

We the People of Big Bear

January 18, 2023

We the People
P.O. Box 1989-121
Big Bear Lake, CA 92315

To all of the following:

Bear Valley Unified School District
42271 Moonridge Rd.
P.O. Box 1529
Big Bear Lake, CA 92315

Mary Suzuki – Superintendent – Certified # 7022 1670 0003 1920 0246
Lisa Waner – Human Resources – Certified # 7020 0090 0001 7719 2337
Linda Rosado – Executive Director of Business Services – Certified # 7020 0090 0001 7719 2344
Cathy Herrick – School Board Member – Certified # 7020 0090 0001 7719 2351
Susan Smartt- School Board Member – Certified # 7020 0090 0001 7719 2368
Paul Zamoyta – School Board Member – Certified # 7020 0090 0001 7719 2412
Stephen Foulkes -School Board Member – Certified # 7020 0090 0001 7719 2429
Jack Roberts – School Board Member – Certified # 7020 0090 0001 7719 0463

County of San Bernardino – Certified # 7020 0090 0001 7719 0906
Ted Alejandra
601 North E. St.
San Bernardino, CA 92415

County of San Bernardino – Certified # 7020 0090 0001 7719 0913
Rob Bonta Attorney
General of the State of California
P. O. Box 944255
Sacramento, CA 92444

California Department of Education – Certified # 7020 0090 0001 7719 0920
1430 N Street Sacramento, CA 95814

U.S. Department of Education – Certified # 7020 0090 0001 7719 0937
400 Maryland Ave, SW
Washington, D.C. 20202

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We the People are serving you with these documents. It is our continued intent to provide you with information that will contribute to your knowledge in a profound effort to show all justices that we have gone beyond our call of duty to provide the education that you need as individuals and servants of our community, to understand the decisions you continue to make.

Both Constitutions provide, We The People, the freedom as it is a body of fundamental principles according to which a State is to be governed. Its sets out how all the elements of the government are organized and contains rules about what power is wielded, who wields it and over whom it is wielded in governing this country. It can be seen as a contract between those in power and those who are subjected to this power and its We the People who have the power. It defines the rights and duties of citizens, and the mechanisms that keep those who serve us in check.

Our community members believe in this effort, this cause, and **will not stop** until our "rights" are truly known in the community as set forth in the Constitution of California (1849) and the Constitution of the United States. Our deep passion for this community, focusing on **the children** continue to compel us to "whistle blow", and confirm edicts in our State and Federal Constitutions.

Unfortunately, this district, under the auspices of bension funds (money), have violated the very "rights" of our children, our principals, our teachers, as our administrators ACCEPTED AND CONTINUE TO PARTICIPATE IN RECEIVING THESE FEDERAL FUNDS to indoctrinate our children into what started with masking, testing, social distancing, contact tracing, with the looming threat of the **bioweapon** that is disguised as a **vaccine**.

These funds are generated by the Bear Valley School District participation in the submission of the "district's plan" that is required to receive these FEDERAL funds, per Paul Zamoyta 12.1 million and counting.

The district's "plan" continues by teaching critical race theories, promotion of gender identification in an effort to confuse our youth. The district continues to use our children as ponds in the education system's demonstrative plan, willfully with arrogance.

Publicly funded schools that teach and pass off this racial-ideological theories and concepts as if they are undisputed factual knowledge or that impart tendentiously curated readings of history – are therefore engaging in indoctrination, not education. If this isn't indoctrination – unwitting or otherwise, then what is it?

The ghosting of these concepts in the Bear Valley Unified School district, like white privilege and systemic racism are solely taught for knowledge's sake strains credulity, especially when such instruction usually entails the omission or delegitimization of competing arguments. This Board and administration continue to propagate this for the unlawful Federal money.

This letter is another reminder that you have been informed.

To all men make these Presents Known:

Notice to Agents is Notice to Authority/Principles.

As the Board, you were elected as public servants ENTRUSTED with Governing our community's programs that meet the needs of the county residents.

The overall message herein is that each of you took an Oath under Penalty of Perjury committing all of you to adhere to your Oath. Our parents in the Bear Valley School District and all our K-12 students are demanding that you PROTECT THEIR CIVIL RIGHTS, THEIR INALIENABLE RIGHTS.

The Board has three primary legal duties, duty of care, duty of loyalty (oath) and duty of obedience. These children are not yours!

As public servants you are each accountable to, We, the People. You as individual members of the Board are subject to the voice of the people. We, the People detestation for the current status quo, without question, that includes serious unlawful orders, **that violate the rights of the people** and you are put on Notice of violating of your Oath to protect, again!

Ignorance of the law is no excuse, shows up in the Bible in Leviticus 5:17.

"Ignorance of the law excuses NO ONE. Hence, it is highly advisable to get acquainted with the laws that are in agreement with the Constitution of the United States and the Constitution of California (1849) and the culture of any county that you visit or live.

The Government does not grant rights! The Government has no right to grant anything!

The famous legal maxim is embodied in Article 42 of Federal Law No. (3) of 1987, otherwise known as the UAE Penal Code, which provides that "ignorance of the provisions of the law shall not be considered an excuse.

5 USC § 3331 – Oath of Office – As required in Government Code Section 3302 to be signed.

5USC 16, R.S. §1757. May 13, 1884, Ch. 46, §2,3,23 Stat 22.

You are informed that there is NO LAW or authority that allows you to mandate anything upon the people no matter the age. You are remiss in your responsibilities to protect the rights of the people and you are again noted of your Crimes Against Humanity for you lack of seeking the truth and accepting status quo and failing in your leadership.

Is your counsel educated in Constitutional Law?

You should seek counsel and choose wisely, as it is quite apparent that your counsel is remiss in educating you all, on your obligation to your oath and the people you serve including to date "not" responding to our continual communication.

This is not a dictatorship; We the People pay you and elected you to KNOW, yet we are educating you. Shameful!

Did even one of you question this "perceived authority"? Did you Cathy? Did you Paul? Did you Mary? Did you Susan? Did you Linda? Did you Lisa? Did you Stephen? Did you Jack? Has indoctrination settled in your spirit as ultra-mind-control that made you believe in "perceived authority"? Did you stop and think that you are being misinformed?

This Notice is to remind ALL THOSE in public service that We the People have now INFORMED each one including The County and County Public Health, are demanding to you all to cease and desist. Your failure to do so will not only open each of you to criminal acts of State and Federal levels but also on international levels.

Practicing Medicine Without a License – You and everyone employed by the County of San Bernardino, and not limited to have engaged in the practice of medicine without a license, which is a violation of State Law.

This NOTICE is to inform you of your VIOLATION(S) of our CONSTITUTIONALLY PROTECTED RIGHTS (Article 4-2-1) or ANY OTHERS' RIGHTS, PRIVILEGES, OR IMMUNITIES that we may have and VIOLATION(S) OF DUE PROCESS OF LAW as is required by US Code, Statue, the Constitution for the United State of America and the California Constitution (1849).

BE IT KNOWN that you are attempting to make law in absence of due process of the laws by issuing "Directives" "Ordinances", "Orders", "Mandates," and other statements that create a color of law but are not actual law and you DO NOT HAVE THE AUTHORITY TO DO SO, THEREFORE, you are PARTICIPATING IN A CONSPIRACY that is IN VIOLATION OF YOUR OATH OF OFFICE. As an Oath Sworn public Servant you are governed by the Contracts established by Federal and California State Constitutions and Federal Codes and Statues, and all apply to you.

BE PUT ON NOTICE that YOU WILL BE HELD FULLY RESPONSIBLE AND PERSONALLY LIABLE for your actions under the pertinent US Codes (information herein schedules of fines) and Criminal and Civil Statues, some of which are set forth in this NOTICE, but are not limited to this notice.

No agency has authority over the people and all the officials "pretending to have perceived authority are fraud before the people.

We are a country of laws! You that took an Oath to protect the right of the people should be educated to know that ordinances, rules, required, regulations, ordered, recommended, compulsory, demanded, decree, MANADATES are NOT LAW.

This Notification of liability is an essential element of due process of law. You are required to respond in rebuttal to these presentments in writing if you do not agree. If you choose to respond, you must include bonafide evidence that supports your positions. Merely reciting court cases does not constitute giving a response to this Administrative Notice and Administrative Due Process; and any rebuttals that do not include supporting strict evidence will be our mutual agreement that said unsupported statements made by you are frivolous! As silence is acquiescence under the law (tacit), silence can only be equated with fraud where there is a lawful or moral duty to speak, or, where an inquiry left unanswered would be misleading, whether intentionally or not. Your refusal, neglect or

failure to respond in writing forthwith time limit mutually agreed to herein shall be our mutual agreement and your express admission(s) to all that I state herein/hereafter.

Be it therefore known by these presents, that We, the People, supra, are competent natural born men upon the land, and we hereby and herein give each of you formal Notice of Acceptance of your Oaths of Office for named "public servants: Paul Cook, Janice Rutherford, Dawn Rowe, Curt Hagman, Joe Baca Jr., and all the employees of San Bernardino County.

Each of you have been required to take the following oaths:

1. Article XI, section 13 of the California Constitution (1849*):

Sec. 3. Members of the Legislature, and all officers, executive and judicial, except such inferior officers as may be by law exempted, shall, before they enter on the duties of their respective offices, take and subscribe the following oath or affirmation:

" I do solemnly swear (or affirm, as the case may be,) that I will support the Constitution of the United States, and the Constitution of the State of California, and that I will faithfully discharge the duties of the office of, according to the best of my ability."

And no other oath, declaration, or test, shall be required as a qualification for any office or public trust.

2) Statute I, June 1, 1789, Section 3, requires the following oath to be taken, as well:

And be it further enacted, That the members of the several State legislatures, at the next sessions of the said legislatures, respectively, and all executive and judicial officers of the several States, who have been heretofore chosen or appointed, or who shall be chosen or appointed before the first day of August next, and who shall then be in office, shall within one month thereafter, take the same oath or affirmation, except where they shall have taken it before; which may be administered by any person authorized by law of the State, in which such office

shall be holden, to administer oaths. And the members of the several state legislatures, and all executive and judicial officers of the several States, who shall be chosen or appointed after the said first day of August, shall, before they proceed to execute the duties of their respective offices, take the foregoing oath or affirmation¹, which shall be administered by the person or persons, who by the law of the State shall be authorized to administer the oath of office; and the person or persons so administering the oath hereby required to be taken, shall cause a record or certificate thereof to be mad, in the same manner, as, by the law of the State, he or they shall be directed to record or certify the oath of office.

3) The Political Code § 904. Oath, form of. Before any officer enters on the duties of his office, he must take and subscribe the following oath:

"I do swear [or affirm] that I will support the constitution of the United States and the constitution of the state of California, and that I will faithfully discharge the duties of the office of according to the best of my ability." En. March 12, 1872. Cal. Rep. Cit. 75, 452; 79, 109. Provision constitutional: See California Const. (1849), Art. XI, sec. 3.

If you have taken any other oath besides the one Required pursuant California Constitution (1849) Article XI, section 3, then you are not qualified to be in said Office, and employment by the State/County, and your Offices are vacant and have been vacant for failures to timely take the proper (1849) oaths, and file them with the County Recorder's Office, and the Secretary of State. If you are Jewish and have taken and performed "The Prayer of Kol Nidre," or a Mason and taken "The Masonic Oaths," or the "Jesuit Oath" you are not qualified, as after had taken the Prayer of Kol Nidre, the Masonic Oath and/or the Jesuit Oath, you're having taken any other Oaths aforementioned, it means that you have perjured your Oath of Office and lied. It also shows your intent not to be honorable and that you do not feel any obligation to the Solemn Oaths of Office you undertook, prior to entering office within San Bernardino County. If you have done any acts without having entered Office by first taking said required oaths, then all acts you have performed are in fact.

void, and we hold them for naught, and you will be prosecuted for exercising the Office(s) improperly and prosecuted for impersonating a State Officer and/or Political Subdivision Employee, known as San Bernardino County/County of San Bernardino. It does not matter what the Court of Appeals have said, as the fundamental law is the federal Constitution (1789) as well as the Constitution for the State of California (1849). We do not honor anything contrary to our fundamental laws!

