

## Equity Considerations for Budgetary Decisions

### School

Sheridan

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

Decrease in hours for AE's that support classrooms, testing, ELL, Behavior - Decrease in number of Arts Specialist classes (Music), Reducing from four Spanish Immersion Classrooms to three, Social work hours, Health Assistant hours.

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

Decrease in hours for AE's that support classrooms, testing, ELL, Behavior - Decrease in number of Arts Specialist classes (Music), Reducing from four Spanish Immersion Classrooms to three, Social work hours, Health Assistant hours.

#### **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 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;4. Effective teachers, school leaders and staff

#### **Please list anticipated or possible harmful impacts of the reductions**

**and/or eliminations you plan to make.**

Losing specific people always results in changes in relationships. Losing our reading specialist during a new curriculum adoption will have an impact on all students, losing a bilingual classroom impacts our ability to offer Spanish Immersion to more students. As the only Spanish Immersion school near the North-side we are limiting opportunities to north-side families who are predominantly students of color. All of our students need highly effective teachers and differentiated instruction. Losing our instructional AE's makes providing differentiated instruction more difficult. Losing our reading specialist takes away a key person who supported new teachers. We have high staff turnover and need to be able to retain our teachers. Providing support from a reading specialist helped teachers build on skills.

**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;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.**

We chose to cut hours across multiple positions rather than excess entire positions.This allows for relationships that have been built by staff members and students/families/each other to remain in tact.