



EQUITY AT ALMA

ALMA
del MAR



THIRD
DRAFT

TABLE OF CONTENTS

04

Letter from the
Founder/Executive Director

06

Our Anti-Racism Statement

08

Why REDI Matters

11

The Path Forward
(The What and How)

15

Our Priorities and What It
Looks Like

“

Anti-racist educators understand that they must be lifelong learners. They believe in the power of developing a critical consciousness, which comes from reading, from studying, from deep scholarship, from humility, from listening to and engaging with others, and from constantly examining and re-examining their own ideas, beliefs and truths.

”

-JAMILAH PITTS

LETTER FROM THE FOUNDER/ EXECUTIVE DIRECTOR

To the Alma Community,

Alma del Mar was born out of work among educators, families and community leaders in New Bedford who sought to create a new kind of school for kids here, one that drew on the rich history and culture of New Bedford in creating educational opportunity. We founded Alma with the express purpose of providing marginalized students in New Bedford with access to an education on par with the best public and private schools in the state. At the heart of our mission is the belief that every one of our scholars is capable of bold thinking and service-minded leadership. Our vision was and is that in developing their own unique talents, our scholars will be equipped not only to succeed as individuals but to collectively transform our community and the world beyond it.

Over the past ten years, we have made significant progress in this mission. Alma scholars frequently produce high quality work— writing, art, research and other products that demonstrate their ability to master content and address complex issues. We have become known locally for our strong academic program, and statewide, as a model of a public school that is both inclusive and high performing. Increasing numbers of New Bedford families are choosing to enter our enrollment lottery each year. Our graduates have been able to take advantage of a wider array of secondary school options as a result of their preparation. At the same time, our strong staff culture has attracted top talent, both locally and state-wide, fueling the success of our model, which is built on the premise of hiring strong, creative educators and empowering them to do what's right by scholars and families.

At the same time, as our founder I will be the first to admit the many ways in which Alma continues to fall short of our original vision and its potential to deliver an educational experience worthy of our scholars and families. Our academic performance is not consistently excellent in every grade and classroom. In particular, scholars in our more recently developed Middle School program have not consistently had as strong outcomes as scholars in our elementary program. Issues of equity underlie and intersect with this variability. Boys and BIPOC scholars continue to be disciplined at a higher rate than their white peers. The demographic makeup of our leadership and staff, though more representative than our sending district, is still far from representative of the population we serve. Our BIPOC staff report that Alma has and continues to perpetuate a dominant culture in both the way we work as adults and the work we do with our scholars.

As our founder and current leader, I am accountable for addressing these shortcomings. Additionally, as I reflect on our journey to date, I am increasingly aware of how I am responsible for them. One of my greatest blind spots as a white leader serving a truly diverse school was to adopt ideas and practices that perpetuate the racist ideology of assimilationism, most vividly defined by Dr. Ibram Kendi in *Stamped from the Beginning* as an explicit or implicit belief that the challenges that Black people and people of color face are not only the result of racism, but are also the result of learned or endemic pathologies somehow specific to these groups. Because of the effects of racism (or the related impact of poverty), the assimilationist argument goes, our BIPOC scholars have deficits that must be addressed through different—often oppressively rigid or cripplingly supportive – educational practices. I used to say we wanted our scholars to have a “seat at the table” in the future so they could help to reshape our society for the better. What I neglected to see and acknowledge were the many ways in which the “table” continues to be designed to exclude people from marginalized groups. Without being up front with our scholars about the many ways in which our current society continues to fall short of the ideals of equal access and justice, and without modeling for them the ways in which we as adults are working to dismantle racist structures, we imply to our BIPOC scholars the challenges they and their communities face are of their own making and theirs to solve alone.

We chose the name Alma del Mar, translated to “Soul of the Sea” in Spanish, as an invitation to the growing population of Spanish-speaking families in New Bedford, many of whom were experiencing challenges with the traditional school system. We also chose the name as a reference to the term alma mater – not only did this signify the college aspiration of our mission, but also our vision to create a more ideal community, one scholars could always return to, both physically and spiritually, even after they graduated and were navigating the “real world.” As we set out to more explicitly embrace anti-racism as an organization and to create a system that actively dismantles racism and oppression, it is time for us to lean in to the vision of Alma as a microcosm of the world as it should be. Actively shaping the type of beloved community envisioned by Dr. King does not preclude our preparing our scholars for the world as it is – rather it inoculates them from the insidious idea they must assimilate or accept what is unjust in our society in order to succeed.

