

Assembly Higher Education Committee

May 11, 2021: Preparing K-12 Teachers for Ethnic Studies Requirement

1) *Ethnic Studies, a Graduation Requirement:*

- a) Ethnic Studies is the study of the histories, experiences, cultures, and issues of racial-ethnic groups in the United States.
- b) September 2016 – [AB 2016 \(Alejo\), Chapter 327, Statutes of 2016](#), “Pupil instruction: ethnic studies” was signed into law by then-Governor Brown. The legislation codified the requirement for the Instructional Quality Commission (IQC), the California entity tasked with developing K-12 curriculum, to develop and present to the California State Board of Education for approval model curriculum in ethnic studies in order to encourage school districts and charter schools offering grades 9-12 to offer a course of study in ethnic studies (Education Code Section 51226.7).
 - i) Based on the language adopted, the IQC was required to submit the curriculum to the State Board of Education by March 31, 2020, for approval. Additional extensions were provided as concerns arose regarding the inclusivity of which ethnicities, cultures, and races should be included as part of the ethnic studies curriculum. Multiple drafts and versions of the Ethnic Studies Curriculum were produced by the IQC which were available for three rounds of field reviews including public comment and media attention.
 - ii) The State Board of Education adopted the [Ethnic Studies Model Curriculum](#) on March 18, 2021.
 - (1) According to the California Department of Education website “The Ethnic Studies Model Curriculum is aimed at empowering students by illuminating the often-untold struggles and contributions of Native Americans, African Americans,

Latino/a/x Americans, and Asian Americans in California. The [curriculum] includes University of California and California State University A–G-approved ethnic studies course outlines and lessons that expand beyond the four traditional disciplines of ethnic studies to help local districts tailor a course to meet local student needs.”

(2) Specifically, the model curriculum is comprised of four foundational disciplines:

African American, Chicana/o/x and Latina/o/x, Native American, and Asian American and Pacific Islander studies. The focus of the experiences of these four disciplines provides an opportunity for students to learn of the histories, cultures, struggles, and contributions to American society of these historically marginalized peoples which have often been overlooked or excluded from the narrative in US history courses. The purpose of the curriculum is to rectify the omission of these experiences and to address institutionalized systems of advantage and address the causes of racism, and other forms of bigotry.

(3) The purpose of the curriculum is to build the capacity for every young Californian to develop a social consciousness and knowledge that will contribute to the public good and as a result strengthen democracy.

(4) According to the State Superintendent of Public Instruction Tony Thurmond, on the final version of the curriculum - “California’s students have been telling us for years that they need to see themselves and their stories represented in the classroom. Today’s historic action gives schools the opportunity to uplift the histories and voices of marginalized communities in ways that help our state and nation achieve racial justice and create lasting change. By fostering our

understanding of the struggles and achievements of people of color, ethnic studies benefit students of all backgrounds—and that is why today’s work is so important.”

- c) In October of 2021, Governor Newsom signed into law, [AB 101 \(Medina\), Chapter 661, Statutes of 2021](#), which required all 9-12 grade students to complete a one-semester course in ethnic studies beginning in the 2029-2030 school year as a condition for graduation from high school. Essentially establishing the completion of an ethnic studies course as a high school graduation requirement for K-12 students.
- d) In 2018-2019, there were 314 K-12 schools which offered 1,057 courses in ethnic studies. 20,499 students attended these course in the 2018-2019 academic year according to Data Quest.

2) Existing Graduation Requirements versus A-G requirements:

- a) As established in Education Code Section 51225.3, the State of California has various state-wide minimum graduation requirements. These requirements are considered the foundational requirements for graduation from high school in the state of California. Nothing in Education Code nor in California Code of Regulations precludes a K-12 district from establishing graduation requirements in addition to those listed in the chart below.
- b) To assist students in meeting the eligibility requirements for the California State University (CSU) and the University of California (UC), the CSU Board of Trustees and the UC Board of Regents established in the late 1980s, a 15-unit high school preparatory course pattern requirement for first-time, first-year students seeking admission to the CSU and the UC. Since the early 2000’s the CSU and the UC have maintained the same

minimum course requirements, known as the A-G requirements, which are displayed in the chart below.

