

**San Francisco University High School  
Equity and Community Stewardship and Oversight Committee  
Year-End Report August 2023**

The Equity and Community Stewardship and Oversight Committee, which is made up of students, faculty/staff, parents/guardians, trustees, and alumni, met seven times during the 2022-2023 school year.

The primary focus of the committee this year revolved around the newly adopted [UHS Statement on Equity and Committee](#). During the '21-'22 school year, UHS updated this statement to better align with the shifting needs of our community and a desire to foster anti-racist practices throughout the organization. The new statement is both a reflection of who we are today and a representation of who we aspire to become. Our goal as a committee was to analyze every section of the new statement and come up with specific things we could do to live up to the expressed values. From this analysis, the committee has come up with the following recommendations for the upcoming academic year.

**Recommended priorities for the '23-'24 school year:**

- Institutionalize DEIB training for all members of the community.

We recommend the school to implement a comprehensive training plan to ensure that admin, faculty, staff, coaches, board members, parents, and students receive DEIB training and/or engage with DEIB topics on a consistent and predictable basis each year. This plan should include foundational work that everyone is expected to participate in, as well as additional opportunities tailored to individual needs and interests.

We recommend that the school use the '23-'24 school year to create a plan that would go into effect during the '24-'25 school year.

- Provide institutional support for Ethnic Studies and the Institute for Responsive Education (REd) that's seen and felt by all.
  - Ethnic Studies

Use the '23-'24 school year to explore different options to elevate the Ethnic Studies class from a pilot program in the REd block to being included within the academic program.

- REd Program

Create a developmentally appropriate sequence of REd programming that works in partnership with the academic program and engages students

during all four years.

- Raise awareness within the community about neurodiversity and the resources available to families in order to increase our capacity to support all learners.

Develop a coordinated communication plan that destigmatizes neurodiversity and ensures all new and returning families understand how to access support from the Learning Services office. Additionally, provide faculty with at least one professional development opportunity focused on creating classroom environments that are accessible to all learners.

### **DEIB Highlights from '22-'23**

As mentioned above, work to update the [UHS Statement on Equity and Committee](#) began in the '21-'22 school year. After an 18 month long process that engaged every stakeholder group in the community, the new statement was approved by the board. In order to live up to these commitments, we must look at every area of our school community through a critical lens to ensure equitable practices. We have to engage in constant self-reflection in order to prevent our traditions from becoming oppressive. Here are a few of examples of this work from the past year.

#### Partnership with Allyson Tintiangco-Cubales

One of the biggest highlights of the year has been our partnership with Allyson Tintiangco-Cubales, PH.D., San Francisco State University professor and Founder/Co-Director of Community Responsive Education. Allyson consults with schools to help them build and sustain humanizing, nurturing educational cultures that are responsive to the needs of all members of their community. Through this partnership, Allyson delivered professional development for faculty and staff, facilitated workshops for the Board Committee on Equity and Community, and helped us see the path to create an Ethnic Studies program at UHS.

In the fall, we had a successful launch of the 9th grade Ethnic Studies pilot course housed within the Institute for Responsive Education (REd). Work for this course began in earnest in the summer with the Ethnic Studies team engaging in professional development that led to the creation of the curriculum. The Ethnic Studies team reconnected with Allyson at the end of the year to evaluate the effectiveness of the course and discuss improvements for the '23-'24 school year.

We will continue to partner with Allyson and her team this year as the school explores options for integrating Ethnic Studies into the academic program as recommended by the CAIS visiting team this past spring.

### Collaboration with The Association of Ramaytush Ohlone

As we are in the process of constructing a new building at 3150 California St. to add to the UHS campus, we must acknowledge the fact that we are doing this on native land. To that end, we are in the beginning stages of a collaboration with the Association of Ramaytush Ohlone to figure out what it would look like for us to go beyond a land acknowledgment.

One goal is to give the Ramaytush Ohlone the space to create a permanent piece of art that will be prominently displayed in the new building. This art will allow them to tell their story in the way they see fit, while creating an opportunity to promote reflection and discussion for everyone who engages with the art. Additionally, we will collaborate with them to promote education and understanding within our school community and beyond.

### Sports Equity Task Force

We convened the Sports Equity Task Force this year to evaluate our students' experience within the athletic program. The task force, which included 9 students, 3 coaches and was led by Carin Marrs, conducted research in response to student concerns that were brought to the school's attention in Spring '22. The goal of the Task Force was to uncover any pressing issues that existed within the athletic program so that the school could address as necessary.

The task force met every month and worked on different research projects in-between meetings that had them in conversation with student-athletes, current and former coaches, parents/guardians, and teachers. Through these conversations, some concerns arose spanning across the following dimensions: 1) Quality and appropriateness of uniforms, 2) equitable resource allocation across teams and gender, 3) consistency of practice times and locations across teams and gender, 4) program recognition, 5) student-athlete behavior, and 6) quality of coaching.

As a result of the task force's work, significant progress has been made to rectify these concerns in the short and long terms. They include: 1) creating additional coach training and workshops, 2) letting go of several coaches, 3) making team budgets more transparent, and 4) replacing a significant number of team uniforms. There is still work to be done, but we believe that these steps have us on the right track to make our athletics program a more equitable and enjoyable experience for all participants.