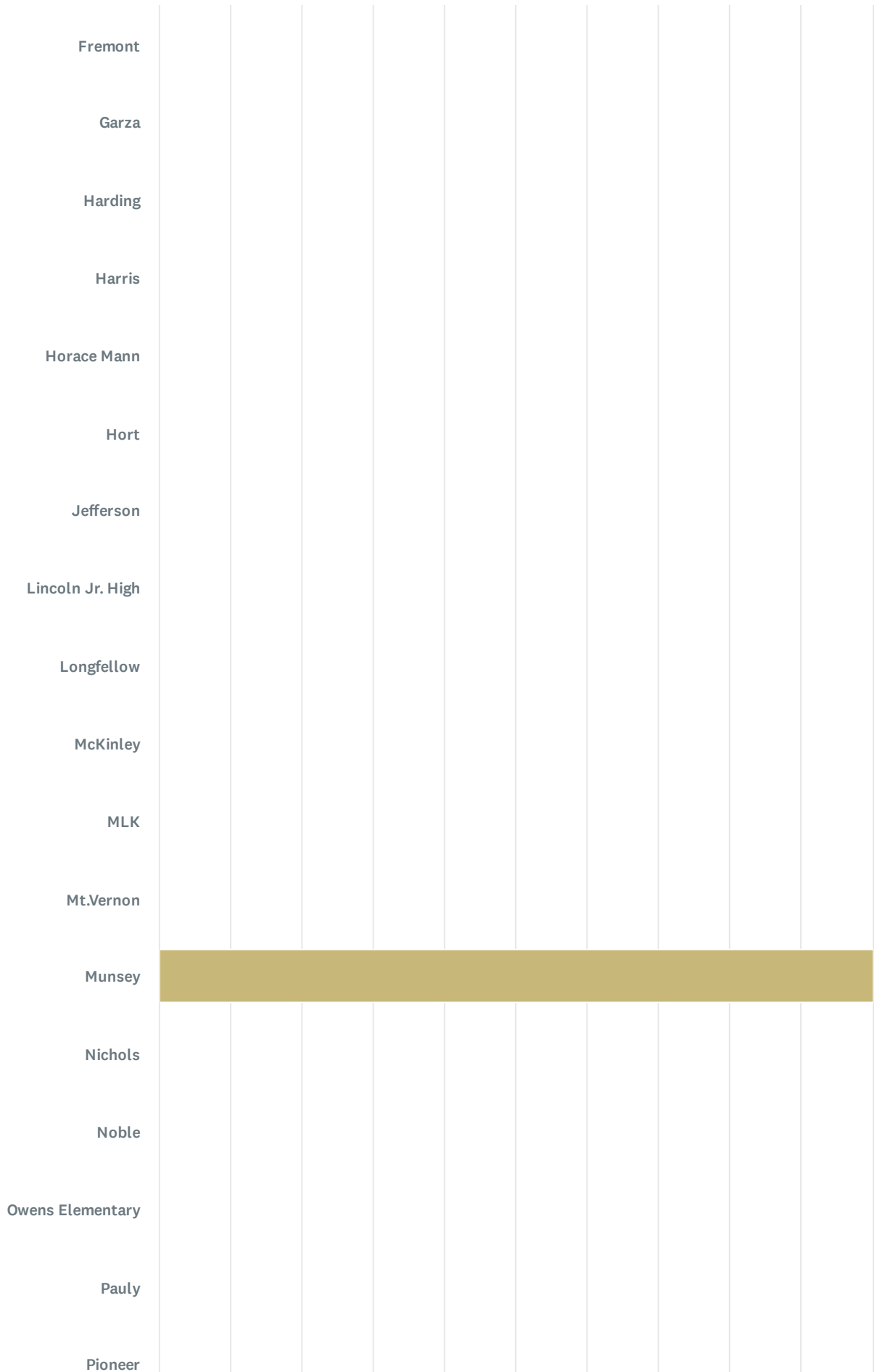
























2025-2026 BETA Administration/Site Climate Survey



2025-2026 BETA Administration/Site Climate Survey

Answer Choices	Percentage	Responses
 Casa Loma	0%	0
 Cato	0%	0
 Chavez	0%	0
 Chipman	0%	0
 College Hts	0%	0
 Compton	0%	0
 Curran	0%	0
 Downtown	0%	0
 Ed Center/District Office	0%	0
 Eissler	0%	0
 Emerson	0%	0
 Evergreen	0%	0
 Fletcher	0%	0
 Frank West	0%	0
 Franklin	0%	0
 Fremont	0%	0
 Garza	0%	0
 Harding	0%	0
 Harris	0%	0
 Horace Mann	0%	0
 Hort	0%	0
 Jefferson	0%	0
Total		12

