



# CFER SPECIAL REPORT: *CRT IN ACTION* A SUMMARY OF CASE FINDINGS

July 15, 2021

CALIFORNIANS FOR EQUAL RIGHTS FOUNDATION

CFER Website: <https://cferfoundation.org/>

CRT Tip Line: <https://cferfoundation.org/report-evidence-of-crt-infused-programs-to-cfer/>

# EXECUTIVE SUMMARY



- Since launching our “[CRT Tip Line](#),” we have received dozens of submissions with evidence of CRT-infused programs in real life.
- Collectively demonstrating the pervasiveness of CRT as an ideological foundation for various educational and other public programs, this report identifies **four concerning trends of CRT in action**:

## 1. CRT narratives occupy public policy mandates:

- DEI Department, Equity Committee, etc.
- Inclusive Leadership Training, Implicit Bias Training, etc.
- Equity & Anti-Racist Professional Development, etc.

## 2. CRT indoctrination has infiltrated lower grades in PK-5.

## 3. CRT-centered concepts are infused in basic disciplines, such as Math and English.

## 4. CRT-informed courses and social justice standards become mandatory for graduation.



*This case summary is not intended to be an exhaustive list but rather a list of most glaring cases. Since CFER focuses much of our ground operations in California, our report emphasizes cases in California. It also includes a few egregious cases elsewhere to demonstrate the prevalence and systematic invasion of CRT.*



TREND #1:  
CRT IN POLICY  
MANDATES &  
PROFESSIONAL  
DEVELOPMENT

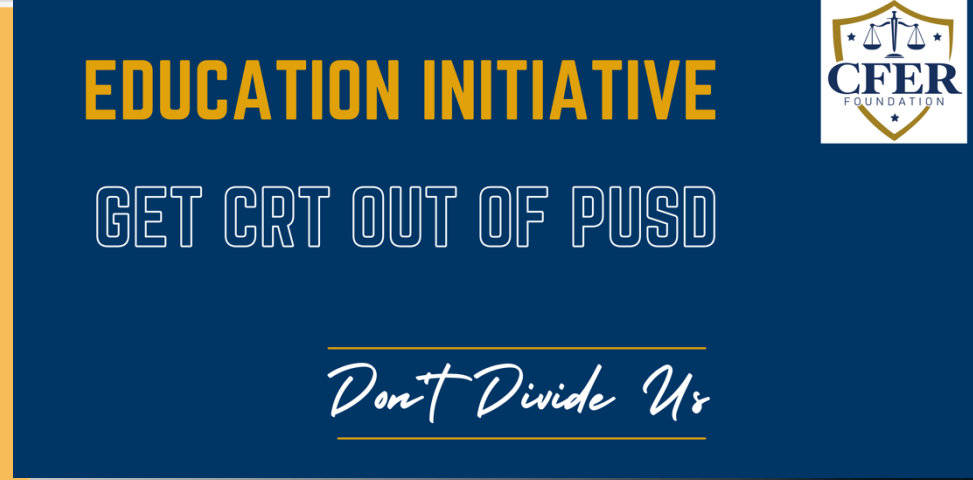


# CRT IN POLICY MANDATES

## Racial Equity & Inclusion Initiative in Poway Unified(CA)



- Poway Unified School District (PUSD) is a K-12 school district in San Diego.
- PUSD has a [Racial Equity & Inclusion policy mandate](#), complete with a guiding plan, resources, programs, events, professional learning, and systems improvements. This paradigm, with all its various components, is unapologetically rooted in CRT, referring to CRT readings as resources, committing to anti-racism from classroom instruction to professional development...
- In June 2021, PUSD School Board approved [two CRT-infused courses](#) (Ethnic Studies and Ethnic Literature), in spite of mounting public opposition. ([CFER's Petition Drive in PUSD](#)).



# CRT IN POLICY MANDATES

## The Lakeside Union School District Equity Committee (CA)



- LUSD is a PK-8 public school district in San Diego.
- LUSD School Board established an Equity Committee during the 2020-2021 school year.
- The committee released a [Board Report](#) in May 2021.
- The report defines equity in stark contrast to equality, identifies racial equity gaps in student outcomes, and emphasizes diversifying staff to reflect student data.
- The committee recommends unconscious bias training, equitable representation, and “No place for hate.”
- EHS also “hired a full-time Student Support Specialist to work specifically with our students of color.”



# CRT IN POLICY MANDATES

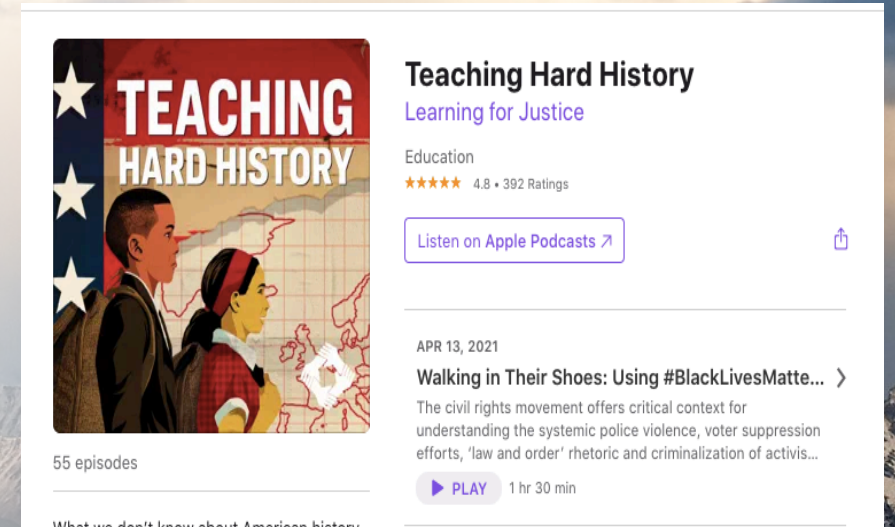
## Equity Professional Development in San Juan Unified (CA)



- San Juan Unified School District (SJUSD) is a PK-12 district in Sacramento, CA.
- SJUSD has an Equity Initiative, an Equity Pledge, and an Equity Professional Development Policy:  
<https://sites.google.com/sanjuan.edu/equitypd2020>.
- SJUSD focuses on an 8-point commitment to educational justice, integrating anti-racism, diverse hiring, implicit bias training and restorative practices into professional development.
- One program in SJUSD’s equity professional development policy is “Teaching Hard History,” a CRT-centered podcast program.

