

## Equity Considerations for Budgetary Decisions

### School

Field Community Middle School

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

We were able to minimize the amount of reductions this year because two teachers volunteered to move from working 1.0 to .8.

We reduced the amount of Spanish we offered from .6 down to a .4.

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

We did not receive funding for our reading specialist and therefore are no longer able to offer reading support outside of our core classes to our struggling students who do not qualify for other services like special education.

This past year we did not have a counselor and we are not able to have a counselor again this year.

We also needed to cut a student support staff (a person who helps with behavior but also does small groups that focus on friendships, leadership, racial identity and other topics.)

The principal and assistant principal have daily lunch duty. We are the only ones who cover lunches and the three associate educators, when not running the testing labs, do outdoor recess duty. Special education assistants are out at recess but their focus is on their assigned students.

#### **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; Student feedback; Research best-practice; student achievement

## **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; 6. Resources for students and schools

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

Students needing reading and math support will not have extra support outside of the classroom.

We are not able to have as many small groups to meet the social emotional needs of students according to a beginning of the year needs assessment taken by students.

The social worker, instructional specialists, assistant principal and principal have tried to pick up the slack.

## **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;Males;Females

## **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.**

We are looking towards advisory as a way to support students in reading and in math. The planning is in initial stages. After the beginning few weeks of school, after teachers have been able to build strong advisory communities, we will begin to move students around based on academic need. Students would have an opportunity to report to teachers in academic areas that they need extra support, be retaught and then move on. This will only be for two or three mornings a week. We will be shaving off a minute from each class in order to extend advisory by 7 minutes.

We are planning on focusing professional development around differentiation so that students who struggle will have some of their needs met within the core classes.