

Anti Bias, Anti Racism, Culturally Responsive Teaching Practices and Intersectional Ethnic Studies: 2021- 2026



HLPUSD Board Resolution for IES



HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT
15999 EAST GALE AVENUE • P.O. BOX 60002 • CITY OF INDUSTRY, CALIFORNIA 91716-0002 • (626) 933-3800

DR. ALFONSO BERNÉZ, Superintendent

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JOSEPH C. CHANG, P.E., Clerk
ANTHONY DEARTE, Member
STEPHANIE HERRERA, Member

RESOLUTION NO. 2021/22-22 TO IMPLEMENT INTERSECTIONAL ETHNIC STUDIES IN THE HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT

WHEREAS, the Hacienda La Puente Unified School District was declared as a safe haven district by the School Board in 2017 committed to cultivating students who are collaborative global citizens that are guided by principles of compassion, kindness, inclusivity, community actualization, cultural sustenance, self-worth, self-determination, and the holistic well-being of all community members; and

WHEREAS, the Hacienda La Puente Unified School District is located on unceded Tongva/Kizh land and Intersectional Ethnic Studies centers and values pre-colonial, ancestral knowledges, narratives, and communal experiences of Native Peoples, people of color and groups that are typically marginalized in society; and

WHEREAS, with the passage of California Assembly Bill 101, high school students will be required to take an ethnic studies course as a requirement for graduation by 2025- 2026; and

WHEREAS, the California Education Code Section 51204.5 prescribes the inclusion of various ethnic groups in the teaching of the history of California and the United States and was amended in 2012 by Senate Bill 48 to include the role and contributions of persons with disabilities and lesbian, gay, bisexual, transgender, and queer people (LGBTQ); and

WHEREAS, over 95% of students in the Hacienda La Puente Unified School District are students of color who identify in intersectional ways including race, ethnicity, generation, gender, linguistic background, citizenship or immigration status, sexuality, class, ability, and religion, which brings diverse cultural wealth for opportunities to learn from each other across different experiences and also creates a need to foster engagement and understanding across all groups; and

WHEREAS, the HLPUSD community – through listening circles and surveys conducted in December 2021 and January 2022 and community led efforts – consistently highlighted the importance of students and families seeing themselves, their identities, and their histories reflected and valued in their schooling through a diverse and developmentally appropriate TK - 12 curriculum that includes the multiple viewpoints and assets of local communities of color and marginalized communities to develop mutual respect, empathy, inclusivity, student agency, solidarity, and collaboration; and

Vision Statement
The Hacienda La Puente Unified School District is a community committed to developing lifelong learners who value themselves and the diversity of all people, apply decision-making skills leading to responsible actions, and use creativity, critical thinking, and problem solving to meet the challenges of a changing society.

WHEREAS, HLPUSD's LCAP Goals include ensuring that all students, Pre-K through 12, including low income, English Learners, students with disabilities, and foster youth, will be positively engaged in school, resulting in increased student attendance, graduation and college rates, increased school safety rates, a greater sense of school connectedness for all staff, students, parents, and community, and decreased student suspension and expulsion rates; and

WHEREAS, HLPUSD has diverse groups of people, organizations and places with multiple forms of cultural knowledge, local history and lived experiences impacted by institutionalized racism, racial segregation and violence, socio-economic inequality, heterosexism, colonialism that shaped social hierarchies in our community, transnational inequalities, as well as rich legacies of resistance, community-building and activism for justice, that are not acknowledged in traditional textbooks and curriculum; and

WHEREAS, the inequitable impacts of the COVID-19 pandemic, the dangerous rise of racist hate crimes, and movements targeting marginalized groups, such as Arab American, Asian/Asian American, Black/African American, DACAmented, Indigenous, Jewish, Latinx, LGBTQ, Muslim, Pacific Islanders, undocumented, and working-class communities, whose grassroots movements have demanded justice and fair treatment of all, underscore the urgency of confronting historical and contemporary injustices and systemic inequities; and

WHEREAS, Intersectional Ethnic Studies is the study of race, ethnicity, identities, power, and the intersections of systems of oppression, with a focus on empowering diverse and often marginalized voices, stories and cultures that can increase belonging and help navigate and build a stronger community within our increasingly polarized 21st century society; and

