SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item#__9.3__

Meeting Date: October 18, 2012

Subject: Coherent Governance Policy Operational Expectations 4 (OE-4) - Personnel Administration - Monitoring Report

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

Division: Superintendent's Office

Recommendation: Approve Coherent Governance Policy Operational Expectations 4 (OE-4) – Personnel Administration - Monitoring Report.

Background/Rationale: The Board has directed the Superintendent to provide Monitoring Reports on a regular schedule at open session Board meetings. Monitoring determines the degree to which Board policies are being met. This report is designed to share progress toward the results the Board expects to see for the school system, as well as the effectiveness of the system's operations. This report, therefore, is a review of the organization's performance as it relates to Operational Expectations 4 – Personnel Administration.

The report includes the following information:
- The policy.
- The Superintendent's certification.
- Reasonable Interpretation of the policy.
- Evidence of compliance.

After the Board meets in open session to discuss the report, two additional sections of the report will be completed by the Board chair:
- Disposition of the Board. (The policy is found by the Board to be "in compliance," "in compliance with exceptions," or "not in compliance.")
- Comments.

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

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

Financial Considerations: None.

Documents Attached:

1. The OE-4 Monitoring Report.
2. Demographic Data Attachment
3. Customer Satisfaction Survey Results
4. Statistics of Finalized Position Description for 2010-11, 2011-12, and 2012-13 School Years

Estimated Time of Presentation: 5 minutes
Submitted by: Jonathan P. Raymond, Superintendent
Approved by: N/A

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Operational Expectation Monitoring Report
OE-4: Personnel Administration
October 18, 2012

PART I: THE POLICY

OE-4: Personnel Administration

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

PART II: SUPERINTENDENT'S CERTIFICATION

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

beginning September 20, 2011, and ending September 19, 2012.

Based on this report, I believe the school system is

___ In compliance
___ In compliance with exceptions
___ Not in compliance

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

PART III: DISPOSITION OF THE BOARD

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

___ In compliance
___ In compliance with exceptions
___ Not in compliance

Signed: _____ Date: _____
              Diana Rodriguez, Board President

PART IV: COMMENTS

PART V: INTERPRETATION

Interpretation:

I interpret this to mean that the district will strategically seek talented individuals who possess the skills, competence and experience necessary to assist the district in meeting its goals. The district will provide these individuals positions where they can best utilize their education, experience, skills and competence. Further, I interpret "shall assure…development, evaluation and compensation" to mean that the district will provide opportunities for employees to continuously improve their skills via professional development, support, constructive feedback, coaching and mentoring. The district will also employ formal and informal processes of assessing employee performances and compensate employees with wages, salary and/or benefits for their service. These systems of recruitment, employment, development, evaluation and compensation will be tailored and directed to align with desired outcomes for the district, thereby focusing all employees on achieving district goals outlined in the Board's Results policies.

OE-4.1: The Superintendent will conduct extensive background inquiries and checks prior to hiring any paid personnel.

Interpretation:

I interpret "extensive background inquiries" to mean that the district will conduct thorough investigations of prospective employees, including county, state, and national criminal history checks and a Social Security trace to verify address and employment history of all applicants.

Indicators for Compliance:

- Extensive criminal background check and a sexual offender background check from the county, state and national agencies for all potential employees.
- Employment applications denied based on the results of background check.
- Employment, Social Security, residency and job performance verifications.
- Site visits where appropriate.

EVIDENCE OF COMPLIANCE
September 20, 2011 to September 19, 2012

- 100% of applicants offered employment with the Sacramento City Unified School District have submitted to criminal background and sex offender background checks.
- Employment applications have been denied based on results from background checks.
- 100% of applicants who were offered employment were subjected to reference checks which include employment and job performance.
- Quarterly employment audits were performed to confirm Social Security numbers are authentic. (December, 2011; March 31, 2012; June 30, 2012; September 30, 2012)

Compliance Status	In Compliance

OE-4.2: The Superintendent will conduct reasonable background inquiries and checks prior to utilizing the services of volunteers.

Interpretation:

I interpret "reasonable background inquiries" to mean that the district will avail itself to county, state, national and sexual offender criminal history databases. Further, I interpret "services of volunteers" to mean the resources of parents or other community members who assist at school sites and in classrooms on an unpaid basis.

Indicators for Compliance:

- Extensive criminal background check and a sexual offender background check for all potential volunteers.
- Volunteer requests denied based on the results of background check.

EVIDENCE OF COMPLIANCE
September 20, 2011 to September 19, 2012

- 100% of volunteers were subjected to either a criminal background check and/or a sexual offender background check dependent upon their volunteer status.
- Volunteers have been denied access to school sites based on background checks.

Compliance Status	In Compliance

OE-4.3: *The Superintendent will select for all positions the most highly qualified and best-suited candidates with a focus on diversity, striving to match the demographic profile of the student population.*

Interpretation:

I interpret the term "select" to mean the district will have an established hiring process that is clearly articulated, fair and equitable to all candidates seeking employment. Further, I interpret "highly qualified candidates and best suited" to mean that candidates selected for employment will meet or exceed hiring criteria established by the district and required by state or federal law. The district also will strive to employ individuals that reflect the talents, positive behaviors and historical and linguistic perspectives of the cultures represented in our community and represent the characteristics of SCUSD's student population in terms of gender, race, age, disability, socio-economic status and language.

Indicators for Compliance:

- District recruitment database of highly qualified candidates.
- Reference checks for all employees prior to recommendation for hire.
- Site visits where appropriate.
- Williams Act monitoring data indicating compliance with No Child Left Behind Highly Qualified Teacher standards.
- Employee demographic data aligned to student demographic data.

EVIDENCE OF COMPLIANCE
September 20, 2011 to September 19, 2012

- The Human Resources Department has a recruitment database of over 150 highly qualified teachers and classified candidates from colleges and universities.
- 100% of employees recommended for hire have a reference check conducted. Reference check list available on www.scusd.edu/human-resources-documents.
- The District complies with all regulations and compliance indicators within the No Child Left Behind Act providing highly qualified teachers to school sites. During the 2011-12 school year, there were 12 school sites that were out of compliance with a total of 24 teachers working toward their highly qualified status. (99%) of teachers HQT.
- The district continues to strive toward aligning employee demographic data with student demographic data. (See attached Four-Year Trend)

Compliance Status	In Compliance

OE-4.4: *The Superintendent will administer clear personnel rules and procedures for applicants and employees.*

Interpretation:

I interpret "clear personnel rules and procedures" to mean employees and applicants will have concise and understandable policies necessary for their employment and the opportunity to access this information.

Indicators for Compliance:

- Comprehensive Employee Handbook distributed to all new employees with relevant information regarding hiring procedures.
- Annual Employee Notification with updated personnel rules and policies communicated to all employees via district website.
- Updated information on rules and procedures for employees posted on district website.
- ISO (International Organization for Standardization) certification of Human Resources Department processes and procedures communicated to all employees via district website.

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EVIDENCE OF COMPLIANCE
September 20, 2011 to September 19, 2012

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- 100% of newly hired employees received an Employee Handbook at the time of processing.
- The Annual Employee Notification has been sent to all district employees via district website and e-mail.
- The Human Resource Services Departments continues to update rules and procedures which are posted on the district website.
- The Human Resource Services Department continues to be certified by ISO (International Organization for Standardization) and this information is posted via district website.
- All processes, procedures and forms are updated and placed on the district's website.

  All documents referenced above can be found at www.scusd.edu/human-resources.

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Compliance Status	In Compliance

OE-4.5: The Superintendent will effectively handle complaints and concerns.

Interpretation:

I interpret "effectively handle complaints and concerns" to mean complaints and concerns are received, reviewed and responded to in a timely manner using an appropriate and respectful approach and acted upon in a timely manner.

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

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

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

Indicators for Compliance:

- Number of uniform complaints filed.
- Percentage of complaints investigated and resolved within the required timelines.
- Percentage of appealed claims.

