

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: 18 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	0.00%	0
MLK	0.00%	0
Mt. Vernon	0.00%	0
Munsey	0.00%	0
Nichols	100.00%	18
Noble	0.00%	0
Owens Elementary	0.00%	0
Pauly	0.00%	0

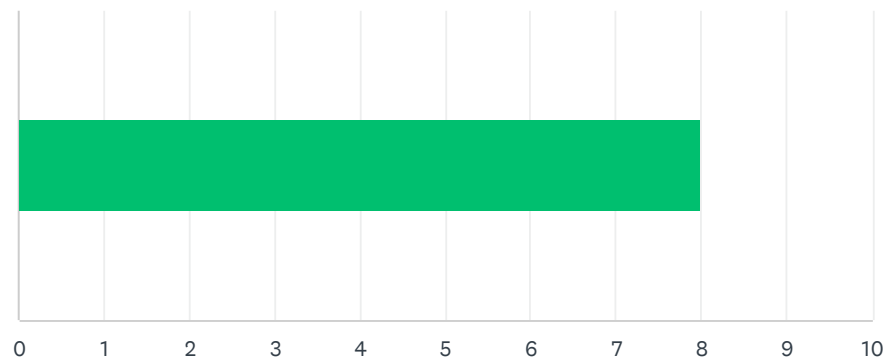
2024-2025 BETA Administration/Site Climate Survey

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: 18		

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

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

Answered: 17 Skipped: 1

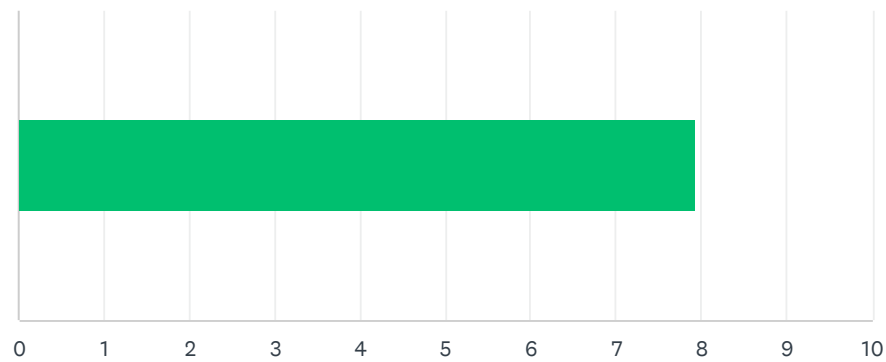


ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	8	136	17
Total Respondents: 17			

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

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

Answered: 17 Skipped: 1

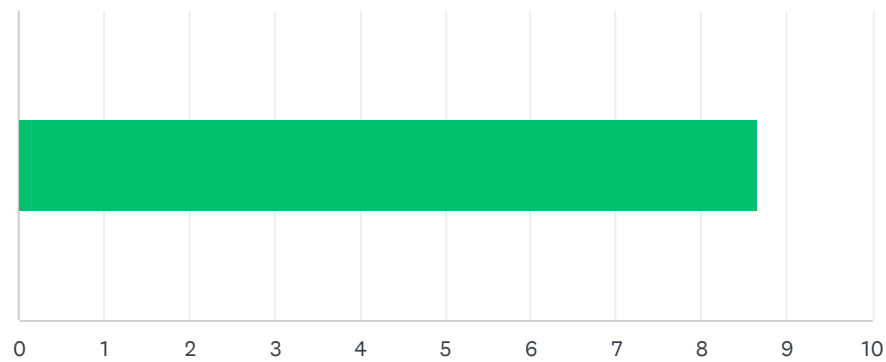


ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	8	135	17
Total Respondents: 17			

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

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

Answered: 17 Skipped: 1

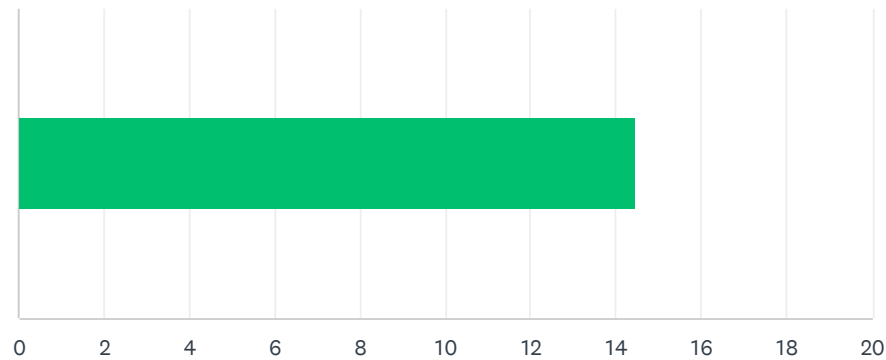


ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	9	147	17
Total Respondents: 17			

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

Q5 Site administration follows the contract and respects personal rights.

Answered: 17 Skipped: 1

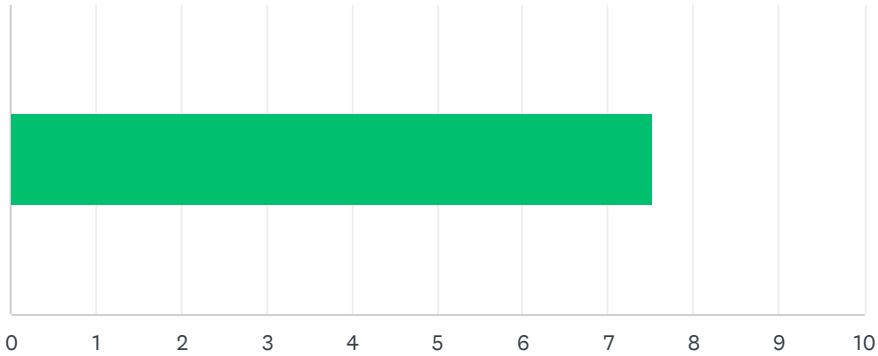


ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	14	246	17
Total Respondents: 17			

