



UPDATED Position Letter

RE: AB 101 (Medina) – Oppose

Honorable Members of the State Senate Education Committee,

We are 27 organizations deeply concerned about the enormously harmful impact that AB 101 - the bill making a course in ethnic studies a graduation requirement in all public and charter high schools in the state - would have on our students and our state. AB101 is an imprudent measure based on the highly controversial ethnic studies model curriculum.

As you are aware, the COVID-19 pandemic has been responsible for a catastrophic loss of instruction for millions of K-12 students in the state. One [study](#) by researchers at Stanford University found that just during the early

stages of the pandemic, children lost an average of 116 days of reading time and 215 days of math work, and that recovery from these losses could take years and require a massive infusion of state funds. And this analysis only examined March to June 2020 and does not account for nearly one additional year of virtual learning in the 2020 – 2021 school year.

However, instead of directing essential educational funding to help students recover from these devastating educational losses in foundational subjects such as Math, Science and English, AB 101 would divert an enormous amount of taxpayer funds into courses that have not been shown to benefit students academically, and may even harm them.

Consider that an estimated [budget](#) for the first four years of rolling out an ethnic studies graduation requirement in every LAUSD high school, which was approved by the district's Director of Budget Services and Financial Planning in 2015, put the cost at about \$73 million dollars. While that figure included a pilot program and other costs that were unique to LAUSD's proposed implementation, it is reasonable to use the budget to estimate how much a statewide ethnic studies graduation requirement could cost California taxpayers. The largest one-time cost in the budget is for the purchase of textbooks, which is estimated at \$150 per student. Assuming that AB 101-mandated ethnic studies classes would be taught in the 9th grade, as the LAUSD budget assumes, the procurement of ethnic studies textbooks used each year by the state's approximately 500,000 9th graders would require a one-time outlay of \$75 million dollars. Far more costly, however, are the annual teacher salaries for a dedicated cadre of ethnic studies teachers, one at every school site as recommended by the LAUSD Executive Director of Curriculum and Instruction, who had helped to determine what was necessary for implementing an ethnic studies requirement in the district and to draft the estimated budget. Based on a salary (plus benefits) of about \$100,000 per teacher per year, and assuming one dedicated ethnic studies teacher per high school at each of the state's 1,322 public and charter high schools, salaries alone would cost the state about \$132 million per year, \$664 million over 5 years and \$1.32 billion over 10 years, if AB 101 becomes law.

Although advocates for AB 101 and its precursor, AB 331, have claimed that courses in ethnic studies have positive academic benefits for students, a comprehensive [analysis](#) of the research cited in support of these claims by more than 100 university scholars and academics with decades of experience designing and carrying out empirical research, found the claims to be wholly unsubstantiated. Some of these scholars are Nobel Prize winners.

Moreover, if AB 101 becomes law, the curricula most likely to form the basis for the required course — whether it is the recently approved AB 2016-mandated Ethnic Studies Model Curriculum or one of the alternative curricula being

vigorously promoted by [educator-activists](#) throughout the state — are firmly rooted in the highly politicized and controversial version of the discipline known as [Critical Ethnic Studies](#). The discipline is firmly rooted in neo-Marxist ideologies that divide society into oppressed and oppressor groups based primarily on race, and, as part of its disciplinary mission, uses the classroom to indoctrinate students into narrow political beliefs and political activism. Pursuing a narrow political framework in education is divisive, [discriminatory](#) and inflammatory. A victim-oppressor lens takes away empowerment, personal agency and incentives from the so-called "victim" groups, while viciously scapegoating and stereotyping the "privileged" groups, through the narrow prism of race. Such classes can't help but promote hatred and bigotry in CA classrooms, and are wholly inappropriate for our students.

In light of the pandemic's drastic reversal of students' academic achievement, it is irresponsible and unethical to pass a bill requiring all students to take a course that is likely to cost taxpayers hundreds of millions of dollars per year, has not been shown to improve students' academic achievement, and may in fact add to their trauma.

We urge you to vote no on AB 101.

Sincerely,

Alliance to Protect Children
AMCHA Initiative
Better Milpitas
California Association of Scholars
Californians For Equal Rights Foundation
Chinese American Citizens Alliance Greater New York
Chinese American Citizens Alliance Greater San Gabriel Valley
Coalition for TJ
Concerned Parents of San Diego
Educators for Quality and Equality
Eagle Forum of California
Equal Rights for All-Pac
Fair Education Santa Barbara
For Kids & Country
Free Black Thought
Informed Parents of California
Irvine Equal Education Association
Moms for Liberty
National Association of Scholars
Parents Defending Education
Protect Our Kids
San Diego Asian Americans for Equality

Silicon Valley Chinese Association Foundation
Tri-Valley Asian Association
TOC Foundation
US Asian Art & Culture Association
Whittier and La Habra Precinct Patriots