

Equity Considerations for Budgetary Decisions

School

Roosevelt High School

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

0.3 Arts Coordination, LPN replaced with HCA, 1.0 Social Studies, 1.0 Math, 1.0 TOSA Literacy, 0.8 School-within-a-School, 0.3 ESL, 0.4 Spanish, 0.2 Heritage Spanish.

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

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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;Needs assessment

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.

Fewer ALC resources in the school may hurt graduation rates.

Larger class sizes may not support our large EL and Special Education populations. The ESL reduction is based on the funding formula for ESL students so it should make no impact on the type of support our students receive. Spanish Heritage reductions are based on student numbers and budget limitations. Offering one less Spanish Heritage class may impact our students in that the class provides a way for our students to see themselves in the school curriculum.

Less arts coordination may impact our ability to engage our community as well as we have in recent years.

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;Hispanic;SPED;FRL;HHM;EL

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

Our credit-deficient seniors and juniors will struggle with fewer ALC options in the school day.

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

We have leveraged as much resource as we can into replicating the effective model we have run the past two years.

Visibility is important at Roosevelt High and it is due to programs like our Spanish Heritage classes that our Latinx students are able to see themselves in the curriculum. At Roosevelt we continue to provide programming that mirrors our students identity in the form of Advanced

level Spanish classes, Latino Ethnic Studies courses, and the infusion of culture in our arts. While our students may not have access to this one class, we will continue to ensure our students see themselves in the curriculum at Roosevelt.