- c) Since the introduction of the A-G requirements, some K-12 districts have elected to adopt the A-G requirements as the standard graduation requirements in order to promote a college-going mentality among students. In the 2017-2018 school year, the latest academic year available on Data Quest, of the 439,211 students who graduated, 64.4% attended college.
- d) State Mandated Graduation Requirements and Existing A-G Requirements:

High School Subject Area	State Mandated Requirements	UC A-G Requirements	CSU A-G Requirements
English	Three Years	Four years of approved courses	Four years of approved courses
Mathematics	Two years, including Algebra I, beginning in 2003–04. (<i>EC Section 51224.5</i>)	Three years, including algebra, geometry, and intermediate algebra. Four years recommended.	Three years, including algebra, intermediate algebra, and geometry.
Social Studies/Science	Three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; one semester of American government and civics, and one semester of economics.	Two years of history/social science, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government; and one year of world history, cultures, and geography.	Two years, including one year of U.S. history or U.S. history and government and one year of other approved social science.
Science	Two years, including biological and physical sciences.	Two years with lab required, chosen from biology, chemistry, and physics. Three years recommended.	Two years, including one year of biological and one year of physical science with lab.

Foreign Language	One year of either visual and performing arts, foreign language, or career technical education**.	Two years in same language required. Three years recommended.	Two years in same language required.
Visual and Performing Arts	One year of either visual and performing arts, foreign language, or career technical education**.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.
Physical Education	Two years	Not Applicable	Not Applicable
Electives	Not Applicable	One year in an approved academic course.	One year in an approved academic course.
Total	13	15 (7 in the last two years of high school)	15

3) Credential Requirements for Ethnic Studies Teachers.

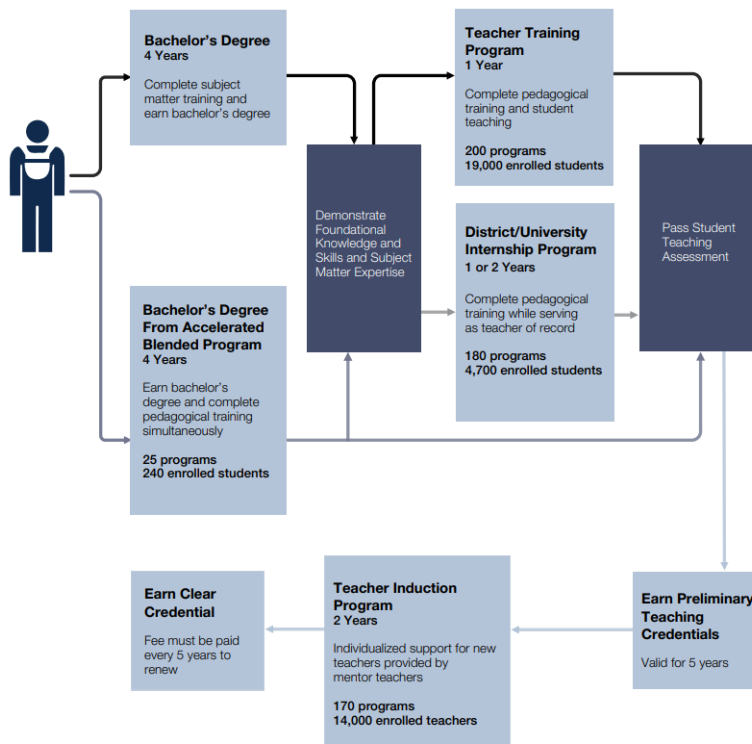
- a) The California Commission on Teacher Credentialing (CTC) was established in 1970 and is the agency whose purpose is to serve as the standards board for educator preparation for public schools in California, provide licensure and credentials to qualified educators in California, provides enforcement of professional practices of educators, and provides discipline of credential holders in California.
- b) As established in Education Code, the CTC may provide four different types of basic teaching credentials: single subject instruction, multiple subject instruction, special instruction credentials, and designated subject credentials for technical trade and/or career technical courses. For single subject credentials the CTC is only authorized to issue credentials in the following subjects: agriculture, art, business, dance, English, health science, home economics, industrial and technology education, mathematics, music, physical education, science, social science, theater, and world language including, but not limited to, Mandarin, Cantonese, French, German, Russian, Spanish, or any other language that the commission determines is appropriate.
 - i) The basic requirements to qualify for a Single Subject Credential, are as follows:

