2020-21 School Experience Survey: Staff

What is your <u>primary</u> position at this school?*

( ) Principal

( ) Other Administrator (e.g., AP)

( ) Teacher

( ) School Administrative Assistant (SAA)

( ) Counselor

( ) Other Member of the School Staff

Do you serve in any of the following <u>additional</u> roles at this school?
*Check all that apply:***

[ ] Administrator

[ ] Counselor (e.g., Academic Counselor, College Counselor, PSA Counselor, College Advisor)

[ ] Teacher

[ ] None of the above

Please indicate how much you agree or disagree with the following statement about this school.*

	Strongly agree	**Agree**	**Disagree**	**Strongly disagree**	**Not applicable**
This school is a supportive and inviting place for students to learn.	( )	( )	( )	( )	( )
This school sets high standards for academic performance	( )	( )	( )	( )	( )

for **all** students.					
This school promotes academic success for **all** students.	( )	( )	( )	( )	( )
This school emphasizes helping students academically when they need it.	( )	( )	( )	( )	( )
This school emphasizes teaching lessons in ways relevant to students.	( )	( )	( )	( )	( )
This school encourages **all** students to enroll in rigorous courses (such as honors and AP).	( )	( )	( )	( )	( )

Please indicate how much you agree or disagree with the following statement about this school.*

	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree

Students' backgrounds are valued at this school.	( )	( )	( )	( )	( )
At this school, decisions are made based on students' needs and interests.	( )	( )	( )	( )	( )
Adults at this school expect students to go to college.	( )	( )	( )	( )	( )
At this school, parents treat teachers with respect.	( )	( )	( )	( )	( )
At this school, parents treat staff with respect.	( )	( )	( )	( )	( )
At this school, students treat adults with respect.	( )	( )	( )	( )	( )
This school promotes trust and collegiality among staff.	( )	( )	( )	( )	( )
This school promotes personnel	( )	( )	( )	( )	( )

participation in decision-making that affects the school practices and policies.					

Please respond to the following questions about the adults at your school.*

	Nearly all adults	Most adults	Some adults	Few adults	Almost none
How many adults at this school have close professional relationships with one another?	( )	( )	( )	( )	( )
How many adults at this school support and treat each other with respect?	( )	( )	( )	( )	( )
How many adults at this school feel a responsibility to improve this school?	( )	( )	( )	( )	( )

Please indicate how much you agree or disagree with the following statement about this school.*

	Strongly agree	Agree	Neither disagree	Disagree	Strongly disagree

			nor agree		
I feel comfortable talking with the school leadership about issues and concerns.	( )	( )	( )	( )	( )
I have the materials I need to do my job well.	( )	( )	( )	( )	( )
Generally speaking, my technology issues are resolved within an acceptable time period.	( )	( )	( )	( )	( )
I get the help I need to communicate with parents.	( )	( )	( )	( )	( )
The child abuse training I receive adequately prepares me to address child abuse at my school.	( )	( )	( )	( )	( )

Please indicate how much you agree or disagree with the following statement about this school this year.*

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
This school clearly communicates to students the consequences of breaking school rules.	( )	( )	( )	( )	( )
Students know how they are expected to act.	( )	( )	( )	( )	( )
Students know what the rules are.	( )	( )	( )	( )	( )
This school handles discipline problems fairly.	( )	( )	( )	( )	( )
This school effectively handles student discipline and behavioral problems.	( )	( )	( )	( )	( )
Adults at this school treat all students with respect.	( )	( )	( )	( )	( )

Please indicate how much you agree or disagree with the following statement about this school this year.*

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
I have received professional development on preventing bullying.	( )	( )	( )	( )	( )
I address bullying that occurs in my school.	( )	( )	( )	( )	( )
I feel safe in the neighborhood around my school.	( )	( )	( )	( )	( )
I feel safe on school grounds during the day.	( )	( )	( )	( )	( )
Students treat adults at this school with respect.	( )	( )	( )	( )	( )

Please indicate how much of a problem at this school is:*

	Insignificant problem	Mild problem	Moderate problem	Severe problem
Harassment or bullying among students.	( )	( )	( )	( )

Physical fighting between students.	( )	( )	( )	( )
Disruptive student behavior.	( )	( )	( )	( )
Racial/ethnic conflict among students.	( )	( )	( )	( )
Lack of respect of staff by students.	( )	( )	( )	( )

How many years have you worked, in any position, at this school? *

( ) Less than one year

( ) 1 to 2 years

( ) 3 to 5 years

( ) 6 to 10 years

( ) Over 10 years

How many years have you worked, at any school, in your current position? *

( ) Less than one year

( ) 1 to 2 years

( ) 3 to 5 years

( ) 6 to 10 years

( ) Over 10 years

What is your race or ethnicity?

( ) American Indian or Alaska Native

( ) Asian

( ) Black or African American

( ) Hispanic or Latino

( ) Filipino

( ) Native Hawaiian or Other Pacific Islander

( ) White

( ) Two or More Races or Ethnicities

( ) Other

What is your gender?

( ) Female

( ) Male

( ) Other

( ) I'd rather not say

Teachers

What grade(s) do you currently teach?
Check all that apply:*

[ ] Preschool (birth-age 3)

[ ] Prekindergarten/Transitional Kindergarten

[ ] Kindergarten

[ ] 1st grade

[ ] 2nd grade

[ ] 3rd grade

[ ] 4th grade

[ ] 5th grade

[ ] 6th grade

[ ] 7th grade

[ ] 8th grade

[ ] 9th grade

[ ] 10th grade

[ ] 11th grade

[ ] 12th grade

[ ] Ungraded special education

Do you currently teach 6th grade at an elementary or middle school?*

( ) Elementary school

( ) Middle school

What subject(s) do you currently teach?
Check all that apply:*

[ ] English Language Arts(ELA)

[ ] Math

[ ] Science

[ ] History/Social Science

[ ] English Language Development (ELD)

[ ] Foreign Language

[ ] Other (e.g. P.E., Music, Art)

