



Our Commitment: Racial Equity and Belonging

Community Update
2020-21: Fall Semester

January 2021

The College Preparatory School

Our Commitment: Racial Equity and Belonging

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CollegePrep

Dear Friends,

Last summer, in the face of the pain and outrage expressed across the nation, and given the stories shared by our own community members about anti-Black experiences spanning decades, we recommitted ourselves to critical aims around racial equity and belonging. Focusing on five areas of school life (culture, teaching and learning, student diversity, adult representation, and training) we began work immediately, starting with things that could be addressed during the current academic year.

We know that for College Prep to fully live its mission we must first become a place where every student can bring their authentic self to school, knowing that they will be safe, seen, and celebrated for their full potential and achievements. Racial equity and belonging is the foundation that must support all endeavors, ensuring that each student is cared for, supported equitably, and prepared to participate in the creation of a more racially just world.

It is important to acknowledge that making progress on racial equity is not the responsibility of any one group at College Prep. It must be held by us all. The work that has been done this fall has come from students, faculty, and administrators, with the help and engagement of Board members, parents, and many of our alums. There are many voices reflected in this document. We are grateful for the myriad ways that the community has shown a willingness to look critically at itself, to begin to overcome the hurt and harm caused by intentional bigotry or unconscious bias, and to make real and lasting change.

We share this community update knowing that there remains much left to be done. We will continue to share our progress with our near and extended community. As always, we invite your thoughts and participation along the way.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Monique', with a stylized, flowing script.

Monique DeVane
Head of School

1. SCHOOL CULTURE

OUR AIMS

Develop and amplify resources, systems, and programs that support a compassionate, equitable, and affirming school culture. College Prep's culture must cultivate and express the values of dignity, fairness, inclusion, and respect that are at the heart of its equity and justice work.

WHAT WE'RE SEEING AND LEARNING

Scaffolded by our [mission and philosophy](#), and by existing programming around anti-bias, cultural competency, and servant leadership, this fall's focus on culture has been paramount. While faculty members and administrators recognize that the responsibility to drive this work sits with them, some of our most meaningful moments have been student-initiated and led. Together, we have worked to calibrate expectations, establish healthy norms, and support respectful dialog. We have also benefited from the expertise of outside partners who have introduced new tools and approaches into our thinking. Addressing issues of culture has been challenging and sometimes painful, made more so by Distance Learning with its lack of in-person opportunities for grounding and connection. Even so, we are learning to listen more carefully to each other and to share responsibility for co-creating an equitable and healthy school culture.

PROGRESS ON ACTIONS

Develop and provide explicit and developmentally appropriate equity, inclusion, and anti-oppression curriculum at each grade level through the Compass Program.

- The School partnered with [CircleUp Education](#) to lead five Complexities of Racism Workshops. These sessions have been scheduled throughout the academic year for students, with corresponding follow-up sessions in Advisory groups.

First Semester Topics

Session 1: Understanding Racism

Session 2: Conscious vs. Unconscious Racism

Second Semester Topics

Session 3: Privilege, Power, Racism Hierarchies

Session 4: Internalized & Interpersonal Racism

Session 5: Institutional Racism

- September's Sophomore Retreat included The Mask You Live In workshop with Oaklander Ashanti Branch, M.Ed, Founder and Executive Director of [The Ever Forward Club](#).
- 10th grade Wellness and Decision Making (formerly Sophomore Health) was reimagined in partnership with [HIFY](#), a Bay Area multicultural organization focusing on health, equity, and multi-level social change.
- Through a partnership with [The Mosaic Project](#), a local experiential learning and equity organization, new LifePrep programming that focused on anti-oppression work was introduced for all 11th graders.

Dedicate regular time within the advising program for all students to participate in educational activities focused on equity, racial justice, and cultural competency.

- Guided by [CircleUp Education](#) and supported by members of the faculty and staff Equity and Inclusion Coordinating Committee, advisory groups participated in conversations about anti-racism and skill-building in restorative practices. Two sessions were dedicated to this in the fall, with three more planned for the spring semester.

Examine and revise policy language to ensure clear standards, expectations, and consequences for students, faculty, and staff regarding harassing or discriminatory behavior.

- This work is underway. A task force composed of the Director of Equity and Inclusion, Dean of Students, Director of Admission, Director of Athletics, and the Director of Human Resources is focusing on making policies more clear by including specific definitions and examples of problematic behaviors, and ensuring that investigation and response procedures are clear and transparent. The task force will present its recommendations to the Head of School early in the spring semester. The updated policies will be included in both the Student and Employee Handbooks.

