SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 9.2

Meeting Date: September 7, 2023

Subject: **Council of Great City Schools Review**

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

Division: Human Resource Services

Recommendation: This informational item is to provide the Board with the results of an HR and related District systems review completed by the Council of Great City Schools in August 2022, as well as to provide the Board with information about work that has taken place in the past year.

Background/Rationale: The District engaged the Council of Great City Schools (CGCS) to conduct a comprehensive review of the Human Resources (HR) Department and related District systems. The CGCS conducted a review of information provided and available, as well as a site visit. During their review they received feedback from SCUSD departments, labor partners, school site administrators, as well as HR team members to identify key areas for improvement. While the CGCS presented its initial findings at the end of their visit, they will be presenting their full report along with a five-year implementation plan to address their seventeen recommendations. The purpose of this presentation is to provide the Board with this information, as well as to provide the Board with information about work that has taken place in the past year.

Financial Considerations: N/A

LCAP Goal(s): Safe, Clean and Healthy Schools

Documents Attached:
1. Executive Summary
2. The Council of Great City Schools Human Resource Services Review Report

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Estimated Time of Presentation: 40 minutes

Submitted by: Cancy McArn, Chief Human Resources Officer

Approved by: Lisa Allen, Interim Superintendent

Board of Education Executive Summary

Human Resource Services

Council of Great City Schools Review

September 7, 2023

I. Overview/History of Department or Program

The Sacramento City Unified School District Human Resource Services (HR) department provides a wide range of services for approximately 4,500 District employees. Its staff members reflect the diversity of the District with 32% Hispanic or Latino, 24% White, 17% African American, 15% American Indian or Alaska Native, 7% Hmong, 3% Mien, and 2% of Japanese heritage. HR is united in the mission of attracting and retaining a diverse high quality workforce that will promote learning and growth for our students, and is driven by the vision that, "Together, we will make a positive difference in the lives of our students, employees, and community. Our investment in your personal and professional advancement is reflected in the academic growth and social-emotional well-being of our students. We recognize that each day is a new opportunity to be better than the day before".

To that end, the District engaged the Council of Great City Schools (CGCS) to review and assess HR's department structure, Department and District-wide systems, processes, and practices to enhance the quality of service it provides, and to better align the department with the needs of the District's students and staff. The report provides a comprehensive review and seventeen specific recommendations. These recommendations will be presented to the Board by CGCS followed by the HR department information about work that has taken place in the past year and plans moving forward.

II. Driving Governance:

SCUSD's Core Value recognizes that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness. Ensuring that every HR and District system, process, policy, and service is aligned with this core value serves as the fulcrum to leverage the ability of SCUSD employees to give all students an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options under the Equity, Access, and Social Justice Guiding Principle.

III. Budget:

The budget that supports Human Resource Services is derived from multiple sources of federal, state, grant, and District funds. The ability to implement the recommendations as noted by the CGCS will require additional funding to support these efforts.

IV. Goals, Objectives and Measures:

The goal of Human Resource Services is to attract and retain a high-quality, diverse workforce that experiences top-tier customer service resulting in staff feeling seen, heard, valued, and appreciated, which leads to improved experiences for students. In HR's continuous improvement journey the Department has developed data and feedback indicators used to assess and monitor progress. For example, the public-facing, real-time HR Certificated Data Dashboard was launched to track vacancies and other key metrics and indicates certificated vacancy levels by Board Member/Area, by site, by segment, and by setting, along with the number of positions filled, to provide transparency with educational partners and to see the district staffing landscape on demand. Work is underway to expand the Dashboard to include the same information applied to classified and management positions. These indicators, as well as additional related indicators, help provide real time data to inform not only the Department, but the greater community on progress towards HR goals and organizational shifts needed to improve the outcomes for staff and ultimately, students.

Additionally, requests for feedback embedded in the email signature of each HR staff member provide data, information, and the opportunity for employees to express their concerns so HR staff outreach can provide customer service to close the feedback loop. Likewise, convening of the HR Advisory Group has provided a forum to receive feedback in a focus-group setting. These are just a few examples of indicators and efforts that have been put in place in the journey of continuous improvement.

IV. Major Initiatives:

The Council of the Great City Schools (CGCS) review report includes seventeen key recommendations and provides related actions for the District to consider. When we requested this CGCS Review, we committed to implementing the recommendations that the review would provide. Below we outline the recommendations.

Recommendation 1: *Realign the Human Resource Services Department as a direct report to the Office of the Superintendent to reflect the department's role and value as an enterprise-wide strategic partner in the management and leadership of the school district.*

Recommendation 2: *Continue to move the Human Resource Services Department forward by setting a laser-clear focus on customer service and efficiency by ensuring the following activities are implemented through --*

a. Convening, with a sense of urgency, ongoing discussions to analyze the findings and recommendations identified in this management letter and any previous reviews, audits, or reports. Incorporate and merge all recommendations from this document and any previous reviews, audits, or reports not yet implemented into one document. Use this "combined" recommendations document as a "road map" to develop, prioritize, and assign project owners and timelines to move all recommendations forward;

b. Developing a realistic five-year department strategic plan that is laser-focused on customer needs. The plan, to be developed with the participation of internal and external staff and other stakeholders, should include benchmarks, quantifiable goals, vastly increased use of technology, service level plans, standards, employee productivity expectations, ensuring empowerment and accountability across the department, and timelines that are consistent with the district's vision and goals. The plan shall be refreshed annually;

c. Shifting emphasis away from transactional activities to a vision of proactivity, fully leveraging current HR technologies, and becoming a strategic 21st -century HR organizational resource;

d. Refining HR department-wide policies and procedures (standard operating procedures (SOPs)) guides and flowcharts so HR employees know what to do, how to do it, and when to do it. Updated SOPs, as necessary, should reflect changes in processes or procedures;

e. Maximizing the use of data that relies upon fact-based and analysis-centric justifications for decisions, including the use of benchmarks and techniques including, but not limited to:

i. Basic HR metrics and dashboard management information (e.g., turnover rates, absentee rates, substitute fill rates, vacancies, time to fill vacancies, recruitment rates, and retention rates). Continue utilizing and participating in the CGCS Managing for Results platform, performance measurement, and benchmarking project that identifies performance measures, key indicators, and best practices that can guide improvements.

ii. Cost-benefit analysis, risk assessment, and business-case justifications to continually move the department forward, including the consideration of --

- *Alternatives to current delivery methods, such as outsourcing specific functions;*

- *Providing and funding paid internships to improve labor pipeline opportunities;*

iii. Root-cause analysis to address operational challenges;

iv. Ongoing salary and benefits surveys to ensure competitiveness;

v. Defined performance measures, industry best practices, and standards for all primary functions of the department and holding all HR staff accountable for achieving these measures; and

f. Collaborating with the Office of the Grants Coordinator to identify and secure funding and grant program opportunities.

Recommendation 3: Reorganize the Human Resource Services Department to optimize efficiency and effectiveness, sharpen its focus, improve internal and external communication, and promote clear lines of responsibility, authority, and accountability. Exhibit 11 below illustrates a potential high-level functional reorganization for the department. Under this organization –

Exhibit 11. Proposed Human Resource Services Department Functional Reorganization Superintendent Chief Human Resources Officer Onboarding Employee Services Exit Transition

Superintendent

Chief Human Resources Officer

Onboarding- Employee Services - Exit Transition

a. *The Chief Human Resource Officer's span of control is significantly reduced and simplified, permitting appropriate oversight and monitoring of service metrics and dashboards with a laser focus on customer service, effective and timely communication with school site principals, and implementing Recommendation #2 above. In addition, the core functions and workflows of the HR department should be reorganized and customer focused on --*

   i. Onboarding (including recruiting, selection, applicant tracking, vetting, and the prompt placement of new and promoted employees);

   ii. Employee Services (including following up on negative performance assessments, performance management, organizational development, employee retention, position classification and compensation, ensuring gender or race inequities in selection, salaries, or promotions do not exist, position (job) description management, leaves, substitute management, employee accountability, department technology, and employment verification);

   iii. Exit Transition (including retirement, resignation, and other separation processing, including terminations, exit interviews, and ensuring the former employee no longer has computer access and that the discontinuance of time reporting had taken place

b. *Ensure that individuals placed in leadership positions in the new functional organization have the appropriate skills, expertise, experience, and ongoing training to be successful;*

   c. Fill positions, as necessary, in the new organization with individuals who are able and willing to perform required duties and provide staff the autonomy and opportunity to perform their work. Recognize staff when they display quality work products, and hold all staff accountable for results;

   d. Conduct a comprehensive study to determine appropriate staffing levels and future funding needs for all functions in the new HR organization;

   e. Develop concise reporting relationships with clearly defined job titles, roles, and position (job) descriptions to provide a realistic portrayal of duties, responsibilities, expectations, accountabilities, and reporting lines that represent the core functions of the new HR organization and its focus on customer service; and

   f. Maximize opportunities for cross-training, capacity building, and promotability within and between HR operational units.

Recommendation 4: *Require the CHRO to be at the table to serve as an expert resource for any human capital impact when the district's instructional leadership evaluates, considers, or determines --*
   a. *Potential school closures,*
   b. *Enrollment decline and unused classroom seat options,*
   c. *The most effective use (and return on investment) of teachers not assigned to classrooms, and*
   d. *Incorporating "right-sizing" or "leveling" classrooms after the first state-wide enrollment count to ensure the most appropriate use of teaching resources.*

Recommendation 5: *Implement a systematic review, evaluation, and reconstruction of the department's teacher recruitment program. Ensure that a representative group of school site administrators and labor partners are at the table and that the following activities are incorporated into the reconstructed program --*

a. Developing and funding a realistic recruitment and marketing budget for job fair travel; posting teacher openings on the leading region- and state-wide online teacher posting websites, career sites, and organizations; leveraging social media; recruitment incentives for hard-to-fill positions; (28) and funding paraprofessional career ladder opportunities; (29)

b. Identifying and filling appropriate seasonal staffing needs to ensure that SCUSD is well represented at job fairs and university/college recruitment opportunities. A recruitment team shall be appropriately trained and held accountable for results;

c. Updating annual marketing and recruiting master plans, with a powerful emphasis on teacher diversity, to meet the changing needs of the district and are aligned with shifting market demands;

d. An annual recruiting calendar that is coordinated with, but not in conflict with, the district's master calendar and allows recruiting to begin earlier than other districts competing for the same candidates. Vacation scheduling for HR staff needs to be factored into the calendar to ensure proper HR staffing levels are in place during peak recruiting and onboarding periods;

e. Clearly defined and updated procedures and processes are in place for the timely recruitment, selection, fast-track placement (onboarding)of candidates, and the expedited (early) offering of contracts;

f. Identifying previous or anticipating potential "bottlenecks" or "chokepoints" in the recruitment and onboarding process and proactively taking corrective action well in advance of annual recruitment efforts;

g. Identifying and tracking highly effective substitutes, student teachers, and paraprofessionals throughout the year for recruitment opportunities;

h. Ensuring that specific strategies and funding are in place to address filling hard-to-

staff and critical areas with top talent;

i. Establishing substitute placement rate goals that exceed the CGCS national median and that reference checks are conducted for all teacher substitute applicants;

j. Ongoing relationship building and communication with pipeline programs with local universities and creating relationships with non-local university future partners;

k. Ensuring that communication between applicants, principals, and HR staff is timely, accurate, and meaningful to preclude teacher candidates from seeking employment elsewhere;

l. Processes are in place for the ongoing and timely reporting of staffing and vacancy levels to stakeholder groups; and

m. Tracking all costs associated with recruiting and onboarding. Then, leverage these data for future budgeting justification to demonstrate that financial and HR department resources were efficiently used for maximum return on investment.

Recommendation 6: *Convene, with considerable urgency, a team of appropriate stakeholders (i.e., Human Resource Services Department for HR information; Budget Department for budget development and funding for possible procurement and training; Payroll Department for payroll-related data; the Finance Department for salary and benefit projections; and Technology Services for guidance and support to –*

a. Determine the viability and a cost-benefit analysis of bringing unused modules (position control, budget development processing, staffing, and attendance management) online or procuring newer systems, especially an automated onboarding tracking system so principals and other administrative staff can observe where candidates are in the onboarding process; and

b. Clarify and document to strengthen the district's position control process. This documentation shall include flowcharts and who "owns" each step in the process to ensure that no positions can be added without approved funding in place.

Recommendation 7: Build a strategic and coordinated district wide professional development plan to increase organizational coherence and employee value. This plan, to be championed by the Human Resource Services Department, will have all impacted stakeholder groups at the table, and together this effort shall --

a. Design and implement district wide professional development plans that   engage new and continuing employees, which include --

i. A well-planned and documented orientation and onboarding process, incorporating –

- A welcoming environment for new employees;
- A well-defined and structured orientation to and about the district and its culture;
- Clear communication of the onboarding process so that potential employees are not lost in the complexities of recruitment, selection, job offers, vetting, background, and drug test clearance;

ii. Job-specific onboarding and training for new hires;

iii. Ongoing professional development to enhance job skills and promotional opportunities for current employees;

b. Ensuring performance assessment is linked to responsibilities described in the position description;

c. Developing long-term strategies to "grow your own pipelines;"

d. Ongoing coaching for school site administrators regarding HR policies,

practices, onboarding, teacher transfer collective bargaining agreement language, interpretation, and enforcement;

e. Ongoing coaching for administrators, relevant HR, payroll, and other impacted staff regarding changes to collective bargaining agreements; and

f. Creating an organizational change management component to address and manage adverse impacts on employees due to altering organizational structures (reorganization) and changing processes.

Recommendation 8: *Create a "Fast Tracking the Onboarding Process" task force of appropriate stakeholders from HR, budget, a principal representative, a labor partner, and others as appropriate (such as a Six-Sigma trained employee). The team should start by mapping out the onboarding process from when a position is funded and posted to the first date of employment. Then, review each step in the process to identify and test strategies to improve efficiency, effectiveness, and timeliness. The task force's effort should include --*

a. Identifying what steps in the process can be combined, eliminated, or started earlier;

b. Identifying what steps in the process can be streamlined; (30)

c. Identifying what steps in the process can be delayed until after the employee's first date of employment; and

d. Turn-time goal setting and monitoring for each step in the process.

