

## Equity Considerations for Budgetary Decisions

### School

Longfellow High School, District Alternative

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

Reduce Special Education Teacher by 0.1

Reduce Math Teacher by 0.7

Reduce AE from 30 hours to 20 hours/week

Reduce Health Assistant from 30 hours to 25 hours/week

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

Eliminate ELA Teacher by 1.0

Elimination of Check & Connect Program (3 staff at Longfellow)

Elimination of JAG Program (1 staff at Longfellow)

### 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

### 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

3. Student, family and community engagement;6. Resources for students and schools

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

\*0.1 Reduction of SPED Teacher: loss of push-in support, specifically in Math

\*1.0 Elimination of ELA Teacher: Overall loss of credits in ELA is a threat with significantly less courses offered, progress towards graduation affected due to this, scheduling conflicts, loss of collaboration with other staff, and literacy support and co-teaching opportunities lost.

\*0.7 Reduction of Math Teacher: Overall loss of credits in Math is a threat with significantly less courses offered, progress towards graduation affected due to this, scheduling conflicts, loss of collaboration with other staff, and math support and co-teaching opportunities lost. This significantly affects Longfellow, as our students come to us with numerous gaps in their math and have a personalized math model.

\*5 Hours/Week reduction of Health Assistant affects students and children at our school because of their pregnant and parenting needs and a major impact to our students who have undergone trauma. This staff members also serves as our attendance clerk, so will have less time to do multiple jobs.

\*10 Hours/Week reduction of AE will impact student attendance, behavior, SEL supports, and community engagement due to less time with students, interaction in classrooms, with families, and in hallways to monitor student interaction and school climate.

\*Elimination of Check & Connect Program will impact Longfellow negatively, as we relied heavily on these staff members to make home visits, daily phone calls, attendance tracking, advisement, supporting students, and collaborating with staff on the data around these components to ensure student success. We have seen significant improvement over the last couple years in having Check & Connect staff to support our students who are struggling to raise children, work, find a place to stay, and most have undergone severe trauma.

\*Elimination of JAG Program negatively impacts Longfellow in that our students need to work to support their child(ren), parent, siblings, and provide at home. JAG provided students skills and resources to be better set up for good jobs, and could earn credits for these experiences through a Work-Based Coordinator.

**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 American;American Indian;Asian/ Pacific  
Islander;Hispanic;White;SPED;FRL;HHM;EL;Grade Level;Females

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

N/A

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

With a significant reduction to our school budget, we are re-evaluating the roles of each of our remaining staff members and looking for ways to redistribute the workload of staff members that are reduced/eliminated. At Longfellow, we have a very small staff. Everyone will be taking on additional responsibilities to fulfill the jobs previously done by those who were eliminated and/or reduced. For example, a regular-ed Math teacher will also have to absorb the courses the other teacher would have taught, and class sizes will be much larger. The same will happen in English classes, and with our students' needs and skills being of high demand, this will require many more accommodations and flexibility on our teachers and support staff. Our school model and mission is to personalize and individualize our students' education based on their needs. With larger classes size and less staff, we may not be able to pay the same individual attention to our students as they need.