2024-25 School Experience Survey: Staff

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

UTK Modules

Please select the job title that best describes your position at this school.*

( ) Teacher
( ) Teacher Assistant
( ) Instructional Aide
( ) Special Education Assistant
( ) Early Education Assistant
( ) Other (please specify):: _____*
( ) Other instructional role (please specify):: _____*
( ) None of the above

Staff All

Please indicate how much you agree or disagree with the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
This school sets high standards for academic performance for **all** students.	( )	( )	( )	( )	( )
This school emphasizes teaching lessons in ways relevant to students.	( )	( )	( )	( )	( )

Please indicate how much you agree or disagree with the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
At this school, decisions are made based on students' needs and interests.	( )	( )	( )	( )	( )
At this school, parents treat teachers with respect.	( )	( )	( )	( )	( )
At this school, parents treat staff with respect.	( )	( )	( )	( )	( )
This school is a supportive and inviting place for staff to work.	( )	( )	( )	( )	( )
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 statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel comfortable talking with the school leadership about issues and concerns.	( )	( )	( )	( )	( )

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
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 statements.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
This school clearly communicates to students the consequences of breaking school rules.	( )	( )	( )	( )	( )
This school effectively handles student discipline and behavioral problems.	( )	( )	( )	( )	( )
Adults at this school treat **all** students with respect.	( )	( )	( )	( )	( )
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 the following are at your school.

	Insignificant problem	Mild problem	Moderate problem	Severe problem
Harassment or bullying among students.	( )	( )	( )	( )
Racial/ethnic conflict among students.	( )	( )	( )	( )

Please indicate how much you agree or disagree with the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I use the School Experience Survey results to inform my practice.	( )	( )	( )	( )	( )
My school uses the School Experience Survey results to better understand our school climate and culture.	( )	( )	( )	( )	( )
My school uses the School Experience Survey results to identify areas in which we can improve.	( )	( )	( )	( )	( )
My school uses the School Experience Survey results to set goals for improving our school climate and culture.	( )	( )	( )	( )	( )
My school uses the School Experience Survey results to examine how our school climate and culture has changed over time.	( )	( )	( )	( )	( )

Last school year (2023-24), did you look at your school's School Experience Survey results?

( ) Yes ( ) No

Staff_Characteristics

Including the current school year, how many years have you served as a teacher across your entire career?

( ) Less than one year
( ) 1 to 2 years
( ) 3 to 5 years
( ) 6 to 10 years
( ) 11 to 15 years
( ) 16 to 20 years
( ) 21 to 25 years
( ) Over 25 years

Including the current school year, how many years have you served as a principal across your entire career?

( ) Less than one year
( ) 1 to 2 years
( ) 3 to 5 years
( ) 6 to 10 years
( ) 11 to 15 years
( ) 16 to 20 years
( ) 21 to 25 years
( ) Over 25 years

Before you became a principal, how many years did you serve as a teacher?

( ) Less than one year
( ) 1 to 2 years
( ) 3 to 5 years
( ) 6 to 10 years
( ) 11 to 15 years
( ) 16 to 20 years
( ) 21 to 25 years
( ) Over 25 years

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/Universal 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 any secondary math courses or provide elementary math instruction?*
( ) Yes ( ) No

Do you currently teach English language arts (ELA) or English language development (ELD)?*
( ) Yes ( ) No

Please indicate how much you agree or disagree with the following statements.

	Strongly agree	Agree	Neither agree nor disagree	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.	( )	( )	( )	( )	( )

Please indicate how much you agree or disagree with the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
What I learn in our school professional development meetings addresses my students' needs.	( )	( )	( )	( )	( )
The professional development I received this year has made a positive impact on my teaching practice.	( )	( )	( )	( )	( )
The professional development I received this year has helped me improve students' engagement in my class.	( )	( )	( )	( )	( )

Please indicate how much you agree or disagree with the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The professional development I received this year has helped me improve my students' learning outcomes.	( )	( )	( )	( )	( )
The professional development I received this year has improved collaboration and teamwork with my colleagues.	( )	( )	( )	( )	( )
The professional development I received this year has helped me to understand and use data to inform my instruction.	( )	( )	( )	( )	( )

The professional development I received this year has helped me to develop differentiated instruction for students.	( )	( )	( )	( )	( )

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

During the 2024-25 school year, has a school leader conducted one or more Informal Observations in your classroom using the Informal Classroom Observation Tool on the My Professional Growth System (MyPGS)?

