

Date: Sun, Aug 29, 2021 at 5:51 PM

Subject: 4th Grade Social Justice Curriculum at Arroyo Seco

To: <cbuenotrustee@lvjUSD.org>, <ygzmantrustee@lvjUSD.org>, <eprussotrustee@lvjUSD.org>, <kwangtrustee@lvjUSD.org>, <awhitetrustee@lvjUSD.org>

Honorable Members of the LVJUSD Board,

I am appalled that LVJUSD Board has allowed itself to be used as a tool to insert the below-referenced political indoctrination into my child's 4th grade curriculum. I have only mentioned a very few of the many profound problems with this curriculum. The Board approved "Diversity, Equity, and Inclusion" in your LCAP plan. Perhaps you can point me to where a curriculum like this one is specifically approved for 4th grade. This "Social Justice" curriculum goes far beyond Diversity, Equity and Inclusion. If the goal is excellence in education, this curriculum dumbs down the discussion to an extreme degree. It is nothing short of political propaganda. The political indoctrination which comprises this so-called "curriculum" violates Education Code sections 18111, 51501, Business and Professions Code section 6144, and Livermore Valley Jt. USD AR 6144, to mention only the few that I could find.

Yours Very Truly,

Mary Moruza Costa

Link to curriculum provided to me by Mr.

Williams: <https://sites.google.com/srvusd.net/srvusdk5socialjustice/home>

Mr. Williams,

Thank you for sending me the outline of your curriculum.

Your curriculum does not give me access to some of the worksheets. Would you mind sending them?

The following are only a few of the questions I have about your "curriculum" for the 4th graders. I will have many more.

Has LVJUSD explicitly approved this particular program? Or, have you received the permission of the Principal of Arroyo Seco, only, to include this in my children's valuable learning time?

As a percentage of total classroom academic instruction time, not counting PE, Music, and Art, what does the “Social Justice Unit” consume? Or, how many days and how many minutes per day are spent on “Social Justice?”

You have twelve books plus certain alternatives listed on the children’s reading list. You state that these books will be read to the students in class. Why can these books not be sent home for parents to read to and discuss with their children? In a similar vein, are these books too difficult for the children to read themselves? If so, perhaps the children’s time would be better spent on reading, than dumbed-down indoctrination. After all, excellence is the aim, or am I wrong? In addition, I would like to know if this reading-propaganda-to-the-children time will be substituted for the time the teacher should spend reading good children’s literature, that is above their reading level, to them each day?

I notice one of your vocabulary terms is “implicit bias.”

I am familiar with implicit bias training, having attended 4 hours of the same. What techniques of implicit bias training will you be incorporating into your classroom discussion? Will children be instructed that they are implicitly biased against other children, even if they have no conscious bias?

With regard to Standard ID.K-2.1, will children be encouraged to differentiate from each other on the basis of “group identities?” If so, why? If the answer is so they will learn empathy, isn’t this a basic moral value we learn at home? Are you also going to teach them not to steal and lie? How does separating children on the basis of “group identity” foster equity and inclusion?

With regard to Extension Activities for grades 3-5, for the book Peaceful Fights for Equal Rights, why are all the young activists listed from the extreme left?

With regard to the book Pride: The Story of Harvey Milk and the Rainbow Flag, your curriculum states the following: “There is(sic) a lot of historical events in this book. For 4th grade specifically, this would be great for any Social Studies lesson.” Why is the history of Harvey Milk, who can also be described as a deeply corrupt minor politician, more worthy of classroom time than, say, Ronald Regan, who went against the Washington establishment to become President and almost single-handedly bring down the Soviet Union? Or, are the heroes the children are to learn about only of the left?

On the subject of civil rights heroes, where are the books about Martin Luther King and Cesar Chavez? With regard to helping the poor, how about Jane Adams? What about William Wilberforce, or Booker T. Washington? The list can go on and on. Any American child who graduates from grade twelve without knowing who these people are is illiterate. These are all great heroes of American civil rights history that your curriculum simply ignores, in favor of insignificant leftist shills. If excellence is the aim,

why not culturally educate our children? The Harvey Milk book does not teach “history,” it teaches leftist ideology, plain and simple.

Your book list for adults is composed exclusively of critical race theory essays by neo-Marxist publicists (I can’t call them academics). As you know, Critical Race Theory is an attempt, dating from the 1950s, to substitute race for class, in promoting division and, ultimately, the Marxist goal of revolution in America. (Somewhat later, critical race theory has been taught in law schools, without much success, as a different way to examine 14th Amendment jurisprudence). How do the books on your adult reading list differ from Critical Race Theory, as I have defined it? How do these books not teach that we are divided in this country by race, and that equality of outcome, as opposed to equality of opportunity, should be the criterion by which our polity is judged? And how does “equity,” that is, equality of outcome as opposed to opportunity, comport with the constitution that governs all of our laws? And, how can this reading list not be considered “partisan,” within the meaning of Education Code 18111, as amended 1990? (With regard to “equality of outcome,” isn’t that, really, the essence of your vocabulary term “equity?” Or, is your vocabulary term “equity” too vague to be falsified?)

Before you answer that the adult reading list is not based on Critical Race Theory, please provide your definition of the same, and tell me how my definition above is incorrect.

Regarding your vocabulary list...how is any of this appropriate for a 4th grader? “Gender queer,” “gender fluid,” your peculiar definition of “ally,” “cisgender,” “classism,” “gender expansive,” “gender transition,” “intersectionality,” “LGBTQ+,” “micro aggression,” “non-binary,” “transgender.” Some of these terms were not even words until the left crammed them down on schools. How are these words, definitions, and the concepts behind them going to better educate my 4th grader? Or, is the idea to start the indoctrination early?

Tell me why 9 year old children, who are still in their sexual latency, need to be exploring these topics or understanding any of these vocabulary terms?

In particular, the presentation of gay rights, redefined words such as “ally,” the definition of “equity” while excluding the definition of equality, the NFL players kneeling for police brutality, gender being a social construct as unquestionably correct, as opposed to biological sex differentiation, are all highly debatable, and you have no right to teach your own personal views on these subjects to my child.

I strenuously oppose you teaching your personal ideological code as if it is universal. You are attempting to politically indoctrinate my 4th grader, and I object.

I am requesting that this curriculum, which seems to have been slipped under the wire of “Diversity, Equity, and Inclusion” be removed from my child’s 4th grade year. Alternatively, I am requesting that my child be removed from the 12 lessons, on religious grounds and because of impermissible political indoctrination.

Very Truly Yours,

Mary Moruza Costa