Ethnic Studies Presentation
Curriculum and Instruction Committee/Meeting
October 26, 2023
As we come together today,
We acknowledge that we are on the traditional homelands of California’s first people, which include the Kizh/Gabrieleno-Tongva and Fernandeño-Tataviam Bands of Mission Indians, the original peoples of the lands on which LAUSD resides.
Let us acknowledge their past, present, and future contributions to our California culture.
As well as their struggles to be resilient in passing on their words, songs, and traditions in caring for the lands for all to live on.
LAUSD is a leader in the field of Ethnic Studies

○ Implementation of graduation requirement 3 years ahead of state of CA
○ The largest board-led district to adopt an Ethnic Studies requirement before a state requirement
○ Adoption of Ethnic Studies Definition
○ Offering 11 district approved Ethnic Studies courses
Ethnic Studies Principles
Ethnic Studies Student Experiences

Fernanda, 10th Grade, ELAPA Magnet
NA, 12th Grade, LACES
AU, 9th Grade, LACES
Ethnic Studies Key Moments

2020-21
Stakeholder Collaboration

2021-22
Ethnic Studies for All Students
Board Resolution (Aug, 2020)

2022-23
New/Revised Content and PD
New ES Memorandum
New and Revised Ethnic Studies
Courses and additional
resources

2023-24
New Ethnic Studies courses for
the coming academic year
Ethnic Studies Graduation
Requirement begins for the
graduating class of 2027
May 20, 2022: LA Unified Ethnic Studies Definition was adopted

**Ethnic Studies Definition (Final-Revised 5/20/22)**

Ethnic Studies is an interdisciplinary and comparative study of the social, cultural, artistic, political, historical, and economic expression and experience of race and ethnicity that primarily centers the studies of American Indians/Native Americans, Asian Americans & Pacific Islanders, Black/African Americans, and Chicanx/Latinx.

Ethnic Studies centers holistic humanization and critical consciousness, providing every student the opportunity to enter the content from their own space, positionality, and perspective. Ethnic Studies affirms the student identity, experience, and the building of empathy for others. This includes the self-determination of those who have ancestral roots and knowledge who have resisted and survived settler colonialism, racism, white supremacy, cultural erasure, as well as other patterns, structures, and systems of marginalization and oppression. The discipline uses culturally and community-responsive pedagogical practices to empower students to become anti-racist leaders.

Ethnic Studies reconsructs and transforms the traditional narrative and curriculum by highlighting the contributions people of color have made in shaping US culture and society.
August 20, 2020: Passage of Ethnic Studies For All Students Board Resolution

August 20, 2020: The Ethnic Studies for all Students Board Resolution was unanimously approved.

- Major requirements:
  - Further expansion of Ethnic Studies in all grade levels
  - All HS students to have the opportunity to take an Ethnic Studies course by 2022-23
  - Ethnic Studies course as a HS graduation requirement (graduating class 2027)
  - Increased instructional support for Ethnic Studies teachers
Collaboration
2- Virtual Convenings: December 10, 2020 and May 27, 2021

- Updates and Input
- Variety of stakeholders and community organizations including:
  - Students
  - Parents
  - Scholars
  - Teachers
  - Community leaders
Collaboration in Ethnic Studies

Examples of collaboration to support Ethnic Studies

● Meeting with units across the District to support Ethnic Studies implementation, which has included:
  ○ Division of Special Education to develop the course *Identity Exploration Through Ethnic Studies* (for students on the Alternate Curriculum)
  ○ Office of the Superintendent to develop the course *African American Studies*, which has been key to supporting BSAP schools

● Ethnic Studies Committee: Members from the District and UTLA appointed members such as scholars, teachers, and community members
  ○ Topics discussed during the 2022-23 academic year include:
    ■ Professional development, course development and updates
    ■ Ethnic Studies Implementation
    ■ Virtual Course Update: Introduction to Ethnic Studies
    ■ Initiating the development of an Ethnic Studies Professional Development Rubric
Further Expansion and Graduation Requirement
Recently Approved Memorandum

October 2022: Approval and Publication of Ethnic Studies Memorandum 132310

- MEM-132310 published in October 2022 provides information and guidance on:
  - Ethnic Studies for All Students Board Resolution
  - ES course offerings
  - Graduation requirement
  - School-site administrator responsibilities
  - PD and Material to support ES
  - Additional resources and state guidance
Over the past 8 years, there has been an increase of 118 schools (226%) offering at least 1 course that fulfills the Ethnic Studies Requirement.

