

# Factcheck The PUSD Myth Busters

Recently, a local PTA group “PUSD Parents 4 JEDI (Justice, Equity, Diversity & Inclusion)” published a detailed [report](#) entitled “Myth Busters” to “set the record straight” amidst “the rise of misinformation and politicization of racial justice, equity and inclusion efforts.”

Assuming the mantle of a factchecker, the group nevertheless fails to establish a clear definition for “misinformation” or “myths” regarding their JEDI work, which renders the document nothing but a hyper-partisan weapon to smear and silence those with differing opinions.

**To factcheck the “Myth Busters,” we provide the following review of the ten myths “debunked” by PUSD Parents 4 JEDI:**

## **Fact #1: CRT is being taught in our schools!**

**Major tenets of CRT are being applied in Ethnic Studies, History, Social Studies, English, and even Math!** All observed disparities and inter-group differences are attributed to “systemic racism” which is also simultaneously institutional, permanent and unconscious.

**Call it CRT, race essentialism, divisive racial politics, or Donald Duck!** It doesn’t change the indisputable fact that even elementary school students are being indoctrinated and inculcated with an increasingly hate-filled and divisive curriculum that eschews merit in favor of equal outcomes, seeks to rewrite American history in an ideological light, and pits individuals against one another.

According to PUSD Parents 4 JEDI, critical race theory (CRT) is only “a body of legal scholarship” that “examines racism & prejudice embedded in the legal system & governmental policy.”

The group stands by the boilerplate statement that “CRT is not taught in our schools” and those who suggest otherwise are “waging a political war against the effort to teach students about systemic racism.” But in the same section, they call for “updated history & social studies curriculum that teach a full history... ethnic literature & ethnic studies.”

This is a disingenuous non-denial denial. While K-12 classrooms are not teaching CRT as a legal theory/hypothesis, ample evidence shows that curriculums and lesson plans in almost all core subject areas are taught through the lens of critical pedagogy.

**If it looks like a duck, walks like a duck and quacks like a duck, it probably is a duck.**

## **Fact#2: JEDI makes all kids feel uncomfortable and divided!**

Here, PUSD Parents 4 JEDI admits that its equity work can make some uncomfortable but “that’s OK.” It is never OK to create unnecessary confusion, tension, and divisions based on race, skin color, ethnicity, or gender identity in K-12 classrooms. The ideologically driven practices of diversity, equity, and inclusion (DEI) have overtaken the benign intentions of celebrating differences and fostering understanding. In case after case, DEI or JEDI often translates into forced racial proportionality, quotas, one-sided political activism, and exclusion of different viewpoints:

- Planting the false idea that systemic racism is ever-present in everything we do and say engenders mistrust and animosity between different racial groups.
- It scapegoats those belonging to the so-called oppressor group or the over-represented, subjugating them to unequal treatment, self-doubt and feelings of isolation.
- It also demeans those who the dogma professes to help by instilling a sense of helplessness, perpetuating victimhood and taking away individual agency.
- The constant virtue signaling by those attempting to put JEDI into practice exacerbates the mental health crisis among kids and teenagers.

Most importantly, policies, initiatives and teaching models that obsess about race, gender and other superficial group labels detract from real learning. While

PUSD is a high-performing school district in California, the English proficiency rate of PUSD students was at 75.92% and their math proficiency dropped over 4% to 65.92% from 2019 to 2022, according to the latest Smarter Balanced test results. Between 2019 and 2021, the enrollment decreased over 2.1%. PUSD should invest more time and resources in helping students catch up and excel academically. Focusing on JEDI, along with its requisite thought conformity and ideological obsessions, is not only costly, but does nothing to improve academics.

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↓ **It is a race to the bottom!**

## **Fact#3: There is a time and a place to talk about race and it is not anytime, anywhere!**

The point of contention, when it comes to different opinions on teaching race, ethnicity, gender and other identities, is a procedural rather than categorical one.

No thoughtful individual opposing the prevalence of DEI and CRT is doing so to stop the teaching of the role that race and ethnicity have played in our history.

Such topics can and should be covered in our Ethnic Studies, History, and Social Studies curriculum, but they must be taught in a constructive, balanced and historically accurate fashion.

