



**POWAY UNIFIED SCHOOL DISTRICT'S  
COMPREHENSIVE PLAN FOR PRIORITIZING**

**RACIAL  
EQUITY &  
INCLUSION**

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# FOREWORD

A message from the PUSD  
Superintendent and Board President

Our families trust us to provide their children with a safe and equitable learning environment. Schools play a powerful role in changing people's perceptions, and we are called upon to work together to be explicitly anti-racist.

Our board of education passed a resolution in June affirming our commitment to take an unwavering stand against racism in all forms. The board directed staff to create a plan to meet the goals stated in the resolution, including hiring more diverse staff to reflect our diverse students, incorporating more culturally-rich and representative curriculum, and enforcing clear consequences for racist behavior.

District leadership has been meeting with parent and student representatives to ensure their voice is reflected in our planning as well. We have hired top-quality educators of color. We are partnering with the San Diego County Office of Education to provide our school sites with equity coaches for ongoing professional learning for our staff. We are strengthening discipline procedures to ensure any use of racial slurs is addressed directly with consequence and intervention.

But our community must also come alongside us and say "enough is enough." We must replace complacency and denial with commitment and resolve. Change is oftentimes painful, but imagine the pain of students who have been marginalized and discriminated against for years. I'm proud of our students for having the courage to make their personal stories public so that it allows us to engage in difficult conversations and make the uncomfortable more comfortable. If we don't engage in difficult conversations, we can never learn and grow, to arrive at a place of greater understanding of our own biases, whether unconscious or intentional.

All of our children are precious, and we owe it to our young people to do better.

**MARIAN KIM PHELPS, Ed.D.**  
*Superintendent*

On June 25, 2020, spurred by racially charged incidents that deeply hurt our students, our community, and the whole nation, the Poway Unified Board of Education unanimously passed a resolution reaffirming our district's commitment to fight racism and correct systemic inequity. We called upon our PUSD community members to be visible in our outrage and in our resolve to work for change.

On behalf of Board members, I want to share how proud we are of our students, families, teachers, staff, administrators, and superintendent for how you've all risen to this challenge. Though some in our community are newly awakened to the issues, or at least their severity, we have come a long way in a short time due to your incredibly hard work and sense of moral imperative. This is just the beginning of a long road, but every journey starts with the first step. This is ours.

**MICHELLE O'CONNOR-RATCLIFF**  
*Board President*

# RESOLUTION

"Affirming Poway Unified School District's Commitment to Fight Racism and Correct Systemic Inequity"

The Governing Board of the Poway Unified School District resolves to reaffirm the Poway Unified School District's commitment to fighting racism and correcting systemic inequity.

At its June 25 meeting, the Poway Unified School District Board of Education unanimously approved Resolution #116-2020, publicly affirming the District's commitment to fighting racism and correcting systemic inequity. The District and the Board of Education take an unwavering stand against racism and discrimination on our school campuses and in our work environments. We value the diversity that exists amongst our students, staff, families, and community members. We strive to empower student success by ensuring safe, inclusive, innovative, and equitable learning environments for every person, regardless of the color of their skin or ethnicity. The District and the Board of Education acknowledge the need to provide racially and culturally diverse curriculum resources and course offerings for students, coupled with professional learning for teachers and staff focused on cultural proficiency and anti-bias training.

The resolution was co-authored by Board President Michelle O'Connor-Ratcliff and Trustee Dr. Darshana Patel, with assistance from former Student Board Member Mariana Akins. The resolution is included as an addendum to this document for public view.

# MESSAGE

## A joint message from PUSD Black Student Union Presidents

*Dear PUSD board and administration,*

We have come together as a group of Black Student Union Presidents, from all five high schools, to discuss the actions being taken to better the environment for students of color. We appreciate your efforts to address the topic occurring in the African-American/Black community across the world and especially in our nation. The issue of racism is something that is deep rooted in our society and has been normalized for far too long. The Poway Unified School District is no exception to the racism that is unfortunately present in our society.

