

A couple of notes before we begin:

- This webinar is being recorded and will be posted to www.burtonschools.org later this week along with links to state guidance on Ethnic Studies.
- We are asking for questions from you tonight to be answered in a **Frequently Asked Questions** document to be posted along with the recording of tonight's presentation.
- Please submit questions you have about Ethnic Studies using the **Q&A** feature of this webinar.
- We are looking for community members of our Ethnic Studies steering committee. If you would like to participate please send an email to atietjen@burtonschools.org with the subject **“Ethnic Studies Committee”**
- The webinar will be at 6:02.

Ethnic Studies

Community Presentation

Dr. Alexander S. Tietjen, June 1 2021





Mr. Sergio Mendoza

Superintendent of School



Ethnic Studies

An Overview



Legislative Update

Ethnic Studies

- **2016** - Bill authorizing the development of an Ethnic Studies curriculum becomes law
- **August, 2019** - The State Board of Education sent the first draft back for a rewrite, concerned about political bias
- **August, 2020** - Gov. Gavin Newsom vetoed a bill that would have made Ethnic Studies courses required for all students
- **March 18, 2021** - The State Board of Education unanimously approved the revised Ethnic Studies framework, without comment
- **May 28, 2021** - AB 101 Passed by Assembly



The Future

- AB 101 would:
 - Takes effect 2025-26 school year
 - Require one semester of Ethnic Studies to graduate from High School
 - Apply to all schools, including charter schools
 - Allow the board to require a year long-course or two-semester sequence
- AB 101 was passed by the Assembly on May 28 and is now in committee in the Senate
- Passage is expected



What?



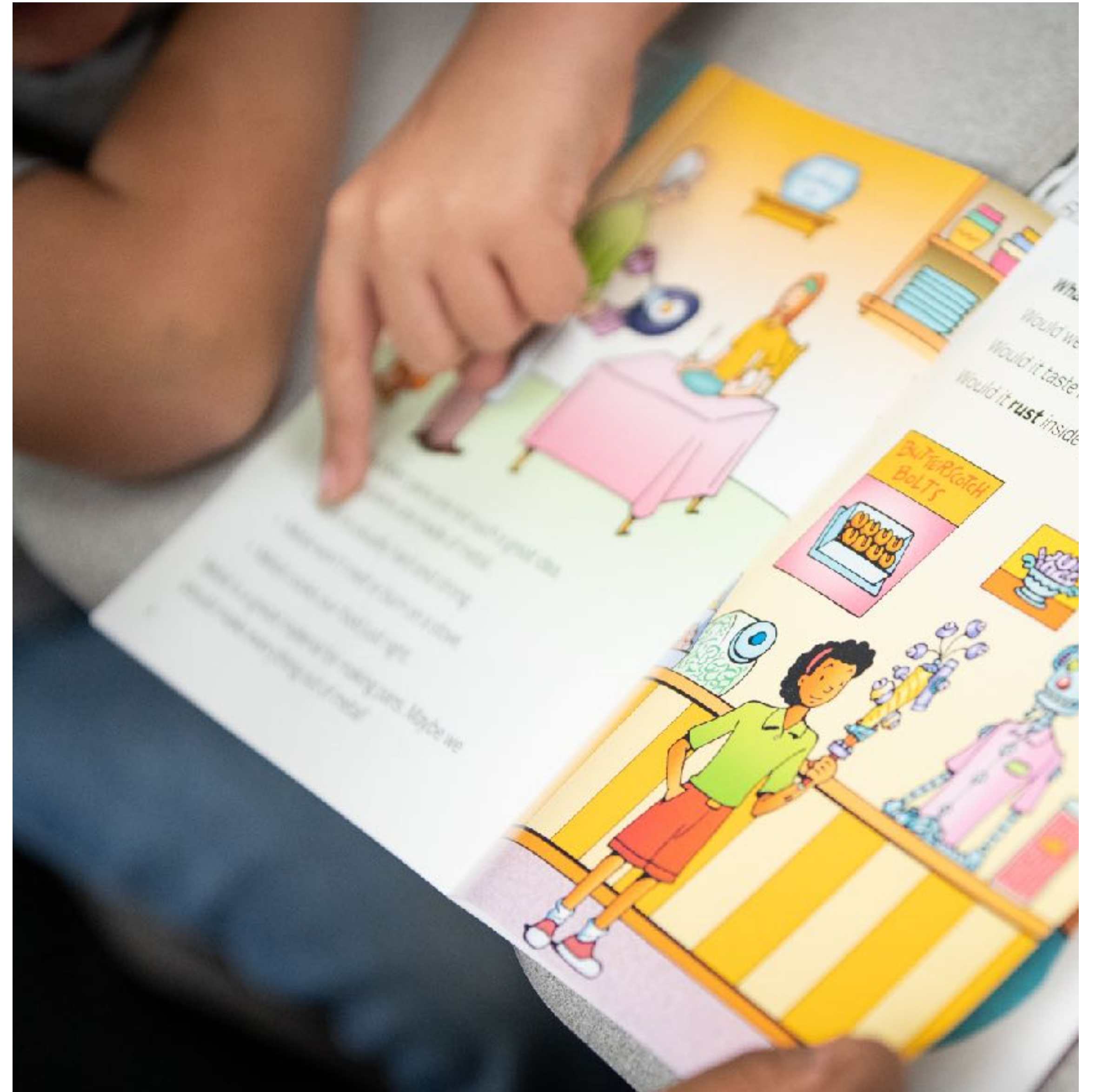
What is Ethnic Studies?

