
From: THERESA MONTANO <[REDACTED]>
Sent: Friday, March 12, 2021 11:07 AM
To: Ethnic Studies; SBE; Superintendent
Cc: Jorge A. Pacheco Jr.; Melissa Moreno; Guadalupe Cardona
Subject: [EXTERNAL] Open Letter from Chicana/o-Latino/a Caucus

I share the following living document with you. We are still gathering signatures. We argue the The California Department of Education (CDE) to vote NO on the latest iteration and to send it back until it is done right. Our students deserve quality Ethnic Studies.

<https://docs.google.com/forms/d/e/1FAIpQLSf72AubWfMu-voXT-P2J0mjMjStuUsUcBxtDpxwk9oHalwOGA/viewform?vc=0&c=0&w=1&flr=0&gxids=7628&fbclid=IwAR2u-sVCYvXFGauBu113W9sTxDqV6Qx6reQhpUtYZTtxtAeEzyK8jckhQUuY>

Open Letter from Chicana/o Latino/a Studies
Chicana/o/x and Latina/o/x Teachers, Faculty, Scholars, and Leaders

The latest, and final, draft of the CA Ethnic Studies Model Curriculum (ESMC) supported by racist anti-Ethnic Studies legislators like Jesse Gabriel has created a political context where Ethnic Studies educators and scholars are subjected to continued hostility and racist attacks. The California Department of Education (CDE) must: (1) vote NO on the current version of the ESMC, (2) revise and correct the errors in Chicana/o Latina/o Studies section, (3) insert additional lessons, resources and materials on the Latinx/a/o experience and African American experience, (4) include the Arab American lessons, (5) remove the false statement indicating that Jewish American Studies has been "incorporated" by Asian American Studies in Ethnic Studies, (6) include Ethnic Studies concepts and framework, and (7) remove the false claims that Ethnic Studies in higher education teaches one perspectives and Ethnic Studies K-12 teaches multiple perspectives.

The ESMC has become contrary to the purpose of Ethnic Studies which is to eliminate racism and discrimination endured by Native and BIPOC communities for centuries. This systematic racism is evident in the exclusion of Ethnic Studies educators and content experts from developing the curriculum, direct involvement in curricular revisions, and the capitulation to racist critiques of Ethnic Studies. This draft is a clear example that the ESMC will not eradicate racism, but rather will continue to promote the status quo.

We are at a critical juncture in our movement to secure Ethnic Studies, which has always meant African American, Asian American, Latina/o American, and Native American Studies. As, Latina/o/ax and Chicana/ox educators, we need to stand up for Ethnic Studies and prioritize the interests of the 54% of Latina/o/x students who comprise the majority of California's public school students. If the CDE will not make substantive changes that reflect the expertise of scholars in the field, we demand the rejection of this iteration of the curriculum.

We are concerned that the discussion of Chicanx/a/os and Latino/a/xs is reduced to seventy pages out of more than 1000 pages in the curriculum. Seventy pages for the majority of California's students! The egregious errors found throughout the Chicana/o Latina/o (C/L) chapter are a clear example of a lack of historical awareness and the historical C/L voices that are not effectively captured in the revised curriculum, which directly leads to the serious lack of authentic representation within the C/L chapter. For example, the artistic work of Mexican muralists: Rivera, Siqueiros and Orozco is referred to as Chicano muralism and, not a single Chicano/a muralist is listed. Several key historical figures and significant dates were removed and no lessons on historical figures or significant events were added to the curriculum. Among the four Latinx/a/o historical figures identified in this section, there is not a single Central American. The definition of "Chicano" is reduced to a "may communicate" "activism" and "social justice leanings" and identification is situated in a "field of study". Additionally, the erasure of the Nahui Ollin/Xican@ Paradigm is colonial obliteration of

our indigeneity. These sweeping generalizations, inaccuracies and changes are evidence that Central American, Latina/o/x, Chicano/a/x Studies teachers, educators, and scholars were not consulted in the revisions.

The latest ESMC further delegitimizes other Ethnic Studies disciplines of the four core racial ethnic groups. Solidarity has always been a critical component of Ethnic Studies. As Chicana/o/x-Latina/o/x scholars, we need to call for the re-insertion of Arab American lesson plans, including Palestine, within the Asian American Studies section, with content and pedagogy developed by Arab American educators and true to the discipline of Ethnic Studies. As Chicana/o/x-Latina/o/x scholars, solidarity has always been a critical component of Ethnic Studies.

Furthermore, the CDE must remove the false statement indicating that Jewish American Studies has been "incorporated" by Asian American Studies, which is part of Ethnic Studies. Jewish American Studies is not part of Asian American Studies nor Ethnic Studies course, program or department since the inception of Ethnic Studies in 1968. Since the start, Ethnic Studies has focused on the experiences and history of four major racialized ethnic groups of color in the U.S.: Native American, Asian American, African American and Latina/o American. While we stand with Jewish Studies on eradicating white supremacy, situating Jewish American Studies in Asian American Studies or any other Ethnic Studies, and other attempts by the CDE to suppress Ethnic Studies and silence people of color, is intellectually dishonest and arguably racist.

