Organizational Review

Alisal Union School District

Prepared by:
Ann Hern
Dr. Barry R. Groves
Maria Phillips

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Executive Summary

The Alisal Union School District (District) requested that WestEd provide an independent review of how it is organized and operates to support its vision for providing high quality instruction and pupil support. Our goals for such reviews are to assist the District in identifying changes that will improve the effectiveness of organizational practices and, very importantly, to assist the District in determining whether and how to best pursue program-level improvements that build onto recommendations identified in the review.

Following are key findings from this review:

- The District is recovering from a period of uncertainty and changes in governance. The District worked hard to establish effective and supportive relationships between the new board members and District leadership that clearly delineate distinct roles(e.g., school board develops and sets policy and advocates for the district, the Superintendent manages the district, including the hiring and fiscal management) that each team has in creating a culture of trust, mutual accountability, and positivity focusing on improving outcomes for pupils. Staff is supportive and positive regarding the current vision for the District and is hopeful that progress will continue to be made in a positive direction.

- As a result of the blurring of lines between governance and leadership there have been multiple adjustments to the District's organizational structure and distribution of responsibilities in recent years. The frequency of changes has made it challenging for staff throughout the District to become comfortable with roles, workflow, and relationships.

- Communication and training for classified employees and district-level leadership are overarching core functions that need to be strengthened to better position the District to fully support improvement efforts. A review of the job descriptions for district office staff revealed that while the majority of the descriptions contain a reference to communication skills, there are only a few that specifically mention customer service skills.

- The District's instructional materials management system appears to be broken. There are significant gaps in its functionality that include, but are not limited to, the lack of a current districtwide inventory, incorrect orders, misplaced deliveries, classrooms that are still waiting to have materials delivered, and lack of training and appropriate allocation of resources to support this critical need.

- There are cross-cutting core efficiencies between the Business Services Department and the Human Resources Department that need to be strengthened to create a systemic approach to client-centric practices. Areas than can be strengthened include, but are not limited to, establishing monthly opportunities to discuss concerns and deadlines, making a common calendar of milestones and deadlines, and creating training and support opportunities for other departmental staff in the district to strengthen best practices.

The District has much to be proud of with respect to the effectiveness of its operations and support of staff and pupils. Based on the review of the organizational culture, structure, and staffing at the district office, there are a few options to improve culture as well as policies, procedures, and staffing to positively affect the quality of existing supports to the educational program. This report offers several specific recommendations for the District to consider.

Introduction

The leadership of the Alisal Union School District (District) is committed to supporting success for the over 8,750 students that attend one of the District's 12 schools. The District realizes that to achieve ambitious and meaningful goals related to student-level outcomes and success, it must have a clear vision that is evidenced through the organizational culture, organizational structure, and effective work processes. The District asked WestEd to provide an independent and objective organizational review to provide feedback and recommendations that aim to help support the District's vision for providing high quality instruction and pupil support.

The management of human capacity connects each of the major operational areas within the District, as show in Figure 1. As such, WestEd's review focuses on the operational areas of human resources, educational services, and business services. This review includes consideration of the culture, structure, and workflow policies and procedures that should align to support quality instruction and the provision of pupil support.

Figure 1: Relationship between Human Capacity and Organizational Effectiveness
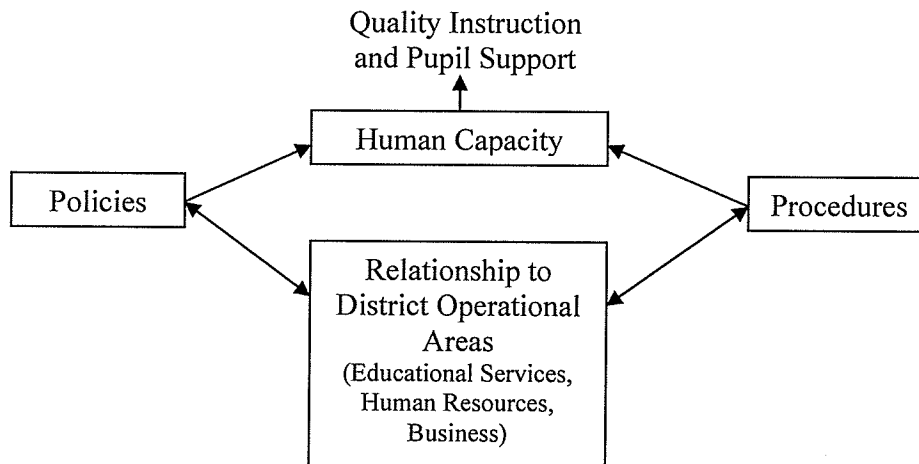
The review does not directly address specific curriculum, instructional methodologies, site leadership, facilities planning and management, teacher quality, an analysis of pupil achievement, an analysis of the Local Control Accountability Plan, migrant and other categorical programs, or special education. However, the findings and recommendations certainly relate to ensuring that the organizational culture, structure, and workflow effectively support teaching and learning.