WHEREAS, research has documented an intersectional approach, which considers multiple identities and social relations that impact students and their lives, has resulted in five student outcomes: 1) positive academic identities, 2) positive social identities, 3) respectful engagement with diverse people, 4) social justice consciousness, and 5) community action (National Association of Multicultural Education) and can increase GPA across disciplines, high school graduation rates, college-going rates, self-efficacy, and student agency and voice that benefits all students regardless of race, background, ethnicity or country of origin¹; and

WHEREAS, Ethnic Studies implementation in TK-12 public schools is supported by the California State Parent Teacher Association (PTA), California State University Council on Ethnic Studies, California Teachers Association, California Latino School Boards Association, Asian Pacific Islander School Board Members Association, all California State Legislative Caucuses of Color, California Association for Bilingual Education, California Association of Student Councils, Hispanic Association of Colleges and Universities, and National Education Association to improve student engagement, connectedness and more equitable outcomes; and

THEREFORE, BE IT RESOLVED, That the Hacienda La Puente Unified School District institutionalizes its commitment to developmentally appropriate Intersectional Ethnic Studies curriculum, classes, and pathways across TK-12 for all of its schools within five (5) years of the passage of this resolution; and

¹ "Ethnic studies increases longer-run academic engagement and attainment," Sade Bonilla, Thomas S. Dee, Emily K. Penner, Proceedings of the National Academy of Sciences Sep 2021, 118 (37) e2026386118; DOI:10.1073/pnas.2026386118

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California Anti Bias Grant

Designed to support training and resources to prevent, address, and eliminate racism, bias or prejudice toward any group of people based on race, ethnicity, religion, gender, gender identity, sexual orientation, disability, immigration status, language, or any actual or perceived characteristics.



California Anti Bias Grant

Emphasis shall be on preventing bias or prejudice toward groups, including, but not limited to members of the Jewish community, African Americans, Asian - Pacific Islanders, Latinos, and people who are lesbian, gay, bisexual, transgender, or questioning youth.

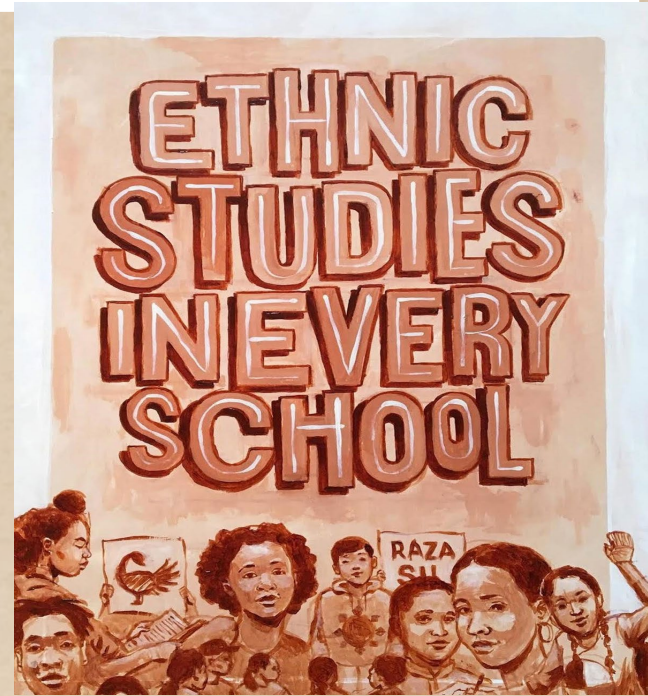


Mural by Franky Fingers and LPHS students



California Ethnic Studies Block Grant and AB101

To support curriculum and instructional resources, professional development, or other activities that support the creation or expansion of Ethnic Studies course offerings.