The Political Code §907, provides:

Oath, when taken. Whenever a different time is not prescribed by law, the oaths of office must be taken and subscribed, and filed within ten days after the officer has notice of his election or appointment, or before the expiration of fifteen days from the commencement of his term of office, when no such notice has been given. En.

March 12, 1872. Cal. Rep. Cit. 57, 621; 63, 128; 63, 176; 79, 109; 85, 511; 85, 512; 85, 513, 127, 350; 127, 351. When must qualify: See post, sec. 947 See mandatory section: Post, sec. 947.

The Political Code §909, provides:

Oath, where filed. Every oath of office certified by the officer before whom the same was taken, must be filed within the time required by law, except when otherwise specially provided as follows: First - The oath of all officers whose authority is not limited to any particular county, and of all officers whose duties are local, or whose residence in any particular county is prescribed by law, in the offices of the clerks of their respective counties. Second - The oath of all officers, elected or appointed for any county, and of all officers whose duties are local, or whose residence in any particular county is prescribe by law, in the offices of the clerks of their respective counties. Third - [omitted.]

1 "I, A.B. do solemnly swear or affirm (as the case may be) that I will support the Constitution of the United States."

The Political Code §910, provides:

Oath of deputies. Deputies, clerks, and subordinate officers must, within ten days after receiving notice of their appointment, take and file an oath in the manner required of their principals. En. March 12 1872. Cal. Re. Cit. 107, 233.

The Political Code §947, provides:

Time for filing bond. Every official bond must be filed in the proper office within the time prescribed for filing the oath, unless otherwise expressly provided by statute. En. March 12, 1872. Cal. Re. Cit. 57, 621; 63, 176.

The Political Code §950, provides:

Bonds of county and township officers. Unless otherwise prescribed by statute, the official bonds of county and township officers must be approved by the judge of the superior court, recorded in the officer of the county recorder, and then filed in the county clerk's office. En. March 12 1872. Am'd. 1880, 20. Recording and filing of bonds: See post, secs. 951, 953, 986.

The Political Code §951, provides:

Record of official bond. Official bonds must be recorded in a book kept for that purpose and entitled "Record of Official Bonds." En. March 12, 1872.

The Political Code §961, provides:

Suit on bonds. Every official bond executed by any officer pursuant to law is in force and obligatory upon the principal and sureties therein to and for the state of California, and to and for the use and benefit of all persons who may be injured or aggrieved by the wrongful act or default of such officer in his official capacity; and any person so injured or aggrieved may bring suit on such bond, in his own name, without an assignment thereof. En. March 12, 1872. Cal. Re. Cit. 64, 217; 74, 375; 99, 499.

The Political Code §967, provides:

Liability of officers and sureties. The officer and his sureties are liable to any party injured by the breach of any condition of an official bond, after the execution of the additional bond, upon either or both bonds, and such party may bring his action upon either bond, or he may bring separate actions on the same cause of action and recover judgement therefor in each suit. En. March 12, 1872.

The Political Code §975, provides:

Office declared vacant for want of official bond. IN ten days after the service of such notice, the judge, court, board, officer or other person with whom the same is filed, must make an order declaring such office vacant, and releasing such surety from all liability thereafter to arise on such official bond, and such office thereafter is in law vacant, and must be immediately filled by election or appointment, as provided for by law as in other cases of vacancy of such office, unless such officer has before that time given good and ample surety for the discharge of all his official duties as required originally. En. March 12, 1872. Cal. Rep. Cit. 59, 450.

The Political Code §996, provides:

Vacancies, how they occur. An office becomes vacant on the happening of either of the following events before the expiration of the term: 1-8 [omitted.] 9. His refusal, or neglect to file his official oath or bond within the time prescribed. En. March 12, 1872. Cal. Rep. Cit. 55, 80; 57, 621; 5', 622; 62, 568; 63. 176; 06, 656; 67. 12; 67, 118; 67, 119; 68, 283; 79, 111; 79, 112; 87, 479; 100. 539; 100, 540; 100, 541; 107.240; 117, 620; 139, 681. Subd. 9—107, 241; 109, 389. Subd. 10—118, 395.

If you have valid Oaths of Offices (and bonds) then these said Oaths of Offices being your open, binding and irrevocable offer, to which Our acceptances does hereby ratify into a firm, binding, private, bilateral contract between us, the People, by which you agree to uphold the Supreme Law of the Land, also known as the Constitution for the united States of America (1789) with the Bill of Rights (1791), and the Constitution for the State of California (1849), which you must perform all of your duties as Public Servants. Further, you are required to uphold and to protect all of my rights, by which I agree to receive, and, with the express and implied protections and provisions of said fundamental laws, including our rights, both as and of the services of your offices, as the valuable consideration passing between us that consummates the acceptance of the contract as it was offered.

Further, We, the People, are not obligated in any way to comply with regulations, codes, statutes, and administrative procedures, as that We, the People ourselves are not subject to ADMINISTRATIVE, REGULATIONS, or laws Unless we have consented to be bound by it in relation to engaging in some REGULABLE PRIVILEGE governed by the state. As of this writing we have no regulable obligations with you.

Penal laws WOULD and DO apply in cases of rights violations through some manner of harm perpetrated by an individual or group, but NOT administrative or regulatory law without that consent to engage in that specified privileged activity.

We would recommend that you all read a highly informative book called "Is Administrative Law Unlawful?" It is written by an actual law professor, Philip Hamburger (no pun intended), and his points are logically irrefutable but tyrannically ignored by those in power because it would take all of your wrongfully presumed/assumed powers away.

The California Constitution (1849), requires you to take an oath to support the and defend the Constitution for the United States and state Constitution (1849), and to defend me and my rights, as you expressed it under "Declaration of Rights." I have included excerpts from the "Declaration of Rights" that you swore an oath to.

We further know that though you took some type of oaths to support and defend us and our freedom, including, but not limited to the federal and state Constitution (1849) (Article XI, section 3); and, that each of you have never actually read or understand the obligations you have imposed upon yourselves upon being hired. We have included pertinent sections that you have declared are the enumerated rights of the people, so as to avoid any future misunderstandings/misapprehension that you may have regarding the true basis of your employment as public servants actually mean.

California Constitution, Article I, Section 1: All men are by nature free and independent, and have certain inalienable rights, among which are those of enjoying and defending life and liberty, acquiring, possessing, and protecting property: and pursuing and obtaining safety and happiness.

Question: Are there any exceptions to Section 1? Don't understand this one? OK. Where under Article I, section 1 does it say, "except to "California Department of Public Health, CAL/OSHA, CA Health and Human Services, Public Health Accreditation Board," "State Public Health Officer & Director," "Centers for Disease Control and Prevention," "County Superintendent of Schools," "Bear Valley Unified School District," "The "San Bernardino County Code," The "Civil Code of Procedure," or The "Penal Code"?"

Answer: There are no exceptions in the organic Constitution granting exceptions to

Organic Cal. Const. (1849), Art. XI, Sec. 3. Members of the Legislature, and all officers, executive and judicial, except such inferior officers as may be by law exempted, shall, before they enter on the duties of their respective officers, take

and subscribe the following oath or affirmation: "I do solemnly swear (or affirm, as the case may be,) that I will support the Constitution of the United States, and the Constitution of the State of California, and that I will faithfully discharge the duties of the office of the County of Board Supervisors , according to the best of my ability." And no other oath, declaration, or test, shall be required as a qualification for any office or public trust.

The "California Department of Public Health, CAL/OSHA, CA Health and Human Services, Public Health Accreditation Board," "State Public Health Officer & Director," "Centers for Disease Control and Prevention," "County Superintendent of Schools," "Bear Valley Unified School District," "The "San Bernardino County Code," The "Civil Code of Procedure," or the "Penal Code"? and certain sections contained therein, at Article I, section 1 of the California Constitution (1849).

California Constitution, Article I, Section 2: All political power is inherent in the people. Government is instituted for the protection, security, and benefit of the people; and they have the right to alter or reform the same, whenever the public good may require it.

Question: Since "All political power is inherent in the people" where is the constitutional exception to the San Bernardino County, State of California, and the State of California, the School Board, or the United States?

Answer: There are no exceptions where the city, State, County, the School Board, or the United States have political power over the Sovereign People. Government was instituted for the protection, security and benefit of the people, and we have the right to alter the same, meaning get rid of you, when you violate your solemn oaths.

California Constitution, Article I, Section 10: The people shall have the right freely to assemble together, to consult for the common good, to instruct their representatives, and to petition the legislature for redress of grievances.

Definition of "instruct." Merriam-Webster's 2016: "to give (someone) an order or command."

Question: Since the people have the right to instruct (order) their representatives, which you as public servants are required to be ordered about, where is the exception to the people being ordered to do certain things by our servants?

Answer: There are none. You must accept orders and commands of the people, meaning us the People, when plural or singular in number; and you must stop trespassing on our rights, our children's' rights and must stop denying the people the ability to exercise of our rights.

California Constitution, Article I, Section 16: No bill of attainder, ex post facto law, or law impairing the obligation of contracts, shall ever be passed.

Question: Since all codes, regulations, are ex post fact laws, meaning laws after the fundamental law, i.e., the Constitution, can never be passed. When did the City, State, or School Board, or any public servant get our permissions to have us waive the constitutional enumerated rights, and inherent rights?

Answer: Never. Servants never have permission to overrule their masters, meaning We the People. Your demand for COVID 19 Testing and Vaccinations appears to be a bill of attainder, requiring us to do something within a certain amount of time, and, if not without a trial punishes either by jail, fines, placing liens on property, or seizing and selling land/property/real estate without going through the benefit of litigation, trial by jury, etc. We decline your proposed offer to comply.

California Constitution, Article I, Section 18: Neither slavery, nor involuntary servitude, unless for the punishment of crimes, shall ever be tolerated in this State.

Question: Since the State, County and City mandates only affect State, County and City employees, San Bernardino County can only apply State mandates to the State and the County's employees or persons that contract with the State/County as employees, and that there is no contract between us the People, is it not true that forcing us against our Wills to comply with the State mandates, and failure to do so the County menaces us by refusing to perform services you are obliged to perform, proper?

Answer: Yes, it is true that by forcing us into compliance by menacing us that you will force compliance through use of violence and/or suit, or through denial of Services which you have been paid by us to perform, if we do not voluntarily submit to testing, vaccinations, without a warrant, is a form of involuntary servitude and slavery, especially when there is no science behind such so-called "mandates" from the State/Fed Govt, and absent exigency; and, there are no emergencies.

California Constitution, Article I, Section 21: This enumeration of rights shall not be construed to impair or deny others retained by the people.

Question: Why do you exercise powers not given to you, since the enumeration of our rights, enumerates that if your branch of government was not delegated rights, you have no right. So why do you exercise unwarranted powers?

Answer: Because of improper training regarding the Constitution. Failing to perform your obligations opens each one of you to personal liability for your failure to uphold your oaths which you (singularly, and plurally) declared were the rights of the people.

City/County Has Denied Us the Exercise of Our Rights and now you are informed.

See attached the unlawful breach description, and penalties therein starting with violation of your Oath of Office.

Your employer can not represent you, as this is Civil and makes you personally liable for your violations. So, when you understand you are subjecting yourself to "perceived authority" get educated quickly. There is NO VEIL of protection.....as stated, ignorance of the law is no excuse! Get educated on what it means to take an Oath under Penalty of Perjury.

Remember you work for We the People! We the People are looking for smart, educated, trustworthy, focused, ethical, strong leadership with integrity, (backbone) and the ability to "stand alone" for what is right, truthful and "just".

You were elected to make decisions for the betterment of humanity. Currently you and your colleagues on all levels is deception, lies and misinformation that you **are not** challenging and are partaking in Crimes Against Humanity. This reliance upon others is tainting your ability to seek the truth. Why do **WE** know more than you?

ONE LIFE IS TOO MANY! How much blood do you currently have on your hands by your lack of knowledge? This is not an exaggeration!