We are sure that you know of the Instagram account, @blackinpUSD that has been recording the confessions of how students are and have been treated within our district. These student experiences speak volumes to the fact that although this district has tried to limit and condemn hate in the form of racism, it is still very much prevalent. We can all say that in places of learning and growing, racism should not be tolerated by any means and therefore, we want and need change so that can be possible. We want to communicate with our administrators and board members to implement new policies (Providing better emotional/physical support for students, informational days, practicing cultural sensitivity, etc) that give stricter disciplinary measures towards those who perpetrate any form of hate, whether it be microaggressions or blatant acts of racism. It is of the utmost importance that people are held accountable for their actions so that they do not continue to act in this manner.

As individuals and as a group we are striving to change the culture in our schools and in our society to actively denounce racist discrimination and be accepting of those regardless of their race, gender identity, sexual orientation, religious affiliation, etc. In our efforts we cannot do this alone and we will need the support of our administration and board members to assist us in our continuous fight against racial inequality in our schools' environment.

We need more than performative activism and neutrality. We are asking for a collaborative effort in being transparently anti-racist.

*Sincerely,*

**JADE THOMPSON**

*RANCHO BERNARDO HIGH SCHOOL*

**OLIVIA ROLLINS**

*DEL NORTE HIGH SCHOOL*

**MAX LLOYD-STERN**

*POWAY HIGH SCHOOL*

**AZEH NDIFOR**

*MT. CARMEL HIGH SCHOOL*

**MELAT KASSAHUN**

*WESTVIEW HIGH SCHOOL*

**TEYA BRONSON**

*MT. CARMEL HIGH SCHOOL*

# COLLABORATION

Contributing Members and  
Groups of the Committee

Below is the list of contributing members and groups of the Racial Equity Committee. This committee worked collaboratively alongside Poway Unified School District staff in developing specific plans to accomplish the steps outlined in Resolution #116-2020, "Affirming Poway Unified School District's Commitment to Fight Racism and Correct Systemic Inequity."

**MARIAN KIM PHELPS, Ed.D.**  
*Superintendent*

**CAROL OSBORNE**  
*Assoc. Superintendent, Learning Support*

## CONCERNED PARENTS ALLIANCE

**DARLENE V. WILLIS, Ph.D.**  
**MARTHA PARHAM**

**CREATORS, @blackinpUSD ACCOUNT**  
**EKENE & NENE OKOLO**

## DISTRICT ADMINISTRATION

**ALAIN HENRY**  
*Principal, Abraxas Continuation High School*

**BRYAN SCHULTZ**  
*Principal, Del Norte High School*

**CHRISTINE PAIK**  
*Chief Communications Officer*

**DARCEL GLOVER**  
*Assistant Principal, Westview High School*

**DAVE LeMASTER**  
*Executive Director II, Learning Support*

**GREG MAGNO**  
*Principal, Mt. Carmel High School*

**HANS BECKER**  
*Principal, Rancho Bernardo High School*

**JAMAL FELTON**  
*Career Guidance Technician II, Rancho Bernardo High School*

**KIMIE LOCHTEFELD**  
*Executive Director II, Learning Support*

**RICHARD NASH**  
*Principal, Poway High School*

**TINA ZIEGLER**  
*Principal, Westview High School*

## DREAMS ADVOCACY GROUP

**LOLA AWONIYI-OTERI**  
**LUISA DOUGAN**  
**REBECCA W. MORGAN**

## SMALL & MIGHTY PARENT GROUP

**AMON GORDON**  
**CHARLES RODGERS**  
**CHRISTINA NICHOLS**  
**DHALIA BALMIR**  
**JARONDA LIGE**  
**JULIUS LIGE**  
**KARRI RODGERS**  
**MICHAEL NICHOLS**  
**ROXANNE McCRAY**

