WHEREAS: SFUSD has stated it values equity and strives to make social justice a reality in our schools and throughout our District and the Vision 2025 Plan’s Graduate Profile includes Global and Local Identities; and

WHEREAS: The San Francisco Board of Education voted unanimously on resolution No. 1410-28A4 Institutionalizing Ethnic Studies, centered on decolonization and the elimination of racism (Tintiangco-Cubales, 2014), into the SFUSD and to provide every high school student with the opportunity to enroll in Ethnic Studies coursework and implementation has not allowed all students to participate; and

WHEREAS: The San Francisco Board of Education adopted Resolution No. 1511-10A1 Honoring the Historical Contributions of Chinese Americans and directs the schools to educate students about the contributions of Chinese Americans and there is currently no mechanism to monitor the reach or implementation of that resolution; and

WHEREAS: The San Francisco Board of Education adopted Resolution No. 183-13A1 In Support of Equitable Services and Staff for Hawaiian and Pacific Islander students stating SFUSD will accurately measure current progress on reducing disparities facing our NHPI students; and

WHEREAS: The San Francisco Board of Education adopted Resolution No. 82-24A5 21st Century English Language Arts Curriculum directs high school teachers to read works of literature drawn from a recommended list created in consultation with teachers, students, parents, and community members; while there is a need to do this for PK-8 the District has not currently developed an evaluation tool to measure the impact of implementation; and

WHEREAS: The San Francisco Board of Education adopted Resolution No. 1612-13A1, In Support of Inclusive Schools that Celebrate Diversity and Respect People of All Identities, calling for SFUSD to make curricula, resources, and materials available to schools to build supportive school environments free of intolerance, bias and prejudice; and urges school site leaders to take proactive steps, such as holding school-wide assemblies, partnering with student government and student leaders, implementing school-wide curricula, to ensure educators address intolerance and prejudice within our school communities; and

WHEREAS: The San Francisco Board of Education adopted Resolution No. 155-12A1 In Support of the Achievement and Success of All African American Students directing the District to create systems and strategies that explicitly support African American students including the expansion of professional development that addresses staff members’ implicit bias and cultural competency; and

WHEREAS: The San Francisco Board of Education adopted Resolution No. 153-10A1 Creating Arabic and Vietnamese World language Pathways stating that SFUSD shall provide a learning environment where all students can be proud and celebrate their heritage and that of others; and
WHEREAS: The San Francisco Board of Education adopted Resolution No. 610-8A6, Meeting the Needs of LGBTQ Students, directing the District to review, improve and create curriculum that highlights LGBT issues and contributions to ensure LGBTQ culture is shown positively and inclusively and is free of heterosexist bias and Resolution No. 1310-10A4, Establishment of a Safe and Supportive Schools Policy, directing the District to provide professional learning for all site and central office staff in implicit bias, stereotyping and LGBTQ sensitivity; and

WHEREAS: The San Francisco Board of Education adopted Resolution No. 171-10A1 Undocumented, Unafraid and United Students, directing the District to allocate resources to organizations providing support and opportunities for undocumented students and establishing site-based support for undocumented students and students in mixed-status families.

THEREFORE BE IT RESOLVED: That implementation of all SFUSD curriculum should centralize decolonizing and anti-oppressive pedagogical scholarship, specifically Dr. Patrick Camangian’s framework of humanization, as defined by:

- **Knowledge (and Love) of Self**
  - Students should be involved in examining, explaining and interpreting the world not as objects, but as subjects of their humanity

- **Solidarity** between communities and with the most marginalized
  - Understanding and uniting with one another based on our students’ common, and diverging, experiences, and individual and collective needs.

- **Self-Determination**
  - the claiming of an intellectual identity, and active participation in the transformation of material conditions (Tintiangco-Cubales et al. 2014) ; and

BE IT FURTHER RESOLVED: That all SFUSD teachers and instructors center an Ethnic Studies pedagogy, as conceptualized by Dr. Allyson Tintiangco-Cubales, built on:

- **Culturally Responsive Pedagogy**
- **Community Responsive Pedagogy**
- **Teacher Racial Identity Development**,

and both this framework and pedagogy will be integrated across curricular and instructional areas, *visibly present* in the culture of schools, and grounded in the work of the Deputy Superintendent of Instruction, Innovation and Social Justice and Chief Academic Officer; and

