



Ethnic Studies

2021-2022 update

SRCS Definition: Ethnic Studies

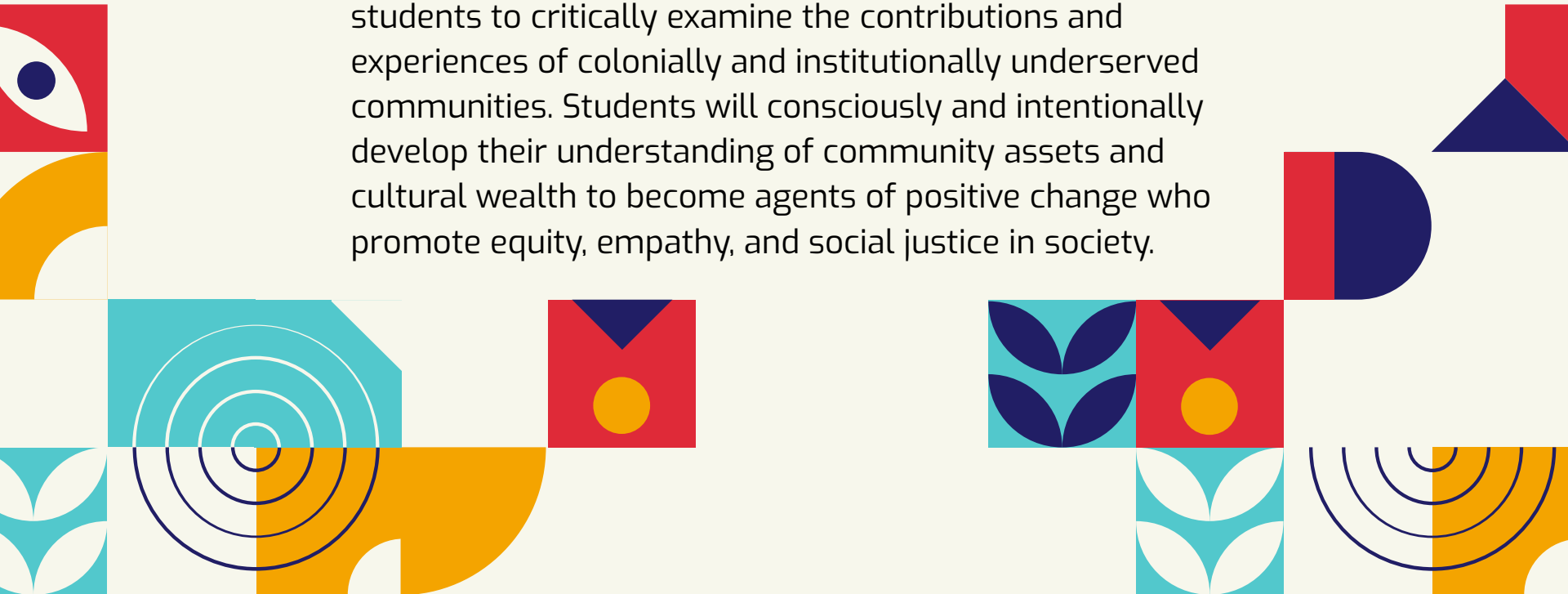


Ethnic Studies is an interdisciplinary field of study that focuses on theoretical and political questions regarding the social construction of categories of race, ethnicity, gender, sexuality, class, and nation. Ethnic studies pedagogy humanizes all people by honoring the cultural wealth of historically underserved groups, by critically analyzing systems of oppression, and by promoting action in solidarity with others to transform students' lives and communities.



SRCS Ethnic Studies Mission

The mission for Ethnic Studies in Santa Rosa City Schools is to provide a transformative education that empowers students to critically examine the contributions and experiences of colonially and institutionally underserved communities. Students will consciously and intentionally develop their understanding of community assets and cultural wealth to become agents of positive change who promote equity, empathy, and social justice in society.



Grounding principle

In Lak' Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

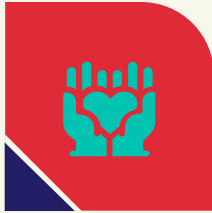
Me amo y respeto yo.

I love and respect myself.

~Luis Valdez



2021-2022 Courses



Ethnic Studies Elective

CCLA, HSMS



Ethnic Studies English

MHS, PHS, RHS,
SRHS



Statistics for Social Justice

EAHS, MHS

2021-2022 Enrollment



Course	Sites	Total Sections	Total Enrollment
Statistics for Social Justice (c)	EAHS MHS	5	117
ETHS English (b)	MHS PHS RHS SRHS	16	223
ETHS Elective	CCLA HSMS	2	43