## STUDENT REPRESENTATIVES

**AZEH NDIFOR**  
*BSU Co-President, Mt. Carmel High School*

**EMILY BYLSMA**  
*Student Member, PUSD Board of Education*

**JADE THOMPSON**  
*BSU President, Rancho Bernardo High School*

**MAX LLOYD-STERN**  
*BSU President, Poway High School*

**MELAT KASSAHUN**  
*BSU President, Westview High School*

**OLIVIA ROLLINS**  
*BSU President, Del Norte High School*

**TEYA BRONSON**  
*BSU Co-President, Mt. Carmel High School*

## HONORABLE MENTION

**BETHLEHEM DEGEF**  
*BSU VP, Westview High School*

**CADUER DENG**  
*BSU VP, Mt. Carmel High School*

**JACKSON DRIVER**  
*BSU VP, Poway High School*

**JAYME LABIDOU**  
*Alum, Mt. Carmel High School*

# #1 FOSTERING RELATIONAL TRUST

## Parent and Community Forums

- Convene BIPOC (Black, Indigenous, & People of Color) families and district staff to engage in conversations to articulate their needs, share their experiences and hopes for improvement related to racial equity and inclusion. These will be conducted quarterly via school feeder patterns.
  - Ensure all stakeholders voice their concerns regarding current and past district and classroom practices that are unjust and/or not inclusive.
  - Create opportunities for stakeholders to choose how they wish to build community and share in-group and inter-group experiences.
- Encourage all stakeholders to have courageous conversations around race and injustice.
- Build relationships within and across our schools and District with BIPOC families in order to foster a strong partnership to fight racism in PUSD.
- Build relationships with all students that allow their innate, sacred value to be nurtured and honored. This includes enhanced support for Black Student Unions, cultural and ethnic clubs, and other BIPOC organizations on secondary campuses.



# PROGRESS TOWARD IMPLEMENTATION



## [Fostering Relational Trust]

	In Progress	2021-2022	2022-2023	2023-2024
District meets with Black Student Union leaders and representative parents	X			
Parent group (“Small & Mighty”) has met with all school administrators to share their experience in PUSD	X			
Schools partner with POC (people of color) families to address anti-racism at the school	X			
Parent Forums by Region: Engage parents of color to share their experience and the experiences of their children within the District. Organize by feeder patterns to support families.	X			
Engage student leaders: Diversify our Narrative will meet with Curriculum Director to collaborate around efforts to revise core literature and develop new coursed (Ethnic Studies/Ethnic Literature)	X			
Continue to foster and expand partnership with Concerned Parents Alliance and College Bound Program	X			
Secondary site principals, ASB, and club advisors provide continued support and collaboration with BSUs and BIPOC clubs	X			
Utilize CA Healthy Kids Survey (student and parent version) to document and monitor improvement of students/families feeling valued				





# #2 PROFESSIONAL LEARNING FOR STAFF

Provide training/professional development experiences which are experiential in examining personal and institutional bias working with experts in this field.

Provide professional learning for educators on how to best integrate culturally responsive pedagogy (CRP) in an interdisciplinary approach.

*(Resource: Culturally Responsive Teaching and the Brain by Zaretta Hammond)*

Engage educators in the examination of systemic and institutionalized racism and injustice in both the educational setting as well as in other systems (financial, health care, housing, etc.)

Expand The Anti-Defamation League's No Place for Hate Initiative district wide for all sites and build ownership of principles within all staff in order to integrate within classrooms.

Expand training on the intersectional nature of racial injustice with other types of injustice (e.g. intersectional violence against LGBTQIA and Black communities).

## Expand training on Restorative Justice Practices (RJP)

- Expand training on RJP in Tier 2 as it pertains to students being temporarily removed from the classroom.
- Expand training on RJP in Tier 3 when harm occurs and suspension/expulsion might traditionally be considered as a solution.
- Expand site Restorative Justice leadership teams with at least one designated staff member who will be responsible for site implementation of RJP.
- Expand training on the intersection of SEL, RJP, PBIS and CRP and how to customize experiences for students accordingly.