Recommendation 9: *Continue to strengthen stakeholder communication activities to enhance HR services by implementing meaningful communication outreach with regular meetings with Instructional Assistant Superintendents, school principals (or a representative group), budget and payroll staff, appropriate IT staff, and other appropriate leadership staff to identify opportunities for improved communication, rebuilding trust, and eliminating existing information islands and siloed environments.*

Recommendation 10: *Develop or hire leaders who lead by example to champion knowledge sharing, collaboration, and inclusion. Safeguard communication channels so all HR employees know --*

a. *The district's and the HR's goals and objectives and how they will be achieved to improve student outcomes;*

b. *That intra-office and interdepartmental collaboration is taking place with all proper departments, offices, stakeholders, and subject matter experts at the table;*

c. *How personnel will be held accountable and evaluated using performance-monitoring metrics;*

d. *Why changes are being made that may impact the HR team along with expected outcomes; and*

e. *Employee feedback and suggestions are welcomed and considered, so team members know an ongoing process improvement program is in place to encourage innovation.*

Recommendation 11: *Eliminate any over-reliance on a single person to complete specific job functions by establishing succession planning and cross-training within the department to ensure knowledge transfer and the orderly transition of responsibilities.*

Recommendation 12: *Create opportunities to invite and confer with internal and external stakeholders to provide input and analyze potential outcomes for at least the following activities --*

a. *Establishing and staffing, with cross-functionally trained personnel, a "one-stop" Human Resource Services Department customer information walk-in and telephone call center to provide same-day responses to all requests from internal (both certificated and classified employees) and external customers. Track call types,*

resolution times, and trends to improve customer service and identify training and communication opportunities;

b. *Streamlining the online application procedure to make the process more user-friendly, especially for substitute applicants and entry-level positions. Design strategies to assist applicants who are not computer savvy in navigating the required online application process and help applicants who may not be English proficient; and*

c. *Implementing programs to measure the degree to which the Human Resource Services Department provides responsive, results-oriented services and meets the needs of its customers. For example, use customer satisfaction surveys and focus groups to identify areas of concern, especially with school site principals. At a minimum, input from school site administrative staff, teaching staff, support staff, central office staff, and applicants must be solicited. Use this input to establish future priorities, training opportunities, and process improvements.*

Recommendation 13: *Monitor turnover rates, establish exit interview protocols for all employees that voluntarily separate from SCUSD, and identify and track the causes of leaving for opportunities to make or recommend policy changes.*

Recommendation 14: *Evaluate the benefit and operational case justifications for returning employee relations to the Human Resource Services Department and have HR as an expert resource at the labor negotiations table.*

Recommendation 15: *Develop a comprehensive plan to boost employee retention and provide opportunities for employees at all levels to enhance their skills and learn industry best practices through --*

a. *Continuing efforts to ensure the retention of new teachers, including safety-net programs such as, but not limited to, mentoring and staff development, are fully leveraged and tracked;*

b. *Evaluating the use of adding longevity stipends for all district staff. Calculate the return on investment with regular cycler increases (i.e., every five years);*

c. *Participation in professional organizations;*

d. *In-depth new employee orientation;*

e. *Cross-functional teaming and training; and*

f. *Visiting peer districts to gather performance, best practices, recruitment, customer service, and technology leveraging strategies.*

Recommendation 16: *Develop and enforce employee attendance metrics and hold administrators and supervisors accountable to equitably apply attendance standards approved by the Board of Education, the Superintendent, or the Superintendent's designee. Ensure all employees receive prompt notice of new or revised attendance standards and expectations.*

Recommendation 17: *Leverage survey and focus group data to initiate needed change, establish future priorities, and design training opportunities.*

IV.   Results:

The CGCS HR Review has provided specific guidance and feedback for the HR Department and the District to utilize in the ongoing journey of continuous improvement. We will use the recommendations from the CGCS as a roadmap.

V.   Lessons Learned/Next Steps:

The District will draw on the recommendations in the CGCS report to make improvements to HR, as well as enhancements in other departments within the organization, to make improvements to systems and processes. Lessons learned and

next steps include:

- There are some solid pieces in place and yet there is much work to be completed, both within the Department and within the District. There is also a need for greater communication and transparency about the initiatives and work under way to improve the system and their relationship to the recommendations provided by the CGCS.

<u>Next Steps</u>

The HR Department will work with the Superintendent and Cabinet, labor partners, HR Advisory Group, Budget, departments, and others to implement the recommendations as noted by the CGCS.

Review of the
Human Resource Services Department
of the
Sacramento City Unified School District

August 2022

Jorge Aguilar, Superintendent of the Sacramento City Unified School District (SCUSD), requested that the Council of the Great City Schools (CGCS) provide a high-level management review of the District's Human Resource Services Department (HR). The Council commends the district for making this request in the interest of focusing on continuous improvement of the district's operations. Specifically, it was asked that the Council[1] --

- Review and evaluate the organization, operations, and staffing levels of the District's Human Resource Services Department to identify opportunities to streamline processes; implement industry best practices; improve existing procedures, oversight, and internal controls; and strengthen internal and external communications to enhance customer service; and

- Develop recommendations to assist the Human Resource Services Department in achieving greater operational and managerial effectiveness and increasing its strategic value to the district.

In response to this request, the Council assembled a Strategic Support Team (the team) of senior managers with extensive experience in human capital, human resources, and operations from other major urban city school systems. The team was composed of the following individuals. (Attachment A provides brief biographical sketches of the team members.)

Raymond Hart
Executive Director
Council of the Great City Schools (Washington, D.C.)

Willie Burroughs, Project Director
Director, Management Services
Council of the Great City Schools (Washington, D.C.)

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[1] The Council has conducted over 320 organizational, instructional, management, and operational reviews in over 65 big city school districts over the last 20 years. The reports generated by these reviews are often critical, but they also have been the foundation for improving the operations, organization, instruction, and management of many urban school systems nationally. In other cases, the reports are complimentary and form the basis for identifying "best practices" for other urban school systems to replicate. (Attachment G lists the reviews that the Council has conducted.)

David Palmer
Principal Investigator
Council of the Great City Schools (Washington, D.C.)

Gifty Beets
Assistant Chief Human Resources Officer
Los Angeles Unified School District (California)

Paul Idsvoog
Chief of Human Resources and Labor Relations
Fresno Unified School District (California)

Debi Ignagni
Deputy Chief Human Resources Officer (Retired)
Los Angeles Unified School District (California)

The team reviewed an extensive number of documents provided by the district prior to a four-day site visit to Sacramento, California, on August 2-5, 2022. The general schedule for the site visit is described below, and the complete working agenda for the site visit is presented in Attachment B.

Several days prior to the team's site visit, Raymond Hart, Executive Director, Council of the Great City Schools, Willie Burroughs, Director, Management Services, Council of the Great City Schools, and David Palmer, Principal Investigator, Council of the Great City Schools, met via video conference with Superintendent Aguilar, Chief Business and Operations Officer, Rose Ramos, and Chief Human Resources Officer, Dr. Cancy McArn, to discuss expectations and objectives for the review.

Once on-site, the team met with School Board Member Darrel Woo, Chief Business and Operations Officer Ramos, and Chief Human Resources Officer McArn during the evening of the first day to discuss the review and make final adjustments to the work schedule. The team used the second and third days of the site visit to observe operations, conduct interviews with key staff members (a list of individuals interviewed is included in Attachment C), and examine additional documents and data (a complete list of documents reviewed is included in Attachment D).[2]

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[2] The Council's reports are based on interviews with District staff and others, a review of documents, observations of operations, and professional judgment. The team conducting the interviews must rely on the willingness of those interviewed to be truthful and forthcoming but cannot always judge the accuracy of statements made by interviewees.

Based on the pre-briefing conversations described above with SCUSD leadership, the team examined various recruitment, hiring, and retention practices with careful emphasis and focused on:

- Identifying policies, procedures, or customs that delay or detract from employees' efficient hiring, onboarding, and retention.

- Resource allocation within HR department and other departments to ensure school sites receive well-timed and relevant support.

- Communication between HR, school sites, and other departments involved in the staffing process.

- The current climate and culture inside the district needed to attract and retain talented applicants and employees.

- Recommendations for a sustainable approach to honoring employee contributions by acknowledging their service to the district.

- Developing a roadmap to improve efficiencies and enhance the effectiveness and strategic value of the district's human resources operations.

The final day of the visit was devoted to synthesizing and refining the team's findings and recommendations and providing Deputy Superintendent Lisa Allen, Chief Business and Operations Officer Ramos, and Chief Human Resources Officer Dr. McArn, with a briefing on the team's preliminary findings.

The Council sent the draft of this document to the team members for their review to affirm the report's accuracy and obtain their concurrence with the final recommendations. This management letter contains the findings and recommendations that the team has designed to help improve the operational efficiencies and effectiveness of the Human Resource Services Department of the Sacramento City Unified School District. While the team found many strong operational policies and procedures during our review, including recent improvements in HR practices, we only mention a few highlights in this report and focus our attention on next steps and recommendations.

Sacramento City Unified School District

The Sacramento City Unified School District (SCUSD) is one of the oldest K-12 districts in the western United States (established in 1854). SCUSD operates 77 campuses spanning

70 square miles.[3]   The district serves a diverse TK[4]-12th grade downward trending student population of a projected 2022-2023 enrollment of approximately 36,543[5] students, supported by 4,366 full-time equivalents (FTE) funded positions, of which approximately 2,000 were [FTE positions] classroom teachers.[6] Exhibit 1 below displays five (5) years of enrollment history and projected enrollment through FY2027.[7] Exhibit 2 below displays SCUSD staffing history back to FY2018.[8]

Exhibit 1. Sacramento City Unified School District Enrollment History and Projections
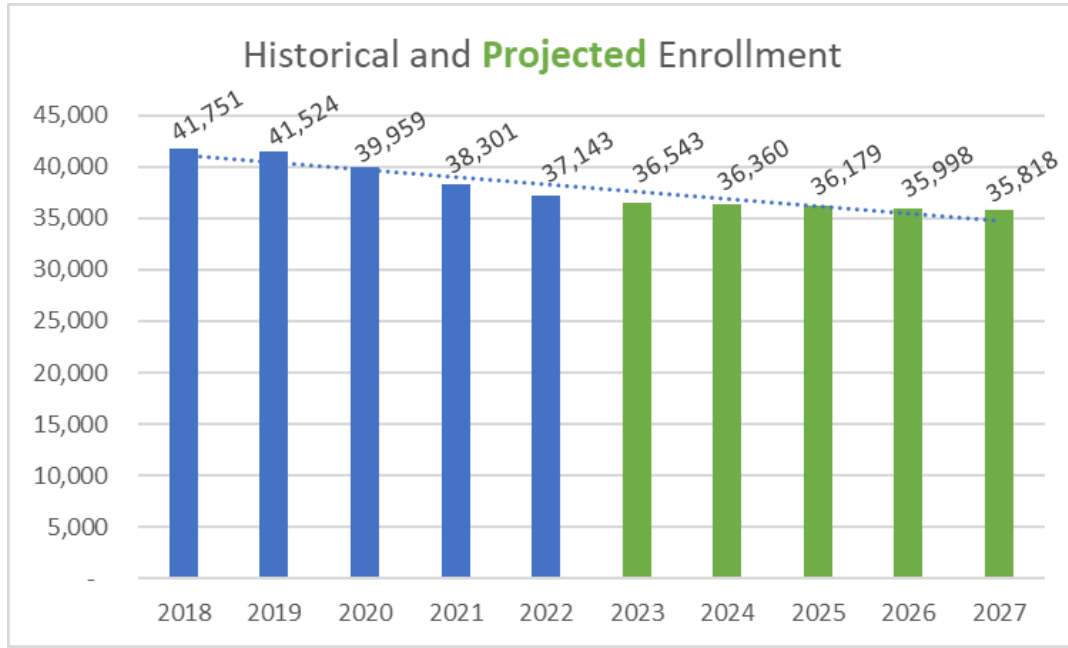
Source: CGCS, Using Data Provided by the Sacramento City Unified School District

Exhibit 2. Sacramento City Unified School District FTE Staffing History

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[3] Source: https://www.scusd.edu/our-district
[4] Transitional Kindergarten (TK) (previously called Early Kinder) is a stepping stone between preschool and kindergarten. This optional program includes appropriate curriculum opportunities for language development, foundations of mathematics, and social-emotional development through dramatic play, small group instruction, and intentional teaching through hands-on activities to achieve readiness for traditional kindergarten. Both full-day and half-day programs are offered.
[5] Source: SCUSD Finance Department.
[6] Source: SCUSD Human Resource Services Department.
[7] Source: SCUSD Finance Department.
[8] Source: *Ibid.* The 2023 FTE increase was funded with ESSER and a few other new resources. For ESSER information, visit: https://oese.ed.gov/files/2020/05/ESSER-Fund-Frequently-Asked-Questions.pdf.

The Council of the Great City Schools, August 2022

Budgeted Positions by Full Time Equivalency - Including Enrollment					
District FTE Funding Sources	FY19	FY20	FY21	FY22	FY23
General Fund	3,800	3,709	3,641	3,624	3,836
Charter School Fund	117	121	116	111	116
Adult Education Fund	60	57	51	49	48
Child Development Fund	189	130	122	109	107
Cafeteria Fund	201	193	230	231	244
Building Fund	6	8	7	6	9
Self Insurance Fund	3	2	2	2	3
Dental/Vision Fund	3	3	3	3	3
Total District FTE	4,379	4,223	4,172	4,135	4,366
Enrollment	41,524	39,959	38,301	37,143	36,543

Source: CGCS, Using Data Provided by Sacramento City Unified School District

The Sacramento City Unified School District Board of Education governs the district and is responsible for policymaking and oversight. The SCUSD Board of Education has eight members, seven of whom are elected by trustee area and serve 4-year terms. An eighth member is the student member who has an advisory vote. The student member is selected from the high school Student Advisory Committee and serves for one year. The Superintendent is the ex-officio Secretary to the Board.[9] The terms of office of board members do not all expire in the same year. Board members are responsible for school district management and policymaking. In addition, the board appoints the Superintendent of Schools, who is the chief executive officer responsible for the efficient and effective operation of the school system and its resources.

