State of California Instructional Quality Commission

# NOVEMBER 2020 AGENDA ITEM MEMORANDUM

**Date:** November 6, 2020

**TO:** Manuel Rustin, Chair, History–Social Science Subject Matter Committee

Members, History–Social Science Subject Matter Committee

**VIA**: Cliff Rudnick, Administrator

Instructional Resources Unit

**FROM:** Kenneth McDonald, Consultant

Curriculum Frameworks Unit

**SUBJECT:** History–Social Science Subject Matter Committee Agenda Items

## Item 8: History–Social Science Subject Matter Committee

### Ethnic Studies Model Curriculum (Information/Action)

#### Summary of the Issues

California *Education Code* 51226.7, requires the Instructional Quality Commission (IQC) to develop, and the State Board of Education (SBE) to adopt, modify, or revise a model curriculum in ethnic studies—that “shall be written as a guide to allow school districts to adapt their courses to reflect the pupil demographics in their communities.”

State Board of Education Ethnic Studies Model Curriculum Guidelines further direct that the curriculum “be inclusive, creating space for all students regardless of race, ethnicity, class, gender, sexuality, or citizenship, to learn different perspectives.”

Assembly Bill 114, signed by Governor Newsom in October 2019, extended the timeline of the curriculum to March 2021.

The California Department of Education (CDE) has prepared recommendations to the draft Ethnic Studies Model Curriculum that are responsive to public comments and publicly submitted line edits and in alignment with statute and the SBE guidelines.

The CDE recommendations include those areas where CDE believes that the edit clarifies or improves the draft, while maintaining consistency with the statute and SBE guidelines, or that correct an error. The CDE notes that other proposed edits raise topics worthy of IQC consideration and that, following IQC consideration and potential revision, may also improve the draft. For an exhaustive list of recommendations and submitted lesson plans, please see Attachments C and D. A high-level summary of the recommendations is noted below.

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* Preface
  + Provide additional framing language to underscore that ethnic studies is a course for all students, a key component of education in the 21st century, and will serve to strengthen our democracy.
  + Maintain the four sample themes: Identity, History and Movement, Systems of Power, and Social Movements and Equity.
* Chapter 1
  + Provide clarifying language on teaching ethnic studies in K–12.
  + Change references to capitalism to economic inequality.
  + Provide clarifying language throughout.
* Chapter 2
  + Include edits related to considerations for district implementation.
* Chapter 3
  + Inclusion of civic learning, where appropriate.
  + Ensure greater inclusion and representation of California’s diversity.
  + Provide clarifying language throughout.
* Appendix A
  + Add course titles to the table of contents.
  + The CDE cannot modify content of the UC A-G approved courses in Appendix A. The CDE recommends removal of the course outline titled, “CP Introduction to Ethnic Studies.”
  + Move this Appendix to after the lesson plans, sample topics, and resources.
* Appendix B
  + Provide revisions and clarifying language throughout.
  + The CDE has received a variety of lesson plans for IQC review. In some cases, the CDE has suggested revisions for those lesson plans. The CDE recommends that a balance of lesson plans is included to better represent California’s diversity. For the list of submitted lessons and suggested revisions, please see Attachment D.
  + Further, the CDE recommends additional information in the current Appendix B to serve as a bridge from the four traditional disciplines to additional studies that continue to celebrate California’s diversity. This additional information is included in Attachment E. The additional materials affirm the interethnic connections that the four traditional disciplines have with additional identities and highlights the contributions from these interactions that may not have been reflected in traditional ethnic studies course materials.

#### Brief History of Key Issues

The State Board of Education, in July 2018, approved guidelines to direct development of the model curriculum. Following adoption of the guidelines, the State Board of Education appointed a Model Curriculum Advisory Committee to develop a draft Ethnic Studies Model Curriculum aligned with the guidelines and statute. The committee’s recommendation was presented to the Instructional Quality Commission in May 2019. The IQC made 12 amendments and voted to post the draft for a public comment review period through August 15, 2019.

More than 20,000 comments were submitted to CDE regarding the draft. Subsequently, the Governor signed Assembly Bill 114, allowing additional time for the development of the model curriculum.