### • **Parent Testimony:**

“My son’s teacher exposed him to racism, suicide and gender stereotype within the first week and a half ... I did have a discussion with a principal the teacher and the head of the equity Department and they did nothing.”

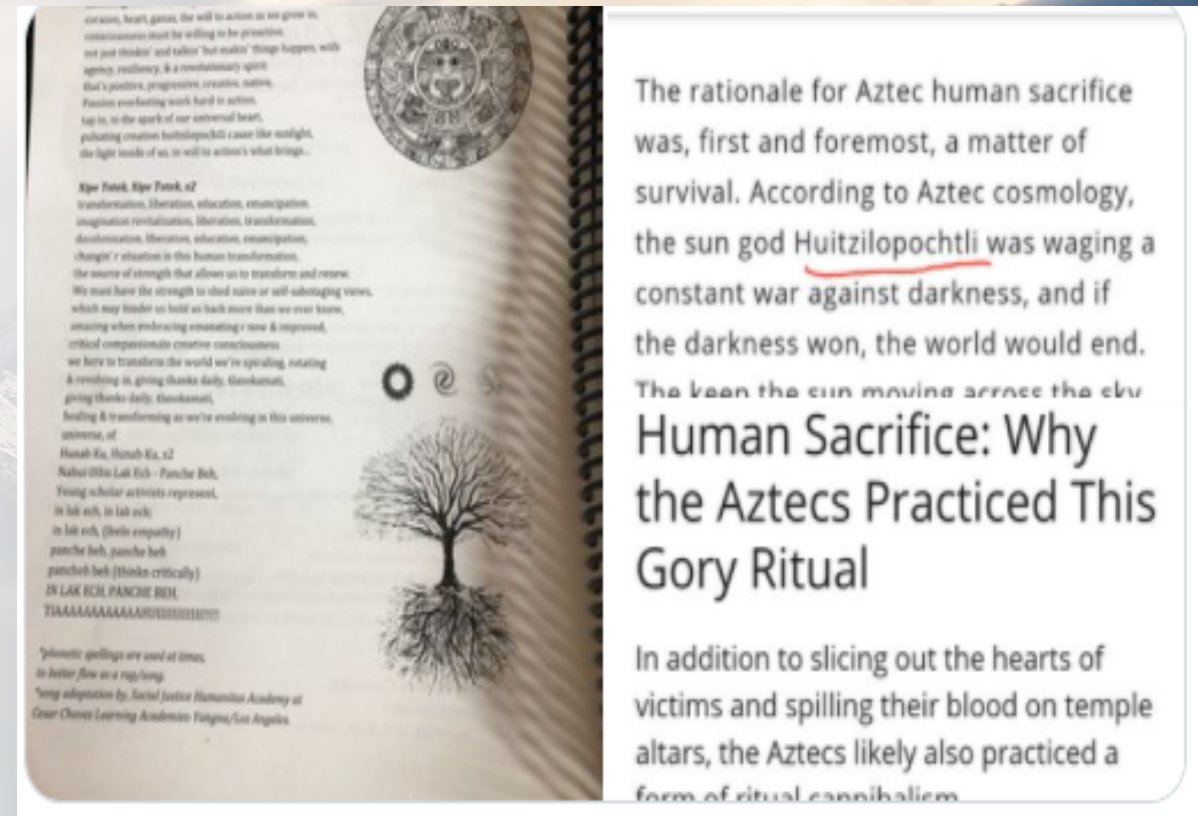


# CRT IN POLICY MANDATES

## \$1,500/Hour for Ethnic Studies Professional Learning In Salinas Union High School District (CA)



- Salinas Union High School District (SUHSD) is a high school district in central California.
- In April 2021, SUHSD signed [a MOU](#) for a partnership with a consultancy *Our Transformation of Education* to train district employees to implement “ethnic studies pedagogy practices” for 2021-2022.
- The consultant, R. Tolteka Cuauhtin, charges SUHSD \$1,500/hour for professional development services.
- Tolteka Cuauhtin is known as the co-chair of California’s original and rejected ethnic studies model curriculum advisory committee.
- With ties to a fringe political group Union del Barrio, Tolteka Cuauhtin [popularizes](#) the unity clap teaching.



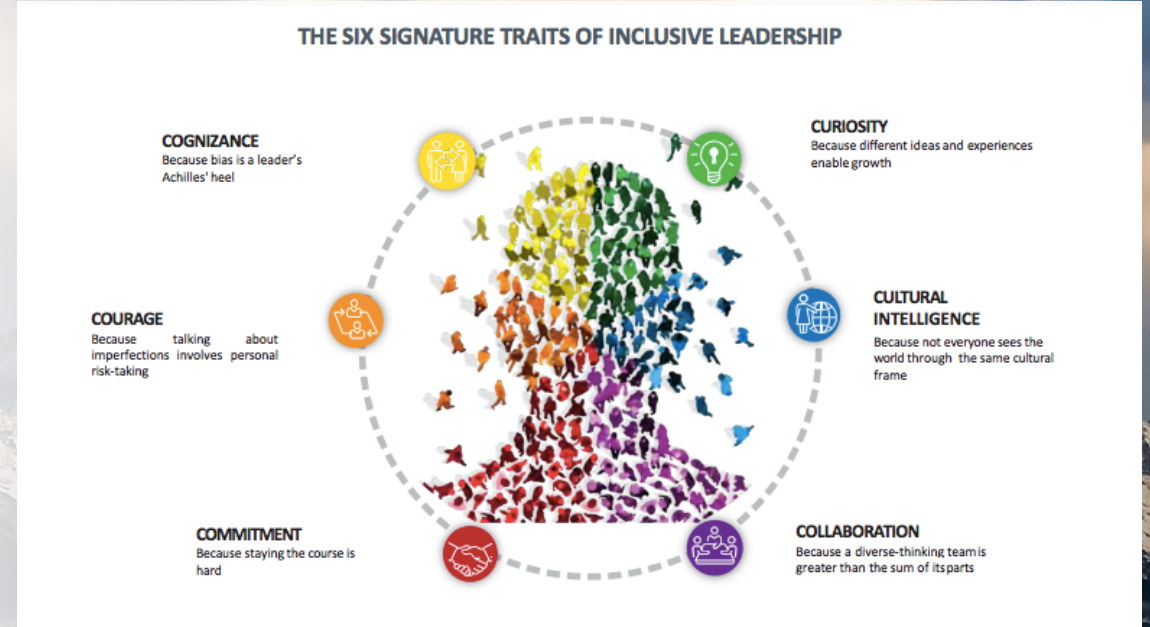
# CRT IN POLICY MANDATES



## “The Road to Inclusive Leadership” in City of Hope (CA)

- Dailey Innovations, Inc. is a diversity training consultancy. It offers various customizable programs.
- A company in City of Hope, CA hired Dailey Innovations for a 3-hour mandatory training titled “The Road to Inclusive Leadership,” under the company’s brand new Diversity, Equity, and Inclusion department.
- In addition to the training, the company management also promoted other CRT-based initiatives.
- **Employee testimony:**

“I have anxiety whenever a DEI Department message comes through, because this political tool has no place at work in my opinion and I feel left out and attacked... I am not racist and was taught by family and society to judge people by who they are, what they do and how they treat me and others.”