# PROGRESS TOWARD IMPLEMENTATION

## [Professional Learning for Staff]



	In Progress	2021-2022	2022-2023	2023-2024
Partner with SDCOE Equity Department to build capacity of site based equity teams and address systemic bias (See Plan)	X			
Continue to offer Teaching and Learning Cooperative (TLC's) on <i>Culturally Relevant Pedagogy</i>	X			
RTI TOSA's leveraged <i>Culturally Relevant Pedagogy and the Brain</i> , by Zaretta Hammond to support site RTI Teams	X			
Engage outside "experts" on equity in education such as those from nearby colleges & universities				
6 of our secondary schools have engaged in implicit bias training with ADL		X		
PBIS teams at every school and have been working on restorative practices since 2018		X		
Expand Restorative Justice practices through discipline handbook and training	X			
Develop sample lessons for teachers from online social justice curricular resources				



# #3 EDUCATIONAL IMPROVEMENTS

- Learning Support Services will collaborate with teachers to critically examine existing curriculum and develop curriculum that reflects the experiences and history of all community members (e.g., Core Literature, new adoptions).
- Work collaboratively with high schools to implement new A-G approved courses for Ethnic Studies and Ethnic Literature.
- Utilize curriculum that reflects the experiences and history of all community members.
- Utilize curriculum that examines the history and manifestations of systemic and institutionalized injustice and how those systems uphold white supremacy.
- Create site teams with intentional inclusion of students of color to lead equity work both at their school and across PUSD.
- Expand site embedded coaching on best practices for using culturally responsive pedagogy.
- Expand site embedded coaching on best practices for holding space for courageous conversations about race and injustice.
- Mentor site teams of students in RJP and how to hold student-led conversations about race and injustice with students, educators, and school administration.



# PROGRESS TOWARD IMPLEMENTATION

## [Educational Improvements]



	In Progress	2021-2022	2022-2023	2023-2024
Ensure all PUSD schools become “No Place for Hate” schools through ADL (21 of 38 schools are NP4H as of 2020)	X			
Adopt texts by diverse authors and perspectives (reference State-adopted list)	X			
Evaluate use of multimedia, not text based, instructional materials to ensure diverse viewpoints are represented for learning	X			
Create a Code or Pledge for students to sign, acknowledging expectations and committing to be anti-racist		X		
Hold anti-racism school-wide dialogue tied to current events, and ensure anti-racism is a common theme in all aspects of school				
Leverage student panels that represent our diverse demographics to communicate with staff their experiences	X			
Implement an Ethnic Studies Course at each high school		X		
Adopt updated History Social Science textbooks at all levels				



# #4 SYSTEMS IMPROVEMENT

- Establish a community based, independent advisory committee focused on district efforts to become a more equitable and inclusive school district. (Equity and Inclusion Advisory Committee)
- Add a page on the District website dedicated to racial equity and inclusion plan, post resources, and upcoming meetings and events.
- Lead by example at the district level in examining personal and institutional bias through ongoing professional development and holding courageous conversations.
- Increase the hiring, retention and support of Black and people of color staff, teaching, and leadership positions to reflect all members of the community. In addition, conduct a staff survey to determine baseline demographics.
- Update the district's Discipline Plan to be a Restorative Discipline Plan with specific language that reflects a restorative approach rather than a punitive/criminalizing approach.
- Share ongoing data on suspension/expulsion rates by race/ethnicity/students with disabilities with all district and community stakeholders through multiple mediums.
- Provide an annual update to the Board of Education regarding progress toward goals within the Racial Equity and Inclusion Plan.



# PROGRESS TOWARD IMPLEMENTATION

## [System Improvements]



	In Progress	2021-2022	2022-2023	2023-2024
Discipline Plan revised to include Restorative Justice Practices (RJP)	<b>X</b>			
Discipline Policy will be revised to improve consistent implementation, and include more robust actions around use of racial slurs, hate language, and behavior; will also include focus on RJP.		<b>X</b>		
Expand Character Pillars to include explicit connections to aspects of anti-racism		<b>X</b>		
Develop specific restorative justice practices for elementary, middle and high school students to address all incidents of hate language and behavior		<b>X</b>		
Expand efforts for hiring diverse staff that reflects the demographics of PUSD				