EVIDENCE OF COMPLIANCE
September 20, 2011 to September 19, 2012
• During the 2011-12 school year, the District received 119 complaints, comprised of the following: 116 – Complaints Concerning Employees; 2 – Williams Complaints; and 1 – Uniform Complaint. In accordance with Board Policies 1312.1 (Complaints Concerning Employees) and 1312.4 (Uniform Complaints/Williams), complaints are to be investigated and resolved within a timeframe of 60 days and if needed, a provision for an investigative extension period is authorized. To date, 65% of the complaints filed have been processed within the 60 day timeframe. The remaining 35% are pending resolution in accordance with the extension provision. 1% of complaints were appealed, re-investigated and resolved.

Compliance Status	In Compliance

OE-4.6*: The Superintendent will maintain adequate job descriptions for all staff positions.*

Interpretation:

I interpret "maintain adequate job descriptions" to mean that positions will be described in such detail that applicants will have an understanding of the tasks, functions, responsibilities, expectations, qualifications and competencies required of a position. Further, descriptions will reflect the needs of the district, accurately outline position competencies and requirements, and will be periodically reviewed for relevancy.

Indicators for Compliance:

- All positions in the district have a defined job description.
- All job descriptions are available on the district web site for access by employees and the community to ensure transparency.
- All new positions and positions that have become open as a result of turnover have been reviewed and updated if necessary.
- All represented employee job descriptions are reviewed with their respective collective bargaining group.
- All job descriptions reviewed and updated if necessary every three years.

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

Compliance Status	In Compliance

OE-4.7: The Superintendent will protect confidential information.

Interpretation:

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

Indicators for Compliance:

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

EVIDENCE OF COMPLIANCE
September 20, 2011 to September 19, 2012

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

Compliance Status	In Compliance

OE-4.8: The Superintendent will d*evelop compensation and benefit plans to attract and retain the highest quality employees by compensating employees, within available resources, in a manner consistent with the applicable marketplace, including but not limited to organizations of comparable size and type.*

Interpretation:

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

Indicators for Compliance:

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

EVIDENCE OF COMPLIANCE
September 20, 2011 to September 19, 2012

- The Human Resource Services Department has negotiated with all five bargaining units in a fair and appropriate manner. All collective bargaining agreements are on-line at www.scusd.edu/human-resources-contract-administration.
- Employee compensation and benefit comparisons are performed at the time of job description revision which includes internal and external alignments. As an example, the Child Development Specialist I and II available on-line at www.scusd.edu/human-resources-position-description.

Another example would be the total compensation analysis for all principal and assistant principals during the last school year.

Compliance Status	In Compliance

OE-4.9: The Superintendent will Consistent with the Superintendent's own evaluation, evaluate all employee performance according to their contribution toward achieving the Board's Results policies and their compliance with the Board's Operational Expectations policies.

Interpretation:

I interpret this to mean that the district will develop and employ formal and informal processes for assessing, determining, supporting, training, and developing the performance of employees in terms of the goals outlined in Board Results policies. I interpret "compliance with the Board's Operational Expectations policies" to mean abidance or adherence to district rules, regulations, policies, collective bargaining agreements, and state and federal regulations.

Indicators for Compliance:

- Annual evaluations for all permanent and probationary employees.
- The design, development and use of evaluation instruments that are aligned with the district's *Strategic Plan 2010-2014: Putting Children First*, Board Result policies and collective bargaining agreements.

EVIDENCE OF COMPLIANCE
September 20, 2011 to September 19, 2012

- 100% of probationary employees received an annual evaluation.
- Evaluations for permanent employees are conducted every other year. Most employees are evaluated every other year and some teachers are evaluated every 5 years as outlined in the SCTA CBA and as specified by AB 954.
- At the Board of Education meeting Superintendent will present the percentage of eligible employees who received an evaluation during the 2011-12 school year for the below units:
  - UPE
  - SCTA
  - SEIU
  - CSA
  - Confidential
  - Unrepresented Supervisors
  - Unrepresented Management
- All evaluation tools are available on-line at www.scusd.edu/human-resources-documents.
- The Human Resource Services Department has started discussions toward negotiating the development of revised evaluation tools with the administrators and teachers bargaining units.

Compliance Status	In Compliance

OE-4.10: The Superintendent will assure that the evaluation of all instructional and administrative personnel is designed to:

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

Interpretation:

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

Indicators for Compliance:

- Annual evaluations for all permanent and probationary employees.
- Design and development of evaluation instruments that use multiple measures of student performance and promote continuous improvement and development that are aligned with the district's *Strategic Plan 2010-2014: Putting Children First*, Board Result policies and collective bargaining agreements.
- The number of Special Evaluations conducted on employees to define expectations, provide coaching, support and development to improve performance.

EVIDENCE OF COMPLIANCE
September 20, 2011 to September 19, 2012

- 100% of probationary employees received an annual evaluation. Evaluations for permanent employees are conducted every other year. All evaluation tools are available on-line at www.scusd.edu/human-resources-documents.
- The Human Resource Services Department has started discussions toward negotiating the development of revised evaluation tools with the administrators and teachers bargaining units.
- There were approximately 25 employees: SCTA – 21; Confidential – 1; SEIU = 2; UPE = 1 on a

Special Evaluation and/or an Improvement Plan to assist and enhance their ability to perform the duties and responsibilities as outlined in the job description.

Compliance Status	In Compliance

OE-4.11: The Superintendent will *ensure that all staff members are qualified and trained to perform the responsibilities assigned to them.*

Interpretation:

I interpret "qualified" to mean that all district employees will meet district-determined criteria and that employees will maintain the license, certification or skills required by the position. I interpret "trained" to mean prepared to accomplish work related tasks and that employees will work to continuously improve their knowledge, skills and ability to perform their assigned position.

Indicators for Compliance:

- Quarterly validation of certification for all certificated employees.
- Number and percentage of certificated, classified and unrepresented employees that participate in both district and non- district offered staff development.
- Number and percentage of school site staff that participates in site Common Planning Time.
- Number and percentage of district and school site staff that participate in instructional round visits.

EVIDENCE OF COMPLIANCE September 20, 2011 to September 19, 2012
- Credential validation is conducted on all certificated teaching staff on a quarterly basis. Credential information is automatically downloaded from the Commission on Teacher Credentialing website for certification. Prior to expiration of any credential the employee is notified via a formal letter from the Human Resource Services Department. Employees are given ample time to renew their certification.   - The number of certificated employees who participated in District offered staff development was 2,668. The number of certificated employees who participated in non-District offered staff development was 29.   - The number of school site staff that participated in site Common Planning Time is 2,318. The number of certificated employees who completed Common Planning Time was 2,236 and the percentage is 96.462%.   - The number and percentage of schools that participated in instructional rounds was 31 out of 39 schools that received instructional round training or 79%; 82 staff members participated in the instructional rounds.

Compliance Status	In Compliance

OE-4.12: The Superintendent will *maintain an organizational culture that positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy.*

Interpretation:

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

Indicators for Compliance:

- Staff Survey Data
- School Climate Survey

EVIDENCE OF COMPLIANCE
September 20, 2011 to September 19, 2012

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

  School Staff Survey:
  Total Number of respondents: 352

  Learning Environment is supportive and inviting:
  77% of staff who took the survey 'strongly agree' or 'agree' with the statement: This school is a supportive and inviting place for staff to work.
  92% of staff who took the survey 'strongly agree' or 'agree' with the statement: This school is a safe place for staff.

Staff Supports, professional respect and collegiality:
57% of staff who took the survey responded 'nearly all' or 'most' to the statement: How many adults at the school have close professional relationship with one another?
77% of staff who took the survey responded 'nearly all' or 'most' to the statement: How many adults at the school support and treat each other with respect?
72% of staff who took the survey 'strongly agree' or 'agree' to the statement: This school promotes trust and collegiality among staff.
88% of staff who took the survey 'strongly agree' or 'agree' with the statement: This school has clean and well-maintained facilities and property.

