are Schools Capable of Teaching?*

| Ability | |
|---|---|
| **Participant** | **Connection to Theme** |
| 1 | Classes are good enough, they teach what is necessary. |
| 2 | Teaching exactly what is needed. |
| 3 | Classes are high quality and teach what is needed. |
| 4 | Classes are too easy and do not teach what's necessary for college. |
| 5 | Classes are a perfect balance: both challenging yet capable of geting done |
| Principal | Double stacking teachers in order to accomodate the budget, but still providing what is necessary |

*Note. Information based on Participant perspectives*

***Third Recurring Theme: Willingness***

Enrollment has always been a deciding factor, it was initially mentioned by the Principal when they spoke about enrollment saying that "an allocation sheet [...] means that based on [school's] student enrollment, [that] is the number of teachers [schools will] get." With student enrollment deciding the amount of teachers allocated to a singular school, it is not a surprise to see that the same applies to individual classes offered.

The idea that comes with the theme willingness is severely attached to the students. A strong piece of the interview conducted with the principal, it was acknowledged that the funding for each school, without the inclusion of the 1882 program, is identified through their level of enrollment. This idea is explained thoroughly when speaking about the classes offered or removed, especially when the Principal stated, “If I only have five students [who want to take a class] [...] I have to say, unfortunately for you five, I can't offer that class, [...] because it is not fiscally responsible, taking about budget [...] to have one class of five.” Through this, it is witnessed that if an extracurricular class or innovative program is not favored among the student population, then it will not be considered in the eyes of the school administration.

This idea was further pushed when student participants were asked whether or not they believed their school could implement courses to aid them for their future. The answers were divided, 40% of the student participants believed schools could implement the courses, 40% argued against, and 20% were in the middle of the issue. Something that I believe to be important is that Participant 3 and Participant 4, although they had different answers, both agreed that it would be up to the student body in order to implement any more classes; Participant 4 stated that their school does not “have nearly enough student body [...] that would even take the classes,” pushing on the idea that the access to classes is limited to the amount of students that are willing to fully participate in the class. Furthermore, Participant 5 agreed to some extent as they stated that “yes [classes] could be implemented if [the] student body really wanted that change.”

Within this area, the only students that spoke with regards to the willingness of the student body were the student participants that wanted to major in an area outside of the STEM field. Due to a higher want for success and expectation, it does seem appropriate that the students that believed that classes could be implemented are the students that are receiving the most help.

This is further explained within the college readiness determinant by the perspective of the student participants.

**Figure 5**

*Is the School Willing to Implement Them?*

**Willingness**

| Participant | Connection to Theme |
|---|---|
| 1 | The medical program provides enough resources if they seek it |
| 2 | Opportunities are llimited, but the school could implement it. |
| 3 | The school pacing is good enough and available for students who would like to pursue it. |
| 4 | There is not enough student population tohave a reason to implement these classes. |
| 5 | They could be implemented if the student body is willing. |
| Principal | If only a few students select a class, it will not be implemented because of lack of student support. |

*Note. All based on Participants' perspective.*

### *College Readiness*

When arriving at the subject of college readiness by the definition of this research project, 60% of the student participants claimed themselves to be college ready, 20% of the participants said not at all, and the other 20% of the students said they felt prepared academically but not resourcefully. As a whole, the students who found themselves to be college ready were

the student participants who had decided to major within the STEM field, while the journalism and business majors spoke about feeling as if they were running a little behind.

Through this study, it can be seen that there is a great difference between these three majors, not only is it shown that the STEM majors have greater access to resources, but it is shown that there is a higher increase of students within these fields rather than humanities or business as it had been previously. With this study, we can also demonstrate that students do in fact receive aid for their future, now the extent to which the help received is dependent on the popularity of their major as a whole.

## Conclusion

### *Limitations*

There are many limitations throughout this study that could have affected the results as a whole, one of which is the method change from an interview method to a mixed method. Interviews had initially been intended as the method in order to build a relationship with the interviewees therefore guaranteeing more comfort and honesty with the answers the participants provided, however due to the change in method, this was no longer a guarantee. The shift from interviews to a basis of surveys led to superficial answers instead of the depth that was truly being seeked, causing a limited scope as to why students felt or did not feel college ready.

Another limitation to consider within this research is the amount of participants. Out of the entire district I had planned to interview/survey, I only received five viable answers from students and one response from a principal. With this, I am unable to generalize this to the entire district given that the participants' situations are not applicable to every student that was not interviewed throughout the district. Furthermore, with only one school allowing me to conduct an interview with their principal, it also cannot be inferred that the other schools within this

district are going through the same financial ideas. The 1882 program was specific to the school interviewed, therefore it is less than likely that every other schools budgetary decision will look the same, not only that, but this school within itself was the smallest school within the district, which is why it also cannot be generalized to the other schools.

***Implications***

Within this research, it was my goal to bring attention to the district budget. Out of every student surveyed, 40% determined themselves to not be college ready because of a lack of resources. With this data, by knowing how limited students are due to district debt and budget cuts, I hope this can further push special programs to fundraise in order to receive funding necessary given that receiving large budget allocations seems impossible. Additionally, I would like for this research project to bring light to student effort. At times, parents often assume that students are not doing enough for themselves when in reality they are. Within this project, I was able to demonstrate that some students do worry about their future and want to strive for more, and hopefully this research will allow the students to receive the appreciation they very much need.

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## Appendix

Appendix A. College Board Inquiry Proposal Form

### INQUIRY PROPOSAL FORM

1) ***State your research question and/or project goal.***

To what extent do budget cuts and teacher deficits influence the shortfallings of college readiness through the curriculum offered for High School students within different SAISD schools?

2) ***Describe three key studies that have informed your understanding of the scholarly conversation surrounding your topic.***

The first source, "Ten Years After SAISD vs. Rodriguez" how different communities in Texas along with several other states have gone about trying to ensure that property taxes are not the only modes of funding for public schools in order to provide a better equal education for the students, this source also speaks about whether or not these attempts to change modes of funding were successful. The second source presents the ways different college courses are evaluated and voted for removal or approval, their criteria especially regarding funding and the need of said class, this source also goes into detail on how that affects the pursuit of the students major, but again, it is only regarding higher education, not High School. The third source discusses the teacher deficit seen because of budget cuts, but it specifically has a focus on librarians and the removal of reading sources for high school students.

