



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.3

Meeting Date: June 20, 2013

Subject: **Coherent Governance Policy Operational Expectations 3 (OE-3) – Treatment of Stakeholders**

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Superintendent's Office

Recommendation: Approve Coherent Governance Policy Operational Expectations 3 (OE-3) – Treatment of Stakeholders - Monitoring Report.

Background/Rationale: The Board has directed the Superintendent to provide Monitoring Reports on a regular schedule at open session Board meetings. Monitoring determines the degree to which Board policies are being met. This report is designed to share progress toward the results the Board expects to see for the school system, as well as the effectiveness of the system's operations. This report, therefore, is a review of the organization's performance as it relates to Operational Expectations 3 – Treatment of Stakeholders.

The report includes the following information:

- The policy.
- The Superintendent's certification.
- Reasonable Interpretation of the policy.
- Evidence of compliance.

After the Board meets in open session to discuss the report, two additional sections of the report will be completed by the Board chair:

- Disposition of the Board. (The policy is found by the Board to be "in compliance," "in compliance with exceptions," or "not in compliance.")
- Comments.

The Board will discuss the data and conclusions from the Monitoring Report in open session. At the end of the discussion, the Board will vote as to whether it will accept the report, as presented, as evidence of reasonable interpretation and reasonable progress toward achieving the Board's policy. The Board will determine whether the policy is "in compliance," "in compliance with exceptions," or "not in compliance." If the policy is found to be "in compliance

with exceptions,” or “not in compliance,” the Board has the option to direct the Superintendent to correct the non-compliance indicators and report back to the Board at a time outside the regular monitoring schedule.

Financial Considerations: None.

Documents Attached:

1. OE-3 Monitoring Report
2. Complaint #1 representing “breach and confidentiality”
3. Complaint #2 representing “UPC”
4. 2013 Customer Satisfaction Survey Form

Estimated Time of Presentation: 5 minutes

Submitted by: Jonathan P. Raymond, Superintendent

Approved by: N/A

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Operational Expectation Monitoring Report
OE-3: Treatment of Stakeholders
June 20, 2013

PART I: THE POLICY

OE-3: Treatment of Stakeholders

The Superintendent shall develop and maintain an organizational culture that treats all people, including students, parents, the public and staff, with respect, dignity and courtesy.

PART II: SUPERINTENDENT'S CERTIFICATION

I certify that the information in this report is true for the period

beginning June 21, 2012, and ending June 20, 2013.

Based on this report, I believe the school system is

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

Signed: _____ Date: _____
Jonathan 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: _____
Jeff Cuneo, Board President

PART IV: COMMENTS

PART V: INTERPRETATION

Interpretation:

I interpret “maintain an organizational culture” to mean that the school district and all of its employees operate using the core values of trust, respect, honesty, caring and integrity to guide their interactions with each other and with stakeholders outside the organization.

I interpret “treats all people, including students, parents, the public and staff, with respect, dignity, and courtesy” to mean that the school district values individual differences of opinion, reasonably includes people in decisions that affect them, provides open and honest communication and maintains an open, responsive and welcoming environment.

OE-3.1	Superintendent		Board of Education	
<i>The Superintendent will: Manage information so that confidential information is protected.</i>	In Compliance	Not in Compliance	In Compliance	Not in Compliance

Interpretation:

I interpret “manage information” to mean that the school district will follow the legal guidelines to assure that confidential information is only shared with legally authorized individuals.

I interpret “confidential information is protected” to mean that the school district will have systems and a process in place to assure 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.

Indicators for Compliance:

- Percentage of Uniform Complaint Procedure claims related to breach of confidentiality or violations of the Family Education Rights and Privacy Act
- All computer systems are password protected and users are assigned with appropriate security credentials to access resources
- All computers have up-to-date security protocols for information systems (such as a data back-up systems in place, up-to-date firewalls, and regular security audits)

EVIDENCE OF COMPLIANCE
June 21, 2012 to June 20, 2013

- 0.7 percent of the complaints filed were related to breach of confidentiality or violations of the Family Education Rights and Privacy Act. *(this percentage represents 1 complaint which is attached)*
- SCUSD computer users are created, given a generic password and given position/department access to data and other network resources by Tech Services staff upon new hire request through the HR Department. Users are required to change the initial generic password to a best practice complex password of their choosing upon first login.
- Users are forced to change passwords periodically through a system generated requirement, as per industry standard security measures. Through this user account, employees are granted appropriate levels access to network resources dependent upon their job position and association with a related District department. All network devices that access District network resources are required to have a username/password and appropriate security credentials rooted in the District's Microsoft Active Directory Services. As part of the SCUSD Data Center upgrade/redesign a complete security audit and industry best practices review was performed by Tech Services and the District's vendor, AMS.Net. As part of the Data Center Upgrade, the firewall and other network security devices were replaced and/or upgraded; followed with a complete review and implementation of District security policies and procedures.

Compliance Status	In Compliance
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OE-3.2	Superintendent		Board of Education	
<i>The Superintendent will: Maintain processes for effective handling of complaints.</i>	In Compliance	Not in Compliance	In Compliance	Not in Compliance

Interpretation:

I interpret "maintain processes" to mean that the school district has a system in place that is designed to routinely review and appropriately and completely respond to all district complaints.

I interpret "effective handling of complaints" to mean that complaints or concerns are received, reviewed and responded to in a timely manner using an appropriate and respectful approach and acted upon whenever necessary.

The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability or age in any program or activity that receives or benefits from state financial assistance

I interpret “complaints” to be written or oral statements that express discontent with aspects of district operations or those that identify specific grievances an expression of displeasure.

Uniform complaint procedures shall be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, career technical education and training programs, childcare and development programs, child nutrition programs, special education programs, and federal school safety planning requirements.

Indicators for Compliance:

- Number of uniform complaints filed.
- Percentage of complaints investigated and resolved in a timely manner.
- Percentage of appealed claims.

EVIDENCE OF COMPLIANCE June 21, 2012 to June 20, 2013
<ul style="list-style-type: none"> • There were 135 complaints filed for this period. This included 1 uniform complaint which is attached. • 67 percent of complaints were investigated and resolved within 77 days. • 33 percent of complaints are currently open and being investigated. • There were 0 appealed claims.

Compliance Status	In Compliance
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OE-3.3	Superintendent		Board of Education	
1. The Superintendent will maintain an organization culture that:	In Compliance	Not in Compliance	In Compliance	Not in Compliance
a. Values individual difference of opinion;				
b. Values and respects cultural diversity;				

<i>c. Reasonably includes people in decisions that affect them;</i>		
<i>d. Provides open and honest communication in all written and interpersonal interaction;</i>		
<i>e. Focuses on achievement of the Board's Results policies;</i>		
<i>f. Maintains an open, responsive and welcoming environment; and</i>		
<i>g. Promotes collaboration and teamwork;</i>		

Interpretation:

I interpret “values individual differences of opinion” to mean that the district seeks and incorporates multiple perspectives.