Compliance Status	In Compliance

Student Demographic Data and Employee Demographic Data
Four-Year Trend
2008-2012

	1	2	3	4	5	6	7	8
Year	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	Hispanic or Latino of Any Race	African American, Not Hispanic	White, Not Hispanic	Two or More Races, Not Hispanic

Students

Year	1	2	3	4	5	6	7	8
2008-2009	1%	21%	2%	1%	33%	20%	22%	0%
2009-2010	1%	19%	2%	1%	36%	17%	19%	6%
2010-2011	1%	19%	2%	1%	36%	17%	19%	5%
2011-2012	1%	18%	2%	1%	37%	16%	19%	6%

Employees

Year	1	2	3	4	5	6	7	8
2008-2009	2%	13%	0%	1%	19%	13%	51%	1%
2009-2010	2%	13%	1%	1%	20%	13%	50%	0%
2010-2011	2%	13%	1%	1%	20%	13%	49%	1%
2011-2012	2%	13%	1%	1%	20%	13%	49%	1%

Customer Satisfaction Survey Results

Sacramento City Unified School District

1. Operations and Planning: The Operations Department is responsible for maintaining safe, efficient and clean learning environments for students and staff. Civic Permits are scheduled through this office. The Planning and Construction Department is responsible for capital construction projects, Measure E Bond and Measure I Bond funded projects and state funded (modernization) projects for the Sacramento City Unified School District. The department collects and administers developer fees, Mello-Roos special taxes and redevelopment funds

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	0	11	30	12	4
	0%	19%	53%	21%	7%
Courtesy: staff was polite and respectful when listening to my concerns.	0	4	13	35	5
	0%	7%	23%	61%	9%
Accuracy: information provided was correct.	0	6	23	19	9
	0%	11%	40%	33%	16%
Flexible: staff was able to provide solutions for my school's unique needs.	1	6	22	20	8
	2%	11%	39%	35%	14%
Communication: staff shared sufficient information with my site.	1	11	19	20	6
	2%	19%	33%	35%	11%

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

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	0	18	21	18	0
	0%	32%	37%	32%	0%
Courtesy: staff was polite and respectful when listening to my concerns.	0	5	13	39	0
	0%	9%	23%	68%	0%
Accuracy: information provided was correct.	0	5	26	26	0
	0%	9%	46%	46%	0%
Flexible: staff was able to provide solutions for my school's unique needs.	1	9	24	20	0
	2%	17%	44%	37%	0%
Communication: staff shared sufficient information with my site.	2	12	17	22	1
	4%	22%	31%	41%	2%

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

A	10	18%
B	29	51%
C	13	23%
D	4	7%
F	1	2%
Not Applicable	0	0%
Total	**57**	**100%**

4. The Communications Office is responsible for promoting the good work of students, teachers, principals and staff via several communication tools, including the E-Connection electronic newsletter, press releases, social media and website postings, cable access television and Connect-Ed phone calls. The department also produces promotional materials including posters, videos, brochures and pamphlets, provides support to school websites and provides various internal communication services.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	0	3	7	43	4
	0%	5%	12%	75%	7%
Courtesy: staff was polite and respectful when listening to my concerns.	0	0	6	48	3
	0%	0%	11%	84%	5%
Accuracy: information provided was correct.	0	0	11	42	4
	0%	0%	19%	74%	7%
Flexible: staff was able to provide solutions for my school's unique needs.	0	2	12	38	5
	0%	4%	21%	67%	9%
Communication: staff shared sufficient information with my site.	0	3	10	41	3
	0%	5%	18%	72%	5%

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

A	35	61%
B	17	30%
C	3	5%
D	1	2%
F	0	0%
Not Applicable	1	2%
Total	57	100%

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

17 Responses

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

21 Responses

Human Resources

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

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5

	0	16	25	15	1
Responsiveness: staff addressed my concerns in a timely fashion.	0%	28%	44%	26%	2%
Courtesy: staff was polite and respectful when listening to my concerns.	0	4	8	43	2
	0%	7%	14%	75%	4%
Accuracy: information provided was correct.	0	14	18	24	1
	0%	25%	32%	42%	2%
Flexible: staff was able to provide solutions for my school's unique needs.	1	12	22	21	1
	2%	21%	39%	37%	2%
Communication: staff shared sufficient information with my site.	1	16	21	18	1
	2%	28%	37%	32%	2%

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

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

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

15 Responses

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

19 Responses

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

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

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

		Never	Sometimes	Usually	Always	Not Applicable
Flexible: staff was able to provide solutions for my school's unique needs.		0	5	12	38	2
		0%	9%	21%	67%	4%
Communication: staff shared sufficient information with my site.		0	5	10	39	2
		0%	9%	18%	70%	4%

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

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	1	0	6	10	39
	2%	0%	11%	18%	70%
Courtesy: staff was polite and respectful when listening to my concerns.	0	1	5	11	39
	0%	2%	9%	20%	70%
Accuracy: information provided was correct.	0	1	5	11	38
	0%	2%	9%	20%	69%
Flexible: staff was able to provide solutions for my school's unique needs.	0	1	6	12	37
	0%	2%	11%	21%	66%
Communication: staff shared sufficient information with my site.	0	1	6	11	37
	0%	2%	11%	20%	67%

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

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	0	2	12	41	2
	0%	4%	21%	72%	4%
Courtesy: staff was polite and respectful when listening to my concerns.	0	2	10	41	2
	0%	4%	18%	75%	4%
Accuracy: information provided was correct.	0	1	7	47	2
	0%	2%	12%	82%	4%
Flexible: staff was able to provide solutions for my school's unique needs.	0	2	11	40	3
	0%	4%	20%	71%	5%
Communication: staff shared sufficient information with my site.	0	2	11	41	3
	0%	4%	19%	72%	5%

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

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	12	20	13	7	5
	21%	35%	23%	12%	9%
Courtesy: staff was polite and respectful when listening to my concerns.	3	11	15	19	9
	5%	19%	26%	33%	16%
Accuracy: information provided was correct.	9	16	18	8	5
	16%	29%	32%	14%	9%
Flexible: staff was able to provide solutions for my school's unique needs.	13	13	18	7	6
	23%	23%	32%	12%	11%

Communication: staff shared sufficient information with my site.					
	12	14	17	8	6
	21%	25%	30%	14%	11%

16. Student Services/Alternative Education: The Student Services/Alternative Education Department provides a wide variety of services to our families and our schools. Student Services helps families with school placement for their children. Support is offered to both families and school sites with issues regarding attendance. Help with student records is also provided in this department. Behavior Reviews and Expulsion Hearings are a responsibility of this department.

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

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

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	**2**	**3**	**4**	**5**
Responsiveness: staff addressed my concerns in a timely fashion.	1	9	26	20	1
	2%	16%	46%	35%	2%
Courtesy: staff was polite and respectful when listening to my concerns.	1	8	14	33	1
	2%	14%	25%	58%	2%
Accuracy: information provided was correct.	1	5	24	26	1
	2%	9%	42%	46%	2%
Flexible: staff was able to provide solutions for my school's unique needs.	1	7	25	23	1
	2%	12%	44%	40%	2%
Communication: staff shared sufficient information with my site.	0	8	26	21	2
	0%	14%	46%	37%	4%

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

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	**2**	**3**	**4**	**5**
Responsiveness: staff addressed my concerns in a timely fashion.	1	11	13	29	2
	2%	20%	23%	52%	4%
Courtesy: staff was polite and respectful when listening to my concerns.	0	5	11	39	2
	0%	9%	19%	68%	4%
Accuracy: information provided was correct.	0	7	13	37	0
	0%	12%	23%	65%	0%
Flexible: staff was able to provide solutions for my school's unique needs.	1	8	12	33	2
	2%	14%	21%	59%	4%
Communication: staff shared sufficient information with my site.	1	12	13	30	0
	2%	21%	23%	54%	0%

19. Enrollment Center: Addressing student achievement gaps is a top priority of the Sacramento City Unified School District – and of urban public school districts across the nation. As such, the District has adopted Strategic Plan 2010-14: Putting Children First to address issues concerning access to quality teaching and learning for all of our students. The SCUSD Enrollment Center is a key component of the district's multi-front focus on improving equity within our community. The Enrollment Center was created as a one-stop resource to service families seeking resources and information when enrolling their children in our district. Families are able to enroll students, submit transfer and open enrollment applications, have questions answered, receive pre-testing services and benefit from the on-site immunization clinic. The Enrollment Center ensures fairness and equity in the treatment of families and allows central monitoring of enrollment and intra- and inter-district permits. It also provides an opportunity to consolidate services