Approach and Methodology

The review involved gathering information and feedback through interviews with the Superintendent, cabinet members, board members, site leaders, support staff, bargaining unit, and community members. In addition, staffing data, policies, procedures, and fiscal and program data available from the District and the California Department of Education (CDE) were reviewed.

This report also includes references to comparison districts, which were selected based on their similarities in grade levels served, percentage of English learners, and academic performance.[1] Figure 2 provides an overview of the selected comparison districts.

Figure 2: Comparison Districts

District Name	Enrollment	% Free or Reduced Meals	% Minority	% English Learners	Schools Meeting API Growth Targets	% Proficient Language Arts	% Proficient Math
Alisal Union SD	8,756	78.6%	96.2%	73.7%	50.0%	40.9%	59.3%
Chula Vista ESD	29,472	49.7%	87.9%	36.0%	77.8%	67.0%	74.4%
Magnolia ESD	6,418	84.7%	89.6%	54.9%	77.8%	56.0%	67.4%
Mountain View ESD	7,514	95.0%	99.3%	59.0%	0%	45.1%	50.4%
National ESD	5,947	76.2%	97.8%	63.9%	36.4%	50.9%	63.5%
Salinas City ESD	8,912	79.8%	93.1%	53.9%	0%	36.1%	47.1%
San Ysidro ESD	5,103	74.8%	98.0%	65.6%	50.0%	54.0%	61.7%
Santa Maria-Bonita SD	15,544	84.5%	96.4%	65.4%	21.1%	36.0%	50.1%

Note: All data is from EdData. Enrollment and demographic data is from 2013-14, and academic performance data is from 2012-13.[2] Enrollment data from EdData includes charter data.

Findings and Recommendations

The findings and recommendations offered in this report are intended to serve as a resource to the District Superintendent and leadership team as they work to build a district culture focused on student-level outcomes, a structure and staffing that aligns to this vision, and procedures and policies that ensure that work efforts are efficient and effective. Findings and recommendations are organized into three sections: Culture and Leadership, Structure and Staffing, and Effectiveness and Efficiency.

Culture and Leadership

Research by the Mid-Continent Research for Education and Learning demonstrates that district leadership can have a measureable, significant, and positive impact on pupil achievement.[3] High functioning leadership behaviors positively influence what happens in classrooms and pupil achievement. The culture of an organization is significantly influenced by the direction, tone, and temperament of its leadership, but all involved contribute to the organization's overall culture.

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[1] The Chula Vista Elementary School District was included among comparable districts because it has been recognized as an example of a relatively high-achieving district with relatively high percentages of minority and low-income students. Its relatively low percentage of English learners results in part from success transitioning students from being English learners to English proficient.

[2] The most recent year for which complete statewide staffing comparison data are available is 2012-13. While local educational agencies might have made adjustments in staffing based on the implementation of the Local Control Funding Formula, the comparison districts are similar in demographics and thus the comparisons are still useful for the purposes of this report.

[3] Marzano, R., & Waters, T. (2009). District leadership that works: Striking the right balance. Bloomington, IN: Solution Tree.

Among the challenges for the District is establishing a culture that understands, believes, and supports ambitious and meaningful goals for students as it emerges from a period of significant uncertainty and change.