#		DATE
1	9	
2	10	
3	10	
4	10	
5	7	
6	10	
7	8	
8	10	
9	10	
10	7	
11	8	
12	10	
13	10	
14	10	
15	10	
16	9	
17	98	

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

Answered: 17 Skipped: 1

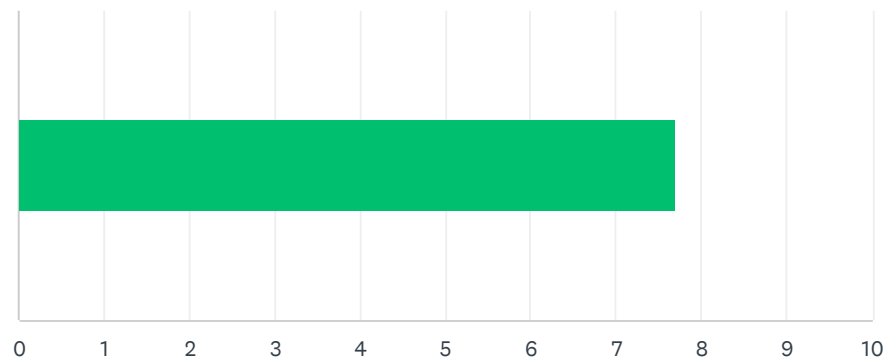


ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	8	128	17
Total Respondents: 17			

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

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

Answered: 17 Skipped: 1

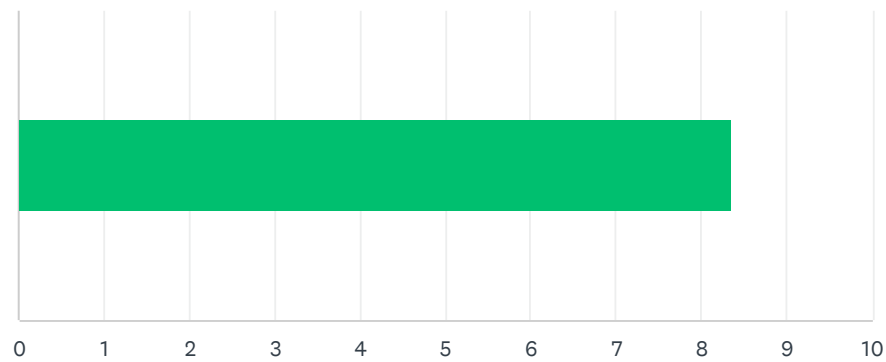


ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	8	131	17
Total Respondents: 17			

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

Q8 Administration supports staff against attacks and criticism from parents.

Answered: 17 Skipped: 1

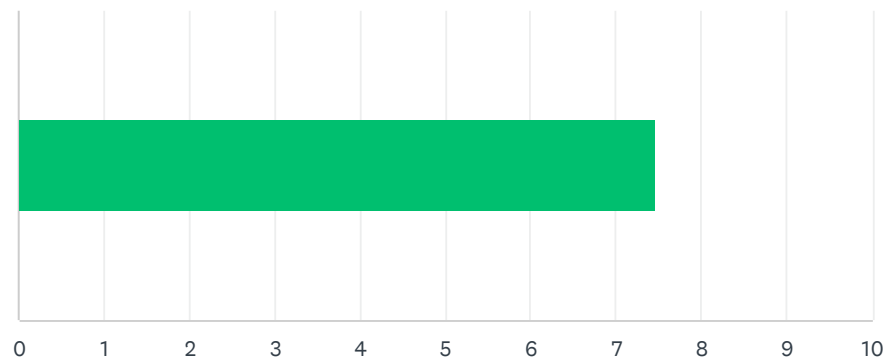


ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	8	142	17
Total Respondents: 17			

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

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

Answered: 17 Skipped: 1

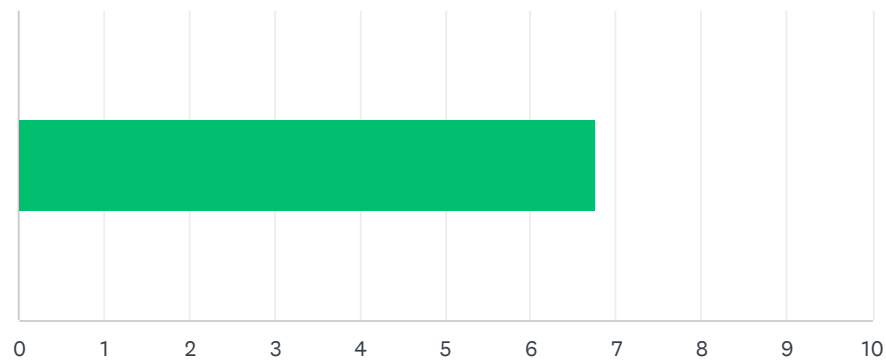


ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	7	127	17
Total Respondents: 17			

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

Q10 Site administration has been supportive and minimizes additional stress.

Answered: 17 Skipped: 1

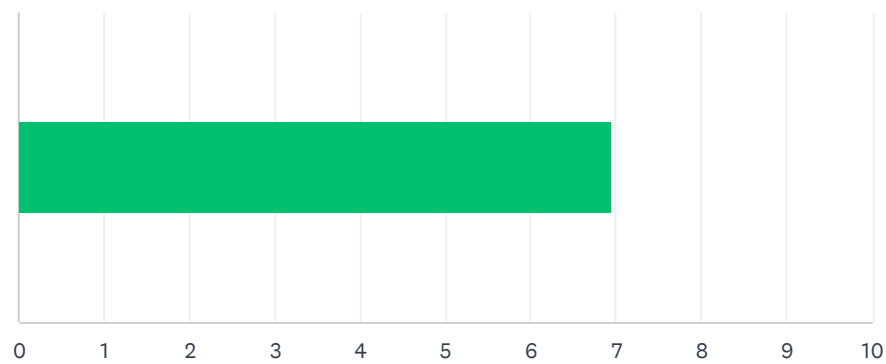


ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	7	115	17
Total Respondents: 17			

