

DJUSD Ethnic Studies Program Recommendation



November 4, 2021



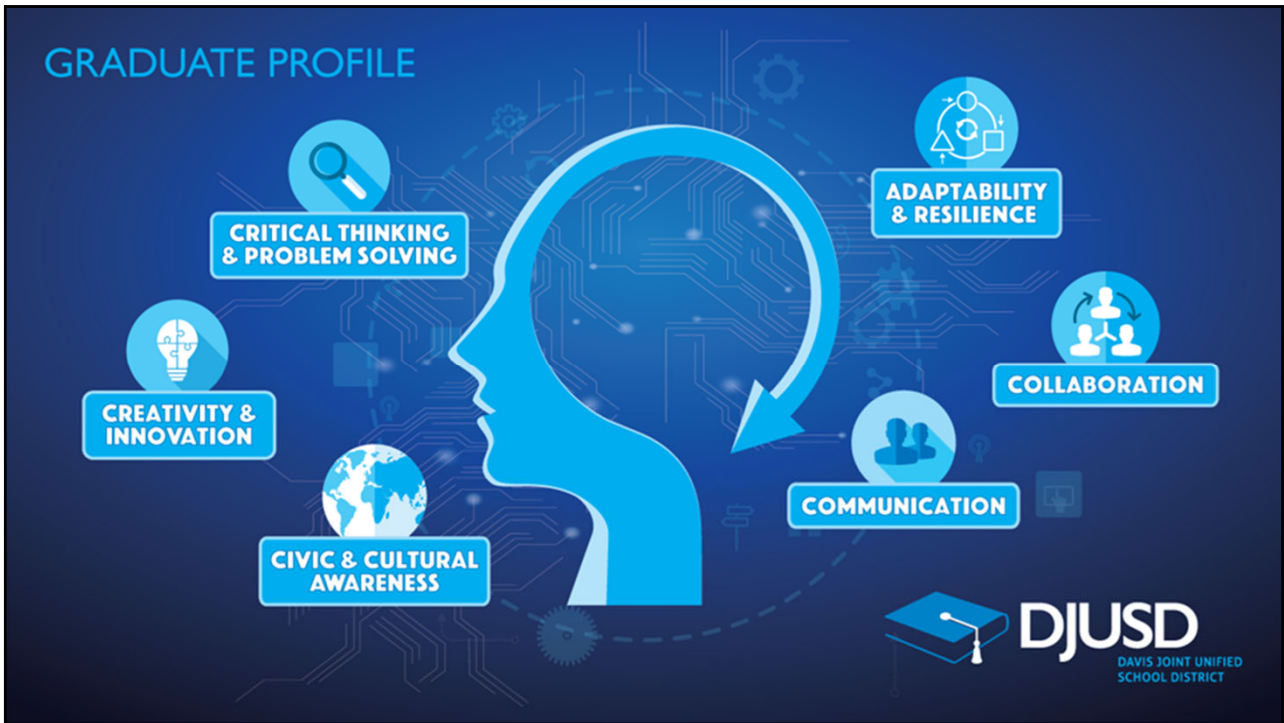
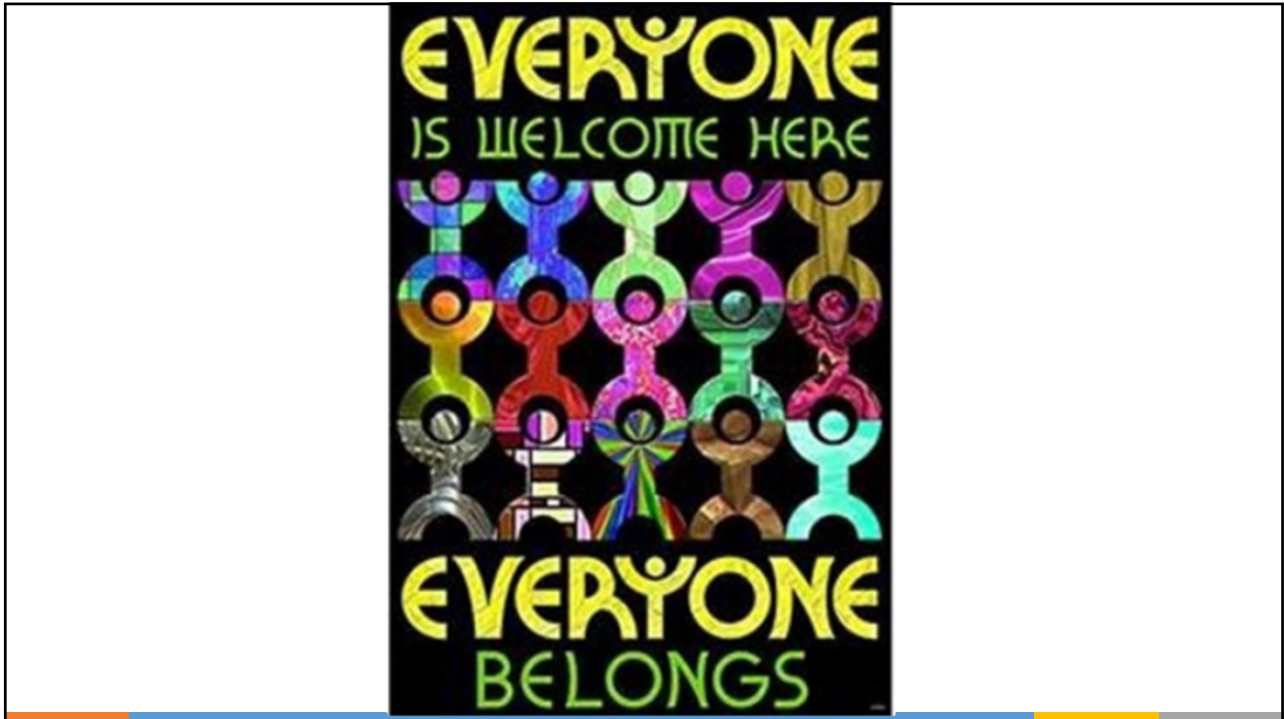
“I don’t feel heard when it comes to my own race and background,
and I also don’t feel seen.”

