

Title: California Assembly Bill 2016: A Case That Ethnic Studies Should Be Implemented In California

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Ethnic Studies came out of a necessity in the late 1960's from students needing and requesting a faculty and curriculum that represented them. Through organized marches, students were able to achieve this and include an Ethnic Studies department in SFSU and UC Berkeley that better represented them leading to a more positive approach to school. The objective of this paper was to provide an analysis of previous literature on the effects of implementing ethnic studies and, through a series of surveys, research how knowledgeable students at Santa Ana College are about Ethnic Studies. The review of literature analyzes current concerns with the low graduation Rates in the state of California and how Ethnic Studies positively affects at-risk students.

According to the California Department Of Education, in 2018, only 83% of high school students graduated and this percentage decreased significantly with the African American, Hispanic/Latino, and Indian American [their term] communities. Ethnic Studies has had a positive effect on at-risk high school students by increasing GPA by 1.4 grade points and attendance by 21 percentage points. Surveys revealed that students were mostly unaware of Assembly Bill 2016, most did not know that Ethnic Studies counted as a transfer credit course, and many had not been suggested it by a counselor, suggesting a need for better education of stakeholders.

References

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