2025-2026 BETA Administration/Site Climate Survey

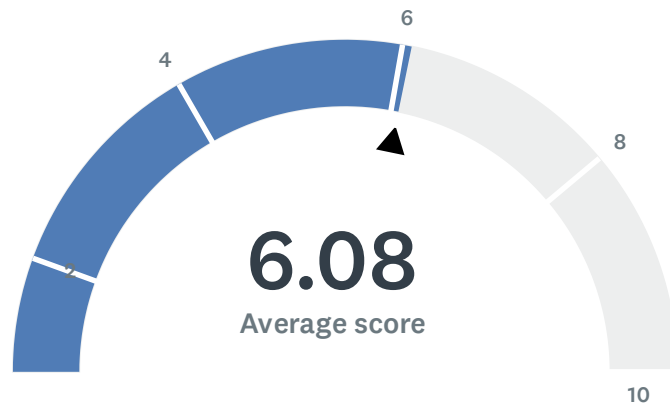
Answer Choices	Percentage	Responses
● Lincoln Jr. High	0%	0
● Longfellow	0%	0
● McKinley	0%	0
● MLK	0%	0
● Mt.Vernon	0%	0
● Munsey	100.00%	12
● Nichols	0%	0
● Noble	0%	0
● Owens Elementary	0%	0
● Pauly	0%	0
● Pioneer	0%	0
● Rafer Johnson	0%	0
● Roosevelt	0%	0
● School Nurse	0%	0
● Sequoia	0%	0
● Sierra	0%	0
● Stella Hills	0%	0
● Stiern	0%	0
● Thorner	0%	0
● VAPA	0%	0
● Voorhies	0%	0
● Washington	0%	0
Total		12

2025-2026 BETA Administration/Site Climate Survey

Answer Choices	Percentage	Responses
 Wayside	0%	0
 William Penn	0%	0
 Williams	0%	0
 Other (please specify) Show responses	0%	0
Total		12

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

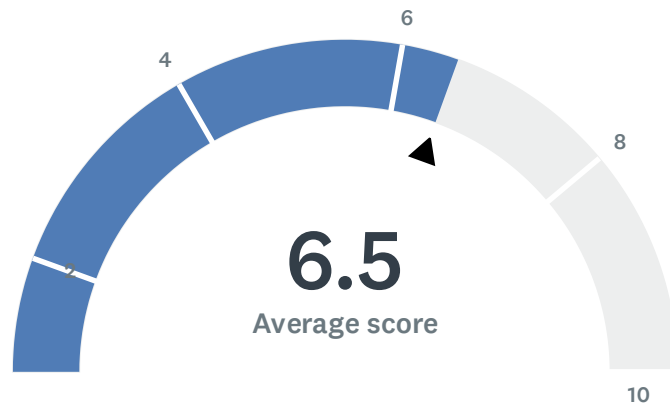
Answered: 12 Skipped: 0



Basic statistics ⓘ				
Minimum	Maximum	Median	Mean	Standard Deviation
2.00	9.00	7.00	6.08	2.33

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

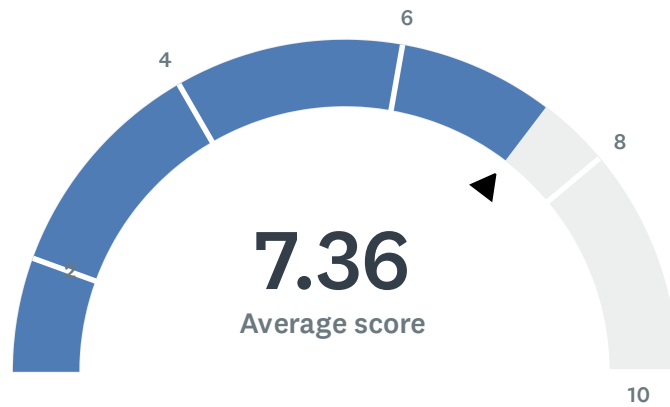
Answered: 12 Skipped: 0



Basic statistics ⓘ				
Minimum	Maximum	Median	Mean	Standard Deviation
2.00	10.00	7.00	6.50	2.50

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

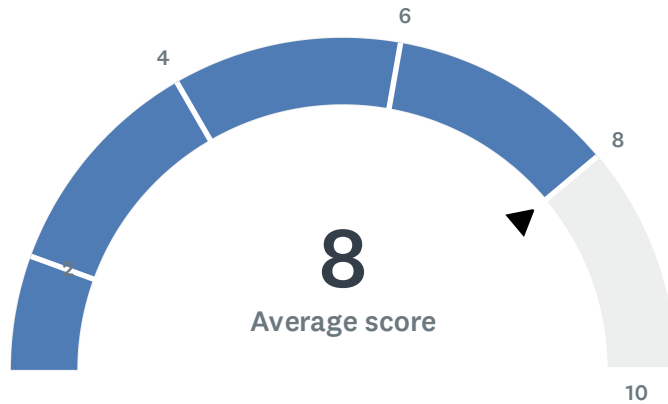
Answered: 11 Skipped: 1



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
2.00	10.00	8.00	7.36	2.31

Q5 Site administration follows the contract and respects personal rights.

