



San Francisco Youth Commission Agenda

Monday, May 20, 2019

5:00 pm-8:00 pm

City Hall, Room 416

1. Dr. Carlton B. Goodlett Pl.

San Francisco, CA 94102

There will be public comment on each item.

Charley Obermeyer, Lily Marshall-Fricker, Maggie Dong, Josephine Cureton, Calvin Quick, Alysha Sadarangani, JoJo Ty, Natalie Ibarra, Bahlam Vigil, Arianna Nassiri, Nora Hylton, Drew Min, Grace Hoogerhyde, Alexander Hirji, Kaye Chin, and Savion Green

1. Call to Order and Roll Call for Attendance (Discussion and Possible Action)

2. Approval of Agenda (Action Item)

3. Approval of Minutes (Action Item)

A. May 6, 2019

[Document A](#)

4. Public Comment on Items not on Agenda (Discussion Only)

5. Legislation Referred (All Items to Follow Discussion and Possible Action)

A. BOS File No. 190389 [Administrative Code - Castro Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Cultural District]
Sponsor: Supervisor Mandelman, Brown, and Ronen
Presenter: Tom Temprano, District 9 Legislative Aide
Document B

6. Presentations (All Items to Follow Discussion and Possible Action)

A. San Francisco Public Library Youth Programs Update
Presenter: Ileana Pulu, Youth Programs Coordinator

B. City College of San Francisco Faculty Union on New State Funding Formula
Presenter: James Tracy, AFT 2121

C. Resolution File No. 1819- AL – 18 [Urging the City and County of San Francisco to adopt and utilize person-first language with respect to people with a criminal record]
Presenter: Geoffrea Morris, Reentry Policy Planner
Document C



- D. Department of Children Youth and their Families Community Needs Assessment
Presenter: Celeste Middleton, Policy Analyst
Document D

7. Youth Commission Business (All Items to Follow Discussion and Possible Action)

- A. [First Reading] Resolution 1819 - AL - 19 [LGBTQ Resources - Teacher Training - Assembly Bill 493]
Presenter: Calvin Quick, Legislative Affairs Officer
Document E

- B. Motion File No. 1819 – AL – 20 [Certifying the resignation of Commissioner Drew K. Min]
Presenter: Executive Committee
Document F

8. Committee Reports (Discussion Only)

- A. Executive Committee
 - i. LAO
 - ii. Communications Team

- B. Housing and Land Use Committee

- C. Transformative Justice Committee

- D. Civic Engagement Committee

9. Staff Report (Discussion Only)

10. Announcements (This Includes Community Events)

11. Adjournment

Any materials distributed to the members of the Youth Commission within 72 hours of the meeting or after the agenda packet has been delivered to the members are available for inspection—along with minutes of previous Youth Commission meetings and all supplementary information—at the Youth Commission office during regular office hours (9am to 6pm, Monday—Friday). The Youth Commission office is at:

City Hall, Room 345
1 Dr. Carlton B. Goodlett Place
San Francisco, CA 94102
Phone: (415) 554-6446, Fax: (415) 554-6140
Email: youthcom@sfgov.org
www.sfgov.org/yc

KNOW YOUR RIGHTS UNDER THE SUNSHINE ORDINANCE (Chapter 67 of the San Francisco Administrative Code) Government's duty is to serve the public, reaching its decisions in full view of the public. Commissions, boards, councils and other agencies of the City and County exist to conduct the people's business. This ordinance assures that deliberations are conducted before the people and that City operations are open to the people's review.



FOR MORE INFORMATION ON YOUR RIGHTS UNDER THE SUNSHINE ORDINANCE OR TO REPORT A VIOLATION OF THE ORDINANCE, CONTACT THE SUNSHINE ORDINANCE TASK FORCE, please contact:

Sunshine Ordinance Task Force
City Hall, Room 244

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

Phone: (415) 554-7724, Fax: (415) 554-5784

Email: soft@sfgov.org

Copies of the Sunshine Ordinance can be obtained from the Clerk of the Sunshine Ordinance Task Force, at the San Francisco Public Library, and on the City's website at <http://www.sfgov.org>.

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The ringing and use of cell phones, pagers, and similar sound-producing electronic devices are prohibited at this meeting. The Chair may order the removal from the meeting room of any person responsible for the ringing or use of a cell phone, pager, or other similar sound-producing electronic device.

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To obtain a disability-related modification or accommodation, including auxiliary aids or services to participate in the meeting, please contact Kiely Hosmon, Youth Commission Director [phone: 415-554 6464; email: Kiely.hosmon@sfgov.org] at least 48 hours before the meeting, except for Monday meetings, for which the deadline is 4:00 p.m. the previous Friday. Full Commission Meetings are held in Room 416 at City Hall, 1 Dr. Carlton B. Goodlett Place in San Francisco. City Hall is accessible to persons using wheelchairs and other assistive mobility devices. Ramps are available at the Grove, Van Ness and McAllister entrances.

LANGUAGE INTERPRETERS: Requests must be received at least 48 hours in advance of the meeting to help ensure availability. Contact Peggy Nevin at (415) 554-5184.

AVISO EN ESPAÑOL: La solicitud para un traductor debe recibirse antes de mediodía de el viernes anterior a la reunion. Llame a Derek Evans (415) 554-7702.

Paunawa: Ang mga kahilingan ay kailangang matanggap sa loob ng 48 oras bago mag miting upang matiyak na matutugunan ang mga hiling. Mangyaring tumawag kay Joy Lamug sa (415) 554-7712.

翻譯 必須在會議前最少四十八小時提出要求
請電 (415) 554-7719



San Francisco Youth Commission

DRAFT - Minutes

Monday, May 6, 2019

5:00 pm-8:00 pm

City Hall, Room 416

1. Dr. Carlton B. Goodlett Pl.
San Francisco, CA 94102

There will be public comment on each item.

Charley Obermeyer, Lily Marshall-Fricker, Maggie Dong, Josephine Cureton, Calvin Quick, Alysha Sadarangani, JoJo Ty, Natalie Ibarra, Bahlam Vigil, Arianna Nassiri, Nora Hylton, Drew Min, Grace Hoogerhyde, Alexander Hirji, Kaye Chin, and Savion Green

1. Call to Order and Roll Call for Attendance (Discussion and Possible Action)

The meeting is called to order at 5:05 PM. Commissioners present: Charley Obermeyer, Lily Marshall-Fricker, Maggie Dong, Josephine Cureton, Calvin Quick,, JoJo Ty, Natalie Ibarra, Bahlam Vigil, Arianna Nassiri, Nora Hylton,Alexander Hirji, Kaye Chin, and Savion Green. Commissioners absent: Alysha Sadarangani, Drew Min, and Grace Hoogerhyde. Commissioners Tardy: Natalie Ibarra 5:12pm
Commissioner Quick motions to excuse Commissioner Sadarangani, Commissioner Chin seconds the motion. The motion passes unanimously.

2. Approval of Agenda (Action Item)

There is public comment. Commissioner Quick, Hirji motions to approve the agenda. Commissioner Hirji seconds the motion. Motion passes by vote of acclamation.

3. Approval of Minutes (Action Item)

A. April 15, 2019

[Document A](#)

There is no public comment. Commissioner Quick - item 6d, went into more detail on priorities, no noticed document we were discussing, be more detailed on an item for future. Commissioner Cureton motions to approve the minutes. Commissioner Quick seconds the motion. Motion passes by a vote of acclamation.

4. Public Comment on Items not on Agenda (Discussion Only)

There is no public comment.

5. Legislation Referred (All Items to Follow Discussion and Possible Action)

A. BOS File No. 190392 [Administrative Code - Juvenile Hall Closure]



Sponsor: Supervisor Walton, District 10

Presenter: Natalie Gee, District 10 Chief of Staff -> Tracy Brown

Document B

Presentations 10 -15 minutes, 5 minute for agenda

Tracy Brown: working closely with 8 of supervisors to close down Youth Guidance Center, questions on what Board of Supervisors (BOS) and Mayor is doing and what's

the difference. BOS has deadline - December of 2021. Mayor needs to responsible on how to close ygc and create budget. BOS that is great and here is the deadline, dpt heads have had a long time to do juv hall reform and more recently nonprofits are not getting funds to get in juv hall. 2 referrals only. 6 months where nothing is being done, so bos came up with something forward to close it, there is a high cost of incarceration 288,000 to incarcerate youth. In Sacramento - people are closing jails. where sf 150 beds for youth, the highest number is 44 youth. of the 44 the youth come from bayview and 80% are African American. A large juvenile hall is not needed, restorative justice and practices are here. Youth don't need to be here because there's a risk assessment tool that's happening. Not saying everybody is out on street. 14 million cost to city, to help kids on track. there are no mental health beds for kids, foster care placements, boys and girls group home are shut down or in process. people are sitting in juvenile hall because there isn't anything else. Probation violation, people are taking in because of learning disabilities and standard base. education system that youth have to navigate, that people are cutting but is it enough to get detained? Does not make any community safer, what it does is what happens in juvenile hall - you learn to adapt to a system and institutionalized. The intent is to get youth a second chance to make sure youth have tools. kids undocumented and unaccompanied are sitting in juvenile hall. Risk assessment where youth are scoring low enough to get released, so if we really weed away the amount of alternatives to another facility log cabin ranch -> youth guidance center. What can be done after the closure. Putting kids in jail is inhumane, model city that gives second chances and creates opportunities and connects people. Met with juvenile probation staff and union staff and raised a lot of questions. However, our date is non negotiable, and we would love the youth commission to support this ordinance.

There is no public comment.

Commissioner Cureton: I was invited to Mayor's blue ribbon panel. We are working in parallel, correct? What is the relationship?

Tracy: We both encourage any conversation with juvenile justice reform because the system is broken. We hope the blue ribbon panel proposes real solutions and addresses all the things that address long term detainment. Our position is shutting down. We also know that juvenile justice reform needs to be done - for example, a moratorium on department of juvenile justice, hoping blue ribbon



addresses those things. Mayor controls budget, and we align with the push for mental health, foster youth, and tay navigation center resources.

Commissioner Hylton: If you know, what is the ratio of staff people to youth in YGC?

Tracy: I know there are 221 staff in YGC, some are probation officers and there are about 100 people in the hall.

Commissioner Green: Is there a specific alternative program that we're signing in for?

Tracy: Mayor needs to come up with what that looks like, BOS will submit a report of recommendations and looking at funding mental health programming, no new jails coalition is behind it, and there is a focus on foster care youth. any ideas we are interested in taking it: town halls May 8th at the Human Rights Commission on 25 Van Ness and May 15th youth town hall location to be determined. San Francisco Public Library is holding koret auditorium. I also met with juvenile justice probation and the unions, both are down to hold any hearings

Chair Vigil any recommendations are welcomed and possible

Commissioner Green: How does this impact youth homelessness?

Tracy Brown: Mayor is setting up housing bond, BOS is looking into it. We also know that stable housing will minimize crime.

Commissioner Nassiri: Since the blue ribbon task force is creating a reform plan - when is the plan going to be solidified?

Tracy Brown: In the ordinance there are quarterly updates for full closure, hoping to add amendment for a date where folks can present plan. Item will be heard May 16th at 10am in the Government Audit and Oversight Committee.

Commissioner Nassiri: For the December 2021 deadline, will the facilities be shut down or starting plan for transition.

Tracy: We hope by 12.31 that a transition plan to shut down has occurred.

Commissioner Quick: What would happen if the deadline passes and juvenile hall is not shut down.