The District has recently emerged from two years (2010-12) with a State Administrator and limited local autonomy. The events and actions that contributed to the appointment of the State Administrator were due to the lines between governance and leadership becoming so blurred that the board had taken over many routine actions and duties of leadership in a manner that placed the District at risk. Since regaining local control, the District has had to work hard to establish effective and supportive relationships between new board members and District leadership that clearly delineate the distinct roles and actions that each group contributes to creating a culture of trust, mutual accountability, and positivity with a focus on improving outcomes for pupils. The transition and related changes are a long and hard process that includes needing to have both the desire and the will to change practices and behaviors that are not aligned to improving outcomes for pupils. The District has regained local autonomy at a time when state policy has changed education funding and planning expectations to include more local control and accountability. With the introduction of the Local Control Funding Formula (LCFF) in 2013, local educational agencies (LEAs) are required to create a Local Control and Accountability Plan (LCAP). Ideally, the LCAP describes linkages between needs, goals, anticipated outcomes, and the use of resources to address statewide expectations related to improving pupil achievement.

In addition to the goals included in the District's LCAP, the Board also approved broad district goals. Both sets of goals are aligned across major focus areas, with the Board goals reflecting an expansive approach in defining overarching goals, while the LCAP goals are more targeted and explicitly support the eight state priorities that are defined in statute. Figure 3 shows how the current Board goals map to the goals in the District's 2014-15 LCAP.

Figure 3: Alisal Union School District Board and LCAP Goals

Student Achievement	
Board Goal	**LCAP Goals**
Each student will be provided with an array of rigorous academic learning experiences, coupled with unique enrichment opportunities.	Each student will develop the necessary mathematical, language, and literacy proficiencies as well as the critical thinking and digital skills that prepare them for college or post-secondary career choices.
	Each student will develop the necessary dialogue and writing skills to present and critique formal arguments related to academic and community based topics.
	Each student will develop goal setting, self-management, and conflict resolution skills in order to achieve their goals and collaborate effectively in the school community.
Parent and Community Involvement	
Board Goal	**LCAP Goals**
The District will cultivate a caring and inclusive relationship with the community, engaging all families as active participants in student learning.	The district will cultivate a caring and inclusive relationship with parents and community, engaging families as active participants in student learning.
	Each parent will participate in building their child's expectations and knowledge of college or career choices and the related preparatory skills.

High Quality Personnel	
Board Goal	**LCAP Goals**
The District will ensure that high quality staff is hired to provide a superior education for all students.	The district will ensure high quality staff is hired and retained to provide a superior education for all students. The district will nurture and support innovation, build leadership capacity within the district, and create a work environment of life-long learning, reflection, and accountability among staff.

Safe Schools	
Board Goal	**LCAP Goal**
Alisal students will be provided with a clean, safe learning environment that nurtures each student's potential to succeed.	The district will provide each student with a clean, safe, engaging learning environment that nurtures each student's potential to succeed.

Budget Solvency	
Board Goal	**LCAP Goal**
The District budget will be maintained in a solvent manner with a stable reserve, and whereby decisions support the best interests and needs of the students.	A goal related to Budget Solvency was not included in the LCAP.

Communication	
Board Goal	**LCAP Goal**
The District will establish transparent and respectful communication with its employees, parents, and community at-large, and ensure that efficient systems and practices operate throughout the District.	A goal related to Communication was not included in the LCAP.

The alignment between the Board and LCAP goals reflects a positive connection between the District's governance team, composed of the Superintendent, responsible for managing the district including hiring and fiscal management, and the Board of Trustees, responsible for developing and setting policy and advocating for the district. The District's current governance team has only been together since September 2014. All Board of Trustees members have enrolled in the California School Board Association's Masters in Governance Program. In addition, the governance team is scheduled for two study sessions with the District's legal counsel to review protocols, roles and responsibilities, and legal processes. This professional development for the team should be an ongoing process to create a professional and successful leadership structure for the District.

The Superintendent and cabinet have the trust of site administrators and staff. Staff know that their focus and interest is on pupil achievement. Site administrators especially appreciate the opportunity to meet directly with the Superintendent and cabinet. District staff seem passionately committed and focused on pupil achievement through continuous improvement efforts, and they feel that the District is heading in the right direction. However, staff also noted that mid-year changes in leadership and interim assignments have affected a sense that directions are clear and the vision will be successfully realized.