3) ***Identify the gap addressed by your proposed research, and explain how the gap is situated into the scholarly conversation. Provide sources to justify the gap your proposed research is addressing.***

After reviewing several sources, I have come to the conclusion that my research has a gap regarding the education level that is evaluated along with the perspective provided, given that most sources only speak on the perspective of educators and not the students themselves . This can be seen within the source titled “Ensuring Quality and Productivity in Higher Education”, as it speaks about the different ways a college course is deemed necessary for the college, the second source to help support my gap is “Marching Toward the Session, Marching on the Capitol” as it speaks primarily on the effect of budget cuts on librarians and the people that are losing their jobs, explaining how student literacy rates and writing skills are affected by this absence of librarians, however it does not speak about the effects of absent educators when it comes to career readiness.

4) ***Describe your chosen or developed research method and defend its alignment with your research question.***

I will be utilizing a qualitative interview as my research method. I will be conducting these interviews with a total of three high school seniors per high school, those schools being Edison High School, Lanier High School, Burbank High School, Sam Houston High School, and Fox Tech High School, asking them questions regarding how prepared they feel for their future major, what classes they wish they had taken that are not available, and how important they believe it is to have classes that provide the foundations needed for their future career such as assistant nursing classes or foundations in journalism classes. I will also be interviewing each respectable principal asking them how they decide which teachers to cut, and what classes should be removed or exemplified, and  simply whether or not their budget changes with regards to the semester. I would like these interviews to be a maximum of 30 minutes, and be voice

recorded and transcribed through the voice memos app on iphone until I find a better way to transcribe them. I hope that with these interviews, I can prove the effect of tax cuts and budget cuts on the future of the students, showing that high school education availability matters just as much as college availability and how the students view it in general.

5) ***Identify additional approval processes (check all that apply):***

- ***Human subjects [requires additional IRB review and approval if student wants to publish and/or publicly present]***
- ***Animal subjects [requires additional review or approval by school or district processes]***
- ***Harmful microorganisms [requires additional review or approval by school or district processes]***
- ***Hazardous materials [requires additional review or approval by school or district processes]***
- ***No additional review or approvals required***

6) ***Explain how your proposed method complies with ethical research practices.***

This method complies with ethical research practices as I will be providing consent forms for my participants. I will make sure to be cautious with my questions, careful not to overstep into overly personal questions when it comes to the students, not only that, but i will make sure to keep the anonymity of the students, referring to them as "Student 1" or "Participant 1," and make sure that the answers provided are directly quoted or paraphrased.

7) ***Describe the data or additional scholarly work that will be generated to answer your proposed research question or achieve your project goal.***

With the conduction of the interviews, I will gain the students perspective when it comes to their own preparedness within their education and their future, I will also gain a greater insight to the distribution of funds within the districts which will allow me to pursue the question of the role of funding in the classroom and its effect on student readiness.

8) ***Describe the way you will analyze the data or additional scholarly work generated by your method and justify its alignment with your research question or project goal.***

I plan to analyze the data through the transcribed interviews, identifying the trends of readiness or lack of and what students believe the reason for that to be. Through this, I wish to be able to create the record of the effect of funding on high school students without regard for their role in their future major. I would not be using charts or graphs due to the quality of the data I will be receiving, since they are just quotes or paraphrases, there is no need for the identity of numbers within my research unless it has to do with the budget provided to the schools.

9) ***List any equipment, resources, and permissions needed to collect data or information. Attach the initial drafts that apply to your proposal if engaged in human subject research: informed consent forms; surveys, interview questions, questionnaires, or other data gathering forms; or letters/flyers that will be distributed to study subjects.***

I will be needing detailed consent forms, flyers to promote interviews within the schools for the participants, and interview questions.

10) ***Describe the anticipated logistical and personnel challenges for your research project (to collect and analyze data or to pursue research methods appropriate to a paper that supports a performance/exhibit/product).***

The anticipated challenges for my research project in the acquisition of participants. While it may be simple to possibly speak with the principals of these different schools, the ages of the students may prove a bit difficult for me to gain a response, giving me no absolute guarantee that there will be a response, not only that but to achieve the three participant per school goal, it will be a bit harder. Not every student is interested in their education as much as I would like, so it will definitely be a harsh dig on my part.

11) ***Provide a brief timeline that outlines your process from now through project completion.***

**Winter Break (12/19-01/06)**: IRB approval, completion of Literature Review

**January (01/07-01/17)**: Speak to principals regarding approval for their schools participation/ post flyers on social media for those specific schools.

**January (01/18-01/24):** Identify the three seniors from Edison High School, throughout the week conduct those interviews with them and the principal.

**January (01/25-01//31):** Identify the three seniors from Lanier High Schools, throughout the week conduct those interviews with them and the principal.

**February (02/01-02/07):** Identify the three seniors from Burbank High School, throughout the week conduct those interviews with them and the principal.

**February (02/08-02/14):** Identify the three seniors from Sam Houston High School, throughout the week conduct those interviews with them and the principal.

**February (02/15-02/21):** Identify the three seniors from Fox Tech High School, throughout the week conduct those interviews with them and the principal.

**February (02/22-02/28):** Allow this week for wiggle room, any interviews that were not conducted will be conducted in this week.

**March (03/01-03/21):** Data collection, compare the different responses given by each student along with the ones given by each principal, were their answers similar or different?

**March (03/22-03/28):** Data collection, compare their answers to their school budget, do their answers make sense? Does the school budget truly impact deeply the classes available if they are college readiness classes?

**Mar-Apr. (03/29-04/04):** Transcribe the interviews, write down the correlations

**April-May:** Write, write, write…

12) ***Discuss the anticipated value and/or broader implications of your research project.***

Although my research project may seem a little out of whack as of now, I do believe that it is essential to identify the point of view students have regarding their education and who influences it. It is very easy to turn a blind eye and trust the government and the dedication system, but it is very sole blame when it comes to lack of success. I hope to be able to encourage students with this research, allow them the confidence of understanding that they are apple to do more and they did the best they could to be prepared.

