



LEADING THE WAY DEVELOPING GLOBAL CITIZENS

This multi year plan for District Wide Implementation of Ethnic Studies TK-12 positions SDUSD to lead the way to developing global citizens by 2020.



Ethnic Studies

Developing Global Citizens

PASSPORT



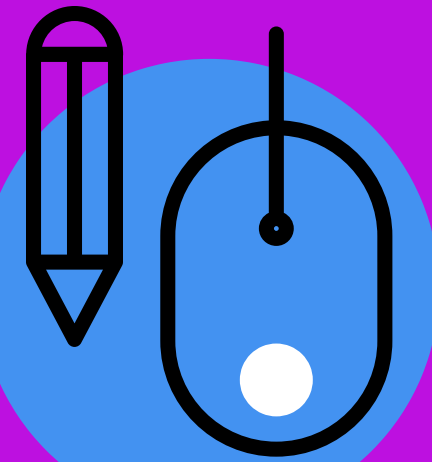
A world map with a yellow background and a blue border. A black video player with a white play button is centered over the map. A yellow speech bubble is on the left side of the map.

Did you know?

Ethnic Studies increases academic achievement and engagement in other subject areas, decreases dropout rates, and has a positive impact on cross-racial understanding (Sleeter, 2011).



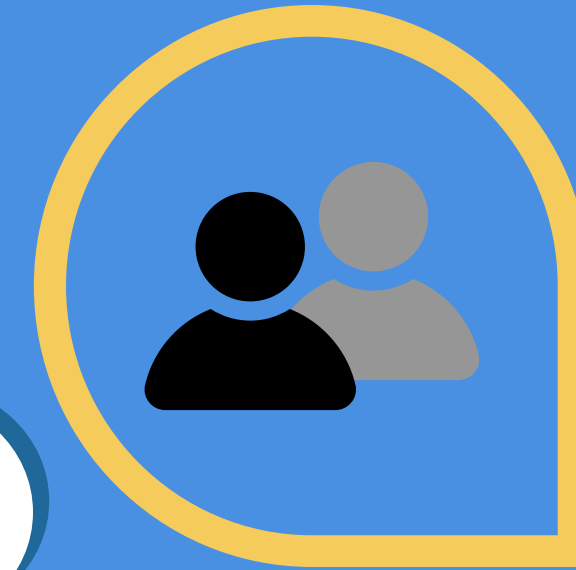
Principal
Approved



Research
Driven



Ethnic Studies
Developing Global Citizens



Community
Responsive

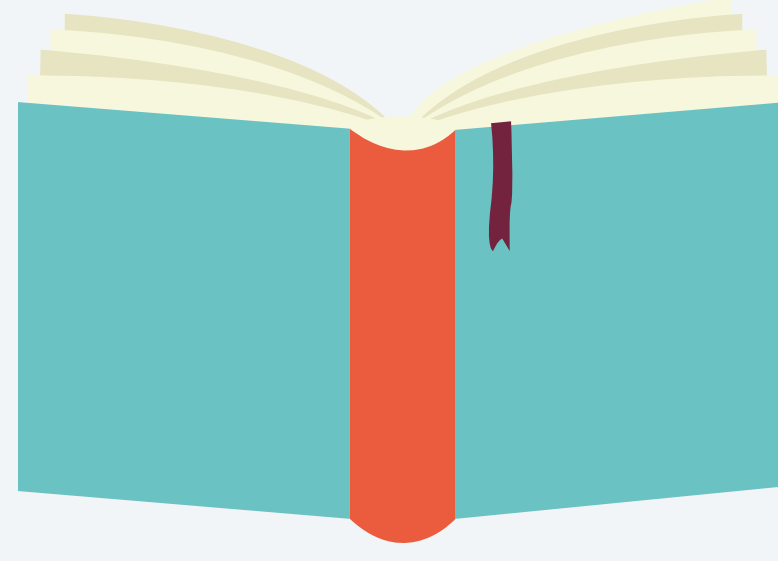
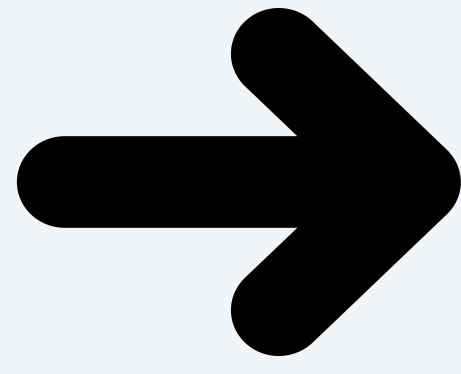