Create accessible spaces and processes to enable critical feedback about experiences of racism on campus.

- Student leaders and the Student Life Team (Dean of Students, Director of Equity and Inclusion, School Counselor and Health Educator, Athletic Director, Director of Experiential and Community Based Learning, and the Drama teacher) are developing an online self-reporting system for students and faculty to share their experiences of racism on campus. Prior to this new program's launch at the start of the 2021-22, summer workshops will be held to train student and faculty mentors who will be responsible for working with students and administering the system.
- College Prep continues to retain Lighthouse Services to provide an anonymous reporting hotline. Community members may report allegations of any suspected violation of laws, rules, and regulations that govern the School. This anonymous reporting method is available on the School's website for any student who wishes to disclose genuine concerns without fear of retribution.

Ensure that the Black Student Union has the support necessary to fulfill its purpose.

- The Black Student Union (BSU) is one of the authentic voice and affinity space programs supported by the Office of Equity and Inclusion. The BSU has two adult advisors and a dedicated, self-managed budget.
- Given the intensity of this fall's conversation and climate, BSU played a critical role in providing Black and Black-identifying students affinity space for processing their experiences and for collaboratively determining the group's agenda.
- This year's BSU leaders also hosted several open community meetings for presentations and discussions aimed at educating the broader community on anti-racist and anti-oppression topics.
- The BSU worked closely with other organizations, both supporting and being supported by Feminist Union (FemU), Gender Sexuality Awareness Club (GSA), Showing Up For Racial Justice (SURJ), Students with Interracial Lives (SWIRL), and other student groups.

Encourage explicit articulation of community norms to be collaboratively established and modeled regularly in all school spaces.

- The [Office of Equity & Belonging](#) continues to engage the school community in practices of fundamental behaviors: bias management, cultural competence, and servant leadership.

- The Student Life Team (Dean of Students, Director of Equity and Inclusion, School Counselor and Health Educator, Athletic Director, Director of Experiential and Community Based Learning, and the Drama teacher) developed [Guidelines for Adults in Student-Led Spaces](#).
- The faculty and staff Equity and Inclusion Coordinating Committee established suggested norms for faculty/staff meetings and other convenings, which have been implemented.

Connect interested alumni of color with opportunities to share their expertise and perspectives with current students.

- Black and Black-identified alumni and students held their first joint-affinity space conversation on December 10 with plans to meet again in early 2021.

Additional Actions: Culture Students

- In August, 50 College Prep students participated in the inaugural Student Leadership Institute, a three-day equity-focused gathering to train student leaders from all facets of school life.
- Several students created an Antiracism Advice Column for students and faculty to submit questions about anti-racism or the Black experience at College Prep.
- During the fall semester, the Student Equity Action Team planned the annual equity and inclusion conference (Connections, Pride, and Spirit Day). This year's CPS Day theme is *Black Lives Matter: An Intersectional and Institutional Movement*. The event will take place Wednesday, January 27, with fifteen workshop experiences and a plenary session during the school day, followed by cultural and racial affinity spaces after school.

Faculty and Staff

- Members of the faculty and staff activated an Equity & Inclusion Coordinating Committee (EICC) to identify areas of equity work specific to faculty/staff experiences, provide spaces for collaboration in these areas, and coordinate efforts between groups working on different facets of equity and inclusion at the School, including launching of race-based affinity groups for the adult community.
- The Head of School convened six working sessions for faculty, staff, and administrators on the *Racial Equity and Belonging* framework to solicit feedback and help prioritize next steps.
- The format for monthly faculty and staff meetings was revamped in response to calls for more opportunities for dialogue, explicit norm setting, and mechanisms for feedback.

Parents/Guardians

- In July and August, Black and Black-identified parents/guardians had individual conversations with trustees from the Equity & Inclusion Committee, Board Chair, and Head of School about their experiences of equity at the School.
- On August 12, parents/guardians met with the Equity and Inclusion Committee of the Board for an open

meeting; over 175 families attended.