Tracy: Crying the night before, for one. It's not about not having a plan, it's about the judge. The presiding judge makes the last call - if he says bathrooms are not up to code, there will be a delay. Judge is responsible of public safety of minors in facility and codes are met. Board can amend date or extend it but it's not a preferred choice. Because we've giving a deadline, there is hope that juvenile hall might be closed.

Commissioner Cureton: Mayor's goal is to have a plan as created by committee in October of 2019.

Commissioner Green motions to support legislation, seconded by Commissioner Marshall-Fricker. Motion passes by a vote of acclamation.



6. Presentations (All Items to Follow Discussion and Possible Action)

- A. Mental Health Association of San Francisco Peer Programs Presentation
Presenter: Meaghan O'Brien, Peer Programs Manager

Meaghan is here to talk about youth programs that are funded by Department of Public Health (DPH) to create system of care for Transitional Aged Youth (TAY). One of them is Youth eliminating stigma, Luca will share story and go to community to eliminate stigma. Important for youth because it is common for youth to face stigma in their environments. Meaghan hopes that we can have preventative services for the stigmas youth face. There are three types of stigmas that they discuss. There is structural stigma, public stigma, and self stigma (negative self talk). The biggest reason doing this for doing this work is because it is okay to not be okay.

Training on youth educating folks to discuss via city bodies and to break the jargon.

Luca, transgender youth, shares life story and journey with mental health.

Public comment on item: Allie con, issue that impacts thousands of people.

Commissioner Ty: Thanks for sharing your story and the impact on the Transgender and Gender Non-Conforming (TGNC) communities.

Commissioner Obermeyer: Thanks for sharing this deep vulnerability. Can you let us know of any institutions that failed to serve you and how they could've been better to help you?

Luca: Legal protections were there but weren't spoken about in schools. Also, sex ed workshops are not culturally competent or readily available. Teachers should be aware of this as a first point of contact for youth.

Chair Vigil: Thanks for your advocacy and openness to share your life experiences. It helps with makes us more strong and comfortable.

No public comment.

Chair Vigil motions to support, seconded by Commissioner Quick. Motion passes by a vote of acclamation.

Vice-Chair Cureton brings up a concern on item 5a, and the need to reopen item 5a to include the Transformative Justice Letter of Support. Commissioner Quick motions to rescind the motion to support the legislation, seconded by Commissioner Hirji. Motion passes by a vote of acclamation.



Commissioner Hylton reads Transformative Justice letter of support into the record.

No public comment on item.

Discussion on letter. Cureton grammatical amendment 2nd paragraph alternate and expanded to alternatives to incarceration.

Motion to support the legislation and adopt the letter as a comment in the legislation by Commissioner Quick and Commissioner Obermeyer seconds. The motion passes by a vote of acclamation.

7. Youth Commission Business (All Items to Follow Discussion and Possible Action)

- A. [First Reading] Motion No. 1819-AL - 16 [Letter of Support for the HESPA youth-related budget asks]
Presenter: Housing and Land Use Committee
Document C

Commissioner Ty reads the motion to the record. No public comment.
Commissioner Marshall-Fricker motion to support, seconded by Commissioner Green. Motion passes by a vote of acclamation.

- B. [First Reading] Motion No. 1819- AL – 17 [Letter supporting Assembly Constitutional Amendment 8, Allowing 17 year Olds to Vote in State Elections]
Presenter: Civic Engagement Committee
Document D

Chair Nassiri reads the letter into the record. No public comment.
Discussion: Commissioner Marshall-Fricker: I still think it should be 18.
Commissioner Nassiri motions to support, seconded by Commissioner Quick. Ask for a roll call vote. 12 ayes and 1 nae with Commissioner Marshall-Fricker in the dissent. The motion passes.

- C. [Second Reading] Youth Commission Budget and Policy Priorities for FY2019-2020 – FY2020-2021

Presenters: All committee chairs
Document E

- Commissioner Dong: Complete the 2015 TAY Housing Plan, fully fund the remaining 120 units, proportional funding for TAY in HSH budget,
- Commissioner Nassiri: BLING funding, introduce a ballot measure that would lower the sf municipal voting age from 18 to 16,
- Commissioner Hylton: continue to expand alternatives to incarceration esp for tay, parents, people with mental illness:
 - non detention, open door services
 - include impacted youth in effort to envision



- make monetary investment to orgs that promote rehabilitation and support to young people in and around the juvenile justice system
 - continue to invest in reentry support for youth and tay youth
 - increase budget for caring consistent adults
 - behavioral health screenings
 - rehabilitation therapies and resources
 - culturally relevant case management
 - family therapy
 - extend bchc
 - create new beds in residential treatment programs
 - improve support and services for children with incarcerated parents and support family unity by increasing opportunities for youth to visit their incarcerated parents
 - fully implement San Francisco Children of Incarcerated Parents Program bill of rights
 - assist San Francisco Unified School District to support with family focused school district liaison roles
 - ensure regular evaluations of time of arrest protocols
 - continue to advertise, evaluate family positive visiting policies, including project what's visitation without hesitation policy.
 - invest in culturally relevant youth rights trainings. invest in mandatory trauma and cognitive development training for sfpd, sfo's, and jpd.
 - culturally youth rights training
 - sfpd oversight and expansion in mandatory trauma and cognitive development training for sfpd, sro's and jpd.
 - the
 - no public comment.
- Discussion:
- Commissioner Quick: when is final passage?
 - Director Hosmon: today, as long as general recommendations are made and we're not adding more or off the cuff it is fine to request back. with supplementary documents it highlights changes and shows institutional knowledge.
 - public comment:
 - Sylvia - update to healthcare psyche in transformative justice, should be trained.

Commissioner Marshall-Fricker, seconded by Commissioner Nassiri, motions to support BPP. Motion passes by a vote of acclamation.

- D. [Second Reading] Resolution No 1819 – AL – 12 [Urging the Mayor and Board of Supervisors to adopt a city-wide tobacco minimum price law and prohibit the redemption of coupons for tobacco products.]
Presenter: Civic Engagement Committee
Document F



Commissioner Chin reads the resolution into record.

Public comment:

Sylvia, health care and raising prices on legislation, matters in health care and has been part of issue for and discrimination of product.

Fearless educator and resisters, mary, youth shares based on feedback from natalie gee, and will be working with walton's office on e-cigarettes.

Shana, part of fearcam, Youth Leadership Institute (YLI) met with San Francisco State University HESA where they talked about campaign for 2 years. HESA promotes growth and will work on engaging with community and working with cec and inviting all YC to community forum where young people are talking on issues of alcohol and tobacco.

Question:

Commissioner Green: what are the further actions if this passes?

Itzel: We will be working with bacr because of city wide block, engaging young people and in highschool 18 - 24 in summer outreach.

Commissioner Green: any rehabilitation programs especially with youth.

Itzel: Seen as a tax on poor people, what is community support and not take away, dph offers services and it's part of resolution that bos can offer more support and resources.

Commissioner Quick: abbreviations in resolutions, fear cam - has not been spelled out, in resolved, and period in second to last resolved clause.

Staff Hosmon: emergency on friday that required posting earlier without changes. This resolution should mention contextual information on YLI and that it has been vetted it through CEC. Further formatting changes will occur.

Chair Vigil: Connect to direct problems that can show impact to marginalized communities and not just focus on accessibility problem. Will share studies offline.

Commissioner Quick brings up substantive amendments, how does it relate to motion to support now?

Staff Hosmon: given that the feedback was covered and read into record, so it would be an amend.

Commissioner Green motions to support with amendments, seconded by Commissioner Cureton. Motion passes by a vote of acclamation.

Chair Vigil calls for a recess.



Commissioner Hirji and Commissioner Ty motion to 15 minute break. Motion passes. Commission returns at 7:05 pm.

- E. [Second Reading] Resolution No. 1819 – AL – 13 [Supporting AB 307 Homeless youth: grant program]
Presenter: Calvin Quick, Legislative Affairs Officer
Document G

Commissioner Quick reads the resolution into the record. There is no public comment. Commissioner Marshall-Fricker motions to support, seconded by Commissioner Obermeyer. Motion passes by a vote of acclamation.

- F. [Second Reading] Resolution No. 1819 – AL – 14 [Support for the Vote 16 Campaign in San Francisco]
Presenter: Civic Engagement Committee
Document H

Commissioner Obermeyer reads the resolution into record.
Public Comment: Elia, discusses health care issues.

Discussion: on the fourth page on line two, there should be an and before the next whereas. page 4 on line 15, kids seems rather informal, I would say children. On the last page, the Finally should say further. Then it should say and be it finally. State Constitutional Amendment. On page 1, state senator for Scott Weiner. On line 26, omit “a” before follow up legislation. The last thing, on page two, the whereas clause on page 13 and 14 Scotland allows kids to vote in local and national elections. On page 5, its should say 16 and 17 year olds, pural.

Director Hosmon: In the last resolved clause, “citizens and possibly non-citizens”
Commissioner Obermeyer, seconded by Commissioner Green. 12 ayes and 1 nay with Commissioner Marshall-Fricker in the dissent.

8. **Committee Reports (Discussion Only)**

A. Executive Committee

i. LAO

1. Refer Supervisors Fewer’s youth incarceration hearing

ii. Communications Team

1. Commissioner Obermeyer, the main focus has been to local cbos and schools with open house, which went really well and kudos to everyone who organized that, and outreach for applications.

B. Housing and Land Use Committee

- a. special meeting on Monday, April 29
- b. spent time going over bpps and research



- C. Transformative Justice Committee
 - a. presentation from the department of police accountability
 - b. went over our timeline
 - c. Bpps
- D. Civic Engagement Committee
 - a. prepped for pre registration training
 - b. worked on bpp and legislation

9. **Staff Report (Discussion Only)**

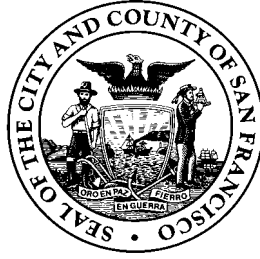
- May Timeline
 - YC applications is due May 12th 11:59pm. YC Staff reviews applications on May 13th.
 - Exec Cmte reviews applications on May 15th.
 - May 21st - 23rd YC interviews in Mayor's room 201.
 - Chinese Progressive Association Board of Education meeting - May 14th press event and boe meeting at 555 Franklin, - Vigil maybe, Staff Hosmon, Nassiri, Chin.
- Summer schedule + celebration
 - 5 more youth commission meetings:
 - 6/3 graduations: Commissioners Nassiri, Hoogerhyde, and Sadarangani
 - Commissioners Hirji and Green - submit a leave of absence request through executive committee
- Alumni network help: Commissioners Nassiri, Chin, Quick, Cureton, Vigil, Hylton
- Staff name change
 - name change to Austin Truong
- BPP process
 - Director Hosmon: May 7th writing lab neighborhood nest by DCYF building 1390, laptops and room reserved 3 -5:30pm (Commissioners Ibarra, Cureton, and Hylton)
 - Committee - utilizing in person working groups as solid as possible with filler information in cmte, final deadline May 17th. May 20th is bpp format.
 - June 6th - Commissioners Quick, Hirji, Nassiri, Ty, Vigil, and Hylton to possibly present.

10. **Announcements (This Includes Community Events)**

- Go warriors! Commissioner Green: thank you and love you!
- Update on cash legislation by Commissioner Quick

11. **Adjournment** Chair Vigil adjourns the meeting at 7:21 PM.