Student
Responsive

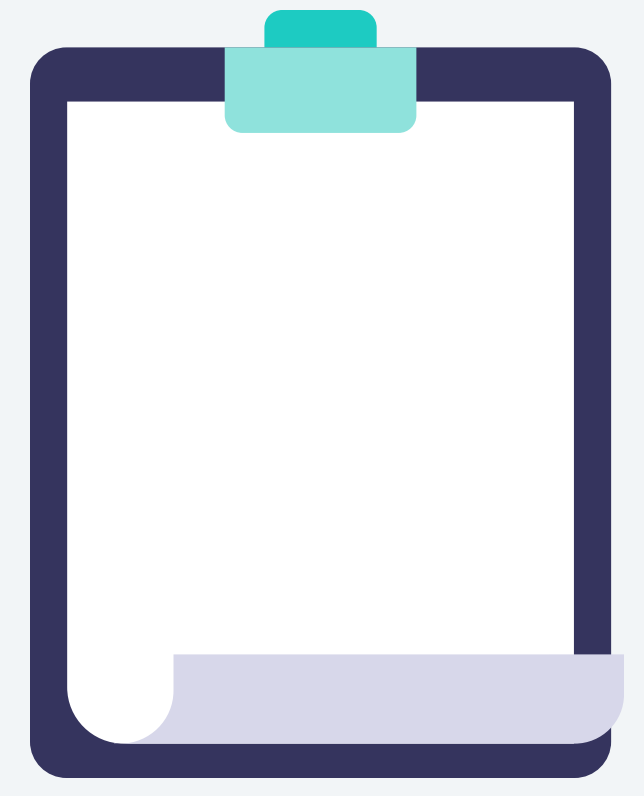
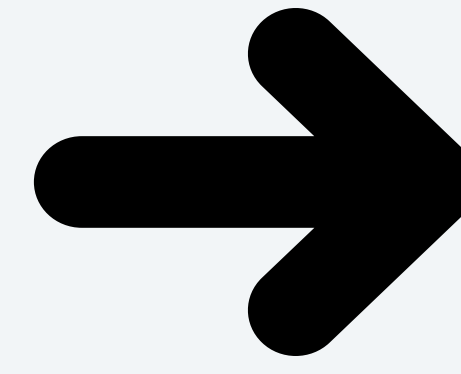
HIGHLIGHTS



