



Anti-Racism Progress Update

6-24-2021

Instructional Services
Governing Board Presentation

Beginning our Anti-Racism Work

Goals for Year 1

1. Increase the racial literacy of our District Leadership Team (DLT) and Instructional Team.
2. Normalize conversations about race, bias and racism.
3. Understand how our system is contributing to inequity and injustice for groups of people.

“The beauty of anti-racism is that you don’t have to pretend to be free of racism to be an anti-racist. Anti-racism is the commitment to fight racism wherever you find it, including in yourself. And it’s the only way forward.” — [Ijeoma Oluo](#)



Primary Actions to Meet the Goals

- Anti-Racism institute and administrative team book study: *Unconscious Bias in Schools* by Tracey Benson and Sarah Fiarman
- Regular agenda and discussion item at Instruction and DLT meetings
- Formation of a District Anti-Racism Committee

Outcome of Goal 1:

**Increase
the racial
literacy of
our
leadership
team**

Pre-Post Survey of DLT Results:

How often do you think about what colleagues of different races, ethnicities, or cultures experience?	Sometimes or Frequently Fall: 77.1% Winter: 90%
How comfortable are you discussing race related topics with your colleagues?	Somewhat/Slightly Comfortable Fall: 74.3% Winter: 87%
How often do adults at your school/department have important conversations about race, even when they might be uncomfortable?	Almost never/Once in a while Fall: 62.9% Winter: 43.3%
How well does your school/department help staff speak out against racism?	Somewhat/Quite well Fall: 37.1% Winter: 53.3%

Outcome of Goal 2

Normalize Conversations about race

- We made some progress in this area simply by regularly agendaizing it.
- Provided guidelines for staff on ways to engage in conversations with students leveraging the Benchmark supplemental curriculum.
- Engaged with a representative committee of staff from many departments and roles.
- Identified as an area for continued focus.

Outcome of Goal 3

Understand how our system is contributing to inequity and injustice for groups of people.

- Created of an anti-racism statement.
- Began examining and updating Board policies with the Anti-Racism Statement in mind.
- Eliminated Compacted Accelerated Program (CAP) classes in grades 6-7.
- Eliminated the exclusionary GATE program.
- Provided teachers with social justice lessons integrated into Benchmark Curriculum.
- Created a more expansive open enrollment policy for CSI; investigating expanding district wide.
- Updating job descriptions to include this focus. *(Ex., Be versed in strategies to promote inclusion and anti-racist/bias practices, An understanding of how bias or lack of cultural understanding may contribute to negative outcomes for students)*

Anti-Racism Statement

In Campbell, we realize that racism is dehumanizing to everyone it touches.

Racism is systemic oppression that is conscious or unconscious, intentional or unintentional grounded in racial prejudices designed to reinforce the superiority of one race over another by an individual or group.

We acknowledge....that in our desire to become an anti-racist and inclusive organization we must transparently identify and deconstruct issues of race and bias that are negatively impacting our system, our policies and our people.

In our learning community we are resolved....to challenge and improve current practice at all levels in order to provide more equitable opportunities for all.

In our learning community we are resolved....to lean into discomfort to uncover biases and learn about our history, ourselves, and those we serve.

In Campbell we firmly commit... to eradicate racist practices by developing along a continuum toward deeper understanding of race, racism and how it impacts our system.

We do this work with love, compassion, and justice
to honor our students and families.

Plan for Year 2

Goals	Actions
1. Increase the racial literacy of our system	1. District committees, training, guest speakers, book studies, curated and shared resources
2. Normalize conversations about race within our system	2. Formal conversations about race scheduled for staff, families and students
3. Engaging the voice of untapped families and students in our system	3. Focus groups, empathy interviews, increase involvement on school leadership groups

Stakeholder Comments

District Leaders

“This work should be a district wide endeavor and the trainings should start at the district level and then be reinforced through site administrators, leadership teams, etc.”

“Continue to push, ask questions, provide opportunities to practice having racially based conversations.”

“Prioritize conversations at every meeting. When looking at data call out the disparities and ensure that we are all responsible for addressing and dismantling those that exist.”

Staff From Committee

“Thank you for taking on this important work and modeling resilience and vulnerability with us.”

“I think this year was a great starting point, but there is still so much work to be done.”

“I hope leaders can embrace these ideas and lean into the work of prioritizing different cultures and anti-racist language and actions in the the same way that they approach other descisions on campus.”

“The goal is to create a school culture where we continually seek to uncover how bias is interfering with our aspirations and then come up with systems and structures to eradicate or reduce the impact of our bias.”

~ Tracey Benson

Questions?