

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Operational Expectation Monitoring Report
OE #4: Personnel Administration
November 1, 2012

PART I: THE POLICY

OE #4: Personnel Administration

The Superintendent shall assure the recruitment, employment, development, evaluation and compensation of district employees in a manner necessary to enable the district to achieve its Results policies.

PART II: SUPERINTENDENT'S CERTIFICATION

I certify that the information in this report is true for the period
beginning September 20, 2011, and ending October 31, 2012.

Based on this report, I believe the school system is

- In compliance
- In compliance with exceptions
- Not in compliance

Signed: _____ Date: _____
Jonathar P. Raymond, Superintendent

PART III: DISPOSITION OF THE BOARD

Based on this report and our discussion, the Board of Education finds this OE policy to be

- In compliance
- In compliance with exceptions
- Not in compliance

Signed: _____ Date: _____
Diana Rodriguez, Board President

PART IV: COMMENTS

PART V: INTERPRETATION

Interpretation:

I interpret this to mean that the district will strategically seek talented individuals who possess the skills, competence and experience necessary to assist the district in meeting its goals. The district will provide these individuals positions where they can best utilize their education, experience, skills and competence. Further, I interpret "shall assure... development, evaluation and compensation" to mean that the district will provide opportunities for employees to

Indicator of Compliance:

- District recruitment database of highly qualified candidates.
- Reference checks for all employees prior to recommendation for hire.

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EVIDENCE OF COMPLIANCE
September 20, 2011 to October 31, 2012

- x 100% of newly hired employees received an Employee Handbook at the time of processing.
- x The Annual Employee

Indicators for Compliance:

- x Number of uniform complaints filed.
- x Percentage of complaints investigated and resolved within the required

EVIDENCE OF COMPLIANCE
September 20, 2011 to October 31, 2012

- x 100% of positions in the district have a defined job description.
- x 100% of job descriptions are available on the district website at www.scusd.edu/humanresources.
- x 100% of all new positions and positions that have become open as a result of turnover have been reviewed and updated if necessary. As an example, the Resource Conservation Specialist available on line at www.scusd.edu/humanresources position descriptions.
- x 100% of all represented employee job descriptions are reviewed with their respective collective bargaining group. As an example, the Child Development Specialist and II available on line at www.scusd.edu/humanresources position description.
- x Attached please see the statistics of finalized position descriptions for the 2010 to current.

Compliance Status	In Compliance
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OE #.7: The Superintendent will protect confidential information.

Interpretation:

I interpret “protect confidential information” to mean the district has systems and processes in place to ensure that confidential information is only retrievable by authorized personnel. Electronic systems have been created, maintained and consistently updated to assure the protection of private data. All technology systems have multiple levels of security. In addition, information which is not public by statute or federal law is only accessible by authorized personnel.

Indicators for Compliance:

- x Number of complaints regarding violation of privacy or confidentiality.
- x Data regarding disciplinary action regarding violation of privacy or confidentiality parameters.
- x Compliance with all Public Records Requests (PRA's) in consult with legal counsel regarding confidentiality rules and regulations.
- x District computer systems protected by an up to date security system that assigns users appropriate security credentials to access resources.
- x Up to date security protocol for information system (such as a data backup systems, firewalls and regular security audits.).

EVIDENCE OF COMPLIANCE
September 20, 2011 to October 31, 2012

- x There were zero formal complaints filed regarding privacy or confidentiality.
- x There is (1) one pending disciplinary case regarding privacy or confidentiality violations.
- x The district is 100% compliant with Public Records Requests (PRA's) and all requests are processed after legal review, through the Legal Counsel Department.
- x Technology Services ensures that all district computers are protected by security systems that assign users appropriate security credentials.
- x Technology Services provides up to date protocols for information systems.

Compliance Status	In Compliance
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OE #.8: The Superintendent will develop compensation and benefit plans to attract and retain the highest quality employees by compensating employees, within available resources in a manner consistent with the applicable marketplace, including but not limited to organizations of comparable size and type.

Interpretation:

I interpret this to mean that the district will provide salaries, wages, health, dental, vision and/or life insurance to employees that are comparable to those offered for comparable positions by other urban, public school districts in demographically similar areas. Further, I interpret "within available resources" to mean that employee wages and benefits are budgeted for and do not jeopardize the financial health of the district.

Indicators for Compliance:

- x Salary schedule posted on the district web site for public access.
- x Fair and appropriate employee compensation negotiated with all collective bargaining groups.
- x Employee compensation and benefit comparisons performed every three years to determine the competitive salary structure for the district.

EVIDENCE OF COMPLIANCE
September 20, 2011 to October 31, 2012

- x The Human Resources Department has negotiated with all five bargaining units in a fair and appropriate manner. All collective bargaining agreements are on file at www.scusd.edu/humanresourcescontractadministration.
- x Employee compensation and benefit comparisons are performed at the time of job description revision which includes internal and external alignments. As an example, the Child Development Specialist and II available on file at www.scusd.edu/humanresourcespositiondescription. Another example

principals during the last school year.

Compliance Status	In Compliance
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Bargaining Unit	Employees to be evaluated	Evaluations received	Percentage
CSA	9	3	33.3%
Confidential	9	9	100%
Non Represented Supervisors	6	5	83.3%
Teamsters	44	15	34.1%

- x All evaluation tools are available online at www.scusd.edu/humanresources/documents.
- x The Human Resources Services Department has started discussions toward negotiating the development of revised evaluation tools with the administrators and teachers bargaining units.