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

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

Answered: 17 Skipped: 1

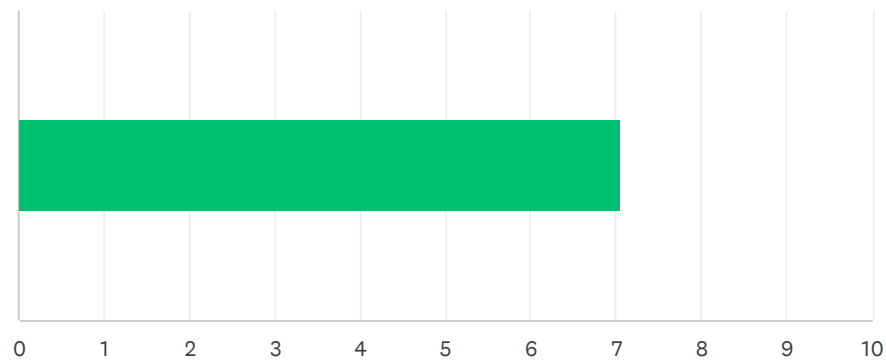


ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	7	118	17
Total Respondents: 17			

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

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

Answered: 17 Skipped: 1

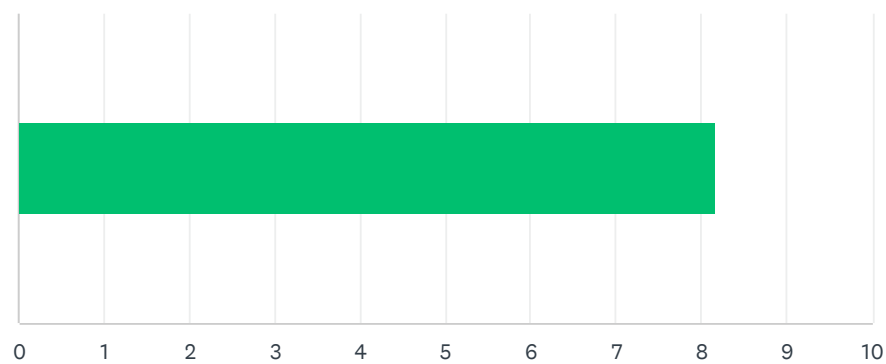


ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	7	120	17
Total Respondents: 17			

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

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

Answered: 17 Skipped: 1



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	8	139	17
Total Respondents: 17			

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

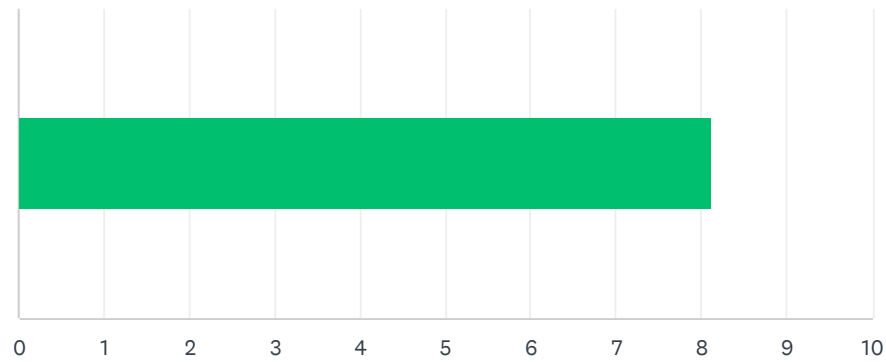
Q14 Do you have any comments, thoughts, or concerns about site administration?

Answered: 9 Skipped: 9

#	RESPONSES	DATE
1	I like that our administration is very even-keel emotionally. Does not appear to get rattled and is able to keep his cool when dealing with emotional parents or staff members. Is very approachable and at least listens to comments, suggestions and concerns, even if no change comes from it for whatever reason.	
2	I appreciate Mr. Tapia and Mrs. Lopes. They are both professionals who take their job title seriously, and they are kind and respectful as well . You can tell they both love what they do when they interact with both students and staff. I enjoy working at Nichols, I do feels that the campus and our resources are too small for the number of students we have at Nichols, which at times make inconvenient moments through the school year.	
3	I think my admin is a good person. Communication is pretty poor and this leads to a stressful work environment. Students with disruptive behavior are not really handled well.	
4	Sometimes logistics of events or meetings are a bit delayed and cause confusion even when admin does its best to communicate with staff.	
5	Communication style is a weakness.	
6	No	
7	Our campus operates at a frantic pace. Expectations are high and praise is low. Communication is the biggest problem.	
8	Admin plays favorites with certain teachers and it's very obvious who is being catered to.	
9	Our administrators are fair	

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

Answered: 17 Skipped: 1

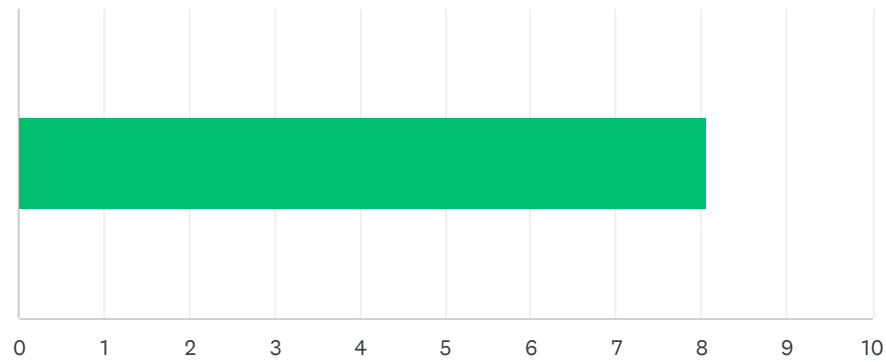


ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	8	138	17
Total Respondents: 17			

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

Q16 Site meetings are productive and not excessive.