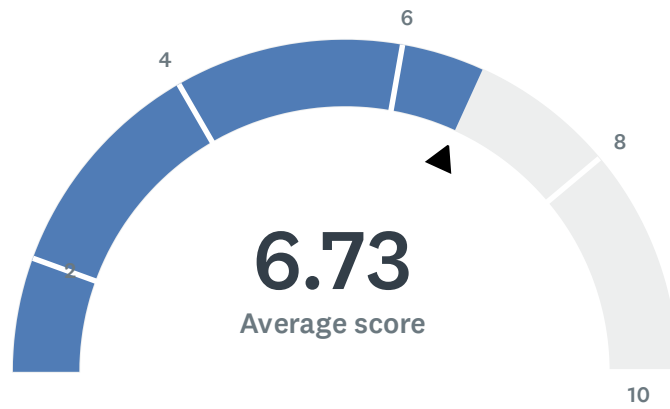
Answered: 12 Skipped: 0



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
3.00	10.00	8.00	8.00	2.27

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

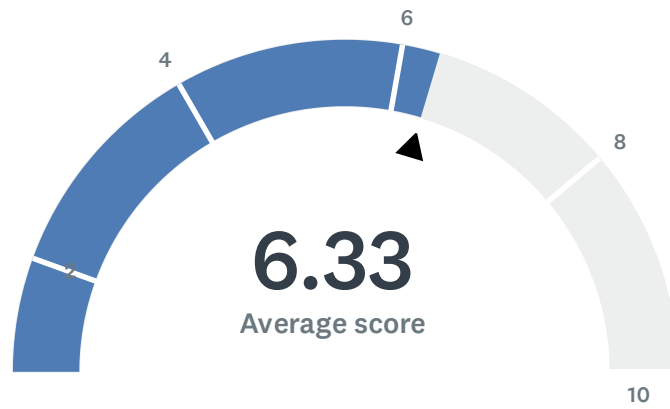
Answered: 11 Skipped: 1



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
2.00	10.00	7.00	6.73	2.80

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

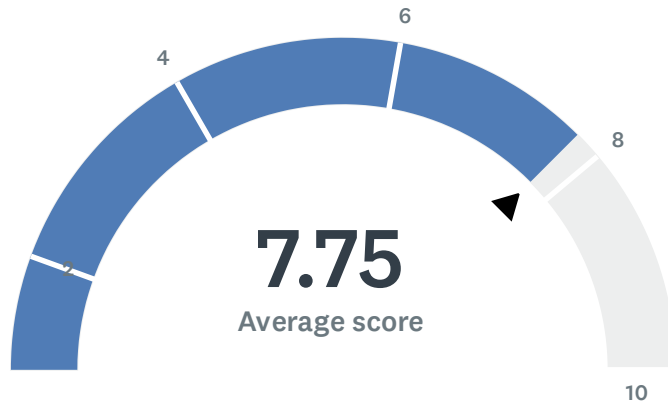
Answered: 12 Skipped: 0



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
2.00	10.00	6.00	6.33	2.95

Q8 Administration supports staff against attacks and criticism from parents.

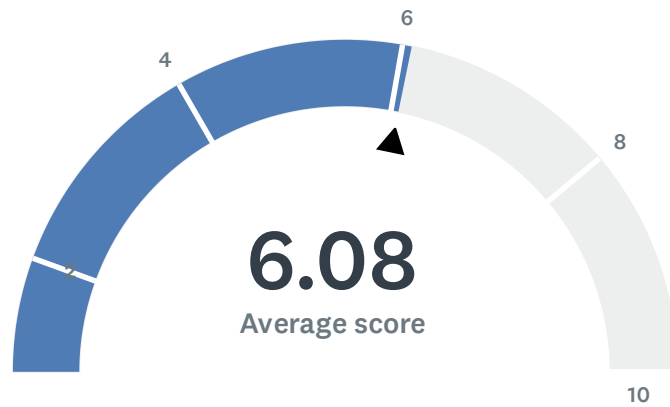
Answered: 12 Skipped: 0



Basic statistics ⓘ				
Minimum	Maximum	Median	Mean	Standard Deviation
3.00	10.00	8.50	7.75	2.24

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

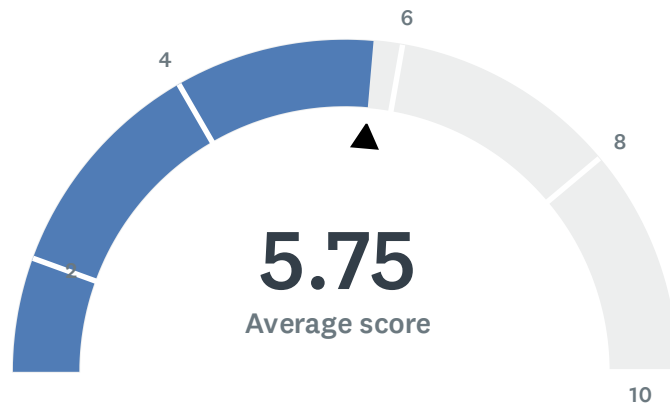
Answered: 12 Skipped: 0



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	7.00	6.08	3.07

Q10 Site administration has been supportive and minimizes additional stress.