Appendix B. Consent Form

***Consent Form***

This form is used to provide information to the research participant (or parent/guardian) and to document written informed consent, minor assent, and/or parental permission.

**Student Researcher:** [redacted] **Title of Project:** In Progress

I am asking for your voluntary participation in my Advanced Placement (AP) Research project. Please read the following information about the project. If you would like to participate, please sign in the appropriate box below.

**Purpose of Project:** To determine the types of funding placed for school districts, and how its lack of affects the hands-on readiness students have in their future major.

**If you participate, you will be asked to:** Participate in an interview/survey with several questions. The questions will be based on your perspective on the role school has played within your future career preparation. There is no right or wrong answer.

**Time required for participation:** Untimed

**Potential risks of study:** There are no potential risks of taking part in this study as the questions asked do not invade the participants privacy. The confidentiality of those involved in the research will be met, keeping their anonymity and privacy secure.

**Benefits of study:** Through the collection of this data, results may shine a light on the lack of governmental support school districts are facing and how that is affecting their curriculum. Along with this, the role of the student perspective may encourage a new want for success in school environments.

**How confidentiality will be maintained:** In the presentation of the data, the participant's name will remain anonymous (Example: Individual 1, 2, 3). All information will be discarded upon completion of the course.

If you have any questions about his study, please contact:

Student Researcher: [redacted] Email: [redacted]

AP Research Teacher: [redacted] Email: [redacted]

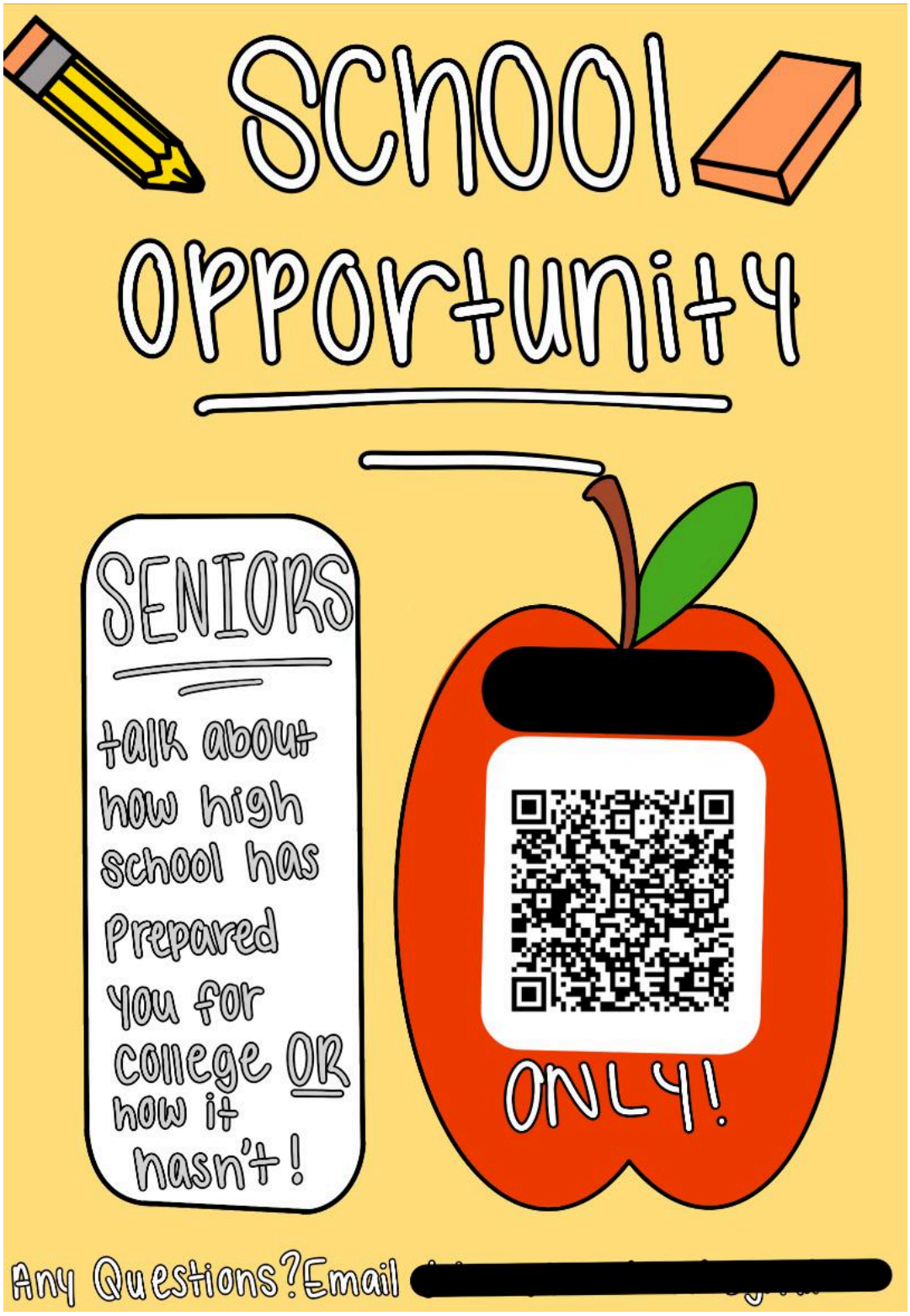
**Voluntary Participation:** Participation in this study is completely voluntary. If you decide not to participate there will not be any negative consequences. Please be aware that if you decide to participate, you may stop participating at any time and you may decide not to answer any specific question. All questions are OPTIONAL and you are not obligated to answer any question shall you decide not to.

By signing this form, I am attesting that I have read and understand the information above.