This past summer, as an initial step toward becoming a more explicitly anti-biased and anti-racist community, we engaged our entire staff in a series of professional development sessions intended to create a shared foundation of knowledge and skill in anti-racist practices. This ongoing work for all members of our staff has continued into the school year and will punctuate our work together as adults going forward. At the same time that this training has moved forward, we have invested in creating a long-term strategy to ensure Alma’s commitment to anti-racism is carried out in all aspects of our work. To that end, last summer I created the Racial Equity Team, a racially diverse team consisting of leaders throughout Alma charged with overseeing the creation and implementation of a long-term racial equity transformation at Alma. Facilitated by Director of Talent Libby Merrill, this team conducted a search and hired an outside REDI consultant, Chante’ Chambers, who provides us with insight, expertise and support in creating and implementing the work of anti-racism at Alma. Another initial action of the Racial Equity Team was to create our Anti-Racism Statement, included here, which is a living document that we hope to revisit in an ongoing manner.

I encourage all who review this plan to see it as a dynamic map on which further detail will emerge as we explore this work further. As leaders, the members of the Racial Equity Team and I are responsible for regularly revisiting this map, charting our progress and of course, revising the map as needed. True to Alma’s guiding principle of It’s Your Ship, it is the responsibility of every adult at Alma to develop their own practice and solve problems as they arise in order to ensure we are continuously becoming a more just, racially-equitable organization. As has always been true at Alma, our best classroom practices and most useful innovations will continue to emerge from our individual classrooms, where our talented teachers apply their own ingenuity to meeting the needs of our scholars and develop practices that can be shared more broadly with the rest of our crew. I will be clear in stating that this work can not and should not rest on the backs of our BIPOC staff – while we all play an important role, it is our white staff who have the most work to do, both in coming to terms with the ways in which our own biases can negatively impact our work and in ensuring that the work of promoting racial equity at Alma is prioritized.

As we move forward in this work together, there will undoubtedly be some of us who wish to discard every past practice immediately, eager to usher in revolutionary change to our model. Others will be reluctant or afraid to move too quickly or to abandon practices that have felt safe or have garnered some success, lest we throw out the proverbial baby or destabilize our school communities by taking on too much change too quickly. There is no way to ensure that in moving toward racial equity we will on any given day be able to perfectly reconcile the many competing demands and interests that will undoubtedly arise. The work of change in diverse and inclusive communities is inherently messy. We will move as quickly as we can but as slowly as we must, neither eschewing conflict nor inviting recklessness, always using our shared mission and belief in our scholars’ limitless potential as our North Star. While as an organization we will never fully “arrive,” having achieved some static ideal, we can look forward to seeing our scholars reach distant shores that as of yet, are just a glimmer on the horizon. With great humility in the face of the work before us, let us set out as almas afines, kindred souls, to become our better selves.





SECTION ONE

OUR COMMITMENT TO ANTI-RACISM

Alma del Mar Charter School strives to be an anti-racist institution. We seek to dismantle racist and white supremacist structures in pursuit of justice and racial equity. We will fight against racism when we encounter it both within and outside of our school community. We will actively work to ensure that all of our community members, including scholars, families, and staff, feel included, celebrated and empowered. By resisting racism and white supremacy, we will lay the foundation to challenge all forms of oppression.

Being an anti-racist organization is inextricably linked to Alma del Mar's mission. We are working to empower all of our scholars to be bold thinkers and service-minded leaders, prepared to solve complex community issues. We will only achieve that mission by ensuring equitable access to opportunities, providing rigorous academics, strong support, and removing oppressive systems that would limit those opportunities.