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	2	12	21	19	3
	4%	21%	37%	33%	5%
Courtesy: staff was polite and respectful when listening to my concerns.	3	16	15	21	2
	5%	28%	26%	37%	4%
Accuracy: information provided was correct.	1	18	20	15	2
	2%	32%	36%	27%	4%
Flexible: staff was able to provide solutions for my school's unique needs.	3	17	16	19	2
	5%	30%	28%	33%	4%
Communication: staff shared sufficient information with my site.	1	16	18	19	3
	2%	28%	32%	33%	5%

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

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

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

17 Responses

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

16 Responses

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

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

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

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

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

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

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

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

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	2	9	22	15	9
	4%	16%	39%	26%	16%
Courtesy: staff was polite and respectful when listening to my concerns.	1	8	14	26	8
	2%	14%	25%	46%	14%
Accuracy: information provided was correct.	2	9	18	19	9
	4%	16%	32%	33%	16%
Flexible: staff was able to provide solutions for my school's unique needs.	4	9	21	14	8
	7%	16%	38%	25%	14%
Communication: staff shared sufficient information with my site.	4	11	16	17	8
	7%	20%	29%	30%	14%

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

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	1	6	20	20	8
	2%	11%	36%	36%	15%
Courtesy: staff was polite and respectful when listening to my concerns.	1	3	13	31	9
	2%	5%	23%	54%	16%
Accuracy: information provided was correct.	0	4	16	27	10
	0%	7%	28%	47%	18%
Flexible: staff was able to provide solutions for my school's unique needs.	1	9	11	27	9
	2%	16%	19%	47%	16%
Communication: staff shared sufficient information with my site.	1	7	16	24	9
	2%	12%	28%	42%	16%

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

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	0	4	17	32	4
	0%	7%	30%	56%	7%
Courtesy: staff was polite and respectful when listening to my concerns.	0	3	14	36	4
	0%	5%	25%	63%	7%
Accuracy: information provided was correct.	0	2	18	33	4
	0%	4%	32%	58%	7%
Flexible: staff was able to provide solutions for my school's unique needs.	0	4	21	28	4
	0%	7%	37%	49%	7%
Communication: staff shared sufficient information with my site.	0	2	22	28	5
	0%	4%	39%	49%	9%

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

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	1	14	21	19	2
	2%	25%	37%	33%	4%
Courtesy: staff was polite and respectful when listening to my concerns.	1	6	21	27	2
	2%	11%	37%	47%	4%
Accuracy: information provided was correct.	0	14	17	24	2
	0%	25%	30%	42%	4%
Flexible: staff was able to provide solutions for my school's unique needs.	5	11	25	14	2
	9%	19%	44%	25%	4%
Communication: staff shared sufficient information with my site.	2	11	19	22	2
	4%	20%	34%	39%	4%

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

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	2	2	3	6	42
	4%	4%	5%	11%	76%
Courtesy: staff was polite and respectful when listening to my concerns.	0	2	4	7	42
	0%	4%	7%	13%	76%
Accuracy: information provided was correct.	2	3	4	4	42
	4%	5%	7%	7%	76%
Flexible: staff was able to provide solutions for my school's unique needs.	2	3	2	6	42
	4%	5%	4%	11%	76%
Communication: staff shared sufficient information with my site.	2	2	4	5	42
	4%	4%	7%	9%	76%

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

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	2	4	27	11	12
	4%	7%	48%	20%	21%
Courtesy: staff was polite and respectful when listening to my concerns.	0	4	23	17	12
	0%	7%	41%	30%	21%
Accuracy: information provided was correct.	1	3	29	10	12
	2%	5%	53%	18%	22%
Flexible: staff was able to provide solutions for my school's unique needs.	0	7	25	10	14
	0%	12%	45%	18%	25%
Communication: staff shared sufficient information with my site.	1	7	25	10	13
	2%	12%	45%	18%	23%

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

A	6	11%
B	28	50%
C	17	30%
D	4	7%
F	1	2%
Not Applicable	0	0%
Total	**56**	**100%**

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

16 Responses

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

13 Responses

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

35. School Family and Community Partnership: The Office of School, Family and Community Partnerships (The Partnerships Office) provides training, information, and technical assistance to district schools in creating effective school-family partnerships for learning. The Partnerships Office supports families and schools build school capacity for achievement-focused family engagement through district-level parent involvement awareness campaigns, district and school-level leadership development programs and conferences, professional development to school teachers and administrators and the creation of a welcoming environment for parent and community engagement.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	5	11	16	12	10
	9%	20%	30%	22%	19%
Courtesy: staff was polite and respectful when listening to my concerns.	4	9	10	21	10
	7%	17%	19%	39%	19%
Accuracy: information provided was correct.	6	8	15	13	12
	11%	15%	28%	24%	22%
Flexible: staff was able to provide solutions for my school's unique needs.	8	7	15	13	11
	15%	13%	28%	24%	20%
Communication: staff shared sufficient information with my site.	7	11	10	15	10
	13%	21%	19%	28%	19%

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

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	5	3	18	9	19
	9%	6%	33%	17%	35%
Courtesy: staff was polite and respectful when listening to my concerns.	2	4	10	19	19
	4%	7%	19%	35%	35%
Accuracy: information provided was correct.	5	1	17	12	19
	9%	2%	31%	22%	35%
Flexible: staff was able to provide solutions for my school's unique needs.	5	1	15	13	19
	9%	2%	28%	25%	36%
Communication: staff shared sufficient information with my site.	6	1	16	12	18
	11%	2%	30%	23%	34%

37. Integrated Support Services: The Integrated Support Services Department operates the "Connect Center," a central youth and family resource center located on the Genesis campus, as well as 19 youth and family resource centers at school sites throughout the district. The purpose of the centers is to provide support to students who are struggling socially, emotionally, behaviorally and/or academically. Integrated Support Services also operates the Homeless Services Program which supports the enrollment, attendance and achievement of homeless students to ensure they receive equal access to educational opportunities. The department also operates Project Thrive and Early Mental Health Initiative (EMHI), mental health programs serving select elementary schools in the district. The department helps to promote the academic success of students by integrating the efforts of schools, families, community partners, businesses and constituents.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	2	5	13	21	13
	4%	9%	24%	39%	24%
Courtesy: staff was polite and respectful when listening to my concerns.	1	4	10	25	14
	2%	7%	19%	46%	26%
Accuracy: information provided was correct.	2	3	13	22	13
	4%	6%	25%	42%	25%
Flexible: staff was able to provide solutions for my school's unique needs.	3	4	14	20	13
	6%	7%	26%	37%	24%
Communication: staff shared sufficient information with my site.	2	5	13	21	13
	4%	9%	24%	39%	24%

38. Health Services: The mission of the Health Services Office is to provide school health programs which assist students, families and the community to reach optimal physical, mental and social health in order to succeed in school and in life.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	1	7	14	22	11
	2%	13%	25%	40%	20%
Courtesy: staff was polite and respectful when listening to my concerns.	0	7	11	24	12
	0%	13%	20%	44%	22%
Accuracy: information provided was correct.	0	6	12	24	12
	0%	11%	22%	44%	22%
Flexible: staff was able to provide solutions for my school's unique needs.	0	9	10	24	12
	0%	16%	18%	44%	22%
Communication: staff shared sufficient information with my site.	3	7	10	24	9
	6%	13%	19%	45%	17%

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

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	0	7	18	13	15
	0%	13%	34%	25%	28%
Courtesy: staff was polite and respectful when listening to my concerns.	0	6	17	16	15
	0%	11%	31%	30%	28%
Accuracy: information provided was correct.	0	4	20	15	15
	0%	7%	37%	28%	28%
Flexible: staff was able to provide solutions for my school's unique needs.	2	8	17	12	15
	4%	15%	31%	22%	28%
Communication: staff shared sufficient information with my site.	1	5	18	14	16
	2%	9%	33%	26%	30%

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

A	6	12%
B	20	38%
C	15	29%
D	9	17%
F	1	2%
Not Applicable	1	2%
Total	52	100%

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

18 Responses

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

7 Responses

Administrative Services The Administrative Services Department provides a wide variety of services to support our students, school sites, community and parents. This division is responsible for all fiscal activities related to accounts payable, accounts receivable, budgeting, employee benefits, payroll,

