

**Resolution of the Oakland Unified School District
Establishing Ethnic Studies Adoption
Committee for K-8 Grade Curriculum**

WHEREAS, California has one of the largest and most diverse student populations in the nation. Ethnic minorities account for over 71 percent of the student population, with more than 90 languages spoken in public schools. Oakland Unified School District is representative of these diverse demographics that make our State great in that the District serves 90% students of color for many decades and is committed to serving all students from every ethnicity, religion, nation of origin, and socio-economic background, driven by our mission as a "Full Service Community District focused on high academic achievement";

WHEREAS, the Oakland Unified School District has a student population that is more diverse than the state of California, based on demographics from the 2019-2020 school year as follows: 43.8% Latino; 22.9% African American; 12.3% Asian; 11.7% White; 4.8% Multiple Ethnicities; .3% Native American; 1.1% Pacific Islander; .8% Filipino; 2.4% not reported and there are 57 non-English native languages spoken by the students in the District and 50.7% of all students speak a different language than English in the home;

WHEREAS, the Oakland Unified School District has a teacher workforce that does not reflect the same diversity with the following statistics as of 2019-2020 data: 48.2% White; 20% African American; 15.8% Latino; 12.6% Asian; 3.4% other;

Whereas, Oakland, California is the home to historical advancements for people of color and social justice movements such as the following to give a few examples: On November 8, 1911 Clara Elizabeth Chan Lee was the first Chinese-American woman to register to vote in the state of California in 1911, after the passage of California Proposition 4, which gave women the right to vote; Fred Korematsu was born in Oakland in 1919 and at 23 years old challenged President Franklin D. Roosevelt's Executive Order 9066 that required all people of Japanese heritage living on the West Coast to be detained in internment camps, and therefore resulting in a landmark US Supreme Court case *Korematsu v United States*; and the Black Panther party was founded in 1966 by activists Bobby Seale and Huey P. Newton, to resist police brutality and violence against African Americans, and created several lasting initiatives such as free breakfast for children along with schools for the Black community.

WHEREAS, the District is located on Ohlone Land, the name given to the indigenous people living in the Bay Area that up until the mid-1700's comprised over 10,000 indigenous people speaking dozens of unique languages;

WHEREAS, the Oakland Unified School District recognizes that the racial and ethnic gaps existing across a variety of important student outcomes in the United States are both disturbingly large and stubbornly and historically persistent. For example, data from the recently released 2015 National Assessment of Educational Progress (NAEP) indicate that, on average, the mathematics knowledge of eight-grade Black and Latinx students in public schools lag behind their white peers by an amount equivalent to roughly two to three full years of learning. Black and Latinx students are also substantially overrepresented among students diagnosed with specific learning disabilities relative to their white peers and overrepresented in suspension and expulsion matters. (Aud, Fox, & KewalRamani, 2010). Furthermore, while roughly 14 percent of white students in public high schools fail to graduate on time, the corresponding dropout rates for Black and Latinx students are roughly twice as large (Stetser & Stillwell, 2014);

WHEREAS, the Board adopted an Equity Policy (BP 5032) on March 23, 2016 to address the inequities based on race and ethnicity manifesting as disparate student outcomes and discipline records for students of color, making up 89% of the entire student population;

WHEREAS, the District recognizes that Ethnic Studies, at its most fundamental level, is an academically and intellectually rigorous educational/curricular approach and content-area that includes units of study, courses, or programs that are centered on the knowledge and perspectives of an ethnic or racial group, reflecting narratives and points of view rooted in that group's lived experiences and intellectual scholarship. Ethnic Studies is seen as a vital part of the solution in eradicating these large and stubbornly and historically persistent achievement and opportunity gaps as previously described, which prevent districts from ensuring that "every child's potential is achieved." Ethnic Studies also provide a growing example of "culturally relevant pedagogy," and that it refers to interdisciplinary programs of study that focus on the experiences of racial and ethnic minorities with a particular emphasis on historical struggles and social movements;

WHEREAS, incorporating Ethnic Studies courses and content into standard elementary and middle school programs as it is an expansion of our existing policy for Ethnic Studies offered to all 9th graders in every high school as an A-G requirement toward college going academic success, and post-secondary/university curriculum is a means to accomplish equity, justice, and academic rigor and excellence, as well as promote diversity, inclusion, and a sense of belonging;

