

OAKLAND UNIFIED SCHOOL DISTRICT
Board Policy

BP 6143.7
Instruction

Ethnic Studies Education

The Governing Board recognizes that Ethnic Studies is vital to the mission of preparing all students to graduate college, career, and community ready. There is a growing body of academic research that demonstrates the benefits of Ethnic Studies, which include: higher overall academic achievement, boosts in social emotional learning, increases in self-efficacy, higher graduation rates, and a reduction in drop-out rates. At its core, Ethnic Studies speaks to both pedagogy and content. Ethnic Studies is a human-centered pedagogy that engenders teachers developing trusting relationships with their students grounded in a deep appreciation and understanding of their lives, experiences, and cultures. Ethnic Studies provides engaging content that supports the identity development of students from all racial and ethnic backgrounds by drawing from their experiences, exposing them to new horizons, and fostering their ability to reflect critically and take action in the community.

The Board requires all high schools to offer access to Ethnic Studies courses by the 2018-19 school year. These courses must be A-G aligned and may count as a high school graduation academic credit. To ensure quality, the courses will be developed according to an OUSD framework for Ethnic Studies, piloted by a small group of teachers and assessed for quality starting in 2016-17. The Board also encourages integration at the middle school and elementary level. The Superintendent or designee shall convene a group of district teachers, district and community experts, and academics to develop this framework for Ethnic Studies to support curriculum design and establish standards for quality.

The Board acknowledges the importance of ongoing targeted professional development for teachers in Ethnic Studies education. The Superintendent or designee shall ensure that certificated teachers have ongoing opportunities to reflect on their own pedagogical practices, to collaborate with colleagues, to engage with experts in the community, and to develop curricula aligned to the Ethnic Studies framework.

The Board acknowledges the importance of curricular supports to assist Ethnic Studies teachers. The Superintendent or designee shall ensure that certificated teachers have access to high quality curricula aligned to the Ethnic Studies framework and have the opportunity to read, discuss, and adapt such curricula to their classroom.

The Board acknowledges the importance of Ethnic Studies teachers having the experiences and education that qualify them to teach such courses. The Superintendent or designee shall ensure that the district has teacher recruitment practices that attract interested and qualified candidates to the district with a focus on experienced teachers or those with college degrees in Ethnic Studies.

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 4131 - Staff Development)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5137 - Positive School Climate)

(cf. 6115 - Ceremonies and Observances)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Legal Reference:

EDUCATION CODE

44560 In-service preparation in ethnic backgrounds

60040 Portrayal of cultural and racial diversity

WEB SITES:

CDE: <http://www.cde.ca.gov>