



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.5

**Meeting Date:** June 21, 2012

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

- 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

**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 21, 2012**

**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, 2011, and ending June 20, 2012.

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: \_\_\_\_\_  
Diana Rodriguez, Board President

**PART IV: COMMENTS**

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**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 The Superintendent will manage information so that confidential information is protected.**

**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, 2011 to June 20, 2012

- 1.6 percent of complaint claims were related to breach of confidentiality or violations of the Family Education Rights and Privacy Act (see attached complaint data)
- 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 receipt of a new hire request through the Human Resources 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 of access to network resources dependent upon their job position and associated with a related District department.
- 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.

<b>Compliance Status</b>	In Compliance
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**OE-3.2 The Superintendent will maintain processes for effective handling of complaints.**

**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, 2011 to June 20, 2012

- There were 117 complaints filed; two uniform complaints were filed.
- Both uniform complaints were resolved within 100 days.
- Seventy-eight complaints were investigated and resolved within 180 days.
- None of the claims were appealed.
- Currently there are 41 complaints which were filed within the last 90 days that remain open, and are pending final resolution with site administration.

<b>Compliance Status</b>
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In Compliance
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**OE-3.2 The Superintendent will maintain an organization culture that:**

- a. Values individual difference of opinion
- b. Values and respects cultural diversity;
- c. Reasonably includes people in decisions that affect them;
- d. Provides open and honest communication in all written and interpersonal interaction;
- e. Focuses on achievement of the Board's Results policies;
- f. Maintains an open, responsive and welcoming environment; and
- g. Promotes collaboration and teamwork;

**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:**

- Central Office Annual Customer Service Survey data
- School Climate Surveys
- Percentage of schools receiving Welcoming Schools Certification

<b>EVIDENCE OF COMPLIANCE</b> June 21, 2011 to June 20, 2012
<ul style="list-style-type: none"> <li>• Annual Customer Service Survey for last academic school year was administered at the end of June 2011 (see attached). 2012-13 survey was sent out June 18, 2012. Results will be available in July 2012.</li> <li>• The California Healthy Kids survey (CHKS) was administered in Spring (February 21 and March 30, 2012). Please see website for survey tools for all grades. <a href="http://www.scusd.edu/california-healthy-kids-survey">http://www.scusd.edu/california-healthy-kids-survey</a>.</li> <li>• CHKS results will be analyzed by West Ed. West Ed will send raw data as well as school site level reports for use. Reports expected in late June or July.</li> <li>• CHKS analyzed results shared out with stakeholders, schools, etc . Results available on <a href="http://www.scusd.edu">www.scusd.edu</a> website to download. Actual website <a href="http://www.scusd.edu/california-healthy-kids-survey">http://www.scusd.edu/california-healthy-kids-survey</a></li> <li>• Welcoming Schools Certification Program. Currently 17 schools have gone through the certification process. A total of 11 schools were certified by the end of June 2012. Please see the attached list of schools and their progress.</li> </ul>

<b>Compliance Status</b>	In Compliance
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# Human Resource Services

## Complaint Form

For Office Use Only

Case #:

Check One

Employee    
  Applicant    
  Parent/Guardian    
  Public    
  Student

Date (mm/dd/yy):

1/11/12

Site/Location:

Frederick Elm.

Administrator:

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
- Gender
- Ethnic Group Identification
- Race
- Ancestry
- National Origin
- Religion
- Color
- Mental or Physical Disability
- Employee Complaint (BP 4144)

### Parent/Public

Complaint Concerning Schools (BP 1312)

Complaint Concerning District Employee(s) (BP 1312.1)

Complaint Concerning Instructional Material (BP 1312.2)

Discrimination in Programs (BP 1312.3)

Williams Case: Complaint Concerning Insufficiency of Instructional Materials, Emergency or Urgent Facilities Conditions, and Teacher Vacancy or Misassignment Issues (BP 1312.4, E[1] 1312.4)

### Student

Student Complaint (BP 5144, 5145.7)

Other: Medical Confidentiality, labeling student

Person(s) Involved in Complaint:

1.

2.

Date of Occurrence (mm/dd/yy):

1/10/12

Time:

Witness:

The Class

Ethnicity (if applicable):

BIK

Age (if applicable):

11

Sex:

Male

Female

Briefly Describe Issue:

Description also emailed to Office Manager (attached)

Complainant's Requested Remedy:

I want her gone or moved out of this District.



disclosed personal confidential medical information, and also labeled my 11 yr old daughter. .... is my daughters ELD teacher and is also the homeroom of my little sister. My sister had came home asking what was ADHD. She was then asked why she had told my mother that her teacher told the class that my daughter has this condition. My mother asked her what exactly did her teacher say. She had told my mother and I that her teacher had asked a student ( ) if my daughter was bothering him. He said, "Yes that my daughter was asking him questions." I had proceeded to tell him that my "daughter was a problem child and that she has ADHD." She has also continued to state that my daughter "has a problem with her brain and that she just can't control it and that she hays stuff out loud, but we try to help her. Remember this is all out of what? Love." My daughter and my sister had not known about this condition my daughter is stated to have. I have spoken with her teachers her doctors and her therapist and have told them that I do not wish her to know about this diagnosis. I didn't want my daughter to use this as an excuse to act up or not get her work done in school. After had disclosed this information the students in the classroom was questioning my daughter about this. Asking her if she has ADHD and what was it? Not only did she disclose confidential medical information and labeled my daughter as a problem child. She has personally humiliated her and made all her friends and classmates look at her different like something is wrong with what she has. I am very angry and upset I had to spend a whole hour talking with my daughter about what she was diagnosed with and that there is nothing wrong with her. I want something done about this immediately. This is a legal issue and I am willing to take this further if need be.



# Human Resource Services Complaint Form

For Office Use Only

Case #:

Check One

- Employee   
  Applicant   
  Parent/Guardian   
  Public   
  Student\*   
  Anonymous

Date (mm/dd/yy): 4/13/12      Response Requested:  Yes     No

Site/Location: Ethel I Baker      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 pupil, 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 pupil 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 pupil 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)

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APR 13 2012  
HUMAN RESOURCE SERVICES  
Page 1 of 3

**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 pupils 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 pupils 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 pupils 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 pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when temporary closing of the restroom is necessary for pupil 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 12<sup>th</sup> 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])*

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**APR 13 2012**  
HUMAN RESOURCE SERVICES

(Continued on the following page)

Person(s) Involved in Complaint:	1. _____ 2. _____
Date of Occurrence (mm/dd/yy):	3/26/12 to 4/1/12 Witness: _____
Ethnicity (if applicable):	Age (if applicable): _____ Sex: <input type="checkbox"/> Male <input checked="" type="checkbox"/> Female
Describe the Specific Nature of the Complaint: (Include as much information you feel is necessary. Attach additional pages, if necessary.)	
<p>Ms. _____ was handed home hospital paperwork that showed _____ diagnosis. She read it then said, "this is bad," in a very sarcastic tone. This was very unprofessional as other people were in the office. She then walked from her office to principals office saying, "depression I can't believe it."</p> <p><del>_____ PIC/SA</del> Shortly after this incident two staff member, one classified, one certificate approached myself (_____ ) inquiring how was doing with this depression.</p> <p>The staff members could have only heard this from Ms. _____, as we had not disclosed this to anyone else.</p> <p>Ms. _____ breached medical contract, violated right to privacy, and violated _____ actual privacy by giving information out to other sources. This has caused our daughter and us undo stress and emotional hardship.</p>	
Complainant's Requested Remedy: re-evaluated her ability to do her job with special attention to those duties that pertain to the students, " <u>privacy</u> ".	

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APR 13 2012

\*Return student complaints to: Student Hearing and Placement Department, 5735 47<sup>th</sup> 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 47<sup>th</sup> 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.

DRAFT—FOR DISCUSSION ONLY

# Internal Customer Satisfaction Survey

Results and Analysis

June 2011



## **DRAFT—FOR DISCUSSION ONLY**

# **Overview**

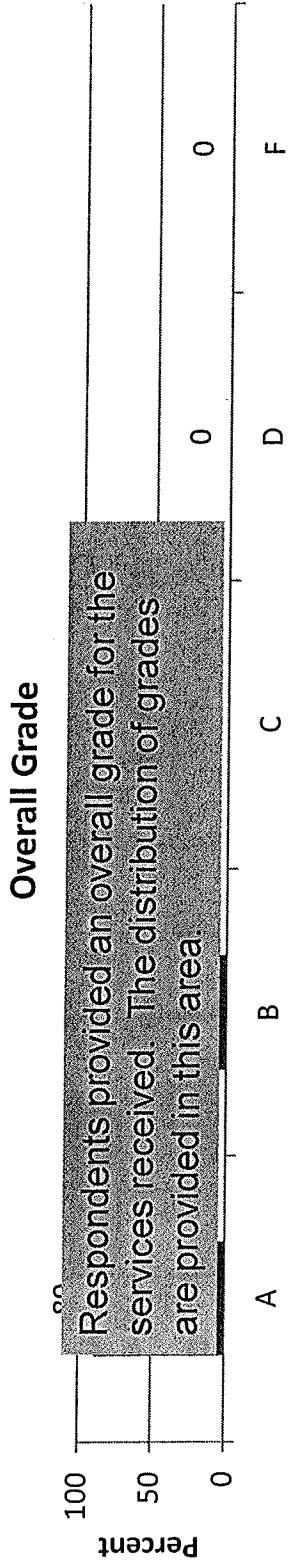
The Internal Customer Satisfaction Survey is an opportunity for the school administrators to provide feedback to the Central Office departments concerning the level of support they received during the school year. Feedback is provided separately for each department. This feedback includes: an overall rating for support provided, five key indicators of customer support, and items pertaining to the specific services provided. In addition, school administrators have an opportunity to provide written comments for each department.

This year the survey was conducted between June 15 and July 7, 2011. It was completed by 80 administrators (65 principals and 15 assistant principals) representing 58 of the 79 school.

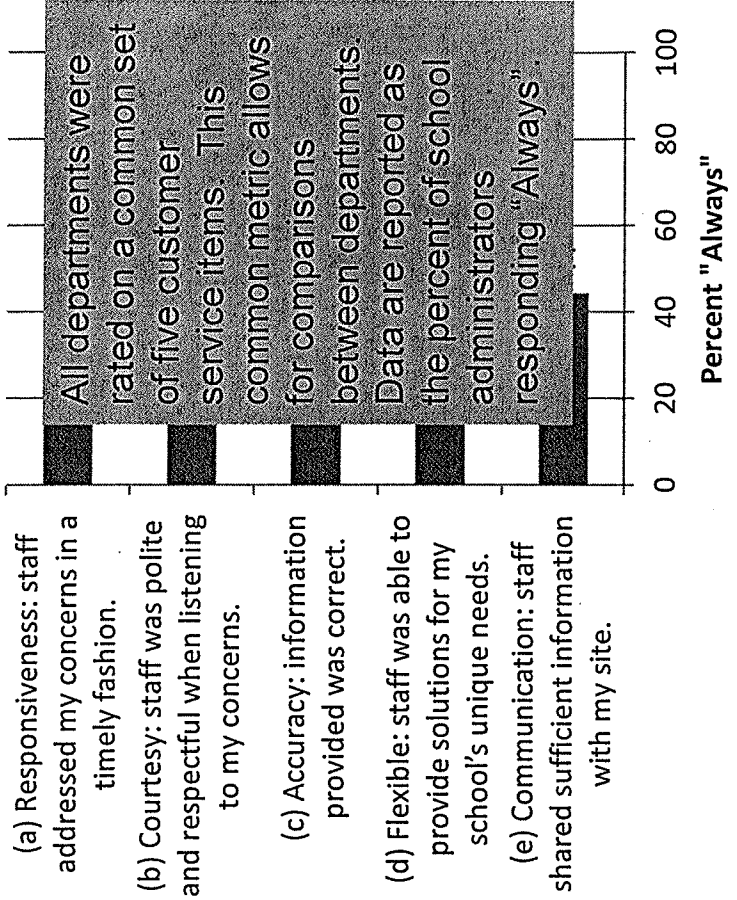
These results are a part of continuous improvement efforts and are not intended to be used as a performance review.