⚓ **Students should not be learning about race in the hyper-partisan, biased, and dogmatic manner advocated by the proponents of CRT.**

PUSD Parents 4 JEDI argues that it is important to have conversations with children on “racial differences and racism” ... “in age appropriate ways.” This is pure hypocrisy, considering the same group had met with representatives from the Trans Family Support Services to talk about introducing LGBTQIA literature to children as young as 3 and 4 years old. The group has also launched a vicious campaign misrepresenting concerned parents who want taxpayer-funded school libraries to

remove pornographic contents such as *Gender Unicorn*, *Jacob's New Dress* and *Fun Home* as “book burners.”

**Is it "age-appropriate" to expose young kids to sexually explicit materials in schools?**

## **Fact #4: America’s founding and historical trajectory has been fundamentally colorblind!**

PUSD Parents 4 JEDI defines “colorblindness” as “a tool used to intentionally gaslight Black, Indigenous, & people of color (BIPOC)” and “a ‘polite’ brand of racism that prioritizes White supremacist notions of decorum, comfort, and acceptable forms of social expression over dismantling racism.” Such a racialized and radical line of reasoning nicely demonstrates how unhinged from reality the proponents of the JEDI movement have become.

America’s beginning as the first successful experiment of self-government and its historical journeys from the Revolutionary War to the Civil War to the Civil Rights Movement, have never strayed away from the high aspirations of colorblindness. Through trials and tribulations, Americans have fought for the ideal of equality – equal access, equal opportunity and equal protection on an individual rather than a group basis.

As imperfect as we are as a nation, America has never ceased to pursue the vision of a perfect union and the high calling of colorblindness. As Justice Antonin Scalia wrote, “[i]n the eyes of government, we are just one race here. It is American.” Civil rights champion Thurgood Marshall once argued against racial segregation in *Brown v. Board of Education*: “That the Constitution is color blind is our dedicated belief.” Even over 120 years ago, when the U.S. Supreme Court heard *Plessy v. Ferguson*, a case that had affirmed the infamous “separate-but-equal” doctrine, the lone dissenting voice Justice John Marshall Harlan stood by color blindness: “Our constitution is color-blind, and neither knows nor tolerates classes among its citizens.”

A society that rejects colorblindness because of differences in education, wealth and health along arbitrary and often faulty racial lines will replace principle with convenience, discriminate against fellow Americans on the basis of color, and succumb to collectivist impulses rooted in a misguided desire for equal outcomes at the expense of merit.

**It is a fool’s errand and must be avoided.**

## Fact #5: A radical LGBTQ+ agenda is being promoted in schools and JDEI is a strong vehicle for that!

Teacher activists and their allies have turned American K-12 classrooms into a launching pad for promoting pseudoscientific gender ideology and transgenderism, proselytizing the ideas that schools should support so-called “gender-affirming” care in order to make classrooms “safe”, and ironically asserting that those rejecting the ideology are the ones harming children.

PUSD is no exception. In summer 2022, the school district was exposed as having sent out equity surveys to students grades 3 through 12 probing their interactions with other races and their perceptions of gender and sexuality. Parents have also discovered a plethora of age-inappropriate and even pornographic reading materials in PUSD classrooms and libraries.

First-hand evidence exposed by whistleblowers shows that PUSD Parents 4 JEDI have organized regular group meetings involving PUSD leadership and Trans Family Support Services since early 2021. At the April 25, 2022 meeting, participants discussed both CRT and LGBTQ+ materials, arriving at the conclusion that they should not “share what we were presented” with other parents and the community.

The same meeting also featured a discussion on planning for an upcoming LGBTQ+ event for elementary, middle and high school families and introducing gender literature to young students because “ages 3-5 is often when children begin to recognize their gender” and there is “a rapid rise in trans/non-binary identification in the last years.”

A 2021 [survey](#) by Rasmussen Reports finds that 75% of American adults agree with the premise of two genders, while 69% oppose discussing gender and sexuality in schools without parental consent.

**Community stakeholders including parents and PTA groups should work together to foster a healthy learning environment rather than support harmful and unscientific indoctrination.**

## Fact #6: JEDI not only despises viewpoint diversity, but also actively politicizes the public discourse on contested topics!

On March 24, 2021, PUSD Parents 4 JEDI held an internal meeting in which they labeled community opposition to CRT and critical ethnic studies as “a very well-coordinated and vocal opposition to antiracism efforts” and discussed how to “lessen their impact.” At their April 21, 2021 meeting, the group shared “frustrations with racist and homophobic pushback from within our district.”

The group has a track record of silencing dissent by intentionally excluding parents who don’t agree with the race and gender dogmas and slashing opposing views as “misinformation.” This intolerant mindset is consistent with the group’s active engagement with thought policing and politicizing community conversations.