Please indicate how strongly you agree or disagree with the following statements about your school:*

	Strongly agree	**Agree**	**Neither disagree nor agree**	**Disagree**	**Strongly disagree**
I have received training to effectively integrate technology into my instruction to address students' diverse learning styles.	( )	( )	( )	( )	( )
I have received professional development training on how to create a learning environment	( )	( )	( )	( )	( )

that leverages digital tools and resources.					
I integrate technology into my instructional practices to meet the needs of my students.	( )	( )	( )	( )	( )
I feel confident integrating technology into my instruction.	( )	( )	( )	( )	( )
I enjoy teaching at this school.	( )	( )	( )	( )	( )
I have sufficient autonomy to implement an instructional strategy that meets the needs of my students.	( )	( )	( )	( )	( )
The professional development at this school is differentiated for my level of teaching experience.	( )	( )	( )	( )	( )

	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
What I learn in our school professional development meetings addresses my students' needs.	( )	( )	( )	( )	( )

What is the *most recent* year that you *completed* an Educator Development and Support Teacher (EDST) Evaluation? *

( ) 2019-20

( ) 2018-19

( ) 2017-18

( ) 2016-17

( ) 2015-16

( ) None of the above

Please indicate how much you agree or disagree with the following statement about this school this year.*

	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
The Educator Development and Support process for teachers helps me improve my teaching and learning.	( )	( )	( )	( )	( )
The Educator Development and Support Teacher (EDST) evaluation process helped me	( )	( )	( )	( )	( )

improve my teaching.					
The Educator Development and Support Teacher (EDST) evaluation process has increased the quality of instruction focused interactions with my administrator.	( )	( )	( )	( )	( )
The Educator Development and Support Teacher (EDST) evaluation process helped to establish a common understanding of effective instructional practice among teachers.	( )	( )	( )	( )	( )

As part of your professional development (training and grade-level or departmental-level meetings, etc.), please indicate how often did you do the following this year:*

	Weekly	Twice a month	Monthly	A few times a year	Hardly ever
Observed the instruction of my colleagues to get ideas for my own instruction.	( )	( )	( )	( )	( )
With my colleagues, I examined evidence of student understanding/mastery (e.g., test data, student work) to improve my instruction.	( )	( )	( )	( )	( )
Worked in grade-level or department-level teams to review and align grading practices.	( )	( )	( )	( )	( )

How often does school leadership do the following?
Visit your classroom to observe you teach. *

( ) Weekly

( ) Twice a month

( ) Monthly

( ) A few times a year

( ) Hardly ever

How often does school leadership do the following?
Provide useful feedback to you based on their observations. *

( ) Always

( ) Often

( ) Sometimes

( ) Rarely

( ) Never

Please indicate how much you agree or disagree with the following statement about this school this year.*

	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
Resource decisions at this school (staffing, time, and materials) support the successful implementation of the State Standards.	( )	( )	( )	( )	( )
Parents talk to me about how to help their child learn at home.	( )	( )	( )	( )	( )
The teaching of social emotional skills occurs regularly at my school.	( )	( )	( )	( )	( )
I would like support in developing social emotional learning curricula and/or programs at my school.	( )	( )	( )	( )	( )

Please indicate how often teachers do the following at school:*

	Twice a week or more	Once a week	Once a month	Rarely	Never
Teachers meet to examine student performance data.	( )	( )	( )	( )	( )
Teachers collaborate with one another by department, SLC, or grade level about curricular or instructional issues.	( )	( )	( )	( )	( )

Do you have any English learner students in your class(es)? *

( ) Yes

( ) No

During the past year, how often did you communicate each individual English Learner's progress towards reclassification as Fluent English Proficient (RFEP) to parents or students? *

( ) Three or more times this year

( ) Two times this year

( ) One time this year

( ) I did not communicate any information

On average, how many minutes a day do you spend teaching English Language Development (ELD)?*

( ) More than 60 minutes

( ) 45-60 minutes

( ) Less than 45 minutes

Please indicate how much you agree or disagree with the following statement about this school this year.*

	Strongly agree	**Agree**	**Neither disagree nor agree**	**Disagree**	**Strongly disagree**
I use ELPAC scores to plan instruction for my English learner students.	( )	( )	( )	( )	( )
I know how to determine progress towards reclassification for my students who are English Learners.	( )	( )	( )	( )	( )
I know how to provide targeted instruction for English Learners who are not making progress towards reclassification.	( )	( )	( )	( )	( )
I know which of my students	( )	( )	( )	( )	( )

are long-term English learners (LTELs). *LTELs are defined as students who have been enrolled in a U.S. school for more than 5 years and have not been reclassified as Fluent English Proficient.*					

Please indicate how much you agree or disagree with the following statement about this school this year.*

	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
I regularly communicate with individual students about their progress toward meeting the A-G requirements.	( )	( )	( )	( )	( )
I am comfortable communicating the requirements for meeting the A-G course sequence to parents and students.	( )	( )	( )	( )	( )

I know how the A-G courses I teach fit into the A-G course sequence.	( )	( )	( )	( )	( )
I know how to determine progress on A-G requirements for my students.	( )	( )	( )	( )	( )
I am comfortable making suggestions to parents and/or students on next classes to take in the A-G course sequence.	( )	( )	( )	( )	( )

Please indicate how much you agree or disagree with the following statement about this school this year.*

	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
Teachers in this school feel that it is a part of their job to help students with the college application process.	( )	( )	( )	( )	( )
I use class time to help	( )	( )	( )	( )	( )

students plan for college (e.g., discuss different types of colleges or college eligibility requirements).					
I use class time to help students prepare their college essays.	( )	( )	( )	( )	( )
I use class time to help students complete and submit college applications.	( )	( )	( )	( )	( )

Have you received professional development about helping students plan for, or apply to, college?
*Check all that apply:***

[ ] Yes, from my school site

[ ] Yes, from my local district/the central office

[ ] Yes, from an external service provider

[ ] Yes, from another source (Please specify)::