You took an Oath to represent We the People. Your names have been duly noted and participating in the indoctrination that you have been fed. This is a reminder that your authority comes from We the People.

If you continue your chosen path, not upholding your Constitutional duties we ask you to resign your position. You have five days from the mailed Certified receipt of this Notice to respond. If you fail to respond, including being sued in your individual/personal capacities for at least \$1,000,000.00 each, not including costs, attorney's fees, etc. etc., etc.

It is important for you to understand that you have been "informed". In a court of law being informed makes your actions from this point on "willful" which is considered criminal behavior.

Within you will find attached Redress of Grievances to all School Board Elected or Appointed Officials along with insightful information from LIF, Who teaches the teachers.

Awaiting Response,

We The People

We, the People of Big Bear

A BOND CLAIM MAY BE FILED AGAINST YOUR SURETY LIABILITY INSURANCE POLICY IF THIS ABUSE MANDATES DO NOT STOP TODAY

Total Amount Owed to Notifying Party: \$379,260,000.00

Breach	Penalty	Authority
VIOLATION OF OATH OF OFFICE	\$250,000.00	
18 USC 3571 CONSPIRACY	\$10,000.00	
18 USC 241 DEPRIVATION OF RIGHTS UNDER COLOR OF LAW	\$1,000.00	
18 USC 242 EXTORTION	\$5,000.00	
18 USC 872 FRAUD	\$10,000.00	
18 USC 1001 RICO/RACKETEERING (CIVIL)	25,000.00	
18 USC 1964(C) BRIBERY CONCERNING RECEIVING FEDERAL FUNDS	\$5,000 per violation (10 years in prison)	
18 USC 666 OBSTRUCTING AND DELAYING COMMERCE and unlawfully taking and obtaining personal property under fear of threat	10 years in prison minimum	
18 USC 1951 "Hobbs Act" GENOCIDE	\$1,000,000.00	
18 USC 1091 TREASON (combined actions above) and allowing unelected	and \$250,000.00	
18 USC 3571 Page 7 of 16 unaccountable agencies and agents to dictate and shape policy that violates due process rights	\$250,000.00	18 USC 3571

This notice is provided to inform you that the Notifying Party has provided the above descriptions of the unconstitutional and illegal actions that have endangered the health of our children attending this school district. Furthermore, the CRT and LGBTQ+ is inappropriate material to be taught in any school. It incites violence and causes extremely suicide tendencies in your children. If these illegal mandates do not stop today, We, the people, will seek damages for the full amount listed above.

Redress of Grievances

To all School Board Elected or Appointed Officials

Since the establishment of governments by the men and women of this great Nation, that God created for all of us to live in harmony, it has always been our right to redress our grievances with all government elected officials. Our founding forefathers created governments to sever and protect all freedoms that we hold dear to our hearts. Governments were never created to rise above the men and women, but instead to protect and serve the men and women.

Let it be known that God makes nations and man create governments. What man has created, man can abolish or reestablish a new institution of government to govern them. What God creates, no man can abolish or change. God created mankind and divided them into nations by their language and ethnicity.

We have created this school board that sits before us today. Your duties were simple, educate and protect our sons and daughters. Instead, you have taken these duties that we entrusted with you and have turned them into a system of slavery, have attempted to break families apart, allowed gender-altering drugs to be given to our sons and daughters, and have allowed unethical pornographic material into our educational system.

This Board of Education was created by all men and women of this district and it was the same men and women of this district that voted you in. Our forefathers spoke these words loud and clear back in 1776. "We hold these truths to be self-evident – that ALL MEN ARE CREATED EQUAL, that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness".

We hold these Truths to be self-evident, that all men are ... endowed by their Creator with certain unalienable Rights... To secure these Rights, Governments are instituted among Men... That whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to affect their Safety and Happiness. ... Mankind is more disposed to suffer, while Evils are sufferable than to right themselves by abolishing the Forms to which they are accustomed. But when a long Train of Abuses and Usurpations, pursuing invariably the same Object, evinces a Design to reduce them under absolute Despotism, it is

them all. Young children do not see the color of anyone's skin they love everyone the same. I, for one am sick of hearing how your teachers at the school make young little girls and boys stand up before the class and apology about the color of their skin.

Fourth, all health surveys will end immediately. I have had the privilege to review a few of these surveys and there is nothing in them about health. I was under the impression you were asking my son or daughter about what they ate for breakfast, if they were allowed to eat sugar, and if they ate vegetables. However, this is not the case. In the surveys, you talked about drugs, alcohol, and sex. These surveys even ask our sons and daughters if they were drunk while having sex. This is inappropriate to ask any young boy or girl these questions.

Fifth, if a young boy or girl wants to identify as the opposite sex this is their God-given right to do so. However, it is our right as mothers or fathers to protect our sons and daughters and not expose them to any danger while attending public school. All children, no matter what they wish to identify as, will use the appropriate bathroom for their sex. There will not be any boys that identify as girls allowed in the girl's bathroom or locker rooms. We, the men and women standing here today have elected you as public officials to protect all of our sons and daughters in this district and not endanger them with this type of behavior. This type of reckless behavior exposes them to all types of dangers while in your care.

Sixth, we have the right to disapprove of any teacher in this school district that is trying to indoctrinate our sons and daughter to be transgender. All the men and women standing here today are well aware of the fact that teachers place secret signs in the classroom identifying the classroom as a safe place for transgender children. I, for one am not objecting to any child attending public schools no matter how they want to identify themselves. What I am objecting to is the fact that transgender is so low and not even 0.005 % of the world's population is transgender. We are well aware of the drugs that schools are offering our sons and daughters that block their hormone growth and their sexuality process. This drug is highly dangerous and it is given to sex offenders to stop their sex drive. No board of education, teacher, or superintendent has the right to administer drugs, suggest our sons and daughters take these drugs, or suggest to our sons and daughters that the sex they were born is wrong.

Seventh, the Superintendent of this district will stop altering and changing the name of transgender indoctrination programs in the schools to other names such as health and wellness. No matter what you call this, it is all the same. We are savvy to all of your tricks now and have seen many

their Right, it is their Duty, to throw off such Government, and to provide new Guards for their future security.

The words written above are found in the Declaration of Independence of 1776. The current governmental system has tried everything in its power to enslave the men and women of this nation and indoctrinate our sons and daughters into this new way of life. As strong believers in God, humanity, and the goodness of all men and women on this earth, we stand firm in our beliefs. For many years now the mothers and fathers have stood up before this board of education and redressed our grievances to no avail. We have been talking to stone statutes sitting in the chairs before us. We will no longer tolerate this abusive behavior from the elected officials that occupy those chairs.

The men and women of this community elected this school board and it is the men and women of this community who can abolish this school board. Listen, read, and hear the words spoken by each mother and father that stands up before this board. Your rules have no jurisdiction over any of us. Keep in mind we sat you in that chair and we can remove you from that chair. Your duties to all mothers and fathers are to listen to us, hear what we have to say, pay attention to our grievances, and make the changes we require. There are no time limits given to us by God, so therefore there are no time limits given to us by you.

Our grievances are simple and will require you to act upon them immediately. First, we want all indoctrination to cease immediately. All use of pronouns to identify our sons and daughters will be stricken from the educational system immediately. Our sons and daughters will be addressed by the Christian name we gave them at birth.

Second, all sex education material will need our approval before it is introduced to our sons and daughters. That includes all reading material, homework, and anything that deals with transgender. If a person wants to identify as a man, woman, boy, or girl that is their God-given freedom of choice. It is not part of an educational system that needs to be taught to our sons and daughters. Our sons and daughters have young, impressionable minds and this type of education is inappropriate in any educational system.

Third, all critical race theories will end immediately. If any of you have ever gone to church when you were younger, then you would automatically know that God loves all his children. When I was a young child, I learned this song. Please allow me to refresh your memories. "God loves all the children of the world. Red and yellow black and white they are precious in his sight". This means that no matter what color a child's skin is God loves

teachers laughing and boasting about how stupid the mothers and fathers are. If you hire a professional teacher to teach our sons and daughters then this teacher has a professional obligation to keep their personal life, their beliefs, and their opinions to themselves. A classroom is no place for a teacher to discuss their personal life with our sons and daughters. If a teacher deems this necessary then this teacher is not professional and should not be teaching school in this district.

Eighth, in any workplace, if this type of behavior would happen, it would be deemed as sexual harassment. Plain and simple this is sexual harassment and this school board allows it to happen in the public school district you are responsible to protect and monitor. A full background check and clearance will need to be performed for all teachers that are hired to teach young children. If any of you realize or have bothered to follow the news many teachers are being arrested for possession of child pornographic material and sexual abuse. It is your responsibility to screen teachers before hiring them to be around young boys and girls in your care.

Ninth, I realize there is a time limit for public school board meetings. However, your dictatorship of only allowing a person to speak for 2 or 3-minutes is uncalled for. Setting a timer or cutting off the microphone is communist and you are dictators. The men and women who have elected you have the right to be heard. I realize that a person who speaks for half an hour is abusing our time. We as the mothers and fathers of this district have the right to vote on an appropriate time limit to allow each of us time to be heard during these meetings. A vote should be taken at the school board meeting and it is up to us to decide the time limit for each person and not you.

Tenth, this is a world of loving mothers and fathers who have real-life concerns about our sons and daughters. We bring these concerns in front of this school board only to fall on deaf ears. You are not doing the job you were elected to do. As a public servant who is entrusted with the safety, care, and education of our sons and daughters, it is up to you to listen to our concerns and take appropriate actions to correct these problems. Currently, you are loyal to only one body of government and that is the body that is paying you to ignore the men and women who have elected you.

Eleventh, this school board will not create any new mandates that deal with our son's and daughter's health. We know that the governments are talking about new lockdowns and mandates. It won't work again. We are the mothers and fathers who are responsible for our son's and daughter's health. Not this school board. If the government thinks they can fool us again into giving up our lives, wearing masks, or taking some experimental

vaccine they are wrong this time. The same goes with this school board. Please keep in mind it was the men and women standing in this room that put you in office and it is the men and women here that will have you removed.

Our forefathers used the redress of grievances to correct problems with the local governments they established back in 1976. There will come no harm to any man or woman who stands before a government servant they have elected and address their grievances to this body of government. It is the duty and sworn oath of office that you gave to the men and women here. You swore that you would perform these duties which protect us from all harm. Part of your sworn duties is to protect our sons and daughters from all dangers and harm while under your care.

This is God's wishes and God's will for all nations established by God on this land. We were created by God and nothing that God creates can be destroyed. It was men and women who created Governments for our protection and it is only men and women who can take down and destroy these governments and create new ones.