- The Parents' Association Equity and Inclusion Committee (PAEIC) continues to be a robust voice for equity in the College Prep community. The group furthered its efforts this fall through the following initiatives:
 - Launched College Prep's first race-based affinity space for parents, with others hopefully to come.
 - Hosted a New Parent Welcome meeting with the Head of School that focused on equity and inclusion at College Prep.
 - Collaborated with the Director of Admission regarding the annual Equity Evening for prospective students, and partnered with Admissions to offer authentic voice and affinity space programs for parents and students of color.
 - Hosted a PAEIC book group that read and discussed *The Water Dancer* by Ta-Nehisi Coates.
 - Hosted two community sessions in October with Kimberly Papillon, a law professor and nationally recognized expert on the subject of bias and decision-making in medicine, business, education, and law.
 - Met with student leaders from College Prep's *No Place for Hate Coalition*, who facilitated a cross-generational activity with the PAEIC in November. Discussion focussed on how to empower and inspire cultural competence in our school community, and explored race and privilege.
- On November 11, The Parents' Association LiveTalk Series hosted author and former Dean at Stanford [Julie Lythcott-Haims](#) for a presentation and open conversation on being Black in white spaces, based on her critically acclaimed, award winning book, *Real American: A Memoir*.

2. TEACHING AND LEARNING

OUR AIMS

Audit and adapt curriculum and pedagogy to support teaching and learning for equity. Our academic program must empower each of our students with the skills and understandings needed to have agency in their own lives and to affect positive change in their communities, developing an understanding of the systems of power and oppression that shape our society.

WHAT WE'RE SEEING AND LEARNING

Since the summer, teachers have brought focused energy to examining Prep's curriculum through the lens of equity and belonging. Each department has met to consider and implement changes to the content and context of their classes. As we continue this critical effort, we ask ourselves what the next level of this work should be: What does it look like to build and sustain a curriculum within which all students can see and stretch themselves? How might we more systematically consider and remediate the impacts of unconscious bias on classroom experience? How do we evaluate our progress in this area? As we move into next semester, we are exploring new faculty and administrative structures to support ongoing work on pedagogy and curriculum, including evaluating where outside consulting expertise would be helpful.

PROGRESS ON ACTIONS

Integrate course materials that highlight the experiences and voices of a range of identities, especially those of historically marginalized people, focusing first on courses within the English and History Departments.

ENGLISH DEPARTMENT

College Prep's 9th and 10th graders take grade-level courses, English I and II. Juniors and seniors select from a variety of seminars.

English I launched a new short story and essay unit, including a new course reader composed primarily of authors of color: Chimamanda Ngozi Adichie, Sherman Alexie, James Baldwin, Toni Cade Bambara, Louise Erdrich, Jhumpa Lahiri, Toni Morrison, Zadie Smith, Amy Tan, Ocean Vuong, and Claudia Rankin. In **English II**, Nella Larsen's *Passing*, a novel about the Harlem Renaissance, was moved to the fall from spring semester. A number of Black authors were added to the essay, short story, and poetry units.

Many seminars also made changes to taught texts:

- In **Literary Monsters**, *The Changeling*, a novel that explores the intersection of monstrosity and race/racism by Victor LaValle, replaced Shakespeare's *Richard III*.
- The themes, readings, and writing assignments in the **Coming of Age** seminar were chosen in response to both national and institutional conversations about race. Literature read was entirely by BIPOC authors, mostly women, with the two main texts by Toni Morrison and Helena Maria Viramontes.
- *The Life of John Thompson, a Fugitive Slave* (1856) was added to the **Deadliest Catches** reading list. Thompson's narrative participates in a foundational genre of African-American literature, the fugitive slave narrative. Additionally, an excerpt from Toni Morrison's landmark essay, "Unspeakable Things Unspoken: The Afro-American Presence in American Literature," which situates *Moby-Dick* in mid-nineteenth-century debates over slavery was included.

- The creative writing course, *Songs of Ourselves*, focused on the personal essay and poetry. Topics were contemporary: the COVID-19 pandemic, continuing racial injustice, and the Black Lives Matter movement. Students were invited to write about the historical moment in which they are living. Readings included essays by Angela Davis, Alice Walker, Terrance Hayes, and James Baldwin.
- *Harlem Renaissance* focused on Jean Toomer's *Cane*, short stories including one from Rudolph Fisher, in addition to essays and poetry. The seminar positions African Americans in a post-restoration age where they are no longer beholden to antiquated notions or stereotypes. The themes discussed ranged from double consciousness, intersectionality, a celebration and elevation of music (jazz, ragtime, and spirituals), the Great Migration, and a myriad of responses to institutionalized white supremacy and its legacy.

HISTORY DEPARTMENT

All 9th, 10th, and 11th graders take grade-level courses. Seniors (primarily) choose from a variety of elective seminars.

For *Asian Worlds*, the 9th grade history course, the teaching team reflected on how the course intersects with the lived identities of our students. Faculty revisited the language and frameworks used to discuss the history of religious practices and beliefs. A simulation of the partition of India and Pakistan which required students to voice political and religious beliefs that might be understood as exclusionary or supremacist was removed. Ninth grade team members have become more attentive to opportunities to coach students in the intellectual challenge and responsibility of using the past to understand the present.