Significant increase since the adoption of the resolution in 2020.
Current Ethnic Studies Course Offerings

The number of approved LAUSD courses that fulfill the Ethnic Studies graduation requirement has increased in the last two years from 6 to 11, an increase of 83%.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Grades</th>
<th>Overarching Content Area/Credential Required</th>
<th>A-G Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American Literature</td>
<td>9-12</td>
<td>ELA*</td>
<td>B</td>
</tr>
<tr>
<td>African American History</td>
<td>9-12</td>
<td>HSS**</td>
<td>G</td>
</tr>
<tr>
<td>African American Studies (New)</td>
<td>9-12</td>
<td>HSS</td>
<td>G</td>
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<tr>
<td>American Indian Studies</td>
<td>9-12</td>
<td>HSS</td>
<td>G</td>
</tr>
<tr>
<td>AP African American Studies (Pilot Program)</td>
<td>9-12</td>
<td>HSS</td>
<td>TBD</td>
</tr>
<tr>
<td>Asian Pacific Islander Desi American (APIA) Studies (New)</td>
<td>9-12</td>
<td>HSS</td>
<td>G</td>
</tr>
<tr>
<td>Identity Exploration Through Ethnic Studies (for students on an Alternate Curriculum)</td>
<td>9-12</td>
<td>HSS</td>
<td>N/A***</td>
</tr>
<tr>
<td>Introduction to Ethnic Studies (Revised)</td>
<td>9-12</td>
<td>HSS</td>
<td>G</td>
</tr>
<tr>
<td>Mexican American Literature</td>
<td>9-12</td>
<td>ELA</td>
<td>B</td>
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</tr>
<tr>
<td>Voices in Verse: Poetry, Identity, and Ethnic Studies (New)</td>
<td>10-12</td>
<td>ELA</td>
<td>G</td>
</tr>
</tbody>
</table>

*ELA=English Language Arts  
**HSS=History Social-Science  
*** No A-G credit, students receive 5 elective credits
Ethnic Studies Course Enrollment

8138 total enrollment

25,442 total enrollment

Enrollment increase of over 300% since the adoption of the resolution

Ethnic Studies Enrollment by Region (As of 9/14/23)

17,304 total student enrollment increase

8138 total enrollment

Enrollment increase of over 300% since the adoption of the resolution
Supporting the Implementation of New Ethnic Studies Courses

Recently added new courses:

- APIDA Studies
- African American Studies
- AP African American Studies (Pilot)
- Identity Exploration Through Ethnic Studies (for students on an Alternate Curriculum)
- Voices in Verse: Poetry, Identity, and Ethnic Studies
Ethnic Studies Teacher Experiences

Ms. Gray: Ethnic Studies Teacher, ELAPA Magnet

Ms. Portillo: Ethnic Studies Teacher, LACES
Supporting the Implementation of New Instructional Materials

June 2022: Ethnic Studies Course Guideline Revised

- Revised with input from the Ethnic Studies Committee
- Some additions/changes include:
  - Thematically designed
  - Essential Questions
  - Enduring Understandings
  - Sample Assignments
  - Pathway Options
  - Guidance from recent academic discourse, leading scholars, and practitioners in the field

Los Angeles Unified School District
Course Guideline

Course Title: Introduction to Ethnic Studies
Prerequisite: None
Course Number: 370753

Semitic Course: Grades 9-12
Text: A Different Mirror for Young People by Ronald Takaki

LAUSD Definition of Ethnic Studies

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Ethnic studies reconstructs and transforms the traditional narrative and curriculum by highlighting the contributions people of color have made in shaping US culture and society.

Course Description

Ethnic Studies courses operate from the consideration that race and racism, white supremacy, colonialism, settler colonialism, and intersectional marginalization have been, and continue to be, profoundly powerful social and cultural forces in American society. These courses focus on the experiences and contributions of African Americans, Asian Pacific Islander, Desi Americans, Chicano/Latinx, and Native Americans in the US. Courses are grounded in the concrete situations of people of color and use a pedagogical framing that emphasizes the structural dimensions of oppression, racial trauma, and community cultural knowledge associated with cultural and ancestral knowledge that has sustained the resilience of the aforementioned groups.