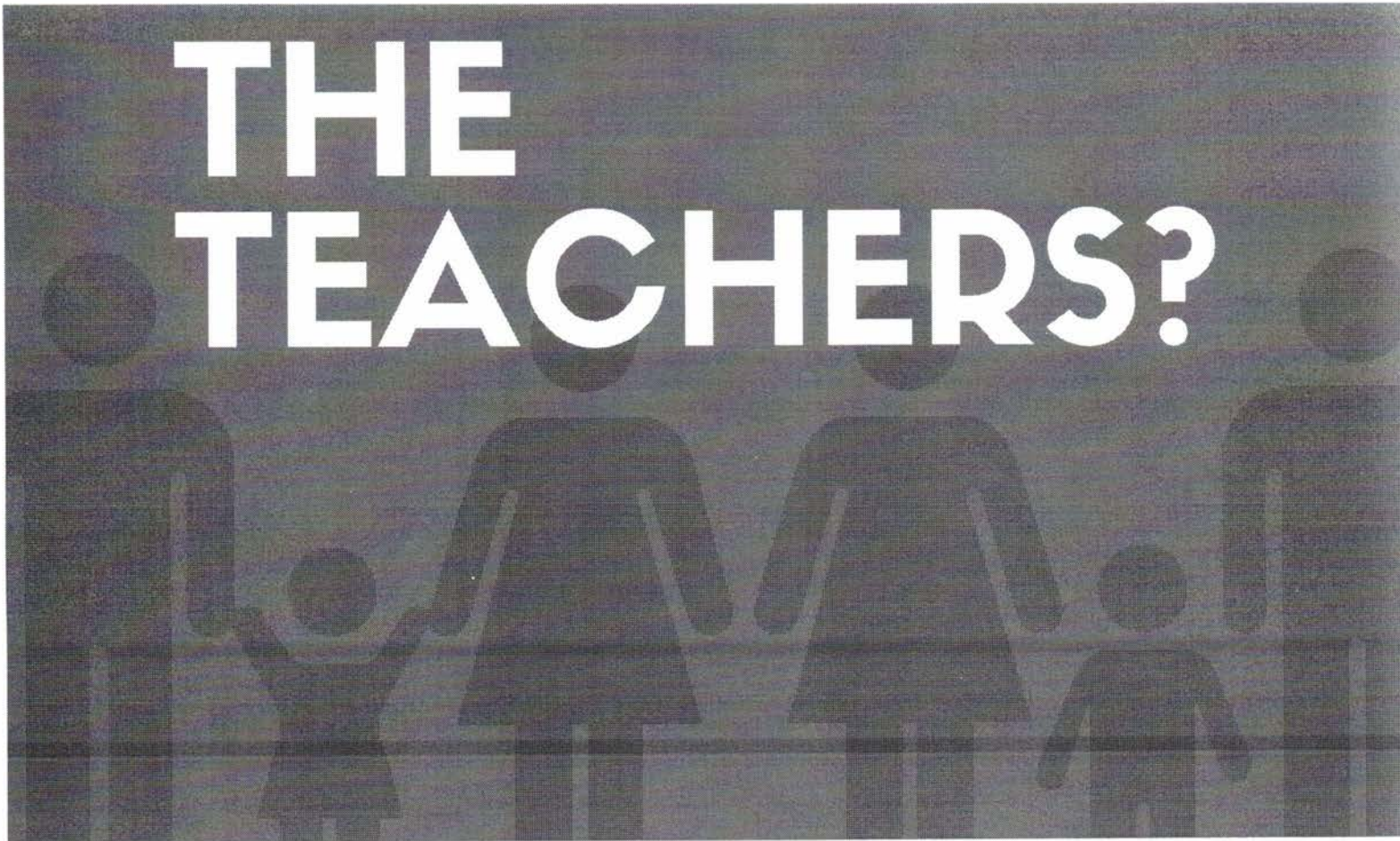


University of California Schools of Education
Indoctrinate Future Educators in Critical Race
Theory and Related Ideologies

By Brandy Shufutinsky, EdD

**WHO
TEACHES**

**THE
TEACHERS?**



Executive Summary

The report below explores the ideological underpinnings of education programs at the University of California. It also looks at education “centers” attached to the universities.

Remote learning during Covid-19 pandemic school shutdowns exposed many parents to radical ideologies being taught to their children. Many lessons – on issues like race, racism, gender identity, sexuality, politics, and history – appeared to incorporate Critical Race Theory (CRT) concepts repackaged for children.

In an effort to discover where these theories are coming from, the report below explores the ideological underpinnings of education programs at the University of California. It also looks at education “centers” attached to the universities. The report concludes that University of California Schools of Education and teacher preparation programs are saturated with Critical Theory ideology.

The report also includes a small sample of how Critical Ethnic Studies is directly influencing teacher preparation. It is reasonable to suppose that this teacher training in Critical Theory is directly impacting what future and current teachers bring into K-12 classrooms.

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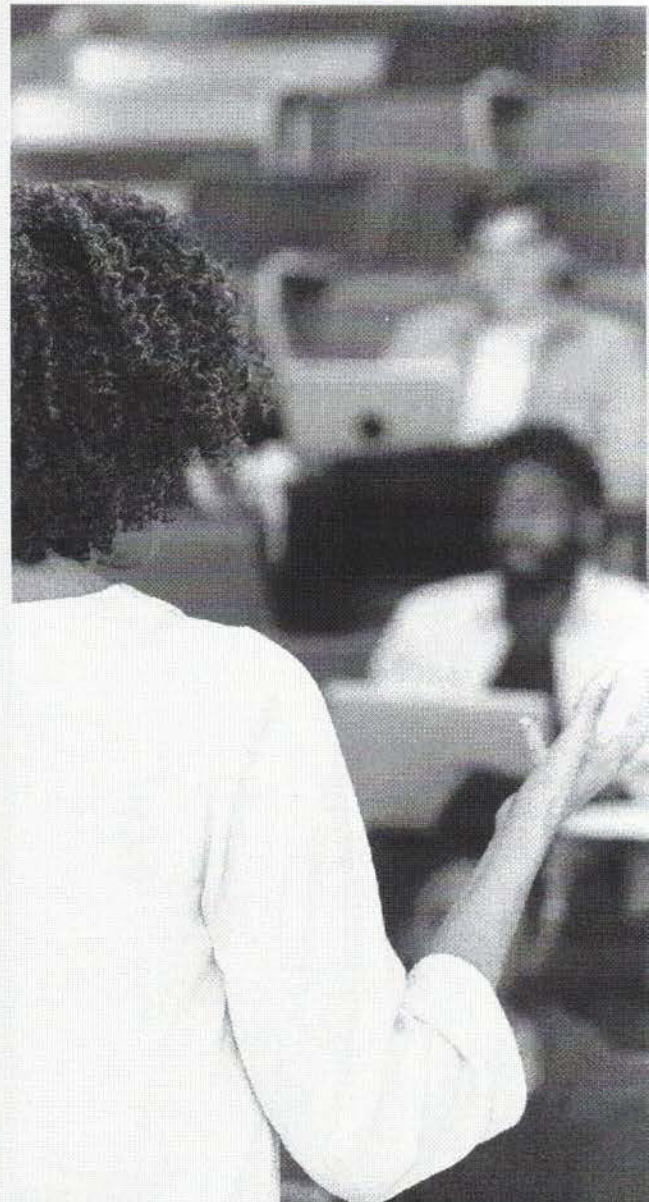
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Introduction

The Covid-19 pandemic ushered in many changes to work and learning spaces, including pulling back the curtain on what material, pedagogy, and ideology were being disseminated in K-12 classrooms. The brighter the light shone, the more concerned parents became with what their children were learning in American public schools. Lessons on race, racism, gender identity, sexuality, politics, and history are just some of the issues that concerned parents, students, educators, and others. Many lessons appear to incorporate Critical Race Theory (CRT) concepts repackaged for children.

Critical Race Theory (CRT) has been making headlines in recent years and while CRT is relevant to this research, I have chosen to use the broader term, Critical Theory, when examining the pedagogy and ideology that is informing programs at University of California Schools of Education (SOE). Ideology that is coming into K-12 classrooms is not solely based on race and addressing issues like racial diversity and racism. Critical theories are being used to inform discipline and restorative justice practices in schools, meritocracy and grading, and teacher professional development. Please see the following diagram as one example of how critical theoretical frames are used in K-12 classrooms.



Many parents and others are asking where this ideology is coming from. This research scratches the surface of the question by examining what future and current teachers are being taught in Schools of Education, teacher preparation, and educator/administrator professional development programs in the University of California (UC) system.

According to universityofcalifornia.edu, there are more than 28,000 UC-educated teachers in California public schools. These teachers are responsible for teaching in approximately 77 percent of the public schools throughout the state. The impact that UC educated teachers have in shaping the minds of future generations is substantial. Because of the impact UC trained teachers have on students, it is essential that the pedagogical frame(s) used in schools of education and teacher training programs are examined for politicization and biases.

The report below examines curricula used by University of California Schools of Education for minors, majors, and graduate programs. It focuses especially on

teacher preparation programs, as it appears that these programs offer more divisive ideological pedagogy than minor, major, and graduate programs alone. Specifically, UC Berkeley, UCLA, and UC Riverside have “centers”, attached to the universities, that provide teacher preparation and continuing education programs. These centers are steeped in critical theory and social justice ideology that discourages viewpoint diversity and critical thinking. This is outlined in detail within this report. Please note that not all of teacher education programs reviewed within this report are blatantly centered on critical theory. However, in the majority of programs, an association can be drawn between critical theory ideology and the substance of teacher preparation and administrator programs.

Common Terminology

Critical Theory: A critique of society that examines ways in which power is used to oppress marginalized groups. Critical theorists believe that the privileged (men, White people, capitalism, Christians, heterosexual people) hold power and must be countered through transformative practices in order to foment social change towards truer democracy. “A critical theory of education is rooted in an understanding of the features of currently existing capitalist societies, their relations of subordination and domination.”¹ As explained above, “critical theory” encompasses a number of related ideologies born out of “critical race theory.” Besides critical race theory, these ideologies include gender ideology, recent changes made to social-emotional learning (SEL), and the ideology that informs restorative justice.

Truer Democracy: Is a concept of Marxism where the state system is replaced by universal suffrage.

Anti-Racist Education: Examining current and past racism in order to disrupt White supremacy

¹ Mellor, D. (2013). “Critical theory of education.” In J. Ainsworth (Ed.), *Sociology of Education: An A-to-Z Guide* (Vol. 1, pp. 165-167). SAGE Publications, Inc. 2013. <https://dx.doi.org/10.4135/9781452276151.n96>.

UC Berkeley School of Education

<https://bse.berkeley.edu/>

UC Berkeley's School of Education offers the following three education programs:

- Master's in Education
- Undergraduate minor
- Teacher education preparation.

While all three programs offer classes that are informed by critical theory, the Berkeley Teacher Education Preparation (BTEP) program is most concerning. Both the BE3 Teacher Education Handbook, also known as the Berkeley Educators for Equity & Excellence (BE3) Program Handbook (hereinafter "BTEP Handbook")², and the Berkeley Educators for Equity & Excellence (BE3) Identity Statement it contains, are riddled with critical theoretical concepts.

Teacher education preparation

Berkeley Teacher Education Preparation (BTEP)

Berkeley Educators for Equity & Excellence (BE3) Program Handbook

"BE3 teachers seek to educate towards a more socially just world. BE3 teachers recognize schooling's role as pivotal institutions that can reproduce and can disrupt structures of inequality and oppression. And they have enrolled in a teacher preparation program that allies with historical struggles for equity and transformative justice, work that is profoundly challenging and meaningful."

The BTEP Handbook includes the following:

*This Identity Statement is integrated throughout all aspects of BE3's program, from how faculty conceptualize BE3 coursework to how students pursue inquiry towards their MA projects. Thus, the Statement's commitments are made into reality in the joint work of all members of the BE3 community, especially as our teachers strive towards their realization in schools and communities. This handbook outlines those program components through which BE3 lives out our identity.*³

The BTEP Handbook informs all aspects of teacher education at UC Berkeley School of Education. It has no room for views that contradict the critical theoretical lens used. In short, every university student that studies in the Berkeley Teacher Education Preparation program is taught through a critical theoretical lens. Much of

² <https://docs.google.com/document/d/11JmydzgXCRItT4YoAieBATvhyoNbRfMH5E93Avj5W1Q/edit#heading=h.fl56i4ho3lnm>

³ <https://docs.google.com/document/d/11JmydzgXCRItT4YoAieBATvhyoNbRfMH5E93Avj5W1Q/edit#>

what is included in the handbook mimics the goals and principles of the critical ethnic studies academic discipline.