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

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	1	6	22	22	4
	2%	11%	40%	40%	7%
Courtesy: staff was polite and respectful when listening to my concerns.	0	4	17	31	3
	0%	7%	31%	56%	5%
Accuracy: information provided was correct.	0	11	17	24	3
	0%	20%	31%	44%	5%
Flexible: staff was able to provide solutions for my school's unique needs.	2	7	22	21	3
	4%	13%	40%	38%	5%
Communication: staff shared sufficient information with my site.	2	5	21	24	3
	4%	9%	38%	44%	5%

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

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	1	3	20	25	6
	2%	5%	36%	45%	11%
Courtesy: staff was polite and respectful when listening to my concerns.	1	5	11	32	6
	2%	9%	20%	58%	11%
Accuracy: information provided was correct.	1	3	16	28	6
	2%	6%	30%	52%	11%
Flexible: staff was able to provide solutions for my school's unique needs.	1	4	13	30	6
	2%	7%	24%	56%	11%
Communication: staff shared sufficient information with my site.	1	3	16	28	6
	2%	6%	30%	52%	11%

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

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	1	5	13	28	8
	2%	9%	24%	51%	15%
Courtesy: staff was polite and respectful when listening to my concerns.	1	2	14	30	8
	2%	4%	25%	55%	15%
Accuracy: information provided was correct.	1	3	13	29	8
	2%	6%	24%	54%	15%
Flexible: staff was able to provide solutions for my school's unique needs.	3	1	13	29	8
	6%	2%	24%	54%	15%
Communication: staff shared sufficient information with my site.	2	1	14	29	8
	4%	2%	26%	54%	15%

46. Purchasing: The Purchasing Department purchases goods and services (i.e. supplies, equipment and instructional and educational materials) to all school sites and departments by obtaining the best value. Staff obtains competitive pricing, quality and service, and ensures that school sites receive their orders in a timely manner.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	0	6	19	24	5
	0%	11%	35%	44%	9%
Courtesy: staff was polite and respectful when listening to my concerns.	0	2	15	32	6
	0%	4%	27%	58%	11%
Accuracy: information provided was correct.	0	4	19	25	6
	0%	7%	35%	46%	11%
Flexible: staff was able to provide solutions for my school's unique needs.	0	4	20	23	6
	0%	8%	38%	43%	11%
Communication: staff shared sufficient information with my site.	0	3	20	25	6
	0%	6%	37%	46%	11%

47. Distribution Services: Distribution Services provides district-wide services. It stores and delivers general and cafeteria products to all school sites and departments. This department also delivers and picks up district mail, state-adopted textbooks, district testing materials, central receiving buyout orders, universal waste, surplus and discard books, summer school materials, e-waste, Central Office records and printed materials from the Central Printing Department.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	0	1	18	30	6
	0%	2%	33%	55%	11%
Courtesy: staff was polite and respectful when listening to my concerns.	0	1	15	34	5
	0%	2%	27%	62%	9%
Accuracy: information provided was correct.	0	1	15	32	7
	0%	2%	27%	58%	13%
Flexible: staff was able to provide solutions for my school's unique needs.	0	1	18	29	7
	0%	2%	33%	53%	13%
Communication: staff shared sufficient information with my site.	0	0	17	30	6
	0%	0%	32%	57%	11%

48. Nutrition Services: Nutrition Services serves approximately 3.7 million meals per school year. Every school day 300 employees serve approximately 12,000 student breakfasts and 29,000 student lunches. Meals offered as part of the National School Lunch and Breakfast Programs are provided in age-appropriate portions. Nutrition Services offers low fat and fat free milk and fruits and vegetables daily as well as a "Go Green, Eat Fresh" salad bar at all schools. Nutrition Services provides nutrition education in the classroom and promotes physical activity students.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	1	9	14	29	1
	2%	17%	26%	54%	2%
Courtesy: staff was polite and respectful when listening to my concerns.	2	6	15	30	1
	4%	11%	28%	56%	2%
Accuracy: information provided was correct.	2	6	15	31	1
	4%	11%	27%	56%	2%
Flexible: staff was able to provide solutions for my school's unique needs.	1	9	18	26	1
	2%	16%	33%	47%	2%
Communication: staff shared sufficient information with my site.	3	7	16	28	1
	5%	13%	29%	51%	2%

49. Transportation: The Transportation Department carries more than 3,000 students to and from school daily, plus many more on field trips for athletics and other school activities, noon runs, emergencies and shuttles for therapy and other Special Education services. Additional responsibilities include planning over 135 routes, supervising buses, purchasing and dispensing fuel, coordinating vehicle inspections, safety instruction, licensing drivers and affiliated transportation requirements, training staff, developing and evaluating walk-zone boundaries, safe walk routes, transportation eligibility zones and safety zones, auditing carrier billings and producing local and state reports.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
Responsiveness: staff addressed my concerns in a timely fashion.	0	3	21	26	5
	0%	5%	38%	47%	9%
Courtesy: staff was polite and respectful when listening to my concerns.	2	4	18	25	6
	4%	7%	33%	45%	11%
Accuracy: information provided was correct.	0	4	17	27	6
	0%	7%	31%	50%	11%
Flexible: staff was able to provide solutions for my school's unique needs.	3	4	20	22	6
	5%	7%	36%	40%	11%
Communication: staff shared sufficient information with my site.	0	6	17	25	6
	0%	11%	31%	46%	11%

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

A	10	19%
B	26	49%
C	17	32%
D	0	0%
F	0	0%
Not Applicable	0	0%
Total	**53**	**100%**

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

9 Responses

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

3 Responses

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

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Sometimes	Usually	Always	Not Applicable
	1	2	3	4	5
	2	14	31	7	0
	4%	26%	57%	13%	0%

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

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

Mark Twain Elementary	0	0%
Martin Luther King, Jr. K-8	0	0%
Matsuyama Elementary	0	0%
New Technology High	0	0%
Nicholas Elementary	0	0%
O. W. Erlewine Elementary	1	4%
Oak Ridge Elementary	0	0%
Pacific Elementary	0	0%
Parkway Elementary	0	0%
Peter Burnett Elementary	0	0%
Phoebe Hearst Elementary	0	0%
Pony Express Elementary	0	0%
Rosa Parks Middle	1	4%
Rosemont High	2	8%
Sacramento Accelerated Academy	0	0%
Sam Brannan Middle	0	0%
School of Engineering and Science	0	0%
Sequoia Elementary	0	0%
Success Academy	0	0%
Susan B. Anthony Elementary	1	4%
Sutter Middle	0	0%
Sutterville Elementary	0	0%
Tahoe Elementary	0	0%
The Met High	0	0%
Theodore Judah Elementary	0	0%
Washington Elementary	0	0%
West Campus High	0	0%
Will C. Wood Middle	3	12%
William Land Elementary	0	0%
Woodbine Elementary	1	4%
Yav Pem Suab Academy	0	0%
Language Academy	0	0%
Total	24	100%

55. Position (Optional)

Principal	28	78%
Assistant Principal	8	22%
Total	36	100%

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

Respondent #	Response
	1 I would like the communications staff to respond to principals' emails in a timely fashion.
	2 Less of the weekly bulletin...maybe go every other week.
	3 Help with marketing materials, I did not even know they printed these types of materials. More help marketing schools and programs. it is a lot for the sites to do.
	4 Provide more protocols so that all schools follow a consistent practice.
	5 None

6 A published list of services that could be provided for site administration.

7 N/A

8 Collaborate and establish better relationships with the local media. Sometimes, the Bee was reporting things that were one-sided and no one corrected them.

9 More training for school and classroom websites, as well as other social media communication options.

10 Add videos to the econnections.

11 Help with setting up School Facebook accounts

12 If possible, more positive stories from our schools shared with other media agencies like local neighborhood papers, local magazines, the Bee, news stations, NPR, etc.

13 We have been excited to launch our new website. Unfortunatly, we are still waiting. This is a great marketing tool for our school that we still are unable to use.

14 There needs to be a more equitabe way to get important school events covered. We had a few very special events but could never get anyone from tht offcie to comeout to video or take pictures. This was a problem last year as well

15 Always helpful

16 would not pay for Gary Bell. Good guy but that is one less teacher for a photographer.