# REFERENCES

## NATIONAL MODELS OF DISTRICTS DOING GROUNDBREAKING EQUITY WORK

[Oakland, CA](#)

[Fairfax, VA](#)

[Denver, CO](#)

[Brooklyn, NY](#)

## KEY SCHOLARS

[Dr. Ibram X Kendi](#)

[Dr. Robin DiAngelo](#)

[Ta-Nehisi Coates](#)

[Jerry Tello](#)

[Dr. Anne Gregory](#)

## ARTICLES & ESSAYS

[NEA Racial Justice in Education](#)

[Dismantling White Supremacy in Our Classrooms](#)

[The Intersection of White Supremacy and the Education System](#)

[Dr. Kendi - An Anti-Racist Reading List for Americans](#)

## PODCASTS & FILM

[1619 Project](#)  
(NYT Magazine)

[Pod For The Cause](#)  
(The Leadership Conference on Civil & Human Rights)

[Intersectionality Matters!](#)  
(Kimberlé Crenshaw)

[Show About Race](#)

[Codeswitch](#)  
(NPR)

[13th](#)  
(Netflix)

[RaceForward](#)

## BOOKS

- [How To Be An Antiracist](#) by Ibram X. Kendi
- [Just Mercy](#) by Bryan Stevenson
- [The New Jim Crow](#) by Michelle Alexander
- [Citizen: An American Lyric](#) by Claudia Rankin
- [Unequal Childhoods](#) by Annette Laureau
- [They Can't Kill Us All](#) by Wesley Lowery
- [White Fragility: Why It's So Hard for White People to Talk About Racism](#) by Robin DiAngelo
- [Raising Race Questions: Whiteness and Inquiry in Education](#) by Ali Michael
- [Scarcity: The New Science of Having Less and How It Defines Our Lives](#) by Sendhil Mullainathan
- [Dream Makers, Dream Breakers: The World of Justice Thurgood Marshall](#) by Carl T. Rowan
- [What's Race Got to Do with It? How Current School Reform Policy Maintains Racial and Economic Inequity](#) edited by Edwin Mayorga and Bree Picower
- [Reading for Their Life: \(Re\)Building the Textual Lineages of African American Adolescent Males](#) by Alfred W. Tatum
- [Between the World and Me](#) by Ta-Nehisi Coates
- [Why Are All the Black Kids Sitting Together in the Cafeteria: And Other Conversations About Race](#) by Beverly Daniel Tatum
- [Me and White Supremacy](#) by Layla F. Saad
- [Schooltalk: Rethinking What We Say About and To Students Every Day](#) by Mica Pollock



# REFERENCES

CONTINUED

## TED TALKS

- [The Difference Between Being Not Racist and AntiRacist](#) - Dr. Kendi's TED Talk
- [Deconstructing White Privilege](#) - Dr. Robyn DiAngelo
- [The Urgency of Intersectionality](#) - Dr. Kimberle' Crenshaw
- [Let's Get to the Root of Racial Injustice](#) - Megan MingFrancis
- [The Danger of a Single Story](#) - Chimamanda Ngozi Adichie
- [How Studying Privilege Can Strengthen Compassion](#) - Peggy McIntosh
- [How to Overcome Our Biases - Walk Boldly Towards Them](#) - Verna Myers





# ADDENDUM

## BOARD RESOLUTION #116-2020, PAGE 1

### Poway Unified School District

#### RESOLUTION NO. 116-2020 REAFFIRMING POWAY UNIFIED SCHOOL DISTRICT'S COMMITMENT TO FIGHT RACISM AND CORRECT SYSTEMIC INEQUITY

**ON MOTION** of Member Dr. Patel, seconded by Member Mrs. Couvrette, the following resolution is adopted:

**WHEREAS**, recent racially charged incidents have impacted many of our students and many members of our community. We are now called upon to be visible in our resolve to work for change; and

**WHEREAS**, the heightened level of civic engagement from our students and communities serves as an opportunity to work even harder to address the racial, cultural, and ethnic disparities in our schools; and

