



2025-26 School Staff Perspective Survey

This survey will allow the district to assess and monitor our working environment. Your honest feedback is critical to inform improvement efforts.

Please answer the questions based on your experiences at your primary school site.

Questions about staff or adults at the school refer to ALL staff - administrators, teachers, para-educators, counselors, and all other certificated and classified staff.

All responses are anonymous and confidential. A few questions ask for personal information, but if you are uncomfortable providing personal information, you may leave those questions blank.

Thank you for your valuable input!

*** Please select your primary school site.**

If you work at more than one site, please select the site at which you spend the most time. If you split your time equally at multiple sites, you may retake the survey for each site.

*** What is your employee group?**

- AFSCME
- ATU
- CSEA
- EGAT
- EGBEST
- EGEA
- EGSCE
- NUHW
- PSWA

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

- 1 year or less
- 2 to 4 years
- 5 to 10 years
- 11 to 15 years
- 16 to 20 years
- 21 years or more

With which ethnic group do you most closely identify?

- African American
- American Indian
- Asian
- Filipino
- Hispanic
- Pacific Islander
- Two or More
- White

With which gender do you most closely identify?

- Female
- Male
- Nonbinary

Which age grouping best describes you?

- 25 years of age or less
- 26 to 35 years of age
- 36 to 45 years of age
- 46 to 55 years of age
- 56 to 65 years of age
- 66 years and above



2025-26 School Staff Perspective Survey

School Climate

Please respond to the following questions about the adults in this school.

	Nearly all adults	Most adults	Some adults	Few adults
How many adults at this school have close professional relationships with one another?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How many adults at this school support and treat each other with respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How many adults at this school feel a responsibility to improve this school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how much you agree or disagree with the following statements about this school. If a question is not applicable to your job, or you do not know enough to answer it, mark "Not Applicable."

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
This school is a supportive and inviting place for staff to work.	<input type="radio"/>				
This school promotes trust and collegiality among staff.	<input type="radio"/>				
This school promotes staff participation in decision-making that affects school practices and policies.	<input type="radio"/>				
This school sets high standards for academic performance for all students.	<input type="radio"/>				
This school encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.	<input type="radio"/>				
This school emphasizes helping students academically when they need it.	<input type="radio"/>				
This school promotes academic success for all students.	<input type="radio"/>				
This school is a supportive and inviting place for students to learn.	<input type="radio"/>				
This school emphasizes teaching lessons in ways relevant to students.	<input type="radio"/>				

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.	<input type="radio"/>				
Rules in this school are made clear to students.	<input type="radio"/>				
Students know how they are expected to act.	<input type="radio"/>				
Students know what the rules are.	<input type="radio"/>				
Adults at this school treat all students with respect.	<input type="radio"/>				
The school rules are fair.	<input type="radio"/>				
This school effectively handles student discipline and behavioral problems.	<input type="radio"/>				
This school handles discipline problems fairly.	<input type="radio"/>				

How much of a problem AT THIS SCHOOL is...

	Insignificant Problem	Mild Problem	Moderate Problem	Severe Problem
harassment or bullying among students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
physical fighting between students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
disruptive student behavior?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
racial/ethnic conflict among students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lack of respect of staff by students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



ELK GROVE UNIFIED SCHOOL DISTRICT

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*** Are you currently a classroom teacher (general education or special education)?**

Yes

No



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*** Is your primary assignment as a special education teacher?**

Yes

No



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Of the IEP meetings you've held this year, approximately what percentage of those meetings were attended by a site administrator?

- 0-20% of the time
- 21-40% of the time
- 41-60% of the time
- 61-80% of the time
- 81-100% of the time



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*** What is your primary role at this school? (Mark one.)**

- Administrator
- Prevention staff nurse, or health aide
- Counselor, psychologist
- Police, resource officer, or safety personnel
- Paraprofessional, teacher assistant, or instructional aide
- Other certificated staff (e.g., librarian)
- Other classified staff (e.g., janitor, secretarial or clerical, food service)
- Other service provider (e.g., speech, occupational, physical therapist)



2025-26 School Staff Perspective Survey

General Ed Teaching and Learning

This next set of questions on the next pages are intended to capture teachers' level of familiarity with and implementation of state standards and instructional strategies, implementation level of SEL instruction, instruction and classroom practices, and usage of assessment data. Results will be used to assist in planning professional learning support for teachers in the coming year.