BOARD of SUPERVISORS



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

MEMORANDUM

TO: Kiely Hosmon, Director
Youth Commission

FROM: Angela Calvillo, Clerk of the Board [Signature]

DATE: April 16, 2019

SUBJECT: REFERRAL FROM BOARD OF SUPERVISORS

The Board of Supervisors has received the following proposed legislation which is being referred to the Youth Commission as per Charter, Section 4.124 for comment and recommendation. The Commission may provide any response it deems appropriate within 12 days from the date of this referral.

File No. 190389

Ordinance amending the Administrative Code to establish the Castro Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Cultural District in and around the Castro neighborhood; to require the Mayor's Office of Housing and Community Development to submit written reports and recommendations to the Board of Supervisors and the Mayor describing the cultural attributes of the District and proposing strategies to acknowledge and preserve the cultural legacy of the District; and affirming the Planning Department's determination under the California Environmental Quality Act.

Please return this cover sheet with the Commission's response to Victor Young, Assistant Clerk, Rules Committee.

RESPONSE FROM YOUTH COMMISSION Date: _____

___ No Comment

___ Recommendation Attached

Chairperson, Youth Commission

1 [Administrative Code - Castro Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ)
2 Cultural District]

3 **Ordinance amending the Administrative Code to establish the Castro Lesbian, Gay,
4 Bisexual, Transgender, and Queer (LGBTQ) Cultural District in and around the Castro
5 neighborhood; to require the Mayor's Office of Housing and Community Development
6 to submit written reports and recommendations to the Board of Supervisors and the
7 Mayor describing the cultural attributes of the District and proposing strategies to
8 acknowledge and preserve the cultural legacy of the District; and affirming the
9 Planning Department's determination under the California Environmental Quality Act.**

10 NOTE: **Unchanged Code text and uncodified text** are in plain Arial font.
11 **Additions to Codes** are in *single-underline italics Times New Roman font*.
12 **Deletions to Codes** are in ~~*striketrough italics Times New Roman font*~~.
13 **Board amendment additions** are in double-underlined Arial font.
14 **Board amendment deletions** are in ~~striketrough Arial font~~.
15 **Asterisks (* * * *)** indicate the omission of unchanged Code
16 subsections or parts of tables.

17 Be it ordained by the People of the City and County of San Francisco:

18 Section 1. Findings.

19 (a) The Planning Department has determined that the actions contemplated in this
20 ordinance comply with the California Environmental Quality Act (California Public Resources
21 Code Sections 21000 et seq.). Said determination is on file with the Clerk of the Board of
22 Supervisors in File No. ___ and is incorporated herein by reference. The Board affirms this
23 determination.

24 (b) On _____, the Historic Preservation Commission held a duly
25 noticed hearing regarding the effects of this ordinance upon historic or cultural resources, and

1 submitted a written report to the Board of Supervisors as required under Charter Section
2 4.135. The report is on file with the Clerk of the Board of Supervisors in File No. ____.

3
4 Section 2. Chapter 107 of the Administrative Code is hereby amended by revising
5 Section 107.3, to read as follows:

6 **SEC. 107.3. LIST OF ESTABLISHED CULTURAL DISTRICTS.**

7 The Cultural Districts of the City and County of San Francisco are:

8 (a) **Japantown.** The Cultural District shall include the area bound by California Street
9 to the north, Steiner Street to the west, Gough Street to the east, and Geary Boulevard, Ellis
10 Street and O'Farrell Street to the south.

11 (b) **Calle 24 (Veinticuatro) Latino Cultural District.** The Cultural District shall
12 include the area bound by Mission Street to the west, Potrero Street to the east, 22nd Street
13 to the north, and Cesar Chavez Street to the south, as well as the commercial corridor on 24th
14 Street extending west from Bartlett Street to Potrero Avenue, and the Mission Cultural Center
15 at 2868 Mission Street.

16 (c) **SoMa Pilipinas – Filipino Cultural Heritage District.** The Cultural District shall
17 include the area bounded by 2nd Street to the east, 11th Street to the west, Market Street to
18 the north, and Brannan Street to the south, as well as the International Hotel (also known as
19 the I-Hotel, at 848 Kearny Street), the Gran Oriente Filipino Masonic Temple (106 South Park
20 Street), Rizal Apartments, the Iloilo Circle Building, Rizal Street, and Lapu Street.

21 (d) **Compton's Transgender Cultural District.** The Cultural District shall include the
22 area defined as the north side of Market Street between Taylor Street and Jones Street, the
23 south side of Ellis Street between Mason Street and Taylor Street, the north side of Ellis
24 Street between Taylor Street and Jones Street, and 6th Street (on both sides) between
25 Market Street and Howard Street.

1 (e) **Leather and Lesbian, Gay, Bisexual, Transgender, Queer Cultural District.**

2 The Cultural District shall include the area bounded by Howard Street to the northwest, 7th
3 Street to the northeast, Highway 101 to the south between Howard Street and Bryant Street,
4 Division Street to the south between Bryant Street and Interstate 80, and Interstate 80 to the
5 east, as well as the south side of Harrison Street between 7th Street and Morris Street.

6 (f) **African American Arts and Cultural District.** The Cultural District shall include
7 the area bounded by Cesar Chavez Street projected through Pier 80 to the north, San
8 Francisco Bay to the east and to the south until Harney Way reaches Highway 101, and
9 Highway 101 to the west.

10 (g) **Castro Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Cultural District.** The
11 Cultural District shall include the following areas:

12 (1) The area bounded by Market Street to the north and west, Grand View Avenue to
13 the west; 22nd Street to the south between Grand View Avenue and Noe Street; Noe Street to the east
14 between 22nd Street and 19th Street; 19th Street to the south between Noe Street and Sanchez Street;
15 and Sanchez Street to the east between 19th Street and Market;

16 (2) The lots along the north side of Market Street between Castro Street and Octavia
17 Boulevard, including the Market Street public right-of-way and bookended by Block 0871, Lot 014
18 (occupied by the San Francisco LGBT Center as of 2019) and by Block 3562, Lot 015;

19 (3) Laguna Street between Market Street and Waller Street, including the public
20 right-of-way only;

21 (4) The footprint of the 65 Laguna Street building (historically known as Richardson
22 Hall, San Francisco Landmark No. 256) and the footprint of 95 Laguna Street (known as Marcy
23 Adelman & Jeanette Gurevitch Openhouse Community building as of 2019), both located at the
24 northwest corner of Laguna and Hermann Streets in the southeast portion of Block 0857, Lot 002;

1 (5) Block 3502, Lot 013 located on the west side of Valencia Street between Market
2 Street and Duboce Avenue;

3 (6) Pink Triangle Park located to the west of the juncture of 17th and Market
4 Streets, immediately adjacent to Block 2648, Lot 001 on the east; and

5 (7) The triangular area bounded by Market Street to the north; 15th Street to the
6 south; and, Church Street to the east.

7
8 Section 3. The Administrative Code is hereby amended by adding Chapter 107B,
9 consisting of Sections 107B.1 and 107B.2, to read as follows:

10 **CHAPTER 107B:**

11 **CASTRO LESBIAN, GAY, BISEXUAL, TRANSGENDER, AND QUEER (LGBTQ) CULTURAL**

12 **DISTRICT**

13 **SEC. 107B.1. FINDINGS.**

14 The Castro Lesbian, Gay, Bisexual, Transgender, and Queer (“LGBTQ”) Cultural District (the
15 “District”) is a living, breathing, geographic and cultural area with rich political, social, economic,
16 and historical significance to the LGBTQ community. The neighborhood has been recognized
17 worldwide for nearly half a century as a beacon of LGBTQ liberty and an enclave for LGBTQ people
18 to find safety, acceptance, and chosen family. The Castro neighborhood has long drawn new residents
19 and visitors from every corner of the globe who seek out the neighborhood because of its significance
20 as a center of LGBTQ life. The Castro became a global focal point for the development of gay culture,
21 community, and politics in the 1970s, marking a significant step forward in the multigenerational
22 struggle for LGBTQ visibility, civil rights, and equality. This historical background inspires today’s
23 struggles to keep the neighborhood’s heritage alive and to support community growth and long-term
24 cultural development.

1 The District embodies a diverse and layered fabric of historical and contemporary LGBTQ
2 experiences, serving as a colorful and dynamic epicenter of queer culture for local residents; a
3 destination for visitors from across the United States and around the world; and a globally recognized
4 source of inspiration for resistance, freedom, and respect for LGBTQ people. The Castro has deep
5 roots that are embedded in neighborhood sites, institutions, businesses, nonprofits, customs, events,
6 and experiences that reflect local, national, and international LGBTQ communities. Two recent
7 historic context statements—the 2016 Citywide Historic Context Statement for LGBTQ History in San
8 Francisco and the 2017 Eureka Valley Historic Context Statement—identify many LGBTQ structures
9 and sites of local, national, and international historic significance in the Castro area, while also
10 recognizing the long history of the area going back over 2,500 years to the Yalamu tribe of Native
11 Californians. A report by the United States National Park Service titled “LGBTQ America: A Theme
12 Study of Lesbian, Gay, Bisexual, Transgender and Queer History” (2016) likewise identifies numerous
13 LGBTQ historic sites of importance in the Castro neighborhood.

14 The Castro has historically been a destination for LGBTQ youth from throughout the San
15 Francisco Bay Area, the United States, and the world; they arrive with the hope of finding the love,
16 acceptance, and even safety that has too often been denied in their communities of origin. These youth
17 advance the social justice legacy of the LGBTQ community to promote safe and accessible spaces for
18 all and to ensure the existence of critical social services and leadership development opportunities for
19 youth, such as exists at the Lavender Youth and Recreation and Information Center (LYRIC), located in
20 the Castro. The attraction of young people to the Castro is a forceful reminder that youth, in particular
21 youth of color and transgender and gender nonconforming youth, are an important part of our
22 community deserving of our support and respect.

23 The Castro neighborhood has been a center of LGBTQ-owned and LGBTQ-friendly small
24 businesses starting as early as the 1950s with Maurice Gerry’s beauty salon at 587 Castro Street and
25 staking an unmistakable public claim in 1963 with the opening of the neighborhood’s first gay bar, The

1 Missouri Mule, at 2348 Market Street. Such small businesses created public spaces, economic
2 resources, employment opportunities, and cultural assets that enabled the LGBTQ population to grow,
3 thrive, create community, and organize for positive social and political change.

4 The San Francisco Legacy Business Registry, which recognizes businesses over 30 years old
5 that have made a significant impact on neighborhood history or culture, as of 2019 lists twelve legacy
6 businesses within or near the District's boundaries, including the Castro Country Club, Cliff's Variety,
7 Moby Dick, Anchor Oyster Bar, Cove on Castro Cafe, Ruby's Clay Studio and Gallery, For Your Eyes
8 Only Optometry, IXIA, Dog Eared Books, Beck's Motor Lodge, Rolo San Francisco, Cafe Du Nord,
9 and Eros. Many additional LGBTQ and LGBTQ-friendly businesses in the Castro neighborhood are
10 not yet, as of 2019, listed in this registry but are qualified for recognition.

11 The Castro has been the focal point of San Francisco's LGBTQ political activism since the
12 1970s, with the Castro Muni station, Harvey Milk Plaza, Jane Warner Plaza, Market Street, and Castro
13 Street serving as gathering places for celebrations, marches, protests, and memorials, including both
14 the candlelight vigil that took place after the assassinations of Mayor George Moscone and Supervisor
15 Harvey Milk in 1978 and the march in 1979 that resulted in the White Night Riot, which occurred after
16 the assassin, Dan White, received a lenient sentence.