2015
BOARD
APPROVES
ETHNIC
STUDIES



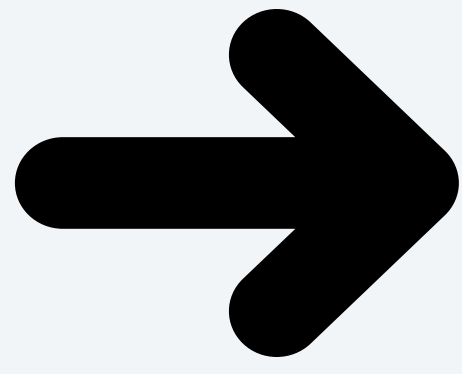
2016-2017
UC APPROVED
9TH COURSE
PILOT



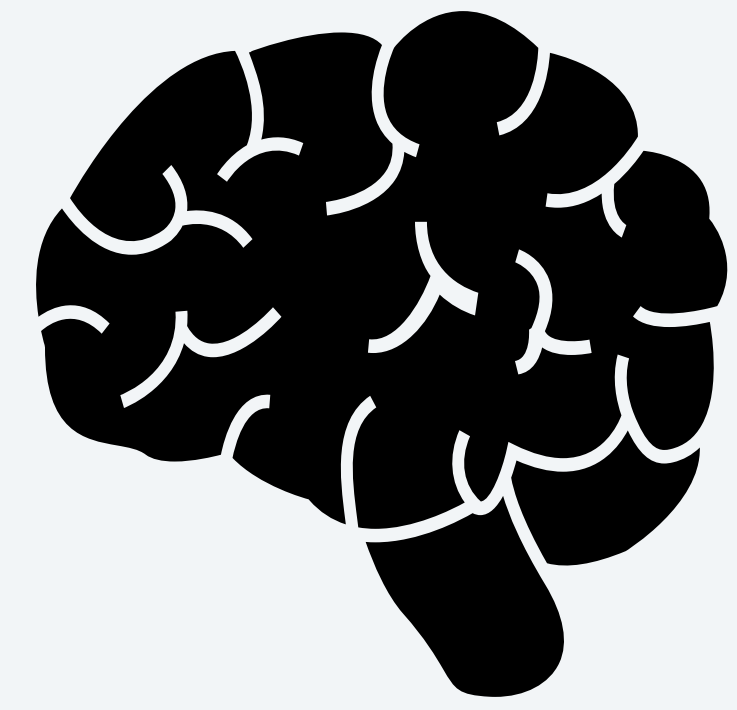
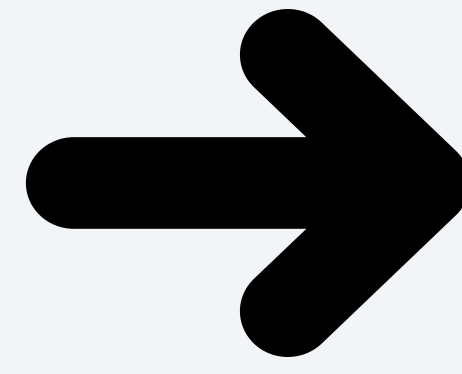
2017
ESAC
BYLAWS
PASSED



2017
ESAC VISIT
TO
MODEL
PROGRAM



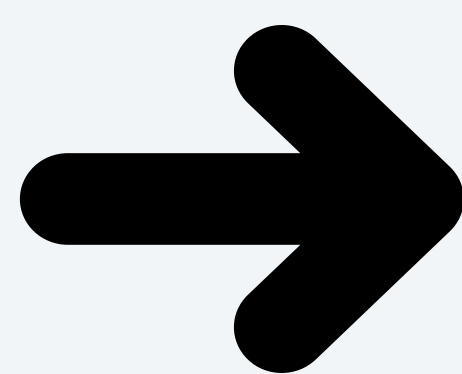
2017-18
DEVELOP
UC A-G
WORLD
AND US
HISTORY
COURSES



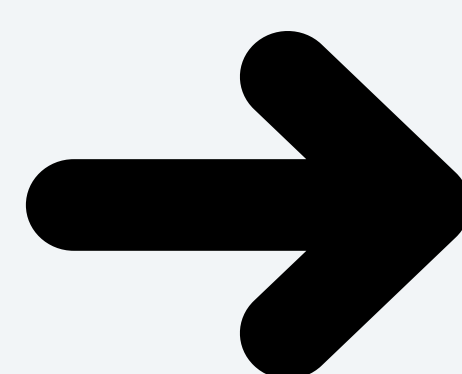
2018
UCSD
RESEARCH
RESULTS
ON PILOT
COURSE



