

Anti-Racist Policy & Standards

KIPP SoCal Public Schools

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Community [Feedback Form](#)



A Clear Vision for Equity: KIPP SoCal's Anti-Racist Policy & Standards for Students, Families, and Team Members

KIPP SoCal's anti-racist policy & standards signal our commitment to addressing, redressing, and identifying the root causes of all forms of white supremacy within the organization. History has proven that racism is maintained by power and policy. Therefore, we recognize the importance of a clear, well-articulated anti-racism policy to strengthen our commitments to our students, families, communities, and team members.

The anti-racist policy & standards acknowledge KIPP SoCal's power and responsibility to take a leading stance against systemic racism, discrimination, bias, and educational injustice. It grounds us in a collective vision for what anti-racism education looks like at KIPP SoCal, what we hope our children experience, and what we will work towards. Finally, the formal adoption of anti-racist policy & standards grounds organizational thinking, decision-making, procedures, and program services and delivery.

This policy complements the Anti-Harassment Policy and does not supersede it in any way. If you have experienced or witnessed harassment or discrimination at KIPP SoCal Public Schools, you should report the incident immediately to our Chief Talent and Equity Officer or to Human Resources as soon as possible so that appropriate action can be taken.

**“To be anti-racist, we have to express ideas of racial equality.
We have to support policies that are leading to racial equity.”**

-Ibram Kendi.

How does being an anti-racist organization support student achievement?

Racism causes environmental stress and imposes academic barriers on students in marginalized and under-resourced communities. Our shift towards anti-racist classrooms will guide our students to make connections between the outside world and the classroom.

KIPPsters will learn to:

- Examine what it means to be well-resourced people and how to use their resources to change their own lives and the world around them;
- Address community prejudice, discrimination, and racism, specifically anti-Blackness;
- Build an understanding of cross-cultural allyship;
- Develop global skills & competencies: communication and collaboration, creativity and critical thinking, intercultural competence and citizenship, emotional self-regulation and well-being, and digital literacy.

What does it mean to adopt the anti-racism policy & standards?

All aspects of teaching and learning within KIPP SoCal are aligned with this vision. The standards will also serve as our guiding light, addressing community prejudice, discrimination, and racism, specifically anti-Blackness. Addressing prejudice, bigotry, racism, and anti-Blackness builds an understanding of cross-cultural allyship.

What comes after adopting the anti-racism policy & standards?

Once the anti-racist policy & standards are adopted, we will work to develop an accountability framework that includes desired outcomes, beneficiaries, indicators, action steps, assignments, guidelines, and post-action reviews. We will work persistently, over many years, to implement anti-racist action plans in all areas of our programs and services.

What is Anti-Racism?

Anti-racism is activist in focus and firmly rooted in the civil and human rights struggles in the U.S. and internationally. Based on understanding the history of racism and oppression, this expressly political approach emphasizes distinctions between personal prejudice and institutional oppression. The anti-racism approach goes beyond a focus on racism and addresses other forms of oppression. It examines the parallels, intersections, and distinctions between all forms of oppression. The anti-racism approach is transformative and not additive, reformist, or assimilationist.

Anti-Racist Policy & Standards

Domain #1: Culture and Climate: Power & Family Engagement

Outcome: To create a joyful, anti-racist culture & climate, we need to ensure the following:

1.1 Organizational Culture & Climate

- A. We model, teach, and create the structures necessary to foster bias-free, compassionate, nonviolent, inclusive, student-focused communications and interactions with all stakeholders thoughtfully and consistently.
- B. Our traditions, cultural artifacts, rituals, and decision-making reflects our anti-racist stance.
- C. We take a strengths-based approach—We celebrate the uniqueness of each KIPPster, acknowledging the variety of thoughts, experiences, interests, talents, assets, prior knowledge, and curiosity they bring.
- D. Our commitment to anti-oppression, anti-ableism, anti-racism, pro-Black, pro-immigrant, and pro-LGBTQIA+ principles and the 'why' behind them are communicated, visible, and operationalized through practices and policies.

1.2 Family & Community Engagement

- A. Families are encouraged and provided tools to participate actively and speak up against injustice, particularly Black, Indigenous, immigrant, and non-English speaking families.
- B. All families expect & experience a supportive learning environment and an anti-racist instructional environment that provides access to best practices and engaging grade-level content for their children.