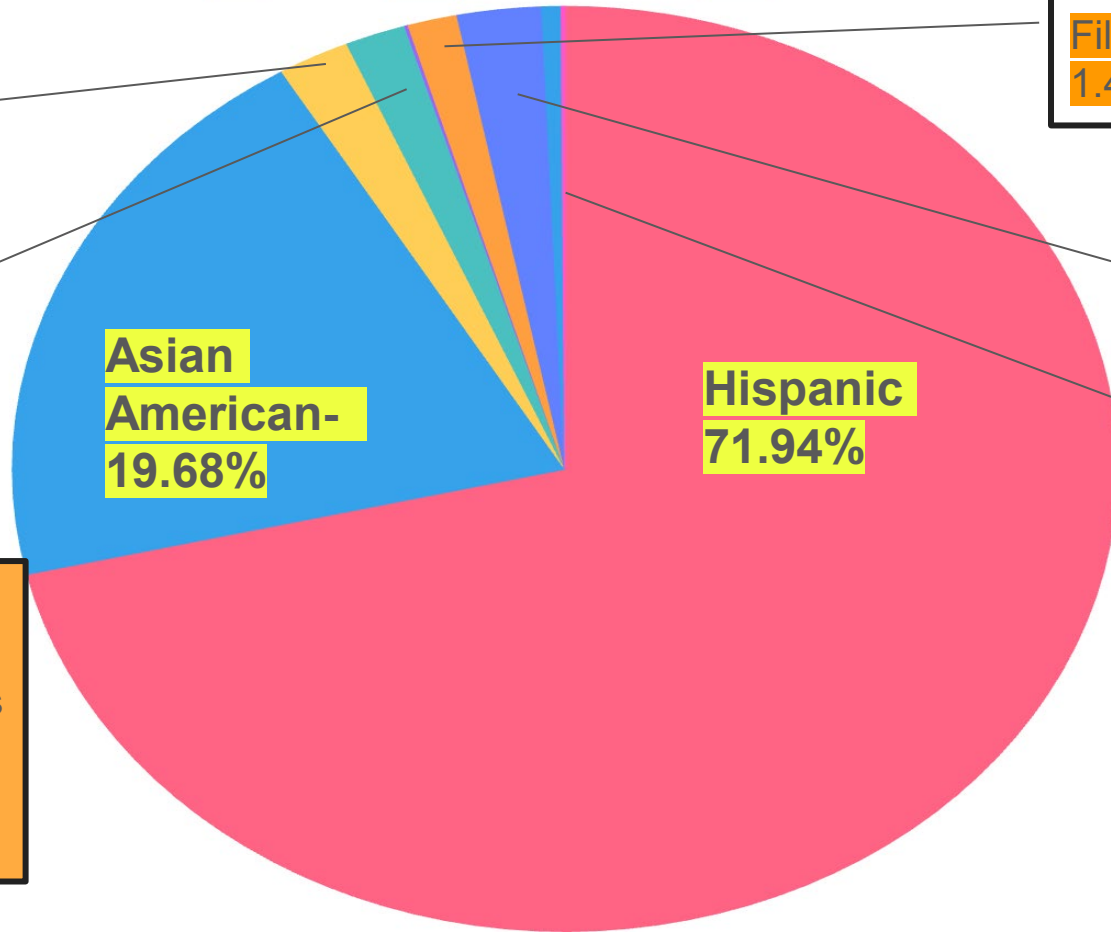
Artwork by Robert Trujillo

Anti Bias, Ethnic Studies, and Culturally Responsive Training



HLPUSD Student Demographics by Race/Ethnicity

Hispanic Asian (non Hispanic) White Unknown Pacific Islander Filipino
Multiethnic Black African-American American Indian



White-
2.06%

Unknown-
1.74%

HLPUSD
Student
Demographics
by Race
Ethnicity

Filipino
1.42%

Multi ethnic
2.41

Black African-
American
0.55%

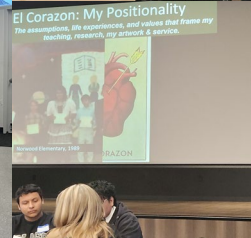
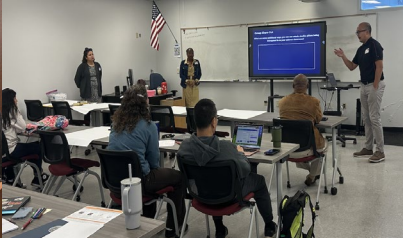
American
Indian 0.1%

