

Summary of Key Stakeholder Recommendations Spring 2021_Updated 6.3.21

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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Key:

- AAAB (African American Advisory Board)
- AIEP (American Indian Education Program Parent Committee)
- CAC (Community Advisory Committee)
- DELAC (District English Learner Advisory Committee)
- PAC (LCAP Parent Advisory Committee)
- SAC (Student Advisory Council)
- SAYS (Sacramento Area Youth Speaks)

College and Career Readiness (Top)								
Ref.	Recommendation	AAAB	AIEP	CAC	DELAC	PAC	SAC	SAYS
1A	Increase amount of counselor FTE and professional development to improve and increase mental health supports, academic advising, and college/career guidance <ul style="list-style-type: none"> • Sufficient counseling should be available at all schools, including small schools 	x				x	x	
1B	Provide counselors specific to ELs and SWDs and/or Ensure that academic and career counselors are specifically supporting ELs and SWDs: <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 Increase number of bilingual counselors				x	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 			x		x	x	

	<ul style="list-style-type: none"> Increased/improved CTE options and supports for students who want to attend trade schools 							
1F	Develop/strengthen partnerships for CTE programs: <ul style="list-style-type: none"> Stronger partnerships and articulation with community colleges, including dual enrollment Articulation with the private sector and corporate investment 	x		x		x		
1G	Offer robust CTE options at all school sites that include the ability for students to simultaneously satisfy A-G course requirements. Examples of specific needs: <ul style="list-style-type: none"> Implement Medical Terminology at Health Professions High School or in a dual enrollment program; assess the impact on Seniors in the 2020-21 class who were denied the opportunity to take it Expand Rosemont's Engineering and Design Program Expand School of Engineering and Sciences (SES)'s career preparation 	x				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 College trips for all high school students should be restored and expected. 	x	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	<p>Clearly communicate and provide support to students and families to understand K-College pathways:</p> <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	x		

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

Ref.	Recommendation	AAAB	AIEP	CAC	DELAC	PAC	SAC	SAYS
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 <ul style="list-style-type: none"> Certify ALL general education teachers in GATE 					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 - Ensure that all General Education teachers are trained to differentiate learning for all learning styles and neurotypes Eliminate 'opt-in' culture Expand IXL licenses to all students and schools as a supplement to core curriculum to achieve ELA and Math grade-level goals 	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 Increase inclusive General Education classrooms through effective implementation of 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 alignment of					X		

	instruction to scope and sequence							
2J	Provide online course of videos developed by coaches that can be available for teachers in an online portal			x				
2K	Effective Implementation of Designated and Integrated ELD: <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		
2L	Increased instructional coaching (math and literacy) to reduce site case-loads and with more equitable assignment to school sites					x		
2M	Increase staffing to support English Learners: <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			
2N	Adopt and implement curriculum that includes and reflects the Black/African American experience	x						
2O	Culturally relevant/appropriate curriculum: <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 • Curriculum across all classes that reflects our diverse cultures, people, and histories • Include representative voices in the choice of materials and other curricular decision-making. Ex: purchase of literature for school library, materials adoptions. 	x	x			x	x	
2P	Professional Development to improve instruction for English Learners: <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	x		
2Q	Provide clear guidance for the ongoing monitoring of reclassified students <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			
2R	Provide necessary materials for core instruction <ul style="list-style-type: none"> • Essential materials are available to all students - packets of supplies, course materials and 				x	x		

	<p>supplementary materials in languages of instruction, access to bilingual and primary language reference materials</p> <ul style="list-style-type: none"> 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 							
2S	<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			
2T	<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			
2U	Increase flexibility for students to complete assignments						x	
2V	Invest in curriculum for Long-Term English Learners such as Avid/EXCEL				x			
2W	Include site instructional coordinators (SICs) in the C&I-related action - name them and the EL coordinators as key parts of the action				x			
2X	<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 Incentivize teachers to go to target schools 	x			x	x		
2Y	<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 	x		x	x	x		

