

**Santa Clara County Office of Education  
Statement of Solidarity  
for Asian American and Pacific Islander  
Students and Communities**

**The Santa Clara County Office of Education (SCCOE) in collaboration with the Asian American and Pacific Islander Educators Network affirms its commitment to...**

- creating inclusive, affirming, and equitable school environments for each and every Asian American and Pacific Islander student, family, and staff of our Santa Clara County schools. This statement thus provides rationale and a foundation for operationalizing equity and social justice at the systems level for the Asian American and Pacific Islander students, families, and staff who make up our school communities.
- recognizing that the broad categories of “Asian American” and “Pacific Islander”, [when disaggregated](#), encompass a diversity of cultures, languages, religions, histories, geographical ties, immigration status, socio-economic backgrounds, and generations among over 50 ethnic groups, comprising almost [90,000 K-12 students](#) (35.3%) across Santa Clara County.<sup>1</sup>

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<sup>1</sup> There is a growing movement calling for data practices among schools to more accurately reflect the complex racial and ethnic diversity of the nation: <https://ampersand.gseis.ucla.edu/robert-teranishi-uclas-ige-recommends-steps-to-improve-data-on-racial-and-ethnic-diversity/>

The argument is that better data yields better insight and more rigorous needs assessments than current practices which survey the overly broad student categories of "African American," "Asian American and Pacific Islander," "Latino," "Native American" and "white." The aim is to capture the intricate heterogeneity of the student populace.

For Asian American and Pacific Islander students, this requires recognizing that both "Asian Americans" and "Pacific Islanders" are each large pan-ethnic groupings that can erase the ever-evolving circumstances of constitutive groups.

For instance, Asian American and Pacific Islander demographics vary by geography due to different contributing histories, political economic conditions, and settlement patterns. This means the

- taking appropriate action to disrupt and dismantle the stereotypes that create barriers to full expressions of humanity for [Asian American](#) and [Pacific Islander](#) students. We recognize that such stereotypes lead to [bullying, harassment, and violence](#) as well as invisibility and dismissal of individual student's needs in school environments.
- nurturing and cultivating the social, emotional, and academic development of all Asian American and Pacific Islander students so that each student's full humanity is recognized and actualized.
- providing the institutional supports for Asian Americans and Pacific Islanders that are responsive to their unique experiences and needs.

In this spirit, the SCCOE proudly re-affirms its commitment to Asian American and Pacific Islander students, families, and staff as part of its ongoing practice as a leader in educational equity and social justice for all based on SCCOE's [non-discrimination policy](#), and [its goals](#).

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population and circumstances of Asian American and Pacific Islander students can be significantly different from school to school.

Further, who is counted as "Asian American" and "Pacific Islander" can vary over time, since these racialized categories are the product of various political histories, immigration policies, and ongoing institutional contestation (think the U.S. Census Bureau).

The "Racial Heterogeneity Project" report identifies over 50 groups as "Asian American" and "Native Hawaiian and Pacific Islander."

The category "Asian American" includes: Asian Indian, Bangladeshi, Bhutanese, Burmese, Cambodian, Chinese, Filipino, Hmong, Indonesian, Japanese, Korean, Laotian, Malaysian, Nepalese, Pakistani, Sri Lankan, Taiwanese, Thai, Vietnamese, and other Asian.

The category "Native Hawaiian and Pacific Islander" includes: Melanesians (Fijian, New Caledonian, New Guinean, Papuan, Solomon Islander, Vanuatu), Micronesians (Carolinian, Chamorro Islander, Guamanian, Kiribatese, Kosraean, Nauruan, Marshallese, Palauan, Pohnpeian, Saipanese, Tarawa Islander, Tinian Islander, Trukese/Chuukese, Yapese), and Polynesians (Cook Islander, Native Hawaiian, Kapingamarangan, Maori, Niuean, Samoan, Tahitian, Tokelauan, Tongan, Tuvaluan).

To be attentive to the needs of Asian American and Pacific Islander students is to know this context.