_____*

[ ] No

Do you teach an advisory class? *

( ) Yes

( ) No

What grade level are the students in your advisory class(es)?
Check all that apply:*

[ ] 6th grade

[ ] 7th grade

[ ] 8th grade

[ ] 9th grade

[ ] 10th grade

[ ] 11th grade

[ ] 12th grade

This school year, which of the following topics will you cover in your advisory class?
Check all that apply:*

[ ] Learn how to improve academic skills

[ ] Develop social emotional skills/behaviors

[ ] Learn or practice study skills

[ ] Plan future course-taking

[ ] Complete homework

[ ] Explore career paths

[ ] Plan for college (e.g., researching colleges and college costs)

[ ] Learn about the college application process (e.g., completing forms, writing admission essays, SAT/ACT)

[ ] Learn about the financial aid application process (e.g., FAFSA, review awards)

[ ] Other (Please specify):: _____*

Please indicate how much you agree or disagree with the following statement about this school this year.*

	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
The curriculum at this school is	( )	( )	( )	( )	( )

focused on helping students get ready for college.					
Teachers expect most students in this school to go to college.	( )	( )	( )	( )	( )
Most of the students in this school are planning to go to college.	( )	( )	( )	( )	( )
Teachers in this school encourage students who might not be considering college to do so.	( )	( )	( )	( )	( )
Teachers in this school feel that it is a part of their job to prepare students academically to succeed in college.	( )	( )	( )	( )	( )

Which of the following strategies or practices do you use in your classes?
Check all that apply:

[ ] Phonemes and/or letter–sound relationships

[ ] Syllable patterns and/or morphemes

[ ] Sentence structure and/or paragraph structure and/or text structure

[ ] Reading or Literacy Academies

[ ] Readers' Workshop

[ ] Writers' Workshop

[ ] Three-reads protocol

[ ] Close reading strategies

[ ] Direct and extended vocabulary instruction

[ ] Models and non-models of language expectation

[ ] Strategic infusion of Culturally and Linguistically Responsive Academic Literacy Strategies (including culturally relevant and culturally authentic texts and effective read-alouds)

[ ] EL Instructional Approaches: Active Listening, Extended Communication, Oral Summarizing

[ ] None of the above

Which of the following strategies or practices do you use in your classes?
Check all that apply:

[ ] Plan/implement lessons that address the variety in students' interests, abilities and needs

[ ] Flexible grouping structures to promote collaboration

[ ] Make sure all students understood the content before moving on

[ ] Allow students to share cultural artifacts

[ ] Use real-world examples

[ ] Use strategies to ensure attention is equitably distributed

[ ] Engage with students about their problems

[ ] Reflect upon your own cultural heritage and biases

[ ] None of the above

Which of the following strategies or practices do you use in your classes?
Check all that apply:

[ ] Establish mathematics goals to focus learning

[ ] Implement tasks that promote reasoning and problem solving

[ ] Use and connect mathematical representations

[ ] Cognitively Guided Instruction (CGI)

[ ] Facilitating meaningful mathematics discourse

[ ] Posting purposeful questions

[ ] Build procedural fluency from conceptual understanding

[ ] Supporting productive struggle in learning mathematics

[ ] Eliciting and using evidence of student learning

[ ] None of the above

Which of the following strategies or practices do you use in your classes?
Check all that apply:

[ ] Representations (E.g. Thinking Maps; Living walls (learning walls: students add their new learning throughout the lessons/units); Diagrams with explicit teaching of concepts; Flowcharts

[ ] Constructive Conversation

[ ] Small group instruction

[ ] Cumulative practice and ongoing review

[ ] Integrating the arts

[ ] Technology integration

[ ] Personalized learning

[ ] Project-based learning

[ ] ISTE Standards-based strategies

[ ] None of the above

Which of the following strategies or practices do you use in your classes?
Check all that apply:

[ ] Explicit direct instruction

[ ] Student-to-student discussion and explanation of mathematical thinking

[ ] Teaching students conceptually

[ ] Encouraging multiple strategies and models

[ ] Using questions as feedback to students

[ ] Group roles and/or team strategies or structures for collaboration

[ ] Encourage productive struggle in learning

[ ] Visual representations (e.g. Use number lines, tables, graphs, tape diagrams, etc.)

[ ] Integrating the arts in math

[ ] Integrating technology in math

[ ] None of the above

Which of the following strategies or practices do you use in your classes?
Check all that apply:

[ ] Establish mathematics goals to focus learning

[ ] Implement tasks that promote reasoning and problem solving

[ ] Use and connect mathematical representations

[ ] Facilitating meaningful mathematics discourse

[ ] Posting purposeful questions

[ ] Build procedural fluency from conceptual understanding

[ ] Supporting productive struggle in learning mathematics

[ ] Eliciting and using evidence of student learning

[ ] None of the above

Which of the following strategies or practices do you use in your classes?
Check all that apply:

[ ] Plan/implement lessons that address the variety in students' interests, abilities and needs

[ ] Flexible grouping structures to promote collaboration

[ ] Make sure all students understood the content before moving on

[ ] Allow students to share cultural artifacts

[ ] Use real-world examples

[ ] Use strategies to ensure attention is equitably distributed

[ ] Engage with students about their problems

[ ] Reflect upon your own cultural heritage and biases

[ ] None of the above

Which of the following strategies or practices do you use in your classes?
Check all that apply:

[ ] Representations (E.g. Thinking Maps; Living walls (learning walls: students add their new learning throughout the lessons/units); Diagrams with explicit teaching of concepts; Flowcharts

[ ] Constructive Conversation

[ ] Small group instruction

[ ] Cumulative practice and ongoing review

[ ] Integrating the arts

[ ] Technology integration

[ ] Personalized learning

[ ] Project-based learning

[ ] Cognitively Guided Instruction (CGI)

[ ] ISTE Standards-based strategies

[ ] Other (please specify): _____*

[ ] None of the above

Which of the following strategies or practices do you use in your classes?
Check all that apply:

[ ] Help students engage with real data through various sources and experiences

[ ] Help students develop a common language and set of questions around scientific concepts

[ ] Help students make connections to mathematics and computational thinking

[ ] Provide multiple opportunities to ask questions.