17 Supervisor Harvey Milk, the owner of Castro Camera, began his political career on the
18 proverbial soapbox at Castro and Market streets in 1973 and became the first openly gay elected
19 official in California in 1978 and the first Supervisor to represent the Castro after the voters created a
20 system of Supervisorial district elections. During his short time in office, he authored the City's gay
21 rights ordinance as well as the country's first pooper-scooper law, which required dog owners to pick
22 up after their pets. Following Milk's assassination in November 1978, the LGBTQ community
23 consolidated its power by renaming the San Francisco Gay Democratic Club to honor Harvey Milk, by
24 working to elect further openly LGBTQ public officials, and by fighting back against anti-LGBTQ
25

1 practices. Such activism in the Castro neighborhood helped advance respect for the LGBTQ
2 community in San Francisco and beyond.

3 The LGBTQ community banded together to find safety in the Castro, because elsewhere they
4 faced violence at the hands of the police, the general public, and numerous hate groups, thus making
5 preservation of LGBTQ culture in the Castro an important part of further lowering the levels of
6 violence, homelessness, addiction, and other disparities that the LGBTQ population faces.

7 The Castro is an international center for LGBTQ cinema, being home to the art-deco
8 masterpiece Castro Theater, which annually hosts numerous LGBTQ film showings including events
9 for Frameline and the Transgender Film Festival. The Frameline festival traces its roots to informal
10 showings of gay super 8 films projected onto a bedsheet at the apartment of queer filmmaker and
11 impresario Marc Huestis and others at 527 Castro Street in the mid-1970s.

12 In addition, the Castro neighborhood is an internationally known center of LGBTQ street life
13 and nightlife, including a large number of historic and long-running bars, nightclubs, restaurants, and
14 retail establishments that provide the neighborhood a unique character. Together, this street life and
15 nightlife scene have made the Castro a significant space for a diversity of gender and sexual minorities
16 for many decades even as neighborhood activists confronted racism by organizing movements
17 including the “And Castro For All” campaign of the mid-2000s.

18 The Castro also has been a neighborhood where different groups within the LGBTQ community
19 have struggled for space, yet came together when faced with the necessity of unity during the AIDS
20 crisis, when many cisgender and transgender women, including many lesbians, came forward to care
21 for sick gay men. Although not historically a neighborhood strongly welcoming to transgender people,
22 the Castro has seen trans activists work to create visibility, including the efforts of Veronika Fimbres
23 and others who successfully fought to have the transgender flag flown at Harvey Milk Plaza.

1 The Castro has embodied a commitment to creating a greater welcome for all by offering a
2 public space for such events as the Castro Street Fair, San Francisco Pride, the Dyke March, and
3 numerous other cultural events.

4 Many forms of art have been cultivated in the Castro by the LGBTQ population, giving rise to
5 notable artistic organizations such as the Names Project and its AIDS Memorial Quilt, the San
6 Francisco Gay Men's Chorus, which has found a permanent home near the Castro on Valencia Street,
7 and the San Francisco Lesbian/Gay Freedom Band. The art form of drag has long flourished in the
8 Castro neighborhood, home to many groundbreaking and celebrated drag shows such as Peaches
9 Christ's Midnight Mass and Cookie Dough's Monster Show, as well as groups such as the Cockettes,
10 which launched the career of disco superstar Sylvester.

11 Books and literature by LGBTQ authors have long found a home in the Castro, the location of
12 such establishments as the Walt Whitman Bookstore (1982–1987), A Different Light Books (1986–
13 2011), and Dog Eared Books, as well as being the setting of much of Armistead Maupin's Tales of the
14 City series, and long-time home to the author.

15 LGBTQ history has long been celebrated in the Castro, with the neighborhood providing the
16 first home to the GLBT Historical Society archives (1985-1990), serving as the home for the GLBT
17 Historical Society Museum since 2011, and projected as the future space for a full-scale, world-class
18 museum of LGBTQ history and culture. The neighborhood brings together additional LGBTQ history
19 resources and monuments such as the Rainbow Honor Walk and numerous other historical plaques;
20 Pink Triangle Park; the annual pink triangle installation on Twin Peaks to fight against homophobia
21 and intolerance; the Harvey Milk Civil Rights Academy, an elementary school with an LGBTQ-
22 inclusive curriculum; and the Gilbert Baker rainbow flag at the corner of Castro and Market streets.

23 Numerous activists and political organizations have formed in and operated out of the Castro,
24 demonstrating the neighborhood's importance as a territory for queer political activism and direct
25 action over the decades since the early 1970s, including such pioneering and influential groups as the

1 Butterfly Brigade, the Alice B. Toklas LGBT Democratic Club, the Harvey Milk LGBTQ Democratic
2 Club, the AIDS Coalition to Unleash Power (ACT UP/San Francisco and ACT UP/Golden
3 Gate/Survive AIDS), Queer Nation, and Lesbians and Gays of African Descent for Democratic Action
4 (LGADDA).

5 Numerous LGBTQ-focused and LGBTQ-led nonprofit organizations have thrived in the Castro,
6 including the Shanti Project, LYRIC, and the SF LGBTQ Speakers Bureau. In addition, the Castro has
7 become home to a number of LGBTQ-welcoming religious and spiritual groups and institutions,
8 including the Sisters of Perpetual Indulgence, the Night Ministry, the Metropolitan Community Church,
9 Most Holy Redeemer, the Hartford Street Zen Center, and the Grand Central Faerie House among
10 other Radical Faerie centers and houses.

11 The neighborhood has fostered LGBTQ athletics, including gay softball leagues at Rikki
12 Streicher Field and the world's largest LGBTQ athletic organization, the Federation of Gay Games,
13 which started in and still operates out of the Castro neighborhood.

14 The Castro has been home at various times to numerous LGBTQ-focused and LGBTQ-owned
15 newspapers, periodicals, and news sources, including the Castro Village Other (1972); Coming Up/San
16 Francisco Bay Times (founded 1978); OUT/LOOK (1988–1992); Electric City TV (1991–1995); and
17 Frontiers Newsmagazine (1994–2005).

18 The Castro was one of the first neighborhoods in the world to bear the full brunt of the AIDS
19 crisis in the 1980s and was one of the first neighborhoods in the world to organize an effective and sex-
20 positive response to the epidemic, thereby making it an internationally important site of homage and
21 commemoration. The AIDS epidemic inspired activist responses in the Castro neighborhood in the
22 1980s and 1990s led by groups such as Citizens for Medical Justice, the AIDS Action Pledge, and ACT
23 UP/San Francisco, while the federal government ignored the massive health crisis caused by HIV.

24 The Castro has been home to numerous pioneering HIV/AIDS healthcare, social services,
25 prevention, education, advocacy, and fundraising organizations. These groups helped elaborate the

1 world-renowned San Francisco model of care that marshaled volunteer, nonprofit, foundation, and
2 City resources to respond to the epidemic.

3 The Castro's beautiful and varied housing stock, including many Victorian homes, provided
4 affordable housing from the 1950s into the 1970s, yet the neighborhood subsequently became a hotbed
5 of real estate speculation and its residents have increasingly fought evictions and economic
6 displacement. The neighborhood has supported many kinds of living situations, from large cooperative
7 homes, to homes for LGBTQ-led families with children, to community-wide land investment by
8 organizations such as the Queer Land Trust that work to fight displacement.

9 The Castro neighborhood was one of the first places modern medical marijuana activism
10 emerged in the United States, with Dennis Peron, the architect behind Proposition 64 that made
11 medical marijuana legal in California, organizing and operating out of the Castro for many years and
12 writing the introduction to Brownie Mary's famous marijuana cookbook in the Castro, as well as
13 hosting meetings of the Harvey Milk LGBTQ Democratic Club in his home to expand political force
14 behind cannabis reform.

15 The sexual revolution of the 1960s and 1970s found a place in the Castro, which became home
16 to sex clubs, bathhouses, and other erotic gathering spaces for gay and bisexual men including the
17 Jaguar adult bookstore (1971-2005); the Eros sex club, founded in 1992 as a groundbreaking business
18 promoting safer sex and sex-positive education during the AIDS epidemic; and AutoErotica/Mercury
19 Mail Order founded in 1996 to sell vintage gay erotica.

20 Community-based health organizations such as the Castro Country Club, the San Francisco
21 AIDS Foundation and its brick-and-mortar health centers Strut and Magnet, the SF Therapy Collective,
22 API Wellness, the UCSF Alliance Health Project (formerly the AIDS Health Project), and Lyon-Martin
23 Health Services provide specialized health services to the LGBTQ community in the Castro.

24 The boundaries of the District extend into parts of the immediately adjacent Hayes Valley
25 neighborhood. This extension recognizes the significance of the LGBTQ heritage of Hayes Valley and

1 of existing LGBTQ cultural organizations in the area such as Openhouse and the San Francisco LGBT
2 Community Center, two vital institutions that contribute to the neighborhood in which they're located,
3 and to the nearby Castro, and that provide critical services to the broader LGBTQ community.

4 Although the Castro emerged as a gay neighborhood in the 1960s, the support it provided to
5 LGBTQ people often was qualified by such limitations as socioeconomic status, race, age, and gender
6 identity. Because Hayes Valley largely escaped the forces of gentrification into the 2000s, it offered
7 less expensive housing and commercial spaces and retained a vibrant culture accessible to an LGBTQ
8 population of lesser means and greater diversity.

9 As a result, by the mid-1970s, a sizable contingent of gay people had moved into Hayes Valley,
10 where they began developing local LGBTQ cultural practices and institutions. This visible presence
11 occasionally produced tensions with other residents, yet gay people worked to negotiate a respectful
12 place within the area's diverse populations by forming personal ties with their neighbors and by
13 contributing to the communal life of the neighborhood.

14 As early as 1966–1967, Hayes Valley already was home to the short-lived Sirporium, a second-
15 hand fundraising shop at 525 Hayes Street run by the Society for Individual Rights, San Francisco's
16 major gay-rights organization of the 1960s. The 1970s saw the opening of such establishments as
17 Dottie's Stardust Lounge, a gay bar at the corner of Hayes and Laguna Streets.

18 A particularly striking example of LGBTQ community engagement in Hayes Valley was the Lily
19 Street Fair, held on a four-block long alley in the neighborhood from 1981 to 1990, a period coinciding
20 with some of the darkest years of the AIDS crisis. Part block party, part potluck, and part Easter
21 parade, the fair was both a display of fabulous drag and a festive celebration of the community created
22 by residents of the street and their friends.

23 One of the organizers of the fair was the drag performer known as Lily Street, who was active in
24 the San Francisco Imperial Court, a drag fundraising organization founded in San Francisco in 1965.

1 She became the court's Absolute Empress XXIII in 1988. Her Hayes Valley neighbor Simeon Traw,
2 who performed at the fair, became Emperor XVIII A.N. in 1990.

3 One of the longest lived and most significant sites for LGBTQ enterprise in Hayes Valley is 488
4 Hayes Street, where the gay bar David's House and its adjacent restaurant, David's Garden Café,
5 opened in 1984. The bar became the Overpass in 1986, in turn becoming Marlena's in 1990. For
6 almost 25 years, Absolute Empress XXV Marlena held court there, providing a particular welcome for
7 older gay men and for drag culture. Marlena's was a bastion of the Imperial Court, hosting events that
8 raised hundreds of thousands of dollars for charity.

