

Local Control and Accountability Plan (LCAP) Survey - Spring 2021

SCUSD is seeking the input of all stakeholders to help us develop our new Local Control and Accountability Plan (LCAP) and to understand how we can better support students, families, and staff. With a wide range of needs and limited resources, it is important that we understand the priorities of our community to guide plans for the future. Your input will help us to understand what is most important, what has been working well, and where we need to focus our future efforts.

The LCAP is a three-year plan that outlines the districts main goals, actions, measurable outcomes, and expenditures. The LCAP plays an important role in describing how the district plans to improve outcomes for low-income students, English Learners, Foster Youth, Homeless Youth, Students with Disabilities, African American students, and other students groups with identified needs.

This survey is open to students, parents/caregivers, staff, and community members. It asks you to share your experience and awareness of specific district programs and services. It also provides an opportunity to provide your additional input on what is working well what still needs to be addressed. The survey is anonymous and no names or emails will be collected. The survey is available in Spanish, Hmong, Chinese, Vietnamese, and English. Each version can be accessed below by clicking on the link or pointing a smartphone camera at the corresponding Quick Response (QR) code:

Link	Spanish	Hmong	Chinese	Vietnamese	English
QR Code					

This survey also asks you to share your priorities and input regarding additional instruction and support for students in the coming year. The district has received additional funds to implement a learning recovery program and wants to know how stakeholders think these resources should be used.

The survey is open now and will close on April 28, 2021.

Hard copies of the survey can be picked up at the office of school sites that are conducting in-person instruction or at the front desk of the Serna Center.

Completed hard copies can dropped off at any open school site, the front desk of the Serna Center, or sent to the following address:

LCAP Survey
State and Federal Programs
5735 47th Avenue
Sacramento, CA 95824

Thank you for sharing your input! Follow [this link](#) for a brief overview of the LCAP and the district's draft goals.

Questions? Contact us at lcap@scusd.edu.

Spring 2021 Stakeholder Survey Local Control and Accountability Plan (LCAP)



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This survey also asks you to share your priorities and input regarding additional instruction and support for students in the coming year. The district has received additional funds to implement a learning recovery program and wants to know how stakeholders think these resources should be used.

This survey will close on April 28, 2021. Thank you for taking the time to share your feedback!

What is your role in the district?

- Student
- Parent or Caregiver
- Classified Staff member
- Certificated Staff member
- Manager/Administrator
- Community Member/Partner
- Other

Do you have, work with, or are you currently an English Learner?

- Yes
- No
- Decline to State

Do you have, work with, or are you currently a Student with Disabilities?

- Yes
- No
- Decline to State

I am..

- American Indian or Alaska Native
- Asian
- Black or African American
- Filipino
- Hispanic or Latino
- Native Hawaiian or other Pacific Islander
- White
- Two or More Races/Ethnicities
- Decline to State

Do you have, work with, or are you currently a Foster Youth?

- Yes
- No
- Decline to State

Do you have, work with, or are you currently a low-income student (includes participation in the free/reduced lunch program and Homeless Youth)?

- Yes
- No
- Decline to State

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Please select the name of the school you attend (if you are a student) or your child attends (if you are a parent). If you are a staff member, please select your primary work location.

