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10 **SUPERIOR COURT OF THE STATE OF CALIFORNIA**
11 **FOR THE COUNTY OF RIVERSIDE**

12 MAE M., through her guardian ad litem
13 Anthony M., SUSAN C., through her
14 guardian ad litem Sabrina C., GWEN S.,
15 through their guardian ad litem Ramona S.,
16 CARSON L., through his guardian ad litem
17 Nancy L., DAVID P., through his guardian
18 ad litem RACHEL P., VIOLET B., through
19 her guardian ad litem INEZ B., STELLA B.,
20 through her guardian ad litem INEZ B.,
21 TEMECULA VALLEY EDUCATORS
22 ASSOCIATION, AMY EYTCHISON,
23 KATRINA MILES, JENNIFER SCHARF,
24 and DAWN SIBBY,

Plaintiffs,

v.

21 JOSEPH KOMROSKY, JENNIFER
22 WIERSMA, DANNY GONZALEZ,
23 ALLISON BARCLAY, and STEVEN
24 SCHWARTZ, in their official capacities as
25 members of TEMECULA VALLEY
26 UNIFIED SCHOOL DISTRICT BOARD OF
27 TRUSTEES, TEMECULA VALLEY
28 UNIFIED SCHOOL DISTRICT, and DOES
1 – 100,

Defendants.

Case No.: CVSW2306224

**DECLARATION OF PRUDENCE
CARTER, Ph.D. AS EXPERT WITNESS**

Judge: Honorable Irma Poole Asberry

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DECLARATION OF PRUDENCE CARTER

I, Prudence Carter, declare and state as follows:

1. I have personal knowledge of the facts in this declaration. If called upon to testify, I could and would testify competently to the following facts.

Background

2. I am the Sarah and Joseph Jr. Dowling Professor of Sociology at Brown University. From 2016 to 2021, I was Dean of the Graduate School of Education at the University of California, Berkeley.

3. I was the 2022-23 President of the American Sociological Association, the largest association of sociologists in the world, bringing together over 10,000 sociologists across North America. I am also an elected fellow of the National Academy of Education, the Sociological Research Association, and the American Education Research Association—all of which are highly selective honorific societies that elect members for outstanding contributions to their respective fields.

4. I received my Ph.D. in Sociology from Columbia University, where I also received my Master of Philosophy in Sociology and M.A. in Sociology and Education. I earned my B.S. in Applied Mathematics and Economics from Brown University.

5. My scholarship focuses on academic and mobility disparities shaped by the effects of race, ethnicity, class, and gender in the United States and global society. I am the author of *Keepin' It Real: School Success Beyond Black and White*, which demonstrates how schools draw upon multiple cultural styles to enhance Black and Latinx students' achievement. *Keepin' It Real* was recognized as the winner of the Oliver Cromwell Cox Book Award by the American Sociological Association for its contribution to the eradication of racism. I am also the author of *Stubborn Roots: Race, Culture, and Inequality in U.S. & South African Schools*, a comparative look at the challenges of multiracial education. Finally, I, with Dr. Kevin Welner, edited and contributed to *Closing the Opportunity Gap: What America Must Do to Give Every Child an Even Chance*, which explicates the policy reforms needed to ensure every student is prepared for college. In addition to my books, I have written multiple peer-reviewed journal

1 articles on racial and ethnic stratification in education and the promise and challenges of
2 education in multiracial societies.

3 6. My CV is attached as Exhibit A.

4 **Resolution 21 Denies Structural Racism**

5 7. Bans on “Critical Race Theory”—a graduate-level legal framework—are a
6 misnomer. Rather, curricular restrictions like Resolution 21 reflect an all too familiar resistance
7 to open discussion of our country’s racial inequities. In my own work, I have often encountered
8 educators who are resistant to discussing racial dynamics in education, fearing that their
9 comments or actions will be misinterpreted.¹ For example, educators have resisted confronting
10 dramatic racial disparities in school discipline, exhibiting what Mica Pollock has termed
11 “colormuteness,” or a reticence to openly discuss racial disparities.²