The SCUSD Vision - Core Value reads: *We recognize that our system is inequitable by design, and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness.*[10]

The SCUSD 2022-2023 adopted combined budgets included projected revenue of $689,889,933 that was funded through a combination of general purpose (LCFF)[11] revenue (66.0 percent of total revenue), state revenue (20 percent of total revenue), federal revenue (13 percent of total revenue), and local revenue (1 percent of total revenue).[12] The SCUSD adopted expenditure budget for FY2023 was $650,065,110.[13]

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[9] Source: https://www.scusd.edu/board-education-members.

[10] Source: https://www.scusd.edu/vision.

[11] The Local Control Funding Formula (LCFF) is hallmark legislation that fundamentally changed how all local educational agencies (LEAs) in the state are funded, how they are measured for results, and the services and supports they receive to allow all students to succeed to their greatest potential. See: https://www.cde.ca.gov/fg/aa/lc/.

[12] Source: https://www.scusd.edu/sites/main/files/file-attachments/10.2_item__2022-23_adopted_budget_scusd_06.23.22.pdf?1659550307, p.8 and p.21.

[13] Source: https://www.scusd.edu/sites/main/files/file-attachments/10.2_item__2022-23_adopted_budget_scusd_06.23.22.pdf?1659550307, p.21.

The Council of the Great City Schools, August 2022

Exhibit 3 below displays the current organizational structure of the Office of the Superintendent. The superintendent had one direct line[14] report, the Deputy Superintendent. The Deputy Superintendent had six (6) direct reports, including the Chief Human Resources Officer (CHRO).

Exhibit 3. Office of the Superintendent Organizational Chart
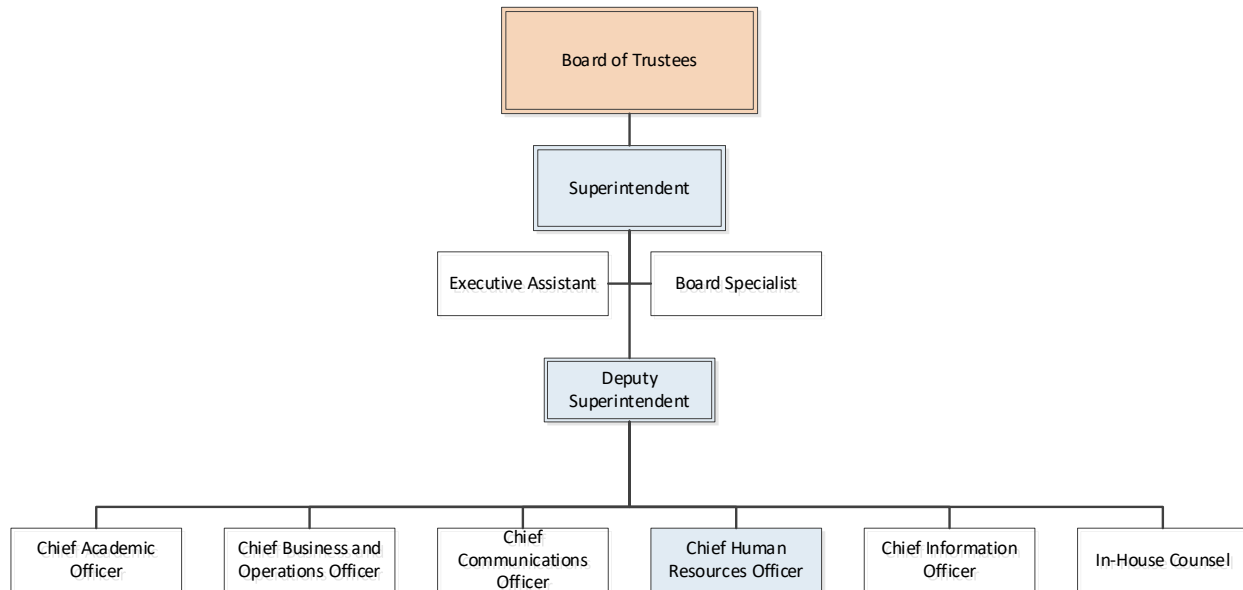
Source: CGCS, Using Data Provided by the Sacramento City Unified School District

Human Resource Services Department

The Chief Human Resources Officer has primary authority and accountability for all district human resource functions. The CHRO is responsible for developing new programs and initiatives that find, develop, and retain great talent in all positions.[15] In addition, the CHRO is expected to meet the human resource needs of SCUSD students; support and develop workforce excellence in all positions with a targeted focus on those who provide direct educational services to students; develop performance management initiatives; design recognition and reward structures; manage non-renewals and employee discipline, and design improvement plans for underperforming employees.

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[14] A line function or position has authority and responsibility for achieving the major goals of the organization. A staff function or position primary purpose is providing specialized expertise and assistance to line positions.
[15] SCUSD position description for *Chief Human Resources Officer*, revised February 11, 2015.

Under the current organizational framework, the CHRO reports to the Deputy Superintendent. This reporting relationship placed the CHRO into the third tier/layer of the organization. The following 11 positions were direct reports to the CHRO: one (1) Director, Talent Management, three (3) Directors, Human Resource Services, two (2) Personnel Specialists, one (1) Special Projects Analyst, one (1) Credential Auditor, two (2) Classification and Compensation Analysts, and one (1) Administrative Assistant. Wide spans of control, as in this case, eleven, are generally found to impact leadership effectiveness adversely. Exhibit 4 below presents a functional overview of the department's organizational structure.

Exhibit 4. Human Resource Services Department Organizational Chart
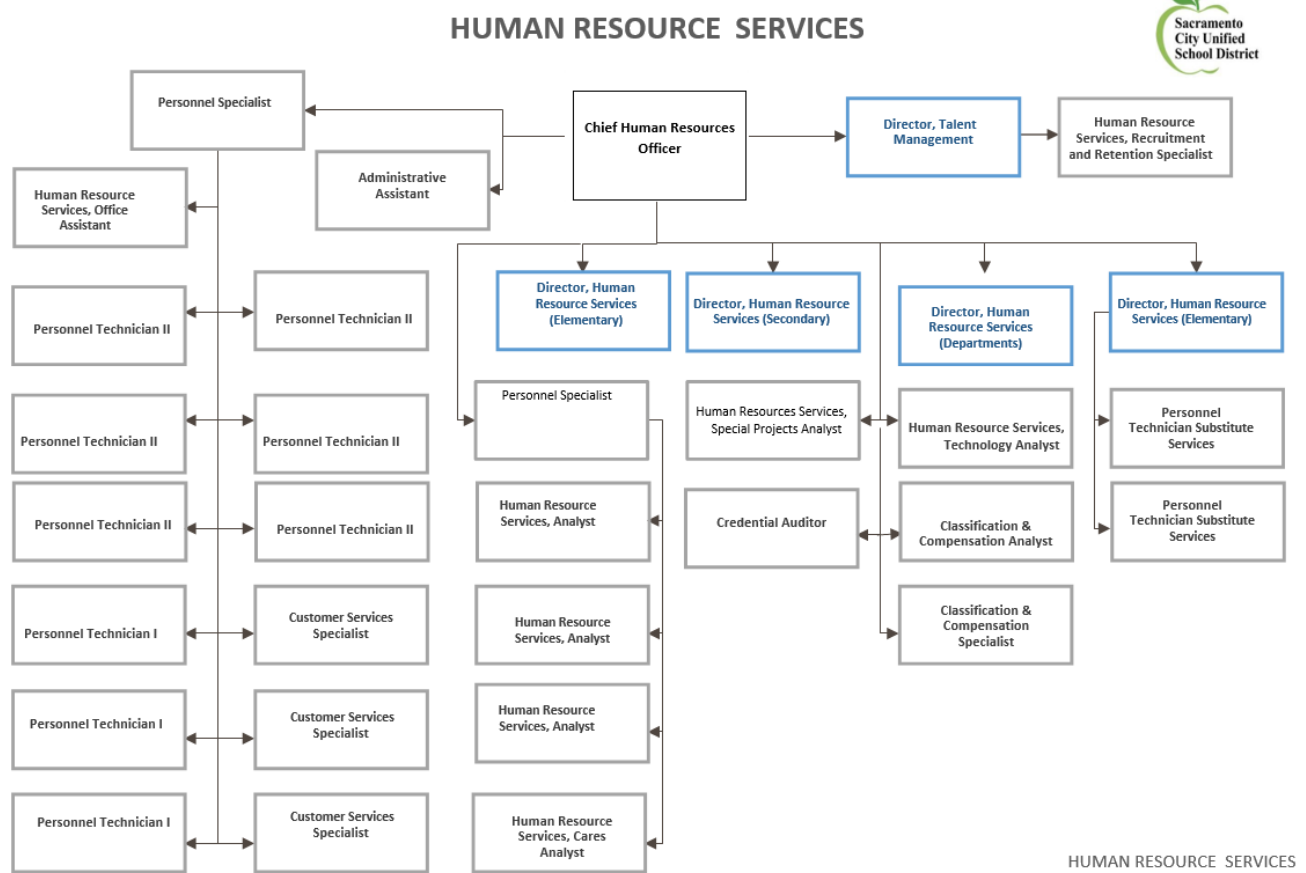
Source: Sacramento City Unified School District

The CHRO was also responsible for the department's staffing and budget. The FY2022-2023 department budget was $5,055,805,[16] which was 0.78 percent of the district's total funds expenditure budget. Thirty-three (33) FTE positions[17] were funded for 2022-2023. Exhibit 5 below

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[16] *Ibid.*
[17] Source: SCUSD Finance Department

displays the Human Resource Services Department budget history for the past five years and the 2022-2023 approved budget.[18]

Exhibit 5. Human Resource Services Department Budget and Staffing Data

Human Resource Services Department - Budget (Revised) and Staffing History						
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Funding Category						
Certificated Salaries	$ 574,731	$ 850,461	$ 358,341	$ 386,037	$ 331,580	$ 472,104
Classified Salaries	1,783,523	1,915,989	1,699,107	1,497,797	1,953,115	2,410,093
Employee Benefits	984,817	1,100,112	1,012,517	990,905	1,245,834	1,495,211
Supplies	76,096	26,729	180,048	26,132	155,558	21,911
Services	248,671	465,742	228,461	254,573	737,104	656,486
Other Outgo/Transfer/Reserves			982	2,847		
Total (Combined) All Fund Types	$ 3,667,838	$ 4,359,034	$ 3,479,456	$ 3,158,291	$ 4,423,191	$5,055,805
Total Authorized HR FTE Positions	26	26	25	24	28	33
District Enrollment	41,751	41,524	39,959	38,301	37,143	36,543

Source: CGCS, Using Data provided by SCUSD

Findings

The Council's Strategic Support Team findings are organized into three general areas: Leadership and Management, Organization, and Operations. These findings are followed by a set of related recommendations for the district.[19] Across the findings, the team noted the significant progress that the district has made improving the leadership, management, and organization of the department. The superintendent and his team are commended for the tremendous work accomplished to date. The progress is followed by findings and recommendations in areas that offer opportunities for the district to continue to improve support and services in the department.

Leadership and Management

Commendations

The request for this review was evidence that the district's senior leadership recognized that talent acquisition, development, and retention of human capital are critical factors in the role of the Human Resource Services Department in the district's ability to meet its strategic goals.

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[18] The added positions for FY2023 were funded by the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Act of 2021, which expires on September 30, 2024, and the Educator Effectiveness Block Grant expires, which expires in 2026.

[19] Review teams often identify areas of concern that may go beyond the intended scope of the project. As a service to our member districts, any concern that rises to a high-level is included in the report.

- The team recognizes and appreciates the Chief Human Resource Officer for providing all requested background information in a timely and organized fashion prior to the team's on-site arrival. Additionally, the team also acknowledges the HR department and the Office of the Chief Business and Operations leadership in providing clarifying information and data during and after the on-site team visit.

- The CHRO created the Inter-Departmental Team (IDT) meetings forum to improve internal communications and to reduce and ultimately eliminate departmental silos and information islands.

- The staff members interviewed demonstrated resilience and a commitment to continuous improvement. This can be a solid foundation to continue to build upon.

- The team found many staff passionate about their work and knowledgeable about the nuances of various collective bargaining agreements.

- The team noted that the Human Resource Services Department scored in the "best quartile" rankings on multiple 2020-2021 CGCS *Managing for Results*[20] Human Resources Key Performance Indicators (KPI) submitted by SCUSD.[21] Exhibit 6 below displays these best quartile rankings.

Exhibit 6. Best Quartile Ranking of CCSD Key Performance Indicators

2020-2021 Human Resources Key Performance Indicators	SCUSD	CGCS Median	Note
Employee Relations - Discrimination Complaints Per 1,000 Employees	0.2525	0.4995	Lower is better
Employee Relations - Misconduct Investigations Per 1,000 Employees	6.0589	14.135	Lower is better
Employee Separation Rate	6.66%	12.12%	Lower is better
Employee Separation Rate - Instructional Support Staff	6.56%	10.98%	Lower is better
Employee Separation Rate - Non-School Exempt Staff	5.85%	8.63%	Lower is better
Employee Separation Rate - Non-School Non-Exempt Staff	9.59%	13.90%	Lower is better
Health Benefits Enrollment Rate	100%	87.18%	Higher is better
Substitute Placements With A BA/BS Or Higher	97.25%	77.38%	Higher is better
Teacher Retention - Remaining After 2 Years	79.07%	67.96%	Higher is better

Source: CGCS KPI Project and Data Provided and Submitted by SCUSD

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[20] The Council's *Managing for Results* report is a Performance Measurement and Benchmarking Project that identifies performance measures, key indicators, and best practices that can guide the improvement of non-instructional operations in urban school districts across the nation. The most current report, 2020-2021, will be released in October 2022.

