



**Ethnic Studies Presentation
Curriculum and Instruction
Committee/Meeting
October 26, 2023**



Land Acknowledgement

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

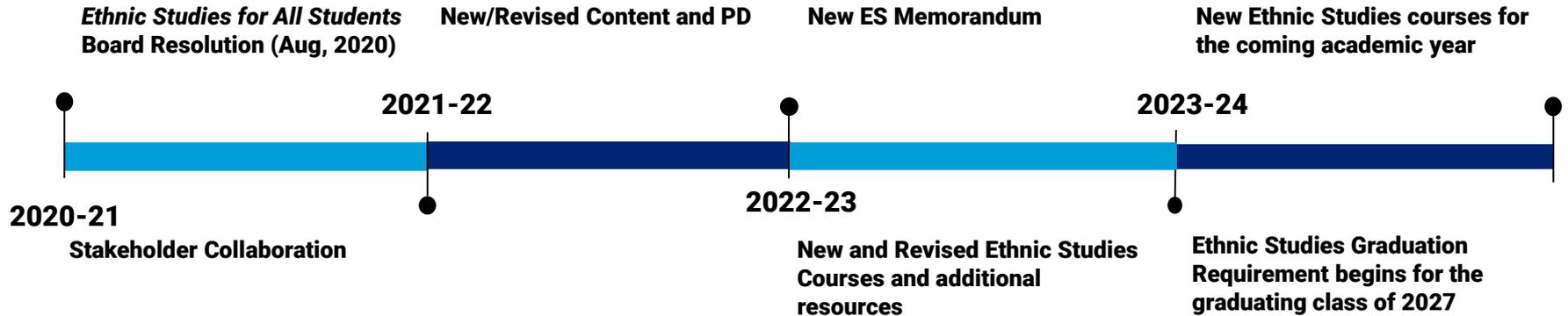


NA, 12th Grade,
LACES



AU, 9th Grade,
LACES

Ethnic Studies Key Moments



Supporting the Implementation of New Instructional Materials

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 reconstructs 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



Ethnic Studies for All Students: Reaffirming our commitment to Ethnic Studies in Los Angeles Unified *Adopted August 25, 2020*

Author, Board Member Genez
Co-sponsored by Board Member George McKenna, Board Member Mónica García, Board Member Scott Schmerelson, Board Member Nick Mohoin, Board Member Jackie Goldberg, Board Member Richard Vlodavac

Whereas, What we teach our youth about their ancestral legacies, and culture is essential in the fight for racial justice and equity; and the promise of full inclusion of the legacies of ethnic and cultural groups who have contributed to the development of our country has not yet been realized;

Whereas, The Governing Board of the Los Angeles Unified School District passed the "Supporting Ethnic Studies in the Los Angeles Unified School District" resolution (Res-023-14/15) in 2014, which made Ethnic Studies a graduation requirement beginning with the Class of 2019, but the resolution was never implemented and the requirement has not yet been realized;

Whereas, As of the 2019-20 school year the District has offered University of California A-G approved Ethnic Studies courses at approximately 100 high schools but just 12,000 students throughout the District having completed the course since their initial offering in the 2014-15 school year;

Whereas, Students of color from a variety of ethnic and racial backgrounds make up approximately 90% percent of the student population in the District;

Whereas, The District values equity and strives to make intersectional racial and social justice a reality in the District schools and the Board of Education has a commitment to diversity and inclusion;

Whereas, Research shows that Ethnic Studies curriculum in high schools leads to an increase in GPA across disciplines, high school graduation rates, college-going rates, and a sense of belonging (Stanford University Center for Education Policy Analysis, 2016);

Whereas, Studies show that Ethnic Studies curriculum helps to narrow the opportunity gap for students of color as well as benefit white students;

Whereas, California 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;

Whereas, Racism, Eurocentrism, white supremacy, anti-Blackness, and anti-Indigeneity persist in the current curricula that our students are taught from an early age;

Whereas, Prolonged exposure to curricula that normalizes and perpetuates white supremacy, colonialism, and the erasure of minority groups can be alienating and traumatic for students of color and contribute to the opportunity and achievement gaps we see today;

1 (Res-001-20/21)