2019
HIGH
SCHOOL
COURSES
SUBMITTED
TO UC



2019
MIDDLE
LEVEL
COURSES
SUBMITTED
TO ICC



2020
CA DEPT OF
EDUCATION
DEADLINE FOR
COURSE
IMPLEMENTATION

PRIMARY FINDINGS FROM STUDENT ASSIGNMENT DATA (PRELIMINARY)

- Various Assignment Outcomes. **Students:**
 - develop their critical awareness of how society plays a role in identity construction.
 - engage with issues of race, gender, economics, and “othering”
 - demonstrate elements of critical consciousness as a tool to develop resiliency and self-efficacy.
- Writing Outcomes Related to Common Core State Standards (CCSS). **Students:**
 - articulate empathy for other students in the classroom
 - develop skills in text analysis
 - write for multiple audiences
 - write about contemporary social issues
 - incorporate primary and secondary documents into their writing

PRIMARY FINDINGS FROM STUDENT, INTERVIEWS AND SURVEY RESULTS (PRELIMINARY)

- Students are more critically aware of how society plays a role in identity construction.
- Students exhibit new critically conscious language to engage in conversations of marginalization.
- Students demonstrate elements of critical consciousness as a tool to develop resiliency and self-efficacy.
- Students view their teachers as the major success factor from the course.
- Students embrace facets of diverse identities among their peers.

PRIMARY FINDINGS FROM PRE/POST TEST (PRELIMINARY)

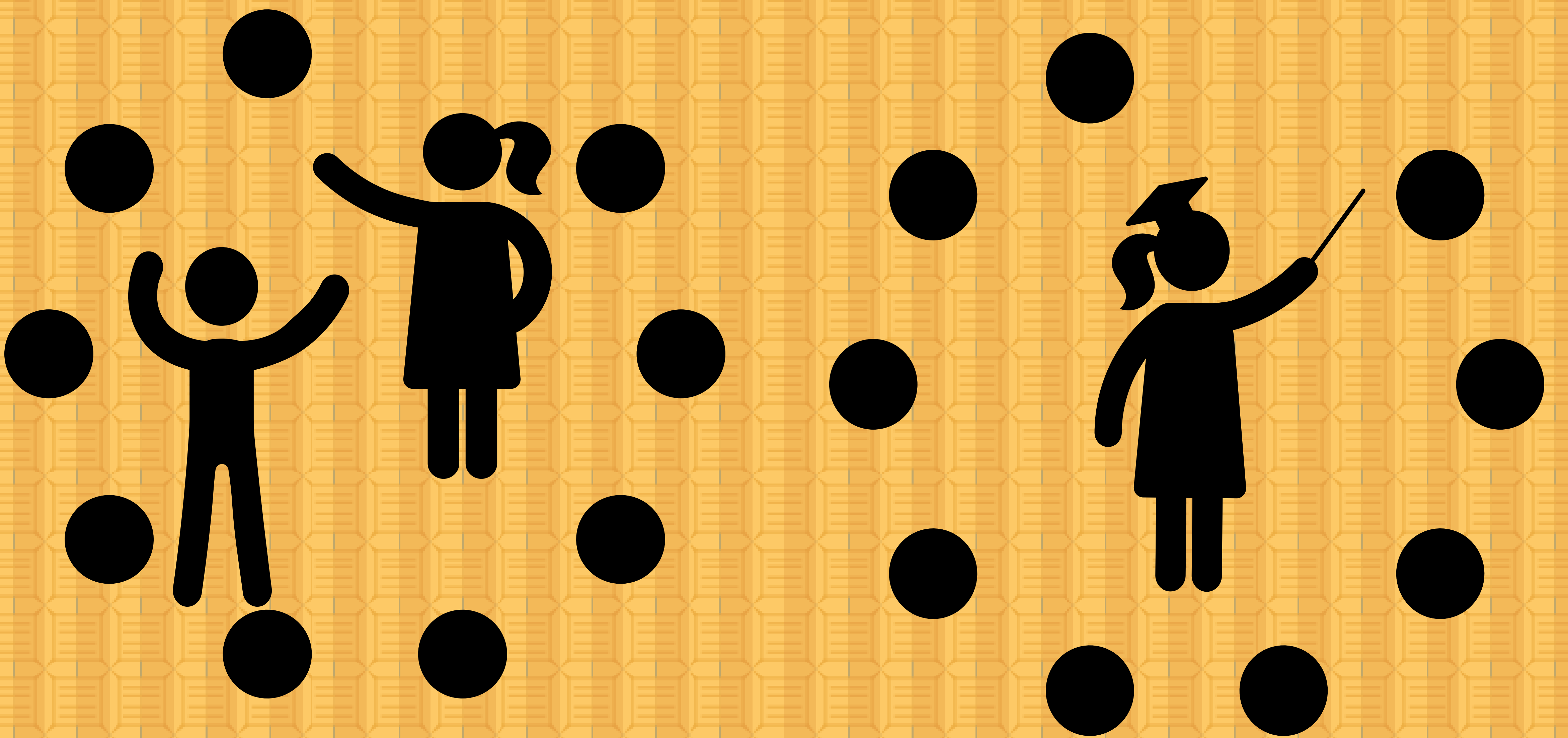
Students are learning:

