

Equity Considerations for Budgetary Decisions

Department

Academics

Based on budget reductions, what programs/ services/ positions will you reduce but not eliminate?

A significant amount of change within my departments is realigning, combining and/or adding services to ensure we have a more coherent way of supporting student achievement to get equitable learning outcomes.

I first reviewed positions at the executive leadership level and determined that having three Deputy level positions was not necessary; rather, reducing to one Deputy of Academics and Leadership would allow me to reallocate funds to other department positions/programming and still bring a level of leadership support to me, which allows me to operate at a more visioning/strategic level and have the time to do so cross-functionally with other Chiefs and the Superintendent.

I also reviewed the role of Associate Superintendent. Through our partnership with the Wallace Foundation, we increased from four to having six Associate Superintendents. This was due to reducing the span of control from a historical 1:20 principal supervision ratio to the current average of 1:11. Part of the grant requirements suggests no more than a 1:15 supervision ratio. Additionally, the role of Associate Superintendent has changed through our Wallace work and aligned their role more to being an instructional coach/developer of high quality principals, not simply executive level compliance managers (though some of these functions still exist as part of their role). Through natural attrition, there are two individuals leaving the role (e.g., retirement, family moving) and I elected to reduce one of the positions and redistribute the principal supervision among three other associates. I am still reviewing the middle school associate position to determine if there is capacity to do the same, though this is posing some challenges with span of control for the Wallace grant and the efficacy of the role moving forward.

The multilingual and global education departments were merged as a way to align the types of services each provide to not only serve EL students, but to be able to leverage EL programming to multiple learners; I recognize that what works for all students doesn't necessarily work for EL's, but what works for EL's works for all students. I am adding a global manager position to broaden the scope of programming available to students and aligning this to our world languages support. There will also be an executive director position to lead this work. Additionally, there will be stronger alignment between an associate superintendent with the executive director to merge strategic departmental visioning with building level leadership and practice.

The teaching and learning department went through significant changes. With the creation of a Deputy of Academics and Leadership position, there is no longer a need for an Executive Director of teaching and learning (T&L); rather, the deputy position would have positional supervision/support of both elementary and secondary directors for T&L. Additionally, there will be stronger alignment and collaboration between two associate superintendents and T&L to merge strategic departmental visioning with building level leadership and practice.

Content specific positions within T&L were also reduced. For example, instead of having four 'Davis Center' elementary/secondary literacy District Program Facilitators (DPF's), there are two. The same would hold true for math. It should be noted that we are leveraging AYP/SIG funding to have additional math and literacy support directly assigned to the portfolio level. In essence, we are gaining literacy and math support as compared to our current structure. The same holds true for positions in advanced academics. Rather than have an elementary, middle and high school positions, there will only be two - elementary (k-5) and secondary (6-12). For other content areas (e.g., art, science, social studies, etc.), there will be one K-12 DPF to lead the work for the district. With reductions in integration funding, we are also offering fewer sections of AVID, but being more specific on who were are enrolling into AVID to maximize the outcomes from this level of programmatic intervention. All in all, the reorganization of T&L will require more collaboration to ensure our support is realized in our schools and ultimately benefiting students.

I am filling the current vacant position, Executive Director of Educational/Cultural Services. This positions will be instrumental in casting a vision for the non-academic component to learning, with emphasis on social/emotional learning (SEL), behavioral support, special populations (e.g., HHM), and athletics, which is an area where all of the non-academic learning can be practiced (e.g., team work, relationship building, etc.). There will be curricular and staffing investments to build out SEL programming and through an interdisciplinary team, building out a system for a Multi-Tiered System of Support (MTSS).

I am restructuring professional development to include a principal perspective (POSA) to lead and design professional learning for schools along with having a teacher leader perspective to support professional learning in schools. Much of the learning we gained from our teacher/leadership pipeline initiative will guide professional learning practice throughout the system. Professional learning will also continue to solicit input from leadership and teacher advisory teams to ensure the type of learning taking place is of need and can be embedded into practice. Professional development will also work closely with funded programs to ensure adequate/appropriate usage of Title II funds and aligned to new ESSA outcomes.

