

BOARD of SUPERVISORS



City Hall
1 Dr. Carlton B. Goodlett Place, Room 244
San Francisco, CA 94102-4689
Tel. No. 554-5184
Fax No. 554-5163
TDD/TTY No. 554-5227

October 5, 2020

Vincent Matthews, Ed.D.
Superintendent
San Francisco Unified School District
555 Franklin Street
San Francisco, CA 94102

Re: Board of Supervisors Resolution No. 406-20

Dear Superintendent Matthews:

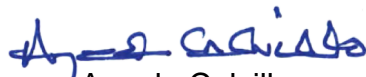
On September 15, 2020, the Board of Supervisors of the City and County of San Francisco adopted Resolution No. 406-20 (Supporting the Creation of a K-12 Black Studies Curriculum), which was enacted on September 25, 2020.

The Board of Supervisors directs the Clerk of the Board to forward the following document to your attention:

- One copy of Resolution No. 406-20 (File No. 201015)

If you have any questions or require additional information, please contact the Office of the Clerk of the Board at (415) 554-5184, or by e-mail: board.of.supervisors@sfgov.org.

Sincerely,


Angela Calvillo
Clerk of the Board

jw:ll:ams

c: Members of the Board of Supervisors, Supervisors Shamann Walton, Hillary Ronen, Sandra Lee Fewer, Dean Preston, Matt Haney, Ahsha Safai, Catherine Stefani
Sophia Kittler, Mayor's Liaison to the Board of Supervisors
Eddie McCaffrey, Mayor's Manager of State and Federal Legislative Affairs
Andres Power, Mayor's Policy Director
Rebecca Peacock, Mayor's Office
Esther Casco, San Francisco Unified School District

1 [Supporting the Creation of a K-12 Black Studies Curriculum]

2

3 **Resolution supporting the creation of a K-12 Black Studies curriculum that honors**
4 **Black lives, fully represents the contributions of Black people in the global society, and**
5 **advances the ideology of Black liberation for Black scholars in the San Francisco**
6 **Unified School District.**

7

8 WHEREAS, The San Francisco Unified School District (SFUSD) has for the past 40
9 years introduced various initiatives aimed at closing the opportunity gap between African
10 American students and their White and Asian counterparts; and

11 WHEREAS, Despite these various attempts, ranging from developing Community
12 Schools, Dream Schools, and Star Schools, the gap in English Language Arts and
13 Mathematics standardized testing outcomes between racial groups has not narrowed
14 whatsoever; and

15 WHEREAS, The Euro-centric focus of the American education system and other
16 American institutions has perpetually framed the history of Black people in America as either
17 enslaved, discriminated against, or suffering under the social-ills of poor health, poverty and
18 over-incarceration; and

19 WHEREAS, The broader impact of African innovations such as math, science,
20 engineering, sea exploration and astrology that informed much of western civilization has
21 never been sufficiently taught to students in traditional public schools; and

22 WHEREAS, The contributions of Black Americans to American history have been
23 limited to stories of Dr. Martin Luther King Jr., Rosa Parks and individual accomplishments
24 from various black people in history often shared in a one-time celebration during Black
25 History month; and

1 WHEREAS, The history of Black people in San Francisco is never taught in school
2 from the role of a Black man in founding the San Francisco Unified School District, to SFUSD
3 paying teachers less to work in “colored schools,” to the Great Migration of southern Blacks to
4 the Bay Area to support the World War II effort, to the racist lending and hiring policies of the
5 federal, state, and local government, to how urban renewal policies removed Black residents
6 from their homes; and

7 WHEREAS, Given the long and varied history of the Black community and the wider
8 impact of African innovation, a historical narrative needs to be detailed specific to the Black
9 community in school that stands alone from the more multicultural history that is taught in
10 Ethnic Studies; and

11 WHEREAS, There is a harmful myth and misconception that elevating individual
12 achievements of Black Americans alone can translate into a broader inspiration and
13 motivation to achieve for Black students; and

14 WHEREAS, Students in the San Francisco Unified School District have directly
15 reported the value of knowing a fuller history of Black people for in order to achieve a stronger
16 sense of self, a deeper understanding of American history and its contradictions, and
17 increased engagement in their education; and

18 WHEREAS, The San Francisco Board of Education has passed previous resolutions to
19 support culturally responsive instruction and curriculum for African American students
20 including a 2014 resolution to institutionalize Ethnic Studies, a 2015 resolution in support of
21 expanded and targeted programming for African American students, and a 2019 Equity
22 Studies resolution centering on decolonizing and anti-oppressive pedagogy and a humanizing
23 framework for teaching students; and

24 WHEREAS, A 2016 Stanford Graduate School of Education study demonstrated
25 SFUSD’s implementation of Ethnic Studies boosted attendance and academic performance

1 for students at risk of dropping out in high school and a series of working papers published by
2 the National Bureau of Economic Research show that having just one Black teacher not only
3 lowers Black students' high school dropout rates and increases their desire to go to college,
4 but also can make them more likely to enroll in college; and

