
THIRD READING

Bill No: SB 1363
Author: Nielsen (R)
Amended: 3/16/22
Vote: 21

SENATE EDUCATION COMMITTEE: 6-0, 4/6/22
AYES: Leyva, Ochoa Bogh, Cortese, Dahle, Glazer, McGuire
NO VOTE RECORDED: Pan

SUBJECT: Adopted course of study: Asian Americans and Pacific Islanders

SOURCE: Asian Pacific Islander American Public Affairs

DIGEST: This bill encourages schools to adopt a course of study related to Asian American and Pacific Islanders (AAPI) History for grades 1 to 6 and 7 to 12, within the social sciences area.

ANALYSIS:

Existing law:

- 1) Requires the adopted course of study for grades 1 to 6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study:
 - a) English, including knowledge of, and appreciation for literature and the language, as well as the skills of speaking, reading, listening, spelling, handwriting, and composition.
 - b) Mathematics, including concepts, operational skills, and problem solving.
 - c) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils.

- d) Science, including the biological and physical aspects, with emphasis on the processes of experimental inquiry and on the place of humans in ecological systems.
 - e) Visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression.
 - f) Health, including instruction in the principles and practices of individual, family, and community health.
 - g) Physical education, with emphasis upon the physical activities for the pupils that may be conducive to health and vigor of body and mind.
 - h) Other studies that may be prescribed by the governing board. (Education Code § 51210)
- 2) Requires the adopted course of study for grades 7 to 12, inclusive, shall offer courses in the following areas of study:
- a) English, including knowledge of and appreciation for literature, language, and composition, and the skills of reading, listening, and speaking.
 - b) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils.
 - c) World language or languages, beginning not later than grade 7, designed to develop a facility for understanding, speaking, reading, and writing the particular language.
 - d) Physical education, with emphasis given to physical activities that are conducive to health and to vigor of body and mind.
 - e) Science, including the physical and biological aspects, with emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems, and with appropriate applications of the interrelation and interdependence of the sciences.
 - f) Mathematics, including instruction designed to develop mathematical understandings, operational skills, and insight into problem-solving procedures.

- g) Visual and performing arts, including dance, music, theater, and visual arts, with emphasis upon development of aesthetic appreciation and the skills of creative expression.
- h) Applied arts, including instruction in the areas of consumer education, family and consumer sciences education, industrial arts, general business education, or general agriculture.
- i) Career technical education designed and conducted for the purpose of preparing youth for gainful employment.
- j) Automobile driver education, designed to develop a knowledge of the Vehicle Code and other laws of this state relating to the operation of motor vehicles.
- k) Other studies as may be prescribed by the governing board. (EC § 51220)

This bill:

- 1) Finds and declares the inclusion of AAPI history in the instruction of the areas of study in grades 1 to 12 is of high importance.
- 2) Encourages grades 1 to 6 to include, in a schools adopted course of study related to AAPI history, the following:
 - a) Individual AAPI in curriculum that highlights American legends, heroes, and contributors to the building of the United States' democracy, society, government, the arts, humanities, sciences, education, economy, and culture.
 - b) AAPI individual and community contributions to the economic, cultural, social, and political development of the United States.
- 3) Encourages grades 7 to 12 to include, in a schools adopted course of study related to AAPI history, the following:
 - a) Individual AAPI in curriculum that highlights American legends, heroes, and contributors to the building of the United States' democracy, society, government, the arts, humanities, sciences, education, economy, and culture.
 - b) AAPI individual and community contributions to the economic, cultural, social, and political development of the United States.
 - c) AAPI individual and community contributions toward advancing civil rights in the United States.

- d) The heroism of Japanese American soldiers during the period of internment of Japanese Americans during World War II, including, but not limited to, the 100th Battalion, 442nd Infantry Regiment being the most decorated unit in the history of the United States.
- 4) Deletes an obsolete provision related to the creation of the Community College District.

Comments

- 1) *Need for the bill.* According to the author “SB 1363 encourages the instruction of the contributions of Asian Americans and Pacific Islanders in Social Science courses for grades 1-12. This bill does not require school districts to include this instruction in curriculum, but encourages them to include this subject matter where and when appropriate for each grade level. Current law does not specifically include Asian Americans and Pacific Islanders and this bill seeks to remedy that exclusion.”
- 2) *AAPI Students in Focus: Experiences During the COVID-19 Pandemic.* People of AAPI descent have been the targets of a disturbing rise in racially motivated hate crimes across the United States over the past year. Investigations of these crimes have linked their growth to discrimination connected with the COVID-19 pandemic. The pandemic, combined with these hate crimes, have had powerful repercussions for AAPI communities and the education of AAPI students. An emerging body of data suggests that, for some AAPI families, these factors have created a reluctance to return their students to school as more districts offer in-person instruction according to the California School Board Association (CSBA) research and policy brief, *Asian American and Pacific Islander Students in Focus: Experiences During the COVID-19 Pandemic*.

