

Q1 School Site (If you work at multiple sites choose your home site OR complete a survey for each site at which you spend significant time.)

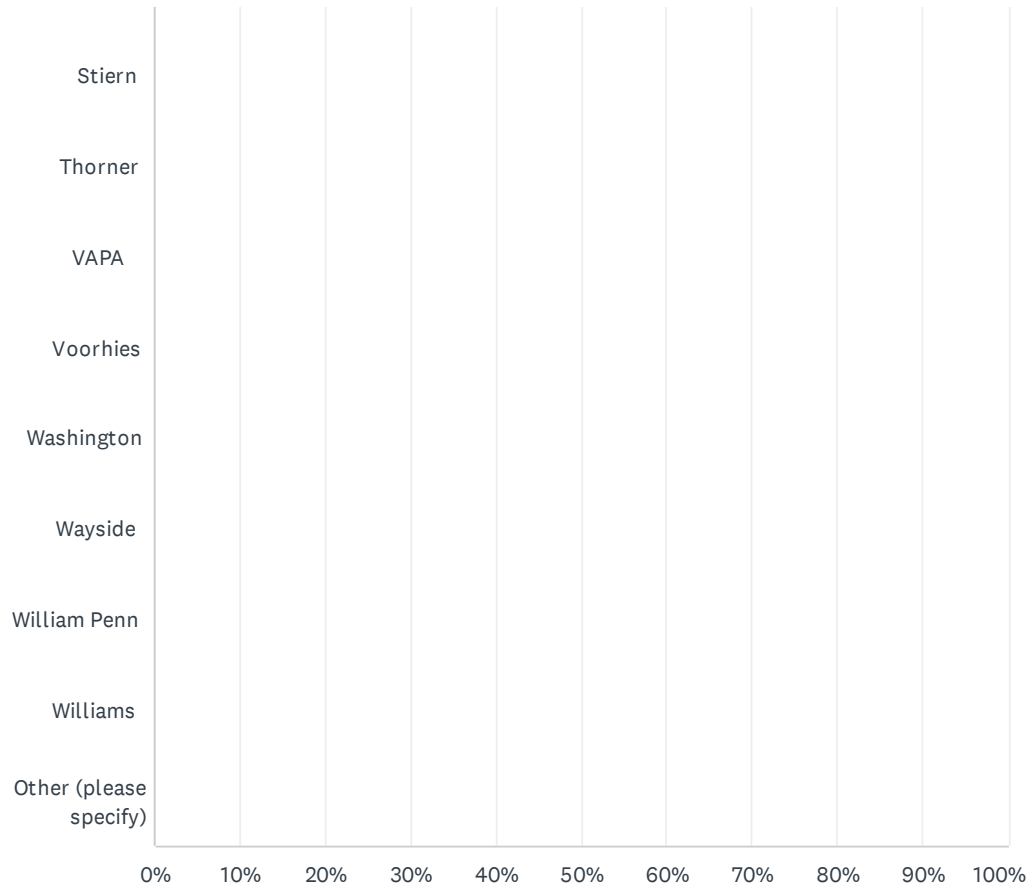
Answered: 24 Skipped: 0

Casa Loma											
Cato											
Chavez											
Chipman											
College Hts											
Compton											
Curran											
Downtown											
Ed Center/District Office											
Eissler											
Emerson											
Evergreen											
Fletcher											
Frank West											
Franklin											
Fremont											
Garza											
Harding											

2024-2025 BETA Administration/Site Climate Survey

Harris
Horace Mann
Hort
Jefferson
Lincoln Jr. High
Longfellow
McKinley
MLK
Mt.Vernon
Munsey
Nichols
Noble
Owens Elementary
Pauly
Pioneer
Rafer Johnson
Roosevelt
School Nurse
Sequoia
Sierra
Stella Hills

2024-2025 BETA Administration/Site Climate Survey



2024-2025 BETA Administration/Site Climate Survey

ANSWER CHOICES	RESPONSES	
Casa Loma	0.00%	0
Cato	0.00%	0
Chavez	0.00%	0
Chipman	0.00%	0
College Hts	0.00%	0
Compton	0.00%	0
Curran	0.00%	0
Downtown	0.00%	0
Ed Center/District Office	0.00%	0
Eissler	0.00%	0
Emerson	0.00%	0
Evergreen	0.00%	0
Fletcher	0.00%	0
Frank West	0.00%	0
Franklin	0.00%	0
Fremont	0.00%	0
Garza	0.00%	0
Harding	0.00%	0
Harris	0.00%	0
Horace Mann	0.00%	0
Hort	0.00%	0
Jefferson	0.00%	0
Lincoln Jr. High	0.00%	0
Longfellow	0.00%	0
McKinley	100.00%	24
MLK	0.00%	0
Mt. Vernon	0.00%	0
Munsey	0.00%	0
Nichols	0.00%	0
Noble	0.00%	0
Owens Elementary	0.00%	0
Pauly	0.00%	0

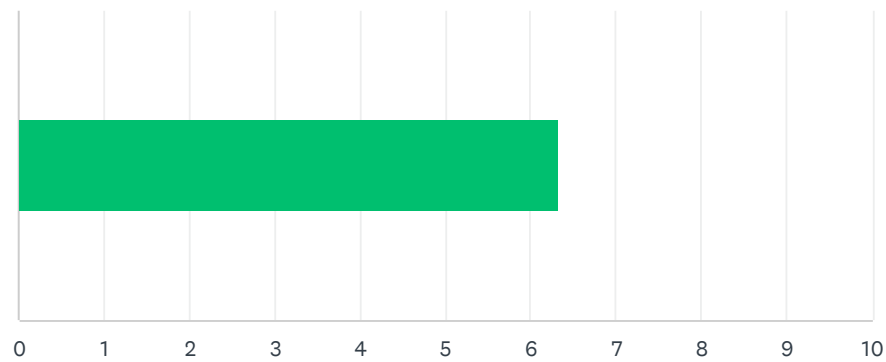
2024-2025 BETA Administration/Site Climate Survey

Pioneer	0.00%	0
Rafer Johnson	0.00%	0
Roosevelt	0.00%	0
School Nurse	0.00%	0
Sequoia	0.00%	0
Sierra	0.00%	0
Stella Hills	0.00%	0
Stiern	0.00%	0
Thorner	0.00%	0
VAPA	0.00%	0
Voorhies	0.00%	0
Washington	0.00%	0
Wayside	0.00%	0
William Penn	0.00%	0
Williams	0.00%	0
Other (please specify)	0.00%	0
Total Respondents: 24		

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q2 Site administration is sensitive to the needs of students, staff, and the community.

Answered: 24 Skipped: 0



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	6	152	24
Total Respondents: 24			

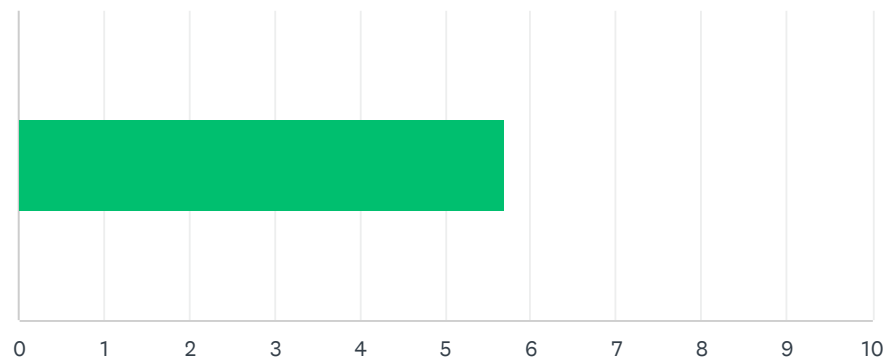
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14	2
15	10
16	10
17	1
18	8
19	1

2024-2025 BETA Administration/Site Climate Survey

20	4	
21	3	
22	7	
23	43	
24	0	

Q3 Site administration treats staff with respect; you feel like a valued member of a team.

Answered: 23 Skipped: 1



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	6	131	23
Total Respondents: 23			

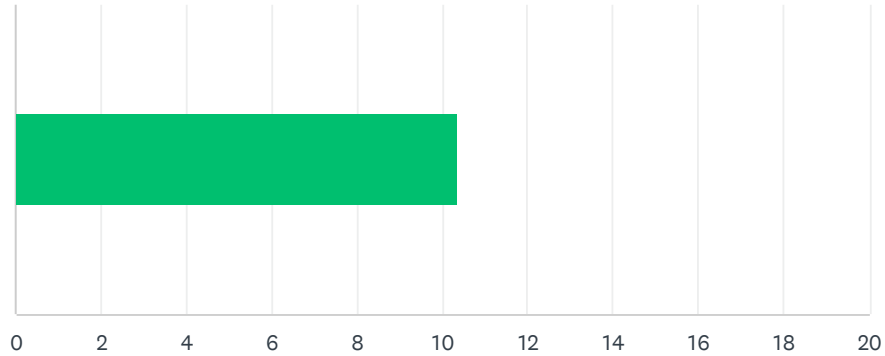
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13	1	
14	10	
15	10	
16	1	
17	8	
18	1	
19	4	

2024-2025 BETA Administration/Site Climate Survey

20	1	
21	8	
22	26	
23	0	

Q4 Site administration conducts classroom visits in the least disruptive manner and leaves timely feedback (within 48 hours).

