

DRAFT Summary of Key Stakeholder Recommendations Spring 2021

Equity, Access, and Social Justice

Guiding Principle:

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.

Core Value:

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness.

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College and Career Readiness (Top)							
Ref.	Recommendation	AAAB	AIEP	CAC	DELAC	PAC	SAC
1A	Increase amount of counselor FTE <ul style="list-style-type: none"> • Provide mental health supports, academic advising, college/career guidance • Sufficient counseling should be available at all schools, including small schools 	x				x	X
1B	Provide EL-specific counselors and/or Ensure that academic and career counselors are specifically supporting ELs: <ul style="list-style-type: none"> • Collaborate with EL support staff to ensure appropriate placement of ELs • Partnership with families and removal of language barriers 				x		
1C	Support counselors to provide guidance for neurodiverse students to look at broader pool of colleges - especially smaller schools that have intensive supports that neurodiverse students need			x			
1D	Support students in awareness and mindset around college - tell them that they can graduate and go to college.		x				
1E	Expand overall awareness and support for post-secondary career and trades options: <ul style="list-style-type: none"> • Include jobs and training programs in trades as part of all college and career readiness efforts • Reduce stigma associated with career/trades options • Increased/improved CTE options and supports for students who want to attend trade schools 			x			x

1F	Develop/strengthen partnerships for CTE programs: <ul style="list-style-type: none"> • Stronger partnerships and articulation with community colleges • Articulation with the private sector and corporate investment 	x		x			
1G	Offer robust CTE options at all school sites. Examples of specific needs: <ul style="list-style-type: none"> • Medical Terminology currently not available at Health Professions • Expand Rosemont's Engineering and Design Program • Expand School of Engineering and Sciences (SES)'s career preparation 	x					x
1H	Increase/Provide school-to-college and school-to-career experiences utilizing community stakeholders: <ul style="list-style-type: none"> • Career training, mentorships, internships to build skills in a professional setting (especially for students who have not had such opportunities) • University shadowing • Other Extracurricular opportunities • Seek out and establish partnerships to implement mentorship/internship programs for American Indian and Alaska Native youth - articulate with community colleges where possible 	x	x				x
1I	Specific strategies to market college to students: <ul style="list-style-type: none"> • Ex: Invite black faculty to come to campuses, engage student interests, and let students see themselves reflected 	x				x	
1J	Scholarships: <ul style="list-style-type: none"> • Make scholarship opportunities more accessible • Incentivize stellar student award - provide a scholarship (deposit to a 'student bank account') 				x		x
1K	Regular check-ins and progress monitoring and support students: <ul style="list-style-type: none"> • Academic check-ins for students at vital turning points in the educational careers (e.g. after 8th grade, during junior year) • Increase monitoring of students following graduation - how are they doing after they leave SCUSD? • Proactive/preventative - schedule and conduct regular course placement audits with follow-up notifications to students and families when they are off-track or misplaced 			x	x	x	x
1L	Improve/address transition planning for older students (students with disabilities)			x			
1M	Increase college and career readiness resources/funding for English Learners and less affluent schools					x	x
1N	Clearly communicate and provide support to students and families to understand K-College pathways: <ul style="list-style-type: none"> • Provide clear outline of programs and pathways in HS and beyond for students that are neurodiverse • Provide clear view of pathways in early elementary grades and ongoing • Provide 6th grade orientation to college/university • Roadmaps for HS through higher education 			x	x		
1O	Implement specific college and career readiness activities beginning in elementary			x		x	

1P	<p>Course scheduling and placement:</p> <ul style="list-style-type: none"> • Central support for sites to ensure appropriate course offerings and placement according to student learning profiles: ELD 1, ELD 2 - don't combine courses • Develop master schedule/calendar that makes it possible for ELs to take electives and ELD in addition to core curriculum • Improve World Language course placement process to appropriately assess native, heritage, and bi/multilingual speakers. Explain how challenge/placement results translate to World Language course placement and unit credits. Implement tool and processes districtwide. 				x		
1Q	Consider AVID Excel course as a specific support for LTELs				x		
1R	<p>Recommended metrics/data monitoring:</p> <ul style="list-style-type: none"> • Significantly improve number of students with disabilities who graduate with a diploma - by 2025, graduation rate of SWD will achieve rough parity with the graduation rate of all students • Significantly improve the number of SWDs who complete a-g requirements or a CTE program • Need to look closer at the status of our ELs when they are graduating - how many are reclassified upon graduation? And what fluency level were they on? • For drop-outs - what grades are students dropping out at? Look at this and see where the intervention is most needed. Are they dropping out early or aging out? • Incorporate multilingualism and other cultural wealth/assets into CCR metrics 			x	x		

