



Title: FY23 Finance Update

Date: December 14, 2022

Was the [Racial Equity Planning Tool](#) used? Yes No

If yes, insert date(s) of REPT meetings and link to completed REPT here: _____

Did a member of the Division of Equity, Strategy and Opportunity Gaps review this statement? Yes No

BPS Racial Equity Planning Tool Sections	Summary/Rationale
<p>1. Proposal/Presentation & Impact <i>What are the proposal's/effort's desired outcomes, including in eliminating disparities? Who led this work/planning, and do they reflect BPS students' and families' group identities (key groups include individuals who are Black, Latinx, Asian, indigenous, immigrant, multilingual, and have Special Education experience)?</i></p>	<p>The presentation will provide an update on the status of the Fiscal Year (FY) 2022 budget at the end of that budget year, the status of the current FY23 budget, and issues and initial planning for FY24.</p> <p>The budget for the Boston Public Schools is guided by the belief that every child, in every classroom, in every school deserves the opportunity to learn, grow, and thrive. As we strive to ensure equity of opportunity and apply an anti-racist lens to decisions, we aim to demonstrate those values through our budgets by directing targeted additional resources to students who are members of historically marginalized populations.</p>
<p>2. Alignment with the Strategic Plan <i>How does the proposal/effort align with the district's strategic plan?</i></p>	<p>The district's budget is a statement of our values and is aligned to a Strategic Plan item. Specifically, proposals are focused on:</p> <ul style="list-style-type: none"> • 1.8 Develop capacity to address health and social contributors to opportunity gaps, such as hunger, chronic illness, mental health, sexual health, homelessness, and LGBTQ+ identity. • 2.1 Redesign secondary schools, including alternative schools, in alignment with MassCore, career preparedness, and other advanced coursework opportunities to prepare students for college, career, and life. • 2.3 Provide rigorous culturally and linguistically affirming curriculum and instruction that includes learning opportunities in the arts, science, literacy, world languages, physical education, health education, and civics, access to athletic programs and technology, and fully integrates student wellness into the educational experience. • 2.5 Implement rigorous and consistent elementary learning expectations and curriculum that prepare all students for high school, including strong science and math programming. • 3.4 Increase feedback systems for families and central office and other staff through tech-based communication portals, and regular access to district- and school-based leaders during regional, school-based and district level meetings. • 4.1 Fund all schools in a manner that meets the unique needs of the students they serve, with consideration given to English learners, students with disabilities, economically disadvantaged students, students at risk of dropping out, off-track youth and other historically marginalized groups. • 5.6 Increase transparency and accountability by providing new data tools, dashboards, and public reporting. • 6.4 Champion college and career awareness and work experiences creating visible pathways to postsecondary education, training, trades and career opportunities.

<p>3. Analysis of Data <i>What data was analyzed? Was it disaggregated by race and other key groups? What did it show regarding disparities?</i></p>	<p>The district’s equity analysis takes the dollar amount per school for each investment, calculates a per pupil budget, and applies that to the currently enrolled students at that school. Using the racial and other key demographics of each currently enrolled student, we then calculate the district average per pupil budget by demographic, including for students with disabilities, multilingual learners, students from low income families, and Asian, Black, Latinx and White students.</p> <p>For the second year, we made major investments in FY23 to maintain programming for students in all schools, especially those experiencing declining enrollment. These investments directed over \$200 more per pupil to Black and Latinx students than to Asian and White students; almost \$300 more per pupil to low income students than higher income students; and more to students with disabilities and English learners than the average investment for all students. We will continue to apply this analysis as we plan for FY24.</p>
<p>4. Stakeholder Engagement <i>Who was engaged (quantity, key groups, and roles) and how, and what did that yield? What did students/families most impacted by this proposal/effort say?</i></p>	<p>To develop the FY23 Budget, the Division of Finance sought feedback from key constituencies at a total of 17 public meetings, including gatherings hosted by the Community Engagement Advisory Council, School Leader Cabinet, School Site Councils, Community Equity Roundtable, Boston School Committee, City Council, and three budget hearings.</p> <p>Community and School Site Council members emphasized the importance of school-led engagement sessions, and making budget materials accessible and promptly available. School leaders and community members asked us to integrate the Elementary and Secondary School Emergency Relief (ESSER) budget process with the operational budget process as much as possible. Community members asked for equity analyses based on student demographics, and for us to clearly communicate the specific impact of the data. Lastly, they requested a thorough review of the equity impacts of the Weighted Student Funding (WSF) strategy. All of this input was incorporated into the FY23 budget process and proposal, and we look forward to similar engagement regarding the FY24 budget.</p>
<p>5. Racial Equity Strategies <i>How does this proposal/effort mitigate disparities and increase racial and other equity? What are possible unintended consequences? What complementary strategies will further advance equity?</i></p>	<p>The BPS WSF allocation methodology is our primary strategy for ensuring an equitable distribution of resources. WSF distributes funds based on the number of students at each school, providing supplementary funds for each student with an Individualized Education Plan and each student who is currently an English learner.</p> <p>In addition, as a part of our FY23 budget, the district committed to a mitigation strategy of holding schools harmless for enrollment decline. Enrollment reductions have disproportionately impacted schools that serve the highest proportion of students of Color.</p>
<p>6. Budget & Implementation <i>What are the budget impacts? How will implementation ensure all objectives, particularly equity-related objectives, are met? What are the group identities of the implementation team, and will they bring an equity lens?</i></p>	<p>As this presentation is a budget update without any key decision points, we do not anticipate any significant impacts.</p>



<p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>The Office of Finance will continue to update the School Committee on the budget monthly.</p>
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