9 Hayes Valley also was home to an important institution of the local LGBTQ media during an
10 era when print publications remained a primary means of information exchange and community
11 building: The editorial and business offices of The Sentinel, one of San Francisco's major weekly gay
12 newspapers published from 1974 to 1995, were located at 500 Hayes Street for more than half of the
13 periodical's existence (1983–1992).

14 The neighborhood likewise supported one of San Francisco's renowned queer photographers:
15 From 1990 to 2000, Daniel Nicoletta created his work in a studio at 320 Fell Street. He not only
16 produced portraits of LGBTQ luminaries there, he also opened his doors for salons, fundraisers, and
17 memorial services. Nicoletta's work during this period notably portrayed activists, drag queens, the
18 transgender and genderqueer community, punks, former prisoners, and others often marginalized by
19 society and even by parts of the LGBTQ community.

20 In addition to creating uniquely queer cultural and commercial institutions, LGBTQ inhabitants
21 of Hayes Valley have actively joined forces with non-LGBTQ residents to sustain and develop the
22 neighborhood as a home for those whose experience reflects intersectionalities and inequalities due to
23 their social and economic standing and their race, sexual orientation, gender, and age.

24 Notably, the former Oak Hill Neighborhood Association, and the larger and ongoing Hayes
25 Valley Neighborhood Association ("HVNA") included significant LGBTQ leadership since their

1 formation. The HVNA took a groundbreaking position by stating a commitment to maintaining
2 neighborhood diversity in its bylaws. LGBTQ people also had prominent roles in the campaign to
3 demolish the Central Freeway after the 1989 earthquake and in the subsequent creation of Octavia
4 Boulevard and Patricia's Green, as well as in advocating development of at least 50% affordable
5 housing on parcels cleared by the freeway removal.

6 The boundaries of the District encompass only a portion of Hayes Valley, but this inclusion
7 enables organizations throughout the neighborhood to participate in the benefits of the District. This
8 Chapter 107B recognizes the historic importance of LGBTQ people's contribution to Hayes Valley and
9 honors the neighborhood's contributions to LGBTQ culture that have likewise benefitted the adjacent
10 Castro neighborhood, the City at large and society as a whole.

11 The boundaries of the District also include 170 Valencia Street, home of the San Francisco Gay
12 Men's Chorus ("SFGMC") and the National LGBTQ Center for the Arts. SFGMC was founded in
13 1978 and sparked a nationwide and international LGBTQ choral movement after its first public
14 performance at a vigil on the steps of City Hall following the assassinations of Supervisor Harvey Milk
15 and Mayor George Moscone. Since then SFGMC has been embedded in the fabric of San Francisco.
16 It has soothed souls in pain and lifted spirits in triumph, and has remained a steadfast beacon of hope.
17 In January 2019, SFGMC announced the establishment of the National LGBTQ Center for the Arts.
18 The Center will create space for LGBTQ artists, composers, librettists, and choreographers to produce,
19 practice, and perform in state of the art facilities. Recording and broadcast studios will allow for
20 filming and live streaming master classes, interviews, lectures, clinics, and symposia to be shared
21 throughout the world.

22 The story of the Castro neighborhood and the adjacent areas included in the District continues
23 to unfold. At the same time, San Francisco must recognize and honor the contributions of those who
24 transformed the neighborhood in the past, laying the foundations for its current and future importance
25 to LGBTQ culture.

1
2 **SEC. 107B.2. MAYOR'S OFFICE OF HOUSING AND COMMUNITY DEVELOPMENT**
3 **RESPONSIBILITIES; CULTURAL, HISTORY, HOUSING, AND ECONOMIC**
4 **SUSTAINABILITY STRATEGY REPORT.**

5 **(a) Cultural, History, Housing, and Economic Sustainability Strategy Report.**

6 **(1) Preparation of Report.** *By no later than June 30, 2021, the Mayor's Office of*
7 *Housing and Community Development ("MOHCD") shall prepare and submit to the Board of*
8 *Supervisors and the Mayor a Cultural, History, Housing, and Economic Sustainability Strategy Report*
9 *("CHHESS Report") for the District. The CHHESS Report shall include a demographic and economic*
10 *profile of the District, including past, current, and future trends; analyze and record the tangible and*
11 *intangible elements of the District's cultural heritage; identify areas of concern that could inhibit the*
12 *preservation of the District's unique culture; and propose as appropriate legislative, economic, and*
13 *other solutions and strategies to support the District.*

14 **(2) Assistance from City Departments.** *In preparing the CHHESS Report, MOHCD*
15 *may request assistance from any City department, office, or other part of City government, which shall*
16 *upon request provide to MOHCD an assessment of relevant assets and needs in the District,*
17 *recommendations on programs, policies, and funding sources that could benefit the District, and other*
18 *recommendations that could serve the District to advance its goals.*

19 **(3) Community Outreach and Engagement.** *In preparing the CHHESS Report,*
20 *MOHCD shall facilitate a community outreach and engagement process with the District's residents,*
21 *businesses, workers, and other individuals who regularly spend time in the District, in order to develop*
22 *the strategies and plans that will preserve and enhance the culture of the District.*

23 **(b) Board of Supervisors Consideration.** *Following receipt of the CHHESS Report from*
24 *MOHCD, the Board of Supervisors may take any action by resolution that the Board deems*
25 *appropriate regarding the report, including approving the report, modifying the report, rejecting the*

1 report, or requesting additional information or analysis from MOHCD or any other City department or
2 agency.

3 (c) **Progress Reports.** MOHCD shall provide a progress report on the strategies outlined in
4 the CHHESS Report at least once every three years following enactment of a resolution approving or
5 modifying the CHHESS Report.


6 (d) **Assistance from Community-Based Organization.** Subject to the budgetary, fiscal, and
7 civil service provisions of the Charter, MOHCD shall issue a competitive solicitation for a community-
8 based organization to (1) assist MOHCD with planning, organizing, and facilitating the community
9 outreach and engagement process under subsection (a)(3); (2) provide input and advice to MOHCD
10 regarding the contents of the CHHESS Report and regarding strategies to support and preserve the
11 unique culture and heritage of the District; (3) provide additional advice and assistance to MOHCD
12 after the issuance of the CHHESS Report to implement the City's strategies to support and preserve the
13 culture of the District; (4) assist MOHCD with progress reports required under subsection (c); and (5)
14 fulfill any other responsibilities that MOHCD determines would help the City to support the District.

15
16 Section 4. Effective Date. This ordinance shall become effective 30 days after
17 enactment. Enactment occurs when the Mayor signs the ordinance, the Mayor returns the
18 ordinance unsigned or does not sign the ordinance within ten days of receiving it, or the Board
19 of Supervisors overrides the Mayor's veto of the ordinance.

20
21 Section 5. Scope of Ordinance. In enacting this ordinance, the Board of Supervisors
22 intends to amend only those words, phrases, paragraphs, subsections, sections, articles,
23 numbers, punctuation marks, charts, diagrams, or any other constituent parts of the Municipal
24 Code that are explicitly shown in this ordinance as additions, deletions, Board amendment
25

1 additions, and Board amendment deletions in accordance with the "Note" that appears under
2 the official title of the ordinance.

3
4 APPROVED AS TO FORM:
5 DENNIS J. HERRERA, City Attorney

6 By: 
7 JON GIVNER
8 Deputy City Attorney

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FILE NO.

RESOLUTION NO. 1819-AL-18

1 [Humanize Language for with Respect for People with a Criminal Record]

2

3 **Urging the City and County of San Francisco to adopt and utilize person-first**
4 **language with respect to people with a criminal record**

5

6 WHEREAS, Approximately 1 in every 5 Californians residents has a criminal
7 record; and

8 WHEREAS, people comprise every geographic, socioeconomic, racial, ethnic,
9 age, gender, and religious group -- are disproportionately black, brown, and low-income;

10 and

11 WHEREAS, people, both youth and adults, are a part of our communities,
12 schools, workplaces, and places of worship; and

13 WHEREAS, People with criminal record experience negative attitudes, barriers
14 and obstructions, segregation, discrimination, harassment, threat, and harm; and

15 WHEREAS, Language usage that emphasizes or prioritizes a criminal record
16 over the individual undermines, devalues, and dishonors the humanity of that individual;

17 and

18 WHEREAS, Inaccurate information, unfounded assumptions, generalizations,
19 and other negative language that apply criminal record- first and foremost to the

20 individual raise or exacerbate societal stigmas, attitudinal barriers, misinformed and
21 misguided perceptions, and continued negative stereotypes that can and do affect

22 normal and regular access to employment, housing, healthcare, licensing, travel,
23 support services, and other normal and regular aspects of community life; and

24 WHEREAS, People-first language places the individual before the criminal record
25 by using neutral, objective, and non-pejorative language; and

1 WHEREAS, People-first language promotes positive, sound, and unbiased
2 communication and diminishes categorization and segmentation for people with a
3 criminal record, such that an individual is not defined solely or primarily by a criminal
4 record; and

5 WHEREAS, Language shapes the ideas, perceptions, beliefs, attitudes, and
6 actions of individuals, societies, and governments; and

7 WHEREAS, Language thus informs, influences, and guides governmental
8 deliberations, decisions, policies, legislation, operations, and law; now, therefore, be it

9 RESOLVED, That the City and County of San Francisco recognizes that
10 language usage that is *not* people-first language regarding people with criminal record
11 hinder or obstruct their integration, inclusion, participation, and respect in society, and
12 does negatively inform, influence, and guide governmental deliberations, decisions,
13 policies, legislation, operations, and law; and be it further

14 RESOLVED, That the Board of Supervisors urges adoption and utilization by the
15 City and County of San Francisco of people-first language with respect to people with
16 criminal records in all its official written, voice, audiovisual, and signed communications;
17 and be it further

18 RESOLVED, That the Board of Supervisors urges adoption and utilization of
19 people-first language in legislation, co-sponsorship memos, reports, policies, and other
20 documents in print, electronic, written, voice, audiovisual, and signed communications
21 format, and be it further

1 RESOLVED, That the Board of Supervisors urge adoption and utilization of
2 people-first language by executive branch agencies and the judiciary in regulations,
3 policies, reports and other documents in print or electronic format; and be it further

4 RESOLVED, Agencies will need training and ongoing support to fulfill the
5 expectations of this shift in culture, and be it further

6 RESOLVED, Where possible the City and County of San Francisco should
7 provide adequate support to those agencies

8 RESOLVED, That the following examples serve as models of the appropriate use
9 of person-first language:

10 (1) "formerly incarcerated person," "returning resident," or "justice involved," not "felon"
11 or "offender";

12 (2) "person on parole," not "parolee";

13 (3) "currently incarcerated person," not "convict" or "inmate";

14 (4) "person convicted of a drug offense" not "drug offender";

15 (5) "a person convicted of a violent/ serious offense" not "violent offender" or "serious
16 offender.";

17 (6) "resident" not "returning citizen" or "illegal alien."

