

# OAKLAND UNIFIED SCHOOL DISTRICT

## BOARD MEETING AGENDA

Board Meeting of May 27, 2020

**TO:** Members of the Board of Education

**FROM:** Roseann Torres, School Board Director, District 5  
Aimee Eng, School Board Director, District 2  
Jumoke Hinton Hodge, School Board Director, District 3

**SUBJECT:** Adopt Resolution 1920-0246, Affirming Support of AB2016 California Ethnic Studies Model Curriculum Draft Created by Ethnic Studies Experts

### **Background:**

Ethnic studies is the critical and interdisciplinary study of race, ethnicity, and indigeneity with a focus on the experiences and perspectives of people of color in the United States. Since the 1960s, scholars have analyzed the ways in which race and ethnicity continue to be powerful social, cultural, and political forces impacting access to opportunities. We applaud the efforts in place by academic experts from across the state to ensure the Ethnic Studies Model Curriculum includes the cultures, histories, and values of diverse peoples of color in the past and in the present, especially those who are not included in standard textbooks. AB2016 California Ethnic Studies Model Curriculum Draft is a step in the right direction and in alignment with our district's mission and core values of celebrating diversity, and ensuring equity. The draft has been stalled, but must move forward toward implementation in service of our students.

### **Financial Implications:**

None

### **Staffing Implications:**

Coordination of staff to support teacher training in Ethnic Studies curriculum.

### **Recommendation:**

Staff recommends that **OUSD** adopt Resolution **1920-0246**, Affirming Support of AB2016 California Ethnic Studies Model Curriculum Draft.

**OAKLAND UNIFIED SCHOOL DISTRICT**

**RESOLUTION 1920-0246**

**AFFIRMING SUPPORT OF AB 2016  
CALIFORNIA ETHNIC STUDIES MODEL CURRICULUM DRAFT  
CREATED BY ETHNIC STUDIES EXPERTS FROM ACROSS THE STATE**

**WHEREAS**, California has one of the largest and most diverse student populations in the nation with 77% identified as students of color and more than half are Latinx, currently approximately 52%; and

**WHEREAS**, students from a variety of ethnic and racial backgrounds of color make up over 85% percent of the student population in OUSD as one of the most diverse and integrated populations of Central Americans, African Americans, Southeast Asians, Latino/as, Pacific Islanders, Southwest Asians, Arab Americans, South Asians, African Immigrants, East Asians, and Native Americans; and

**WHEREAS**, OUSD has a commitment to diversity, inclusion, equity, students first, and cultural responsiveness; and

**WHEREAS**, Ethnic Studies is the study of race, ethnicity, power, identity, and systems of oppression across time and place, which are skills students need to understand and navigate our complex and increasingly polarized 21st century society, with a focus on empowering authentic and self-determined marginalized voices, stories and cultures; and

**WHEREAS**, research indicates that Ethnic Studies curriculum in high schools has demonstrated an increase in GPA across disciplines, high school graduation rates, college-going rates, and a sense of belonging, self-efficacy, academic identity and confidence, and awareness of how to navigate social dynamics that benefits all students regardless of race, background, ethnicity or country of origin; and

**WHEREAS**, Ethnic Studies advances the opportunity to increase equity in schools, school curriculum, and achievement; and

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

**WHEREAS**, OUSD unanimously passed an Ethnic Studies Policy on October 28, 2015 providing for ninth grade students to take an Ethnic Studies course as part of the A-G curriculum for the study of race, ethnicity, and indigeneity with a focus on the experiences and perspectives of people of color in the United States; and

**WHEREAS**, CA 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; and

**WHEREAS**, OUSD social studies and other TK-12 curricula often lack the needed resources to comprehensively and accurately reflect and include the demographics of the diverse students we serve, who have for too long not felt seen in our curriculum or been included in national textbooks; and

**WHEREAS**, CA AB2016 Ethnic Studies Model Curriculum (ESMC) is currently in process at the California Department of Education (CDE), with the possibility of excluding and removing content from the final curriculum for fields of ethnic studies such as Pacific Islander, Arab American and Central American studies; and