[21] A key performance indicator (KPI) is a type of performance measurement.

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Opportunities for Continuous Improvement

Currently, the department functions as a transactionally oriented HR department concentrating on HR maintenance tasks that leave minimal time to focus on customer service, organizational development, process improvement, and capacity building among the people working within the district or department. As a result, the department's business style was reactive and labor-intensive, not a strategic and proactive approach to problem-solving and forecasting.

Consequently, there are opportunities to improve the management systems in place to provide necessary course corrections that would move the department forward. To illustrate, actionable plans with roadmaps on how to implement strategic priorities, measure these priorities, and report on progress in attaining these priorities were generally absent. The team found that initiatives and business-case justifications with benchmarks, performance measures, or the use of industry analytics and metrics were lacking. Although the department submitted data into the CGCS annual KPI survey, *Managing for Results*,[22] the effective use of dashboards, KPIs,[23] or other industry metrics were not effectively utilized to measure staffing levels, performance, and track goals.

The team identified concerns regarding current staffing practices. Specifically, the team found that the department lacked formal internal training programs to develop its employees' management, leadership, cross-functional team building, or technical competencies, especially its new employees. Some staff responsible for core department functions (teacher retention and recruitment, class, and compensation) were funded from grants and ESSER,[24] which have funding sunset dates. Prior to the use of grant and ESSER funding, the HR department consisted of 21 staff members and now has 31. Multiple staff shared concerns about losing these essential staff members once funding ends. Despite the additional positions, the team found an over-reliance on only one experienced person to complete specific job functions and little evidence of proactive succession planning, capacity building, or cross-training in critical functions to ensure continuity in the absence, leave, retirement, promotion, or resignation of essential department staff.

Related to the additional positions, many HR staff have been in the department or their current position for less than one year. As a result, there was some apprehension from several interviewed about the lack of experience and turnover of directors, specialists, and analysts. The new staff and structures are likely contributing to the reported information islands and siloed communications

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[22] The Council's *Managing for Results* report is a Performance Measurement and Benchmarking Project that identifies performance measures, key indicators, and best practices that can guide the improvement of non-instructional operations in urban school districts across the nation. The most current report, 2019-2020, was released in October 2021. The 2020-2021 report will be released in October 2022.

[23] A key performance indicator (KPI) is a type of performance measurement.

[24] For ESSER funding information, visit: https://oese.ed.gov/files/2020/05/ESSER-Fund-Frequently-Asked-Questions.pdf.

withing the department and between other district departments. This includes meetings between senior leaders and executive staff.

Similarly, interviewees commented that HR staff did not consistently provide clear and timely communication with school site leaders, including the time it takes to receive a list of candidates (reportedly weeks) after a posting closes. This is particularly evident in processes related to candidate pools when hiring, onboarding new employees, teacher transfers, staff discipline, and the oversight of teacher quality (e.g., previous disciplinary issues) in the transfer process. School administrators shared that they lacked training on HR policies and practices that impacted their operations and that there was no written guide or handbook to help principals resolve HR-related issues. The team did not find evidence that principals were at the table to provide input or collaborate in developing recruitment strategies or guidelines. Some staff shared that they heard or read about changes on local or social media before officially hearing about these changes through internal district communications.

The panel of principals interviewed rated (1-10, with 10 being high) HR's overall level of service an average of 3.68. Although some comments were favorable, the panel shared that the ratings were based on their opinions or observations above about clear and timely responses, and that both certificated and classified positions were frequently posted with incorrect information (most especially with less than 1.0 FTE). They feel constrained that they cannot reach out to candidates they selected to let them know that they should anticipate a call from HR, and that their school staffing vacancies often go unfilled with no updates on recruiting progress.

Interviewees shared that the district's lengthy onboarding process put hiring departments and schools at a disadvantage for adding top-tier candidates, and many are lost to other school districts. There was a feeling among department leaders that things "sit" in HR until someone calls and asks what's happening or the status of a particular issue. This process is inhibited by the lack of a comprehensive recruitment plan, annual calendar, appropriate budget, retention strategy, or online tracking system so principals and other key stakeholders can observe where candidates are in the onboarding process. The process involves a number of labor-intensive manual data entry requirements. Finally, there was evidence that the final step of the onboarding process – getting staff and teachers first-day access to needed systems (e.g., email, student attendance) – fell short for newly hired employees.

Some staff shared a perception that the current collective bargaining agreement (CBA) language contributed to slow hiring processes as well and suggested that the district could no longer make sustained systemic improvements and that the union was running the district, not the Board of Education or the Superintendent. The team heard that some staff had "given up." Some CBA language delayed the timely recruiting, selecting, and onboarding of new teachers to the district. Others shared the possibility that incorrect information was provided at the bargaining table, because no one from HR was present during the negotiations, which resulted in confusing MOUs that complicated the implementation of changes.

Exhibit 7 below illustrates the sixty-six (66) steps SCUSD utilizes in the transfer and onboarding process. The chart is color-coded as follows:

| HR Internally Driven |
| Driven by Departments Outside of HR |
| Contractually Driven |
| Ed Code Driven |

Exhibit 7. Annual Staffing Steps and Functional Timeline

Item	Responsibility	Union Communication	Due Date
Send out Seniority Verifications (Inform K12)	Analysts	No	11/1
Confirm/Correct any Seniority Discrepancies	Analysts / Credential Auditor	No	12/1-12/17
Budget Development Process Meetings	All	No	1/3-1/28
Confirm with sites PR	Directors	No	1/3-1/28
Notice of Intent to Return (Inform K12)	Analysts	Yes	1/31
Priority period postings	Analysts	Yes	2/1-4/10
8.3.2 Cert Priority Period Postings (Max of 5 referred)	Analysts	Yes	2/1
Confirm LOAs RTN and Long Term LOA (22-23)	Monica/Tami	No	2/3
Available Vacancies Analysis	Analyst	No	2/4
Creating RIF/PKS/Temps/Subs/PR Documents	Analysts	No	2/7
Review of RIF/PKS/Temps/Subs/PR	All	No	2/8
Documents to Board Office	Kristina	No	2/9
Preview PowerPoint to Board Office	Directors	No	2/9
Request Credential/Seniority Report from IT	Analysts	No	2/15
Positions on Hold (Resulting from Priority Postings)	Analysts / Directors	No	2/15
Final PowerPoint	Directors	No	2/16
Certificated PKS	Analysts	No	2/16
Classified RIF	Analysts	No	2/16
Prob Release/Management to Board	Directors	No	2/16
All documents to be approved by BOE	ALL	No	2/17
Agreement/Negotiation w/ Unions	Shawn/Cancy	Yes	2/18-4/21?
CERT Analysis	Analysts	No	2/18-2/25
Classified Vol Red Meeting schedule/breakdown	Analysts	Yes	2/18
Class reductions meetings	Analysts	Yes	2/28
Classified Analysis	Analysts	No	2/29-3/8
Director calls to site/dept (Cert/Class)	Directors	No	3/9
Update Addresses	Monica/CSS	No	3/10
Certificated Prelim Letter	Analysts	No	3/11
Classified Letter Delivery	Analysts	No	3/11
Remaining Classified Vacancy Postings	Analysts/PTI	No	3/14
Self-Surplus Deadline (Max of 7)	Analysts / Director	No	3/15
Request for Hearing - CERT	Analysts/CSS	No	3/18?
Notice of Participation - CERT	Analysts/CSS	No	3/29?
Request for Hearing - CLASS	Analysts/CSS	No	3/18?
Notice of Participation - CLASS	Analysts/CSS	No	3/29?
UPE Summer School Wages	All	Yes	4/1
Layoff Hearings - CERT	All	No	4/22-4/23?
Layoff Hearings - CLASS	All	No	4/22-4/23?
Analysis Final Notice (Need ALJ decision)	Analysts	No	5/10-5/13
ESCAPE Rollover (All termination processed)	Analysts/PTII	No	5/14
Certificated Final Letter	Analysts	No	5/13
Classified Final Letter	Analysts	No	5/13
Ask for Cert Surplus volunteers	Directors / Analysts	No	5/16
Confirm Site Vacancies	Analysts	No	5/18-5/20
Offer Cert Reemployment Rights	Analysts	No	5/23
Notify Cert (Classroom) Surplus of appointment	Analysts	Yes	5/4
Share vacancy list w/IAS	All	No	5/25
Certificated Surplus (Classroom)	All	Yes	5/26
Certificated Surplus (Non-Classroom)	Directors / Analysts	No	6/6-6/10
Meet with IAS for 39-month placements	Analysts / Directors	No	6/13
Make calls from 39-month layoff list	Analysts	No	6/13
Post remaining Cert vacancies (Max of 7 referred)	Analysts	No	6/13
Hold to Contract	Analysts	Yes	7/1
Open Contract Placement (Special Ed)	Analysts	No	8/1
Open Contract Placement (Gen Ed)	Analysts	No	8/10
Take Declaration of Need to Board	Credential Auditor	No	8/11
Cert Leveling Final Numbers	All	No	9/9
Stop Postings for Leveling (if applicable)	Directors / Analysts	No	9/12
Ask for Leveling volunteers	Analysts	Yes	9/12
Confirm Leveling Vacancies	Directors / Analysts	No	9/13
Offer Return Rights	Analysts	No	9/14
Create Leveling Surplus List	Analysts	Yes	9/15
Notification of Leveling Appointment	Analysts	Yes	9/19
Cert Leveling	Directors / Analyst	Yes	9/21
Move Day	Analysts	Yes	9/23
Start Date	Analysts	Yes	9/26

Source: CGCS, Using Data Provided by Sacramento City Unified School District

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The team also found that the HR department lacked robust pipeline programs to support a "grow your own pipeline" for non-teaching personnel, including paraprofessionals, principals, central office professional staff, and support staff.

Organization

Opportunities for Continuous Improvement

The hierarchal placement of the Human Resource Services Department within the district's organization was undervalued and misaligned with current best practices. The department's organizational placement failed to recognize that the HR function performs an enterprise-wide strategic role that should report to the Office of the Superintendent. Relegating the department to a third-tier position in the organizational structure marginalized the department's ability to advance organizational development and effectiveness.

The current HR department's organizational structure and functionalities did not support the strategic alignment and service delivery throughout the employee life cycle. Specifically, the Human Resource Services Department was not organized around the critical functions of --

   o *Onboarding*, including recruitment, vetting, selection, and placement;

   o *Employee Services*, including performance assessment, employment verification, leaves, employee retention, position classification, highly competitive compensation, and employee misconduct and discipline; and

   o *Exit Transition*, including retirement, resignation, non-renewal, exit interviews, and exit trending.

It is unclear to the team why the Employee Relations function was moved from the HR team.

Position descriptions were not consistently reviewed and updated, and it was unclear whether all employee performance evaluations were linked to the responsibilities described in their position (job) description. The team found several position descriptions that have not been revised or updated in the last ten years or more. Not all position description titles were found on the department's organizational chart, and some position description titles reported to positions that did not appear on the organizational chart or longer existed.

The team saw no evidence that the HR organizational structure and workflow were examined and whether staff or positions could be repurposed to achieve operational efficiencies and effectiveness. Exhibit 8 below compares the SCUSD Human Resource Services Department staffing and funding with five similar CGCS HR departments throughout the country.

Exhibit 8. HR Staffing and Funding Comparisons

District Name	District Enrollment (2020-21)	HR Staff Count	HR Budget (2020-21)	Expenditure per Staff	Expenditure per Pupil
Cincinnati Public Schools	34,635	33	$ 3,763,704	$ 114,051.64	$ 108.67
Cleveland Metropolitan School District	34,941	25	$ 4,074,922	$ 162,996.89	$ 116.62
Oakland Unified School District	35,489	43	$ 8,742,226	$ 203,307.58	$ 246.34
Sacramento City Unified School District	38,301	24	$ 3,158,291	$ 131,595.46	$ 82.46
Portland Public Schools	46,965	26	$ 8,846,587	$ 340,253.35	$ 188.37
Boston Public School District	48,112	41	$ 5,970,600	$ 145,624.39	$ 124.10
Average	39,741	32.0	$ 5,759,388	$ 182,971.55	$ 144.43

Source: CGCS

Operations

Commendations

- SCUSD offers highly competitive substitute pay rates when compared to nearby districts. For example, although one nearby district offered incentives and another nearby district used special categories, SCUSD substitutes enjoyed a daily rate of $235 after five days. After 30 consecutive days in the same assignment, the daily rate can go up to $580/day if specific criteria are met. Exhibit 9 below presents these comparisons.

Exhibit 9. Daily Substitute Rate Comparisons

Nearby School Districts Daily Teacher Substitute Rate Comparisons		
DISTRICT	**DAILY RATE**	**Note**
ELK Grove USD	$160-$190	Subs serving in the same position for >10 consecutive days earn $190/day
Sacramento City USD	$154-$581	Subs that work >5 days earn $235/day. For long-term assignments (30 days in the same position), the sub, depending upon credentials, can earn from $276 to $581/day.
San Juan USD	$200-$250	"Regular Guest"/Subs that work >14 days in a pay period during selected months earn $225/day; SJUSD retirees, "Dedicated Guest Teachers," and Subs that work >20 days and qualify for TPSL (Teaching Permit for Statutory Leave) , and "Dedicated Guest Teachers assigned to hard to fill sites all earn $250/day.
Twin Rivers USD	$250 + Incentives	Multiple $750 incentives are offered. Substitutes who commit and sign a temporary agreement to fulfill daily absences or vacancies by 9/30/22 and who work a minimum of 140 days in the school year will receive a $1,500 payment.

