

BRIGHTWORKS
POWER AND
PRIVILEGE
STRATEGIC PLAN

2021
2022

1

Introduction

How we got here

2

Mission Statement

Our Aspirations

3

Glossary of Terms

What do we mean when we say...

4

Strategic Goals

Staff, Students, and Families

Power and Privilege

Introduction

Introduction

For the last year our Power and Privilege (P&P) team made up of Sergio, Michlene, Anthony, and Mackenzie have been meeting to diagnose, reflect and determine how we can transform Brightworks' legacy of being a historically and predominantly white institution (PWI) to becoming one that is more diverse, equitable and inclusive. We are using the name Power and Privilege (P&P) for our team as opposed to the more commonly used Diversity Equity and Inclusion (DEI) as a way to acknowledge that meaningful change doesn't happen without first examining and dismantling the structures of power and privilege that stand in the way of that change. This distinction is strongly influenced by the work of Dr. Darlene Hall with whom we workshopped last year.

In the Spring of 2021, DEI coordinators (Megan and Sergio) drafted several surveys to capture the comfort, understanding and overall acceptance of Social Justice initiatives by the SF Brightworks communities. 100% of collaborators responded, 42% of parents and 3% of students responded. We also did workshops with our middle and high school students to gather data firsthand. While the overall engagement varied drastically amongst the different facets of BWX, the feedback provided was very informative in grounding this necessary work. After synthesizing the responses of the surveys (from the BWX community), several themes emerged that are indicative and reflective of the overall commitment and understanding to the work of making BWX a more diverse, equitable and inclusive school. As a response to such themes, the Power & Privilege Committee has drafted a strategic plan reflecting the voices of the BWX community (Staff, Faculty, Leadership, Families, and Students).

Power and Privilege

Mission Statement

Brightworks aspires to be a place where students and staff of all racial, ethnic, religious, and socio-economic backgrounds feel seen, empowered and celebrated. We believe in fostering a positive sense of personal identity, as well as respect for the differences between us.

Additionally, understanding America's history and the implications of racial bias and discrimination, particularly anti-Black racism, are basic cultural competencies that our students need to navigate the world and become agents of positive change.

We know that to create a community of learning where everyone has an equitable sense of belonging and agency, we need to continue to rise up and actively work to root out and dismantle the racism and white supremacy that permeates all levels of our society, from government, education, and medical institutions, to our own homes, and our school. At this juncture, we acknowledge that Brightworks still has a significant way to go to move from our aspiration to reality.

Power and Privilege

Glossary

Glossary

From our training with Dr. Darlene Hall and [Racial Equity Tools](#)

Antiracist: One who is supporting an antiracist policy through their actions or expressing an antiracist idea.

Diversity: Diversity includes all the ways in which people differ, and it 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.

Equity: Equity provides that all are treated fairly and justly having access to the things that meet all of their needs in a holistic and essential fashion - equity is different from equality in that equity meets the needs of the individual to provide fairness rather than each individual being given the same resources regardless of need.

Inclusion: Centering and involving communities who are historically left out, excluded

Power: Having the ability to impact one's environment; having a sense of efficacy.

Privilege: Artificial, socially constructed notions that enfranchise some at the expense of others designed to maintain current power structures.

Racism: race prejudice + social and institutional power. A system of advantage based on race. A system of oppression based on race. A white supremacy system.

White supremacy: a political or socio-economic system where white people enjoy structural advantage and rights that other racial and ethnic groups do not, both at a collective and an individual level.

Power and Privilege

Strategic Goals

1

Staff

Strengthening Program
Increase Representation

Students

Respect for Self and Others
Awareness and Action

2

3

Families

Building Community
Continuing conversations

Strategic Goals

Staff

1

Staff

Strengthening program
Increase Representation

Brightworks staff at all levels will make the time for deep personal reflection on their own racial identity and positionality

Where we are now:

- Last spring a quarter of our white staff met weekly to read and discuss Layla Saad's Me and White Supremacy. We are resurrecting this white anti-racist learning space this spring.

