Subject: Resolution No. 195-28A1
Resolution to Adopt the Declaration of the Rights of All Students to Equity and Access in Arts Learning
- Commissioners Allison M. Collins and Gabriela López

WHEREAS: San Francisco Unified School District acknowledges that arts learning – which includes dance, instrumental music, theatre, creative writing, chorus, visual and media arts – is an essential part of a comprehensive education for all students, pre-K-12, to prepare all students for college, career and life; and

WHEREAS: Arts learning is aligned with the SFUSD’s Vision 2025, Graduate Profile which articulates six key dispositions and behaviors required to thrive in the 21st century:
- Content Knowledge,
- Career and Life Skills,
- Global, Local, and Digital Identity
- Leadership, Empathy, and Collaboration
- Creativity
- Sense of Purpose and Sense of Self
and the class of 2025 in now in their first year of middle school in SFUSD; and

WHEREAS: Arts education has been shown to promote higher academic achievement, increased attendance, improved school climate and emotional well-being of students; and

WHEREAS: San Francisco Unified School District has committed itself to the following values: student-centered instruction, focusing resources to meet the needs of traditionally underserved populations, unified in the service of students, social-justice, and diversity; and

WHEREAS: San Francisco Unified School District recognizes that specific groups of students experience significant barriers to access, participation and success in arts learning and that these barriers are directly linked to persistent and pervasive inequities in our educational system. These groups have historically included, but are not limited to Black, Latinx, Asian and Pacific Islander students, English Language Learners, students with disabilities, foster, homeless and low-income youth; and

WHEREAS: Educational leaders across the state are declaring their commitment to ensuring all students are able to reach their full potential by advancing an education model that promotes creativity and the arts for the 21st century workforce. This commitment is reflected in the Declaration of the Rights of All Students to Equity in Arts Learning.

THEREFORE BE IT RESOLVED: The San Francisco Unified School District recognizes the powerful impact that a quality arts curriculum and instruction has in the cognitive, social and emotional development of students and its role as an essential component of a comprehensive education and adopts the following Declaration and commits to taking the actions to ensure equitable arts access throughout the District.
1. The right to equitable access to pre-K-12 free, coherent and sequential standards-based arts learning that is part of the core curriculum and that provides both integrated and discrete visual and performing arts learning opportunities; and the right to equitable outcomes as a result of this access, without distinction on account of race, culture, language, religion, national origin, socio-economic status, geographical location or legal status.

Every student in the San Francisco Unified School District has the right to participate and succeed in high-quality courses in a variety of culturally relevant arts disciplines as part of their basic education, regardless of their background, culture, language, socio-economic status or place of residence.

2. The right to special protection for every student's artistic and aesthetic development. The right to protection from policies and practices that exclude or preclude certain students or populations from equitable access to and success in powerful and coherent arts learning pre-K-12.

All students have the same right to fully develop their creative potential at every grade level and to not be excluded for any reason.

3. The right to arts learning that is culturally and linguistically responsive and relevant, with particular attention to those populations that have traditionally been excluded or precluded, such as English Learners, students of color, foster youth, homeless youth, students in poverty, migrant students and special needs students.

All students have the right to engage in arts education that reflects, respects and builds on their culture, language and background.

4. The right to arts learning programs in every school, that are funded and supported with the necessary resources -- including qualified administrators, teachers, teaching artists and other staff; adequate materials; and appropriate facilities -- to support powerful culturally and linguistically responsive arts learning.

All students have the right to receive the resources they need to be successful in their arts studies in dance, music, theatre, and media and visual arts, including the right supplies and facilities and especially qualified teachers and curriculum that honors all cultures and languages.

5. The right to educators, leaders and parents/community who are knowledgeable about the intrinsic and extrinsic benefits of arts learning for individual students, families/communities, the nation and global society.

All students have the right to be supported by leaders in their community and school who understand the benefits of an arts education to prepare them for college, career and life.

6. The right to be brought up in school and community environments that value and protect the arts and equity as essential to the full development of every student and that demonstrate those values/beliefs in their public policies and practices.

All students have the right to learn and practice the arts in a positive environment where everyone understands and acts on the knowledge that they are engaging in valuable and important work.
BE IT FURTHER RESOLVED: That San Francisco Unified School District will post the Arts Equity District badge on the district’s website and social media channels; and

FURTHER BE IT RESOLVED: That the San Francisco Unified School District will ensure all district strategic plans, including the Arts and Education Master Plan support our district in meeting the requirements of the Declaration of the Rights of All Students to Equity in Arts Learning; and

BE IT FURTHER RESOLVED: The San Francisco Unified School District will direct appropriate resources to all PK-12 sites to ensure that every PK-5 school has a minimum of one full-time VAPA teacher, and every middle and high school has appropriate VAPA teachers to ensure every child participates in visual, and performing arts and music instruction as a part of their core content instruction that promotes critical thinking, creativity, knowledge (and love) of self, empathy and solidarity, and self-determination; and

FURTHER BE IT RESOLVED: The San Francisco Unified School District for 2019-2020 will maintain its current music program at school sites, while directing additional resources to music instrument repair, maintenance and purchase to strengthen our existing music program in schools; and

