



Organizational Priority 1: Anti-Racism

Priority Overview

Our goal is to transform East End Prep to an anti-racist organization that lives and breathes inclusivity every day. We aim to disrupt the status quo and influence long term societal change by providing a world class education. Our scholars will become leaders in positively impacting change in our communities and nation.

Guiding Principles

- The work of anti-racism is the work of becoming better humans to other humans.
- Lean into Conflict: We commit to embracing different perspectives, conflict and the uncomfortableness of this work.
- We understand that this isn't a problem that we'll fix in a day. This is a lifelong commitment.
- The work of becoming an anti-racist organization is inherently tied to our mission as a school, one cannot be done without the other.
- The work of becoming an anti-racist organization will make us a stronger, more unified school and community.
- We are battling many types of racism in our country: [individual](#), [interpersonal](#), [institutional](#) and [structural](#) racism and need to understand them deeply (definitions below).

Progress Indicators

Student Outcomes

We will continue to drive toward our goal of 100% of scholars on or above grade level by the end of 8th grade. We will be performing self-reflection exercises after each major assessment around how subgroups of students (including race and ethnicity) are progressing toward the goal. If we see gaps in subgroups performance, we will immediately provide targeted support to ensure all scholars are prepared for college degree completion.

Student Culture

We are reviewing our student culture practices and policies, as well as student consequence data by subgroup. We will take action as needed if disparities become evident in the data.

Staffing

Aligned with our priority of anti-racism is the goal of having our staff diversity mirror the diversity of our students. Research speaks to the importance of our students having teachers and leaders who look like them to serve as role models. We will continue to strive toward an increased diversity of our staff through intentional recruitment practices and hold benchmark checks annually for self-reflection in order to adjust or add to our practices as needed.

Definitions

It is important that as an organization we operate with a common definition of the types of racism. Below outlines our shared definitions we will operate from at East End Prep.

Source: UC Berkeley Initiative for Equity, Inclusion, and Diversity

Diversity: includes all the ways in which people differ and encompasses all the different characteristics that make one individual or group different from another. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued. A broad definition includes not only race, ethnicity, and gender — the groups that most often come to mind when the term "diversity" is used — but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves peoples' different ideas, perspectives, and values.

Equity: the guarantee of fair treatment, access, opportunity, and advancement while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

Inclusion: the act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people.

Being **antiracist** is fighting against **racism**. Racism takes several forms and works most often in tandem with at least one other form to reinforce racist ideas, behavior, and policy.

- **Individual racism** refers to the beliefs, attitudes, and actions of individuals that support or perpetuate racism in conscious and unconscious ways. The U.S. cultural narrative about racism typically focuses on individual racism and fails to recognize systemic racism. Examples include believing in the superiority of white people, not hiring a person of color because “something doesn’t feel right,” or telling a racist joke.
- **Interpersonal racism** occurs between individuals. These are public expressions of racism, often involving slurs, biases, or hateful words or actions.
- **Institutional racism** occurs in an organization. These are discriminatory treatments, unfair policies, or biased practices based on race that result in inequitable outcomes for whites over people of color and extend considerably beyond prejudice. These institutional policies often never mention any racial group, but the intent is to create advantages. Example: A school system where students of color are more frequently distributed into the most crowded classrooms and underfunded schools and out of the higher-resourced schools.
- **Structural racism** is the overarching system of racial bias across institutions and society. These systems give privileges to white people resulting in disadvantages to people of color. Example: Stereotypes of people of color as criminals in mainstream movies and media. (*Source: National Museum of African-American History and Culture*)
- **Implicit Bias** refers to the unconscious attitudes and stereotypes that shape our responses to certain groups. Implicit bias operates involuntarily, often without one’s awareness or intentional control, which is different from explicit racism. Even educators who have taken an explicit social justice or progressive stance have implicit bias based on their exposure to the dominant culture’s messages over a lifetime. (*Source: Culturally Responsive Teaching and the Brain by Zaretta Hammond*)