Please tell us about your current assignment and background.

*** Current assignment**

- Pre-K or TK
- K-3, primary
- 4-6, intermediate
- K-6 (all grades from K-6)
- 7-8, middle school
- 9-12, high school

*** How many years have you been in the teaching profession?**

- 1 year or less
- 2 to 4 years
- 5-10 years
- 11 to 15 years
- 16 to 20 years
- 21 years or more



2025-26 School Staff Perspective Survey

Special Ed Teaching and Learning

This next set of questions on the next pages are intended to capture teachers' level of familiarity with and implementation of state standards and instructional strategies, implementation level of SEL instruction, instruction and classroom practices, and usage of assessment data. Results will be used to assist in planning professional learning support for teachers in the coming year.

Please tell us about your current assignment and background.

*** Current assignment**

- Pre-K or TK
- K-3, primary
- 4-6, intermediate
- K-6 (all grades from K-6)
- 7-8, middle school
- 9-12, high school

*** How many years have you been in the teaching profession?**

- 1 year or less
- 2 to 4 years
- 5-10 years
- 11 to 15 years
- 16 to 20 years
- 21 years or more



2025-26 School Staff Perspective Survey

*** Subject area**

- Career Technical Education
- English
- English Language Development (ELD)
- Health
- History/Social Science
- Librarian
- Math
- PE
- Science
- Special Education
- VAPA
- World Languages
- Other (please specify)



2025-26 School Staff Perspective Survey

Special Ed All Subjects

The following questions are regarding adopted State Standards.

What is your current level of implementation of the following State Standards?

	Early Developing: considering or attempting to implement	Developing: partially implementing	Early Applying: mostly implementing	Applying: completely implementing
ELA-California Common Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math-California Common Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Language Development State Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Next Generation Science Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History/Social Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PE Model Content Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Technical Education (secondary only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health (secondary only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Library (secondary only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VAPA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
World Languages (secondary only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literacy Standards in History, Science, Technical Subjects (secondary only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you use the district adopted intervention curriculum for your content area?

Rate only for the area(s) applicable to your teaching assignment.

	0-20% of the time	21-40% of the time	41-60% of the time	61-80% of the time	81-100% of the time
ELA-California Common Standards	<input type="radio"/>				
Math-California Common Standards	<input type="radio"/>				
English Language Development State Standards	<input type="radio"/>				
Next Generation Science Standards	<input type="radio"/>				
History/Social Science	<input type="radio"/>				
PE Model Content Standards	<input type="radio"/>				
Career Technical Education (secondary only)	<input type="radio"/>				
Health (secondary only)	<input type="radio"/>				
School Library (secondary only)	<input type="radio"/>				
VAPA	<input type="radio"/>				
World Languages (secondary only)	<input type="radio"/>				
Literacy Standards in History, Science, Technical Subjects (secondary only)	<input type="radio"/>				



2025-26 School Staff Perspective Survey

General Ed All Subjects

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ELA-California Common Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math-California Common Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Language Development State Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Next Generation Science Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History/Social Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PE Model Content Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Technical Education (secondary only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health (secondary only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Library (secondary only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VAPA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
World Languages (secondary only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literacy Standards in History, Science, Technical Subjects (secondary only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you use the district adopted core materials for your content area?

Rate only for the area(s) applicable to your teaching assignment.

	0-20% of the time	21-40% of the time	41-60% of the time	61-80% of the time	81-100% of the time
ELA-California Common Standards	<input type="radio"/>				
Math-California Common Standards	<input type="radio"/>				
English Language Development State Standards	<input type="radio"/>				
Next Generation Science Standards	<input type="radio"/>				
History/Social Science	<input type="radio"/>				
PE Model Content Standards	<input type="radio"/>				
Career Technical Education (secondary only)	<input type="radio"/>				
Health (secondary only)	<input type="radio"/>				
School Library (secondary only)	<input type="radio"/>				
VAPA	<input type="radio"/>				
World Languages (secondary only)	<input type="radio"/>				
Literacy Standards in History, Science, Technical Subjects (secondary only)	<input type="radio"/>				



2025-26 School Staff Perspective Survey

ELA

Overall, what is your current level of implementation of adopted ELA State Standards?

Early Developing: considering or attempting to implement	Developing: partially implemented	Early Applying: mostly implementing	Applying: completely implementing
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you use the district adopted core materials for your content area?

