

Date of Hearing: July 16, 2025

ASSEMBLY COMMITTEE ON APPROPRIATIONS

Buffy Wicks, Chair

SB 510 (Richardson) – As Amended April 21, 2025

Policy Committee: Education

Vote: 9 - 0

Urgency: No

State Mandated Local Program: No

Reimbursable: No

SUMMARY:

This bill requires the Instructional Quality Commission (IQC), upon the next revision of the History-Social Science curriculum framework, after January 1, 2026, to consider including content on the historical, social, economic, and political contributions of African Americans and their experience with discriminatory laws and their efforts to establish economic and social stability in California.

FISCAL EFFECT:

Minor and absorbable state costs for the IQC to consider the content required by this bill in their next revision of the History-Social Science curriculum framework.

COMMENTS:

1) **Purpose.** According to the author:

SB 510 is essential to ensure African American students receive a more accurate, inclusive, and honest education about California and U.S. history. For too long, the contributions, experiences, and struggles of African Americans have been minimized or left out of school curricula. This bill directly addresses that by requiring instruction on the harm California has done to African Americans, including during Spanish colonization, the Gold Rush Era, and through discriminatory laws and barriers to land ownership.

SB 510 ensures that students learn about the economic, social, and political contributions of African Americans, as well as their resilience in the face of systemic oppression. By including African American perspectives in the broader context of history, economics, and civics, the bill helps foster greater understanding of the ongoing fight for equity and justice.

2) **Background. *IQC and Curriculum Development.*** The IQC develops curriculum frameworks in each subject by convening expert panels, developing drafts, and holding public hearings to solicit input. Such public hearings frequently lead to changes made in response to public comment. The State Board of Education (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. School district governing boards and charter schools then adopt instructional materials aligned to these standards and frameworks. This process has traditionally occurred on a regular schedule, giving schools a predictable timetable to plan and budget for changes to the curriculum. Local adoption of new curricula involves significant local costs, including resources for professional development.

History-Social Science Framework and Ethnic Studies. The existing History-Social Science framework, adopted by the SBE in 2019, requires including the experiences, perspectives, and contributions of African Americans throughout the history of the United States in grades four, five, eight, nine, and 11. Additionally, beginning with the graduating class of the 2029-30 academic year, all high school students must take at least a one-semester course in ethnic studies, the model curriculum for which also includes content related to African American history, as well as a description of an African American Studies standalone course, in which “students explore the history, cultures, struggles, and politics of African Americans as part of the African diaspora across time.” This bill requires, upon the next revision of the History-Social Science framework, after January 1, 2026, the IQC to consider including content on the historical, social, economic, and political contributions of African Americans and their experience with discriminatory laws and their efforts to establish economic and social stability in California.

Analysis Prepared by: Aaron Heredia / APPR. / (916) 319-2081