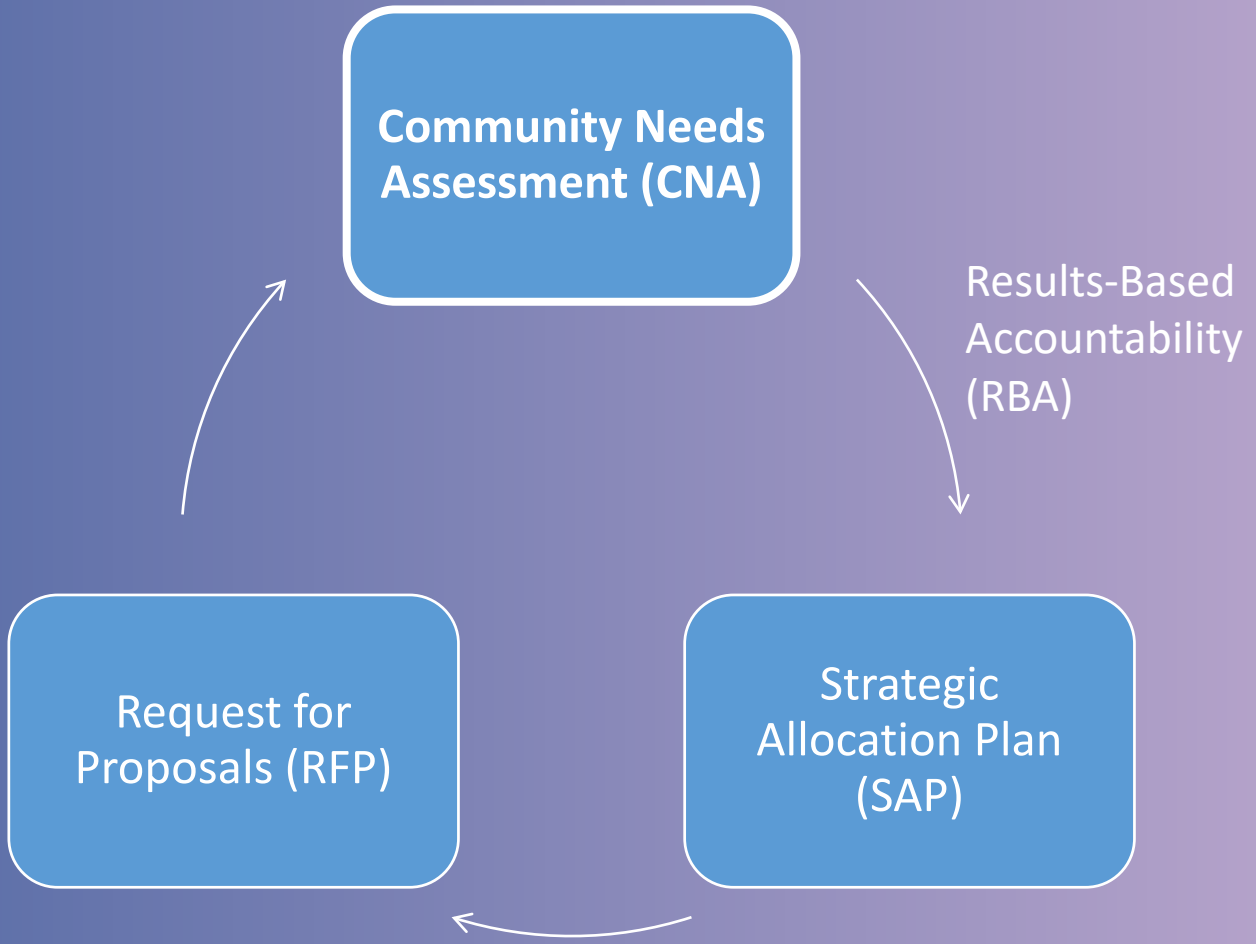


Community Needs Assessment Plan Update

YOUTH COMMISSION MEETING Monday, May 20, 2019



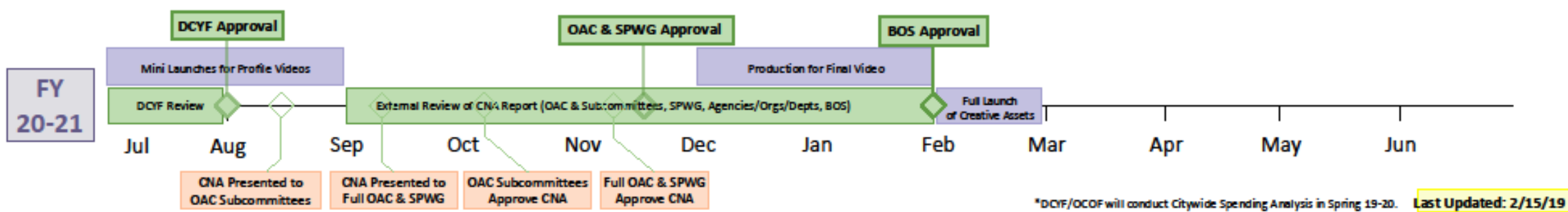
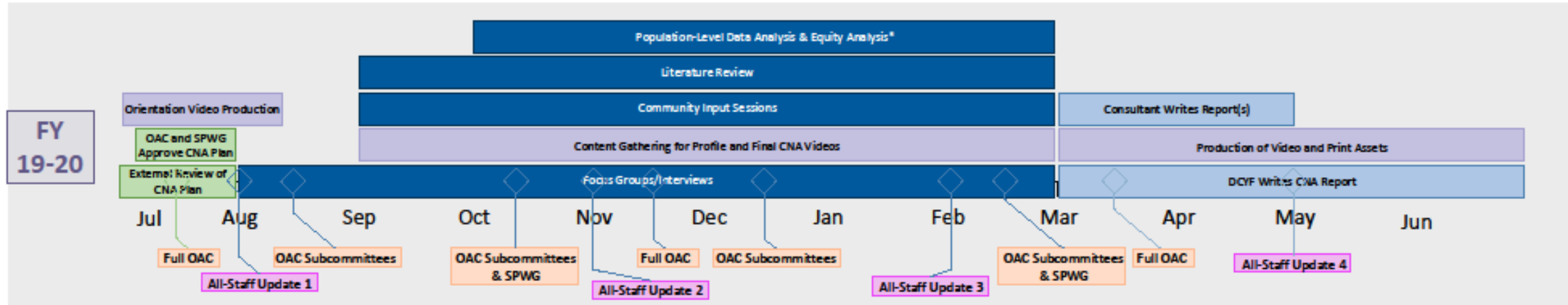
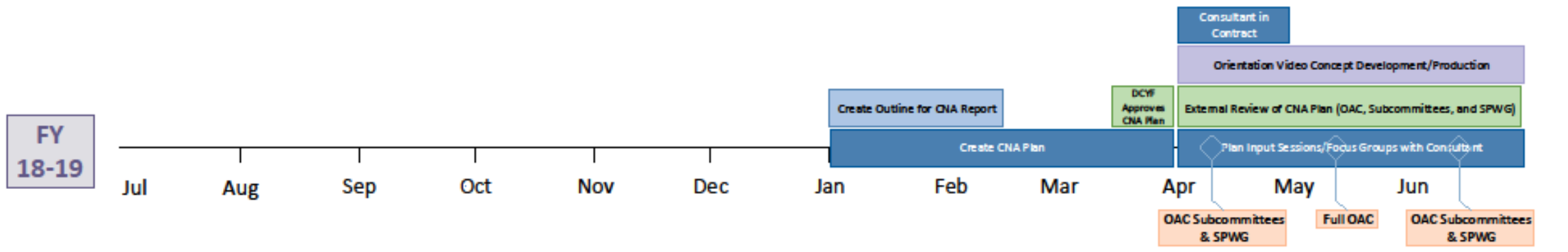
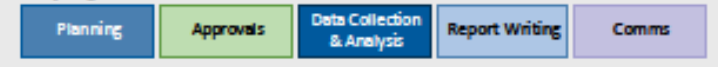
DCYF Funding Cycle



DCYF CNA TIMELINE

FY 18-19 THROUGH FY 20-21

Activity Legend



*DCYF/OCOF will conduct Citywide Spending Analysis in Spring 19-20. **Last Updated: 2/15/19**

[Approving the Plan]





Analyze data (e.g. Census, state/local data and surveys)

Review literature (e.g. reports from DCYF and other departments/agencies)

Equity analysis

District-level community input sessions

Targeted outreach to priority populations (e.g. focus groups, interviews with experts)

Conduct Surveys (CBOs, school staff, students)

The CNA Plan

- Staffing/roles
- Phases/timeline
- Data collection & analysis
 - Sources, processes, methods
- Structure of final report
- Communications assets
- **Priority populations identified for targeted outreach**



Priority Populations

CITYWIDE/UNIVERSAL NEED

- All San Francisco children, youth and families

CONCENTRATED NEED

- African American, Hispanic/Latino, and Pacific Islander children, youth and families
- Low-income Asian American children, youth and families
- Disconnected transitional age youth

CHARACTERISTICS OF INCREASED NEED

- English Learner
- Foster youth
- LGBTQQ
- Special needs
- Teen parent
- Under-housed
- Undocumented
- Children of incarcerated parents
- Academic underperformance or disconnect from school
- Exposure to violence, abuse or trauma
- Justice system involvement
- Mild to severe mental and behavioral health challenges

CNA Priority Populations

Population Groups	Subgroups	Themes and Topics
Concentrated Need		
Low-income neighborhoods	Middle income families; public housing residents; Single Room Occupancy residents	Changing neighborhoods; gentrification; outmigration
African American children, youth, and families	Girls; isolated communities	
Hispanic/Latinx children, youth, and families	Indigenous populations; immigrant youth and families; second generation Hispanic/Latino youth and families; undocumented youth and families	
Pacific Islander children, youth, and families	Samoan youth; Tongan youth	High suicide ideation for Pacific Islander Middle School students
Low-income Asian American children, youth, and families	Families who speak Chinese dialects not typically translated; Filipinx youth; Single Room Occupancy residents	
Disconnected transitional age youth	City College and SF State students; Underemployed TAY; Homeless TAY; TAY who are not working or in school	Housing and basic needs
Characteristics of Increased Need		
English Language Learners (ELL)	Indigenous populations; ELL parents; Types of ELL by classroom (dual-language, English as a second language, immersion programs); Yucatan populations	
Foster youth	Foster youth with fewer resources or less access; youth under kinship care	
LGBTQQ	Homeless youth; queer families	
Special needs	Disabled parents with children;	Disproportionate classification of youth of color; linkages between Special needs and education outcomes; type of disability; type of placement
Teen parent	TAY parents in justice system; young fathers	Age and gender of teen parents
Under-housed		
Undocumented		
Children of incarcerated parents	Single parent households	
Academic underperformance or disconnect from school	City College students; continuation schools students; private school students	Attendance and discipline
Exposure to violence, abuse, or trauma		
Justice system involvement		
Mild to severe mental and behavioral health challenges	Filipinx Middle School students	Mental health and substance abuse access after age 18; lack of sufficient amount of mental health services

Population Groups	Subgroups	Themes and Topics
Additional Suggested Populations		
Children and youth without health care benefits	Access, knowledge, resources; early interventions especially middle school to high school	
CPS-involved families		
Immigrant youth		
Newcomer youth		
Refugees	Yemeni; other Middle Eastern and/or Arab populations	Lack of language-accessible services; Youth and families fleeing trauma
Single-parent households		
Youth in private, parochial, and charter schools		
Youth supporting Limited English Proficiency parents		
Youth who have part-time connections to San Francisco	Students who attend SFUSD but reside outside of San Francisco	

Youth Commission Involvement

Take time to think about whether you have...