Collaboration



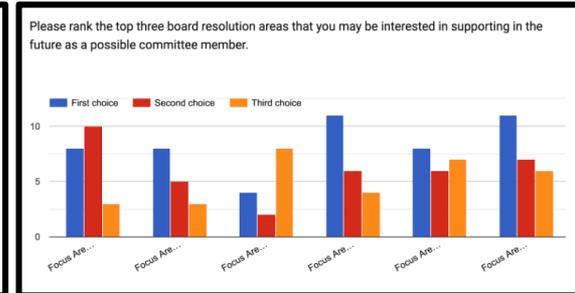
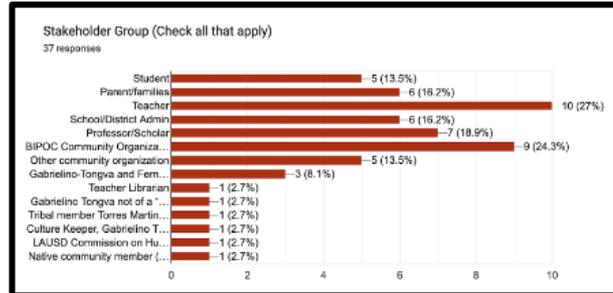
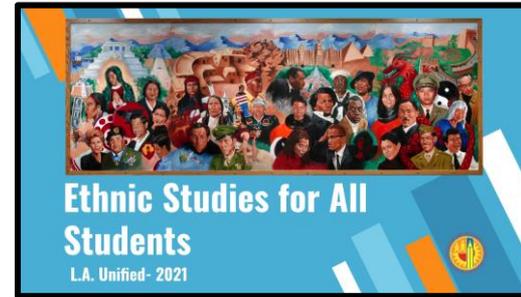
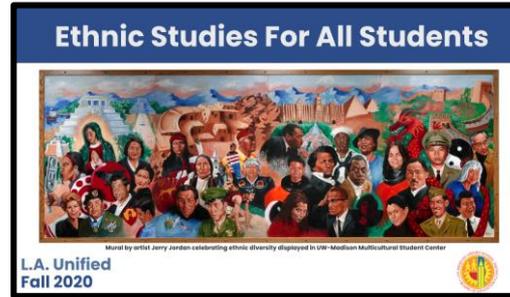
Collaboration in Ethnic Studies