[ ] Provide multiple opportunities to plan and carry out systematic investigations

[ ] Provide multiple opportunities to explore and explain phenomena

[ ] Provide multiple opportunities to apply understandings to engineering problems

[ ] Engage students in using a range of tools including tabulation, graphical interpretation, visualization, and statistical analysis—to identify the significant features and patterns in the data

[ ] Engage students in multi-sensory observations

[ ] Encourage students to create arguments from evidence and experiences

[ ] Help students work with and communicate their models as tools for representing explanations.

[ ] None of the above

Which of the following strategies or practices do you use in your classes?
Check all that apply:

[ ] Constructive Conversation

[ ] Students generate and/or refine questions that lead to descriptions and explanations of how the natural and designed world works

[ ] Students communicate clearly and persuasively the ideas and methods they generate

[ ] Students critique and communicate ideas individually and in groups

[ ] None of the above

Which of the following strategies or practices do you use in your classes?
Check all that apply:

[ ] Plan/implement lessons that address the variety in students' interests, abilities and needs

[ ] Flexible grouping structures to promote collaboration

[ ] Make sure all students understood the content before moving on

[ ] Allow students to share cultural artifacts

[ ] Use real-world examples

[ ] Use strategies to ensure attention is equitably distributed

[ ] Engage with students about their problems

[ ] Reflect upon your own cultural heritage and biases

[ ] None of the above

Which of the following strategies or practices do you use in your classes?
Check all that apply:

[ ] Representations (E.g. Thinking Maps; Living walls (learning walls: students add their new learning throughout the lessons/units); Diagrams with explicit teaching of concepts; Flowcharts

[ ] Small group instruction

[ ] Cumulative practice and ongoing review

[ ] Integrating the arts

[ ] Technology integration

[ ] Personalized learning

[ ] Project-based learning

[ ] ISTE Standards-based strategies

[ ] Other (please specify): _____*

[ ] None of the above

Which of the following strategies or practices do you use in your classes?
Check all that apply:

[ ] Instruction in both word-level and comprehension skills

[ ] Instruction to increase reading accuracy and fluency

[ ] Explain and reinforce the use of comprehension strategies with textbooks

[ ] Instruction to increase the breadth and depth of vocabulary knowledge

[ ] None of the above

Which of the following strategies or practices do you use in your classes?
Check all that apply:

[ ] Explicit instruction on content-area concepts and facts

[ ] Discipline-specific inquiry - organize instruction around questions of significance for students to explore, analyze relevant evidence, and develop their own interpretations.

[ ] Provide or facilitate expanded content on a variety of different topics (E.g. recent legislation, public comment, and/or a more connected and less regional approach to world history)

[ ] Prepare students to integrate research-based practices in civic education, including discussions of the democratic process, service-learning, and current events.

[ ] Offer concrete examples of how schools can teach how our government works and go one step further to support student participation in civic discourse, and/or to promote public service.

[ ] None of the above

Which of the following strategies or practices do you use in your classes?
Check all that apply:

[ ] Constructive Conversation

[ ] Students generate and/or refine questions that lead to descriptions and explanations of how the natural and designed world works

[ ] Students communicate clearly and persuasively the ideas and methods they generate

[ ] Students critique and communicate ideas individually and in groups

[ ] None of the above

Which of the following strategies or practices do you use in your classes?
Check all that apply:

[ ] Plan/implement lessons that address the variety in students' interests, abilities and needs

[ ] Flexible grouping structures to promote collaboration

[ ] Make sure all students understood the content before moving on

[ ] Allow students to share cultural artifacts

[ ] Use real-world examples

[ ] Use strategies to ensure attention is equitably distributed

[ ] Engage with students about their problems

[ ] Reflect upon your own cultural heritage and biases

[ ] None of the above

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[ ] Representations (E.g. Thinking Maps; Living walls (learning walls: students add their new learning throughout the lessons/units); Diagrams with explicit teaching of concepts; Flowcharts

[ ] Small group instruction

[ ] Cumulative practice and ongoing review

[ ] Integrating the arts

[ ] Technology integration

[ ] Personalized learning

[ ] Project-based learning

[ ] ISTE Standards-based strategies

[ ] Other (please specify): _____*

[ ] None of the above

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Check all that apply:

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[ ] Instruction to increase reading accuracy and fluency

[ ] Explain and reinforce the use of comprehension strategies with textbooks

[ ] Instruction to increase the breadth and depth of vocabulary knowledge

[ ] Extend both instructional and practice opportunities in the use of effective reading strategies

[ ] Sentence structure and/or paragraph structure and/or text structure

[ ] Models and non-models of language expectation

[ ] Writers' Workshop and/or journal writing

[ ] Reading or Literacy Academies

[ ] Strategic infusion of Culturally and Linguistically Responsive Academic Literacy Strategies (including culturally relevant and culturally authentic texts and effective read-alouds)

[ ] EL Instructional Approaches: Active Listening, Extended Communication, Oral Summarizing

[ ] Project G.L.A.D.

[ ] Common Core in Diverse Classrooms

[ ] Kagan Strategies

[ ] Cornell Notes

[ ] None of the above

Which of the following strategies or practices do you use in your classes?
Check all that apply:

[ ] Constructive Conversation

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[ ] Students communicate clearly and persuasively the ideas and methods they generate

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[ ] None of the above

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[ ] Reflect upon your own cultural heritage and biases

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[ ] Representations (E.g. Thinking Maps; Living walls (learning walls: students add their new learning throughout the lessons/units); Diagrams with explicit teaching of concepts; Flowcharts

[ ] Small group instruction

[ ] Cumulative practice and ongoing review

[ ] Integrating the arts

[ ] Technology integration

[ ] Personalized learning

[ ] Project-based learning

[ ] ISTE Standards-based strategies

[ ] Other (please specify): _____*

[ ] None of the above

About how often do teachers in your school participate in common planning related to instruction and academic supports?

