

Local Control and Accountability Plan (LCAP) Spring 2022 Annual Survey



SCUSD is seeking the input of all community members to help inform the 2022-23 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 includes opportunities for you to share your priorities about the key areas the district should focus on and 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					

[The survey](#) is open now and will close on April 20, 2022.

Hard copies of the survey can be picked up at the office of school sites 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.

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This survey will help the district to develop 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 experiences and priorities of our community to guide plans for the future. Your input will help the district to understand 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.

Thank you for taking the time to share your feedback! This survey will close on April 20, 2022.

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

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 Student with Disabilities?

- Yes
- No
- 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.

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 rates and college/career readiness for Students with Disabilities, English Learners, African American students, American Indian or Alaska Native students, Hispanic/Latino students, Native Hawaiian or Pacific Islander students, Foster Youth, Homeless Youth, and other student groups with gaps in outcomes until gaps are eliminated.

For each statement below, please choose the option that best describes your level of agreement:

- 1 = Strongly Agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly Disagree
- 5 = Don't Know

The following should be important priorities of the district in the coming year to address the needs of all students, and especially those students with the highest needs:

Support all students and families to effectively navigate the path to college and career	1	2	3	4	5
Increase career awareness and readiness through Career Technical Education (CTE) programs and Linked Learning programs	1	2	3	4	5
Increase the number of students who participate in and successfully complete college-level coursework during high school	1	2	3	4	5
Ensure that all students are enrolled in and complete an academic program that makes them 4-year college-eligible	1	2	3	4	5
Provide a wide range of co-curricular and extra-curricular experiences that allow students to build skills and make students more competitive when applying to college	1	2	3	4	5

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 statement below, please choose the option that best describes your level of agreement:

- 1 = Strongly Agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly Disagree
- 5 = Don't Know

The following should be important priorities of the district in the coming year to address the needs of all students, and especially those students with the highest needs:

All students are provided a core program that is standards-aligned, rigorous, inclusive, and culturally and linguistically competent	1	2	3	4	5
Teaching and Learning is used as an opportunity to advance equity	1	2	3	4	5
Equitable access to extra and co-curricular activities provides all students growth opportunities beyond what is happening in the classroom	1	2	3	4	5
Early education (preschool and transitional kindergarten) to establish a strong foundation that leads to future college and career readiness	1	2	3	4	5
Teaching and learning are differentiated to address the unique needs of individual students	1	2	3	4	5

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, Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, Hispanic/Latino students, Native Hawaiian or Pacific Islander students, and other student groups whose outcomes indicate the greatest need.

For each statement below, please choose the option that best describes your level of agreement:

- 1 = Strongly Agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly Disagree
- 5 = Don't Know

The following should be important priorities of the district in the coming year to address the needs of all students, and especially those students with the highest needs:

Research and evidence-based interventions and supports are provided to address identified student needs	1	2	3	4	5
Personalized student learning plans and program options ensure that the individualized needs of students are met	1	2	3	4	5
Regular assessments and check-ins ensure that staff and families have the information needed to accurately address student needs	1	2	3	4	5
Mental health supports are integrated into the school's program	1	2	3	4	5
Wrap-around services are available on campus for students and families	1	2	3	4	5

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, Homeless Youth, and LGBTQ+ Youth.

For each statement below, please choose the option that best describes your level of agreement:

- 1 = Strongly Agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly Disagree
- 5 = Don't Know

The following should be important priorities of the district in the coming year to address the needs of all students, and especially those students with the highest needs:

A safe, welcoming, and connected climate is present in all schools, classrooms, and learning spaces	1	2	3	4	5
Schools, classrooms, and learning spaces are culturally competent environments where all community members are actively engaged in dismantling inequitable and discriminatory systems	1	2	3	4	5
Behavioral issues are addressed through restorative practices, restorative justice and positive behavioral interventions and supports	1	2	3	4	5

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 statement below, please choose the option that best describes your level of agreement:

- 1 = Strongly Agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly Disagree
- 5 = Don't Know

The following should be important priorities of the district in the coming year to address the needs of all students, and especially those students with the highest needs:

Empower parents/caregivers as equal partners in the education of their students	1	2	3	4	5
Maintain, foster, and strengthen community partnerships	1	2	3	4	5
Empower students to take charge of their own learning and ensure that student voice is heard	1	2	3	4	5
Effective and equitable communication strategies are used to reach all community members	1	2	3	4	5
Engage in collaborative decision-making with educational partners	1	2	3	4	5

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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For each statement below, please choose the option that best describes your level of agreement:

- 1 = Strongly Agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly Disagree
- 5 = Don't Know

The following should be important priorities of the district in the coming year to address the needs of all students, and especially those students with the highest needs:

All levels of the district system are engaged in cycles of continuous improvement	1	2	3	4	5
Effectively use data to identify needs, monitor progress, and make equity-based decisions	1	2	3	4	5
Recruit and retain staff who are representative of the district's student population	1	2	3	4	5
Maximize the district's competitive advantage for hiring the most desirable candidates	1	2	3	4	5
Build district-supported employment pipelines to help staff and community members earn credentials and certifications	1	2	3	4	5
Professional Learning and collaboration to address districtwide and individual staff needs	1	2	3	4	5
Effective districtwide communication practices	1	2	3	4	5
Shared accountability across departments and schools for the success of all students	1	2	3	4	5
Equitable allocation of resources to address student needs	1	2	3	4	5
Building toward a future that is fiscally and logistically sustainable	1	2	3	4	5

Please provide any additional input that the district should consider in planning learning recovery programs for the summer and 2022-23 school year.

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Graduate Profile

The following questions are intended to assess your level of awareness of the district's current graduate profile. For each statement, please choose the option that best describes your level of agreement:

I am aware that the district has a Graduate Profile.	Yes	No
I have read or viewed the district's Graduate Profile.	Yes	No
I know what a Graduate Profile is.	Yes	No

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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 9582