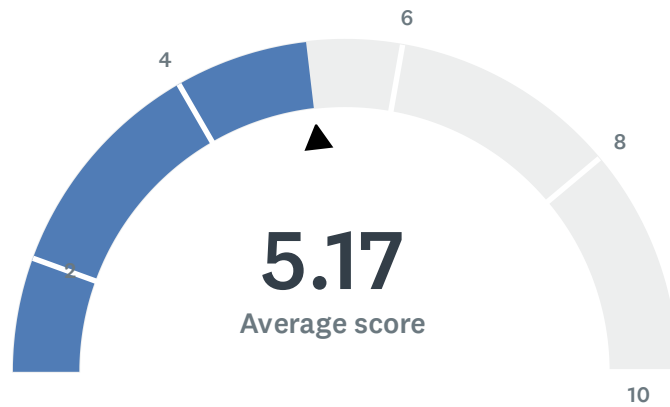
Answered: 12 Skipped: 0



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	5.50	5.75	2.62

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

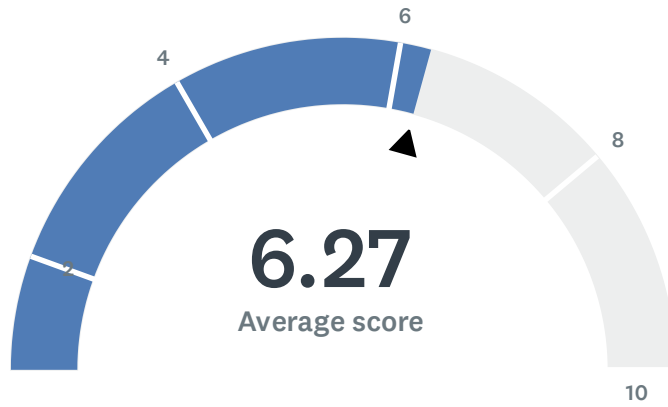
Answered: 12 Skipped: 0



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	4.00	5.17	2.82

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

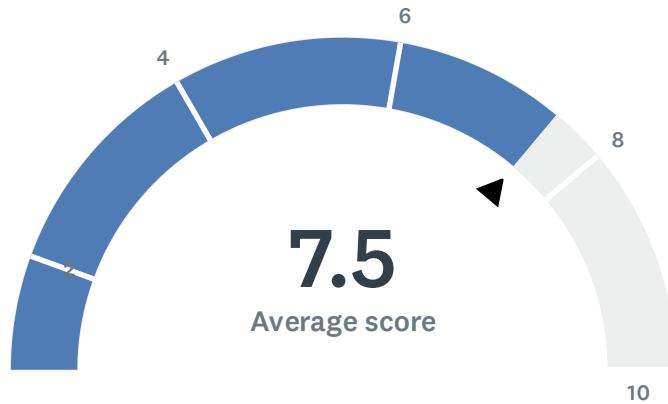
Answered: 11 Skipped: 1



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
3.00	10.00	6.00	6.27	2.60

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

Answered: 12 Skipped: 0



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
2.00	10.00	8.00	7.50	2.75

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

Answered: 7 Skipped: 5

#	RESPONSES	DATE
1	Site administration does not treat all staff fairly and there are clear signs of favoritism.	
2	Sometimes things are brought to our attention very late and close to the activities.	
3	There is a consistent lack of communication regarding student discipline. When students are removed from class for significant behavioral incidents, teachers are not informed of what actions were taken or what consequences were assigned. This lack of transparency prevents teachers from reinforcing expectations and creates inconsistency in behavior management across campus. There is also a clear pattern of insufficient consequences for students whose behavior disrupts the learning environment. Students who use inappropriate or offensive language toward peers often face little to no documented consequence. In many cases, students are sent home early instead of receiving formal suspensions, which raises concerns about whether disciplinary decisions are being influenced by data reporting rather than student accountability. This undermines classroom authority and communicates to students that serious behavior infractions will not result in meaningful consequences. Additionally, teachers are frequently assigned new responsibilities or initiatives without adequate training, preparation, or support. This places additional strain on staff and creates confusion about expectations and implementation. There appears to be inconsistent enforcement of professional standards among staff. Some teachers are not held accountable for unprofessional conduct, including speaking disrespectfully to colleagues or disregarding administrative expectations. This inconsistency is particularly concerning for new teachers, who are receiving mixed messages about professional norms and accountability. Concerns are rarely addressed directly. Instead of having private, direct conversations with individuals, administration often sends school-wide emails or uses other staff members to address issues indirectly. This approach fosters mistrust and discourages open communication. These patterns are contributing to low morale, lack of trust in leadership, and an unstable school climate. Most importantly, they are impacting students' right to a safe, structured, and academically focused learning environment.	
4	While school administration places a strong emphasis on ensuring that parents and students feel welcomed and safe, there has been a significant lack of accountability that has negatively impacted the school community and learning environment. Repeated incidents of student disrespect toward teachers, classroom disruptions, and physical altercations, both inside and outside the classroom, are not being consistently addressed through appropriate consequences. Students who receive multiple warnings often do not experience meaningful disciplinary action, and behaviors do not improve. In several cases, students are sent home with parents rather than receiving documented suspensions, which minimizes the severity of the behavior and limits accountability. As a result, the safety of other students and the integrity of the learning environment have not been prioritized. Students with long-standing patterns of disruptive and unsafe behavior, including throwing objects, breaking items, hitting, and chasing peers during instructional time, continue to remain in classrooms without effective intervention. Additionally, there are concerns regarding staff accountability. Instances of unprofessional and disrespectful behavior by certain teachers have not been addressed consistently, particularly when personal relationships appear to influence administrative decisions. In some cases, inappropriate conduct is excused as a "personality trait," which undermines professional standards and negatively affects staff morale. Overall, the lack of consistent accountability for both students and staff has made it difficult to build a strong, respectful, and safe school community.	
5	Very sensitive to needs of parents and students, not as good with staff. I rarely get feedback in a timely manner, and many times none at all after a classroom walkthrough	
6	Munsey has a great environment from my view, however communication can be greatly improved. I do know if I have any issues- our admin is always on it and very supportive in	