( ) Yes ( ) No

Please indicate how much you agree or disagree with the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The informal observation process has increased the number of instruction-	( )	( )	( )	( )	( )

focused interactions with my school leader(s) about the Informal Observation process on MyPGS.					
During the informal observation process, my school leader provided actionable feedback about the Informal Observation process on MyPGS.	( )	( )	( )	( )	( )
The informal observation process provided the opportunity to reflect on my instructional practice about the Informal Observation process on MyPGS.	( )	( )	( )	( )	( )
The informal observation process has helped me improve my teaching about the Informal Observation process on MyPGS.	( )	( )	( )	( )	( )

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 statements.

	Strongly agree	Agree	Neither agree nor disagree	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 statements.

	Strongly agree	Agree	Neither agree nor disagree	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.	( )	( )	( )	( )	( )
Teachers in this school feel that it is a part of their job to prepare students academically to succeed in college.	( )	( )	( )	( )	( )

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
( ) Other (please specify): _____ *
( ) Don't know or not applicable

Which of the following strategies or practices do you use in your class(es)? *Check all that apply:*

[ ] Equitable Grading and Instruction (EGI)
[ ] Discussion strategies
[ ] Project-based learning
[ ] Science of Reading
[ ] Real world application
[ ] Small group instruction
[ ] Claim, Evidence, Reasoning (CER)
[ ] Three-acts math lesson
[ ] Writing across the disciplines
[ ] Other (please specify): _____*
[ ] None of the above

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
( ) Never

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

[ ] English Language Arts (ELA)
[ ] English Language Development (ELD)
[ ] Math

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

SEL Teachers

How often do you use direct Social Emotional Learning lessons with your students (e.g. Harmony, Inner Explorer, Second Step, RethinEd, resources provided by the DOI SEL Unit, etc.)?

( ) Zero lessons a week
( ) One lesson a week
( ) Two lessons a week
( ) Three or more lessons a week

How often do you integrate Social Emotional Learning into your academic lessons (e.g., ELA or Math)?
( ) Zero lessons a week
( ) One lesson a week
( ) Two lessons a week
( ) Three or more lessons a week

How often do you incorporate Social Emotional Learning strategies to create supportive classroom and learning environment (e.g., community building, setting up a calm space, SEL check-ins)?
( ) Never
( ) One strategy a week
( ) Two strategies a week
( ) Three or more strategies a week

How often do you integrate Social Emotional Learning into non-academic or out of classroom school activities (e.g. lunch, advisory, and/or recess activities, etc.)?
( ) Never
( ) One activity a week
( ) Two activities a week
( ) Three or more activities a week

Please select all of the SEL curricula you are using for direct instruction.
[ ] Second Step
[ ] Inner Explorer
[ ] Harmony
[ ] ReThink Ed
[ ] SEL Unit provided lessons
[ ] Ripple Effects
[ ] Everfi
[ ] Reading with Relevance
[ ] Character Strong
[ ] Franklin Covey
[ ] Sown To Grown
[ ] School Connect
[ ] Other (please specify): _____ *
[ ] I am not using an SEL curriculum

Math Teachers Gates

This school year, approximately how often have you...

	Never	Once or twice a semester/term	Once or twice a month	Once or twice a week	Almost every day
used IXL during <u>whole</u> group math instruction?	( )	( )	( )	( )	( )
used IXL during <u>small</u> group math work (e.g., collaborative activities or stations)?	( )	( )	( )	( )	( )
used IXL for independent practice during math class?	( )	( )	( )	( )	( )
assigned IXL for math homework?	( )	( )	( )	( )	( )

This school year, approximately how many hours of professional development about using IXL have you received?

( ) None
( ) Less than an hour
( ) 1-2 hours
( ) 3-4 hours
( ) 5-6 hours
( ) 7-8 hours
( ) 9-10 hours
( ) 11+ hours

What kinds of access to computers or tablets do your students have?
Check all that apply

[ ] Regular access to 1:1 computers or tablets during math class
[ ] Regular access to shared computers or tablets during math class
[ ] Regular access to 1:1 computers or tablets to take home during the school year
[ ] Regular access to 1:1 computers or tablets to take home during summer vacation
[ ] Periodic access to shared computers or tablets during math class
[ ] No access to computers or tablets during math class

How true are the following statements about you?

