Ethnic Studies
Parent Informational Meetings

Cultural Diversity and Ethnic Studies Program Resolution adopted by the FUSD Board of Education

Ethnic Studies and Cultural Proficiency
Approved Ethnic Studies & Social Equity Course

Fontana Unified School District
Teaching & Learning Division
What is the Purpose of Ethnic Studies Courses?

California is one of the most diverse states in the country and we should celebrate that diversity by teaching a curriculum that is inclusive of all of our cultures and backgrounds. Ethnic Studies can play a critical role in increasing awareness and understanding.

The State Board of Education’s curriculum frameworks describe high school ethnic studies courses as interdisciplinary courses that focus on ethnic groups’ experiences in the United States.

In the 2016-17 school year, 17,354 students enrolled in 943 ethnic studies courses at 555 schools. Of these courses, about 60% were approved as meeting the admissions requirements for UC and CSU.
Ethnic Studies Resolution

• The Fontana Board of Education adopted Resolution No. 18-30: Cultural Diversity and Ethnic Studies Program on June 20, 2018
NOW, THEREFORE BE IT RESOLVED, an ethnic studies course modeled to be approved as an A through G course, accepted as meeting the University of California and California State University requirements for freshman admissions, and aligned to current educational standards, be made available at all comprehensive and continuation high schools for the 2019-2020 school year; and

BE IT FURTHER RESOLVED, the Fontana Unified School District Governing Board of Education directs the establishment of an Ethnic Studies Committee to be comprised of Administrators, Teachers, Students, Parents, and Community Members to examine expansion and implementation of quality ethnic studies and/or culturally relevant courses including partnerships with universities; and

BE IT FURTHER RESOLVED, that Fontana Unified School District Governing Board of Education gives direction to District staff to establish a recruiting program designed to rigorously recruit, retain and develop teachers that possess relevant education and experience in the study and/or instruction of Ethnic Studies and/or similar fields of study (i.e., Chicano/LA Studies, Latin American Studies, Asian American Studies, African-American Studies, Native-American Studies) to teach established courses, and teachers from all subject areas who are equipped to identify and addresses students’ cultural and ethnic needs as well as their social, emotional, and cognitive needs; and

FINALLY, BE IT RESOLVED, that any future Fontana Unified School District annual budgets and Local Control Accountability Plans make the necessary provisions to implement and fund this program and each of its elements successfully.

PASSED AND ADOPTED by the Fontana Unified School District Board of Education on this 20th day of June 2018, by the following vote:

AYES:
NOES:
ABSTAIN:
ABSENT:

__________________________
Peter Garcia
President of the Board of Education

__________________________
Randal S. Bassett
Secretary of the Board of Education
"Understanding is the first step to acceptance, and only with acceptance can there be recovery."

- J.K. Rowling

Harry Potter and the Goblet of Fire
On the horizon...
What does this mean?

- May add the completion of a one-semester course in ethnic studies, in either the subject of social studies or English, based on the model curriculum in ethnic studies developed by the Instructional Quality Commission, to the high school graduation requirements commencing with the 2024–25 school year.

- The bill would authorize local educational agencies to require a full-year course in ethnic studies at their discretion, as specified.
The California Education Code has been updated over time to make sure that the role and contributions of members of underrepresented racial, ethnic and cultural groups to the economic, political, and social development of California and the United States are included in history and social studies lessons.
FAIR Education Act: Required Courses of Study

- Amended the California Education Code for Elementary and Secondary School’s chapters on required Courses of Study:
  - § 51204.5. *Instruction* in social sciences shall include the early history of California and a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups, to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society.
• Amended the California Education Code for Elementary and Secondary School’s chapters on **instructional materials**:
  
  • § 51501. The state board and any governing board shall not adopt any textbooks or other **instructional materials** for use in the public schools that contain any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or because of a characteristic listed in Section 220.
  
  • § 60040. When adopting **instructional materials** for use in the schools, governing boards shall include only instructional materials which, in their determination, accurately portray the cultural and racial diversity of our society, including
    
    • (a) The **contributions of both men and women** in all types of roles, including professional, vocational, and executive roles.
    
    • (b) The **role and contributions of Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups** to the total development of California and the United States.
    
    • (c) The **role and contributions of the entrepreneur and labor** in the total development of California and the United States.

FAIR Education Act: Instructional Materials
CA History-Social Science Framework, curriculum and instructional alignment

Learning about the past:

• Relationship between - content, inquiry, literacy and citizenship
• Through multiple perspectives
• Through four disciplinary lenses – historical, geographical, economical and civics
• Learning and understanding the contributions made throughout history
• Learning how to formulate an opinion based on textual evidence
• Embedding the global competencies– communication, collaboration, critical thinking, creativity and civics
• Inclusive of the Fair Education Act

Adopted by the California State Board of Education July 2016 Published by the California Department of Education Sacramento, 2017
Ethnic Studies and Social Equity

