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# California State Senate

## EDUCATION



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## AGENDA

Wednesday, August 14, 2024  
9 a.m. -- State Capitol, Room 113

## MEASURES HEARD IN FILE ORDER

1. SR 103 Portantino Italian American Heritage Month.
2. ACR 211 Kalra Cricket.

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# SENATE COMMITTEE ON EDUCATION

Senator Josh Newman, Chair

2023 - 2024 Regular

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<b>Bill No:</b>	SR 103	<b>Hearing Date:</b>	August 14, 2024
<b>Author:</b>	Portantino		
<b>Version:</b>	July 2, 2024		
<b>Urgency:</b>	No	<b>Fiscal:</b>	No
<b>Consultant:</b>	Kordell Hampton		

**Subject:** Italian American Heritage Month.

## SUMMARY

This resolution encourages public schools to include Italian Americans in ethnic studies courses and designates the month of October as Italian American Heritage Month.

## BACKGROUND

Existing Law:

*Education Code (EC)*

- 1) Requires schools to offer beginning the 2025-26 school year, and with pupils graduating the 29-30 school year to have taken, at least a one-semester course in ethnic studies that meet one for four permitted options:
  - a) A course based on the model curriculum developed by the Instructional Quality Commission (IQC).
  - b) An existing ethnic studies course.
  - c) An ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements of the University of California (UC) and the California State University (CSU).
  - d) A locally developed ethnic studies course approved by the governing board of the school district or the governing body of the charter school. (EC § 51225.3 (a)(1)(G)(ii))
- 2) Requires the curriculum, instruction, and instructional materials for an ethnic studies or course, described in 1) above, to meet all of the following:
  - a) Be appropriate for use with pupils of all races, religions, nationalities, genders, sexual orientations, and diverse ethnic and cultural backgrounds, pupils with disabilities, and English learners.
  - b) Not reflect or promote, directly or indirectly, any bias, bigotry, or discrimination against any person or group of persons on the basis of any category of a protected class.

- c) Not teach or promote religious doctrine. (EC § 51225.3 (a)(1)(G)(vii))
- 3) Prohibits a governing board from adopting any instructional materials for use in the schools that, in its determination, contain any matter reflecting adversely upon persons based on race or ethnicity, gender, religion, disability, nationality, sexual orientation, and occupation, and any sectarian or denominational doctrine or propaganda contrary to law. (EC § 60044)
- 4) Requires all instructional materials adopted by any governing board for use in the schools shall be, to the satisfaction of the governing board, accurate, objective, current, and suited to the needs and comprehension of pupils at their respective grade levels. (EC § 60045)

## ANALYSIS

This resolution:

- 1) Makes the following findings:
  - a) A study published in December 2004 of social science textbooks used in California schools and universities by Lawrence DiStasi and the Italian American Textbook Committee, titled The Treatment of Italian Americans in California Textbooks, found that Italian American contributions were largely absent from elementary, secondary, and postsecondary textbooks used in California.
  - b) Italian Americans are the fifth largest ethnic group in America numbering roughly 26,000,000 people, with nearly 1,500,000 residing in California. For much of the 20th century, Italian Americans were the largest immigrant group in the United States, yet they are not extended proper credit for their role in shaping American culture.
  - c) As one of the country's greatest success stories, Italian Americans made enormous contributions to our country and state. For example, Amadeo Pietro "A.P." Giannini (The Giant of the West), born of Italian immigrant parents in San Jose in 1870, began establishing branches of his Bank of Italy in 1904 in the Italian neighborhoods across California, becoming the first branch banking system in the United States, which he renamed the Bank of America in 1930. The philosophy that spurred the success of Bank of America was to invest in common people to stimulate rapid economic growth. Mr. Giannini's investments include the movie industry, the Golden Gate Bridge, the Walt Disney Company, and much of today's agribusiness.
  - d) Italian immigrant Marco Fontana arrived in the United States in 1859 and started the California Packing Company under the Del Monte label. His cannery soon became the largest food processing company in the world. Domenico Ghirardelli settled in San Francisco during the Gold Rush and founded the Ghirardelli Chocolate empire. The movie industry, the fifth largest employer in the County of Los Angeles, owes much of its success to numerous Italian American artists, including Danny DeVito, John Travolta, Sylvester Stallone, Al Pacino, Vito Russo, Isabella Rossellini, Liza Minelli, Anne Bancroft, Marisa Tomei, and many

others. Italian Americans have served this country in governance as well, such as United States Representative Nancy Pelosi as Speaker of the House.

