

Senate 2019-20 – 1R
Resolution in Support of AB-331

WHEREAS, Associated Students, Incorporated (ASI) of California State University, East Bay (CSUEB) is the recognized voice of approximately 16,000 students; and

WHEREAS, it is the mission of the ASI Board of Directors to advocate and provide responsible and effective leadership for a diverse student population in order to make sound decisions for the betterment of CSUEB students; and

WHEREAS, California has one of the largest and most diverse student populations in the nation, where ethnic minorities account for over 71% of the student population, with more than 90 languages spoken in local district schools¹; and

WHEREAS, according to U.S. News & World Report, California State University, East Bay received one of the highest diversity scores of any university in the United States²; and

WHEREAS, AB-331 would add the completion of a one-semester course in ethnic studies based on the model curriculum in ethnic studies developed by the Instructional Quality Commission, to the high school graduation requirements commencing with the 2024–25 school year³; and

WHEREAS, High school students currently studying in California are required to complete the following in order to graduate:

- Three years of English
- Two years of mathematics (including Algebra I)

¹ Ethnic Studies Now, *AB 331 Petition*. Retrieved from: <http://www.ethnicstudiesnow.com/ab331>

² East Bay Today. *Top National Ranking*. Retrieved from: <https://www.ebtoday.com/stories/top-national-ranking>

³ California Legislative Information, *AB-331 Pupil instruction: high school graduation requirements: ethnic studies*. Retrieved from: https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB331



- Three years of social science (including U.S. history and geography; world history, culture, and geography; one semester of American government; and one semester of economics)
- Two years of science (including biology and physical science)
- Two years of physical education
- One year of foreign language or visual and performing arts or commencing with the 2012–13 school year, career technical education. For the purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language⁴; and

WHEREAS, a 2016 study conducted by Stanford University found that in several high schools in the San Francisco Unified School District, a year-long 9th grade ethnic studies course was linked to an increase of attendance by 21%, GPA by 1.4 grade points, and credits earned by 23⁵; and

WHEREAS, ethnic studies help students develop an academic identity and build empathy cross-culturally and allows for communities that may be different from one another to grow closer together⁶; and

WHEREAS, students improve academically if their identity is reflected in the curriculum, students understand how to deconstruct self-created ideas of unworthiness, and students feel more empowered when taking ethnic studies courses⁷; and

⁴ California Department of Education. *High School Graduation Requirements*. Retrieved from: <https://www.cde.ca.gov/ci/gs/hs/cefhsgadreq.asp>

⁵ Stanford University. *Stanford study suggests academic benefits to ethnic studies courses*. Retrieved from: <https://news.stanford.edu/2016/01/12/ethnic-studies-benefits-011216/>

⁶ CalMatters. *Require ethnic studies to graduate high school? California inches closer to the idea*. Retrieved from: <https://calmatters.org/education/2018/08/high-school-ethnic-studies-requirement/>

⁷ La Comadre. *Three Reasons Why We NEED Ethnic Studies Courses*. Retrieved from: <http://lacomadre.org/2017/08/three-reasons-need-ethnic-studies-courses-2/>



WHEREAS, studies show students participating in ethnic studies courses have a better outcome on state standardized tests and increased chances of earning a high school diploma⁸; therefore, let it be

RESOLVED, that the Associated Students, Inc. of California State University, East Bay supports the AB-331 Pupil Instruction: high school graduation requirements: ethnic studies; and

RESOLVED, that the Associated Students, Inc. of California State University, East Bay remains inviting of its diverse community members and students, while providing resources, awareness, and support when necessary; and

RESOLVED, that the Associated Students, Inc. of California State University, East Bay continues to support our diverse community, remain present with a mindset of inclusion, and empower students to understand their own civic duty and role in their own communities; and

RESOLVED, that the Associated Students, Inc. of California State University, East Bay welcomes a curriculum that explores and encourages diversity within the state of California's high school system; let it be finally

RESOLVED, that copies of this resolution be distributed to the Office of the President, Office of the Vice President for Student Affairs, Office of the Provost and Vice President of Academic Affairs, the University Academic Senate, Office of Academic Affairs, The Pioneer, East Bay Today, the California State Student Association, California State Legislators, and any other relevant parties.

Authored by: Anjelica de Leon, Senator-at-Large

⁸ Education Writers Association. *Report: Mexican-American Studies Breed Better Academic Performance*. Retrieved from:
<https://www.ewa.org/blog-latino-ed-beat/report-mexican-american-studies-breed-better-academic-performance>



Approved On: Wednesday, November 14, 2019

ASI President/CEO does hereby [] *approve* / [] *refuse to approve* this resolution.



Daisy Maxion
ASI President/CEO



Anjelica de Leon (Apr 21, 2020)

Anjelica de Leon
ASI Senator-at-Large



Bronte Kuehnis (Apr 21, 2020)

Bronte Kuehnis
*ASI Chair of the Board & Senate
Co-Chair*



Siddharth Valecha (Apr 21, 2020)

Siddharth Valecha
*ASI Vice President of University
Affairs & Senate Co-Chair*

Approved by: ASI Board of Directors 2019-2020











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Final Audit Report

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