# DRAFT—FOR DISCUSSION ONLY

## Data Presentation Format



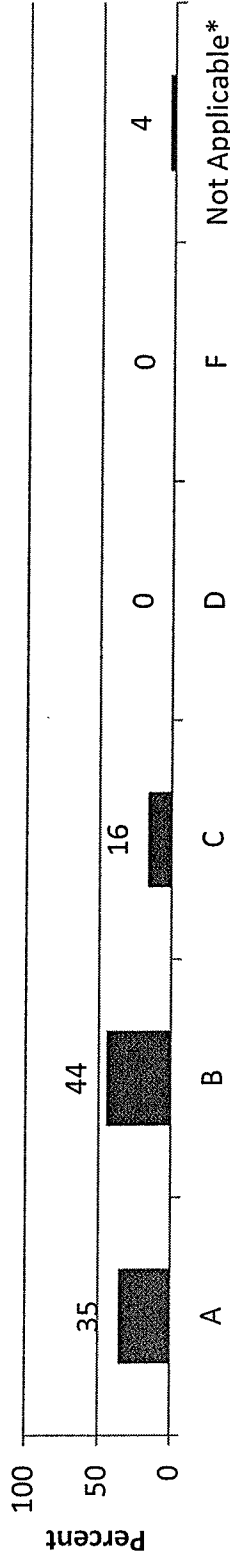
### Customer Service



# DRAFT—FOR DISCUSSION ONLY

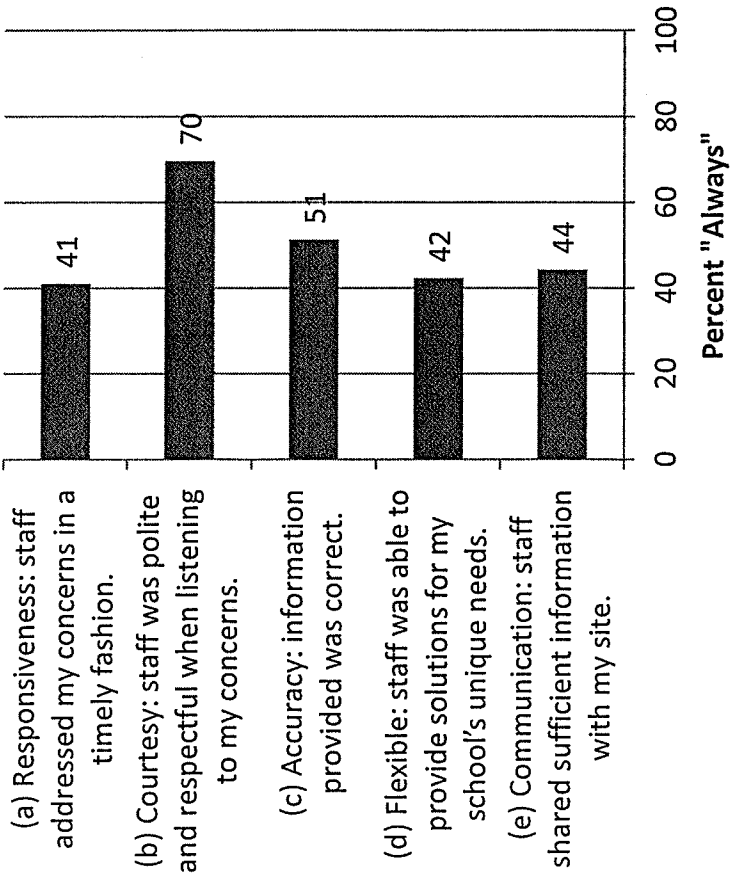
## Office of the Superintendent:

### Overall Grade



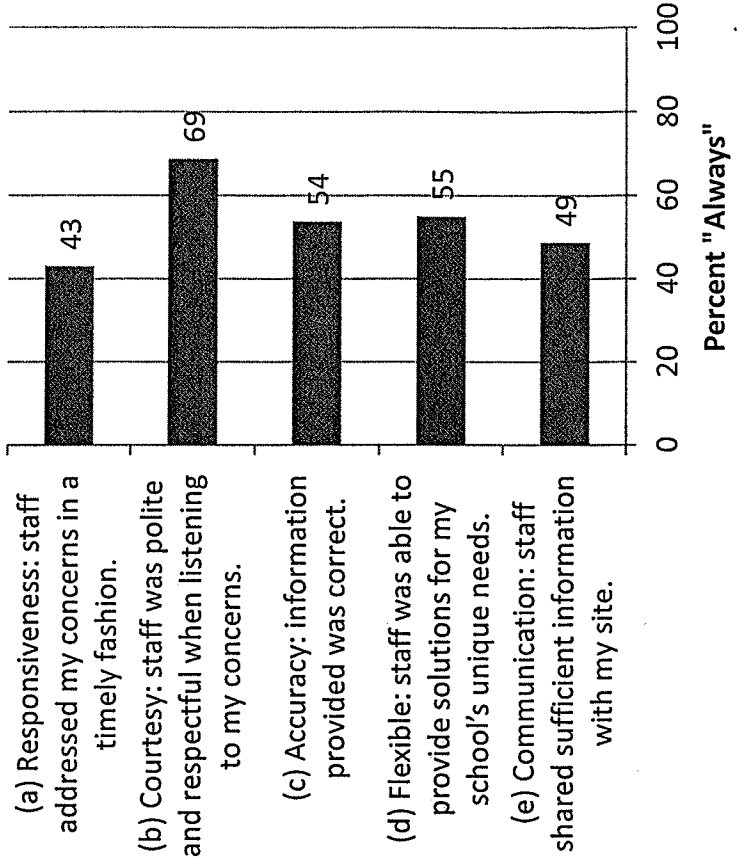
### Operations and Planning

#### Customer Service



### Facilities and Maintenance

#### Customer Service

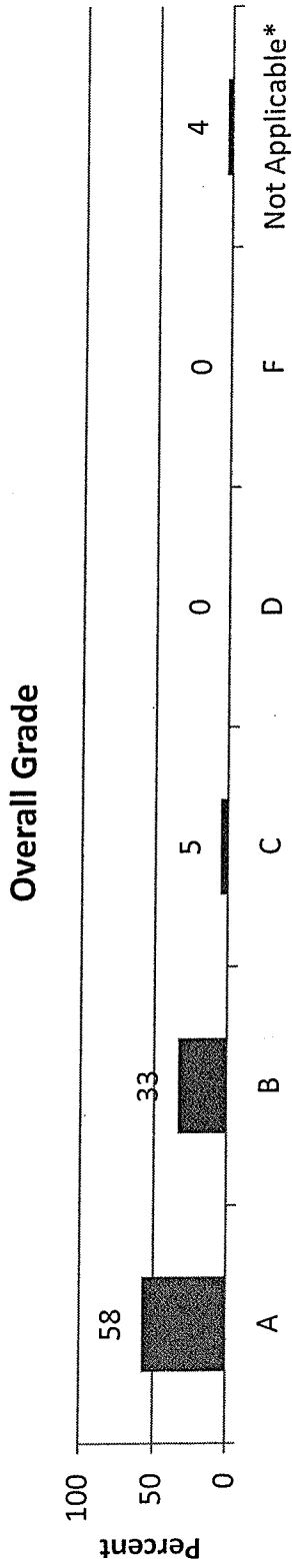


\* 3 respondents indicated this area was not applicable.