Next steps for this year:

- Affinity groups: a space for staff who share a common racial identity to gather to educate themselves or reflect on their experiences as
 - White antiracist educators book club
 - BIPOC educators meetup
- Send staff to SEED training so we can have a facilitated monthly SEED group.

Next steps for Next School Year

- Monthly SEED meetings with required participation.
- Increased training opportunities

1

Staff

Strengthening program
Increase Representation

Brightworks collaborators will be comfortable designing and facilitating anti-racist curriculum and commit to making time weekly to engage their students in this work.

Where we are now:

- Brightworks High School has weekly anti-racist seminars and book groups
- Middle School has been meeting to plan weekly anti-racist book with the support of Sergio Suarez. These started in January and will run through the end of the year.
- Elementary team has been meeting to read and discuss Stamped For Kids and create anti-racist lesson plans and curriculum for their bands.

Next Steps for this school year:

- Allocate more budget to professional development.
- Find and secure training/consulting support in curriculum development.

Next Steps for next school year:

- Implement [Social Justice Standards](#) as a framework for evaluating curriculum.
- Have more systems of feedback and reflection on social justice work with students.
- Connect with more community groups to design service oriented projects.
- Trainings through Gender Spectrum.

1

Staff

Strengthening program
Increase Representation

Brightworks leadership team will be diverse and look at every decision through a lens of how we can divest power and create a more inclusive and diverse community.

Where we are now:

- We have limited diversity in our leadership team.
- Our diverse power and privilege team, meets to set goals and next steps with leadership in a limited capacity.

Next Steps

- Allocate budget to fund a Director of Diversity Equity and Inclusion.
- Increase diversity on Leadership team.
- Increase the voice and input of students through student government.

1

Staff

Strengthening program
Increase Representation

Brightworks students will see their many identities reflected in the staff at Brightworks.

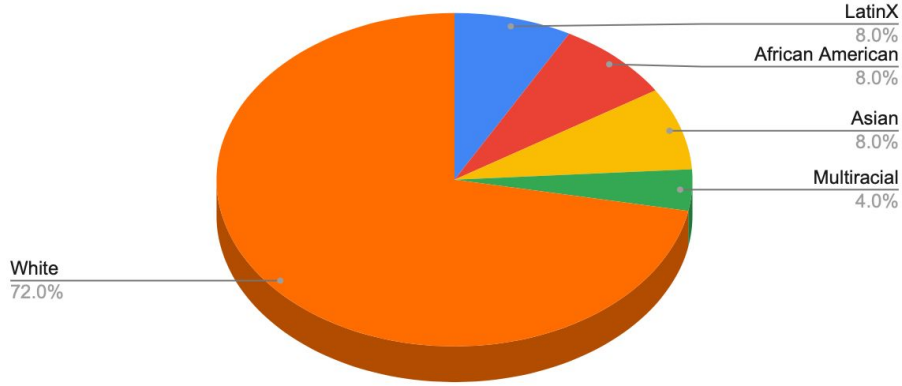
Where we are now:

- 28% of our staff identify as BIPOC, 72% of our staff identify as white.
- Last year we put in place a transparent and competitive payscale that allows us to recruit higher quality candidates and put our pay range in the job listing.