Source: CGCS, Using Data Provided by SCUSD and Various Districts' Web Pages

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- SCUSD provides a $1,500 early notification retirement (resignation) incentive for teachers to allow early planning for filling retirement vacancies.

- Position descriptions and salary schedules are easily accessible to applicants and current district staff.

- Classified employees new to their position appeared to be consistently and timely evaluated while still on probation. This best practice allows for adequate notice to the employee of areas that need improvement.

Opportunities for Continuous Improvement

An essential best practice, a full-functioning position control system, did not exist at the SCUSD. The team could not identify a functional position control system that integrated the Human Resource Services Department for HR information, the Budget Department for budget development, the Payroll Department for payroll-related data, and the Finance Department for salary and benefit projections. As a result, positions were sometimes added before budget approval had occurred, which negates the intention of position control; there were inaccuracies in determining position counts, subtotals, and totals as these calculations had to be calculated manually; and the inability to track, monitor, or account for all district staff was complex and required a manually intensive process. Consequently, HR data is challenging to obtain and, when received, is often inaccurate (i.e., number of vacancies)

Effective teacher substitute management has challenged SCUSD due to extremely high teacher absenteeism. Based on data provided to the team for the 2021-2022 school year, teachers were off an aggregate total of nearly 32,600 days, which equates to over 16 days per teacher. Sixteen days off per teacher is double the CGCS national median for this metric.

The team found that there were multiple standalone HR systems (at least eleven) currently used in the department, and some existing applications were not fully leveraged or interconnected. This condition created the need to develop workarounds that are generally inefficient and often need to be recreated when software updates are installed. Department work was highly transactional, labor-intensive, often redundant, and not focused on efficiency. Moreover, there is an extremely high volume of manual data entries required from one standalone system into another standalone system, potentially raising concerns regarding manually entered data accuracy, integrity, and accountability. Other manual and labor intensive practices include a monthly manual audit to ensure substitute payroll accuracy, and a manual process to track the number of vacancies at any given time.

The team also identified or heard several concerns about the district's/department's use, or non-use, of technology. The team was told that although available in existing procured software, HR

and finance were not utilizing the position control automated approval processes module or existing budget development and staffing modules. Further, time reporting of absences often occurs 30 to 45 days in arrears, and the ability to report absences in real time is available but not being utilized. During the review, there was a nominal use of technology to streamline HR processes, partly because the staff did not know or were not trained on the full functionalities of existing software to maximize efficiencies, and the district had not set aside financial or staff resources to fully implement these modules. The team learned that there were few technological opportunities for customers to interface with HR staff, and that the document management system was 15 years old, and documents were not scanned entirely or accurately.

The team found that exit interviews were not fully utilized to track why employees (not just teachers) voluntarily separated from service. The team found few plans to perform internal and external (future district employees) customer satisfaction surveys or to utilize customer focus groups to better understand customers' needs and perceptions; secure critical feedback from candidates, principals, and other hiring authorities regarding recruitment and the onboarding process; and measure the degree of customer satisfaction with services provided or received.

The team was told that in some cases, employees were not separated from the district promptly in the HR reporting system that allowed these employees to continue to be compensated, which required the district to attempt to recover these funds from separated employees. Similarly, when unsatisfactory evaluations were issued, the team could not identify which HR team assumed oversight, follow-up, and support to the department or site administrator.

Regarding data to improve processes, HR lacked a "call center" as a single point of contact to track data on call volume and resolution turn-time, identify trends to make course corrections, and design future training to address trends. Exhibit 10 below compares the district's self-reported human resources KPI data to other CGCS districts nationwide.[25] Scores are presented for comparison purposes and to identify opportunities for improvements.[26] Noteworthy KPI comparative data indicated that SCUSD *Exit Interview Completion Rate* of 1.1 percent was strikingly lower than the CGCS national median of 18.35 percent, and no data was submitted (NDS) to multiple critical industry indicators, including *Employee Separation Rate – Teachers,* and the *Time to Fill Vacancy* series.

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[25] CGCS must rely on the accuracy and consistency of the data reported by school districts when making comparisons.
[26] Source: 2020-2021 Draft CGCS KPI data.

Exhibit 10. HR Key Performance Indicator Comparisons

2020-2021 Human Resources Key Performance Indicators	SCUSD	CGCS Median	Note
Employee Relations - Discrimination Complaints Per 1,000 Employees	0.2525	0.4995	Lower is better
Employee Relations - Misconduct Investigations Per 1,000 Employees	6.0589	14.135	Lower is better
Employee Separation Rate	6.66%	12.12%	Lower is better
Employee Separation Rate - Instructional Support Staff	6.56%	10.98%	Lower is better
Employee Separation Rate - Non-School Exempt Staff	5.85%	8.63%	Lower is better
Employee Separation Rate - Non-School Non-Exempt Staff	9.59%	13.90%	Lower is better
Employee Separation Rate - School-Based Exempt Staff	8.26%	6.75%	Lower is better
Employee Separation Rate - School-Based Non-Exempt Staff	14.55%	13.71%	Lower is better
Employee Separation Rate - Teachers	NDS	10.01%	Lower is better
Exit Interview Completion Rate	1.14%	18.35%	Higher is better
Health Benefits Cost Per Enrolled Employee	NDS	$8,544.96	
Health Benefits Cost Per Enrolled Employee - Fully Insured Districts	NDS	$8,544.96	
Health Benefits Cost Per Enrolled Employee - Self-Insured Districts	NDS	$7,722.69	
Health Benefits Enrollment Rate	100%	87.18%	Higher is better
HR Cost Per $100K Revenue	$520	$539.09	Lower is better
HR Cost Per District FTE	$757	$655.92	Lower is better
Retirement Health Benefits Cost Per Enrollee	NDS	$7,139.74	
Retirement Health Benefits Cost Per Enrollee - Fully Insured Districts	NDS	$6,660.58	
Substitute Placement Rate	69.79%	66.63%	Higher is better
Substitute Placements With A BA/BS Or Higher	97.25%	77.38%	Higher is better
Teacher Absences Per Teacher	15.0185	8.342	Lower is better
Teacher Retention - Average For 1-5 Years	72.85%	63.83%	Higher is better
Teacher Retention - Remaining After 1 Year	100%	78.30%	Higher is better
Teacher Retention - Remaining After 2 Years	79.07%	67.96%	Higher is better
Teacher Retention - Remaining After 3 Years	68.57%	63.61%	Higher is better
Teacher Retention - Remaining After 4 Years	59.30%	57.04%	Higher is better
Teacher Retention - Remaining After 5 Years	63.22%	56.42%	Higher is better
Teacher Vacancies On First Day of School	81.6	77	Lower is better
Teachers Highly Qualified In All Assignments	96.31%	93.07%	Higher is better
Teachers With National Board Certificate	NDS	1.74%	Higher is better
Time To Fill Vacancies - Instructional Support	NDS	20	Lower is better
Time To Fill Vacancies - Non-School Exempt	NDS	42	Lower is better
Time To Fill Vacancies - Non-School Non-Exempt	NDS	35	Lower is better
Time To Fill Vacancies - School-Based Exempt	NDS	22	Lower is better
Time To Fill Vacancies - School-Based Non-Exempt	NDS	30	Lower is better
Time To Fill Vacancies - Teachers	NDS	28	Lower is better

Source: CGCS KPI Project and Data Provided and Submitted by SCUSD

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Recommendations

The CGCS Strategic Support Team developed the following recommendations[27] to improve the Human Resource Services Department's strategic value to the district:

1. Realign the Human Resource Services Department as a direct report to the Office of the Superintendent to reflect the department's role and value as an enterprise-wide strategic partner in the management and leadership of the school district.

2. Continue to move the Human Resource Services Department forward by setting a laser-clear focus on customer service and efficiency by ensuring the following activities are implemented through --

   a. Convening, with a sense of urgency, ongoing discussions to analyze the findings and recommendations identified in this management letter and any previous reviews, audits, or reports. Incorporate and merge all recommendations from this document and any previous reviews, audits, or reports not yet implemented into one document. Use this "combined" recommendations document as a "road map" to develop, prioritize, and assign project owners and timelines to move all recommendations forward;

   b. Developing a realistic five-year department strategic plan that is laser-focused on customer needs. The plan, to be developed with the participation of internal and external staff and other stakeholders, should include benchmarks, quantifiable goals, vastly increased use of technology, service level plans, standards, employee productivity expectations, ensuring empowerment and accountability across the department, and timelines that are consistent with the district's vision and goals. The plan shall be refreshed annually;

   c. Shifting emphasis away from transactional activities to a vision of proactivity, fully leveraging current HR technologies, and becoming a strategic 21st-century HR organizational resource;

   d. Refining HR department-wide policies and procedures (standard operating procedures (SOPs)) guides and flowcharts so HR employees know what to do, how to do it, and when to do it. Updated SOPs, as necessary, should reflect changes in processes or procedures;

   e. Maximizing the use of data that relies upon fact-based and analysis-centric justifications for decisions, including the use of benchmarks and techniques including, but not limited to --

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[27] Recommendations are not listed in any specific order or priority.

     i. Basic HR metrics and dashboard management information (e.g., turnover rates, absentee rates, substitute fill rates, vacancies, time to fill vacancies, recruitment rates, and retention rates). Continue utilizing and participating in the CGCS *Managing for Results* platform, performance measurement, and benchmarking project that identifies performance measures, key indicators, and best practices that can guide improvements. Attachment E contains a complete list of the CGCS Human Resources key performance indicators tracked annually;

    ii. Cost-benefit analysis, risk assessment, and business-case justifications to continually move the department forward, including the consideration of --

        · Alternatives to current delivery methods, such as outsourcing specific functions;

        · Providing and funding paid internships to improve labor pipeline opportunities;

   iii. Root-cause analysis to address operational challenges;

   iv. Ongoing salary and benefits surveys to ensure competitiveness;

    v. Defined performance measures, industry best practices, and standards for all primary functions of the department and holding all HR staff accountable for achieving these measures; and

  f. Collaborating with the Office of the Grants Coordinator to identify and secure funding and grant program opportunities.

3. Reorganize the Human Resource Services Department to optimize efficiency and effectiveness, sharpen its focus, improve internal and external communication, and promote clear lines of responsibility, authority, and accountability. Exhibit 11 below illustrates a potential high-level functional reorganization for the department. Under this organization --

Exhibit 11. Proposed Human Resource Services Department Functional Reorganization
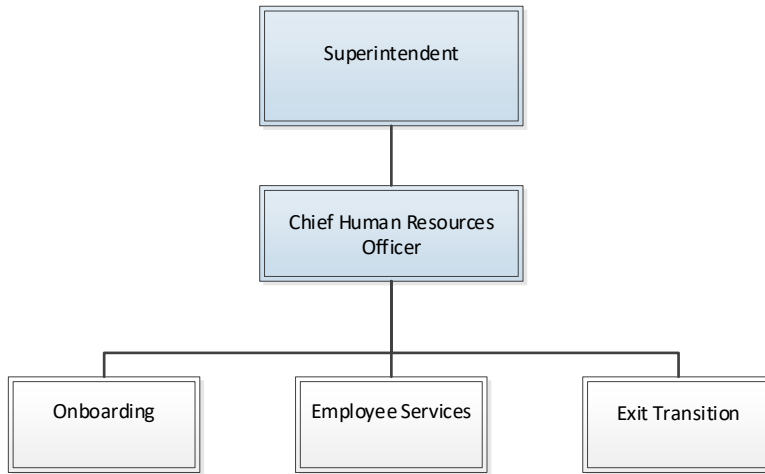
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                    ┌──────────────────┐
                    │  Superintendent  │
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                    │ Chief Human Resources │
                    │     Officer      │
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 │  Onboarding  │    │ Employee Services │   │ Exit Transition │
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```
Source: CGCS Review Team

a. The Chief Human Resource Officer's span of control is significantly reduced and simplified, permitting appropriate oversight and monitoring of service metrics and dashboards with a laser focus on customer service, effective and timely communication with school site principals, and implementing Recommendation #2 above. In addition, the core functions and workflows of the HR department should be reorganized and customer-focused on --

  i. *Onboarding* (including recruiting, selection, applicant tracking, vetting, and the prompt placement of new and promoted employees);

  ii. *Employee Services* (including following up on negative performance assessments, performance management, organizational development, employee retention, position classification and compensation, ensuring gender or race inequities in selection, salaries, or promotions do not exist, position (job) description management, leaves, substitute management, employee accountability, department technology, and employment verification);

  iii. *Exit Transition* (including retirement, resignation, and other separation processing, including terminations, exit interviews, and ensuring the former employee no longer has computer access and that the discontinuance of time reporting had taken place);

b. Ensure that individuals placed in leadership positions in the new functional organization have the appropriate skills, expertise, experience, and ongoing training to be successful;

c. Fill positions, as necessary, in the new organization with individuals who are able and willing to perform required duties and provide staff the autonomy and opportunity to perform their work. Recognize staff when they display quality work products, and hold all staff accountable for results;

d. Conduct a comprehensive study to determine appropriate staffing levels and future funding needs for all functions in the new HR organization;

e. Develop concise reporting relationships with clearly defined job titles, roles, and position (job) descriptions to provide a realistic portrayal of duties, responsibilities, expectations, accountabilities, and reporting lines that represent the core functions of the new HR organization and its focus on customer service; and

f. Maximize opportunities for cross-training, capacity building, and promotability within and between HR operational units.

4. Require the CHRO to be at the table to serve as an expert resource for any human capital impact when the district's instructional leadership evaluates, considers, or determines --

a. Potential school closures,

b. Enrollment decline and unused classroom seat options,

c. The most effective use (and return on investment) of teachers not assigned to classrooms, and

d. Incorporating "right-sizing" or "leveling" classrooms after the first state-wide enrollment count to ensure the most appropriate use of teaching resources.