5 WHEREAS, There are a number of practitioners, programs, and school districts that
6 have implemented elements of a Black Studies framework and can be consulted for guidance
7 including (but not limited to): San Francisco State University's Africana Studies Department,
8 Black to the Future, the African American Achievement & Leadership Initiative, San Francisco
9 Human Rights Commission, Mega Black, San Francisco NAACP, OMEGA Boys & Girls Club,
10 San Francisco Alliance of Black School Educators, San Francisco Black Led Organizations
11 Coalition, Meadows Livingstone School, Kingmakers of Oakland, Ile Omode, Los Angeles
12 Unified School District, El Rancho Unified School District, Philadelphia Public Schools, Tyson
13 Amir, Jeff Duncan-Andrade, Shawn Ginwright, Urban Ed Academy, San Francisco Achievers,
14 and John Templeton; and

15 WHEREAS, The San Francisco Board of Education has introduced a similar resolution
16 at the August 25, 2020, meeting for first reading that approves and supports the development
17 of a K-12 Black Studies framework and curriculum that provides the opportunity for every
18 student to enroll in a Black Studies class by school year 2022-2023; and

19 WHEREAS, The Black Studies curriculum will include A-G approved courses for
20 SFUSD high schools and required unit plans for grades PK-8 that introduce students to the
21 concept of race, racial identity, African and African American history, equity, and systemic
22 racism; and

23 WHEREAS, The commitment to expand Black Studies is grounded in the following
24 principles:

25

- 1 • Deeper understanding of the principles of humanization to extend to Black
2 knowledge and love of self, Black solidarity, and Black self-determination;
- 3 • A collectivist process that elevates local Black voices in order to create a
4 framework and curriculum that highlights the Black San Franciscan experience;
- 5 • Exploration of racist ideas and policies balanced with the presentation of
6 antiracist ideas and policies, including biological antiracism, ethnic antiracism,
7 bodily antiracism, cultural antiracism, behavioral antiracism, color antiracism,
8 class antiracism, space antiracism, gender antiracism, and queer antiracism;
- 9 • Increasing Black employment and Black contracts through the development and
10 implementation of this curriculum, including Black administrators, Black
11 teachers, Black consultants, and Black paraprofessionals among other
12 professions;
- 13 • All students benefit from access to Black studies courses because Black history
14 provides a counter narrative to the dominant, often deceptive, Eurocentric telling
15 of history; and

16 WHEREAS, SFUSD will incorporate the following goals for Black Studies in the
17 following grade levels:

- 18 • In grades Pre-K to 5:
 - 19 ○ Students form a sense of pride for the accomplishments of Black people
20 in global society and their local communities;
 - 21 ○ Students identify examples of Black civilizations that have contributed to
22 the major academic disciplines, building and stewarding wealth, and
23 governing ancient and contemporary societies;
 - 24 ○ Students reason that their culture, values, appearance, and other
25 characteristics are not superior to another person's based on their race;

- 1 • In grades 6 to 8:
 - 2 ○ Students complete an in-depth study of Sub-Saharan African countries
 - 3 and their legacy;
 - 4 ○ Students analyze the role Black leaders have played in challenging racist
 - 5 policies and ideas throughout history;
- 6 • In grades 9 to 12:
 - 7 ○ Students evaluate how racist policies and ideas led to the rise of the
 - 8 transatlantic slave trade;
 - 9 ○ Students assess enslaved Africans’ economic contributions to the United
 - 10 States during slavery and the causes of the Civil War;
 - 11 ○ Students hypothesize how Reconstruction, if uninterrupted, could have
 - 12 impacted and reduced racial disparities in the contemporary United
 - 13 States;
 - 14 ○ Students analyze every major resistance effort led by Black people in the
 - 15 United States and the diaspora and how it contributed to progress in
 - 16 society; and

17 WHEREAS, Black Studies curriculum will include at least three “A” courses, one on
18 African history, culture, and geographies, one on African diasporic studies, and another on
19 African American history and phases of African American resistance; and

20 WHEREAS, The Black Studies framework will include at least one “B” course focused
21 on classic and modern African, African American, and diasporic literature; and

22 WHEREAS, The Black Studies framework will include at least one “B” course focused
23 on classic and modern African, African American, and diasporic literature; now, therefore, be it

24 RESOLVED, That the San Francisco Board of Supervisors supports the San Francisco
25 Board of Education’s recommendations to the Superintendent to secure funding for this

1 expansion, including the funding of 1 FTE devoted to overseeing the sequenced development
2 of curriculum, stipends to pay educators and consultants to assist in writing curriculum, 3
3 FTEs to oversee implementation and conduct observations of curriculum on SFUSD
4 campuses, 1 FTE data analyst to monitor implementation trends and outcomes from the
5 courses, and a budget for professional development for ongoing learning for teachers; and, be
6 it

7 FURTHER RESOLVED, That the Board of Supervisors supports the Board of
8 Education's recommendation to the Superintendent to secure participation from the San
9 Francisco State University Africana Studies Department and the Stanford-SFUSD partnership
10 to sit on a Black Studies Advisory Committee that can inform curriculum design and course
11 evaluation; and, be it