1.3 Power

- A. Before making a decision, all KIPPsters consider who the decision impacts, benefits, and which population(s) or voices are overlooked, disregarded or diminished by considering the power and equity imbalances.
- B. We consider power and privilege in resource allocation, management, and access—all crucial tools in redressing marginalization.
- C. Families are directly involved in shaping KIPP SoCal's vision and strategic plan.
- D. Leadership clarifies which decision-making process is used and the type of input sought from students, families, Team Members, and others.
- E. Community input, responsive action, and timely updates throughout are part of our change-management process.

Domain #2: Student Supports & Student Experience

Outcome: To help our students experience a joyful, affirming learning environment rooted in their culture and community, we need to ensure the following:

2.1 Student Experience

- A. Students shape the syllabus, learning experiences, and pedagogical choices.
- B. Students know how their feedback (on teaching techniques, comfort level, classroom experiences, etc.) throughout the year via our student survey and other methods are valued and informs organizational practices.
- C. Students see themselves in their education through culturally relevant representation of their identity and interests across content areas.
- D. Students build a global lens through conscientization and activism skills to take action against oppressive social forces shaping society and their immediate world.
- E. Students have the skills, agency, tools, and mindsets to lead, listen, and advocate for meaningful resource equity.
- F. Students have ample opportunities to move their bodies, develop body intelligence, and use their full selves to engage and learn.

2.2 Student Supports

- A. We teach, model, and demonstrate a belief in the unlimited potential of every single student.
- B. We prioritize support structures that allow our teachers to engage with families and the community by readjusting priority and workload to provide more time to respond and engage with families.
- C. Students receive the support they need to succeed when needed, not after taking a summative assessment at the end of the year. These supports are informed by timely feedback based on frequent formative assessments and are embedded in learning to the extent possible.
- D. We address the root causes of gaps in achievement and well-being by supporting schools with resources to work toward educational equity across all student groups.
- E. We pay attention to our students' racial, linguistic, and psycho-social needs and create the space to accommodate them in the classroom.
- F. We will use preventative, supportive, and restorative discipline practices to address root causes and to mend misdirected and negative behaviors.

Domain #3: Content, Pedagogy and Assessment

Outcome: To develop student agency coupled with authentic, impactful, evidenced-based educational and liberatory practices, we must ensure the following:

3.1 Curriculum

- A. The curriculum and content choices are intentionally and explicitly anti-racist and strengths-based, considering all the systems strengthening and oppressing Black, Indigenous, and global majority communities.
- B. The curriculum and content choices intentionally and explicitly reflect our students' capacity to engage in and master grade-level, rigorous college and career preparatory work.
- C. In content areas where race is not the focus, structures are set in place for students, faculty, and families to interrogate content choices by asking whose voices are being heard, left out, and why.
- D. We teach a critical analysis of history that analyzes bias, questions dominant narratives, and oppressive systems. Students learn to name and recognize anti-Blackness for the purpose of dismantling it within themselves, school, and the larger community.
- E. Community members are invited to access, vet, contribute to, and enrich the curriculum.
- F. The curriculum includes all content areas (science, social studies, PE, art, music, math, ELA, and visual and performing arts). The curriculum addresses the social-emotional needs of students, incorporates restorative justice, is LGBTQIA+ inclusive and diverse, and prioritizes students with learning disabilities and English Language Learners.

3.2 Pedagogy

- A. Students are seen as co-creators of knowledge and are critical and reflective participants in the learning process, where they construct and reconstruct meaning on their terms.
- B. Lesson design is anti-racist, incorporates students' voices and choices, and gives them opportunities to address, confront, or discuss system inequality in the content.
- C. Content choices and the classroom experience are trauma-informed and designed to maximize care, dignity, and pedagogical excellence.
- D. Teachers and leadership teams engage in ongoing self-reflection and introspective assessments to locate their power and bias to determine their impact on students.
- E. We speak to students with dignity: build a sense of belonging, learn about students' developmental needs, backgrounds, and identities, and create a safe environment for students to make and learn from mistakes and resolve conflicts.

