

# Equity Impact Analysis - Future Planning Committee

## 2/15/2023

Timestamp	Budget Proposal Option:	Access Construct				Representation				Meaningful Participation				High [Positive] Outcomes				Based on the information your team provided, rate the impact on this identified equity construct:	We recommend:			
		Who will benefit?	Who will not benefit?	Who is unintentionally being de-centered and/or marginalized?	What evidence can be provided to support or refute this construct?	Who will benefit?	Who will not benefit?	Who is unintentionally being de-centered and/or marginalized?	What evidence can be provided to support or refute this construct?	Who will benefit?	Who will not benefit?	Who is unintentionally being de-centered and/or marginalized?	What evidence can be provided to support or refute this construct?	Who will benefit?	Who will not benefit?	Who is unintentionally being de-centered and/or marginalized?	What evidence can be provided to support or refute this construct?					
2/15/2023 19:46:13	Repurpose/Close 1-2 Elementary Schools	Done properly, current and future students. Parents/guardians when students receive additional supports which would be available in larger spaces on a more consistent basis.	Caregivers who need assistance with transportation. We currently have an antiquated service model for ESL students. We cannot just bear this on the backs of east side schools. Culturally and linguistically diverse families could benefit learning outside of a single building. We are currently tracking which isn't effective.	It is not equitable in its current state.	Staffing ratios which are reduced in high SES settings. Research regarding students who have greater access (available in larger settings) perform better.	1 To a small extent	We are making assumptions on student representation. Some decisions just need to be made - even without direct representation.	We are not hearing elementary voices. This may continue the east/west divide that was constructed long ago. Are we hearing hispanic voices? Who is doing the talking?	Are the east-side voices representing the east side? Are they the rich, privileged voices? Federal money allocations MUST be looked at again.	Talked to PTO, Site Council. Evidence is not seeing east side representation in this room.	2 To a moderate extent	You can't force someone to participate. This has been a very transparent process for those who have access. We can't do this without teachers, counselors, social workers, etc. People who are aware more this year than last.	Those who haven't had access (electronic to learn)	Those without access to the information. Those who are busy with life and don't have the privilege to take time to read through these resources. Committee fatigue exists. We can't do this without teachers, counselors, social workers, etc.	We see who is here - we see and hear the voices - and the silence. Lack of participation does not mean lack of interests.	1 To a small extent	Non-dominant groups would be better served as long as we do it well with the resources follows. There is a lot of opportunity to provide better services to students and to help teachers and staff. The collective interest of our largest marginalized population in Lawrence (ESL) would be better served when distributed. This can be a highly positive outcome depending on how we reallocate resources. Equity resides in the people in the buildings and the community around it - not the building itself.	Our current model isn't working - resources are too spread out. It doesn't serve the collective good.	If it isn't done well, there could be hard. Transportation may possibly be a concern - depending on buildings.	Hard to say unless we know specific buildings - which ties back to the access construction. The community agrees with this recommendation as well.	1 To a small extent	Must Be Cut
2/15/2023 19:46:23	Transition to 4-day Student School Week, 5-day Work Week	Teacher and HR	Students who don't have access to care/supervision on the non-instructional days and families who cannot afford supervision. Students who need school meals, Free/Reduced Families.	students who don't have access to care/supervision with free/reduced meals	During Covid, large number of families continued to pick up school meals	3 To a great extent	Students and teachers	Parents and classified staff	hourly wage workers	personal experience	2 To a moderate extent	certified staff, administration	parents opposed to the decision; those who experience a loss because of the decision	Those who are experiencing a loss	personal experience, loss of instructional time	2 To a moderate extent	teachers or families with access to resources	students and families experiencing loss	students and families experiencing loss of services and access to resources	loss of instructional day	3 To a great extent	Must Not Cut
2/15/2023 19:47:40	Reallocate Board Payment to 403 (b)	A select number of staff.	Some staff that don't see raises.	Depends on negotiations.	That it goes into a pool and some don't get the money back.	0 Not at all	This is a negotiated item.	Some staff won't see raises due to negotiate.	People not getting the raise.	Its a negotiated item and they pick their leadership	0 Not at all	Its a negotiated item between the district and LEA	Some staff won't see raises due to negotiate	The people not getting the raise	This is a negotiated item and they get to pick their leadership	0 Not at all	Its a negotiated between the district and LEA.	Some staff won't see raises due to negotiate.	The people not getting the raises.	This is a negotiated item and they get to pick their leadership.	0 Not at all	Could Be Cut