- A set of four primary disciplines:
 - African American Studies
 - Chicana/o/x and Latina/o/x Studies
 - Native American Studies
 - Asian American and Pacific Islander Studies
- We are encouraged to further develop the course to respond to the specific demographics of our community



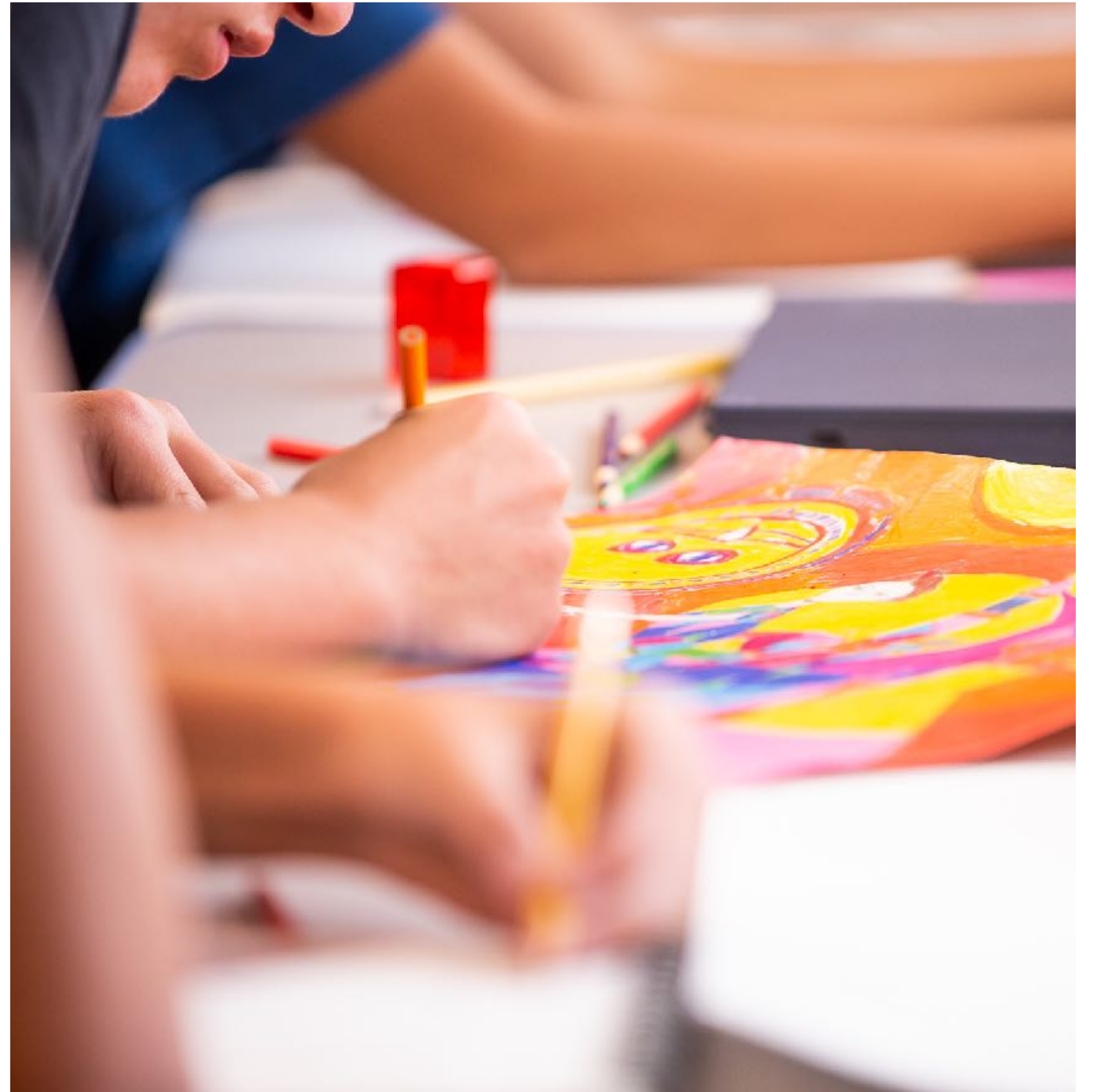
Title IX

- In adapting the Ethnic Studies course to the demographics of our organization, we are also asked to consider other characteristics of individuals.



Course Organization

- Many options:
 - One semester course
 - Year-long course
 - Course sequence
 - Integrated into other disciplines
 - ELA, Social Science, Fine Arts, etc.
 - Work of the planned advisory committee



How?



State Guidance

- Ensure that district and site administration support the development of the program, and that the local governing board is fully briefed on the project.
- Develop a definition of what ethnic studies means to your district.
- Ensure alignment of the district course(s) to state and local policy, district resources, and community needs.
- Consider the local history, demographics, and particular needs of your district/site's students and their respective communities, including recognition of the Indigenous Peoples wherever a course is being taught.
- Develop a clear funding model that includes the resources available for the program and how those resources will be allocated.
- Be grounded and well-versed in the purpose and impact of ethnic studies.
- Ensure that students receive appropriate and non-discriminatory instruction and materials.
- Ensure fair, balanced, and humanizing pedagogy.
- Identify teachers who are willing and committed to invest in developing an ethnic studies curriculum and pedagogy.
- Develop, implement, monitor, and evaluate instructional support.
- Tribal consultation
- Consult with other districts, higher education institutions, and relevant community organizations that have implemented ethnic studies programs at the high school level to see if there are other models and resources that can be adapted to the local program, and ensure a balance of advisors from multiple communities.
- Consult with the local county office of education.
- Develop a comprehensive strategic plan for implementation
- Use longitudinal student data to determine student outcomes and assess the effectiveness of the new program over time, and continue teacher professional development to strengthen content knowledge and ensure a smooth transition of new teachers into the program.