	<ul style="list-style-type: none"> • 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' • Need to measure how many students with disabilities are at grade level and are progressing (closing the gap) towards grade level as measured by common assessments, as well as progress monitoring in IEPs • 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 • Incorporate a metric on teacher vacancy and tenure by school site 							
2Z	Replace/Improve core curriculum for ELA and Math					x		
2AA	Focus on early reading - reading proficiency by 3rd grade (All children will be fluent readers by 3rd grade) This supports overall college and career readiness and other student outcomes.					x		
2BB	Early Childhood Education needs more funding - not to be cut year after year. Inform people about why this is important.					X		
2CC	Ensure expanded learning tailored to student needs and demographic					x		
2DD	Life Skills Curriculum – Help student develop skills for their lives outside of school. Examples: How to do taxes, how to purchase a car/home, how credit and debt works, and how to successfully apply for jobs. Whether as a stand-alone class or integrated into another class, request that the district fund curriculum that is immediately applicable for students when they leave the classroom and navigate life							x

Integrated Supports - Targeted supports based upon identified student needs (Top)								
Ref.	Recommendation	AAAB	AIEP	CAC	DELAC	PAC	SAC	SAYS

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	x	
3C	<p>Prioritize mental health and wellness</p> <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	<p>Individual student progress monitoring and support:</p> <ul style="list-style-type: none"> ● Individual student support plans for students with the highest needs <ul style="list-style-type: none"> ○ All students should be encouraged/supported in an educational plan that outlines their goals through 12th grade - this needs to start early on (in Kindergarten!) to provide a plan for college/career readiness ○ The plan also needs to include concrete goals for their post-secondary years. Students also need to understand what is required to achieve the goals in their post-secondary plan and the steps needed to get there. ○ Consider an audacious goal that states all students will have an individual learning plan ● 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	<p>Increase academic supports to accelerate progress and close persistent learning gaps:</p> <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 graduates 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 <ul style="list-style-type: none"> Conduct comprehensive evaluations for potential special education for all Foster/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 General Education Teachers 			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	Support language maintenance: <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			
3V	Train all General Education and Resource Specialist Program (RSP) teachers in Sonday/evidence-based instruction for dyslexia so all students with disabilities or showing struggles with phonological awareness are provided appropriate instruction in the GenEd classroom first, or in small pull-outs in Tiers 2 and 3.					x		
3W	Fund Critical Staff Positions, including School Nurses (request for full-time nurse at Luther Burbank)							x

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

Ref.	Recommendation	AAAB	AIEP	CAC	DELAC	PAC	SAC	SAYS
4A	<p>Professional Development:</p> <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		x
4B	<p>Address disproportionate Suspension Rates and Practices:</p> <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				x		
4C	<p>Implement Restorative Practices - alternative behavioral intervention programs</p> <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	<p>Ethnic Studies Curriculum:</p> <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				x		
4E	<p>Transparency about what is really happening in the world, state, and Sacramento regarding racial inequities and trauma.</p>	x						
4F	<p>More fully integrate SEL</p> <ul style="list-style-type: none"> • Implement advisory periods in which focus is SEL (3 signature practices/other curriculum) • 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 				x	x		

	<p>connections</p> <ul style="list-style-type: none"> 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			
4M	<p>Metrics:</p> <ul style="list-style-type: none"> A metric should include significant disproportionality among student groups including groups at the intersections What other climate measures are there? How can the metrics measure some of the desired social justice outcomes that stakeholders would like to see? 	x				x		
4N	<p>Fund Critical Staff Positions</p> <ul style="list-style-type: none"> Staffing of culturally responsive counselors Culturally competent and appropriate mental health services staff 	x						x
4O	Provide more opportunities for students of two or more races to see themselves represented.	x						
4P	Engage the voice of the Black Student Union - allow us to hear voices and see faces that go beyond the narrative that exists about Black/African American students and families.	x						
4Q	<p>Create welcoming and safe front office and other campus environments for all families</p> <ul style="list-style-type: none"> Customer service that makes black parents and families feel welcome Interactions that reflect a valuing of parent/family experience, knowledge, and interest in partnership on behalf of students 	x				x		
4R	<p>Representation impacts culture and climate (and MTSS and other areas). WHO is offering the additional supports (counselors, social workers, other) is critical.</p> <ul style="list-style-type: none"> What percentage of staff who are offering additional supports are black? 	x						