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



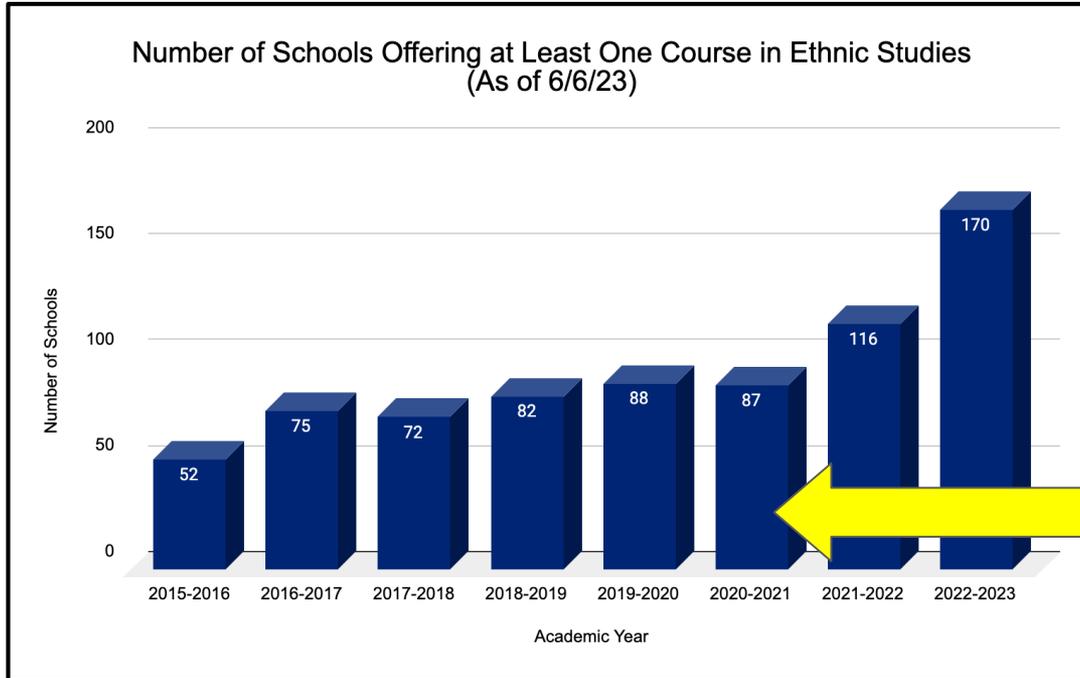
Recently Approved Memorandum

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

 LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM	
TITLE:	Guidelines for Implementing the Ethnic Studies for All Students; Reaffirming our Commitment to Ethnic Studies in Los Angeles Unified Board Resolution
NUMBER:	MEM-132310
ISSUER:	Pedro A. Garcia Senior Executive Director P-12 Education Brenda Pensamiento Administrator, Secondary Instruction P-12 Education
DATE:	October 10, 2022
PURPOSE:	The purpose of this memorandum is to provide guidelines for the implementation of the Board Resolution <u>Ethnic Studies for All Students: Reaffirming our Commitment to Ethnic Studies in Los Angeles Unified</u> , (Res-001-20/21). On August 25, 2020, the Los Angeles Unified Board of Education adopted the resolution: <u>Ethnic Studies for All Students: Reaffirming our Commitment to Ethnic Studies in Los Angeles Unified</u> . The Resolution requires expansion of Ethnic Studies concepts throughout all grade levels. In addition, it states that all high school students will have the opportunity to take at least one Ethnic Studies course during the 2022-2023 school year. The resolution further calls for the completion of a one-semester Ethnic Studies course as a graduation requirement beginning with the graduating Class of 2027 (incoming freshmen, Fall of 2023).
MAJOR CHANGES:	This is the first memorandum on Guidelines for Implementing the Ethnic Studies for All Students Board Resolution.
INSTRUCTIONS:	I. ETHNIC STUDIES COURSE OFFERINGS District high schools are able to select from the following one-semester Ethnic Studies courses:
ROUTING Local District Superintendents Administrators of Instruction Community of School Administrators Directors Counseling Coordinators Principals Assistant Principals Assistant Principals, SCS Secondary Counselors Social Studies Department Chairs UTLA Chapter Chairs	
MEM-132310 Division of Instruction	
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Ethnic Studies Courses Offered and Enrollment



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.