Answered: 23 Skipped: 1



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	10	238	23
Total Respondents: 23			

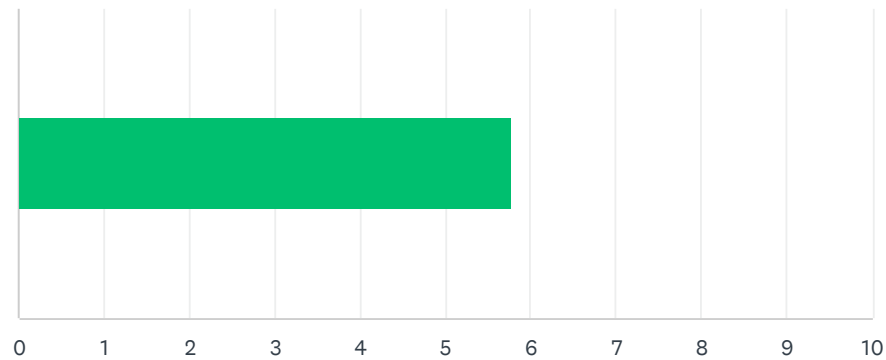
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12	1	
13	2	
14	8	
15	10	
16	10	
17	1	
18	9	
19	1	

2024-2025 BETA Administration/Site Climate Survey

20	4	
21	10	
22	49	
23	54	

Q5 Site administration follows the contract and respects personal rights.

Answered: 23 Skipped: 1



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	6	133	23
Total Respondents: 23			

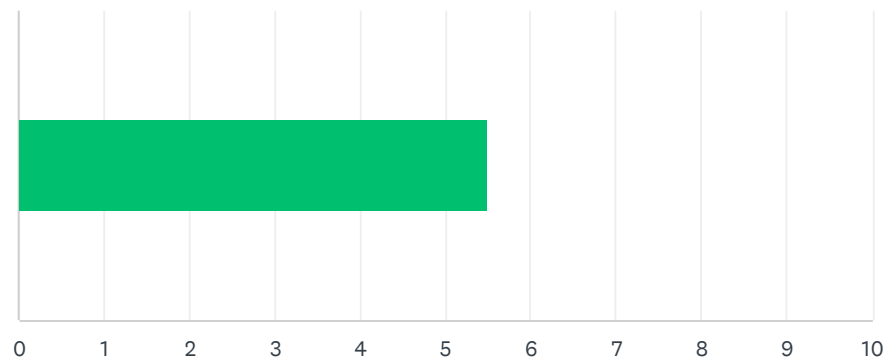
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13	3	
14	4	
15	10	
16	10	
17	1	
18	9	
19	1	
20	6	

2024-2025 BETA Administration/Site Climate Survey

21	3
22	8
23	7

Q6 Administration utilizes staff according to their job description (ie. Coaches, APL's, Specialists & Staff).

Answered: 22 Skipped: 2



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	6	121	22
Total Respondents: 22			

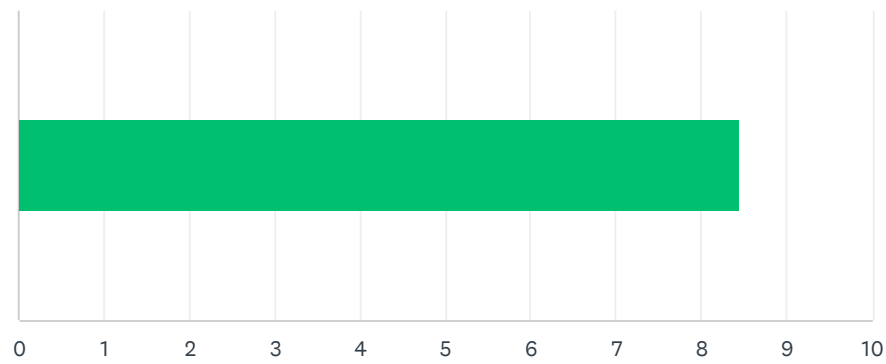
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14	10
15	10
16	1
17	10
18	1
19	7

2024-2025 BETA Administration/Site Climate Survey

20	5
21	3
22	0

Q7 Administration maintains open communication with staff, parents, and students.

Answered: 23 Skipped: 1



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	8	194	23
Total Respondents: 23			

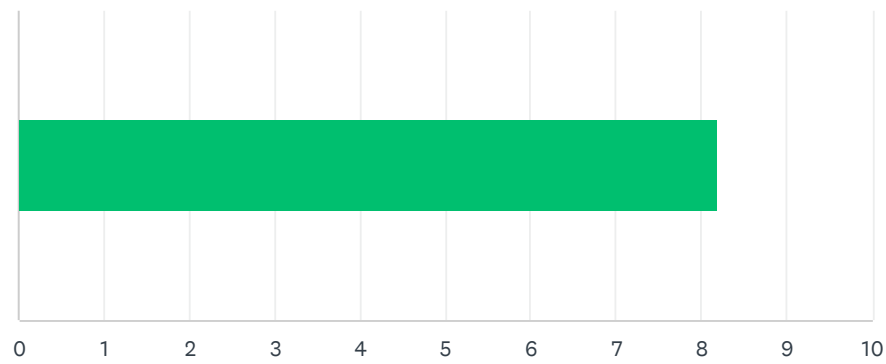
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13	2	
14	10	
15	10	
16	1	
17	8	
18	1	
19	5	

2024-2025 BETA Administration/Site Climate Survey

20	1
21	8
22	87
23	10

Q8 Administration supports staff against attacks and criticism from parents.

Answered: 22 Skipped: 2



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	8	180	22
Total Respondents: 22			

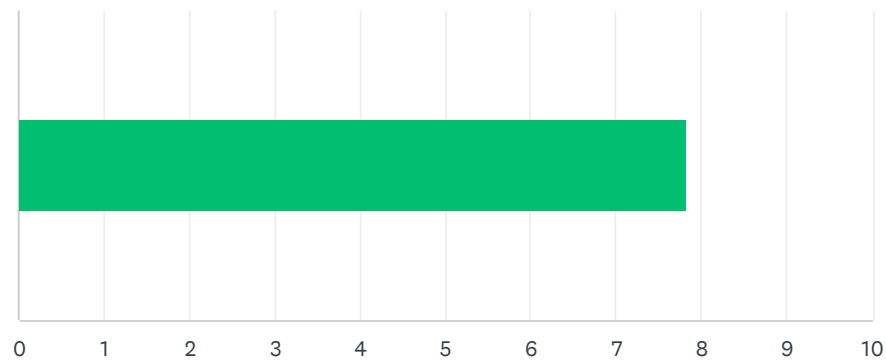
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14	10
15	10
16	9
17	1
18	5
19	2

2024-2025 BETA Administration/Site Climate Survey

20	8
21	55
22	0

Q9 Site administration treats all teachers equally; there is no preferential treatment.

Answered: 23 Skipped: 1



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	8	180	23
Total Respondents: 23			

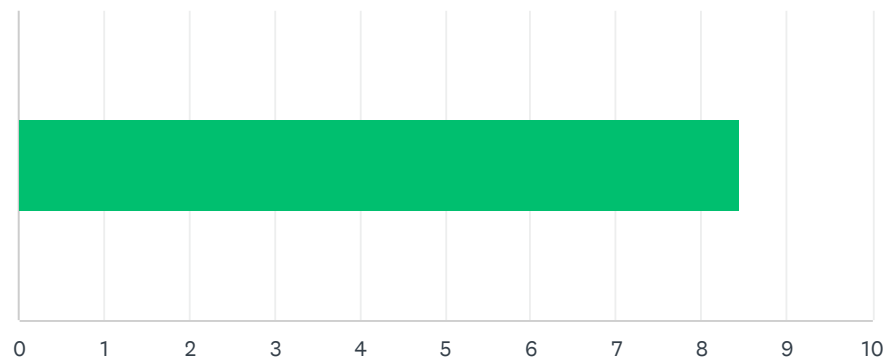
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14	10
15	10
16	1
17	7
18	1
19	2

2024-2025 BETA Administration/Site Climate Survey

20	1
21	5
22	68
23	27

Q10 Site administration has been supportive and minimizes additional stress.

