



African American Academic Acceleration Task Force

March 6, 2019

Presentation to FUSD Board of Trustees

Recommendations for Board Policies



Attitudes, beliefs and mindsets of FUSD employees

- ❖ Revise the following board policies to ensure they address attitudes, beliefs and mindsets of all FUSD employees towards AA students and AA employees:
 - Diversity, equity and inclusion
 - Core beliefs and commitments
 - Accountability and professional learning
 - Grading and examination policies
- ❖ Engage AA students, AA parents and families, AA FUSD employees and AA community members in reviewing district policies with an equity lens.
- ❖ Develop administrative regulations (AR) which include specific actions to include AA students and staff.

Access to African American teachers

- ❖ Provide financial incentives to increase the hiring, recruitment and retention of AA employees in FUSD, including credentialed, certificated and classified staff.
- ❖ Develop a system of support for AA employees that promotes professional growth and learning

Rigorous instruction and high expectations

- ❖ Require annual, districtwide professional learning on culturally responsive pedagogy and methods and social emotional learning (nurture and confidence).
- ❖ Strengthen the articulation and sequential pathway for AA students into GATE and AP courses across district sites K-12.
- ❖ Increase access and preparation of AA students in elementary schools to participate in GATE courses
- ❖ Assess and revise the discipline policy to require restorative practices and/or other interventions prior to removing students from the classroom to maximize instructional time for AA students.

Early Learning

- ❖ Increase access to early learning opportunities for AA students
- ❖ Build language, math and social-emotional skills of pre-K AA students in a culturally responsive manner to prepare students for Kindergarten



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Family engagement

- ❖ Engage AA students, families and community at least twice a year to be a part of the district's communications and strategic planning.
- ❖ Extend the parent recruitment efforts of the Parent University into AA communities to repair the relationship and build trust between AA families, the AA community and school staff.
- ❖ Create a “parent navigator” program and recruit AA parents into leadership roles at school sites
- ❖ Strengthen partnerships/engagement between AA family members, teachers, staff and administrators at school sites.

Pride in and respect for AA cultural heritage

- ❖ Increase knowledge and understanding of AA culture among all FUSD teachers, staff and students
- ❖ Require training for all employees on implicit bias, cultural competence, and using an asset-based approach to working with AA students and AA families
- ❖ Engage diverse stakeholders on at least an annual basis to support efforts to tell positive stories and share positive images about AA youth and families.