Pacific Islander
0.1%

Hispanic
71.94%

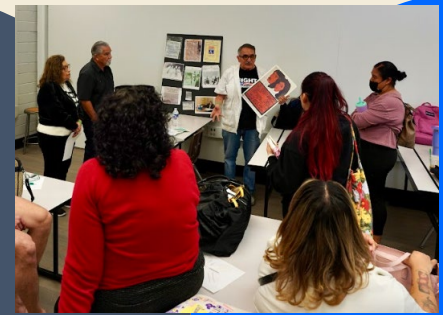
Asian
American-
19.68%

HLPUSD Regional Intersectional Ethnic Studies Conference 2025



- ~ 220 Educators in attendance
- ~ Keynote Address by Dr. Christine Sleeter
- ~ 12 Workshops led by 18 Ethnic Studies experts
- ~ 40 HS students attended workshops as well.

HLPUSD Intersectional Ethnic Studies and Community Schools Conference 2026



- ~ 250 Educators in attendance
- ~ Keynote Address by Dr. Karen Korematsu
- ~ 25 different workshops by leading experts
- ~ 40 HS students attended workshops as well.

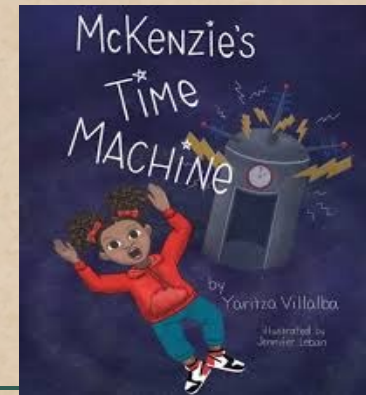
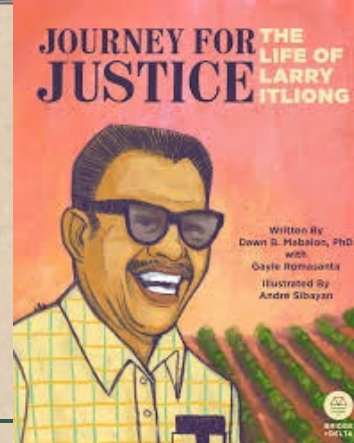
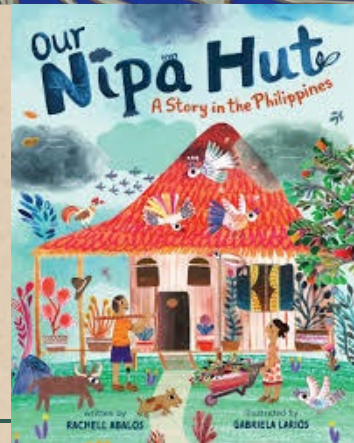
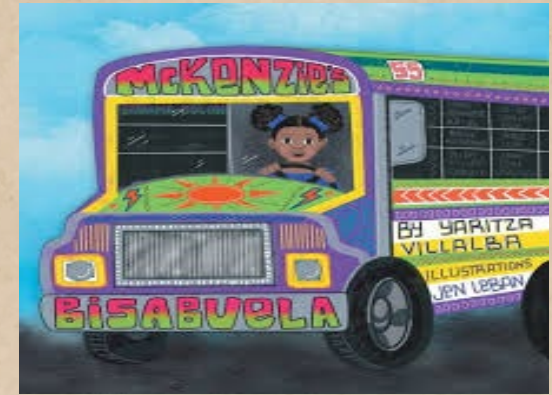
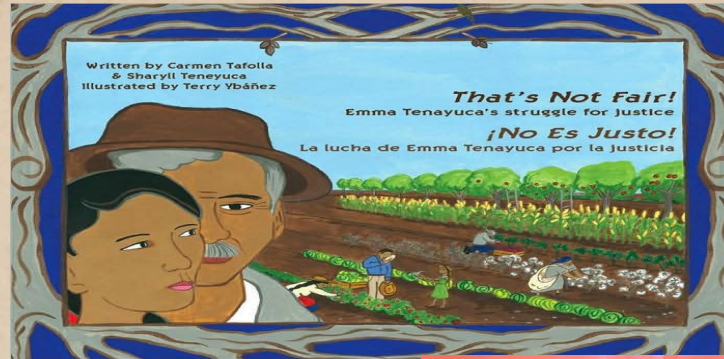
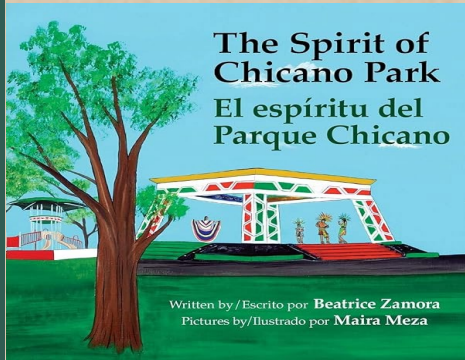