	Not at all true	A little true	Somewhat true	Mostly true	Completely true
I believe that digital math learning tools (such as Khan Academy, ST Math, or IXL) can be useful for improving students' math achievement.	( )	( )	( )	( )	( )
I am confident that I can incorporate digital math learning tools into my instruction.	( )	( )	( )	( )	( )

How true are the following statements about you?

	Not at all true	A little true	Somewhat true	Mostly true	Completely true
I am good at math.	( )	( )	( )	( )	( )
I have a good understanding of the math content I teach.	( )	( )	( )	( )	( )
I know how to make the math content I teach relevant to students.	( )	( )	( )	( )	( )
I know how to use teaching strategies that make math interesting.	( )	( )	( )	( )	( )

When students have difficulty with a math concept, I know various strategies I can use to help them.	( )	( )	( )	( )	( )
I believe that all of my students can master the concepts covered in this course.	( )	( )	( )	( )	( )
I believe that all of my students can be successful in future higher-level math courses.	( )	( )	( )	( )	( )
My success in teaching math is due primarily to things beyond my control rather than to my own effort or ability.	( )	( )	( )	( )	( )
If I work hard, I can help all of my students improve their math achievement.	( )	( )	( )	( )	( )
I can significantly improve students' achievement by trying different teaching methods.	( )	( )	( )	( )	( )

What curricular materials do you use as your primary basis for math instruction?

_____

In addition to your primary math curricular materials, which curricular materials do you use as a supplement for math instruction?

_____

How true are the following statements about you?

	Not at all true	A little true	Somewhat true	Mostly true	Completely true
My main math curricular materials are engaging for my students.	( )	( )	( )	( )	( )
My main math curricular materials are at the right level for the majority of my students.	( )	( )	( )	( )	( )

UTK Teachers

What grade(s) do you currently work with? *Check all that apply.**

[ ] Preschool (birth-age 3)
[ ] Prekindergarten/Universal 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

This school year, do you work with students in any of the following programs?
(check all that apply)*

[ ] California State Preschool Program (CSPP)
[ ] Early Education Center (EEC)
[ ] Universal Transitional Kindergarten (UTK - TE or TK)
[ ] Universal Transitional Kindergarten Collaborative Classrooms (UTK CC)
[ ] Preschool for All Learners (PALS)
[ ] Preschool Comprehensive Program (PSC)
[ ] None of the above

Including the current school year, how many years have you served as an aide (e.g., instructional aide, teacher assistant, early education aide, special education assistant) across your entire career?

( ) Less than one year
( ) 1 to 2 years
( ) 3 to 5 years
( ) 6 to 10 years
( ) 11 to 17 years
( ) 16 to 20 years
( ) 21 to 25 years
( ) Over 25 years

How many Early Childhood Education (ECE) or Child Development (CD) units have you taken?

( ) 0 to ( ) 60 , ( ) 60+

How often do the children you work with do each of the following activities (as a whole class, in small groups, or individually)?

	Never	Once a month or less	2 or 3 times a month	Once or twice a week	3 or 4 times a week	Every day
Listen to books or stories during a read-aloud	( )	( )	( )	( )	( )	( )
Participate in direct instruction on social and emotional learning	( )	( )	( )	( )	( )	( )
Work on learning the names of letters or letter sounds	( )	( )	( )	( )	( )	( )
Discuss new words	( )	( )	( )	( )	( )	( )

Learn about the conventions of print (such as left to right orientation, book holding)	( )	( )	( )	( )	( )	( )
Practice writing the letters of the alphabet	( )	( )	( )	( )	( )	( )
Work on phonological awareness	( )	( )	( )	( )	( )	( )

How often do the children you work with do each of the following activities (as a whole class, in small groups, or individually)?