0-20% of the time	21-40% of the time	41-60% of the time	61-80% of the time	81-100% of the time
<input type="radio"/>				



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Math

Overall, what is your current level of implementation of adopted Math State Standards?

Early Developing: considering or attempting to implement	Developing: partially implemented	Early Applying: mostly implementing	Applying: completely implementing
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you use the district adopted core materials for your content area?

0-20% of the time	21-40% of the time	41-60% of the time	61-80% of the time	81-100% of the time
<input type="radio"/>				



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Science

Overall, what is your current level of implementation of adopted Next Generation Science State Standards?

Early Developing: considering or attempting to implement	Developing: partially implemented	Early Applying: mostly implementing	Applying: completely implementing
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you use the district adopted core materials for your content area?

0-20% of the time	21-40% of the time	41-60% of the time	61-80% of the time	81-100% of the time
<input type="radio"/>				



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Career Technical Education

Overall, what is your current level of implementation of adopted Career Technical Education State Standards?

Early Developing: considering or attempting to implement	Developing: partially implemented	Early Applying: mostly implementing	Applying: completely implementing
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you use the district adopted core materials for your content area?

0-20% of the time	21-40% of the time	41-60% of the time	61-80% of the time	81-100% of the time
<input type="radio"/>				



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Health Education

Overall, what is your current level of implementation of adopted Health Education State Standards?

Early Developing: considering or attempting to implement	Developing: partially implemented	Early Applying: mostly implementing	Applying: completely implementing
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you use the district adopted core materials for your content area?

0-20% of the time	21-40% of the time	41-60% of the time	61-80% of the time	81-100% of the time
<input type="radio"/>				



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History/Social Science

Overall, what is your current level of implementation of adopted History/Social Science State Standards?

Early Developing: considering or attempting to implement	Developing: partially implemented	Early Applying: mostly implementing	Applying: completely implementing
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you use the district adopted core materials for your content area?

0-20% of the time	21-40% of the time	41-60% of the time	61-80% of the time	81-100% of the time
<input type="radio"/>				



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Model School Library

Overall, what is your current level of implementation of adopted Model School Library State Standards?

Early Developing:

considering or attempting to implement

Developing:

partially implemented

Early Applying:

mostly implementing

Applying:

completely implementing



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PE

Overall, what is your current level of implementation of adopted PE Model Content State Standards?

Early Developing: considering or attempting to implement	Developing: partially implemented	Early Applying: mostly implementing	Applying: completely implementing
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you use the district adopted core materials for your content area?

0-20% of the time	21-40% of the time	41-60% of the time	61-80% of the time	81-100% of the time
<input type="radio"/>				



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Visual/Performing Arts

Overall, what is your current level of implementation of adopted Visual/Performing Arts State Standards?

Early Developing: considering or attempting to implement	Developing: partially implemented	Early Applying: mostly implementing	Applying: completely implementing
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you use the district adopted core materials for your content area?

0-20% of the time	21-40% of the time	41-60% of the time	61-80% of the time	81-100% of the time
<input type="radio"/>				



2025-26 School Staff Perspective Survey

World Language

Overall, what is your current level of implementation of adopted World Language State Standards?

Early Developing:
considering or attempting
to implement

Developing:
partially implemented

Early Applying:
mostly implementing

Applying:
completely implementing

How often do you use the district adopted core materials for your content area?

0-20%
of the time

21-40%
of the time

41-60%
of the time

61-80%
of the time

81-100%
of the time



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Literacy

The following questions are regarding the adopted Literacy State Standards for grades 6 through 12 in History/Social Studies, Science and Technical subjects.

Overall, what is your current level of implementation of adopted Literacy State Standards?

Early Developing:

considering or attempting to implement

Developing:

partially implemented

Early Applying:

mostly implementing

Applying:

completely implementing



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ELD

The following questions are regarding the 2012 California ELD Standards (integrated or designated).

Overall, what is your current level of implementation of adopted ELD Standards?

Early Developing: considering or attempting to implement	Developing: partially implemented	Early Applying: mostly implementing	Applying: completely implementing
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How often do you use the district adopted core materials for your content area?

0-20%
of the time

21-40%
of the time

41-60%
of the time

61-80%
of the time

81-100%
of the time



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Instructional Practice

The following questions are regarding six research-based, instructional practices that benefit all students, particularly English learners:

Student Talk - The purpose of student talk in the classroom is to develop students' conversational skills as an avenue for fostering self-expression, academic language development, and thinking in a discipline. Students participate in conversations in the classroom as a result of the teacher planning the content to be discussed, the process, and the reason for conversations between students.