“BE3 teachers seek to educate towards a more socially just world. BE3 teachers recognize schooling’s role as pivotal institutions that can reproduce and can disrupt structures of inequality and oppression. And they have enrolled in a teacher preparation program that allies with historical struggles for equity and transformative justice, work that is profoundly challenging and meaningful.” “...we strive to fulfill ongoing struggles for education that are genuinely for the public good and that resist prioritizing market-driven agendas over people.”⁴ Disrupting structures of inequality and oppression are central to critical theory. BE3 is the program handbook for Berkeley Educators for Excellence Program, which serves as the “guide to the components, procedures, and designs for UC Berkeley Graduate School of Education (GSE) teacher MA + credential program.”⁵

BE3 Identity Statement

- “BE3 prepares teachers who are committed to co-creating powerful and enriching classrooms that embody the values, relationships, and experiences of a more just world. Such spaces of learning are only possible when teachers build on the strengths and assets of students. These spaces emerge from a commitment, grounded in humility and hope, to construct classrooms, pedagogies, and practices in solidarity with families and communities who have been marginalized. In doing so, we strive to fulfill ongoing struggles for education that are genuinely for the public good and that **resist prioritizing market-driven agendas** over people. Our work as teachers requires a profound **recognition that schooling and education have been avenues for liberation, transformation, and justice as well as oppression, colonization, and dehumanization—an awareness that demands that each moment of teaching is intentionally approached as political, ethical, and moral.** In BE3, we embark on a continuous journey of **naming and interrupting systems of oppression, including white supremacy, settler colonialism, patriarchy, ableism, and heteronormativity**, and centering the knowledges, values, and experiences of marginalized communities. Knowing that power shapes what we teach, how we teach, and who we become as teachers and learners, we remind ourselves that washing our hands of conflicts in society is not neutrality—it is siding with systems of oppression.”
- “This Identity Statement is integrated throughout all aspects of BE3’s program, from how faculty conceptualize BE3 coursework to how students pursue inquiry towards their MA projects. Thus, the Statement’s commitments are made into reality in the joint work of all members of the BE3 community, especially as our teachers strive towards their realization in schools and communities. This handbook outlines those program components through which BE3 lives out our identity.”⁶

The BE3 Identity Statement purports to define, “who we are and who we strive to be.”⁷ The Identity Statement defines the program’s goal as to interrupt “systems of oppression.” By way of example, those “systems of oppression” include

4 <https://docs.google.com/document/d/11JmydzgXCRIiT4YoAieBATvhyoNbrfMH5E93Avj5W1Q/edit>

5 <https://docs.google.com/document/d/11JmydzgXCRIiT4YoAieBATvhyoNbrfMH5E93Avj5W1Q/edit>

6 <https://docs.google.com/document/d/11JmydzgXCRIiT4YoAieBATvhyoNbrfMH5E93Avj5W1Q/edit>

7 <https://docs.google.com/document/d/11JmydzgXCRIiT4YoAieBATvhyoNbrfMH5E93Avj5W1Q/edit>

"heteronormativity", which is the assumption that heterosexuality (i.e., being "straight") is the preferred or normal sexual orientation. Heteronormativity, also known as heteropatriarchy, is one of the targets of the field of Critical Ethnic Studies.⁸ It is classified with "white supremacy," "patriarchy," and so forth. In other words, viewing being straight as normal is equated to being a white supremacist. Also note the term "settler colonialism," a slur regularly thrown at the State of Israel and its supporters to defame the Jewish people's rejuvenation of their ancient homeland as simply "colonialism" by supposedly alien settlers against supposedly indigenous Arabs.

"Our work as teachers requires a profound recognition that schooling and education have been avenues for liberation, transformation, and justice as well as oppression, colonization, and dehumanization—an awareness that demands that each moment of teaching is intentionally approached as political, ethical, and moral. In BE3, we embark on a continuous journey of naming and interrupting systems of oppression, including white supremacy, settler colonialism, patriarchy, ableism, and heteronormativity, and centering the knowledges, values, and experiences of marginalized communities. Knowing that power shapes what we teach, how we teach, and who we become as teachers and learners, we remind ourselves that washing our hands of conflicts in society is not neutrality—it is siding with systems of oppression."⁹

Master's in Education

There are five clusters of specialization in UC Berkeley's Master's in Education program, including:

- Critical Studies of Race, Class, and Gender
- Cultural Studies of Sport in Education
- Early Education Leadership
- Learning and Data Science
- Evaluation and Measurement

Although only one specialization cluster specifically mentions Race, Class, and Gender, the School of Education Handbook and Identity Statement explicitly outline the critical theoretical lens used to teach future educators and school administrators, as evidenced above. The course description below is from the **Critical Studies of Race, Class, and Gender** specialization cluster.

⁸ <https://www.criticaethnicstudies.org/>

⁹ <https://docs.google.com/document/d/11JmydzgXCRIIt4YoAieBATvhyoNbrfMHSE93Avj5W1Q/edit>

Critical Studies of Race, Class, and Gender: Professor Glynda Hull
glynda@berkeley.edu

This Master's specialization provides students an opportunity to engage in the study of schooling in its broader social, cultural, political, and economic contexts. In particular, race, class, and gender relations are social forces that inform and shape the organization of schools and learning in its broadest sense.

We aim to provide students with a solid grounding in social theory and research methods. Faculty interests within the cluster are varied and include the political economy of education, structural racism, globalization, and migration. Two courses are selected from the cluster listing in addition to the GSE-wide Master's requirement.¹⁰

UC Berkeley offers a minor in education, where all students are required to complete a course entitled **Critical Studies in Education**. According to the UC Berkeley School of Education website, this is one of the most popular minors at the university,¹¹ meaning that a significant number of Berkeley students complete the required Critical Studies in Education course.

Minor in Education: Required Class(es)

EDUC W190A Berkeley Changemaker: Critical Studies in Education (4) Serrano. This web-based version of the Ed Minor core course examines how learning environments can empower and disempower individuals and explores the role of education in the social construction of hierarchy, inequality, difference, identity, and power. It embodies a democratic philosophy and practice, creating a learning community that encourages students to take responsibility for their own education and learn through theory, experience, and dialogue, and a capstone course project titled: the Digital Changemaker Project. Note - this course will NO LONGER include the equivalent of a unit of fieldwork for the Minor.¹²

¹⁰ <https://bse.berkeley.edu/masters-education-program>

¹¹ <https://bse.berkeley.edu/academics/undergraduate-programs>

¹² <https://bse.berkeley.edu/academics/undergraduate-programs/undergraduate-minor-education/requirements>

UC Irvine School of Education

<https://education.uci.edu/>

UC Irvine's Master of Arts in Teaching (MAT) is not entirely negative. Its specific course requirements do not appear to be based on critical theory. That gives students the option to avoid some of the ideology.

Nevertheless, (1) many of the **positions taken by the program requirements** require an unquestioning acceptance of systemic racism, which views racism as embedded in all aspects and systems in the United States, and (2) resources provided on the website are one-sided and arguably disempowering for Black students. As explained in Dr. Cierra Kaler-Jones' article, which is provided to students as part of the MAT Teacher Diversity resources, UCI's Teacher Diversity program shapes a viewpoint that Black students and other students of color are silenced by English classes and "spirit murdered" ¹³ by social emotional learning.

The social media accounts listed as examples below – for both the MAT Teacher Diversity program – all embrace a critical theoretical lens on race. According to UC Irvine, these social media accounts contain messaging that School of Education (SOE) students should abide by, as they are aligned with the SOE position on race/racism, oppression, and social justice. For example, in 2021 @teachers4socialjustice posted "The Fight for Ethnic Studies in CA with Special Guest Angela Davis," on their Instagram page. There is no mention of the concerns expressed by thousands of Californians about bigotry embedded in critical ethnic studies. The BLM@School Curriculum Resource Guide was created by a group of volunteer "educator activists," and is listed as a resource by @teachers4socialjustice, a UCI School of Education resource. These two examples highlight how Irvine's School of Education is presenting one-sided ideology within their teaching framework, with zero reference to competing ideas.

The following six required courses for education majors seem to provide a strong foundation in education without ideological rhetoric taking over the field. However, closer examination of syllabi would clarify this. No syllabi were reviewed for this report.

- Education Research Design
- Statistics for Education Research
- Introduction to Education: Disciplinary Perspectives
- 21st Century Literacies
- Theories of Development and Learning Applied to Education
- Origins, Purposes, and Central Issues in K-12 Education ¹⁴

¹³ Kaler-Jones, Cierra. Education Anew Fellow with Communities for Just Schools Fund and Teaching for Change. When SEL is Used as Another Form of Policing. Communities for Just Schools Fund.

<https://drive.google.com/file/d/1mIEVZMIGRThYefh5KT3ZNCy6gIPjd8gz/view>.

¹⁴ https://catalogue.uci.edu/schoolofeducation/education_ba/#requirementstext

UC Irvine School of Education lists the following five core concepts of education science as part of the Education Science undergraduate program.

- Social Structures and Stratification
- Human Development
- Learning
- Policymaking in Education
- Schools as Organizations 15

Note that the first core concept listed, social structures and stratification, focuses on identifying “how social structures create and reproduce different forms of social inequality in educational processes.” 16 On its own, this statement seems innocuous. However, further examination is needed regarding which social structures are being referenced. It is possible UCI is arguing that all social structures need to be dismantled because they produce social inequality. Given the critical theoretical framework that is being used throughout the UCI School of Education, that may be the most likely meaning of “social structures” here since critiquing and dismantling social structures is a foundational belief within critical theory. Critical theorists hold that social structures exist to oppress and exploit, and must be critiqued and dismantled in order to liberate the oppressed. 17

The following examples are from UCI’s MAT program, demonstrating how the program supports diversity. The **Bilingual Authorization Program** is geared towards Masters candidates who are bilingual in English and Spanish and are seeking their bilingual authorization in Spanish credential. The **Black Thriving Institute** is a project of a Spencer Foundation award in order to increase the number of Black students within the School of Education’s Master’s program. The **Teacher Diversity Program** is committed to “...recruiting and sustaining a diverse body of teachers, providing inclusive classroom resources, and promoting humanizing pedagogies. The program hosts events and provides resources to prepare educators to advocate for diversity.” 18 Some examples of events hosted to prepare educators as diversity advocates are included below - two of which are (1) **The Fight for Ethnic Studies in CA with special guest Angela Davis**, and (2) **2021 BLM@School Curriculum Resource Guide**, both found on the @teachers4socialjustice Instagram page.

15 <https://education.uci.edu/undergraduate.html>

16 <https://education.uci.edu/undergraduate.html>

17. Johnson, D. P. Contemporary Sociological Theory: An Integrated Multi-Level Approach. Texas: Springer Science + Business Media, LLC 2008.

18. <https://education.uci.edu/mat-teacher-diversity.html>

MAT Teacher Diversity ¹⁹

"Below is a sample of the ways the UCI School of Education Master of Arts in Teaching + Credential program supports our diverse community of teacher candidates."

Bilingual Authorization Program Black Thriving Institute Teacher Diversity Program

The following are just some examples of UCI's MAT Teacher Diversity initiative. The critique of SEL (social-emotional learning) predominantly focuses on claims that SEL practices are harmful to "Black, Brown, and LGBTQ+ youth of color, in particular." ²⁰ The author of this UCI resources list goes as far as to state that SEL social norms are "spirit murdering" Black and Brown students. ²¹

Below, you will find six bulleted points under the **Dismantle Anti-Blackness in the Education System** heading. Dismantle Anti-Blackness in the Education System is part of the UCI Teacher Diversity program. These points provide examples of how the School of Education is not only focused on the field of Education, but also on other in-school programming, like Social-Emotional Learning (SEL). This is an important point to notice because of (1) the growing popularity of SEL in K-12 education as a method to address child well-being and classroom management, and (2) UCI SOE is calling into question the data-proven benefits to SEL, characterizing SEL as a form of White supremacy. If SEL programming is transformed as a student-centered program in favor of an ideologically charged initiative, there is concern that it will become just another tool fomenting divisiveness in K-12 education.

[from Dismantle anti-blackness...]