	Never	Once a month or less	2 or 3 times a month	Once or twice a week	3 or 4 times a week	Every day
Use music or movement to understand math concepts	( )	( )	( )	( )	( )	( )
Work with counting manipulatives (objects for children to count or sort) to learn basic operations such as addition or subtraction, including identifying the total number in a group	( )	( )	( )	( )	( )	( )
Work with rulers, measuring cups, spoons, or other measuring instruments	( )	( )	( )	( )	( )	( )
Work with geometric manipulatives (for example parquetry blocks or shape puzzles)	( )	( )	( )	( )	( )	( )
Play math-related games	( )	( )	( )	( )	( )	( )

Think about the <u>past week</u>. How often did the children in your class…

	Never	Once or twice	Three or four times	Once a day	Multiple times per day
Have difficulty following directions	( )	( )	( )	( )	( )
Act impulsively, or engage in activities inappropriately	( )	( )	( )	( )	( )
Hit, bite, push, or throw things	( )	( )	( )	( )	( )
Cry, withdraw, or not want to participate	( )	( )	( )	( )	( )
Threaten or call other children names or use angry words	( )	( )	( )	( )	( )

During this school year, when a child behaved in a way that was disruptive in your classroom, how often did you address the behavior in the following way?

	Never	Rarely	Sometimes	Often
Talk to the child to help them calm down	( )	( )	( )	( )
Use a designated quiet area for the child to calm down	( )	( )	( )	( )
Take away toys or other privileges	( )	( )	( )	( )
Give the child sensory objects to play with (e.g., soft putty, something to chew, fidget object)	( )	( )	( )	( )
Teach the child a "calm down" strategy, such as a breathing exercise	( )	( )	( )	( )
Take the child out of the classroom (e.g., to the office, your site leader, or another teacher)	( )	( )	( )	( )
Use verbal or non-verbal re-direction	( )	( )	( )	( )

This school year, what school or district resources have you used to help support children's positive behavior or address behavioral challenges?
(check all that apply)

[ ] Principal
[ ] Assistant Principal
[ ] Colleague at your school
[ ] School counselor, school psychologist, or other psychologist
[ ] Title 1 coordinator, bilingual coordinator, or school improvement coordinator
[ ] Special educator at your school
[ ] Psychiatric social worker (PSW)
[ ] Mental health consultation
[ ] PBIS resources
[ ] District restorative justice resources
[ ] Regional or Central Office Divisions (e.g., Early Childhood Education Division, Region Office of Special Education)
[ ] Other, please specify: _____*

This school year, have you received professional development focused specifically on teaching children under five in any of the following areas?

	No	Yes, at my school	Yes, through ECED	Yes, at my school and through ECED
Subject matter instruction (e.g., mathematics, literacy) and/or the use of a specific curriculum linked to the Preschool Learning Foundations	( )	( )	( )	( )
Teacher-child interactions and/or the CLASS (Classroom Assessment Scoring System) observation tool	( )	( )	( )	( )

Creating developmentally appropriate classroom environments and/or using the ECERS (Early Childhood Environmental Rating Scale)	( )	( )	( )	( )
Strategies for assessing young children (e.g., using the DRDP or UTK Report Card)	( )	( )	( )	( )
Supporting children's social emotional needs and/or behavior management in the classroom	( )	( )	( )	( )
Building cultural competency in the classroom	( )	( )	( )	( )
Supporting dual language learners	( )	( )	( )	( )
Working with children who have special needs and their families	( )	( )	( )	( )

In which of the following areas do you most need additional professional development?
(check all that apply)

[ ] Subject matter instruction (e.g., mathematics, literacy) and/or the use of a specific curriculum linked to the Preschool Learning Foundations
[ ] Teacher-child interactions and/or the CLASS (Classroom Assessment Scoring System) observation tool
[ ] Creating developmentally appropriate classroom environments and/or using the ECERS (Early Childhood Environmental Rating Scale)
[ ] Strategies for assessing young children (e.g., using the DRDP or UTK Report Card)
[ ] Supporting children's social emotional needs and/or behavior management in the classroom
[ ] Building cultural competency in the classroom
[ ] Supporting dual language learners
[ ] Working with children who have special needs and their families
[ ] Another topic (please specify): _____*

Principals

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

[ ] Early childhood (i.e., ages 2-4)
[ ] Elementary grades (i.e., UTK-5/6)
[ ] Middle school grades (i.e., 6-8)
[ ] High school grades (i.e., 9-12)

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 2024-25 school year:

( ) Sufficient
( ) Insufficient
( ) Don't Know

What percentage of students lack VAPA materials?