The first semester of the 10th grade course, *The Atlantic World*, introduced how European colonization, the Atlantic slave trade, and plantation slavery created racial identities and hierarchies. The course also examined how these new racial dynamics were imbued in labor systems, challenged by cultural expression, and supported by legal and institutional means. The second semester will explore how these racial, cultural, and economic dynamics informed the revolutions that shook these regions between 1776 and 1830, and the nation states that resulted from those revolutions. Acknowledging that the treatment of this "hard history" had negatively impacted students in the past, the course was modified to be more explicit about how these critical stories shape our understanding of the present. With these goals in mind, the following changes were made:

- A letter was sent to students and parents before the school year began, preparing them for the challenges of teaching these difficult topics and inviting them to approach us with concerns or questions.
- The semester began with an article from The 1619 Project, which makes explicit the connections between our curriculum and the present day.
- A simulation of the Valladolid Debate (addressing the position of indigenous people in the Spanish Empire) was replaced with a podcast that described and analyzed the debate.
- New primary source materials, written by indigenous actors in North and South America, were added.
- The unit introducing slavery started with an activity that required students to reflect on the strategies they use to manage moments of racial stress (silence? tears? questions? humor?) and to think about which of those strategies they wanted to encourage and which they should work to avoid. Students shared their goals anonymously with classmates to create common expectations and understanding.
- At the start of the unit, traditions of West African historical memory were explored to highlight the limitations of more euro-centric source material.
- A conversation about sexual relationships between enslavers and enslaved people that previously revolved around the possibility of consent was changed to a discussion of "partus sequitur ventrem" (the law that any child of an enslaved woman would inherit the status of the mother) and an exploration of the life of Sally Hemmings, whose biracial identity was quite ordinary but whose relationship to her enslaver demonstrated both the flexibility and rigidity of racial constructs.

- A discussion of the musical and religious culture of enslaved black people was added, emphasizing the liberating power of this expression as well as its lasting influence on American music history.
- Wanting to encourage students to take ownership of their learning, the unit assessment was changed to a reflection on the question: “As a result of your learning in this unit, how has your understanding of slavery, race, systems of oppression, resistance, and/or the liberating power of culture changed? Which sources, experiences, or discussions were most illuminating in building your new understanding, and why?”

Our 11th graders take *U.S. and The World*, which was revamped in three key ways:

- The curriculum assigned more secondary source readings to challenge and decenter arguments and histories that privilege white/European perspectives. For example, when considering arguments made in *American Creation* by Joseph Ellis, students also read Nikole Hannah-Jones’s “Our Democracy’s Founding Ideals Were False When They Were Written. Black Americans Have Fought To Make Them True” from *The 1619 Project*, *New York Times Magazine*, and Paul Ortiz’s “An African-American and Latinx History of the United States.”
- The curriculum assigned more primary source readings that elevate and focus the voice of Black, as well as indigenous and other people of color. The students explored writings by some of the following: Phillis Wheatley, Benjamin Banneker, Richard Allen, Absalom Jones, Prince Hall, Boston King, Crispus Attucks, and Peter Salem.
- Teachers assessed the students’ understanding of the above concepts and points of view through specific assignments. One example is a culminating historiographical essay and project that asks students to explore how history has been told over time, and how certain histories (of marginalized groups, of transnational labor, etc.) provide a broader understanding of events in U.S. History.

Many History electives made changes in taught text and content framing:

- As part of its core material, the *Linguistics* seminar examined the social, political, and cultural context of language and dialect. Discussions included the role of language, dialects, and jargon as markers of identity (ethnic, class, gender, etc.), the assignment of high and low status to such identifications and the historical origins of AAVE (African American Vernacular English), and other dialects within American English. Phenomena such as code-switching, linguistic discrimination, and legal attempts to enforce linguistic conformity in the US and other countries were also considered. A theme throughout was the equality in function of all languages and dialects regardless of their status as “standard” or not.
- **Constitutional Law** assigned selected readings and discussions from Khiara Bridges (UC Berkeley Law) and Kimberlé Crenshaw (UCLA and Columbia Law) on Critical Race Theory as it deals with Constitutional Interpretation and Law. In particular, their focus on how “race-blind” jurisprudence or the purported juridical equality of citizenship has perpetuated and even exacerbated discrimination and discriminatory outcomes. These new readings were designed to challenge the law’s propensity to categorize people in ways that silo marginalized groups and to get students to think about how legal advocacy might operate from a more intersectional framework. There was also a new unit on 4th Amendment Police Searches and Seizures and 5th Amendment self-incrimination/police interrogation. To make room for this unit, time previously allocated to justiciability issues and federalism was scaled back.
- Starting with the Industrial Revolution and the plantation South, **Gender History** covered the history of American conceptions of gender, how they have shaped individuals’ lives and how they have been upheld and challenged by historical actors. Since its inception this course has included numerous readings about the Black experience, including articles about the unique predicament of enslaved women, the role of race in the creation of professional obstetrics and gynecology, the cultural significance of Heavyweight Champion Jack Johnson, and integral role of Black women in the Montgomery Bus Boycott. This year, readings about the experiences of Chicana and Indigenous men and women were added.

