

Equity Considerations for Budgetary Decisions

School

Dowling Urban Environmental

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

In addition to eliminating the Class-size reduction positions, we decreased the following: 1.0 fte Title I to .6, and approximately \$40,000 for the general supplies budget. We reduced time in one of our bilingual AE positions and increased it in another (5 hours/week) so that we could have them both at our school during student contact time and provide the before and afterschool interpretation services for families.

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

2.5 Class-size reduction teacher positions that allowed for reducing the teacher to student ratio during literacy and math instruction.

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;District equity plan and policy;Student achievement;Contract restraints;Building magnet focus

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;5.

Stewardship;6. Resources for students and schools

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

Reduction of individual assistance to students. We had to eliminate three class size reduction teacher positions. The initial perceived impact was that core content would be delivered with larger class sizes. The number of adults providing instruction to students would decrease.

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;Grade Level;Males;Females

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

K-3rd most impacted due to higher amount of class-size reduction at those grades.

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

As an E-STEAM magnet school we felt strongly about maintaining licensed, staff in each of the focus areas. We also reflected on how we could keep providing the same types of programmatic offerings and services with fewer licensed staff. With the idea of doing the least amount of harm, while realizing the need to balance instructional and operational considerations, we arrived at our current conclusions. Through scheduling and redesignating our literacy coach’s duties to provide instruction to students, redefining our math coach’s position and purpose, and repurposing all of our AEs for student instructional roles, we determined that we could maintain equitable support services to all of our students. Put simply, our students who need the most support will continue to receive it because have a higher percentage of our staff involved in direct student, instructional contact.