Compliance Status	In Compliance
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OE #.10: The Superintendent will assure that the evaluation of all instructional and administrative personnel is designed to:

- a. Improve and support instruction;
- b. Measure and document both excellent performance and unsatisfactory performance;
- c. Align teacher and administrator performance with multiple measures of student performance and learning; and
- d. Promote continuous improvement and professional development.

Interpretation:

I interpret this to mean that the district will develop and employ formal and informal processes of assessing, determining, supporting, training and developing the performance of employees involved with teaching students and of employees involved with supporting those who instruct students, in collaboration with respective collective bargaining partners. These processes will utilize quantitative and qualitative methods of assessment focused on improving teaching and supporting teachers. Further, these processes will measure and document performance to determine teaching that both exceeds expectations and does not meet expectations. Assessments will also be geared to align with student learning. Finally, I interpret "promote continuous improvement and professional development" to mean that the evaluations of teachers and administrators will enhance and upgrade professional practice and promote and incentivize career-related learning offered within and outside the district.

Indicators for Compliance:

- x Annual evaluations for all permanent and probationary employees.
- x Design and development of evaluation instruments that use multiple measures of student performance and promote continuous improvement and development that are aligned with the district's Strategic Plan 2010-2014: Putting Children First, Board Resolution policies and collective bargaining agreements.
- x The number of Special Evaluations conducted on employees to define expectations provide coaching, support and development expectations. Special Evaluations of AETC (The T) (development)-4.4 (lopment)

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EVIDENCE OF COMPLIANCE
September 20, 2011 to October 31, 2012

- x Credential validation is conducted on all certificated teaching staff on a quarterly basis. Credential information is automatically downloaded from the Commission on Teacher Credentialing website for certification. Prior to expiration of any credential the employee is notified via a formal letter from the Human Resources Services Department. Employees are given ample time to renew their certification.
- x The number of certificated employees who participated in District offered staff development was 2,668. The number of certificated employees who participated in non District offered staff development was 29.
- x The number of school site staff that participated in site Common Planning Time is 2,318. The number of certificated employees who completed Common Planning Time was 2,236 and the percentage is 96.462%.
- x The number and percentage of schools that participated in instructional rounds was 31 out of 39 schools that received instructional round training or 79%; 82 staff members participated in the instructional rounds.

Compliance Status	In Compliance
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OE #.12: The Superintendent will maintain an organizational culture that positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy.

Interpretation:

I interpret this to mean that the staff, students and community will interact with each other in an atmosphere of trust, respect, honesty, caring and integrity – the district’s core values. I interpret “an organizational culture that positively impacts the ability of staff” to mean fostering an environment where employees feel safe, supported and are treated in a fair and equitable manner so they can excel in their work. Employees will be supported through guidance, training, advancement opportunities and qualitative and quantitative feedback from their peers and their supervisors in their work.

Indicators for Compliance:

- x Staff Survey Data
- x School Climate Survey

EVIDENCE OF COMPLIANCE
September 20, 2011 to October 31, 2012

- x A Customer Satisfaction Survey, completed by Principals and Assistant Principals, was conducted at the end of the 2011-12 school year. The survey 2012 Customer Satisfaction Survey Results is attached.
- x Climate surveys for teachers, administration, and staff are administered in conjunction with the California Healthy Kids Survey. There is a specific survey for adults that provide information on their perspective on the school and district climate. The survey was developed as a complimenting component of the California Healthy Kids Survey. The California Healthy Kids survey was administered in Spring 2012.
- x Survey results were analyzed by WestEd during late Summer 2012; there was a delay in high school data due to the additional Safe, Supportive Schools requirements;
- x Youth Development Support Services conducted the California School Climate Survey. An excerpt is listed below. The survey results will be posted on the District's web site by November 1, 2012.

School Staff Survey:

Total Number of respondents: 352

Learning Environments supportive and inviting:

77% of staff who took the survey 'strongly agree' or 'agree' with the statement: This school is a supportive and inviting place for staff to work.

92% of staff who took the survey 'strongly agree' or 'agree' with the statement: This school is a safe place for staff.

Staff Supports professional respect and collegiality:

57% of staff who took the survey responded 'nearly all' or 'most' to the statement: How many adults at the school have close professional relationships with one another?

77% of staff who took the survey responded 'nearly all' or 'most' to the statement: How many adults at the school support and treat each other with respect?

72% of staff who took the survey 'strongly agree' or 'agree' to the statement: This school promotes trust and collegiality among staff.

88% of staff who took the survey 'strongly agree' or 'agree' with the statement: This school has clean and

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Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

Never	Sometimes	Usually	Always	Not Applicable
1	2	3	4	5
0	3	7	43	4
0%	5%	12%	75%	7%
0	0	6	48	3
0%	0%	11%	84%	5%
0	0	11	42	4
0%	0%	19%	74%	7%
0	2	12	38	5
0%	4%	21%	67%	9%
0	3	10	41	3
0%	5%	18%	72%	5%

A
B
C
D
F
Not Applicable

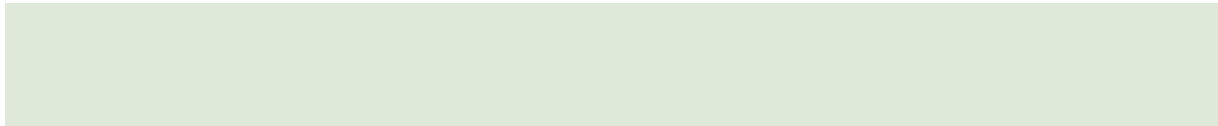
35	61%
17	30%
3	5%
1	2%
0	0%
1	2%
57	100%