Answered: 23 Skipped: 1



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	8	194	23
Total Respondents: 23			

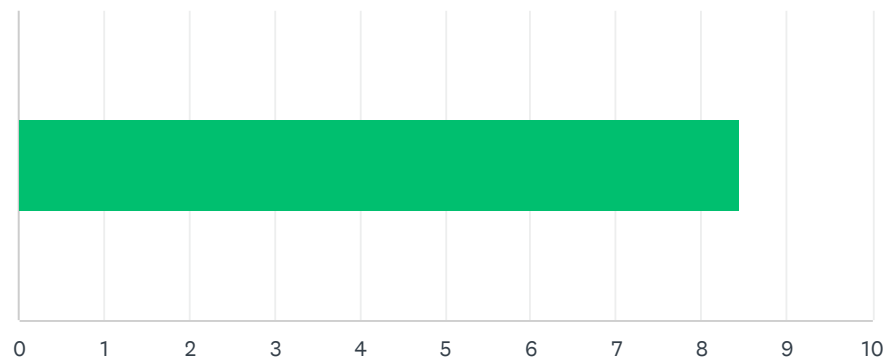
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12	1	
13	3	
14	10	
15	10	
16	1	
17	7	
18	1	
19	2	

2024-2025 BETA Administration/Site Climate Survey

20	1
21	8
22	68
23	27

Q11 Administration communicates expectations and information in an effective and timely manner.

Answered: 23 Skipped: 1



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	8	194	23
Total Respondents: 23			

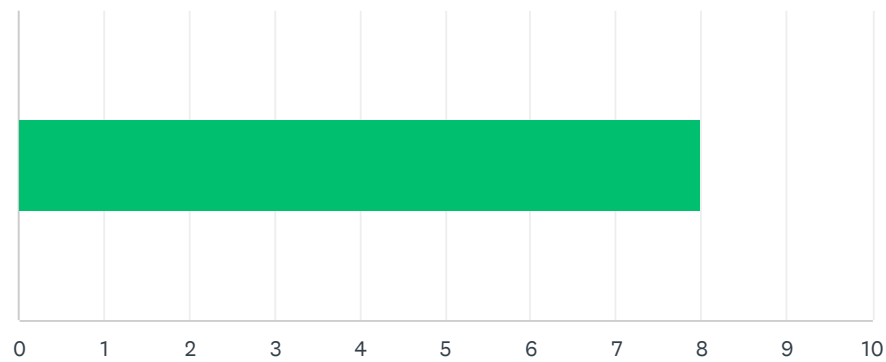
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12	3	
13	2	
14	9	
15	10	
16	1	
17	8	
18	1	
19	4	

2024-2025 BETA Administration/Site Climate Survey

20	5
21	8
22	34
23	50

Q12 Your site administration ensures positive working conditions at your worksite.

Answered: 23 Skipped: 1



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	8	184	23
Total Respondents: 23			

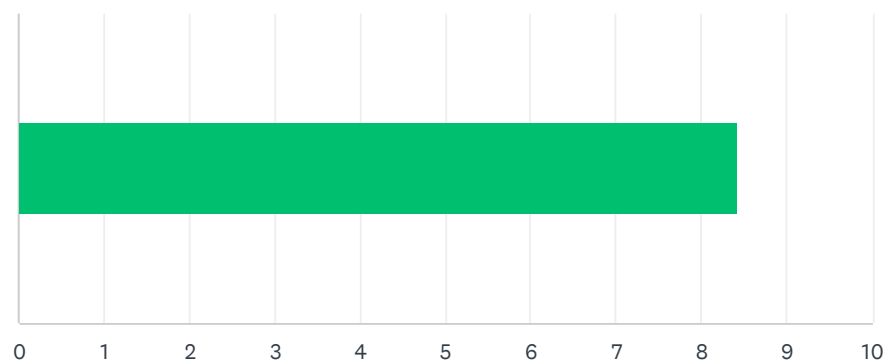
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14	10
15	10
16	1
17	8
18	1
19	5

2024-2025 BETA Administration/Site Climate Survey

20	1
21	8
22	36
23	50

Q13 Site administration is thoughtful/smart when calling "Inclement Weather" (rainy day, extreme temperatures, too windy, air quality, etc.) schedule.

Answered: 24 Skipped: 0



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	8	202	24
Total Respondents: 24			

#		DATE
1	9	
2	9	
3	10	
4	1	
5	5	
6	5	
7	6	
8	7	
9	1	
10	2	
11	10	
12	9	
13	2	
14	1	
15	10	
16	10	
17	10	
18	8	

2024-2025 BETA Administration/Site Climate Survey

19	5
20	7
21	1
22	10
23	31
24	33

Q14 Do you have any comments, thoughts, or concerns about site administration?

Answered: 18 Skipped: 6

#	RESPONSES	DATE
1	My first year as a teacher and admin has been great and supportive, happy to be working with them next year.	
2	Overall the current adm. has been respectful, considerate, and fair in almost all areas. My working conditions are in good balance because I don't get disrupted and or get support when dealing with a difficult student.	
3	Excellent site administrator.	
4	The administration has created an environment where no one wants to work. They often say one thing to your face, only to act surprised when their initial response is reversed, pretending they don't recall what they originally said. They establish rules for students, but as soon as a parent complains, they backtrack on those rules for that particular student. This approach allows parents and students to essentially run the school. I refuse to enforce policies that the administration won't stand behind or support. It's frustrating to watch the vice principal act as though she can handle any behavior when, in reality, she simply caters to the students and makes side deals to get them to comply. She'll step in and say, "They promised me they'd do their work now—they even signed a contract," only for the student to go right back to the same problematic behaviors and she is no where to be found. Meanwhile, the principal only steps in to address behaviors if it's something specific that personally bothers her. Otherwise she will avoid it. We even had to go on rainy day schedule recently when there was no rain just so she didn't have to deal with behaviors on the yard since the vice principal was gone.	
5	2. Site administration is sensitive to the needs of students, staff, and the community. -principal is better at it than others. if you do your job right, this applies. 3. Site administration treats staff with respect; you feel like a valued member of a team. -again I would say the principal is better at this than others on the admin team. 4. Site administration conducts classroom visits in the least disruptive manner and leaves timely feedback (within 48 hours). -agree. 5. Site administration follows the contract and respects personal rights. -somewhat agree. some staff seem targeted. 6. Administration utilizes staff according to their job description (ie. Coaches, APL's, Specialists & Staff). -some could be used better, it seems cliquy. too caught up in what looks good on paper. 7. Administration maintains open communication with staff, parents, and students. -depends on who you talk to and how close you are with admin. not all on the same page. 8. Administration supports staff against attacks and criticism from parents. -I appreciate the principal supporting teachers when dealing with tough conversations with parents and balancing out the demeanor and mood swings of other staff on the admin/support team. 9. Site administration treats all teachers equally; there is no preferential treatment. -some staff, not all. 10. Site administration has been supportive and minimizes additional stress. -the principal does better on this, other admin/support staff are more chaotic and need to work on their bedside manner. 11. Administration communicates expectations and information in an effective and timely manner. -depends on who is communicating it and who gets to hear the information. not always shared with everyone, have to find out through the grapevine. 12. Your site administration ensures positive working conditions at your worksite. -sometimes. I think they want it to be but easier said than done. 13. Site administration is thoughtful/smart when calling "Inclement Weather" (rainy day, extreme temperatures, too windy, air quality, etc.) schedule. -most days. there have been a couple times it felt like they just didn't want to deal with recess behaviors so they just kept us on rainy day.	
6	Sadly, our administration is failing to prioritize the well-being of both students and staff. Students are struggling to succeed, and staff members feel unsupported, overwhelmed, and even defeated, particularly when addressing Tier 2 and Tier 3 behaviors inside and outside the classroom. Teachers are expected to manage multiple students with severe trauma and behavioral misconduct—such as explosive tantrums, physical aggression, and repeated defiance that disrupts classroom learning without adequate support or consequences. Despite	

multiple requests for help, staff are often met with a dismissive response and no follow-up / documentation from the administration team afterwards; little support may be given eventually after much insistence and pestering from the teacher, but even then it is a long process that only allows for more displays of extreme student behavior. Often times if the teacher tries to investigate/question further, they are essentially shrugged off or given the run around as if they (the teacher) are not essential enough to be made aware of the circumstances. Instead, the administration unfairly blames teachers for student misbehavior, suggesting that the problem lies with the teachers' classroom management, whether behaviors occur inside or outside the classroom. This unfair criticism is compounded by a tendency to allow certain students to continue their behavior because that's "just who the student is" all of which further increases the strain on teachers already struggling to manage challenging behaviors. If that's just who the student is, how can it be a teacher management issue? If it's a teacher management issue, why isn't there more support for teachers then? Where are the preemptive supports and measures for students that consistently display these signs of trauma and need? Why does the administration and behavioral team gate keep information that directly connects to students circumstances and behavior while the teacher is left wondering what is even going on? The voices of classroom teachers are not prioritized or valued like they should be, which is detrimental because they spend the most time with students. Superficially, teachers are asked how they're doing and what their thoughts are one day and then they're disregarded the next day. It's just enough for administration to say they asked / sought out others input but not enough to change anything. There's a strong lack of transparency and push off of responsibility when it comes to holding all staff accountable, especially if it makes them look like the bad guy instead of your friend. Clear and consistent communication and support should not be something that is earned individually but given to all equally. Expectations for staff and teachers are not equal, some are favored over others - allowed to stay stagnant, claim ignorance of how to do what needs to be done repeatedly without recourse and excused for their lack of follow through in the same manner students are being excused for their behavior: "it's just who they are" while other staff and teachers are held to much higher expectations and ridiculed, which causes the culture around the staff to be misaligned and begrudged. McKinley is a community that needs all hands on deck fully committed to the challenging work, equally and mindfully working together consistently for the same goal of student and family success without these inner circle battles of pettiness, allowed ignorance and learned helplessness.