19. <https://education.uci.edu/mat-teacher-diversity.html>

20. <https://drive.google.com/file/d/1mIEVZMIGRThYefh5KT3ZNCy6gIPjd8gz/view>

21. <https://drive.google.com/file/d/1mIEVZMIGRThYefh5KT3ZNCy6gIPjd8gz/view>

Black Thriving Initiative at UCI

Anti-Blackness: An Existential Threat to Our Mission	National Imperative: We Must Be In This Together	Inclusive Excellence: Accelerating Our Momentum
<ul style="list-style-type: none"> • Negatively impacts community and sense of belonging • Compromises capacity to discover, innovate, and serve • Contradicts role as a public research university serving all 	<ul style="list-style-type: none"> • Leverage role as a grant public research university • Dismantle anti-Black sentiment as an institutional imperative • Advance understanding of the Black experience and drivers of well-being 	<ul style="list-style-type: none"> • Builds on Inclusive Excellence Action Plan • Extends Confronting Extremism Program • Aligns with UC Regents Principles Against Intolerance

22

22 <https://sites.google.com/uci.edu/teacherdiversity/dismantle-anti-blackness?authuser=0>

Dismantle Anti-Blackness in the Education System

- Why English Class is Silencing Students of Color
- SEL (Social Emotional Learning) is not created to be culturally inclusive: When SEL is Used as Another Form of Policing

- “However, these SEL conversations, practices, and curricula are too often based on white, cisgender, patriarchal norms and values which further enact emotional and psychological violence onto Black, Brown, and LGBTQ+ youth of color, in particular.”
- “The poster detailed the five core competencies of SEL, as defined by CASEL – self awareness, self management, social awareness, relationship skills, and responsible decision-making.”
- “...Dr. Dena Simmons reminds us, made me wonder: whose social norms are we abiding by and adhering to?”
- “few examples of the “**spirit murdering**” of Black and Brown students.” 23


Social Media Sites UCI Lists

@Tolerance_org
@AntiRacismDay
@teaching-tolerance
@ibramxk
@blkivesmatter
@teachersforblacklives
@teachers4socialjustice
@Black Lives Matter

23 <https://drive.google.com/file/d/1mIEVZMIGRThYefh5KT3ZNCy6gIPjd8gz/view>

Examples of UCI SOE Listed Resources Social Media Content

@teachers4socialjustice



**A WEEK OF ACTION.
A YEAR OF PURPOSE.
A LIFETIME OF PRACTICE.**

2021 BLM@SCHOOL CURRICULUM RESOURCE GUIDE

<http://bit.ly/blmweekcurriculum>

The BLM@School Curriculum Resource Guide is formed and maintained by a volunteer collective of educator activists from all across the US. Learn more at blacklivesmatteratschool.com

teachers4socialjustice • Follow

teachers4socialjustice Posted @withregram • @dr.farima_ Thank you for these important #BlackLivesMatterAtSchool resources @blmatechool #RP

• • • A NEW TRADITION! The 2021 Curriculum Resource Guide is HERE. Link in @blmatechool bio.

The BLM@School Curriculum Resource Guide is formed and maintained by a volunteer collective of educator activists from all across the US. We've launched on MLK Day to prep educators and advocates toward our 2021 Week of Action, which is Feb. 1-5, 2021. Learn more at blacklivesmatteratschool.com

Additions for this year include:
 —2020-21 Year of Purpose Materials
 —Adaptable Policy Guides and Resolutions
 —2020 BLM@School Student Voter Toolkit
 —2021 Student Creative Challenge Resources

217 likes
JANUARY 18, 2021

bit.ly/ethnicstudiesca

THE FIGHT FOR ETHNIC STUDIES IN CA WITH SPECIAL GUEST: ANGELA DAVIS

TUESDAY | 2/2/2021 | 2PM/PST

ALSO FEATURING

- Nadine Naber
- Andrew Jolivet
- Jeff Duncan-Andrade
- Russell Jeung
- Theresa Montano
- Alyson Timbangco-Cubales
- Jason Ferreira



www.savearabstudies.org

teachers4socialjustice • Follow

teachers4socialjustice Defend Ethnic Studies.

Posted @withregram • @aroc_bayarea Join us for this amazing lineup of Ethnic Studies scholars. You won't want to miss this amazing panel with special guest, Angela Davis! Mark in your calendars and support us in saving Ethnic Studies in CA! #SaveArabArStudies #DefendEthnicStudies

87w

Liked by [ustcasoe](#) and 262 others
JANUARY 26, 2021

UCLA School of Education

<https://seis.ucla.edu/>

UCLA's reputation as an education leader gives its programs credibility, even in cases where some of their practices and ideological stances may be controversial. This is concerning, because it is able to influence a large number of educators, administrators, and policy, while (as discussed below) it is clearly influenced by radical theory.

The undergraduate program in education includes a major in **Education and Social Transformation**, committed to educating students “as activists” who will learn to “analyze current issues in education through a social justice lens”.²⁴ UCLA Education and Social Transformation students are involved in the wider Los Angeles community through community engagement partnerships, where they intern and work directly with K-12 students.

“Education and Social Transformation is more than just the name of the major – it is our **commitment to educating you as activists** to go into the world leading change. In the undergraduate major program, you **analyze current issues in education through a social justice lens** and emerge as effective advocates for positive change.”²⁵

UCLA's Center X Teacher Preparation not only provides teacher preparation, but also engages school districts with professional development for both educators and administrators.

“Center X provides a unique setting where researchers and practitioners collaborate to design and conduct programs that prepare and support K-12 teachers and administrators committed to social justice, instructional excellence, the integration of research and practice, and caring in low-income urban schools.

Center X's work extends across two graduate credential programs and many professional development initiatives.”²⁶

²⁴ <https://seis.ucla.edu/departments-and-degrees/department-of-education/education-and-social-transformation-major>

²⁵ <https://seis.ucla.edu/departments-and-degrees/department-of-education/education-and-social-transformation-major> (emphasis added)

²⁶ <https://seis.ucla.edu/departments-and-degrees/centerx>

The Center X program has eight core principles of UCLA's Teacher Education Program (TEP). They explicitly embrace a "social justice agenda." 27

Teacher Education Program

- "UCLA's Teacher Education Program (TEP) was founded in 1992 and is guided by eight core principles:
 - **Embody a social justice agenda**
 - Foster sustained engagement in teaching and learning
 - **Attend to the moral, cultural, and political dimensions of teaching**
 - Blend theory and practice
 - Collaborate across institutions and communities
 - Participate in collaborative inquiry within communities of inquiry within communities of practice
 - Focus simultaneously on professional education, school reform and reinventing the university's role in K-14 schooling
 - Mirror the diverse, caring, **anti-racist**, socially-responsible learning communities" 28

Principal Leadership Institute

Besides preparing future teachers for careers in education, Center X also hosts a Principal Leadership Institute (PLI) which trains future education leaders and administrators. PLI "prepares educators to be social justice leaders..." According to the collective statement from PLI's 2022 cohort pasted below, PLI "reject[s] meritocracy" works to "disrupt and dismantle the systems that foster marginalization and perpetuate the perceived dominant culture and hierarchical structures." 29 An institute that is tasked with educating and training leaders of education systems is committed to disrupting and dismantling systems - with no mention of what it intend to build to replace those systems.

Here's how the Principal Leadership Institute's website describes PLI:

27 <https://seis.ucla.edu/departments-and-degrees/centerx>

28 <https://centerx.gseis.ucla.edu/teacher-education/about-us/> (emphasis added)

29 <https://centerx.gseis.ucla.edu/principal-leadership/>

- “Center X’s Principal Leadership Institute (PLI) **prepares educators to be social justice leaders** and offers both a Master of Education degree and a Preliminary Administrative Credential. Students engage in 15 months of coursework and field-based learning experiences, culminating in a master’s project that demonstrates candidates’ competency to be transformative instructional leaders.” 30
- “The Principal Leadership Institute utilizes the Reciprocal Learning Partnership Equity Framework.” 31
- UCLA Department of Education Ranked First Among Public Colleges and Universities in U.S. News and World Rankings of Graduate Programs by John McDonald 32

The PLI collective statement discussed above is pasted below, in full. 33

30 <https://seis.ucla.edu/departments-and-degrees/centerx>

31 <https://centerx.gseis.ucla.edu/principal-leadership/> (*emphasis added*)

32 <https://seis.ucla.edu/news/ucla-department-of-education-ranked-first-among-public>

33 <https://centerx.gseis.ucla.edu/principal-leadership/>

PLI Cohort 22 Collective Statement

June 2022

As democratic leaders committed to social justice, we don't make excuses, we get involved.
We raise our critical consciousness so as not to replicate the actions of oppressors.
We demonstrate true curiosity, admiration, and gratitude for the students we serve.
We believe every student is valuable and indispensable and should be seen and heard.
We acknowledge differences, humanize our students, and empower the community.
We create ripple effects that one day will become a tsunami of equitable education.

As social justice leaders, we plan to listen, dream big, and be bold in our actions.
We will reject meritocracy, deficit thinking, and the by-stander effect.
We will create a community rooted in the inherent worth and dignity of each member's humanity.

We will employ dialogical practices that challenge the status quo.
We will disrupt and dismantle the systems that foster marginalization and perpetuate the perceived dominant culture and hierarchical structures.
We will subvert the agendas of those in power and empower our marginalized students.

To sustain our work as transformative leaders, we will need help.
We need fully resourced schools and systems that support equity driven work.
We need co-conspirators, financially backed by like-minded social justice organizations or individuals.
We need reflective spaces that replenish our emotional, physical, and spiritual energy.
We need time to reflect, to connect, and to remember why we are so passionate about education.
Empowered by such supports, we will subvert the systems in place and pursue our dreams of equitable education.

UC Riverside School of Education

<https://admissions.ucr.edu/colleges/school-of-education>

The School of Education at UC Riverside's programs of study is concerning for the following reasons.

- The use of a critical theory-informed social justice framework
- The critical race theory-informed UCR Ethnic Studies Pathways program

UC Riverside's Teacher Education Program (TEP) engages university students using a social justice framework that trains future teachers to use critical theory as the lens they teach K-12 students. TEP also trains teachers to use restorative justice, which is a controversial method of addressing disruptive behavior in the classroom that centers the student who violates the rules over the students who are harmed by the violation.

UCR's Ethnic Studies Pathways program is intended for future teachers who are interested in teaching K-12 Ethnic Studies or who wish to use Ethnic Studies principles in their K-12 classroom. The Pathways program curriculum requires students to take three Ethnic Studies electives. It also offers an Ethnic Studies speaker series. As described in the excerpt below, it has an explicitly activist orientation and features critical scholars and activists.

It is important to make a distinction between teaching about different ethnic groups and Ethnic Studies as a formal field of study that emerged in academia. The latter is an academic discipline that was formed decades ago, which is founded on critical race theory and the binary of oppressor versus oppressed. The radicalism of Ethnic Studies began coming to public consciousness a few years ago, when California weighed adopting a proposed Ethnic Studies Model Curriculum. As originally proposed, the state's model curriculum was highly politicized and anti-Zionist. UCR's Ethnic Studies Pathways program is guided by critical theory.

Teacher Education Program

The TEP's social justice, activist approach may be gleaned from the program's description on its website:

"The Teacher Education Program at the UCR School of Education will prepare you to be a critical-thinker and well-rounded educator who addresses the needs of all students in culturally responsive ways. Through relevant coursework and valuable fieldwork with partner school districts, **our programs train aspiring teachers to serve schools through social justice oriented**, community engaged frameworks.

