

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

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# California State Board of EducationMarch 2019 AgendaItem #08

## Subject

2020 Ethnic Studies Model Curriculum: Appointment of Co-Chair of the Ethnic Studies Model Curriculum Advisory Committee.

## Type of Action

Action, Information

## Summary of the Issue(s)

*Education Code* *(EC*) Section 51226.7 directs the Instructional Quality Commission (IQC) to develop, and the State Board of Education (SBE) to adopt, a model curriculum in ethnic studies. The statute requires that the IQC work with an advisory committee of stakeholders and integrate course outlines currently used by local educational agencies in California. At its meeting on January 9–10, 2019, the SBE appointed 19 members and one co-chair for the Ethnic Studies Model Curriculum Advisory Committee (MCAC) that had been recommended by the IQC for consideration. One of the members initially recommended by the IQC to serve as a member and co-chair withdrew her application prior to SBE action, so at the request of the SBE the IQC recommended an additional candidate for the MCAC and another member to serve as co-chair at its meeting on January 24–25, 2019. The additional recommended member subsequently withdrew his application.

## Recommendation

The California Department of Education (CDE) recommends that the SBE appoint member #521, Dr. Allyson Tintiangco-Cubales, to serve as co-chair of the Ethnic Studies MCAC.

## Brief History of Key Issues

Assembly Bill 2016, Chapter 327 of the Statutes of 2016, added Section 51226.7 to the *Education Code,* which directs the IQC to develop and the SBE to adopt a model curriculum in ethnic studies. The legislation includes a deadline of December 31, 2019, for IQC action and March 31, 2020, for final SBE action.

The legislation states that the IQC must collaborate with faculty from ethnic studies programs and a group of representatives from local educational agencies. The intent of the Legislature was that the model curriculum would serve as a model for districts who wished to offer ethnic studies courses and that it would include course outlines aligned to the University of California’s A–G admissions requirements.

At its July 11–12, 2018, meeting, the SBE approved the application for the Ethnic Studies MCAC. The application was posted on July 17, 2018, and remained open through October 17, 2018. A total of 134 applications were received. *EC* Section 51226.7 requires that a majority of the MCAC consist of “kindergarten to grade 12, inclusive, teachers who have relevant experience or education background in the study and teaching of ethnic studies.”

### IQC Recommendations for the Ethnic Studies MCAC

At its meeting on November 16, 2018, the IQC recommended 20 applicants to the SBE for appointment to the Ethnic Studies MCAC and recommended that the SBE appoint Applicants Number 431, Christine Sleeter, and 531, R. Tolteka Cuauhtin, to serve as Co-Chairs of the MCAC. After the IQC recommendations were made, Applicant 431 withdrew from the applicant pool.

At its meeting on January 9–10, 2019, the SBE appointed the recommended members to the MCAC but requested that the IQC recommend a new co-chair and another applicant to serve on the committee at their next meeting. On January 25, 2019, the IQC recommended that Applicant Number 416, Daniel Soodjinda, be added to the Ethnic Studies MCAC, and that Applicant Number 521, Dr. Allyson Tintiangco-Cubales, be appointed co-chair of the MCAC. Subsequent to the IQC action, Applicant Number 416 withdrew from the applicant pool. Since the MCAC had its first meeting on February 14–15, 2019, the appointment of Dr. Tintiangco-Cubales to serve as co-chair will be retroactive. Full applications and resumes of the applicants are available in the SBE Office.

## Summary of Previous State Board of Education Discussion and Action

**January 2019:** The SBE appointed 19 members of the Ethnic Studies MCAC.

**July 2018:** The SBE approved the Schedule of Significant Events, Advisory Committee Application, and Guidelines for the Model Curriculum.

## Fiscal Analysis (as appropriate)

The CDE estimates that the development of the model curriculum will cost $351,200. That amount includes the cost of a contracted primary writer, travel and meeting expenses for the members of the advisory committee, and a part-time Staff Services Analyst position that was funded to support the project.

## Attachment(s)

None.