**Introduction**

The goal of the community planning process is to gather feedback on the design and implementation of the district’s priorities for the Local Control and Accountability Plan (LCAP). To accomplish this, we are gathering community input. Your participation is critical in this decision-making process, and we appreciate your assistance with this survey. Local Control Funding Formula (LCFF) is California’s new formula for determining the level of state funding provided to districts to provide for their state-supported general and supplemental programs. The Local Control and Accountability Plan (LCAP) is LCFF’s vehicle for transparency and engagement. It is the way that school districts are expected to share performance data, needs, actions, and anticipated outcomes that guide the use of available LCFF funding.

I am:
1. Male
2. Female

I am:
1. Asian
2. Hawaiian or Pacific Islander
3. Hispanic or Latino
4. African American
5. White
6. Other __________________

Tell us about yourself. I am a...
1. Parent/Family
2. Staff
3. Student
4. Community Member
5. Community Partner

What best describes your current role?
1. Management/ Unrepresented Management
2. Certificated
3. Classified
4. Other

The following questions are not mandatory, you are not required to submit responses if you are not comfortable answering.

Is your child an English Learner?
1. Yes
2. No
3. Decline to state

Are you a foster parent?
1. Yes
2. No
3. Decline to state

Has your child been reclassified as English Proficient (RFEP)?
1. Yes
2. No
3. Not sure

Does your child receive free or reduced lunch services?
1. Yes
2. No
3. Decline to state

Select any elementary or K - 8 schools you are most associated with.
1. Abraham Lincoln
2. A.M. Winn Waldorf-Inspired
3. Alice Birney Waldorf-Inspired
4. Bowling Green Chacon Language & Science Academy
5. Bowling Green McCoy Academy for Excellence
6. Bret Harte
7. Caleb Greenwood
8. Camellia Basic
9. Caroline Wenzel
10. Cesar E. Chavez
11. Crocker/Riverside
12. David Lubin
13. Earl Warren
14. Edward Kemble
15. Elder Creek
16. Ethel I. Baker
17. Ethel Phillips
18. Father Keith B. Kenny
19. Genevieve F. Didion
20. Golden Empire
21. H.W. Harkness
22. Hollywood Park
23. Hubert H. Bancroft
24. Isador Cohen
25. James W. Marshall
26. John Bidwell
27. John Cabrillo
28. John Morse Therapeutic Center
29. John D. Sloat
30. John Still
31. Leataata Floyd
32. Leonardo da Vinci
33. Mark Twain
34. MLK, Jr.
35. Matsuyama
36. Nicholas
37. O.W. Erlewine
38. Oak Ridge
39. Pacific
40. Parkway
41. Peter Burnett
42. Phoebe A. Hearst Center
43. Pony Express
44. Rosa Parks
45. Sequoia
46. Susan B. Anthony
47. Sutterville
48. Tahoe
49. Theodore Judah
50. William Land
51. Woodbine
52. Not affiliated with an elementary school
53. Other
Select any Middle Schools you are most associated with.
1. Albert Einstein
2. California
3. Fern Bacon
4. Kit Carson
5. Sam Brannan
6. Sutter
7. Will C. Wood
8. Not affiliated
9. Other

Select any High School or multiple grade schools you are most associated with.
1. Capital City School
2. School of Engineering and Sciences
3. Success Academy
4. American Legion
5. Arthur A. Benjamin Health Professions
6. C.K. McClatchy
7. Hiram Johnson
8. John F. Kennedy
9. Luther Burbank
10. Rosemont
11. Sacramento Accelerated Academy
12. West Campus
13. George Washington Carver
14. Sacramento New Technology
15. The Met
16. Not affiliated
17. Other

Select any Adult Education you are most associated with.
1. A. Warren McClaskey
2. Charles A. Jones Business/Education Center
3. Not affiliated
4. Other

Rate your knowledge in the following areas as it relates to the SCUSD budget and LCFF (1 being “I have no knowledge” and 4 being “I am highly knowledgeable”).

<table>
<thead>
<tr>
<th>Statement</th>
<th>I have no knowledge</th>
<th>I have very little knowledge</th>
<th>I have some knowledge</th>
<th>I am highly knowledgeable</th>
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<tbody>
<tr>
<td>LCFF, passed into law in 2013, changes how schools are funded in the state of California</td>
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<td>LCFF is not anticipated to be fully funded until 2020 – 2021</td>
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<td>Once LCFF is fully funded, we anticipate SCUSD will only be back to funding levels from 2007 - 2008</td>
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<td>School districts are funded by Average Daily Attendance (ADA)/Enrollment. <em>ADA is calculated by how many students come to school every day.</em></td>
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<td>SCUSD enrollment has been steadily declining since 2001, and the district is anticipating another decline for 2014 - 2015</td>
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</tbody>
</table>
State Priority 1: Student Achievement

Please rank the following resources/services that best support the State Priority 1, Student Achievement. **Definition:** Student Achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness, and language proficiency.

