

1 [LGBTQ Resources - Teacher Training - Assembly Bill 493]
2 **Resolution declaring support for Assembly Bill 493 by Assembly Member Gloria in the**
3 **2019-2020 session of the California State Legislature to mandate in-service training for**
4 **teachers and staff in schools grades 7 to 12, inclusive, on school site and community**
5 **resources to support lesbian, gay, bisexual, transgender, queer, and questioning**
6 **students.**

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8 WHEREAS, Over 10% of public middle and high school students in California identify
9 as lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ); and

10 WHEREAS, Bullying and harassment at school is still a day-to-day reality for LGBTQ
11 youth in California; and

12 WHEREAS, According to the Gay Lesbian Straight Education Network’s (GLSEN)
13 2015 National School Climate Survey, 87% of California LGBTQ students report hearing anti-
14 LGBTQ remarks at school, 63% report verbal harassment based on their sexual orientation,
15 and 24% report physical harassment and/or assault; and

16 WHEREAS, 62% of students who suffered harassment and/or assault did not report
17 those violations to school staff, and only 39% of those who did reported that it resulted in
18 effective staff action; and

19 WHEREAS, In fact, 17% of LGBTQ students reported regularly hearing homophobic
20 remarks from school staff, and according to the 2015 United States Transgender Survey by
21 the National Center for Transgender Equality, more than three out of four K-12 students in
22 California who are, or are perceived as, transgender have been verbally or physically
23 harassed, sexually assaulted, or prohibited from dressing according to their gender identity at
24 school; and

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1 WHEREAS, Bias against LGBTQ students has a negative effect on academic
2 performance; and

3 WHEREAS, According to GLSEN’s data at the national level, 62.2% of LGBTQ
4 students experiencing high levels of victimization because of their sexual orientation had
5 missed school in the past month at the time of the survey, compared to 20.1% for non-LGBTQ
6 students; and

7 WHEREAS, These students had lower grade point averages than students who were
8 less often harassed, at 2.9 versus 3.3; and

9 WHEREAS, These students were twice as likely to report not planning to pursue post-
10 secondary education, at 10.0% versus 5.2%, and were more likely to have undergone school
11 disciplinary measures, at 54.9% versus 32.1%; and

12 WHEREAS, Nationally, according to the 2017 United States Youth Risk Behavior
13 Surveillance (YRBS) conducted by the Center for Disease Control and Prevention, only 17.8%
14 of Lesbian, Gay and Bisexual (LGB) students reported getting 8 or more hours of sleep on an
15 average school night, against 25.9% for heterosexual students, indicating higher stress levels
16 and contributing to lower academic performance; and

17 WHEREAS, According to the YRBS, 63.0% of LGB students reported having felt sad or
18 hopeless, against 27.5% of heterosexual students; and

19 WHEREAS, According to the YRBS, 47.7% of LGB students reported seriously
20 considering attempting suicide, 38.0% made a suicide plan, and 23.0% attempted suicide
21 during the 12 months before the survey, against 13.3%, 10.4%, and 5.4% respectively of
22 heterosexual students; and

23 WHEREAS, However, a supportive school environment improves the safety and
24 opportunity outlook of LGBTQ students; and

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1 WHEREAS, Research has shown that LGBTQ students with many supportive
2 educators feel safer at school, skip fewer classes, earn higher grades, and have fewer school-
3 related problems than those without supportive educators; and

4 WHEREAS, Teacher training in New York City, Illinois and Massachusetts has been
5 found to help create safer environments for LGBTQ students, and research has shown that
6 LGBTQ students feel safer at school when they know where to get information and support
7 about sexual orientation and gender identity; and

8 WHEREAS, Many LGBTQ students in California are unaware of anti-discrimination
9 policies which can contribute, if effectively enforced, to creating a supportive environment; and

10 WHEREAS, Additionally, LGBTQ students at schools with peer support clubs report
11 lower levels of victimization, are more likely to report that school personnel intervened when
12 they witnessed harassment, and are less likely to miss school because of safety concerns;
13 and

14 WHEREAS, Assembly Bill 493 by Assembly Member Gloria in the 2019-2020 session
15 of the California State Legislature (AB 493) would, if enacted, require schools to provide in-
16 service training to teachers on school site and community resources available to support
17 LGBTQ students, commencing with the 2021-2022 school year; and

18 WHEREAS, Equality California, the organization co-sponsoring AB 493 with State
19 Superintendent of Public Instruction Tony Thurmond, has released a Safe and Supportive
20 Schools Report Card that compiles voluntarily-submitted data from 130 unified school districts
21 across California, including from the San Francisco Unified School District (SFUSD); and

22 WHEREAS, While SFUSD scores in the top tier, reporting extensive programs and
23 policies designed to foster a safe and supportive school climate for LGBTQ students,
24 including anti-bullying and suicide prevention policies, cultural competency training programs,
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1 peer support clubs, and inclusive access to facilities, the vast majority of those districts which
2 submitted responses across California did not score at this level; and

3 WHEREAS, While all responding districts had an anti-bullying policy, only 82 out of 130
4 reported regularly collecting data regarding student sexual orientation, gender expression,
5 and gender identity, and only 46 reported offering training to employees that, at a minimum,
6 generally covers diversity, anti-bias, cultural competency, and/or equity and inclusion; and

7 WHEREAS, Databases, such as that compiled by the Gay Lesbian Medical
8 Association, identify health professionals with special training or experience in providing
9 needed resources to school districts; and

10 WHEREAS, Safe and supportive schools are key to ensuring the mental and physical
11 wellbeing of LGBTQ students in San Francisco, California and beyond; now, therefore, be it

12 RESOLVED, That the Youth Commission of the City and County of San Francisco
13 declares support for AB 493; and, be it

14 FURTHER RESOLVED, That the Youth Commission urges the Mayor and Board of
15 Supervisors to support AB 493 for the aforementioned reasons, with the intent to collaborate
16 with the San Francisco Unified School District on maintaining and expanding on existing
17 resources to support LGBTQ and questioning youth in San Francisco; and, be it

18 FURTHER RESOLVED, That the Youth Commission directs Youth Commission staff to
19 transmit copies of this resolution to the Office of the Chief Clerk of the California State
20 Assembly, the Office of the Secretary of the California State Senate, the California State
21 Senate Committee on Education, the California State Senate Committee on Appropriations,
22 and all further committees to which AB 493 may be assigned as the legislative session
23 progresses.

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Bahlam Vigil, Chair,
2018-19 Youth Commission
Adopted on June 3, 2019