Printed name of Research Participant: _____

Signature: _____ Date: _____

Appendix C. Participation Flyer



Appendix D. IRB Approval

Institutional Review Board-[redacted]
AP Research
[redacted]

**Purpose of Institutional Review Board (from College Board):**

Research proposals involving human subjects must be reviewed and approved by an institutional review board (IRB) before experimentation begins. According to federal regulations (45-CFR-46), the IRB must evaluate the potential physical and/or psychological risk of research involving humans. This includes review of any surveys or questionnaires to be used in the project. Federal regulations require local community involvement. Therefore, it is advisable that an IRB be established at the school level to evaluate human research projects.

**INSTRUCTIONS: Please review the student's IRB proposal and assess all components and provide your feedback. Check if the student may move forward with their surveys/questionnaires or if the student needs to make changes due to your considerations. Please let H. Wiersberg know if you have any questions, comments, or concerns.**

---

ADMINISTRATOR REVIEW

Printed Name: [redacted]

Capacity/Title/Role: Principal

**Feedback/Comments, if any:**

X This student may move forward with their research, surveys, and/or questionnaires.

____ This student may not move forward, pending considerations provided in the feedback above.

Admin Signature: [redacted] Date: 11/20/2026

DO NOT CONSULT WITH THE STUDENT FOR ANY REASON

Appendix E. Email Drafts

***Email Drafts***

**Principal**:

Good afternoon, Ms./Mr.!

My name is [redacted] and I am a current student at [redacted]. Actively, I am working on a research project that dives further into the effects of district budget cuts on students' college preparedness within their future major, and I am sending this email as a request for three of your magnet program students' participation along with yours as well as promotion for interviews through the putting up of flyers around your campus.

This research project is an interview based with a focus on high school seniors along with school principals. Participation will be up to the students and their parents as long as they fill out the form. This project has gone through an Institutional Review Board to determine its ethicality, and it has been approved.

The questions I will be asking are short, simple, and can be seen attached with this email. The questions I will be asking you are also short and simple with a stronger base on logistics regarding your school's budget.

I would very much appreciate your participation; this subject is very important to me, and I know to many others as well. I look forward to hearing from you!

Best regards,

[redacted]

**Counselors:**

Good afternoon, Ms./Mr.!

My name is [redacted] and I am a current student at [redacted]. Actively, I am working on a research project that dives further into the effects of district budget cuts on students' college readiness within their future major, and I am sending this email as a request for three of your senior magnet students' participation.

This research project is an interview based with a focus on high school seniors along with school principals. Participation will be up to the students and their parents as long as they fill out the form. This project has gone through an Institutional Review Board to determine its ethicality, and it has been approved.

The questions I will be asking are short, simple, and can be seen attached with this email. Students must be active participants in your school's magnet program.

I would very much appreciate your participation; this subject is very important to me, and I know to many others as well. I look forward to hearing from you!

Best regards,

[redacted]

Appendix F. Interview Questions

## *Interview Questions*

**Students:**

1. What are you planning to major in when you get to college? And what is that?
2. Do you believe your SAT/ACT scores reflect your academic capabilities accurately for your field of study? Why?
3. Are there any classes you have taken that have brought you a step closer to that major?
    - If so, what are they and how are they useful?
    - If not, were they ever available in your school?
4. What's the quality of your current core classes? Are they teaching you what you need, or do you think they're lacking?
5. Aside from the classes you are already taking, are there any classes you believe would help you further your success within your future field? If so, what would those classes look like?
6. Based on your previous answer and the capabilities of your school, do you believe those classes could be implemented? Why or why not?
7. Where do you stand now as a high senior? Do you believe you are prepared for college both academically and resourcefully?

**Principals:**

1. Is your budget per semester or year-round?

2. We know that some schools have suffered cuts to their staffing across different departments. Does that decision fall on you or on the district?
    - If it falls on you, how do you decide how many teachers or what department to cut?
3. How do you decide which programs get what budget?
4. Do you believe student demonstrated interest is reflected in your program's budgets?

Appendix G. Interview Transcripts

**Participant 1:**

Researcher: (0:20) And it's just going to be a quick, maybe like 10 minutes. That's simple. (0:25) And we're just going to be talking about like... (0:30) We're going to be talking about your experience with the [medical program] (0:33) What was your program that you're in right now? (0:35) Because you're in the med program for [school], correct? (0:38)

Participant: Yeah.

Researcher: (0:38) Alright. (0:40) Well, yeah, I'm just going to go ahead and start off with the questions. (0:43) The interview is going to be anonymous.
(0:45) And of course, it's just like how the budgeting within your school is helping out with the program and such. (0:50) So, the first question is... (0:53) Sorry. Also, you can opt out of the interview whenever you want.
(0:57) If you feel the question is uncomfortable, you don't have to answer it at all. (1:01) You're also able to hang up whenever you want. (1:03) Just saying.
(1:05)

Participant: Okay. (1:06)

Researcher: And the first question is... (1:08) What are you planning to major in when you get to college? (1:12)

Participant: Bachelor's in Nursing. (1:14).

Researcher: And why is that? (1:18)

Participant: It's just what I've always wanted to do. (1:20) And I feel like that will help me decide if I want to go further and get my doctorate in Nursing or not.(1:30)

Researcher: And then, with what you're planning to do, do you believe that your SATs slash ACT scores reflect your academic capabilities accurately for your field of study? (1:42)

Participant: No.(1:43) No? Why? (1:47) I feel like the SAT and the ACT in general are a very broad overview of education. (1:56) I just don't like standardized testing in general.
(2:02)

Researcher: Of course, you're in the med program, but are there any other classes that you have taken that have brought you a step closer to your major? (2:18)
Participant: Um... (2:19) I mean, I don't mean physiology, but that's kind of part of medical, so I don't know. (2:23) And medical terminology, we took that one. (2:32) Um... (2:32) Other than that, I don't really think so.
(2:37)

Researcher:  Do you think there were ever any other courses that were available to your class?(2:43) Does that make sense? (2:44) Like, do you think there were any other medical programs that were available at [school] before the one you're at? (2:51)

Participant: Medical programs?(2:52)

Researcher: Yes. Like, medical programs or any, like, anatomy classes that you could have taken before that? (2:59)

Participant: I think there is. (3:00) I'm just not that educated on everything else. (3:05)