Foundational Educational Experience with Equitable Opportunities for ALL students [\(Top\)](#)

Ref.	Recommendation	AAAB	AIEP	CAC	DELAC	PAC	SAC
2A	Develop and implement an EL Master Plan				X	X	
2B	Increase access to sports, music, arts, and after-school programs <ul style="list-style-type: none"> Eliminate 'Pay to Play' 	X				X	
2C	Increased access to GATE testing, training/certification for staff, and instruction/programs					X	
2D	Specialty programs and GATE program demographics are representative of district overall					X	
2E	Consistency and fidelity in implementation of district programs/efforts: <ul style="list-style-type: none"> Instruction, including online platforms, access to support, and clear expectations All classrooms use district's adopted instructional materials and district common assessments Core instruction in MTSS framework w/differentiation Eliminate 'opt-in' culture 	X				X	X
2F	Implement additional assessments to provide data necessary to support students: <ul style="list-style-type: none"> Assessments in other core content and elective areas beyond Math and ELA Develop and implement assessments specific to ELs Expand i-Ready licenses to all K-12 English Learners to assess and address learning needs and facilitate reclassification 	X			X	X	
2G	Effective implementation of UDL: <ul style="list-style-type: none"> Training/coaching to improve teachers' use of UDL in the classroom - the 'what,' 'how,' and 'why' of UDL including promotion of interest (motivation), relevance, and importance of the task. Include strategies for evidenced-based academic and social emotional interventions in all general education and SDC classes K-12 Training to support use of UDL to achieve the most accelerated English Language proficiency and grade-level proficiency for reclassification Coaching for staff in collaboration with special education department and that incorporates UDL 	X		X	X	X	
2H	Reading, writing and arithmetic across the curriculum. Across the curriculum strategies (Math and ELA) for social science, PE, science, and other electives as valuable support mechanisms for Math and ELA	X					
2I	Professional Development to support effective standards-aligned instruction including: <ul style="list-style-type: none"> Alignment of instruction to scope and sequence Provide online course of videos developed by coaches that can be available for teachers in an online portal 			X		X	

2J	<p>Effective Implementation of Designated and Integrated ELD:</p> <ul style="list-style-type: none"> • Dedicated Designated ELD time in all delivery models and Integrated ELD in all delivery models • Training in designated and integrated ELD across all content areas and grade levels 				x	x	
2K	<p>Increased instructional coaching (math and literacy) to reduce site case-loads and with more equitable assignment to school sites</p>					x	
2L	<p>Increase staffing to support English Learners:</p> <ul style="list-style-type: none"> • Increase number of bilingual staff overall • Increase the number of bilingual staff in the Multilingual Literacy Department/ELD Support Staff • Increase number of secondary ELD specialists 				x		
2M	<p>Adopt and implement curriculum that includes and reflects the Black/African American experience</p>	x					
2N	<p>Culturally appropriate curriculum:</p> <ul style="list-style-type: none"> • Select and provide culturally appropriate curriculum at all grades • Clearly communicate to all teachers/administrators the availability and importance of tribal educator collaboration 		x				
2O	<p>Professional Development to improve instruction for English Learners:</p> <ul style="list-style-type: none"> • Administrator training on supporting staff (what to look for in quality EL instruction and engagement) • Train instructional assistants, including bilingual and special education instructional aides, to provide support • Educate all staff on reclassification procedures • Extra PD days for teachers on meeting the needs of ELs • Train staff to provide language-accessible training and resources to support student learning at home 				x		
2P	<p>Provide clear guidance for the ongoing monitoring of reclassified students</p> <ul style="list-style-type: none"> • Specific guidance to schools from the district for ongoing progress monitoring • Guidance/information for families and staff • Specific attention to learner profiles including SpED, 504 				x		
2Q	<p>Provide necessary materials for core instruction</p> <ul style="list-style-type: none"> • Essential materials are available to all students - packets of supplies, course materials and supplementary materials in languages of instruction, access to bilingual and primary language reference materials • Budget for teachers to purchase needed realia, visuals, and other materials that make grade-level content comprehensible and accessible for ELs • Ensure access to devices and connectivity 				x	x	
2R	<p>Align English Learner assessment expectations with existing rubrics to modify expectations for learner profiles</p> <ul style="list-style-type: none"> • Ex: alignment of ELPAC newcomer rubric and existing science rubric to modify expectations of task for unit on states of matter - align with our focus on UDL and differentiation 				x		

