PRE-WORK... YOUTH WELLNESS SURVEY:

bit.ly/youth-well

(takes 5 min...)
SEE WHAT PLANT YOU ARE....



LAND ACKNOWLEDGMENT

I would like to recognize that we gather on the ethno-historic tribal territory of the Kumeyaay, who have been here since the beginning with a vibrant and rich history dating back over 10,000 years. The lands of Imperial and San Diego County include the traditional lands of many Indigenous groups composed of Quechan, Cahuilla, CoCoPah, Pai Pai, and Kumeyaay.

Each of these groups are still present and active today.



ANCESTOR GUIDANCE



Dr. Dawn Bohulano Mabalon



Dr. Haunani-Kay Trask



Dr. Elizabeth "Betita" Martinez







Principled Exemplars of K-12 Ethnic Studies Implementation

CCTE 2023

October 20, 2023 9:00-11:45

SFSU, CSUEB, SDUSD, FUSD, SBUSD, OUSD, & JESD



PRINCIPLED Exemplars of K-12 Ethnic Studies Implementation

CCTE 2023

Allyson Tintiangco-Cubales, Jocyl Sacramento, Kay Flewelling, Ratha Kelly, Brian Batugo, Miranda Jue, Artnelson Concordia, Kimberly Lewis, Patricia D. Lopez, Laurence Tan, Leah Aguilera, Flordellyn Arroco Castillo, Chloe Romley



C1: Cultural Rituals/Energizer

- Land & Ancestor Acknowledgments
- Cultural Baggage

C2a: Critical Concepts

What is Ethnic Studies?

C2b: Critical Examples

- San Diego Unified School District
- Fresno Unified School District
- Santa Barbara Unified School District
- Oakland Unified School District
- Jefferson Elementary School District

C3: Community Conversations

Table Talks

C4: Closing Dialogue



WHAT'S YOUR BAGGAGE?





In your "bag," find an item that represents your "culture" or "cultural baggage" that you're willing to share on an altar.

TABLE ALTARS

AUTOARCHEOLOGY to AUTOETHNOGRAPHY

30-second Intros...

- Name (Pronouns)
- School & Position
- Land & Ancestors
- If you did the youth wellness survey...what's your plant?
- Cultural Baggage

bit.ly/youth-well



INTRODUCTIONS at your table



How did we get here?

TWENTY states have passed Ethnic Studies Legislation

The legislation is specific to K-12
Education and ranges from its incorporation in current curriculum, mandated inclusion in social science or humanities curriculum; to high school graduation requirements.

States with ES Legislation

California
Connecticut
District of Columbia
Illinois
Indiana
Kansas
Kentucky
Louisiana
Massachusetts
Michigan

Mississippi Nevada New Mexico Oklahoma Oregon Texas Vermont Virginia Washington Wisconsin

ETHNIC STUDIES Legislation

A Stanford University study revealed that an ethnic studies pilot program at three San Francisco high schools reaped benefits for 9th graders who were academically low-achieving. Students enrolled in the class had substantially better outcomes than those who did not.

Attendance improved by 21 percent, grade-point averages jumped 1.4 points, and credits earned increased by 23 for those who participated in the course. (Dee & Penner, 2017)

Bonilla, Dee & Penner (2021) found a 9th grade ethnic studies course significantly increased the probability of graduation, engagement, and probability of going to college.

Why does Ethnic Studies matter?



STUDIES HAVE PROVEN THAT CURRICULUM and PEDAGOGY THAT IS **REFLECTIVE**, **RELEVANT**, **AND RESPONSIVE** TO STUDENTS RACIAL, ETHNIC, CULTURAL, AND LINGUISTIC BACKGROUNDS, IDENTITIES, AND EXPERIENCES NOT ONLY IMPROVES STUDENTS'--especially students of color's--ACADEMIC SUCCESS BUT ALSO THEIR...

- -Self-esteem, self-concept, and self-determination
- -Mental Wellness (Petalio, David, Faustino)
- -Civic and Community Engagement (Daus-Magbual)
- -Commitment to Cultural Perpetuity (Milne, Darder)
- -EMPATHY & LEADERSHIP (Daus-Magbual)

(Milne, Sleeter, Sacramento, Kohli, Henning, Rangnath, Dee and Penner, Curammeng, and De Los Rios)





Ethnic Studies has a positive impact on Teacher Development!

- -critical consciousness
- -critical collective consciousness
- -empathy
- -solidarity
- -culturally responsive teaching
- -community responsive pedagogy
- -strengths-based pedagogy
- -teachers become more engaging

(Sacramento, Curammeng, Desai)



Ethnic Studies means being able to learn about and investigate the perspectives of those who haven't previously had their their voices heard. What's most meaningful to me is the skills I learned in Ethnic Studies, basically, the things I didn't know about before that will help have a better understanding of the topics so I can better participate in the conversations about them.

I learned that Ethnic Studies is the study of different ethnicities, race, gender, and so much more. My biggest takeaway was respecting all ethnicities <u>and embracing your own. I now have a deeper understanding of myself</u> and a little more of others which is very meaningful for me.

But how did we really get here...







ETHNIC STUDIES is...

- ❖ 1968 STRIKE INITIATED by BSU & TWLF @ SF STATE: Initiated by the Black Student Union and joined by the Third World Liberation Front, the student and faculty strike started on November 6, 1968 and lasted until March 21, 1969, making it the longest strike by students at an academic institution in the United States
- Organizations involved: Latin American Student Organization (LASO), Intercollegiate Chinese for Social Action, the Mexican American Student Confederation, the Philippines (now Pilipino) American Collegiate Endeavor (PACE), the Native American Students Union, and Asian American Political Alliance
- Goals: ACCESS, RELEVANCE, & COMMUNITY (ARC)

SFUSD Fight for Ethnic Studies 2010



Purpose & Pedagogy

ETHNIC STUDIES...

"...provides 'safe' academic spaces for all to learn the histories, cultures, and intellectual traditions of Native peoples and communities of color in the U.S. in the first-person and also practice theories of resistance and liberation to eliminate racism and other forms of oppression."

COLLEGE OF ETHNIC STUDIES, SFSU



ETHNIC STUDIES is...

- self-determination & liberation
- critical consciousness & decolonization
- self & community actualization
- solidarity, unity, & empathy
- wellness & wholeness (CRE, 2020)
- hope, love, respect, & joy

Beckham, Concordia, Riechel, Ko, Tintiangco-Cubales SFUSD, 2010



DISCIPLINE

Native American /
American Indian
Studies

African American / Black Studies

Asian American
Studies

+

Pacific Islander &
Arab American
Studies

Chicana/o Studies

+

Latinx Studies

The interdisciplinary field of study dedicated to the critical examination of the social construction of race, the process of racialization and the origin, practice and impact of racism on society, particularly as it pertains to Black, Indigenous and People of Color (BIPOC)*, in the United States...

And the resistance and radical formations of identities, communities, and social movements.

ETHNIC STUDIES is...

- History
- Criticality/Critical Consciousness
- Knowledge with Purpose & Action
- Community & Solidarity



ETHNIC STUDIES is...

About asking...

- ➤ Who am I?
- What is the story of my family & community?
- What can I do to bring social justice to my community & the world?



ETHNIC STUDIES is...

REFLECT on your ROOTS: What is your story? Who are your ancestors and what did they experience that shapes, influences, and impacts your life today? How does this shape your identity and our communities' identities?

ANALYZE and critique oppressive systems: What are the systems that have been oppressive to the liberation of Black, Indigenous, and People of Color? How have they been oppressive? How has this impacted relationships to ourselves, each other, the world, and to power?

DETERMINE and Do take action: What types of actions need to be taken to both determine your actualization but also to determine your community's actualization?