5. Implement a systematic review, evaluation, and reconstruction of the department's teacher recruitment program. Ensure that a representative group of school site administrators and labor partners are at the table and that the following activities are incorporated into the reconstructed program --

a. Developing and funding a realistic recruitment and marketing budget for job fair travel; posting teacher openings on the leading region- and state-wide online teacher posting

websites, career sites, and organizations; leveraging social media; recruitment incentives for hard-to-fill positions;[28] and funding paraprofessional career ladder opportunities;[29]

b. Identifying and filling appropriate seasonal staffing needs to ensure that SCUSD is well-represented at job fairs and university/college recruitment opportunities. A recruitment team shall be appropriately trained and held accountable for results;

c. Updating annual marketing and recruiting master plans, with a powerful emphasis on teacher diversity, to meet the changing needs of the district and are aligned with shifting market demands;

d. An annual recruiting calendar that is coordinated with, but not in conflict with, the district's master calendar and allows *recruiting to begin earlier* than other districts competing for the same candidates. Vacation scheduling for HR staff needs to be factored into the calendar to ensure proper HR staffing levels are in place during peak recruiting and onboarding periods;

e. Clearly defined and updated procedures and processes are in place for the timely recruitment, selection, fast-track placement (onboarding)of candidates, and the expedited (early) offering of contracts;

f. Identifying previous or anticipating potential "bottlenecks" or "chokepoints" in the recruitment and onboarding process and proactively taking corrective action well in advance of annual recruitment efforts;

g. Identifying and tracking highly effective substitutes, student teachers, and paraprofessionals throughout the year for recruitment opportunities;

h. Ensuring that specific strategies and funding are in place to address filling hard-to-staff and critical areas with top talent;

i. Establishing substitute placement rate goals that exceed the CGCS national median and that reference checks are conducted for all teacher substitute applicants;

j. Ongoing relationship building and communication with pipeline programs with local universities and creating relationships with *non-local* university future partners;

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[28] May require minimum years of service commitment.
[29] Funding paraprofessional career ladder opportunities may require a signed commitment that the paraprofessional commit to teaching at SCUSD for a minimum number of years immediately after receiving a degree and clearing all required credential requirements.

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  k. Ensuring that communication between applicants, principals, and HR staff is timely, accurate, and meaningful to preclude teacher candidates from seeking employment elsewhere;

  l. Processes are in place for the ongoing and timely reporting of staffing and vacancy levels to stakeholder groups; and

  m. Tracking all costs associated with recruiting and onboarding. Then, leverage these data for future budgeting justification to demonstrate that financial and HR department resources were efficiently used for maximum return on investment.

6. Convene, with considerable urgency, a team of appropriate stakeholders (i.e., Human Resource Services Department for HR information; Budget Department for budget development and funding for possible procurement and training; Payroll Department for payroll-related data; the Finance Department for salary and benefit projections; and Technology Services for guidance and support to --

  a. Determine the viability and a cost-benefit analysis of bringing unused modules (position control, budget development processing, staffing, and attendance management) online or procuring newer systems, especially an automated onboarding tracking system so principals and other administrative staff can observe where candidates are in the onboarding process; and

  b. Clarify and document to strengthen the district's *position control* process. This documentation shall include flowcharts and who "owns" each step in the process to ensure that no positions can be added without approved funding in place.

7. Build a strategic and coordinated districtwide professional development plan to increase organizational coherence and employee value. This plan, to be championed by the Human Resource Services Department, will have all impacted stakeholder groups at the table, and together this effort shall --

  a. Design and implement districtwide professional development plans that engage new and continuing employees, which include --

   i. A well-planned and documented orientation and onboarding process, incorporating --

    · A welcoming environment for new employees;

    · A well-defined and structured orientation to and about the district and its culture;

       · Clear communication of the onboarding process so that potential employees are not lost in the complexities of recruitment, selection, job offers, vetting, background, and drug test clearance;

   ii. Job-specific onboarding and training for new hires;

   iii. Ongoing professional development to enhance job skills and promotional opportunities for current employees;

b. Ensuring performance assessment is linked to responsibilities described in the position description;

c. Developing long-term strategies to "grow your own pipelines;"

d. Ongoing coaching for school site administrators regarding HR policies, practices, onboarding, teacher transfer collective bargaining agreement language, interpretation, and enforcement;

e. Ongoing coaching for administrators, relevant HR, payroll, and other impacted staff regarding changes to collective bargaining agreements; and

f. Creating an organizational change management component to address and manage adverse impacts on employees due to altering organizational structures (reorganization) and changing processes.

8. Create a "Fast Tracking the Onboarding Process" task force of appropriate stakeholders from HR, budget, a principal representative, a labor partner, and others as appropriate (such as a Six-Sigma trained employee). The team should start by mapping out the onboarding process from when a position is funded and posted to the first date of employment. Then, review each step in the process to identify and test strategies to improve efficiency, effectiveness, and timeliness. The task force's effort should include --

a. Identifying what steps in the process can be combined, eliminated, or started earlier;

b. Identifying what steps in the process can be streamlined;[30]

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[30] For example, consider piloting a committee approval process in place of complete negotiations for the *Agreement/Negotiation (2/18-4/21)* step found in Exhibit 7, Annual Staffing Steps and Functional Timeline.

c. Identifying what steps in the process can be delayed until after the employee's first date of employment; and

d. Turn-time goal setting and monitoring for each step in the process.

9. Continue to strengthen stakeholder communication activities to enhance HR services by implementing meaningful communication outreach with regular meetings with Instructional Assistant Superintendents, school principals (or a representative group), budget and payroll staff, appropriate IT staff, and other appropriate leadership staff to identify opportunities for improved communication, rebuilding trust, and eliminating existing information islands and siloed environments.

10. Develop or hire leaders who lead by example to champion knowledge sharing, collaboration, and inclusion. Safeguard communication channels so all HR employees know --

a. The district's and the HR's goals and objectives and how they will be achieved to improve student outcomes;

b. That intraoffice and interdepartmental collaboration is taking place with all proper departments, offices, stakeholders, and subject matter experts at the table;

c. How personnel will be held accountable and evaluated using performance-monitoring metrics;

d. Why changes are being made that may impact the HR team along with expected outcomes; and

e. Employee feedback and suggestions are welcomed and considered, so team members know an ongoing process improvement program is in place to encourage innovation.

11. Eliminate any over-reliance on a single person to complete specific job functions by establishing succession planning and cross-training within the department to ensure knowledge transfer and the orderly transition of responsibilities.

12. Create opportunities to invite and confer with internal and external stakeholders to provide input and analyze potential outcomes for at least the following activities --

a. Establishing and staffing, with cross-functionally trained personnel, a "one-stop" Human Resource Services Department customer information walk-in and telephone call center to provide same-day responses to all requests from internal (both certificated and classified employees) and external customers. Track call types, resolution times, and trends to improve customer service and identify training and communication opportunities;

b. Streamlining the online application procedure to make the process more user-friendly, especially for substitute applicants and entry-level positions. Design strategies to assist applicants who are not computer savvy in navigating the required online application process and help applicants who may not be English proficient; and

c. Implementing programs to measure the degree to which the Human Resource Services Department provides responsive, results-oriented services and meets the needs of its customers. For example, use customer satisfaction surveys and focus groups to identify areas of concern, especially with school site principals. At a minimum, input from school site administrative staff, teaching staff, support staff, central office staff, and applicants must be solicited. Use this input to establish future priorities, training opportunities, and process improvements.

13. Monitor turnover rates, establish exit interview protocols for *all* employees that voluntarily separate from SCUSD, and identify and track the causes of leaving for opportunities to make or recommend policy changes.

14. Evaluate the benefit and operational case justifications for returning employee relations to the Human Resource Services Department and have HR as an expert resource at the labor negotiations table.

15. Develop a comprehensive plan to boost employee retention and provide opportunities for employees at all levels to enhance their skills and learn industry best practices through --

a. Continuing efforts to ensure the retention of new teachers, including safety-net programs such as, but not limited to, mentoring and staff development, are fully leveraged and tracked;

b. Evaluating the use of adding longevity stipends for all district staff. Calculate the return on investment with regular cycler increases (i.e., every five years);

c. Participation in professional organizations;

d. In-depth new employee orientation;

e. Cross-functional teaming and training; and

f. Visiting peer districts to gather performance, best practices, recruitment, customer service, and technology leveraging strategies.

16. Develop and enforce employee attendance metrics and hold administrators and supervisors accountable to equitably apply attendance standards approved by the Board of Education, the Superintendent, or the Superintendent's designee. Ensure all employees receive prompt notice of new or revised attendance standards and expectations.

17. Leverage survey and focus group data to initiate needed change, establish future priorities, and design training opportunities.

ATTACHMENT A. STRATEGIC SUPPORT TEAM

Dr. Raymond C. Hart

Dr. Raymond C. Hart is the Executive Director of the Council of the Great City Schools. Hart, who has more than 30 years of experience in research and evaluation, was previously the Director of Research for the Council, and his work has spanned policy areas such as post-secondary success and college readiness, professional learning communities and school improvement, teacher effectiveness and value-added analysis, early childhood education, and adult and workforce literacy. He has worked with clients from a number of federal agencies, including the U.S. Department of Education, the U.S. Department of Housing and Urban Development, the U.S. Department of State, the National Science Foundation, and many state and local departments of education. Hart recently led the Analytic Technical Support Task for the Regional Educational Laboratory – Mid Atlantic. He served as the Executive Director of Research, Planning and Accountability for Atlanta Public Schools, President and CEO of RS Hart and Partners, which is an evaluation and assessment consulting firm, and an Assistant Professor of Research, Measurement, and Statistics at Georgia State University. Prior to his work as a consultant, Hart served as the Director of the Bureau of Research Training and Services at Kent State University. His career began in 1989 as a program director for African American, Hispanic, and Native American students in Engineering and Science. Hart holds a Ph.D. in Evaluation and Measurement from Kent State University, a M.Ed. with a focus on Curriculum and Instruction – Educational Research from Cleveland State University, and a bachelor's degree in Industrial Engineering from the Georgia Institute of Technology.

Willie Burroughs

Willie Burroughs, a veteran school business official, was recently named Director of Management Services for the Council of the Great City Schools. In this position, he will conduct strategic support teams and manage operational reviews for superintendents and senior managers; convene annual meetings of chief financial officers, chief operating officers, human resources directors, chief information officers and technology directors; and field requests for management information. Prior to joining the Council, Burroughs served as the COO for the San Antonio Independent School District, heading the operations services division with more than 1,600 employees. He also served in the Dallas Independent School District as executive director with responsibilities for maintenance, HVAC, grounds, environmental services, custodial, capital improvement, and energy management. In addition, Burroughs held a number of positions with the Houston Independent School District for nearly 11 years, including general manager of construction services (bond), senior manager of contract administration, and senior manager of special projects. Burroughs holds a Bachelor of Science degree in industrial engineering and an

MBA from Clemson University. He was commissioned as an officer in the United States Army Signal Corps.

David M. Palmer

David Palmer, Deputy Director (retired), Los Angeles Unified School District (LAUSD), is a forty-year school business operations administration veteran. Mr. Palmer's executive responsibilities included managing and overseeing operations, strategic planning and execution, budget development and oversight, and contract administration. In addition, Mr. Palmer led the design and implementation of performance standards, benchmarks, and accountabilities for staff. He advised the Council of Great City Schools on the *Key Performance Indicator* project. Mr. Palmer was also an instructor in the School Business Management Certificate Program at the University of Southern California. After retirement, Mr. Palmer continued working with LAUSD as a professional expert with the HR Division in grievance resolution and guiding administrators on contract interpretation and employee disciplinary matters. Mr. Palmer also advised the LAUSD Office of Labor Relations on negotiation strategy and impacts on proposed contract language changes. Mr. Palmer currently provides consulting services for school districts and other governmental agencies, is a very active member of the Council's Strategic Support Teams and has served as the CGCS's Principal Investigator on many management and operational reviews.

Gifty Beets

Gifty Beets is the Assistant Chief Human Resources Officer for the Los Angeles Unified School District. In this role, Ms. Beets is responsible through Field Directors and Human Resources Mangers for the evaluation and disciplinary action of approximately 60,000 certificated, classified and unclassified employees. Her team is also responsible for supporting administrators with contract implementation of the bargaining unit agreements. Prior to this role, Ms. Beets served as the Interim Director of Labor Relations and the Assistant Director of Labor Relations where she served as Chief Labor Negotiator with the 12 bargaining units of the District. Ms. Beets has also previously served as a Labor Relations Administrator, Senior Human Resources Representative, Project Management Administrator and Administrative Services Manager for divisions such as Transportation, Food Services, Procurement, Office of Environmental Health and Safety and Risk Management. Ms. Beets has a Master's Degree in Business Administration with a specialization in Human Resources Management and is certified as a Senior HR Professional through the Society of Human Resources Management (SHRM) and International Public Management Association (IPMA). Ms. Beets also has a Master's Certificate in Labor Relations.

Paul Idsvoog

Paul Idsvoog is the Chief of Operations and Classified Labor Relations for Fresno Unified School District. Mr. Idsvoog has extensive experience in both private business and public education as prior to returning to Fresno as the Chief Executive of Labor Relations for Fresno Unified where he served as the chief negotiator for the District's seven bargaining units, he was the Vice President and owner of a food service contract company headquartered in Milwaukee, WI. His duties as Vice President required him to serve on all bargaining teams as the chief negotiator as well as responsible for all departments within the organization including Human Resources, Operations, Finance, Sales and Marketing. Mr. Idsvoog has a Master's Degree in Business Administration (MBA) from Colorado State University and was selected as the 2017 Administrator of the Year in the Personnel and Human Resources Division by the Association of California School Administrators Region IX Chapter.