# CRT IN POLICY MANDATES

## “REC” at Redondo Beach Unified School District (CA)

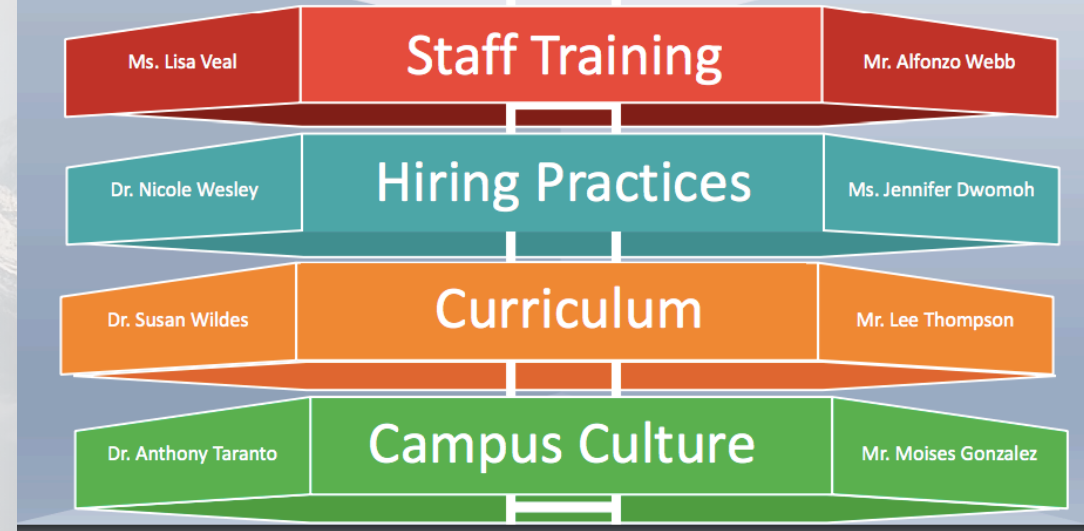


- Redondo Beach Unified School District (RBUSD) is a K-12 school district in Los Angeles.
- RBUSD formed a 40-member Race and Equity Committee (REC) during the 2020-2021 school year, to “challenge institutional racial inequities.”
- For the 2021-2022 school year, REC at RBUSD will integrate the Social Justice Standards for Learning and California’s Ethnic Studies Model Curriculum.

### • **Testimony from a concerned citizen:**

“RBUSD REC Committee was never voted on by the RBUSD school board yet they are implementing hiring practices, policy decisions and changes to curriculum behind closed doors.”

### 4 Subcommittees



# CRT IN POLICY MANDATES

## Equity Contracts in Pleasanton Unified School District (CA)



- Pleasanton Unified School District (PUSD) is a K-12 school district in the Bay Area.
- On June 22, 2021, the PUSD Board [approved](#) a \$78,000, one-year contract with Crescendo Education Group for a “Grading for Equity” project. This professional development project is aimed at secondary teachers on bias-resistant and equitable grading.
- On March 25, 2021, the Board [approved](#) a \$248,000, three-year contract with Nicole Anderson and Associates Consulting to develop and implement a multi-year equity gap plan.

Pleasanton Unified School District

### EQUITY IN EDUCATION

What Does Equity Mean?	What are the Challenges to Equity?	What Actions Create Equity?
<ul style="list-style-type: none"><li>○ Equity is not equality</li><li>○ Giving people what they need when they need it</li><li>○ Some need more than others</li><li>○ Student success is demonstrated in diverse ways</li><li>○ Intentional shifts in mindset, policy, and practice that prioritize the interruption of systemic inequities</li></ul>	<ul style="list-style-type: none"><li>○ Historical inequities</li><li>○ Resistance to change</li><li>○ Privilege/entitlement of those who have the potential to oppress</li><li>○ Implicit bias</li><li>○ Stereotypes</li><li>○ Institutional racism</li></ul>	<ul style="list-style-type: none"><li>○ Changing policy and practice that provide access and opportunity</li><li>○ Shifting resources to those who need more</li><li>○ Building positive relationships amongst all stakeholders</li><li>○ Empowering marginalized stakeholders</li><li>○ Shifting mental models</li></ul>

Nicole Anderson and Associates Consulting, L.L.C.

3/25/2021  
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# CRT IN POLICY MANDATES

## LCAP for Anti-Racism, Justice and Healing in Oakland Unified School District (CA)



- Oakland Unified School District (OUSD) is a K-12 school district in the Bay Area..
- OUSD’s 2021-2024 Local Control & Accountability Plan ([LCAP](#)) is inundated with countless CRT vehicles including equitable practices, preferential hiring, anti-racist social emotional learning, restorative justice, and dismantling systemic bias.
- “100% of staff will be expected to complete the introductory series to Racial Justice, Equity and Healing...staff will be introduced to the legacy of white supremacy and the three layers of systemic bias as a cycle of oppression and reproduction of inequity.”

