

## Equity Considerations for Budgetary Decisions

### School

Marcy Open School

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

We are decreasing the number of hours of our support staff from 28 hours a week to 20 hours a week. This will allow us to increase our number of licenced staff who will do research-based interventions.

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

Even though many students enjoy our Graphic Arts class, we are switching to a Media Arts class to ensure that all students become proficient in keyboarding and fluent in media literacy as they build on 21st Century skills.

#### **What did you take into consideration when making these decisions?**

- Family/ community feedback
- Staff feedback
- Student feedback
- Research best-practice
- State standards
- 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;Student achievement;Three year academic K-8 site plan around writing

#### **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;4. Effective teachers, school leaders and staff;6. Resources for students and schools

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

Perception of the impact of the program/positions in comparison to the actual results evidenced by student improvement, staff input, and student engagement data. Some families will be upset because we are removing a popular graphic arts class to add a media arts class to the curriculum.

### **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

Grade Level;Males;Females;All K-8 students as graphic arts was provided as a prep for those grades as well as K-4 in which the support staff pushed in during RWW

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

In grades 1- 4, there will no longer be AE support staff during Readers' Workshop (RW). Instead we have increased the number of interventionists to support Tier 2 and Tier 3 students.

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

There will be a new district reading curriculum to implement. In understanding the core must be tight and rich, we are funding the reading specialist position (which was defunded from the district) in order to work with teams of teachers in not only understanding a rich RWW structure, as well as working to implement the new reading curriculum through the open

school lens. Curriculum and content during RWW will be integrated, transdisciplinary creating engaging lesson plans and units honoring our Marcy Open Foundations.