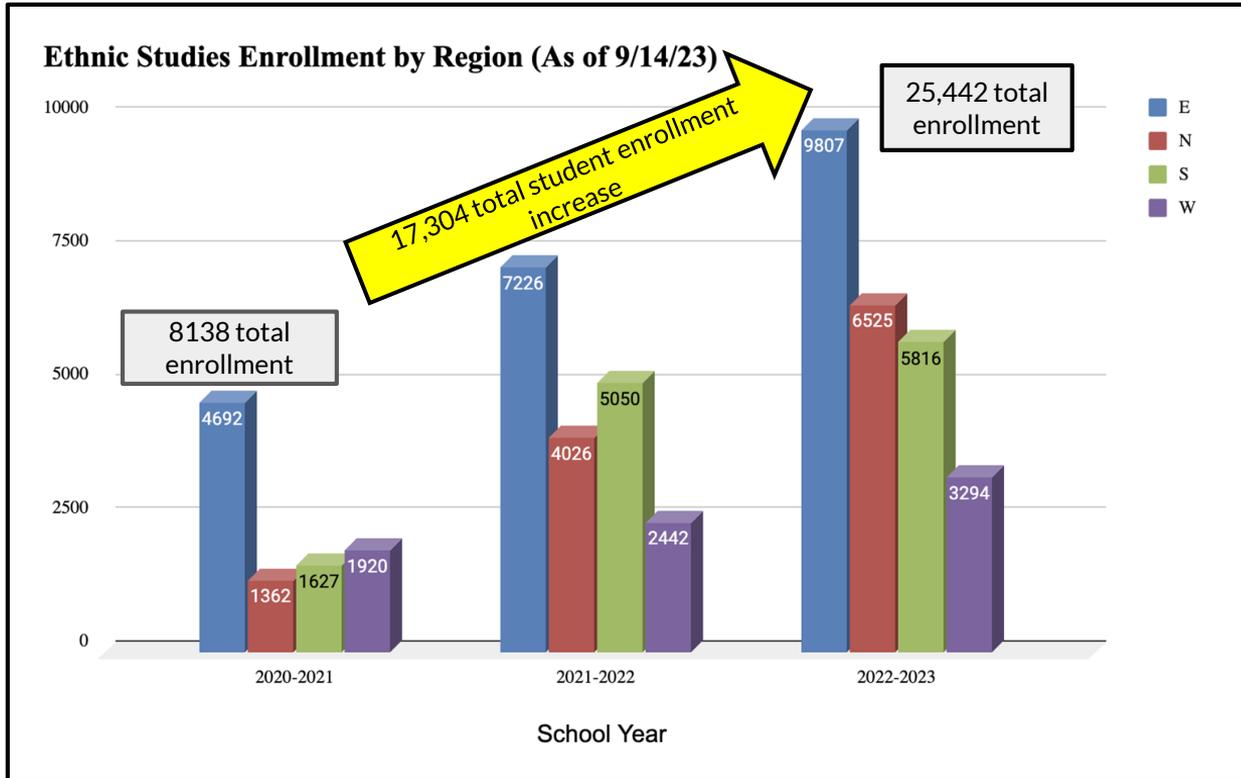
Current Ethnic Studies Course Offerings

LAUSD Ethnic Studies Courses Offered for HS Credit 2023-24			
Course Name	Grades	Overarching Content Area/Credential Required	A-G Designation
African American Literature	9-12	ELA*	B
African American History	9-12	HSS**	G
African American Studies (New)	9-12	HSS	G
American Indian Studies	9-12	HSS	G
AP African American Studies (Pilot Program)	9-12	HSS	TBD
Asian Pacific Islander Desi American (APIDA) Studies (New)	9-12	HSS	G
Identity Exploration Through Ethnic Studies (for students on an Alternate Curriculum)	9-12	HSS	N/A***
Introduction to Ethnic Studies (Revised)	9-12	HSS	G
Mexican American Literature	9-12	ELA	B
Mexican American Studies	9-12	HSS	G
Voices in Verse: Poetry, Identity, and Ethnic Studies (New)	10-12	ELA	G

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

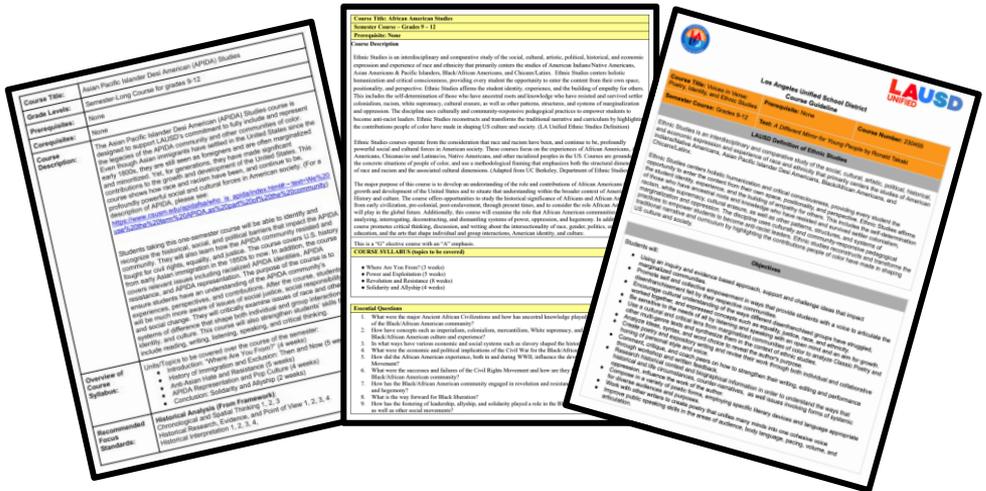
The number of approved LAUSD courses that fulfill the Ethnic Studies graduation requirement has increased in the last two years from 6 to 11, an increase of 83%.

Ethnic Studies Course 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



Professional Development and Curricular Support



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: 370733
Semester Course: Grades 9-12	Text: <i>A Different Mirror for Young People</i> by Ronald Takaki	

LAUSD Definition of Ethnic Studies

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 Chicana/Latina.

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 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