Also, Black Lives Matters (BLM) clearly brought to the forefront the historical and contemporary systematic racism in our schools and society. Yet, the lesson plan embedded in the African American Studies chapter fails to depict the true causes behind police brutality and the significance of the on-going struggle in the African-American and the impact BLM has had on all communities of color. The failure to describe the realities of anti-blackness, to discuss the enormous disparities that are reflected in the racial net worth and health care of African-American families and to point out the educational inequality experienced by Black youth are examples of the ESMC to simplify, suppress and erase the social and political oppression of communities of color and native peoples.

It is unacceptable for any discipline to be determined by those outside its field. It is particularly disturbing for racist and political interest groups, and those who do not represent Native and communities of color to determine the future of Ethnic Studies in California. It is time for people from outside the field of Ethnic Studies to quit defining Ethnic Studies. We ask that the CDE to quit engaging in a process of "Ethnic Studies cleansing." In an attempt to satisfy racist pundits, the state weakens the critical knowledge of Ethnic Studies by censoring terms like "revolution" and "rightwing" and changing "systems of oppression" to "system of advantage" emblematic of passive language that is used to dismiss and dehumanize Native and BIPOC communities. Moreover, terms like "Ethnic Studies" are removed from several key concepts and sections. It further capitulates by overusing terms like "multiple perspectives", "diversity", "all students" and "broad range of groups" effectively, decentering the primary focus on the Native and BIPOC communities that compose over 80 percent of California's student population. Today, we witnessed the appropriation and hijacking of Ethnic Studies, from the communities most impacted by racism and miseducation.

The ESMC document also distorts the teaching of Ethnic Studies in higher education by inserting the following language "At the college and university level, Ethnic Studies and related courses are sometimes taught from a specific political point of view. In K-12 education it is imperative that students are exposed to multiple perspectives, taught to think critically and form their own opinions." A quote attributed to the LAUSD. First of all, those of us in higher education are not one-sided, narrow, non-critical thinkers. Secondly, in some cases, there should be no multiple perspective. As Chicana/o and Latino/a Studies faculty, we do not condone bigotry, racism or injustice in Ethnic Studies by presenting the alternative point of view on Japanese American incarceration during WWII, the Tuskegee experiment, or the massacre at Wounded Knee. We would hope that Ethnic Studies in K12 would remain a curricular model that is true to the discipline that presents the marginalized, forgotten and untold stories from the point of view of BIPOC communities.

Ethnic Studies is supposed to give voice to the voiceless. Ethnic Studies provides hope to the most vulnerable, hardworking, under appreciated members of our society. Ethnic Studies respects the beauty of culture and validates their human existence and possibilities. The grassroots movement that for over 50 years fought for Ethnic Studies does

not have the monies of political lobbyists or white-led organizations, but we will not give up until every child has access to a quality Ethnic Studies course.

We join the California Teachers Association (CTA) and other Ethnic Studies teachers and expert practitioners in raising concerns that the draft continues to promote a Eurocentric perspective found in the History Social Studies Framework. Assembly Bill 2016 promised Californians an Ethnic Studies Model Curriculum, not a Multicultural Model Curriculum or Jewish American Studies. In short, the current ESMC does not meet the mandate of Assembly Bill 2016. We urge our legislators to take a stand against the latest iteration which does not represent Ethnic Studies.

We urge the California School Board to vote NO on the proposed changes to curriculum and send it back to the CDE for further

Name		
Noemi Chico	Educator	
Zulema Torres	Educator	
dawn miller	Educator	
Gretel Rodríguez	Educator	
Theresa Montaño	Educator	
Yarma Velázquez	Educator	
Elias Serna	Educator	
Rebecca McKee	Educator	
Melissa Moreno	Educator	
Eunice Ho	Educator	
Kayla Mains	Educator	
Chris Rosales	Educator	
Jorge Pacheco Jr.	Other	
Veronica Lases	Community Member	
Arturo Ortiz	Community Member	
Elvia Ramirez	Educator	
Jeremiah Hernandez	Community Member	
Samia Shoman	Educator	
Fabiola Gonzalez	Community Member	Et
Johnavalos Rios	Educator	
Isidro d ortiz	Educator	
Dr. Lucha Arevalo	Educator	
Coral MacFarland Thuet	Educator	