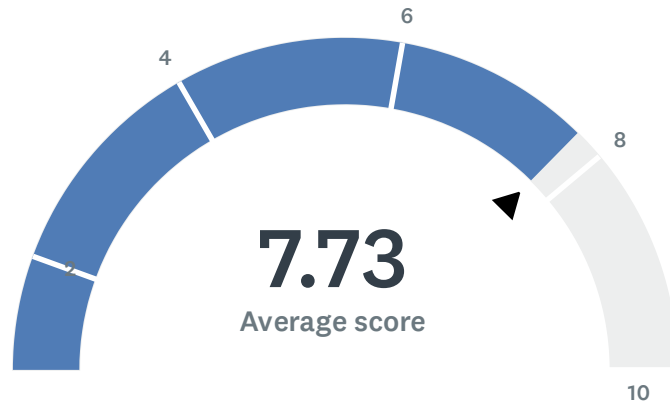
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helping as much as they can! I really love that they want to do so much for the kiddos but it would be great to have more communication about it for everyone.

7	Administration needs to hold students accountable for their actions and have consequences
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Q15 Site staff is involved in setting school policies and budgetary priorities.

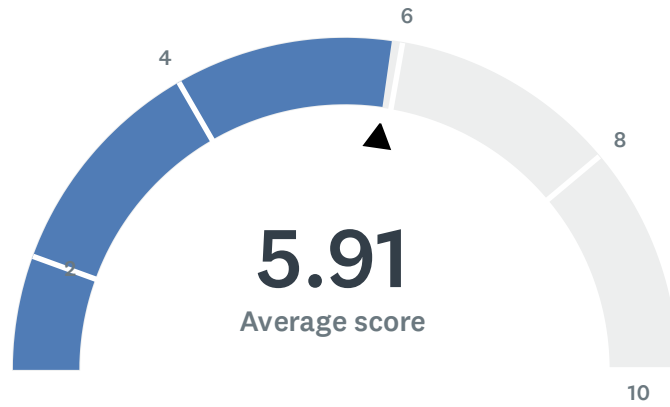
Answered: 11 Skipped: 1



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	8.00	7.73	2.42

Q16 Site meetings are productive and not excessive.