12 FURTHER RESOLVED, That the Board of Supervisors supports the Board of
13 Education's recommendations to the Superintendent to secure participation from longstanding
14 organizations focused on advancing the Black Community such as the Human Rights
15 Commission, San Francisco NAACP, Alliance of Black School Educators, Mega Black, The
16 San Francisco Coalition; and, be it

17 FURTHER RESOLVED, That the Board of Supervisors supports the Board of
18 Education's recommendations to the Superintendent to collaborate with the Human Rights
19 Commission to convene Community Based Organizations and practitioners interested in
20 contributing to the framework as a way to ensure local expertise is sought in curriculum
21 development and delivery; and, be it

22 FURTHER RESOLVED, That the Board of Supervisors supports the Board of
23 Education's recommendations to the Superintendent to raise a Black Studies Fund to fully
24 fund this effort - including but not limited to curriculum development, FTEs to administer the
25 program, and teacher FTEs to teach the curriculum - such that school sites do not need to

1 draw resources from their site-allocated budgets to implement the Black Studies curriculum;
2 and, be it

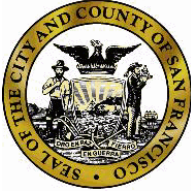
3 FURTHER RESOLVED, That the Board of Supervisors urges SFUSD to allocate no
4 less than \$15M annually to the Black Studies Fund to the development and implementation of
5 the Black Studies curriculum and at least 80% of the fund will go directly to site-based costs of
6 implementation including teachers, professional development, and supplies and 20% of the
7 fund will go to administrative support for the Black Studies curriculum from Central Office;
8 and, be it

9 FURTHER RESOLVED, That the Board of Supervisors urges the Superintendent to
10 explore the Public Education Enrichment Fund (PEEF), philanthropic resources, and
11 specialized city and state funding sources (e.g. ballot measures) to generate a Black Studies
12 Fund; and, be it

13 FURTHER RESOVLED, That the Board of Supervisors supports Resolution No. 208-
14 25A2 from the Board of Education; and be it

15 FURTHER RESOLVED, That the Board of Supervisors hereby directs the Clerk of the
16 Board to transmit a copy of this Resolution to the San Francisco Unified School District Board
17 of Education and the Superintendent.

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City and County of San Francisco
Tails
Resolution

City Hall
1 Dr. Carlton B. Goodlett Place
San Francisco, CA 94102-4689

File Number: 201015

Date Passed: September 15, 2020

Resolution supporting the creation of a K-12 Black Studies curriculum that honors Black lives, fully represents the contributions of Black people in the global society, and advances the ideology of Black liberation for Black scholars in the San Francisco Unified School District.

September 15, 2020 Board of Supervisors - ADOPTED

Ayes: 11 - Fewer, Haney, Mandelman, Mar, Peskin, Preston, Ronen, Safai, Stefani, Walton and Yee

File No. 201015

I hereby certify that the foregoing Resolution was ADOPTED on 9/15/2020 by the Board of Supervisors of the City and County of San Francisco.

Angela Calvillo
Clerk of the Board

Unsigned

London N. Breed
Mayor

9/25/2020

Date Approved

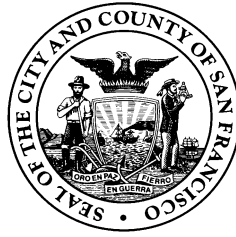
I hereby certify that the foregoing resolution, not being signed by the Mayor within the time limit as set forth in Section 3.103 of the Charter, or time waived pursuant to Board Rule 2.14.2, became effective without her approval in accordance with the provision of said Section 3.103 of the Charter or Board Rule 2.14.2.

Angela Calvillo
Clerk of the Board

9/25/2020

Date

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City Hall
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October 5, 2020

San Francisco Unified School District Board of Education
Attn: Esther Casco, Clerk
555 Franklin Street
San Francisco, CA 94102

Re: Board of Supervisors Resolution No. 406-20

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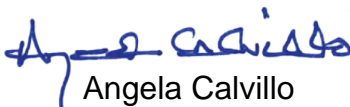
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jw:ll:ams

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10 American students and their White and Asian counterparts; and

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12 Schools, Dream Schools, and Star Schools, the gap in English Language Arts and
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18 Education's recommendations to the Superintendent to collaborate with the Human Rights
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City and County of San Francisco
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Resolution

City Hall
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File Number: 201015

Date Passed: September 15, 2020

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September 15, 2020 Board of Supervisors - ADOPTED

Ayes: 11 - Fewer, Haney, Mandelman, Mar, Peskin, Preston, Ronen, Safai, Stefani, Walton and Yee

File No. 201015

I hereby certify that the foregoing Resolution was ADOPTED on 9/15/2020 by the Board of Supervisors of the City and County of San Francisco.

Angela Calvillo
Clerk of the Board

Unsigned

London N. Breed
Mayor

9/25/2020

Date Approved

I hereby certify that the foregoing resolution, not being signed by the Mayor within the time limit as set forth in Section 3.103 of the Charter, or time waived pursuant to Board Rule 2.14.2, became effective without her approval in accordance with the provision of said Section 3.103 of the Charter or Board Rule 2.14.2.

Angela Calvillo
Clerk of the Board

9/25/2020

Date