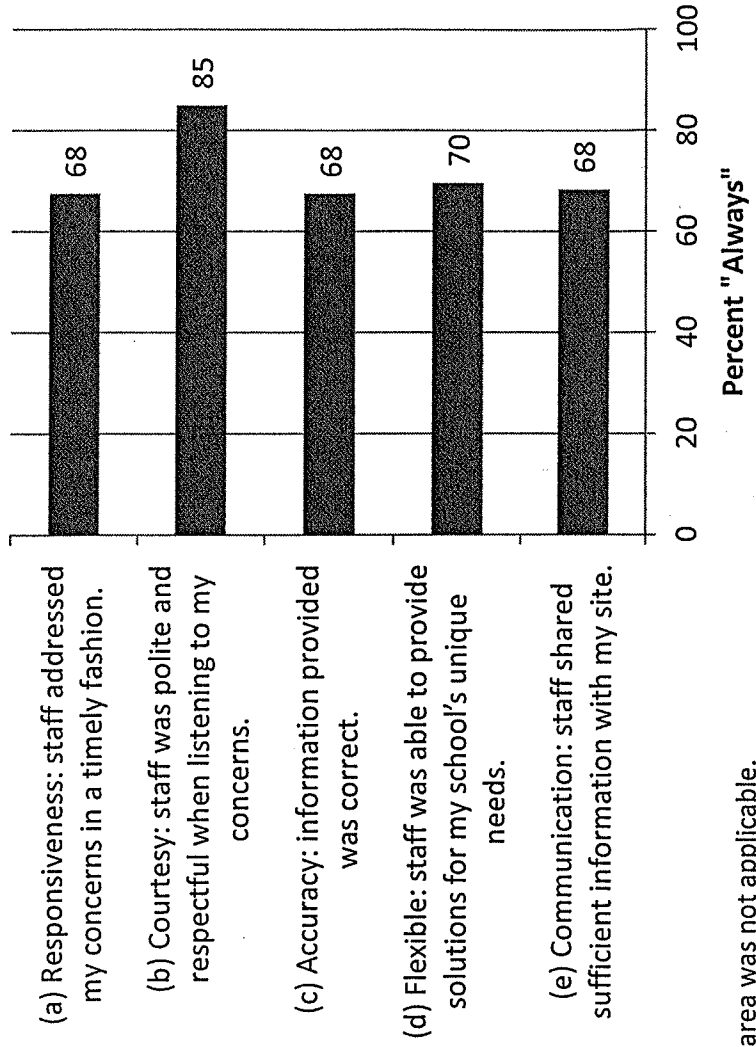


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## Communications Office



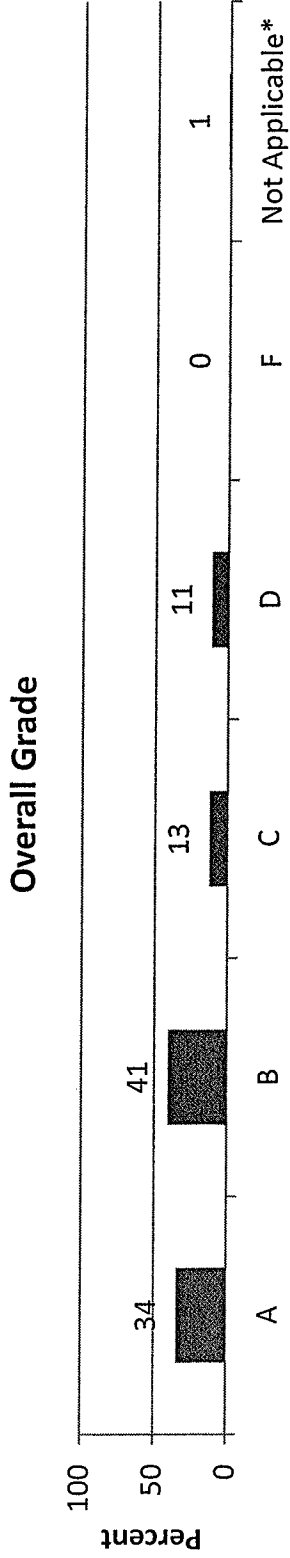
### Customer Service



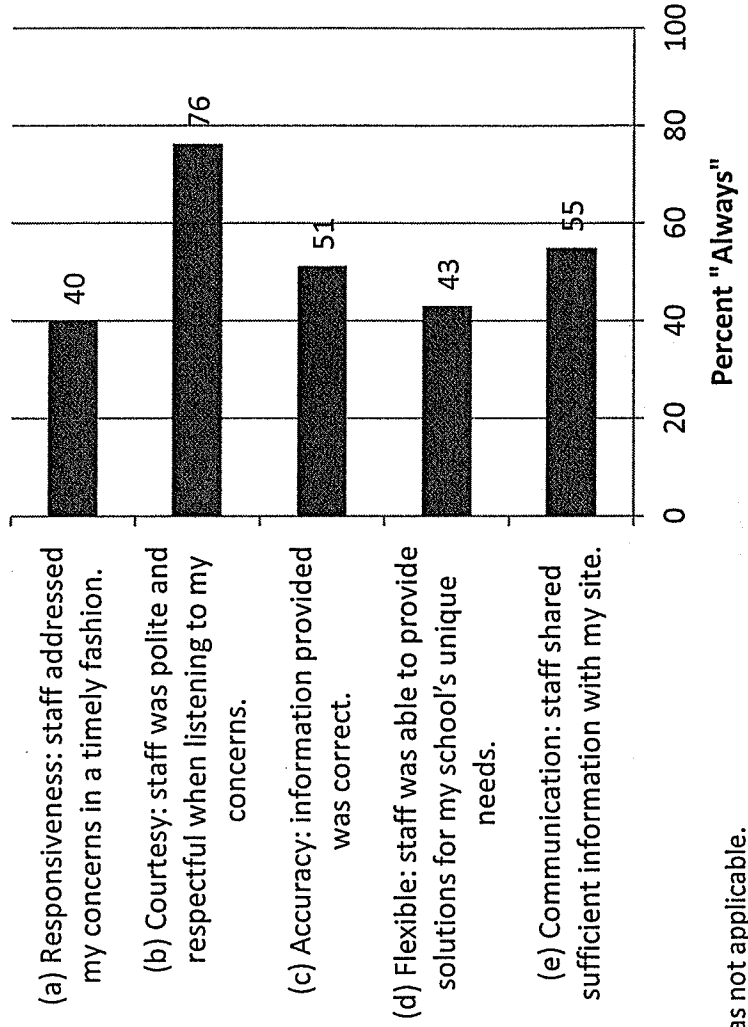
\* 3 respondents indicated this area was not applicable.

# DRAFT—FOR DISCUSSION ONLY

## Human Resource Office



### Customer Service

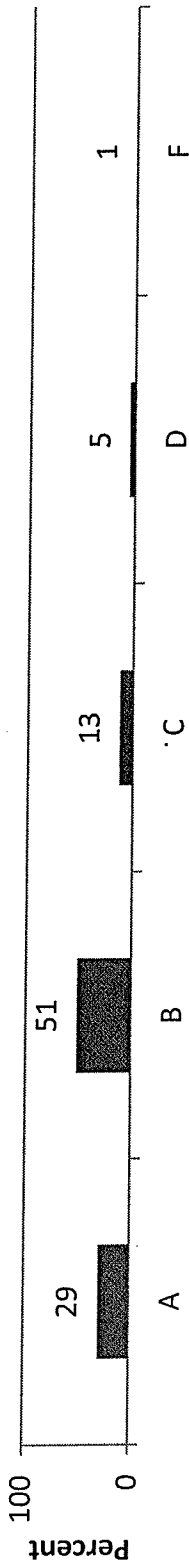


\* 1 respondent indicated this area was not applicable.