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

Ref.	Recommendation	AAAB	AIEP	CAC	DELAC	PAC	SAC	SAYS
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			
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: Marshallese) • 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. • Develop processes that will continue to engage marginalized youth in decision-making 	X					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			
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	<p>Parent Teacher Home Visit (PTHV) access for schools that are not identified as Title I</p> <ul style="list-style-type: none"> • An audacious goal that every Kindergartener gets a home visit 	X				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	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 				X			

	efforts							
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 classes) build community and make campus feel like more than just a place for school. • 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. 				x			
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? • A metric that quantifies volunteers per site • A metric that measures whether there are bilingual staff in all capacities • Require tracking by site administrators to describe their process for ensuring appropriate school site council, ELAC membership • Need a metric to measure whether there are sufficient translation and interpretation services for all student, family services and stakeholder opportunities 				x	x		
5O	Identify specific percentages/targets for engagement with families	x						
5P	Acknowledge and address the very real concern that exists for students and families in stepping forward and speaking their truths.	x						
5Q	Include Black parent liaisons/cultural brokers to be trained and participate in Parent Teacher Home Visits along with staff	x						

Implementation of MTSS/DBDM (Top)								
Ref.	Recommendation	AAAB	AIEP	CAC	DELAC	PAC	SAC	SAYS
6A	Implementation of an effective MTSS					x		
6B	Need a measure of fidelity beyond self-assessment - What accountability is there to make sure every teacher is trained and implements this model?				x	x		
6C	How can assessments used for metrics be supportive and not just evaluative? How can they be used as an opportunity to provide coaching and support?				x			

Update the District Graduate Profile (In development) (Top)								
Ref.	Recommendation	AAAB	AIEP	CAC	DELAC	PAC	SAC	SAYS
7A	Align the efforts to learner profiles <ul style="list-style-type: none"> Develop specific profile/tools for students with disabilities - e.g. for scholars with dyslexia, autism, and childhood apraxia of speech Align to the expected trajectory for achieving English Fluency - account for EL status, how long students are classified, and when they are reclassified 			x	x			
7B	Include connection to transition plans for students. Students leaving SCUSD with an IEP or 504 should have already connected with the department of rehabilitation and been linked to a vocational counselor				x			

Basic Services and Districtwide Operations/ Supports (Top)								
Ref.	Recommendation	AAAB	AIEP	CAC	DELAC	PAC	SAC	SAYS
8A	Fund Facilities Improvements <ul style="list-style-type: none"> Renovation of dilapidated restrooms Ensure that restrooms are stocked with basic necessities, including feminine hygiene products 							x
8B	Healthy School Lunches <ul style="list-style-type: none"> Funding for healthier lunches accessible to all students 							x

Additional Recommendations [\(Top\)](#)

Ref.	Recommendation	AAAB	AIEP	CAC	DELAC	PAC	SAC	SAYS
9A	Use of targeted funding to support students with the highest needs <ul style="list-style-type: none"> Increase the investments and targeted programs for the most underperforming groups (i.e. FY, SWD, AA, AAPI) – college and career readiness What actions will ensure that the student groups with disproportionately low performance will make the most dramatic gains in graduation, let alone be college and career ready? 	x	x	x	x	x	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 Survey teachers for level of participation and engagement in professional learning - Dig deeper into the 'why' of opting-out of professional learning 			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			
9R	Target outcomes for students groups with performance gaps need to be set higher and aligned to equitable use of resources to focus supports for these groups - set higher annual percentage growth for these groups and allocate more resources to them.					x		
9S	Need accountability for special education assessments that are not completed			x		x		
9T	Clearly indicate which departments are linked to each goal/action	x						
9U	Develop a tool that provides a running view over time of investments, recommendations, goals, and outcomes for students	x						
9V	Consider using an equity needs index in decision-making similar to what is being used in LAUSD.	x						
9W	Include an explicit breakout of student program participation (Ex: percentage of African American students who are Students with Disabilities, Low Income, etc.) to show intersectionality	x						
9X	Need to see student groups more specifically called out in actions, beyond the data and goals. <ul style="list-style-type: none"> Identify the specific actions that are targeted toward African American students 	x						