I interpret “values and respects cultural diversity” to mean that the district shall create and sustain a climate where stakeholders show consideration for, and treat with deference, the beliefs, values, arts, linguistic expressions and other elements of work and thought characteristic to the diverse populations represented.

I interpret “reasonably includes people in decisions that affect them” to mean that stakeholder perspectives are appropriately incorporated whenever possible when making decisions that impact them.

I interpret “provides open and honest communication in all written and interpersonal interaction” to mean that the school district provides accurate and truthful information in all forms of communication and makes every effort to be open and transparent while following confidentiality laws and district processes and timelines.

I interpret “maintains an open, responsive and welcoming environment” to mean that the school district is a safe environment for stakeholders to offer perspectives. The district responds to complaints or requests by listening and acting in a fair manner. The district welcomes and includes stakeholders from all aspects of the district when possible or appropriate.

I interpret “promotes collaboration and teamwork” to mean that the school district is inclusive, works collaboratively, and listens to and values the input of students, parents, staff and community stakeholders.

Indicators for Compliance:

- School Climate Surveys
- Percentage of schools receiving Welcoming Schools Certification

EVIDENCE OF COMPLIANCE June 21, 2012 to June 20, 2013
<ul style="list-style-type: none">• Central Office Annual Customer Service Survey will be administered on Monday, June 17, 2013. Data will be available in the summer of 2013. (See attach survey sample).• The California Healthy Kids survey was administered in Spring (February 21 and March 28, 2013). Please see website for survey tools for all grades. http://www.scusd.edu/california-healthy-kids-survey.• CHKS results are analyzed by West Ed. West Ed sends raw data as well as school site level reports for use. Reports for current year expected in late June or July 2013.• 2011-2012 school year are available on www.scusd.edu website to download. Actual website http://www.scusd.edu/california-healthy-kids-survey; CHKS analyzed results were shared out with stakeholders, schools, etc .• In the 2012-13 school year, in response to school site, parent and community feedback, the Welcoming Schools Certification process was revised to a voluntary participation process. No SCUSD schools applied for Certification review in 2012-13.

Compliance Status	In Compliance
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RECEIVED

SEP 25 2012

Human Resource Services

Complaint Form



For Office Use Only

Case #:

Check One

- Employee
- Applicant
- Parent/Guardian
- Public
- Student*
- Anonymous

Date (mm/dd/yy): 9 / 10 / 12 Response Requested: Yes No

Site/Location: Elder Creek Elem Administrator:

Course or Grade Level: Room Number or Location:

Site/Location Address:

Name of Complainant (Print):

Address:

Home/Work Phone: Location:

Please indicate the type of complaint below: (BP refers to Board Policy; E refers to Exhibit.)

Employee/Applicant: Employment Discrimination/Harassment (BP 1312.3, 4144)

- Age Sex Sexual Orientation Ethnic Group Identification
- Race Ancestry National Origin Mental or Physical Disability
- Religion Color Other: Employee Complaint (BP 4144)

Student *

- Student Complaint (BP 5144, 5145.7)

Parent/Public

- Complaint Concerning Schools (BP 1312) Complaint Concerning District Employee(s) (BP 1312.1)
- Discrimination in Programs (BP 4144) Complaint Concerning Instructional Material (BP 1312.2)

Parent/Public: Williams Case Complaint Concerning Deficiencies Related to (BP 1312.4, E[1] 1312.4):

- Instructional Materials
- A student, including an English Learner, does not have standards-aligned textbooks or instructional materials or state-adopted textbooks or other required instructional materials to use in class. (EC 35186[e][1][A], T5CCR 4681)
 - A student does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials. (EC 35186[e][1][B], T5CCR 4681)
 - Textbooks or instructional materials are in poor or unusable condition, having missing pages, or are unreadable due to damage. (EC 35186[e][1][C], T5CCR 4681)
 - A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials. (T5CCR 4681)

(Continued on the following page)

Parent/Public: Williams Case Complaint Concerning Deficiencies Related to:
(BP 1312.4, E[1] 1312.4): (continued)

Teacher Vacancy or Misassignments

- A semester begins and a teacher vacancy exists. (A position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position of which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.) (EC 35186[e][2][A], T5CCR 4682)
- A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20% English learner students in the class. (EC 35186[e][2][B], T5CCR 4682)
- A teacher assigned to teach a class for which the teacher lacks a subject matter competency. (EC 35186[e][2][C], T5CCR 4682)

Conditions of Facilities

- A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate. (EC 17592.72, T5CCR 4683)
- A school restroom has not been maintained or cleaned regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers. (EC 35292.5[a][1])
- The school has not kept restrooms open during school hours when students are not in classes, and has not kept a sufficient number of restrooms open during school hours when students are in classes. This does not apply when temporary closing of the restroom is necessary for student safety or to make repairs. (EC 35292.5)

Intensive Instruction and Services Provided to Students Who Have Not Passed One or Both Parts of CAHSEE After the Completion of 12th Grade

- Intensive instruction and services were not provided pursuant to Education Code Section 37254 to pupils who have not passed one or both parts of the high school exit examination after the completion of grade 12. (EC 35186[a][4], EC 35186[e][4]), EC 35186[f][4])

(Continued on the following page)

Person(s) Involved in Complaint:	1.
	2.
Date of Occurrence (mm/dd/yyyy)	late May 2012 Time: AM Witness: no
Ethnicity (if applicable):	Age (if applicable): Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female
Describe the Specific Nature of the Complaint (Include as much information you feel is necessary. Attached additional pages, if necessary.):	
<p>I came to speak to one morning asking if is an employee here at Elder Creek Elem. Ms. said is not an employee. Now is seeing me in small claims court because I am talking about her at Estates and at Elder Creek Elem. I have a letter from which states I was spreading bad rumors to the staff at Elder Creek. I only spoke to Ms. one time about.</p>	
Complainant's Requested Remedy:	
<p>I want the school district to know Ms. is the only staff I have spoken to. I have shared a lot of personal info with Ms. and only Ms.</p>	

*Return student complaints to: Student Hearing and Placement Department, 5735 47th Avenue, Sacramento, CA 95824, through District Mail to Box Number 760, fax to (916) 643-2125, phone (916) 643-9425.
 Return all other complaints to: Human Resource Services, 5735 47th Avenue, Sacramento, CA 95824, through District Mail to Box Number 770, fax to (916) 643-9454, phone (916) 643-9050.

**UNIFORM COMPLAINT PROCEDURES SHALL BE AVAILABLE FREE OF CHARGE.
 PHONE NUMBERS ARE LISTED ABOVE TO REQUEST COPIES OF THE PROCEDURE.**

RECEIVED

SEP 25 2012

Human Resource Services

June 27, 2012

Miss

This letter is to inform you that I am sick and tired of you spreading malicious rumors against me to the tenants here at States Apartment. I will sue and take you to court for slander and defamation of character if you will not stop, even at Elder Creek Elementary School, you were spreading bad rumors about me to the staff that works at school.

