

## Equity Considerations for Budgetary Decisions

### School

Lucy Laney

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

Playworks (Full-service model to Team Up), Neighborhood Bridges (theatre; time), MyOn (licensing), Eagle Bluff (time), Field Trips, (number) Classroom/Project Supplies, (amount) Reduction in ESP hours: 40-hour AEs (to 35), 35-hour SEAs (to 32)

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

Instructional Specialist, Data and Assessment Coordinator, one Associate Educator, .5 Special Education Teacher

#### **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;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;3. Student, family and community engagement;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.**

Any impacts will not be harmful.

**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;All children are impacted by budget cuts.

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

All children are impacted by budget cuts.

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

This has been a work in progress since the December midyear/1:1 meetings with the principal have begun. These one-on-one meetings are where the principal and each staff member (regardless of bargaining unit) reflect on the year, progress, areas of need. Data is discussed, but more importantly the conversation centers around efficacy and each individual's measures of their own success. At these meetings is where the question is posed to each staff member around resources and how they should be best used, what could be lived without and what cannot.

All children, families, community members and staff members have played a critical role in identifying areas with the least disruption and impact on children. Through the 1:1s, Monthly parent meetings, Site Council, Laney Leadership teams, staff meetings, Student Council and Community connection, a grounding document is used that asks each Laney family member to prioritize their resources. That document is created in a way that can be applied to the final

allocations amongst various tiers (a surplus, a minor deficit, a major deficit).

These plans to gauge input, priorities and bottom-line necessities have been in place for a while. And they're already working in that the Laney community states it feels it is a partner with the principal around budgeting.