17 Continuing help with starting the new website. Less pressure to "brag" about our school. Don't have time to write articles and get releases for pictures, but if I don't, looks like our school doesn't do anything. Yet we all do many of the things highlighted in the connection.

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

Respondent #   Response

1 I love seeing what other schools are doing in the Connection.

2 Janet P was always around when I needed her help

3 Helpful whenever dealing with the media

4 The web site template is great, as is the e connection. I also find the staff there to be really helpful, I think they have a lot on their plate.

5 Janet and Gabe are phenomenal. They are incredibly responsive and creative in their support of my site.

6 Gabe and Joette are generally very helpful and supportive.

7 Help with the new web site!!!

8 I was not aware that they provided services.

9 All services worked well.

10 The communication via email and electronic publications

11 Dealing with the media.

12 It was a good vehicle to showcase the many positive things happening in our schools.

13 Econnection information about what is going on in the district

14 Everything I needed I was able to call communications and get an answer. I had several unique and stressful situations wehre communication was vital and the office was fantastic.

15 This department is very proactive and swift in assisting my site.

16 Assistance with ConnetEd messages being sent to parents

17 e-connection highlighting important events throughout the year. Janet, Joette, and Gabe are wonderful.

18 They helped me deal with all the media attention my school got this year.

19 Gabe Ross has the pulse on how to write "in the moment" urgent public PR messages.

20 Always helpful

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

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

Respondent #   Response

1 Count the number of surplus employees from Priority Schools and give each school a share of them.

2 The technicians have a lot on their plate. The communication from HR is not nearly proactive enough and I felt like I had to search around for answers and updates to know what was happening. Many people on my school site knew more than I did about what was happening with staffing, cuts and surplus. More timely, and accurate, information is crucial and it has been really detrimental to be behind the information curve. I also did not always have accurate information about what is happening. Communication is the biggest issue.

3 More timely with their responses. Show more support for the sites. Provide useful professional development in evaluation/discipline/contract areas.

4 None

5 I am concerned about the responsiveness and lack of leadership in this department. While service technicians are incredibly responsive in there work, many managerial procedures/programs have been done in throughly unprofessional ways (Teacher of the Year conducted completely in July for example). I am left wondering if the leadership of this department is fully engaged in the work of support our students.

6 Less errors on postings.

7 Hold SEIU employees to a higher standard of work and conduct expectations.

8 Providing accurate information in a timely manner

9 It would be helpful to get things done well in advance (ie calendars, impacts of bargaining unit decisions, etc) so sites aren't flying by the seats of their pants.

10 They appear to be understaffed. Difficult to get responses during critical HR time periods (lay-offs, one-stop staffing, etc.)

11 I would like to see the personnel that represents the school sites be more in-tune with what is going on at the school site.

12 better communication with other departments. My teacher posting was held up for weeks because they did not have correct information from budget/cabinet.

13 Better communication is key. Principals have been kept out of the loop this spring and were not given the necessary information. It makes principals feel stupid when we can't answer basic questions

14 Soemtimes hands-on help is needed with completing drafts of responses to parent complaints.

15 Answer phones. Consider sites needs.

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

Respondent #   Response

1 Communications of what was occuring at our sites

2 My HR director, Cancy, is amazing! She is always responsive, helpful, knowledgable and willing to find out the answer to any question or issue. She returns my calls even if she has to do so outside of the day and even calls on weekends if she hasn't been able to connect with me. I wish the whole department was like her.

3 Cindy and Carol could not have been more supportive and professional.

4 None

5 Site service technicians are awesome.

6 N/A

7 One stop staffing was very efficient

8 The HR people, the Director, Analyst, and Assistant are WONDERFUL! (Carol, Cindy, Monica, and Christina)

9 Cancy is efficient and quick to respond to school concerns.

10 Updates on teacher layoffs

11 I really like working with Cindy and Carol. I had a few difficult staffing issues this year that were handled professionally and quickly.

12 Excellent service provided by Cindy Nguyen ...making sure there was effective communication moving staff from one site to another...

13 Employee investigations. Very supportive, very communicative.

14 Cindy quickly (same day) extended job offer to new teacher so she could get into training.

15 THe support provided by the director was fabulous. Responsive and supportive when dealing with confidential issues with staff.

16 My tech, Cindy Nguyen, has been extremely helpful.

17 Cancy McArn is wonderful. She gives good advice, planning on disciplinary steps and process and offers hands-on help with effective letters. In disciplinary meetings, she is very focused and able to undertstand when a manipulative employee is trying to detour the goals of the site.

18 Big job but well done because of hard working people.

19 The people doing the work are always kind, good listeners and supportive. It's just that there must be too much for them to do so they don't seem responsive.

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

Respondent #   Response

1 Please allow sites to control attendance. We are letting families slip through the cracks with the current system.

2 The attendance office is not functioning well. Letters sent out were inaccurate. When I called or emailed for questions to be answered, I would not receive a response. This is very frustrating. I would like the attendance letters to be generated by the site, once again.

3 I would like some schools to be able to enroll their own students.

4 Attendance was a huge challenge, the letters, SARB meetings and notifications were a problem for the site, were often inaccurate. When we tried to get services or help from the office we rarely got a response or the follow through was very poor if a follow up was needed. The enrollment center has some high parts but can be extremely challenging to work with because they are inflexible and some staff can be rude and dismissive. They are not willing to work with schools, unless I went to my assistant superintendent. Parents have reported real frustrations from long lines and they often send parents to the school for paperwork we do not have or they do not need. The communication is poor at best and I often have to call them to get any idea of what is happening. Dates like open enrollment and when students can enroll after open enrollment has finished should not be a mystery and schools should be aware of them. Additionally, I should not have to go to such great lengths to get students enrolled, it makes us all look unprofessional and like we are not on the same page.

5 Far too many divisions to give a single grade. My associate does a great job. See remarks for the other areas.

6 More tech services available to the school site on a regular basis.

7 The enrollment center should be closed; it was created to serve white priviledge and to act as a buffer between priviledged parents and priviledged school administration.

8 N/A

9 More work is needed in the enrollment office. A few of our parents did not have pleasant experience enrolling their children through enrollment center.

10 Better communication between Enrollment Center, Behavior Office, Special Ed Department, and Sites. Too often students would just show up at the school sites expecting to have schedules, when the school had not been notified previously.

11 As the enrollment center learns more, they can better serve our districts needs. Their policies were sometmes different than the schools.

12 I would like to see better commuication to the families regarding attendance letters. Many parents come to the school and ask questions of us, but we do not generate the letters. I would also like to see more individualuized support for students who have challenges around attendance. The mostly punitive route of SART/SARB is highly ineffective mainly because it is deficit minded and the cionsequences are not enforced.

13 The technology department is lacking. I had to wait from October 14 to mid May to get an important issue addressed and it took numerous phone calls and visits. The way attendance was handled this year was not effective. Too much of a delay on letters and no regular rewards for students.

14 Attendance office needs some work in order to make the process more effective.

15 It is not clear how Enrollment Center is helping sites.

16 Eliminate drop out prevention office and eliminate enrollment center. Its a bad idea and not well received in the community. Way too many hoops to jump through to enroll kids.

17 Disband the enrollment center. Families do not like it and there are many errors. I have had many complaints from families and my office staff is always having to communicate with the to straighten out problems. It's a waste of money.

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

Respondent #   Response

1 Having Mary Hardin Young as my Assoc. has been great. She is very knowledgable. She supports her principals and is always willing to us.

2 The Safe Schools office was helpful as well as the Hearing Office

3 The SRO department and Tracy Lopez are great and extremely accommodating. The area sups are helpful and help smooth out many challenges schools face.

4 My area assistant, Mary Hardin Young, is hands down the most supportive, strategic, innovative, and bold support I have. She literally responds to my questions and needs any hour of the day, and has helped me with some incredibly delicate issues with grace and lazer like precision. Her skill set continues to amaze me.

