

# Ensuring Support for Racial Equity in Schools

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Broadening  
opportunities  
for students  
across  
our state .

Photo courtesy of The Long Beach College Promise.

# Tracking Opportunity Gaps

- Education is often viewed as an individual pursuit, marked by a series of choices.
- But these choices are regularly constrained by structural inequalities—both visible and more hidden.
- The only way to ensure racial equity in schools is to disrupt those inequalities. To address the visible ones and to bring to light the less visible.

# Advancing Equity during COVID-19

- Health and economic impacts have disproportionately affected low-income, Black, and Latinx families and communities.
- Prioritizing equity to reduce unmet learning needs (unfinished learning), felt more severely by some students.
- Institute baseline requirements and supports for instruction and engagement (with flexibility on how to achieve them).
- Monitoring variation in how distance learning is implemented.
- Increase resources, we must advocate for critical Federal coronavirus relief funding—now and into the future.



# Spring 2020 COVID-19 Student Survey Results

The California Student Aid Commission  
California education lab, UC Davis school of education

Full Results: [csac.ca.gov/survey2020](https://csac.ca.gov/survey2020)



CALIFORNIA  
STUDENT AID  
COMMISSION

CALIFORNIA  
EDUCATION LAB

UC DAVIS SCHOOL OF EDUCATION

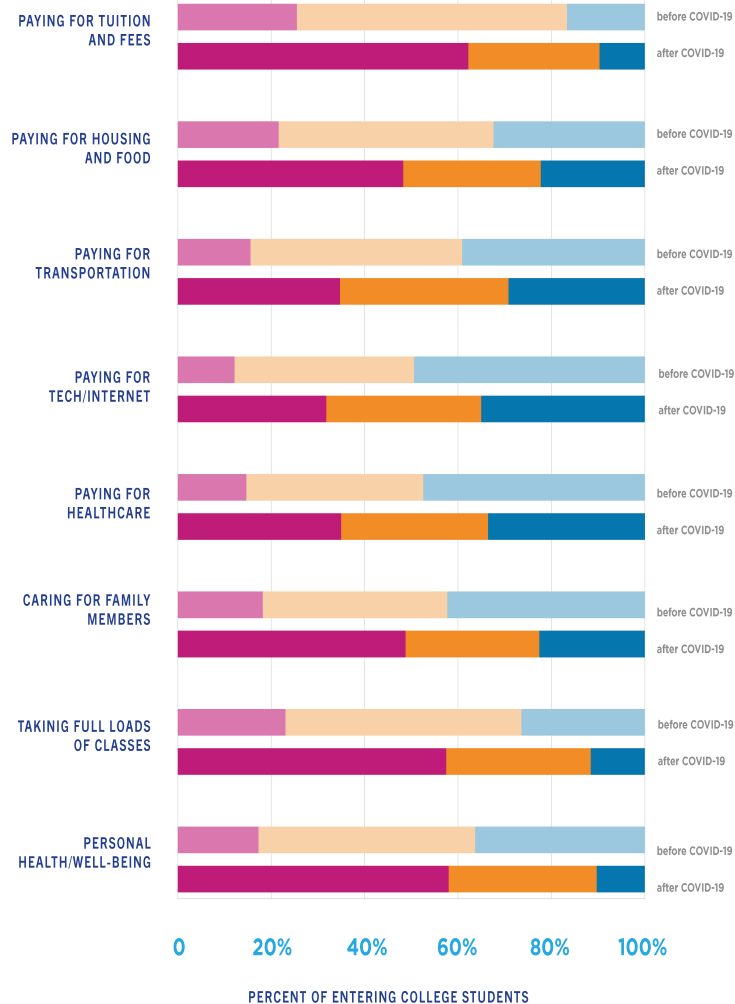
LINE 1  
BEFORE COVID-19

A LOT A LITTLE NOT AT ALL

LINE 2  
AFTER COVID-19

A LOT A LITTLE NOT AT ALL

CONCERN ABOUT



# Key Findings from High School Seniors

- “...at this point, we're barely able to afford food and having difficulty paying for the rent. My dad lost one of his two jobs and the job he has now only gives him very few hours. ...so now I have a different view about going off to college.”
- “Well now I have to take care of my parents who have tested positive for Covid-19. And both of them losing their jobs so now I have to go look for a job while taking care of them and my 3 siblings.”
- “I am an undocumented student...already at a disadvantage financially and finding scholarships is difficult...it's become much more uncertain how I will be able to pay for college because my mom is the only source of income and is no longer able to work.”

# Supporting Learning in the COVID-19 Context

Research to Guide Distance and Blended Instruction

Jeannie Myung  
Alix Gallagher  
Benjamin Cottingham  
Angela Gong  
Hayin Kimner  
Joe Witte  
Kevin Gee  
Heather Hough



July 2020



# Lead with Equity

What California's Leaders Must Do Next to Advance Student Learning During COVID-19

Heather Hough  
Jennifer O'Day  
Carrie Hahnel  
Arun Ramanathan  
Christopher Edley, Jr.  
Maria Echaveste



On July 17th, 2020, Governor Newsom announced that all K–12 schools in California counties with rising COVID-19 infections would be required to teach remotely. Without a strong focus on improving the quality of remote education at scale, students could lose up to a year's worth of learning, and as many as 1.1 million students could fail to graduate high school. That academic impact would be felt most acutely by low-income, Black, and Latinx students. California's leaders must act now to prioritize equity and ensure quality across all of the state's districts. New policies do establish baseline statewide teaching and learning requirements, but these expectations can be strengthened. State leaders must ensure adequate monitoring, support, and resources, all with deep attention to equity. Absent these things, we can expect to see even more troubling differences in opportunity and achievement arise among districts, schools, and groups of students.

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Reports Available at: [edpolicyinca.org](https://edpolicyinca.org)