In addition to developing pedagogical skill and rigorous content knowledge that align with Common Core State Standards, our programs train teachers to use theory to guide practice, approach teaching using collaborative and co-teaching models, **practice restorative justice** and models of authentic care, and integrate arts and technology across disciplines. Students participate in professional development activities including a Mock-Interview Day, resume critiques with district representatives and educators, and an annual UCR Teacher Job Fair exclusive for student teachers and alumni. You can choose to earn a California teaching credential only, or you can simultaneously earn a combined Master's in Education and credential in just over a year. Students also have the opportunity to seek internship positions with local school districts." 34

Centers, Programs, and Labs

<https://education.ucr.edu/research>

According to its website, "UCR School of Education faculty and researchers play an important role in shaping and impacting education. Our students, alumni, and faculty are engaged in transformative partnerships that benefit K-12 students, families, and educators, and advance research and discourse in the field of education." 35 Based on their website descriptions, three of these are of particular concern for promoting ideologies of social-justice, equity, and/or critical race theory:

- Center for Educational Transformation
- Civic Engagement Research Group
- Institute for Teachers of Color Committed to Racial Justice

According to its webpage description, "the Center for Educational Transformation (CET) is committed to equity-driven, visionary, and social justice-oriented work..." 36

Civic Engagement Research Group's website describes it as "Promoting equitable, informed, and effective youth civic and political participation." 37

34. <https://education.ucr.edu/tep/welcome> (emphasis added)

35. <https://education.ucr.edu/research>

36. <https://cet.ucr.edu>

37. <https://www.civicsurvey.org>

Institute for Teachers of Color Committed to Racial Justice’s website defines its mission this way: “We serve educators with [sic] who demonstrate capacity for racial justice leadership in public schools. Using critical race frameworks, ITOC is intended as a community building, professional development space for teachers of Color to explore the racial climate of their schools and its impact on their students, communities, and themselves, receive leadership training to navigate these realities, and strategize how to create racially transformative classrooms and schools.”³⁸ Its website bluntly states: “The Institute for Teachers of Color (ITOC) stands in solidarity with those who are outraged by our system’s blatant disregard for Black lives. We feel a responsibility to take a formal stance against the anti-black racism that plagues our schools, our justice system, and society.”³⁹

UCR Ethnic Studies Pathways

<https://education.ucr.edu/tep/ethnic-studies>

UCR’s Ethnic Studies Pathways is a program for university students who wish to (1) become Ethnic Studies teachers, or (2) use Ethnic Studies principles to guide all subjects they teach. The program’s specialized electives are listed below. The titles alone of the latter two suggest a critical race theory orientation.

- EDUC 226: Ethnic Studies and Education (Fall Quarter)
- EDUC 275: Pedagogies of Race/Racial Justice (Winter Quarter)
- EDUC 273: Critical Pedagogy (Winter Quarter)⁴⁰

The website description also indicates a critical race theory, binary oppressor-oppressed orientation.

“The goal of the program is to expose students in the English and Social Studies credential and master’s program to the **principles of ethnic studies and create educators who can teach the subject.**

Ethnic studies is the interdisciplinary study of race, ethnicity, power, and oppression, with a focus on the history, experiences, and perspectives of communities of color in the United States. Ethnic studies emerged in universities in the 1960s as community-engaged curriculum on the experiences of communities of color, who have endured historical and systemic marginalization. Kohli said.”⁴¹

³⁸ <http://www.instituteforteachersofcolor.org/history-and-vision.html>

³⁹ <http://www.instituteforteachersofcolor.org/black-lives-matter.html>

⁴⁰ <https://education.ucr.edu/tep/ethnic-studies>

⁴¹ <https://insideucr.ucr.edu/stories/2021/02/01/gsoe-now-offers-pathway-future-ethnic-studies-teachers> (emphasis added)

About GSOE's Ethnic Studies Speaker Series

Ethnic Studies is the critical, interdisciplinary study of race, ethnicity, and indigeneity with a focus on the history, experiences, and perspectives of Black, Indigenous, Latina/o/x, Asian American, Pacific Islander and other communities of Color within and beyond the United States. The Ethnic Studies Pathway at UC Riverside's Teacher Education Program (TEP) exposes students enrolled in the English and Social Studies credential/Master's to the principles of Ethnic Studies, exploring applications to K-12 school pedagogy and curriculum. One goal, among many, is to create a pipeline of educators who are equipped with the knowledge skills, and experiences to serve as Ethnic Studies teachers across the region, state, and country. To enhance the scholarly and activist nature of the work, UCR's TEP "Ethnic Studies Speaker Series" engages the Graduate School of Education and the broader community with the voices and work of critical scholars, practitioners, and community activists that enhance understanding of Ethnic Studies.

Questions about the Speaker Series and/or Pathway can be directed to Dr. Rita Kohli, associate professor and coordinator of the Ethnic Studies Pathway. ⁴²

"The implementation of Ethnic Studies at the K-12 level brings possibilities and challenges in a context of schooling that so often **centers and normalizes whiteness. In recentering our curriculum and praxis on narratives, experiences, and perspectives of often marginalized identities** and communities, we can build spaces of solidarity with and among our BIPOC students and colleagues.

UCR Teacher Education Program's Ethnic Studies Speaker Series and the Institute for Teachers of Color Committed to Racial Justice invites you to register for "K-12 Ethnic Studies: Cultivating Spaces of Community, Healing, and Resilience for BIPOC Teachers and Students."

This virtual workshop, held Thursday, February 18 at 4pm, will highlight examples of curriculum from Ethnic Studies teachers and reflections on **how ethnic studies allows us to center our sustainability and development as we engage in the deeply personal labor of love of teaching.**" ⁴³

⁴² <https://education.ucr.edu/news/2021/01/25/cultivating-spaces-community-healing-and-resilience-through-k-12-ethnic-studies>

⁴³ <https://education.ucr.edu/news/2021/01/25/cultivating-spaces-community-healing-and-resilience-through-k-12-ethnic-studies> (emphasis added)

UC San Diego School of Education

<https://eds.ucsd.edu/>

UC San Diego's School of Education examines education through an equity lens. It assumes society is systemically inequitable, holds up Cuba as a positive role-model, offers a theoretical framework for addressing antiracist pedagogy, and – at the higher levels – teaches graduate students to investigate equity issues and transform in equity. The university as a whole (not just the School of Education) is committed to “dismantling anti-blackness.”⁴⁴

UCSD Undergraduate Program

The following are descriptions of two lower division courses students may select as part of their program of study. These courses are not required, however, they provide an example of what types of classes are offered as part of UCSD's undergraduate education program. The description of the first course (which is a prerequisite to the second) openly praises the Communist Cuban revolution as a “triumph” and implicitly praises Cuba's use of its education system as “an explicit vehicle for the transmission of Cuban culture and historical consciousness.” It ignores the negative impact the communist takeover has had and is currently having on the Cuban people.

EDS 22. Education in Cuba: Institutional Structures, History, and Culture (2)

Cuba's educational system achieves higher outcomes than any other country in Latin America, and compared to the United States, it represents a very different institutional structure. **Cuban education serves as an explicit vehicle for the transmission of Cuban culture and historical consciousness.** This course examines Cuba's emphasis on educational achievement following the **triumph of its revolution in 1959**, including institutional structures, pedagogy, and content. Prerequisites: Summer Bridge participation, instructor approval required.

EDS 22S. Education in Cuba—Field Experience (4)

This course provides a combination of seminar work and intensive field experience after the end of the spring quarter, during special summer session. Topics are introduced and analyzed in seminars and reinforced and expanded upon in field visits to historic and cultural sites in Cuba. Additional fees may be required for travel expenses. Prerequisites: students must be participants in the OASIS Learning Communities Program. Enrollment by instructor approval only. Due to expenses of field experience, enrollment will be limited to students who have completed EDS 22 and attended planning meetings with the instructor to discuss cost and travel requirements.⁴⁵

⁴⁴ <https://successcoaching.ucsd.edu/dismantling-anti-blackness/index.html>

⁴⁵ <https://catalog.ucsd.edu/courses/EDS.html> (emphasis added)

One of the Program Learning Outcomes (PLO) within the BS in Education Sciences includes “addressing antiracist pedagogy.”⁴⁶ According to the definition provided by University of Notre Dame’s Notre Dame Learning, antiracist pedagogy goes beyond teaching from an inclusive lens.⁴⁷ It requires the use of Ibram Kendi’s view of anti-oppression and anti-racism, where dismantling systems of perceived oppression are central to training future generations to engage in scholar-activism and enact transformative change.

Program Learning Outcomes - BS Education Sciences:

PLO1 Complex Problems

The ability to understand complex education problems specifically related to equity in educational experiences through interdisciplinary study and collaborative inquiry.

PLO2 Research Methods

A strong introductory knowledge of research methods that can be employed to interrogate, support, and enhance education policy and practice in education towards more equitable opportunities for systematically marginalized students.

PLO3 Equity, Diversity, Culture

A strong knowledge of theoretical frameworks addressing antiracist pedagogy, inclusive pedagogy, equity, diversity, culture, and social justice in the context of education.

PLO4 Families and Schools

The knowledge to support antiracist and inclusive pedagogy, as well as equitable schooling for marginalized students and families and work proactively with schools, communities, and institutions.

PLO5 Research and Practice

The ability to apply research to educational practices and allow educational practices to inform research through focused coursework coupled with extensive fieldwork in educational settings.

PLO6 Technology Use

The ability to use technology as a tool for teaching, learning, research, collaborative scholarship, the dissemination of information, and coalition building among diverse learning communities.⁴⁸

46 [https://eds.ucsd.edu/undergraduate/major.html#Program-Learning-Outcomes-\(PLOs](https://eds.ucsd.edu/undergraduate/major.html#Program-Learning-Outcomes-(PLOs)

47. <https://learning.nd.edu/resources/antiracist-pedagogy/>

48. [https://eds.ucsd.edu/undergraduate/major.html#Program-Learning-Outcomes-\(PLOs](https://eds.ucsd.edu/undergraduate/major.html#Program-Learning-Outcomes-(PLOs) (some emphasis in original. the rest added)

UCSD Graduate Program

The doctoral program also assumes society is systemically unfair. Its goal is to prepare students to investigate and transform its inequities.

Doctor of Philosophy (PhD) in Education

“The Department of Education Studies’ doctorate in education aims to transform education in diverse contexts. The PhD program **prepares students to investigate issues of equity in all aspects of the educational process**, including equity related to students of color from linguistically and economically diverse communities, as well as other traditionally underserved communities such as those with exceptional physical, emotional, and cognitive development. As we are committed to transforming education in diverse settings, we also need to take an inclusive approach to our definition of diversity. The PhD in education prepares students to be researchers who work with diverse populations, policy makers, and stakeholders to transform and create more equitable educational opportunities for **systemically marginalized students.**”⁴⁹

The three foundational courses in UCSD’s doctoral program are focused on transforming learning environments, inequities in student outcomes, and educational systems and policy.

Foundational Core Courses

Students will take three department foundational core courses covering designated areas of focus: transforming learning environments, transforming inequities in student outcomes, and transforming educational systems and policy. All core courses combine theory and empirical research with a **design-based focus on investigating equity and diversity in educational contexts**. Foundational courses are designed to provide students with a common scholarly orientation, building on the strengths of the PhD faculty and assisting students in determining their own area of focus within the framework of transforming education for a diverse society.”

- EDS 251. Transforming Learning Environments (4)
- EDS 252. Transforming Inequities in Student Outcomes (4)
- EDS 253. Transforming Educational Systems and Policy (4) 50

49. <https://catalog.ucsd.edu/curric/EDS-gr.html> (emphasis added)

50. <https://catalog.ucsd.edu/curric/EDS-gr.html> (emphasis added)

UC Santa Cruz School of Education

<https://education.ucsc.edu/>

The education programs at UC Santa Cruz prioritize activism over scholarship. Its department description explains, “We work with undergraduate and graduate students to reimagine and **transform education** with a **focus on social and linguistic justice**.”⁵¹ It emphasizes the “socio-cultural context where learning and teaching take place, as well as an understanding of the intersection of culture and power in both formal and informal educational settings.”⁵²

Undergraduate Program

UC Santa Cruz offers an undergraduate education major, called Education, Democracy, and Justice. One of the required courses is Educ60: Schooling, Democracy, and Justice. Another requirement may be satisfied by taking either the bland-sounding Educ180: Intro to Teaching, or Educ110: Popular Education, Democracy, and Social Movements.⁵³

“The Education, Democracy, and Justice major provides opportunities to examine critical questions, theories, practices, and research in the field of education considered broadly. In preparing students for a wide range of career pathways related to education and learning, the major emphasizes the centrality of language, culture, power, and social contexts in teaching, learning, and democratic education.”⁵⁴

Master’s Program

The UCSC MA/Credential Program prepares future teachers to do the following:

- See students' varying abilities, interests, and perspectives as resources for learning and teaching.
- Engage their K-12 students with challenging curriculum in meaningful ways.
- Include innovative approaches to instructional practices, lessons design, and performance assessment.
- **Engage their K-12 students in the critical analysis of social issues** aimed at building a just and democratic society⁵⁵

Faculty Highlights⁵⁶ indicates a **focus on critical theory**, absent other pedagogical approaches to education. The School of Education at UC Santa Cruz seems to have direct ties with the university's Critical Race and Ethnic Studies department, as indicated by joint programming like the September 2022 symposium **Building**

⁵¹ <https://education.ucsc.edu/about/index.html> (emphasis added)

⁵² <https://education.ucsc.edu/about/index.html>

⁵³ <https://education.ucsc.edu/academics/education-undergradprograms/index.html>

⁵⁴ <https://education.ucsc.edu/academics/education-undergradprograms/index.html>

⁵⁵ <https://education.ucsc.edu/academics/mac-info/index.html> (emphasis added)

⁵⁶ <https://education.ucsc.edu/research/faculty-highlights.html>

Community for K-12 Ethnic Studies 57 and the cross-listed course CRES 121: The Struggle for K-12 Ethnic Studies. 58

Inviting K-12 educators to a half-day symposium...