- More Transitional Kinder classes
- More before, after, or summer school programs
- More academic supports for kids (e.g. tutoring)
- Stronger academic programs (i.e. what your child learns during the school day)
- More and better access to technology (e.g. computers, tablets, software, training)
- Other

If you ranked “other” in the top three, please share what other might be.

Optional: List other services and supports that you’d like the district to consider.

State Priority 2: Student Engagement

Please rank the following resources/services that best support State Priority 2, Student Engagement. **Definition:** Student Engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation.

- Extracurricular activities (e.g. clubs, sports, band, etc.)
- More before, after, or summer school programs
- Academic supports that meet individual student needs (e.g. differentiated instruction)
- Connecting students to community resources (e.g. internships, resource centers, partnerships, mentors)
- Other

If you ranked “other” in the top three, please share what other might be.

Optional: List other services and supports that you’d like the district to consider.
State Priority 3: Other Student Outcomes

Please rank the following resources/services that best support the State Priority 3, Other Student Outcomes. Definition: Student outcomes, if available, in the subject areas comprising a broad course of study.

- Advance Placement (AP) courses (courses that provide students the ability to get college credit)
- Connecting classroom learning to real-world experiences (e.g. career pathways, linked learning, internships)
- College preparatory exams (e.g. Early Assessment Program, PSAT, ACT, SAT, AP)
- California High School Exit Exam (CAHSEE) pass rates
- Other

If you ranked “other” in the top three, please share what other might be.

Optional: List other services and supports that you’d like the district to consider.

State Priority 4: School Climate

Please rank the following resources/services that best support the State Priority 4, School Climate. Definition: School climate as measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness.

- Social and Emotional Learning (recognizing and managing emotions, caring about others, making good decisions and developing positive relationships).
- Positive culture programs (e.g. bullying prevention, restorative justice, positive behavior interventions and supports)
- Extracurricular activities (e.g. clubs, sports, bands, etc.)
- A safe school environment
- Collaboration with community resources (e.g. mental health, child welfare, juvenile justice agencies, etc.)
- Other

If you ranked “other” in the top three, please share what other might be.

Optional: List other services and supports that you’d like the district to consider.
State Priority 5: Parental Involvement

Please rank the following resources/services that best support the State Priority 5, Parental Involvement. Definition: Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

- Home Visits/Parent Teacher Home Visits
- Academic Parent Teacher Teams (APTT) (e.g. tools for families to support students learning at home)
- School-Family Communication (e.g. automated phone calls, newsletters, bulletins, and websites)
- School community support (e.g. translators, liaisons)
- Parent as Partners/Parent Leadership Academy
- Connecting parents to community resources (e.g. parent resource centers, parent workshops, housing support, tutoring, mentoring)
- Support for parent focus groups and parent organizations
- Other

If you ranked “other” in the top three, please share what other might be.

OPTIONAL: List other services and supports that you’d like the district to consider.

State Priority 6: Basic Services

Please rank the following resources/services that best support the State Priority 6. Definition: Demonstrating compliance with Williams Act requirements. This includes reporting appropriate teacher assignment, sufficient instructional materials, and facilities in good repair:

- Custodians and clean schools
- Technology (e.g. wiring and internet speed at school sites)
- Access to teaching materials and textbooks
- Teacher recruitment, selection, and support
- Ongoing maintenance of district facilities
- Other

If you ranked “other” in the top three, please share what other might be.

OPTIONAL: List other services and supports that you’d like the district to consider.
State Priority 7: Implementation of Common Core Standards

Please rank the following resources/services that best support the State Priority 7, Implementation of Common Core Standards. *Definition: Implementation of the academic content and performance standards adopted by State Board of Education, including how the programs and services will enable English Learners to access the Common Core academic content standards and the English Language Development standards.*

- Professional development for Common Core
- Parent workshops
- Access to practice tests
- Academic supports for students (e.g. summer school, before/after-school tutoring, intervention class)
- Technology supports (e.g. computers, software)
- Common Core instructional materials
- Other

If you ranked other in the top three, please share what other might be.

OPTIONAL: List other services and supports that you’d like the district to consider.

State Priority 8: Course Access

Please rank the following resources/services that best support the State Priority 8, Course Access. *Definition: The extent to which pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (e.g. English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education), including the programs and services developed and provided to economically disadvantaged pupils, English Learners, foster youth, and individuals with exceptional needs.*

- Access to specialized programs (e.g. Gifted And Talented Education (GATE), Linked Learning Pathways, academic criteria-based programs)
- Graduation requirements consistent with California State University (CSU) and University of California (UC) entrance criteria (e.g. A - G)
- Guidance to students and families and navigating high school courses
- More Counselors
- Other

If you ranked “other” in the top three, please share what other might be.

OPTIONAL: List other services and supports that you’d like the district to consider.