- | | |
|---|--|
| 7 | The administration often downplays the disruptive behaviors of students, and it's becoming increasingly frustrating. Students are allowed to act out without any real consequences, and yet, when things go wrong, we're the ones blamed. Every day, we're expected to maintain order and teach, but with little support from admin and no consequences for the students who disrupt the learning environment. On top of that, the administration loves to put on a show for visitors or parents, acting like everything is running smoothly, but behind the scenes, it's a different story. They're quick to praise the school in public, but when we raise our concerns or need help, we're met with silence or told it's our problem to fix. It's demoralizing to be left to deal with behavior problems on our own while the people who should be addressing them just turn a blind eye, all while maintaining a polished façade. |
| 8 | The current administration has utterly failed its educators, students, and the community. Teachers are being pushed to their breaking point due to a complete lack of support. While we fully understand the legal limitations regarding suspensions and disciplinary actions, that does not excuse the administration's refusal to take a firm stance on student behavior. Instead of addressing the growing behavioral issues, they hide behind empty promises and shift the blame onto teachers. The data speaks for itself—disciplinary problems are rising, and yet, the administration continues to turn a blind eye, leaving teachers to manage chaos on their own. Their failure to lead has not only compromised the learning environment but has also driven morale to an all-time low. This lack of backbone is not just disappointing; it is unacceptable. If real leadership doesn't step up soon, the damage being done to both staff and students will be irreversible. |
| 9 | The administration's approach to site management is causing considerable stress among staff members. There is a noticeable lack of equality in how staff are treated, with those who adhere strictly to expectations facing less support and greater challenges. Student behavior continues to deteriorate due to a lack of timely intervention and support, with serious behavioral issues being dismissed rather than addressed. Students with severe behavioral problems appear to face little to no consequences, while those who are consistently trying their best are overlooked and burdened with additional challenges. Furthermore, communication is lacking; |

2024-2025 BETA Administration/Site Climate Survey

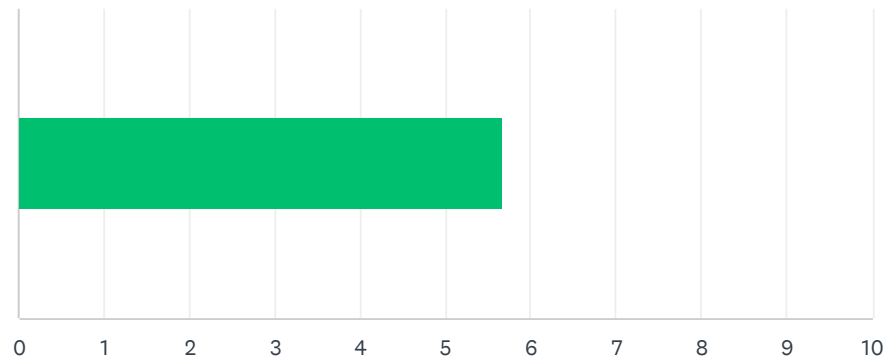
teachers are not informed about incidents, such as fights outside of class, yet students are often returned to class without any acknowledgment of what occurred.

10	The administration at the school often displays emotional reactions, plays favorites, and lacks the maturity and social awareness necessary to effectively manage the school. Additionally, they seem to hire individuals who are ill-equipped for roles that are meant to support teachers, further hindering the overall functioning of the school. The lack of thick skin and professional demeanor among admin exacerbates these issues, creating a challenging environment for both staff and students.
11	I appreciate the efforts of the site administration. However, I have noticed that administration tends to have favorite and preferred teachers, often calling on them first before reaching out to others. Additionally, there is a lack of follow-through on issues discussed in meetings, such as discipline repercussions, which creates inconsistencies in enforcement. I am also concerned that students with behavior problems are rewarded too often, rather than being held accountable for their belligerent actions. Furthermore, when staff members need to speak with administration outside of meetings, they are often dismissive, making it difficult to address concerns effectively. Improved transparency, consistency, and fairness in decision-making, along with more open communication, would greatly benefit both staff and students. Overall, I think the team is working hard, but there are significant areas that need improvement.
12	The administration is overwhelmed and is trying to implement too many changes simultaneously, placing all the responsibility on teachers. There are no clear expectations set for students by administration, leaving teachers to manage behavior without support. Inconsistencies in rules exist across different teachers, grade levels, and students. Overall, there's a lack of accountability for students, while teachers are frequently held responsible for issues that arise.
13	It appears that our administration is not prioritizing the best interests of students or staff. Students are struggling to learn in this environment, and staff members feel as though they are being held hostage. Excuses are consistently made for severe student misconduct, such as physical altercations, attacks on staff, and other dangerous behaviors such as choking and biting other students, while pleas for help from staff are ignored. Administration will only reply with an "ohhhhh (insert name)" and move on. No documentation, no notification to parents or teachers. Action is only taken when administration decides they are "done" with a student (usually meaning the student has disrespected THEM), and even then, the response is limited to suspensions and phone calls home; not the intervention supports the student could have used before it escalated to this point. Rather than addressing systemic issues, such as the lack of support from yard staff during recess, administration unfairly blames teachers for student misbehavior by stating that the teachers lack of management is what causes the students to act out on the yard. They have also been known to unfairly target certain students and parents, even admitting to exaggerating stories to justify removing students or implementing policies. Teachers who are seen as undesirable are subjected to harsh treatment, including abrupt grade-level changes and unwarranted criticism. The vice principal appears more focused on cultivating personal friendships with select teachers than on providing genuine support to the staff. This has led to a situation where the input of yard staff, office workers, and the behavior support team (who are her "friends") is prioritized over the insights of classroom teachers—the very individuals who spend the majority of the day with students. For the sake of our students' success and to retain dedicated teachers, significant changes are urgently needed. Without them, both students and staff will continue to suffer in an environment that fails to support their needs.
14	They are doing their job well and that makes my day run better.
15	My site administrators are very supportive and dedicated leaders to all staff and the community of children and families they both serve. Mrs. Michaud and Mrs. Dirkse.
16	Staff never knows which administrator is in charge when both are on site. They contradict each other constantly in decisions. VP Dirske has disrespected staff by yelling at them or correcting them in front of other staff. Neither show respect towards certified staff and will take the word of classified staff without talking to certified staff about situations. Moral is very low at the school due to lack of discipline of students and lack of support for teachers.
17	Site administrator is not fair to all teachers. Has not been supportive with the paras. Also is not specific on what she is wanting small groups. When I do what she asked she finds other things. Wants me to observe other teacher not supportive when getting a sub.

18 The campus has a negative feeling, staff is trying to be the best for our students but Administrators are not supportive or approachable. Administrators have in the past and still currently target staff that may have different opinions than Administrators.

Q15 Site staff is involved in setting school policies and budgetary priorities.

Answered: 24 Skipped: 0



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
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Total Respondents: 24			

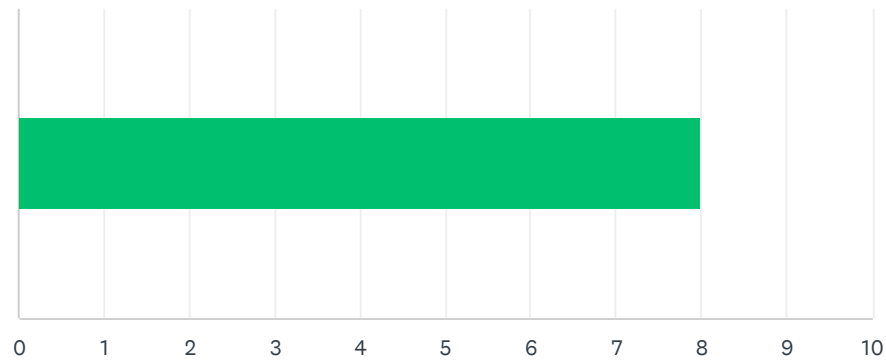
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15	10	
16	10	
17	1	
18	10	
19	2	
20	8	

2024-2025 BETA Administration/Site Climate Survey

21	2	
22	10	
23	7	
24	0	

Q16 Site meetings are productive and not excessive.