2S	<p>Appropriate placement of students into core programming</p> <ul style="list-style-type: none"> Elementary - Middle - High school should be collaborating to ensure appropriate placement Provide schools a clear understanding of who is coming into the school - A clear sense of who our English Learners are and how long they have been ELs - Early on, provide a placement test that can inform the appropriate selection of classes at the next level. Can this be provided when staff come to give the heritage language test? 				X		
2T	Increase flexibility for students to complete assignments						X
2U	Invest in curriculum for Long-Term English Learners such as Avid/EXCEL				X		
2V	Include site instructional coordinators (SICs) in the C&I-related action - name them and the EL coordinators as key parts of the action				X		
2W	<p>Recruitment and Retention of Staff:</p> <ul style="list-style-type: none"> Build robust programs and supports to retain our teachers if we are having trouble recruiting them - Affinity groups and supports - we need to work harder to support/retain staff of color Can we specify recruitment and retention of multilingual staff and staff that reflect our student demographics? Increase Black/African American teachers from 109 to 150 Shift district's start date earlier in August to maximize competitive advantage in the hiring landscape and to benefit student academically Provide incentives for teachers to go to target schools 	X			X	X	
2X	<p>Metrics/Data Monitoring:</p> <ul style="list-style-type: none"> Each year decrease the percentage of non-proficient students by 5% Increase the 3rd, 6th, and 8th grade SBAC met or exceeded for Black or African American students Need to have a better understanding of how students are receiving CCSS-aligned instruction at their grade level Need more clarity on which sites are engaging teachers in professional learning and which are not - and whether this correlates to where students are the most vulnerable and have the greatest need Need to know how many students with disabilities are in an inclusive setting - and for how long. We also need to have a definition of 'inclusive setting' Measure the impact of coaches - how are they impacting school sites, particularly with regard to students with disabilities? Do we see student performance correlate with coaching? Provide metrics/accountability that provides more data on the extent of training - who has been trained and who has not - increase our understanding of WHY staff are opting out of some trainings Increase the % of students making progress on English Learner Progress Indicator Increase the Reclassification Rate <ul style="list-style-type: none"> Set target to meet the state level NEW Metric: Decrease the % of Long-term English Learners <ul style="list-style-type: none"> Set an audacious goal - Within 5 years all ELs will be reclassified 	X		X	X	X	

Integrated Supports - Targeted supports based upon identified student needs [\(Top\)](#)

Ref.	Recommendation	AAAB	AIEP	CAC	DELAC	PAC	SAC
3A	Increase counselor staffing to provide more mental health support and/or provide other staffing to increase access to mental health counseling	x				x	x
3B	More flexibility in access to counseling - the '10 minute rule' does not always meet students' needs						x
3C	Prioritize mental health and wellness <ul style="list-style-type: none"> ● This is an important focus in our return to schools and classrooms ● Focus on mental health in addition to physical health as parts of safety <ul style="list-style-type: none"> ● Annual mental health checks and tiered support - ensure regional equity of services ● Regular mental health and social-emotional check-ins for all students to assess needs ● Mental Health resources for students with 504/IEP ● Explore development of mental health classes to empower students - integrate this into curriculum for all students 	x	x			x	x
3D	Implement multiple measures to assess student progress in order to identify students in need of intervention and prioritize resources	x					
3E	Individual student progress monitoring and support: <ul style="list-style-type: none"> ● Individual student support plans for students with the highest needs ● Liaisons/case managers for students with highest needs ● Every EL and Reclassified student has an individualized Student Success Plan ● Implement an advisory or case-management for LTEL secondary students ● Offer more tailored approaches for all students vs. what is needed universally (the one-size-fits-all approach) ● COST process that considers the needs of each individual EL, beginning with newcomers 			x	x	x	
3F	Increase academic supports to accelerate progress and close persistent learning gaps: <ul style="list-style-type: none"> ● Research-based intervention and acceleration strategies ● Bolster tutoring programs - ensure regional equity ● Provide tutoring and extra periods of instruction for high needs students ● Provide scholarships and link students to support options - tutoring and learning programs like Kumon, Code Ninja, and summer camps ● Tutoring, small group instruction, and time set aside for addressing English Proficiency (e.g. weekly, Saturday, summer tutoring, intervention to help students pass SBAC) - include bilingual after-school services 	x			x	x	x