Deborah Ignagni

Deborah Ignagni retired in 2016 after an extensive 36-year career in public education. Deborah began her career teaching special education for three years in Rhode Island before moving to California where she spent the next 33 years in the Los Angeles Unified School District (LAUSD), the second largest school district in the Nation. Her long career in the LAUSD included positions as teacher, assistant principal and principal before she transitioned to the Human Resources Division for her final 15 years of service to the District. During her time in HR, Deborah held the positions of Director of Certificated Recruitment and Selection, Administrator of Employee Operations, Assistant Chief HR Officer, and Deputy Chief HR Officer.

ATTACHMENT B. WORKING AGENDA

CGCS Strategic Support/Technical Assistance Team

Finance and Support Services Review
Sacramento Unified School District

August 2-5, 2022

Contacts:
Cancy McArn, Ed.D.
Chief Human Resources Officer
Email: Quick question
Office: (916) 643-7474
Cell: 916-952-8413

Subject to Change as Required

Tuesday, August 2

6:45	Meet in Hotel Lobby
7:00	Dinner Meeting

Darrel Woo
School Board Member
Lisa Allen
Deputy Superintendent
Rose Ramos
Chief Business and Operations Officer
Cancy McArn, Ed.D.
Chief HR Officer

Wednesday, August 3

6:30	Meet in Hotel Lobby
7:00 - 7:45	Continental Breakfast

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5735 47th Avenue
Conference Room (TBD)

8:00 - 9:15	**Team Interview**	**Cancy McArn, Ed.D.** Chief Human Resources Officer
9:30 - 10:00	**Team Interviews**	**Rose Ramos** Chief Business and Operations Officer **Tanisha Turner** Manager II, Payroll Services **Emily Hanisits** Supervisor, Employee Compensation Svcs.
10:15 -11:00	**Team Interviews**	**Tiffany Smith-Simmons, Ed.D.** Director, Talent Management **Kikuyo Trujillo** Recruitment & Retention Specialist
11:15 – 11:45	**Team Interview**	**Robert Lyons** Chief Information Officer
12:00 - 1:00	Lunch	
1:15- 2:00	**Team Interview**	**Christina Vilegas** Director, Human Resource Services
2:15 - 2:45	**Team Interview**	**Erin Hanson,** Assistant Superintendent of Curriculum and Instruction
3:00 – 3:45	**Team Interviews**	**Nanci Rose** **David Van Natten** Directors, Human Resource Services
4:00 - 4:30	**Team Interviews**	**Ronald Hickey** Asst. Superintendent, Facility Support Svcs. **Adrian Vargas** Asst. Superintendent, Business Svcs.
4:45	Team Discussion of Work Plan	

Thursday, August 4

6:30 AM	Meet in Hotel Lobby	
7:00 - 7:45	Continental Breakfast	
8:00 - 8:30	**Team Interviews**	**Bobbie Jo Argo**

		Angee Gonzalez Personnel Technician, Substitute
8:45 - 9:15	**Team Interviews**	**Monica Garland** Personnel Specialist **Aaron Moreno** **Andrew Thomas** Customer Service Specialists
9:30 - 10:00	**Team Interviews**	**Lisa Allen** Deputy Superintendent **Shawn Hadnot** Director, Employee Relations
10:15 – 10:45	**Team Interviews**	**Tami Mora** **Regina Collins** Compensation & Leaves Specialists
11:00 – 11:45	**Team Interviews**	**Adriana Avita** **Maritza Blumberg** **Karla Joseph** Human Resources Svcs. Analysts
12:00 – 12:45	Lunch	
1:00 - 1:30	**Team Interviews** Team Interview	**Kristina Pena** **William Jaramillo** Personnel Technician II **Lesly Osorio** **Valerie Levin** Personnel Technician I
1:45 - 2:15	**Team Interview**	**Technology Analyst** (TBD) **Jake Hansen**
2:30 - 2:45	Team Interviews	**Reps, Major Bargaining Units** (TBD)
3:00 - 4:00	Team Interviews	**Building Principals** Across Grade Levels & Reflecting District Diversity
4:15	Team Discussion of Work Plan	

Friday, August 5

7:00 - 8:00	Continental Breakfast	
9:00 - 11:45	Team Meeting	**Synthesis of Findings & Recommendations**

12:00 - 1:00	Luncheon Meeting	
		Lisa Allen
		Deputy Superintendent
		Rose Ramos
		Chief Business and Operations Officer
		Cancy McArn, Ed.D.
		Chief HR Officer

1:15	Team Departures

ATTACHMENT C. DISTRICT PERSONNEL INTERVIEWED

- Jorge Aguilar, Superintendent
- Darrel Woo, School Board Member
- Lisa Allen, Deputy Superintendent
- Rose Ramos, Chief Business and Operations Officer
- Dr. Cancy McArn, Chief HR Officer
- Dr. Robert Lyons, Chief Information Officer
- Tanisha Turner, Manager II, Payroll Services
- Emily Hanisits, Supervisor, Employee Compensation Services
- Gabe Estrada, Manager, Budget Services
- Stella Reyes, Budget Analyst
- Dr.Tiffany Smith-Simmons, Director, Talent Management
- Kikuyo Trujillo, Recruitment & Retention Specialist
- Jake Hansen, Personnel Specialist
- Ron Kickey, Assistant Superintendent, Facility Support Services
- Adrian Vargas, Assistant Superintendent, Business Services
- Sadie Hedegard, Assistant Superintendent, Special Education
- Erin Hanson, Assistant Superintendent of Curriculum and Instruction
- Mary Harden Young, Associate Superintendent, Academics
- Nanci Rose, Director, Human Resources Services
- David Van Natten, Director, Human Resources Services
- Christina Villegas, Director, Human Resources Services
- Bobbie Jo Argo, Personnel Technician, Substitute
- Angee Gonzales, Personnel Technician, Substitute
- Monica Garland, Personnel Specialist
- Aaron Moreno, Customer Service Specialist
- Andrew Thomas, Customer Service Specialist
- Adriana Avitia, HR Services Analyst
- Maritza Blumberg, HR Services Analyst
- Karla Joseph, HR Services Analyst
- Tami Mora, Compensation & Classification Analyst
- Regina Collins, Compensation & Classification Specialist
- Lisa Allen, Deputy Superintendent
- Shawn Hadnot, Director, Employee Relations
- Kristina Pena, Personnel Technician II
- William Jaramillo, Personnel Technician II
- Lesly Osorio, Personnel Technician I
- Valerie Levin, Personnel Technician I

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- Jay Elmquist, K-12 Project Manager
- Invited Bargaining Unit Representatives that Accepted Invitations\
  - David Fisher, SCTA President
  - Nikki Milevsky, SCTA Vice President
  - John Borsos, SCTA Executive Director
  - Dan Schallock, SEIU Vice President
- Principals:
  - Dr. Karen Bridges, Pacific Elementary School
  - Richard Dixon, David Lubin Elementary School
  - Chase Tafoya, Albert Einstein Middle School
  - Cristin Tahara Martin, Sutter Middle School
  - Reginald Brown, John F. Kennedy High School
  - Letica Bucio, Health Professions Small High School
  - Garrett Kirkland, Hiram Johnson High School and UPE President

ATTACHMENT D. DOCUMENTS REVIEWED

- Organizational Charts:
  - Sacramento City USD, dated August 4, 2022
  - HR Department, dated July 7, 2022
  - Legal Services, dated May 23, 2022
- Human Resources Services, School Site Assignment by Teams, dated April 27, 2022
- HR School/Department Assignments by Team
- HR Staff List, dated March 1, 2022
- Budgets and Financial Reports:
  - 2022-2023 Adopt Proposed Budget, dated June 23, 2022
  - 2021-22 Proposed Budget for All Funds
  - 2021-2022 First Interim Financial Report
  - 2021-2022 Second Interim Financial Report
  - 2021-2022 Third Interim Financial Report
  - 2020-21 Adopted Budget for All Funds
  - 2020-21 Revised Adopted Budget
  - 2020-21 First Interim Financial Report
  - 2020-21 Second Interim Financial Report
  - 2020-21 Third Interim Financial Report
  - 2019-20 Teacher Staffing Calculations
  - 2019-20 School Staffing & Budget Allocations
  - 2019-20 Proposed Budget for All Funds
  - 2019-20 Revised Adopted Budget
  - 2019-20 First Interim Financial Report
  - 2019-20 Second Interim Financial Report
  - 2019-20 Third Interim Financial Report
  - 2018-19 Proposed Budget for All Funds
  - 2018-19 Revised Budget
  - 2018-19 Budget Calendar
  - 2018-19 First Interim Report
  - 2018-19 Second Interim Report
  - 2018-19 Third Interim Report
- Human Resources Budget:
  - FY 2018 - HR Budget
  - FY 2018 - HR Positions

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- o FY 2019 - HR Budget
- o FY 2019 - HR Positions
- o FY 2020 - HR Budget
- o HR 2020 - HR Positions
- o FY 2021 - HR Budget
- o FY 2021 - HR Positions
- o FY 2022 - HR Budget
- o FY 2022 - HR Position
- o FY 2023 - HR Positions
- Internal and External Audits of Departmental Operations:
  - o 2018-2019 Year End Financial Report Unaudited Actuals
  - o Independent Audit Report for the Fiscal Year Ended June 30, 2019
  - o FCMAT Matrix, dated July 23,2019
  - o FCMAT Matrix, dated November 20, 2019
  - o SCUSD Fiscal Health Risk Analysis, dated December 12, 2018
  - o Independent Audit Report for the Fiscal Year Ended June 30, 2021
  - o 2020-21 Unaudited Actuals Financial Report
  - o 2020-21 Unaudited Actuals PowerPoint
  - o 2019-20 Year End Financial Report Unaudited Actuals
  - o 2019-20 Annual and Five-Year Developer Fee Reports
  - o Independent Audit Report for the Fiscal Year Ended June 30, 2020
- 2021-2022 Standardized Account Code Structure (SACS) Code Book, 2021-2022
- Enrollment Reports:
  - o 2016-2017 Enrollment and Attendance Reports, Month 1-10
  - o 2017-2018 Enrollment and Attendance Reports, Month 1-10
  - o 2018-2019 Enrollment and Attendance Reports, Month 1-10
  - o 2019-2020 Enrollment and Attendance Reports, Month 1-10
  - o 2022-2023 Enrollment Projections
  - o 2022-2023 Enrollment Projections, Decision Insite, 2018 to 2031
  - o Analysis of Enrollment Projections, Fall 2022, dated December 6, 2021
  - o Prior Years Actual Enrollment 2019-2020 through 2021-2022
- District Web Page links
  - o Board Policies
  - o District Initiatives and Projects
  - o 2022-2023 Local Control and Accountability Plan (LCAP), adopted June 23, 2022
  - o HR Weekly Updates

- Salary Schedules:
  - CSTA Salary Schedule, 2021-2022, dated June 7, 2022
  - Confidential Unit, 2021-2022 School Year, Effective July 1, 2021
  - Extra-Curricular Activities, 2019-2020, Effective July 1, 2019
  - Non-Represented Management, 2021-2022, Effective July 1, 2021
  - Non-Represented Supervisor, 2021-2022, Effective July 1, 2021
  - ROTC (Non-Represented) Instructor, 2021-2022, Effective July 1, 2021
  - Substitute Salary Schedule, 2021-2022, Effective July 1, 2021
  - Sacramento City Teacher Association
  - Services Employees International Union (SEIU), 2022-2023, Effective July 1, 2022
  - Short-Term Temporary Assignment
  - Superintendent's Cabinet
  - Teamsters, 2019-2020, Salary Schedule U, Effective July 1, 20109
  - Teamsters Classified Supervisors (TCS), 2019-2020, Placement of Classes on Ranges, Effective July 1, 2019
  - Teamsters MOU, SPOM or Facilities Operations Specialist, dated November 29, 2017
  - United Professional Educators, 2021-2022, Effective July 1, 2021
- Certificate Substitute Compensation Rates:
  - HR SCUSD – Daily rate for day-to-day substitute teacher on extended assignment, dated July 7, 2022
  - ELK Grove Unified School District, September 1, 2021, through December 16, 2022, Pilot Agreement
  - San Juan – Certificated Guest (Substitute) Teacher Salary Schedule
  - Twin Rivers USD, Substitute Salary Schedule, Effective July 1, 2022 – June 30, 2024
- School Calendars:
  - 2021-2022 Traditional School Year Calendar
  - Required Work Calendars: School Year (2022/2023), dated June 22, 2022
  - 2022-2023 – Required Work Calendars Memo, dated June 22, 2022
- Other HR Forms, Manuals, Procedures:
  - Verification of Employment and Salary: The Work Number, revised December 13, 2011
  - Annual Notification of the Uniform Compliant Procedures (UCP), dated October 1, 2021
  - HR Compliant Form, dated October 05, 2018
  - Tips for Laid Off Employees, dated August 2007

- o Vacancies and Online Applications Process
- o HR Informed K12 Guide
- o Requisition Work Flow Process for PRC – Vacancy/Position/Per Diem Process DRAFT
- o Vacancy and Position Requisition Review Process, Version 7.0, dated August 07, 2019
- Job Descriptions:
  - o Chief Human Resources Officer, Board Approval February 18, 2010, Cabinet Revision February 11, 2015
  - o Administrative Assistant, Board Approval April 21, 2003, Board Revision, dated July 30, 2009
  - o Classification and Compensation Analyst, CARES Act, Board Approval, dated July 15, 2021
  - o Classification and Compensation Specialist, Board Approval, dated December 17, 2001, Board Revision, dated July 30, 2009
  - o Coordinator, New Teacher Induction Services, Board Approval April 15, 2002, Cabinet Revision, dated October 21, 2014
  - o Coordinator, Risk and Disability Management, Cabinet Approval, dated January 21, 2014
  - o Customer Service Specialist, Board Approval January 22, 2002, HR Revision, dated June 05, 2012
  - o Director, Human Resources Services, Board Approval April 02, 2001, Board Revision, dated June 23, 2009
  - o Disability & Risk Management Specialist, HR Approval June 01, 2010, HR Revision, dated April 02, 2018
  - o Employee Benefits Technician, Board Approval May 28, 1991, HR Revision, dated June 21, 2012
  - o Fiscal Services Technician, Board Approval October 06, 1997, HR Revision, dated June 21, 2012
  - o HR Services Technology Analyst, CARES Act, Cabinet Approval, dated July 16, 2021
  - o HR Services Analyst, Board Approval December 17, 2001, Board Revision, dated July 30, 2009
  - o Lead Payroll Technician, Board Approval October 06, 1997, HR Revision, dated June 21, 2012