1	3.1	Equitable Access to High Quality Programs: Alternative Education	All	\$ 4,634,326	\$ -	\$ 83,987	\$ -	\$ 4,718,313
1	3.2	Equitable Access to High Quality Programs: Building OUSD Middle Schools	All	\$ -	\$ -	\$ 1,462,691	\$ -	\$ 1,462,691
1	3.3	Equitable Access to High Quality Programs: Continuous School Improvement	All	\$ 854,817	\$ -	\$ -	\$ 2,590,700	\$ 3,445,517
1	3.4	Equitable Access to High Quality Programs: Linked Learning Career Technical Education	All	\$ 63,300	\$ 898,007	\$ 580,732	\$ -	\$ 1,542,039
1	3.5	Equitable Access to High Quality Programs: Linked Learning Comprehensive Student Supports	All	\$ 426,353	\$ 309,794	\$ 804,928	\$ 225,000	\$ 1,766,075
1	3.6	Equitable Access to High Quality Programs: Linked Learning Rigorous Academics	All	\$ 1,863,041	\$ 296,721	\$ -	\$ 188,000	\$ 2,347,762
1	3.7	Equitable Access to High Quality Programs: Linked Learning Work-Based Learning	All	\$ 222,658	\$ 511,294	\$ -	\$ -	\$ 734,452
1	3.8	Equitable Access to High Quality Programs: Multilingual Programs	All	\$ -	\$ -	\$ 130,000	\$ 246,602	\$ 376,602

# CRT IN POLICY MANDATES

## Anti-Racism at Eagan High School (MN)



- Eagan High School (EHS) is a public school in Eagan, MN.
- EHS has [an “Anti-Racism” policy](#) with goals to “not only make our school less racist, but actively anti-racist,” and to “increase the number of BIPOC faculty and staff” to “root out racist power.”
- The “Anti-Racism” resource section admittedly “is quoted from Ibram X. Kendi’s book *How to be Antiracist* and Ijeoma Oluo’s book *So You Want to Talk About Race*.”
- In December 2020, EHS established the Equity and Inclusion Advisory Council to meet weekly to advance EHS’s antiracist vision and goals.

### EHS Antiracist Vision and Goals

#### Eagan HS ANTIRACIST VISION AND GOALS

##### Our Vision

Eagan High School will become an antiracist school where our curriculum, relationships, culture, and policy work to dismantle racism in our school and empower students to dismantle racism after they leave our school.

EHS will value and build relationships with every one of our students, regardless of race, culture, sexuality, religion, gender identity, academic achievement, ability or ethnicity.

##### Our Goals

1. EHS will increase the number of **BIPOC** (Black, Indigenous and People of Color) faculty and staff to reflect our students and community. **Representation matters.**
2. EHS will organize and participate in equity training for faculty and staff through professional development in the areas of antiracism, implicit bias, and inclusion. This training will be ongoing and persistent.
3. EHS will educate our students in order to create awareness of racist language and behavior among them.
4. EHS will educate staff and faculty how to better respond to racist language and behavior.



TREND #2:  
CRT IN EARLY GRADES



# ANTI-RACISM IN EARLY GRADES

## “ALL IN for Equity” by the Monterey County Office of Education (CA)



- Monterey County Office of Education in Central California has [an “ALL IN for Equity” plan](#).
- On April 10, 2021, the office hosted a community workshop on the topic of “equitable early care.” The workshop discussed “anti-racist early childhood environments as a critical space for promoting equity, building efficacy, agency and a sense of belonging for all children.”
- Topics included “racial biases in early childhood,” “decolonizing early care,” “social justice teaching,” and so on.
- The office also invited Robin DiAngelo for a keynote address for its February 12, 2021 event titled “Disrupting Educational Inequities: Transforming PK-12 Learning.”

A colorful poster for the "ALL IN for Equity" workshop. The poster features a header with the title and subtitle "Equitable Early Care & Education: Planting Seeds for Change". Below the header, there are several sections for speakers and topics. The first section is for the Keynote Speaker, Dr. Rosemarie Allen, with the topic "Creating Brain-Heart Connection to Ensure Equity in The Early Years". The second section is for a Poet, Kenya Burton, with the topic "When You Feed A System Its People". The third section is for Dr. Kang Lee, with the topic "Emergence and Development of Racial Biases in Early Childhood and Methods to Reduce Them". The fourth section is for Keisha Nzewi, with the topic "Research, Policy and Practice: Decolonizing Early Care and Education". The fifth section is for Chagua Camacho-Olguin, with the topic "Crossing the Body Mid-lines and Cognition". The sixth section is for Nadia Jaboneta and Brian Silveira, with the topic "Navigating the Deep Waters of Social Justice Teaching". The seventh section is for Dr. Emily Merz, with the topic "Socioeconomic Disadvantage, Chronic Stress, and the Developing Brain". The poster also includes the date and time "April 10 2021 8:30 am - 12:00 pm" and a registration link "http://monterey.k12oms.org/1519-196113". The Monterey County Office of Education logo is visible in the bottom right corner of the poster.

**ALL IN for Equity**  
Equitable Early Care & Education: Planting Seeds for Change

**KEYNOTE SPEAKER**  
**Dr. Rosemarie Allen**  
Creating Brain-Heart Connection to Ensure Equity in The Early Years  
This workshop will discuss the importance of anti-racist early childhood environments as a critical space for promoting equity, building efficacy, agency, and a sense of belonging for all children.

**POET**  
**Kenya Burton**  
When You Feed A System Its People

**Dr. Kang Lee**  
Emergence and Development of Racial Biases in Early Childhood and Methods to Reduce Them

**Keisha Nzewi**  
Research, Policy and Practice: Decolonizing Early Care and Education

**Chagua Camacho-Olguin**  
Crossing the Body Mid-lines and Cognition

**Nadia Jaboneta**  
**Brian Silveira**  
Navigating the Deep Waters of Social Justice Teaching

**Dr. Emily Merz**  
Socioeconomic Disadvantage, Chronic Stress, and the Developing Brain

April 10 2021 8:30 am - 12:00 pm

Please join us for this community event dedicated to understanding equity, celebrating diversity, and building a collective team committed to providing opportunities for every student to perform at the highest levels of achievement.  
Register: <http://monterey.k12oms.org/1519-196113> #ALLIN4EQUITY

Contact: Alicia Diaz-Infante 831.755.0833 ainfante@montereycoe.org

# ANTI-RACISM IN EARLY GRADES

## An Equity Project & Anti-Racism in High Tech Elementary Mesa (CA)



- High Tech Mesa is a public charter school in San Diego, self-identified as “an equity and anti-racist organization.”
- In the 2020-2021 school year, the school system’s Kindergarten program pushed for “learning about equity and social justice,” and teaching of “current events.”
- In one of the newsletters sent to parents, the school disparaged the principle of racial equality by proclaiming-”no longer can we be a society of ‘color blindness’.”
- Anti-racism is treated as a key to “developing foundational thinking” in Kindergarten.
- **Parent testimony:**

“In one email there are multiple mentions of CRT related topics and how they will be incorporated into teacher training and the school's lesson plan. This info makes me feel as though my son will be discriminated against in the classroom based on the fact that he is a white male.”