This high school course is designed to assist students in developing cultural awareness, cultural understanding and cultural competency in order to develop citizenship skills and civic engagement. Students will learn about American history to develop knowledge by inquiring and examining American history through multiple perspectives involving a multitude of minorities and backgrounds. Students will learn how to identify their own preconceptions and/or misconceptions related to history. Students will learn about the challenges, contributions and responsibilities of all American ancestors and how historical perspectives developed among a varied people. Furthermore, students will examine and analyze the United States through the historical perspective and lens of social, political, geographical and economic decisions in order to understand how these four areas impacted citizen’s relationships within the construction and development of the United States as well as what extent it is relevant to today. These learning opportunities will be developed through the use of multiple sources and engaging activities including, but not limited to, various historical texts, literature, art, personal accounts, and primary resources that outline socio-political challenges of United States in order to become better contributing members of society.
Timeline

September 13, 2016
• AB 2016, Alejo. Pupil instruction bill to require the Instructional Quality Commission to develop, and the state board to adopt, modify, or revise, a model curriculum in ethnic studies, and would encourage each school district and charter school that maintains any of grades 9 to 12, inclusive, that does not otherwise offer a standards-based ethnic studies curriculum to offer a course of study in ethnic studies based on the model curriculum.

June 20, 2018
• The Fontana Board of Education adopted Resolution No. 18-30: Cultural Diversity and Ethnic Studies Program

October, 2018
• Identify potential Task Force and Advisory committee members
• Visit El Rancho Unified School District
Timeline

November, 2018
• Update to the Secondary Curriculum Committee

December, 2018
• Ethnic Studies Advisory Committee met
• Recommendations taken from the Secondary Curriculum Committee
• Identify Professional Development needed in areas of culturally responsive pedagogy to address students’ social, emotional, and cognitive needs

January, 2019
• Held first Task Force meeting on January 8, 2019 and determined meeting frequency and time

February, 2019
• All A-G and College courses must be submitted to the Secondary Curriculum Committee and approved by the Teaching and Learning Department no later than the last meeting in February to be submitted to the Board of Education in consideration for the following school year.
• Advisory Committee reviewed courses on February 5, 2019
• Task Force meeting held on February 12, 2019
Timeline

March, 2019
- Task Force meeting held on March 12, 2019
- March 13, 2019, the Board approved Multicultural Literature and Ethnic Studies

April, 2019
- April 3, 2019, the Board approved Ethnic Studies and Social Equity
- April 16, 2019: Secondary Curriculum Committee meeting will be held to adjust the course outline to fit the course description
- Task Force meeting held on April 23, 2019
- Submit A-G courses to UC Doorways during the phase 1 "a-g" submission cycle from February 1st – May 31, 2019
- Work with HR to identify needed personnel and possible recruitment

May, 2019
- February 1st – May 31, 2019: A-G course submission cycle to UC Doorways ends
- Work with HR to identify needed personnel and possible recruitment
- Parent Info Meetings: May 13, 2019 at Kaiser High (inviting Jurupa Hills) from 3:00 – 4:00 and at Summit High (inviting A.B. Miller) from 5:30-6:30
- Parent Info Meeting: May 14, 2019 at the Piazza Center (inviting Fontana, Birch and Citrus) from 4:30 – 5:30

June, 2019
- Cultural Proficiency PD for teachers on June 6, 18, and 27, 2019, John D. Piazza Center

August, 2019
- Course implementation
The model curriculum, as reviewed by the Instructional Quality Commission (IQC), will be used as a guide to allow school districts to adapt their courses to reflect the pupil demographics in their communities. The model curriculum will include examples of courses offered by local educational agencies that have been approved as meeting the A-G admissions requirements of the University of California and the California State University, including, to the extent possible, course outlines for those courses.

The model curriculum will be submitted by the IQC on or before December 31, 2019 to the state board for adoption, and the state board is to adopt the model curriculum on or before March 31, 2020.

<table>
<thead>
<tr>
<th>High School Subject Area</th>
<th>UC Requirements for Freshman Admissions</th>
<th>CSU Requirements for Freshman Admissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Four years of approved courses</td>
<td>Four years of approved courses</td>
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<tr>
<td>Mathematics</td>
<td>Three years, including algebra, geometry, and intermediate algebra. Four years recommended.</td>
<td>Three years, including algebra, intermediate algebra, and geometry.</td>
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<tr>
<td>Social Studies/Science</td>
<td>Two years of history/social science, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government; and one year of world history, cultures, and geography.</td>
<td>Two years, including one year of U.S. history or U.S. history and government and one year of other approved social science.</td>
</tr>
<tr>
<td>Science</td>
<td>Two years with lab required, chosen from biology, chemistry, and physics. Three years recommended.</td>
<td>Two years, including one year of biological and one year of physical science with lab.</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Two years in same language required. Three years recommended.</td>
<td>Two years in same language required.</td>
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<tr>
<td>Visual and Performing Arts</td>
<td>One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.</td>
<td>One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
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<tr>
<td>Electives</td>
<td>One year***</td>
<td>One year***</td>
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<tr>
<td>Total</td>
<td>15</td>
<td>15</td>
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<td>(7 in the last two years of high school)</td>
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Current Courses Offered

College-Preparatory Elective ("g")
- African-American Studies
- Chicano Studies -Fontana & Kaiser
- Women’s Studies- AB Miller & Jurupa Hills
- Multicultural Studies through APEX online

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