	<ul style="list-style-type: none"> Extra periods for small group designated ELD or LTEL Advisory to accelerate progress toward reclassification. 						
3G	Provide curriculum specific to identified student needs: <ul style="list-style-type: none"> Provide structured, multisensory reading intervention in all schools for struggling readers Dyslexia Intervention curriculum implemented in all K-6 schools by RSP teachers for students with learning disabilities in reading 			x		x	
3H	Tiered reengagement strategies for students who are not engaging <ul style="list-style-type: none"> Home visits and home-school liaisons 1:1 mentors with outreach 				x	x	
3I	Increase the number/capacity of Student Support Centers and Connect Center <ul style="list-style-type: none"> Student Support Centers at all school sites Increase the % of schools across SCUSD that have an SSC Expand connect center services to provide more support We need a social worker and counselor at every school site, preferably bilingual or multicultural 	x			x	x	x
3J	Engage black college students and recent high school grads to act as summer tutors.	x					
3K	Expand AIEP staffing/capacity to support youth and families <ul style="list-style-type: none"> Provide additional funding to enable AIEP to serve more students than current program allows Additional support to appropriately identify American Indian and Alaska Native youth/families to (a) accurately count all members of community and (b) provide support to complete documentation to demonstrate eligibility for supports 			x			
3L	Additional services for Foster and Homeless Youth					x	
3M	Professional Development for staff: <ul style="list-style-type: none"> Social Emotional Learning (SEL) Trauma-informed practices Mental Health - include discussion of mental health that is inclusive of overall wellness and the effects of race, sexuality, etc. - an intersectional approach Adverse Childhood Experiences (ACES) 	x				x	x
3N	Professional Development to improve supports for SWDs, including: <ul style="list-style-type: none"> Training for instructional aides PD for RSP teachers in instructional methods for dyslexia/learning disabilities 			x		x	
3O	Create a districtwide study team tasked to review, monitor K-12 special education referral practices	x					
3P	Create and implement time management contracts to help students align HW expectations and balance multiple time commitments						x

3Q	Strengthen relationships with community-based programs, including having community-based staff on site to act as support persons and informal counselors	x					
3R	Increase number of bilingual staff, teachers, aides				x		
3S	<p>Support language maintenance:</p> <ul style="list-style-type: none"> Invest in heritage language programs - immersion, transitional bilingual programs Ensure teachers in dual language/bilingual programs have use of bilingual online materials and resources PD specific to dual language delivery (e.g. workshops, coaching, TOSAs) Regular collaboration and planning time for teachers in dual language/bilingual program within grade-level planning and cross-grade program collaboration Extended learning enrichment sessions in home language Guidance for families in home-based support of dual language model Leverage learning time at home to encourage language-rich activities with families in the home language - supported by workshops and provision of home-language materials 				x		
3T	Provide priority enrollment for students using equity-based enrollment strategies				x		
3U	Identify the programs that are working at all Tiers. Look at drop-out rates, interventions, FY/FY and make the programs more accessible at the most appropriate level.				x		

Culture and Climate - Dismantling Systems [\(Top\)](#)

Ref.	Recommendation	AAAB	AIEP	CAC	DELAC	PAC	SAC
4A	Professional Development: <ul style="list-style-type: none"> ● Training for teachers in culturally responsive teaching and anti-racist instruction. ● PD should include anti-racist thinking and understanding of implicit and explicit bias. ● Training in Implicit Bias, Anti-bias, Anti-racism, and gender issues <ul style="list-style-type: none"> ● Explore partnerships for anti-bias and anti-racist training ● How was EPOCH selected? What feedback was solicited and who was involved? ● Trauma-informed practices ● Anti-bullying 	x			x	x	
4B	Address disproportionate Suspension Rates and Practices: <ul style="list-style-type: none"> ● Eliminate willful defiance suspensions (Senate Bill 419) ● Divest from future funding for school resource officers and reinvest in alternative supports ● Provide PD addressing inequitable disciplinary practices and mandate 100% attendance ● Eliminate Pre K-3rd grade suspensions ● Require sites with over 5% variance on suspension rate disproportionality to develop and implement a plan to reduce suspensions to at least the district average 	x					
4C	Implement Restorative Practices - alternative behavioral intervention programs <ul style="list-style-type: none"> ● Focus on the fostering of relationships between all stakeholders - store up to restore. Don't focus just on the response to an incident. ● Co-create classroom and school culture by discussing and committing to shared values ● Build staff capacity and provide support to investigate and transform district, school, and classroom policies ● Student orientation to learn behavior expectations (handbook), Provide translated communication for students who may not understand ● Increase capacity to attend to issues of bullying in a restorative way - document cases of bullying and track and monitor behaviors to identify and address patterns 				x	x	x
4D	Ethnic Studies Curriculum: <ul style="list-style-type: none"> ● A yearlong course of study in Ethnic Studies for all students is critical - more than just a graduation requirement. This needs funding to implement as a focus area. ● Use Ethnic Studies curriculum developed by SCUSD teachers (already university approved) 	x					
4E	Transparency about what is really happening in the world, state, and Sacramento regarding racial inequities and trauma.	x					
4F	More fully integrate SEL <ul style="list-style-type: none"> ● Implement advisory periods in which focus is SEL (3 signature practices/other curriculum) 				x		