Human Resources

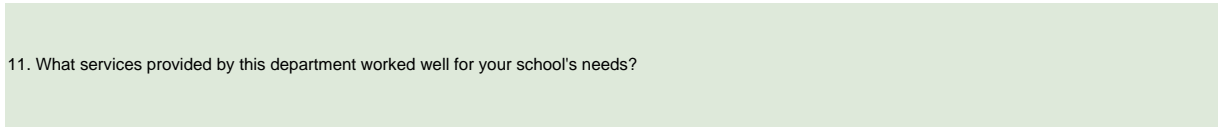
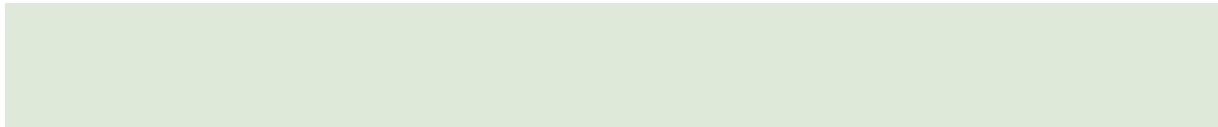
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

Never	Sometimes	Usually	Always	Not Applicable
1	2	3	4	5

Responsiveness: staff addressed my concerns in a timely fashion.	0	16	25	15	1
	0%	28%	44%	26%	2%
Courtesy: staff was polite and respectful when listening to my concerns.	0	4	8	43	2
	0%	7%	14%	75%	4%
Accuracy: information provided was correct.	0	14	18	24	1
	0%	25%	32%	42%	2%
	1	12	22	21	1
	2%	21%	39%	37%	2%
	1	16	21	18	1
	2%	28%	37%	32%	2%



A	18	32%
B	18	32%
C	16	28%
D	5	9%
F	0	0%
Not Applicable	0	0%
	57	100%



11. What services provided by this department worked well for your school's needs?

19 Responses

Accountability Office The Accountability Office assists the Superintendent with the design, development and implementation of strategic plans for educational initiatives. This office oversees the implementation of federal, state and district requirements related to student achievement

12. Area Assistant Superintendent: The primary roles of the Area Assistant Superintendents are to provide leadership, direction, support and accountability to principals and to the instructional and operational functions of K-12 schools within an assigned area of the school district. Duties also include but are not limited to working cooperatively with administrators, school site staff, parents, community members and other persons to resolve problems in schools and program sites that site administrators have not been able to resolve. Area Assistant Superintendents will regularly visit schools and other appropriate program sites to observe programs in operation, observe classroom instruction, and assist principals and other administrators to serve more effectively as leaders and empower school sites to make decisions that directly serve their students' needs.

	Never	Sometimes	Usually	Always	Not Applicable
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	0	3	12	40	2
	0%	5%	21%	70%	4%
Courtesy: staff was polite and respectful when listening to	0	2	5	48	2
	0%	4%	9%	84%	4%
	0	3	12	40	2
	0%	5%	21%	70%	4%

0	5	12	38	2
0%	9%	21%	67%	4%
0	5	10	39	2
0%	9%	18%	70%	4%

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

Never Sometimes Usually Always Not Applicable

1	2	3	4	5
1	0	6	10	39
2%	0%	11%	18%	70%
0	1	5	11	39
0%	2%	9%	20%	70%
0	1	5	11	38
0%	2%	9%	20%	69%
0	1	6	12	37
0%	2%	11%	21%	66%

Communication: staff shared sufficient information with my site.	12 21%	14 25%	17 30%	8 14%	6 11%
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16. Student Services/Alternative Education: The Student Services/Alternative Education Department provides a wide variety of services to our families and our schools. Student Services helps families with school placement for their children. Support is offered to both families and school sites with issues regarding attendance. Help with student records is also provided in this department. Behavior Reviews and Expulsion Hearings are a responsibility of this department.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	2 4%	5 9%	23 41%	18 32%	8 14%
Courtesy: staff was polite and respectful when listening to my concerns.	1 2%	3 5%	12 21%	32 57%	8 14%
Accuracy: information provided was correct.	1 2%	6 11%	14 25%	27 48%	8 14%
	1 2%	7 12%	15 27%	24 43%	9 16%
	2 4%	5 9%	17 31%	22 41%	8 15%

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

Never	Sometimes	Usually	Always	Not Applicable
1	2	3	4	5
1 2%	9 16%	26 46%	20 35%	1 2%
1 2%	8 14%	14 25%	33 58%	1 2%
1 2%	5 9%	24 42%	26 46%	1 2%
1 2%	7 12%	25 44%	23 40%	1 2%
0 0%	8 14%	26 46%	21 37%	2 4%

18. Safe Schools: The Safe Schools Office works collaboratively with students, staff, parents and the community to ensure effective strategies are in place to provide a safe

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
	1 2%	11 20%	13 23%	29 52%	2 4%
	0 0%	5 9%	11 19%	39 68%	2 4%
	0 0%	7 12%	13 23%	37 65%	0 0%
	1 2%	8 14%	12 21%	33 59%	2 4%
	1 2%	12 21%	13 23%	30 54%	0 0%

19. Enrollment Center: Addressing student achievement gaps is a top priority of the Sacramento City Unified School District – and of urban public school districts across the nation. As such, the District has adopted Strategic Plan 2010-14: Putting Children First to address issues concerning access to quality teaching and learning for all of our

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
	2	12	21	19	3
	4%	21%	37%	33%	5%
	3	16	15	21	2
	5%	28%	26%	37%	4%
	1	18	20	15	2
	2%	32%	36%	27%	4%
Flexible: staff was able to provide solutions for my school's unique needs.	3	17	16	19	2
	5%	30%	28%	33%	4%
Communication: staff shared sufficient information with my site.	1	16	18	19	3
	2%	28%	32%	33%	5%

20. What overall grade would you give the Accountability Office services? Use the scale from A to F, where "A" is outstanding, "C" is average, and "F" is failure.

