Unite, Inspire, Lead
Our Students, Our Union, Our Future

El Rancho Unified’s Ethnic Studies Revolution

Dr. Roxane Fuentes, Interim Superintendent
Dr. Aurora R. Villon, ERUSD Board President
Jose Lara, ERUSD Board Vice President
Melinda Aguilar, ERHS Teacher
Juventino Gutierrez, ERHS Teacher
Christina Mata, ERHS Teacher
NEA Strategic Goal and NEA Organizational Priorities:

• NEA Strategic Goal
  – Strategic Goal 1: Strong Affiliates for Educator Voice and Empowerment
  – Strategic Goal 2: Empowered Educators for Successful Students

• NEA Organizational Priority
  – Institutional Racism/Racial Justice in Education
NEA Leadership Competency: Governance and Leadership

• **NEA Leadership Competency progression level(s):**
  – Level 1: Foundational; Level 2: Mobilizing & Power Building; and Level 3: Agenda Driving

• **NEA Leadership Competency Themes:**
  – Establishes and maintains collaborative, effective relationships
  – Advances the organization by internalizing its mission, vision, and core values
  – Sets strategic objectives to guide long-term goals
  – Develops self and others as leaders
El Rancho Unified School District

Board of Education
Dr. Aurora R. Villon – President
Jose Lara – Vice President
Gabriel Orosco – Clerk
Rachel Canchola – Member
Dr. Teresa L. Merino – Member

District Administration
Dr. Roxane Fuentes – Interim Superintendent
The El Rancho Unified School District will actively partner with the community as its leading educational institution that provides a technology rich and innovative learning environment for all students.

Students will be challenged to become college and career ready and life-long learners.
Need to Know…

What obstacles or challenges do you think you might face establishing an Ethnic Studies Resolution for your school district?
Agents of Change
Ethnic Studies Resolution

Adopted June 17, 2014

EL RANCHO UNIFIED SCHOOL DISTRICT
Resolution No. 37-2013/2014

CULTURAL AWARENESS AND ETHNIC STUDIES GRADUATION REQUIREMENT

Whereas, the El Rancho Unified School District seeks to provide a well-rounded and quality education that exposes students to cultures that are crucial to understanding our nation, past and present, and that helps our students to appreciate the rich histories and cultural contributions of their own communities; and

Whereas, there is a substantial research evidence that well designed and well taught ethnic studies curricula have positive academic and social outcomes for students; and

Whereas, the former Mexican American Studies program in Tucson, Arizona demonstrated significant strides in closing the achievement gap and increased academic achievement for all students; and

Whereas, the El Rancho Unified School District offers a Mexican American Heritage course within our curriculum to teach about the important contributions of Mexican Americans to our communities; and

Whereas, the current Mission of the El Rancho Unified School District is to prepare students as life long learners to succeed academically, intellectually, socially, emotionally and culturally;

Now Therefore Be It Resolved, that the El Rancho Unified School District shall modify its existing graduation requirement to include a course in Cultural Awareness.

Be It Further Resolved, that the Cultural Awareness requirement may be minimally fulfilled be a five credit, semester length A-G College approved Ethnic Studies course including the Mexican American Heritage class, which is already offered at El Rancho High School.

Be It Further Resolved, that the Cultural Awareness requirement and Ethnic Studies class will take the place of the current Geography course requirement.

Be It Further Resolved, that the Governing Board of Education directs the Superintendent to develop curriculum and provide professional development to ensure quality courses in Ethnic Studies that fulfill the cultural diversity requirement.

Ethnic Studies in ERUSD

Ethnic Studies curriculum supports the Common Core framework by:

• Engaging students through exposure to multiple perspectives and diversity

• Develops cultural awareness, sensitivity, and responsibility

• Connecting students to their community and global society

• Increases self-awareness, confidence, and overall student resiliency
Ethnic Studies Further Supported by School Board Resolution advocating for Teacher-Led Professional Development

EL RANCHO UNIFIED SCHOOL DISTRICT
Resolution No. 31-2013/2014

Professional Development

WHEREAS professional development is the key to school improvement; and

WHEREAS research has clearly shown that effective teachers make a significant difference in the lives of students; and

WHEREAS improving the effectiveness of teachers is the single most important factor towards improving student achievement; and

WHEREAS opening up opportunities for teachers to develop their own ideas, opinions, and techniques is critical to develop 21st century skills; and

WHEREAS in order for teachers to develop ownership of professional development, they need to be active participants in its construction while tailoring programs to their needs and motivations; and

WHEREAS teachers are talented and devoted individuals who have gained enormous experience by interacting with students, and possess a wealth of knowledge that must be explored and shared; and

WHEREAS professional development should not be regarded only as an administrative duty, but rather as a career-long endeavor aimed at disclosing the factors that contribute to the success of all students and teachers; and

WHEREAS empowering teachers in their own learning is important not only for teachers but for students too because when teachers get excited about learning their enthusiasm spreads to their students; and

