

**Mountain View Whisman School District  
Resolution No. 02-090320**

**Supporting Ethnic Studies for All**

**WHEREAS**, California has one of the largest and most diverse student populations in the nation. Ethnic minorities account for over 71 percent of the student population, with more than 90 languages spoken in District schools;

**WHEREAS**, the Mountain View Whisman School District recognizes that racial and ethnic gaps exist across a variety of important student outcomes in the United States. For example, data from the recently released 2015 National Assessment of Educational Progress (NAEP) indicate that, on average, the mathematics knowledge of eight-grade Black and Hispanic students in public schools lag behind their white peers by an amount equivalent to roughly two to three full years of learning. Black and Hispanic students are also substantially overrepresented among students diagnosed with specific learning disabilities relative to their white peers (Aud, Fox, & KewalRamani, 2010)<sup>1</sup>. Furthermore, while roughly 14 percent of white students in public high schools fail to graduate on time, the corresponding dropout rates for black and Hispanic students are roughly twice as large (Stetser & Stillwell, 2014)<sup>2</sup>;

**WHEREAS**, Ethnic Studies courses provide a means to deepen our students sense of our shared history, the significant contributions of historically underrepresented races, and helps our students understand and appreciate the rich histories and cultural contributions of various communities that challenges racial oppression;

**WHEREAS**, Ethnic Studies and Ethnic Studies Programs allow for marginalized voices to reclaim their histories, challenge dominant narratives, and allow students to see themselves in the curriculum thereby contributing to closing achievement and opportunity gaps and increasing graduation rates and college-going rates;

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<sup>1</sup> Aud, S., Fox, M., and KewalRamani, A. (2010). Status and Trends in the Education of Racial and Ethnic Groups (NCES 2010-015). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

<sup>2</sup> Stetser, M., and Stillwell, R. (2014). Public High School Four-Year On-Time Graduation Rates and Event Dropout Rates: School Years 2010–11 and 2011–12. First Look (NCES 2014-391). U.S. Department of Education. Washington, DC: National Center for Education Statistics. From <http://nces.ed.gov/pubsearch>.

**WHEREAS**, incorporating Ethnic Studies courses and content into standard elementary, middle school, high school, and post-secondary/university curriculum is a means to accomplish equity, justice, and academic rigor and excellence for ALL students;

**WHEREAS**, in 2011 the National Education Association published, *The Academic and Social Value of Ethnic Studies*, which reported a positive impact on ALL students, but especially students of color. Results showed that Ethnic Studies benefited students in observable ways: they became more academically engaged, did better on achievement tests, in some cases graduated at higher rates, and developed a sense of self-efficacy and personal empowerment<sup>3</sup>;

**WHEREAS**, the Mountain View Whisman School District recognizes the need and importance for culturally relevant training and on-going professional development of educators, administrators, and staff in regards to diversity, equity, inclusion and belonging as well as race, ethnicity, class, privilege, and systems of oppression;

**WHEREAS**, the Mountain View Whisman School District supports its alumni in achieving their potential beyond 8<sup>th</sup> grade and supports legislation that would advance the District's goal in "preparing all children as global learners";

**WHEREAS**, Assembly Bill 331 (AB 331) would add a course of Ethnic Studies to be a high school graduation requirement beginning the school year of 2023-2024 as well as require all districts, serving 9-12 grade students, to offer an ethnic studies course beginning in 2021-2022, which would affect more than 1.8 million California public high school students;

**WHEREAS**, Assembly Bill 1460 (AB 1460) would require the California State University (CSU) system to provide courses in Ethnic Studies at each of its 23 member campuses and the completion of one 3-unit course in Ethnic Studies in order to graduate by the 2020-2021 academic year, which would affect more than 480,000 CSU students;

**NOW, THEREFORE BE IT RESOLVED**, The Governing Board of the Mountain View Whisman School District supports Assembly Bill AB 331 and AB 1460;

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<sup>3</sup> Sleeter, C.E. (2011). "The academic and social value of ethnic studies: A research review." National Education Association Research Department.

**BE IT FURTHER RESOLVED**, The Mountain View Whisman School District supports the creation and implementation of Ethnic Studies and culturally relevant curriculum across all districts and grade levels and supports diversity, equity, inclusion and belonging efforts that support both students and staff of all backgrounds, but especially of underrepresented and minoritized communities;

**BE IT FURTHER RESOLVED**, The Mountain View Whisman School District affirms our belief that the integration and addition of ethnic studies into the education of our students can have a positive impact on eliminating opportunity gaps;

**BE IT FURTHER RESOLVED**, The Mountain View Whisman School District will write a letter of support of said legislation and copy members of the state legislature and other appropriate stakeholders.

**PASSED AND ADOPTED** by the Board of Trustees of the Mountain View Whisman School District at a regular meeting held on this 3<sup>rd</sup> day of September, 2020, by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

ABSTENTION: \_\_\_\_\_

I certify the above is a true copy of a resolution adopted by the Mountain View Whisman School District Board of Trustees at a meeting held on September 3, 2020.

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Jose Gutierrez Jr., Clerk  
Mountain View Whisman School District