_____

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 statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The professional development I receive from my Region helps me improve my leadership.	( )	( )	( )	( )	( )
I feel supported by my Region to prioritize teacher development as one of my main areas of focus as a school leader.	( )	( )	( )	( )	( )
Division of Instruction provides me with the skills and knowledge I need to help my teachers improve their instructional practice.	( )	( )	( )	( )	( )

Please answer the following based on your experiences as a principal.
Please indicate how much you agree or disagree with the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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.	( )	( )	( )	( )	( )

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 Counselor	_____	_____

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

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)
[ ] Assistant Principal for Secondary Counseling
[ ] Teacher(s)
[ ] Other (Please specify):: _____
[ ] None of the above

Principals SEL

Please select all of the SEL curricula being used at your school for direct instruction

[ ] Second Step
[ ] Inner Explorer
[ ] Harmony
[ ] ReThink Ed
[ ] DOI SEL Lessons on Schoology
[ ] Ripple Effects
[ ] Everfi
[ ] Reading with Relevance
[ ] CharacterStrong
[ ] Franklin Covey (Leader in me)
[ ] Sown to Grown
[ ] School Connect
[ ] Other - (please specify): _____*
[ ] My school is not using an SEL curriculum

UTK Principals

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

[ ] Early childhood (i.e., ages 2-4)
[ ] Elementary grades (i.e., UTK-5/6)
[ ] Middle school grades (i.e., 6-8)
[ ] High school grades (i.e., 9-12)

This school year, does your school offer any of the following programs?
*(check all that apply)**

[ ] California State Preschool Program (CSPP)
[ ] Early Education Center (EEC)
[ ] Universal Transitional Kindergarten (UTK - TE or TK)
[ ] Universal Transitional Kindergarten Collaborative Classrooms (UTK CC)
[ ] Preschool for All Learners (PALS)
[ ] Preschool Comprehensive Program (PSC)
[ ] None of the above

How much do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I have a clear understanding of what high-quality UTK and/or CSPP classrooms look like.	( )	( )	( )	( )	( )
I know how to support my UTK/CSPP teachers in managing children's social and emotional learning, and children's classroom behaviors.	( )	( )	( )	( )	( )
I know how to help my UTK/CSPP teachers improve the quality of their instructional interactions with young children.	( )	( )	( )	( )	( )
I know who to contact to get support in opening and improving my UTK and/or CSPP classrooms.	( )	( )	( )	( )	( )

This school year, how often have you observed or visited classrooms serving children 4 years old or younger (e.g., UTK and/or CSPP classrooms)?

( ) Never
( ) A few times
( ) Monthly
( ) Twice a month
( ) Weekly

In which of the following areas do you most need additional professional support for your UTK and/or CSPP classrooms? Mark up to three.

[ ] Supporting high-quality subject matter instruction (e.g., mathematics, literacy) and/or the use of a specific curriculum linked to the Preschool Learning Foundations
[ ] Teacher-child interactions and/or the CLASS (Classroom Assessment Scoring System) observation tool
[ ] Creating developmentally appropriate classroom environments and/or using the ECERS (Early Childhood Environmental Rating Scale)
[ ] Strategies for assessing young children (e.g., using the DRDP or UTK Report Card)
[ ] Supporting children's social emotional needs and/or behavior management in the classroom
[ ] Building cultural competency in the classroom
[ ] Supporting dual language learners
[ ] Working with children who have special needs and their families
[ ] Engaging with children's families
[ ] Another topic (please specify):: _____ *

What additional support or resources do you need from LAUSD to help you support UTK teachers?
_____

Principals Beyond the Bell

Do you have an Afterschool Enrichment program at your school?
( ) Yes
( ) No

Please indicate how much you agree or disagree with the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am satisfied with the enrichment opportunities that the afterschool program at my school provides for students.	( )	( )	( )	( )	( )
The afterschool enrichment program at my school supports the social-emotional development of the students who participate.	( )	( )	( )	( )	( )

Principals SENI

How frequently did you (and/or your team) carry out the following activities to inform the development of your annual site budget for the 2024-2025 academic year?