Active Participation - Active participation is all students saying or doing something in response to instruction.

Learning Targets - Learning targets are brief statements that explicitly describe what students should know and understand as a result of the learning and teaching.

Success Criteria - Success criteria describe, in specific terms and in language meaningful to students, what successful attainment of the learning targets looks like. Teachers can measure student attainment of success criteria by identifying what students can do and say to demonstrate learning. Criteria help students understand what to look for during the learning.

Formative Assessment - Formative assessments (FA) occur in the natural course of teaching and learning. They are built into classroom learning activities and provide teachers and students ongoing daily information about what students are learning and how teachers might react instructionally. Formative assessment is strategically planned to measure student proficiency of success criteria.

Feedback - Responsive feedback provides either validation or correction of student learning which promotes students' ability to self-monitor.

To what extent are you familiar with the following instructional practices?

	Very Familiar	Familiar	Somewhat Familiar	Not at all Familiar
Student Talk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active Participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Targets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Success Criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formative Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall, what is your current level of implementation of the following instructional practices?

	Early Developing: Considering or attempting to implement	Developing: Partially implementing	Early Applying: Mostly implementing	Applying: Completely implementing
Student Talk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active Participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Targets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Success Criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formative Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is your current implementation level of targeted supports such as differentiated small group instruction?

Never	Sometimes	Often (3-4 times per week)	Very Often (5 days per week)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your agreement with the following statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I have received useful feedback from an administrator on how to implement the instructional framework this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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SEL

Currently there are no expectations for teachers regarding instruction related to social-emotional learning. The purpose of these survey questions is to assess implementation across the district to plan future trainings and efforts related to SEL instruction.

What is your current level of implementation of SEL?

Early Developing

Developing

Early Applying

Applying

Please rate your agreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I understand SEL's importance and how it impacts student outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to leverage student SEL skills to improve their learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been provided with high-quality professional development on implementing SEL instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been provided with the necessary resources to provide quality SEL instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have seen results from our annual SEL surveys.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have regular opportunities to reflect on my own social-emotional skills and cultural competencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I model SEL and cultural competencies with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What, if any, of the following curricula do you regularly use to implement SEL in your classroom? (Select all that apply)

- Character Strong
- Culturally Responsive Minds
- Second Step
- Steps to Respect
- Suite 360
- Zones of Regulation
- Other
- None

How many minutes per week, on average, would you estimate you spend on explicit instruction for social-emotional learning?

0-15 minutes

16-30 minutes

31-45 minutes

46-60 minutes

More than 60 minutes

Please rate your agreement with the following statements.

Strongly Agree

Agree

Disagree

Strongly Disagree

I regularly embed SEL instruction within traditional academic learning with my students.

I am familiar with the cultural backgrounds, life circumstances, and local contexts for all of my students.

How often have you used Community Building Circles in your class(es)?

Almost all of time

Most of the time

Some of the time

Never



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PBIS/MTSS

Please rate your agreement with the following statements about PBIS and MTSS.

Strongly Agree Agree Disagree Strongly Disagree

I know and can name all schoolwide behavior expectations.

I use PBIS to teach, model, and acknowledge positive student behavior.

I frequently give PBIS acknowledgment coupons to students displaying school wide expectations.

I have been provided with the opportunity to view school wide behavior data.

I understand my role in MTSS.

I fully understand the Tier 1 supports in academics, SEL and behavior.

Please rate your agreement with the following statements about PBIS and MTSS.

Strongly Agree Agree Disagree Strongly Disagree

I can identify Tier 1 supports that I can use in my classroom in the area of academics.

I can identify Tier 1 supports that I can use in my classroom in the area of SEL.

I can identify Tier 1 supports that I can use in my classroom in the area of behavior.

I have submitted an RFA this year, and I am satisfied with the outcome.



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Instruction/Classroom

Please answer the following questions about your classroom.

	No, never	Yes, some of the time	Yes, most of the time	Yes, almost all of the time
Do you show care for your students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you show care for your students' social-emotional wellbeing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you discuss social-emotional skills in your class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do your students have input on what happens in your class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you ask your students to explain their ideas?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are the activities in your class meaningful?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are the lessons in your class interesting?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you summarize what the students should have learned each day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you explain connections between current lessons and previous lessons?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer the following questions about your classroom.