We are not planning to continue our aspiring principal program (APA) next year due to our current projection of vacancies and high demand for principal positions. We will take next year to merge the APA program with the larger pipeline initiatives and develop a more comprehensive strategy. The current three positions are being excessed and staff in those positions will have options to apply for other vacancies and/or maintain their POSA role.

Based on budget reductions, what programs/services/positions will you eliminate?

(Please see first question above, I incorporated my responses)

What did you take into consideration when making these decisions?

- Family/ community feedback
- Staff feedback
- Student feedback
- Research best-practice

- Needs assessment
- AC2020 priorities
- District equity plan and policy
- Student achievement
- Contract restraints
- None
- Other

Family/ community feedback; Staff feedback; Research best-practice; AC2020 priorities; District equity plan and policy; Student achievement; Contract restraints; Grant requirements

What Acceleration 2020 goals did the programs/services/positions that are being reduced or eliminated work towards?

1. Improved student outcomes
2. Equity
3. Student, family and community engagement
4. Effective teachers, school leaders and staff
5. Stewardship
6. Resources for students and schools
7. None

1. Improved student outcomes; 2. Equity; 4. Effective teachers, school leaders and staff; 6. Resources for students and schools

Please list anticipated or possible harmful impacts of the reductions and/or eliminations you plan to make.

I think the reorganization of T&L is much more lean compared to the current structure, though we have maintained significant support for literacy and math as two primary areas by which we will be held accountable. Other departmental functions, such as material handlers, etc., will have to be supported through other positional support structures, such as executive assistants or department leads themselves (e.g., social studies DPF may need to leverage the support of social studies teachers to push material into buildings, rather than having a dedicated position for this function). This is specifically the case with the literacy adoption, and I am mindful that this important work is critical to move forward and ensuring that we do not lose sight of this during this transition.

I think the changes in global education may cause our community to inquire about the historical agreement about financial investments in this area. I will continue to track/monitor such investments moving forward, so that we can honor the work plan offered by previous EL task force members about our commitment to EL and our global learning community.

Identify student groups that will be impacted.

- African

- African American
- American Indian
- Asian/Pacific Islander
- Hispanic
- White
- Students receiving special education services (SPED)
- Students receiving free or reduced price lunch (FRL)
- Students considered homeless or highly mobile (HHM)
- English Learners (EL)
- Advanced Learners (AL)
- Grade Level
- Males
- Females

African; African American; American Indian ;Asian/ Pacific Islander ;Hispanic; White; SPED; FRL; HHM; EL; Advanced Learners; Males; Females; Due to the span of Academics & Leadership, our work is directly tied to every student in some fashion

If students from a specific grade will be impacted, provide further detail.

Describe your initial ideas, plans, and approaches for mitigating harmful impacts of this proposed action.

There is a significant amount of change occurring and I am mindful that this can impact staff morale. Once the reorganization is complete, I will be investing resources with department leaders to engage in team building and vision alignment to ensure we develop strong relationships to work collaboratively on behalf of students and families.

It will also be important to bring forward, the equity framework to ensure our decisions and actions adhere to it and have direct correlation to our students and families. Similar to our school improvement plans, I believe there are opportunities to be declarative in our department plans about culture/climate and have specific metrics guiding those efforts. I am mindful that we serve a diverse community and I strive to have staff that reflect this as well. As I go through the hiring process for new positions, I will be looking for highest quality as it pertains to the functions of each position, but also ensuring varied levels of diversity exist (e.g., race, gender, tenure, linguistics, etc.).

In my new role, I also have a personal/professional commitment to build relationships with those whom I now supervise so that they understand my leadership style and I also understand leadership from their respective departments.