Intersectional Ethnic Studies
Innovative Professional
Development opportunities

East LA Mural Tour with
Chicano Artist Paul Botello
teaching us about incorporating
Culturally Responsive Art in
the classroom .

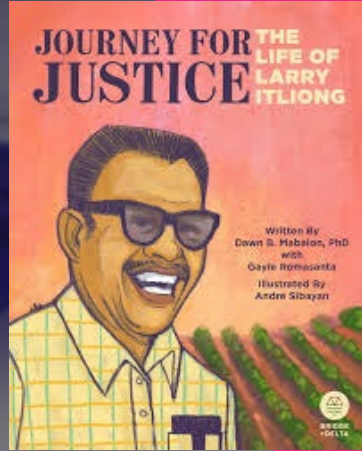


Utilizing Diverse Literature in our K - 8 elementary classrooms to support Multilingual and all students



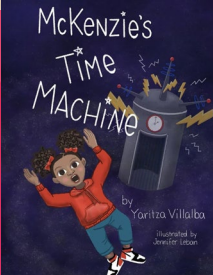
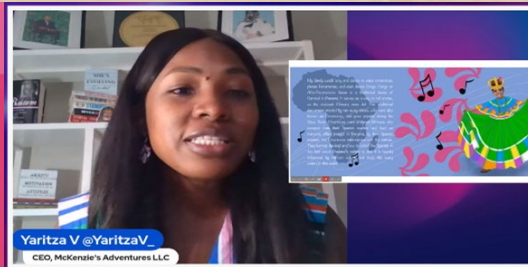
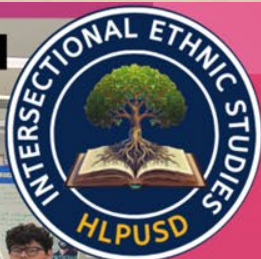


Asian American Pacific Islander Intersectional Ethnic Studies workshops with Filipino Scholar Dr. Ed Curammeng

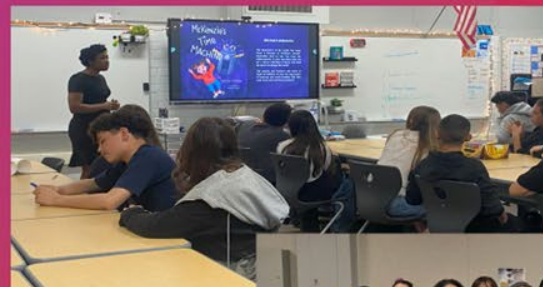


Ethnic Studies Praxis Story
Plot using Asian American
Pacific Islander and Filipino
American histories with
Dr. Curammeng

Voices of Heritage: Teaching Black History Through Culturally Affirming Books with Yaritza Villalba



LAHS students in Mr. Contreras's ELA 10 w/Ethnic Studies class



McKenzie's Time Machine read aloud with Mrs. Corona's class at Sparks Middle School

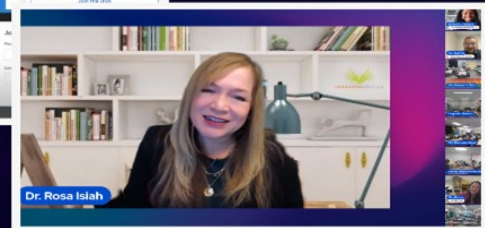
Over 50 Educators exploring culturally affirming children's books celebrating Black heritage during the after school professional development workshop



AUTHOR SPOTLIGHT

Yaritza Villalba

Author, Yaritza Villalba, reads her book *McKenzie's Bisabuela* to HLPUSD TK-12 & Ethnic Studies classes to emphasize the importance of sharing their history and stories.