- A.M. Winn Waldorf-Inspired
- Abraham Lincoln Elementary
- Adult School
- Albert Einstein Middle
- Alice Birney Waldorf-Inspired
- American Legion High
- Bowling Green Chacon
- Bowling Green Elementary
- Bret Harte Elementary
- C.K. McClatchy High
- Caleb Greenwood Elementary
- California Middle
- Camellia Basic Elementary
- Capital City Independent Study
- Caroline Wenzel Elementary
- Cesar E. Chavez Intermediate
- Crocker/Riverside Elementary
- David Lubin Elementary
- Earl Warren Elementary
- Edward Kemble Elementary
- Elder Creek Elementary
- Ethel I. Baker Elementary
- Ethel Phillips Elementary
- Father Keith B. Kenny
- Fern Bacon Middle
- Genevieve Didion
- George Washington Carver School of Arts and Science
- Golden Empire Elementary
- H.W. Harkness Elementary
- Health Professions High (Arthur A. Benjamin)
- Hiram Johnson High
- Hollywood Park Elementary
- Hubert H. Bancroft Elementary
- Isador Cohen Elementary
- James Marshall Elementary
- John Bidwell Elementary
- John Cabrillo Elementary
- John D. Sloat Elementary
- John F. Kennedy High
- John H. Still
- John Morse Therapeutic Center
- Kit Carson International Academy
- Leataata Floyd Elementary
- Leonardo Da Vinci
- Luther Burbank High
- Mark Twain Elementary
- Martin Luther King Jr.
- Matsuyama Elementary
- New Joseph Bonnheim
- New Technology High
- Nicholas Elementary
- Non-Public School
- O.W. Erlewine Elementary
- Oak Ridge Elementary
- Pacific Elementary
- Parkway Elementary
- Peter Burnett Elementary
- Phoebe A. Hearst Elementary
- Pony Express Elementary
- Rosa Parks
- Rosemont High
- Sacramento Accelerated Academy
- Sam Brannan Middle
- School of Engineering and Sciences
- Sequoia Elementary
- Serna Center (District Office)
- Success Academy
- Susan B. Anthony Elementary
- Sutter Middle
- Sutterville Elementary
- Tahoe Elementary
- The MET
- Theodore Judah Elementary
- Washington Elementary
- West Campus
- Will C. Wood Middle
- William Land Elementary
- Woodbine Elementary
- Other

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The questions in the following sections ask for your experience with specific programs and services. For each program or service, please choose the option that best describes your experience as a student, parent/caregiver of a student, staff member, or community member. There is also an opportunity to provide additional feedback within each area.

College and Career Readiness

SCUSD wants ALL students to graduate college and career ready with a wide array of options after high school and a clear postsecondary plan. To accomplish this, we need to eliminate the gaps in graduation rate and college/career readiness for Students with Disabilities, English Learners, African American students, Foster Youth, Homeless Youth, and other student groups with gaps in outcomes until gaps are eliminated.

For each program or service below, please choose the option that best describes your experience:

1. This program or service has helped me or my student(s)
2. This program or service has NOT been helpful to me or my student(s)
3. I know about this program or service but have not used it
4. I did not know about this program or service

Academic and Career Counseling to improve college and career readiness for middle and high school students	1	2	3	4
Career and Technical Education (CTE) pathways that prepare students for post-high school career options and engage students in work-based learning experiences.	1	2	3	4
Credit Recovery Programs that helps students who are not on-track for high school graduation to make up credits and get back on track	1	2	3	4
International Baccalaureate (IB) programming at Kit Carson, Luther Burbank, and Caleb Greenwood schools	1	2	3	4
Advanced Placement (AP), International Baccalaureate (IB), and PSAT/SAT exams at no cost to students or families	1	2	3	4
Need-based scholarships for students	1	2	3	4

Please share any additional thoughts on the goal of improving college and career readiness for all students. This might include examples of success that the district should continue and areas of need that should be addressed.

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SCUSD wants to provide All students with a high-quality education that includes standards-aligned instruction and robust and rigorous learning experiences inside and outside the classroom.

For each program or service below, please choose the option that best describes your experience:

1. This program or service has helped me or my student(s)
2. This program or service has NOT been helpful to me or my student(s)
3. I know about this program or service but have not used it
4. I did not know about this program or service

Gifted and Talented Education (GATE) programs and services	1	2	3	4
English Language Development (ELD) classes to help English Learners become fluent in English	1	2	3	4
English Language Development support in the general education classroom to provide English Learners full access to core curriculum	1	2	3	4
Expanded learning programs (before school, after school, and/or summer school)	1	2	3	4
Student Clubs at school	1	2	3	4
Opportunities for students to attend leadership conferences	1	2	3	4
Visual and Performing Arts (VAPA) courses at Middle School	1	2	3	4
Early childhood education through the District-offered preschool	1	2	3	4
Early childhood education through enrollment in an Early/Transitional Kindergarten class	1	2	3	4
Support for students to build research skills, project-based learning, and literacy support offered by school librarians	1	2	3	4
Instructional coaching and other professional development for staff provided by the district’s Curriculum Coordinators and district training specialists.	1	2	3	4
Weekly collaboration time for teachers and certificated staff	1	2	3	4
Reduced class sizes at grades K-3 and across the school district for high-needs school sites	1	2	3	4
Competitive salary and benefit package for teachers and certificated staff to increase the district’s ability to recruit and retain qualified staff	1	2	3	4

