

## **A RESOLUTION IN SUPPORT OF SAVE CALIFORNIA ETHNIC STUDIES COALITION**

**WHEREAS**, former California Governor Jerry Brown signed AB-2016 into law in 2016, mandating the creation and adoption of an Ethnic Studies “model curriculum” guide for high schools across California<sup>1</sup>, and with a current bill, AB-331 active in the California State Legislature in 2019, mandating the implementation of Ethnic Studies to California public and charter school graduation requirements<sup>2</sup>;

**WHEREAS**, The Save California Ethnic Studies Coalition—“a coalition of educators, civil rights organizations, and students”—emerged out of the need to preserve the draft model curriculum, which has faced criticism primarily from *outside communities of color*, and has delayed the implementation of an Ethnic Studies curriculum to March 2021 until further revisions are made<sup>3</sup>;

**WHEREAS**, section 1(i) of AB-2016 holds that state implementation of A-G-approved Ethnic Studies courses will “close the achievement gap, reduce pupil truancy, increase pupil enrollment, reduce dropout rates, and increase graduation rates”<sup>4</sup>;

**WHEREAS**, the implementation of an Ethnic Studies curriculum in California high schools has shown to increase both student GPAs and graduation rates<sup>5</sup>;

**WHEREAS**, the passage of such a law requiring the implementation of ethnic studies curriculum can also have the effect of increasing the number of diverse educators teaching Ethnic Studies courses, thus diversifying the field of Education;

**WHEREAS**, Ethnic Studies courses will provide not only meaningful and crucial information to students of color, but to all students regardless of race in the areas of “interpersonal communication, cultural competency, and equity driven skills that are integral to civic engagement and collegiality”<sup>6</sup>;

**WHEREAS**, a National Education Association research review by Dr. Christine Sleeter, Professor Emerita at California State University, Monterey Bay, cites multiple studies that find Ethnic Studies courses have an even greater effect of increasing white students’ “ethnic

<sup>1</sup> <http://www.guadalupecardona.com/curriculum-of-the-oppressed1.html>

<sup>2</sup> [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201920200AB331](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB331)

<sup>3</sup> <https://edsources.org/2019/californias-widely-criticized-ethnic-studies-plan-to-be-revised/617607>

<sup>4</sup> [http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201520160AB2016](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2016)

<sup>5</sup> <https://www.savecaethnicstudies.org/>

<sup>6</sup> <http://www.guadalupecardona.com/curriculum-of-the-oppressed1.html>

consciousness as they confront issues of race already familiar to minority students.”<sup>7</sup> She writes on the importance of Ethnic Studies: “Something else happens in these classes: students develop a sense of agency.”<sup>8</sup> So they aren't just learning about history, they're engaging with it and shaping it — *reading the word and the world*;

**WHEREAS**, an Ethnic Studies curriculum increases perception of both commonalities and differences between and within groups and helps students to normalize conflict and build skills to work with conflicts<sup>9</sup>;

**WHEREAS**, the National Education Association found that the more students of color are conscious of ancestry, racism, and different cultural identities, the more likely these students are to achieve good grades and graduate high school, thereby attending college at higher rates<sup>10</sup>;

**WHEREAS**, a Stanford University study found that when high school students who are at greater risk of dropping out take a course that examines “the roles of race, nationality and culture on identity and experience,” it improves both their academic performance and attendance<sup>11</sup>;

**WHEREAS**, a 1996 study from the Society for Research in Child Development found that “considerations of social stratification and position are central to the development of children and youth who experience marginalization due to their race, ethnicity, and/or socioeconomic status”<sup>12</sup>;

**WHEREAS**, fewer than 5,000 of California’s 1.7 million high school students, or less than 1 percent, had access to an Ethnic Studies course in 2013<sup>13</sup>;

**WHEREAS**, the former Mexican American Studies program in Tucson, Arizona demonstrated significant strides in closing the achievement gap and increased academic achievement<sup>14</sup>;

**WHEREAS**, Ethnic Studies is reflective of the current California public school demographics: Hispanic or Latino 54.60%, Asian 9.30% , African American 5.40%, Filipino 2.40%, American Indian or Alaska Native 0.50%, Pacific Islander 0.40%.<sup>15</sup>;