Whatever problems you have in your life, don't let me be a part of it, cause I don't do what you do. You accused me of all the bad things that you do. And whatever I do with my life, is none of your business. I just feel sorry for people like you, I've helped you in a lot of ways, but this is what I got in return. I've treated your son, () in many good ways that I can, it's just so sad having a neighbor like

you, that likes to take advantage from people with decent and kind heart.

If something bad will happen to me and my daughter () because of me writing you this letter in my tenancy here at ~~to state~~ Apartment, you will be responsible because I will give a copy to the police department.

You have 10 working days to respond to my letter, in writing, too.

Your Neighbor.

cc: (Apartment Manager)
Police Department

Uniform Complaint

Complaint

From:

Sent: Thursday, March 14, 2013 1:21 PM

To:

Subject: JPC

Question posed to Special Education Sacramento City Unified School District? I am requesting an service based audit to determine how services are being offered in Sacramento City Unified School District because I do not see how you move a student from a comprehensive setting to an isolated environment and claim that your supplementing their education.

This question is now being elevated to A Uniform Complaint or UCP complaint the statement is written below alleging discrimination, harassment, or a violation of a federal or state law or regulation. *California Code of Regulations, Title 5, sections 4600-4687*. Issues that may involve filing a complaint using the UCP are under various state and federal programs that use categorical funds such as Adult Education, Career Technical And Technical Education And Training Programs, Child Care And Developmental Programs, Child Nutrition Programs, Consolidated Categorical Aid Programs, Federal Safety Planning Requirements, Migrant Education, and Special Education Programs.

It is my belief that the Sacramento City Unified school District is Supplanting funds denying access to the comprehensive educational structure services that come in a comprehensive educational setting like a student home schools and they are keeping the funds and the A.D.A that the student generates and the title 1 dollars and other dollars that students generate at their home schools. And supplementing state funds at an alliterative setting like Sacramento Accelerated Academy 5601 47th Avenue, 95824 center or the program behind American Legion or any one of the district's alliterative placement centers located in Sacramento. It is my understanding that the district removes Kindergartens from their home school and because of the district's refusal to share information it has been difficult to have access to real data.

Success Academy (4-8)
5601 47th Avenue, 95824
(916) 433-5301

- Special Education: RSP only
- Program: Academic and social/emotional support for high risk students.
- Enrollment: Behavior Review, Expulsion, School Attendance Review Board (SARB)
- All Success Academy referrals come from the Student Hearing and Placement Office.

For other alternative program information, you may contact the Student Hearing and Placement Department at (916) 643-9425.

Reference to Board Policies and procedural process

My question is how are the alliterative educational setting funded? These are title 1 children that are being removed from their regular educational setting and I have been told that because it is a temporary move so the title 1 dollars do not follow these student. And now these student are being provided services through the general fund. So this question is in writing how is the district funding these Alliterative Education Programs that they are operating? These are all title 1 children that are being moved to isolated services different then the comprehensive services that they were offered in their comprehensive educational setting? And how is this not considered supplanting?

What does the issue of "Supplement Versus Supplant" mean to a school and LEA?

Both the TAS and SWP requirements prohibit the use of federal funds to supplant state or local funds. This provision is conceptually confusing because it is sometimes difficult to determine whether a

particular use of funds is, in fact, a case of supplanting.

An LEA may use Title I funds only to supplement and, to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-Federal sources for the education of students participating in Title I programs. In no case may Title I funds be used to supplant--i.e., take the place of--funds from non-Federal sources. To meet this requirement, an LEA is not required to provide Title I services using a particular instructional method or in a particular instructional setting. In operating a TAS, Title I, Part A of the ESEA gives LEA and school personnel flexibility in selecting the instructional strategies they believe will best meet the needs of students who are at risk of not meeting challenging State academic achievement standards. The expectation is LEAs and schools will use sound instructional strategies of high quality to ensure the students served will reach proficiency on challenging State academic standards and assessments. At the same time, the type of services supported by Title I must supplement or be in addition to the educational services that an LEA would, in the absence of Title I, provide to its students using state or local funds. Programs which do not remove children from the regular classroom during regular hours for Title I services and, instead, provide extended learning time (e.g. extended school year, before- and after-school, and summer programs etc.) are supplemental. Unlike a TAS, a SWP school is not required to select and provide supplemental services to specific children identified as in need of services. A school operating a SWP does not have to: (1) show that federal funds used with the school are paying for additional services that would not otherwise be provided; (2) demonstrate that federal funds are used only for specific target populations; or (3) separately track federal program funds once they reach the school.

A SWP school, however, must use Title I funds only to supplement the amount of funds that would, in the absence of the Title I funds, be made available from non-federal sources for that school, including funds needed to provided services that are required by law for students with disabilities and English Learners.

Presumption of Supplanting

It is presumed supplanting has occurred if:

Federal funds were used to provide services required to be made available under other federal, state or local law.

Federally-funded services were provided with non-federal funds in the prior year.

Title I funds were used to provide services to Title I students, and the same service is provided to non-Title I students using non-Title I funds.

Addition to Complaint

From:
Sent: Thursday, March 14, 2013 1:57 PM
To:
Subject: Fw: UPC

----- Forwarded Message -----

From:
To: ""
Sent: Thursday, March 14, 2013 1:52 PM
Subject: UPC

The Sacramento City Unified School District as developed a policy that denies student a F.A.P.E.

Because this is a required process for Special Education Students

Success Academy (4-8)

5601 47th Avenue, 95824

(916) 433-5301

• Special Education: RSP only

• Program: Academic and social/emotional support for high risk students.

• Enrollment: Behavior Review, Expulsion, School Attendance Review Board (SARB)

• All Success Academy referrals come from the Student Hearing and Placement Office.

For other alternative program information, you may contact the Student Hearing and Placement Department at (916) 643-9425.

§ 14.133. Positive behavior support.

(a) Positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students and eligible young children shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Behavior support programs

must include research based practices and techniques to develop and maintain skills that will enhance an individual student's or eligible young child's opportunity for learning and self-fulfillment. Behavior support programs and plans must be based on a functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student or eligible young child shall be the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques, in accord with subsection (c)(2).

(b) Notwithstanding the requirements incorporated by reference in 34 CFR 300.34, 300.324 and 300.530 (relating to related services; development, review, and revision of IEP; and authority of school personnel), with regard to a child's behavior, the following words and terms, when used in this section, have the following meanings, unless the context clearly indicates otherwise:

Aversive techniques—Deliberate activities designed to establish a negative association with a specific behavior.