- DJUSD Student



“I have not been exposed to the world as it is.”

- DJUSD Student



Research

Studies suggest an increase in:

- Student engagement
- Literacy skills
- Academic achievement
- Attitudes toward learning
- Sense of agency
- Graduation rates
- Critical thinking, problem solving, collaboration, and interpersonal skills



DJUSD schools, where students:

- See themselves and their communities in schools and in the curriculum
- Experience solidarity and cross-cultural understanding with their peers
- Share responsibility and agency for equity and justice
- Understand the perspectives of the historically marginalized voices, particularly communities of color



History of Ethnic Studies

- 20th Century Scholarship
- 1960s Student Activism (San Francisco State and UC Berkeley)
- K-12 Ethnic Studies



Ethnic Studies Legislation in California



AB 2016



AB 2772



AB 331



Ethnic Studies
Model Curriculum



AB 101

Ethnic Studies Defined - DJUSD

Ethnic Studies is the critical and interdisciplinary study of race, ethnicity, indigeneity in the United States, that focuses on the experiences and perspectives of people of color.

As an academic field, Ethnic Studies has, since its inception in 1968, historically focused on the study of four racial ethnic groups of color: Native Americans, African Americans, Asian Americans, and Latina/o Americans. The field explores the identities, institutional racism these groups have faced, their responses or resilience, and their diverse contributions to our multicultural society.

Ethnic Studies supports all students to develop and utilize a critical lens to foster empowerment, cultural humility, resilience, hope, self-love, and community solidarity in a way that is responsive to all of our students. In addition, Ethnic Studies helps develop the skills of our Graduate Profile, which includes critical thinking, collaboration, civic and cultural awareness, creativity and innovation. Through project based learning, Ethnic Studies is useful in understanding identities, struggles with racial inequality, social movements, and contributions of the four racial core groups in the United States.