No longer can we be a society of “color blindness” (aka, “I don’t see color, I see people as all the same.”). It’s important for us as educators and families to be honest about race, privilege, rights, intersectionality, and equality vs equity. Much of what we’ll be discussing in Kindergarten will be developing foundational thinking about being actively anti-racist. This means that we’ll be having real and sometimes tough conversations. Check out the image below for conversations around race and social justice specifically:

Are your kids too young to talk about race?	0-1 year	2 years	2.5 years	4-5 years
Nope. Silence about race can reinforce racism by letting children draw their own conclusions.	At birth, babies look equally at faces of all races. At 3 months, babies look more at faces that match the race of their caregivers. <small>Kelly et al., 2012</small>	Children as young as 2 use race to reason about people’s behaviors. <small>Hoschild, 2008</small>	By 30 months, most children use race to choose playmates. <small>Katz &amp; Kofke, 1997</small>	Expressions of racial prejudice often peak at ages 4 and 5. <small>Abeed, 2008</small>
	Black and latinx children in research settings show no preference toward their own groups, as compared to white children at this age, who are more likely to be strongly biased in favor of whiteness. <small>Duckett et al., 2018</small>	By kindergarten, children show many of the same racial attitudes held by adults in our culture. They have already learned to associate some groups with higher status than others. <small>Klinefelter, 2016</small>	Explicit conversations with 5-7 year olds about interracial friendship can dramatically improve their racial attitudes in as little as a single week. <small>Dunneon &amp; Morrison, 2019</small>	Adapted from work by the Children’s Community School. More info at <a href="http://childrenscommunityschool.org/social-justice-resources/">childrenscommunityschool.org/social-justice-resources/</a> <small>Design provided by georgerobinsondesign.org</small>

# ANTI-RACISM IN ELEMENTARY SCHOOLS

## Race-based Teaching in a Richfield Elementary School (MN)

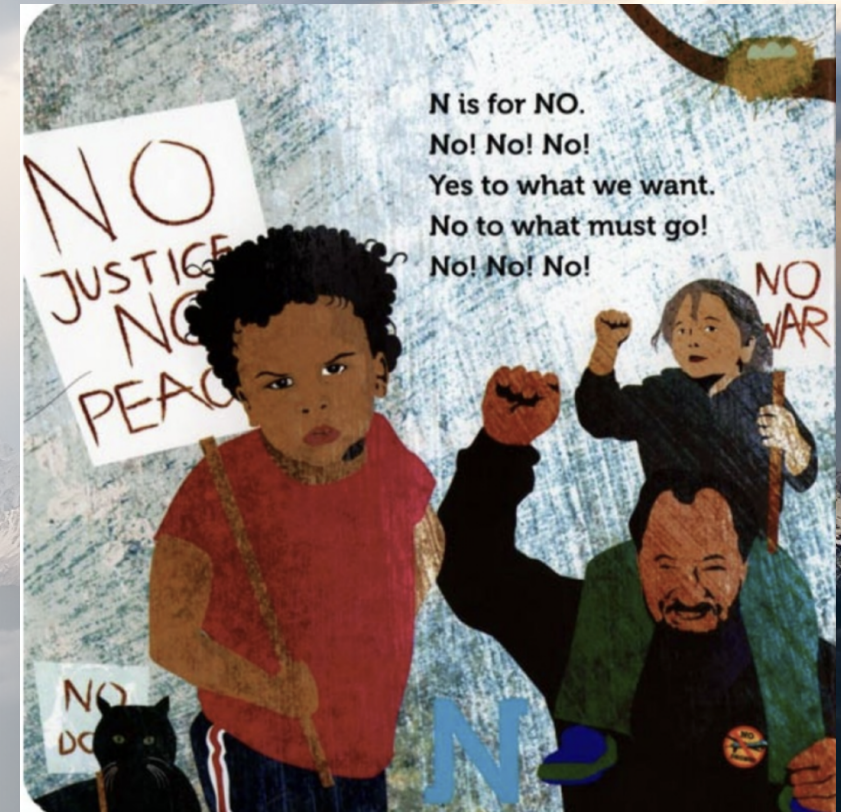


- An elementary school in Richfield, Minnesota started to infuse social justice and CRT teaching into its classroom instruction.
- It draws from “[Early Risers](#)”-A NPR Podcast as the teaching source. That is a program established to promote “a global conversation about race and racism” among young children.

- **Parent Testimony:**

“My children attended a public school and were taught to walk up to people and begin pointing out their skin color. **My kids are 6 years old.**”

*\*Picture from a first-grade language arts class.*





# ANTI-RACISM IN EARLY GRADES

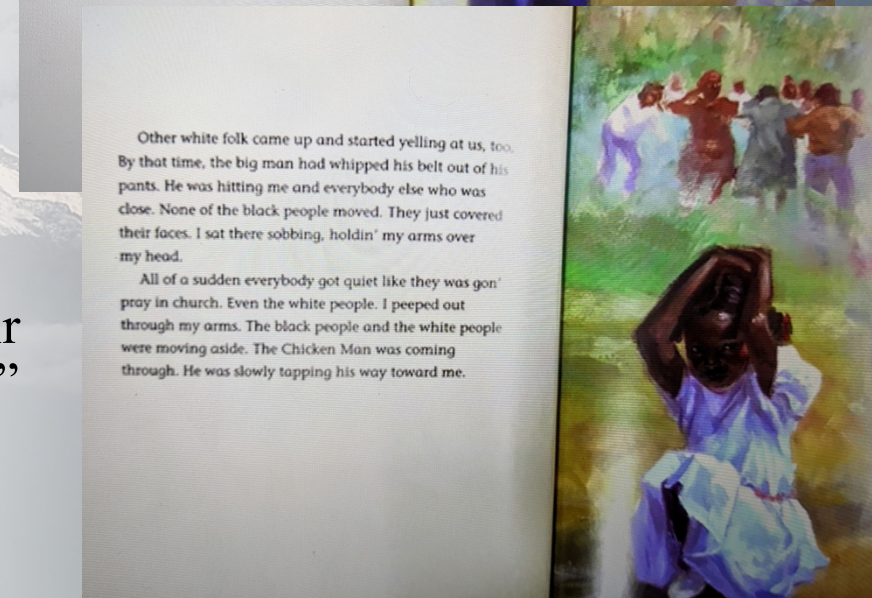
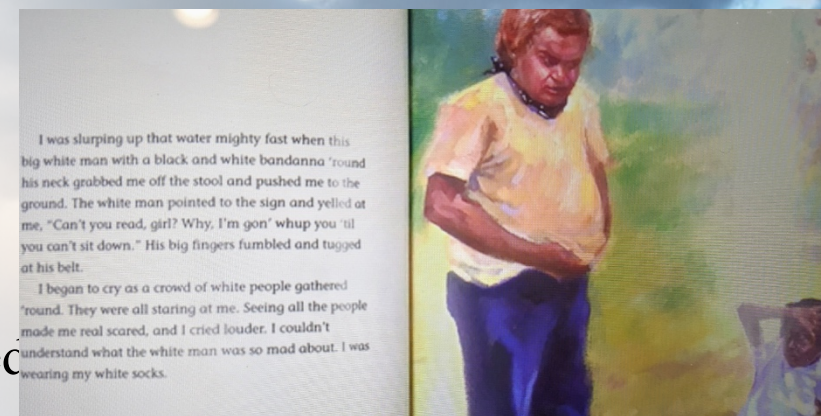
## Race-based teaching in Richfield (MN)