Behavior support—The development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

Positive behavior support plans—A plan for students with disabilities and eligible young children who require specific intervention to address behavior that interferes with learning. A positive behavior support plan shall be developed by the IEP team, be based on a functional behavior assessment, and become part of the individual eligible young child's or student's IEP. These plans must include methods that utilize positive reinforcement and other positive techniques to shape a student's or eligible young child's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

Restraints—

(i) The application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's or eligible young child's body.

(ii) The term does not include briefly holding, without force, a student or eligible young child to calm or comfort him, guiding a student or eligible young child to an appropriate activity, or holding a student's or eligible young child's hand to safely escort her from one area to another.

(iii) The term does not include hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's or eligible young child's parents and specified in the IEP. Devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices are examples of mechanical restraints which are excluded from this definition, and governed by subsection (d).

(c) Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

(1) The use of restraints to control the aggressive behavior of an individual student or eligible young child shall cause the school entity to notify the parent of the use of restraint and shall cause a meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student or eligible young child needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior.

(2) The use of restraints may only be included in a student's or eligible young child's IEP when the following conditions apply:

(i) The restraint is utilized with specific component elements of positive behavior support.

(ii) The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.

(iii) Staff are authorized to use the procedure and have received the staff training required.

(iv) There is a plan in place for eliminating the use of restraint through the application of positive behavior support.

(3) The use of prone restraints is prohibited in educational programs. Prone restraints are those in which a student or eligible young child is held face down on the floor.

(4) The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.

(5) School entities shall maintain and report data on the use of restraints as prescribed by the Secretary. The report shall be reviewed during cyclical compliance monitoring conducted by the Department.

(d) Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents. Mechanical restraints shall prevent a student from injuring himself or others or promote normative body positioning and physical functioning.

(e) The following aversive techniques of handling behavior are considered inappropriate and may not be used by agencies in educational programs:

(1) Corporal punishment.

(2) Punishment for a manifestation of a student's disability.

(3) Locked rooms, locked boxes or other structures or spaces from which the student cannot readily exit.

(4) Noxious substances.

(5) Deprivation of basic human rights, such as withholding meals, water or fresh air.

(6) Suspensions constituting a pattern under § 14.143(a) (relating to disciplinary placement).

(7) Treatment of a demeaning nature.

(8) Electric shock.

(f) School entities have the primary responsibility for ensuring that positive behavior support programs are in accordance with this chapter, including the training of personnel for the use of specific procedures, methods and techniques, and for having a written policy and procedures on the use of positive behavior support techniques and obtaining parental consent prior to the use of restraints or intrusive procedures as provided in subsection (c).

(g) In accordance with their plans, agencies may convene a review, including the use of human rights committees, to oversee the use of restrictive or intrusive procedures or restraints.

(h) Subsequent to a referral to law enforcement, for students with disabilities who have positive behavior support plans, an updated functional behavior assessment and positive behavior support plan shall be required.

Authority

The provisions of this § 14.133 amended under sections 1372 and 2603-B of the Public School Code of 1949 (24 P. S. § § 13-1372 and 26-2603-B).

Source

The provisions of this § 14.133 adopted June 8, 2001, effective June 9, 2001, 31 Pa.B. 3021; amended June 27, 2008, effective July 1, 2008, 38 Pa. Code 3575. Immediately preceding text appears at serial pages (334877) to (334878).

Cross References

This section cited in 22 Pa. code § 10.23 (relating to response and handling of a student with a disability); 22 Pa. Code Appendix A (relating to model memorandum of understanding); 55 Pa. Code § 3270.4 (relating to definitions); 55 Pa. Code § 3280.4 (relating to definitions); and 55 Pa. Code § 3290.4 (relating to definitions).

From

Sent: Tuesday, April 16, 2013 1:49 PM

To:

Subject: Addendum to the uniform complaints filed 3-14-13

Sacramento City Unified School District

- Regarding the Uniform Complaints filed in the interest of the public trust

Unfortunately, I did not feel that the concern was answered. The UPC was made as a request for a concern under the interest of the public trust. The Sacramento City Unified School District has used Administrative Board Policies that have created a disparate and disproportionate impact to the African American Community. The concerns spanned unequal programs, to the use of behavior to move our children to these program. Perhaps the Department of Special Education was not the office to respond to these concerns but the it is my belief that they have a responsibility to respond to the communities concern at large. Any concern requested at the meeting should have been carry over to the next meeting. We did not request the information regarding what changes had been made to board policy that had not been made to the general public. We are concern of the process that has lead to the inappropriate lack of support given to African Americans student. And also the denial of due process at the time of suspension and how the student hand book was written that we believe has created inequality in the public school accommodation. The Sacramento City Unified School District is required to have a plan that address behavior under the Federal Government as to not overtly identify in one group of student. It is my belief that the board policies aid in the failure to thrive in the public school accommodation provided by Sacramento City Unified School District. African American Student are being disproportionately placed in these alliterative programs. We do not need to do a public request for information. The district has in general board meeting provided that information to the public and it is well know that far too many African American students have been placed in alliterative programs. Therefore should have had the proper administrators in the room to respond to the question and concerns. There were two complaints filed on the same day I have documented and I also placed a call to clear up any concerns.

We need to addressed board policy and it use in moving students and how the student behavior hand book was written that violates due process. Please consider this an amendment to the original complaint considering we have already met are beyond the 30 day time frame of the process.

There were two complaints that addressed the movement of African American Students and the services that they are receiving title 1 and also what if any board policies are being used to move students away from public services. It is my belief the board policy regarding suspension expulsion is being utilized to move students. Yet, there is federal laws that would prevent the over identification of any one race in suspension and they do not have the right to remove a student from his placement unless it would cause harm to another student I believe that the remedy would be a judicial review for the number of African American students placed on a behavior contract, and move out of regular educational placement.

I do not believe that we need to do a public request as to how the alliterative programs are serving African American Children. The issue here is that far too many African American children are being placed in programs not credential programs. It is clearly not a voluntary transfer when the District has partners like the District Attorney Office and like the Department of Health and human services. The only option here would be a Judaical review to determine what is going on that is disproportionately targeting the African American Community in the public education system.

A Uniform Complaint or UCP complaint the statement is written below alleging discrimination, harassment, or a violation of a federal or state law or regulation. *California Code of Regulations*, Title 5, sections 4600-4687. Issues that may involve filing a complaint using the UCP are under various state and federal programs that use categorical funds such as Adult Education, Career Technical And Technical Education And Training Programs, Child Care And Developmental Programs, Child Nutrition Programs, Consolidated Categorical Aid Programs, Federal Safety Planning Requirements, Migrant Education, and Special Education Programs.

----- Forwarded Message -----

From:
To: R
Sent: Thursday, March 14, 2013 4:44 PM
Subject: Fw: UPC Sorry please add the JRC to the complaint!