WE COMMIT TO INVESTING THE ENERGY AND RESOURCES NECESSARY TO CONTINUE TO MAKE ALMA AN ANTI-RACIST INSTITUTION BY:

- Engaging in ongoing Anti-Bias Anti-Racist professional development with all of our staff with the goal of equipping all staff members with the resources to resist racist attitudes, people, structures, policies and practices that exist in our school.
- Examining our hiring and talent practices in order to build a staff that reflects the diversity of New Bedford.
- Building stronger relationships with and between scholars and families through Crew practices and regular communication.
- Examining our curriculum and instruction to ensure that they are culturally competent and support our scholars in building critical consciousness.
- Continuing to hold scholars to high academic standards and providing them the support they need to reach those standards.
- Providing scholars with opportunities to discuss and analyze racial injustice on the individual level and at the institutional or systemic level while also providing them with opportunities to take action in their community.
- Empowering and seeking input from families.
- Addressing racist policies and structures when we find them.
- Checking in regularly to ensure that scholars, families and staff of all backgrounds are succeeding at Alma.



SECTION TWO

WHY RACIAL EQUITY, DIVERSITY & INCLUSION MATTERS

Our mission calls on us to provide excellence within our programs. This excellence includes an exceptional learning experience for our scholars, a rewarding professional experience for our staff, and a collaborative effort to achieve our mission. This calling involves maintaining a rigorous academic effort that allows our students to compete on a national and global scale. However, we've learned that we must provide excellence beyond academic instruction. This programmatic excellence also involves us accelerating our anti-bias anti-racist (ABAR) learnings in order to interrupt the systems of inequity at both the internal and external levels in order to truly ensure that all scholars have equal access to lives full of choice and opportunity. Doing so will also enable us to create a community where every scholar thrives and all members are respected, feel valued, have a deep sense of belonging, and can flourish.

As a school system entrusted with the learning and development of a diverse group of children from across the New Bedford landscape, we play an important role in envisioning and providing an educational experience that dismantles institutional racism and empowers students, families, and staff of all backgrounds to reach their potential. We are engaged in this work at Alma del Mar because it enhances all that we do. Whether ensuring academic excellence, nurturing the development of the whole child, or attracting and developing a diverse, high-performing, mission-aligned staff, our Diversity, Equity, and Inclusion efforts are at the heart of our work together. As such, we commit ourselves to an ABAR approach to education. This and other work at the network and school levels will serve as a valuable foundation for Alma del Mar to move deeper into the ABAR space and to accelerate our existing focus in the years ahead. Just as our focus on student achievement is core to who we are, our commitment to be intentional ABAR practitioners is central to our mission and has become an explicit organizational priority.

“

Equipping all students with the knowledge they need to succeed in the real world outside of school means ensuring a curriculum includes the diversity of perspectives that are found in that real world. It also means naming the unjust systems and historical oppression against marginalized communities, while also celebrating the joy of Black, Indigenous, and people of color. Many educators are taking a hard look at a curriculum to identify whose perspectives are overrepresented and whose perspectives may be missing.

”



SECTION THREE

THE PATH FORWARD

THE WHAT & HOW

The culture of the school truly sets the stage for every person's experience. The strategic choices we make about people, space, philosophy, and pedagogy are essential to a thriving community. We will not be able to realize our vision for student and alumni success without being an equitable organization grounded in ABAR conviction. It is this conviction that fuels our urgency to continue to learn, improve, and grow our impact. It is this same urgency that caused us to use the 2019-2020 school year to reflect on our history and aspirations in order to ensure that we were actively anchoring everything in ABAR because ABAR must begin with an honest evaluation of current practices.

Recognizing how—and why—we were able to operate with ABAR at the core while also owning the missteps along the way is pivotal to our ability to effectively educate our scholars and develop our equity lens to better identify, discuss, and address equity issues impacting our scholars and our schools. We are enthusiastic to strengthen Alma del Mar's commitment to our scholars and community, which includes deepening our ability to foster a space in which ABAR beliefs, practices, and actions are embedded in all that we do. With this in mind, we've created intentional REDI objectives for the short- and long-term future, which will continue to offer ways for our staff and community members to engage and actively develop in this area.

We strive to expose scholars to a world beyond what currently is and instead reimagine the world as it should be. A world where every person actively challenges inherent bias and racism. A world in which we are committed to advancing racial equity as both a process and an outcome, which means that individuals across all backgrounds have access and agency. A world in which we celebrate our differences just as we honor our commonalities. By doing so, we position Alma to be a microcosm of the type of world we want scholars to experience and co-create – a world in which we dismantle institutional racism and empower scholars, families, and staff of all backgrounds to reach their greatest potential and aspirations.