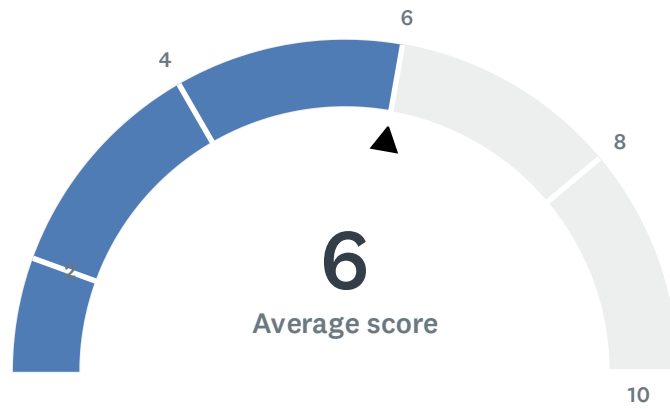
Answered: 11 Skipped: 1



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
2.00	10.00	7.00	5.91	2.61

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

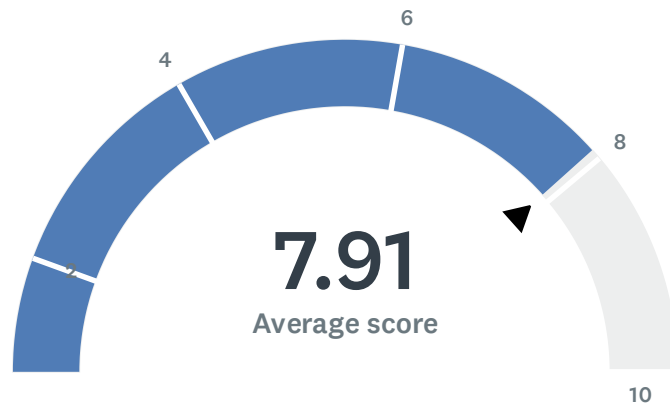
Answered: 9 Skipped: 3



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	9.00	7.00	6.00	2.45

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

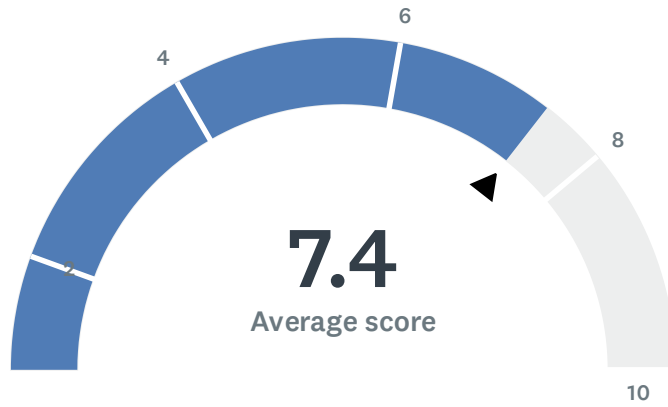
Answered: 11 Skipped: 1



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	8.00	7.91	2.61

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

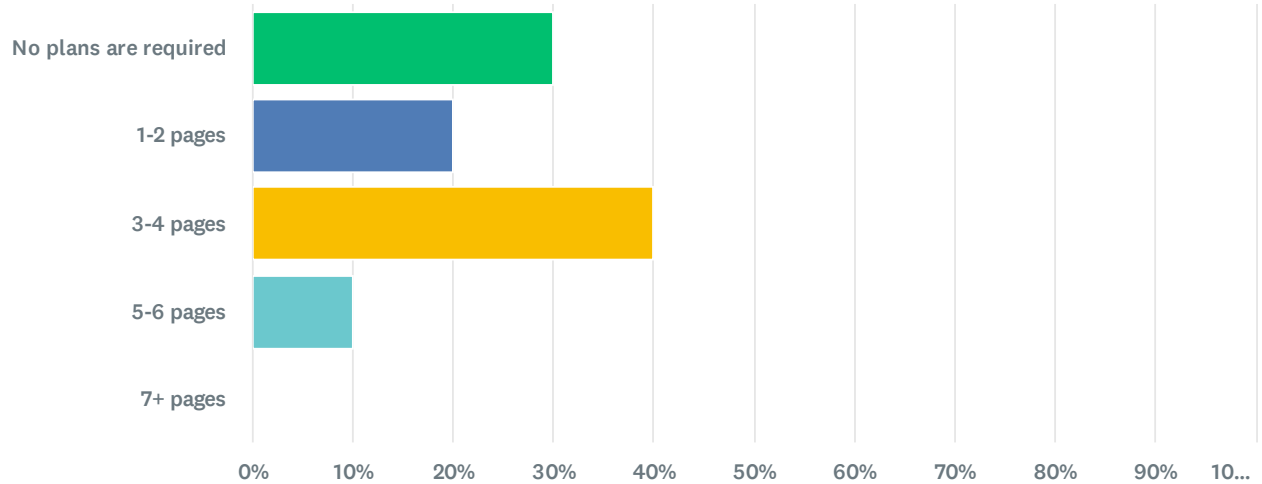
Answered: 10 Skipped: 2



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
3.00	10.00	7.50	7.40	2.06

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

Answered: 10 Skipped: 2



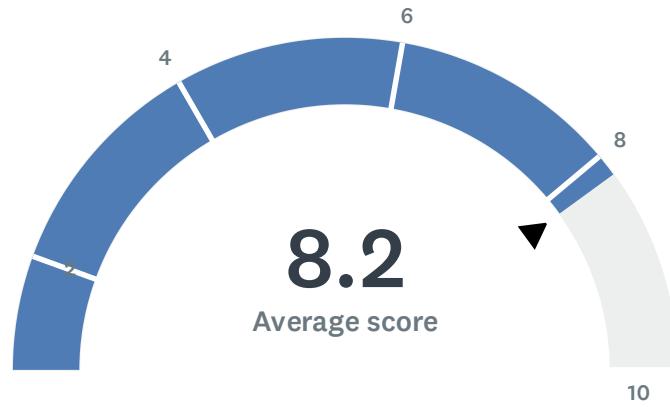
Answer Choices	Percentage	Responses
● No plans are required	30.00%	3
● 1-2 pages	20.00%	2
● 3-4 pages	40.00%	4
● 5-6 pages	10.00%	1
● 7+ pages	0%	0
Show comments		
Total		10

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#	COMMENT	
1	Lesson plans are not required at this time.	

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

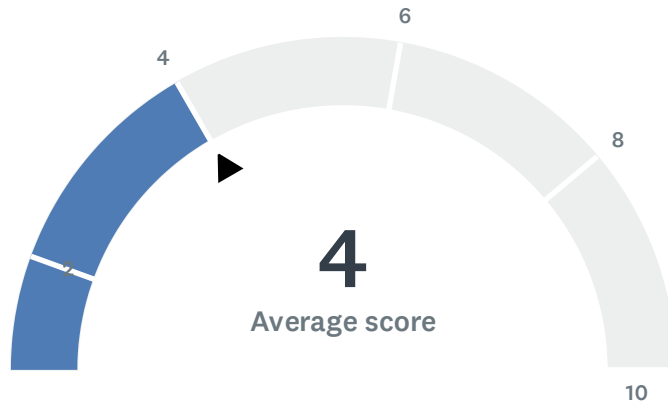
Answered: 10 Skipped: 2



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	9.00	8.20	2.64

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

Answered: 6 Skipped: 6



Basic statistics ⓘ				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	1.00	4.00	4.24

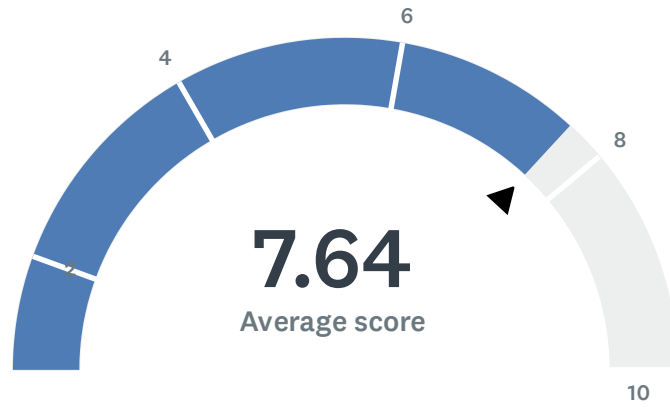
Q23 Do you have any comments, thoughts, or concerns about site operations, duties, and responsibilities?