- **Parent Testimony:**

“Another elementary school in the district read *Something Happened in Our Town*, a book about police violence against black men. Many parents have reported worse things such as a documentary calling white people ‘pigmentally challenged,’ teachers saying people who voted for Trump are racist. Black Lives Matter signs are present throughout schools and classrooms.”

“The school district also has equity initiatives and has reported they are removing barriers for advanced classes ‘for students of color’ so that the students in those classes represent the students in the school, and are looking at their gifted and talented program to make it less discriminatory.”



\*Pictures are from textbooks for 5<sup>th</sup> graders.



TREND #3:  
CRT AS A PEDAGOGY  
FOR ALL SUBJECTS



# CRT AS A PEDAGOGY



## Ethnic Studies Collaboratives and Anti-Racism in San Diego Unified (CA)

- San Diego Unified School District (SDUSD) is California’s 2nd largest public school district.
- On June 23, 2020, SDUSD School Board passed a resolution for [”Ethnic Studies for All.”](#)
- On June 22, 2021, the Board voted unanimously to adopt its [2021-2022 Local Control & Accountability Plan](#). With a projected revenue of [\\$1,070,433,408](#) in LCFF Funds, the LCAP is characterized by “Ethnic Studies for All” and “Anti-Racism” as pedagogical tools and equity-driven goals for all areas relevant to SDUSD’s operation.
- In SDUSD, CRT is treated as a pedagogy (in other words, the ideological foundation) needed to be infused into core disciplines such as math, science, English, and social studies.
- SDUSD defines ethnic studies as “the study of perspectives, knowledge, experiences, and contributions of people of color with a central focus on anti- racism.”



# CRT AS A PEDAGOGY

## Ethnic Studies in Salinas Union High School District(CA)



- Salinas Union High School District (SUHSD) is a high school district in central California.
- On March 26, 2020, SUHSD School Board voted to approve an ethnic studies requirement.
- On June 22, 2021, SUHSD School Board held a hearing to expand and refine its ethnic studies curriculum to include an Aztec-God-themed unity chant, BLM unity chant, critical whiteness studies, POC cultural studies...
- **Parent Testimony:**

“Since when did public education become a political activist organization?”

“We should want to be doing the best we can to inspire the next generation, to continue to love this country and love each other, not hate each other.”

### Salinas Union High School District School Board Meeting • June 22 • 6:30 p.m.

**1900 Independence Blvd, Salinas, CA 93906**

**Attend & Speak Up.**  
**Critical Race Theory is a divisive, racist, indoctrinating framework being taught in this district under the guise of Ethnic Studies. Chanting to the Aztec god of human sacrifice is included along with a BLM Unity Chant. Tell SUHSD to remove this political indoctrination immediately.**

**The Language of Ethnic Studies & Xdisciplinary Thinking**

Our Everyday Lives, Experiences, Knowledge, Feelings

Like other disciplines, Ethnic Studies carries the right to create our own language and language conventions. Students and teachers, as long as you can back it up with reasoning base in the field's guiding values and principles, then go for it.

**Ethnic Studies as Its Own Discipline, Including:**

Black Studies/ Africana/ Pan-African/ African American Studies	Native American/ American Indian/ California Indian Studies	Xicanx/ Chicanx/ Central American/ Boricua/ Latinx Studies	Asian American / Pacific Islander/Arab American & West Asian American Studies
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*as disciplines of their own...*

**Disciplines We Integrate:** POC Based Arts & Multimedia

Critical Whiteness Studies	POC Based Gender & Sexuality Studies	POC Based Disability Studies	POC Based Cultural Studies	POC Based Environmental Justice Studies
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**Traditional Disciplines We Work to Make More Critical:**

History	Geography	Economics	Political Science	Language & Linguistics	Philosophy
Astronomy	Sociology	Anthropology	Psychology	Health & Epidemiology	Computer Science
Law	Math	Medicine	Physics	Biology & Ecology	Computer Science

**BLM Unity Chant**  
 It is our duty to fight for freedom.  
 It is our duty to win.  
 We must love and protect one another.  
 We have nothing to lose but our chains.

# CRT AS A PEDAGOGY



## Woke English in Oakland Technical High School (CA)

- Oakland Technical High School is a high school in Oakland Unified School District (OUSD).
- In 2015, OUSD School Board passed a board policy to require ethnic studies.
- In 2017, OUSD developed an [Ethnic Studies Framework](#) to use ethnic studies as operating principles and include CRT lenses to critique power & oppression, and to encourage resistance and liberation.
- In 2020-2021, a concerned parent submitted evidence of Oakland Tech incorporating CRT-based ethnic studies in his child's 9th grade English class.
- **Parent Testimony:**

“They were in CLEAR violation of their board approved ethnic studies description that stated ALL ethnicities and races are to be included.”

The infographic consists of three yellow-bordered boxes with black text. The top-left box is titled "Family Sustainability Center" and describes weekly workshops and community meetings. The top-right box is titled "Extensive Tech Support" and describes a responsive team of tech support staff. The bottom box is titled "Equity Family Leaders" and describes an educational case manager. The bottom box is flanked by a speech bubble icon on the left and a hand icon on the right.