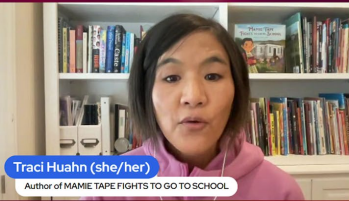


"When we share our stories, we can change the world and make it a better place."

-Dr. Isiah

INTERSECTIONAL ETHNIC STUDIES LEARNS ABOUT ASIAN AMERICAN PACIFIC ISLANDER HERITAGE MONTH

Digital Read Aloud with Chinese American Author Traci Huahn



Traci Huahn (she/her)
Author of MAMIE TAPE FIGHTS TO GO TO SCHOOL



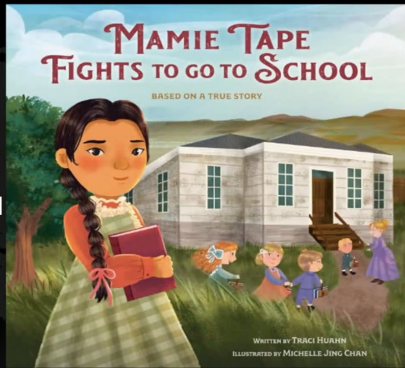
Mamie's steps were part of the long journey to end segregated schools...



Mrs. Arellano-Nelson 3rd Dd

in partnership with the DRive team!

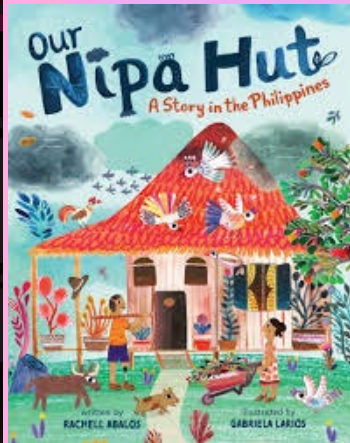
25 classes 2nd-5th grade joined the livestream to hear the story and engaged with the author!



Visit from Filipina-American Author Rachell Abalos at California & Los Altos Elementary



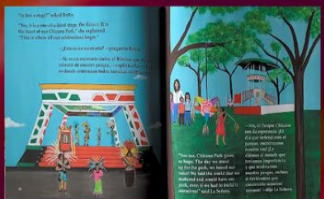
Reading her book, Our Nipa Hut and guiding students in creating picture frames!



Author Read Aloud with Beatrice Zamora



About the book: Follow Bettie and Bonky as they embark on a historical journey of a community's struggle to build Chicano Park, a U.S. Historic Landmark known for its vibrant murals. This beautifully illustrated book celebrates resilience, self-determination, and the power of civic action.



Dr. Isiah



Dr. Lin



Mrs. Picado



Mr. Espiritu



produced by

DRIVE

DRIVE

Including Parents in Anti Bias Training



We provide trainings at Parent University, collaborate in the Community Schools Community of Practice, Present at DELAC and ELAC meetings and engage with community members on a regular basis



Whole Child Domain

Inclusive Academic, Behavioral & Social-Emotional Features



Tier 3: Research and Evidence -Based Instructional, Social -Emotional and Behavior Interventions

Tier 2: Research and Evidence -Based Instructional, Social -Emotional and Behavior Interventions