Answered: 17 Skipped: 1

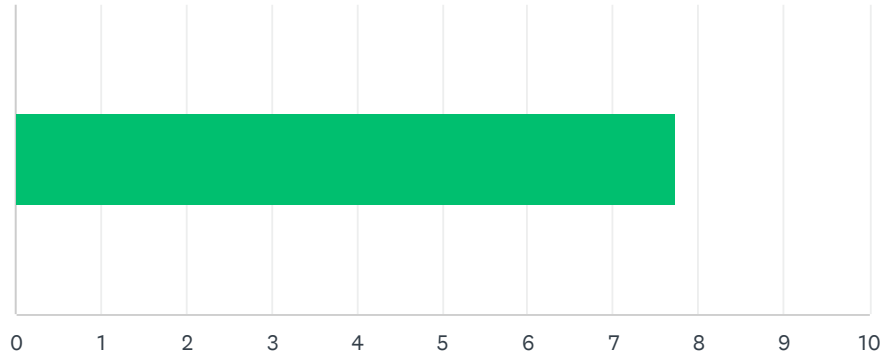


ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	8	137	17
Total Respondents: 17			

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

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

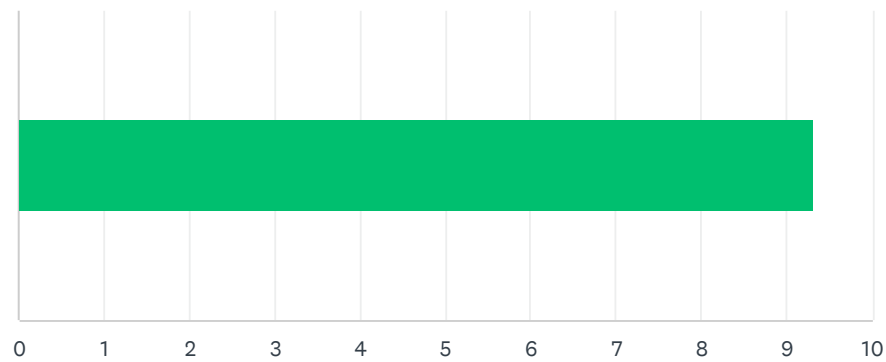
Answered: 16 Skipped: 2



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	8	124	16
Total Respondents: 16			

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

Answered: 16 Skipped: 2

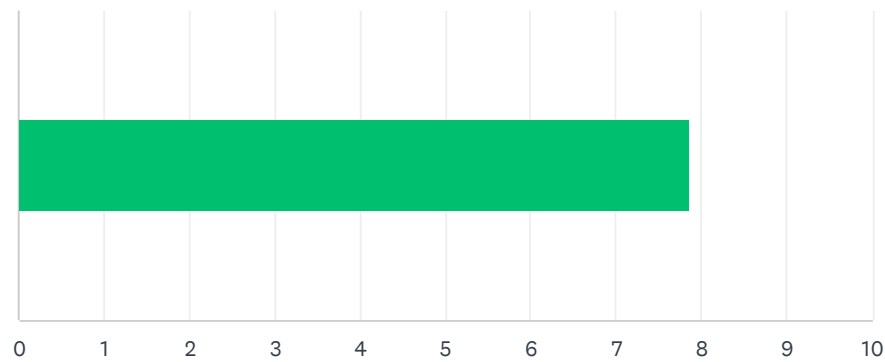


ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	9	149	16
Total Respondents: 16			

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

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

Answered: 16 Skipped: 2

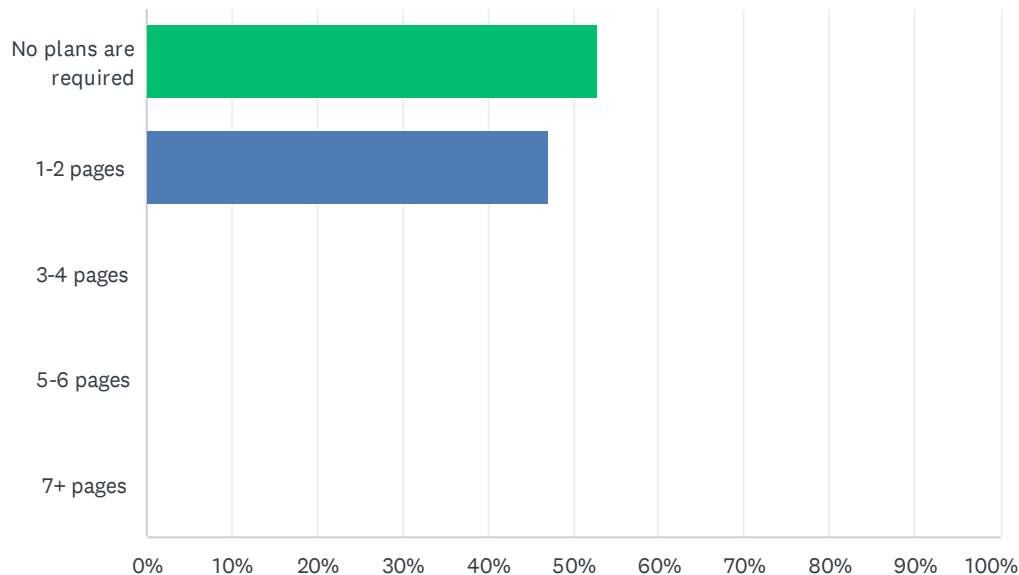


ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	8	126	16
Total Respondents: 16			

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

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

Answered: 17 Skipped: 1



ANSWER CHOICES	RESPONSES	
No plans are required	52.94%	9
1-2 pages	47.06%	8
3-4 pages	0.00%	0
5-6 pages	0.00%	0
7+ pages	0.00%	0
TOTAL		17

#	COMMENT	DATE
1	would like to take a moment to express some concerns I have about the current environment on our campus, particularly in terms of teacher workload and the level of support we receive. It feels as though an overwhelming number of responsibilities are falling squarely on the shoulders of teachers, and many of these tasks traditionally belong to other roles, such as principals, vice principals, academic coaches, academic program leaders, office personnel, or C-PALs. In addition to teaching, teachers are often expected to take on the roles of disciplinarians due to a lack of administrative support with behavior referrals. Teachers are also required to manage physical and mental health-related concerns, that are now overlooked or ignored by district and staffers. Teachers also find themselves frequently pulled away from instructional time to meet with various specialists look—speech pathologists, behavior intervention specialists, special education teachers, tutors, and others. These individuals often request our attention during class time, which disrupts the flow of instruction and places additional strain on our ability to deliver effective lessons. On top of these additional responsibilities, the constant meetings we are required to attend are another source of stress. Teachers are expected to prepare for substitutes to cover these meetings, sometimes multiple times within the same week. If a teacher is ill, the preparations required for a substitute	3/5/2025 4:43 PM