# DRAFT—FOR DISCUSSION ONLY

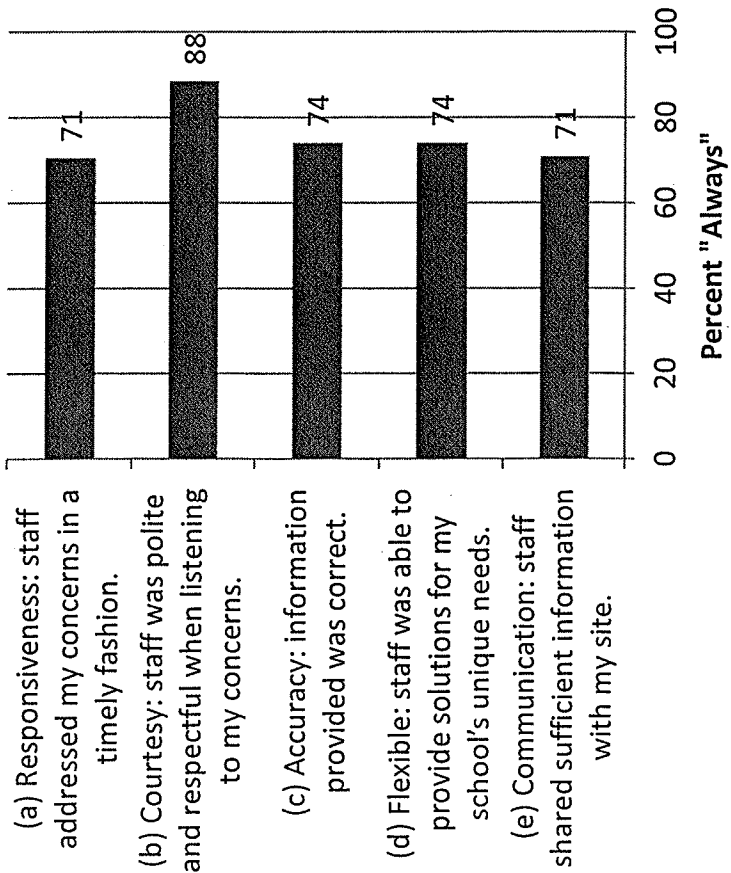
## Accountability Office

Overall Grade



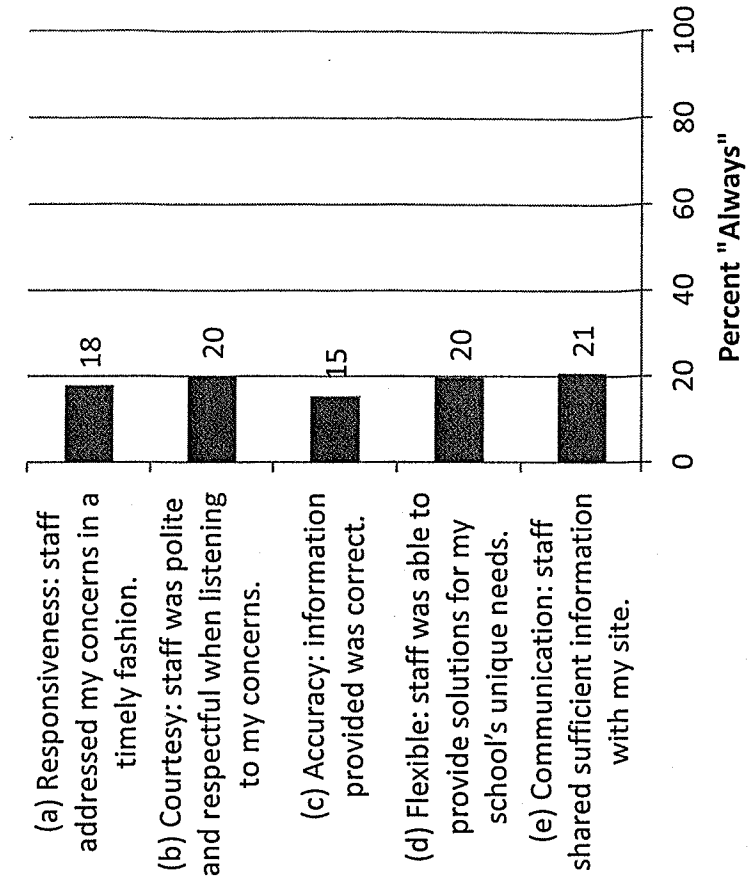
### Area Assistant Superintendent

#### Customer Service



### Adult Education

#### Customer Service

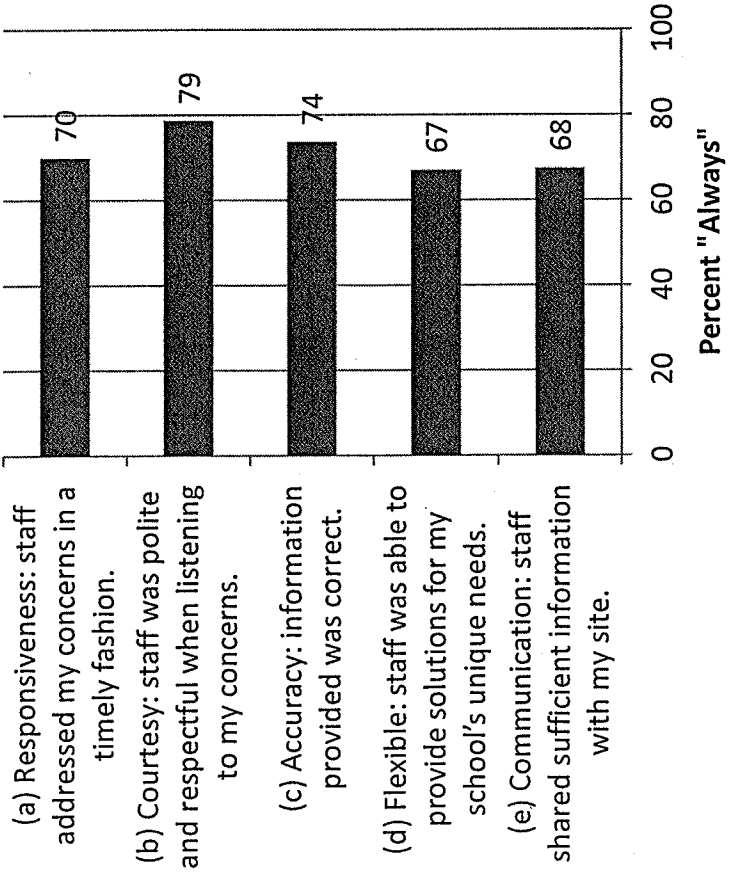


# DRAFT—FOR DISCUSSION ONLY

## Accountability Office

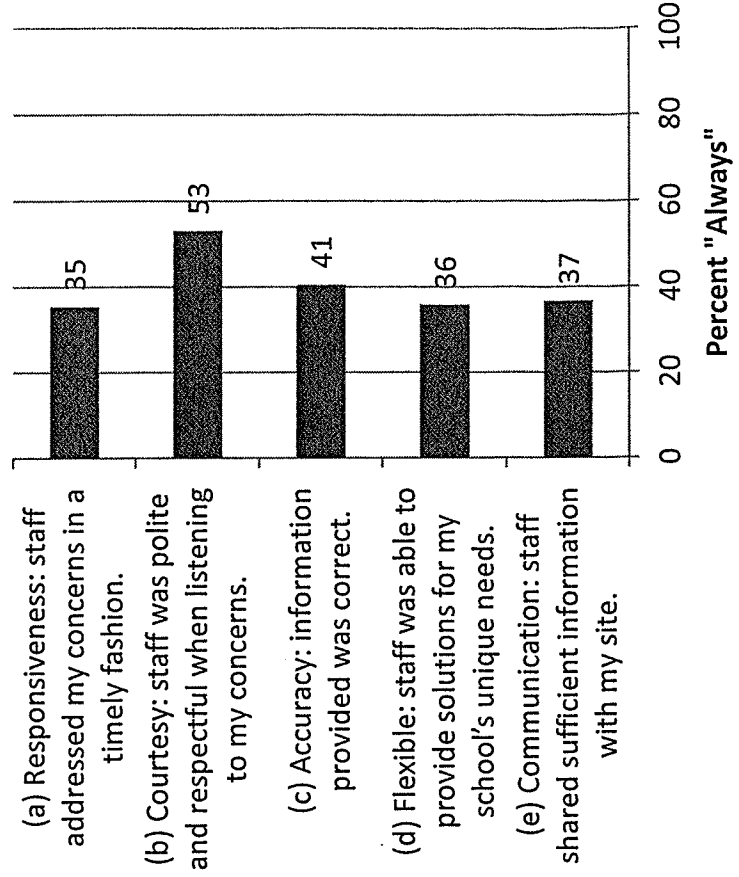
### Assessment, Research and Evaluation

#### Customer Service



### Attendance and Dropout

#### Customer Service

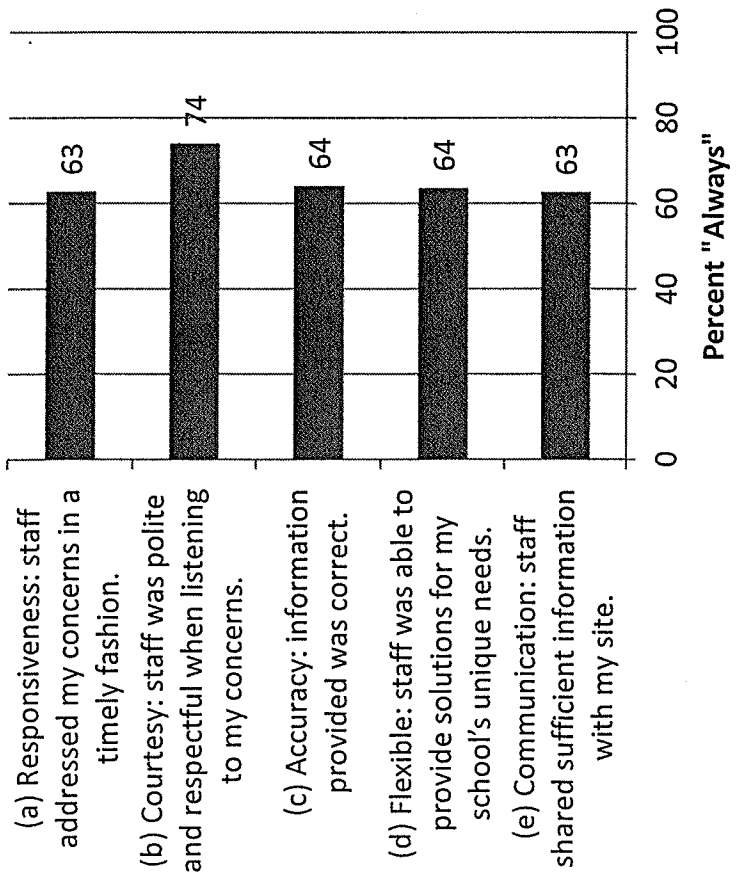


# DRAFT—FOR DISCUSSION ONLY

## Accountability Office

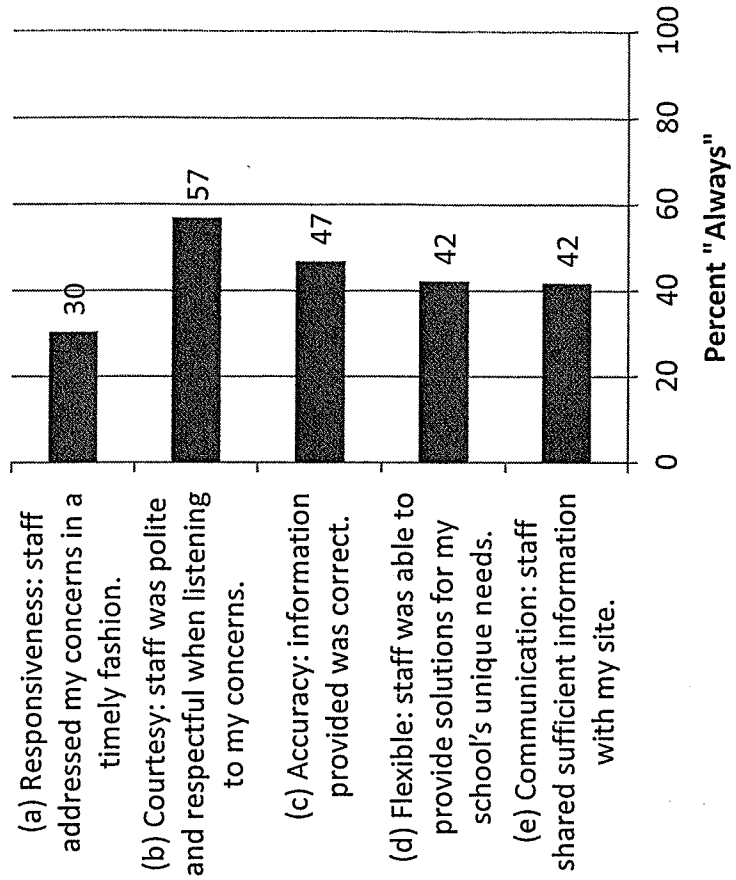
### Student Services/Alternative Education

#### Customer Service



### Data and technology

#### Customer Service

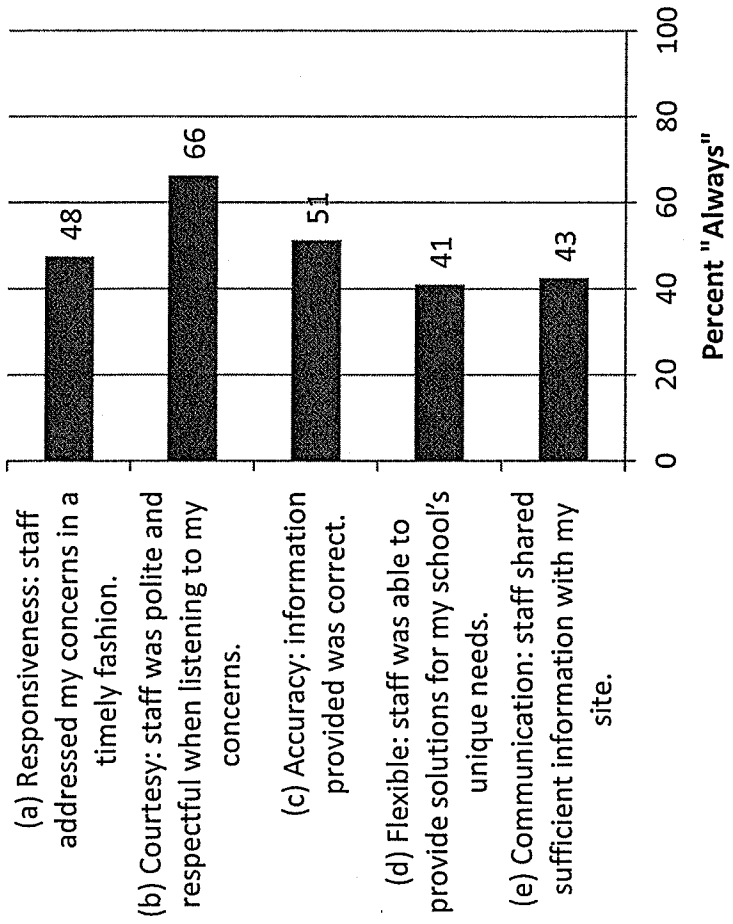


# DRAFT—FOR DISCUSSION ONLY

## Accountability Office

### Safe Schools

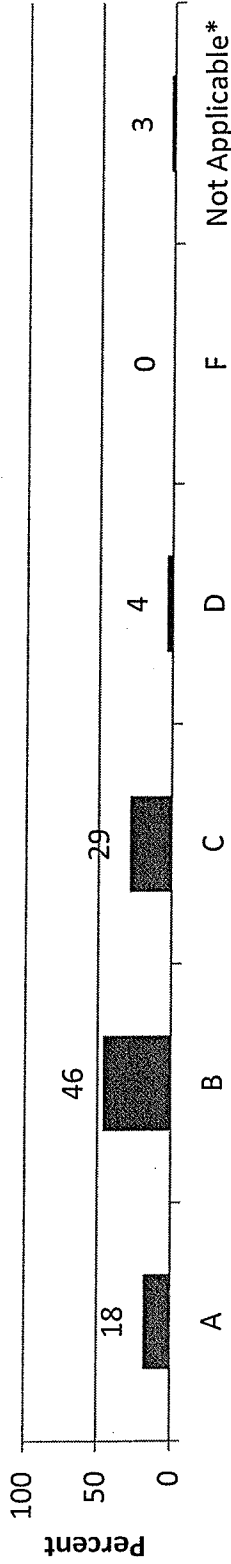
#### Customer Service



# DRAFT—FOR DISCUSSION ONLY

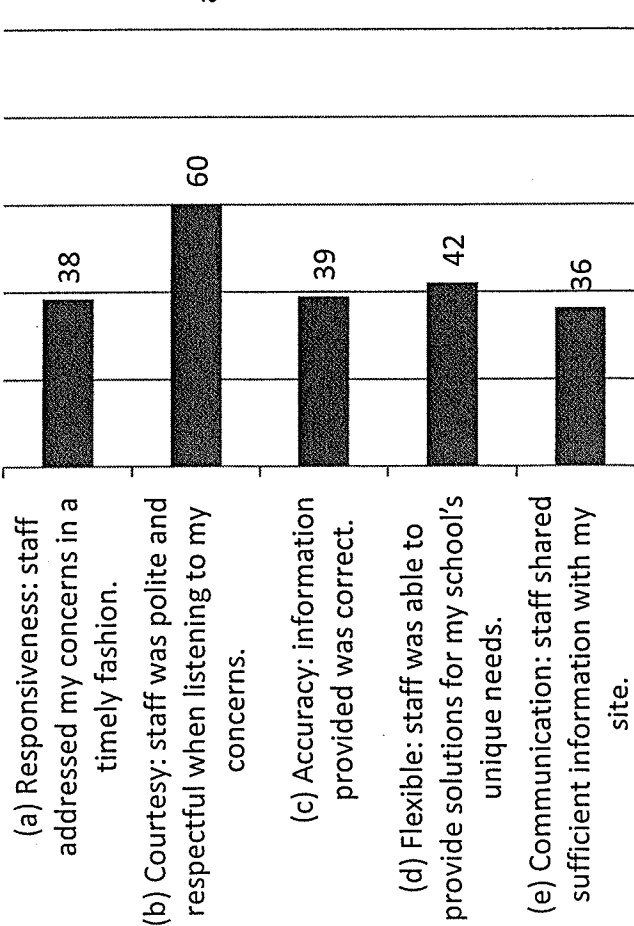
## Academic Office

Overall Grade



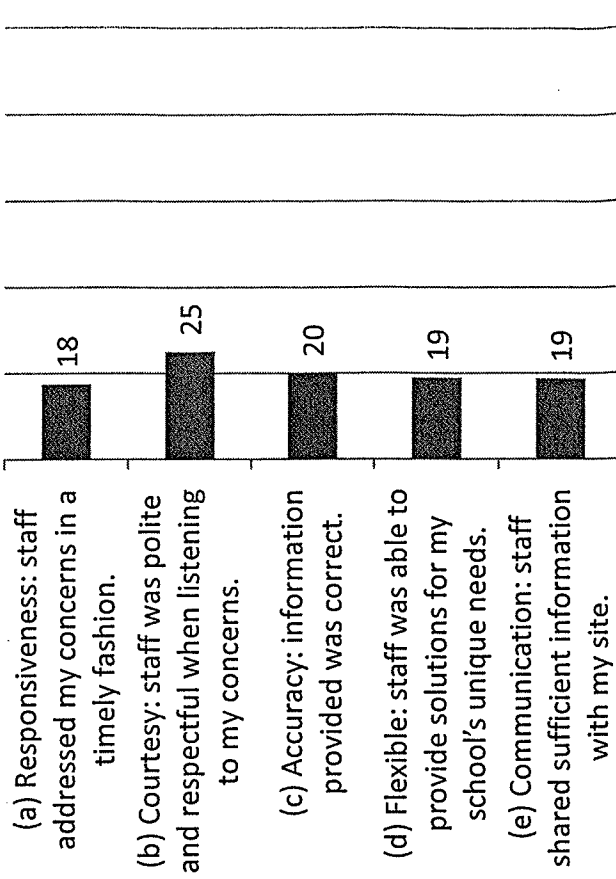
### Curriculum and Instruction

Customer Service



### Child Development

Customer Service



Percent "Always"