Tintiangco-Cubales, 2020



LIBERATED ETHNIC STUDIES PRINCIPLES

REFLECTION: REFLECT ON YOUR ROOTS

- 1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Black, Native People/s and people of color;
- 2. Celebrate and honor Native People/s of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their intellectual and cultural wealth;
- 3. Center and place high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge;

ANALYSIS: ANALYZE SYSTEMS OF OPPRESSION

- 4. Critique empire and its relationship to white supremacy, racism, patriarchy, cisheteropatriarchy, capitalism, ableism, anthropocentrism, and other forms of power and oppression at the intersections of our society;
- 5. Challenge imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels;

DETERMINATION: DETERMINE YOURSELVES & YOUR COMMUNITIES

- 6. Connect ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels to ensure a truer democracy; and
- 7. Conceptualize, imagine, and build new possibilities for post-imperial life that promotes solidarity and collective narratives of transformative resistance, critical hope, and radical healing.

Principles rooted in Tintiangco-Cubales, A. & Curammeng, E. (2018). "Pedagogies of Resistance: Filipina/o "Gestures of Rebellion" Against the Inheritance of American Schooling." In Tracy Buenavista and Arshad Ali. (Eds.) At War: Challenging Racism, Materialism, and Militarism in Education. New York: Fordham University Press.



WELLNESS

Wellness is the harmonizing of mind, body, emotion and spirit. It is cultivated and sustained through healthy relationships that are responsive to the lived experiences and the historical and material conditions that shape them. Community responsive wellness strengthens the sacred link between self-actualization and community actualization in three domains:

EMBODIMENT

WELLNESS

Innerself: a strong sense of culture, identity, and agency;

Interpersonal: a rootedness and commitment to showing empathy toward family, community, and peers;

Interconnectedness: positive interrelatedness to ancestors, place, land, and the natural world.

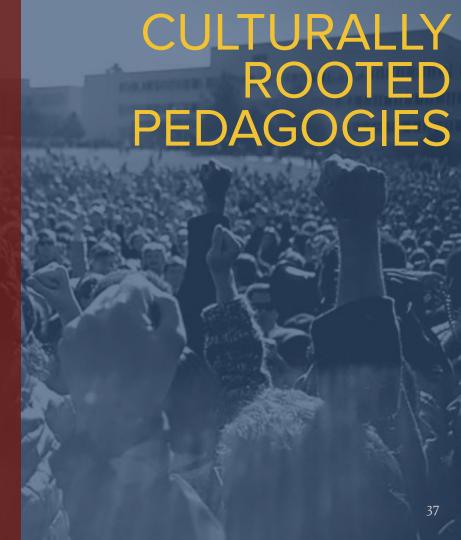
This grows ecosystems where people and communities experience place, power, purpose, awareness, resilience, empathy, hope, love, and joy.

Tintiangco-Cubales, Duncan-Andrade, Macatangay 2020





ETHNIC STUDIES is...











This is Ethnic Studies

I **Cultivate** the hearts and minds of all participants *This is ethnic studies*

I **Celebrate** the stories of Native People/s and people of Color *This is ethnic studies*

I **Center** and value indigenous & marginalized knowledge *This is ethnic studies*

I **Critique** our relationship to forms of power and oppression *This is ethnic studies*

I **Challenge** imperialist and colonial beliefs & practices on personal & systemic levels This is ethnic studies

I **Connect** to past and current resistance movements *This is ethnic studies*

I **Conceptualize** new possibilities of a new and different world rooted in liberation All of this is ethnic studies This is a relevant education This is love

The 7 C's

Cultivate, Celebrate, Center, Critique, Challenge, Connect, Conceptualize

This is ethnic studies

This is a relevant education





ETHNIC STUDIES

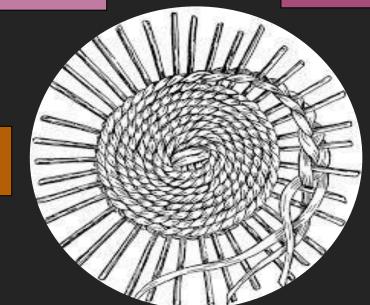
SELF | STORIES | SYSTEMS | SOCIAL MOVEMENTS | SOLIDARITY

The Weaving Approach

Common Core State Standards

Content Standards

Multilingual Learners



Critical Concepts &Proficiency Scales

THE PRINCIPAL PR

Ethnic Studies Curriculum & Pedagogy

How do we weave Ethnic Studies?

How are we complicating the dominant narrative?

How are we connecting to indigeneity and roots?

How are we unpacking the effects of colonialism?

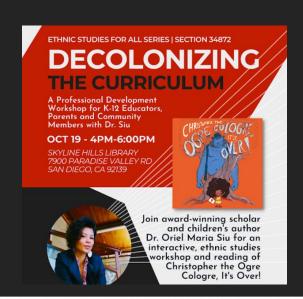
How can we center BIPOC narratives?

Who is telling the story?
What are our sources?

What does liberation and healing look like?

Elementary Initiatives

- Ethnic Studies Read Alouds
- STEAM Partnerships
- Contextualizing Field Trips
- Ethnic Studies for ALL



BOOK PROGRAM

STORIES OF NATIVE HISTORY & CULTURAL WAYS

NOVEMBER 2023

THIS BOOK PROGRAM INTENDS TO DEVELOP AWARENESS, UNDERSTANDING, KNOWLEDGE, AND RESPECT ABOUT NATIVE AMERICAN HISTORY, CULTURAL TRADITIONS, RESISTANCE MOVEMENTS, AND LIVED EXPERIENCES.

Available to 35 Middle & High School Teachers Available to 500 Elementary & 100 Secondary Teachers

Available to 35 8th Grade HSS Teachers

FREE class set of Indigenous People's History of the United States

3 FREE Native American grade-level appropriate books FREE Teacher's Guide: Teaching Critically About Lewis and Clark

Ethnic Studies Graduation Requirement Classes

- **ELA Identity & Relationships** (9th grade ELA)
- English Literature and Ethnic
 Studies (10th grade ELA)
- Power & Identity Around the World (10th grade HSS)
- Identity & Agency in US History (11th grade HSS)
- Intro to Ethnic Studies (9-12 Elective)









Interrelated Work Domains

How we learn from challenges and successes?

How we create space in the system for ethnic studies in a way that is sustainable?

Institutionalizing Operationalizing

Building Expertise Learning to Transform

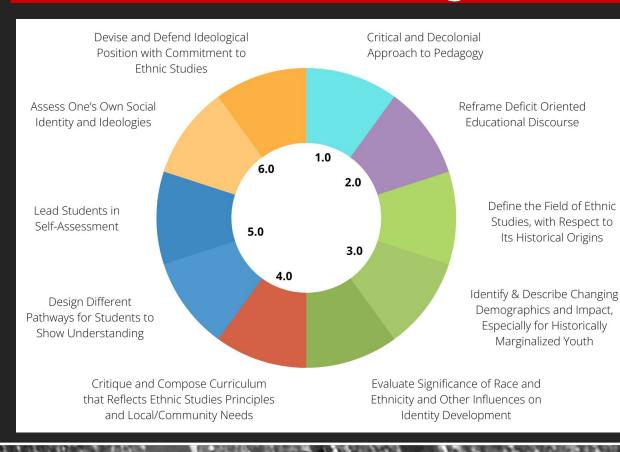
> How we define ethnic studies and ensure the definition remains consistent across stakeholders, school sites, and policies?

How we support educators to develop expertise on this subject with professional development and curriculum support?

Advocating

How we protect ethnic studies to ensure that its historic origin and goals remain intact?