- Key terminology that they would be exposed to in a college Ethnic Studies course
- The relationship between learning and Maslow's hierarchy of human needs
- Key concepts from the Universal Declaration of Human Rights, which guide Social Justice Movements
- How to interpret texts focused on issues of racism and oppression
- How to connect social issues to their lives and families

**New
Course Development**

- El Rancho Courses
- + Mexican-American Heritage
 - + Multicultural Literature
 - + Examining Cultural Diversity and Gender in Literature and Film
 - + Chicano Mural Art
 - + Ethnomathematics
 - + Foundations of Ethnic Studies
 - + US Diversity and the Ethnic Experience
 - + International Foods

I see myself! + Multiple perspectives...





THE TEAM

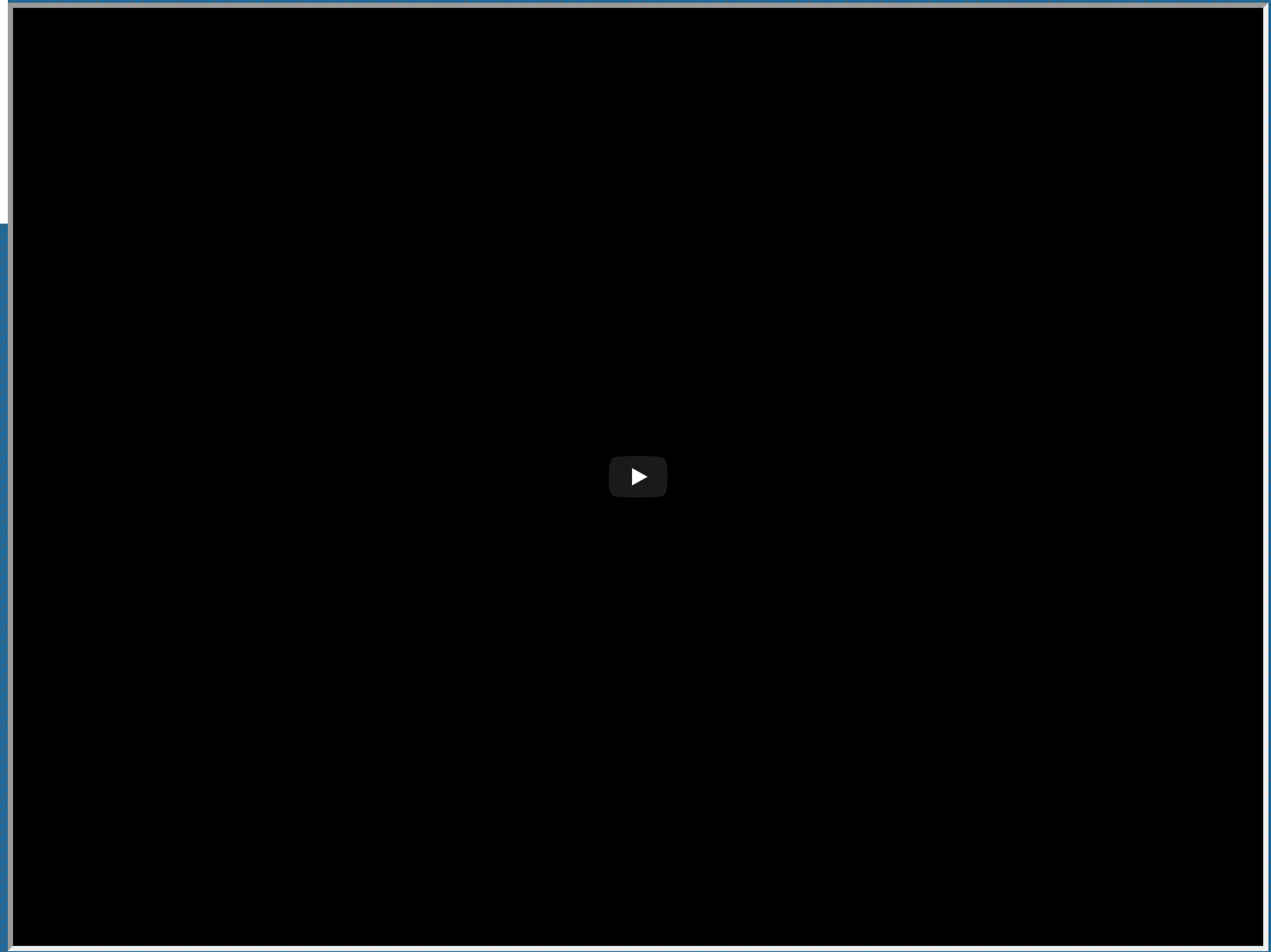
Ethnic Studies

Upping Global C's



Ethnic Studies

Developing Global Citizens



We ask:

Can the SDUSD Board embrace the Ethnic Studies Advisory Committee's multiyear plan as the direction for the SDUSD to meet the California State Department of Education's mandate in 2020?



Ethnic Studies

Developing Global Citizens

Sources:

