

Ethnic Studies Update

Board of Education Meeting
April 9th, 2025



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Ethnic Studies & History
Curriculum Lead



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Ethnic Studies &
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Presentation Overview

- Review: AB 101 in LBUSD
- Update on Progress
- Current Ethnic Studies Opportunities & Growth
- Questions



AB 101 Overview

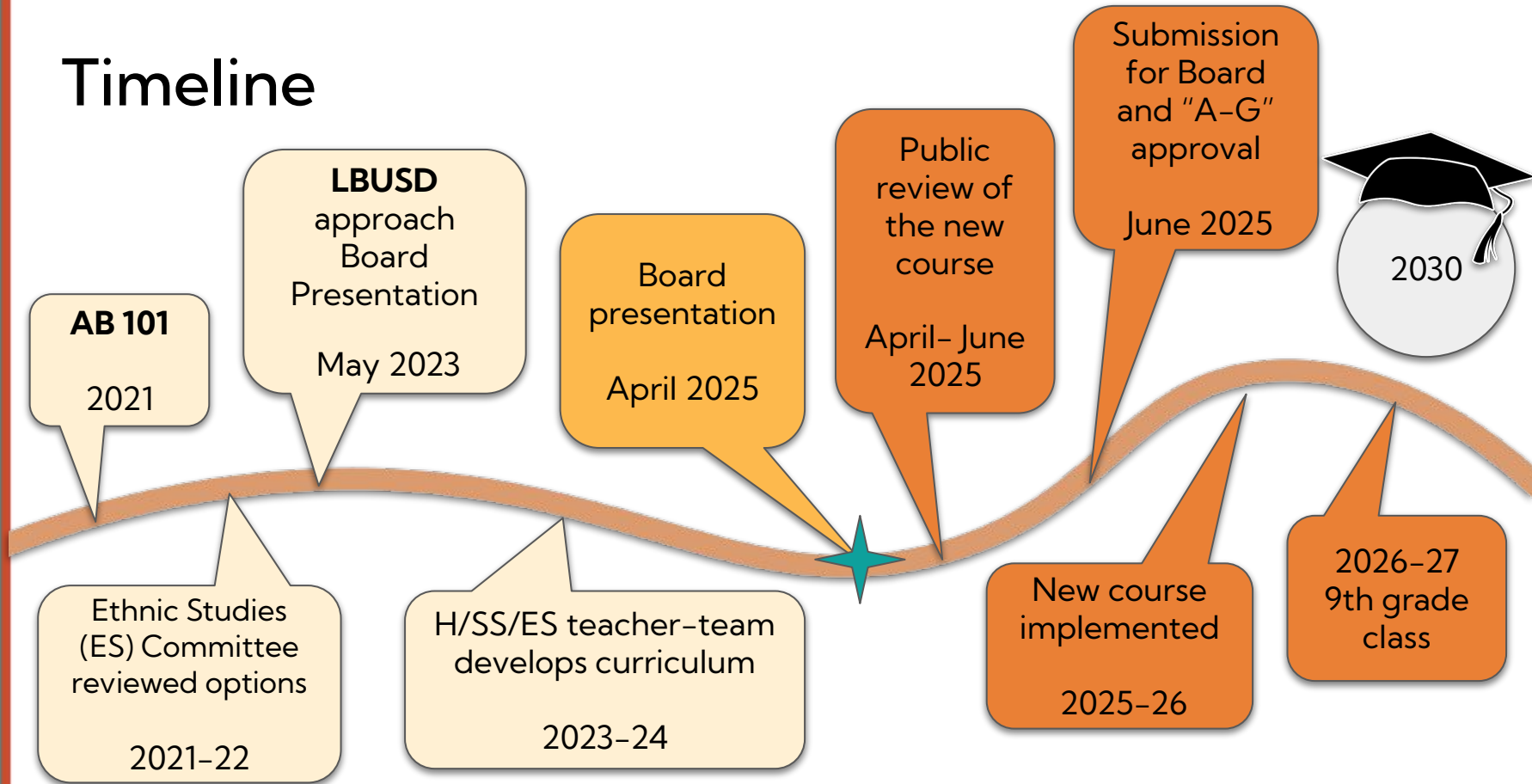
- AB 101, signed in **2021**, makes Ethnic Studies a graduation requirement—the first law of its kind in the U.S.
- The law requires students graduating in **2030** must take at least a one semester of Ethnic Studies, with courses offered beginning in **2025-26**.
- Ethnic Studies courses provide opportunities to learn about the histories, cultures, struggles, and contributions to American society of historically marginalized peoples, which have often been untold in US history courses.

Review: AB 101 & LBUSD

AB 101: Ways to Meet the Requirement

-  An existing ethnic studies course.
-  An ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements of the University of California and the California State University (UCOP).
-  A locally developed ethnic studies course approved by the governing board of the school district.
 - A course based on the model curriculum developed pursuant to Section 51226.7.

Timeline



Public Review of Course

Stay updated on Ethnic Studies in LBUSD by searching “Ethnic Studies” on our district website.

Public Review and feedback opportunities registration on the site.