Ethnic Studies Knowledge, Skills, & Dispositions



- 1.0 Engaging and Supporting All Students
- 2.0 Creating & Holding Collective Learning Environments
- 3.0 Understanding Subject Matter and Content Specific Pedagogy

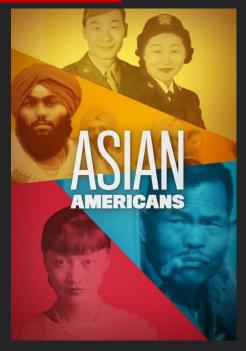
- 4.0 Planning Instruction and Designing Learning Experiences
- 5.0 Assessing student Learning
- 6.0 Developing as a Professional Educator



The Fight for Ethnic Studies

As you watch, keep track of the following:

- 1. **CONTENT**: What were the students asking to learn about?
- 2. **METHODS**: What methods did activists use to empower themselves to take action? What knowledge, skills, and dispositions did these young activists need to have?
- 3. **POWER**: What power did the students hold? What power did they lack?
- 4. **PURPOSE**: What was the purpose of their work?



Clip from Asian Americans by PBS

What is Ethnic Studies?

HISTORICALLY

QUESTIONS MOVING FORWARD

elegistra il di il della di il di

CONTENT

A curriculum that reflected "third world" peoples' experiences and knowledge

How often to do we center the histories, cultures and intellectual traditions of BIPOC told from first person perspectives?

METHOD

School wide strike to disrupt "business as usual", List of demands, student speeches & articles, students working in collaboration to determine curriculum

How can we use non-traditional, interdisciplinary experiences to engage students and develop their skills?

POWER

Coalition with student groups (BSU + TWLF), community members, faculty and progressive white students that organized to hold school administration accountable

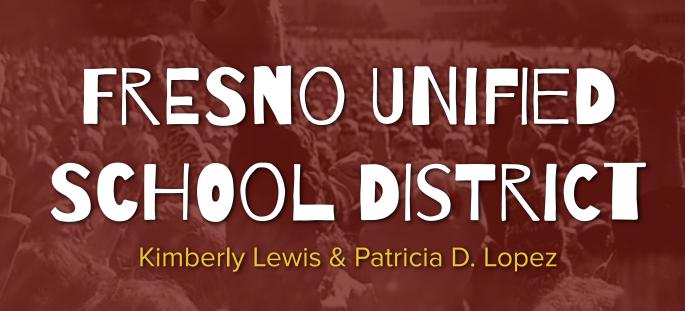
- How can we be mindful of our position of power as teachers?
 How do we transfer that power to our
- How do we transfer that power to our students?

PURPOSE

Self-determination, a more relevant education to help students transform their school & communities

- How does ethnic studies provide the framework to eliminate racism?
- How does it contribute to the betterment of ourselves, our students and this community?







VOICES | ANCESTORS | LIBERATION | LOVE | EMPATHY | YEARNING

FRESNO UNIFIED SCHOOL DISTRICT ETHNIC STUDIES FRAMEWORK

BE ED DE EN 11 11 11 11 11 11



FRESNO UNIFIED SCHOOL DISTRIC



When you think of Fresno what image comes to your mind















The vision of Ethnic Studies in Fresno Unified School District is to provide students culturally and community responsive learning that centers experiences, identities, and knowledges of Ethnic Studies groups as a way to dismantle racism and intersectional forms of oppression. In Fresno, Ethnic Studies thrives in and through the

V.A.L.L.E.Y.:

VOICES ANCESTORS LIBERATION LOVE EMPATHY YEARNING





Student Outcomes	Pedagogical Commitments
communities of color, with an intentional focus on local Fresno and regional Central Valley stories.	Educators will study and listen to the cultural wealth of communities of color and provide access to counternarratives—especially in Fresno and regional contexts.

VOICES Centering the voices of communities of color



Student Outcomes	Pedagogical Commitments
legacies of indigenous peoples and	Educators will foster a learning space that values ancestral, indigenous, and cultural ways of knowing.

ANCESTORS Valuing ancestral knowledges of indigenous peoples of the Valley and communities of color



Student Outcomes	Pedagogical Commitments
	Educators will be anti-racist and investigate systems of power while connecting historical social movements with current activism toward collective liberation.





Student Outcomes	Pedagogical Commitments
Students will have a positive sense of self and their communities to end internalized racism and intersectional forms of oppression.	relationships with students and each

LOVE Loving oneself, community, & the world



Student Outcomes	Pedagogical Commitments
Students will exercise personal and social responsibility toward solidarity, unity, and ending racism and oppression.	Educators will hold space and show empathy toward students and their communities as a model of social responsibility and personal accountability.



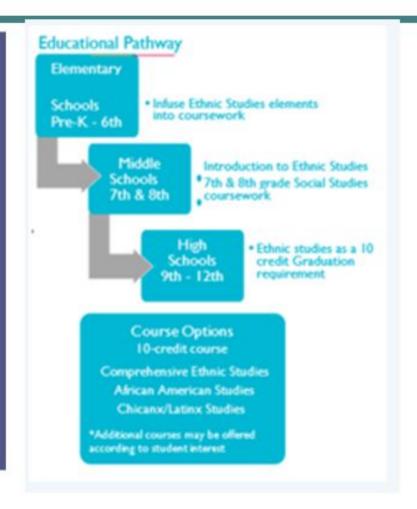


Student Outcomes	Pedagogical Commitments
Students will be intrinsically motivated to learn more about themselves and their communities and contribute to the public good.	Educators will co-develop curriculum with students and their communities that encourage creative, experiential, place-based, inquiry-based, community-connected, multidirectional, reflective, and collaborative learning.



ETHNIC STUDIES Educational Pathway

- In Fresno Unified School District, K-6 studnts will create authentic connections across disciplines as Ethnic Studies is embeded across disciplins.
- At the middle school level, school regions may adopt an "Introduction to Ethnic Studies" course to prepare for high school graduation requirement.
- Ethnic Studies will become a graduation requirement for the graduating class of 2026-27.
- FUSD Board Resolution No. 20-02 passed 2020









VOICES | ANCESTORS | LIBERATION | LOVE | EMPATHY | YEARNING

FRESNO UNIFIED SCHOOL DISTRICT

WHAT IS ETHNIC STUDIES?

Ethnic Studies is a "critical and interdisciplinary study of race, indigeneity with focus on the experiences and perspectives of people of color (African American, Asian American, Chicanx/Latinx, and Native American and Indigenous People) within and beyond the United States', As a distinct discipline from History, Ethnic Studies specifically analyzes "the ways in which race and racism have been and continue to be, powerful social, cultural, and political forces and their connections to other axes of stratification, including gender, class, sexuality, and legal status." (FUSB Daord Resolution No. 20-02)

FUSD ETHNIC STUDIES VISION

The vision of Ethnic Studies in Fresno Unified School District is to provide students culturally and community responsive learning that centers experiences, identities, and knowledges of Ethnic Studies groups as a way to dismantle racism and intersectional forms of oppression. In Fresno, Ethnic Studies thrives in and through the V.A.L.L.E.Y.