- e) The wine industry in California owes much of its success to Italian Americans. Italian pioneers established the early wine industry in the California foothills of the Gold Country following the Gold Rush of 1848. In 1881, Italian immigrant Andrea Sbarboro founded the Italian Swiss Colony at Asti, a cooperative of Italian immigrants from the wine growing areas of northern Italy. The colony quickly became the largest winery in the Napa and Sonoma Valleys. Later Italian winemakers like Robert Mondavi and the Sebastiani family established world class status for California wines. Beginning in the 1940s, Ernest Gallo and Julio Gallo established the largest family owned winery in the United States in California's Central Valley. Zinfandel might have disappeared had it not been resurrected by the Bob Trinchero family winery, the first to introduce white Zinfandel from their Sutter Home Winery in the Napa Valley.
- f) Italian Americans were among the earliest and largest groups to settle in California, and they played a dominant role in the creation of the state's agriculture, food processing, branch banking, fishing, and wine industries. Little-known facts regarding the experience and contributions of Italian Americans include the following: (1) Between 1880 and 1920, about 4,000,000 Italians immigrated to the United States and nearly one-third of Ellis Island immigrants were Italian. Restrictive immigration laws at that time were directly aimed at Italian immigrants and based on anti-Italian attitudes; and (2) Italians played a large role in the development of agriculture in California. Their control and development of fruit and vegetable industries in the central valley, truck farming in major urban centers, and their influence on the development of wine and grape industries left a legacy shared by us all.
- g) Although Italians constituted the largest ethnic group in the American military during World War II, an estimated 600,000 Italian immigrants nationwide suffered wartime restrictions, including internment and arrest, curfews, travel restrictions, and seizure of their personal property. Some 10,000 Italian Americans were forced to relocate from coastal areas of California.
- h) Italian American contributions to California and United States history can be easily incorporated in the current elementary and secondary curriculum content. Italian Americans played a vital role in shaping the cultural landscape of California. The story of California would be incomplete without telling the story of their distinctive contributions to the history and development of the state and the nation. Including Italian Americans in the educational experience would help provide better awareness and understanding of the unique cultural differences of this significant part of the state's ethnic diversity and help overcome more than a century of prejudice against them.
- i) In 1996, the Legislature established the California Italian American Task Force. The highest priority of the task force is the inclusion in the public school curriculum of Italian American history, achievements, and contributions.

- j) Both Italian American heritage and the individual and collective contributions of Italian Americans deserve the state's recognition and commendation and the designation of a month in their honor for collective reflection and celebration.
- 2) Resolves that:
- a) Encourages public schools to include Italian Americans in ethnic studies course.
  - b) Designating October as Italian American Heritage Month.

## STAFF COMMENTS

- 1) ***Need for the resolution.*** According to the author, "Italian Americans have been instrumental in shaping California's history and culture, from pioneering the state's agriculture and wine industries to establishing the first branch banking system in the U.S. and home of the first woman to be speaker of the house. Despite their significant contributions, their role has been largely under taught in educational curricula. SR 103 honors the Italian American legacy and encourages schools to include their achievements, ensuring their impact in California is properly recognized and celebrated."
- 2) ***How Curriculum, Standards, Frameworks, and Model Curricula Are Created and Adopted.*** The Legislature has vested the IQC and State Board of Education (SBE) with the authority to develop and adopt state curriculum and instructional materials. The IQC develops curriculum frameworks in each subject by convening expert panels, developing drafts, and holding public hearings to solicit input. Changes are frequently made in response to public comment. The SBE then adopts the frameworks in a public meeting. The SBE also adopts, in a public process, instructional materials aligned to those frameworks for grades K-8. These existing processes involve practitioners and experts who have an in-depth understanding of curriculum and instruction, including the full scope and sequence of the curriculum in each subject and at each grade level, constraints on instructional time and resources, and the relationship of curriculum to state assessments and other measures of student progress.