**WHEREAS**, schools are the cornerstones of communities, and educators play an important role in influencing perceptions and processes; and

**WHEREAS**, the Poway Unified School District and Board of Education will continue to take an unwavering stand against racism and discrimination in all forms; and

**WHEREAS**, valuing the diversity that exists among our students, staff, families, and community members is integral to our District vision of creating culture and conditions to empower world-class learners; and

**WHEREAS**, we believe that we – individually and collectively – must fulfill the Board's goal to empower student success by ensuring that all learning environments are safe, inclusive, innovative, and equitable for every person, regardless of their skin color or ethnicity; and

**WHEREAS**, the Board recognizes that achievement and discipline disparities for students of color persist despite this goal; and

**WHEREAS**, underserved minority students being disproportionately overrepresented in discipline statistics and underachieving compared to peers (a-g) in rigorous classes even though these students have the same academic potential and all bring unique, valuable perspectives and experiences to our classrooms; and

**WHEREAS**, our classrooms are an ideal environment to provide racially and culturally relevant curriculum resources, including literature selections and historical perspectives from diverse voices, and the Board urges the District to keep this fact in the forefront as we continue to review our District's curriculum and course offerings; and

**WHEREAS**, the District has adopted Response to Intervention and Positive Behavior Interventions and Supports practices whereby Tier 1 supports can be applied to teach anti-racism at all grade levels; and

**WHEREAS**, Poway Unified School District values the different cultures and ethnicities of our workforce and is committed to anti-racist leadership and inclusive working environments where each person is treated with respect and dignity; and



# ADDENDUM

## BOARD RESOLUTION #116-2020, PAGE 2

**WHEREAS**, the Board recognizes that our District would benefit from having a racially and ethnically diverse staff that matches our student population; that the presence of diverse employees helps to stop negative stereotypes, promotes acceptance of diversity and equity, influences the culture of our schools, and increases role models and mentors for students of color, and that, for these reasons, the District will work towards the goal of hiring and retaining diverse staff, administrators, teachers, and counselors; and

**WHEREAS**, the Board is committed to our goal of providing high quality professional learning for teachers and staff, including supporting and expanding ongoing work with cultural proficiency and anti-bias training to cultivate a culture of trust and cultural relevance; and

**WHEREAS**, the problems of society are mirrored in schools, and these problems can only be fully addressed with a united effort of community and school coming together for the betterment of our students' future; and

**WHEREAS**, the Board recognizes the District's productive relationships with racial equity-focused parent and student groups like Concerned Parent Alliance/College Bound, Small and Mighty, No Place For Hate, Black Student Union, and Social Justice Club, and knows that the District must do even more to further the Board's goal of engaging parents, business, and community partners to foster shared responsibility and accountability.

**NOW, THEREFORE, IT IS HEREBY RESOLVED AND ORDERED** that:

The Poway Unified School District will examine and confront the biases in our own school district and actively engage with staff, students, and families, and our whole community to address problematic practices that are contributing to unfair, inequitable outcomes; and

**BE IT FURTHER RESOLVED**, that Poway Unified School District will seek to better align our resources to meet the diverse and dynamic needs of all students, staff, and community; and

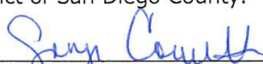
**BE IT FURTHER RESOLVED**, that Poway Unified School District reaffirms its commitment to fighting racism in all its forms and correcting systemic inequity in order to fulfill our District vision of creating culture and conditions to empower world-class learners and mission of inspiring passion and preparing every student to thrive in college, career, and life by providing personalized, rich, and rigorous learning experiences.

**PASSED AND ADOPTED** on June 25, 2020, by the following vote:

AYES: 4  
NOES: 0  
ABSENT: 1  
ABSTAIN: 0

STATE OF CALIFORNIA )  
COUNTY OF SAN DIEGO )

This is to certify that the foregoing document is a true copy of the Resolution of the Board of Education of the Poway Unified School District of San Diego County.

  
\_\_\_\_\_  
T. J. Zane, Clerk of the Board of Education  
Acting Clerk, Ginger Couvrette