----- Forwarded Message -----

From:
To: I
Sent: Thursday, March 14, 2013 4:43 PM
Subject: Fw: UPC Sorry please add the JRC to the complaint!

Executive Director,
Justice Reform Coalition

----- Forwarded Message -----

From:
To: F
Sent: Thursday, March 14, 2013 4:12 PM
Subject: Fw: UPC

----- Forwarded Message -----

From:
To: S
Sent: Thursday, March 14, 2013 1:20 PM
Subject: UPC

Question posed to Special Education Sacramento City Unified School District? I am requesting an service based audit to determine how services are being offered in Sacramento City Unified School District because I do not see how you move a student from a comprehensive setting to an isolated environment and claim that your supplementing their education.

This question is now being elevated to A Uniform Complaint or UCP complaint the statement is written below alleging discrimination, harassment, or a violation of a federal or state law or regulation. *California Code of Regulations*, Title 5, sections 4600-4687. Issues that may involve filing a complaint using the UCP are under various state and federal programs that use categorical funds such as Adult Education, Career Technical And

Technical Education And Training Programs, Child Care And Developmental Programs, Child Nutrition Programs, Consolidated Categorical Aid Programs, Federal Safety Planning Requirements, Migrant Education, and Special Education Programs.

It is my belief that the Sacramento City Unified school District is Supplanting funds denying access to the comprehensive educational structure services that come in a comprehensive educational setting like a student home schools and they are keeping the funds and the A.D.A that the student generates and the title 1 dollars and other dollars that students generate at their home schools. And supplementing state funds at an alliterative setting like Sacramento Accelerated Academy 5601 47th Avenue, 95824 center of the program behind American Legion or any one of the district's alliterative placement centers located in Sacramento. It is my understanding that the district removes Kindergartens from their home school and because of the district's refusal to share information it has been difficult to have access to real data.

Success Academy (4-8)
5601 47th Avenue, 95824
(916) 433-5301

- Special Education: RSP only
- Program: Academic and social/emotional support for high risk students.
- Enrollment: Behavior Review, Expulsion, School Attendance Review Board (SARB)
- All Success Academy referrals come from the Student Hearing and Placement Office.

For other alternative program information, you may contact the Student Hearing and Placement Department at (916) 643-9425.

Reference to Board Policies and procedural process

My question is how are the alliterative educational setting funded? These are title 1 children that are being removed from their regular educational setting and I have been told that because it is a temporary move so the title 1 dollars do not follow these student. And now these student are being provided services through the general fund. So this question is in writing how is the district funding these Alliterative Education Programs that they are operating? These are all title 1 children that are being moved to isolated services different then the comprehensive services that they were offered in their comprehensive educational setting? And how is this not considered supplanting?

What does the issue of "Supplement Versus Supplant" mean to a school and LEA?

Both the TAS and SWP requirements prohibit the use of federal funds to supplant state or local funds. This provision is conceptually confusing because it is sometimes difficult to determine whether a particular use of funds is, in fact, a case of supplanting.

An LEA may use Title I funds only to supplement and, to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-Federal sources for the education of students participating in Title I programs. In no case may Title I funds be used to supplant--i.e., take the place of--funds from non-Federal sources. To meet this requirement, an LEA is not required to provide Title I services using a particular instructional method or in a particular instructional setting.

In operating a TAS, Title I, Part A of the ESEA gives LEA and school personnel flexibility in selecting the instructional strategies they believe will best meet the needs of students who are at risk of not meeting challenging State academic achievement standards. The expectation is LEAs and schools will use sound instructional strategies of high quality to ensure the students served will reach proficiency on challenging State academic standards and assessments. At the same time, the type of services supported by Title I must supplement or be in addition to the educational services that an LEA would, in the absence of Title I, provide to its students using state or local funds. Programs which do not remove children from the regular classroom during regular hours for Title I services and, instead, provide extended learning time (e.g. extended school year, before- and after-school, and summer programs etc.) are supplemental.

Unlike a TAS, a SWP school is not required to select and provide supplemental services to specific children identified as in need of services. A school operating a SWP does not have to: (1) show that federal funds used with the school are paying for additional services that would not otherwise be provided; (2) demonstrate that federal funds are used only for specific target populations; or (3) separately track federal program funds once they reach the school.

A SWP school, however, must use Title I funds only to supplement the amount of funds that would, in the absence of the Title I funds, be made available from non-federal sources for that school, including funds needed to provide services that are required by law for students with disabilities and English Learners.

Presumption of Supplanting

It is presumed supplanting has occurred if:

Federal funds were used to provide services required to be made available under other federal, state or local law.

Federally-funded services were provided with non-federal funds in the prior year.

Title I funds were used to provide services to Title I students, and the same service is provided to non-Title I students using non-Title I funds.

What does the issue of "Supplement Versus Supplant" mean to a school and LEA?

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This provision is conceptually confusing because it is sometimes difficult to determine whether a particular use of funds is, in fact, a case of supplanting.

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In operating a TAS, Title I, Part A of the ESEA gives LEA and school personnel flexibility in selecting the instructional strategies they believe will best meet the needs of students who are at risk of not meeting challenging State academic achievement standards. The expectation is LEAs and schools will use sound instructional strategies of high quality to ensure the students served will reach proficiency on challenging State academic standards and assessments. At the same time, the type of services supported by Title I must supplement or be in addition to the educational services that an LEA would, in the absence of Title I, provide to its students using state or local funds. Programs which do not remove children from the regular classroom during regular hours for Title I services and, instead, provide extended learning time (e.g. extended school year, before- and after-school, and summer programs etc.) are supplemental.

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Federally-funded services were provided with non-federal funds in the prior year.

Title I funds were used to provide services to Title I students, and the same service is provided to non-Title I students using non-Title I funds.

----- Forwarded Message -----

From: F

To: "_____
city.k12.ca.us
Sent: Friday, April 5, 2013 6:32 AM
Subject: Fw: UPC

I have been informed that a letter was sent out regarding a meeting that I never received. I am following up to set up a meeting time so please respond.

Thank you

J,

----- Forwarded Message -----

From: _____
To: _____
Sent: Thursday, March 14, 2013 1:57 PM
Subject: Fw: UPC

----- Forwarded Message -----

From: _____
To: _____
Sent: Thursday, March 14, 2013 1:52 PM
Subject: UPC

The Sacramento City Unified School District as developed a policy that denies student a F.A.P.E.

Because this is a required process for Special Education Students

Success Academy (4-8)
5601 47th Avenue, 95824
(916) 433-5301

• Special Education: RSP only
• Program: Academic and
social/emotional support for high risk
students.

• Enrollment: Behavior Review,
Expulsion, School Attendance Review
Board (SARB)

• All Success Academy referrals come
from the Student Hearing and
Placement Office.

For other alternative program information, you

may contact the Student Hearing and Placement Department at (916) 643-9425.

§ 14.133. Positive behavior support.