**WHEREAS**, the field of Ethnic Studies has historically been under threat from budget cuts, marginalization within education systems, and critics from outside of the field while students of color have had to put their bodies and education on the line to establish and protect the integrity and authenticity of ethnic studies programs; and

**WHEREAS**, the current CA AB2016 ESMC draft has vast support from communities of color and intergenerational recognized Ethnic Studies educators, organizations, associations, and leaders across California and beyond, representing over 500,000 voices; and

**WHEREAS**, this support includes the founders of Ethnic Studies over fifty years ago, the Third World Liberation Front at both San Francisco State University and UC Berkeley, as well as the California State University Council on Ethnic Studies, the California Teachers Association, the Oakland Education Association, the California Latino School Boards Association, the Asian Pacific Islander School Board Members Association, all California State Legislative Caucuses of Color, the Association of Ethnic Studies, Black Lives Matter, California Indian History Curriculum Coalition, Asian American Political Alliance, the Arab American Studies Association, Ethnic Studies Now Coalition, People's Education Movement, the Council on American-Islamic Relations, Teachers for Social Justice, Youth Together, and over a hundred community-based organizations of color, along with many other supporters and allies in solidarity, including Jewish Voices for Peace, Senior Rabbi Dev Noily of Kehilla Community Synagogue in Oakland, and White People for Black Lives.

**THEREFORE, BE IT RESOLVED** that the **OUSD** affirms support of the California Ethnic Studies Model Curriculum Draft as written by ethnic studies experts from across the state.

**BE IT FURTHER RESOLVED** that **OUSD** affirms support for Pacific Islander Studies, Arab American Studies, Central American Studies, and West Asian American Studies and their inclusion in the final ESMC curriculum.

**BE IT FURTHER RESOLVED** that **OUSD** affirms support for the Ethnic Studies Model Curriculum maintaining its framing and language of the discipline, with additional scaffolding as necessary to be inclusive and supportive of multiple users.

**BE IT FURTHER RESOLVED** that we support the work of the Save CA Ethnic Studies Coalition in bringing together the experts to address any issues and expand any content.

**BE IT FURTHER RESOLVED** that OUSD supports the development of curriculum content for students to examine cross-cultural analysis of all ethnicities and their relationships to systems of racial hierarchy in the United States and the intersections of multiple disciplines of cultural studies, with pedagogy that encourages students to think critically for themselves, examine social divisions and tensions, and examine multiple viewpoints of how history is told and experienced based on race, culture, gender, class, nationality, and other identities.

**BE IT FURTHER RESOLVED** that the Ethnic Studies Model Curriculum be guided by its philosophical and humanist core values that include, but are not limited to, empathy, self-determination, the celebration of pre-colonial knowledge and worldviews, critical analysis of various forms of oppression, transformative resistance, and radical healing toward our vision of social justice.

**BE IT FURTHER RESOLVED** that the Board of Education directs staff to move forward a plan and timeline to train OUSD high school social studies and other teachers in the Ethnic Studies Model Curriculum, adapt curriculum for middle school and elementary school grades, and adapt Oakland-specific course materials that teach students the rich and diverse history of Oakland’s many ethnic populations and the racial and social dynamics that impact our young people, schools and community everyday.

**PASSED AND ADOPTED** by the Board of Education of the Oakland Unified School District, State of California, on May 27th, 2020 by the following vote:

PREFERENTIAL AYE: Student Directors: Smith-Dahl and Garibo

PREFERENTIAL NOE: None

PREFERENTIAL ABSTENTION: None

PREFERENTIAL RECUSE: None

AYES: Roseann Torres, Jumoke Hinton Hodge, Aimee Eng, Vice President  
Shanthi Gonzales

NOES: Gary Yee, President Jody London

ABSTAINED: James Harris

RECUSED: None

ABSENT: None

**CERTIFICATION**

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held on May 27, 2020.

Legislative File	
File ID Number:	20-1186
Introduction Date:	05/27/2020
Enactment Number:	20-0833
Enactment Date:	5/27/2020
By:	os

**OAKLAND UNIFIED SCHOOL DISTRICT**



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Jody London  
President, Board of Education



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Kyla Johnson-Trammell  
Superintendent and Secretary, Board of Education