PRIORITIES

- 1 Building capacity
- 2 Creating culturally responsive and affirming spaces
- 3 Fostering diverse and inclusive environments
- 4 Increasing equitable access to information and opportunities

Over the next 1-3 years, through staff input and the programmatic efforts outlined below, we hope to deepen our impact by providing scholars with a rigorous, rich, relevant, and responsive educational experience in which they thrive and reach their fullest potential. In doing so, we commit to applying an equity lens to prioritize those that have been historically and systematically marginalized. This will be a process of organizational discovery, shared investment, and deliberate actions, but this is critical to our ability to truly meet the needs of every scholar we encounter. While we recognize that being ABAR educators and allies is a life-long commitment, we believe that the intentional and thoughtful strategies outlined below will guide us on this journey.

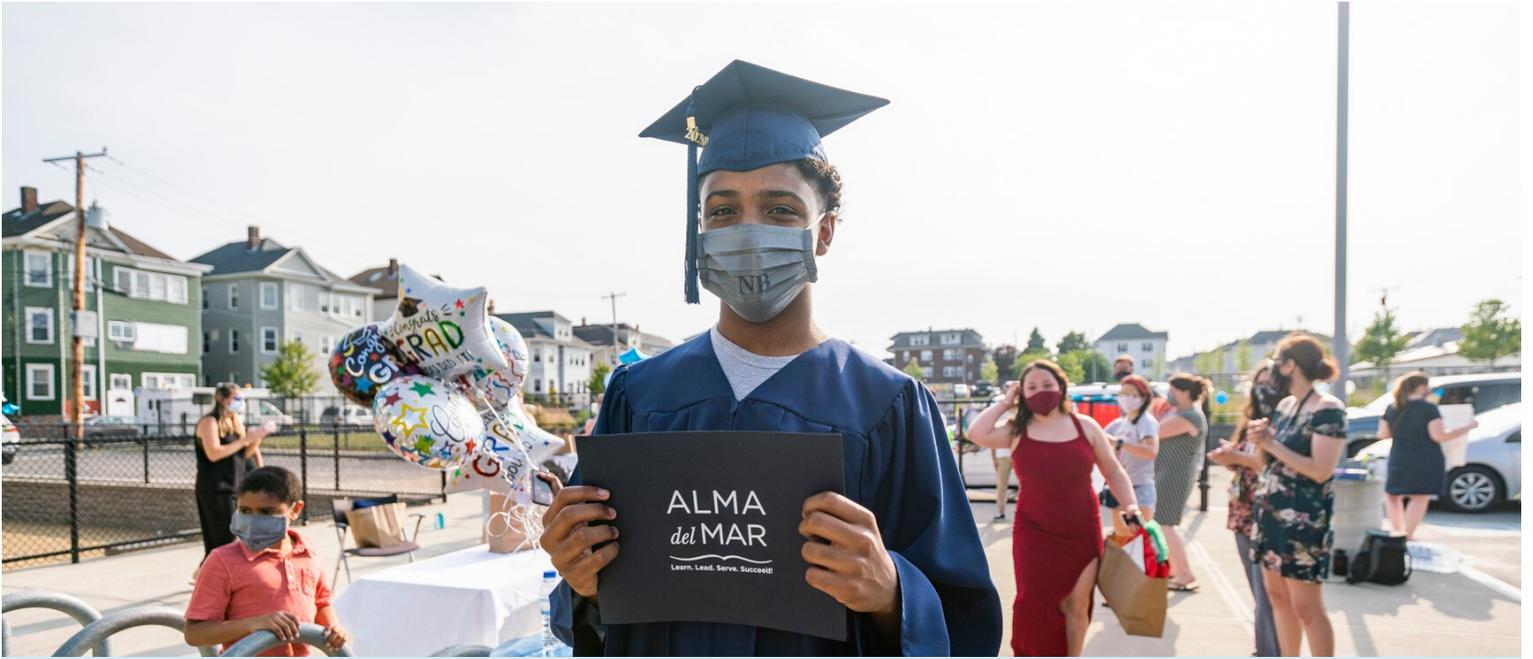
This plan will serve as a roadmap that works as an anchor for all aspects of our work including informing the scholar and family engagement, staffing plan, accountability structures, and measures of success to realize this vision in the years to come. Individually and collectively, we make an explicit commitment to identify, acknowledge, and dismantle policies and practices that reinforce systemic racism and inequities, and to educate and equip all of our staff and scholars with the ability and opportunity to be leaders in the continuous work of creating a more just and ideal world. The following Racial Equity Plan will provide direction to our team as we go forth on our journey to become ABAR educators and scholar advocates and ensure that we fully integrate ABAR into the core programs, priorities, and operations of Alma del Mar.