(a) Positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students and eligible young children shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual student's or eligible young child's opportunity for learning and self-fulfillment. Behavior support programs and plans must be based on a functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student or eligible young child shall be the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques, in accord with subsection (c)(2).

(b) Notwithstanding the requirements incorporated by reference in 34 CFR 300.34, 300.324 and 300.530 (relating to related services; development, review, and revision of IEP; and authority of school personnel), with regard to a child's behavior, the following words and terms, when used in this section, have the following meanings, unless the context clearly indicates otherwise:

Aversive techniques—Deliberate activities designed to establish a negative association with a specific behavior.

Behavior support—The development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

Positive behavior support plans—A plan for students with disabilities and eligible young children who require specific intervention to address behavior that interferes with learning. A positive behavior support plan shall be developed by the IEP team, be based on a functional behavior assessment, and become part of the individual eligible young child's or student's IEP. These plans must include methods that utilize positive reinforcement and other positive techniques to shape a student's or eligible young child's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

Restraints—

(i) The application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's or eligible young child's body.

(ii) The term does not include briefly holding, without force, a student or eligible young child to calm or comfort him, guiding a student or eligible young child to an appropriate activity, or holding a student's or eligible young child's hand to safely escort her from one area to another.

(iii) The term does not include hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for

therapeutic or medical treatment, as agreed to by the student's or eligible young child's parents and specified in the IEP. Devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices are examples of mechanical restraints which are excluded from this definition, and governed by subsection (d).

(c) Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

(1) The use of restraints to control the aggressive behavior of an individual student or eligible young child shall cause the school entity to notify the parent of the use of restraint and shall cause a meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student or eligible young child needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior.

(2) The use of restraints may only be included in a student's or eligible young child's IEP when the following conditions apply:

(i) The restraint is utilized with specific component elements of positive behavior support.

(ii) The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.

(iii) Staff are authorized to use the procedure and have received the staff training required.

(iv) There is a plan in place for eliminating the use of restraint through the application of positive behavior support.

(3) The use of prone restraints is prohibited in educational programs. Prone restraints are those in which a student or eligible young child is held face down on the floor.

(4) The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.

(5) School entities shall maintain and report data on the use of restraints as prescribed by the Secretary. The report shall be reviewed during cyclical compliance monitoring conducted by the Department.

(d) Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents. Mechanical restraints shall prevent a student from injuring himself or others or promote normative body positioning and physical functioning.

(e) The following aversive techniques of handling behavior are considered inappropriate and may not be used by agencies in educational programs:

(1) Corporal punishment.

(2) Punishment for a manifestation of a student's disability.

(3) Locked rooms, locked boxes or other structures or spaces from which the student cannot readily exit.

(4) Noxious substances.

(5) Deprivation of basic human rights, such as withholding meals, water or fresh air.

(6) Suspensions constituting a pattern under § 14.143(a) (relating to disciplinary placement).

(7) Treatment of a demeaning nature.

(8) Electric shock.

(f) School entities have the primary responsibility for ensuring that positive behavior support programs are in accordance with this chapter, including the training of personnel for the use of specific procedures, methods and techniques, and for having a written policy and procedures on the use of positive behavior support techniques and obtaining parental consent prior to the use of restraints or intrusive procedures as provided in subsection (c).

(g) In accordance with their plans, agencies may convene a review, including the use of human rights committees, to oversee the use of restrictive or intrusive procedures or restraints.

(h) Subsequent to a referral to law enforcement, for students with disabilities who have positive behavior support plans, an updated functional behavior assessment and positive behavior support plan shall be required.

Authority

The provisions of this § 14.133 amended under sections 1372 and 2603-B of the Public School Code of 1949 (24 P. S. § § 13-1372 and 26-2603-B).

Source

The provisions of this § 14.133 adopted June 8, 2001, effective June 9, 2001, 31 Pa.B. 3021; amended June 27, 2008, effective July 1, 2008, 38 Pa. Code 3575. Immediately preceding text appears at serial pages (334877) to (334878).

Cross References

This section cited in 22 Pa. code § 10.23 (relating to response and handling of a student with a disability); 22 Pa. Code Appendix A (relating to model memorandum of understanding); 55 Pa. Code § 3270.4 (relating to definitions); 55 Pa. Code § 3280.4 (relating to definitions); and 55 Pa. Code § 3290.4 (relating to definitions).

2013 Customer Satisfaction Survey



Dear Principals,

As we near the close of the school year, it is time for us to assess the quality of services that the Central Office has provided to you on the front lines of education. This survey, as part of our continuous improvement process, is an opportunity for you to provide some feedback. The information from this survey will be used to help the Central Office staff review and improve processes and services to better support the schools. This survey should take you about 20 minutes to complete.

Thank you for your time and careful consideration as you complete each section of this survey.

Sincerely,

Jonathan Raymond
Superintendent

2013 Customer Satisfaction Survey

1. Operations and Planning: The Operations Department is responsible for maintaining safe, efficient and clean learning environments for students and staff. Civic Permits are scheduled through this office. The Planning and Construction Department is responsible for capital construction projects. The department collects and administers developer fees, Mello-Roos special taxes and redevelopment funds

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Facilities and Maintenance: The mission of the Facilities and Maintenance Department is to maintain the highest level of service possible to our school district, by enforcing that all schools and offices are clean, safe and provide an attractive learning and work environment, especially for all students and teachers.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2013 Customer Satisfaction Survey

3. What overall grade would you give the Offices of Operations and Facilities and Maintenance? Use the scale from A to F, where "A" is outstanding, "C" is average, and "F" is failure.

- A
- B
- C
- D
- F
- Not Applicable

2013 Customer Satisfaction Survey

4. The Communications Office is responsible for promoting the good work of students, teachers, principals and staff via several communication tools, including the EConnection electronic newsletter, press releases, social media and website postings and ConnectEd phone calls. The department also produces promotional materials including posters, videos, brochures and pamphlets, provides support to school websites and provides various internal communication services. The Communications Office offers support to school site leaders regarding messaging to parents, staff and the community.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- A
- B
- C
- D
- F
- Not Applicable

6. What changes would you like to see with the Communications Office?

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

2013 Customer Satisfaction Survey

Human Resources

8. The Human Resource Office is administered by staff members who provide expertise in the areas of organizational business management, recruitment and selection, retention, classification and compensation, staffing, application processing, performance evaluation, credentialing, new employee orientation, investigation, employee discipline, fingerprinting and contract administration. This dedicated team is strongly committed to the recruitment effort and works diligently to attract and retain talented instructional, administrative and non-instructional personnel for our schools and offices. This department is continuously improving the recruitment process to propel Sacramento City Unified School District as an employer of choice.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- A
- B
- C
- D
- F
- Not Applicable

10. What changes would you like to see with the Human Resources Office?

2013 Customer Satisfaction Survey

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

2013 Customer Satisfaction Survey

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, educational planning and accountability, internal/external research and program evaluation. The office coordinates data analysis training and implementation and integrates the use of technology across the district in order to facilitate student and employee achievement. The Accountability office coordinates and manages the development and implementation of district-wide academic reform initiatives, policies, procedures and reporting. This office directs the performance management system and designs and implements accountability systems for the strategic plan and all projects that are developed from the plan. The office oversees Priority Schools and leads and guides the Area Assistant Superintendents, the Behavior and Student Hearing Office and Adult Education, which is not reflected in the Departmental Budget. Adult Education is included in Other Funds.