- Dee, T. & Penner, E. (2016). The causal effects of cultural relevance: Evidence from and Ethnic Studies curriculum. National Bureau of Economic Research Working Paper No. 21865. doi: 10.3386/w21865
- + Orfield, G., Siegel-Hawley, G. & Kucsera, J. (2011). Divided we fail: Segregation and inequality in the southland's schools. The Civil Rights Project/Proyecto derechos civiles. University of California, Los Angeles. Retrieved from: <http://civilrightsproject.ucla.edu/research/metro-and-regional-inequalities/lasanti-project-los-angeles-san-diego-tijuana/divided-we-fail-segregated-and-unequal-schools-in-the-southfield>
- + San Diego Unified School District. (2015, March 23). School Board Resolution "In the Matter of Support for Ethnic Studies for All San Diego Unified Students." Retrieved from: [http://www.boarddocs.com/ca/sandi/Board.nsf/files/9XBT7T71D2D1/\\$file/Revised%20Resolution%20on%20Ethnic%20Studies,%2006-9-15.pdf](http://www.boarddocs.com/ca/sandi/Board.nsf/files/9XBT7T71D2D1/$file/Revised%20Resolution%20on%20Ethnic%20Studies,%2006-9-15.pdf)
- Sleeter, C.E. (2011). The Academic and Social Value of Ethnic Studies: A Research Review. Washington, D.C.: National Education Association.