### *The Development of Ethnic Studies*

In March 2018, the SBE adopted the ethnic studies model curriculum. The development process sparked controversy due to concerns over which groups the curriculum would include and some specifics in the initial draft. After public comment periods and revisions, the CDE recommended that the model curriculum expand the breadth and depth of the four foundational disciplines of ethnic studies—African American Studies, Asian American Studies, Chicana/o/x Latina/o/x Studies, and Native American Studies. Additionally, the CDE proposed updating and expanding existing resources to reflect California's diversity by offering instructional materials that include the voices of identities intersecting with ethnic studies, such as Arab Americans, Armenian Americans, Jewish Americans, and Sikh Americans.

*It should be noted that the model curriculum adopted by the SBE is one of the four permitted types of ethnic studies courses a school may use to meet the ethnic studies graduation requirement.*

- 3) ***Ethnic Studies Courses Permitted By Statute.*** As part of AB 101 (Medina, Chapter 661, Statutes of 2021), the Legislature permitted school district and charter school governing boards to meet the high school graduation requirements through a pupil's completion of any of the following types of courses:
- a) An ethnics studies course based on the model curriculum approved by the SBE;
  - b) An existing ethnic studies course (*prior to the passage of AB 101 (Medina, Chapter 661, Statutes of 2021) some districts already developed, adopted, and offered an ethnic studies course to students*);
  - c) An ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements of the UC and the CSU (*prior to the passage of AB 101 (Medina, Chapter 661, Statutes of 2021) some districts had already developed, adopted and offered an ethnic studies course approved by the UC to meet the A-G requirement for social studies*); or
  - d) A locally developed ethnic studies course approved by the governing board of the school district or the governing body of the charter school that requires the proposed course to first be presented at a public meeting of the governing board of the school district or the governing body of the charter school, and to not be approved until a subsequent public meeting of the governing board or governing body at which the public has had the opportunity to express its views on the proposed course. (EC 51225.3 (a)(1)(G)(ii))

In addition to specifying the types of ethnic studies courses that a school district and charter school governing boards may approve to help students meet the high school graduation requirement, AB 101 (Medina, Chapter 661, Statutes of 2021) also specifies the curriculum, instruction, and instructional materials for all types of ethnic studies courses, listed in a) - d) above must meet all of the following:

- a) Be appropriate for use with pupils of all races, religions, nationalities, genders, sexual orientations, and diverse ethnic and cultural backgrounds, pupils with disabilities, and English learners.
- b) Not reflect or promote, directly or indirectly, any bias, bigotry, or discrimination against any person, or group of persons, on the basis of any category of a protected class.
- c) Not teach or promote religious doctrine. (EC 51225.3 (a)(1)(G)(vii))

*Under existing law, local educational agency (LEAs) are permitted to adopt locally developed ethnic studies courses, as specified, which could include a locally developed ethnic studies course related to the history and contributions of Italian Americans. This resolution does not change exiting law.*

## SUPPORT

None received

**OPPOSITION**

None received

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# SENATE COMMITTEE ON EDUCATION

Senator Josh Newman, Chair

2023 - 2024 Regular

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<b>Bill No:</b>	ACR 211	<b>Hearing Date:</b>	August 14, 2024
<b>Author:</b>	Kalra		
<b>Version:</b>	August 7, 2024		
<b>Urgency:</b>	No	<b>Fiscal:</b>	No
<b>Consultant:</b>	Kordell Hampton		

**Subject:** Cricket.

## SUMMARY

This resolution would urge the California Interscholastic Federation (CIF) to take steps towards officially recognizing the game of cricket in California, and recognize the historical significance of cricket and the pioneer state cricket players.