- (1) Complete a Bachelor’s or higher degree from a regionally accredited college or university;
- (2) Satisfy the basic skills requirement, as defined;
- (3) Verify subject matter competency by either achieving a passing score on an appropriate subject matter examination or demonstrate competency through courses in the subject matter; or a combination of both;
- (4) Complete a course in the provisions and principles of the U.S. Constitution or pass an examination;
- (5) Complete a CTC approved teacher credential program including student teaching requirements; and,
- (6) Receive a recommendation by the teacher credential program sponsor (student teacher supervisor).

A comprehensive teacher preparation map was provided by the Legislative Analyst Office in their 2019 guide: [California’s Education System](#) on page 18:

Most California Teachers Prepared Via a Five-Year Pathway

2016-17



- c) To qualify to teach a course of study in a grade 9-12 high school, an educator must possess a single subject teaching credential or a designated subject credential depending upon the topic the course of study the teacher wishes to teach. Since not all courses offered at high schools fit neatly into one of the categories mentioned above as the designated subjects for a teaching credential, the California Code of Regulations Title 5 Section 80005 (a) provides additional clarity as to what courses a holder of a single subject credential holder are qualified to teach:

Subject Area	Subjects that Fall Within Single Subject Area
Agriculture	Agricultural management, agricultural mechanics, agricultural science, animal science, forestry, horticulture, landscaping, and plant science
Art	Art appreciation, art history, arts and crafts, art theory, calligraphy, cartooning, ceramics, commercial art, costume design, crafts, design, drawing, humanities, illustration, interior decoration, jewelry, leathermaking, painting, photography, sculpture, stagecraft, and yearbook
Business	Accounting, business communications, business English, business mathematics, business management, business marketing, computer concepts and applications, consumer education, data processing, economics, general office occupations, keyboarding, marketing, shorthand, typewriting, and word processing
Dance	Composition and production, folk/traditional, hip hop, ballet, modern, jazz, world
English	Composition, creative writing, debate, forensics, grammar, humanities, journalism, language arts, language structure, literature, poetry, public speaking, speech, and yearbook
Health	Child development, family life, human sexuality, nutrition, sexually transmitted disease education, and substance abuse
Home Economics	Child development, clothing, consumer education, family life, foods, family economics, housing, human development, interior design, nutrition, parenting, and textiles
Industrial and Technology Education	Automotive mechanics, carpentry, computer technology, construction, drafting, electricity, electronics, industrial crafts, industrial design, metals, millwork, photography, plastics, radio and television, technical science/power mechanics, welding, and woods
Mathematics	Basic or general mathematics, algebra, calculus, computer science, consumer mathematics, geometry, mathematical analysis, statistics and probability, and trigonometry
Music	Instrumental music, music appreciation, music theory, musical theater, and vocal music
Physical Education	Aquatics, fundamental and creative movement, gymnastics, interscholastic sports, motor development or learning, physical conditioning, sports, and weightlifting

Science: Biological Science	Anatomy, biology, botany, ecology, environmental science, evolution, genetics, physiology, and zoology
Science: Chemistry	Chemical reactions, qualitative analysis, quantitative analysis, and structure and stability
Science: Geosciences	Astronomy, cosmology, earth science, forestry, geology, meteorology, oceanography, and paleontology
Science: Physics	Energy, mechanics, and thermodynamics
Social Science	American government, anthropology, contemporary issues, current events, cultural studies, economics, ethnic studies, geography, government, history, humanities, international government, law, politics, psychology, sociology, United States history, and world history
Theater	Acting, directing, performance and production, improvisation, musical theater, playwriting, stagecraft, make-up and costume design
World Languages	Courses in culture, grammar, composition, language structure, and literature of the language listed on the document

d) Currently, only a teacher with a social science Single Subject Teaching Credential is qualified to teach Ethnic Studies; however, there is no guarantee this individual took courses in ethnic studies as this is not a requirement for a social science credential. According to the CTC Approved Institutions and Programs, there are currently 24 subject matter preparation programs in social science offered by Institutions of Higher Education; including 19 CSUs and 4 private/independent universities.