12 8. Resolution 21 reflects this such resistance. It bars teachers from exposing
13 students to the viewpoint that racism is “ordinary,” that “[r]acism is racial prejudice plus
14 power,” or that an individual is a “member of the oppressor class or the oppressed class because
15 of race” Such resistance reflects white Americans’ decreasing tolerance toward minority
16 groups, which social psychologists have shown often accompanies increases in racial and ethnic
17 diversity.³ Such an effect is likely present in Temecula, a rapidly diversifying district.⁴

18 9. Resolution 21 has imposed a policy of colormuteness to the detriment of
19 Temecula students. Under the shadow of Resolution 21 and the threat of discipline, Temecula
20 teachers are struggling to discuss historical and present instances of racial injustice with their
21 students. For example, Resolution 21’s prohibition on discussing how individuals may be
22 members of oppressed groups by virtue of their race have left teachers hesitant to openly

23 _____
24 ¹ Carter, Prudence L., Russell Skiba, Mariella Arredondo & Mica Pollock. (2017). You
25 Can’t Fix What You Don’t Look At: Acknowledging Race in Addressing Racial Disparities.
Urban Education 52(2): 207-235.

26 ² Pollock, M. (2004). *Colormute: Race Talk Dilemmas in an American School*.
Princeton, N.J.: Princeton University Press.

27 ³ Craig, M.A., Rucker, J.M., & Richeson, J.A. (2018). The pitfalls and promise of
28 increasing racial diversity: Threat, contact, and race relations in the 21st century. *Current
Directions in Psychological Science*, 27(3), 188-193.

⁴ See Declaration of John Rogers, at 2.

1 discuss historical instances of racial oppression, like anti-Asian exclusion movements, and to
2 address students' questions like "How and why did slavery happen?"⁵ One teacher even reports
3 avoiding the term "white" when teaching about European imperialism.⁶ Another cut short her
4 discussion of the U.S. criminal justice system, "tempering those facts so as not to be construed"
5 as in violation of Resolution 21" and depriving students of an important discussion of historical
6 and present-day inequalities.⁷

7 **The Costs of Curricular Restrictions**

8 10. Resolution 21 obstructs instruction on key chapters of our nation's history,
9 denying all students the opportunity to become fully educated adults, and denying key aspects
10 of the lived experience of Black, Latinx, Asian American and Pacific Islander, and
11 Native/Indigenous students.

12 11. As a sociologist, I am drawn to studying public education for its potential to
13 shape the trajectory not only of students but of our society as a whole. Schools are a powerful
14 site for cross-cultural collaboration and socialization: at school, youth have a rare opportunity
15 for sustained contact across racial backgrounds. At their best, public schools can produce future
16 generations of critically thinking, civically engaged students who work to strengthen our
17 multiracial democracy.

18 12. Resolution 21 denies all students the opportunity to learn to navigate our
19 multiracial society. At a young age, children become aware of racial differences and are
20 exposed to explicit and implicit discussions of race in their own lives and in the media.⁸ Schools
21 can offer an environment in which students can learn about race and racial inequality in an age-
22 appropriate way. As I have documented, students who experience a diverse educational
23 environment are better able to develop the cultural flexibility needed to navigate different social
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25 ⁵ Declaration of Amy Eytchison, at 2.

26 ⁶ Declaration of Dawn Sibby, at 3.

27 ⁷ Declaration of Jennifer Scharf, at 2-3.

28 ⁸ In 2010, renowned child psychologist Margaret Beale Spencer recreated the doll study
cited in *Brown v. Board of Education*, and found that children as young as five exhibited "white
bias." Billante, J. & Hadad C. (2010, May 14). Study: White and black children biased toward
lighter skin, *CNN*, <https://www.cnn.com/2010/US/05/13/doll.study/index.html>

1 spaces—skills they will need both in the workplace and to be an engaged member of our
2 multiracial democracy.⁹ Instead, Resolution 21 limits such critical development.