Patrick Velasquez	Educator	
Aimee Riechel	Educator	
Natalia Deeb-Sossa	Educator	
M. Aste	Educator	
Ricardo Medina	Educator	
Aremi López	Educator	
Kelly Flores	Educator	
Tina Alcaraz-Andres	Educator	
Chelsea	Educator	
Marcos Heredia	Educator	
Alyssa Graham	Educator	
Anna Pilhoefer	Educator	
Raquel Frausto	Educator	
Bethany Contreras	Educator	
Jose Maldonado	Educator	
Jocelyn Gomez	Educator	
Jaime Quintero	Student	
Linn Lee	Educator	
Roberto Rodriguez	Educator	
Emily Henderson	Educator	
Luz Calvo	Educator	
Irene s Torrez	Community Member]	
Raúl Cardona	Educator	
Carlos	Educator	
Katie Nelson	Educator	
Paula Moya	Educator	
Olga Nevarez	Community Member	
Elisa Hidrogo	Student	
Noel Mora	Educator	
Diana Martinez	Other	
Margarita Berta-Avila	Educator	
Melina Melgoza	Educator	
Marco	Community Member	
Miguel Zavala	Educator	

Rhonda Rios Kravitz	Educator	
Michael Brim	Student	
Leda Ramos	Educator	
Anabel Perez	Educator	
Adrian Solis	Student	
Lizbet Sanchez	Educator	
Fabián Pavón	Community Member	
Kyna Collins	Educator	
Jason Ferreira	Educator	
Heather Knight	Educator	
Can	Community Member	
Jeff Fischbach	Community Member	
Ruby Aguilar	Student	
Wendy Lozano	Educator	
Lina Mendez	Educator	
Susy Zepeda	Educator	
Jose Tapia	Educator	
Alma Martinez	Community Member	
Alex	Educator	
Dr. Lilia Chavez	Other	
Estella Owoimaha-Church	Educator	
Joshua Swodeck	Community Member	
Brenda-Joyce Newman	Community Member	
Juan Gamboa	Educator	
Miguel Angel López	Community Member	
Javier San Román	Educator	
Mary Elizabeth Himes	Community Member	
Manuel Barajas	Educator	
Jose Prado	Educator	
Isabel Gurrola	Student	
Bernnuel diaz	Other	Autonomous

Kory Singh	Community Member	
Ronald Lopez	Educator	
Ambar rodriguez	Educator	
Esmeralda Lopez	Student	
Briana Limon	Student	
Patricia	Educator	
Sharon Castellanos	Student	
Lydia Zendejas	Educator	
Francisco H. Vazquez	Educator	
Patricia D. Quijada	Educator	
Stephanie Dyer	Educator	
Alexander Finn	Educator	
Brian Tabatabai	Educator	
Noemi Acosta	Student	
Rachelle	Educator	
Alfred Mendoza	Educator	
Raul M. Herrera	Educator	
Kathy Alfaro	Student	N/A
Alisha Ragland	Educator	
Andy Merrifield	Educator	
Estefania Sanchez	Student	
Kamarya Singh	Student	
I choose to vote NO on the current version of the ESMC.	Student	I am not
Yuching Yang	Student	
Marisol Duarte	Student	Yes
Juan Gamboa	Educator	
Mark Estrada	Student	N/a
Dr. Roberto D. Hernández	Educator	
Martha R Gonzales	Educator	No
Wendy Zepeda	Community Member	No
Irene Vasquez	Educator	Yes
Olga Garcia	Educator	No
Ann Pratt	Community Member	No

Sandra Pacheco	Educator	Yes
Xamuel Banales	Educator	Yes
Nancy Huante-Tzntzun	Educator	Yes
Abraham Perez	Community Member	No
no	Community Member	no
Yael Ehrenberg	Educator	no
Ernesto M. Garay	Educator	
Matt Espinoza Watson	Educator	Yes
Ernesto M. Garay	Educator	
no	Educator	no
No	Student	No
Mario Galván	Community Member	No
Ivan Viray Santos	Educator	N/A
As a Chicano/a Studies Professor, I entirely support your efforts	Community Member	Not yet
Ernesto Todd Mireles	Educator	Yes
Susan Nakaoka	Educator	No
John Gonzalez	Educator	no
Melissa Moreno	Educator	
Please take a stand against the latest iteration of ESMC.	Educator	
Theresa Burruel Stone	Educator	No
María A. Villarreal	Community Member	No
Peter Villarreal	Community Member	No
Xerónimo Castañeda	Other	no
Rhianna Henry Casesa	Educator	no
no?	Student	no
vote no	Student	no
cathleen williams	Community Member	NO
Vote no	Educator	No
vote NO on the proposed changes to curriculum and send it back to the CDE for further revisions.	Educator	Yes, NACCS member
support to vote No	Other	no

No	Student	No
Dolores Delgado Bernal	Educator	Yes
Dr. Oriel María Siu	Educator	Educator
Nicole Martinez	Student	No
Dr. Johnny Ramirez	Educator	Yes
Arturo Villarreal	Educator	Yes
Anselmo Marín	Educator	Washington Unified School District
Anel Hernandez	Community Member	No
Madison Ramirez	Student	No