	No, never	Yes, some of the time	Yes, most of the time	Yes, almost all of the time
Do you believe your students feel comfortable asking you for help?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If a student doesn't understand something, do you explain it another way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you explain difficult things clearly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you challenge your students to think?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you encourage your students to give their best effort?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do your students behave the way you want them to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do your students always know what they should be doing and learning in your class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is time used efficiently in your class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2025-26 School Staff Perspective Survey

Professional Learning

Which of the following professional learning opportunities would you be most interested in receiving? (Please check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> AVID | <input type="checkbox"/> Instructional Framework: Formative assessment and feedback |
| <input type="checkbox"/> CCSS-aligned instruction for math: Content | <input type="checkbox"/> Integrating Art Education with CCSS |
| <input type="checkbox"/> CCSS-aligned instruction for math: Framework | <input type="checkbox"/> Integrating science into the other elementary core curricula |
| <input type="checkbox"/> CCSS-aligned instruction for math: Strategies | <input type="checkbox"/> Integrating technology in the classroom |
| <input type="checkbox"/> Connecting writing to reading | <input type="checkbox"/> Literacy for history |
| <input type="checkbox"/> Core Four Math Instructional Strategies | <input type="checkbox"/> Literacy for science |
| <input type="checkbox"/> Crafting text-dependent questions | <input type="checkbox"/> Professional Learning Communities |
| <input type="checkbox"/> Culturally Responsive Instruction | <input type="checkbox"/> Project based learning |
| <input type="checkbox"/> Creating/maintaining an effective learning envir. | <input type="checkbox"/> Strategies for English Learners |
| <input type="checkbox"/> Data-driven instruction | <input type="checkbox"/> Structured student interaction |
| <input type="checkbox"/> English Language Development (ELD) | <input type="checkbox"/> Transitioning to the NGSS |
| <input type="checkbox"/> Instructional Framework: Learning targets and success criteria | <input type="checkbox"/> SEL (Social Emotional Learning) |
| <input type="checkbox"/> Instructional Framework: Active participation | <input type="checkbox"/> Writing instruction |
| <input type="checkbox"/> Instructional Framework: Student talk | |

Other (please specify)



2025-26 School Staff Perspective Survey

Assessment

Please indicate your level of agreement with the following statements:

Strongly Agree Agree Disagree Strongly Disagree

I frequently define what students need to know and understand.

I frequently use a variety of assessments to measure student achievement and monitor student learning.

I frequently use assessment data to group/regroup based on student learning needs.

I frequently use assessment data to respond to student progress.

I believe that the current district interim assessment results provide an accurate representation of student learning.

How often do you use assessment data from the following to inform your instruction:

Anually Quarterly Monthly Weekly Daily

Diagnostic Assessments

Formative Assessments

Interim/Benchmark Assessments

Summative Assessments

I use the results/data from the district interim assessments to inform my lesson planning or teaching.

- Yes
- No
- Not Applicable to my content area

The purpose(s) of our current district interim assessments are to: (select all that apply)

- Accountability
- Drive Classroom Instruction
- Grade Level Planning
- Inform Report Card Grades
- Reclassification of EL Students



2025-26 School Staff Perspective Survey

Please indicate your level of agreement with the following statements.

Strongly Agree

Agree

Disagree

Strongly Disagree

I can explain the MTSS process and the role of the SST meeting within the process.

I can prepare for my own role and responsibilities in an SST.

A paraeducator's primary goal should be to promote and achieve student independence.

I have had adequate training opportunities on the MTSS process and MTSS supports available at my school.

I have had adequate training opportunities on special education services.

Please indicate your level of agreement with the following statements.

Strongly Agree

Agree

Disagree

Strongly Disagree

For my students this year, paraeducator work has promoted student independence.

Do you proactively communicate positive information about students to Special Education Case Managers outside of IEP meetings?

I am familiar with the goals and accommodations for the students in my class with IEPs.

I consistently provide all specified accommodations for the students in my class with IEPs.



2025-26 School Staff Perspective Survey

Family And Community Engagement

Please indicate how much you agree or disagree with the following statements about this school. If a question is not applicable to your job, or you do not know enough to answer it, mark "Not Applicable."