( ) Daily

( ) Two to Three Times per Week

( ) Weekly

( ) Two to Three Times per Month

( ) About Once a Month

( ) Less than Once a Month

( ) Never

( ) Don't Know or Not Applicable

( ) Other (Please specify):: _____*

How often do you use small group instruction?

( ) Every day or almost every day

( ) About three times a week

( ) About once or twice a week

( ) A few times a month

( ) About once or twice a month

( ) A few times a year

What subjects do you provide small group instruction?
Check all that apply.

[ ] English Language Arts (ELA)

[ ] Math

[ ] Science

[ ] History/Social Science

[ ] English Language Development (ELD)

[ ] Foreign Language

[ ] Other (e.g. P.E., Music, Art)

Typically, how much time do your students spend in small group instruction each time they are in their groups?

( ) 10 minutes or less

( ) 11-20 minutes

( ) 21-30 minutes

( ) 31-40 minutes

( ) 41-50 minutes

( ) 51-60 minutes

( ) Over an hour

On average, how many students are in a small group?

( ) 1-5

( ) 6-10

( ) 11-15

( ) 16 or more

Who provides instruction to the small groups during small group instruction?
Check all that apply.

[ ] Classroom Teachers

[ ] Teaching Assistants

[ ] Special Ed/Resource Teachers

[ ] ELD Coordinators

[ ] Intervention Coordinators

[ ] Volunteers

[ ] Other Staff

How often do you incorporate reading or literacy academies into your instruction (in your classroom or in collaboration with other teachers)?

( ) Every day or almost every day

( ) About three times a week

( ) About once or twice a week

( ) A few times a month

( ) About once or twice a month

( ) A few times a year

Typically, how much time do students in your reading or literacy academy group spend in their group during each reading or literacy academy time?

( ) 10 minutes or less

( ) 11-20 minutes

( ) 21-30 minutes

( ) 31-40 minutes

( ) 41-50 minutes

( ) 51-60 minutes

( ) Over an hour

On average, how many students are in a reading or literacy academy group?

( ) 1-5

( ) 6-10

( ) 11-15

( ) 16 or more

Who provides instruction to the reading or literacy academy groups during reading or literacy academy time?
Check all that apply:

[ ] Classroom Teachers

[ ] Teaching Assistants

[ ] Special Ed/Resource Teachers

[ ] ELD Coordinators

[ ] Intervention Coordinators

[ ] Volunteers

[ ] Other Staff

Principals

What grade levels does your school serve?
Check all that apply:*

[ ] Early childhood (i.e., ages 2-4)

[ ] Elementary grades (i.e., K-5/6)

[ ] Middle school grades (i.e., 6-8)

[ ] High school grades (i.e., 9-12)

Please answer the following based on your experiences as a principal.
Please indicate how much you agree or disagree with the following statement about this school this year.*

	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
I met regularly with administrative colleagues outside the school to problem-solve school challenges.	( )	( )	( )	( )	( )
The professional development I receive from my Local District helps me improve my leadership.	( )	( )	( )	( )	( )
I feel supported by my district to	( )	( )	( )	( )	( )

prioritize teacher development as one of my main areas of focus as a school leader.					
My district provides me with the skills and knowledge I need to help my teachers improve their instructional practice.	( )	( )	( )	( )	( )

Please indicate the sufficiency of your Visual and Performance Arts (VAPA) instructional materials in terms of being current, high quality, and available to students for the 2020-21 school year: *

( ) Sufficient

( ) Insufficient

( ) Don't Know

What percentage of students lack VAPA materials? *

_____

Please answer the following based on your experiences as a principal.
Please indicate how much you agree or disagree with the following statement about this school this year.*

	Strongly agree	**Agree**	**Neither disagree nor agree**	**Disagree**	**Strongly disagree**
My school has a Post-	( )	( )	( )	( )	( )

Secondary Leadership Team (PLT) that meets regularly to monitor the college application process for students.				
My school has a PLT that meets regularly to discuss ways to maintain a strong college-going culture.	( )	( )	( )	( )	( )

Please mark all the applicable opportunities for parent involvement at your school.
This information is required for the School Accountability Report Card (SARC) which will be posted online and available to the public.
Check all that apply:*

[ ] Advisory Council

[ ] Governance Council

[ ] PTA/PTO

[ ] Classroom Volunteer

[ ] Office Volunteer

[ ] Supervision Volunteer

[ ] Fund Raising

[ ] School Beautification

[ ] Other (Please specify):: _____ *

Please answer the following based on your experiences as a principal.
Please indicate how much you agree or disagree with the following statement about this school this year.*

	Strongly agree	**Agree**	**Neither disagree nor agree**	**Disagree**	**Strongly disagree**
I am comfortable communicating the requirements for meeting the A-G course sequence to parents and students. application process for students.	( )	( )	( )	( )	( )
I know how to determine progress on A-G requirements for my students.	( )	( )	( )	( )	( )

Does your school provide information about the <u>A-G course requirements</u> in any of the following ways?
Check all that apply:*

[ ] Flyers, handouts, or posters

[ ] Parent newsletters

[ ] Assemblies for students

[ ] In-class presentations for students

[ ] Workshops or seminars for students during the school day (e.g., during lunch or nutrition)

[ ] Afterschool workshops or seminars for students

[ ] Parent workshops or seminars

[ ] During Individual Graduation Plan (IGP) meetings

[ ] Individual counseling sessions for students (other than IGP meetings)

[ ] Individual counseling sessions for parents (other than IGP meetings)

[ ] Don't Know

[ ] None of the above

[ ] Other (Please specify):: _____*

Please answer the following based on your experiences as a principal.
Please indicate how much you agree or disagree with the following statement about this school this year.*

	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree	Not applicable
My school has integrated social emotional learning into existing academic subjects.	( )	( )	( )	( )	( )	( )
My school has implemented social emotional learning into programs/courses outside of existing academic subjects.	( )	( )	( )	( )	( )	( )
The teaching of social emotional skills occurs regularly at my school.	( )	( )	( )	( )	( )	( )
I would like support in developing social emotional learning curriculum/programming at my school.	( )	( )	( )	( )	( )	( )

How many full-time or part-time counselors work at your school?
If you share a counselor with another school, please count that counselor as part-time.
If you have a full-time counselor who has multiple roles (e.g., an academic counselor who also does college counseling), please count that counselor based on his/her primary role (e.g., academic counselor).
Please use whole numbers.