FURTHER BE IT RESOLVED: That SFUSD establish a permanent Equity Studies Team, guided by the humanization framework above, to be comprised of the deputy superintendent of social justice and instruction and the chief academic officer, and 1 TSA from each Science, Math, English, Ethnic Studies/Social Studies, VAPA and Multilingual Department, Special Education, Student, Family Community Support (Trauma Informed Practitioner), Office of Research, Planning and Accountability Department, who will be redesignated as an Equity Studies lead. These leads, along with the Deputy Superintendent of Social Justice and Instruction and the Chief Academic Officer, are directed to meet bi-weekly to:
- Integrate promising practices from SFUSD's Equity Studies Framework to enhance students' knowledge and love of self, solidarity, and self-determination and ensure that the curricula students engage with are representative of the diverse communities of San Francisco;

- Evaluate curriculum and create recommendations through the lens of the humanization framework

- Identify most effective practices in developing educator leader capacity to address the issues of race/ethnicity, language, culture, gender identity, expression, and sexual orientation, ability, and underserved populations as they impact instruction in the classroom

- Develop a comprehensive SFUSD Culturally Responsive Scorecard across content areas based on the NYU Culturally Responsive Curriculum Scorecard for teachers, schools and district programs

- Report progress on implementation, including timeline by the first General Board Meeting in Dec. 2019 and report to the Equity Studies Community Task Force quarterly until full implementation, and on a bi-annual basis thereafter; and

BE IT FURTHER RESOLVED: The Equity Studies Team will map curricular integration points, identify model units for a culturally responsive core curricular scope and sequence, and regularly calendar across the grade levels PK-12, including cultural heritage celebrations, student and family activities, student clubs, and focus months around labor history, environmental justice, race/ethnicity, gender identity, expression and sexual orientation, ability, etc.; and

FURTHER BE IT RESOLVED: SFUSD establish a regular calendar of Mandatory Professional Development opportunities utilizing District PD days and existing staff meetings for:

- Implicit Bias and restorative practices training for all site and central office staff
- Integrating Ethnic Studies across all content areas
- Identifying racial bias sexism and homophobia in the selection of children’s and YA literature; and

BE IT FURTHER RESOLVED: The District will establish an Equity Studies Community Task Force which will convene by September 2019 and meet monthly to:

- Define metrics for measuring success;
- Monitor and evaluate the work of the SFUSD's Equity Studies Team;
- Serve as a resource and thought partner in the work and make recommendations on implementation; and
FURTHER BE IT RESOLVED: The task force shall have representation from community-based organizations engaged in education and current certificated & classified staff from the following:

- Family representatives from all District recognized Parent Advisory Committees (PACs), including but not limited to the AAPAC, APIAC, Native American PAC, SPED CAC & DELAC, Migrant PAC, Parent Advisory Committee (7)
- Youth representatives from district partner organizations: Youth Making a Change, Youth MOJO, AYO, Peer Resources (7)
- Student Advisory Council (1)
- Teachers 4 Social Justice (1)
- Latin American Teachers Association (1)
- The Alliance of Chinese Teachers (1)
- The Alliance of Black School Educators (1)
- Kababayan-SFUSD (1)
- Representation from UASF (1) & UESF (1)
- Dept. of Children Youth and Families (1)
- Human Rights Commission (2)
- Arab Resource and Organizing Center (1)
- Coleman Advocates for Youth & Families (1)
- La Voz Latina (1)
- Pacific Islander Cultural Center (1)
- SF Families Union (1)
- Ethnic Studies (3)
- LGBTQ Support Services (1)
- Research planning and assessment (1)
- SFUSD Chief Academic Officer (1)
- Deputy Sup of Instruction, Innovation and Social Justice (1)
- SFTR & Teacher Pathway (2)

BE IT FURTHER RESOLVED: It is recommended that the Equity Studies Task Force be convened by the Human Rights Commission; and

FURTHER BE IT RESOLVED: The taskforce will make budgetary and organizational recommendations to implement this resolution; and

BE IT FURTHER RESOLVED: The Superintendent will ensure that the work of the Equity Studies Team & Task Force is integrated and implemented by end the 2021-2022 school year.

Please Note:

➢ Referred by order of the Chair on 6/25/19 to the Curriculum & Program and Budget & Business Services Committees.