



Implementation Plan for California Ethnic Studies Graduation Requirement

Capistrano Unified School District

January 15, 2025

Overview

Assembly Bill 101: Requires that all LEAs begin offering an ethnic studies course by the 2025–26 school year and establishes its place as a California graduation requirement beginning in 2029–30.

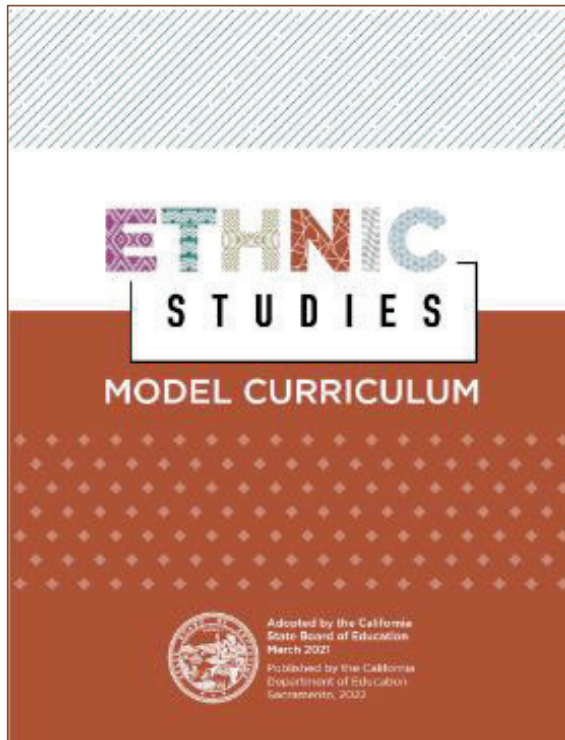
Purpose of Ethnic Studies: To foster understanding, respect, and empathy among students by exploring diverse histories, cultures, and perspectives.

“By affirming the identities and contributions of marginalized groups in our society, ethnic studies helps students see themselves and each other as part of the narrative of the United States. This helps students see themselves as active agents in the interethnic bridge-building process we call American life.” - From the Ethnic Studies Model Curriculum (8)

◆ Goals of Ethnic Studies Implementation

- **Promote Cultural Awareness:** Help students understand the experiences of diverse groups in America
- **Enhance Critical Thinking:** Equip students to critically analyze social issues
- **Strengthen Inclusivity:** Foster an inclusive environment that values all student backgrounds
- **Empower Student Voice:** Encourage students to explore and share their own cultural identities

◆ Ethnic Studies Model Curriculum



- Adopted by the State Board of Education in March 2021
- Provides guidance for teachers and administrators in the development and implementation of an Ethnic Studies Course
- PDF version available: <https://www.cde.ca.gov/ci/cr/cf/esmc.asp>

◆ Proposed Ethnic Studies Curriculum Content

- **Four Themes from the Ethnic Studies Model Curriculum:**
 - Identity
 - History and Movement
 - Systems of Power
 - Social Movements and Equity
- **California's Focus:** African American, Latina/o/x, Native American, Asian American and Pacific Islander perspectives
- **Local Relevance:** Explore the contributions and histories of diverse communities in Orange County and California
- **Interdisciplinary Approach:** Incorporate history, literature, art, and civic engagement

❖ Curriculum Development Process

- **2023/24** - Team of high school teachers from across sites reviewed resources and recommended lessons from Model Curriculum and other sources
- **2024/25** - Team continues working on ethnic studies resources with partners from OCDE
- **Winter 2025** - With Board direction, host community engagement sessions to gather feedback
- **Summer 2025** - Train ethnic studies teachers
- **2025/26** - Course offered at all high schools
- **End of 2026** - Course reviewed and revised with teacher and student feedback
- **2026/27** - Course offered at all high schools paired with 9th grade health
- **2030** - Class of 2030 graduates with Ethnic Studies requirement

◆ Sample Lesson Topics from the Model Curriculum

African American Studies

- Classical Africa and Other Civilizations
- US Housing Inequality: Redlining and Racial Housing Covenants

Latina/o/x Studies

- East LA Blowouts: An Anchor to the Chicano Movement
- Salvadoran American Migration

Asian American & Pacific Islander Studies

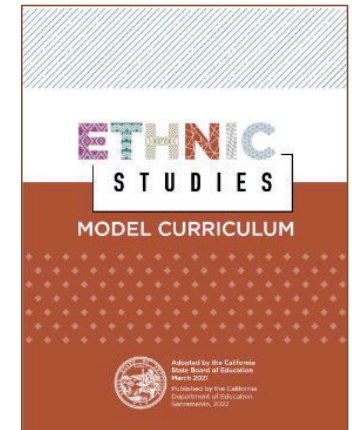
- Asian Americans and Pacific Islanders and the Model Minority Myth
- The Japanese American Incarceration Experience through Poetry and the Spoken Word

Native American Studies

- This is Indian Land: The Purpose, Politics and Practice of Land Acknowledgement
- Native American Mascots

❖ Timeline for Development

- Parent Engagement Meetings - *January/February 2025*
- Board Workshop - *February 2025*
- Curriculum Goes to IMRC for 30 Day Review - *March 14, 2025*
- Curriculum Goes to IMRC for Approval - *April 15, 2025*
- Public Review Cycle Begins - *April 16, 2025*
- Submit for Board Approval - *May 21, 2025*
- Teacher Training - *Summer 2025*
- Course Available on all Campuses - *Fall 2025*
- Course Offered to all Freshmen - *Fall 2026*
- Course Required for Graduation - *Class of 2030*



Questions?



Thank You