	<ul style="list-style-type: none"> • Can we be a 'Leader in Me' district? • More time in the bell schedule to attend to the specific needs of students. • Provide curriculum for all teachers at start of year emphasizing relationship building and connections • Check in check out services across all sites. 						
4G	Specify what we are dismantling - how will we know it has been dismantled?			x	x		
4H	How is this goal specific to English learners? What do we need to bring to bear to do this?				x		
4J	Inclusive facilities (Gender neutral signage, spaces)				x		
4K	Understanding Experiences and Needs (Empathy interview practices to increase feedback)				x		
4L	Climate surveys should be anonymous with the option to provide identifiable information as a follow-up (Anonymity will increase honesty and participation)				x		

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Engagement and Empowerment [\(Top\)](#)

Ref.	Recommendation	AAAB	AIEP	CAC	DELAC	PAC	SAC
5A	Establish a Black/African American Student Achievement Task Force	x					
5B	<p>Resources and capacity building opportunities for parents/guardians to support learning at home</p> <ul style="list-style-type: none"> • In-services for parents/caregivers to enable them to support students at home • Focused education for parents/guardians of children ages 0-5. Explain why early education and reading proficiency are so important. <ul style="list-style-type: none"> • Provide parents/guardians information about their students' ongoing assessment and specific strategies being used to address learning needs • Regular communication with students/families to check-in on materials, internet, supplies. • Technical support, videos, and workshops for families on use of technology • Provide resources to support student learning at home • Weekly and regular opportunities to support and co-create instruction at home • Create an information sheet on reclassification for parents • Training in homework support, suspensions, absenteeism, reclassification process and pathway options for college and career 	x	x		x	x	
5C	<p>Increased/improved translation and interpretation for families and students:</p> <ul style="list-style-type: none"> • Engagement of monolingual speakers • Effective staff support and translation services for all stakeholder groups (e.g. DELAC, AAAB, CAC) • Increased funding to access external translation/interpretation services. Make a language line available - a live person available when you pick up the phone. This needs to be paid for by the district and not rely upon site monies. • Improve the website - use funds to make it more accessible. There should be a pop-up as soon as you land on the site that allows for automatic translation. • Increased expenditures in this area will lead to increased parent engagement • Mechanisms (and training to support staff) to reach parents who do not have access through current communication channels • Expand support beyond top 5 languages (ex: Mashallese) • Increasing the number of bilingual staff (including front office) and translation/interpretation availability - this is connected to recruitment and professional development • Site communication to ensure awareness among staff and families of translation and interpretation services • Standard templates for home-school communication require interpretation and translation • Districtwide standard for all school community communications - do not assume access to links, availability in top languages • Classroom, site, and district communication language-accessible in top 5 languages 	x			x	x	x
5D	Inclusion of parents in site and district decision-making			x		x	x