5 ARE always does a great job. Enrollment center concept has not been helpful.

6 All that were applicable worked well.

7 N/A
8 Safe Schools Office is excellent in addressing current needs of our facilities and saftey issues/concerns.
9 Quickly address the issue of equity in technology at elementary school sites.
10 The Area Assistant for my area was outstanding. Mary Hardin young's level of support and service was invaluable to my success this year.
11 Area Superintendent always available to discuss concerns and brainstorm with me. Great support especially when feeling overwhelmed.
12 My Associate Superintendant was exceptional.
13 There are individual people in these departments that are helpful and courteous. Mary Hardin-Young is amazing! Mao Vang is an incredible asset. Tracey and Kathy have been incredibly helpful and supportive.
14 Adult Education Family Nights were an important component for out parent engagement program.
15 Data- still would love to have cohort data provided to site instead of cerating our own. Benchmarks- teachers need fall training in validating and using benchmark data results to improve instruction.
16 AR & E are always very helpful. I would like to see better stuff from Data Director. Safe Schools office staff is great, but we need more support to meet expecations. Tech department helped me greatly with purchases and problems. Associates have too much on their plate to do more than putting out fires.

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

Respondent #   Response

1 It seems like every year we're jumping into something else. We're always trying to catch up and being overloaded.
2 Talk to each other within the departments
3 The Special Ed department is overloaded and the communication and support is bad, especially from the program specialist.

4 More in touch with what a Principal's day is like to better mesh new initiatives.
5 Again, too many departments to give a single grade.
6 Gate Office is an extension of white privilege and supports/protects the most affluent students/families in the district to the detriment of students who need the most support. Special Education needs a total overhaul; inclusive practices is certainly the moral trajectory for our district to persue in service of all students- but it threatens the very foundation of the current structure of Special Education. Without an extreme shift of the department; it will continue to foster an exclusionary/reactive .
7 N/A
8 Some of these offices have been so remote from our daily work that we don't know if they are still in existence. It would be great if occasionally they presented in the principals' meetings and other meetings.
9 Due to the lack of staff with site administrative leadership experience on the team, there is a lack of skill in knowing how to operationalize an instructional initiative. Conversations with site principals at meetings are often strained due to the lack of understanding the perspective of the site administrator. Site administrator's perspectives are often not heard, damaging the quality of the work.

10 Non-existent communication in many departments. Engage in better dialogue with sites. Get to know what is happening and how this department can support, as opposed to mandating sites to do things that are operationally and logistically nonsensical.

11 Quickly address the issue of equity in technology at elementary schools.

12 New leadership, Professional development needs to be cohesive between teams at the district office. Too many cancellations, changes, requirements for school site leadership. Academic office clearly has no understanding of site responsibilities, needs and challenges. Professional development was inconsistent, not helpful and often contradictory. Lots of money wasted and not relevent to site needs or student achievment.

13 Better coordination of dates, times, trainings, funding supports for training, and a better grasp on what a principal's daily responsibilities entail so that when rolling out new initiatives, more realistic goals are set

14 I would like to see Special Education provide more direct support for my school with inclusion. I believe the model of providing an "Inclusion Coach" that moves from site to site is unable to provide the kind of individualized support that is impactful. I would like to see thaise resources directed to the sites so that they can come up with more relevant solutions for their challenges.

15 Leadership seminars and training that is differentiated according to needs of site administrators. Need annual and monthly calendar that is soley about principal meetings and due dates- by segments

16 Staff development a joint decision between central office and sites. Programs not taken from one school and given to another. More central support needed with tecnology plans and implementation. Need support with new technology after starting year is over (SMARTboards) Change the system for Supplemental Education Services. It is not currently valuable to students and too difficult to manage at site with many providers. Spending so much money on "leaders" and consultants that we are teaching with tools that are outdated and falling apart.

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

Respondent #   Response

1 The special education office was always helpful when I had a question.

2 Linked Learning and overall positive demeanor of the staff

3 GATE department provides great service.

4 Library services and multilingual have provided quality services to my students.

5 N/A

6 The ticket system by the ISET is better. Techs were responsive, one in particular.

7 None to note.

8 State and federal programs were helpful in getting tutoring for PI schools in place. The special education department was helpful during IEPs and redesignation of students.

9 The GATE department is very responsive and professional.

10 Speial Education always responsive to our site's needs. Highly supportive. Library/Textbook Services handled site requests quickly and efficiently. Always supportive and effetively answer questions

11 Ms. Jeri Chase was excellent as Program Specialist.

12 PD offerings from academic office Library services were instrumental in re-opening our library

13 Vision pieces and district direction

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

Respondent #   Response

1 The FACE office is the least effective department. It seems that rather than encouraging parents to work as partners with schools, parents are being trained to put schools in a "gotcha" situation. The CQR is not needed - we have SQR. There are a lot of schools doing exceptional work with parent engagement - we should be hearing from the principals rather than being directed on what authentic engagement is from management that have never worked as school administration. It's offensive and frustrating. Additionally, it is absurd that in a district full of families that speak a primary language other than English, that language resources are so limited.

2 We like to give the CELDT to our own kinders.

3 Had a bad experience with the MOC center. Not very friendly or flexible when trying to get translation for a family.

4 I have never interacted with many of these departments.

5 This office provides almost no service to my site. I am not clear on how they are adding value to the district.

6 My school uses few of the services offered by this division.

7 There is a severe lack of leadership and managerial expertise in this office. Routinely, family and community engagement moves in a centralized, reactive way- relying on past practice, past experience, and past initiatives to solve current problems/issues. This regressive thinking will continue to limit the effectiveness of the department. I would like to see a more decentralized, site integrated approach to providing service to students based on need not on "equality" or "this is how we structured things in the past."

8 Again, most elementary schools do not hear about the work of these departments.

9 Leadership at the MOC needs to work on being polite and courteous to customers. FACE leadership lacks administrative experience and know how.

10 Communication is poor. Support for sites could improve tremendously. What are the resources? We wouldn't know from the lack of communication and connection from this department. Additionally, allow sites to give input, especially when the programs directly impact student learning and parent engagement.

11 I would like to see translation support provided to the schools through the MOC especially whenever there is no one on site to provide the translation support. Without translation support, it is difficult to accurately communicate with the parent/guardian.

12 more support for the school sites. What does youth development do? Seems like a lot of money wasted on staff when it could be spent on school needs. The leaders who work at the sites are the people admin go to. Health services need to spend more time at sites, setting up special programs, health fairs, services to families. All departments need to be more present.

13 It's unclear what purpose this entire department provides.

14 We need more "on the spot" access to translators, especially for IEPs.

15 Friendlier responses from MOC when asking for translation help.

16 FACE office needs to reach sites more. Huge disconnect.

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

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

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

Respondent #   Response

1 The Connect Center is the BEST service that the district provides to schools. They fill a huge need and are extremely helpful for kids and families. I really appreciate what they do.

2 Connect Center

3 MOC center is the only responsive area in this department.

4 The COnnect Center has been very responsive.

5 Connect Center helped two of my families Parents as Partners workshops

6 Connect Center is a tremendous support for counseling, family crisis issues, and stduent emotional/social/needs! Nicole and Barbara are fantastic and responsive.

7 I have made use of the Connect Center since I no longer have a Healthy Start or any other resources at my school. I have benefitted from being given an opportunity to be in the Caring Schools Community program. I think those working to improve after-school programs are on the right track.

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

Respondent #   Response

1 Transportation personnel need more training on how to work with students and parents. We are supposed to be an organization about children and it doesn't appear that way when it comes to certain drivers.

2 I know we've had to have cuts but it would be much more efficient if we could have mail delivery at the sites every day...

3 Facilitate the firing of certain nutrition practioners that bring negative attitudes to our school sites. "Cafeteria"

4 Purchasing office - investigate more competitive busnisses. The laptops we purchased were way too expensive and much better prices were available but we were not allowed because those computers "could not be imaged"

5 It takes forever to process payments. We often receive angry phone calls from vendors because invoices have not been paid in a timely manner. This should be improved.

6 My biggest concern was for how the Free and Reduced lunch forms were handled. Our percentage of those qualified dropped significantly because it was not handled at the school site. Many families did not feel comfortable responding.

7 Nutrition services needs to hold their site employees to a higher standard when dealing with customer serivce as they are the first person students see every morning.