2/15/2023 19:47:41	Reduce District Administration	Cost Savings-benefits the reduction effort.	What ever program/department that is targeted and the people that absorb the work.	Who ever that is being supported by the department that was targeted in the cut.	Depend on the position(s)	2 To a moderate extent	NA	What ever program/department that is targeted.	What ever program/department that is targeted and the people that they represent.	Depend on the position(s)	1 To a small extent	Community members that want to cut district administration. They will feel that their voice has been heard.	What ever program/department that is targeted.	Teachers and students impacted by the loss of the position.	Survey data if it exists.	1 To a small extent	It depends on the position and the associated responsibilities.	It depends on the position and the associated responsibilities.	It depends on the position and the associated responsibilities.	Possible survey data from staff if available.	1 To a small extent	Could Be Cut
2/15/2023 19:48:21	Increasing Staffing Ratios Middle School (28)	No one benefits	All students and staff	Students with IEPs, 504s and those that are targeted in between the cracks.	Academic research showing negative impact.	2 To a moderate extent	Unsure	Middle of the road students	Less teacher to student relationships equals more invisible students	Proposal was developed without representation	2 To a moderate extent	Committee Members	Unsure	Unknown	Students will receive less meaningful feedback. Academic research showing negative impact.	2 To a moderate extent	Unsure	Historically marginalized students and students who do not advocate for themselves.	Teachers (are we asking them to do too much)	Students will receive less meaningful feedback. Academic research showing negative impact.	3 To a great extent	Must Not Cut
2/15/2023 19:48:52	Increasing Staffing Ratios High School (30)	No one benefits.	Struggling students, at-risk students, ELL, high needs, SPED, free/reduced, low SES	The same at-risk students as above.	There's lots of research on the impact of high class sizes, on the importance of relationship building between teacher and student as well as student to student. Monitor impact by reviewing Discipline and absenteeism, graduation rates.	3 To a great extent	No one will benefit.	Struggling students, high risk students, ELL, high needs, sped, free/reduced, low SES	same as above	there is no educational research that supports raising class sizes to positively impact student learning.	3 To a great extent	The teachers who are still here and getting raises.	Those same teachers who have an additional workload, less quality of work life.	The students, especially those from marginalized groups listed above.	Teacher Absenteeism and resignations	3 To a great extent	The anticipated benefit is financial in the form of raises.	All students previously listed from non-dominant groups. Also teachers.	Same non-dominant groups and teachers.	Teacher Absenteeism rates, resignations, job dissatisfaction, mental health days.	3 To a great extent	Must Not Cut
2/15/2023 19:49:01	Eliminate Middle School Second Plan Time	Finance as it will be easier to balance the budget	Students with learning disabilities, Counselors, parents, students with IEPs/504s, students with behavioral issues, struggling students, and teachers	Students with learning disabilities, Counselors, parents, students with IEPs/504s, students with behavioral issues, struggling students, and teachers	Peer review evidence supports academic and behavioral interventions	2 To a moderate extent	Privilege students	Under privileged students	Under privileged students	N/A	3 To a great extent	Finance	Students with learning disabilities, Counselors, parents, students with IEPs/504s, students with behavioral issues, struggling students, and teachers	Students with learning disabilities, Counselors, parents, students with IEPs/504s, students with behavioral issues, struggling students, and teachers	Peer review evidence supports academic and behavioral interventions	3 To a great extent	Nobody	Students with learning disabilities, Counselors, parents, students with IEPs/504s, students with behavioral issues, struggling students, and teachers	Peer review evidence supports academic and behavioral interventions	3 To a great extent	Must Not Cut	
2/15/2023 19:50:56	Repurpose/Close 1 Middle School	The budget	Teachers & Students; less access to emotionally safe environment	Neighborhoods connected to school; businesses, lower SES families impacted by transportation	Boundary committee will have to reconvene	2 To a moderate extent	Budget and district	Teachers and students impacted by close with a voice consideration	Communities and schools bringing in new students	facility study with one school sticking out	3 To a great extent	District	Building Leaders, students, Teachers, Families if not participating in an intentional way	Students without a voice about possibly moving from neighborhood school	Decisions historically made too fast; no time for student buy in; previous planning and communication. Ogden-Jenner Consolidation proposal 2015	3 To a great extent	Students and Families (if done well); more access to certain resources	Duplicated positions including possible loss of social-emotional supports if current staffing takes on more students; less opportunities for involvement in extra-curricular activities	N/A	N/A	2 To a moderate extent	Should Be Cut

Access Construct	Representation Construct	Meaningful Participation Construct	High [Positive] Outcomes Construct	Final Recommendations:
0 = Not at All ; 3 = To a Great Extent				
<p>Based on the information your team provided, rate the impact on this identified equity construct:</p>	<p>Based on the information your team provided, rate the impact on this identified equity construct:</p>	<p>Based on the information your team provided, rate the impact on this identified equity construct:</p>	<p>Based on the information your team provided, rate the impact on this identified equity construct:</p>	<p>We recommend:</p>