VOICES: Centering the voices of communities of color

ANCESTORS: Valuing ancestral knowledges of indigenous peoples of the Valley and communities of color

LIBERATION: Analyzing systems and taking action toward collective & connected liberation

LOVE: Loving oneself, community, & the world

EMPATHY: Empathizing that leads to social responsibility & personal accountability

YEARNING: Developing learning intuition

VALLE VOICES | ANCESTORS | LIBERATION | LOVE | EMPATHY | YEARNING

FRESNO UNIFIED SCHOOL DISTRICT

VALUES, STUDENT OUTCOMES, & PEDAGOGICAL COMMITMENTS

	VALUES	210DEN1 001COME2	PEUAGUGICAL GUMINIT MENTS (For Leaders, Teachers, and any Adults working with Youth in FUSO.)	
T C	VOICES: Centering the voices of communities of color	Students will value the voices of communities of color, with an intentional focus on local Fresion and regional Central Valley stories.	Educators will study and listen to the cultural wealth of communities of color and provide access to counternarratives—especially in Fresno and regional contexts.	A STATE OF THE PARTY OF THE PAR
	ANCESTORS: Valuing ancestral knowledges of indigenous peoples of the Valley and communities of color	Students will have knowledge of the legacies of indigenous peoples and communities of color of the Valley and their consections to their own familial and community histories that shape their identities.	Educators will foster a learning space that values ancestral, indigenous, and cultural ways of knowing.	
13.00	LIBERATION: Analyzing systems and taking action toward collective & connected liberation	Students will develop a systems literacy that helps them analyze how structural oppression operates in local, national, and global settings and take action to develop new humanizing systems.	Educators will be anti-racist and investigate systems of power while connecting historical social movements with current activism toward collective liberation.	N THE RESERVE
	LOVE: Loving oneself, community, & the world	Students will have a positive sense of self and their communities to end internalized racism and intersectional forms of oppression.	Educators will develop meaningful relationships with students and each other that center on love, joy, healing and wellness.	
	EMPATHY: Empathizing that leads to social responsibility & personal accountability	Students will exercise personal and social responsibility toward solidarity, unity, and ending racism and oppression.	Educators will hold space and show empathy toward students and their communities as a model of social responsibility and personal accountability.	
	YEARNING: Developing learning intuition	Students will be intrinsically motivated to learn more about themselves and their communities and contribute to the public good.	Educators will co-develop curriculum with students and their communities that encourage creative, experiential, place-based, inquiry-based, community-connected, multidirectional, reflective, and collaborative learning.	W 100 - 100

FRESNO UNIFIED SCHOOL DISTRICT

ETHNIC STUDIES MIDDLE SCHOOL SCOPE & SEQUENCE

June 22, 2023 Draft

Course Description: The Fresno Unified School District's Ethnic Studies course offered at the Middle School level provides an introduction to the main concepts of Ethnic Studies to provide students with a lens and language that they will take with them into high school. The course is directly aligned with the FUSD's Ethnic Studies V.A.L.L.E.Y Framework and intentionally centers local, community, familial, and personal experiences. There are 6 units that are driven by a compelling question that encourages genuine inquiry and problem-solving:

- Unit 1: SHAPING OUR SPACE-Are we all valued in our Ethnic Studies classroom community?
 - Students and the teacher will co-construct the culture of their Ethnic Studies classroom. They will engage in connecting self-actualization with community actualization. They will also be introduced to FUSD's VALLEY values.
- Unit 2: **SELF**-Does identity matter?
 - Students will delve into a study of their own identity by learning how identity is formed, specifically looking at how the social constructions of race, ethnicity, nationality, and culture influence and shape how we view ourselves and how others view and treat us.
- Unit 3: **STORIES-**Do stories have the power to solve racism?
 - Students will have a unique opportunity to learn about local and national stories of Ethnic Studies groups and their experiences with race and racism, and also their resistance and how their communities survived and thrived despite the challenges they faced.
- Unit 4: **SYSTEMS-***Are systems of power changeable?*
 - Students will learn about systems of power and their impact on the lives of all people. There is a specific focus on the 4 l's of racism, along with providing a space for students to propose examples of the 4 l's of humanization.
- Unit 5: SOCIAL MOVEMENTS-Did social movements led by communities of color achieve justice?
 - Students will study social movements led by communities of color at the national, state, and local levels. They will be introduced to the problem-solving praxis cycle (similar to the scientific method with the social justice purpose) that they will use in Unit 5 to analyze movements.
- Unit 6: SOLIDARITY-Can solidarity end racism?
 - Students will expand what they learned in Unit 5 and use praxis to develop a Youth Participatory Action Research project. They will also return to the Ethnic Studies VALLEY values.





Ethnic Studies Committees

Ethnic Studies Advisory Committee (ESAC): The ethnic Studies Advisory Collaborative is to provide an official space for the FUSD community-based pedagogies (students, teachers, staff, families, and community members) to collaborate on the FUSD Ethnic Studies curriculum and programmatic activities to increase student's knowledge of their racial, ethnic, and ancestral history and heritage while exploring current issues in their community and inspiring actions to help remedy them. Bridging classroom to community and social movement.

Ethnic Studies Teacher Leadership Committee (ESTL): Ethnic Studies Teacher Leadership Committee in Fresno Unified School District is designed to provide leadership and guidance on grade level/subject area-specific recommendations. Teacher leadership members receive, provide input on, and transmit information to site colleagues, professional learning, and instructional strategies related to the ethnic studies subject area.

Ethnic Studies Curriculum Development Committee: This committee is an opportunity to foster cultural literacy and curriculum from the perspectives of those marginalized in the Central Valley. Reimaging learning creates spaces for community leaders and elders to share the rich history of Fresno CA. Informing Ethnic Studies teachers teaching and developing future ethnic studies courses.

Ethnic Studies Student Committee The purpose of this committee is to provide an inclusive space for students as intellectuals, fostering student voice, feedback on curriculum, and sharing of student lived experiences in support of the implementation of the Ethnic Studies PK-12 program—moreover, students seeing themselves in their communities in schools and curriculum.



EUSD Ethnic Studies Implementation Progress

2022-23

- √ Comprehensive Ethnic Studies at every High School
- √ Teacher on Special Assignment
- ✓ Professional Development-Cohort 1
- √ Cocurricular development
- ✓ PLC- MS and HS
- √ Survey to determine student interest
- √ Quarterly planning time
- ✓ Development of a curriculum handbook
- Summer Middle School Scope and Sequence

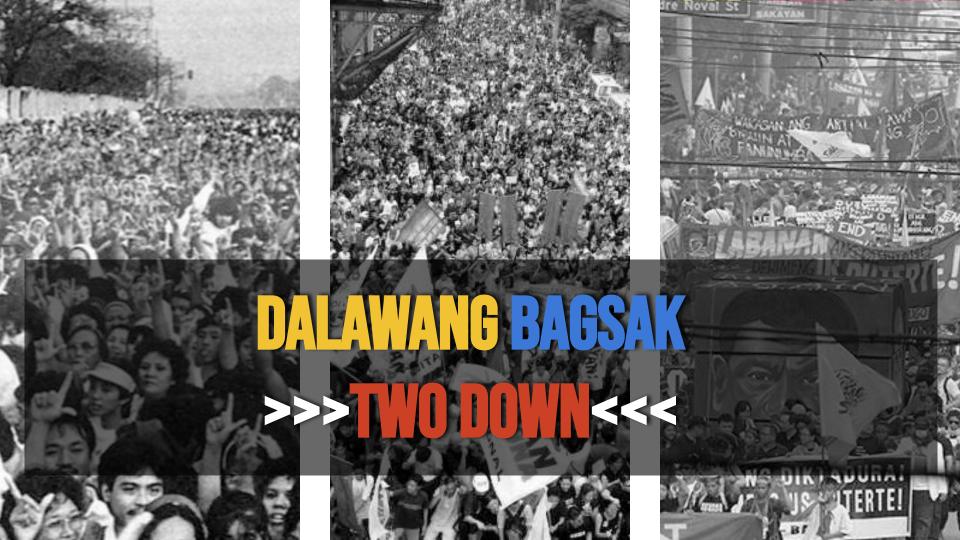
2023-24

- ✓ Curriculum Draft review
- ✓ Curriculum development committee
- Qualitative research and development
- √ Cohort 2
- √ Expansion of foundational course offering
- ✓ Quarterly planning pull-out days
- √ Micro Credential partnership with CSUF

2024-25

- ✓ Curriculum review structure
- √ Year 1 Ethnic Stuides Master Degree SF State
- √ Further expansion of course offerings
- √ Cohort 3
- ✓ Qualifed Ethnic Studies teachers/instructional coach
- ✓ Ethnic Studies Strategic plan
- ✓ Site Implementation tool kit