Authentic Family and Community Partnerships

<p>Positive Relationship Building SOCIAL-EMOTIONAL</p> <ul style="list-style-type: none"> -Systematic establishment of positive relationship with all -Creation of safe learning community -Competent communication with all -Teaching, modeling, and reinforcement of desired pro-social skills -5:1 ratio of positive to negative/neutral comments and interactions -Positive greetings at the door -Smiling and being kind 	<p>Positive Behavior Interventions and Supports (PBIS) BEHAVIORAL</p> <ul style="list-style-type: none"> -3-5 core expectations posted in all environments -3-5 core rules/expectations taught and reviewed frequently -School wide incentive systems to reinforce expectations Site Based Progressive Discipline -Clearly defined and consistently enforced rules. -Classroom Social Contracts 	<p>Organizational Skills</p> <ul style="list-style-type: none"> -Organizing a productive classroom -Transitions are taught and managed well -Visual schedule of classroom activities is used Instructional Focus -Culturally responsive pedagogy and teaching practices -Whole class differentiated direct instruction and small group skill reteach -Incorporating literacy in all content areas -Gradual Release of Responsibility/Layers of Facilitation -Vary Depth of Knowledge/Levels of Inquiry to facilitate critical thinking and creativity 	<p>ACADEMIC</p> <p>Proactive Engagement Strategies</p> <ul style="list-style-type: none"> -Independent seatwork is managed and used effectively -Teacher proximity is used to cue on-task behavior -Motivation system to reward desirable behavior -Goal setting and performance feedback is routine -Effective cueing systems to regain and release attention -Numerous opportunities for students to respond -Leveraging technology
	<p>Social Emotional Curriculum</p> <ul style="list-style-type: none"> -Second Step SEL Curriculum (K -8) -Second Step Anti-Bullying Curriculum (K -8) -Capturing Kids' Hearts (6 -8) 	<p>Academic Curriculum</p> <ul style="list-style-type: none"> -Culturally responsive curriculum and/or supplemental texts -District approved curriculum 	<p>Ongoing Academic Supports</p> <ul style="list-style-type: none"> -Tutor.com (3 -12)
	<p>Standards and Framework</p> <ul style="list-style-type: none"> -Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework and Competencies 	<p>Standards and Framework</p> <ul style="list-style-type: none"> -Common Core State Content Standards and Curriculum Frameworks 	

Authentic Family and Community Partnerships

Tier 1: Research and Evidence -Based Practices, Principles, and Programs

Data-Based Decision Making

Culturally Responsive Pedagogy and MTSS

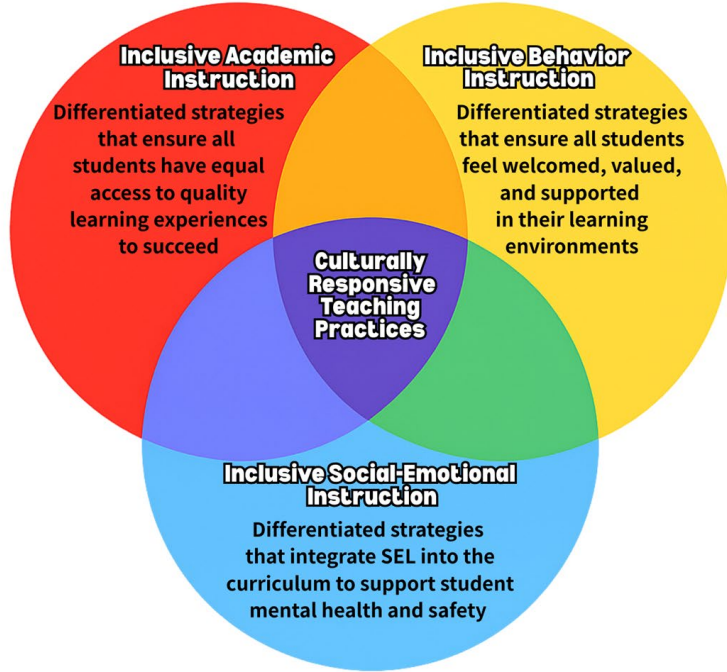
“Using our student’s cultures, needs, and funds of knowledge as a central point that guides the way that we teach, what we teach, and how we create caring environments for our students [*in order to promote intellectual engagement in rigorous learning*]”

Tintiango-Cubales, A., Kohli, R., Sacramento, J., Henning, N., Agarwal-Rangnath, R., & Sleeter, C. (2015). Toward an ethnic studies pedagogy: Implications for k-12 schools from the research. *The Urban Review*, 47(1), 104–125. <https://doi.org/10.1007/s11256-014-0280-y>



MTSS Tier 1 Evidence Based Practices- United by Culturally Responsive Pedagogy

MTSS TIER 1 DOMAINS



MTSS TIER 1 CULTURALLY RESPONSIVE EVIDENCE BASED PRACTICES

Engage all students in reading, writing, speaking, and listening through daily practices that affirm identity, build cognitive skills, and foster meaningful learning partnerships.