Percent "Always"

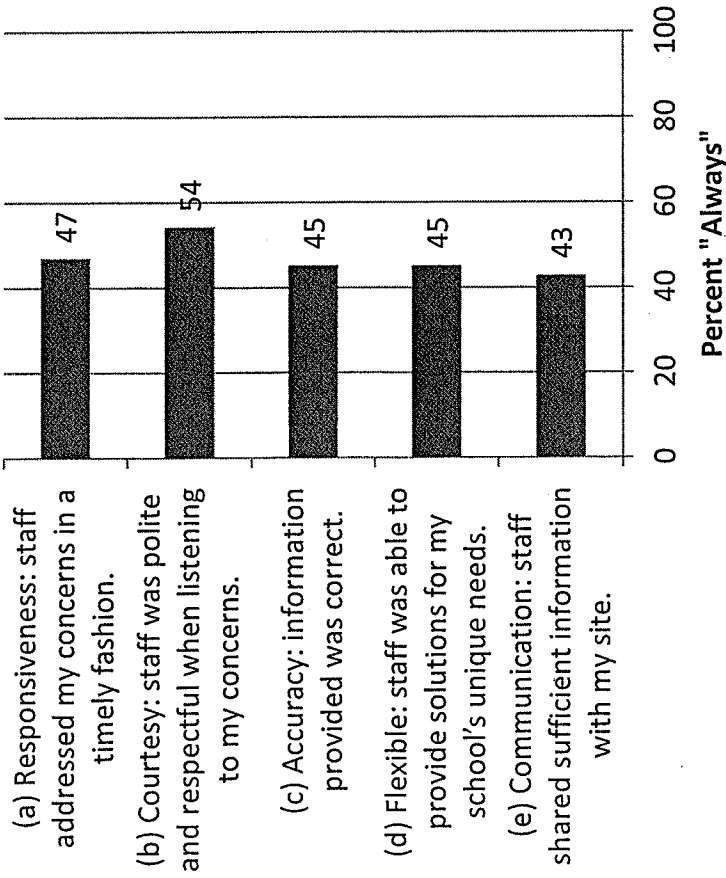
\* 2 respondents indicated this area was not applicable.