Examples of curricular changes and enhancements made in courses other than English and History:

The **SCIENCE DEPARTMENT** highlighted how scientific practice and tools manifest whatever biases and prejudices exist in human society, both historical and currently. For example:

- **Honors Biology** started the semester with a week-long course orientation process that included readings and discussion on this topic. Units on genetics and inheritance featured how the concept of the gene has been used to perpetuate racism and eugenics.
- To dispel the idea that science is a Western discovery, **Physics** incorporated resources on the course Canvas page highlighting the lives and work of non-white and women scientists.
- In **Engineering and Design**, students learned that many professionals create products based on their own demographic, which tilts white. (For example, this bias led to the initial designs for sensors for no-touch hand-sanitizers were not able to “read” darker skin.)
- In **Issues in Science**, the concept of justice, one of the four pillars of bio-ethical reasoning, continued to be the center of each discussion, with a change of emphasis to how scientific practice and tools manifest whatever biases and prejudices exist in human society.
- Due to Distance Learning, demonstration videos replaced hands-on labs normally performed by the teacher in the **Chemistry** classroom. Teachers were mindful to select videos that featured racially diverse men and women.

The **WORLD LANGUAGES DEPARTMENT** continued to incorporate explicit conversations and content about social justice, colonialism, and inequity.

Spanish

- **Spanish I, II, and III** offered a diversity of topics and content that encouraged students to become global thinkers through language learning and cultural understanding. Many of the themes discussed are related to equity issues, especially regarding a country's indigenous population. By gaining an appreciation for what is happening in other countries, students better understand similar contexts closer to home. **Spanish III** focused on social justice and equity, with units on Diversity, Convivencia (Peaceful Coexistence), Migration, Solidarity, social causes and media campaigns, and reading *La Casa en Mango Street* by U.S. Latina author Sandra Cisneros.
- The AP seminar **Culture, History and Life in the Hispanic World**, focused heavily on indigenous civilizations in Latin America, their current struggles and how colonization is still holding them back. Racial discrimination against indigenous people in Latin America, which began with the European conquest, is one of the biggest challenges to equity in the region. We discussed ethnocentric views, which were framed within the conversations that we are having now as a whole school.
- The **Identity in Latin American and U.S. Latino Culture** seminar focused on literature and philosophy from the Maya civilization. Students read the Maya creation story and other indigenous literature to understand Native American perspectives on identity, the natural world, kinship, community, and time. In our final unit, students explored how the contrast between indigenous worldviews with modern Western thought shows up today in practices of colonialism, environmental exploitation, and racism.

French

- **French III** dove into immigration history in France, centered around the reading of a novel presenting a young refugee's difficult journey to France. Students read articles and watch news clips about the current situation in Paris and Calais where people are forced to live in squalid conditions, from which they drew comparisons with and gained understanding of the situation in our region and city.

- The **French IV Seminar** focused on race and diversity in French cinema. Students discussed the perpetuation of racial stereotypes in the media and drew parallels with North American media, particularly when learning about the colonial history of France and slavery. Students also engaged in discussions about gender inequality and the exoticisation of the “other’s” body, for example: Black and Asian women as portrayed in *Zouzou* with Josephine Baker or *Indochine* with Linh Dan Pham.

Latin

The Latin curriculum included conversations about equity, white supremacy, and intersectionality. Examples included:

- In **Latin I**, students studied the role of women in Ovid’s mythology, and a discussion of the patriarchal structure of society and ways that myths reflect (and counter) that notion. Students read different versions of myths and discussed gender and sexuality, ultimately making a 2-minute video of an Ovidian transformation.
- **Latin II** focused on religion and cultic practices that appealed to different classes and segments of society (e.g. Mithraic Mysteries being a military, all-male cult while the Eleusinian Mysteries are open to all who adhere to their strict rules). Students worked throughout the semester on a research paper on their assigned cult, with their own unique research question. **Latin III** did not have updates to the curriculum.
- **Latin IV** explored the depiction of non-Roman “others” and traditional exoticizing of the East: Augustus’s Egyptianizing period and Vergil’s depiction of the Near East as an effeminizing influence and Julius Caesar’s opinions about the “manliness” of Gauls and the effeminizing influence of city life. These conversations were used to reflect on current U.S. dichotomies of masculine/feminine, native/foreign, and rural/urban.