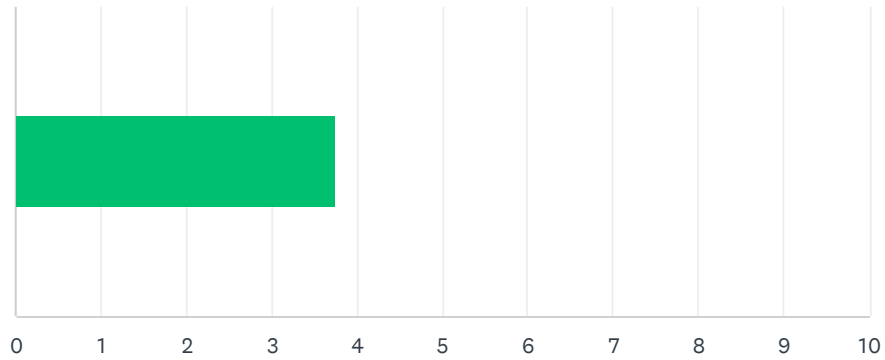
2024-2025 BETA Administration/Site Climate Survey

multiply. IEP meetings, in particular, have become mismanaged and are often scheduled during instructional time, further disrupting the teaching schedule. It's worth noting that substitute teaching is not the same as having a full-time, trained educator in the classroom, and often does not align with the goal of providing "intentional" teaching. When we do return to the classroom, we are sometimes pulled out again for extracurricular activities that are deemed important by administration, such as family involvement initiatives. While we understand the importance of these activities, the question arises: how can we effectively teach when so much of our time is spent on other responsibilities? At our most recent academic conference, the focus was heavily placed on data analysis and raising student scores. However, with the many distractions and interruptions throughout the week, teachers are left wondering: when are we supposed to find time to improve those scores? Meetings, sub preparations, and other distractions are taking away from the time we need to focus on student growth. Additionally, there is often a lack of respect for instructional time. On any given afternoon, I can expect numerous phone calls or knocks on the door during class time, further interrupting the learning process. This ongoing disruption contributes to a sense of disorganization and misalignment in how teaching time is valued and utilized. Ultimately, what is most concerning is the lack of a strong sense of community and collaboration on this campus. Teachers are working tirelessly to manage all of these responsibilities, but the support staff and administration seem disconnected, which only adds to the sense of disarray. In conclusion, we need to reevaluate how responsibilities are assigned and how time is respected. Teachers should be given the time and support to focus on delivering quality instruction, while the administration and support staff work more closely together to ensure that we have the resources we need to succeed.

2	IEP, TSS and other meetings are mostly scheduled outside of planning/prep time, but not always. If they are scheduled during our recess or lunch times, we are always offered coverage of our class for us to have that time. As far as inputting district-required data, we are expected to use our planning/prep time to do that. Even then, it's not enough time to complete these time consuming tasks, even when working through lunch and recess. I believe this is a district-level problem, not necessarily that of my administrator.	3/5/2025 3:05 PM
3	Grade levels meet and plan together. we share a drive where our plans are available for administrators to see our daily lesson plans as well as our LI and SC.	3/5/2025 1:12 PM
4	None	2/24/2025 8:44 AM

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

Answered: 12 Skipped: 6

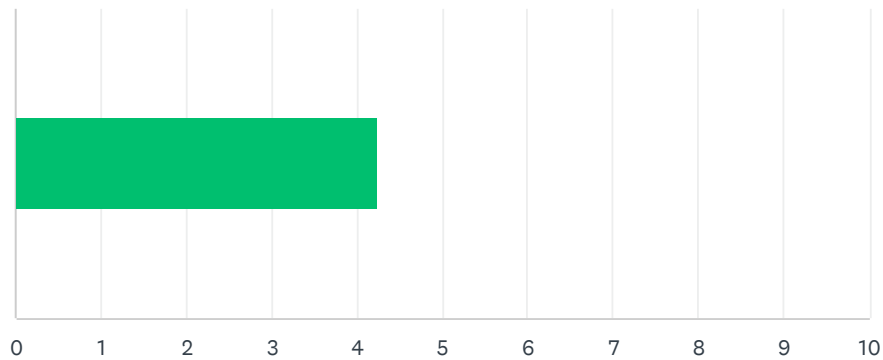


ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	4	45	12
Total Respondents: 12			

#		DATE
1	1	3/5/2025 4:43 PM
2	1	3/5/2025 3:05 PM
3	1	3/5/2025 1:12 PM
4	1	3/5/2025 7:39 AM
5	2	3/4/2025 7:12 PM
6	3	3/4/2025 3:10 PM
7	10	2/26/2025 5:16 PM
8	9	2/26/2025 2:31 PM
9	5	2/25/2025 8:44 PM
10	10	2/24/2025 11:59 AM
11	1	2/24/2025 8:44 AM
12	1	2/23/2025 6:27 AM

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

Answered: 12 Skipped: 6



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	4	51	12
Total Respondents: 12			

#		DATE
1	4	3/5/2025 4:43 PM
2	2	3/5/2025 3:05 PM
3	1	3/5/2025 1:12 PM
4	9	3/5/2025 7:39 AM
5	2	3/4/2025 7:12 PM
6	5	3/4/2025 3:10 PM
7	5	2/26/2025 5:16 PM
8	1	2/26/2025 2:31 PM
9	10	2/25/2025 8:44 PM
10	10	2/24/2025 11:59 AM
11	1	2/24/2025 8:44 AM
12	1	2/23/2025 6:27 AM

