CFER SPECIAL REPORT:

CRT IN ACTION
A SUMMARY OF CASE FINDINGS

July 15, 2021

CALIFORNians FOR EQUAL RIGHTS FOUNDATION

CFER Website: https://cferfoundation.org/

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.”
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.
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.”

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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 EHD’s antiracist vision and goals.

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EHS 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.”
ANTIRACISM 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.”
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 5th 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.”
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.”
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 12th, 2020, the OUSD Board approved an Ethnic Studies course for 11th and 12th 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.
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.”

> Why I’m A Racist

This article, written by Jeff Cook, was published in the Huffington Post on July 15, 2010.

JEFF COOK

I am a white American male. I am married to a beautiful blond-haired, green-eyed woman, and have two amazing, blond-haired, blue-eyed boys. I was a blond-haired, blue-eyed child who grew up in suburban New Jersey in a well-to-do family with a mother, a father, a brother and two dogs. I lived a life marked by opportunity and forgiveness; and while I may not have always had "luck," I have always had the benefit of the doubt.

I was raised to treat everyone equally, regardless of race, or any other demographic for that matter. And while my towns may have been predominantly white, I certainly didn’t grow up isolated from other races and cultures.

But even with the upbringing and exposure I was blessed with, I’m probably still a racist. I don’t mean racist like a hate-filled bigot who demonizes and devalues the lives of others based on skin color. I mean that I am engaged in a world of ignorance and I am ignorant of and distant from racial inequalities that exist in my country.

It is okay for me to admit this. It doesn’t make me evil. It makes me ready for change. This admission took two things: research and honesty. Over the last several years, I have read, studied, listened to and participated in countless discussions on the topic arising from a broad range of sources. Through this process I was able to realize the aforementioned realities. It is good for me, but for purposes of this post, let’s suppose one little thing.

I read my job day in and day out and only rarely do I feel forced to confront these realities. Certainly, the media, moral and otherwise, shine a light on the issue, but that is not what I mean. Reading a newspaper or magazine firsthand never created a confrontational moment? What I mean is that when I got pulled over, shoplifted or on an inspiring work trip to maintain a website, I was no closer to understanding anything. What I mean is that when I got pulled over, shoplifted or on an inspiring work trip to maintain a website, I was no closer to understanding anything.

Q: What is Cook’s claim?

I am not studying the skin color, but the actions that we take as a society. Certainly, the media, moral and otherwise, shine a light on the issue, but that is not what I mean. Reading a newspaper or magazine firsthand never created a confrontational moment. What I mean is that when I got pulled over, shoplifted or on an inspiring work trip to maintain a website, I was no closer to understanding anything.

Q: What is the difference between race and skin color?

Race is a social construct that is not based on any scientific evidence. Skin color, on the other hand, is the result of genetics and is not influenced by societal factors.
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.”
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.
ABOUT CFER: EQUAL RIGHTS & MERIT

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• POLICY MONITORING
• ALLIANCE BUILDING
• PUBLIC OUTREACH
CFER CRT SPECIAL REPORT

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