Researcher: Okay. (3:06) Alrighty, and then...(3:08) Currently, what are the qualities of your core classes? (3:11) Like, are they teaching you what you need, or do you think they're lacking in what they're teaching you? (3:17)

Participant: I think they're teaching me what I need, and more.
(3:21) Like, if there's a certain... (3:22) Like, for example, for medical assisting, there's, like, certain things that we have to learn. (3:27) But if we can learn more, she'll always give us that opportunity, and she'll let us learn more. (3:33) She's very much, like, hands-on with it.
(3:35) And that helps. (3:37) Like, a lot of us prefer hands-on, so it helps a lot of us. (3:42)

Participant: Cool. (3:44) I'm sure. (3:45) Alrighty, and then... (3:46) Aside from the classes that you are already taking, such as, like, the med program, anatomy, physiology, and all that,(3:52)

are there any classes you believe that would help you further your success within your future field? (3:58) And then, if so, what are those classes like? (4:04)

Participants: Like, classes at the school, or, like, in general, like, any class ever? (4:09)

Researcher: Classes at the school.

Participant: (4:12) I don't know. (4:26) I don't think so. (4:29)

ResearcherOkay. (4:31) Alright. (4:31) And then, based on, like... (4:34) Based on the capabilities of your school... (4:36) Oh, sorry. (4:37) Hold on.
(4:38) Never mind, let me skip that question. (4:39) Oops. (4:40) And then, where you stand now as a high school senior, (4:43) do you believe you're prepared for college, both academically and resourcefully, like, for your major? (4:51)

Participant: Yeah.

Researcher: (4:51) Yeah. (4:52) Okay. (4:55) Perfect.
(4:56) Well, those are all the questions that I had for you. (4:59) Do you think there's anything you would like to add on for the project? (5:06)

Participant: I think we're good. (5:09) But it's medical assisting and phlebotomy.
(5:12) It's not just, like, medical. (5:14)

Researcher: Perfect. (5:15) Well, thank you very much, [participant]

(5:17) I really appreciate your help. (5:19) And then, if there's anything in the future you would like for me to know about your program, (5:24) just go ahead and email me, or text me, or call me. (5:27) You know, you have my number. (5:29) And, yeah. (5:29) Okay. (5:30) Well, you have a very good afternoon.

Participant: (5:32) You too. (5:32) Bye-bye.

**Principal:**

Reseracher: (0:00) This research project is just to speak about how budget cuts and deficits affect students (0:07) and their future success in college, especially within their major. (0:11) And I just have four simple questions, and if you could just answer them to the best of your(0:16) ability. If you would like to expand on them, you're able to.

And well, the first question is, (0:23) is the budget that is allocated for you budget per semester or year-round? (0:29)

Principal: So it's budgeted for the year. Our model is a little bit different, so I can give you some (0:35) kind of background on that. So [school] is what we call an 1882 partner. So that means that we get (0:44) additional funds from the state for what we call innovative programs, right? Here at [school],(0:52) our innovative program is that we're an [innovative program] public school, right? (0:59) So usually about this time of year, so we're in March, I will start getting my budget (1:06) for next school year. And it's for the entire school year, right? Every district might

do (1:11) things a little bit different, and they do, right? Because this is a new process for me. (1:15) What I do is I get what I call a local discretionary budget.

And then from there, (1:21) I have to pay, I have to decide who will be paid from there, right? So for example, I'll get (1:30) a local budget. I'll get an allocation sheet, which means that based on my student enrollment, (1:38) this is the number of teachers I'll get. If I have a special education teacher, (1:43) I'll get assigned that.

If I get something like a PE, instructional aid, that would be on there, (1:49) so any of my teaching staff, support staff, those things are on an allocation sheet. And those are (1:56) things that the district says, based on your student enrollment, you automatically get it,(2:01) right? Then aside from that, I get a discretionary budget. My discretionary budget is that basically (2:07) they say, this is your dollar amount, and from this dollar amount, you figure out what's most (2:12) important.

So you have to pay a principal, I have to pay an assistant principal, I have to pay for a (2:19) counselor, and I have to pay for a data clerk, right? So kind of like when [secretary] is a(2:24) secretary bookkeeper, right? So those four positions they say, those are standard. You have to have (2:30) them in your school. Now above and beyond that, there's a list of other things that I could (2:36) purchase, right? One of those things may be, so for example, we're a high school. So [teacher], (2:43) [secretary], she does the secretary duties, the bookkeeping duties, but then I need [teacher], (2:50) who helps do PEIMS, right? Which is all the transcripting, all the making sure everything (2:56) in the system is correct, so when you go to college, you know what I mean? Everything matches(3:00) up, right? Then I have [attendance clerk], who's our attendance clerk, right? She handles all the (3:07) attendance side of things, right? Then I can buy, so [teacher], she's our testing coordinator, (3:15) right? So here at [school], the reason why it's

important to have a testing coordinator is (3:19) because we administer more exams throughout the year than a lot of big high schools, right? So (3:24) from that budget, I'll say I need to have a testing coordinator, right? And then there's (3:29) like our librarian, [teacher], right? So I can choose, and that's why some campuses may say, (3:35) well, I'm not going to do my librarian. I'm not going to have a librarian, right? I don't have it (3:39) in my budget. I'd rather instead have another AP or something like that, right? But the 1882 (3:48) funds that we get that are additional funds for innovative programming, when the state rolled (3:54) that out, that was supposed to be budgets or money for enrichment, right? To support programming.

(4:01) So we have an innovative model. It was what goes above and beyond and supplements the original, (4:08) the basic instruction, right? Well, over time due to budget cuts, a lot of that money now can't be(4:15) spent on things like programming, right? It's not going towards robotics. It's not going towards (4:23) AVID curriculum or any of those other things that we may do.

Instead, because the district has cut (4:29) my teacher allocations, what I do is I use that money then to buy back positions. Does that make (4:36) sense? So if they say, well, [principal], based on your student enrollment and the way that we've (4:43) calculated things, you're going to get 20 teachers this year. But let's say I have 24 on staff, (4:51) right? Then I'll be like, well, (4:56) I can't make a master schedule work and I can't make sure that you all get effective instruction (5:02) and you have all the teachers that you need if I have to cut four positions, right? Because then (5:07) that does limit things like AP classes, right? It limits electives.