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

Answered: 7 Skipped: 11

#	RESPONSES	DATE
1	would like to take a moment to express some concerns I have about the current environment on our campus, particularly in terms of teacher workload and the level of support we receive. It feels as though an overwhelming number of responsibilities are falling squarely on the shoulders of teachers, and many of these tasks traditionally belong to other roles, such as principals, vice principals, academic coaches, academic program leaders, office personnel, or C-PALS. In addition to teaching, teachers are often expected to take on the roles of disciplinarians due to a lack of administrative support with behavior referrals. Teachers are also required to manage physical and mental health-related concerns, that are now overlooked or ignored by district and staffers. Teachers also find themselves frequently pulled away from instructional time to meet with various specialists look—speech pathologists, behavior intervention specialists, special education teachers, tutors, and others. These individuals often request our attention during class time, which disrupts the flow of instruction and places additional strain on our ability to deliver effective lessons. On top of these additional responsibilities, the constant meetings we are required to attend are another source of stress. Teachers are expected to prepare for substitutes to cover these meetings, sometimes multiple times within the same week. If a teacher is ill, the preparations required for a substitute multiply. IEP meetings, in particular, have become mismanaged and are often scheduled during instructional time, further disrupting the teaching schedule. It's worth noting that substitute teaching is not the same as having a full-time, trained educator in the classroom, and often does not align with the goal of providing "intentional" teaching. When we do return to the classroom, we are sometimes pulled out again for extracurricular activities that are deemed important by administration, such as family involvement initiatives. While we understand the importance of these activities, the question arises: how can we effectively teach when so much of our time is spent on other responsibilities? At our most recent academic conference, the focus was heavily placed on data analysis and raising student scores. However, with the many distractions and interruptions throughout the week, teachers are left wondering: when are we supposed to find time to improve those scores? Meetings, sub preparations, and other distractions are taking away from the time we need to focus on student growth. Additionally, there is often a lack of respect for instructional time. On any given afternoon, I can expect numerous phone calls or knocks on the door during class time, further interrupting the learning process. This ongoing disruption contributes to a sense of disorganization and misalignment in how teaching time is valued and utilized. Ultimately, what is most concerning is the lack of a strong sense of community and collaboration on this campus. Teachers are working tirelessly to manage all of these responsibilities, but the support staff and administration seem disconnected, which only adds to the sense of disarray. In conclusion, we need to reevaluate how responsibilities are assigned and how time is respected. Teachers should be given the time and support to focus on delivering quality instruction, while the administration and support staff work more closely together to ensure that we have the resources we need to succeed.	
2	Only our special ed teachers meet their students at the bus and walk their students back to the bus at the end of the day.	
3	Support staff (Coach and APL) and admin cover recess and arrival/dismissal duty alongside our CPALS.	
4	I'm thankful for not having any recess duty.	
5	CPAL's are used to good effectiveness. Academic Coach is now mainly a TSS coordinator and does not support teachers directly. It's not clear what the VP's duties are. IEP's?	
6	Our academic coach is so busy running TSS meetings that she is never able to coach any teachers. It's really unfortunate that at school site wit over 900 students and a large amount of teachers that there is not a better solution to this problem. We keep getting told our scores on	

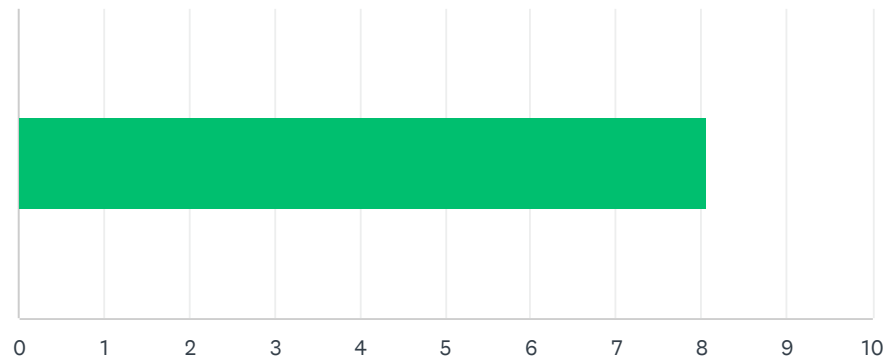
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testing are going down, well maybe if the coach was able to get into classrooms and not have to run every meeting, we would be able to increase our scores.

7	No
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Q24 Staff and students feel safe.

Answered: 17 Skipped: 1

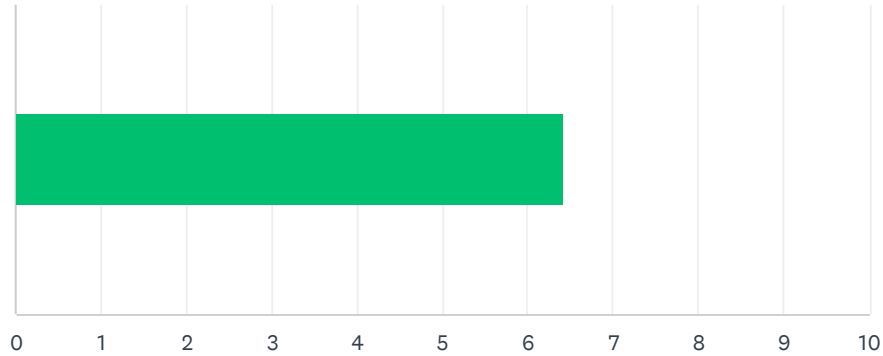


ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	8	137	17
Total Respondents: 17			

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

Q25 Administration has been helpful and supportive regarding student discipline.

Answered: 17 Skipped: 1

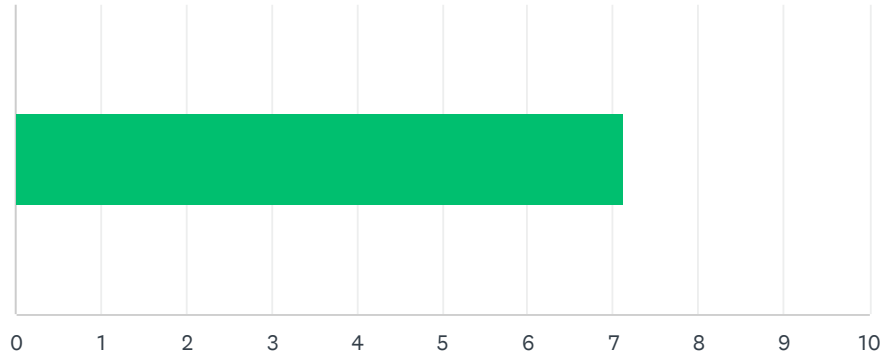


ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	6	109	17
Total Respondents: 17			