## BACKGROUND

Existing Law:

*Education Code (EC)*

- 1) Provides that the CIF is a voluntary organization that consists of school and school-related personnel with responsibility for administering interscholastic athletic activities in secondary schools. (EC § 33353 (a))
- 2) Specifies the CIF shall report to the appropriate policy committees of the Legislature and the Governor on its evaluation and accountability activities undertaken on or before January 1, 2023, and on or before January 1 every seven years thereafter. This report shall include, but not be limited to, the goals and objectives of the CIF with regard to, and the status of, all of the following:
  - a) The governing structure of the CIF, and the effectiveness of that governance structure in providing leadership for interscholastic athletics in secondary schools.
  - b) Methods to facilitate communication with agencies, organizations, and public entities whose functions and interests interface with the CIF.
  - c) The quality of coaching and officiating, including, but not limited to, professional development for coaches and athletic administrators, and parent education programs.
  - d) Gender equity in interscholastic athletics, including, but not limited to, the number of male and female pupils participating in interscholastic athletics in secondary schools, and action taken by the CIF in order to ensure compliance with Title IX of the federal Education Amendments of 1972. (20 U.S.C. § 1681 et seq.)
  - e) Health and safety of pupils, coaches, officials, and spectators.



- f) The economic viability of interscholastic athletics in secondary schools, including, but not limited to, the promotion and marketing of interscholastic athletics.
  - g) New and continuing programs available to pupil athletes.
  - h) Awareness and understanding of emerging issues related to interscholastic athletics in secondary schools. (EC § 33353 (b))
- 3) State, subject to funds being appropriated for this purpose in the annual Budget Act, the CIF is encouraged to establish a statewide panel that includes, at a minimum, the following members: school administrators, school board members, coaches of secondary school athletics, teachers, parents, athletic directors, representatives of higher education, pupils participating in athletics at the secondary school level, and a representative of the California Department of Education (CDE). (EC § 35179.2)
- 4) Requires a local educational agency (LEA) that participates in the CIF, on or before April 1, 2025, to post on their internet website the standardized incident form developed by CDE and to include information on how to submit a completed incident form to the LEA. (EC § 33353 (c)(2)(A))

## ANALYSIS

This resolution:

- 1) Makes the following findings:
- a) Cricket, the second most popular global sport, is a sportsmanship game played around the world in the open air by tens of millions of people, especially young people.
  - b) Games similar to cricket were played by early English settlers in America; these games were driven into obscurity by the new American sport of baseball, but many words from cricket are used by baseball players and fans to this day, such as bat, fielder, and inning.
  - c) Cricket's popularity never declined in the countries that make up the United Kingdom; many of the Commonwealth and other countries that play top-level cricket to this day, including Australia, Bangladesh, India, and Pakistan, are nations that share a political heritage that includes the game of cricket.
  - d) In the nations that play cricket, the game is celebrated as a way to demonstrate skill in both athleticism and mental poise, and where calmness and patience are as essential to the game of cricket as the ability to swing a straight bat.
  - e) The rules of cricket enable the game to be played and enjoyed by both men and women, and women's cricket is played all over the world.
  - f) The game of cricket is overwhelmingly associated with fair play and good sportsmanship.

- g) Many California state residents, especially youth, were born or have family origins in the countries, nations, and cultures where cricket is played as a principal sport, and they would like to play this sport in the state and receive official recognition.
  - h) Cricket, typically played at the club level, is a growing sport in American colleges and universities.
  - i) Other states, such as Illinois, have passed supportive resolutions for the sport of cricket.
  - j) The CIF is a member-driven organization with an established process for sanctioning new sports.
  - k) In this process, a CIF member school presents a proposal to the league they are associated with and the league commissioner may then present the proposal to their local CIF Section Office for adoption.
  - l) Upon adoption by the local CIF Section Office, and review by the CIF State Office and Executive Committee, the proposal is submitted to the CIF Federated Council for vetting, first readings, and a final vote.
- 2) Resolves that:
- a) Cricket will be included in the 2028 Summer Olympic Games in Los Angeles, the first time the sport has featured in the Olympics since the 1900 Paris Olympic Games.
  - b) The time has come when California should add cricket to the list of sports that high school-age pupils can officially play and enjoy; therefore, CIF is urged to take steps towards officially recognizing the game of cricket in the state, should the game of cricket be brought forward from a CIF member school and ultimately elevated to, and approved by, the CIF Federated Council.
  - c) This recognition process should move towards the organization of state interschool cricket play for those secondary schools that wish to field a team.
  - d) The organization of state interschool cricket play should maximize the ability of state-origin cricketers to continue playing at the college-university level.
  - e) The Legislature recognizes the historical significance of cricket and the pioneer state cricket players who have begun to play this game on their own before the official games that will be played by future generations.