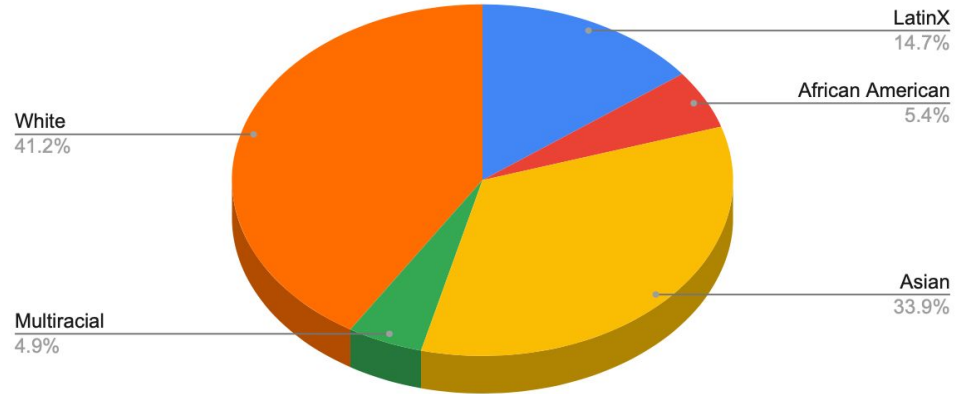
Next Steps

- Prioritize recruitment of BIPOC candidates by exploring new avenues for advertisement and promotion.
- Develop relationships with community organizations and local education-based graduate programs
- Anti-bias training for our hiring committee.

Brightworks Staff Demographics



San Francisco Demographics



As a baseline goal BWX commits to recruiting a staff that is more representative of the diversity of the city

Strategic Goals

Students

Students

Respect for Self and Others
Awareness and Action

2

Students will develop a positive sense of their own intersectional identities.

Where we are now:

- Since last year we have bought 130 new books to increase the diversity of our library so students can see their many identities and positionalities reflected in their reading selection.
- Students in high school have been meeting monthly in white anti-racist and BIPOC affinity groups.

Next steps this year

- Start up middle school affinity spaces

Next steps next year

- Hold monthly affinity spaces for middle and high school students for race and gender.
- Support students to create social justice club.

Students

Respect for Self and Others
Awareness and Action

2

Students will express comfort with people who are both similar and different to them and approach people who are different from them by building empathy, respect, understanding and connection.

Where we are now:

- Though we have bands who are engaging in explorations, readings and field trips that expose them to diverse and multicultural experiences, it is not universal and we have no system for tracking or encouraging bands to seek more of these experiences.

Next steps this year

- Track the number of multicultural and diverse readings, field trips and presenters that increase the exposure and experiences for our students.
- Build in supports for every band to be engaged with this work

Next steps next year

- Increase the number of multicultural and diverse readings, field trips and presenters that increase the exposure and experiences for our students.

Students

Respect for Self and Others
Awareness and Action

2

Students will understand the harmful impacts of bias and injustice in the world historically and recognize the way power and privilege continues to influence relationships on an interpersonal, institutional and structural level today.

Where we are now:

- Brightworks High School has weekly anti-racist seminars and book groups
- Our middle school students have been reading This Book is Anti-Racist and will begin Stamped in February.

Next steps this year

- Our upper elementary will be reading Stamped For Kids in the spring.
- Our lower elementary will have a weekly time for identity work.

Next steps next year

- Provide support for collaborators so every band makes time weekly for P&P work.
- Create and source professional developments so we can further understand and explore how this work can/ must weave into all of our offerings.

Students

Respect for Self and Others
Awareness and Action

2

Students will recognize their own responsibility to stand up to injustice and discrimination and plan collective action and education events.

Where we are now:

- We have not had any student led activism in the school this year.

Next steps this year

- Start planning the launch of a student government in an equitable way
- Source social justice trainings for student leaders

Next steps next year

- Launch student government
- Send student leaders to social justice trainings
- Social justice conference for and by students

Students

Respect for Self and Others
Awareness and Action

2

Increase diversity in our student body by enrolling and retaining more BIPOC students.

Where we are now:

- We have begun gathering and tracking diversity metrics in our school and application process.
- 54% of our applicants this admissions season are BIPOC families.
- 7.25 % of applicants are Black-identified.