“

“It is important that we have a shared understanding of what anti-racism in schools looks like, that we have an understanding of what it is not, and that we embrace the understanding that anti-racist work is never completely finished, nor does it always look the same. I hope, however, we may begin to think about anti-racist work in schools in ways that are holistic and practical.”

”

-JAMILAH PITTS



SECTION FOUR

OUR PRIORITIES

PRIORITY 1: BUILDING CAPACITY

Historically, we have seen the many ways in which institutional and structural racism has limited the access and opportunities of many, particularly Black and Brown communities. Angela Davis, activist and scholar, notes that, “It is embedded in the very fabric of this country, and we’re trying to figure out ways to begin to initiate the process of eliminating that racism.” This inequity, particularly racial inequity, has always been a reality in our country and the public education systems are not shielded from the complex, nuanced, deliberate, and systemic racism that penetrates all aspects of our society. Therefore, we must be aware of this stark reality and provide avenues and tools to combat systemic racism within Alma del Mar’s community and beyond. To do so, we have to ensure that we are providing the resources and opportunities for our staff to build its racial equity and anti-bias competencies and skills, which will serve as an engine for all of the work that we do. Only by building our capacity at all levels will we be equipped to uphold our mission and commitment to scholars.

As such, our vision is for Alma del Mar to be a place where everyone can be relied on to move our anti-racist anti-bias work forward. We want all of our leaders and staff to have a strong racial equity and anti-bias skills and practices, which will equip each of us – individually and collectively – to advocate against and challenge systemic racism and all forms of bias as we work to provide meaningful educational experiences that ensures that every scholar thrives. As a school community, we will engage in an ongoing process of meaningful reflection and self-study regarding diversity, equity, inclusion, and what it truly takes to be ABAR educators. As individuals and a collective community of educators, we are responsible for being anti-racist anti-bias and must therefore actively build our knowledge and capacity to do so. We must also ensure that these skills and competencies are embedded in our documents, processes, and the way we operate as a school community. This is critical and required from each of us in order to provide our scholars and their families a truly equitable, high-quality educational experience.



PRIORITY 1: WHAT IT LOOKS LIKE

CREATE OVERALL RACIAL EQUITY STRATEGY AND PUT IN PLACE STRUCTURES TO ENSURE IT MOVES FORWARD

- Establish Racial Equity Team
- Survey staff and identify potential near- and long-term priorities
- Create annual goals for 2020-21
- Create annual goals for 2021-22
- Create annual goals for 2022-23 and beyond

BUILD CAPACITY OF ALL ADULTS IN REDI WORK

- Implement a staff professional development series
- Implement Board trainings
- Develop a staff-wide professional development series
- Develop and implement ABAR specific onboarding training series for new staff
- Conduct Board-specific REDI trainings



“

If these patterns of unequal opportunities and outcomes are to change in a dramatic way, there must be changes to the foundational inequalities, because differences in educational access and student outcomes are systemic problems and will continue until the system itself is improved.

”

**CONFRONTING SYSTEMIC INEQUITY IN EDUCATION
BY KEVIN WELNER AND AMY FARLEY**

PRIORITY 2: CREATING CULTURALLY RESPONSIVE & AFFIRMING SPACES

In which all scholars stand firmly in their unique identities and thrive academically: Alma del Mar must be a place in which scholars from all backgrounds, particularly Latinx and Black scholars, thrive. In order to thrive, we must create the environment and culture needed to honor and support both identity formation and academic achievement. We actively work to develop and maintain school environments where all scholars are actively and meaningfully engaged in rigorous instruction and immersed in rich experiences that positively contribute to their identity formation. Being an EL School, we take a multidimensional view of scholar achievement, which involves mastery of content and skills, further development of habits and character, and the ability to consistently create high-quality work.