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
I am regularly engaged in professional development opportunities to learn about culturally responsive approaches to teaching and engaging all students.	<input type="radio"/>				
I take the time to learn how to pronounce the names of parents/caretakers, students, and visitors correctly.	<input type="radio"/>				
Staff at this school discuss the racial and cultural diversity of the school community.	<input type="radio"/>				
I am encouraged to participate in school activities and events.	<input type="radio"/>				
When speaking with students, staff, and parents/caretakers, my language reflects an understanding of varied caregiver relationships and living arrangements.	<input type="radio"/>				
I understand the process for addressing parent/caretaker concerns and questions.	<input type="radio"/>				



2025-26 School Staff Perspective Survey

School PBIS Set 1

Please indicate your level of agreement with the following statements regarding implementation of school-wide PBIS at your school:

My School's PBIS team:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
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includes at minimum: an Admin, Team Lead, Classified, Counselor/MHT/Psych/Social Worker, 4-8 Teachers, family member and student (at high schools)

measures fidelity of PBIS implementation each year using the Tiered Fidelity Inventory (TFI)

My School:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
has 5 or fewer positively stated behavioral expectations (e.g., Safe, Respectful, Accountable)	<input type="radio"/>				
has policies and consistently implemented procedures which describe and emphasize proactive, instructive, and/or restorative approaches to student behavior	<input type="radio"/>				
has a formal system to provide feedback and acknowledgement to students regarding expected behavior (e.g., "Cougar Coupons", "W.A.V.E. Cards")	<input type="radio"/>				
annually gathers input from students and families on PBIS practices (e.g., expectations, acknowledgments, consequences)	<input type="radio"/>				

In my role, I:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
am familiar with culturally responsive PBIS practices for all my students.	<input type="radio"/>				
have been provided with the necessary resources to provide quality PBIS instruction, modeling, and acknowledgment.	<input type="radio"/>				
provide input on PBIS implementation (e.g., expectations, acknowledgments, definitions, consequences)	<input type="radio"/>				



2025-26 School Staff Perspective Survey

School PBIS Set 2

Please indicate your level of agreement with the following statements regarding implementation of school-wide PBIS at your school:

My School's PBIS team:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
is knowledgeable about students, behavior, and operations of the school.	<input type="radio"/>				
has direct/timely access to graphical reports of discipline data	<input type="radio"/>				
evaluates the effectiveness of PBIS each year and shares results with stakeholders (i.e., staff, families, community, District)	<input type="radio"/>				

In my role, I:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
understand the importance of PBIS and how it impacts student behavior.	<input type="radio"/>				
regularly embed PBIS practices within my traditional academic learning environment.	<input type="radio"/>				
know the school wide system for dealing with and reporting specific behavioral violations	<input type="radio"/>				
have been provided with high-quality professional development on implementing PBIS	<input type="radio"/>				
provide students with our school-wide acknowledgement tickets when they demonstrate expected behaviors	<input type="radio"/>				

How often:

	Always	Sometimes	Rarely	Never	Don't Know
do you discuss discipline in staff meetings?	<input type="radio"/>				



2025-26 School Staff Perspective Survey

School PBIS Set 3

Please indicate your level of agreement with the following statements regarding implementation of school-wide PBIS at your school:

My School's PBIS team:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
meets at least once a month	<input type="radio"/>				
uses discipline/academic data to make decisions on a monthly basis	<input type="radio"/>				

My School:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
has a clear procedure/flowchart for defining and addressing major/office-managed vs. minor/staff-managed behaviors	<input type="radio"/>				
has a formal process used to train staff on PBIS practices (i.e., teaching school-wide expectations, acknowledging appropriate behavior, correcting errors, requesting assistance when needed)	<input type="radio"/>				

In my role, I:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
teach expected academic and social behaviors to students	<input type="radio"/>				
have a clear continuum of consequences for problem behaviors in my classroom	<input type="radio"/>				
am shown school-wide data regularly	<input type="radio"/>				

How often:

	Always	Sometimes	Rarely	Never	Don't Know
does your site discuss different aspects of discipline in staff meetings?	<input type="radio"/>				



2025-26 School Staff Perspective Survey

LCAP Needs Set 1

The district is also seeking your input in regards to prioritizing funding for various priorities to be included in the Local Control Accountability Plan (LCAP). Your valuable input will be used to help determine budgetary decisions.