SANTA BARBARA UNIFIED SCHOOL DISTRICT

Miranda Jue & Artnelson Concordia









ETHNIC STUDIES NOW! •• SANTA BARBARA





CHUMASH COMMUNITY PARTNERS













SBUSD ES YOUTH PERSPECTIVES

SANTA BARBARA UNIFIED SCHOOL DISTRICT









COURSE OFFERINGS



HISTORY
OF THE UNITED STATES

Chicanx/Latinx
Studies

ChiLat







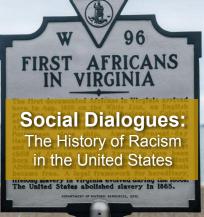




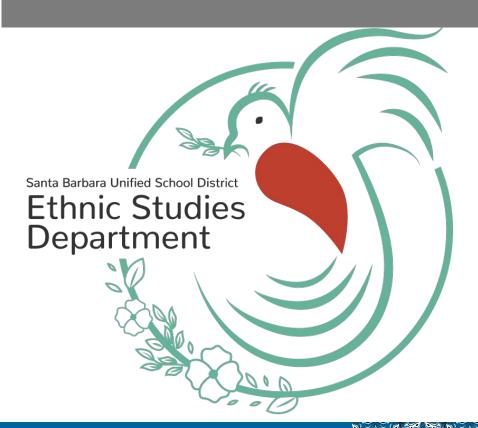








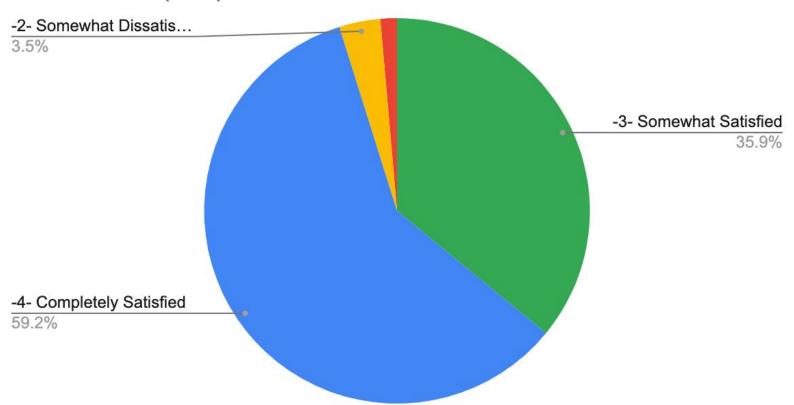
What is Ethnic Studies in the **SBUSD**?



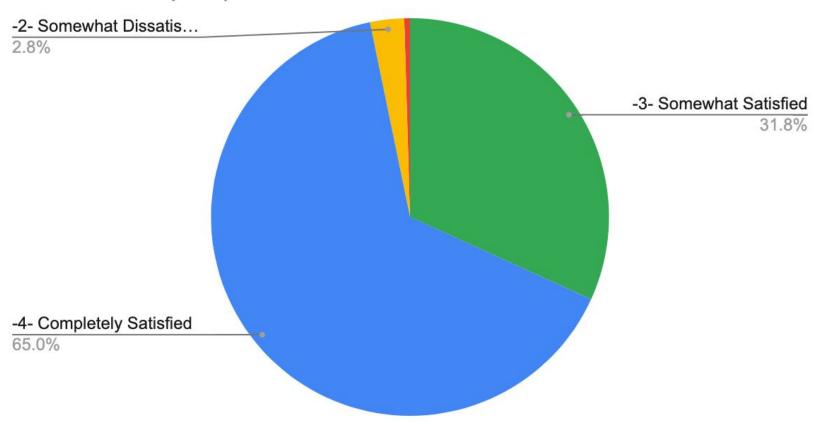
- Ethnic and Social Justice Studies (ESJS)
 - ➤ 1 term; Designed for 9th but open to all
- English 9, ES
 - > 9th Grade
- Social Dialogues
 - ➤ All grades (SBHS only)
- *Chicana/o/x & Latina/o/x Studies (ChiLat Studies)
 - > 11th grade; also fulfills US History
- *History of Africans in America (Black Studies)
 - > 11th grade; also fulfills US History
- Mexican American Literature
 - > 12th (open to 11th)

Student Post-Survey Data

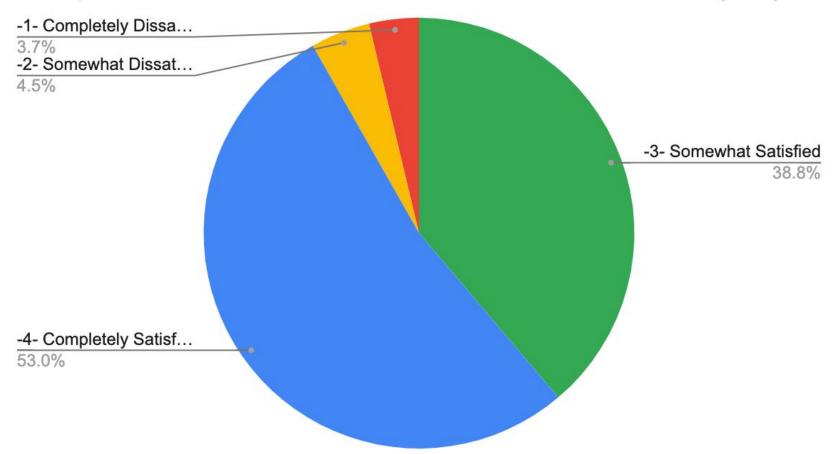
Spring/Last Term '22 - Overall Ethnic Studies Course Satisfaction (434)



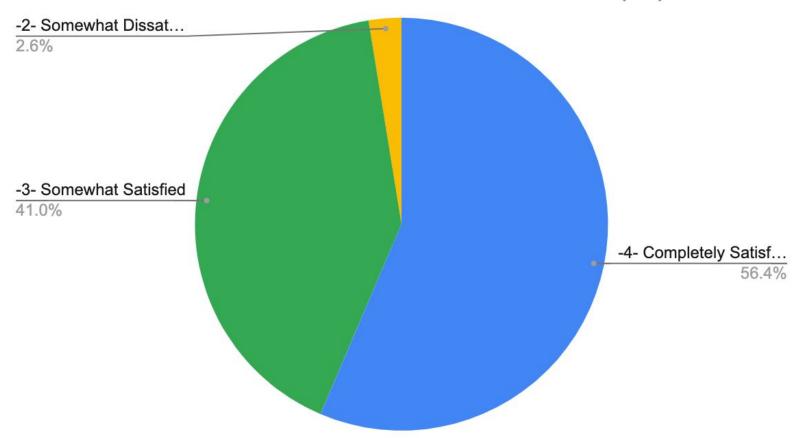
Mexican, Mexican American, Latino/a/x Ethnic Studies Course Satisfaction (217)

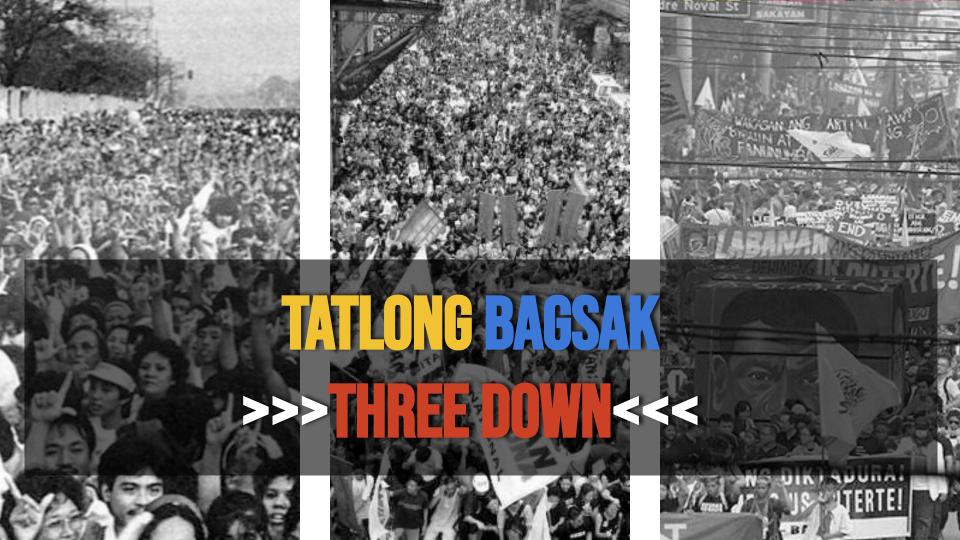


EuropeanAmerican Ethnic Studies Course Satisfaction (134)