**How inclusive and tolerant can JEDI be if opposing views on how to teach history, social studies and race are discounted and smeared as racism and homophobia?**

## **Fact #7: Schools are failing our kids and parents are rightfully concerned!**

In recent years, academic proficiencies of PUSD students have gone down. Deteriorating academics alarm parents who are sending their kids to a high-performing school district to be properly educated.

In the 2021-2022 [school year](#), 14.5% PUSD students qualified for free and reduced-price meals and 8.7% were English learners. Disadvantaged students are disproportionately impacted by declining performance and standards. Focusing on ideological endeavors such as over-the-top equity efforts at the expense of learning hurts these students most and exacerbates the achievement gap.

Concerned parents who demand restoring merit, academic transparency and accountability are not the enemy. They are by no means attempting to “ban” books or “restrict any discussion of race, gender & sexuality,” as falsely claimed by PUSD Parents 4 JEDI.

Many of these parents are immigrants and racial minorities themselves. After all, courageous parents who show up to school board meetings and engage proactively with the leadership are fighting for a fundamental right to direct their children’s upbringing.

**Instead of putting out bulletins to debunk, sideline and mock these parents, PUSD Parents 4 JEDI could have advanced the cause of true diversity by inviting them to the discussion?!**

## Fact #8: Our kids don't view America favorably because of the radical agenda!

A 2022 [poll](#) by Parents Defending Education found that “83% of parents believe it is important for schools to have a curriculum that adheres to their family values.” A 2021 [poll](#) by the Economist found that 74% of Americans hold unfavorable views of CRT. According to another [survey](#) by Parents Defending Education, 74% of Americans oppose white privilege training, 69% disagree with teaching systemic racism and 88% reject the oppressor-victim lens of teaching race.

Regardless of dishonest denials, school districts including PUSD are brainwashing K-12 students with an illiberal, divisive and un-American worldview that our country was built and sustained by systemic racism, the effects of which are omnipresent in today’s society. The prevalence of this ahistorical and pessimistic viewpoint permeates in PUSD’s ethnic studies courses and racial equity initiatives.

The radicalization of education, predicated on tribal identity politics, has directly contributed to confusion about one’s individual identity, distrust of others and fears of cancellation among students. The Knight Foundation recently released [survey findings](#) showing that “only 19 percent of (high school) students said that they were very comfortable voicing disagreement with ideas expressed by the instructor or by other students.”

Schools bear a primary responsibility to prepare students for a competitive world where merit and competencies matter. This means they must properly educate students so that they acquire basic proficiencies in reading, writing and math. Schools cannot be everything to everyone. They cannot replace family or community. More importantly, schools should not forcibly inculcate a specific set of ideological and political viewpoints.

**Students should have the freedom, agency and autonomy to exercise their critical thinking on contemporary issues without being persecuted.**

## Fact #9: K-12 schools should focus on the basics first and foremost. Anything extra should add to, *not* take away from this core mission.

Parents entrust a school system with the education of their children so that they can acquire basic skills to read, write and make logical sense of the world around them. Extracurricular activities and social initiatives are good as long as they complement a school's foundational mission of fostering learning.

However, many new-age programs, named after various innocuously sounding concepts such as DEI, SEL, and Ethnic Studies, have been corrupted and hijacked by a neo-Marxist ideological agenda that arbitrarily divides individuals based on race, gender and ethnicity.

Oftentimes, these programs are touted using incomplete and flawed data as the solution to reducing learning gaps and promoting holistic development. For example, a popular Stanford study supporting the efficacy of ethnic studies has been [debunked](#) by scholars and education experts for a biased sample and weak predictability for generalization.

Subjecting impressionable students to a barrage of virtue-signaling exercises that look at our history and present through dogmatic lenses do not improve “social & emotional skills, attitudes, behavior, & academic performance,” as claimed by PUSD Parents 4 JEDI. It only distracts.

## **Fact #10: Pornographic books don't belong in K-12 schools. Nor are they necessary for promoting a diversity of ideas.**

JEDI's accusation that some parents want to ban transgender literature is a blatant lie. No responsible person would dissent to rating movies based on age-appropriateness.

If it's not okay, or even, legal for a grade-school student to attend a movie with adult content, why should our K-12 schools be able to foist clearly pornographic reading materials onto the impressionable minds our children and behind the backs of their parents?

Exposing underage students to books like *Fun Home* in a school setting is tantamount to child grooming and over-sexualization.

**There are many ways to build awareness for diverse identities and cultures. Showing students sexually explicit books is not one of them.**