District stakeholders shared that they felt the development of the 2014-15 LCAP created the space to further build trusting and collaborative relationships with all stakeholders. The District is encouraged to leverage this opportunity to broaden stakeholder involvement in and understanding of the District's vision and to create a lasting partnership to improve outcomes for pupils. However, there are currently no actions or services in the LCAP that are focused on strengthening communications for internal or external stakeholders. Additionally, while there are actions and services focused on providing professional development for teachers and instructional leaders, there is no professional development specifically noted for classified support staff or central office leadership to deepen their capacity to support the goals of the District.

It is critical to have policies and practices that support a culture of service, responsibility, and accountability in order to achieve the District's vision and goals for pupils. Policies that establish appropriate accountability and responsibilities should be reviewed, updated as necessary, and communicated to the staff members involved. All staff should receive training on standards of behavior and ethics that support the District's organizational culture and vision and then should be held accountable for all areas of their performance. There is evidence that the District is moving forward and focusing on educating pupils. The District is at the early stages of building a culture of trust, mutual accountability, and positivity that is focused on improving outcomes for pupils.

Summary of Findings

- The District is recovering from a period of uncertainty and changes in governance. The District worked hard to establish effective and supportive relationships between the new board members and District leadership that clearly delineate the distinct roles(e.g.,school board develops and sets policy and advocates for the district, the Superintendent manages the district, including hiring and fiscal management) that each team has in creating a culture of trust, mutual accountability, and positivity with a focus on improving outcomes for pupils. Staff is supportive and positive regarding the current vision for the District and is hopeful that progress will continue to be made in a positive direction.

- The Board has adopted six goals that align with the District's 2014-15 LCAP goals. The LCAP development process was viewed by staff as providing an opportunity to develop trust and more effective communication throughout the District.

- Since governance responsibilities were returned to the District, a new Superintendent and cabinet have resulted in a governance team that has only been a group since September 2014. The Board is participating in governance training and the District leadership meets regularly and has a shared vision that is evidenced by the LCAP and Board Goals.

Recommendations and Options to Consider

1. Cultivate a culture of governance and leadership that has shared vision, promotes mutual accountability, and defined autonomy[4] to support outcomes for all pupils. Continue to seek

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[4] Robert J. Marzano and Timothy Waters describe defined autonomy as school district superintendents setting clear, non-negotiable goals for learning and instruction, yet providing school leadership teams with the responsibility and authority for determining how to meet those goals.

professional development for the governance team as well as district leadership to build upon the burgeoning levels of trust that are emerging amongst stakeholders throughout the District.

2. Build on the successes with engagement and involvement in the development of the 2014-15 LCAP by expanding involvement and collaboration for the 2015-16 LCAP. In addition, the District should continue to provide regular updates regarding progress implementing the LCAP as well as early indicators of improvement to help further develop a sense of trust and community.

3. Infuse recognition of the District's vision, mission, and goals into all communications and trainings. District leadership should work with staff to develop specific and personal connection to District goals through identification of specific behaviors, norms, and habits that will be evidenced to support the achievement of goals.

Structure and Staffing

A district's culture and leadership establish vision, expectations for behavior and norms, systems for support and improvement, and a structure for accountability. The structure and level of staffing in an organization are another critical factor when considering how well a district can achieve its goals to support student success. Highly effective and efficient districts demonstrate that they (1) have the right level of support and (2) ensure that staff are tasked with and have the capacity to effectively and efficiently complete the functions/activities that are critical to the success of the district, regardless of the number of staff.

While there are many ways a district can be structured to meet functional needs, the basic functions within a district and the entities that are responsible for each function are demonstrated in Figure 4 below. The district office includes the Superintendent, two Assistant Superintendents (Education Services and Business Services), and two Director II positions in Human Resources, plus various directors, managers, and support staff.