Ethnic Studies Learning

- Develops academic skills
- Explores identity of self and identities of others
- Analyzes US history, systems of power
- Examines social movements and equity
- Practices speaking and listening to divergent experiences
- Contributes to the community



Ethnic Studies Teaching

- Inquiry-based
- Facilitative
- Student-centered (voice)
- Reinforces literacy
- Builds community
- Uses local context
- Self-aware
- Healing, Humanizing

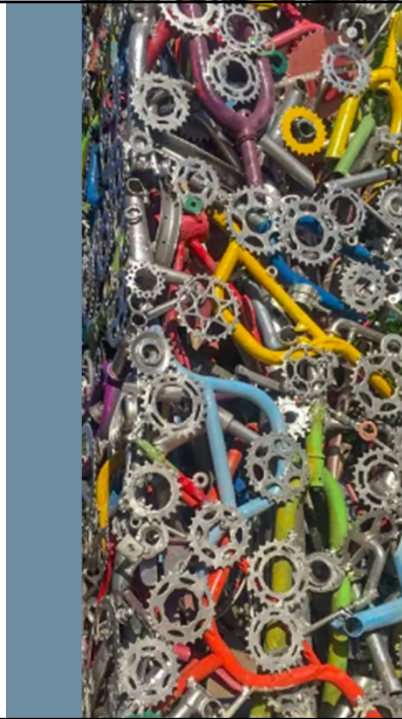


What Ethnic Studies Looks Like



Process Overview

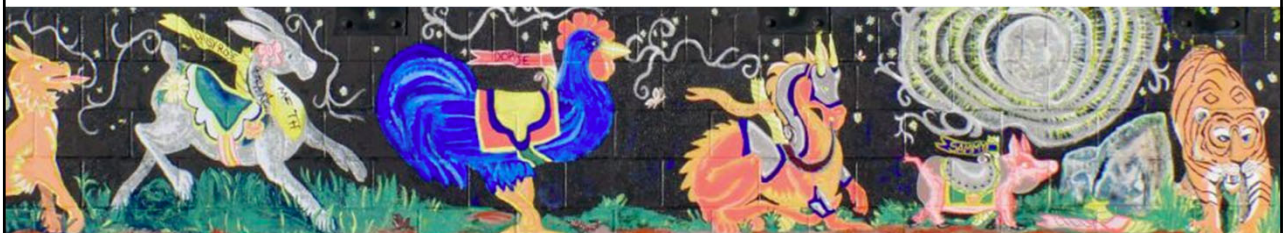
- District and Board Commitment (2019)
- DJUSD Ethnic Studies Task Force (2020)
- Speakers and Scholars Series (2020)
- Ethnic Studies Institute and Professional Development (2020 - ongoing)
- DJUSD Ethnic Studies Advisory Committee (2021)
- Program Recommendation (November, 2021)
- Program Implementation (2021-25)



Ethnic Studies Advisory Committee

Charge: Inform the DJUSD Ethnic Studies program recommendation for Board adoption in fall 2021

- 18 members (students, staff, parents, community members, experts)
- Subcommittees (Teacher Training, Youth Development, Curriculum Integration, Policy)



