SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 12.1

Meeting Date: June 4, 2015

Subject: Resolution No. 2845: Ethnic Studies Resolution

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☒ Action
- ☐ Public Hearing

Division: Youth Development Support Services

Recommendation: The Board of Education adopt the Ethnic Studies Resolution as proposed by the Student Advisory Council

Background/Rationale: In 2014-2015 the Student Advisory council, after conducting Participatory Action Research with 1000 students developed three initiatives. This resolution consists of outlining committed next steps for one of the initiatives, Ethnic Studies.

Financial Considerations: No fiscal considerations to adopt the resolution. The impact of having Ethnic Studies courses at every high school campus, and including Ethnic Studies as a graduation requirement will have to be analyzed.

LCAP Goal(s): Career & College Ready Students; Family & Community Engagement; Safe, Clean, Healthy and Emotionally Healthy Schools.

Documents Attached:
1. Executive Summary
2. Ethnic Studies Resolution

Estimated Time of Presentation: 20 minutes	
Submitted by:	Student Advisory Council; Stacey Bell, Youth Development Director & Mark Carnero, Youth Service Specialist
Approved by:	Lisa Allen, Interim Deputy Superintendent

Board of Education Executive Summary

Youth Development Support Services

Ethnic Studies Resolution 2845
June 4, 2015

I. OVERVIEW / HISTORY

The Student Advisory Council (SAC) serves as the main representative body of students that works in partnership with Sacramento City Unified School District (SCUSD) administration and the Board of Education, to collaborate on school site and district-wide policy and strengthen the student voice. SAC provides a forum for students to participate in administrative meetings within the district, and for students to meet once a month from their Youth Congress sites to discuss challenges and policies school and district wide.

The Student Advisory Council is intentional about closing the achievement gap and decreasing student drop-out rates. SAC targets students that may have limited access to enriching learning experiences within their communities, and may need extra assistance, engagement and support. SAC's goal is to create college and career ready students who are prepared to be agents of change within their own lives and their communities. SAC utilizes a service learning model, to increase students' school connectedness, civic engagement and community responsibility. Students are challenged with being problem solvers and utilizing 21st century skills to discover solutions. The SAC learning framework is deeply connected to Social Justice Youth Development and social emotional skill building.

Every year, SAC students establish key initiatives that they can focus on during the school year. In 2014-2015, students used Youth Participatory Action Research (YPAR) to gather feedback from their peers by compiling data from over 1000 high school surveys, focus groups and interviews. From data gathered during this process, three specific initiatives were developed: college and computer resources, dress code, and ethnic studies.

The students leading the Ethnic Studies Initiative worked in collaboration with California State University Sacramento, San Francisco State University, University of California at Davis, and several school districts throughout California. The students also worked with separate Board of Education members, the Academic office, Administration, and several internal partners to learn about the steps required to bring Ethnic Studies into our district as a graduation requirement.

During the SAC's presentation of the Ethnic Studies Initiative on May 21, 2015, Superintendent Banda expressed his support of the initiative and his desire to integrate Ethnic Studies into the current discussion of graduation requirement changes happening within SCUSD.

The attached resolution is the SAC students culminating product, and has been prepared to obtain a formal commitment of support from the Board of Education.

II. DRIVING GOVERNANCE

The SAC is aligned with preparing students with "Pillar I" Career and College readiness. During the school year, SAC engages students in a structured and engaging environment of learning. With a focus student advocacy, students participate in high quality, innovative and creative enrichment activities that strengthen their core academic skills, increase social emotional competencies and encourage the development of high level college skills.

SAC is also aligned with SCUSD's LCAP goals of: increasing the percent of students who are on track to graduate college and career ready; safe, clean, physically and emotionally healthy schools, and parents, family and community members will become more fully engaged as partners in the education of students in SCUSD. The Ethnic Studies Initiative embodies all three LCAP goals.

III. BUDGET

Exact budget implications of Ethnic Studies as a graduation requirement will have to be researched by the district. SAC researched budgets from neighboring, San Francisco Unified School District (SFUSD). Yearly cost estimates for implementation at 19 SFUSD schools were approximated at $500,000 per year. As stated within the resolution, the future costs will be integrated into parts of the larger Local Control Accountability Plan conversations.

IV. GOALS, OBJECTIVES, AND MEASURES

The goal of the Ethnic Studies Initiative is to have an ethnic studies course implemented at all 13 high schools within SCUSD as a graduation requirement. The course will be designed using the template of the more than 100+ pre-existing A-G approved courses in California. The attached resolution is the formal Board commitment to this effort.

V. MAJOR INITIATIVES

The SAC, in collaboration with several higher education entities and current SCUSD social science teachers, will be working through the summer of 2015 to develop an ethnic studies course proposal by November 2015.

The Ethnic Studies Initiative is happening alongside a statewide movement AB101, which is in the appropriation stages with the California Department of Education. If passed, the state would require that all school districts offer an A-G Ethnic Studies course at every high school. Several other California school districts including El Rancho Unified School District, Los Angeles Unified School District, Santa Monica Unified School District, San Francisco Unified School District, and Woodland Unified School District have moved ahead of AB101, with written and

approved, resolutions and board policies that adopted Ethnic Studies as a graduation requirement within their high schools.