Bi/MultiRacial Ethnic Studies Course Satisfaction (39)



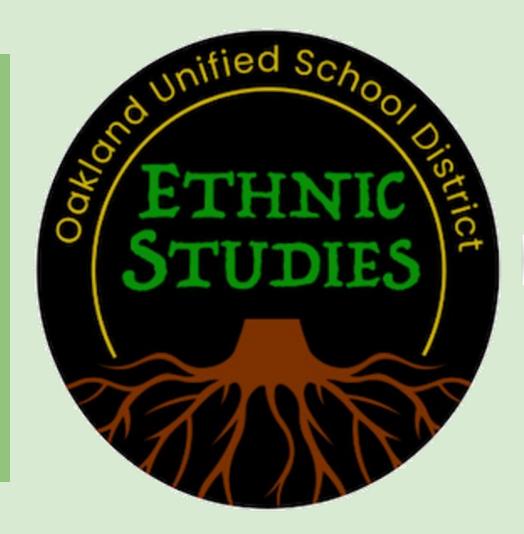




OAKLAND UNIFIED SCHOOL DISTRICT Laurence Tan & Leah Aguilera

VISION: Ethnic Studies in OUSD is committed to supporting the critical consciousness, self-determination, agency, and humanization of all people by:

- honoring histories and cultures of racially marginalized groups
- 2. employing multiple disciplines and perspectives to critically analyze systems of oppression
- 3. promoting action in solidarity
- 4. positively transform students' lives and communities.



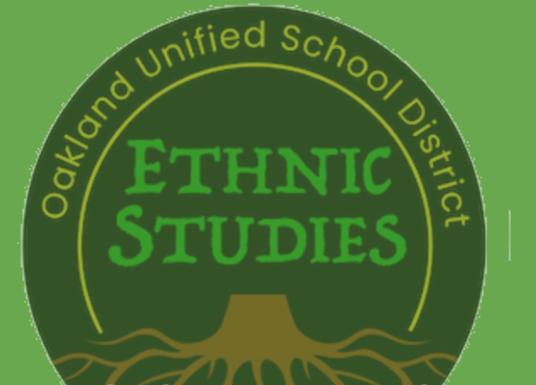
Ethnic Studies in Oakland:

2015 - 2020

- 2015 OUSD Board Policy
- 2015-16 9th grade Teacher Cohort
- 2016-2020 9the grade Ethnic Studies Teacher Summer Intensives & Potlucks with 1700 Students in ES Classes
- 9th grade course
- Mission Statement
- Key Themes
- 6 Pedagogical Practices
- 2020 Board Resolution

2020-present

- OAK Elementary School Grounded in ES Framework
- 2021 Reparations for Black Students Resolution
- All TK- 12 ES standards developed
- OUSD Ethnic Studies year-long cohort expands to include ECE-12th grades. Team continues to work on curriculum units.
- OUSD ECE 12th grade Summer Intensive (Black Studies / Asian Studies)
- 2022 <u>Ethnic Studies Website</u> Launch & Summer Ethnic Studies Curriculum Institute
- 9th grade COP
- 3rd Grade H/SS/ES curriculum
 1st / 5th / 8th / 11th grade ES units



How did we get here?

What is **2023 Ethnic Studies**?

Multicultural Studies

- Diversity in Representation
- Focus on Tolerance
- Melting Pot may not address inequalities
- Focuses on individual bias, if at all

1970-90s

Ethnic Studies

- Self-Determined Stories
- Focus on Building Solidarity
- Community
 Action &
 Connection to
 Schools
- Critical Analysis of Education & Global Power

1960s-Present

Intersectional Ethnic Studies

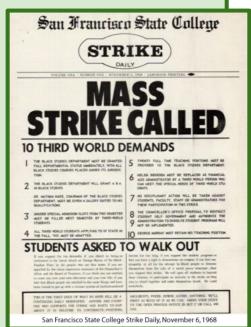
- Acknowledges
 Intersectional Identities
- Youth-Led Participatory
 Action Research
 formalizes model of
 student empowerment
- Includes Wellness & Social Emotional Learning
- Critical Analysis of Systems & Pedagogy

1990s-Present



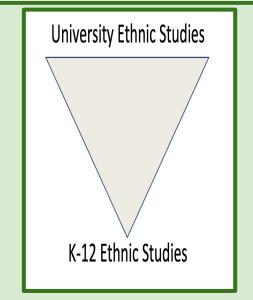
In Oakland Unified School District

- 1990's: Afrocentric
 Curriculum
- 2000's: Multicultural
 Studies
- 2010's: Ethnic Studies (9th grade)
- 2020's: Ethnic Studies
 ECE 12th



Oakland School Board Resolution

- December 18th, 1996
- WHEREAS, [...] studies demonstrate that African-American students [...] possess and utilize a language described in various scholarly approaches as "Ebonics" [...]
- WHEREAS, the interests of the Oakland Unified School District in providing equal opportunities [dictate that] programs recognizing the English [...] improvement skills of African-American students are as fundamental as is application of bilingual education principles for others whose primary languages are other than English



OUSD Student Campaigns (1998)



Castlemont Ethnic Studies Students at City Hall

"At MetWest, we learn about other cultures. We learned about what African Americans went through. Even though they [Latino and African American] are two different stories, we were both colonized. We have both been oppressed. Learning about their [African American] traditions and what's been going on, how they overcame, all the movements that they created, inspired us. Learning about other cultures helps you understand the other person."

2015 Board Policy Highlights

1. Requires all high schools to offer access to Ethnic Studies courses by the 2018-19 school year"

- 2. "The courses will be developed according to an OUSD framework for Ethnic Studies"
- 3. "Encourages integration at the middle school and elementary level"
- 4. "Acknowledges the importance of ongoing targeted professional development" and "curricular supports"
- 5. "Shall ensure that the district has teacher recruitment practices that attract interested and qualified candidates"

2020 Board Resolution - May 27, 2020

"BE IT FURTHER RESOLVED that the Board of Education directs staff to move forward a plan and timeline to support OUSD high school social studies and other teachers in the Ethnic Studies Model Curriculum, adapt curriculum for middle school and elementary school grades, and adapt Oakland-specific course materials that teach students the rich and diverse history of Oakland's many ethnic populations and the racial and social dynamics that impact our young people, schools and community everyday."

WHO: Teachers of grades PreK-12th grade who are already implementing Ethnic Studies pedagogy and content in OUSD. Teacher leaders, teachers who are working in school sites that are already committed to integrating Ethnic Studies throughout grade levels, and a diverse representation of teachers by cultural background, geography, experience, and perspective.