8 Distribution services need to resume daily schedule instead of every other day.

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

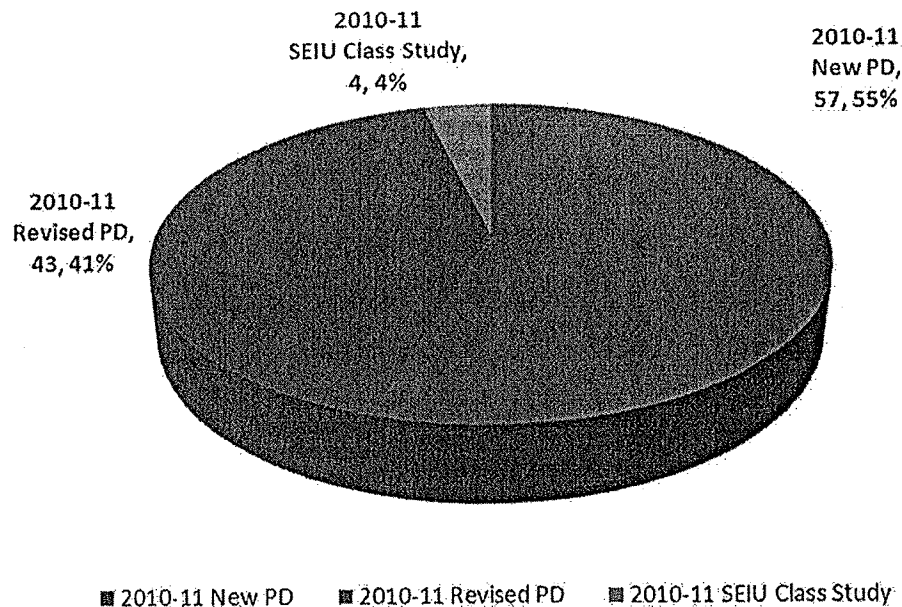**52. What services provided by these departments worked well for your school's needs?**

Respondent #   Response

1 The scholarship department as well as transportation were easy
to get along with and efficient.
2 Outstanding organization within the district. All departments are
highly collaborative with this site and its unique challenges. We
have a great working relationship with transportation - highly
respectful - working together for our students' safety.
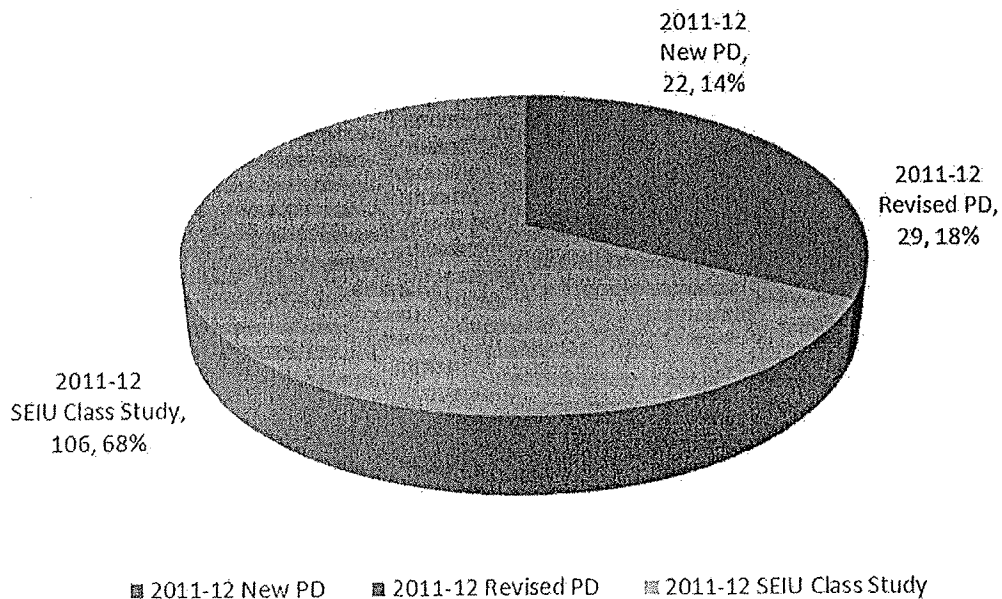
3 Transportation is very responsive

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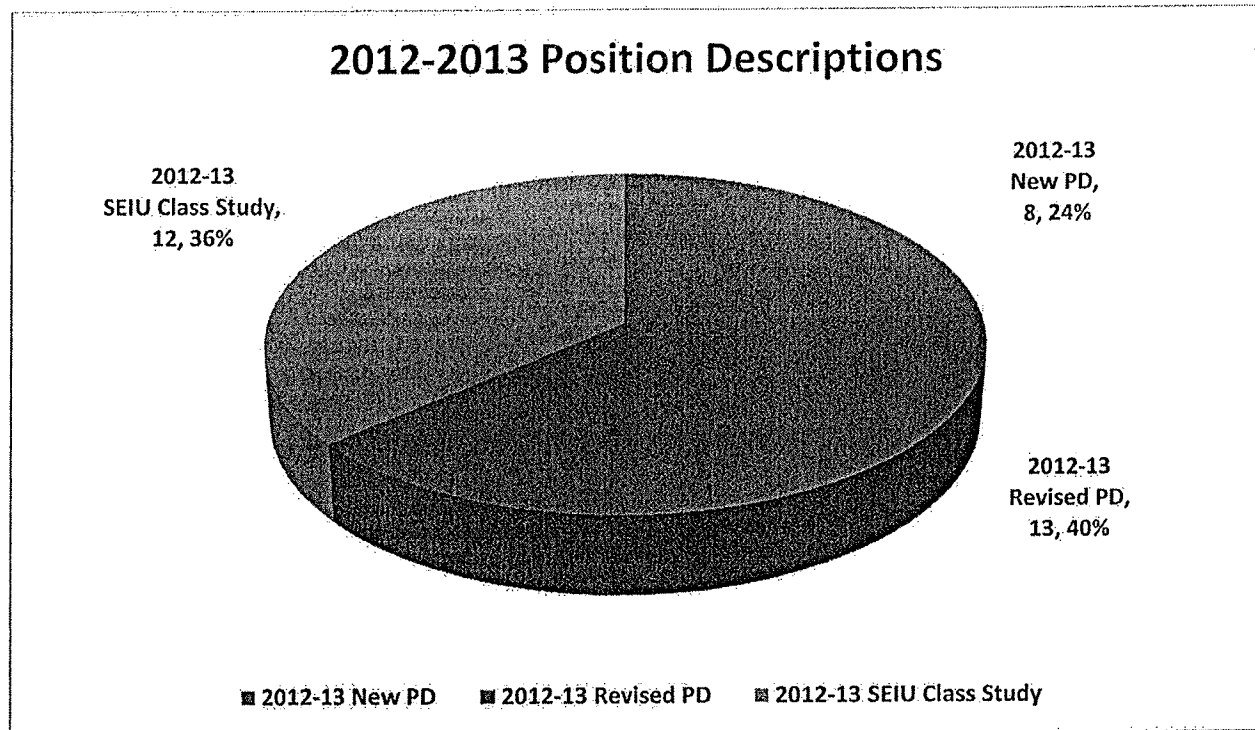
2010-11 Position Descriptions

2010-11 SEIU Class Study, 4, 4%

2010-11 New PD, 57, 55%

2010-11 Revised PD, 43, 41%

■ 2010-11 New PD   ■ 2010-11 Revised PD   ■ 2010-11 SEIU Class Study

Total: 104 Position Descriptions

2011-12 Position Descriptions

2011-12 New PD, 22, 14%

2011-12 Revised PD, 29, 18%

2011-12 SEIU Class Study, 106, 68%

■ 2011-12 New PD   ■ 2011-12 Revised PD   ■ 2011-12 SEIU Class Study

Total: 157 Position Descriptions

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

2012-2013 Position Descriptions

2012-13 SEIU Class Study, 12, 36%

2012-13 New PD, 8, 24%

2012-13 Revised PD, 13, 40%

■ 2012-13 New PD   ■ 2012-13 Revised PD   ■ 2012-13 SEIU Class Study

Total: 33 Position Descriptions (as of 09-18-12)