<b>Family Sustainability Center</b> All families who join the Hub will have access to <b>weekly workshops</b> and community meetings to help families build solidarity with other Oakland families, develop their own ability to be <b>transformational leaders</b> for their household, and gain access to <b>socio-economic resources</b> that allow their family to thrive amidst the dual pandemics of COVID and systemic racism.	<b>Extensive Tech Support</b> All families who join the Hub will have access to a responsive team of <b>tech support staff</b> that supports students and adult family members in addressing acute technology challenges. Furthermore, our tech support also includes <b>proactive tech skill development</b> grounded in parents own ambitions for learning, leading, and gaining economic freedom.
<b>Equity Family Leaders</b> All families in the Hub will be assigned an <b>educational case manager</b> , that we call <b>Equity Family Leaders</b> . Family Coaches serve as critical partners and supports to our parents (and grandparents), ensuring they receive the <b>social, academic, and technical support</b> they need to sustain their families and be educational leaders for their children. Family Coaches coordinate their support with school staff through thoughtful <b>case management and data collection, and communicative collaboration</b> .	

# CRT AS A PEDAGOGY



## “Emancipatory” Ethnic Studies in Oceanside Unified (CA)

- Oceanside Unified School District (OUSD) is a K-12 school district in San Diego, CA.
- On May 12<sup>th</sup>, 2020, the OUSD Board approved an Ethnic Studies course for 11<sup>th</sup> and 12<sup>th</sup> grades. The course “aims to provide an emancipator education that will inspire students to critically engage in self-determination and seek social justice for people of color.” In addition to having a unit on “whiteness,” the course includes many CRT references to Kemberlee Crenshaw, Angela Davis, and [Teaching Tolerance](#) (now Learning for Justice).
- Learning for Justice is an organization dedicated to the cause of racial justice, dismantling white supremacy, and promoting intersectional social movements.



# CRT AS A PEDAGOGY

## Liberated Ethnic Studies in Hayward Unified (CA)

- Hayward Unified School District (HUSD) is a PK-12 school district in northern California.
- On June 23, 2021, HUSD Board of Trustees approved a new Ethnic Studies policy, which will:
  - Expand ethnic studies in all grade levels and across disciplines.
  - Develop a framework informed and including CRT and the Liberated Ethnic Studies Model Curriculum (LESMC).
  - Cost the small district \$40 million per semester.
- Notably, LESMC promotes the radical 1st draft of Ethnic Studies Model Curriculum, rejected by the State and Governor. LESMC's [glossary](#) is nothing but CRT-centered ideological indoctrination.



MEDIA CONTACT:  
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FOR IMMEDIATE RELEASE  
[Access in other languages](#)

### Hayward Unified School District Board of Trustees Approves Ethnic Studies Policy

**HAYWARD, Calif., June 25, 2021**—The Hayward Unified School District (HUSD) Board of Trustees voted unanimously at the June 23, 2021 meeting to approve a new Ethnic Studies policy for the district and to waive the need for a second reading. HUSD will expand Ethnic Studies throughout all grade levels (preschool-12) and across disciplines. The policy reaffirms the district's commitment to establishing Ethnic Studies as a graduation requirement by the 2022-23 school year.

Research shows that Ethnic Studies curriculum in high schools leads to an increase in GPA, high school graduation rates, and college-going rates. Perhaps more importantly, it creates a greater sense of belonging among students. Back in April of 2020, the HUSD Board of Education approved resolution 1920-31 in support of Ethnic Studies. At that meeting, the board expressed an interest in considering a board policy on Ethnic Studies and, as a result, a group of stakeholders—including students, board members, staff, and community members—developed a draft board policy for the school board's policy subcommittee to review.

"It's important that we teach our students of all ages about their ancestral legacies," stated Board President Dr. April Oquenda. "Culture is essential in the fight for racial justice, and the district believes that the promise of the full inclusion of ethnic and cultural groups who have contributed to the development of our country has not yet been realized," she added. Wednesday night's discussion included supportive statements from students, educators, and community members.

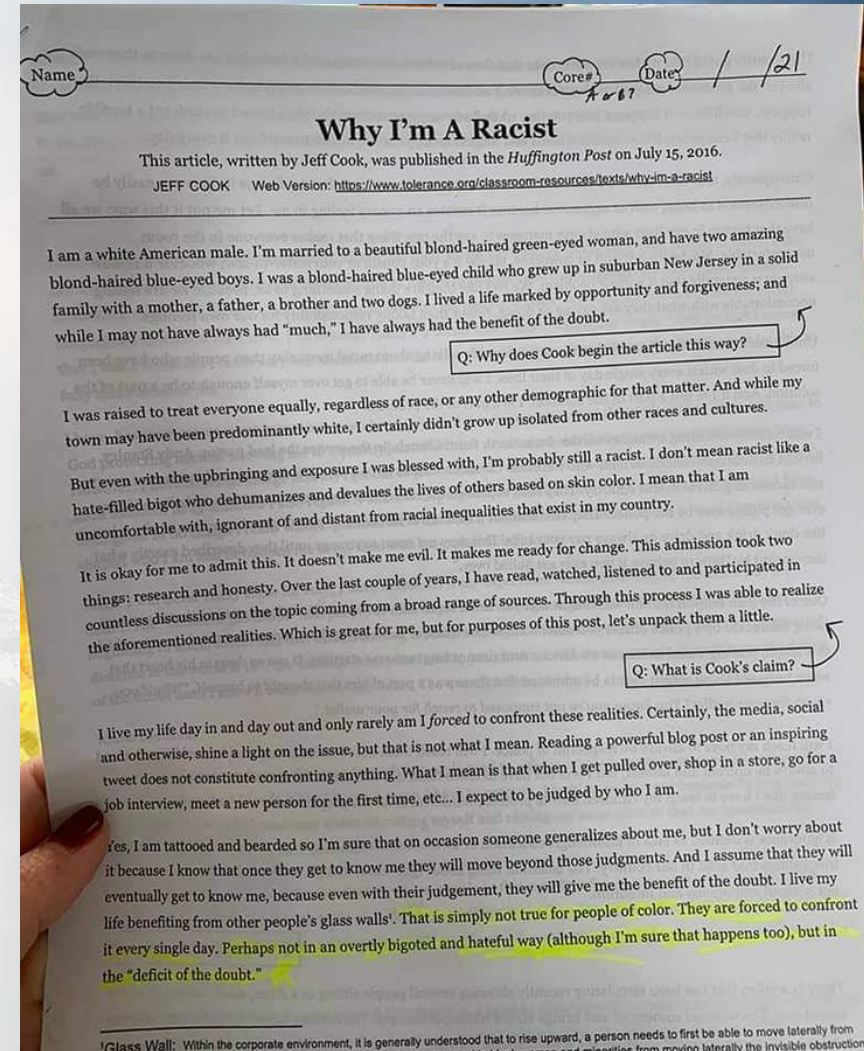
Ethnic Studies is the interdisciplinary study of race and ethnicity, as understood through the perspectives of major underrepresented racial groups in the United States: African Americans, Chicana/Latinx, Asian Americans, and Native Americans/Indigenous groups. **At HUSD, Ethnic Studies curriculum will include Pacific Islanders and Arab Americans.** This discipline contends with racism, white supremacy culture, anti-Blackness, anti-Indigeneity, and nation-within-nation relationships. By centering the stories, experiences, and perspectives of the groups mentioned, Ethnic Studies uses community content and pedagogy to educate students to be socially, politically, environmentally, and economically conscious of their personal connections to local and transnational histories. **The policy and efforts to develop an Ethnic Studies framework are informed by and will include Critical Race Theory and the Liberated Ethnic Studies Model Curriculum.**