	Full-time counselors	Part-time counselors
Academic Counselor	_____ _____	_____ _____
College Adviser	_____ _____	_____ _____
College Counselor	_____ _____	_____ _____
College and Career Coach	_____ _____	_____ _____
College Empowerment Counselor	_____ _____	_____ _____
Pupil Services and Attendance (PSA) Counselor	_____ _____	_____ _____
A-G Diploma PSA Counselor	_____ _____	_____ _____
Psychiatric Social Workers (PSW)	_____ _____	_____ _____

What is the typical caseload for a full-time academic counselor at your school?
If you have a full-time academic counselor who also does college counseling, please count them as an academic counselor.
If you are not sure, please estimate.*

_____

Does your school have a college counselor, college advisor, or some other staff member whose <u>primary</u> responsibility is to help students with the college application process?
If an external organization or service provider funds this staff member, please select "No".*

( ) Yes

( ) No

How many staff members' <u>primary</u> job responsibility is helping students with the college application process?
If you share the staff member(s) with another school, please count that staff member as part-time.
If an external organization or service provider funds a staff member, please do not count that staff member.
Please use whole numbers.*

Number of Full-time staff:: _____

Number of Part-time staff:: _____

Which staff members' <u>primary</u> job responsibility is helping students with the college application process?
Check all that apply: *

[ ] Academic Counselor(s)

[ ] College Counselor(s)

[ ] College Adviser(s)

[ ] Assistant Principal for Secondary Counseling

[ ] Teacher(s)

[ ] None of the above

[ ] Other (Please specify):: _____*

Does your school offer any of the following?*

Check all that apply

[ ] Reduced class sizes

[ ] Longer school day than is required

[ ] Longer school year than is required

[ ] Mastery learning and grading

[ ] Small learning communities (e.g., houses or academies)

[ ] An advisory class

[ ] Block scheduling, also called double-block or extended-block scheduling (e.g., 4x4, 2x8, etc.)

[ ] Career readiness programs or opportunities

[ ] Credit recovery programs (including teacher-guided and online)

[ ] Career readiness programs or opportunities

[ ] Fifth-year programs

[ ] Don't Know

[ ] None of the above

Does your school provide additional academic support for students who are not meeting grade-level standards?*

( ) Yes

( ) No

What types of academic supports does your school provide?*

Check all that apply

[ ] Support or intervention classes (including those during the school day, before or after school, on weekends, or during school breaks)

[ ] Small group instruction

[ ] Pull-out instruction

[ ] Small-group tutoring outside of class

[ ] One-on-one tutoring outside of class

[ ] Peer tutoring outside of class

[ ] Summer bridge program that helps students prepare for the upcoming school year

[ ] None of the above

Which of the following career readiness programs or opportunities are available for students in your school?
Check all that apply:

[ ] Career aptitude information, such as career interest inventories, vocational aptitude tests, or skills assessments

[ ] Training in job seeking or interviewing skills

[ ] Career awareness activities, such as job fairs, career nights, or career mentorship programs

[ ] Job site tours or field trips

[ ] Job shadowing (extended observations of a worker on the job)

[ ] Exploratory work experience programs (e.g., co-op, work study, internship)

[ ] Curriculum aligned around career clusters/pathways

[ ] Linked Learning programs

[ ] Career Technical Education (CTE)

[ ] Link Career to Post-Secondary Education Certificate

[ ] Don't Know

[ ] None of the above

[ ] Other (Please specify):: _____*

Which credit recovery programs does your school offer?
Check all that apply: *

[ ] PASS

[ ] Star 17

[ ] Edgenuity

[ ] APEX

[ ] Summer term

[ ] Independent study

[ ] Dual/concurrent enrollment

[ ] Other (Please specify):: _____*

For which grade levels do you offer an advisory class?
Check all that apply: *

[ ] 6th grade

[ ] 7th grade

[ ] 8th grade

[ ] 9th grade

[ ] 10th grade

[ ] 11th grade

[ ] 12th grade

[ ] Other (Please specify):: _____*

In what subjects does your school offer support classes?
*Check all that apply:**

[ ] Math

[ ] English Language Arts (ELA)

[ ] Science

[ ] Social Studies

[ ] English Language Development (ELD)

[ ] Other (Please specify):: _____*

In what subjects does your school offer pull-out instruction?
*Check all that apply:**

[ ] Math

[ ] English Language Arts (ELA)

[ ] Science

[ ] Social Studies

[ ] English Language Development (ELD)

[ ] Other (Please specify):: _____*

During the 2020-2021 school year, approximately what percentage of students in your school received the following tutoring services offered by your school?
Small-group tutoring outside of class*

( ) 5% or less

( ) 6-10%

( ) 11-24%

( ) 25-49%

( ) 50-74%

( ) 75-100%

During the 2020-2021 school year, approximately what percentage of students in your school received the following tutoring services offered by your school?
One-on-one tutoring outside of class*

( ) 5% or less

( ) 6-10%

( ) 11-24%

( ) 25-49%

( ) 50-74%

( ) 75-100%

During the 2020-2021 school year, approximately what percentage of students in your school received the following tutoring services offered by your school?
Peer tutoring outside of class*

( ) 5% or less

( ) 6-10%

( ) 11-24%

( ) 25-49%

( ) 50-74%

( ) 75-100%

Do teachers at your school receive coaching or feedback on their instruction in any of the following areas?
*Check all that apply:**