# DRAFT—FOR DISCUSSION ONLY

## Academic Office

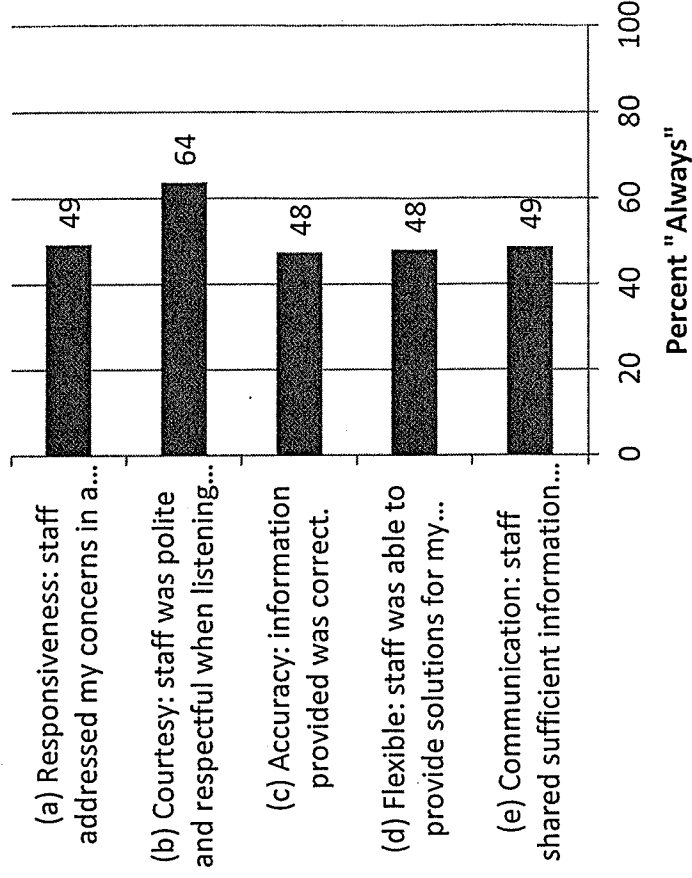
### GATE/ Enrollment

#### Customer Service



### Multilingual Literacy

#### Customer Service





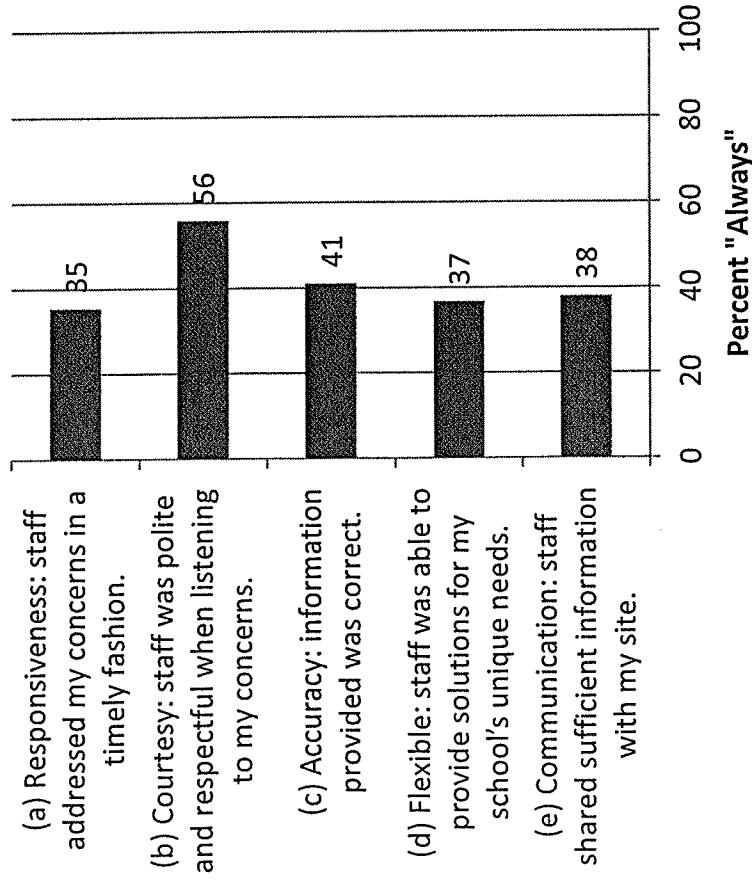
# DRAFT—FOR DISCUSSION ONLY

## Academic Office

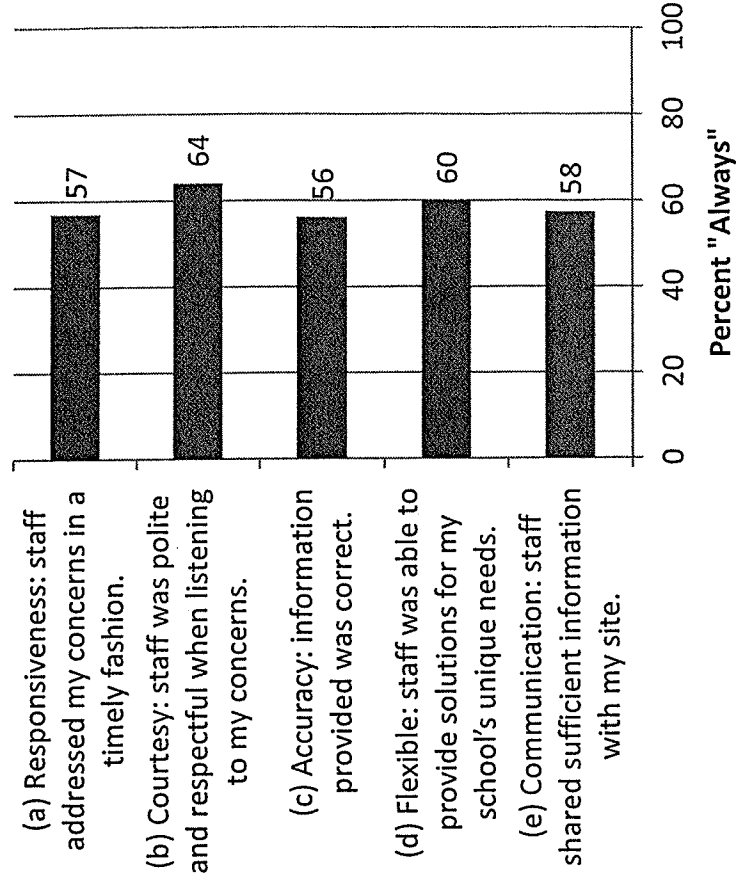
### Instructional Support Technology

### Library and Media Services

#### Customer Service



#### Customer Service

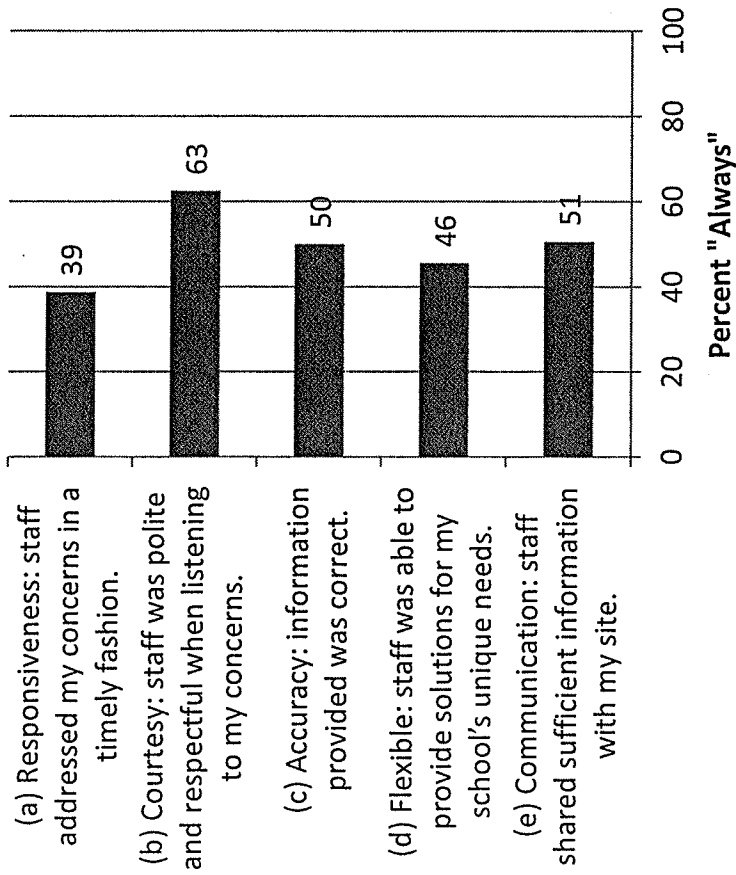


# DRAFT—FOR DISCUSSION ONLY

## Academic Office

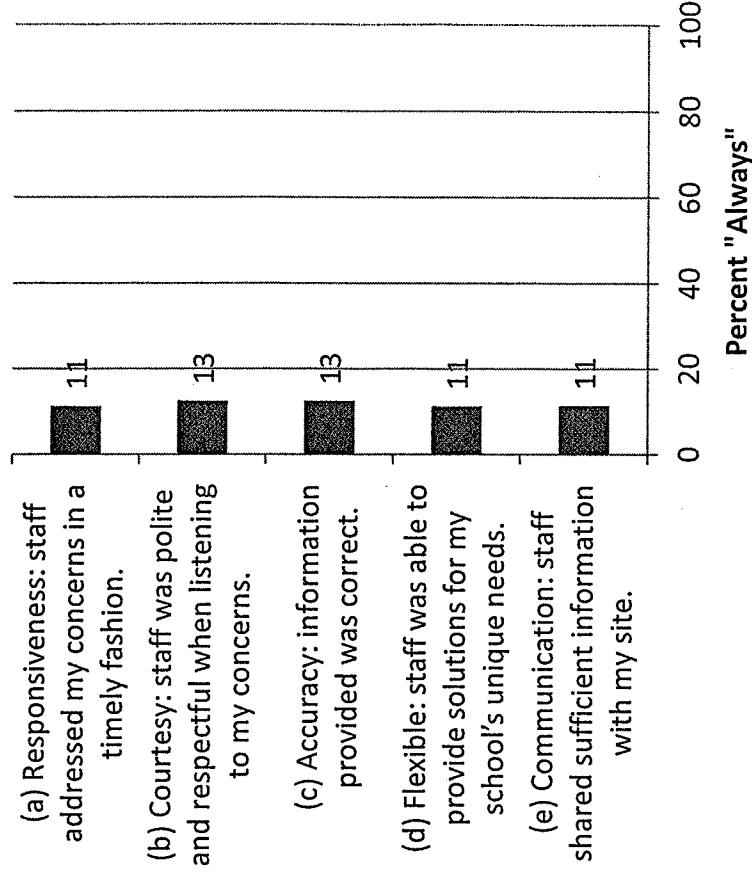
### Special Education

#### Customer Service



### Linked learning

#### Customer Service

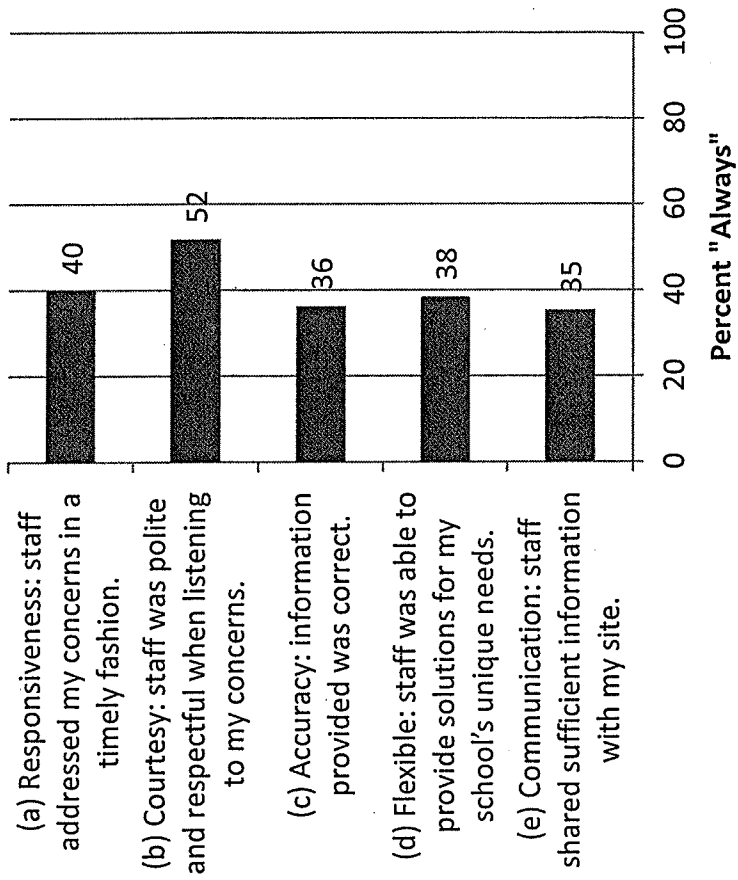


# DRAFT—FOR DISCUSSION ONLY

## Academic Office

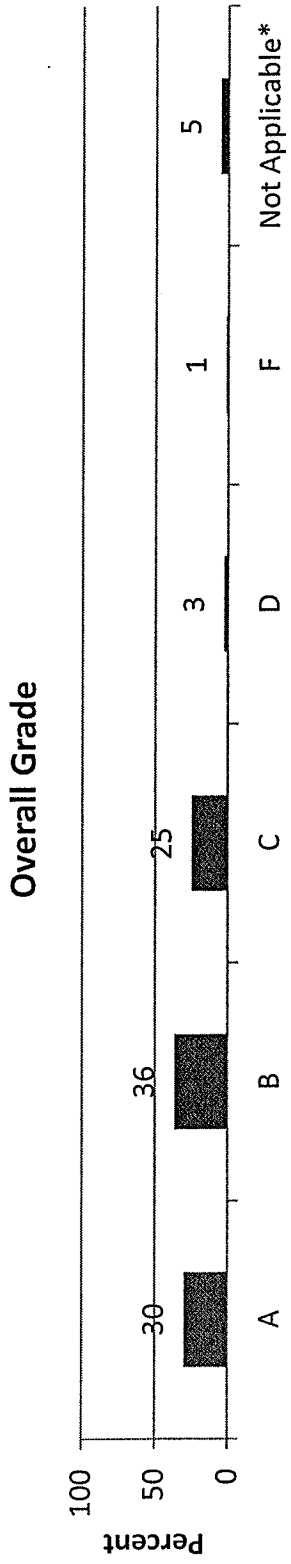
### State, Local and Federal Programs

#### Customer Service



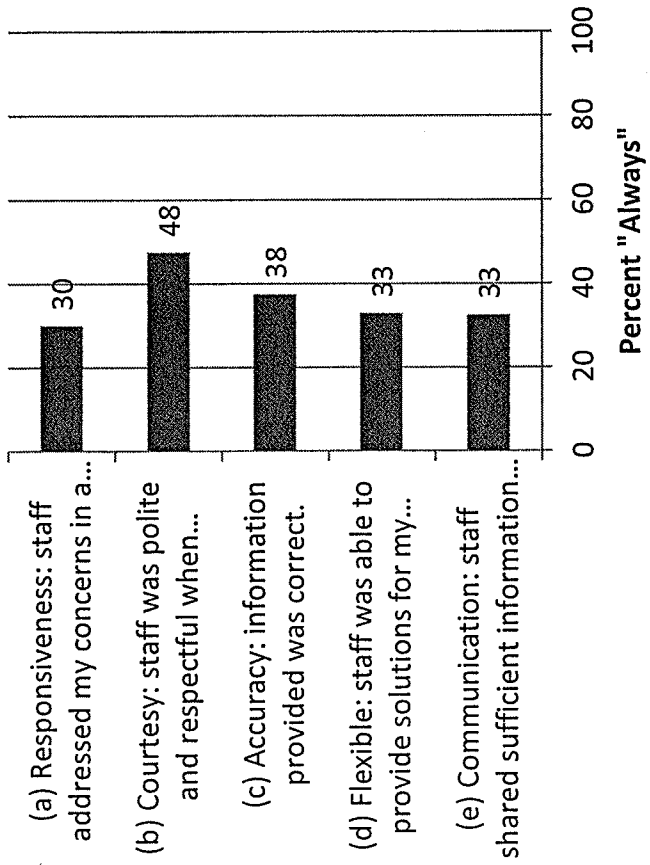
# DRAFT—FOR DISCUSSION ONLY

## Family & Community Engagement



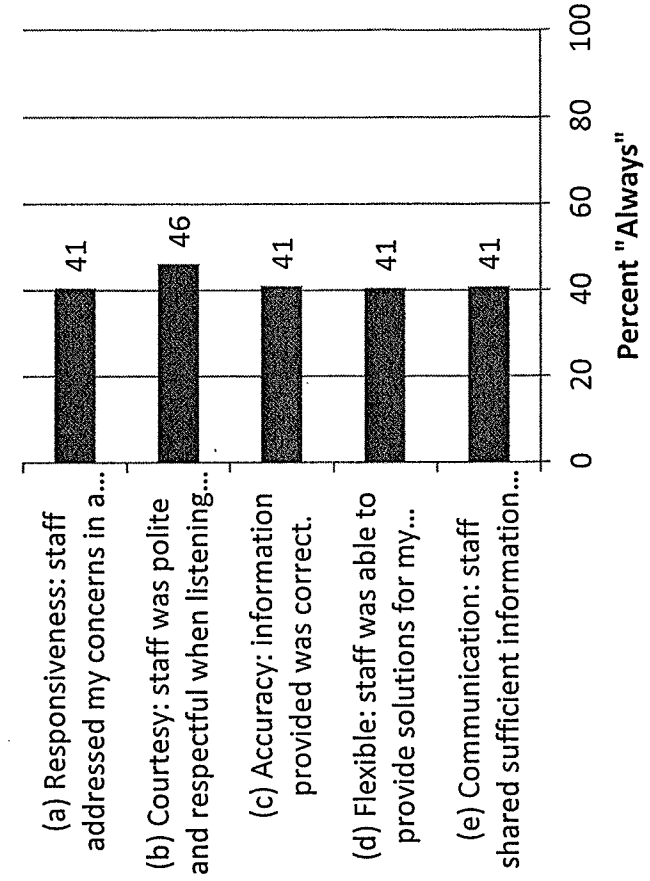
### School Family and Community Partnership

#### Customer Service



### Youth Development

#### Customer Service



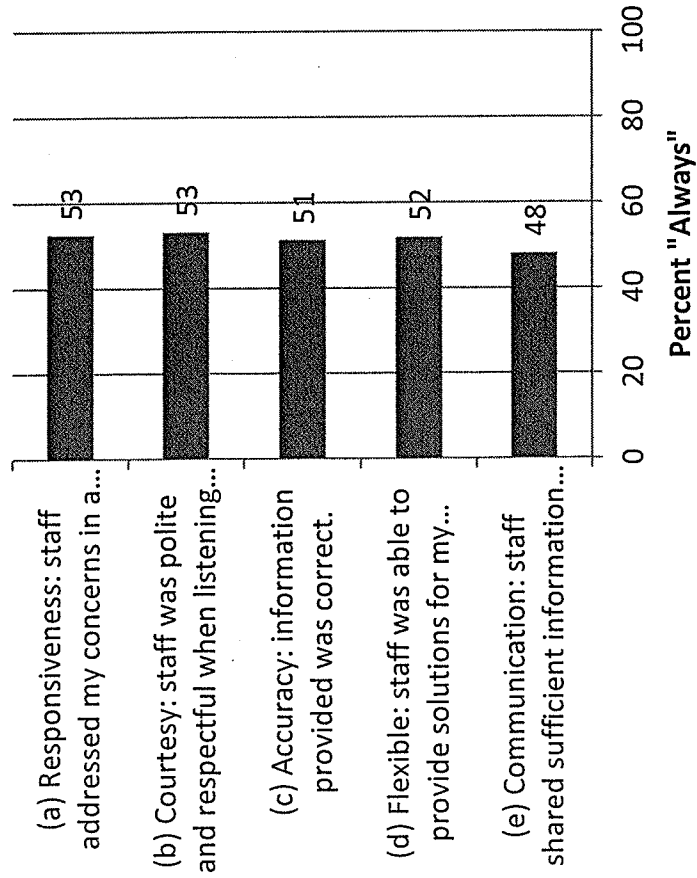
\* 4 respondents indicated this area was not applicable.