	Very frequently	Frequently	Occasionally	Rarely	Very Rarely	Never
Conduct needs assessments (e.g., with teachers, parents, students, etc.)	( )	( )	( )	( )	( )	( )
Review School Experience Survey data	( )	( )	( )	( )	( )	( )
Review other data (e.g., locally developed surveys).	( )	( )	( )	( )	( )	( )
Review student achievement data (e.g., Grades/GPAs, SBA, attendance)	( )	( )	( )	( )	( )	( )
Assess the effectiveness of your expenditures	( )	( )	( )	( )	( )	( )
Adjust your site budget based on needs and data	( )	( )	( )	( )	( )	( )
Adjust your budget due to changes in district policies/procedures	( )	( )	( )	( )	( )	( )
Seek additional training or materials/resources (e.g., videos, templates, forms) in budget development	( )	( )	( )	( )	( )	( )

Discuss your site budget with peers/colleagues	( )	( )	( )	( )	( )	( )
Discuss your site budget with your Regional Superintendent or Director	( )	( )	( )	( )	( )	( )
Discuss your site budget with Regional or Central fiscal staff	( )	( )	( )	( )	( )	( )
Incorporate community input	( )	( )	( )	( )	( )	( )

How important are the following data sources to plan/develop your site budget?

	Very important	Mostly important	Somewhat important	A little important	Not at all important
School Experience Survey results	( )	( )	( )	( )	( )
Student achievement data (e.g., Grades/GPAs, SBA, attendance)	( )	( )	( )	( )	( )
Other locally developed data (e.g., surveys, interviews, focus groups)	( )	( )	( )	( )	( )

Are there other data sources you think are important to plan/develop your site budget that were not mentioned above? _____

How proficient are you in/at each of the following topics/activities when developing your site budget?

	Very proficient	Mostly proficient	Somewhat proficient	A little proficient	Not at all proficient
Site budget development, in general	( )	( )	( )	( )	( )
Designating funds from specific programs (e.g., Title I, Title III, BSAP)	( )	( )	( )	( )	( )
Using TSP/SENI funds	( )	( )	( )	( )	( )
Incorporating student input	( )	( )	( )	( )	( )
Incorporating parent/family input	( )	( )	( )	( )	( )
Incorporating teacher/staff input	( )	( )	( )	( )	( )
Incorporating input from the broader school community	( )	( )	( )	( )	( )
Using carryover funds	( )	( )	( )	( )	( )

Are there other skills that you think are useful in budget development that were not mentioned above?
_____

Please answer the extent to which you find each of the following useful…

	Very useful	Mostly useful	Somewhat useful	A little useful	I never attended/ used
What is your perception of the overall usefulness of LAUSD budget development trainings?	( )	( )	( )	( )	( )
What is your perception of the overall usefulness of the LAUSD's budget development resources/materials (e.g., videos, templates, forms)?	( )	( )	( )	( )	( )
How useful are non-LAUSD trainings in developing your site budget?	( )	( )	( )	( )	( )
How useful are non-LAUSD materials/resources to develop your site budget?	( )	( )	( )	( )	( )

What ongoing challenges do you experience in developing your site's annual budget (2024-25)?

[ ] Site budget development, in general
[ ] Designating funds from specific programs (e.g., Title I, Title III, BSAP)
[ ] Using TSP/SENI funds
[ ] Incorporating student input
[ ] Incorporating parent/family input
[ ] Incorporating teacher/staff input
[ ] Incorporating input from the broader school community
[ ] Using carryover funds
[ ] Other (please specify): _____*
[ ] I did not experience any challenges developing my site's annual budget

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Counselors

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

[ ] Early childhood (i.e., ages 2-4)
[ ] Elementary grades (i.e., UTK-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 Counselor
[ ] Other (please specify): _____*

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

( ) Full-time
( ) Part-time

What is your current student caseload? _____

Last school year (2023-2024), 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 (2023-2024), 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 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

Please indicate how much you agree or disagree with the following statements.

	Strongly agree	**Agree**	**Neither agree nor disagree**	**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.	( )	( )	( )	( )	( )
I would like additional training on College application requirements and processes	( )	( )	( )	( )	( )

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?*

_____

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
[ ] 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)
[ ] Other - Write In (Required): _____*
[ ] None of the above