



Educators for Excellence in Ethnic Studies

January 25, 2021

FOR IMMEDIATE RELEASE

Public Floods CA to Oppose Critical Race Theory in Ethnic Studies 1,300+ Public Comments Sent to CA State Dept of Education

Over 1,300 educators, parents, and community members have joined with Educators for Excellence in Ethnic Studies (E4EES) to call upon the California Department of Education (CDE) to remove critical race theory from the draft Ethnic Studies Model Curriculum (ESMC).

On January 21, Educators for Excellence in Ethnic Studies (E4EES) formally submitted 75 pages -- over 90 comments -- to the CDE detailing the critical race theory pedagogy and race-based discrimination woven through the nearly thousand page model curriculum. Educators for Excellence in Ethnic Studies issued the following statement:

“As educators, we believe in confronting racism and teaching the history of our country - racism and all. But critical race theory is not sound classroom pedagogy. It forces students to divide themselves by race and assigns a judgment to them based on their racial identity. This is the definition of discrimination and it is destructive to our students.”

An example of content that E4EES called upon the CDE to remove is a classroom discussion with separate conversation starters for white and non-white students that has “white students... considering what kind of white person they might have been.”

A recent lawsuit related to critical race theory in schools was filed in December 2020. This lawsuit alleges violations of a bi-racial student’s constitutional rights under the 1st, 5th, and 14th Amendments of the Constitution. His teacher, using critical race theory informed practices, instructed students which peers were oppressors and coerced them to affirm politicized and discriminatory views they did not hold according to the court filing.

Lori Meyers, co-founder of E4EES, commented that “the ESMC admits that critical race theory topics like ‘oppression’ - which is mentioned almost 200 times in the model curriculum - can cause students to feel ‘sadness, guilt, (and) helplessness,’ and advises teachers to attend to ‘trauma informed’ educational practices for teaching ethnic studies. With student mental health concerns on the rise, introducing trauma into the classroom is educational malpractice.”

“A school curriculum should not need a trigger warning,” Meyers added.

The CA State Board of Education will meet in March to approve the final model curriculum. Once the model curriculum is approved, it will be available to nearly 1,000 school districts in California for use in developing their own ethnic studies curricula, and then the nation. The public is encouraged to continue sending comments to the CDE. Submit comments via email to ethnicstudies@cde.ca.gov.

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About Educators for Excellence in Ethnic Studies (E4EES): E4EES is a grassroots group of educators and more committed to ensuring that ethnic studies curricula confront racism, develop civic responsibility, and build the 21st century skills that our students need to succeed in school, work, and life.