4) What are Supplementary Authorizations for Single Subject Teaching Credentials?

- a) If a teacher has been authorized or granted a single subject teaching credential in a specific subject and wishes to add on additional authorizations to be qualified to teach additional subjects; a single subject credential holder may apply for a supplementary authorization. The supplementary authorization may be granted to an applicant’s Single Subject Teaching Credential if the subject matter is in something that does not fall within the single subject category as listed above.
- b) The supplementary authorizations include the following for single subject teaching credentials for 9-12 grade courses:

Accounting (including Finance)	Animal Science	Biological Sciences
Agricultural Mechanics	Anthropology	Chemistry
	Auto Mechanics	

Child Development (Home Economics)	Family Life and Parenting (Home Economics)	Office Technologies including Word Processing and Business Communications
Clothing and Textiles (Home Economics)	Family Life Education including Drug, Alcohol and Tobacco Use Prevention (Health Science)	Ornamental Horticulture
Comparative Political Systems and International Relations	Food and Nutrition (Home Economics)	Painting and Drawing
Computer Science	Forestry and Horticulture	Photography
Consumer Education (Home Economics)	Geography	Physics
Crafts, including Jewelry and Ceramics (Art)	Geosciences	Plant Science
Dance	Graphic Arts	Plastics (Industrial Arts)
Drafting	Industrial Crafts and Plastics	Psychology
Drama	Instrumental Music	Sociology
Economics	Interior Design (Home Economics)	Speech
Economic and Consumer Education	Journalism	US Government and US Civics
Electronics	Literature	US History and California History
English Composition	Marketing/Entrepreneurship	Vocal Music
	Metals (Industrial Arts)	Woods (Industrial Arts)
		World History

c) To qualify for a supplementary authorization, an applicant must satisfy one of the following requirements:

- i) Provide the CTC with an official transcript showing the completion of either 20 semester units (or 10 upper division semester units) of non-remedial coursework in

the subject, completed at a regionally accredited community college, college, or university; or,

ii) Provide the CTC with an official transcript demonstrating completion of a college major in the subject.

d) An example of someone who would qualify for a supplemental authorization is an English teacher who completed 20 units in US History and California History and wishes to teach this course in addition to English courses.

5) *Recent funding for Teacher Preparation in all subjects.*

a) According to the [Legislative Analyst's Office](#), since the enactment of the 2016-2017 budget, the State has provided \$1.2 billion to address teacher shortages; including the funding provided in the 2021-2022 Budget Act.

b) 2021-2022 Enacted Budget – Numerous proposals were approved by the Governor and State Legislature with the hopes of increasing and retaining the education workforce and pertaining to ethnic studies including:

i) \$500 million one-time General Funds over five years for Golden State Teacher Grants for a combined total of at least 25,000 grants for teacher candidates who commit to teaching at a priority school, in a high –need subject matter area, for four years;

ii) \$350 million one-time Proposition 98 General Funds over five years to support teacher preparation residencies and other grow-your-own teacher credentialing programs;

iii) \$125 million one-time Proposition 98 General Funds over five years for Classified School Employee Teacher Credentialing Program to support more than 5,000 classified school staff in becoming credentialed teachers;

iv) \$20 million one-time General Fund to provide a credential fee waiver in 2021-2022 for individuals entering the K-12 educator workforce;

v) \$1.7 million one-time Proposition 98 General Funds to support the educator recruitment work of the Center on Teaching Careers;

vi) \$50 million one-time Proposition 98 General Funds for an ethnic studies block grant to support the creation or expansion of ethnic studies course offerings;

vii) \$5 million one-time Proposition 98 General Funds for ethnic studies professional development; and,

- viii) \$2 million to support K-12 ethnic studies through the UC Subject Matter Projects.
- c) 2022-2023 Budget Proposal – In January the Governor issued his [January Budget Proposal](#). Contained within the proposal was a \$54.4 million multi-year investment to help enhance a school’s ability to hire qualified teachers and substitutes.