Please share any additional thoughts on the goal of improving the core educational experience of all students. This might include examples of success that the district should continue and areas of need that should be addressed.

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SCUSD wants to provide ALL students with the specific academic, behavioral, social-emotional, and mental and physical health supports necessary to meet their individual needs. It is especially important that this be done for English Learners, Students with Disabilities, African American students, Foster Youth, Homeless Youth, and other student groups whose outcomes indicate the greatest need.

For each program or service below, please choose the option that best describes your experience:

1. This program or service has helped me or my student(s)
2. This program or service has NOT been helpful to me or my student(s)
3. I know about this program or service but have not used it
4. I did not know about this program or service

Foster Youth programs and services for students and families	1	2	3	4
Homeless Youth programs and services for students and families	1	2	3	4
Assessment of student needs by a School Psychologist	1	2	3	4
Support from an Instructional Assistant/Aide	1	2	3	4
Health services from a school or district nurse	1	2	3	4
Health services from a school or district social worker	1	2	3	4
Be HERE! Initiative or other district programs to reduce chronic absenteeism	1	2	3	4
Services at a site-based Student Support Center	1	2	3	4
Services at the district's Connect Center	1	2	3	4
Services at the district's Enrollment Center	1	2	3	4

Please share any additional thoughts on the goal of providing all students the specific supports necessary to meet their needs. This might include examples of success that the district should continue and areas of need that should be addressed.

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SCUSD wants all schools and classrooms to be safe, inclusive, and culturally competent learning environments. SCUSD also recognizes the need to actively dismantle inequitable and discriminatory systems that affect Black, Indigenous, and People of Color (BIPOC) students, Students with Disabilities, English Learners, Foster Youth, and Homeless Youth.

For each program or service below, please choose the option that best describes your experience:

1. This program or service has helped me or my student(s)
2. This program or service has NOT been helpful to me or my student(s)
3. I know about this program or service but have not used it
4. I did not know about this program or service

Social Emotional Learning (SEL) instruction, training, and support for schools and classrooms	1	2	3	4
Positive Behavioral Intervention and Supports (PBIS) programs to promote positive behavior and school climate	1	2	3	4
Bullying prevention and intervention to proactively address bullying issues and support for responding to incidents	1	2	3	4

Please share any additional thoughts on the goal to provide safe, inclusive and culturally competent schools and classrooms. This might include examples of success that the district should continue and areas of need that should be addressed.

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SCUSD wants to engage and empower parents, families, community stakeholders, and students as partners in teaching and learning for students. This requires effective communication, capacity building, and collaborative decision-making.

For each program or service below, please choose the option that best describes your experience:

1. This program or service has helped me or my student(s)
2. This program or service has NOT been helpful to me or my student(s)
3. I know about this program or service but have not used it
4. I did not know about this program or service

Parent Leadership Pathway Workshops - series of workshops to build skills for parents/caregivers to support student success	1	2	3	4
Parent Teacher Home Visits (During school closures these have been called Bridge Visits)	1	2	3	4
Academic Parent Teacher Teams - teacher-parent meetings to set goals and monitor student progress	1	2	3	4
Other services at the District Parent Resource Center	1	2	3	4
Translation/Interpretation from the district's Matriculation and Orientation Center (MOC)	1	2	3	4
Free fingerprinting services to become a district volunteer	1	2	3	4

Please share any additional thoughts on the goal to engage and empower parents, families, community stakeholders, and students. This might include examples of success that the district should continue and areas of need that should be addressed.