	<ul style="list-style-type: none"> • Include parents in creative thinking • Genuine relationship building • Reach out to more diverse groups of parents to be part of PTSA 						
5E	<p>Opportunities to engage students in providing input:</p> <ul style="list-style-type: none"> • Provide students specific options for regularly and safety providing feedback to staff - to identify areas for improvement AND highlight best practices • Schedule student listening sessions during school operation hours • Better publicity of opportunities for student voice • Listening sessions as additional source of gauging student emotional well-being. Environments not dominated by adults - include student-led sessions. 	X					X
5F	<p>Home-school/district communication:</p> <ul style="list-style-type: none"> • Teacher availability to students and caregivers during school day and outside of instructional time • Regular communication between school and home 				X	X	
5G	<p>Supports for parents of students who are in target student groups:</p> <ul style="list-style-type: none"> • Designated staff who serve as points of contact for specific student needs at school sites (e.g. SWD, EL) • Support teachers to help parents navigate the special education process • Proactive outreach to caregivers of EL and reclassified students for IEP and 504 processes - translate IEPs and related documents 			X		X	
5H	Effective survey practices and communication practices built on data					X	
5I	Parent Teacher Home Visit (PTHV) access for schools that are not identified as Title I	X					
5J	Gradual release of responsibility over time to students - students become primary agent in charge of their education - students should receive all communication sent to parents						X
5K	<p>Support for DELAC</p> <ul style="list-style-type: none"> • Increase support for DELAC processes - translators, translation, interpreters, contact information, technology support • Scheduled EL student listening sessions • Increase outreach to improve attendance at ELAC and DELAC meetings - consider student performance at DELAC meetings • Collaborative observations (staff and parents) of instruction for English Learners 				X		
5L	<p>Additional supports for engagement of specific student groups</p> <ul style="list-style-type: none"> • Create district-level positions to support specific students groups: Black Student director, Brown Student director • Add stipend/salary schedule % (similar to athletic director) for site-based leadership of these efforts 				X		
5M	<p>Events/Practices that build community at sites</p> <ul style="list-style-type: none"> • Parent education should be the things that parents are asking for. Other events (movie nights, dance 				X		

	<p>classes) build community and make campus feel like more than just a place for school.</p> <ul style="list-style-type: none"> • Consider expanding access to English classes for parents that want to learn English • Make campuses more of a community space - coordinate additional services such as clothing closets and food pantries. 						
5N	<p>Data/Metrics:</p> <ul style="list-style-type: none"> • Shift DELAC metric focus to site level <ul style="list-style-type: none"> ○ How many sites hold regular ELAC meetings? How many sites held their elections? ○ Metric could look at the school website - how many have evidence of meetings, elections? 				x		
5O	Identify specific percentages/targets for engagement with families	x					

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Other (Top)							
Ref.	Recommendation	AAAB	AIEP	CAC	DELAC	PAC	SAC
9A	Use of targeted funding to support students with the highest needs					X	
9B	Distinguish how we are using specific staff above and beyond their base function and any plans for additional functions in the future- ex: psychologists			X			
9C	Aligned metrics and target outcomes to evaluate effectiveness of each action					X	
9D	Representation of Expenditures: <ul style="list-style-type: none"> Increase total amount of budget represented in LCAP, including for Special Education Provide full picture of funding for identified LCAP actions 					X	
9E	Increase level of detail in action descriptions					X	
9F	Increased alignment of LCAP to site planning					X	
9G	Accountability and reporting of professional development outcomes: <ul style="list-style-type: none"> Mandatory training with clear identification of which staff are required to complete each component Effectiveness of training measured by continuous improvement science Focus on outcomes at the school site - move towards supporting staff in visible, documented, and meaningful ways to meet goals 			X		X	
9H	Unification of training components to align efforts (Ex: within MTSS efforts)					X	
9I	Increase visibility/representation of American Indian and Alaska Native population in goal statements/overall LCAP - where data referenced, use inclusive notation and terminology (not 'N/A')		X				
9J	Including Black/African American students and students of color in definition of students with unique needs/vulnerable students	X					
9K	In addressing lasting effects of Distance Learning - reject normalcy and embrace creative solutions						X
9L	Break down silos - students with disabilities are general education students first - special education is a service that students receive, not a 'place that students go'			X			
9M	Further disaggregation of data specific to students with disabilities - by disability type, types of services, placement			X			

9N	Title III addendum and FPM <ul style="list-style-type: none"> Budget from multilingual needs to match the Title III plan Needs assessment is supposed to guide the writing of the Title III plan 				x		
9O	School Site Support <ul style="list-style-type: none"> Support for sites in aligning new LCAP goals to SPSA - consider a town hall or use of rubric/tool to help sites understand connections between SPSA and LCAP 				x		
9P	Identify short and long-term goals of programs, services, and personnel resources needed for ELs to receive their legal guarantees of educational opportunity in SCUSD				x		
9Q	Overall: what additional resources will ELs and other students groups receive to achieve the goals?				x		

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