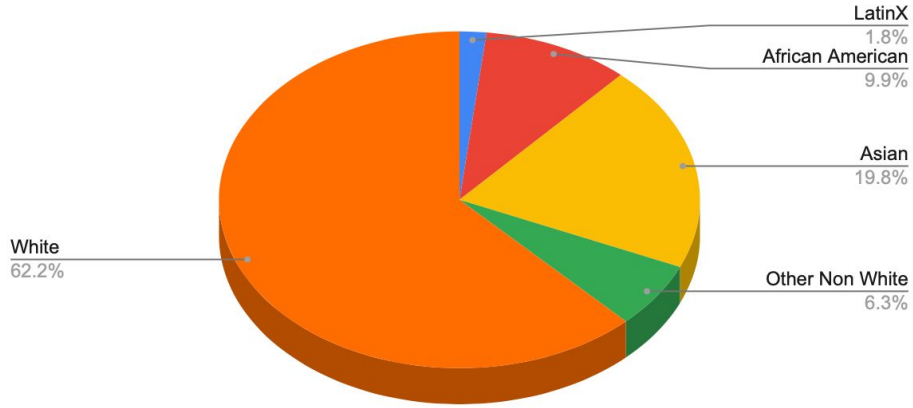
Next Steps this year:

- Evaluate our new family onboarding process
- Add a webpage to our site outlining our commitment to social justice
- Build relationships with communities and community organizations that are underrepresented in our school.

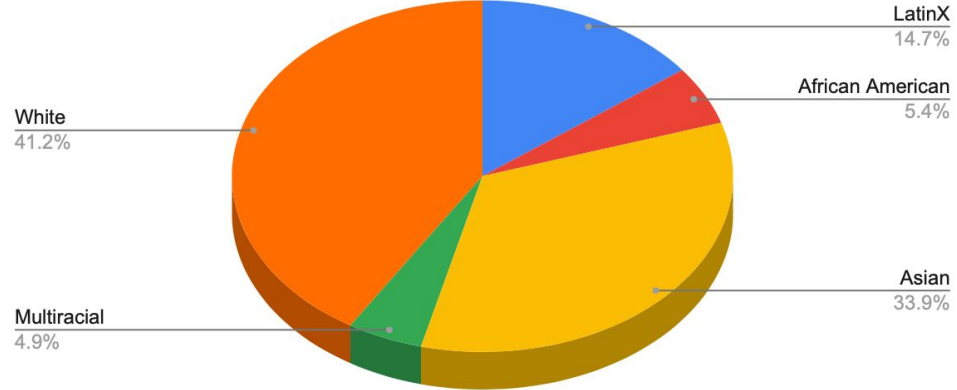
Next Steps next year:

- Create marketing materials in multiple languages
- Leverage the diverse network of our stakeholders with the goal of increasing our applications from BIPOC families
- Meet with a variety of new schools and community groups to discuss our school.
- Provide stronger support to the Family Marketing Team