9th Grade Implementation:

Ethnic Studies Courses in all High schools

4 Units

English / History

CHALLENGES

Different sites have different courses to meet the requirement

Teacher Preparation



"I enjoy talking about Our latin culture and African american culture talking about each point of view, fear, and feeling/emotions, because I am someone who will speak up and defend my culture/roots and the people so know more will give me more motivation to speak up because i know more. Learning about African american/black culture feels welcoming, and its something that should be known because everyone suffered to be at the point they are today and i like to fight/defend/speak up for people and culture that's different than mine." 10/23

3rd Grade Curriculum Developed in partnership with CRE

Unit 1: Mapping Oakland: The People and Geography

Unit 2: Indigenous People of Oakland

Unit 3: Oakland's Migrations and Movements: Change Over Time

Unit 4: Oakland's Economy and Politics: Community and Student Agency

Unit 5: Liberty and Justice For All: Understanding Government and Community Power

History Social Studies ES Questions

What are the origin stories and identities of the people of Oakland? How have geography and the natural resources shaped Oakland?

Who are the indigenous people of Oakland? What was the impact of colonization on their lives?

Why did people move to my community? How has my community changed over time?

What is the history of labor and politics in Oakland? What issues are important to my community and what has caused them? What has been done to resolve these issues and what can I do?

What is the role of the U.S. Constitution and government in the lives of people in our communities? How can I help my community?

Ethnic Studies Compelling Question

Does race shape the identity of Oakland?

Are the Ohlone people adequately honored in Oakland? How? By whom?

Were social movements in Oakland successful in achieving justice?

Do we have the power to address the issues that we face in Oakland?

Can youth action positively change Oakland?

3rd Grade Standards - developed in partnership with CRE

3.2 <mark>Updated</mark>	OLD
Who are the indigenous people of Oakland? What was the impact of colonialism on their lives?	Who were the first people in my community?
3.2 Students describe the Ohlone nations in the local region in the past and present.	3.2 Students describe the American Indian nations in their local region long ago and in the recent past.
 Describe cultural and national identities, spiritual beliefs, customs, and traditions. Discuss the ways in which physical geography, including climate, shape how the Ohlone nations are interconnected with the natural environment (e.g., how they obtained food, clothing, tools). Describe Ohlone systems of government and the possibility of solidarity. Describe the impact of colonialism on the Ohlone nations and the land. Discuss Ohlone communities and their present contributions and cultural production in Oakland. 	 Describe national identities, religious beliefs, customs, and various folklore traditions. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools). Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments. Discuss the interaction of Updated settlers with the already established Indians of the region.

Transformative Equity x Social Emotional Learning 5 Focal Constructs

Racial Autobiography

IDENTITY

BELONGING

Voice & Healing

Self-Determination

AGENCY

COLLABORATION

Interdependence

Multiple Perspectives

CURIOSITY





















ETHNIC STUDIES

OAK centers love, empathy, and liberation.

- Through sharing ALL of our stories and learning about our identities and those around us, we learn to LOVE ourselves and those in our OAK community. Ethnic Studies cultivates spaces where the experiences and knowledge of people of color--shared in the first person--are valued and loved.
- This builds EMPATHY and strengthens our relationships with each other at OAK. Ethnic Studies is the foundation for our understanding and willingness to study, critique, and abolish systems and practices that contributed to the struggles of our ancestors and our struggles of today.
- Through Ethnic Studies at OAK, we are committed to supporting the wellness of every person in our community so that we will have the capacity to pursue collective LIBERATION.

At OAK Ethnic Studies is part of everything that we do. It is infused in our C's:

CULTURE: Culture is Medicine. At OAK, we center cultures that have been marginalized, specifically those of Black, Indigenous, and People of Color.

CURIOSITY: Knowledge is Power. To gain knowledge, we have to ask questions, listen to each other's stories, and engage in inquiry that aims to solve problems at OAK and beyond.

COURAGE: Courage to Show Up. To be courageous, we need to be vulnerable and willing to take chances to stand up for what we believe is right and will benefit the students at OAK.

COMPASSION: Compassion leads to Empathy. To be compassionate, we humanize each person at OAK and hear both their challenges and their joy.

COMMUNITY: In LaK'ech. To be in community, we create loving relationships that value what each person brings to OAK.

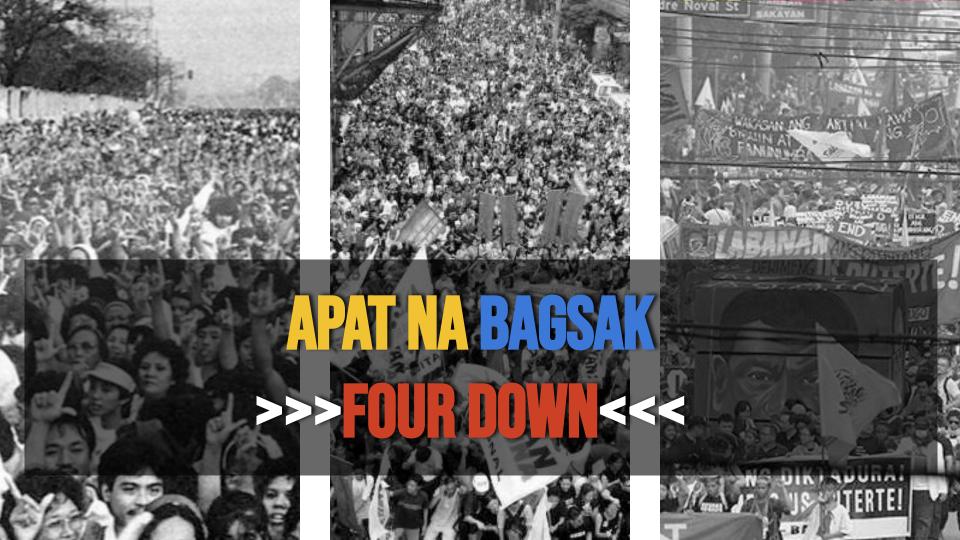
Struggles, Challenges, and WorkArounds...

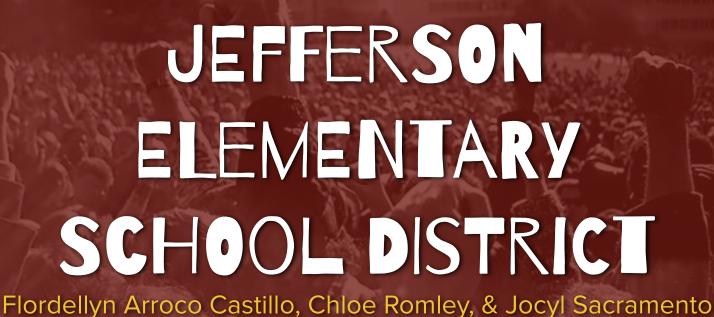
- Multiple Offices Not on Same Page→ Mixed Messaging
- PD's more focused on Curriculum/Curriculum Roll Out and not
 ES pedagogy, practice, and internal development
- Multiculturalism, Heroes, and Holidays "checks off boxes"
- History and Social Studies IS PART of ETHNIC STUDIES

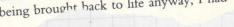


- Despite that, growing cohorts of ES practitioners are developing
- Ethnic Studies IS EXPLICITLY being taught in classrooms preK and up
- Ethnic Studies education doesn't have to be "masked" anymore

... The Fight for Ethnic Studies Continues!







ETHNIC STUDIES

(ACCORDING TO MIDDLE SCHOOL STUDENTS)



of the island being brought back to life anyway, I had



J: Justice

E: Empathy

igns of the island being brought back to life anyway, I had

S: Systems Literacy

D: Determination

JESD Ethnic Studies Values



The Journey So Far...

January 2020

JESD asked for volunteer teachers to take part in the JESD Ethnic Studies project, with CRE as our consultants.

Pandemic Work + Ethnic Studies Certificate

- With our teacher groups, we worked on the units at home & via zoom.
- 4 of us in the team took postbaccalaureate Ethnic Studies classes at SFSU to ground our work in Ethnic Studies pedagogy and literature.

