

Equity Considerations for Budgetary Decisions

Department

Transportation Services

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

Go To passes for out of district students. Limit multiple bus stops for any student during week to one differing spot from pick up site per week (enforce existing policy).

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

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

Staff feedback; Needs assessment; AC2020 priorities; District equity plan and policy; financial implications of providing transportation that is outside of policy

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;3. Student, family and community engagement;6. Resources for students and schools

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

Could have minor impact to enrollment

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

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

This change will impact students in K5/8 for changing multiple stops, and students in HS outside the district in removing GoTo passes.

In reviewing whether enforcing the Multiple Stop policy would have a disparate impact on students of color, we examined the 2016-17 school year multiple stop usage. For students who have more than two different stops weekly in the morning, this change would have affected 0.1% for all students and 0.2% of students at racially isolated schools. There were 34 students out 34,955 that had more than two a.m. stops in all schools and 8 students out of 4690 students in RIS schools that had more than two a.m. stops. For students that have more than two different stops weekly in the afternoon, this change would have affected 1.7% for all students and 2.3% for students at racially isolated schools. There were 589 students out of 35,628 that had more than two p.m. stops in all schools and 107 students out of 4,754 in RIS schools that had more than two p.m. stops in a week.

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

Implement Transportation Services Advisory Committee to examine existing policies and practices and make recommendations as to potential changes and the equity and financial impact of such changes, as well as function as the advisory group for individual level transportation policy exception approvals.