Student demographics



	# of Students	SED	UPC	EL	RFEP	Hispanic or Latino	American Indian	Asian	Black	Filipino	Hawaiian or Pacific Islander	White	Multi Ethnic
Ethnic Studies Elective	43	51.2%	44.2%	11.6%	55.8%	74.4%	0.0%	0.0%	2.3%	2.3%	2.3%	11.6%	7.0%
Ethnic Studies English	223	41.7%	35.4%	7.6%	39.0%	52.5%	0.9%	4.0%	0.9%	0.9%	0.0%	33.2%	6.7%
Statistics for Social Justice	117	35.0%	28.2%	1.7%	43.6%	50.4%	0.0%	3.4%	3.4%	2.6%	0.9%	35.9%	3.4%
Totals	383	40.8%	34.3%	6.3%	42.4%	54.5%	0.5%	3.4%	1.8%	1.6%	0.5%	31.4%	5.8%

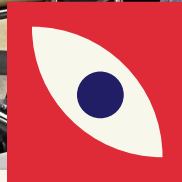
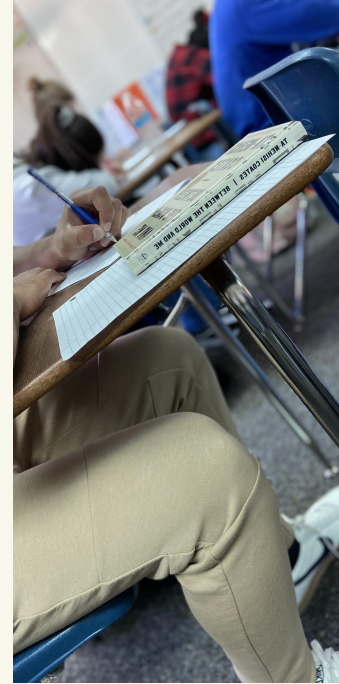
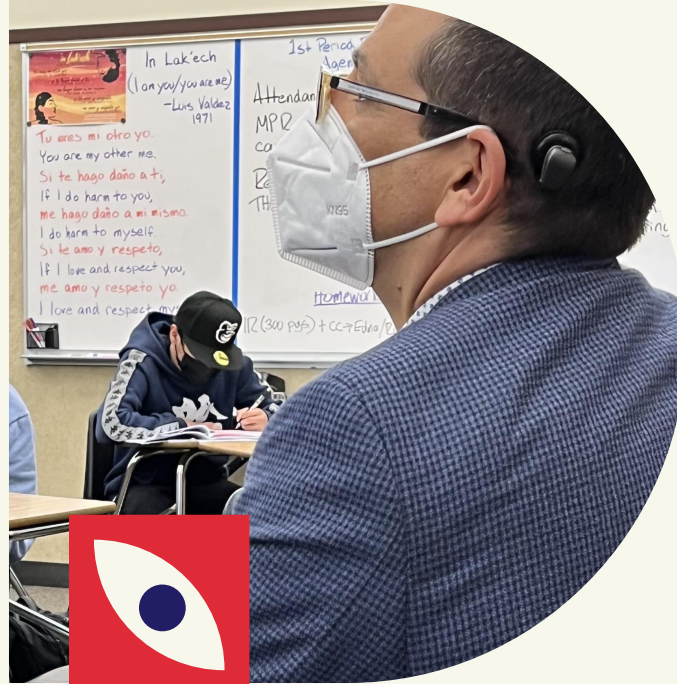
2022-2023 Projections



Course	Sites	Total Sections	Potential Student Enrollment
Statistics for Social Justice (c)	EAHS MCHS MHS PHS	6	198
ETHS English (b)	EAHS PHS MHS SRHS RHS MCHS	36	1156
ETHS Elective	CCLA HSMS	3	99
Ethnic Studies Dance (f)	MHS	TBD	TBD

Ethnic Studies Teacher Resources

- Acosta Educational Partnership, Redbud Resources, and Facing History professional development
 - Professional development focused on mindsets, curriculum design, pedagogy, strategies, and development of materials for Ethnic Studies classroom practice.
- Ethnic Studies Teacher Collaborative
 - The collaborative was designed to create a space for reflective practice to be planned, shared, and discussed so district practitioners could refine their approaches among a community of colleagues
- Teacher/administrator reader
 - A collection of vetted articles to support staff. These pertain directly to Ethnic Studies, its value, components of effective courses, curriculum, pedagogy, and research regarding its impacts on student learning and outcomes.





AEP PD Testimonials

Name

Comment

Testimonial 1

—Participant 1

"Most essentially, this collaboration has enabled the pursuit of the democratic project through direct classroom teaching and learning, facilitating learning experiences that are more relevant and centrally connected to the lives of our students, their families, and our community."

Testimonial 2

—Participant 2

"I had the chance to understand my own identity in different ways and thus be able to re-assess how I see my students. I think it humanized my students for me."

Testimonial 3

—Participant 3

"This work touches the soul of teaching. The opportunity to participate in originally CRSH and now Ethnic studies has been critical to my professional well being and growth as a teacher."