Please rate each of the departments within the Accountability Office listed below.

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
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: Information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2013 Customer Satisfaction Survey

13. Adult Education: Adult Education has been a part of the Sacramento City Unified School District's public education program since 1878, providing 132 years of service to the Sacramento community. The Adult Education Program has grown to include day, evening, and Saturday classes which meet the needs of the total community. Even with the budget reductions, Adult Education and its important services were maintained. The district's Adult Education Program has four main campuses. In addition, classes are held in a variety of school and non-school locations throughout the community.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Assessment, Research and Evaluation: The office of Assessment, Research and Evaluation provides leadership and support to help administrators, teachers and parents understand students' needs in order to improve the academic achievement of all students. The department plans, organizes, coordinates, implements and directs the assessment, research and evaluation services of the district. The department provides data to facilitate informed decision-making regarding the improvement of instructional and categorical programs as well as other services provided to students.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2013 Customer Satisfaction Survey

15. Attendance and Dropout: The goal of this department is to formulate specific and coherent evidence-based strategies/programs for the Sacramento City Unified School District to address the challenges of reducing the dropout numbers and improving attendance and graduation rates.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2013 Customer Satisfaction Survey

17. Data and Technology: Technology Services currently supports the district's 17,000 PC's, in excess of 100 servers and the district Wide Area Network. The department also supports telephone quality, the ordering of new lines and all related internet and telephony billing. It supports the district emails systems with 4,500 users, Zangle, the district Student Information System and Escape, the HR and accounting system. Technology Services also supports, maintains and backs-up the district's 4,500 staff and 47,000 student user accounts.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2013 Customer Satisfaction Survey

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 school environment. The office provides support to schools in development and implementation of their Comprehensive Safe School Plan, coordinates the School Resource Officer Program in collaboration with the Sacramento Police Department, coordinates the District's Emergency Management Plan, serves as liaison to first responders and emergency governmental agencies, and supports the site based Campus Monitor program and gang prevention/intervention programs. In addition, the Safe Schools Office provides training for administrators, staff and the community on crisis mitigation/prevention, preparedness and response, and collaborates with other district offices to develop programs, procedures and methods to prevent crime and violence on our campuses.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2013 Customer Satisfaction Survey

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 students. The SCUSD Enrollment Center is a key component of the district’s multi-front focus on improving equity within our community. The Enrollment Center was created as a one-stop resource to service families seeking resources and information when enrolling their children in our district. Families are able to enroll students, submit transfer and open enrollment applications, have questions answered, receive pre-testing services and benefit from the on-site immunization clinic. The Enrollment Center ensures fairness and equity in the treatment of families and allows central monitoring of enrollment and intra- and inter-district permits. It also provides an opportunity to consolidate services and create a more efficient enrollment process, as Enrollment Center staff are highly trained and knowledgeable in all processes and procedures.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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
- B
- C
- D
- F
- Not Applicable

2013 Customer Satisfaction Survey

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

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

2013 Customer Satisfaction Survey

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 our system. The department also coordinates the improvement of customer service throughout the organization. The Academic Office provides support to staff in initiatives aimed at catapulting student performance. The department facilitates interaction among schools and central administrative departments. The department also works on community interaction and partnerships with schools to achieve a focused and equitable environment for student learning. The Academic Office oversees the Child Development Department that is not reflected in the Departmental Budget. Child Development is included in Other Funds.

Please rate each of the departments within the Academic Office listed below.

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.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2013 Customer Satisfaction Survey

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 subsidized full day child care and free part day preschool programs for income eligible families. These programs provide appropriate learning experiences and comprehensive student support services for preschoolers to ensure their smooth transition into kindergarten.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2013 Customer Satisfaction Survey

26. Multilingual Literacy: The Multilingual Literacy Department provides leadership, guidance and technical assistance to school and department staffs to ensure that all limited-English proficient (LEP) students, referred to as English Learners in Sacramento City Unified School District, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Instructional Support Technology: The vision of the Technology Services Department is to be the leading provider of state of the art technologies and services in support of excellence in learning for Sacramento City Unified School District. Our mission is to provide quality service, technology support and application development for district-wide applications to staff, students and community members.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2013 Customer Satisfaction Survey

28. Library and Media Services: Coordinates central ordering, cataloging, receiving and shipping of all K-12 textbooks and consumables as well as all K-6 and K-8 library materials. Coordinates the Williams Review process for all Decile 1-3 sites and works to ensure that all students are assigned textbooks in the core subjects by the eighth week of school. Administers and trains all users in the library and textbook automation systems, Athena and Destiny. Coordinates the Reading is Fundamental (RIF) Program, a federally funded program that provides books for students to keep. Consults and assists sites with school library issues including facilities, staffing, programs and management of school library collections.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. Special Education: Special Education provides individualized instruction to qualified special needs children, birth through 21 years of age. Children, who meet eligibility criteria, receive Special Education instruction and related services designed to meet their specific education needs. Special Education services are provided only after all resources of the general education program have been considered and utilized.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2013 Customer Satisfaction Survey

30. Linked Learning: Linked Learning connects strong academics with real-world experience in a wide range of fields, such as engineering, arts and media, and biomedical and health sciences—helping students gain an advantage in high school, college and careers. Pathways that link learning with student interests and job preparation lead to higher graduation rates, increased college enrollments and higher learning potential. Used in schools throughout California, this integrated approach helps students build a strong foundation for success in college and careers—and life. Pathways prepare high school students for careers and a full range of post-secondary options, including two- and four-year colleges and universities, apprenticeships, the military and formal employment training.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2013 Customer Satisfaction Survey

31. State, Local and Federal Programs: The State and Federal Programs Department ensures that we are in compliance with legally mandated services for students. The department coordinates training, implementation, support and monitoring for a variety of programs, including Title I Program Improvement Activities: Public School Choice and Supplemental Educational Services as well as other provisions for the Elementary and Secondary Education Act (also known as the No Child Left Behind Act of 2001).

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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
- B
- C
- D
- F
- Not Applicable

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

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

2013 Customer Satisfaction Survey

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).

Please rate each of the departments within the Family and Community Engagement office listed below.

