

Equity Considerations for Budgetary Decisions

School

Lyndale Community School

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

- The amount of EL Teachers in our building is decreasing from 6.8 to 4 positions
- Math Support is decreasing from 2.0 to .8
- Literacy Support is decreasing from 1.0 to .8
- Number of Bilingual Program Aides is decreasing from 4-3
- Band is decreasing from .5 to .4

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

-Eliminating 4 Associate Educator Positions (Three in 3rd Grade, 1 in Kindergarten)

The amount of EL Teachers in our building is decreasing from 6.8 to 4 positions*

- Math Support is decreasing from 2.0 to .8*
- Literacy Support is decreasing from 1.0 to .8
- Number of Bilingual Program Aides is decreasing from 4 to 3*
 - Reduction of Spanish speaking Bilingual Program Aides from 2 to 1
- Band is decreasing from .5 - .4

*We are eliminating a total of 9 Positions

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;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

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.

Potential Harmful Impacts Include:

- Reduction in services across all Grade Levels for EL learners
- Decrease in our capacity to provide targeted intervention services to all learners in literacy and mathematics
- Decrease in capacity to service families who do not speak English

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;Grade Level;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.

-Engage in ongoing discussion with 3rd Grade team regarding the decision to departmentalize and its impact on student learning

-3rd Grade Team traditionally has a Homeroom, and students switch classrooms for Literacy, Math, Science, and Social Studies. Typically in the past, we have been funded for Four 3rd Grade Teachers. From there, we would budget 3 teachers, and use the remaining money to fund an Associate Educator in each classroom, thus decreasing the Student to Adult Ratio inside each classroom. No longer funding Associate

Educators at the 3rd Grade level necessitates that we examine this practice further

-Facilitate strategic collaboration between K team and building resources for Math and Reading