A	10	18%
B	30	55%
C	14	25%
D	1	2%
F	0	0%
Not Applicable	0	0%
Total	55	100%

21. What changes would you like to see with the Accountability Office?

17 Responses

Academic Office The Academic Office assists the Superintendent with the design, development and implementation of strategic plans for educational change in the areas of learning and teaching, as well as initiatives for the future that will ensure our students are career and college ready when they exit

23. Curriculum and Instruction: The primary focus of this department is to support teaching and learning. Support is provided in a variety of forms which may include quality professional development, evaluation of programs/services and adoption of state adopted instructional materials.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	6 11%	13 23%	19 34%	14 25%	4 7%
Courtesy: staff was polite and respectful when listening to my concerns.	3 5%	8 14%	21 37%	22 39%	3 5%
Accuracy: information provided was correct.	3 5%	10 18%	22 39%	18 32%	3 5%
Flexible: staff was able to provide solutions for my school's unique needs.	4 7%	13 23%	19 33%	16 28%	5 9%
Communication: staff shared sufficient information with my site.	6 11%	12 21%	16 28%	19 33%	4 7%

24. Child Development: Our district's first goal is "Readiness for Kindergarten". In order to help achieve this goal, the SCUSD Child Development Department offers free or day child care and free part day preschool eligible families. These programs provide appropriate and comprehensive services for preschoolers to ensure their kindergarten.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	0 0%	3 5%	9 16%	7 12%	37 66%
Courtesy: staff was polite and respectful when listening to my concerns.	0 0%	2 4%	8 14%	10 18%	36 64%
Accuracy: information provided was correct.	0 0%	2 4%	7 12%	10 18%	37 66%
Flexible: staff was able to provide solutions for my school's unique needs.	1 2%	2 4%	7 12%	10 18%	36 64%
Communication: staff shared sufficient information with my site.	1 2%	4 7%	7 13%	7 13%	36 65%

25. GATE/Enrollment: "Putting Children First" is the mantra of the office staff in the GATE, Summer School, Open Enrollment and School Choice departments. Concise communication and timely responses with parents, school sites and district departments to meet student and family needs is our first priority. Accurate program placement to ensure students receive a relevant, rigorous and well-rounded education is our goal. Providing parents with meaningful opportunities that will empower them to participate in their children's education is paramount. We adhere to the district's Strategic Plan Pillar III "no-excuses" culture that is focused on results and continuous improvement.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	1 2%	7 12%	12 21%	15 26%	22 39%
Courtesy: staff was polite and respectful when listening to my concerns.	1 2%	2 4%	13 23%	21 37%	20 35%
Accuracy: information provided was correct.	1 2%	3 5%	16 28%	16 28%	21 37%
Flexible: staff was able to provide solutions for my school's unique needs.	2 4%	5 9%	13 23%	13 23%	24 42%
Communication: staff shared sufficient information with my site.	2 4%	4 7%	15 27%	15 27%	20 36%

26. Multilingual Literacy: The Multilingual Literacy Department provides leadership, guidance and technical assistance to school English proficient (LEP) students, referred to as English Learners in Sacramento City Unified School District, attain English proficiency, and meet the same challenging state academic standards as all other students.	I and department staffs to ensure that all limited-roficiency, develop high levels of academic				
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	2 4%	9 16%	22 39%	15 26%	9 16%
Courtesy: staff was polite and respectful when listening to my concerns.	1 2%	8 14%	14 25%	26 46%	8 14%
Accuracy: information provided was correct.	2 4%	9 16%	18 32%	19 33%	9 16%
Flexible: staff was able to provide solutions for my school's unique needs.	4 7%	9 16%	21 38%	14 25%	8 14%
Communication: staff shared sufficient information with my site.	4 7%	11 20%	16 29%	17 30%	8 14%

27. Instructional Support Technology: The vision of the Technology Services Department is to be the leading provider of state of excellence in learning for Sacramento City Unified School District. Our mission is to provide quality service, technology support applications to staff, students and community members.	f the art technologies and services in support of rt and application development for district-wide				
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	1 2%	6 11%	20 36%	20 36%	8 15%
Courtesy: staff was polite and respectful when listening to my concerns.	1 2%	3 5%	13 23%	31 54%	9 16%
Accuracy: information provided was correct.	0 0%	4 7%	16 28%	27 47%	10 18%
Flexible: staff was able to provide solutions for my school's unique needs.	1 2%	9 16%	11 19%	27 47%	9 16%
Communication: staff shared sufficient information with my site.	1 2%	7 12%	16 28%	24 42%	9 16%

