



Secondary Core Literature & Ethnic Studies Update

AADAC Meeting- December 17, 2021

Purpose



- Provide an overview of the core literature approval process
- Provide information related to diverse titles that have been approved
- Celebrate the collaboration with Equity Task Force
- Provide an overview of Ethnic Studies timeline

Secondary (Grades 6-12) Core Literature

- Literature selections that are aligned to the California state English/Language Arts content standards (reading, writing, speaking, and listening)
- Used as part of the core curriculum for English Language Arts
- Taught in whole group setting
- Selections are articulated by grade level

District Policy



BP 6161.1: Selection & Evaluation of Instructional Materials

“The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect society’s diversity, and enhance the use of multiple teaching strategies and technologies.”



Core Literature Adoption Process

<https://www.conejousd.org/>



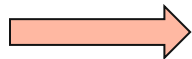
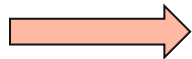
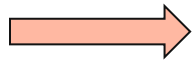
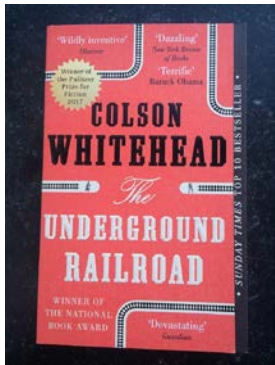
[Signature Programs](#)

[Departments](#)

CORE LITERATURE ADOPTION PROCESS

New Titles Since 2020-2021 School Year

Core Literature Titles Approved prior to 2021-22 school year



A Midsummer Night's Dream (Grade 7) by William Shakespeare (Grade 7)
Lexile 590 - [Summary](#)

Between the World and Me by Ta-Nehisi Coates (IB/AP, Grade 11)
Lexile 1090 - [Summary](#)

Forget Me Not by Ellie Terry (Grade 7)
Lexile 670 - [Summary](#)

Hatchet by Gary Paulsen (Grade 7)
Lexile 1020 - [Summary](#)

Just Mercy (Adapted for Young Adults) by Bryan Stevenson (Grade 9)
Lexile 1130 - [Summary](#)

Number the Stars by Lois Lowry (Grade 6)
Lexile 670 - [Summary](#)

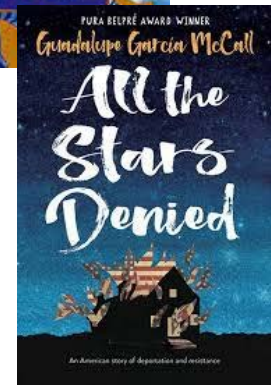
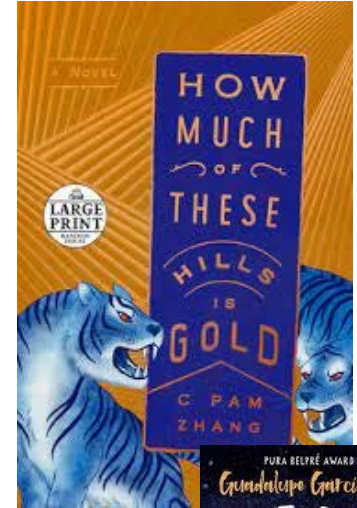
The Underground Railroad by Colson Whitehead (Grade 11)
Lexile 890L - [Summary](#)

Twelfth Night, or, What You Will by William Shakespeare (Grade 8)
Lexile 1140 - [Summary](#)

Core Literature Selections Recently Approved 2021-22

Titles:

- *Esperanza Rising* by Pam Munoz Ryan (6th Grade)
- *All the Stars Denied* by Guadalupe Garcia McCall (7th Grade)
- *How Much of These Hills Is Gold* by C Pam Zhang
- *Kitchen* by Banana Yoshimoto (12th Grade)



Collaboration with Equity Task Force (ETF)



Spring 2021-Present

- High school and middle school committees initiated strategic work to diversify core literature selections
- CVUSD's Equity Task Force provided support and input to the committees
- Summer work to develop library of resources and to create the "Required-Extended list"
- Articulation meetings to review and approve titles
- Teachers continue to review and read diverse selections to bring forward

Newly structured lists

[High School](#)

[Middle School](#)

Next Steps

- Ensure the approval process requires which “list” the title is being proposed for
- Provide training to ELA teachers UCLA CA Reading & Literature Project
 - Identify areas of need related to expand titles re to DEI
 - Create a common rubric/criteria for staff to use to assess DEI
- Approve additional books per established LCAP goal/metric

Ethnic Studies



Assembly Bill 101, passed October 2021 requires Ethnic Studies as a CA graduation requirement for the class of 2029-2030, with high schools required to begin offering Ethnic Studies starting in the 2025-2026 school year.

What is Ethnic Studies?

“Ethnic studies helps bring students and communities together. This does not mean glossing over differences, avoiding difficult issues, or resorting to clichés about how we are all basically alike. It should do so by simultaneously doing three things: (1) addressing racialized experiences and ethnic differences as real and unique; (2) building greater understanding and communication across ethnic differences; and (3) revealing underlying commonalities that can bind by bringing individuals and groups together. Ethnic studies is designed to benefit all students.” *CDE Model Curriculum* (June 2021)

Ethnic Studies Course Update



Process:

- Board Direction - Goal is to have pilot course by Fall 2022
- Review CDE Framework and Model Curriculum
- Stakeholder Involvement - Equity Task Force (ETF), Student DAC EdEquity Committee, Ethnic Studies Working Group (ESWG)
- Research: Meetings with Oxnard USD, CDE, Review Framework, Review Course of Study (COS)
- ESWG work & Meetings with teachers/administrators

Ethnic Studies Course Update (cont..)



Timeline

Aug/Sept 2021 - 2x Meetings with Ethnic Studies Working Group (ESWG) - Full release days to: Review Model Curricula, Confirm texts/materials/resources, & develop Course of Study (COS)

October 2021 -

- Stakeholder meeting with ETF/SDAC to update progress & solicit feedback.
- Follow up meeting with ESWG for edits to COS
- Articulation meeting with high school social science department chairs

November/December 2021 -

- November 1st - Professional Development Day for ESWG to complete COS
- November 3rd - Provide information to Secondary Curriculum Advisory Council (SCAC)
- Provide updates to ETF, SDAC, AADAC

Ethnic Studies Course Update (cont...)



January 2022 -

- Social Science Articulation meeting - approval of COS
- Provide an update to the Board of Education (BOE)

February 2022 - Secondary Curriculum Advisory Council action item - if pilot approved, it goes to the BOE

March/April 2022 -

- Agenda item for Board of Education meeting (March)
- Preview Night(s)
- Action item for Board of Education meeting (March or April)

Summer 2022 -

- Collaboration and training for teachers assigned to teach the Ethnic Studies pilot for 22-23 school year

Fall 2022 -

- Implementation of Ethnic Studies pilot course (pending BOE approval)
- Progress monitoring, surveys, & feedback - potential 'tweaks' to the curriculum and course of study.