Figure 4: Functions and Responsible Entities

Function	Responsible Entities
Governance and Policy	Board of Trustees
Leadership and Management	Superintendent
Instruction • Curriculum and Instruction • Professional Development • Special Education • Special Projects • Pupil Services • Assessment and Evaluation	Educational Services Principals and Site Administrators Teachers
Business and Operations • Budget and Accounting • Facilities • Purchasing and Warehouse	Chief Business Official

Function	Responsible Entities
Business and Operations, continued • Transportation • Maintenance and Operations • Food Service • Information Technology	Chief Business Official
Human Resources • Staffing Planning and Management	Human Resources

Figure 5: Alisal Union School District Organizational Structure, 2014-15

Alisal Union School District
Organizational Chart 2014-2015
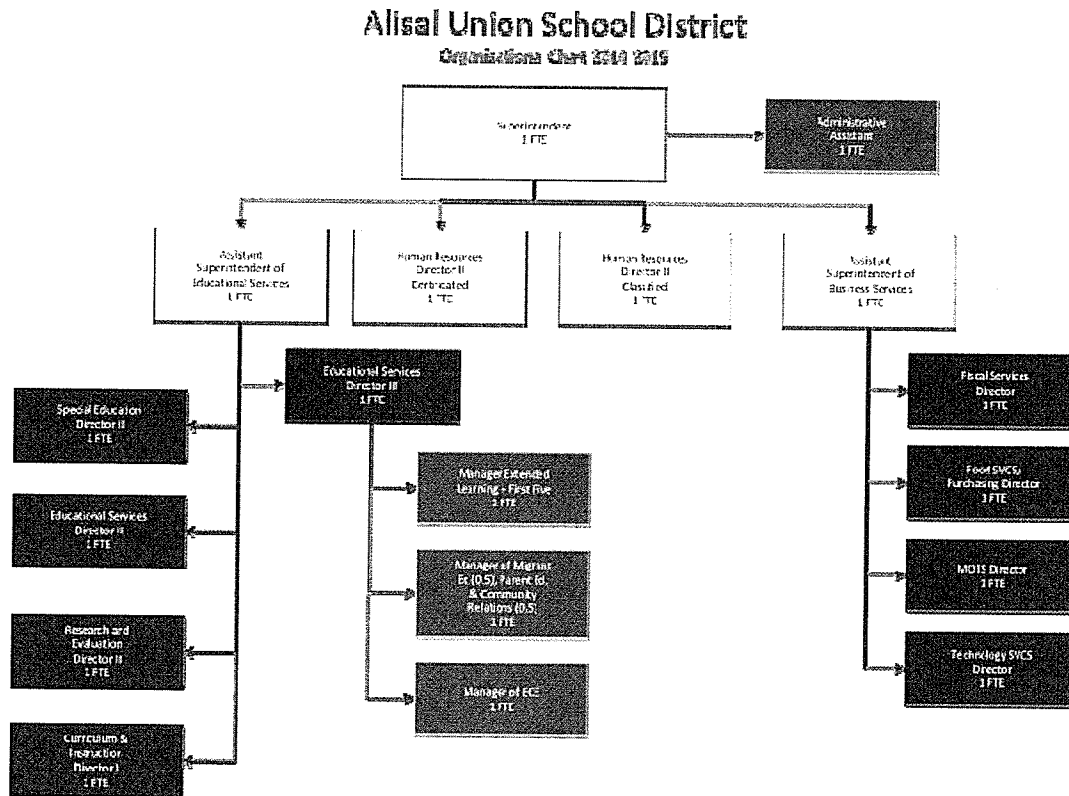
There are a total of 40 staff assigned to the district office. Figure 6 provides a breakdown of the total staff in full-time equivalent units (FTE) within each unit by type of position.

Figure 6: Alisal Union School District Office Staffing Levels (FTE) by Division/Unit

Unit	District Office Staffing – FTE*			
	Managers	Classified Support	Other	Total Staff
Superintendent	1	2		3
Educational Services	9	5	7	21
Human Resources	2	4		6
Business Services[5]	2	8		10
District Office Total	**14**	**19**	**7**	**40**

Data from October 2014

Following are descriptions and comparisons of staffing levels with other districts organized by functional area/department.

Superintendent's Office

The District is led by the Superintendent whose cabinet consists of the Assistant Superintendent of Business, the Assistant Superintendent of Educational Services, and one of the Directors of Human Resources. The Superintendent's Office is supported by two Administrative Assistants III (2 FTE), with one of these positions currently vacant. Site Principals report directly to the Superintendent.

The staffing level for the department appears to be similar to those of the comparison districts.