Writing, Piloting & Revising

- After writing the first iteration of our units, we piloted our curriculum in the classroom
- Our district decided to make Ethnic Studies a 6th, 7th, and 8th grade stand-alone, semester-long class. We revised our curriculum to fit that model.

being brought back to life anyway, I had

Themes Across 6th to 8th Grade

(Semester)

6th Grade: Self & Stories	 Will learning about yourself and people's identities in the present eliminate racism? Can we achieve decolonization by learning about each other's stories?
7th Grade: Community Art	 Does media/art control what we believe about ourselves and the systems we live in? Can we achieve decolonization by learning about each other's stories, as portrayed in the media?
8th Grade: Leadership in Action	 Did historical social movements led by youth improve schools for everyone? Can youth leadership bring about real social justice?

Live brought back to life any

being brought back to life anyway, I had

Themes Across 3rd to 5th Grade

(Trimester)

3rd Grade	Local: Daly City
4th Grade	State: California
5th Grade	National: United States

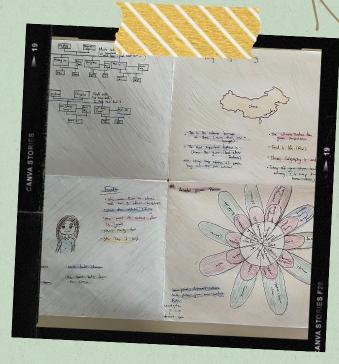
C. I. I having brought back to life any

signs of the island being brough

Student Samples

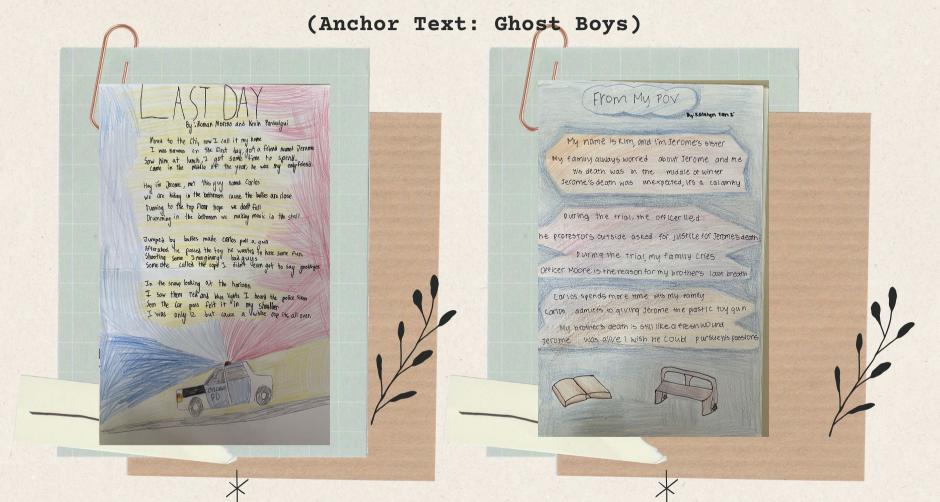
Student Identity Posters





- · Ances-Tree
- Facts About their Family's Homeland
- · Ancestor Portrait
- Identity Power Flower

Student Samples: Poetry



5th Grade to 6th Grade

- Students have some foundational knowledge of core concepts that allow us to dig
- Students understand who they are and that they have power/agency.
- · Confident, and empathetic, can advocate for themselves and others.

6th Grade to 7th Grade

- Students have an easier time making connections from Self & Identity to Community & Systems
- Students are more equipped with Ethnic Studies vocabulary & context, more empathetic to their peers, and are able to easily get engaged with the material.

Building On & Making Ethnic Studies Connections

The Importance of Community & Collaboration

Community is Key

- Teachers are able to connect and communicate with each other
- Teachers feel safe to share their celebrations and challenges in the Ethnic Studies classroom

Collaboration is Valuable

- Collaboration needs to be rooted in Ethnic Studies pedagogy
- Time for in-person collaboration between writing and implementation staff is vital to the success of an Ethnic Studies program

Monthly Professional Development with CRE...

INTERSECTIONALITY
(CRENSHAW)

4 I's OF OPPRESSION

ETHNIC STUDIES
vs

*MULTICULTURALISM

HOW DO WE CENTER
FAMILIES AND
COMMUNITIES?

COMMUNITY CULTURAL WEALTH (YOSSO)

LEADERSHIP

SOLIDARITY

RADICAL IMAGINATION

JOY

FEEDBACK FROM CLASSROOM OBSERVATIONS

How are we practicing ES Pedagogy?

How are we connecting lessons to students' lived experiences?

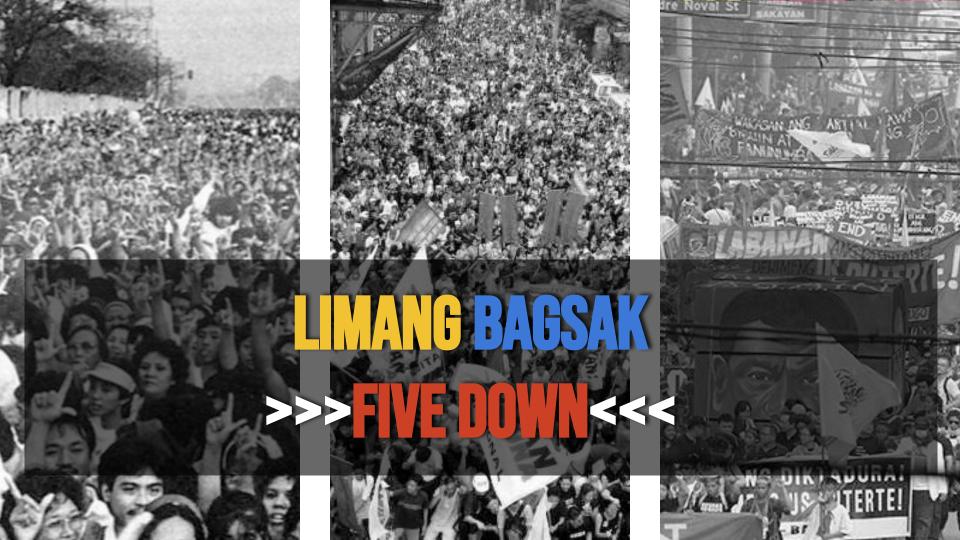
How do we guide students through projects?

How do we bring in student feedback?

Implementation • Each school has a different way of implementing the curriculum • To accommodate staffing shortages and schedules, we had to create many iterations of the curriculum Challenges • Staffing shortage because of credentialing issues • Finding staff that are passionate about Ethnic Studies who are willing to write a curriculum rooted in Ethnic Studies pedagogy Finding time to get together while also juggling other work that aren't related to Ethnic Studies ... IL was unclear. call the lang brought back to life any

being brought back to life anyway, I had

Reality of





TEACHER PROCESS

TEACHER PURPOSE

COMMUNITY
RESPONSIVE
& REFLEXIVE
TEACHING
PHILOSOPHY
WORK

TEACHER IDENTITY

TEACHER RELATIONSHIPS

TEACHER WELLNESS

TEACHER PRAXIS

Practicing
Guiding
PRINCIPLES &
PEDAGOGICAL
Commitments

Continuous Learning, Researching, & Studying CONTENT

Contextualized CURRICULUM Development

ON BECOMING & BEING AN ETHNIC STUDIES TEACHER

A PROPOSAL OF OFFERINGS BY ALLYSON TINTIANGCO-CUBALES (2023)





- Where are you at (temperature check/reflection) in supporting teachers in Ethnic Studies in your respective spaces? What are your hopes and fears in supporting teachers in Ethnic Studies implementation?
- What Ethnic Studies resources are available at your university, school, or institution to support the preparation of TK-12 ES teachers? What do you think you need?
- How do you propose to work with Ethnic Studies college, departments, experts?
- What's one wondering or question you would like to ask the panel about principled Ethnic Studies implementation?