# CRT AS A PEDAGOGY

## “Why I’m A Racist” in a Science Class at Los Altos High School (CA)



- Los Altos High School is in Los Alamitos Unified School District (LAUSD) in Orange County, California.
- In January 2021, concerned parents reported the assignment of a Huffington Post opinion article titled “Why I’m A Racist” at a high school science class. Soon after, parents from Oak Middle School in the same district also found this article in a middle school English class.
- LAUSD leadership defends the use of this article in both classes, as a “warm-up” in the science class and as an example of “opinion writing.” LAUSD admits obtaining the article from [Teaching Tolerance](#) (Learning for Justice).
- When challenged by parents, the leadership dismissed their criticism as “calculated misinformation.”







TREND #4:  
CRT AS A GRADUATION  
REQUIREMENT



# CRT AS A GRADUATION REQUIREMENT

## AB-101: California's Ethnic Studies Legislative Mandate



- The California State Legislature is considering [AB-101](#) to require ethnic studies as a high school graduation requirement for all public high schools.
- On March 18, 2021, the California State Board of Education adopted its final [Ethnic Studies Model Curriculum](#). The final model is still steeped in an ideological framework of CRT, while the previously rejected and more radical first model is being promoted by the [Liberated Ethnic Studies Model Curriculum Coalition](#) in many individual districts.



# CRT AS A GRADUATION REQUIREMENT

## Social Justice and Intersectionality as a Graduation Requirement in Jeffco County Open School (CO)



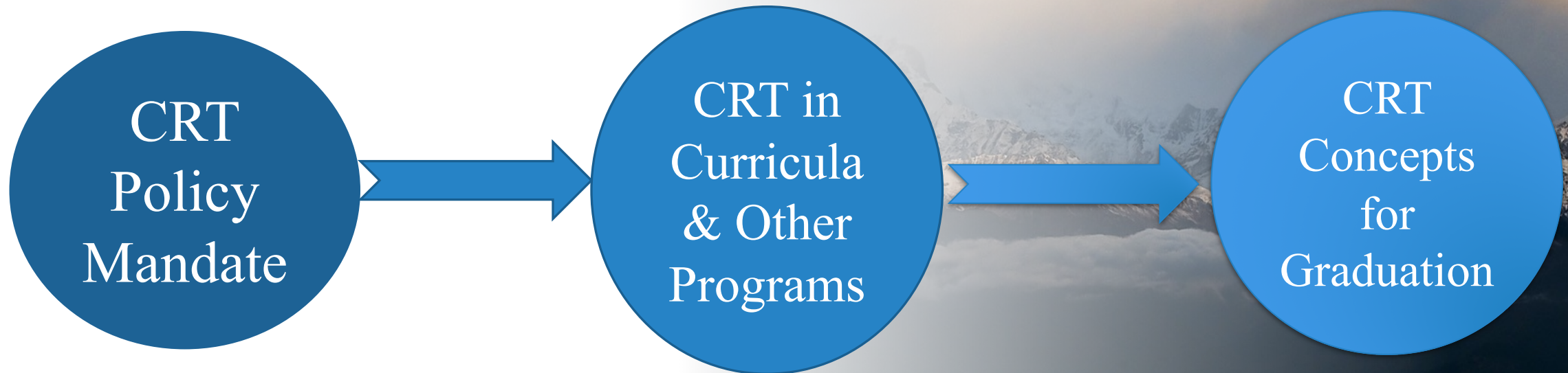
- Jeffco County Open School is an option school system (PK-12) in Colorado.
- Jeffco’s [graduation expectations](#) include:
  - “Students... advocate for diversity, inclusion and equitability.”
  - “Students develop critical thinking skills and expand their perspectives...through multiple lenses, including social justice and intersectionality.”
- **Parent Testimony:** “This openly discriminates against families who find intersectionality to be a limiting political ideology.”

<b>Social</b> To create and maintain healthy relationships	<p><b>Collaborative Community Involvement</b> - Students will work collaboratively to problem-solve, positively influence others, and foster community in school and the world beyond.</p> <p><b>Conflict Resolution</b> - Students will acquire the skills and courage necessary to respectfully confront and resolve intrapersonal, interpersonal, and group conflicts.</p> <p><b>Flexibility and Resourcefulness</b> - Students will successfully navigate obstacles and recover from setbacks with increased adaptability and grace.</p> <p><b>Healthy Relationships</b> - Students will learn to appreciate and connect with others, set healthy boundaries maintain realistic expectations, and relate to friends and family with vulnerability and respect.</p> <p><b>Cultural Responsiveness</b> - Students will develop cross-cultural skills and cultural self-awareness through study and travel in order to advocate for diversity, inclusion, and equitability.</p>
<b>Academic</b> Knowledge	<p><b>Communication</b> - Students will read, write, research, and present for a variety of purposes, which include the pursuit of curiosity, the representation of oneself, the persuasion of others, and the transmission of ideas, through a minimum of four extensive and interdisciplinary Language Arts experiences.</p> <p><b>Responsible Global Citizenship</b> - Students will develop critical thinking skills and expand their perspectives on U.S. and world history, geography, civics, and economics through multiple lens, including social justice and intersectionality, in order to become responsible global citizens.</p>

# THE THREE STEPS OF CRT'S INVASION



We have identified a common pattern through which CRT manifests in our public education and other spheres. It usually starts with a policy mandate with fancy euphemisms such as a “Diversity, Equity and Inclusion” resolution or an Ethnic Studies policy. Then the entity (school district, for instance) implements CRT-infused curricula and training programs. Lastly, CRT-based academic contents and social justice standards become a requirement for graduation.





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# CFER CRT SPECIAL REPORT

Please continue to report to CRT tip line:  
<https://cferfoundation.org/report-evidence-of-crt-infused-programs-to-cfer>.

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