It limits all those things. (5:14) So instead of saying, well, I'd rather get rid of those programs. I'd rather not have a fine arts.

(5:24) I'd rather not have AP research or AP seminar, right? Instead I say, I'm now going to use that (5:32) money that's supposed to be for enrichment or supplemental to go towards teacher salaries. (5:38) So that's how, while we've had to lose some teachers over the years, we've still maintained, (5:48) I guess, our model, which is like our ABC day schedule, right? Our AP classes and the number (5:59) of AP classes that we offer, right? Because I've said, well, we've said, and me this year have said, (6:06) instead of using that money to go towards things like sponsoring something like robotics, (6:10) now they're going to have to fundraise or we're going to have to figure out how to pull money (6:12) from somewhere else. Instead, I'm going to buy back teachers so we don't then negatively impact (6:18) the instruction.

Does that make sense? And we're unique in that, but I think over time what's (6:25) happened is as a district, they may say, well, you have 1882 funds, so you can buy back teachers. (6:34) So then I'm going to do, I feel like maybe they reduced the allocations over here, (6:39) knowing that we have this extra pot of money, but that was originally supposed to be enrichment or (6:43) supplemental money to go above and beyond. And now it's just supporting the basic day-to-day (6:48) needs of our students with teachers and teaching staff.

Researcher: I didn't know that. That's actually crazy. (6:56) It's a lot. It is. I actually didn't know about this program. It's very interesting. (7:04) All right. And then I think we did touch base on question number two. It was about budget cuts, (7:13) it's like teacher deficits and how you decide what teachers to cut out, but you said that you use the (7:19) 1882 program to buy back teachers.

Principal: Right. Right. And then we also go through, so every year (7:27) our campus has what we call a campus advisory committee. We also have to produce the campus (7:33) needs assessment that's tied to what we call a campus improvement plan. Right. So in education, (7:42) we have a ton of acronyms.

Right. So we have a CAC to go through a CNA to create the CIP. Right.

(7:49) That's basically what I said in those terms. Right. But we do go and we ask parents and we ask (7:57) people who may be on the campus advisory board, what's most important to you? If I'm stuck between (8:02) a rock and a hard place and I have to make budget cuts, what may we have to sacrifice? Right.

And (8:09) what are those things that we may say are non-negotiables? So I do get that feedback from (8:16) parents. You know what I mean? From the committee. What they have said is athletics are extremely (8:22) important.

Fine arts is extremely important. Right. Like we are a very obviously challenging school (8:30) that expects a lot from our students.

So there has to be those outlets for students to be able to (8:35) also have those creative outlets. Right. So and I agree.

Right. Like we shouldn't. And that's why (8:41) we've tried to buy back positions and have had tried really, really hard to maintain an orchestra(8:46) program.

Right. Athletics, you know, even looking at other than young men's, if you go to [school A],(8:58) [school B],[school C], they all have sports together. Right.

So one like (9:10) obviously they're smaller schools, so they have enough students to be able to make up teams, (9:14) but they like kind of collectively come together to be able to be on teams. Right. Here at [school], (9:20) it's just us.

Right. So every game, every [assistant principal] and I are supervising. We have an athletics (9:27) program, but we know that it's important for students and parents to have students involved.

(9:31) Right. And we know that without those programs, we probably students would have to make a hard (9:36) choice. Right.

Do I want to do athletics in school? And is that more important to me or (9:41) is academics more important to me because [school] doesn't have them? And we're firm believers that (9:47) we want to be able to cater to students. Right. And have as many opportunities for them to engage (9:56) as possible.

So that being said, we do go through a process like that where we say, like, (10:05) what are those things? Where do we have to sacrifice? Right. Maybe it's a math position.(10:11) And maybe now I have like [teacher] who's teaching eighth grade math and who's teaching (10:17) geometry.

Right. And now you're split between middle and high school. Right.

Is that ideal? (10:22) It's not. But it's what we have to do to make it work. You know what I mean? So I think that those (10:27) budget cuts.

It is it's a collaborative effort with feedback from parents and teachers, but (10:33) ultimately we come together as an admin team to be able to look at the master schedule.(10:40) We look at the enrollment, the number of sections that students need. Right.

So if I have X amount (10:46) of students, I can only fit X amount of students into a class. So then that means I need X amount (10:51) of sections. Right.

And then based on that, we figure out where can we move a teacher or we (10:56) maybe have to split what they teach. Right. Versus.

OK, no, I need a teacher here because I have too (11:03) many sections. That's not that's not physically possible for that teacher to teach that many (11:09) sections. Does that make sense? So then that drives a lot of like what those.

Reductions are (11:15) if I need to make a reduction, we hope we try not to. We really try to make sure that we don't have (11:22) to reduce staff. But I will tell you, like this year, for example. Or last year, last year, (11:30) for example, I did have to lose two positions. Right. So actually three. We lost [teacher]. (11:37) Right. Who she decided she wasn't coming back.

She was going to stay home. Right. She was our (11:42) middle school teacher.

So we decided, well, we're not going to hire. We'll consolidate. Right.

(11:49) That then meant [teacher], who's our librarian, is also teaching part time. Right. Because now I (11:54) had to go to her and say, hey, like I'm stuck between a rock and a hard place.

Like this is (12:00) kind of where I need assistance and I need you to help me step up. Right. And she did that graciously.

(12:06) Right. [teacher] decided she was going to take another opportunity. And so because of that, she.

(12:17) We didn't replace her position. So that's why, like now, [teacher] has to do middle school, (12:21) high school. Does that make sense? And then in social studies, we did also have to reduce another (12:27) one.

Did you hear that? Excuse me, what's up? Do you have a locker down there? Okay, (12:45) so go get your lock, your stuff out of your locker. We're going to have to get you another locker.(12:54) Okay, so go ahead and grab it.