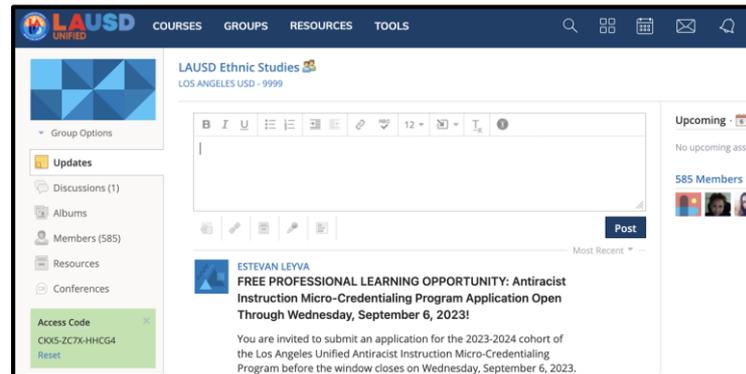
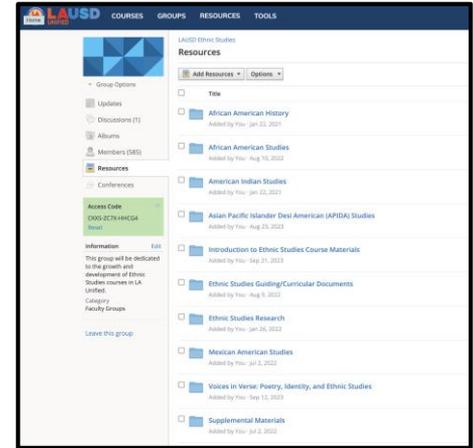
Ethnic Studies courses operate from the consideration that race and racism, white supremacy, colonialism, settler colonialism, and intersectional marginalization have been, and continue to be, profoundly powerful social and cultural forces in American society. These courses focus on the experiences and contributions of African Americans, Asian Pacific Islander Desi Americans, Chicana/Latina, 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 spans 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

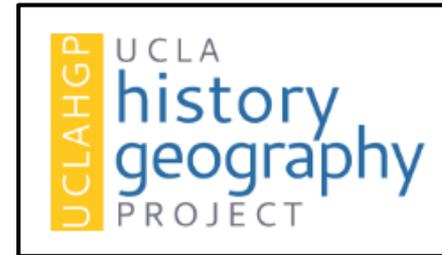
- Newly developed ES **website**
<https://achieve.lausd.net/EthnicStudies>
 - central location for all district ES course resources
 - relevant district policy
 - state guidance
 - professional development opportunities
- **Schoology Group** with instructional resources



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

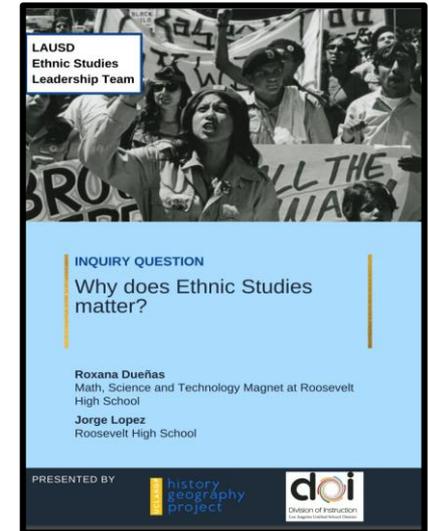
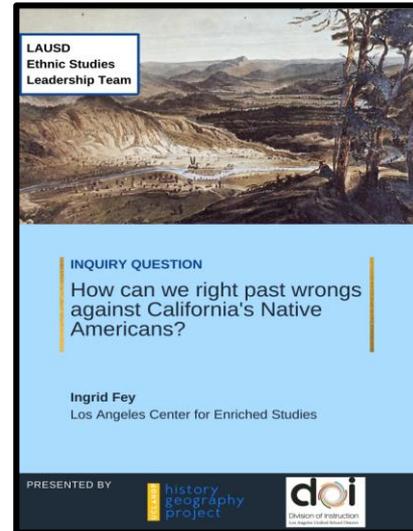
Pillar 1: Academic Excellence

High-Quality Instruction

Enriching Experiences

Eliminating Opportunity Gaps

College and Career Readiness



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






LA Unified Schools Serving Grades 9-12

Spring 2023 Ethnic Studies Retreat

The Division of Instruction, in partnership with the UCLA History-Geography Project at Center X, is pleased to announce the return of our Spring professional development series. This virtual professional development will focus on both content and pedagogy and is designed for ethnic studies teachers and one administrator from schools serving students in grades 9-12. To provide personalized learning options, we will offer two cohorts:

Cohort 1: Designed for new/newer (3 years or less) ethnic studies teachers
Cohort 2: Designed for more experienced ethnic studies teachers (more than 3 years), or those who participated last year but would like additional support.