28. Library and Media Services: Coordinates central ordering, cataloging, receiving and shipping of all K-12 textbooks and cons materials. Coordinates the Williams Review process for all Decile 1-3 sites and works to ensure that all students are assigned school. Administers and trains all users in the library and textbook automation systems, Athena and Destiny. Coordinates the Re funded program that provides books for students to keep. Consults and assists sites with school library issues including facili library collections.	umables as well as all K-6 and K-8 library textbooks in the core subjects by the eighth week of ading is Fundamental (RIF) Program, a federally ties, staffing, programs and management of school				
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	0 0%	4 7%	17 30%	32 56%	4 7%
Courtesy: staff was polite and respectful when listening to my concerns.	0 0%	3 5%	14 25%	36 63%	4 7%
Accuracy: information provided was correct.	0 0%	2 4%	18 32%	33 58%	4 7%
Flexible: staff was able to provide solutions for my school's unique needs.	0 0%	4 7%	21 37%	28 49%	4 7%
Communication: staff shared sufficient information with my site.	0 0%	2 4%	22 39%	28 49%	5 9%

32. What overall grade would you give the Academic Office services? Use the scale from A to F, where "A" is outstanding, "C" is average, and "F" is failure.		
A	6	11%
B	28	50%
C	17	30%
D	4	7%
F	1	2%
Not Applicable	0	0%
Total	56	100%

33. What changes would you like to see with the Academic Office?

16 Responses

34. What services provided by these departments worked well for your school's needs?

13 Responses

Family and Community Engagement Office The Family and Community Engagement Office (FACE) assist the Superintendent and serve as the family and community engagement leader for the district; create strong academic support systems and school-family-community partnerships that foster success for all students by building relationships based on mutual trust and two-way communication. Administer the implementation of the annual strategic plan for parents in accordance with key areas set forth in the district's strategic plan, vision, mission, guiding principles, and district priorities. FACE Office is comprised of the following departments: School Family and Community Partnership, Integrated Support Services, Youth Development Support Services, Health Service and Matriculation and Orientation Center (MOC).

35. School Family and Community Partnership: The Office of School, Family and Community Partnerships (The Partnerships Office) provides training, information, and technical assistance to district schools in creating effective school-family partnerships for learning. The Partnerships Office supports families and schools build school capacity for achievement-focused family engagement through district-level parent involvement awareness campaigns, district and school-level leadership development programs and conferences, professional development to school teachers and administrators and the creation of a welcoming environment for parent and community engagement.					
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	5 9%	11 20%	16 30%	12 22%	10 19%
Courtesy: staff was polite and respectful when listening to my concerns.	4 7%	9 17%	10 19%	21 39%	10 19%
Accuracy: information provided was correct.	6 11%	8 15%	15 28%	13 24%	12 22%
Flexible: staff was able to provide solutions for my school's unique needs.	8 15%	7 13%	15 28%	13 24%	11 20%
Communication: staff shared sufficient information with my site.	7 13%	11 21%	10 19%	15 28%	10 19%

36. Youth Development: The Youth Development Office provides support to teachers and school site administrators in creating an academic, as well as social, emotional, success for all students. Services are based upon the philosophy of building resiliency face of adversity and develop academic, social and vocational competence.		environment conducive to the achievement of to assure that students successfully adapt in the				
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable	
	1	2	3	4	5	
Responsiveness: staff addressed my concerns in a timely fashion.	5	3	18	9	19	
	9%	6%	33%	17%	35%	
Courtesy: staff was polite and respectful when listening to my concerns.	2	4	10	19	19	
	4%	7%	19%	35%	35%	
Accuracy: information provided was correct.	5	1	17	12	19	
	9%	2%	31%	22%	35%	
Flexible: staff was able to provide solutions for my school's unique needs.	5	1	15	13	19	
	9%	2%	28%	25%	36%	
Communication: staff shared sufficient information with my site.	6	1	16	12	18	
	11%	2%	30%	23%	34%	

37. Integrated Support Services: The Integrated Support Services Department operates the "Connect Center," a central youth and campus, as well as 19 youth and family resource centers at school sites throughout the district. The purpose of the centers is socially, emotionally, behaviorally and/or academically. Integrated Support Services also operates the Homeless Services Program which supports the enrollment, attendance and achievement of homeless students to ensure they receive equal access to educational opportunities. The department also operates Project Thrive and Early Mental Health Initiative (EMHI), mental health programs serving select elementary schools in the district. The department helps to promote the efforts of schools, families, community partners, businesses and constituents.		family resource center located on the Genesis to provide support to students who are struggling m which supports the enrollment, attendance and Project Thrive and Early Mental Health e academic success of students by integrating the				
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable	
	1	2	3	4	5	
Responsiveness: staff addressed my concerns in a timely fashion.	2	5	13	21	13	
	4%	9%	24%	39%	24%	
Courtesy: staff was polite and respectful when listening to my concerns.	1	4	10	25	14	
	2%	7%	19%	46%	26%	
Accuracy: information provided was correct.	2	3	13	22	13	
	4%	6%	25%	42%	25%	
Flexible: staff was able to provide solutions for my school's unique needs.	3	4	14	20	13	
	6%	7%	26%	37%	24%	
Communication: staff shared sufficient information with my site.	2	5	13	21	13	
	4%	9%	24%	39%	24%	

38. Health Services: The mission of the Health Services Office is to provide school health programs which assist students, families and the community to reach optimal physical, mental and social health in order to succeed in school and in life.		lies and the community to reach optimal physical,				
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable	
	1	2	3	4	5	
Responsiveness: staff addressed my concerns in a timely fashion.	1	7	14	22	11	
	2%	13%	25%	40%	20%	
Courtesy: staff was polite and respectful when listening to my concerns.	0	7	11	24	12	
	0%	13%	20%	44%	22%	
Accuracy: information provided was correct.	0	6	12	24	12	
	0%	11%	22%	44%	22%	
Flexible: staff was able to provide solutions for my school's unique needs.	0	9	10	24	12	
	0%	16%	18%	44%	22%	
Communication: staff shared sufficient information with my site.	3	7	10	24	9	
	6%	13%	19%	45%	17%	

