The Equity Collaborative

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Equity Collaborative Team

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LCPS Systemic Equity Assessment

- Qualitative data collection and analysis
- 24 schools and multiple parent and community groups
- Process of data collection
LCPS Systemic Equity Assessment

Sample Adult Questions

• What do you feel is most important to know about this community and the Loudoun County school district?

• What do you know about the data on student performance in your school and the district? Have the performance gaps been shared with you? If so, when and how?

• Who are the people doing the best work to support students of color in your school and district? In the community?
Sample Student Questions

- What should we know about Loudoun County? What is it like to go to school here?
- Tell us a little about your teachers? What do you like about your teachers? What could be done to help you academically?
- What are race relations like here at school? Do students hang out with different kids? At lunch? After school?
Key Theme

1. Despite efforts from the division, school site staff, specifically principals and teachers, indicate a low level of racial consciousness and racial literacy. People are unclear and fearful on how to participate in conversations about race, let alone respond to racially charged incidents.
LCPS Systemic Equity Assessment

Key Theme

3. Economic diversity across the county/division complicates the discussions about race, leading many people to steer the conversation away from race to focus on poverty.
LCPS Systemic Equity Assessment

Key Theme

5. Many English Learners, Black/African-American, Latinx, and Muslim students have experienced the sting of racial insults/slurs or racially motivated violent actions.
Primary Recommendations

1. Produce and publish on the “Superintendent’s Message” page a new division-authored statement defining and condemning White supremacy, hate speech, hate crimes, and other racially motivated acts of violence. Require individual schools sites include this message on their webpage and in communications to parents twice a year (not only in response to an incident).
2. Review the current/establish a clear policy with built-in accountability for addressing racially motivated acts and create proactive leadership measures to address the student use of racial insults. Name that the N-word is not tolerated by anyone in LCPS.
3. Design additional opportunities for LCPS educators to engage in professional learning about color consciousness and implicit bias. Further establish a culturally-responsive framework to inform curricular and instructional efforts across the division.
4. Revise the current/establish a short- and long-range action plan to address challenges related to hiring for diversity, equity, and inclusion.