The lock and anything that's inside. Bring it all.(13:02) And so then with social studies, now I have [teacher], [teacher], and then now they split (13:09) seventh grade.

Does that make sense? I've had to switch some things around to be able to make (13:14) those things work. And that's why, like then when we come to this year and they say, well, we're (13:20) going to have to cut you again. I'm like, what can I do? Like, who else can I split? Right. At that (13:25) point, it would be me saying, okay, maybe I do need to get rid of my librarian. But then I'm like, (13:29) we have a beautiful new library coming. Why would we do that? Right? We're research-based (13:33) campuses.

Our girls take AP research. They take AP seminar. They take, you know, they get, (13:39) they actually go and they utilize it.

Like it's not fair to get rid of that (13:46) allocation, right? When then we're going to have a library and nobody's going to be able to access (13:50) it. Right? You know what I mean? So I think those are kind of some of the things. So we'll figure (13:55) it out again.

Researcher: And sorry. We did kind of touch base on them. Actually, you're kind of answering (14:09) all my questions without even knowing it, which is great, honestly.

And but just the final question, (14:15) and we did again, touch base on it a little bit. And it is like the student interest. Do you believe (14:20) your student interest is demonstrated with the teachers that you have now in the programs that (14:24) you are able to finance?

Principal: So explain that to me a little bit more.

Researcher:Do you believe that your students (14:33) are getting more of what they want to see within your school? (14:36)

Principal:  So do I believe they get all of what they want? No. Right. (15:00) But do I believe that we take into account what students are wanting in terms of taking classes? (15:12) Right. So I say that because every year we put out the choice slips, right? (15:17) And the choice slips, you get to choose your classes. And then based on that, (15:21) we can look and we can say like, okay, so this year, for example, we have 16 students who are (15:32) signed up because we're like, let's look at AP chemistry. It's a new AP opportunity, right? (15:40) If we get enough students to sign up, we can offer it, right? We have [teacher], she's strong(15:45) in chemistry, you know, she's strong in that background.

So then we get the opportunity to (15:50) put that to students and students can select. Okay, yeah, you know, that is something that I(15:56) want to do. I, you know, maybe I don't like biology as much or want to do environmental science, (16:01) but I really love chemistry and I want the opportunity to do an AP camp, right? So I want (16:07) to say that we look at the student course selections and we say, based on this, these are (16:14) the classes that will make what we call make, right, that we can offer versus the ones that do (16:20) not.

So maybe a few years ago, there was Mexican American studies, and then we don't have that(16:24) anymore, right? And it's because the number of students that selected into or out of it (16:28) changes then the dynamics of some of those, right? So if I only have five students who are saying, (16:34) I want to take Mexican American studies, one of two things either has to happen. I have to put (16:40) students in there who didn't select it and say, you're going to take Mexican American studies (16:43) regardless, right? Or I have to say, unfortunately for you five, I can't offer that class, right? (16:48) Because it's not fiscally responsible, talking about budget, right, to have one class with five (16:54) students where everybody else's classes are 30, right? Am I serving like the need, right? Or what (17:00) students and what their interests are, right?

Because then if I offer that to five students,(17:04) then what am I taking away from other students, right? So I think that we kind of look at that. (17:09) I know this year we tried to expand on things like (17:13) offering not just orchestra but band as well, right? It looks different here.

I will say that (17:19) we're a six through 12 program, right? So like the caliber at which some of those programs operate (17:28) is much smaller, right? Than maybe like a [school 1] or a [school 2] where you have a full(17:34) marching band and you have the uniforms and you know what I mean, like it just looks different. (17:40) You know, so I will say that based on what students provide to us, I think that we tailor (17:46) that to their interest in terms of the course lip but also not everything's on that course lip, (17:52) right? I'm not putting French on there. I'm not putting Mandarin on there.

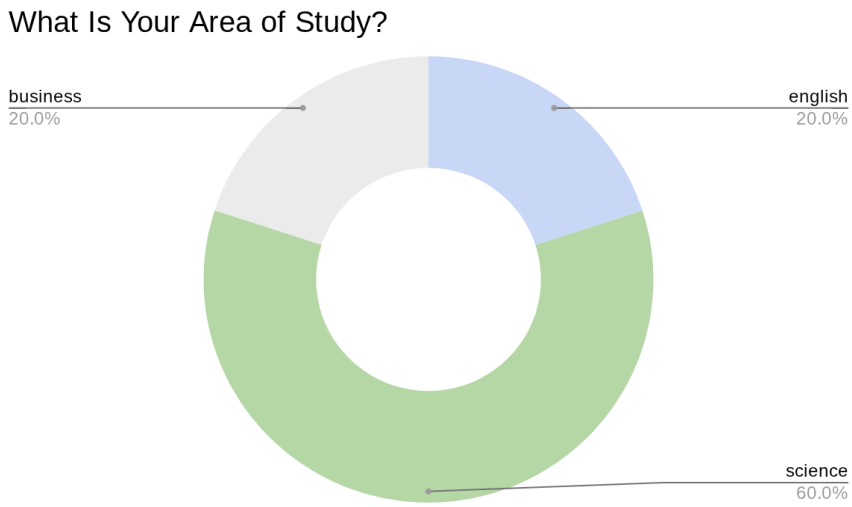
I'm not putting (17:56) Latin on there, right? I'm not able to offer, you know, mariachi during the day, right? But then we (18:03) do offer some of those things as extracurriculars like the ballet flacorico, like the mariachi (18:08) outside of the school day so that way students can still engage but we just don't have the (18:13) capacity within the master's schedule to be able to make that work.

Researcher: Great. (18:19) Well, that was my final question. It's a very, I know, very couple short questions but you did (18:25) answer most of all my questions without even knowing it but I do would like to, I do appreciate (18:30) you very much. Thank you for giving me this time. I really appreciate it.