The major purpose of this course is to educate students to be politically, socially, and economically conscious about their personal connections to local and national history. Ethnic Studies focuses on themes of social justice, social responsibility, and social change. The course spins from past to present, from politics to social reform, allowing students to identify similar social patterns and universal qualities present in other societies, including their own.

This course will focus on the experiences of African American, Asian, Pacific Islander, Desi Americans.
Supporting the Implementation of New Instructional Materials

● Newly developed ES website https://achieve.lausd.net/EthnicStudies
  ○ central location for all district ES course resources
  ○ relevant district policy
  ○ state guidance
  ○ professional development opportunities

● Schoology Group with instructional resources
Ethnic Studies Partnerships

Partnership with UCLA Center X’s History Geography Project facilitates the Ethnic Studies Leadership Team

- Small cadre of Ethnic Studies teachers
- Meets four times per academic year
- Facilitator led pd that supports Es teacher instructional capacity
- Supports participants in their development of instructional resources
- Leadership Team participants’ instructional materials are shared with LAUSD teachers through the Ethnic Studies Schoology Group
Ethnic Studies Professional Development

Resources that have been developed by the Ethnic Studies Leadership Team

- Teacher units
- Sample assignments and student activities
- Sample culminating tasks
- Sample Essential Questions
- Teacher unit templates
- Curriculum map samples and templates
Ethnic Studies Professional Development

ES Leadership Team
Cadre of ES teachers that work to develop instructional resources

ES Retreat PD
- Offered in Spring 2022 and Spring 2023
- 259 participants over two academic years
- Two cohorts designed for different levels of experience

ES Follow Up Monthly Sessions
For teachers requesting additional instructional support
Testimonials from ES PD Retreat

“I will be reflecting on the tenets of Ethnic Studies and I already plan on posting them up in my classroom ASAP.”

“Loved the reflection questions. Will use this with students.”

“You all are doing great, I appreciate the use of tech - how organized you are with resources (notebook, etc).”

“Thank you for this opportunity!”

“Thank you for these resources. Again, I am glad I have receipts that the district is providing me with these resources to help frame the way I will teach this class.”

“Darlene was great! You all should invite her more often.”

“Many of these resources will help when working with teachers who are at a loss as to how to start planning for their new Ethnic Studies classes - especially when their experiences have not included these theories, thought processes, etc. Looking at providing PDs as well as hold individual one-to-one planning sessions with teachers.”

“It would be great to have more time to speak to teachers who have experience teaching Ethnic Studies.”

“I appreciated the resources and pacing of the PD.”

“I have tons of notes that I plan to incorporate into my existing Ethnic Studies lesson plans - especially relating to the discussion of Japanese Internment.”

“The cohorts keep getting better with every session. I would love to see more guest speakers & how they implement the themes/topics into their instruction.”
Testimonials from Retreat Cohort Follow Up Support Sessions

“It was wonderful to see so many enthusiastic, like minded educators. How can you (we) broaden the (our) group to include people that can influence other educators to be a part of this awesome effort to empower people of color and that will help enlighten those that need more info (those opposed to changing the status quo). Gracias”

“I got a lot of resources and ideas for directions I can take my class! So I will use some lessons and use some units/guiding questions.”

“Everything was perfect as it was. No changes.”

“Just thank you so much for offering these!”

“I very much appreciate the support and access to this knowledge! Thank you.”

“The resources shared are great and I will definitely incorporate some into my units/lessons.”

“Thank you so much for your time and dedication. The resources do really make it so much easier and will save me so much time when planning a project like this. The time is what can be a drag sometimes because it takes so much work but having all the tools like this make it so convenient much appreciated.”

Thank you for being flexible, friendly and hands on during this time of course implementation for next year’s 9th graders, per LAUSD’s timeframe. I like that we are ahead if the CDE (California ed dept) time frame. Muy agradecido por tanto apoyo!”
Next Steps
Continuing the work

- Increase course offerings
- Monitor graduation requirement data
- Review and revisit course guidelines as needed
- Increase PD opportunities such as certificate program
- Expand UTK-8 curricular resources
- Increase opportunities for all stakeholders (FACE, convening, etc.)
- Collaboration with Ethnic Studies Committee
Thank you