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

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

Answered: 17 Skipped: 1

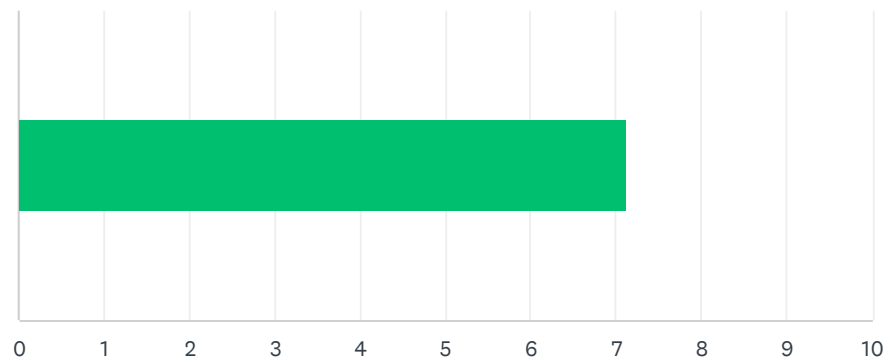


ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	7	121	17
Total Respondents: 17			

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

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

Answered: 17 Skipped: 1

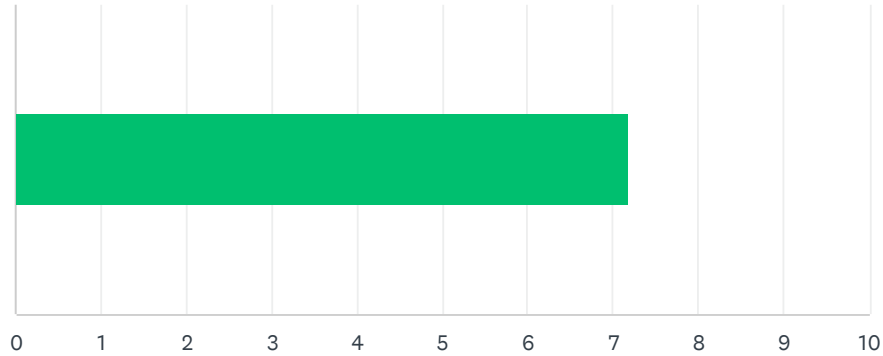


ANSWER CHOICES		AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
		7	121	17
Total Respondents: 17				

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

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

Answered: 17 Skipped: 1

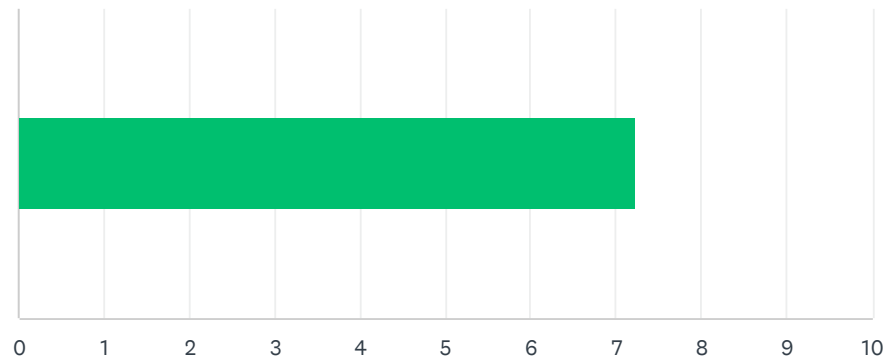


ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	7	122	17
Total Respondents: 17			

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

Q29 My site has a positive atmosphere.

Answered: 17 Skipped: 1

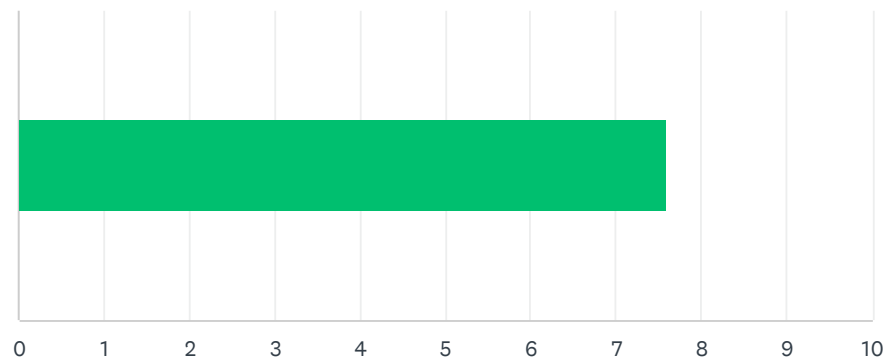


ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	7	123	17
Total Respondents: 17			

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

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

Answered: 17 Skipped: 1



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	8	129	17
Total Respondents: 17			

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

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

Answered: 7 Skipped: 11

#	RESPONSES	DATE
1	<p>would like to take a moment to express some concerns I have about the current environment on our campus, particularly in terms of teacher workload and the level of support we receive. It feels as though an overwhelming number of responsibilities are falling squarely on the shoulders of teachers, and many of these tasks traditionally belong to other roles, such as principals, vice principals, academic coaches, academic program leaders, office personnel, or C-PALs. In addition to teaching, teachers are often expected to take on the roles of disciplinarians due to a lack of administrative support with behavior referrals. Teachers are also required to manage physical and mental health-related concerns, that are now overlooked or ignored by district and staffers. Teachers also find themselves frequently pulled away from instructional time to meet with various specialists look—speech pathologists, behavior intervention specialists, special education teachers, tutors, and others. These individuals often request our attention during class time, which disrupts the flow of instruction and places additional strain on our ability to deliver effective lessons. On top of these additional responsibilities, the constant meetings we are required to attend are another source of stress. Teachers are expected to prepare for substitutes to cover these meetings, sometimes multiple times within the same week. If a teacher is ill, the preparations required for a substitute multiply. IEP meetings, in particular, have become mismanaged and are often scheduled during instructional time, further disrupting the teaching schedule. It's worth noting that substitute teaching is not the same as having a full-time, trained educator in the classroom, and often does not align with the goal of providing "intentional" teaching. When we do return to the classroom, we are sometimes pulled out again for extracurricular activities that are deemed important by administration, such as family involvement initiatives. While we understand the importance of these activities, the question arises: how can we effectively teach when so much of our time is spent on other responsibilities? At our most recent academic conference, the focus was heavily placed on data analysis and raising student scores. However, with the many distractions and interruptions throughout the week, teachers are left wondering: when are we supposed to find time to improve those scores? Meetings, sub preparations, and other distractions are taking away from the time we need to focus on student growth. Additionally, there is often a lack of respect for instructional time. On any given afternoon, I can expect numerous phone calls or knocks on the door during class time, further interrupting the learning process. This ongoing disruption contributes to a sense of disorganization and misalignment in how teaching time is valued and utilized. Ultimately, what is most concerning is the lack of a strong sense of community and collaboration on this campus. Teachers are working tirelessly to manage all of these responsibilities, but the support staff and administration seem disconnected, which only adds to the sense of disarray. In conclusion, we need to reevaluate how responsibilities are assigned and how time is respected. Teachers should be given the time and support to focus on delivering quality instruction, while the administration and support staff work more closely together to ensure that we have the resources we need to succeed.</p>	
2	<p>Many staff at our school site feel tired and frustrated from the lack of proactive measures taken in dealing with students with extreme behaviors. This is as much a site issue as it is a district and state issue. There are students in our general education classrooms who have violent outbursts, including yelling, screaming, destruction of property and even assault against staff members. However, little is done to protect staff and other students from these behaviors. Students are rarely suspended and are brought back to classrooms when they have "calmed down" only for it to happen again day after day. So many of my coworkers, including myself, are weary. Our hands are tied, we have no recourse to ensure our classroom has an atmosphere of learning, so morale gets low.</p>	
3	<p>When there is extreme behavior, teachers are often blamed. When it is established that the student needs a different placement, it still doesn't happen. The coaches and BISs are used as one-on-one aides and the issue isn't not resolved. PLUS, they are not available to do their jobs.</p>	