Chinese

- In the unit on immigration in **Chinese III**, students learned the history of early Chinese immigrants to America and compared their experiences with those of today’s immigrants through the lenses of laws/policies (e.g., family separation), rhetoric (e.g., xenophobia), and media representation. They also explored different identities that Chinese immigrants have taken on in America and discussed the circumstances that formed these identities.
- In **Chinese IV**, students learned about different ethnic groups in China and compared how ethnic minorities are treated in China and the U.S.. One example is the exploration of how the COVID-19 pandemic exacerbates biases and discriminations against the Chinese/Asians in the U.S. and against Africans in China.

The **MATH DEPARTMENT** took a close look at its curricula and whenever possible, changed the names on theorems from the white European versions. These changes lead to conversations about and recognition of the many different mathematicians who have contributed to these specific theorems and to the field in general. Teachers are also re-writing their Math problems so as to use only gender neutral names.

The **ARTS DEPARTMENT** increased focus on works by artists and musicians from a wide-range of cultures and identities, both historical and contemporary.

- In **Studio Arts** classes, the rich visual history of the Harlem Renaissance was the focus in the section on portraiture and identity. As is the practice in all studio classes, inclusive examples of works were shared with students.
- In **Photography** courses, students explored examples of professional works that reflected a particular assignment. Highlights included Gordon Parks and his use of the camera as a weapon against social wrongs; Steve Schapiro’s coverage of the Selma March and Martin Luther King’s death; Annie Leibovitz’s portrait of Nelson Mandela; Dorothea Lange’s battle with polio and The Great Depression; Fan Ho’s Hong Kong / Chinese Street Theatre; and Carrie Mae Weems’s art and discourse.

- **Advanced Vocal Ensemble** musicological focus switched from the Western European canon and chronological historical framework by mostly white (most-often male) composers, to center on American music with a focus African American cultural influences including other BIPOC composers. Rhonda Benin who is an African American musician, educator, and scholar of Roots Music, was a guest lecturer.
- The **Dance** curriculum continues to be rooted in a social justice perspective with works of 20th century Modern Dance Pioneers and a focus on African American choreographers. Two new projects were added this year. In *The Identity Project*, students researched their family legacy and found a physical talisman or object that represented their culture and identity, then created related dances. Students studied the *Family Tree of Lester Horton*. Horton was notable for having the first inter-racial dance company and for his lauded proteges: Alvin Ailey, Carmen de Lavallade, James Truitte, and Joyce Trisler. Students also created related dances.
- The **Theater Department's** practice continues to be choosing playwrights from a variety of backgrounds and to discuss who can play whom in a class vs. in a production.
- The majority of plays on the reading list in **Stagecraft** were by BIPOC playwrights. The makeup unit began with a workshop on African American makeup and hair for the theater with **Jerrilyn Lanier** of Bridging the Gap. This class also focussed on designing costumes and lighting for productions with a range of skin-tones, using *Hamilton* as an example.
- **Drama Tech** students each designed a show in the style of a non-theatrical artist focused exclusively on BIPOC and LGBTQ+ artists including Titus Kaphar, Tadao Ando, David Adjaye, Julie Mehretu, Stan Douglas, Zaha Hadid, Yayoi Kusama, Kehinde Wiley, and others.

Identify outside partners and internal structures to support a comprehensive, equity-based process for curriculum review.

- A pilot group of faculty and administrators participated in Harvard's **Reimagining Integration: Diverse and Equitable Schools Project** (RIDES) training, exploring the potential for this model to support future work at the School. We believe this has great potential, and are interested in exposing a broader group of faculty and administrators to the RIDES framework.
- Every academic course concludes with the administration of a Student Experience Survey that collects anonymous feedback on individual class sections. This fall, a new subset of questions was added to address perceptions of inclusion and belonging; responses are both scaled and open-ended. Faculty and department heads will use this data to better understand student experience.
- The members of the faculty and staff Equity and Inclusion Coordinating Committee are launching an equity-centered **Critical Friends** group to provide a forum for peer feedback on classroom practice.

Examine physical classroom spaces to ensure that displayed materials are representative of diverse cultures and identities.