Answered: 23 Skipped: 1



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	8	184	23
Total Respondents: 23			

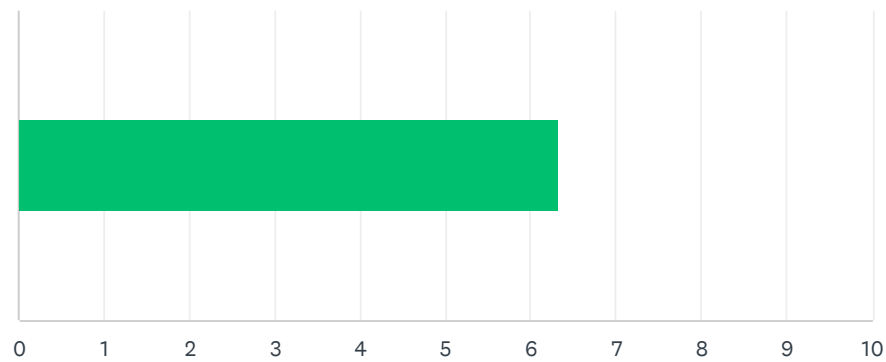
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16	1	
17	8	
18	2	
19	8	
20	2	

2024-2025 BETA Administration/Site Climate Survey

21	10	
22	9	
23	34	

Q17 Meetings, 504s, and/or IEPs scheduled outside of contractually guaranteed planning/preparation time?

Answered: 21 Skipped: 3



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	6	133	21
Total Respondents: 21			

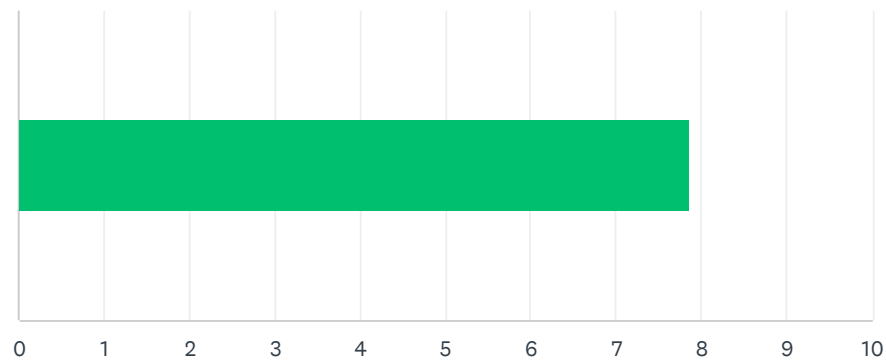
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13	2	
14	10	
15	10	
16	1	
17	9	
18	2	
19	3	

2024-2025 BETA Administration/Site Climate Survey

20	2	
21	19	

Q18 My site receives daily, consecutive, uninterrupted planning/preparation time. (30 minutes / 40 minutes)

Answered: 24 Skipped: 0



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	8	189	24
Total Respondents: 24			

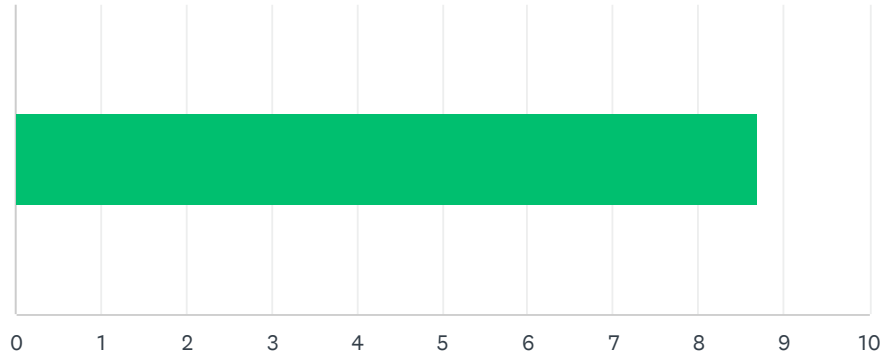
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13	5	
14	7	
15	10	
16	10	
17	5	
18	9	
19	2	

2024-2025 BETA Administration/Site Climate Survey

20	5	
21	4	
22	10	
23	6	
24	17	

Q19 Staff is given time (on duty) to input district-required data (i.e., Benchmarks, Dibels, CFAs, Report Cards, etc.).

Answered: 24 Skipped: 0



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	9	209	24
Total Respondents: 24			

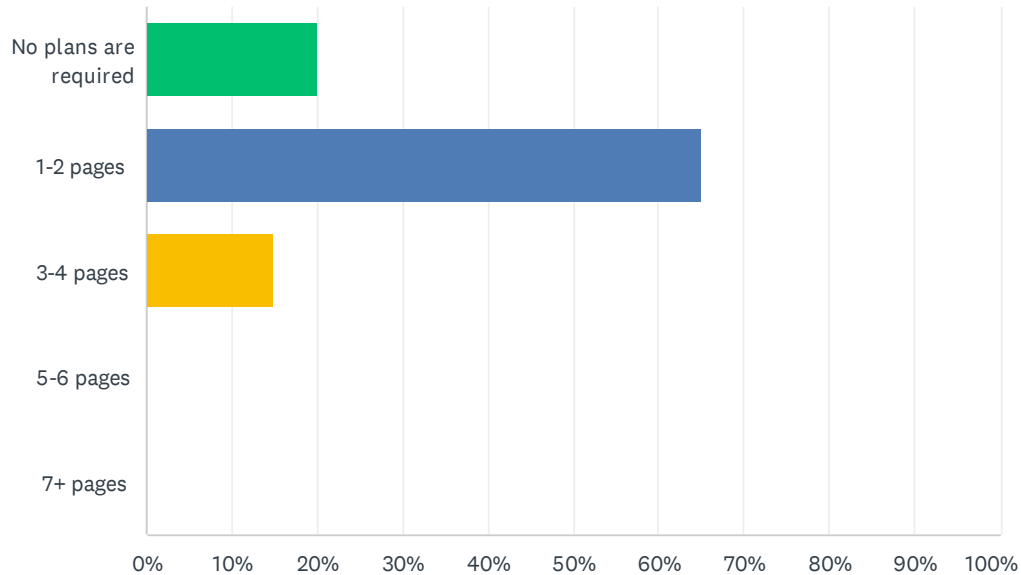
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11	2	
12	2	
13	3	
14	9	
15	10	
16	10	
17	1	
18	8	
19	5	

2024-2025 BETA Administration/Site Climate Survey

20	4	
21	3	
22	10	
23	45	
24	19	

Q20 Teachers are required to submit complete, but not excessively lengthy lesson plans.

Answered: 20 Skipped: 4

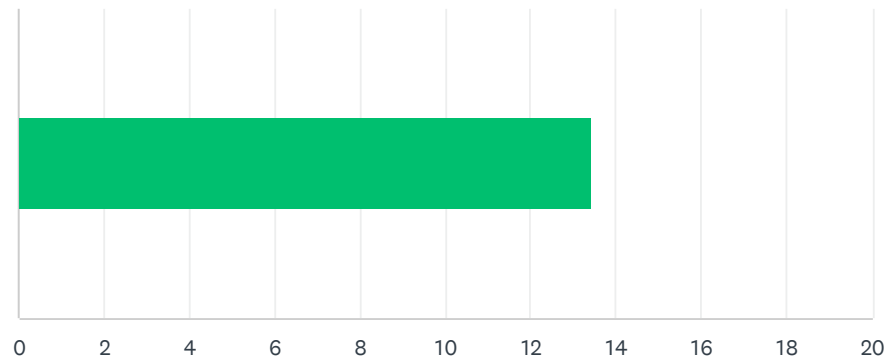


ANSWER CHOICES	RESPONSES	
No plans are required	20.00%	4
1-2 pages	65.00%	13
3-4 pages	15.00%	3
5-6 pages	0.00%	0
7+ pages	0.00%	0
TOTAL		20

#	COMMENT	DATE
1	YES! THANK YOU!	
2	Thank you immensely for recognizing the importance of limiting meetings so we have time to actually complete our duties during contracted hours and not demanding extraneous lesson plans, but knowing and supporting what grade level teams need in this area! Very much appreciated!!	
3	I truly value the limited number of meetings and the flexibility in allowing lesson plans that genuinely meet the needs of each grade level. However, it's frustrating that we are frequently scheduled for IEP meetings during our planning periods or outside of contract hours without being compensated for that lost time.	

Q21 Staff (teachers and/or coaches) have recess duty.