Educational Services

The Educational Services Department is led by an Assistant Superintendent, which is supported by an Administrative Assistant II as well as five director positions that support functional areas that include educational services, special education, curriculum and instruction, and research and assessment. The reporting lines of authority are as follows (unless noted otherwise, each position listed is 1 FTE):

- Director III, Educational Services
    - Manager of Early Childhood Education
    - Manager of Extended Learning
    - Manager of Migrant Education
    - Secretary II
    - Secretary I
- Director II, Educational Services
    - Secretary II– 0.5 FTE
- Director II, Special Education
    - Program Specialist/Teacher on Special Assignment
    - Occupational Therapist
    - Secretary IV

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[5] Business Services staff included in Figure 5 excludes Food Service staff. Staffing for all positions under the Business Services Division is reflected in the Business Services section of this report.

- Director I, Curriculum and Instruction
  - Instructional Coach
  - Common Core State Standards Math Specialist (vacant)
  - Common Core State Standards English Language Arts Specialist
  - Secretary II – 0.5 FTE
  - Information Specialist – 0.5 FTE
- Director II, Research and Assessment
  - Information Specialist – 0.5 FTE

The District also contracts with EdCaliber to support the implementation of curriculum and to support staff in developing strategies to improve learning outcomes. Staff shared that the services provided by EdCaliber are of high value and have contributed to several of the District's schools exiting program improvement status.

The Educational Services Department has 9.0 FTE of management staff, and this appears to be above the staffing trends observed in most of the other comparison districts. However, given the local needs and goals of the District, it not unexpected that there would be a high level of focus on providing leadership to improve pupil outcomes, followed by the allocation of resources to targeted areas that support pupil and staff improvement, such as curriculum and instruction as well as research and assessment. Chula Vista Elementary School District follows a similar management staffing organizational model in educational services, with an Assistant Superintendent and five directors with specific focus areas. A review of the job descriptions for director and coordinator positions amongst the comparison districts reflects that the essential duties for the division are aligned, but the methodology for the distribution of essential duties and position titles reflects local focus.

The Educational Services Department has 7.0 FTE clerical staff, which is slightly below most of the staffing trends observed in the comparison districts. Furthermore, the District's overall clerical staffing to pupil ratio appears to be higher than its comparison districts (see Figure 10). A review of the job descriptions for the secretary/administrative assistant positions from the District and the comparison districts reflect that the descriptions are not focused or targeted on particular areas, but rather the essential duties reflect generally expected tasks related to administrative support positions. Additionally, it appears that there is alignment in task complexities in the job descriptions as the level of responsibilities increase.

However there are a total of six functional roles that exist for clerical support, which are filled by 4 FTE. The partial positions for clerical support has created fragmentation that presents challenges in managing workloads as each functional area has different workload demands.

Human Resources
The Human Resources Department has two management positions (Directors for Certificated and Classified) with a 1.5 FTE Human Resource Technician reporting to each manager and a Clerk III (receptionist) for the Department.

When comparing the District's management staffing in the Human Resources Department, it was most common to find configurations with either an Assistant Superintendent or executive-level directors. However, the District is unique in that it has two Director II positions in human

resources, one of which is included in the Superintendent's cabinet. A review of the current job description for Director II reflects that the position is designated to report to the Assistant Superintendent of Human Resources, which is a position that the District does not currently have in its organizational chart. The duties included in the job description reflect that at one time there was another level of management in the department. For example, many of the Director II duties are to assist with, prepare, or maintain, instead of develop, manage, and coordinate. Additionally, when comparing essential job functions for similar positions amongst the comparison districts, we noted that the District's job description does not include any duties related to employee evaluation processes, credentialing, or supervising and training staff assigned to the department.

The support staffing for the Department appears to be comparable with the levels noted in the comparison districts, but there are opportunities to strengthen core efficiencies to support improving instruction (see next section, "Organizational Efficiency and Effectiveness," for additional details).

Business Services

The Business Services Division has responsibility for fiscal services, maintenance and operations, transportation, technology, and food services/purchasing/warehouse. The Department has 8.0 FTE of management positions, which is comparable to the level found in similar districts. Because of the significant span of responsibilities for virtually all non-instructional operational areas of the District, the Business Services Division includes a total of 131.2 FTE, as shown in Figure 7 below.