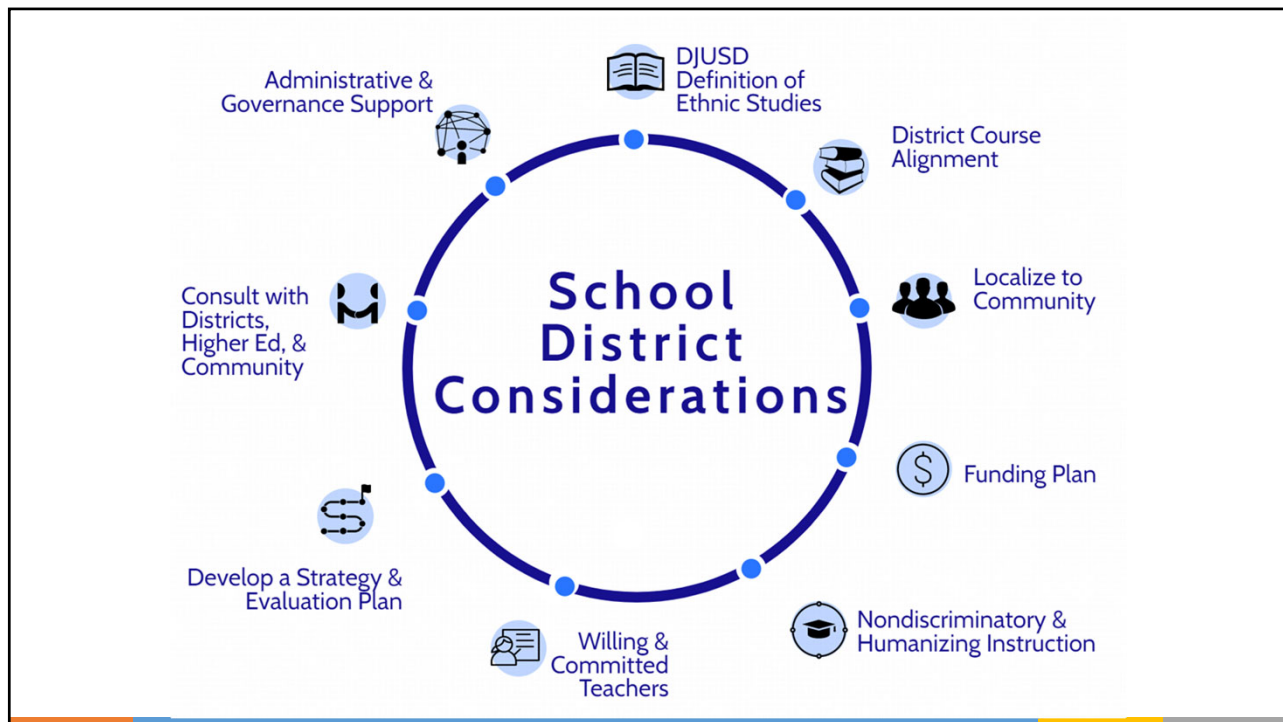
Student Voice



Student Visions for Ethnic Studies

More empathy, less harm, and better understanding by:

- Seeing ourselves, and being seen, in the curriculum
- Learning the true, whole history; not just a eurocentric point of view
- Understanding diverse experiences & perspectives
- Having more teachers of color
- Having more anti-racism, unconscious bias training
- Having more students and BIPOC leading



Lessons Learned (CA Districts)

- Teacher-driven, Student-centered
- Localized Program
- Professional Development
- Instructional Expectations and Support
- Role of the Community
- *Balancing a Sustained Initiative*

El Rancho USD
Salinas USD
San Francisco USD
San Mateo UHSD
Woodland USD



Critical Race Theory

What it is

What it is not

Why we're talking about it

Historical patterns of educational controversy



Governance and Initiative Milestones

2021-22	2022-23	2023-24	2024-25
Board Resolution to adopt Ethnic Studies program recommendation			
Approve 2022-23 LCAP with resources to support the Ethnic Studies program recommendation	Revise LCAP and other funding budgets to ensure resources for Ethnic Studies programming	—————→	
Track state and legislative Ethnic Studies guidance	Assign and monitor efforts to access state and/or other agencies/entities for grant funding	—————→	
		Launch DJUSD Ethnic Studies Teacher Certification process	Complete Ethnic Studies Teacher Certification Program
			Adopt a DJUSD Ethnic Studies Graduation Requirement (Class of 2029)



Governance and Initiative Milestones (continued)

2021-22	2022-23	2023-24	2024-25
Recruit staff interested/experienced in Ethnic Studies	Recruit, support, and retain staff interested/experienced in Ethnic Studies	—————→	
		Prepare an update of student outcomes and staff information at the end of year	Collect data and feedback to finalize a recommendation for Board approval of a graduation requirement for the class of 2028-29
Provide program updates, communications, and opportunities for input (students, staff, parents)	—————→		