- Meaningful involvement with local neighborhoods
- More thoughts about sources of research and data
- Other thoughts about how you would like to be involved in the CNA process



Resource Sharing Tool

DCYF Community Needs Assessment: Share Resources with DCYF

Choose a Category

DCYF welcomes the following submissions of information through this form:

- **Suggested community contacts** (e.g. organizations or specific individuals who may be able to help DCYF engage with specific San Francisco communities);
- **Meetings, events, or other occasions** at which DCYF could engage in conversations about community needs (e.g. neighborhood and parent groups);
- **Sources of qualitative and/or quantitative data** about how children, youth, and families fare in San Francisco (e.g. published reports, data sets, or webpages).

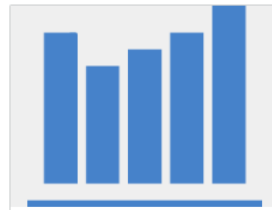
* What kind of information would you like to share with DCYF to support its Community Needs Assessment?



Community contact



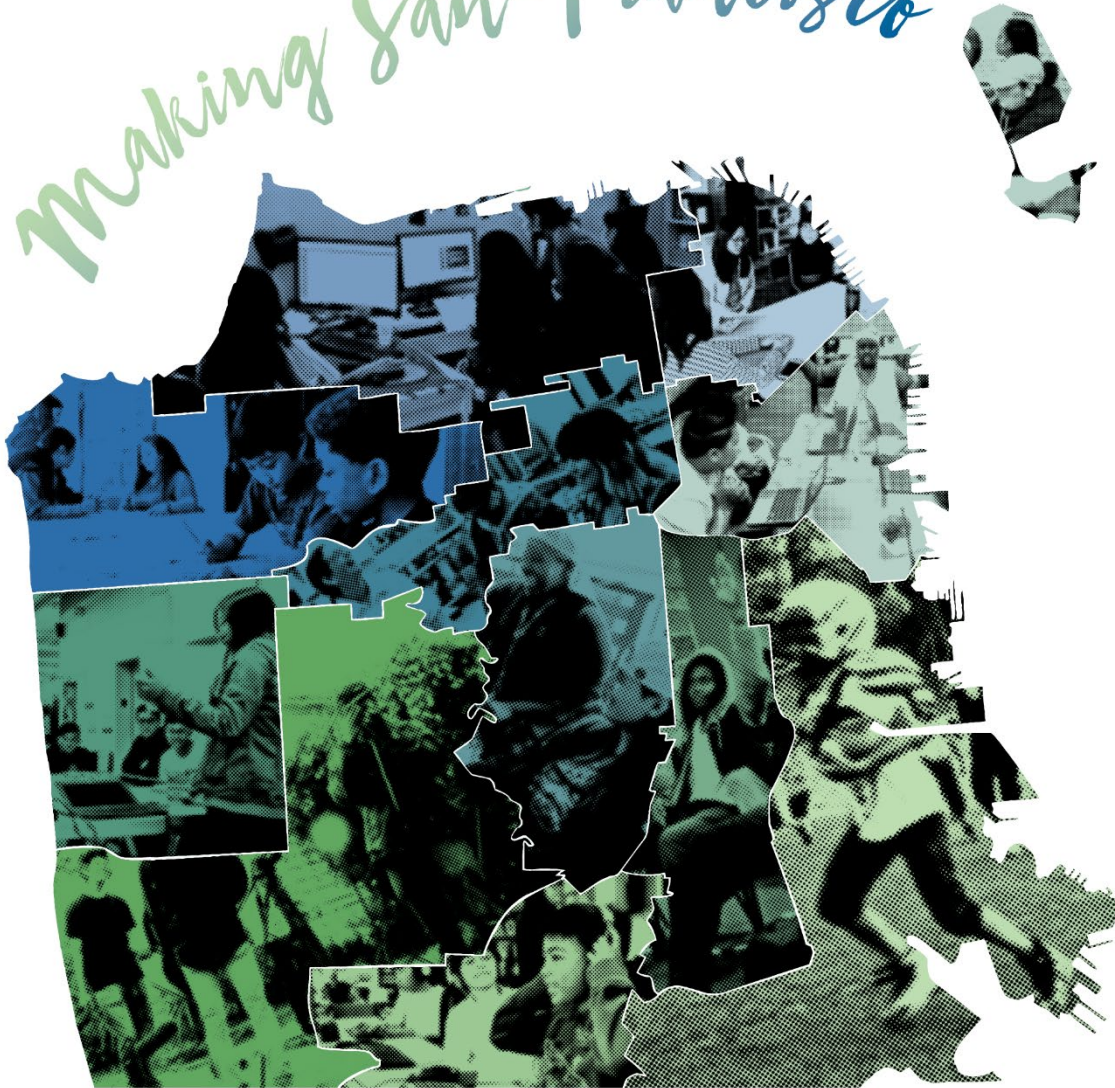
Meeting or event



Data resource

<https://www.surveymonkey.com/r/672Q5CV>

Making San Francisco



a great place to grow up



FILE NO.

RESOLUTION NO. 1819 – AL - 19

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.**

7
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
25

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, Research has shown that nearly one in three LGBTQ students have
13 attempted suicide, which is vastly higher than the rate for non-LGBTQ students; and

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

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

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

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

25

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

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

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

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

18 WHEREAS, While all responding districts had an anti-bullying policy, only 82 out of 130
19 reported regularly collecting data regarding student sexual orientation, gender expression,
20 and gender identity, and only 46 reported not offering training to employees that even
21 generally covers diversity, anti-bias, cultural competency, and/or equity and inclusion; and

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

25

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

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

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

9 FURTHER RESOLVED, That the Youth Commission directs Youth Commission staff to
10 transmit copies of this resolution to the Office of the Chief Clerk of the California State
11 Assembly, the Office of the Secretary of the California State Senate, the California State
12 Senate Committee on Education, the California State Senate Committee on Appropriations,
13 and all further committees to which AB 493 may be assigned as the legislative session
14 progresses.

AMENDED IN ASSEMBLY APRIL 2, 2019

CALIFORNIA LEGISLATURE—2019–20 REGULAR SESSION

ASSEMBLY BILL

No. 493

Introduced by Assembly Member Gloria
(Coauthors: Assembly Members Cervantes, Eggman, and Low)
(Coauthors: Senators Galgiani and Wiener)

February 12, 2019

An act to add Article 2.7 (commencing with Section 218) to Chapter 2 of Part 1 of Division 1 of Title 1 of the Education Code, relating to teachers.

LEGISLATIVE COUNSEL'S DIGEST

AB 493, as amended, Gloria. Teachers: in-service training: lesbian, gay, bisexual, transgender, queer, and questioning pupil resources.

(1) Existing law establishes the system of public elementary and secondary schools in this state and provides for the establishment of local educational agencies to operate these schools and provide instruction to pupils. Existing law states the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified characteristic, equal rights and opportunities in the educational institutions of the state.

This bill, ~~contingent upon an appropriation made for these purposes, commencing with the 2021–22 school year~~, would require each school operated by a school district or county office of education and each charter school to annually provide in-service training to teachers of pupils in grades 7 to 12, inclusive, and to all other certificated employees at that school, on schoolsite and community resources for the support

of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils as well as strategies to increase support for LGBTQ pupils and thereby improve overall school climate, as specified. ~~To the extent the bill, upon implementation, would impose~~ *By imposing* additional duties on public schools and local educational agencies, the bill would impose a state-mandated local program.

(2) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: yes.

The people of the State of California do enact as follows:

- 1 SECTION 1. The Legislature finds and declares all of the
- 2 following:
- 3 (a) All pupils deserve and need safe and supportive school
- 4 environments in which to learn.
- 5 (b) Despite much progress, California lesbian, gay, bisexual,
- 6 transgender, queer, and questioning (LGBTQ) pupils often face
- 7 verbal, physical, and online harassment, which has significant
- 8 effects on their academic achievement.
- 9 (c) In the ~~Gay Lesbian and Straight Education Network's~~
- 10 ~~(GLSEN)~~ *GLSEN* 2015 National School Climate Survey, over 70
- 11 percent of LGBTQ pupils nationwide reported being called names
- 12 or threatened based on their sexual orientation, nearly 30 percent
- 13 reported physical harassment or assault based on their gender
- 14 expression, and over 48 percent reported cyberbullying.
- 15 (d) These problems have direct effects on how pupils perform
- 16 in school. *GLSEN* survey data shows that the average grade point
- 17 average for LGBTQ pupils who experience higher levels of
- 18 harassment is significantly lower than for LGBTQ pupils who
- 19 experience lower levels of harassment, and that over 30 percent
- 20 of LGBTQ pupils report missing school because they felt unsafe,
- 21 with 10 percent missing four or more full days in the month
- 22 immediately preceding the survey.

1 (e) In spite of these problems, research has shown that over half
2 of LGBTQ pupils who are harassed or assaulted in school do not
3 report these incidents to school staff, primarily because they doubt
4 any effective intervention will occur.

5 (f) Creating supportive learning environments for LGBTQ pupils
6 improves their performance in school. Pupils in schools with peer
7 support clubs report lower levels of victimization, are more likely
8 to report that school personnel intervened when they witnessed
9 harassment, and are less likely to miss school because of safety
10 concerns.

11 SEC. 2. Article 2.7 (commencing with Section 218) is added
12 to Chapter 2 of Part 1 of Division 1 of Title 1 of the Education
13 Code, to read:

14 Article 2.7. In-Service Training: Lesbian, Gay, Bisexual,
15 Transgender, Queer, and Questioning Pupil Resources
16

17
18 218. (a) ~~Each~~ *Commencing with the 2021–22 school year,*
19 *each* school operated by a school district or county office of
20 education and each charter school shall annually, as part of a
21 regularly scheduled staff meeting, provide in-service training to
22 teachers of pupils in grades 7 to 12, inclusive, and to all other
23 certificated employees at that school, on schoolsite and community
24 resources for the support of lesbian, gay, bisexual, transgender,
25 queer, and questioning (LGBTQ) pupils, as well as strategies to
26 increase support for LGBTQ pupils and thereby improve overall
27 school climate.

28 (b) As used in this section, schoolsite resources for the support
29 of LGBTQ pupils include, but are not limited to, all of the
30 following:

- 31 (1) Peer support or affinity clubs and organizations.
- 32 (2) Safe spaces for LGBTQ pupils.
- 33 (3) Antibullying and harassment policies and related complaint
34 procedures.
- 35 (4) Counseling services.
- 36 (5) School staff who have received antibias or other training
37 aimed at supporting LGBTQ youth.
- 38 (6) Health and other curriculum materials that are inclusive of,
39 and relevant to, LGBTQ youth.

1 (c) As used in this section, community resources for the support
2 of LGBTQ pupils include, but are not limited to, both of the
3 following:

4 (1) Community-based organizations that provide support to
5 LGBTQ youth.

6 (2) Physical and mental health providers with experience in
7 treating and supporting LGBTQ youth.

8 ~~(d) This section shall be implemented only upon an~~
9 ~~appropriation in the annual Budget Act or other statute for these~~
10 ~~purposes.~~

11 SEC. 3. If the Commission on State Mandates determines that
12 this act contains costs mandated by the state, reimbursement to
13 local agencies and school districts for those costs shall be made
14 pursuant to Part 7 (commencing with Section 17500) of Division
15 4 of Title 2 of the Government Code.