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4	This could improve	
5	Our Campus Supervisor is amazing. She is very supportive. She updates teachers on incidents. She is comfortable and professional when contacting parents. The Behavior Intervention and Support staff makes themselves readily available.	
6	Admin tries to keep discipline data low, so discipline problems are not dealt with thoroughly. It is a stressful site to work at because of the giant student population size and because of the amount of activities teachers are expected to participate in while at the same time being pressured to get test scores up to the "top 3 schools in the district".	
7	None	

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

Answered: 6 Skipped: 12

#	RESPONSES	DATE
1	<p>would like to take a moment to express some concerns I have about the current environment on our campus, particularly in terms of teacher workload and the level of support we receive. It feels as though an overwhelming number of responsibilities are falling squarely on the shoulders of teachers, and many of these tasks traditionally belong to other roles, such as principals, vice principals, academic coaches, academic program leaders, office personnel, or C-PALs. In addition to teaching, teachers are often expected to take on the roles of disciplinarians due to a lack of administrative support with behavior referrals. Teachers are also required to manage physical and mental health-related concerns, that are now overlooked or ignored by district and staffers. Teachers also find themselves frequently pulled away from instructional time to meet with various specialists look—speech pathologists, behavior intervention specialists, special education teachers, tutors, and others. These individuals often request our attention during class time, which disrupts the flow of instruction and places additional strain on our ability to deliver effective lessons. On top of these additional responsibilities, the constant meetings we are required to attend are another source of stress. Teachers are expected to prepare for substitutes to cover these meetings, sometimes multiple times within the same week. If a teacher is ill, the preparations required for a substitute multiply. IEP meetings, in particular, have become mismanaged and are often scheduled during instructional time, further disrupting the teaching schedule. It's worth noting that substitute teaching is not the same as having a full-time, trained educator in the classroom, and often does not align with the goal of providing "intentional" teaching. When we do return to the classroom, we are sometimes pulled out again for extracurricular activities that are deemed important by administration, such as family involvement initiatives. While we understand the importance of these activities, the question arises: how can we effectively teach when so much of our time is spent on other responsibilities? At our most recent academic conference, the focus was heavily placed on data analysis and raising student scores. However, with the many distractions and interruptions throughout the week, teachers are left wondering: when are we supposed to find time to improve those scores? Meetings, sub preparations, and other distractions are taking away from the time we need to focus on student growth. Additionally, there is often a lack of respect for instructional time. On any given afternoon, I can expect numerous phone calls or knocks on the door during class time, further interrupting the learning process. This ongoing disruption contributes to a sense of disorganization and misalignment in how teaching time is valued and utilized. Ultimately, what is most concerning is the lack of a strong sense of community and collaboration on this campus. Teachers are working tirelessly to manage all of these responsibilities, but the support staff and administration seem disconnected, which only adds to the sense of disarray. In conclusion, we need to reevaluate how responsibilities are assigned and how time is respected. Teachers should be given the time and support to focus on delivering quality instruction, while the administration and support staff work more closely together to ensure that we have the resources we need to succeed.</p>	
2	<p>There is a fair amount of frustration at our site for various reasons, some having to do with administration and some with the district. We have key members of the support staff who do not follow through with their duties on a daily basis, which either places more work on teachers or just leads to frustration because things aren't getting done (i.e. not posting weekly staff bulletin until late in the day on Monday, or Tuesday or not at all, have throw up messes in the classroom or on campus that are not cleaned up in a timely manner, for example, I personally had a throw up mess in my classroom sit for 4 hours until someone finally came to clean it, requesting supplies and not receiving them for 1 - 2 weeks at best) Unfortunately, these staff members don't seem to be held accountable for their duties and it leads to frustration for the rest of the staff. Grade levels are very divided due to the scheduling of student recesses and lunches. This is due to the fact that our student population is so large that only one grade can be out at any given time. I believe our administrator is doing a great job of managing such a huge student body, but the district is completely deaf to our needs and frustration at having so many students on this campus. Having this many students at one elementary school site with,</p>	

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I believe, not enough support staff, is exhausting to everyone. Between the size of the teaching staff and the fact that the schedule does not allow much interaction among the teaching staff, there feels like a disconnect between grade levels and teachers. I, for one, still do not know all the teachers at my site by face/name.

3	The school site as a whole is mostly good. But, teachers often have difficulty getting what we need; supplies, copy machines that have ink, machines that work, weekly bulletins sent in a timely manner so we know what meetings/events are coming up, etc.	
4	The admin does not communicate with the teachers when there is a parental concern or complaint. The admin does not support teachers asking difficult questions.	
5	Nepotism (the person is related to a high up in the district) got us an unqualified secretary. It causes much confusion on campus. The cracks are showing after years of same admin. Communication issues and frenetic pace can make it unpleasant and stressful here for teachers who like a calm environment.	
6	None	