

## Equity Considerations for Budgetary Decisions

### School

Heritage Academy

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

Teacher FTE reduced from current 15.4 FTE to 13.6 FTE.

The reductions were split among most academic departments so that one academic department is not bearing the brunt of the load. Counselor FTE reduced by 0.1 FTE.

Instructional Specialist reduced by 0.1 FTE. Bilingual support staff (SSPAs) reduced by .5 FTE.

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

Teacher FTE reduced from current 15.4 FTE to 13.6 FTE. The reductions were split among most academic departments so that one academic department is not bearing the brunt of the load. Counselor FTE reduced by 0.1 FTE. Instructional Specialist reduced by 0.1 FTE. Bilingual support staff (SSPAs) reduced by .5 FTE.

#### **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;Needs assessment;AC2020 priorities;District equity plan and policy;Student achievement;Contract restraints

#### **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;3. Student, family and community engagement;4. Effective teachers, school leaders and staff

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

Students will have a clear path to graduation and college readiness but they will see a reduction in the variety of elective courses available to them.

**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;SPED;FRL;EL;Advanced Learners;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.**

The harmful impacts of this proposed action will be mitigated by the addition of a bilingual Admin Intern (TOSA) part-time. This will free up the principal from many management duties to allow for more time for instructional leadership, offsetting the loss of the TOSA Academic Specialist. District has provided a .5 Advanced Academics Coordinator to support our work with Advanced Placement coursework, in light of the fact that we can only afford a .5 Counselor. The bilingual hall monitors will be welcomed and encouraged to apply for the bilingual security monitor positions. Continued (albeit reduced) bilingual support staff will provide support for teachers who will see larger class sizes. As a school community we are undertaking a large-scale recruitment campaign in which we will seek to encourage those who choose to open-enroll out of MPS to return. We are positioning ourselves as a valid alternative for the hundreds of MPS families who choose to enroll their children in local Somali charter schools.