Figure 7: Alisal Union School District Business Services Division Staffing

	# Full-Time Equivalent Positions by Type*			
	Managers	Classified Support	Other	Total Staff
Fiscal Services	2	8	--	10
Maintenance & Operations	2	48	--	50
Transportation	1	19.2	--	20.2
Food Services/Warehouse	2	41	--	43
Technology	1	7	--	8
Total	8	123.2	--	131.2

*Data from October 2014

The Assistant Superintendent of Business and Operations has been serving as the District's chief negotiator, but such duties will be transitioning back to the Human Resources Department. The position of Fiscal Services Director was recently filled, and it is widely felt that the new director is a positive influence in the department as well as the District. Given the structure of the current workflow, the current level of staffing in the District's Business Office appears to meet the operational needs of the District, but there are opportunities to optimize the way in which staff within the division work with other divisions to realize efficiencies that will fully support improvement efforts aimed toward improving instruction (see next section, "Organizational Efficiency and Effectiveness," for additional details). Additionally, as the District develops its approach to implement the requirements of the Affordable Healthcare Act, there might be a need to review the structure of workflow.

Comparison with Similar Districts

The review of staffing information from the comparison group of districts reflects that all the districts were similar in how they approached staffing core management positions. All districts are under the leadership of a Superintendent, supported by at least one executive secretary or administrative assistant position. Each district has core divisions: human resources, business services, and educational services, which are staffed with either Assistant Superintendents or directors.

When considering how the comparison groups approached staffing beyond the core positions, there was some variation between the districts, reflecting unique local goals, initiatives, and economic conditions. Departments within each division (Educational Services, Human Resources, and Business Services) are staffed with either director or supervisory positions; and the amount of support staff to support each department varied somewhat, which can be attributed to the size of the district and division of duties between departments (e.g., position control and benefits management can be a duty of either human resources or business).

There were some notable variations that may provide examples to consider as the District evaluates the effectiveness and efficiency of its current structure. It is important to remember that levels of staffing are related to workflow and process. The difference often between achieving more with less staff or similar results with the same level of staff is how work is organized and structured. Overall, comparisons to others showed that the District tends to have more students per staff person at several position types.

The District has slightly fewer certificated administrators districtwide per pupil than most of the comparison districts. As shown in Figure 8, the District maintains approximately one administrator for every 354 pupils compared to the comparison group average of 336 pupils per administrator.

Figure 8: Pupils per Certificated Administrator, 2012-13

Pupils per Certificated Administrator
2012-13

Source: Data Quest
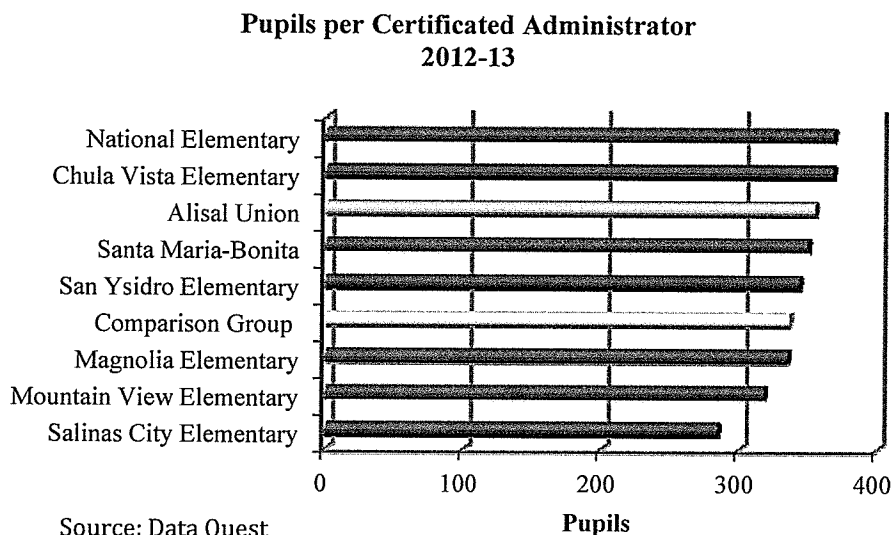
The District also has more pupils per teacher than the comparison group. As shown in Figure 9, the District has an average of 28 pupils per teacher compared to the comparison group average of 24 pupils per teacher.