BE IT FURTHER RESOLVED: The San Francisco Unified School District beginning in the 2019-2020 school year, with the support and coordination of central office VAPA staff, will work to collaborate with current SFUSD music teachers and all equity & cultural initiatives such (as the SAC, AAALI, Ethnic Studies, SPED CAC, etc.) to resource, evaluate and align our music programs and offerings to ensure a scope and sequence and a diversity of musical experiences for all students PK-12; and

FURTHER BE IT RESOLVED: That the San Francisco Unified School District will decentralize and democratize arts and music planning, instruction and celebrations across all sites. The Superintendent will redirect centrally-based resources to fund, coordinate, and support VAPA teachers at every elementary, middle and high school and ensure they have appropriate resources such as sub-days and planning time to allow them to do the following:

- Design and implement a scope and sequence for music, visual and performing arts instruction which includes measurable assessments of mastery. This includes A-G compatible coursework and electives at all high school sites. Establish and communicate the baseline and pathways for VAPA programming for all K-12 students at all sites.
- Work with other site-based educators and community partners to create culturally relevant arts pipelines, pathways and celebrations that are geographically located across the city, at all levels PK-12 and are accessible to all students, families and communities.
- These pathways will include opportunities for all students to participate in a variety of music, visual and performing arts disciplines and should include choral music, spoken word, hiphop, production, drama, dance, visual art/illustration, orchestra and band, etc.
- Design recommendations for staffing and organization of district-wide general music, visual and performing arts instruction at the PK-5 level to ensure all students have received exposure to fundamental concepts and skills so they can make informed choices about art and music electives they may choose to pursue in middle school and beyond. Ensure visual and performing arts pathways are available to students at all sites throughout elementary, middle, and high school.
BE IT FURTHER RESOLVED: This planning will occur over the 2019-2020 school year with the support and coordination of central office VAPA staff in collaboration with all equity & cultural initiatives such as the SAC, AAALI, Ethnic Studies, SPED CAC, etc. VAPA will present updates on their work to the Curriculum Committee, PEEF CAC, and at least one Regular Board meeting for final adoption the following year; and

FURTHER BE IT RESOLVED: The San Francisco Unified School District will revise the VAPA teacher job description from itinerant to site-based, and will incorporate and expand expectations outlined in the Arts Coordinator position to include leading site-based arts planning, collaboration with and professional development of other core content teachers, family communication, school-wide celebrations, and cultivating relationships with culturally relevant community-based arts organizations; and

BE IT FURTHER RESOLVED: That the San Francisco Unified School District will analyze and present annual district data reports showing student participation for all students at all sites, including traditionally underserved students by division (elementary, middle, high) to the PEEF CAC, and to the full board. These presentations shall be done in advance of approval of any PEEF funding allocations; and

FURTHER BE IT RESOLVED: That the San Francisco Unified School District will promote arts learning that honors all cultures, languages and abilities by recruiting, retaining and developing staff to deliver arts and music instruction which reflects our city's rich cultural heritage and diversity. This instruction may include hip-hop, Chinese traditional instruments, drama, media arts, Filipino dance, Japanese brush painting, latin jazz, spoken word, Mariachi, etc.; and

BE IT FURTHER RESOLVED: That the San Francisco Unified School District will provide instruments, art materials, necessary storage and appropriate instructional space so all sites are properly resourced to provide arts and music instruction to students. No student should be expected to rent instruments or purchase arts materials in order to fully participate in VAPA programs. All SFUSD instruments will be tagged and assigned, and included in a regularly maintained inventory database that includes maintenance records, schedule, and estimated budget for repair and replacement; and

FURTHER BE IT RESOLVED: That the San Francisco Unified School District shall evaluate all arts and music programs at least every three years. Evaluation will include student and family feedback and input about programming quality and content, and suggestions for improvements including art areas/programs that should be offered or discontinued. The district will regularly create opportunities at sites and at a district level for students, families and community members to inform and collaborate in designing and delivering music, visual and performing arts.
FUTURE AMENDMENTS TO 195-28A1. LANGUAGE DISCUSSED AT THE BUDGET AND CURRICULUM COMMITTEE MEETINGS.

BE IT FURTHER RESOLVED: That the Superintendent will direct staff to conduct a detailed fiscal impact analysis including a review of existing resources, especially the Public Education Enrichment Fund, that currently overlap with the elements of the resolution and/or could be re-purposed to align to the resolution; and

FURTHER BE IT RESOLVED: That because a significant portion of PEEF resources are dedicated to arts education, the staff review should address how the investments called for in this resolution will be phased in to align to the availability of PEEF dollars, which typically grow over time; and

BE IT FURTHER RESOLVED: That the staff review should include a review of which schools and/or student populations should be prioritized with additional and/or re-purposed resources; and

FURTHER BE IT RESOLVED: That implementation of any elements of this resolution that have labor relations implications will be aligned to provisions outlined in collective bargaining agreements between SFUSD and our labor partners, as appropriate.

Please note:

➢ Referred by order of the Chair on 5/28/19 to the Budget and Business Services and Curriculum and Program Committees.

5/28/19
6/25/19