DRAFT—FOR DISCUSSION ONLY

# Family & Community Engagement

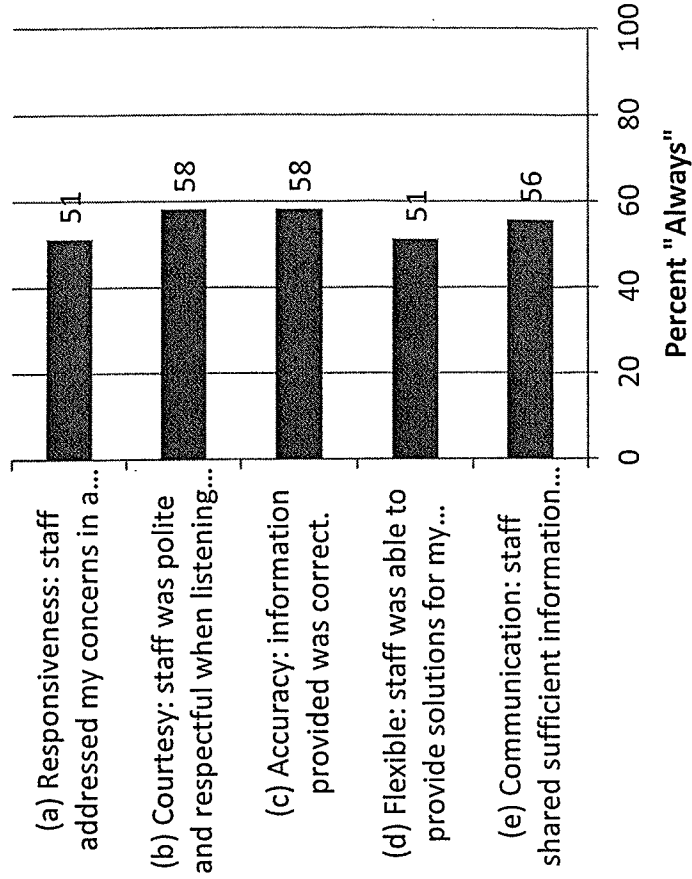
## Integrated Support Services

Customer Service



## Health Services

Customer Service

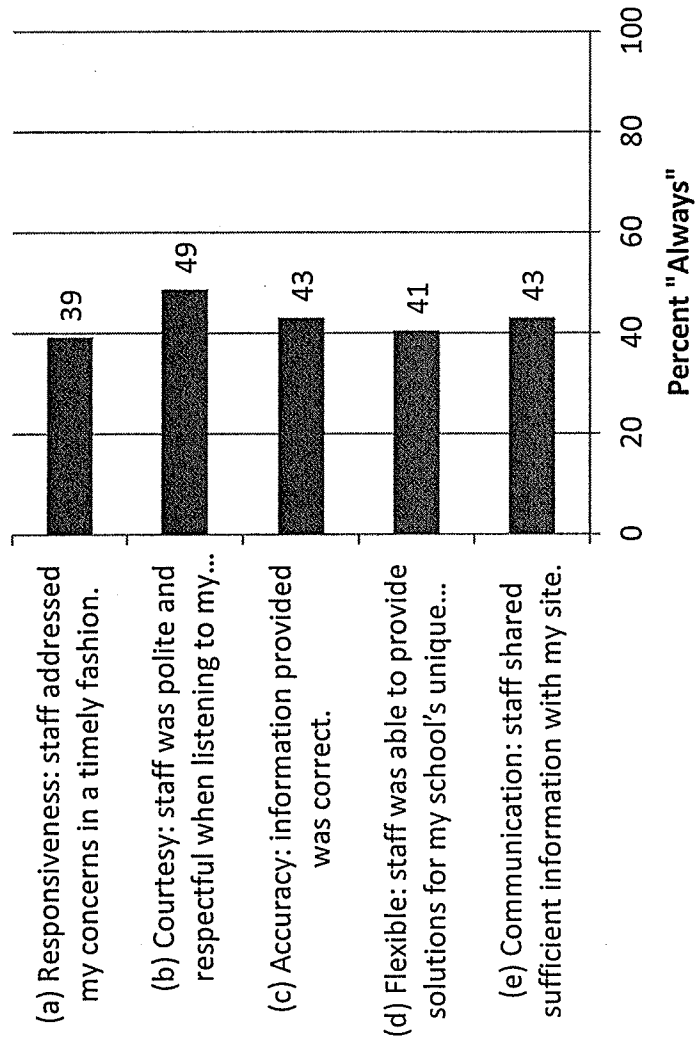


**DRAFT—FOR DISCUSSION ONLY**

# Family & Community Engagement

## Matriculation and Orientation Center (MOC)

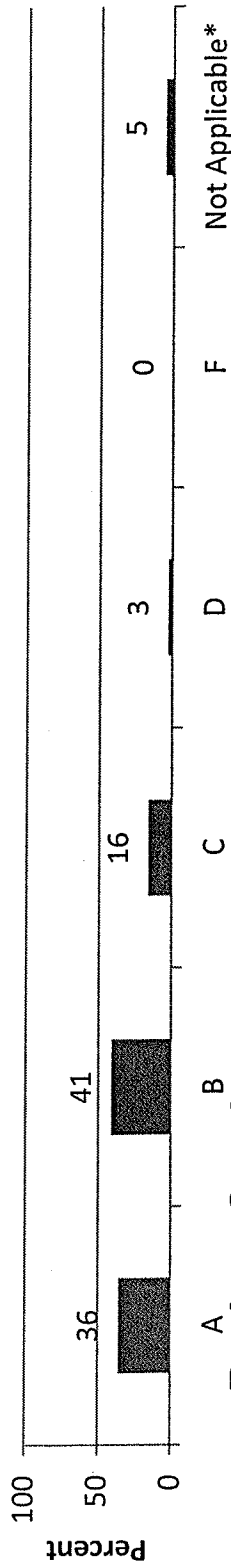
### Customer Service



# DRAFT—FOR DISCUSSION ONLY

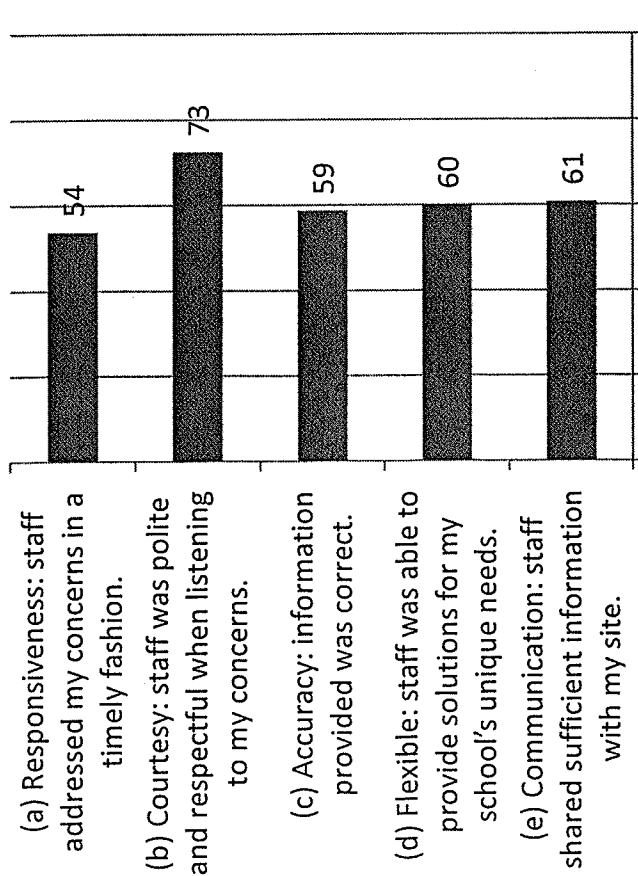
## Administrative Service

### Overall Grade



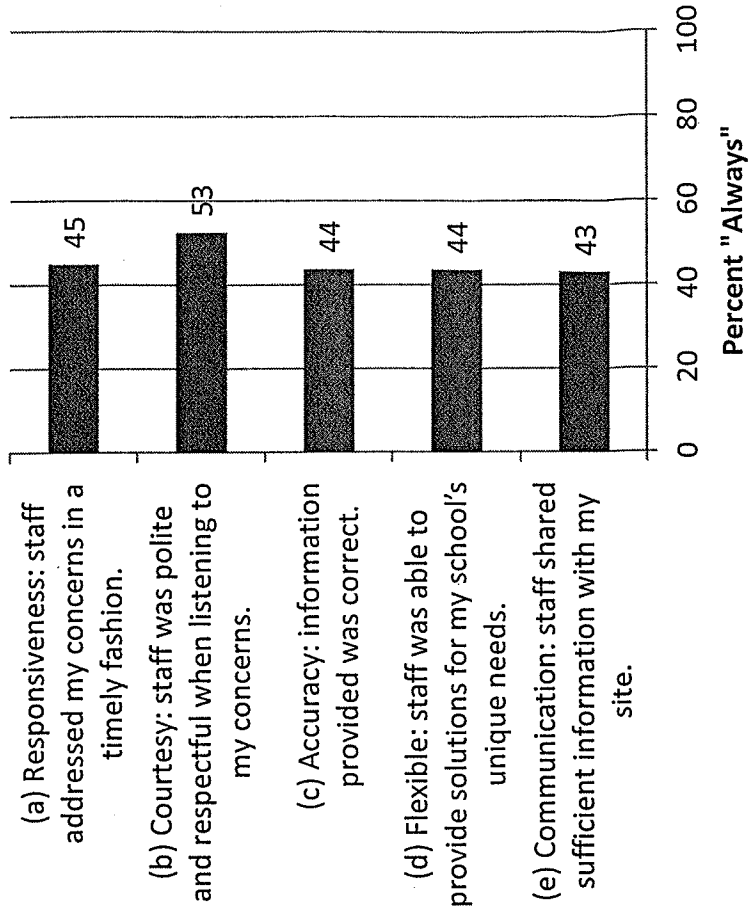
### Budget Service

#### Customer Service



### Compensation and Benefits

#### Customer Service



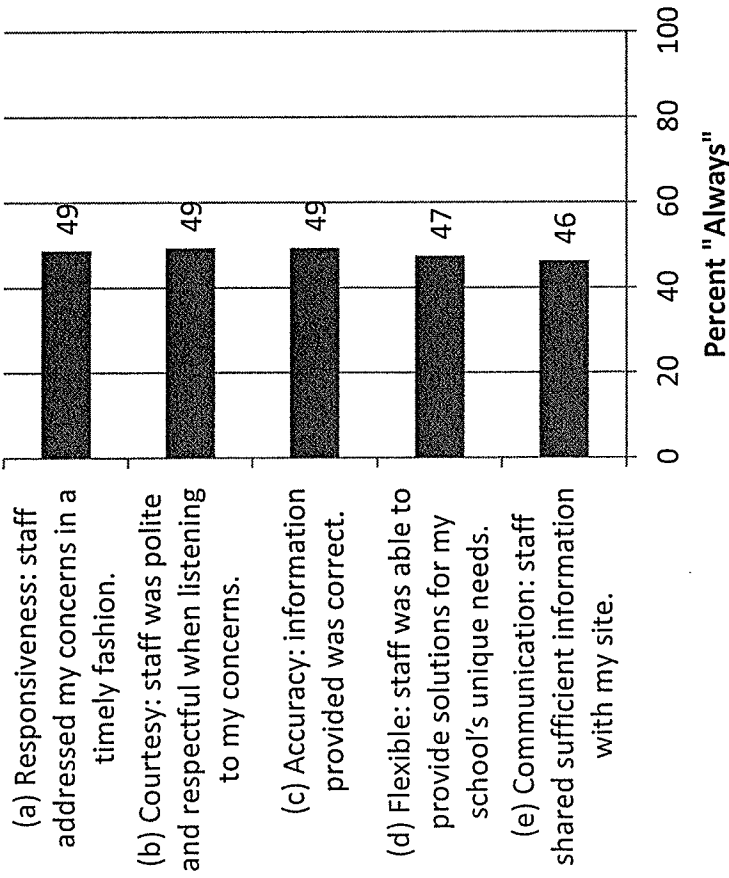
\* 4 respondents indicated this area was not applicable.

