

## **OCBE - Resolution 19-24 - Ethnic Studies**

In California, the implementation of an ethnic studies curriculum serves to reflect the state's cultural diversity, ensuring that students encounter various histories and experiences within their education. The curriculum enhances critical thinking and understanding by engaging students with societal structures and historical contexts related to race and identity.

Research indicates that ethnic studies can improve academic outcomes, particularly for students from diverse backgrounds, by making education more relevant to their experiences (Bonilla et al., 2021). Additionally, ethnic studies aim to prepare students for active participation in civic life by providing knowledge about the contributions and challenges of different communities. This curriculum should align with California's educational objectives of addressing inclusivity as well as historical and systemic inequities.

### **Reference**

Bonilla, S., Dee, T., & Penner, E. (2021). Ethnic studies increases longer-run academic engagement and attainment. *Proceedings of the National Academy of Sciences*, 118(37). <https://doi.org/10.1073/pnas.2026386118>

## **Analysis of the Resolution 19-24 (Valdes) and OCDE Actions**

Resolution 19-24, presented by Trustee Valdes, warrants a critical examination, particularly in its implications for the ethnic studies curriculum. While framed as a procedural or administrative adjustment, this resolution may serve as a strategic maneuver to influence the content and delivery of ethnic studies in Orange County schools.

By closely scrutinizing the language and intent behind the resolution, I believe there may be underlying motives to control the narrative surrounding race, identity, and history within educational settings. Resolution 19-24 requests the County Superintendent of schools to create a curriculum for Access, Orange County, California, and the United States. Given the extremist views of the OCBE and the Superintendent, this curriculum could restrict educators' ability to engage students in critical discussions about systemic inequities and the contributions of marginalized communities, challenging the broader goals of inclusivity and equity in education.

OCBE has demonstrated they are not interested in teaching accurate history ([Williams - Resolution 400-4](#))

The Resolution could have immediate policy implications and a broader impact on the integrity and purpose of ethnic studies as a discipline.

Allowing extremists to develop the curriculum could be seen as an attempt to control the narrative around ethnic studies by potentially limiting the scope or content of what is taught. By controlling the narrative, curriculum development may undermine the curriculum's purpose of promoting critical thinking and social awareness.

The resolution seems like a political move aimed at appeasing certain groups or avoiding backlash from those who oppose the critical examination of systemic racism and inequality. This could be part of a broader trend where educational content is increasingly scrutinized and altered to reflect particular ideologies rather than encouraging an open and honest educational environment.

The ultimate impact of the resolution and subsequent actions by the County Superintendent on students should be a central consideration. If the OCDE curriculum dilutes the ethnic studies curriculum, students may miss important learning opportunities that help them understand the complexities of identity, power, and resistance.

## Questions for Reflection

- How might creating their own curriculum enable OCBE extremists to control the narrative?
- Can extremists promote inclusivity, equity, and critical thinking?
- What motivations might they have for bypassing mainstream educational content?
- How might this serve broader goals of division and spreading misinformation?