46. Purchasing: The Purchasing Department purchases goods and services (i.e. supplies, equipment and instructional and educational materials) to all school sites and departments by obtaining the best value. Staff obtains competitive pricing, quality and service, and ensures that school sites receive their orders in a timely manner.					
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	0 0%	6 11%	19 35%	24 44%	5 9%
Courtesy: staff was polite and respectful when listening to my concerns.	0 0%	2 4%	15 27%	32 58%	6 11%
Accuracy: information provided was correct.	0 0%	4 7%	19 35%	25 46%	6 11%
Flexible: staff was able to provide solutions for my school's unique needs.	0 0%	4 8%	20 38%	23 43%	6 11%
Communication: staff shared sufficient information with my site.	0 0%	3 6%	20 37%	25 46%	6 11%

47. Distribution Services: Distribution Services provides district-wide services. It stores and delivers general and cafeteria products to all school sites and departments. This department also delivers and picks up district mail, state-adopted textbooks, district testing materials, central receiving buy out orders, universal waste, surplus and discard books, summer school materials, e-waste, Central Office records and printed materials from the Central Printing Department.					
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	0 0%	1 2%	18 33%	30 55%	6 11%
Courtesy: staff was polite and respectful when listening to my concerns.	0 0%	1 2%	15 27%	34 62%	5 9%
Accuracy: information provided was correct.	0 0%	1 2%	15 27%	32 58%	7 13%
Flexible: staff was able to provide solutions for my school's unique needs.	0 0%	1 2%	18 33%	29 53%	7 13%
Communication: staff shared sufficient information with my site.	0 0%	0 0%	17 32%	30 57%	6 11%

48. Nutrition Services: Nutrition Services serves approximately 3.7 million meals per school year. Every school day 300 employees serve approximately 12,000 student breakfasts and 29,000 student lunches. Meals offered as part of the National School Lunch and Breakfast Programs are provided in age-appropriate portions. Nutrition Services offers low fat and fat free milk and fruits and vegetables daily as well as a "Go Green, Eat Fresh" salad bar at all schools. Nutrition Services provides nutrition education in the classroom and promotes physical activity students.					
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	1 2%	9 17%	14 26%	29 54%	1 2%
Courtesy: staff was polite and respectful when listening to my concerns.	2 4%	6 11%	15 28%	30 56%	1 2%
Accuracy: information provided was correct.	2 4%	6 11%	15 27%	31 56%	1 2%
Flexible: staff was able to provide solutions for my school's unique needs.	1 2%	9 16%	18 33%	26 47%	1 2%
Communication: staff shared sufficient information with my site.	3 5%	7 13%	16 29%	28 51%	1 2%

49. Transportation: The Transportation Department carries more than 3,000 students to and from school daily, plus many more on activities, noon runs, emergencies and shuttles for therapy and other Special Education services. Additional responsibilities include purchasing and dispensing fuel, coordinating vehicle inspections, safety instruction, licensing drivers and affiliated transportation requirements, training staff, developing and evaluating walk-zone boundaries, safe walk routes, transportation eligibility zones and safety zones, auditing carrier billings and producing local and state reports.	field trips for athletics and other school				
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	0 0%	3 5%	21 38%	26 47%	5 9%
Courtesy: staff was polite and respectful when listening to my concerns.	2 4%	4 7%	18 33%	25 45%	6 11%
Accuracy: information provided was correct.	0 0%	4 7%	17 31%	27 50%	6 11%
Flexible: staff was able to provide solutions for my school's unique needs.	3 5%	4 7%	20 36%	22 40%	6 11%
Communication: staff shared sufficient information with my site.	0 0%	6 11%	17 31%	25 46%	6 11%

50. What overall grade would you give the Administrative Services Office? Use the scale from A to F, where "A" is outstanding, "C" is average, and "F" is failure.		
A	10	19%
B	26	49%
C	17	32%
D	0	0%
F	0	0%
Not Applicable	0	0%
Total	53	100%

51. What changes would you like to see with the Administrative Services Office?

9 Responses

52. What services provided by these departments worked well for your school's needs?

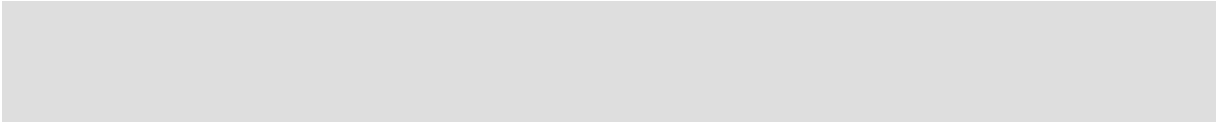
3 Responses

53. I believe the District makes student-centered decisions.					
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
	2 4%	14 26%	31 57%	7 13%	0 0%