On July 31, 2020, the CDE posted a revised draft based upon feedback from ethnic studies experts, teachers, administrators, and the public. On August 13, 2020, the IQC acted to post the revised draft, with additional edits, for a 30-day period of public review that took place from September 1–30, 2020. After the field review was concluded, the CDE kept the draft on its web page and continued to accept comments. All comments were forwarded to the members of the IQC and were made available to the public upon request. Throughout this process, the CDE has continued to listen to feedback.

Attachment A includes a tally of the comments received over the course of this project, sorted by the main area of emphasis. Note that this table’s results are approximate, as many comments addressed multiple topics, and a large number of duplicate comments were received. Identical comments from the same sender were removed when detected; form letter comments from multiple senders were saved as one copy with a tally of the total received.

Attachment B includes a brief summary of the comments received during the second field review (September 1–30, 2020). This table includes notations whether the comment included line edits, suggested resources, or complete lesson(s) for consideration.

#### IQC Information and Action

The following attachments are provided with this item:

* Attachment A: Summary Table of Public Comments
* Attachment B: Detailed Table of Public Comment and Review Period
* Attachment C: Table of Submitted Line Edits
* Attachment D: Overview of Submitted Lesson Plans
* Attachment E: Additional Appendix B Language

1. CDE Update (Information)

The CDE will provide an update on the ethnic studies model curriculum.

1. Review Public Comment and Review Period Results (Information)
2. Public Comment on the Draft Ethnic Studies Model Curriculum

Public comment can be submitted by calling the telephone number provided on the Commission Agenda web page or by emailing ~~ethnicstudies@cde.ca.gov~~. (Link inactive)

1. Review Feedback on the Draft Ethnic Studies Model Curriculum and CDE Recommendations (Information/Action)

The CDE has provided five attachments to assist the IQC members in considering edits to the draft model curriculum. Attachments A and B are noted in the previous section. Attachment C is a list of the line edits provided by the public and edits recommended by the California Department of Education. These edits are ones where the commenter provided specific language for an edit and indicated where the edit should be made. Attachment D is an overview of the lesson plans that were submitted by members of the public. Attachment E provides additional suggested language to frame the lesson plans. The members of the Subject Matter Committee (SMC) may propose any other edits by providing edit language in the public meeting. No edits will be added to the SMC’s motion to recommend the draft to the full Commission unless a SMC member moves to add it and the SMC approves the edit through a majority vote of the SMC. The staff will summarize all of the proposed edits before the SMC takes action to recommend the draft to the full Commission.

1. Recommend to the Full Commission Approval of the Draft Ethnic Studies Model Curriculum with Subject Matter Committee Edits (Action)

#### Timeline of Significant Events

**January 9, 2018:** Public Input Webinar conducted by CDE.

**May 17–18, 2018:** Instructional Quality Commission (IQC) recommends Timeline, Model Curriculum Advisory Committee (MCAC) Application, and Guidelines.

**July 11–12, 2018:** SBE approves Timeline, MCAC Application, and Guidelines.

**August 1 – October 17, 2018:** Recruitment of MCAC members.

**November 15–16, 2018:** IQC recommends MCAC members.

**January 9–10, 2019:** SBE appoints MCAC.

**February 14–15, 2019, March 21–22, 2019, April 25–26, 2019:** Three MCAC meetings held in Sacramento.

**May 16–17, 2019:** IQC reviews draft curriculum and approves for public review.

**June 15 – August 15, 2019:** Draft curriculum posted online for public feedback.

**September 19, 2019:** IQC postpones action on the model curriculum to provide for adequate time to address public comment.

**October 2019:** Assembly Bill 114 extends the project deadline one year, to March 2021.

**October 2019 – March 2020:** CDE and the Comprehensive Center conduct various information-gathering sessions and focus groups.

**September 2019 – May 2020:** CDE and SBE revise the model curriculum based on public input, including the information gathering sessions.

**July 2020:** Comprehensive Center submits report on teacher and student information sessions to the CDE.

**July 2020:** Superintendent’s Ethnic Studies Webinar Series.

**August 13, 2020:** IQC reviews and revises draft, and posts resulting draft for a 30-day period of public review and comment.

**September 1–30, 2020**: Public Review and Comment Period.

**November 18–19, 2020:** IQC considers revisions, and directs submission of resulting curriculum to the SBE following 45-day period.

**December 2020 – January 2021:** 45-Day Public Review and Comment Period.

**March 17–18, 2021:** SBE action on proposed curriculum.

**March 31, 2021:** Statutory deadline for SBE action.

California Department of Education, November 2020