[ ] Reading instruction

[ ] Writing instruction

[ ] Math instruction

[ ] Science instruction

[ ] Social Science instruction

[ ] English language development Instruction

[ ] Delivery of behavioral supports

[ ] Integration of social emotional learning into the curriculum

[ ] Interpretation and use of assessment data

[ ] None of the above

Who provides teachers with coaching or feedback on their instruction?
Check all that apply:*

	Principal	Assistant Principal	Instructional coaches	Lead teachers	Other
Reading instruction	[ ]	[ ]	[ ]	[ ]	[ ]
Writing instruction	[ ]	[ ]	[ ]	[ ]	[ ]
Math instruction	[ ]	[ ]	[ ]	[ ]	[ ]
Science instruction	[ ]	[ ]	[ ]	[ ]	[ ]
Social Science instruction	[ ]	[ ]	[ ]	[ ]	[ ]
English language development instruction	[ ]	[ ]	[ ]	[ ]	[ ]
Delivery of behavioral supports	[ ]	[ ]	[ ]	[ ]	[ ]
Integration of social emotional learning into the curriculum	[ ]	[ ]	[ ]	[ ]	[ ]
Interpretation and use of assessment data	[ ]	[ ]	[ ]	[ ]	[ ]

In the last school year (2019-2020), did your school use a systematic method (e.g., a standardized checklist of at-risk behaviors, an early warning indicator report, or an AP Potential report) for identifying students who may...
Check all that apply:*

[ ] Have the potential/preparation to enroll in AP courses

[ ] Drop out of high school

[ ] Not earn at least a "C" in the courses needed for eligibility at a state university (e.g., the A-G courses)

[ ] Have to take remedial courses in college

[ ] Our school did not use a systematic method for identifying students in any of these areas

[ ] Don't Know

[ ] Other (Please specify):: _____*

How strongly do you agree or disagree with the following statement?
I use the results of the School Experience Survey to improve the culture and climate of our school in collaboration with all stakeholders (students, staff, parents).*

( ) Strongly Agree

( ) Agree

( ) Neither Disagree nor Agree

( ) Disagree

( ) Strongly Disagree

Counselors

For which grade levels do you provide counseling services?
Check all that apply:*

[ ] Elementary grades (i.e., K-5/6)

[ ] Middle school grades (i.e., 6-8)

[ ] High school grades (i.e., 9-12)

[ ] None of the above

What type of counselor are you?
Check all that apply:

[ ] Academic Counselor

[ ] Pupil Services and Attendance (PSA) Counselor

[ ] A-G Diploma PSA Counselor

[ ] College Adviser

[ ] College Counselor

[ ] College Empowerment Counselor

[ ] College and Career Coach

[ ] Psychiatric Social Worker (PSW)

[ ] Other (Please specify):: _____*

Are you a full-time or part-time counselor?*

( ) Full-time

( ) Part-time

What is your current student caseload?*

_____

What kinds of assistance with the transition from elementary school to middle school does your school provide?
Check all that apply:

[ ] Parents or guardians of incoming 6th graders visit the middle school before the school year starts

[ ] The middle school hosts an informational event or orientation for incoming 6th graders before the school year starts

[ ] Middle school students or staff visit the elementary school and assist incoming 6th graders with course selection

[ ] Elementary school students can observe middle school classes while they are still in elementary school

[ ] Elementary school students can enroll in middle school classes while they are still in elementary school

[ ] Elementary school and middle school teachers meet to discuss articulation of content and requirements

[ ] A summer program prior to middle school that provides supplemental instruction in academic subjects

[ ] New students receive an older student buddy or mentor

[ ] New students receive an adult mentor

[ ] Sixth-graders are placed in a 6th grade small learning community or 6th grade academy

[ ] Sixth-graders are placed in an advisory, seminar, or advisement class

[ ] None

[ ] Don't Know

[ ] Other (Please specify):: _____*

What kinds of assistance with the transition from middle school to high school does your school provide?
Check all that apply:

[ ] Parents or guardians of incoming 9th graders visit the high school before the school year starts

[ ] The high school hosts an informational event or orientation for incoming 9th graders before the school year starts

[ ] High school students or staff visit middle school and assist incoming 9th graders with course selection

[ ] Middle school students can observe high school classes while they are still in middle school

[ ] Middle school students can enroll in high school classes while they are still in middle school

[ ] Middle school and high school teachers meet to discuss articulation of content and requirements

[ ] A summer program prior to high school provides supplemental instruction in academic subjects

[ ] New students receive an older student buddy or mentor

[ ] New students receive an adult mentor

[ ] Ninth-graders are placed in a 9th grade small learning community or 9th grade academy

[ ] Ninth-graders are placed in an advisory, seminar, or advisement class

[ ] None

[ ] Don't Know

[ ] Other (Please specify):: _____*

Which of the following approaches does your school use to address attendance issues?
*Check all that apply:**

[ ] Programs or systems to notify parents early in the semester if their student has accrued several absences

[ ] Programs that focus on chronic absenteeism (i.e., students with 3 or more weeks of absences)

[ ] Student recovery or re-entry efforts for students absent for long periods of time

[ ] A-G Diploma Program

[ ] PSA counselors

[ ] None

[ ] Don't Know

[ ] Other (Please specify):: _____*

During the 2020-2021 school year, approximately what percentage of students <u>on your caseload</u> received...
Help completing college course registration during the <u>summer following graduation</u>.

( ) Not offered

( ) 5% or less

( ) 6-10%

( ) 11-24%

( ) 25-49%

( ) 50-74%

( ) 75-100%

During the 2020-2021 school year, approximately what percentage of students <u>on your caseload</u> received...
Help completing enrollment paperwork (e.g., financial, housing, or medical) during the <u>summer following graduation</u>.