54. Please select your school from the list below. (Optional)

A. M. Winn Elementary	0	0%
Abraham Lincoln Elementary	0	0%
Albert Einstein	0	0%
Alice Birney Waldorf-Inspired	1	4%
American Legion	0	0%
Bowling Green - Chacon	0	0%
Bowling Green - McCoy	0	0%
Bret Harte	0	0%
C.K. McClatchy	0	0%
Caleb Greenwood	0	0%
California Middle	0	0%
Camellia Elementary	1	4%
Capital City	0	0%
Caroline Wenzel Elementary	0	0%
Cesar Chavez Elementary	0	0%
Clayton B. Wire Elementary	0	0%
Collis P. Huntington Elementary	1	4%
Crocker Riverside Elementary	0	0%
David Lubin Elementary	0	0%
Earl Warren Elementary	0	0%
Edward Kemble Elementary	0	0%
Elder Creek Elementary	0	0%
Ethel I. Baker Elementary	0	0%
Ethel Phillips Elementary	0	0%
Fern Bacon Middle	0	0%
Fr. Keith B. Kenny Elementary	1	4%
Fruit Ridge Elementary	0	0%
Genevieve F. Didion K-8	1	4%
George Washington Carver High	0	0%
Golden Empire Elementary	0	0%
H. W. Harkness Elementary	0	0%
Health Professions High	1	4%
Hiram W. Johnson High	2	8%
Hollywood Park Elementary	0	0%
Hubert Bancroft Elementary	0	0%
Isador Cohen Elementary	1	4%
James Marshall Elementary	0	0%
Jedediah Smith Elementary	2	8%
John Bidwell Elementary	0	0%
John Cabrillo Elementary	0	0%
John D. Sloat Elementary	0	0%
John F. Kennedy High	1	4%
John Morse Therapeutic Center	1	4%
John Still Elementary	0	0%
John Still Middle	0	0%
Joseph Bonnheim Elementary	1	4%
Kit Carson Middle	0	0%
Leonardo da Vinci K-8	1	4%
Luther Burbank High	0	0%
Maple Elementary	0	0%
Mark Hopkins Elementary	0	0%

Mark Twain Elementary	0	0%
Martin Luther King, Jr. K-8	0	0%
Matsuyama Elementary	0	0%
New Technology High	0	0%
Nicholas Elementary	0	0%
O. W. Erlewine Elementary	1	4%
Oak Ridge Elementary	0	0%
Pacific Elementary	0	0%
Parkway Elementary	0	0%
Peter Burnett Elementary	0	0%
Phoebe Hearst Elementary	0	0%
Pony Express Elementary	0	0%
Rosa Parks Middle	1	4%
Rosemont High	2	8%
Sacramento Accelerated Academy	0	0%
Sam Brannan Middle	0	0%
0oS.ncdle%		



- 6 A published list of services that could be provided for site administration.
- 7 N/A
- 8 Collaborate and establish better relationships with the local media. Sometimes the Bee was reporting things that were one-sided and no one corrected them.
- 9 More training for school and classroom websites, as well as other social media communication options.
- 10 Add videos to the econnections.
- 11 Help with setting up School Facebook accounts
- 12 If possible, more positive stories from our schools shared with other media agencies like local neighborhood papers, local magazines, the Bee, news stations, NPR, etc.
- 13 We have been excited to launch our new website. Unfortunately, we are still waiting. This is a great marketing tool for our school that we still are unable to use.
- 14 There needs to be a more equitable way to get important school events covered. We had a few very special events but could never get anyone from the office to come out to video or take pictures. This was a problem last year as well.
- 15 Always helpful
- 16 would not pay for Gary Bell. Good guy but that is one less teacher for a photographer.
- 17 Continuing help with starting the new website. Less pressure to "brag" about our school. Don't have time to write articles and get releases for pictures, but if I don't, looks like our school doesn't do anything. Yet don't,

- 20 Always helpful
- 21 Having someone to help with the website template. Joette is always helpful.

Respondent#

Response

- 1 Count the number of surplus employees from Priority Schools and give each school a share of them.
- 2 The technicians have a lot on their plate. The communication from HR is not nearly proactive enough and I felt like I had to search around for answers and updates to know what was happening. Many people on my school site knew more than I did about what was happening with staffing, cuts and surplus. More timely, and accurate information is crucial and it has been really detrimental to be behind the information curve. I also did not always have accurate information about what is happening. Communication is the biggest issue.
- 3 More timely with their responses. Show more support for the sites. Provide useful professional development in ~~happening~~.not

- 3 Cindy and Carol could not have been more supportive and professional.
- 4 None
- 5 Site service technicians are awesome.
- 6 N/A
- 7 One stop staffing was very efficient
- 8 The HR people, the Director, Analyst, and Assistant are WONDERFUL! Carol, Cindy, Monica, and Christina
- 9 Cancys efficient and quick to respond to school concerns.
- 10 Updates on teacher layoffs
- 11 I really like working with Cindy and Carol. I had a few difficult staffing issues this year that were handled professionally and quickly
- 12 Excellent service provided by Cindy Nguyen... making sure there was effective communication moving staff from one site to another..
- 13 Employee investigations. Very supportive, very communicative.
- 14 Cindy quickly (same day) extended job offer to new teachers so she could get into training.
- 15 The support provided by the director was fabulous. Responsive and supportive when dealing with confidential issues with staff.
- 16 My tech, Cindy Nguyen, has been extremely helpful.
- 17 Cancy McArn is wonderful. She gives good advice, planning on disciplinary steps and process and offers hands on help with effective letters. In disciplinary meetings, she is very focused and able to understand when a manipulative employee is trying to ~~derail the goals of the site~~
- 18 Big job but well done because of hard working people.
- 19 The people doing the work are always kind, good listeners and supportive. It's just that there must be too much for them to do so they don't seem responsive