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In this section, please share your input about the types of supplemental instruction and supports most needed for students in the coming year. The district has received funds to implement a learning recovery program and wants to know what you think the highest priorities are when deciding how to use these resources.

For each of the support areas listed below, please select one of the following answers to tell us how important you think it is for the 2021-22 school year's learning recovery program:

- Very Important
- Somewhat Important
- Not Important
- Don't Know/Decline to State

Extended learning time for students (Examples include summer school, intersession programs (winter break or spring break), or additional minutes/days of instruction)	Very Important	Somewhat Important	Not Important	Don't Know/Decline to State
Tutoring or other one-on-one or small group learning supports	Very Important	Somewhat Important	Not Important	Don't Know/Decline to State
Programs and materials designed to accelerate academic proficiency and/or English language proficiency	Very Important	Somewhat Important	Not Important	Don't Know/Decline to State
Training for staff in strategies to accelerate learning, close gaps, and facilitate engaging learning opportunities for all students	Very Important	Somewhat Important	Not Important	Don't Know/Decline to State
Health, Counseling, and/or mental health services	Very Important	Somewhat Important	Not Important	Don't Know/Decline to State
Access to school meal programs	Very Important	Somewhat Important	Not Important	Don't Know/Decline to State
Before and after school programs	Very Important	Somewhat Important	Not Important	Don't Know/Decline to State
Programs to address student trauma and social-emotional learning	Very Important	Somewhat Important	Not Important	Don't Know/Decline to State
Referrals for support for family or student needs	Very Important	Somewhat Important	Not Important	Don't Know/Decline to State
Community learning hubs that provide students access to technology, high-speed internet, and other academic support	Very Important	Somewhat Important	Not Important	Don't Know/Decline to State
Credit recovery support to complete graduation requirements and increase college eligibility	Very Important	Somewhat Important	Not Important	Don't Know/Decline to State
Assessments of student learning including diagnostics, progress monitoring, and benchmarks.	Very Important	Somewhat Important	Not Important	Don't Know/Decline to State
Training for staff on strategies (including trauma-informed practices) to help students and families address social-emotional health needs and academic needs	Very Important	Somewhat Important	Not Important	Don't Know/Decline to State

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Please provide any additional input that the district should consider in planning learning recovery programs for the summer and 2021-22 school year.

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Parent/Caregiver Experience

The following questions are specific to the parent/caregiver experience. If you are not a parent/caregiver, you do not need to complete this section.

Please share your level of agreement with the following statement from 1-5 (1 being strongly disagree and 5 being strongly agree):

Materials in languages other than English are provided for non-English speaking families.	1	2	3	4	5
My child's school explains to me what my student is supposed to be learning.	1	2	3	4	5
My child's school helps me understand what areas my student needs to improve in.	1	2	3	4	5
My child's school provides me with the tools I need to help my student succeed in school.	1	2	3	4	5
I am able to meet with staff at my child's school to discuss their academic progress.	1	2	3	4	5
My child's school helps to guide me in asking questions about my student's progress.	1	2	3	4	5
My school helps me advocate for what is best for my student.	1	2	3	4	5
There is someone I can reach out to at my school to help me understand policies, procedures, and my rights as a parent.	1	2	3	4	5
Parents are an important part of the decision-making process at my school.	1	2	3	4	5
The process for making important decisions at my school is clear to me.	1	2	3	4	5
I have been asked for my input about decisions that impact school policies and programs.	1	2	3	4	5
There are opportunities at my school to use my skills and strengths to help with family engagement activities.	1	2	3	4	5
My child's school gives me the materials needed to help my child at home.	1	2	3	4	5

The district will use the data from this survey to guide development of the Local Control and Accountability Plan (LCAP) and to provide departments important feedback for their planning. A full draft of the LCAP will be made available for feedback in Early May.

Thank you for taking the time to share your input with us. The experiences, perspectives, and priorities of our community are critical sources of information as we continue planning for the coming year and the next three years.

Completed hard copies can be dropped off at any open school site, the front desk of the Serna Center, or sent to the following address:

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State and Federal Programs
5735 47th Avenue
Sacramento, CA 95824