The brief found hate crimes against Asian Americans have dramatically escalated since 2020 and have included instances of verbal and physical assault. Anti-AAPI hate crimes have increased 145 percent in 16 of the United States’ largest cities during 2020. The three cities with the greatest number of reported incidents between 2019 and 2020 were New York City, NY; Los Angeles, CA; and Boston, MA. Stop AAPI Hate, a coalition aimed at addressing anti-Asian discrimination during the COVID-19 pandemic, has received nearly 6,603 firsthand reports of anti-AAPI hate over the past year. The number of reports has significantly increased over the past three months, with 36 percent of the total number of reports occurring in 2021 alone. California accounted for 40 percent of self-reported hate crimes to Stop AAPI Hate between March 2020 and March 2021. In Los Angeles County alone, 245 self-reported incidences of

hate crimes were directed at the AAPI community through October of last year. When looking at Anti-AAPI hate crimes reported to the police, the numbers are lower, but the percentage increases are striking in three of California's largest cities. From 2019 to 2020, AAPI hate crimes reported to the police increased 114 percent in Los Angeles, 150 percent in San Jose, and 50 percent in San Francisco in the same timeframe.

While the state does not track in-person participation by race/ethnicity, early data suggests that California appears to follow the national trend of AAPI families hesitant to send their students back to in-person instruction. Many school districts across the state have surveyed students' families to gauge interest in different types of instruction, such as in-person, digital-only, or a hybrid schedule. In the Sacramento City Unified School District, 53 percent of all respondents chose in-person learning instead of distance learning. However, only about a third of Asian American households indicated that they planned to send their students back to school this year, which is the lowest of any racial/ethnic group. That rate is compared to 71 percent of white students, 55 percent of Black students, and 52 percent of Latino students. In the San Diego Unified School District, 73 percent of families who responded to the survey indicated they wanted schools to reopen for in-person instruction. However, Asian American families were the least likely to want to send their students to attend school in person, with 57 percent responding positively as compared to 83 percent of white families, 72 percent of Latino families, and 69 percent of Black families.

FISCAL EFFECT: Appropriation: No Fiscal Com.: No Local: No

SUPPORT: (Verified 4/7/22)

Asian Pacific Islander American Public Affairs (source)

American-Chinese CEO Society

Asian Pacific Islander Desi American Student Center at California State
University, Sacramento

Asian Pacific Islander School Board Members Association

Asian Pacific State Employees Association

California Acupuncture Board

California Asian American Professional Society

California Asian Chamber of Commerce

California Chinese American Medical Association

California Chinese Engineers Association

California Northstate University

California State Treasurer
Center for the Pacific Asian Family
Chinese American Association of Solano County
Chinese American Council of Sacramento
Chinese American Heritage Network
Chinese American Museum of Northern California
Chinese Benevolent Association of Stockton
Chinese New Year Cultural Association
Community Partners Advocate of Little Saigon Sacramento
Elk Grove Chinese Association
EPIC Bible College & Graduate School
Filipino American Chamber of Commerce
Filipino American Retired U.S. Armed Forces Association
Friends of Bay Area Mandarin Scholars
Hmong California Chamber of Commerce
Hmong Youth and Parents United
Iranian Culture and Art Club of Fresno
Japanese Student Association at UC San Diego
Los Angeles County Asian American Employees Association
NAACP
NorCal Vietnamese Chamber of Commerce
Oakland Chinatown Chamber of Commerce
Oakland Chinatown Neighborhood Crime Prevention Council
OCA National – Asian Pacific American Advocates
Russian American Media
Sacramento Black Expo
Sacramento Chinese Indochina Friendship Association
Sacramento Chinese Sportsman's Club
Sino-American Aviation Heritage Foundation
TeachAAPI
The Vida de Oro Foundation
Thriving Pink
USA Shengyang Chamber of Commerce
US-China Railroad Friendship Association
One individual

OPPOSITION: (Verified 4/7/22)

None received

ARGUMENTS IN SUPPORT: According to the Asian Pacific Islander American Public Affairs, “SB 1363 provides a suggested framework for classroom instruction on the contributions of Asian Americans and Pacific Islanders in Social Science courses and lesson plans will be designed according to the maturity level of students. Students in grades 1-6 will be taught a broad range of Asian American and Pacific Islander heroes, legends, and builders of American society. Students in grades 7-12 will learn the aforementioned items as well as more specific history, including the role Asian Americans and Pacific Islanders played in the civil rights movement and their courage and heroism as members of the US military.”

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4/8/22 11:06:14

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