21. What changes would you like to see with the Accountability Office?

Respondent#

Response

- 1 Please allow sites to control attendance. We are letting families slip through the cracks with the current system
- 2 The attendance office is not functioning well. Letters sent out were inaccurate. When I called or emailed for questions to be answered, I would not receive a response. This is very frustrating. I would like the attendance letters to be generated by the site, ~~once again~~
- 3 I would like some schools to be able to enroll their own students.
- 4 Attendance was a huge challenge; the letters, SAR meetings and notifications were a problem for the site, were often inaccurate. When we tried to get service or help from the office we rarely got a response or the follow through was very poor if a follow up was needed. The enrollment center has some high parts but can be extremely challenging to work with because they are inflexible and some staff can be rude and dismissive. They are not willing to work with schools, unless I went to my assistant superintendent. Parents have reported real frustrations from long lines and they often send parents to the school for paperwork we do not have or they do not need. The communication is poor at best and I often have to call them to get any idea of what is happening. Dates like open enrollment and when students can enroll after open enrollment has finished should not be a mystery and schools should be aware of them. Additionally, I should not have to go to such great lengths to get students enrolled, it makes us all look unprofessional and like we are not on the same page.

- 5 Far too many divisions to give a single grade. My associate does a great job. See remarks for the other areas
- 6 More tech services available to the school site on a regular basis.
- 7 The enrollment centers should be closed; it was created to serve white privilege and to act as a buffer between privileged parents and privileged school administrators
- 8 N/A
- 9 More work is needed in the enrollment office. A few of our parents did not have a pleasant experience enrolling their children through the enrollment center
- 10 Better communication between Enrollment Center, Behavior Office, Special Ed Department, and Sites. Too often students would just show up at the school sites. ~~Open~~

7 N/A

8 Safe Schools Office is excellent in addressing current needs of our facilities and safety issues concerns

9 Quickly address the issue of equity in technology at elementary school sites.

10 The Area Assistant for my area was outstanding. Mary Hardin Young's level of support and service was invaluable to my success this year.

11 Area Superintendent always available to discuss concerns and brainstorm with me. Great support especially when feeling overwhelmed

12 My Associate Superintendent was exceptional.

13 There are individual people in these departments that are helpful and courteous. Mary Hardin Young is amazing! Mao Vang is an D <0003>Tj /TT2 I4 0 0 8.04 171.24 631.2.226TD <0003>Tj /TT

and

- 10 Nonexistent communication in many departments. Engage in better dialogue with sites. Get to know what is happening and how this department can support, as opposed to mandating sites to do things that are operationally and logistically nonsensical.
- 11 Quickly address the issue of equity in technology at elementary schools.
- 12 New leadership. Professional development needs to be cohesive between teams at the district office. Too many cancellations, changes requirements for school site leadership. Academic office clearly has no understanding of site responsibilities, needs and challenges. Professional development was inconsistent, not helpful and often contradictory. LoTj /TT1 1 Tf 3.T2 1 helpful

17 Eliminate Parent Engagement Department or at least 50% of staff.

18 All I can say here is... How do we have all the money to build up this department when we can't provide custodial coverage for our schools? Health Services None at my school.

Respondent#

Response

- 1 The Connect Center is the BEST service that the district provides to schools. They fill a huge need and are extremely helpful for kids and families. I really appreciate what they do.
- 2 Connect Center
- 3 MOCenter is the only responsive area in this department.
- 4 The Connect Center has been very responsive.
- 5 Connect Center helped two of my families Parents as Partners workshops
- 6 Connect Center is a tremendous support for counseling family crisis issues and student emotional/social needs. Nicole and Barbara are fantastic and responsive.
- 7 I have made use of the Connect Center since no longer have a Healthy Start or any other resources at my school. I have benefitted from being given an opportunity to be in the Caring Schools Community program. I think those working to improve after school programs are on the right track.

Respondent#

Response

- 1 Transportation personnel need more training on how to work with students and parents. We are supposed to be an organization about children and it doesn't appear that way when it comes to certain drivers.
- 2 I know we've had to have cuts but it would be much more efficient if we could have mail delivery at the sites every day...
- 3 Facilitate the firing of certain nutrition practitioners that bring negative attitudes to our school sites. "Cafeteria"
- 4 Purchasing office - investigate more competitive businesses. The laptops we purchased were way too expensive and much better prices were available but we were not allowed because those computers "could not be imaged".
- 5 It takes forever to process payments. We often receive angry phone calls from vendors because invoices have not been paid in a timely manner. This should be improved.
- 6 My biggest concern was for how the Free and Reduced lunch forms were handled. Our percentage of those qualified dropped significantly because it was not handled at the school site. **Butch** .ified

9 A faster and more efficient way to track spending between site and Escap processing. There is too much time between when req's and reimbursements are submitted and when they are processed. Weeks and months pass before an accurate site budget evolves. Attendance allocations need to come in before May 2012. The money for 2012-2013 needs to be allocated in Oct. at the loss if Tier III funds is tremendous for basic supplies. Equity in budgets is a giant issue. Sites need functional budgets. Sites without NCLB/Title I needs some sort of bridge account in order to function. In 2012, way too much energy on figuring out how to pay for basic supplies. This is time and energy away from classroom and instruction.

Respondent#

Response

- 1 The scholarship department as well as transportation were easy to get along with and efficient
- 2 Outstanding organization within the district. All departments are highly collaborative with this site and how

Student Demographic Data and Employee Demographic Data

Four-Year Trend

2008-2012

	1	2	3	4	5	6	7	8
	Native, Not Hispanic		Hispanic		Any Race	Not Hispanic		Not Hispanic

**Statistics of Finalized Position Descriptions for
2010-11, 2011-12, and 2012-13 School Years**

**Statistics of Finalized Position Descriptions for
2010-11, 2011-12, and 2012-13 School Years (continued)**