# DRAFT—FOR DISCUSSION ONLY

## Administrative Service

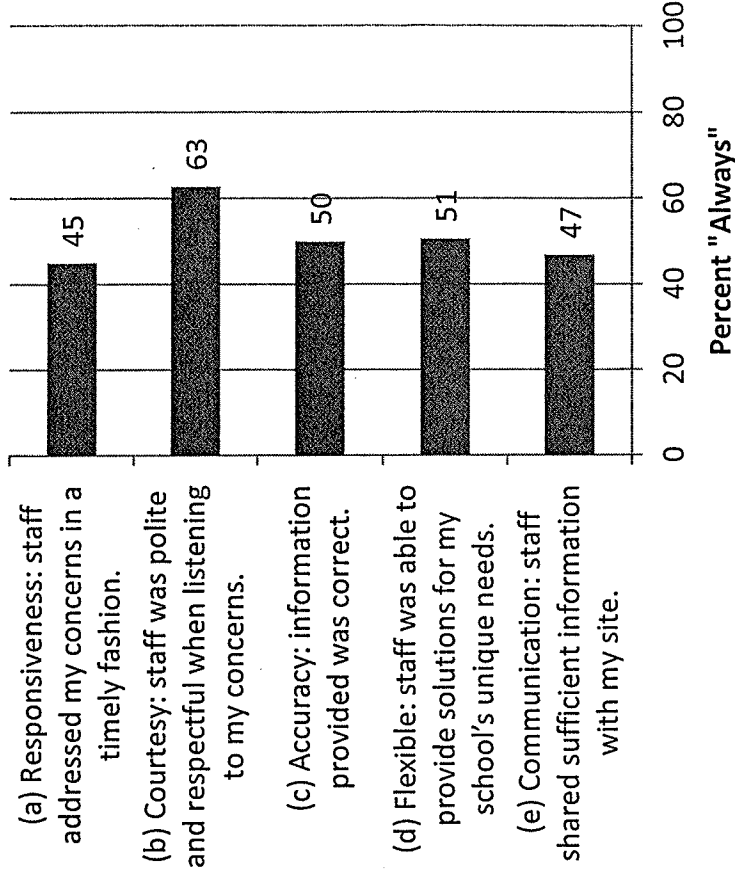
### Accounting Services

#### Customer Service



### Purchasing

#### Customer Service



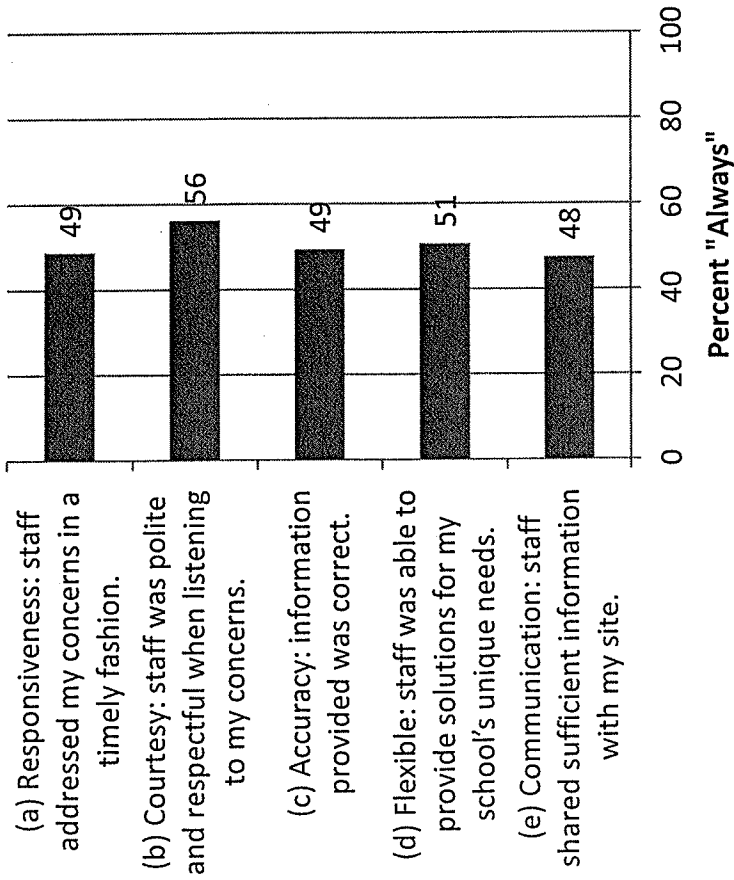


# DRAFT—FOR DISCUSSION ONLY

## Administrative Service

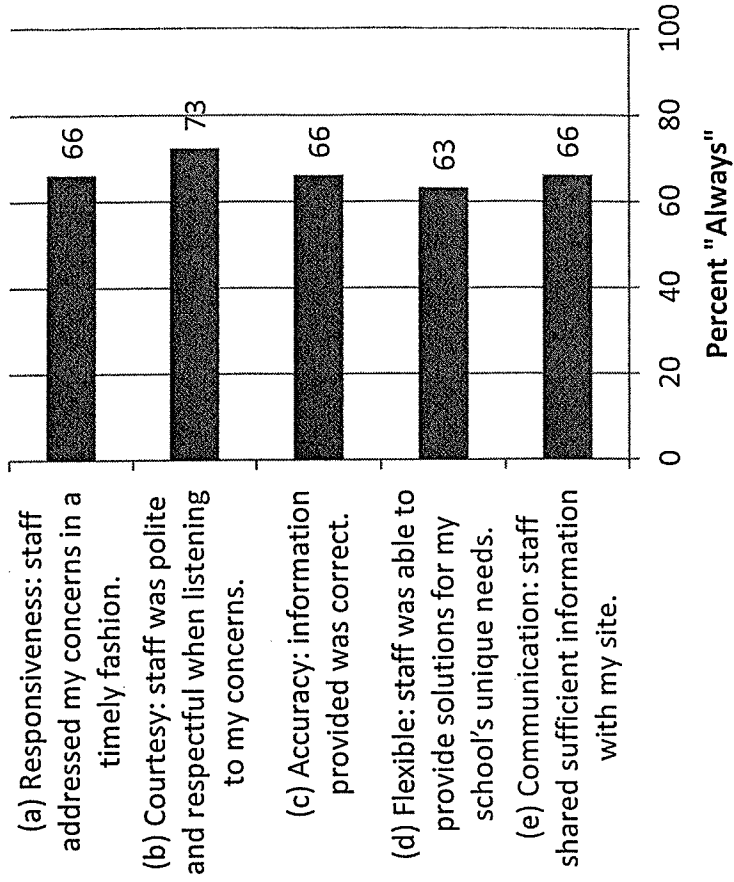
### Distribution Services

#### Customer Service



### Nutrition Services

#### Customer Service

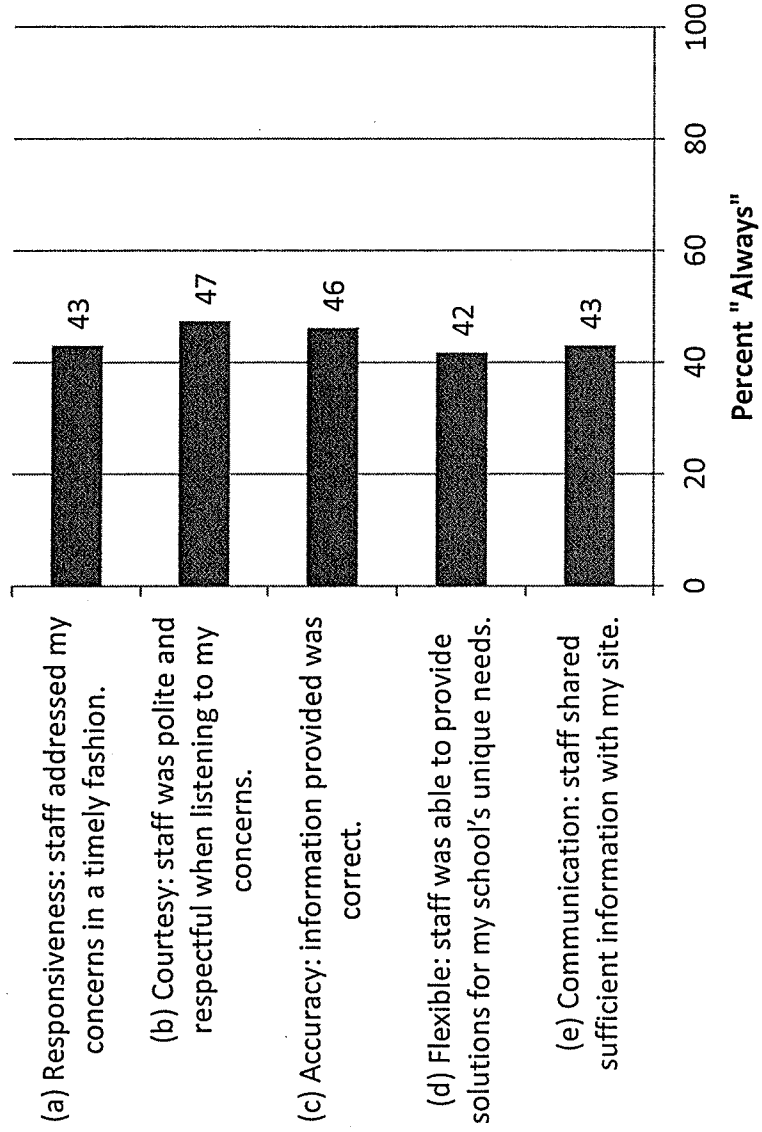


# DRAFT—FOR DISCUSSION ONLY

## Administrative Service

### Transportation

#### Customer Service



**DRAFT—FOR DISCUSSION ONLY**

## **Conclusions**

To be completed upon review with school district staff.

# Welcoming Schools Certification Process (WSCP)

<b>WSCP Milestones</b>									
	Introduction to Principal 1	Asset Map of Community Supports 2	Community Conversations 3	Climate Walk Through (CWT) 4	Community Quality Review (CQR) 5	Community Presentation 6	Certification Date		
<b>COHORT I 2010-11</b>									
<b>Maple</b>	X	X	X	X	X	TBA	June 2012		
<b>Will C. Wood</b>	X	X	X	X	X	TBA	June 2012		
<b>J.F. Kennedy</b>	X	X	X	X	X	TBA	June 2012		
<b>COHORT II 2011-12</b>									
<b>Albert Einstein</b>	11/16/2011	12/13/2011 12/14/2011	12/6/2011	3/20/2012	3/26/2012	TBA	June 2012		
<b>Camellia Basic</b>	12/6/2011	12/13/2011 12/14/2011	1/19/2012	4/11/2012	4/16/2012	TBA	June 2012		
<b>Ethel I. Baker</b>	12/5/2011	12/13/2011 12/14/2011	12/22/2011	3/13/2012	3/29/2012	6/13/12	June 2012		
<b>Hiram Johnson</b>	2/6/2012	12/13/2011 12/14/2011	3/2/2012	3/15/2012	4/10/2012	TBA	June 2012		
<b>Mark Hopkins</b>	12/8/2011	12/13/2011 12/14/2011	1/13/2012	6/4/2012	6/7/2012	TBA	June 2012		
<b>Peter Burnett</b>	12/7/2011	12/13/2011 12/14/2011	12/21/2011	5/15/2012	5/22/2012	TBA	June 2012		
<b>Susan B. Anthony</b>	12/5/2011	12/13/2011 12/14/2011	12/7/2011	2/14/2012	3/14/2012	TBA	June 2012		
<b>William Land</b>	12/8/2011	12/13/2011 12/14/2011	1/10/2012	4/13/2012	5/24/2012	TBA	June 2012		

# Welcoming Schools Certification Process (WSCP)

		<b>WSCP Stages</b>					
	Introduction to Principal <b>1</b>	Asset Map of Community Supports <b>2</b>	Community Conversations <b>3</b>	Climate Walk Through (CWT) <b>4</b>	Community Quality Review (CQR) <b>5</b>	Community Presentation <b>6</b>	Certification Date
<i>Selected WSCP schools that chose to defer this initiative at their sites:</i>							
<b>Caroline Wenzel</b>	12/7/2011	12/13/2011 12/14/2011	12/21/2011				
<b>Earl Warren</b>	12/6/2011						
<b>Edward Kemble</b>		12/13/2011 12/14/2011	12/19/2011				
<b>Father Keith B. Kenny</b>	11/15/2011						
<b>Fern Bacon</b>							
<b>Rosa Parks</b>	12/8/2011	12/13/2011 12/14/2011	12/7/2011				