## STAFF COMMENTS

- 1) ***Need for the resolution.*** According to the author, “Though it’s one of the most popular sports in the world, cricket still has not been recognized as an official high school sport in the state of California. This is despite the fact that there are hundreds

of thousands of cricket players in the United States, with more likely joining their ranks when cricket is reintroduced as an Olympic sport during the 2028 Los Angeles Summer Olympics. ACR 211 urges the California Interscholastic Foundation to rectify this issue by taking steps to officially recognize the game if it is brought before them by one of their member schools.”

- 2) **2024 International Cricket Council.T20 World Cup.** The International Cricket Council (ICC) Men's T20 World Cup is a professional T20 tournament held between men's national cricket teams organized by the ICC. The tournament, now held every two years, was first played in 2007 in South Africa. The most recent tournament, which took place in 2022 in Australia, was contested by 16 teams. The defending champions were England, who defeated Pakistan in the previous edition's final.

In November 2021, the ICC announced that the 2024 Men's T20 World Cup would be hosted in the United States and the West Indies. Cricket West Indies and USA Cricket submitted a joint bid following two years of preparation as part of their strategic partnership. USA Cricket's participation in hosting the event aims to develop and promote cricket in the United States, especially since the sport's fanbase is mainly made up of South Asian Americans. Before this World Cup, the United States had occasionally hosted West Indies home matches at Central Broward Park in Florida, and a T20 franchise league called Major League Cricket was launched in 2023.

Between June 1 – 29, 2024, 20 teams played 55 matches, with three cities in the United States hosting 12 games and the rest hosted by six Caribbean venues. Notably, Canada and Uganda qualified for the men's T20 World Cup for the first time, while the United States participated for the first time as co-hosts. England, the defending champions, were beaten in the semi-finals by India. India won their second T20 World Cup title, defeating South Africa by seven runs and equaling England and West Indies with the most titles in the T20 World Cup.

The 2024 ICC Women's T20 World Cup is scheduled to be hosted in Bangladesh from 3 - 20 October 2024.

- 3) **The California Interscholastic Federation.** The CIF, founded in 1914, is a voluntary organization consisting of 1,615 public, public charter, and private high schools that are aligned into ten geographical sections for the purpose of governing education-based athletics in grades 9 through 12.

While each CIF section has autonomy from the state and have their own governance structure, section control and oversight is by school representatives from that geographical region. These representatives include school board members, superintendents, principals, teachers, coaches, and athletic directors from each high school who come together to carry out the CIF's mission that is outlined in the CIF Constitution and Bylaws. The CIF Constitution and Bylaws is the product of the CIF elected representatives who serve on the CIF Federated Council and Executive Committee.

## California Interscholastic Federation



The elected membership of the Federated Council consists of school and district representatives elected from the 10 CIF Sections (see above). State council membership voting is weighted to reflect the number of schools and students served by the respective CIF sections. Additionally, voting members of the Federate Council include: representatives from the CDE; California School Boards Association; Association of California School Administrators; California Association for Health, Physical Education, Recreation and Dance; California Coaches Association; California Athletic Directors Association; California Association of Private Schools; and California Association of Directors of Activities; and California School Superintendents.

The CIF receives no state or federal funding as part of its annual budget and is supported by state championship game receipts (36%), corporate support and sponsorships (35%), and limited membership dues (18%). Local school programs are supported by their school district general fund, game receipts, and fundraising by coaches, student-athletes, and booster clubs.

### The California Interscholastic Federation's Sport Adoption Process.

The CIF is a member-driven organization with an established process for sanctioning new sports. In this process, a CIF member school presents a proposal to the league they are associated with and the league commissioner may then present the proposal to their local CIF Section Office for adoption. Most recently, the CIF adopted girl's flag football, which is continuing to grow in popularity among California students.

*Currently, there is no known record that CIF or its sections have received a request by a member school to formally adopt cricket as a sport.*

**SUPPORT**

None received

**OPPOSITION**

None received

**-- END --**