- o Manager, Compensation and Benefits, Board Approval April 13, 1998, Cabinet Revision, dated September 08, 2020
  - o Office Assistant, HR Services, HR Approval January 14, 2022, Cabinet Approval, dated January 14, 2022
  - o Office Technician III, Board Approval March 15, 1999, HR Revision, dated April 27, 2012
  - o Personnel Specialist, Board Approval May 11, 1987, Board Revision, dated July 30, 2009
  - o Personnel Technician I, Board Approval September 15, 2005, HR Revision, dated July 27, 2016
  - o Personnel Technician II, Approved January 17, 1966, Revised, dated March 01, 1994
  - o Recruitment and Retention Specialist, CARES Act, Cabinet Approval, dated July 26, 2021
  - o Risk Management Specialist, Cabinet Approval, dated April 10, 2014
- Evaluation Forms:
  - o Certificated Performance Evaluation Requirements, dated August 7, 2007
  - o Classified Performance Evaluation Requirements, dated August 7, 2007
  - o 2020-2021 Evaluation of Management and Non-Management Certificated and Classified Personnel Memo, dated September 29, 2020

ATTACHMENT E. CGCS - HUMAN RESOURCES KPIs

1. Substitute Place Rate
2. Teacher Absences per Teacher
3. Teacher Retention – Average for 1-5 Years
4. Teacher Vacancies on First Day of School
5. Exit Interview Completion Rate
6. Substitute Placement with a BA/BS or Higher
7. Teacher Retention – Remaining After 1 Year
8. Teacher Retention – Remaining After 2 Years
9. Teacher Retention – Remaining After 3 years
10. Teacher Retention – Remaining After 4 Years
11. Teacher Retention – Remaining After 5 Years
12. Teacher Highly Qualified in All Assignments
13. Teachers with National Board Certificate
14. Time to Fill Vacancies – Instructional Support
15. Time to Fill Vacancies – Non-School Exempt
16. Time to Fill Vacancies – Non-School Non-Exempt
17. Time to Fill Vacancies – School-Based Exempt
18. Time to Fill Vacancies – School-Based Non-Exempt
19. Time to Fill Vacancies – Teachers
20. Employee Relations – Discrimination Complaints per 1,000 Employees
21. Employee Relations – Misconduct Investigations per 1,000 Employees
22. Employee Separation Rate
23. Employee Separation Rate – Instructional Support Staff
24. Employee Separation Rate – Non-School Exempt Staff
25. Employee Separation Rate – Non-School Non-Exempt Staff
26. Employee Separation Rate – School-Based Exempt Staff
27. Employee Separation Rate – School-Based Non-Exempt Staff
28. Employee Separation Rate – Teachers
29. Health Benefits Cost per Enrolled Employee
30. Health Benefits Cost per Enrolled Employee – Fully Insured Districts
31. Health Benefits Cost Enrolled Employee – Self-Insured Districts
32. Health Benefits Enrollment Rate
33. HR Cost per $100K Revenue
34. HR Cost per District FTE
35. Retirement Health Benefits Cost per Enrollee
36. Retirement Health Benefits Cost per Enrollee – Fully Insured Districts
37. Retirement Health Benefits Cost per Enrollee – Self-Insured Districts

ATTACHMENT F. COUNCIL REVIEWS

City	Area	Year
Albuquerque		
	Facilities and Roofing	2003
	Human Resources	2003
	Information Technology	2003
	Special Education	2005 & 2018
	Legal Services	2005
	Safety and Security	2007
	Research	2013
	Human Resources	2016
	Special Education	2018
Anchorage		
	Finance	2004
	Communications	2008
	Math Instruction	2010
	Food Services	2011
	Organizational Structure	2012
	Facilities Operations	2015
	Special Education	2015
	Human Resources	2016
Atlanta		
	Facilities	2009
	Transportation	2010
	Classified Staffing	2019
	Teaching and Learning	2020
	Student Support Services	2021
Aurora		
	Information Technology	2019
Austin		
	Special Education	2010
Baltimore		
	Information Technology	2011
Birmingham		
	Organizational Structure	2007

City	Area	Year
	Operations	2008
	Facilities	2010
	Human Resources	2014
	Financial Operations	2015
Boston		
	Special Education	2009
	Curriculum & Instruction	2014
	Food Service	2014
	Facilities	2016
	Special Education	2022
	Safety and Security	2022
	Transportation	2022
Bridgeport		
	Transportation	2012
Broward County (FL)		
	Information Technology	2000
	Food Services	2009
	Transportation	2009
	Information Technology	2012
	Information Technology	2018
	Facilities Operations	2019
	Information Technology	2022
Buffalo		
	Superintendent Support	2000
	Organizational Structure	2000
	Curriculum and Instruction	2000
	Personnel	2000
	Facilities and Operations	2000
	Communications	2000
	Finance	2000
	Finance II	2003
	Bilingual Education	2009
	Special Education	2014
	Facilities Operations	2019
Caddo Parish (LA)		
	Facilities	2004

City	Area	Year
Charleston		
	Special Education	2005
	Transportation	2014
	Finance	2019
Charlotte-Mecklenburg		
	Human Resources	2007
	Organizational Structure	2012
	Transportation	2013
	Information Technology	2022
Cincinnati		
	Curriculum and Instruction	2004
	Curriculum and Instruction	2009
	Special Education	2013
Chicago		
	Warehouse Operations	2010
	Special Education I	2011
	Special Education II	2012
	Bilingual Education	2014
Christina (DE)		
	Curriculum and Instruction	2007
Clark County		
	Operations	2019
	Special Education	2019
Cleveland		
	Student Assignments	1999, 2000
	Transportation	2000
	Safety and Security	2000
	Facilities Financing	2000
	Facilities Operations	2000
	Transportation	2004
	Curriculum and Instruction	2005
	Safety and Security	2007
	Safety and Security	2008
	Theme Schools	2009
	Special Education	2017
Columbus		

City	Area	Year
	Superintendent Support	2001
	Human Resources	2001
	Facilities Financing	2002
	Finance and Treasury	2003
	Budget	2003
	Curriculum and Instruction	2005
	Information Technology	2007
	Food Services	2007
	Human Resources	2020
	Transportation	2020
Dallas		
	Procurement	2007
	Staffing Levels	2009
	Staffing Levels	2016
Dayton		
	Superintendent Support	2001
	Curriculum and Instruction	2001
	Finance	2001
	Communications	2002
	Curriculum and Instruction	2005
	Budget	2005
	Curriculum and Instruction	2008
	Organizational Structure	2017
Denver		
	Superintendent Support	2001
	Personnel	2001
	Curriculum and Instruction	2005
	Bilingual Education	2006
	Curriculum and Instruction	2008
	Common Core Implementation	2014
Des Moines		
	Budget and Finance	2003
	Staffing Levels	2012
	Human Resources	2012
	Special Education	2015
	Bilingual Education	2015

City	Area	Year
Detroit		
	Curriculum and Instruction	2002
	Assessment	2002
	Communications	2002
	Curriculum and Assessment	2003
	Communications	2003
	Textbook Procurement	2004
	Food Services	2007
	Curriculum and Instruction	2008
	Facilities	2008
	Finance and Budget	2008
	Information Technology	2008
	Stimulus planning	2009
	Human Resources	2009
	Special Education	2018
East Baton Rouge		
	Human Resources	2021
	Special Education	2022
	Bilingual Education	2022
El Paso		
	Information Technology	2019
Fresno		
	Curriculum and Instruction	2012
	Special Education	2018
Guilford County		
	Bilingual Education	2002
	Information Technology	2003
	Special Education	2003
	Facilities	2004
	Human Resources	2007
	Transportation	2017
Hawaii		
	Financial Operations	2019
Hillsborough County		
	Transportation	2005
	Procurement	2005

City	Area	Year
	Special Education	2012
	Transportation	2015
Houston		
	Facilities Operations	2010
	Capitol Program	2010
	Information Technology	2011
	Procurement	2011
	Finance	2021
	Safety and Security	2022
Indianapolis		
	Transportation	2007
	Information Technology	2010
	Finance and Budget	2013
	Finance	2018
Jackson (MS)		
	Bond Referendum	2006
	Communications	2009
	Curriculum and Instruction	2017
Jacksonville		
	Organization and Management	2002
	Operations	2002
	Human Resources	2002
	Finance	2002
	Information Technology	2002
	Finance	2006
	Facilities operations	2015
	Budget and finance	2015
Kansas City		
	Human Resources	2005
	Information Technology	2005
	Finance	2005
	Operations	2005
	Purchasing	2006
	Curriculum and Instruction	2006
	Program Implementation	2007
	Stimulus Planning	2009

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City	Area	Year
	Human Resources	2016
	Transportation	2016
	Finance	2016
	Facilities	2016
	Curriculum and Instruction	2016
	Information Technology	2022
Little Rock		
	Curriculum and Instruction	2010
Los Angeles		
	Budget and Finance	2002
	Organizational Structure	2005
	Finance	2005
	Information Technology	2005
	Human Resources	2005
	Business Services	2005
Louisville		
	Management Information	2005
	Staffing Levels	2009
	Organizational Structure	2018
Memphis		
	Information Technology	2007
	Special Education	2015
	Food Services	2016
	Procurement	2016
Miami-Dade County		
	Construction Management	2003
	Food Services	2009
	Transportation	2009
	Maintenance & Operations	2009
	Capital Projects	2009
	Information Technology	2013
Milwaukee		
	Research and Testing	1999
	Safety and Security	2000
	School Board Support	1999
	Curriculum and Instruction	2006

City	Area	Year
	Alternative Education	2007
	Human Resources	2009
	Human Resources	2013
	Information Technology	2013
Minneapolis		
	Curriculum and Instruction	2004
	Finance	2004
	Federal Programs	2004
	Transportation	2016
	Organizational Structure	2016
Nashville		
	Food Service	2010
	Bilingual Education	2014
	Curriculum and Instruction	2016
Newark		
	Curriculum and Instruction	2007
	Food Service	2008
New Orleans		
	Personnel	2001
	Transportation	2002
	Information Technology	2003
	Hurricane Damage Assessment	2005
	Curriculum and Instruction	2006
New York City		
	Special Education	2008
Norfolk		
	Testing and Assessment	2003
	Curriculum and Instruction	2012
	Transportation	2018
	Finance	2018
	Facilities Operations	2018
Omaha		
	Buildings and Grounds Operations	2015
	Transportation	2016
Orange County		

City	Area	Year
	Information Technology	2010
Palm Beach County		
	Transportation	2015
	Safety & Security	2018
Philadelphia		
	Curriculum and Instruction	2003
	Federal Programs	2003
	Food Service	2003
	Facilities	2003
	Transportation	2003
	Human Resources	2004
	Budget	2008
	Human Resource	2009
	Special Education	2009
	Transportation	2014
	Curriculum and Instruction	2019
Pittsburgh		
	Curriculum and Instruction	2005
	Technology	2006
	Finance	2006
	Special Education	2009
	Organizational Structure	2016
	Business Services and Finance	2016
	Curriculum and Instruction	2016
	Research	2016
	Human Resources	2018
	Information Technology	2018
	Facilities Operations	2018
Portland		
	Finance and Budget	2010
	Procurement	2010
	Operations	2010
Prince George's County		
	Transportation	2012
Providence		
	Business Operations	2001

City	Area	Year
	MIS and Technology	2001
	Personnel	2001
	Human Resources	2007
	Special Education	2011
	Bilingual Education	2011
	Bilingual Education	2019
Puerto Rico		
	Hurricane Damage Assessment	2017
	Bilingual Education	2019
Reno		
	Facilities Management	2013
	Food Services	2013
	Purchasing	2013
	School Police	2013
	Transportation	2013
	Information Technology	2013
Richmond		
	Transportation	2003
	Curriculum and Instruction	2003
	Federal Programs	2003
	Special Education	2003
	Human Resources	2014
	Financial Operations	2018
Rochester		
	Finance and Technology	2003
	Transportation	2004
	Food Services	2004
	Special Education	2008
	Human Resources	2022
	Operations	2022
Sacramento		
	Special Education	2016
	Human Resources	2022
San Antonio		
	Facilities Operations	2017
	IT Operations	2017

City	Area	Year
	Transportation	2017
	Food Services	2017
	Human Resource	2018
San Diego		
	Finance	2006
	Food Service	2006
	Transportation	2007
	Procurement	2007
San Francisco		
	Technology	2001
St. Louis		
	Special Education	2003
	Curriculum and Instruction	2004
	Federal Programs	2004
	Textbook Procurement	2004
	Human Resources	2005, 2022
St. Paul		
	Special Education	2011
	Transportation	2011
	Organizational Structure	2017
Seattle		
	Human Resources	2008
	Budget and Finance	2008
	Information Technology	2008
	Bilingual Education	2008
	Transportation	2008
	Capital Projects	2008
	Maintenance and Operations	2008
	Procurement	2008
	Food Services	2008
	Capital Projects	2013
	Transportation	2019
Stockton		
	Special Education	2019
Toledo		
	Curriculum and Instruction	2005

City	Area	Year
Washington, D.C.		
	Finance and Procurement	1998
	Personnel	1998
	Communications	1998
	Transportation	1998
	Facilities Management	1998
	Special Education	1998
	Legal and General Counsel	1998
	MIS and Technology	1998
	Curriculum and Instruction	2003
	Budget and Finance	2005
	Transportation	2005
	Curriculum and Instruction	2007
	Common Core Implementation	2011
Wichita		
	Transportation	2009
	Information Technology	2017