3.3 Assessments

- A. We value more than just standardized norm-referenced assessments that rank students against each other, which reflect a white supremacy culture.
- B. Frequent, culturally relevant, and responsive assessment allows us to hold ourselves accountable for ensuring each student meets their potential.
- C. We use data carefully and thoughtfully to ensure justice and equity in individualized and whole-class learning, progress, and achievement.
- D. Teachers use strategies to mitigate stereotype threat when giving students feedback by ensuring it is just, empowering, critical, constructive, and considers the students' cultural

context.

Domain #4: Professional Development, Leadership and Workforce Development

Outcome: To support all Team Members to engage in liberatory, transformative, and restorative work practices we need to ensure:

4.1 Professional Development

- A. We consistently engage all Team Members in KIPP SoCal-sponsored professional development that is culturally relevant, values-aligned, accessible, equitable, and fosters a culture of collaboration and continuous improvement while leveraging technology to provide differentiated experiences available "just-in-time."
- B. Team Members actively contribute to professional development, including identifying needs, as teachers and facilitators, and more.
- C. Training, coaching, and support focus on understanding and combating oppression, racism, homophobia, xenophobia, and ableism and how heterosexual white male dominant culture negatively impacts our students' well-being and academic progress.
- D. We teach our Team Members culturally competent communication skills, which they practice with students, families and peers.
- E. We build partnerships within our local community to facilitate learning opportunities about our communities' assets and build exposure for Team Members.

4.2 Hiring, Leadership & Workforce Development

- A. Every person involved in the hiring process receives anti-racist hiring training and education.
- B. We actively seek to partner with organizations, institutions, and non-profits where underrepresented and historically excluded job candidates will be.
- C. We will continuously and consistently evaluate partners to ensure the partnership is aligned with our anti-racist policy and standards.
- D. We assess all job candidates' commitment to anti-racism during the hiring process.
- E. Team Member recruitment and hiring practices focus on marginalized communities.
- F. We have structured workforce development programs that identify, coach, train, and develop leaders at the classroom, school, and regional levels to be anti-racist leaders.
- G. Leadership development is coherent, connected, and integrated across and within the SST department and focuses on technical, practical, adaptive, and anti-racist skills our team members need to lead in the classroom and beyond.
- H. Team Member roles and responsibilities are clear and aligned with organizational priorities and are communicated to all members clearly and transparently.
- I. We are committed to ensuring that our organization's policies and practices center the overall health and wellness of our team members, so that they feel valued, cared for, and invested in their work.

Domain #5: Partnerships, Data Systems, and Technology

Outcome: To use multiple data points to address educational inequity, create solutions that reflect the individual needs of our students, and provide access to opportunities, we must ensure the following:

5.1 Data Systems

- A. We maintain a comprehensive data system consisting of learning management, assessment, and student information systems. These systems track student achievement history, teacher feedback, support and interventions, and other indicators while protecting student-level privacy and recognizing the politics and impacts of data on students.
- B. Data are disaggregated by identity markers to assess outcomes and provide support tailored to specific populations.
- C. Educators, parents, and students have continuous access to the data systems, training to decode the data, and drawing conclusions from the data to ensure their child's needs are met.
- D. We use data to construct personalized learning plans based on the information gathered from assessments and other learning activities.
- E. We explicitly identify gaps / inequitable outcomes and respond with urgency.
- F. We build our responsiveness to formative data from student surveys, experiential shared narratives, and other inclusive data collection formats.

5.2 Technology

- A. We address deficiencies in infrastructure to support a more connected student and the family population at scale.
- B. Students leverage and evaluate technology to understand the world around them, pursue their interests, distinguish between fact and fiction, and advocate for liberation.
- C. Students have equitable opportunities to build 21st-century digital problem-solving skills to prepare them to participate in the global economy.
- D. We train parents to effectively use technology to support and empower their children and close the racial and digital literacy gap.

5.3 Partnerships

- A. We cultivate partnerships with business, civic, community, and higher education constituents in our communities (including local and county government, recreation, juvenile justice, faith-based, etc.). These entities create a regional vision and strategic plan aligned with the community's broader economic and workforce development plan.
- B. Our partners assist with creating various learning opportunities (internships, mentor programs, work-based experiences, service learning, etc.) and direct services and engage us proactively with multiple options based on the relationship and trust we have built with them.