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.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2013 Customer Satisfaction Survey

36. Youth Development: The Youth Development Office provides support to teachers and school site administrators in creating an environment conducive to the achievement of academic, as well as social, emotional, success for all students. Services are based upon the philosophy of building resiliency to assure that students successfully adapt in the face of adversity and develop academic, social and vocational competence.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2013 Customer Satisfaction Survey

37. Integrated Support Services: The Integrated Support Services Department operates the "Connect Center," a central youth and family resource center located on the Genesis campus, as well as 19 youth and family resource centers at school sites throughout the district. The purpose of the centers is to provide support to students who are struggling 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 academic success of students by integrating the efforts of schools, families, community partners, businesses and constituents.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. Did the Chronic Absenteeism Student Snapshot report help you better understand the state of chronic absence within your school?

- Yes
- No
- I am unaware of the report

39. Did the Chronic Absenteeism Student Snapshot report help you to strategically implement attendance interventions to improve student attendance?

- Yes
- No
- I am unaware of the report

2013 Customer Satisfaction Survey

40. 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.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

41. Matriculation and Orientation Center (MOC): The Matriculation and Orientation Center (MOC) is a centralized district site for registering new students whose primary language is non-English. During the registration process, students are administered the California English Language Development Test (CELDT), which is required in the state of California. Parents receive these test results as well as an orientation about the U.S. school system, in their primary language where possible. Also, parents are given information and referrals for adult classes, pre-school and healthcare services, as needed. Additionally, the MOC staff provides translation services of foreign transcripts and district-to-home written communications, as well as verbal interpretation.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2013 Customer Satisfaction Survey

42. What overall grade would you give the Family and Community Engagement office services? Use the scale from A to F, where "A" is outstanding, "C" is average, and "F" is failure.

- A
- B
- C
- D
- F
- Not Applicable

43. What changes would you like to see with the FACE Office?

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

2013 Customer Satisfaction Survey

Administrative Services

The Administrative Services Department provides a wide variety of services to support our students, school sites, community and parents. This division is responsible for all fiscal activities related to accounts payable, accounts receivable, budgeting, employee benefits, payroll, purchasing and risk management. In addition, Administrative Services oversees the nutrition services program and student transportation. This department coordinates and interacts closely with district staff and provides information to the Board upon which policy decisions are made. Short-term and long-term financial planning are also a responsibility of this department as well as providing contract information to the Board.

Please rate each of the departments within the Administrative Service office listed below.

45. Budget Service: The Budget Services Department provides staff support for the development and implementation of the district's budget and fiscal policies. Responsibilities include monitoring expenditures and revenues to maintain a sound financial condition and planning expenditures for the next fiscal year. Budget Services reports expenditure information to federal, state and local governments on a regular basis. Staff work closely with school sites and departments to provide guidance on budgetary matters. This department is responsible for maintaining position control.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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46. Compensation and Benefits: The Compensation and Benefits Department is responsible for processing payroll for all district employees. Approximately 8,000 payroll checks are prepared on a monthly basis during the school year. This department oversees the Workers' Compensation Program, which works with the third-party administrator toward loss control to reduce the frequency and severity of claims. This office also administers enrollments in health and welfare benefit programs for current and retired employees.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

47. Accounting Services: The Accounting Services Department is responsible for the district's accounting activities. These services include: paying the district's invoices and employee reimbursements, tracking funds used for construction projects, renovations and facility repairs, collecting and depositing cash receipts, monitoring student activity funds, reconciling petty cash accounts and maintaining the district's ledgers. This department coordinates internal and external audits. In addition, the Accounting Services Department ensures that proper accounting procedures are followed.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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48. 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.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

49. 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 buyout orders, universal waste, surplus and discard books, summer school materials, e-waste, Central Office records and printed materials from the Central Printing Department.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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50. 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.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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51. Transportation: The Transportation Department carries more than 3,000 students to and from school daily, plus many more on field trips for athletics and other school activities, noon runs, emergencies and shuttles for therapy and other Special Education services. Additional responsibilities include planning over 135 routes, supervising buses, 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.

	Never	Sometimes	Usually	Always	Not Applicable
Responsiveness: staff addressed my concerns in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy: staff was polite and respectful when listening to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy: information provided was correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible: staff was able to provide solutions for my school's unique needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication: staff shared sufficient information with my site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

52. 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
- B
- C
- D
- F
- Not Applicable

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

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

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55. I believe the District makes student-centered decisions.

Never

Sometimes

Usually

Always

Not Applicable

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

- A. M. Winn Elementary
- Abraham Lincoln Elementary
- Albert Einstein
- Alice Birney Waldorf-Inspired
- American Legion
- Bowling Green - Chacon
- Bowling Green - McCoy
- Bret Harte
- C.K. McClatchy
- Caleb Greenwood
- California Middle
- Camellia Elementary
- Capital City
- Caroline Wenzel Elementary
- Cesar Chavez Elementary
- Clayton B. Wire Elementary
- Collis P. Huntington Elementary
- Crocker Riverside Elementary
- David Lubin Elementary
- Earl Warren Elementary
- Edward Kemble Elementary
- Elder Creek Elementary
- Ethel I. Baker Elementary
- Ethel Phillips Elementary
- Fern Bacon Middle
- Fr. Keith B. Kenny Elementary
- Fruit Ridge Elementary
- Genevieve F. Didion K-8

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- George Washington Carver High
- Golden Empire Elementary
- H. W. Harkness Elementary
- Health Professions High
- Hiram W. Johnson High
- Hollywood Park Elementary
- Hubert Bancroft Elementary
- Isador Cohen Elementary
- James Marshall Elementary
- Jedediah Smith Elementary
- John Bidwell Elementary
- John Cabrillo Elementary
- John D. Sloat Elementary
- John F. Kennedy High
- John Morse Therapeutic Center
- John Still Elementary
- John Still Middle
- Joseph Bonnheim Elementary
- Kit Carson Middle
- Leonardo da Vinci K-8
- Luther Burbank High
- Maple Elementary
- Mark Hopkins Elementary
- Mark Twain Elementary
- Martin Luther King, Jr. K-8
- Matsuyama Elementary
- New Technology High
- Nicholas Elementary
- O. W. Erlewine Elementary
- Oak Ridge Elementary
- Pacific Elementary

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- Parkway Elementary
- Peter Burnett Elementary
- Phoebe Hearst Elementary
- Pony Express Elementary
- Rosa Parks Middle
- Rosemont High
- Sacramento Accelerated Academy
- Sam Brannan Middle
- School of Engineering and Science
- Sequoia Elementary
- Success Academy
- Susan B. Anthony Elementary
- Sutter Middle
- Sutterville Elementary
- Tahoe Elementary
- The Met High
- Theodore Judah Elementary
- Washington Elementary
- West Campus High
- Will C. Wood Middle
- William Land Elementary
- Woodbine Elementary
- Yav Pem Suab Academy
- Language Academy

57. Position (Optional)

- Principal
- Assistant Principal