

Ms. Gonez - Affirming Support of AB 2016 and the Development of California Ethnic Studies Model Curriculum ~~Draft~~ (Res-001-20/21) (For initial announcement/Board Rule 72 Waiver withdrawn)

Whereas, What we teach our youth about their history and culture is essential in the fight for racial justice and equity; and the promise of full inclusion of the legacies of ethnic and cultural groups who have contributed to the development of our country has not yet been realized;

Whereas, The Los Angeles Unified School District was among the first school districts in California and in the country to pass an Ethnic Studies resolution in 2014, and the precepts are now successfully embedded throughout the K-12 curriculum;

Whereas, The District offers Ethnic Studies courses at approximately 100 high schools with over 12,000 students enrolled throughout the District;

Whereas, Students of color from a variety of ethnic and racial backgrounds make up approximately 90% percent of the student population in the District;

Whereas, The District values equity and strives to make social justice a reality in the District schools and the Board of Education has a commitment to diversity and inclusion;

Whereas, Ethnic Studies curriculum in high schools leads to an increase in GPA across disciplines, high school graduation rates, college-going rates, and a sense of belonging ([Stanford University Center for Education Policy Analysis](#), 2016);

Whereas, Studies show that Ethnic Studies curriculum helps to narrow the opportunity gap for students of color as well as benefit white students;

Whereas, California Education Code Section 51204.5 prescribes the inclusion of the legacies of ethnic and cultural groups who have contributed to the history, economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society;

Whereas, Ethnic Studies originated in this country during the Civil Rights and Third World Liberation Front struggles and that its evolution includes the study of many ethnic and racial backgrounds from around the world, including those living with oppression, systemic racism and who are denied the right to live with dignity and freedom;

Whereas, The California Department of Education ([CDE](#)) is currently considering the AB2016 Ethnic Studies Model Curriculum (ESMC), focused on the four ~~historically marginalized groups: African American Studies, Mexican American Studies, Asian American Studies and Native American Studies~~ historically marginalized groups and foundational groups of the discipline: African Americans, Asian Americans, Chicanos and Latinos, and Native Americans.;

Whereas, the CDE has committed to revising the Ethnic Studies Model Curriculum in order to address feedback to its initial draft, honor the intersectionality of our students, and more accurately represent all ethnic and cultural groups, including addressing issues of anti-Semitism,

Whereas, Support for Ethnic Studies as a subject has grown in recent social and political movements calling for racial and economic equality across the nation;

Whereas, The work of the Save CA Ethnic Studies Coalition has generated widespread support from a broad coalition of intergenerational recognized Ethnic Studies educators, communities of color and leaders across California and beyond; and

Whereas, California has one of the largest and most diverse student populations in the nation with 77% identified as students of color; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District affirms its support of the California AB 2016 Ethnic Studies Model Curriculum (ESMC) with revisions responsive to public feedback received on the initial draft;

Resolved further, That the District affirms support for the ESMC maintaining the draft's framing and guiding language of the discipline, while supporting the additional ~~continued~~ inclusion of other ethnic and cultural groups in the curriculum to reflect the diversity of California and the students we serve; and, be it finally

Resolved, That the District will provide more support to educators to further integrate Ethnic Studies into the PreK-8 curriculum and will ensure that, by 2023-24, all high school students will have the opportunity to take at least one ethnic studies course at their high school.