Answered: 4 Skipped: 8

#	RESPONSES
1	We are short staffed and it is hard to get subs. On our campus our staff are very flexible and are willing to help when they can.
2	Teachers are frequently required to attend IEP meetings and parent conferences during their scheduled prep periods. As a result, prep time, which is intended for lesson planning, grading, progress reports, and documentation, is consistently taken away. There is little to no protected time provided during the workday to complete essential responsibilities such as grading, writing progress reports, and completing required student documentation. Due to these scheduling practices, teachers are often forced to work outside of contracted hours to meet professional expectations and compliance requirements. This ongoing loss of prep time contributes to increased workload, burnout, and impacts teachers' ability to effectively support students. Dedicated and protected time during the school day for instructional planning, assessment, and documentation is necessary for teachers to perform their duties at a high level and maintain work-life balance.
3	No yard duty
4	Bus Duty NA

Q24 Staff and students feel safe.

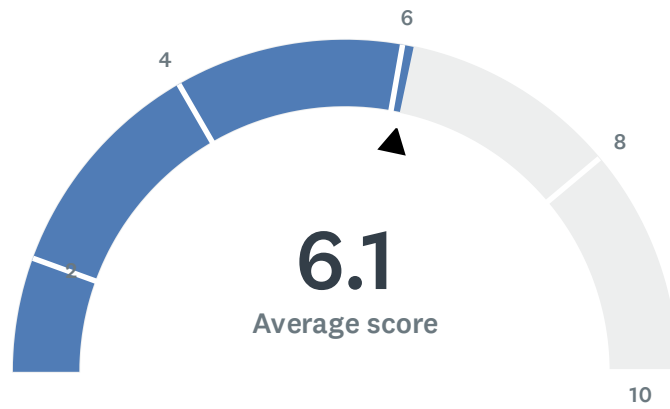
Answered: 11 Skipped: 1



Basic statistics ⓘ				
Minimum	Maximum	Median	Mean	Standard Deviation
3.00	10.00	8.00	7.64	2.01

Q25 Administration has been helpful and supportive regarding student discipline.