Curriculum and Coursework

2021-22	2022-23	2023-24	2024-25
Ethnic Studies curriculum framework development and completion in alignment with DJUSD Graduate Profile	Ethnic Studies course and curriculum development informed by DJUSD Ethnic Studies framework	Fulfill DJUSD State Seal of Civic Engagement requirements through Ethnic Studies coursework	
Identify Ethnic Studies course pilots (Fall 2022 implementation)	Ethnic Studies course pilots implementation	Implementation of Ethnic Studies courses	Expand course/program offerings in preparation for 2029 Graduation Requirement
Ethnic Studies secondary course(s) identified for development/revision	Ethnic Studies course development and adoption by Board of Education		
Development of Elementary lessons and units of study	Implementation of Elementary lessons or units of study	Expand Elementary lessons or units of study	→
	Explore the option for site, department, grade level, or program Ethnic Studies immersion	Support site, department, grade level, or programs interested in Ethnic Studies immersion	Publish and present the findings of the departments, sites, groups, etc. who have innovated and integrated ES in their daily practice




K-12 Teacher Community of Practice

2021-22	2022-23	2023-24	2024-25
Practitioner led cohort of DJUSD Ethnic Studies educators (developing content, sharing best practices, archiving resources)	Ensuring framework cohesion and fidelity in curriculum and instruction →	Development of Ethnic Studies program assessment strategy and analysis of outcomes	Broaden and deepen the pool of instructors and supports to Ethnic Studies Teacher Community of Practice →
Educator consultation with community groups and local student engagement opportunities	→		→
Ethnic Studies Professional development and expert support opportunities	→		→
	The support and integration of Project Based Learning as primary pedagogy of Ethnic Studies	→	→




Youth Leadership and Voice

2021-22	2022-23	2023-24	2024-25
Student voice, input, and considerations included in Ethnic Studies Program Development			
Student consultation and planning for Youth Leadership and events	Support and host student events and community engagement opportunities (Oral History Project, etc.)	→	→
	Recognition of student awards of State Seal of Civic Engagement	→	→
	Ongoing program consultation with students and representatives from student groups (Climate Committees, BSUs, etc.)	→	→



Collaboration with Higher Education

2021-22	2022-23	2023-24	2024-25
Explore and pursue relationships with Higher Education partners (UC, CSU, CCC)	→		→
Dual Enrollment Ethnic Studies coursework offered through Sacramento City College	→	Assess Dual Enrollment outcome data; modify and expand Higher Education agreements accordingly	→



Ethnic Studies Support Position

2021-22	2022-23	2023-24	2024-25
.2 FTE Consultant to coach/guide program development	.2 FTE Teacher on Special Assignment	Ethnic Studies Coordinator position (FTE proportional to program size/need)	→

Ethnic Studies Advisory Committee

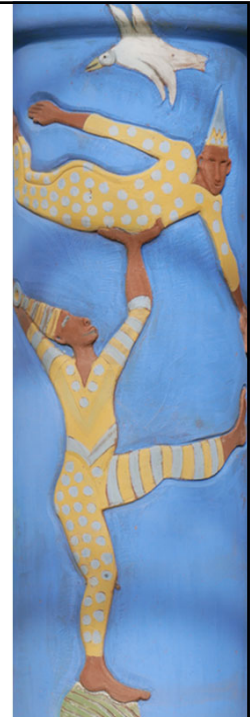
2021-22	2022-23	2023-24	2024-25
Representative Advisory Committee for Ethnic Studies program recommendation and revisit Advisory purpose to support program launch and implementation	Sustained Ethnic Studies Advisory Committee, for program support and inclusive of diverse roles, membership	→	



Ongoing Work

Ethnic Studies does not address all issues of inclusivity.

We are unfinished until the voices, histories, and perspectives of **all** are integrated into our curriculum and classrooms.



Our Journey and the Way Ahead



- How We Make Meaning
- Listening to Understand
- Courage to Confront
- Navigating Tension
- Program Evolution

In Lak'Ech

*You are my other me
If I do harm to you
I do harm to myself
If I love and respect you
I love and respect myself*



DJUSD

ETHNIC
STUDIES