AUTHENTIC RELATIONSHIP BUILDING

When educators build authentic relationships and demonstrate cultural awareness, students feel psychologically safe—an essential condition for deep learning.



ACTIVATING PRIOR KNOWLEDGE

Activating prior knowledge taps into students' existing mental schemas or "funds of knowledge."
-Zaretta Hammond



COOPERATIVE LEARNING STRATEGIES

By allowing students to co-construct knowledge and hear diverse perspectives, cooperative learning builds cognitive capacity and fosters a sense of belonging.



CLOSE READING & ANNOTATING THE TEXT

Annotating and discussing text-dependent questions help students slow down thinking, make inferences, and connect ideas, moving from surface-level understanding to deeper analysis.



TIMELY AND EFFECTIVE FEEDBACK BASED ON CLEAR EXPECTATIONS & GOALS

Anchoring feedback in clear academic and behavioral expectations builds student self-confidence and improves clarity.



Two Pronged Approach to Intersectional Ethnic Studies

Interdisciplinary and Intersectional Ethnic Studies Program at HLPUSD

Culturally Responsive Pedagogy

The Development of High School Ethnic Studies classes in multiple academic disciplines

Meets Grad Requirement (AB 101).

Teaches ES Content and Concepts including Civic Engagement

TK-12 Interdisciplinary Ethnic Studies Integration

ES Content weaved into TK-12 curriculum

Culturally Responsive Pedagogy

Diversifies curriculum and leads to higher academic engagement



Key Partnerships for Anti Bias IES Training



The Sal Castro Academy
at Cal State LA

FRED T. KOREMATSU
INSTITUTE





2025-2026 HLPUSD



INTERSECTIONAL ETHNIC STUDIES COURSES

La Puente HS



Intersectional Ethnic Studies
2 Sections

Spanish 3 Honors w/ Ethnic Studies
1 Section

History of Film w/Ethnic Studies
1 Section

Los Altos HS



Intersectional Ethnic Studies
3 Sections

10th Grade ELA w/ Ethnic Studies
3 Sections

Spanish 3 Honors w/ Ethnic Studies
2 Sections

Art w/Ethnic Studies in Spanish
1 Section

Wilson HS



Intersectional Ethnic Studies
2 Sections

Workman HS



Intersectional Ethnic Studies
3 Sections

Spanish 3 Honors w/ Ethnic Studies
1 Section

Valley HS



Intersectional Ethnic Studies
6 Sections

INTERSECTIONAL ETHNIC STUDIES PROGRAM

5 Different Courses
25 Sections
Taught by 12 Teachers
Currently over 500 Students
Enrolled

High School Intersectional Ethnic Studies Courses

- We have 5 UC A- G Approved Ethnic Studies Courses and 2 new courses
 - *Intersectional Ethnic Studies (G) - H/SS*
 - *ELA 10 w/ ES(B) and ELA 10 Honors w/ ES*
 - *Spanish 3 H w/ ES(E)*
 - *History of Film w/ ES (G) - H/SS*
 - *Art 1 W/ ES taught in Spanish and English (F)*
- Ethnic Studies passed by HLPUSD board in June as a Graduation Requirement for class of 2030.
- We are on pace and consistent with AB101.

UCI History Project Partnership: Youth Participatory Action Research and the CA State Seal of Civic Engagement through Ethnic Studies

Class of 2024 - 202 graduates earned the SSCE

Class of 2025 - 272 graduates earned the SSCE

An additional 49 students in 9th - 11th graders also completed YPAR Projects



Field Trip and Extended Learning Opportunities



Japanese American National Museum,
Cheech Marin Center for Chicano Art,
Manzanar National Historic Site



Anti Bias Training Next Steps

Anti Bias Training has helped to create a foundation of language and understanding for staff members to build on in future training that helps us to prevent, address, and eliminate racism, bias or prejudice toward any group of people. We look forward to expanding this work with your support.