Dates and Times:	
• Cohort 1 (2 hours total)	
◦ Session 1: Saturday	4/5 8:30 am to 12:30 pm
◦ Session 2: Wednesday	4/10 4:30 to 6:30 pm
◦ Session 3: Saturday	4/29 8:30 am to 12:30 pm
◦ Session 4: Wednesday	5/3 4:30 to 6:30 pm
• Cohort 2 (8 hours total)	
◦ Session 1: Saturday	5/6 8:30 to 11:30 am
◦ Session 2: Saturday	5/13 8:30 to 11:30 am
◦ Session 3: Wednesday	5/17 4:30 to 6:30 pm

Register at: bit.ly/ESPDRetreat23

Participants who successfully complete this professional development will be compensated at their regular hourly rate.



Questions? Contact Estevan Leyva, Ethnic Studies, Humanities, and Related Social Science Coordinator at es318@lausd.net or at (213) 241-9568

Pillar 1: Academic Excellence

High-Quality Instruction

Enriching Experiences

Eliminating Opportunity Gaps

College and Career Readiness

COHORT 1 (2023)					
SESSION 1 April 15 8:30 - 12:30	Centering Identity in Ethnic Studies	In this session participants will explore how identity, cultural frames of reference, and ethnic studies theories inform the work of ethnic studies course development and instruction. The session will conclude with participants exploring the history of the ethnic studies movement at both the state and city-level.	ZOOM LINK	RESOURCES	RECORDING
SESSION 2 April 19 4:30 - 6:30	Contextualizing the Ethnic Studies Movement	This session explores what ethnic studies is and what ethnic studies is not and how it is being defined across the state. Participants will also begin to explore anti-essentialist theoretical frameworks.	ZOOM LINK	RESOURCES	RECORDING
SESSION 3 April 29 8:30 - 12:30	Anti-Essentialism and Intersectionality	Participants will understand the importance of using ethnic studies frameworks as a way of honoring the lived experiences of the communities they work with, and how they should inform their pedagogy and course development. This session will explore the impact that a community-grounded approach can have on planning a course that fosters individual and collective self-determination.	ZOOM LINK	RESOURCES	RECORDING
SESSION 4 May 3 4:30 - 6:30	Community Responsive Pedagogy & Praxis	This session also features teacher leaders from within the district who will highlight their approach to instructional planning and course development as well as provide examples for participants to engage with.	ZOOM LINK	RESOURCES	RECORDING

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)."

"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.

"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."

"Thank you for this opportunity!"

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

"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."

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 of the CDE (California ed dept) time frame. Muy agradecido por tanto apoyo!

"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."

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

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



A word cloud featuring the phrase "Thank You" in multiple languages and scripts. The words are arranged in a roughly rectangular shape, with "THANK YOU" being the largest and most prominent. Other words include "GRACIAS", "ARIGATO", "SHUKURIA", "JUSPAXAR", "DANKSCHEEN", "TASHAKKUR ATU", "YAQHANYELAY", "BIYAN", "SHUKRIA", "BOLZIN", and "MERCII". Smaller words include "SPASSIBO", "SNACHALHUYA", "NUHUN", "CHALTU", "WABEEJA", "MAITEKA", "HUI", "YUSPAGARATAM", "SUKSAMA", "EKHMET", "UNALCHEESH", "HATUR", "GUI", "MERSI", "SPASIBO", "DENKAUJA", "NENACHALHYA", "ATTO", "DHANYADAAD", "ANHA", "MAAKE", "MERASTAWHY", "SANCO", "GAEJTHO", "TAVTAPUCH", "MEDAWAGSE", "GOZAIMASHITA", "AGUYJE", "FAKAAUE", "KOMAPSUMNIDA", "LAH", "PALDIES", "EKOJU", "SIKOMO", "MAKETAI", and "MIMMONCHAR".

THANK YOU

GRACIAS
ARIGATO
SHUKURIA
JUSPAXAR
DANKSCHEEN
TASHAKKUR ATU
YAQHANYELAY
BIYAN
SHUKRIA
BOLZIN
MERCII

SPASSIBO SNACHALHUYA NUHUN CHALTU WABEEJA MAITEKA HUI YUSPAGARATAM SUKSAMA EKHMET UNALCHEESH HATUR GUI MERSI SPASIBO DENKAUJA NENACHALHYA ATTO DHANYADAAD ANHA MAAKE MERASTAWHY SANCO GAEJTHO TAVTAPUCH MEDAWAGSE GOZAIMASHITA AGUYJE FAKAAUE KOMAPSUMNIDA LAH PALDIES EKOJU SIKOMO MAKETAI MIMMONCHAR