Brightworks Student Enrollment Demographics 2021/22

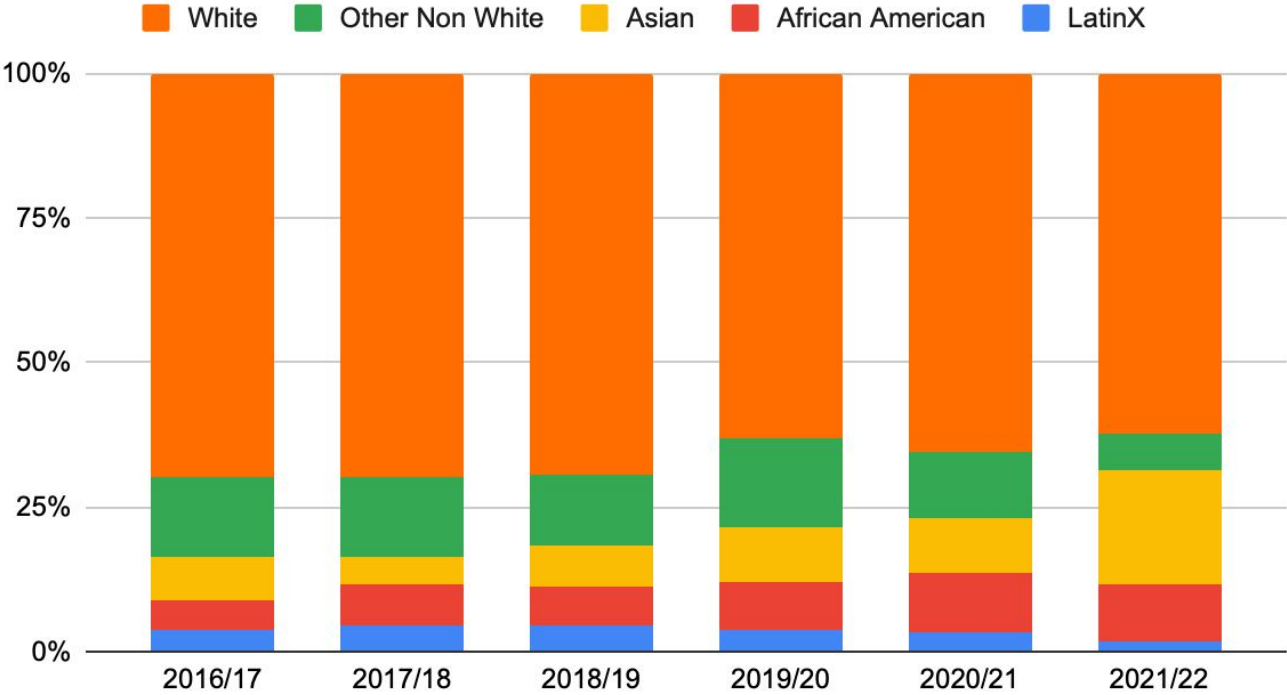


San Francisco Demographics



As a baseline goal BWX commits to building a student body that is more representative of the diversity of the city

Brightworks Enrollment Trends



Strategic Goals

Families

3

Families

Building Community
Continuing conversations

Brightworks is committed to strengthening the relationships between BIPOC families.

Where we are now:

- BIPOC members of the Power & Privilege team organized BWX first gathering for BIPOC families, centering joy, relationship building and community.

Next Steps for this school year:

- The “Power & Privilege” Committee will host 2 more BIPOC family gatherings
 - Spring 2022
 - Summer 2022

Next Steps for Next school year:

- Gain parent leadership to head the BIPOC family community group.
- Have a separate line in the budget to support BIPOC families events and celebrations.
- Get BIPOC parents on our board.

3

Families

Building Community
Continuing conversations

Brightworks families will be provided opportunities for deep personal reflection on their own racial identity and positionality

Where we are now:

- In the Spring of 2021 the BWX family community was invited to a weekly “Me & White Supremacy Parent Group” to establish better understanding and recognition of anti-racism.

Next Steps for this year:

- Raising White Kids book club will start this spring.

Next steps for Next Year

- Have parent affinity groups/book clubs that meet regularly year round.

3

Families

Building Community
Continuing conversations

Brightworks will produce and host anti-racist/ anti-bias educational events for families.

Where we are now:

- Nancy James is scheduled to give a book talk on her new picture book Black on April 7th

Next Steps This Year:

- Allocate budget for 2022/23 speaker series
- Book 2022/23 Speaker Series Calendar

Next Steps Next Year

- Have at least 3 Speakers come for parent education events.
- Host Gender Spectrum education events.

3

Families

Building Community
Continuing conversations

Brightworks is committed to the voices, responses and feedback of our families.

Where we are now:

- We sent out a survey inviting feedback in November

Next Steps This Year:

- Send a feedback survey at the end of the year.
- Include questions that address our power and privilege goals.

Next Year

- Continue collecting feedback and refining the survey.

Strategic Goals

Board

3

Board

Accountability

What commitments can the board make to furthering our DEI Mission?

Next Year

- ***Board member criteria***
- ***More diverse board membership***
- ***Board more connected to community, collabs and students***
- ***Bipoc parents on the board***
- ***DEI committee***
- ***Board member book clubs that mirror what BWX is reading so there is a thread***
- ***How to be specific with language in mission statement***

Thank You

For partnering with us in the work
and holding us accountable