Answered: 16 Skipped: 8

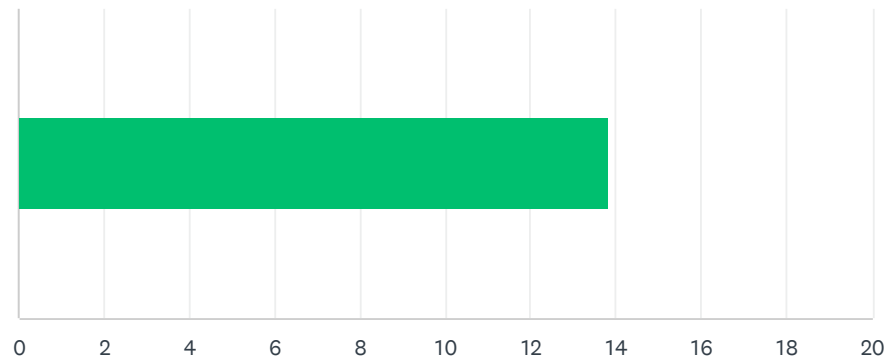


ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	13	215	16
Total Respondents: 16			

#		DATE
1	10	
2	3	
3	1	
4	1	
5	1	
6	1	
7	1	
8	1	
9	1	
10	1	
11	1	
12	1	
13	1	
14	1	
15	90	
16	100	

Q22 Staff (teachers and/or coaches) have bus (arrival/dismissal) duty.

Answered: 16 Skipped: 8



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	14	221	16
Total Respondents: 16			

#		DATE
1	10	
2	2	
3	1	
4	1	
5	1	
6	1	
7	1	
8	1	
9	1	
10	1	
11	1	
12	1	
13	1	
14	5	
15	93	
16	100	

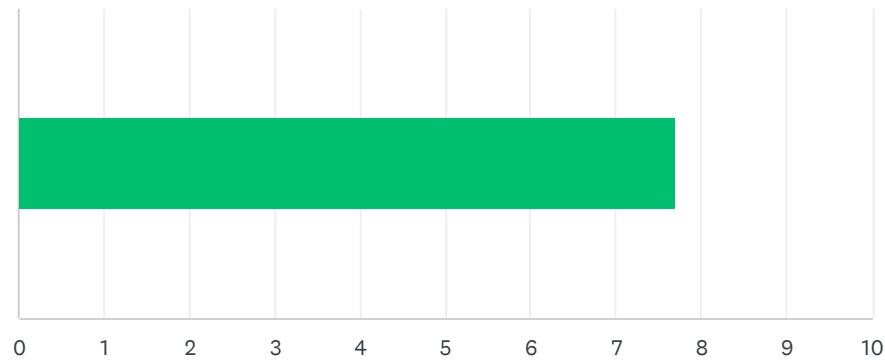
Q23 Do you have any comments, thoughts, or concerns about site operations, duties, and responsibilities?

Answered: 5 Skipped: 19

#	RESPONSES	DATE
1	The secretary has been given the impression that she's the acting principal, and as a result, she often behaves disrespectfully toward both staff and parents. She acts as a sort of informant for the administrators, refusing to communicate openly with teachers and guarding materials as if she personally paid for them. It's nearly impossible to get basic information about your own students because she acts like she's running some kind of FBI operation. The behavior team in room 30 carries an elitist attitude, acting as though they're the backbone of the school. In reality, they fail to deliver quality services or effectively teach students how to grow and improve. Instead of addressing the root of the problem, they simply give students a "break" and send them back to class without resolving the issue. On top of that, good luck trying to get them to communicate or share any insights about what's going on—they seem to be part of the "high horse committee," acting as though they're above everyone else.	
2	15. Site staff is involved in setting school policies and budgetary priorities. -which staff are involved in setting school policies and budgetary priorities outside of admin and academic support team? if teachers are involved, its only to be told after the fact. budget seems more like a secret. I hear of alot of schools in the district going on out of town field trips, not us. told we weren't allowed to. why? also heard schools got money specifically for out of town field trips. if so, where'd that money go for our school? we're only allowed one in town field trip this year. but then suddenly it was announced 5th/6th students are going down south for the science museum. where'd the money come from for that? conflicting information. 16. Site meetings are productive and not excessive. -not excessive, thank you. not always productive or relevant feeling though. 17. Meetings, 504s, and/or IEPs scheduled outside of contractually guaranteed planning/preparation time? -wish there was a better compensation/plan for being pulled from the class to attend iep's while a sub covers, its hard to lose instructional time and then reset after a sub and/or attending 2:30-3:00 b/c thats our planning time. 18. My site receives daily, consecutive, uninterrupted planning/preparation time. (30 minutes / 40 minutes) -other than iep pull outs, thank you, yes we get our time. much appreciated. 19. Staff is given time (on duty) to input district-required data (i.e., Benchmarks, Dibels, CFAs, Report Cards, etc.). -yup thank you 21. Staff (teachers and/or coaches) have recess duty. / 22. Staff (teachers and/or coaches) have bus (arrival/dismissal) duty. -teachers appreciate no recess/dismissal duty. thanks.	
3	This administration runs the school like a circus—unorganized, chaotic, and completely lacking direction. Responsibilities are constantly thrown at random individuals without any clear structure, leaving staff scrambling to pick up the pieces. Instead of establishing consistent procedures, we get conflicting answers from different support staff or leadership, creating more confusion and making it nearly impossible to run a functioning school. Year after year, the same issues persist because there is no accountability, no clear leadership, and no willingness to fix the broken system. The administration's inability to provide stability and consistency is not just frustrating—it's a complete failure of leadership. Until they take real responsibility instead of shifting blame and making empty promises, the school will continue to suffer, and both staff and students will pay the price.	
4	While I appreciate not having to take on recess or bus duty, I am still expected to participate in numerous tasks outside of my contract, such as task forces, leadership, committees, and family events, all without compensation. If I choose to decline these additional responsibilities, there is increased pressure and potential retaliation from the administration.	
5	Classified staff need to do their jobs as classified staff. They're not teachers, yet some are treated as if they know more and thus can give orders to teachers and/or bully them. Admin refuses to investigate any complaint made about classified staff of their behavior towards certified staff. Teachers don't even use the lounge anymore because of how they are treated by several classified staff members.	

Q24 Staff and students feel safe.

Answered: 23 Skipped: 1



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	8	177	23
Total Respondents: 23			

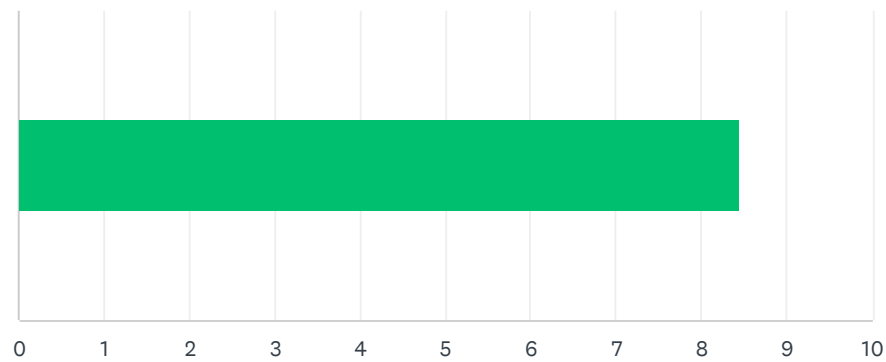
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13	4	
14	5	
15	10	
16	1	
17	9	
18	1	
19	5	
20	3	

2024-2025 BETA Administration/Site Climate Survey

21	7	
22	74	
23	0	

Q25 Administration has been helpful and supportive regarding student discipline.

Answered: 23 Skipped: 1



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	8	194	23
Total Respondents: 23			

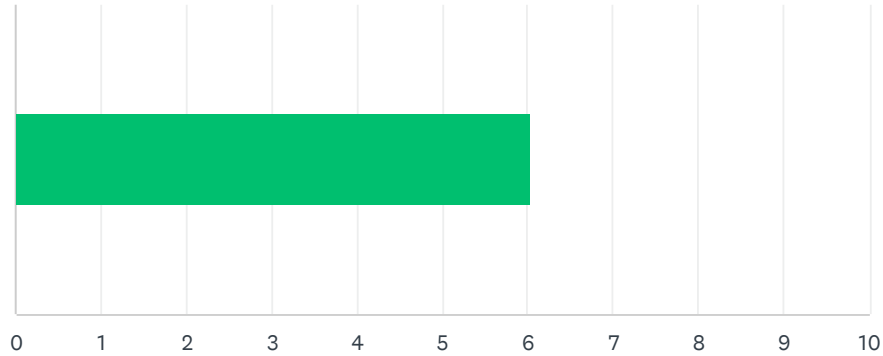
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13	1	
14	10	
15	10	
16	1	
17	7	
18	2	
19	2	

2024-2025 BETA Administration/Site Climate Survey

20	2	
21	10	
22	65	
23	31	

Q26 Teachers have been given or trained to use effective tools to improve behavior.