Teacher Resources



- Classroom visitations/observations
 - Conducted as a means of learning about implementation at the classroom level and to better build a repository of knowledge regarding classroom practices. These were used to celebrate the daily classroom experience of teachers and students, as well as to help identify what additional supports may be needed.
- Course writing collaboration
 - District office personnel collaborated with teachers to write and finalize new courses and begin drafts of future courses. These collaborative writing sessions provided staff with model courses from other districts, a clear template to guide the writing of courses, and vital dialogue and discussion regarding the most pertinent educational practices, materials, and pedagogy that would need to ground the courses.

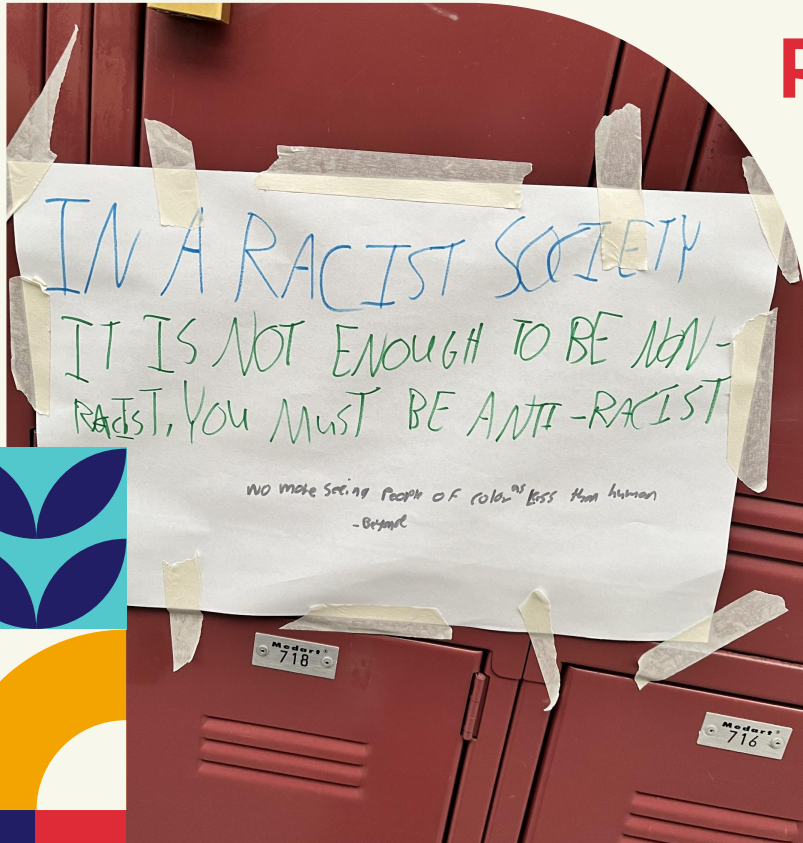




Teacher Resources

- Ethnic Studies Community Committee
 - The community committee has engaged beyond just getting regular SRCS updates. They also contribute to the implementation efforts through research, creating teacher materials, and engaging in projects alongside SRCS employees to evaluate effectiveness of program.
- Course Writing Handbook
 - Materials created to guide SRCS educators in how to propose, develop, and write new courses for Ethnic Studies classes.

Program Support



- Institutional Review Board (IRB) Research Project with Sonoma State University (SSU):
 - The IRB approved research project for the 2021-2022 school year was efficiently championed by Associate Professor in the School of Education at SSU, Aja LaDuke. The research project was created as a means of capturing student voice, feedback, reflection, and input regarding Ethnic Studies courses in SRCS and is intended to help the district maintain program efficacy and quality. Future IRB approved research is planned and it will not only include student voice, but will likely also be designed to analyze academic outcomes so thorough qualitative and quantitative longitudinal data is available for students taking Ethnic Studies courses at the local level.



ETHS Implementation Considerations

01

Program/Course Integrity

Scaling implementation up while maintaining course and discipline integrity

03

Curriculum Development

Building internally as SRCS is ahead of the state initiative for the 2029 graduation requirement

02

KA-12 Implementation

Increasing the tangible focus from 7-12 to all levels within our institution

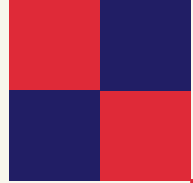
04

Community Connections

Broadening the scope of community partners and organizations



Ethnic Studies Professional Development



ETHS Implementation Considerations

05

Continue Professional Development

Keep providing varied and supportive learning opportunities for educators about Ethnic Studies

07

Continue Teacher Collaborative

Keep providing rich opportunities for further learning, exploration, and development of Ethnic Studies with teaching colleagues

06

Continue and Enhance IRB Research

Keep capturing qualitative student feedback, while expanding to include teacher qualitative feedback and quantitative data

08


Expand Course Offerings

Keep developing new courses that count for both an A-G graduation requirement and the SRCS Ethnic Studies graduation requirement



Thank you and Adelante

- Our Students
- Parents/Guardians
- Our Community
- SRCS staff
- Cabinet
- The Board of Education



“You have to act as if it were possible to radically transform the world. And you have to do it all the time.”

—Angela Davis