



SAN FRANCISCO UNIVERSITY HIGH SCHOOL

San Francisco University High School Equity and Community Stewardship and Oversight Committee Year-End Report June 2022

The Equity and Community Stewardship and Oversight Committee, which is made up of students, faculty/staff, parents/guardians, trustees, and alumni, met five times during the 2021-2022 school year.

Our work in the second year of this committee had two distinct areas of focus:

1. To monitor institutional progress on the four recommendations the Committee made in its [2020-2021 year-end report](#).
2. To more closely examine socioeconomic status (SES) and [2SLGBTQIA+](#) identities as forms of diversity at UHS with a central question guiding our work: *“What might it look like to have socioeconomic status and 2SLGBTQIA+ identities as forms of diversity be more visible and better supported at UHS, mindful of the challenges around anonymity and privacy concerns when it comes to socioeconomic class, gender identity, and sexual orientation?”*

Below is an overview of actions and initiatives—four key recommendations for the 2022-2023 school year followed by actions and programming established in the last school year and/or currently in progress.

RECOMMENDATIONS FOR THE 2022-2023 SCHOOL YEAR:

1. Better publicize existing community resources for all students and their families through various communication modes (e.g.: during orientation, through the mentoring program, on the website, in the Red Book...) in order to simplify the steps in accessing policies, programs, and support.
2. Create greater and easier access to the many facets of the UHS financial aid program through more frequent, varied, and transparent communication about resources with all students, families, faculty, and staff.
3. Effectively integrate education about socioeconomic status and appropriate language regarding wealth and finances into community education and Responsive Education programming.
4. More fully integrate the 2SLGBTQIA+ experience into faculty/staff training, the curriculum, and all extracurricular programming.



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ESTABLISHED IN 2021-2022

- Built pathways for student voice and agency through affinity group work in exploring data collected from the Survey on Community and Interconnection.
- Institutionalized student affinity and activism spaces by putting a compensation plan in place for faculty/staff leaders of student affinity groups.
- Incorporated restorative justice practices into discipline, honor, and integrity codes and systems.
- In response to the Committee's 2020-2021 recommendation to "Designate a student, faculty, and admin team to respond to harmful incidents more efficiently and to develop transparent pathways for community and individual response and repair": a response team and clear protocols have been put in place; the student and family handbook has been updated with this information (under "Responding to Community Incidents").
- Renamed the Parent Association as the Parent Guardian Association in order to be more inclusive and to promote a better sense of belonging for students, parents, and guardians who have a wide range of family structures.
- Gender neutral bathrooms have been installed in the current student center, and more are planned for the California Street Campus.
- Restructured the Human Development department as The Institute for Responsive Education (REd), and established as one of its centers a student-led Center for Sustainability.
- Refined our Inclusion Dashboard, which is based on our longitudinal study of student belonging, and held sessions with student affinity groups so that they could study the results, share their observations, and provide feedback to the Internal Research Team. (This feedback will be used to make revisions to the survey, and to design more accessible dashboards to share with students and publish on our website.)
- Developed a plan to involve the entire community in learning from the results of the belonging study.
- Established as academic policy a recommendation from *Grading for Equity* by Joe Feldman to create a floor on graded assignments of 50%, restructuring the standard 100-point numerical scale to better match the 4-point scale of assigned letter grades.
- Established a DEIB subcommittee on the Curriculum Committee to consider the establishment of an Ethnic Studies course of study at UHS.
- Developed Board Inclusion Dashboard and set up practices to enhance recruitment and support of trustees from a wider range of identities, perspectives and experiences (representation of BIPOC trustees is 60%).
- Increased staffing to support more equitable language access through translation, interpreting, and community building services.



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IN PROGRESS DURING 2022-2023

- In response to the Committee's 2020-2021 recommendation to "Revise and update the 2018 UHS Statement on Equity and Community": a finalized draft written based on feedback on earlier drafts from the faculty, staff, student leaders, admin team, the Board of Trustees, and the Head of School will go back to the Admin Team in the Fall of 2022-2023. After any last edits are made as necessary, the updated statement will be adopted by the faculty, staff, and the Board of Trustees.
- In response to the Committee's 2020-2021 recommendation to "Expand and offer parent/guardian education in DEIB in alignment with best practices": Student Life Committee has received feedback from groups including students, faculty/staff, parents/guardians on what should be included in a parent/guardian education curriculum, and established a mission statement and syllabus. These have been shared with parents and guardians at the May Parent Guardian Association meeting, which served as the launch of *UHS+*, an adult education collaborative at University High School.
- In response to the Committee's 2020-2021 recommendation to "Consider the addition of an ethnic studies course of study in the curriculum": throughout the 2021-2022 school year, the DEIB Subcommittee of the Curriculum Committee gathered information about Ethnic Studies courses at peer schools and engaged in self-education. In the spring, members of the DEIB Subcommittee submitted a proposal for a pilot 9th grade course to be housed in the Institute for Responsive Education—a companion class to 9th grade History. The proposal was accepted, and the resulting interdisciplinary 9th grade course, developed in consultation with San Francisco State University professor Allyson Tintiangco-Cubales, Ph.D., is "Ethnic Studies in Action: Food Activism in the San Francisco Bay Area." It is being offered to all 9th graders starting in the 2022-2023 school year. The next steps will include evaluating and building upon the pilot course, making an inventory of curricular needs at UHS, and proposing responses that would meet those needs (including, potentially, new courses, changes to graduation requirements, electives, etc.). These will take place over the 2022-2023 school year, with an eye toward curriculum development and professional development in the summer of 2023.
- As the school transitions into a new online data system (Blackbaud), UHS administration is working on giving students agency within the system to request a change to their gender pronouns and preferred names so that any teachers can automatically see the information while taking attendance.
- The Internal Research Team (IRT) developed a draft framework for what it means for a student to thrive at UHS. This will lead to the development of an Equity Dashboard, and also allow us to revise and design programming to better ensure the success of all students at UHS.
- The IRT also drafted a Diversity Dashboard to illustrate the demographic diversity of UHS students and employees, which will be published in the 2022-2023 school year.



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- Work is underway to simplify the student experience of requesting Unifunds by consolidating all requests under a single point person and email address (unifunds@sfuhs.org). Previously, academic and non-academic needs were treated separately.
- Student handbook changes, which will include policy and practices around supporting trans/nonbinary students, are in progress and will be finalized by the summer of 2023.

In community,

The UHS Equity & Community Stewardship and Oversight Committee

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