Additionally, the California State University system has developed an Ethnic Studies Teacher Credentialing Consortium which will provide certificated training and credentialing designations to future teachers in Ethnic Studies as early as the Spring of 2016. The development of this consortium ensures a readily available pool of ethnic studies teachers throughout CA and our school district. Additionally, it offers an educational pipeline for SCUSD students who wish to make teaching ethnic studies their career path.

VI. RESULTS

Throughout the process, the SAC has developed and sustained strategic partnerships with several Board of Education Members, the Academic office, several higher education institutions, and many other California school districts. These partnerships will be used as resources in the development of an ethnic studies course for SCUSD.

Additionally, students from the SAC released a petition for support of their ethnic studies initiative both online and throughout the surrounding community. Almost 3000 people have signed the petition.

VII. LESSONS LEARNED / NEXT STEPS

SAC students have learned that their voices are respected as important stakeholders within SCUSD. Additionally, students learned that the Ethnic Studies Initiative is supported by thousands of other stakeholders including: other students, parents, teachers, administrators, unions, local businesses, and various community members.

The SAC will be continuing this ethnic studies initiative into the 2015-2016 school year, partnering with SAC liaison Board Member Jessie Ryan.

Partners from CSUS, SFSU, UC Berkley, and UC Davis have offered their academic resources to help community partners and social science teachers develop the ethnic studies course by the proposed November 2016 deadline.

The SAC and the community look forward to being a part of the development of an Ethnic Studies course as a graduation requirement throughout SCUSD.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

RESOLUTION NO. 2845

"ETHNIC STUDIES GRADUATION REQUIREMENT"

WHEREAS, Sacramento, CA is the 2nd most ethnically diverse city in the United States; and

WHEREAS, Sacramento City Unified School District is the 4th most diverse school district in the United States; and

WHEREAS, our students are 37% Hispanic or Latino, 17.4% Asian, 18% African American, 19% White, and 5.3% of students are two or more ethnicities and over 44 languages are spoken in our district; and

WHEREAS, a high school curriculum that reflects the diversity of ALL students will best serve our students; and

WHEREAS, only 1 of 13 high schools within our district offers ethnic studies; and

WHEREAS, the CA statewide initiative AB101, an initiative that mandates that an A-G ethnic studies be made available at all high schools is in the appropriation stages in the California Department of Education; and

WHEREAS, the California Teachers' Association (CTA) has publically declared their support for the AB101 ethnic studies initiative; and

WHEREAS, El Rancho Unified School District, Los Angeles Unified School District, Montebello Unified School District, Santa Monica Unified School District, San Francisco Unified School District, Woodland Unified School District have written and approved, resolutions and board policies to adopt Ethnic Studies as a graduation requirement within their high schools; and

WHEREAS, the goals of SEL (self-awareness, self-management, relationship skills, decision-making, and pro-social behaviors) could be supported through the implementation of an ethnic studies course; and

WHEREAS research data shows that high school ethnic studies classes have reduced drop-out rates of students of color, raised graduation rates, reduced unexcused absences, boosted self-esteem, raised self-efficacy, increased academic engagement, and raised personal empowerment; and

WHEREAS, close to 2500 signatures have been collected in support of this ethnic studies initiative from students, parents, teachers, and community members; and

WHEREAS, our objective is to have all students learn to respect, accept, and love themselves and others.

NOW, THEREFORE, BE IT RESOLVED that an ethnic studies course modeled after an A-G approved course be developed and proposed by January 2016 and accepted by April 2016.

RESOLVED FURTHER, Beginning Fall 2016, the first phase of ethnic studies elective courses will happen in a pilot group of high schools, with phase two following at additional high schools, and phase three following at the remaining high schools by Fall 2019.

RESOLVED FURTHER, prospective teachers will have access to comprehensive training, professional development, and certification options provided to them by the Sacramento State Ethnic Studies Teacher Training Credentialing Consortium.

RESOLVED FURTHER, that a funding plan be developed through the LCAP to ensure that the course and tools for its evaluation will be funded in a manner and level commensurate with the recognized community need as a local priority.

RESOLVED FURTHER, the ethnic studies curricula and teaching methods be evaluated on a semester to semester basis to make necessary improvements to ensure that its content be relevant, meaningful, and effective to properly address and support the recognized community need.

RESOLVED FURTHER, a committee comprised of current social science teachers, current professors from CSU and UC ethnic studies departments, leaders of ethnic community organizations, A-G curricula specialists, and YOUTH, be established and utilized throughout the process of creating and evaluating this ethnic studies course. This group shall work in unison with the existing SCUSD Graduation Task Force to ensure alignment.

RESOLVED FURTHER, ethnic studies will be integrated into the work of the SCUSD Graduation Task Force as they make recommendations for proposed changes to the current graduation requirements.

RESOLVED FINALLY, that the Sacramento City Unified School District Board of Education construct, implement, and sustain an ethnic studies course as a high school graduation requirement by 2020.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this ___ day of _____, 20__, by the following vote:

AYES: ____
NOES: ____
ABSTAIN: ____
ABSENT: ____

_____
Darrel Woo
President of the Board of Education

ATTESTED TO:

_____
José L. Banda
Secretary of the Board of Education