Plan of Action

Phase One

March 2021 - August 2021

1. Review Ethnic Studies framework and guidance from California Department of Education (March - April, 2021).
2. Research approaches to Ethnic Studies pursued by other organizations (March - April, 2021).
3. Present to Board of Education (Today).
4. Present to community stakeholders (June, 2021).
5. Recruit students, staff, and community members for Ethnic Studies committee (May - July, 2021).
6. Present recommendations to Board of Education (August, 2021)

Phase Two

September 2021 - June 2022

1. Identify committee (including certificated, classified, and management members) to create Ethnic Studies course(s) to be implemented during the 2022-23 school year (September, 2021).
2. Mid-year update to Board of Education (December, 2021).
3. Presentation of proposed Ethnic Studies course to Board of Education, including: course outline, sequence, curriculum, and course literature (February, 2022).
4. Presentation of proposed Ethnic Studies course outline to public with request for comment (February, 2022).
5. Revision of proposal based on Board and Community feedback (February - May 2022)
6. Presentation of finalized Ethnic Studies course to Board of Education for approval (June, 2022).

Phase Three

August 2022 - June 2023

1. Implement Ethnic Studies course(s) (August, 2022).
2. Collect outcome data for Ethnic Studies course(s) (December, 2022 and June, 2023).
3. Revise courses based on student and staff feedback (December, 2022 and June, 2023).

Why?



Why Ethnic Studies?

The Academic and Social Value of Ethnic Studies: A Research Review (Sleeter, 2011)


- Outcomes aligned with the Student Success pillar of our strategic plan (Student Success)
 - Significant growth in student literacy skills
 - Positive impact on student achievement and attitudes toward learning
 - Positive impact on student achievement and sense of agency
 - Ethnic Studies courses have a positive impact on ‘democracy outcomes,’ like increased equity
 - Courses that encourage students to examine issues from multiple perspectives produce higher level thinking

Why Ethnic Studies?

Organizational Alignment

- Consistent with SCA Charter
- Consistent with Dual Immersion
- Consistent with goal of International Baccalaureate
- Consistent with strategic plan (Student Success)
- Consistent with our organization's mission





Empowering the **whole student** to
be confident and successful in
college and the world.

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