7 <https://www.latimes.com/opinion/op-ed/la-oe-remnick-ethnic-studies-alejo-20140703-story.html>

8 <http://www.nea.org/assets/docs/NBI-2010-3-value-of-ethnic-studies.pdf>

9 <http://www.nea.org/assets/docs/NBI-2010-3-value-of-ethnic-studies.pdf>

10 <https://www.latimes.com/opinion/op-ed/la-oe-remnick-ethnic-studies-alejo-20140703-story.html>

11 <http://inid.gse.uci.edu/files/2011/03/DeePenner2016AERJThe-causaleffectsofculturalrelevance.pdf>

12 [https://www.jstor.org/stable/1131600?origin=crossref&seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/1131600?origin=crossref&seq=1#metadata_info_tab_contents)

13 <http://www.latimes.com/local/la-me-ethnic-studies-20140603-story.html>

14 [https://www.tulibro915.com/uploads/1/2/5/5/12552697/mas\\_report\\_2012\\_0.pdf](https://www.tulibro915.com/uploads/1/2/5/5/12552697/mas_report_2012_0.pdf)

15 <https://www.cde.ca.gov/ds/sd/cb/ceffingertipfacts.asp>

**THEREFORE LET IT BE RESOLVED THAT,** USAC supports an Ethnic Studies model curriculum that takes a critically engaging approach in addressing systems of oppression encountered by underserved communities, primarily the four most overlooked and historically underserved communities: Black, Latinx, Native American, Asian American, and Pacific Islander groups;

**LET IT BE FURTHER RESOLVED THAT,** USAC supports the Save CA Ethnic Studies Coalition’s efforts to seek to preserve the draft model curriculum with only minor revisions because it already accurately focuses on the history and struggles of communities of color in the United States, and a drastic change in the curriculum “would dilute it and convert it from Ethnic Studies to a non-equivalent like multicultural studies or diversity studies”<sup>16</sup>;

**LET IT BE FINALLY RESOLVED THAT,** USAC stands with the Save CA Ethnic Studies Coalition and the UCLA Ethnic Studies Student Committee to call for the support of the UCLA Institute of American Cultures, which encompasses the American Indian Studies Center, Asian American Studies Center, Ralph J. Bunche Center for African American Cultures, and the Chicano Studies Research Center; the UCLA Graduate School of Education and Information Studies; and the UCLA Ethnic Studies departments—namely, the African American Studies Department, Asian American Studies Department, American Indian Studies Department, and Chicana/o and Central American Studies Department—to [join in petitioning](#) the California Department of Education (as several UC Ethnic Studies departments have done), as well as the support of UCLA and the broader UC system as a whole in advocating for the timely and just passage of the model curriculum. In particular, we call on the aforementioned entities to [support](#) the model curriculum draft and the Save CA Ethnic Studies Coalition in the following ways:

**1. Academic Advisement**

- a. Support the Save CA Ethnic Studies Coalition and the UCLA Ethnic Studies Student Committee in the development of an on-campus conference informed by ethnic studies curriculum and pedagogy during the Spring 2020 quarter.
- b. To work in collaboration with the UCLA Ethnic Studies Student Committee and the Save CA Ethnic Studies Coalition for the creation of a depository of Ethnic Studies scholars and experts on campus by discipline and subfield.

**2. Advocacy**

- a. To ensure the Institute of American Cultures, School of Education and aforementioned departments’ mission towards a connection with the greater Los Angeles community by facilitating outreach with local partners and non-profit organizations.

<sup>16</sup> <https://edsources.org/2019/californias-widely-criticized-ethnic-studies-plan-to-be-revised/617607>

- b. To draft letters of support from the Institute of American Cultures, Graduate School of Education, aforementioned Ethnic Studies departments, and affiliated entities in support of the Save CA Ethnic Studies Coalition.
- c. To offer academic support to the Save CA Ethnic Studies Coalition through scholarship, expertise, and experience in the field of Ethnic Studies.

**3. Financial Support**

- a. To allocate funds for the organization of students and faculty directly involved with the Save CA Ethnic Studies Coalition and the Model Curriculum, including, but not limited to travel grants and research stipends.
- b. To allocate honorarium payments for potential Ethnic Studies practitioners and experts that support the dissemination of Ethnic Studies knowledge and scholarship at UCLA.