THEREFORE BE IT RESOLVED be it resolved that the Board of Education adopts the resolution to empower teachers in the planning and implementation of professional development opportunities for teachers;

BE IT FURTHER RESOLVED that the Board of Education requests the Superintendent and/or their Designee to meet and confer with the El Rancho Federation of Teachers leadership team to discuss the next step in teachers actively directing their own professional development opportunities;

Adopted March 11, 2014
A Collaborative Model for Creativity & Innovation

District Mission

Teachers & Students

School Board & Community

School Site Leadership

District Admin.
Ethnic Studies Timeline

- **June 2014** – Adoption of Resolution
- **August 2014** – Meet with Stakeholder Groups
  - September 2014 – Form Teacher Committee
  - Oct. – Nov. 2014 – Establish vision and course guidelines
  - Dec. 2014 - Call for Proposals
  - Jan. 2015 – Committee reviews proposals & provides feedback
- **Feb. – May 2015** – A-G Course Submission Preparation
- **May – June 2015** – Course Offerings
- **Summer 2015** – Curriculum Writing
- **Fall 2015** – Course Implementation
- **Spring 2017** – New Course Proposals & Curriculum Writing for 2018
ERUSD Partnerships

- Catalyst and collaborative partner in organizing the inaugural **Ethnic Studies Summit** hosted by CSULB

- **CHLS – 100: Introduction to Chicano & Latino Studies Course** **New Course Offerings – Spring 2017**
  - CHLS 215: US Diversity and the Ethnic Experience
  - AIS 101: Introduction to the Study of Native American People
  - Students receive 3 units of college credit
A Teacher’s Perspective

Juventino Gutierrez,
Teacher, ERHS Resource Specialist

Course Offering (Co-Taught):

*Introduction to Chicano & Latino Studies Course (CHLS-100)*
Our Path…

▪ Teacher Committee Formed
▪ Vision & Course Options Established
▪ Call for Proposals
▪ A-G Course Development
▪ Curriculum Planning
▪ Ongoing Support & Open Dialogue
Ethnic Studies Curriculum Alignment

The vision for Ethnic Studies at El Rancho is to engage and empower students by providing opportunities to critically examine and understand the experiences of historically marginalized communities to create positive change within local and global contexts.

Ethnic Studies “Standards”

In El Rancho, Ethnic Studies courses that fulfill the graduation requirement:

- Center the EXPERIENCES of historically marginalized communities.
- Critically EXAMINE concepts such as race, class, gender, and sexuality in relation to power, political systems, social structures, and social justice movements.
- ENGAGE students through critical and meaningful dialogue that leads to an understanding of self, society, and the connection between the two.
- EMPOWER students to advocate and become agents of social transformation by developing community responsive efforts that address the needs of the community and the world.
Activity

If you could teach any class, what would it be?

In small groups...

1) Think about that one class you had in college that you never forgot. Discuss why that class was so impactful.

2) If you could inspire students as you were inspired, what class would you teach? Why?
Examining Cultural Diversity and Gender in Literature & Film
ERHS Instructor: Christina Mata

Class Purpose:
This course is designed to examine how literature and film shape beliefs around race, class, ethnicity, gender, and sexual orientation.

Texts & Films Include:
The Color Purple, The Joy Luck Club, Boyz n’ the Hood, Angels in America, Gran Torino, In the Time of Butterflies, Crash, Smoke Signals, One Flew Over the Cuckoo's Nest...
Multicultural Literature
ERHS Instructor: Melinda Aguilar

- Purpose
- Curriculum
- Core Concepts
- Field Trips
Ethnic Studies Courses

- Multicultural Literature
- Examining Cultural Diversity and Gender through Literature & Film
- Chicano Mural Art
- Mexican American Heritage
- CSULB – US Diversity and the Ethnic Experience
- CSULB – Intro to the Study of Native American People
- Rio Hondo College – Art of Mexico
- From Hoovervilles to Ferguson: A History of Social Movements in the United States
- Foundations of Ethnic Studies
- ROP International Foods
- Ethnomathematics: A survey of the mathematical contributions of non-western cultures
- Am I an Ethnic Statistic?
Student Advocacy

• Latino Club
• MEChA
• Multicultural Awareness Club
• PRIDE
• Social Justice Club
• Feminist Club (16-17)
Next Steps for ERUSD...

- Curriculum development continues
- Ethnic Studies Expansion K-8
- University Partnerships
- Speaker Series
- Youth Action Research
- Service Learning
- Sharing Our Work
Ethnic Studies Action Plan

• As a team, reflect on what you have learned today.
• Determine your driving question.
• Discuss and establish what your next steps will be to address your driving question.
Thank you for listening to our journey!

Visit: www.erusd.org

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Session Outcomes:

• The content from this session can be used in the following ways in your current position/role:
  – Shared Leadership
  – Building Capacity
  – Organizing around shared values
Friendly Reminders!

• Please complete the evaluation for this breakout session!

• Please visit the Leadership Development Resources website at
  [www.nea.org/leadershipdevelopment](http://www.nea.org/leadershipdevelopment)