Date of Hearing: March 27, 2019

ASSEMBLY COMMITTEE ON EDUCATION
Patrick O'Donnell, Chair
AB 493 (Gloria) – As Introduced February 12, 2019

SUBJECT: Teachers: in-service training: lesbian, gay, bisexual, transgender, queer, and questioning pupil resources

SUMMARY: Requires schools to provide in-service training to teachers on school site and community resources available for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) students. Specifically, **this bill:**

- 1) Requires each school operated by a school district or county office of education and each charter school to annually, as part of a regularly scheduled staff meeting, provide in-service training to teachers of pupils in grades 7 to 12, inclusive, and to all other certificated employees at that school, on schoolsite and community resources for the support of LGBTQ pupils, as well as strategies to increase support for LGBTQ pupils and thereby improve overall school climate.
- 2) Defines schoolsite resources for the support of LGBTQ students to include:
 - a) peer support or affinity clubs and organizations
 - b) safe spaces for LGBTQ students
 - c) anti-bullying and harassment policies, and related complaint procedures
 - d) counseling services
 - e) school staff who have received anti-bias or other training aimed at supporting LGBTQ youth
 - f) health and other curriculum materials that are inclusive of, and relevant to, LGBTQ youth
- 3) Defines community resources for the support of LGBTQ students to include, but not be limited to:
 - a) community-based organizations that provide support to LGBTQ youth
 - b) physical and mental health providers with experience in treating and supporting LGBTQ youth
- 4) Makes implementation of the act contingent up on an appropriation in the annual Budget Act or other statute for these purposes.

EXISTING LAW:

- 1) Prohibits discrimination on the basis of sexual orientation, gender, gender identity, or gender expression in any educational program or activity by an educational institution receiving state funds.
- 2) Requires the California Department of Education (CDE), as part of its compliance monitoring, to assess whether local educational agencies (LEAs) have provided information to certificated staff serving grades 7-12 on school site and community resources for LGBTQ students.
- 3) Requires the CDE to monitor LEAs for adoption of policies prohibiting discrimination, harassment, intimidation, and bullying on the basis of sexual orientation, gender, gender identity, or gender expression.
- 4) Requires the CDE to monitor LEAs for adoption of processes for receiving and investigating complaints of discrimination, harassment, intimidation, and bullying, and establishes complaint procedures.
- 5) Requires the inclusion of the contributions of lesbian, gay, bisexual, and transgender Americans in instruction on California and United States history, and prohibits, in instructional materials, matter which reflects adversely upon persons because of their sexual orientation, gender, gender identity, or gender expression.

FISCAL EFFECT: Unknown

COMMENTS:

Need for the bill. The author's office states: "The bullying and name calling I experienced in school as a young gay kid is still a reality for today's LGBTQ youth. No child should have to experience that. Students should feel safe, accepted, included, and supported in their school. Equipping educators with resources to better support LGBTQ students will create a safer and more inclusive environment for these students to be successful."

Bias against LGBTQ students impacts academic outcomes. Research suggests that bias against LGBTQ students can have a deleterious effect on school performance.

The Gay Lesbian Straight Education Network's (GLSEN) 2015 National School Climate Survey of found that 87% of California LGBTQ students report hearing anti-LGBTQ remarks, 63% report verbal harassment based on their sexual orientation, 24% report physical harassment, and or assault. Of those, 62% of students never reported the harassment or assault to school staff. Of those who did, only 39% of those students who reported incidents said it resulted in effective staff intervention.

GLSEN's national data suggest that these experiences have an effect on academic behavior and outcomes. The 2015 report found that LGBTQ students who experienced higher levels of victimization because of their sexual orientation:

- were more than three times as likely to have missed school in the past month than those who experienced lower levels (62.2% vs. 20.1%)
- had lower grade point averages than students who were less often harassed (2.9 vs. 3.3)
- were twice as likely to report that they did not plan to pursue any post-secondary education than those who experienced lower levels (10.0% vs. 5.2%)
- were more likely to have been disciplined at school (54.9% vs. 32.1%), and had lower self-esteem and school belonging and higher levels of depression.

Which school site supports improve outcomes for LGBTQ students? Several supportive factors at school appear to improve academic outcomes and improve safety for LGBTQ students.

Research shows, for example, that LGBTQ students with many supportive educators feel safer at school, skip fewer classes, earn higher grades, and have fewer school-related problems than those without supportive educators (Russell, 2010). Students in schools with Gay Straight Alliance (GSA) clubs report less harassment and assault, are more likely to report these incidents when they occur, and are less likely to miss school because of safety concerns. 2015 GLSEN survey data found, for example, that students attending schools with a GSA heard anti-LGBT remarks less frequently than LGBTQ students in schools without a GSA (51% vs. 68%), were less likely to feel unsafe because of their sexual orientation (50.2% vs. 66.3%), and were less likely to experience higher levels of victimization based on their sexual orientation (20% vs. 36.1%) in schools without GSAs. Anti-bullying policies are also associated with better student outcomes, such as being one-third less likely to skip a class.

Evaluations from New York City, Illinois, and Massachusetts have found that teacher training helped to create safer environments for LGBTQ students. The U.S. Department of Health and Human Services, as part of its anti-bullying campaign, recommends that, “when youth reveal same-sex attractions and relationships, this is an opportunity for health, medical, and school professionals to better inform and support sexual minority youth by linking them with community resources and helping to overcome the tensions of parents, families, and peers.”

Research has also shown that feelings of safety at school are stronger when students know where to get information and support about sexual orientation and gender identity, but research has also shown that some students in California schools are not aware of one of these key supports - anti-discrimination policies.

CDC endorses school site resources for LGBTQ students. The Centers for Disease Control and Prevention (CDC), as part of its risk behavior prevention activities, monitors and funds local efforts to create supportive school environments for LGBTQ students. The CDC collects information on factors such as professional development for educators, school site resources such as GSA clubs and safe spaces for LGBTQ students, and referrals to school and community health professionals with experience providing support to LGBTQ students. The CDC has made grants for teacher training in support of LGBTQ students in Michigan, Rhode Island, Pennsylvania and in California (to the Los Angeles Unified School District). The CDC reports that 50% of California schools facilitate access to school site and community health resources for LGBTQ students, and 39% have GSA clubs.

What are Gay Straight Alliance clubs and safe spaces for LGBTQ students? This bill requires that teachers receive information about school site supports for LGBTQ students, including peer support organizations and safe spaces for LGBTQ students.

GSA clubs are an example of peer support organizations. These student-led clubs provide peer support for LGBTQ students and their straight allies. The presence of GSAs in schools is associated with less harassment, greater school safety and connectedness, and more instances of teacher intervention in harassment. First formed in the 1980's, these clubs are now common to U.S. high schools. The Gay Straight Alliance Network lists 944 clubs in California middle and high schools.

“Safe spaces” (also known as positive spaces) for LGBTQ students refers to places where teachers, students, or educational institutions do not tolerate harassment, and instead are accepting and supportive. Some schools and teachers post signs indicating safe spaces. The CDC recommends that schools establish safe spaces, such as “counselors’ offices, designated classrooms, or student organizations, where LGBTQ youth can receive support from administrators, teachers, or other school staff.”

How will schools know about community resources to support LGBTQ students? This bill requires schools to provide information to teachers on community resources for support of LGBTQ students, including community-based organizations that provide support to LGBTQ youth, and physical and mental health providers with experience in treating and supporting LGBTQ youth.

In some cases, school personnel responsible for this training may not know how to identify such resources, particularly health care providers with the appropriate expertise. The author notes that databases of health professionals with special training or experience are available, such as the Gay Lesbian Medical Association (listed as a LGBTQ patient resource by the American Medical Association), which offers a searchable database of providers with this expertise. There is also a searchable database of LGBTQ centers which lists 21 centers in California.

Recommended amendments. *Staff recommends that this bill be amended* as follows:

- Require that training be provided commencing with the 2021-2022 school year.
- Strike the provision making the bill contingent upon an appropriation, as this is a mandate for which claims would be submitted and no program funding is required.

Prior legislation. AB 2153 (Thurmond) of the 2017-18 Session was substantially similar to this bill. The bill would have required schools to provide in-service training to teachers on school site and community resources available for the support of LGBTQ students. This bill was vetoed by Governor Brown, who stated:

I signed AB 827 (O'Donnell) in 2015, which required the Department of Education, as part of its compliance monitoring, to assess whether local schools have provided information to certificated staff serving of grades 7-12 on school site and community resources for LGBTQ students. Current law also requires the Department to monitor local schools to ensure the adoptions of policies prohibiting discrimination, harassment, intimidation, and bullying on the basis of sexual orientation, gender, gender identity, or gender expression.

If local schools find that more training or resources on this topic is needed, they have the flexibility to use their resources as they see best.

AB 1318 (Chiu) of the 2017-18 Session would have required a school operated by a school district or county office of education and a charter school to provide in-service training to certificated employees who serve pupils in grades 7 to 12, on tools and methods for addressing intergroup conflict and promoting positive intergroup relations. This bill was held in the Assembly Appropriations Committee.

AB 827 (O'Donnell), Chapter 562, Statutes of 2015, as it passed this Committee, would have required schools to provide in-service training to teachers on school site and community resources available for the support of LGBTQ students. The bill was later amended to require CDE, as part of its compliance monitoring, to assess whether LEAs have provided information to certificated staff serving grades 7-12 on schoolsite and community resources for LGBTQ students.

SB 840 (Lara) of the 2013-2014 Session would have required each LEA to develop, in collaboration with stakeholders, and implement a policy against bullying containing specified components. This bill would also have required LEAs to provide documentation of incidents to the CDE. This bill was held in the Senate Appropriations Committee.

REGISTERED SUPPORT / OPPOSITION:

Support

Equality California (co-sponsor)
State Superintendent of Public Instruction Tony Thurmond (co-sponsor)
American Civil Liberties Union Of California
Anti-Defamation League
Bay Area Student Activists
California Association For Health, Physical Education, Recreation & Dance
California State PTA
National Center For Lesbian Rights
The LGBTQ Center Long Beach
An individual

Opposition

None on file

Analysis Prepared by: Tanya Lieberman / ED. / (916) 319-2087

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YOUTH COMMISSION

MEMORANDUM

TO: Members, Executive Committee

FROM: Youth Commission Staff (Kiely Hosmon, Director of the Youth Commission; Naomi Fierro, Youth Development Specialist; and Austin Truong, Community Partnerships Specialist)

DATE: May 17, 2019

RE: Certifying the resignation of Drew K Min

Dear Executive Committee,

As you have requested, staff will be preparing the certification of resignation process for Drew K Min to be voted on at the full Youth Commission meeting of Monday, May 20, 2019.

Commissioner Min has been absent at the following full Youth Commission meeting dates: September 17, 2018, November 19, 2018, January 7, 2019, January 19, 2019, January 20, 2019, April 15, 2019, and May 5, 2019. In total, Commissioner Min has had seven unexcused absences and according to the San Francisco Charter in SEC 4.123 (C) and Youth Commission Bylaws, “any member whom the Commission certifies to have missed three regularly scheduled meetings of the Commission in any six month period without prior authorization of the Commission shall be deemed to have resigned from the Commission effective on the date of the written certification from the Commission.”

Youth Commission staff has continually communicated with Commissioner Min regarding his attendance record, and he was notified that the Commission was considering his resignation. Commissioner Min will be present at the full Youth Commission meeting on Monday, May 20th, 2019.

As Commissioner Min was appointed by Mayor London Breed, staff has also notified the Mayor’s Staff of Commissioner Min’s absences. Upon the full Youth Commission’s vote to certify the resignation of Commissioner Min, staff will prepare a memo to notify both the Mayor’s office and the Clerk of the Board.