Answered: 23 Skipped: 1



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	6	139	23
Total Respondents: 23			

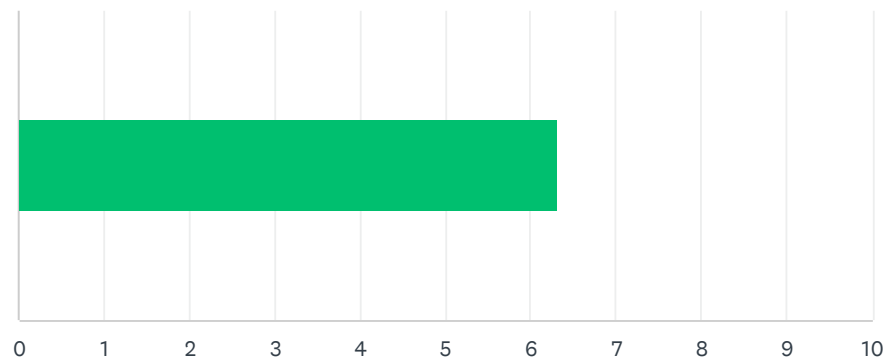
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13	5	
14	2	
15	10	
16	10	
17	1	
18	8	
19	3	

2024-2025 BETA Administration/Site Climate Survey

20	5
21	7
22	10
23	21

Q27 Administration supports classroom discipline procedures and follows District discipline guidelines.

Answered: 22 Skipped: 2



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	6	139	22
Total Respondents: 22			

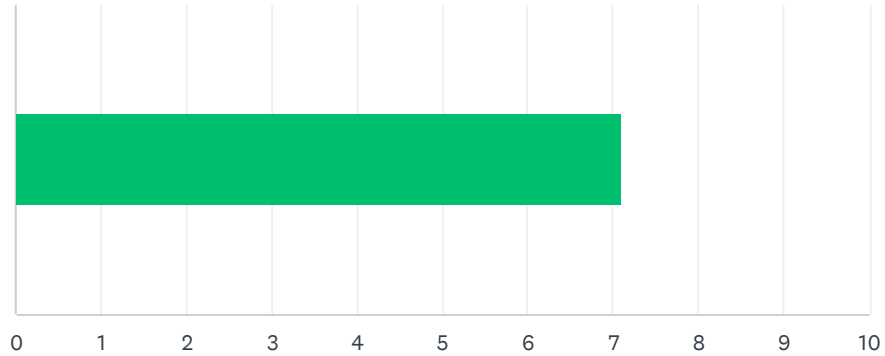
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12	1	
13	2	
14	10	
15	10	
16	1	
17	7	
18	3	
19	3	

2024-2025 BETA Administration/Site Climate Survey

20	10	
21	38	
22	2	

Q28 When ODRs (office disciplinary referrals) are written, the teacher's word is valued and trusted.

Answered: 22 Skipped: 2



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	7	156	22
Total Respondents: 22			

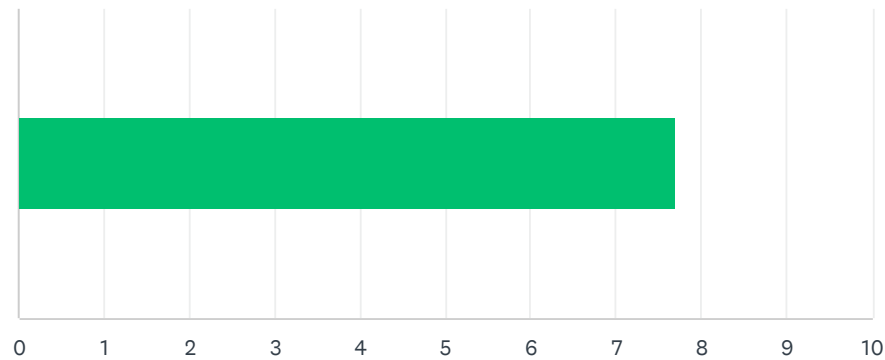
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11	1	
12	1	
13	3	
14	9	
15	10	
16	1	
17	8	
18	3	
19	3	

2024-2025 BETA Administration/Site Climate Survey

20	7	
21	48	
22	10	

Q29 My site has a positive atmosphere.

Answered: 23 Skipped: 1



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	8	177	23
Total Respondents: 23			

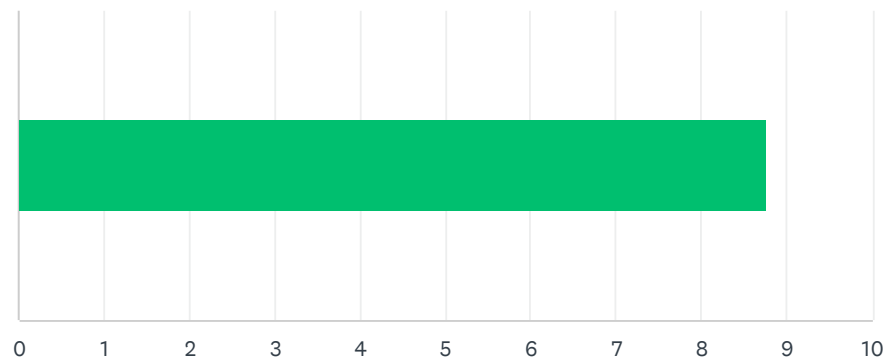
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11	3	
12	1	
13	1	
14	1	
15	10	
16	10	
17	1	
18	8	
19	7	
20	1	

2024-2025 BETA Administration/Site Climate Survey

21	7	
22	50	
23	27	

Q30 I would recommend my site to other employees and prospective teachers.

Answered: 22 Skipped: 2



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	9	193	22
Total Respondents: 22			

#		DATE
1	10	
2	10	
3	10	
4	1	
5	1	
6	5	
7	1	
8	1	
9	2	
10	3	
11	1	
12	1	
13	1	
14	10	
15	10	
16	1	
17	7	
18	4	
19	1	

2024-2025 BETA Administration/Site Climate Survey

20	10	
21	24	
22	79	

Q31 Do you have any final comments, thoughts, or concerns about PBIS, Discipline, and/or Site Atmosphere?

Answered: 13 Skipped: 11

#	RESPONSES	DATE
1	My school is friendly, accommodates students' needs, and supports parents with extra clothing.	
2	The white savior mentality driving the school's approach is harmful to the community. Our students don't need to simply be told they "just need love." While love and support are essential, they also need to be taught critical academic and life skills. This cannot happen if they're given free passes to act out, harm others, and disrupt the education of their peers. Real support means holding students accountable while providing the tools they need to succeed.	
3	25. Administration has been helpful and supportive regarding student discipline. -depends on who you are, who the student is, and who you get support from. should it be this hard to get consistent help and support from all admin though? feels like we're never on the same page. lots of lip service. 26. Teachers have been given or trained to use effective tools to improve behavior. -has anyone been "officially" trained on tool box tools and strategies? feels like we were just shared the slides and key ring and told to do them. we all need more training, behaviors are escalated. classes are destroyed by students alot. there are little to no consequences unless the teacher comes up with some, there's little to no guarantee it gets reinforced or supported outside of the classroom. bribes, negotiations, and one on one secret deals are utilized when admin deal with behaviors. makes it hard to have "consistent, high expectations" in the class when you're undermined by the admin and outside staff of the school. 27. Administration supports classroom discipline procedures and follows District discipline guidelines. -as stated above. plus, unless it's been a personal disrespect or has pushed admin past their own personal boundaries, discipline doesn't always take place. support is called, student is gone 5 mins, and then pushed right back in the door. great, thanks. seem more afraid of certain parents and looking bad than anything. 28. When ODRs (office disciplinary referrals) are written, the teacher's word is valued and trusted. -depends on which admin you talk to. some admin and support staff won't write odrs when situations happen and just so happen to forget to tell the teachers. have heard many times teachers are just complaining and don't know how to write odrs well enough. 29. My site has a positive atmosphere. -sometimes. I think admin thinks so especially if you're a favorite or bffs with them. 30. I would recommend my site to other employees and prospective teachers. -it would be hard for new teachers here. hope you can manage a class and get on a good team.	
4	What was the point of the Recess Reset program other than being another dog and pony show? Everyone was excited the CPALS were given this opportunity to learn more games and tools to help make recess go smoother, but the program isn't hardly being used, it seems like only when someone comes to visit. I know we are fortunate to have CPALS but that should not be used as a blanket statement to excuse limited supervision and facilitation on the playground. Some CPALS stand out more than others as attempting to do the best they can without just hanging out with others talking or only monitoring a select few students. But the truth and reality remains that our staff success is limited to what our leaders set the foundation for... there is an overall lack of maintaining expectations and holding all staff accountable, including CPALS and campus supervisor. We are all expected to do our job all day, whether we always like the circumstances or not. We all have designated break times and parameters we have to work within. Why are excuses being made? We're here for the students. To make a positive and lasting impact, not negligence by complacency and bribery of the students. I appreciate that we have our CPALS but wish they were set up for more success and held accountable for that success, not to just be told to be happy we have them so don't say anything.	
5	It's concerning when some staff seem uninterested in the safety of children during recess, especially when it's clear that some kids are engaging in unsafe behavior. The lack of attention sends the message that the children's well-being isn't a priority. This lack of care can lead to problems that could have been easily avoided with active supervision. When staff don't take	

2024-2025 BETA Administration/Site Climate Survey

the time to intervene or monitor behavior, it not only puts the children at risk but also undermines the sense of security that should be provided during school activities.