Appendix H. Quantitative Data Graphs

**Figure 6**

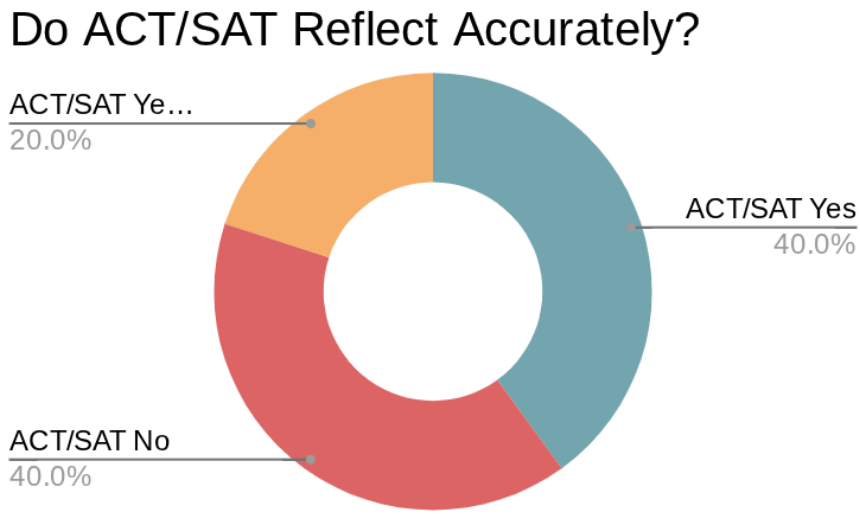
*What Do Students Want to Major In?*




*Note. Majors were simplified.*

**Figure 7**

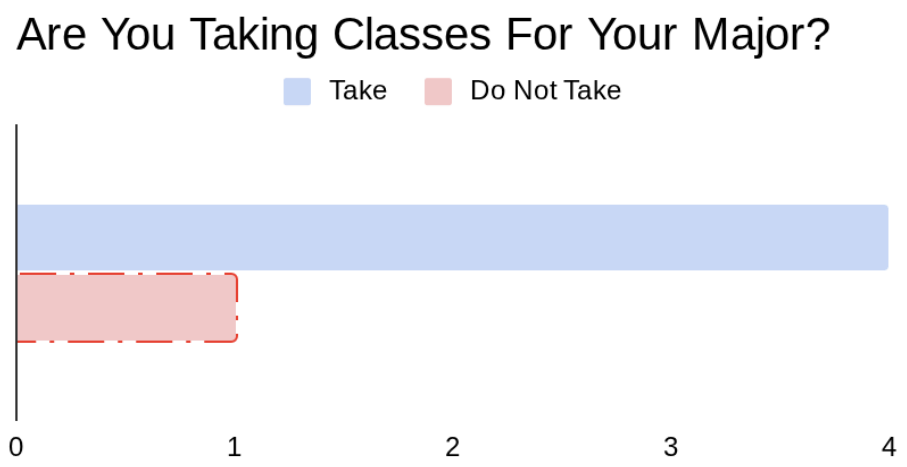
*Do SAT/ACT Scores Reflect Your Capabilities?*




*Note. Students were asked to provide their opinions.*

**Figure 8**

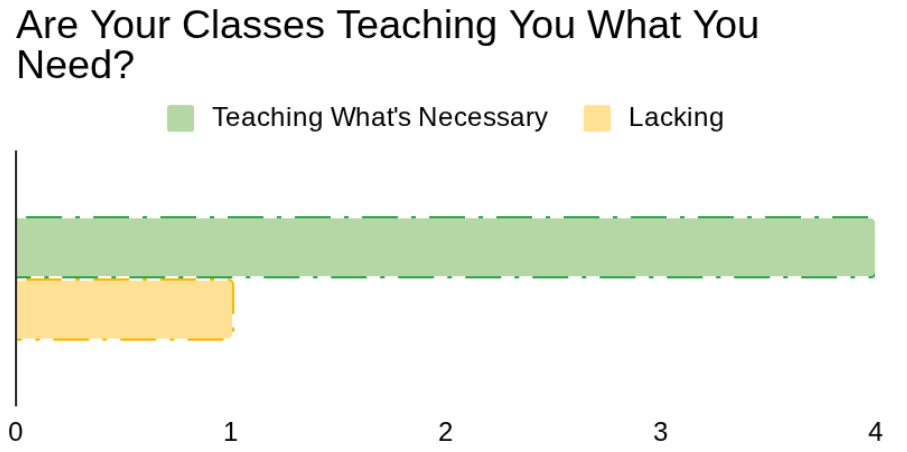
*Are Classes Available?*




*Note. Generalized answers were accepted.*

**Figure 9**

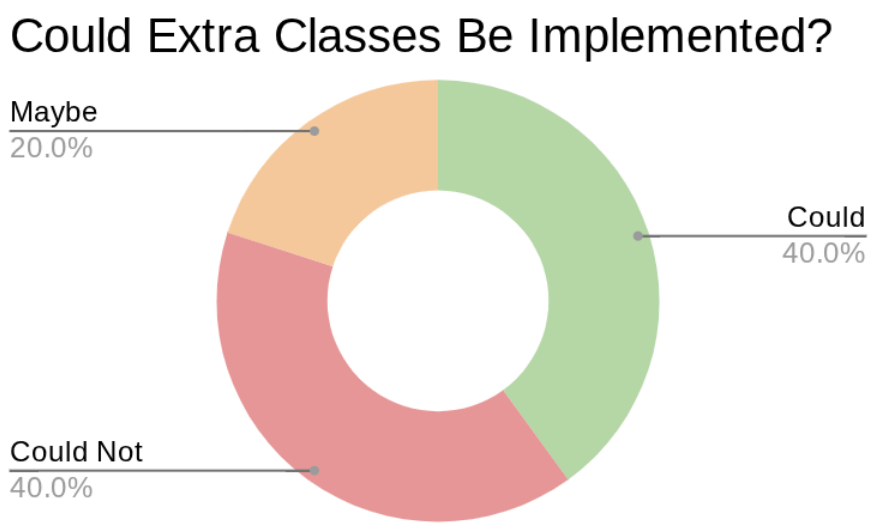
*Quality of Core Classes*




*Note. Students were asked their personal opinion, this isn't generalized.*

**Figure 10**

*School Ability.*




*Note. This was opinion based, Principal note of this was not considered.*