WHEREAS, Ethnic Studies promotes respect and understanding among races, supports student success and teaches critical thinking skills, civic engagement skills, and builds citizenship for all students;

WHEREAS, in 2011 the National Education Association published, The Academic and Social Value of Ethnic Studies, which reported a positive impact in all students but especially students of color. Results showed that Ethnic Studies benefited students in observable ways: they became more academically engaged, did better on achievement tests, in some cases graduated at higher rates, and developed a sense of self-efficacy and personal empowerment;

WHEREAS, in 2016 the Stanford Center for Education Policy Analysis published, *The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum*, which reported the promise of instructional practices and content aligned with the cultural experiences of minority students with results indicating that assignment to this course increased ninth-grade student attendance by 21 percentage points, GPA by 1.4 grade points, and credits earned by 23. These surprisingly large effects are consistent with the hypothesis that the course reduced dropout rates and suggest that culturally relevant teaching, when implemented in a supportive, high-fidelity context, can provide effective support to at-risk students;

WHEREAS, the District is committed to providing excellent educational opportunities to all students, without regard to race, gender, ethnicity, national origin, income, sexual orientation, or disability, and is guided by the core values of student learning, positive interdependence, quality performance, inclusivity, integrity, and respect;

WHEREAS, the District recognizes the need and importance for culturally relevant training and on-going professional development of educators, administrators, and staff in regard to diversity, equity, inclusion and belonging as well as race, ethnicity, class, privilege, implicit bias and systems of oppression;

WHEREAS, the District recognizes the need and importance for culturally relevant instruction and curriculum for students in regard to diversity, equity, inclusion and belonging as well as race, ethnicity, class, privilege, implicit bias and systems of oppression;

WHEREAS, the Board of Education “is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics and the Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities” (Board Policy 5032- Non-Discrimination in District Programs and Activities);

WHEREAS, Assembly Bill 3310 (AB 3310) would require that each of the 73 community college districts to provide courses in Ethnic Studies at each of its 115 member campuses by the 2021-2022 academic year and the completion of one 3-unit course in Ethnic Studies in order to graduate by the 2024-2025 academic year, which would affect more than 480,000 CSU students;

WHEREAS, Assembly Bill 1460 (AB 1460) would require the California State University (CSU) system to provide courses in Ethnic Studies at each of its 23 member campuses by the 2021-2022 academic year and the completion of one 3-unit course in Ethnic Studies in order to graduate by the 2024-2025 academic year, which would affect more than 2.1 million community college students;

WHEREAS, the District supports “innovative spirit, quality instruction and student success” as its vision elements necessary to guide its actions and decisions vital “to ensure that every child’s potential is achieved”;

NOW, THEREFORE BE IT RESOLVED, The Oakland Unified School District Board of Education gives direction to the Superintendent to follow district process for considering new curricular content by creating an Ethnic Studies Adoption Committee for implementation of K-8 curriculum that shall be consistent with the pedagogy of the current Ethnic Studies Policy for high school 9th graders as an A to G requirement. Consistent with the Oakland Unified School District curriculum adoption process, the stakeholder group will research Ethnic Studies curriculum for K-8 grades, review relevant materials, consider the scope of piloting the curriculum with the ultimate goal of presenting a recommendation to the Superintendent and ultimately, the Oakland Unified School District Board of Education by the end of the 2020-2021 school year. Quarterly updates shall be provided to the Board at a regular Board meeting and final recommendations on any district-wide implementation and inclusion in the 2021-2022 LCAP will be presented by the Educational Services Division outlining the pace and cost of implementation.

BE IT FURTHER RESOLVED, The Ethnic Studies Adoption Committee will schedule its first meeting as soon as the month of September 2020. Staff will set a timeline for completion of this process.

PASSED AND ADOPTED by the Board of Education of the Oakland Unified School District at a regular meeting held on this 12th day of August, 2020, by the following vote:

AYES: _____
NOES: _____
ABSENT: _____
ABSTENTION: _____

I certify the above is a true copy of a resolution adopted by the Oak Grove School District Board of Education at a regular meeting held on August 12, 2020.