- As we have been in Distance Learning Mode through the fall semester, this work has not yet happened, but will when we return to in-person learning.

3. ADULT REPRESENTATION

OUR AIMS

Increase representation of Black and Black-identified people in faculty and administrative roles, focusing first on teachers in core academic areas. All students should be able to see their identities represented in the adults who are teaching and guiding them, as well as benefit from having faculty and administrators whose backgrounds are different from their own.

WHAT WE'RE SEEING AND LEARNING

Making material progress in hiring and retaining a diverse adult community is among the School's highest priorities. At present, 37 percent of the School's employees (not including outside coaches or sub-contractors), self-identify as people of color; 63 percent self-identify as white. Over the past ten years, 50 percent of full-time hires self-identified as people of color. These gains, however, have largely been in staff and administration; Black and Latinx teachers remain significantly underrepresented in core academic departments. Hiring new faculty members typically begins in the spring. It is hard to gauge what the impact of the pandemic will be on this cycle, both at College Prep, and in the broader world of education. We will have more to share in the spring report.

PROGRESS ON ACTIONS

Revisit College Prep's hiring processes, including review of job description templates, job criteria, interview questions, finalist interview day format, and the faculty/staff evaluation processes to ensure that equity practices are centered and clearly articulated.

The Faculty Hiring Protocol was reviewed and modified over the summer and fall by the Dean of Faculty, the Director of Equity and Inclusion, and the Director of Human Resources in the following ways:

- Vetted and revised College Prep's template for job postings for bias and culturally inclusive language.
- Expanded list of sites where open positions are advertised.
- Ensure that all individuals who interview finalist candidates receive anti-bias training.

Identify and partner with recruiting firms that work primarily with underrepresented candidates.

- The Dean of Faculty and Director of Human Resources are researching the following firms and organizations this fall to assess engagement possibilities for the 2021-22 hiring season: Black Teacher Project; Broadbean Recruitment; Diversity Link; PipeLine Collaborative; DiversityIS; Selected. We welcome additional suggestions from our community.

Develop a network of informal "referrers" identified through community meetings and family interviews who can be notified of position openings.

- Established an initial working list of identified friends and referrers who will receive position announcements. We welcome additional suggestions from our community.

Strengthen on-boarding practices for all new employees to ensure that they feel respected, that the expertise that they bring is acknowledged, that they gain a sense of true belonging to the community, and that they are empowered to create further change.

- *Canvas of the Heart and Mind*, held on December 16, was offered by the Office of Equity & Inclusion as a pilot program for new faculty and staff. The program was designed to augment the New Faculty Lunch series by deepening understanding of expectations, standards, and practices regarding equity and inclusion.

4. STUDENT DIVERSITY

OUR AIMS

Increase representation of Black and Black-identified students. College Prep strives to be a school where Black students from a broad and diverse cross section of the community find community and a multidimensional sense of belonging.

WHAT WE'RE SEEING AND LEARNING

COVID-19 conditions and the inability to host visitors on campus required us to revamp nearly all of this year's admission process. By moving traditional recruiting events on-line, and building out new opportunities for students and families to get to know the School, we hope that we have been more accessible to a wider range of prospective families than we have been in the past. Critically, we also have an engaged and committed group of parent volunteers who are making themselves available to interested prospective families of color. Applications for the 2021-22 school year are due in early January. Self-identified BIPOC applicants will be tracked as we have in prior years and information regarding the Class of 2025 will be forthcoming in the spring semester report.

PROGRESS ON ACTIONS

Create and offer at least two admission events for BIPOC students and families and develop opportunities for Black-identifying applicants to meet and spend time with current Black-identifying students.

- On December 8, the Admission Office held an *Equity & Inclusion Evening* with support from the PAEIC (Parents' Equity and Inclusion Committee) and the Director of Equity and Inclusion. Parents, students, and trustees shared insights about their experiences at College Prep with 80 prospective families.
- In partnership with the Admission Office and the Director of Equity and Inclusion, the leaders of the Black Parent Affinity Group at College Prep hosted a virtual event on December 29 for Black families who are considering our school. Current College Prep parents and students shared their experiences and engaged in a meaningful conversation with 25 prospective families.
- The Admission Office also hosted an affinity space event on January 14 for Black, Indigenous, and Latinx applicants to meet with current BIPOC faculty, students, and parents.

Increase the number of underrepresented students in the Admission Office Ambassador program.

- Six new admission ambassadors identify as Black or Latinx, more than doubling the representation of BIPOC students among this group. Broad representation of students is the goal of general admission events, which include middle school visits, high school fairs, outreach events with partner organizations, open houses, student panels, faculty panels, and one-off special events that were newly offered this year, including information sessions on public/parochial school transition, arts, athletics, and math/science.