( ) Not offered

( ) 5% or less

( ) 6-10%

( ) 11-24%

( ) 25-49%

( ) 50-74%

( ) 75-100%

Last school year (2020-2021), what percentage of your work hours did you spend delivering the following services to middle school students?*

_____Scheduling courses or managing enrollment

_____Helping students choose courses

_____Helping students with college or career planning

_____Addressing attendance, discipline, or other school and personal problems

_____Doing data entry, data management, or data reporting

_____Coordinating academic testing

_____In non-counseling activities such as hall or lunch duty, substitute teaching, or bus duty

Last school year (2020-2021), what percentage of your work hours did you spend delivering the following services to high school students? *

_____Scheduling courses or managing enrollment

_____Helping students choose high school courses (e.g., helping students enroll in A-G courses)

_____Helping with the college and financial aid process

_____Helping students with career planning

_____Addressing attendance, discipline, or other school and personal problems

_____Coordinating academic testing

_____Doing data entry, data management, or data reporting

_____In non-counseling activities such as hall or lunch duty, substitute teaching, or bus duty

Please indicate how much you agree or disagree with the following statement about this school this year.*

	Strongly agree	**Agree**	**Neither disagree nor agree**	**Disagree**	**Strongly disagree**
Counselors in this school encourage students who might not be	( )	( )	( )	( )	( )

considering college to do so.					
Counselors in this school understand how middle school courses align with the A-G course sequence.	( )	( )	( )	( )	( )
Counselors in this school have adequate information to assist students in staying on-track to complete the A-G requirements.	( )	( )	( )	( )	( )
Counselors in this school have adequate time to assist students in staying on-track to complete the A-G requirements.	( )	( )	( )	( )	( )
I am comfortable communicating the requirements for meeting the A-G course sequence to parents and students.	( )	( )	( )	( )	( )
I know how to determine	( )	( )	( )	( )	( )

progress on A-G requirements for my students.					
I am comfortable making suggestions to parents and/or students on next classes to take in the A-G course sequence.	( )	( )	( )	( )	( )

Either formally as part of your job description or informally in the normal course of your work...
Do you regularly provide college counseling services to students?*

( ) Yes

( ) No

How many 12th graders are you responsible for assisting through the college application and financial aid process?*

_____

Thinking back to last school year (2019-2020), approximately what percentage of the 12th grade students on your caseload did you...
Assist with college enrollment processes (e.g., completing enrollment and housing paperwork) during the school year?*

( ) 5% or less

( ) 6-10%

( ) 11-24%

( ) 25-49%

( ) 50-74%

( ) 75-100%

Thinking back to last school year (2019-2020), approximately what percentage of the 12th grade students on your caseload did you...
Assist with college enrollment processes (e.g., completing enrollment and housing paperwork) over the summer following high school graduation?*

( ) 5% or less

( ) 6-10%

( ) 11-24%

( ) 25-49%

( ) 50-74%

( ) 75-100%

How often do you participate in professional development on college/postsecondary counseling?*

( ) More than once a year

( ) Once a year

( ) Every other year

( ) Every few years

( ) About every five years

( ) Never

In which of the following areas would you like additional training?
*Check all that apply:***

[ ] College academic eligibility requirements

[ ] College application requirements and processes

[ ] Online college planning tools and resources

[ ] Financial aid requirements and processes

[ ] The Dream Act financial aid application

[ ] Advising students on deciding where to apply

[ ] Advising students on deciding where to enroll

[ ] College enrollment and registration processes

[ ] Case management tools for tracking students' progress through the college application process

[ ] Building relationships with college recruiters

[ ] Strategies for partnering with external service providers (e.g., community based organizations, colleges or universities)

[ ] Using Naviance

[ ] The LA Promise program

[ ] NCAA (National Collegiate Athletic Assn.)

[ ] Foster Youth

[ ] TSP (Target Student Populations such as homeless, foster youth, or students on probation)

[ ] Supporting SWD

[ ] Supporting ELs

[ ] Don't need additional training in any of these areas

[ ] Other (Please specify):: _____*

Which of the following college counseling training programs have you completed?
*Check all that apply:**

[ ] UCLA College Counseling Certificate

[ ] CSU Los Angeles Certificate in Higher Education and Career Counseling

[ ] UCSD College Counseling Certificate

[ ] UC Berkeley College Counseling Certificate

[ ] College Access Network

[ ] College Access Teacher Training

[ ] None

[ ] Other (Please specify):: _____*

Please indicate how much you agree or disagree with the following statement about this school this year.*

	Strongly agree	**Agree**	**Neither disagree nor agree**	**Disagree**	**Strongly disagree**
I have adequate information to assist students in	( )	( )	( )	( )	( )

completing college and financial aid applications.					
I have adequate time to assist students with the college and financial aid application process.	( )	( )	( )	( )	( )
I have adequate information to assist students in the college enrollment and registration process.	( )	( )	( )	( )	( )
I have adequate time to assist students with the college enrollment and registration process.	( )	( )	( )	( )	( )

Does your school use any of the following methods to track each student's progress through the college application process?
Check all that apply:*

[ ] Naviance

[ ] Other case management software (specify)

[ ] Excel Spreadsheets developed at your school site

[ ] Excel Spreadsheets developed by your local district or the central office

[ ] A list (i.e., word document, Google document, handwritten list)

[ ] None of the above

[ ] Other (Please specify):: _____*

Did you receive training on how to implement Naviance?*

( ) Yes

( ) No

Please indicate how comfortable you feel with the following this school this year.*

	Very comfortable	Somewhat comfortable	A little comfortable	Not at all comfortable
Using Naviance for counseling-related tasks such as submitting letters of recommendation or uploading school profiles?	( )	( )	( )	( )
Teaching students to use Naviance?	( )	( )	( )	( )
Using FOCUS for counseling-related tasks?	( )	( )	( )	( )
Using Schoology for counseling-related tasks?	( )	( )	( )	( )
Using California Dashboard for counseling-related tasks?	( )	( )	( )	( )

Please indicate how much you agree or disagree with the following this school this year.*

	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
My school has a group of staff members that meets regularly to monitor the college application process for students?	( )	( )	( )	( )	( )
My school has a group of staff members that meets regularly to discuss ways to maintain a strong college-going culture?	( )	( )	( )	( )	( )