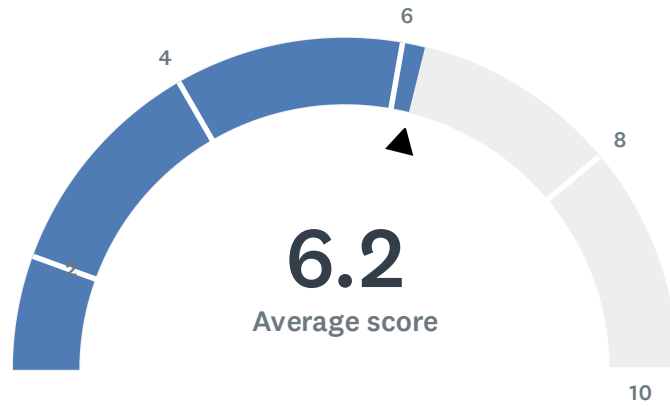
Answered: 10 Skipped: 2



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
2.00	10.00	6.00	6.10	2.74

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

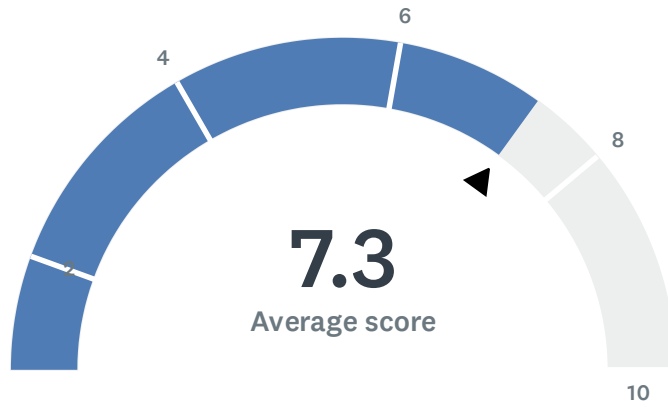
Answered: 10 Skipped: 2



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
2.00	10.00	7.00	6.20	2.48

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

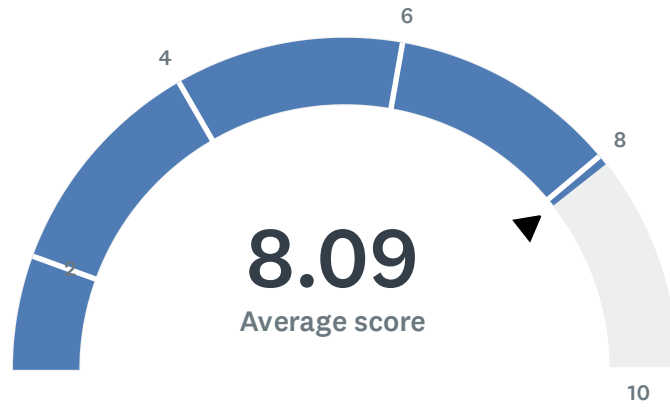
Answered: 10 Skipped: 2



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
3.00	10.00	8.00	7.30	2.41

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

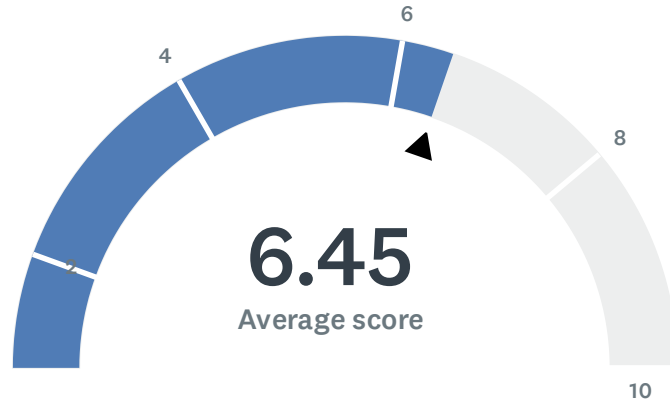
Answered: 11 Skipped: 1



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
3.00	10.00	9.00	8.09	2.39

Q29 My site has a positive atmosphere.

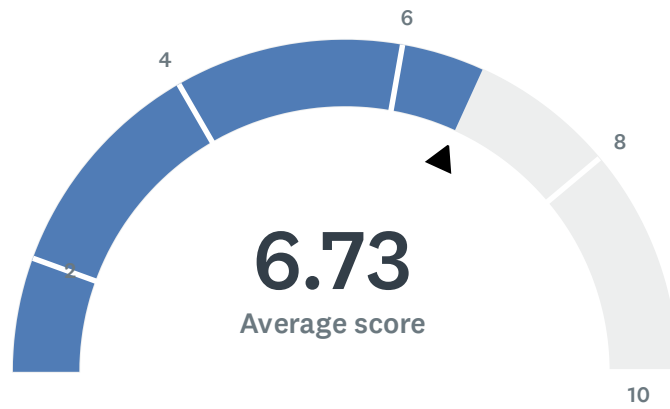
Answered: 11 Skipped: 1



Basic statistics ⓘ				
Minimum	Maximum	Median	Mean	Standard Deviation
3.00	10.00	6.00	6.45	2.06

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

Answered: 11 Skipped: 1



Basic statistics (i)				
Minimum	Maximum	Median	Mean	Standard Deviation
3.00	10.00	7.00	6.73	2.22

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

Answered: 6 Skipped: 6

#	RESPONSES
1	Students are not held accountable for their actions, which is why behavior problems are increasing. Teachers are also not supported when there is a behavior issue. Site atmosphere is not very friendly.
2	I feel like the school sites/admin's hands are tied since we are more concerned with avoiding lawsuits. Students need more consistent consequences.
3	While school administration places a strong emphasis on ensuring that parents and students feel welcomed and safe, there has been a significant lack of accountability that has negatively impacted the school community and learning environment. Repeated incidents of student disrespect toward teachers, classroom disruptions, and physical altercations—both inside and outside the classroom—are not being consistently addressed through appropriate consequences. Students who receive multiple warnings often do not experience meaningful disciplinary action, and behaviors do not improve. In several cases, students are sent home with parents rather than receiving documented suspensions, which minimizes the severity of the behavior and limits accountability. As a result, the safety of other students and the integrity of the learning environment have not been prioritized. Students with long-standing patterns of disruptive and unsafe behavior, including throwing objects, breaking items, hitting, and chasing peers during instructional time, continue to remain in classrooms without effective intervention.
4	Plenty of strategies and PD's for behavior, but not really effective strategies
5	Staff is not on the same page. We are all not supporting the adults and giving into kids rather than helping them with resilience. Our new campus supervisor could benefit in being more stern with the kiddos too.
6	PBIS is not working and students need serious consequences for their actions. Behaviors are severe. Also need to improve MTSS referrals process and provide support for struggling students.

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

Answered: 5 Skipped: 7

#	RESPONSES
1	It is essential for students and parents to know that all parties will be held accountable when behavior is excessive in the learning environment.
2	Administration does not consistently create an environment where teachers feel fully supported or safe. While this is not solely the responsibility of site administration and is also influenced by district-level policies that make holding students accountable extremely difficult, the impact is felt most directly by teachers. Behavioral concerns are often left for teachers to manage without sufficient administrative backing, which contributes to feelings of frustration and burnout. Additionally, there is limited effort to intentionally recognize and appreciate teachers. Small gestures, acknowledgment, and positive feedback can significantly improve morale, yet many staff members feel more scrutinized or penalized for circumstances beyond their control rather than supported. Increasingly, responsibilities continue to be added to teachers' workloads without providing paid time or resources to complete them. This creates an unsustainable expectation where teachers are held accountable for outcomes while lacking the necessary support, time, and authority to effectively address student needs.
3	No site is perfect but Munsey is really welcoming and ultimately a good place
4	Principal is great. Very supportive. Assistant Principal is ok. Office staff is amazing!
5	Administration lacks clear communication with staff. Too many shifts in focus of staff expectations and lack of follow through