Our families choose and entrust us with the academic and overall well being of their children. Our ultimate goal is to serve all scholars responsibly. As such, we embrace this partnership and actively work to include families in the support and dialogue regarding how to ensure that students thrive. Every day, we strive to create a truly inclusive school: one where students and families are honored and supported, where their perspectives are welcomed, and where their experiences are reflected and valued. We are committed to seeing and embracing the entirety of each child, creating a culture that is inclusive of all scholars and their families, and providing a rich educational experience rooted in equity, high-expectations, and compassion.

TO DO SO, WE MUCH BE RELENTLESS IN OUR FOCUS TO:

- offer an educational program that serves our scholars' bright inquiring minds, nourishes and affirms their identity and life experiences, and realizes Alma del Mar's mission provide high-quality educational experiences that lead to academic and success of all scholars with a special emphasis on closing performance/outcome gaps across all demographics
- implement a curriculum that promotes critical thinking, meaningful content, and exposure to identities and cultures that both reflect the identities of students and the broader world
- foster a sense of belonging for every scholar
- ensure representation of scholars' identities and cultures
- evaluate student-facing practices and procedures through an ABAR lens [i.e. discipline, classroom procedures, dress code, etc.]

PRIORITY 2: WHAT IT LOOKS LIKE

BUILD INSTRUCTIONAL PRACTICES THAT PROMOTE AND CELEBRATE EQUITY

- Review crew structure for scholars
- Create cultural recognition and celebration calendar and events
- Increase representation of BIPOC individuals, stories, and histories across our curriculum through individual teachers' revisions
- Introduce processes for reviewing academic data across all demographic groups to identify disproportionalities and action plan as needed
- Update scholar-facing policies to promote equity
 - Plan for Discipline Policy revision for Fall '21
 - Review and revise Scholar Handbook for Fall '21

INCREASE COMMUNICATION AND COLLABORATION OPPORTUNITIES FOR SCHOLARS AND FAMILIES

- Solicit additional input from scholars and families toward a vision for a more equitable and inclusive Alma

DESIGN AND MAINTAIN A PACE AND SCHEDULE THAT ALLOWS FOR REST, REFLECTION AND CONNECTION

- Create additional time throughout the day and week for less structured, positive social interactions among scholars

INCREASE FAMILY ENGAGEMENT THROUGH A SERIES OF INTENTIONAL STRATEGIES:

- Disaggregate family survey data by demographics, identify any disparities in the data and plan to address them
- Host family focus groups throughout the course of the year to determine recommendations for the schools



PRIORITY 2: WHAT IT LOOKS LIKE

CREATE A TRUSTING, EQUITABLE AND CARING COMMUNITY WITHIN WHICH SCHOLARS FEEL SAFE AND SUPPORTED IN LEARNING AND TAKING POSITIVE RISKS

- Restructure approach to discipline such that scholar discipline incidents are dramatically reduced
- Ensure instructional framework, observation tools, and evaluation tools for teachers focus on fostering culturally responsive, scholar affirming environments.
- Invest further in high-impact Crew meetings

CHALLENGE OUR SCHOLARS WITH MEANINGFUL TASKS BUILT AROUND RICH CONTENT THAT GROWS THEIR AGENCY AND THEIR UNDERSTANDING OF THE WORLD AS IT IS AND AS IT COULD BE

- Further develop teachers as curricular experts in their content areas by protecting time for meaningful departmentalized professional development and collaboration
- Continue to revise curriculum across content areas with an ABAR lens, including increasing representation of BIPOC identities, frequently connecting content to relevant/local context, and ensuring scholars have opportunities to explore issues of injustice at the individual and systemic level

CULTIVATE SCHOLAR EXPRESSION AND POSITIVE IDENTITY FORMATION THROUGH INCREASED OPPORTUNITIES FOR CHOICE, AUTONOMY AND SPECIALIZATION IN WHAT THEY DO EACH DAY

- Implement additional opportunities for scholars in grades 3-8 to participate in interest-based clubs, activities or school-based jobs
- Create opportunities for Middle School scholars to individualize their schedules and activities
- Review and revise uniform policy based on input from families and scholars



PRIORITY 3: FOSTERING DIVERSE & INCLUSIVE ENVIRONMENTS

At Alma del Mar, we strive to become leaders who create truly inclusive environments and work spaces that empower staff members to be their authentic selves, allow us to celebrate the diversity of our community, and position us to affirm and embrace the unique experiences of all who enter the walls of Alma. We understand the value and additional impact of having a truly diverse and representative staff and leadership can have in our work. We strive to provide both mirrors and windows for our scholars - providing staff that contains individuals who are representative of the scholars we educate in which they can see aspects of themselves and identities reflected AND individuals who bring a different set of experiences and identities that move students toward more nuanced perceptions of the world around them.