6	Does the administration even know what PBIS is? Because if they do, they certainly don't enforce it. Someone should create a handbook—not for staff, but for administration—so they can finally understand what discipline, structure, and a functioning school atmosphere actually look like. Right now, they have no clue. McKinley is a unique site, one that demands strong leadership—not weak, ineffective administrators who are completely unfit for this school. PBIS doesn't exist here because this administration lacks the backbone to implement and uphold it. As a result, behaviors have spiraled out of control, disruptions are constant, and any sense of a positive school atmosphere is nonexistent. The failure to establish and maintain order falls squarely on this administration's shoulders. Until real leadership steps in, this school will continue to be a disaster for both teachers and students.
7	The rising aggressive behaviors at the school are creating an unsafe environment. These behaviors are often dismissed or seen as 'harmless,' allowing students to harass others without facing consequences. The principal seems to be afraid of the older students, who show little to no respect for her, and many students are unaware of her position. Referrals in Aeries have been deleted, and the administration's approach to handling issues appears to be to simply push disruptive students back into class without addressing the root causes. As a result, the positive atmosphere that once existed is quickly fading, and teachers are becoming increasingly unmotivated to come to work due to the lack of support from administration.
8	Not all student issues are addressed in a uniform manner, which creates confusion and a lack of fairness. For example, some students receive rewards despite misbehaving, running out of the room, or disrespecting staff, while others are yelled at or sent home for the day. This disparity in responses undermines the discipline system and sends mixed messages to students. Additionally, there seems to be a lack of accountability for classified staff on campus, who are not held to the same standards as teachers. This lack of active supervision contributes to the frequent fights and disruptions in the school. PBIS (Positive Behavioral Interventions and Supports) is not being implemented effectively, and appropriate behavior interventions are not taking place, further impacting both student learning and safety. This inconsistency and lack of structure are detrimental to the overall environment in our school.
9	Since the current administration came in, the atmosphere at our site has noticeably changed, and overall morale has declined. Many of the positive aspects of our events have diminished. For example, our Friday morning ceremonies used to have an uplifting energy with music, creating a sense of community. Now, they feel more like routine announcements rather than meaningful gatherings. Additionally, teachers often feel undermined when it comes to discipline. When we request support for student behavior issues, administration is not always responsive. However, when they handle discipline matters for themselves, they have immediate access for assistance from the campus supervisor, the BIS team, or CPALS and receive prompt support. This inconsistency makes it challenging to maintain classroom expectations and authority. A stronger commitment to fostering a positive environment, supporting staff consistently, and restoring a sense of community would greatly improve the site's culture.
10	PBIS isn't effective; students are overly incentivized and expect rewards even for negative behavior. When teachers seek support, they often feel like the enemy and are made to doubt their competence. There are no consequences for negative behavior, and administration tends to make excuses rather than support teachers. This creates a situation where misbehavior is effectively rewarded, reinforcing the problem.
11	Without strong classroom management, it can be challenging to succeed here at McKinley. This difficulty is compounded when teachers are held responsible for student misbehavior that occurs outside their classrooms. Additionally, if a teacher doesn't document behavioral struggles in Aeries, there's a 90% chance it won't be recorded at all. We've been told that yard staff and the campus supervisor are too busy to input data, so we're expected to enter it ourselves if we hear about an incident that occurred outside of our watch. I'm truly grateful for Mrs. Ramirez, who has always been supportive when I've needed help with questions or behavioral issues. She's responsive and excels at collaborating with other staff members to address student needs. On the other hand, reaching out to Mrs. M. Castillo or Mrs. Asia often results in being dismissed or ignored. Another significant challenge is the lack of transparency regarding our students. Critical information is kept private from teachers, with only office staff, behavior team members, and administration having access. Knowing details like whether a student was removed by CPS, involved in a yard fight, or has a history of trauma is essential

2024-2025 BETA Administration/Site Climate Survey

for tailoring our teaching and interactions. When this information is intentionally withheld, it creates unnecessary obstacles in the classroom. When we attempt to seek out such details to better support our students, we're often met with claims of privacy, HIPAA violations, or feigned confusion about what we're asking. If we're trusted and qualified to teach these students and be responsible for them for a majority of the day, deliberately withholding information that could help us succeed as a team seems counterproductive. I hope the divisive "gang mentality" of superiority dissipates so we can all focus on what truly matters—the students.

12	We teachers have large windows on our back doors that are directly above the door handles. Absolutely, leaving us like "sitting ducks" in an active shooter scenario.
13	Referrals written by have been removed from Aries without any explanation of why they were removed. There is a very negative atmosphere at our school because of our administrative staff.

Q32 Do you have any overall comments about your site and/or its administration?

Answered: 11 Skipped: 13

#	RESPONSES	DATE
1	The principal and the vice-principal have worked hard to maintain an amicable atmosphere in the school for staff, students, and parents.	
2	Even if we manage to bring in new administration that truly understands the needs of the community, the challenge will be immense. The hiring of so many unqualified individuals has created a deeply rooted mess that won't be easy to fix. Overhauling this system will require not only strong, committed leadership but also a deliberate effort to retrain, replace, or restructure staff to ensure that every role is filled by someone capable of supporting student success. It's a daunting task, but with the right approach, it's possible to rebuild a system that truly serves the community.	
3	I'm not saying its only bad here, a lot of days are hard though. students are hard to work with, some families are hard to work with, we're not always on the same page as a staff. keep hoping things will get better.	
4	It's extremely disheartening our school psychologist is allowed to consistently only assess students in one or two "chosen" areas during the SPED testing process versus assessing in all possible areas in order to actually utilize data to determine results - not just one person's opinion. There is a growing trend at McKinley that students are not qualifying under the "chosen" areas the psyche assessed, causing the student to go much longer before qualifying to be reassessed again at a later date when they could have just been assessed completely in all areas and not wasted valuable learning time to get students the services and supports they really need as soon as they could have received them. Let's not forget about the overused excuse of poor attendance as a reason to disqualify students, dated all the way back to Kindergarten - which is still not a state mandatory grade. Half the students in the school have poor attendance but they still have the right to a full, unbiased, equitable learning environment and services. A huge majority of the students are extremely low performing and struggling - so if a teacher and/or parent is that concerned to go through with the whole assessment process, why are we not committed to following through 100%? We're so worried about hurting the fragile professional opinion of one person who hardly spends any time with the students because they don't want their case load to be heavier during certain times of the year. Isn't that the job? Since when did assessing students become about the preferences of one adult or the administration team versus the many needs of our students?	
5	It's hard to feel motivated or supported in a place where the administration doesn't seem to care about making real improvements. I have always hoped for more, and I can't help but feel let down this year.	
6	This administration might seem nice on the surface—polite, respectful, even wonderful people. But when it comes to actually leading this school with professionalism and supporting teachers and students, they fail completely. Being "nice" doesn't make someone fit to run a school, and unfortunately, this administration has proven time and time again that they are not capable of handling the responsibilities of their positions. Instead of providing real support, they make empty promises and avoid accountability. Teachers are left to struggle on their own, students lack structure, and the school as a whole suffers from a complete lack of leadership. The reality is, McKinley deserves strong, competent administrators who know how to lead—not individuals who are in over their heads and unfit to make the tough decisions necessary for real success.	
7	The principal, vice principal, and campus supervisor should consider other school sites. Their lack of leadership is setting students up for failure and increasing stress levels for teachers and staff.	
8	Please understand that these comments are not intended as personal attacks, though I realize some may perceive them that way. This is simply the reality of our workplace and what we	

2024-2025 BETA Administration/Site Climate Survey

observe daily. Many are afraid to speak up out of fear of retaliation. I wish administration would recognize who is genuinely here for the students—both academically and emotionally—rather than those who are primarily focused on their own status or image. Favoring staff members who are your "friends" creates an environment where some feel empowered to neglect their responsibilities or overstep into roles they aren't qualified for. Many individuals are here for what is best for the students but more and more will continue to leave if the current climate is maintained. I know no school is perfect, but it's truly disheartening to see what McKinley has become.

9	I'm proud to work at my school site. I love the kids and respect my peers and administrators.
10	The low morale of certified staff is because of the current administration and how they handle or many times lack of handling things. Students aren't being disciplined for serious behavior, certain staff members are allowed to gossip, bully, harass, and cause problems for others and when it's brought to their attention, nothing is done. Many staff members are not allowed to talk to them about problems that they as administrators need to address, yet others are allowed to make accusations without any evidence and it's accepted as factual by the current administration. McKinley was a great school to work at with the prior administration and it had a great reputation again too. But not since this current administration has been at our school, now morale is low, teachers watch what they say, they try keep a low profile in attempts not to draw attention to themselves so they don't become a "target", and many are hoping that a new administration will take over the school soon. I would not recommend anyone to transfer or start at our school with this current administration.
11	Under the current Administration, I don't recommend McKinley to other.