3 13. Resolution 21 especially burdens Black and Latinx students by communicating
4 that the educational environment is not for them. In *Stubborn Roots*, a study of eight integrated
5 schools across the United States and South Africa, I found that schools create “symbolic
6 boundaries” that demarcate and reinforce social divisions by centering certain experiences and
7 excluding others.¹⁰ Even when African American history or Chicano/Chicana history is taught,
8 it is often qualified by modifiers, sending a message to students about what American history
9 is—and who it is for.¹¹ Students themselves are painfully aware of such exclusions: As
10 DeAndre, a student I interviewed for *Keepin’ It Real* confessed, “I want to know about Black,
11 Black . . . how can I say this . . . Black historical figures besides the main people. I know that
12 there are other people.”¹²

13 14. Resolution 21 turns back the clock on Temecula schools. Like the Black and
14 Latinx students I interviewed in the late 1990’s and 2000’s, Temecula high school students are
15 being denied access to an inclusive curriculum, with the threat of sanctions dissuading even
16 teachers who want to move towards a curriculum that reflects their students’ identities. For
17 example, Plaintiff student Mae M. echoed DeAndre’s sentiment in her declaration, lamenting
18 that “my teachers will almost certainly never explore [the full scope of Black history].”¹³

19 15. Such exclusion in turn exacerbates the feeling of cultural mismatch that Black,
20 Latinx, Asian American and Pacific Islander, and Native/Indigenous students experience at
21 school. In *Stubborn Roots*, I documented how Black students in majority-minority schools
22 where affirming messages were embedded into the schools’ ethos developed greater cultural
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24 ⁹ Carter, Prudence L. (2012). *Stubborn Roots: Race, Culture, and Inequality in U.S. &*
25 *South African Schools* 91-104. Oxford University Press: Oxford, U.K.

26 ¹⁰ Carter, *Stubborn Roots* at 11.

27 ¹¹ See *id.*, at 142-43; Christine E. Sleeter. (2011). *The Academic and Social Value of*
28 *Ethnic Studies: A Research Review*, National Education Association.
<https://files.eric.ed.gov/fulltext/ED521869.pdf>.

¹² Carter, *Keepin’ It Real*, at 35.

¹³ Declaration of Mae M., at 2.

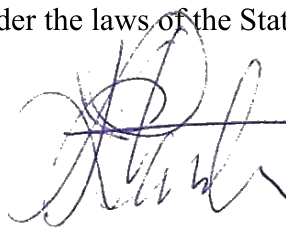
1 flexibility and maintained higher self-esteem than their peers in predominantly white schools.¹⁴
2 In contrast, students face disadvantages when educators lack familiarity with their cultural
3 backgrounds. This mismatch causes difficulties in communication, dampens student
4 engagement, and exacerbates disciplinary issues.¹⁵

5 16. Resolution 21 aggravate feelings of cultural mismatch by creating an
6 environment in which teachers and student alike are unable to discuss the realities they face in
7 their daily lives. Even teachers who can connect with students on a personal level must place a
8 wall between themselves and their students. For example, Katrina Miles, the sole Black
9 educator at Temecula Middle School, reports how she “took pains” to limit her discussion of
10 anti-Black violence and felt unable to share with students her personal experiences of racial
11 discrimination as a Black woman raised in Texas.¹⁶

12 17. Fundamentally, Resolution 21 escalates the curricular alienation that too often
13 causes Black, Latinx, Asian American and Pacific Islander, and Native/Indigenous students to
14 become disengaged from school and educational institutions more broadly—at great cost not
15 only to the students themselves, but also to our society, which depends on an educated and
16 engaged citizenry.

17 I declare under penalty of perjury under the laws of the State of California that the
18 foregoing is true and correct.

19 Executed on November 13, 2023.



20
21 _____
22 Prudence Carter
23 Declarant
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25 _____
26 ¹⁴ Carter, *Stubborn Roots* at 176.

27 ¹⁵ Carter, Prudence L. (2013). “Student and School Cultures & the Opportunity Gap:
28 *Paying Attention to Academic Engagement and Achievement*” in *Closing the Opportunity Gap: What America Must Do to Give Every Child an Even Chance*, edited by Prudence L. Carter and Kevin G. Welner, New York: Oxford University Press.

¹⁶ Katrina Miles Declaration at 1-2.