Ensure that student profiles featured on College Prep's admission webpages accurately represent the demographics and varied experience of the student body.

- Added a new [video gallery](#) and an [interactive campus map](#) which better reflect College Prep's student and faculty demographics, as well as the diverse array of the School's curricular and co-curricular offerings.

Seek out new referring organizations to support recruitment efforts.

- Continued to strengthen and deepen relationships with long-standing partner organizations, such as *A Better Chance* and *The Partners Program*, while developing relationships with new referring organizations to broaden the School's reach. We welcome suggestions from our community members who are willing to introduce us to potential sending organizations.

Additional Actions: Student Diversity

- The Director of Admission attended the Enrollment Management Association's *Reducing Bias in the Admission Process*.
- Website translation available in Spanish, French, Vietnamese, and Mandarin.
- Closed captioning in English and Spanish added to all videos in our [video gallery](#).
- Translated the [viewbook](#) and program guide into Spanish.
- Offered three financial aid presentations instead of one; recorded and posted [video](#) with closed captioning in English and Spanish.

5. TRAINING

OUR AIMS

Train all employees and Board members in anti-bias and anti-racism tools and frameworks. Through shared knowledge of and practice with the tools and behaviors of racial justice work, our adult community will be culturally competent and able to support each other and our students.

WHAT WE'RE SEEING AND LEARNING

The goal for community-wide training this year has been to establish shared vocabulary and understandings, particularly around systemic racism, and to practice skills of empathy and restorative dialogue. While this commitment has brought energy to important conversations, we have wrestled with the challenge of how to bring inequities to light without asking those historically harmed to carry undue burden. We will use the Spring semester to articulate what the shape of this work should be for the 2021-22 school year.

PROGRESS ON ACTIONS

Identify outside expertise to facilitate a fall training for the full Board of Trustees on equity and racial justice in governance work.

- Board of Trustees equity and inclusion participated in a training with facilitator [Gene Batiste](#) during their Fall Retreat.

Identify a framework, including content and dedicated time, for anti-bias and cultural competency training for all faculty and staff.

- College Prep partnered with Oakland's [CircleUp Education](#) to develop a series of training programs for faculty and staff. All members of our community participate, helping us to better understand cultural bias, restorative practices, and anti-racism.
 - In August, CircleUp led the opening faculty and staff professional development day: *Processing the Impact of Societal Change: A Restorative Conversation*.
 - CircleUp returned to lead the faculty and staff In-Service Day training, *Racism Uncovered*, a workshop designed to explore implicit bias and to provide participants with tools for ongoing self-reflection.
 - CircleUp is also working with the faculty and staff Equity and Inclusion Coordinating Committee to provide tailored training for advisors, supporting the anti-racist work being done in Advisory.
- New faculty are evaluated following their first year, and subsequently in their second and third years of teaching. The language in the evaluation process was modified. Prior framework used 3 C's: Content, Classroom, Community. Evaluations are now based on 4 C's with the addition of Cultural Competence.

Prioritize professional development funds for the support of equity, inclusion, and anti-racist work.

In addition to the all-school professional development that has focused on developing a baseline set of tools for equity and inclusion work, faculty and staff are encouraged to pursue individual and small group professional development opportunities. In support of this, the Director of Equity and Inclusion compiled a [list of recommendations](#) for professional development opportunities. Examples from the summer and fall included:

- In summer of 2020, the Office of Equity & Inclusion and a Faculty Chair supported faculty and staff in convening a discussion of Ibram X. Kendi's *How to Be an Antiracist*. This discussion continued through the Fall semester.
- In July, members of the faculty and administration attended the *Antiracism by Design* workshop with Alison Park, Blink Consulting.

- Two faculty members participated in *Amplify Restorative Justice: Introduction to Racial and Restorative Justice for Educators* workshop.
- Communications staff attended the *Antiracist Communications Strategy Session*, hosted by Nueva School.
- An administrator attended the *Teaching While White* workshop, held by the California Teacher Development Collaborative.

Additional Actions: training

- This January, twenty-eight student and adult leaders completed a certification program via the [ADL's No Place for Hate Institute](#). The College Prep *No Place for Hate Coalition* plans, hosts, and sponsors this annual anti-hate, harassment, and discrimination certification and training. This is the fourth year for this program which has trained and certified nearly 90 students. Student leaders have been recognized nationally and locally by the Anti Defamation League for the past three years as a *No Place for Hate* school.