By being a fully inclusive organization, we recognize that we will be better positioned to serve our scholars. Research shows that having a diverse staff and leadership team leads to a more innovative, productive, and engaged group that results in a strong culture with optimal performance/impact. As such, we trust our staff in making Alma the place where all people can show up and be the best versions of themselves daily. We invite the multiple perspectives, ideas, and experiences of our team to guide us in the work. We rely on them to shape and maintain the culture of Alma and meet the respective needs of all of our scholars. We will serve as a model within and beyond New Bedford on what a diverse, equitable, and inclusive school can look like.

We recognize that this work is enormous, deeply personal, challenging but deeply rewarding. As such, nurture an open, collaborative, and trusting environment in which our staff, too, can thrive. We strive for an environment of inclusiveness and to promote a community where individual voices are heard and empowered. These tenets are intentionally integrated into our curriculum, teaching, resources, and treatment of others. Moreover, we will strive to create and maintain a community that is diverse and reflective of our mission and the community at large. This requires us to retain scholars, teachers, staff, and board members from diverse backgrounds and assess the qualitative experiences of our scholars, families, and staff. This also requires us to continue to adopt new practices have systems and policies that ensure Alma del Mar is inclusive and supportive of the community's needs.



PRIORITY 3

WHAT IT LOOKS LIKE

ATTRACT, DEVELOP AND RETAIN STRONG BIPOC STAFF AND LEADERSHIP

- Launch and maintain Affinity Groups
- Revise the recruitment cycle to increase equity including building diverse hiring pools and implemented structured interviews with BIPOC staff for networks
- Strive to ensure that at least 35% of all new hires identify as BIPOC, including across instructional student facing role

REVIEW STAFF POLICIES EACH YEAR

- Review and revise Employee Handbook for Fall '21
- Identify short- and long-term updates for Staff Evaluation policy

STRENGTHEN THE CULTURE OF CARE

- Implement Wellness Days for staff
- Increase greater access to wellness and self-care opportunities
- Identify short- and long-term opportunities to support sustainability
- Provide staff allyship training to increase capacity



PRIORITY 4: INCREASING EQUITABLE ACCESS TO INFORMATION & OPPORTUNITIES

On our journey to become an ABAR network, we must ensure that we answer this call by expanding our vision and influencing the quality of everyone's experience within our community. This requires us to focus on our number one responsibility, which is providing the support and culture needed for scholars to thrive. However, in order to deliver on this focus, we must ensure that we are providing transparent and equitable access to the information, opportunities, and support needed to steward our mission. As such, we must commit to establishing and maintaining clear and measurable goals that help define who we are, how we operate, and what we hope to achieve as ABAR educators.

WE AIM TO MAKE TRANSPARENT, PROMINENT, AND SYSTEMATIC OUR SCHOOL'S STATED COMMITMENT TO BECOMING ABAR, WHICH BEGINS WITH US FIRST ENSURING THAT WE CONTINUE TO DEVOTE SIGNIFICANT RESOURCES OF TIME AND ENERGY IN ORDER TO:

- enhance the consistency of our internal communication and transparency
- support and develop every staff member's professional journey at Alma
- solicit perspectives and feedback from all levels of the organization
- streamline all professional evaluation, development, and promotional processes and ensure that there is consistent and equitable access to opportunities
- ensure that we have an equitable compensation policy and structure in place



PRIORITY 4: WHAT IT LOOKS LIKE

REVIEW AND ADJUST COMPENSATION POLICY

- Conduct an equity audit and make necessary adjustments
- Identify short- and long-term gaps to address and create a plan to address any gaps
- Communicate policy and reasoning with broader staff

PROVIDE GREATER TRANSPARENCY AND CONSISTENT COMMUNICATION CHANNELS/FORUMS FOR INFORMATION SHARING AND PERSPECTIVE GATHERING

INCREASE DIVERSE REPRESENTATION ON THE BOARD

- Increase racial diversity on the board, focusing on Black, Latino, and multiracial community leaders
- Recruit parent or guardian representative to join the board