Priorities for Academic Success

Please rate the importance of each of the following:

	Not Important	Important	Very Important	Most Important
Students to be able to enroll in any course they choose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Challenging and interesting courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small class sizes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life skill courses for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counselors to guide preparation for college and career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homework/tutoring support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2025-26 School Staff Perspective Survey

LCAP Needs Set 1

Please rate your satisfaction with the current level of service provided under each area related to academic success.

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Students to be able to enroll in any course they choose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Challenging and interesting courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small class sizes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life skill courses for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counselors to guide preparation for college and career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homework/tutoring support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2025-26 School Staff Perspective Survey

LCAP Needs Set 1

You indicated you were dissatisfied with the current level of service provided under each of the following area(s) related to academic success.

How can the district/school improve services?

Students to be able to enroll in any course they choose

Challenging and interesting courses

Good principals

Good teachers

Small class sizes

Life skill courses for students

Counselors to guide preparation for college and career

Homework/tutoring support



2025-26 School Staff Perspective Survey

LCAP Needs Set 2

The district is also seeking your input in regards to prioritizing funding for various priorities to be included in the Local Control Accountability Plan (LCAP). Your valuable input will be used to help determine budgetary decisions.

Priorities for Safety and Wellness

Please rate the importance of each of the following:

	Not Important	Important	Very Important	Most Important
Security staff on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A safe school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visual and performing arts programs (band, theatre, dance, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counselors to provide advice and personal support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nutritious, high quality meals for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health support for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cleaner, updated bathrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clean, well-maintained, inviting schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation to get to school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traffic control for student drop off/pick up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom instruction on social/emotional skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bullying prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2025-26 School Staff Perspective Survey

LCAP Needs Set 2

Please rate your satisfaction with the current level of service provided under each area related to safety and wellness.

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Security staff on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A safe school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visual and performing arts programs (band, theatre, dance, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counselors to provide advice and personal support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nutritious, high quality meals for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health support for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cleaner, updated bathrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clean, well-maintained, inviting schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation to get to school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traffic control for student drop off/pick up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom instruction on social/emotional skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bullying prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2025-26 School Staff Perspective Survey

LCAP Needs Set 2

You indicated you were dissatisfied with the current level of service provided under each of the following area(s) related to safety and wellness.

How can the district/school improve services?

Security staff on campus

A safe school

Visual and performing arts programs (band, theatre, dance, etc.)

Counselors to provide advice and personal support

Nutritious, high quality meals for students

Mental health support for students

Cleaner, updated bathrooms

Clean, well-maintained, inviting schools

Transportation to get to school

Traffic control for student drop off/pick up

Classroom instruction on social/emotional skills

Bullying prevention



2025-26 School Staff Perspective Survey

LCAP Needs Set 3

The district is also seeking your input in regards to prioritizing funding for various priorities to be included in the Local Control Accountability Plan (LCAP). Your valuable input will be used to help determine budgetary decisions.

Priorities for Learning Feedback

Please rate the importance of each of the following:

	Not Important	Important	Very Important	Most Important
Timely feedback to parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tools and reports for student progress monitoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration and planning time for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality local assessments of learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Priorities for Family Involvement

Please rate the importance of each of the following:

	Not Important	Important	Very Important	Most Important
Opportunities/tools to communicate with parents in their home language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about participating in school activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2025-26 School Staff Perspective Survey

LCAP Needs Set 3

Please rate your satisfaction with the current level of service provided under each area related to learning feedback.

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Timely feedback to parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tools and reports for student progress monitoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration and planning time for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality local assessments of learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your satisfaction with the current level of service provided under each area related to family involvement.

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Opportunities/tools to communicate with parents in their home language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about participating in school activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2025-26 School Staff Perspective Survey

LCAP Needs Set 3

You indicated you were dissatisfied with the current level of service provided under each of the following area(s) related to learning feedback.

How can the district/school improve services?

Timely feedback to parents

Tools and reports for student progress monitoring

Collaboration and planning time for teachers

Quality local assessments of learning

You indicated you were dissatisfied with the current level of service provided under each of the following area(s) related to family involvement. How can the district/school improve services?

Opportunities/tools to communicate with parents in their home language

Information about participating in school activities



ELK GROVE UNIFIED SCHOOL DISTRICT

2025-26 School Staff Perspective Survey

What other priorities should the school and district consider for budgeting and planning in the new school year?