In-person:

- May 7th 2–4:00 pm
- May 12th 4–6:00 pm

Zoom:

- May 13th 3–4:00 pm
- May 21st 5–6:00 pm

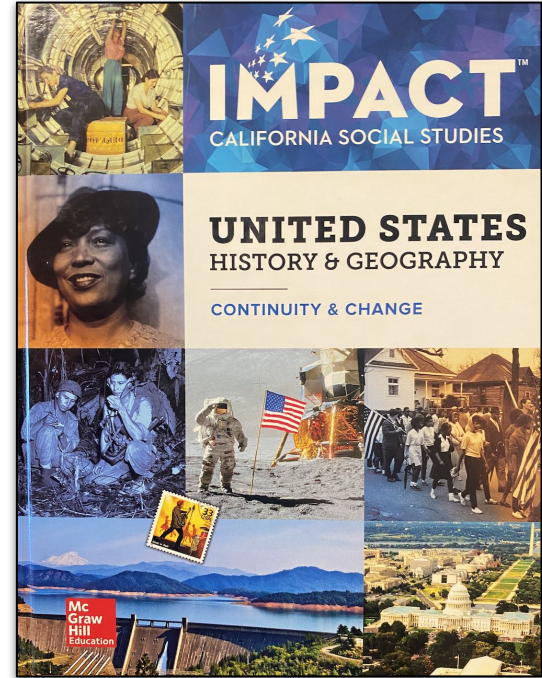
Our LBUSD Approach



- *Ethnic Studies: Our American Histories*–blended Ethnic Studies & 11th grade US History course
- Current Ethnic Studies standalone elective
- Dual Enrollment

Ethnic Studies: Our American Histories

- Using the same core textbook and instructional materials adopted in 2022 with additional digital resources provided in curriculum
- Care to ensure the course covers:
 - US History Standards
 - Ethnic Studies tenets and increased diverse representation



Inclusive Approach

Going beyond the four core groups:

- Native Americans
- African Americans
- Chicano/a/x and Latino/a/x Americans
- Asian Americans

LBUSD additions

- LGBTQ2+
- Jewish Americans
- Americans with disabilities

Ethnic Studies Tenets

- **Identity:** Drawing strength from historical and ancestral origins, intersectionalities, and community potential.
- **Critical Consciousness:** Evaluating power dynamics, systems of oppression, and seeking justice through historical inquiry.
- **Resilience and Agency:** Cultivating empathy, hope, self-worth, communication, collaboration, and envisioning a brighter future.
- **Civic Engagement:** Promoting community responsiveness, solidarity, resistance, and self-determination for social justice.

Instructional Shifts

Traditional History Course

- Rote memorization of names, dates & facts
- Eurocentric/individualistic
- Deficit based view of communities of color
- Students learning through hearing and reading history

ES: Our American Histories

- Student-centered **inquiry**
- **Pluralistic** – Challenging dominant narratives by including diverse voices and experiences from a first-person perspective
- **Asset-based** approach – Exploring marginalized groups as *subjects* of history instead of *objects* of history
- Students “doing” history

Current US History Course: 1920s Unit Example



Required assignments:

- Students will analyze causes and effects of American legislators' changing course in its approach to prohibition.
- Students will explain how a newspaper editorial in the El Paso Herald and the congressional testimony of a Texas farmer both support the conclusion that some Americans opposed Mexican immigration in the 1920s.

New US History Course: 1920s Unit Example



Required Assignments:

- Students will analyze the ways **Native American, African American, Asian American, Pacific Islander American, Chicano/Latino American, and Jewish American women** contributed to the women's suffrage movement.
- Students will compare and contrast the court cases of ***Takao Ozawa v. United States (1922)* and *United States v. Bhagat Singh Thind (1923)*** in order to understand Asian and Desi American **advocacy** in challenging the limited access to citizenship their communities faced.

Current US History Course:

The Great Migration Lesson Example



- Why did African Americans move to the North during the early 20th century?
- How did African Americans create a new culture out of their urban surroundings?



New US History Course: The Great Migration Lesson Example



How did African Americans express **self-determination** during the Great Migration through addressing their needs, supporting one another, and **spreading hope** to other regions of the country?



English Language Development: Blended US History Course

Ethnic Studies: Our American Histories ELD

2025–26 course modeled after the new blended course that provides:

- Language development support for English learners
- "A" credit History
- Ethnic Studies graduation requirement



Ethnic Studies Requirement Met through the Following:	<i>Standalone Ethnic Studies Course</i>	<i>ES: Our American Histories/ ELD</i>	<i>AP AA Studies/ AP US History*</i>	<i>Ethnic Studies Dual Enrollment</i>	<i>APEX (online course)</i>
9th	✓			✓	
10th	✓			✓	
11th	✓	✓	✓	✓	✓ Credit recovery only
12th	✓		✓	✓	✓ Credit recovery only

In 11th grade, Ethnic Studies requirement is met without impacting school FTE

*By Fall 2026

Teacher Preparation and Support

- In person central professional learning
 - Course outline, Unit guides, Ethnic Studies dispositions, and planning
- Dedicated staff for coaching
- Office hours for small group or individual support
- Asynchronous resources and training
- Site-based training and support for teachers and administrators supporting H/SS/ES departments





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**CURRICULUM, INSTRUCTION &
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LONG BEACH UNIFIED SCHOOL DISTRICT