BUILDING COMMUNITY FOR K-12 ETHNIC STUDIES

Detail from 'Triumph' by Watson Wheeler and murals by Jennie Sanchez and Paul De Witte.

Saturday, Sept 24, 2022 10am - 2pm
Seymour Marine Discovery Center, Santa Cruz
* Breakfast & lunch provided *

Register here:
tinyurl.com/TeachEthnicStudies

\$100 stipend available for up to 50 educators!
Priority given to those with expressing commitments to Ethnic Studies and/or organizing with communities of color.


At this inaugural event, we collectively aspire to:

- connect with a like-hearted community of educators
- build with community movements for social and educational justice
- explore real-life case studies of Ethnic Studies teaching
- share resources for sustaining and nourishing Ethnic Studies teaching - and teachers!

Facilitated by UCSC faculty from the departments of Education and Critical Race and Ethnic Studies.

Funding provided by the UCSC Office of Research, Institute for Social Transformation, and Education Department.

Register here



UC SANTA CRUZ
EDUCATION

the history & civics project
@ UC SANTA CRUZ

EDUCATION CENTER FOR RACIAL JUSTICE

CRITICAL RACE & ETHNIC STUDIES

Questions? Please contact: ejhowe@ucsc.edu

57 https://historyandcivicsproject.sites.ucsc.edu/calendar_event/teacher-inquiry-for-ethnic-studies/

58 <https://catalog.ucsc.edu/en/current/General-Catalog/Courses/EDUC-Education> and

<https://catalog.ucsc.edu/en/current/General-Catalog/Courses/CRES-Critical-Race-and-Ethnic-Studies/Upper-Division/CRES-121>

Doctoral Program

UCSC's doctoral program focuses on "prepar[ing] scholars whose research deepens and expands knowledge of the barriers and pathways to a **more equitable and just school system and society**; a model teacher-education program that **prepares social justice oriented teachers.**"⁵⁹ The program mission description includes this:


*Our Ph.D. in education program supports graduate students in becoming creative scholars who engage in research focused on the educational needs of youth from linguistic and cultural groups that have historically not been served well in the nation's public schools. Our program grounds students in interdisciplinary theory and research methodologies, and the courses and research apprenticeships **critically examine practices** in K-12 classrooms and/or in other organizations and institutions **shaping the social contexts of schooling for low-income, racially, culturally, and linguistically diverse communities.***⁶⁰

59. <https://education.ucsc.edu/about/index.html> (emphasis added)

60. <https://education.ucsc.edu/academics/phd-info/index.html> (emphasis added)

Critical Ethnic Studies and Schools of Education

UC Schools of Education are working alongside Critical Ethnic Studies departments to guarantee that critical theory is the only framework used in all subjects in K-12 classrooms. Examples of this included within this report include the Ethnic Studies Pathways program at UC Riverside, the **Building Community for K-12 Ethnic Studies** at UC Santa Cruz - facilitated by faculty from the Education and Critical Race and Ethnic Studies Departments, and the **Fight for Ethnic Studies** event advertised by UC Irvine's School of Education.




**ETHNIC STUDIES
UCSD**

[HTTPS://ETHNICSTUDIES.UCSD.EDU/](https://ethnicstudies.ucsd.edu/)

UC SAN DIEGO ETHNIC STUDIES

SITUATED IN A REGION WHERE THE US-MEXICO BORDER ZONE, INDIGENOUS NATIONAL AND TRIBAL GOVERNMENTS, AND THE ASIA-PACIFIC INTERACT TO PRODUCE A DYNAMIC GEOPOLITICAL LOCATION, UCSD'S ETHNIC STUDIES DEPARTMENT IS A VIBRANT COMMUNITY OF SCHOLARS COMMITTED TO THE INTERDISCIPLINARY STUDY OF RACE, ETHNICITY, INDIGENITY, GENDER, SEXUALITY, CLASS, AND DIS/ABILITY.

ETHNIC STUDIES IS DEVOTED TO CREATIVE, CONCEPTUAL, AND EMPIRICAL RESEARCH; CRITICAL PEDAGOGY; COLLABORATIONS WITH A BROAD GROUP OF AFFILIATED FACULTY; AND SOCIAL JUSTICE PROJECTS DEVELOPED WITH AND FOR THE UNIVERSITY, OUR HOME COMMUNITIES, AND THE BROADER PUBLIC.




[HTTPS://CRES.UCSC.EDU/](https://cres.ucsc.edu/)

UC SANTA CRUZ CRITICAL RACE & ETHNIC STUDIES

CRITICAL RACE AND ETHNIC STUDIES (CR&ES) HADDER DEVELOP A DEEP UNDERSTANDING OF HOW RACE AND OTHER MODALITIES OF POWER HAVE STRUCTURED HUMAN LIFE AND HAVE INFORMED THE IMAGINATION OF SOCIAL TRANSFORMATION AND JUSTICE IN THE PAST AND THE PRESENT. CR&ES ACCORDINGLY OFFERS A STUDY OF THE DYNAMIC POWER RELATIONS RESULTING FROM THE CULTURAL AND INSTITUTIONAL PRODUCTIONS OF THE IDEA OF "RACE" ON A LOCAL, NATIONAL, AND GLOBAL SCALE. HERE, "RACE" IS UNDERSTOOD AS A MAJOR IDEOLOGICAL FRAMEWORK THROUGH WHICH WEAS PRACTICES OF POWER AND DOMINATION AND STRUGGLES FOR LIBERATION AND SELF-DETERMINATION HAVE BEEN ARTICULATED AND ENACTED THROUGHOUT MODERN HISTORY AND IN THE CONTEMPORARY MOMENT.

ESTABLISHED IN 2012, THE CR&ES IS A VITAL NEW FOR CAMPUS WIDE. PROGRAMS IN RACE, DECOLONIAL MOVEMENTS, AND RACIAL JUSTICE.



**CENTER FOR
RACIAL JUSTICE**

[HTTPS://CRJUCSC.COM/](https://crjucsc.com/)

UC SANTA CRUZ CENTER FOR RACIAL JUSTICE

ESTABLISHED IN 2019 THROUGH SEED FUNDING FROM THE UNIVERSITY, THE CENTER FOR RACIAL JUSTICE (CRJ) AIMS TO BRING STUDENTS, FACULTY, LOCAL COMMUNITIES, AND VISITED GUESTS TOGETHER IN MUCH-NEEDED CAMPUS-WIDE DIALOGUE ON RACE AND RACIAL JUSTICE. THE PURPOSE OF THIS CENTER IS TO SERVE AS A VITAL HUB FOR RACIAL JUSTICE AND CRITICAL RACE AND ETHNIC STUDIES THAT CROSSES DIVISIONS AND BRINGS KEY UNITS - INCLUDING THE ETHNIC KNOWLEDGE CENTER, THE AWAY-ADVISOR BOARD, THE EDUCATIONAL BREAKTHROUGH PROGRAM, THE COLLEGE AND CAMPUS REPRESENTATIVES TOGETHER IN ITS DEDICATION TO RACIAL JUSTICE ON MULTIPLE SCALES: LOCAL, NATIONAL, AND INTERNATIONAL.

A VITAL HUB FOR RACIAL JUSTICE

Summary

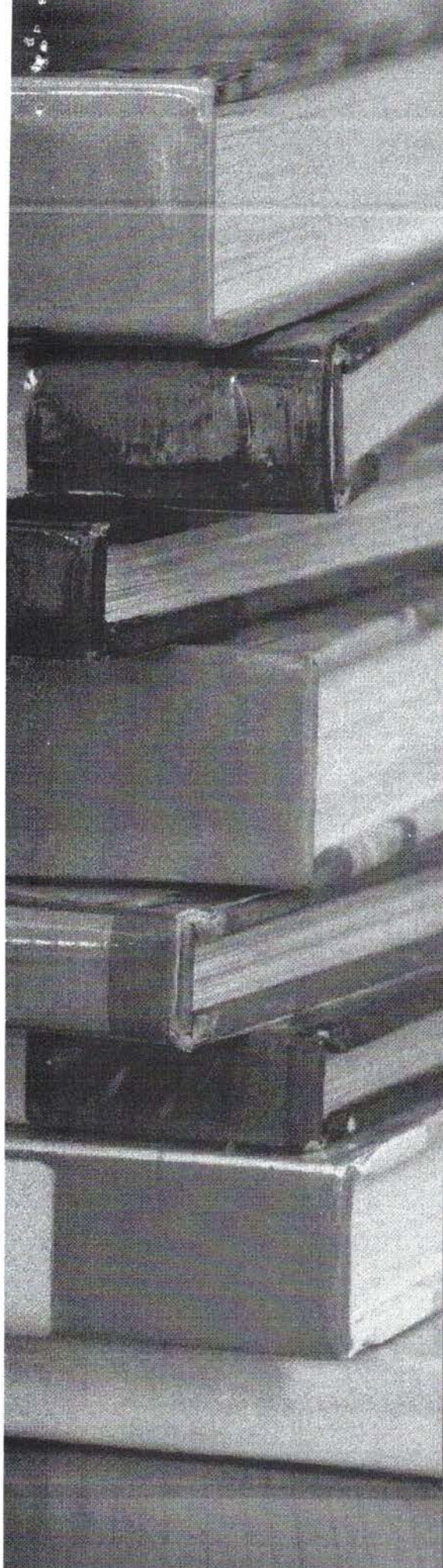
University of California Schools of Education and teacher preparation programs are saturated with critical theory ideology that is directly impacting what future and current teachers bring into K-12 classrooms. The fusion between Ethnic Studies and Education as disciplines is leading to K-12 educators using a critical ethnic studies lens to inform the framework they use to teach children. An indication of this is the many joint programs like Ethnic Studies in K-12 Education held at many different UC campuses. Some examples are provided within this report, including the Pathways program at UC Riverside and events at UC Santa Cruz and UC Irvine.

This report also includes just a small sample of how Critical Ethnic Studies is directly influencing teacher preparation. Many are pushing back against the divisive critical ethnic studies ideology seeping its way into K-12 schools. However, it is apparent that the fight against critical ethnic studies in favor of an inclusive, constructive approach to ethnic studies will not be successful if the rhetoric being cultivated by Schools of Education is not challenged.

Over the past 2-3 years there has been outrage at what is happening in K-12 classrooms. No matter the evidence, educators have repeated the lie that CRT is not being taught in schools. What they failed to admit is that critical theory is the framework that is being used to teach the teachers of multiple subjects, from social studies to language arts to math. The material provided within this report gives a glimpse into how divisive rhetoric is making its way into K-12 classrooms through teachers, who are being trained by schools of education, teacher preparation programs, and professional development.



Suggestions for Continued and Future Research

- Examine UC diversity, equity, inclusion, and justice statements and their impact on Schools of Education and teacher preparation
- Request recent syllabi for required major, minor, and graduate required courses
- Submit information requests for teacher preparation centers curricula (UCLA's Center X, UCR's Ethnic Studies Pathways, etc.)
- Research the relationship between UC Schools of Education and Ethnic Studies departments
- Conduct similar research of the California State University (CSU) system



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