Figure 9: Pupils per Teacher FTE, 2012-13

**Pupils per Teacher FTE
2012-13**

Source: CDE J-90

Number of Pupils
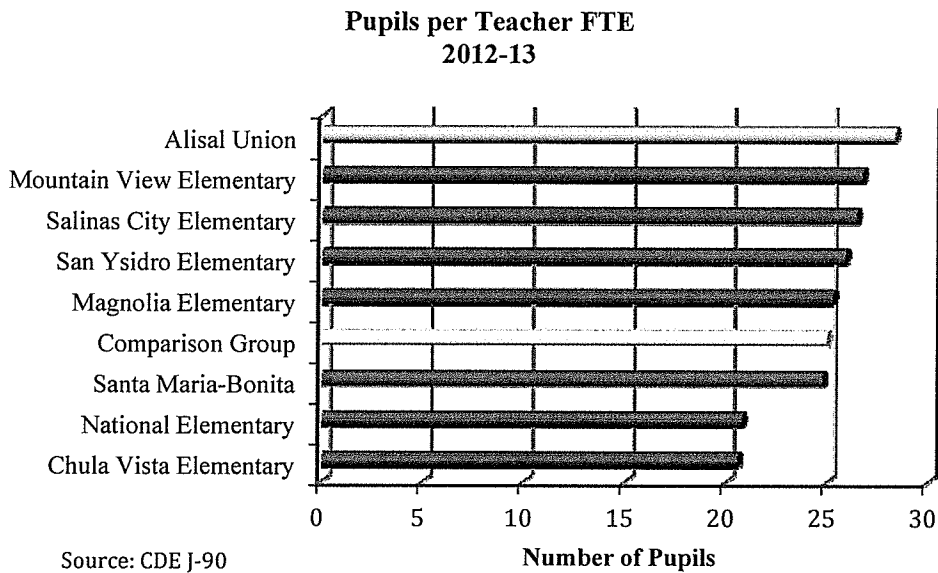
The District's overall staffing of clerical positions, as shown in Figure 10, is below that of the comparison group with approximately 71 pupils per clerical staff compared to an average of 57 pupils per clerical position among the comparison group.

Figure 10: Pupils per Clerical, 2012-13

**Pupils per Number of Clerical
2012-13**

Source: Data Quest

Number of Pupils

14
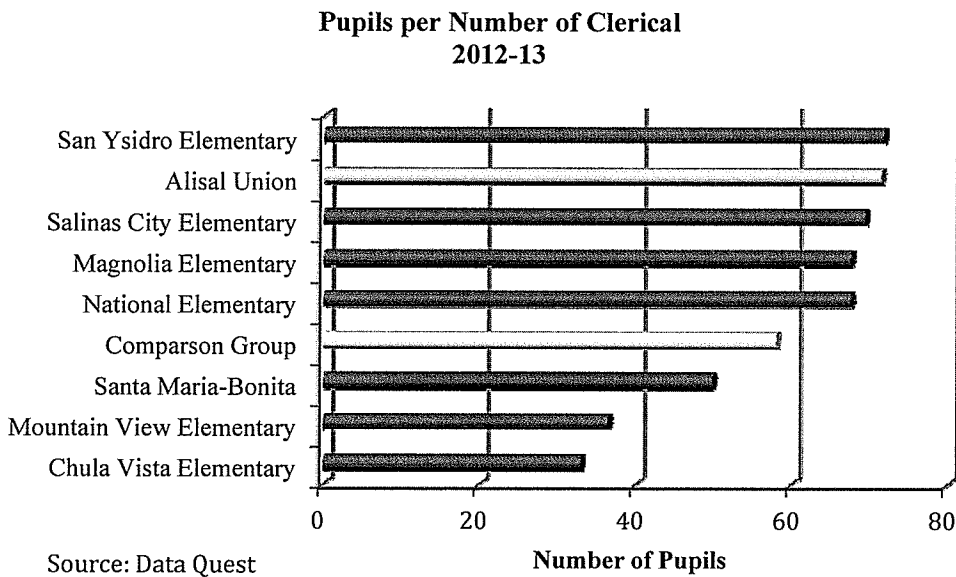
As shown in Figure 11, the District is most comparable to other districts with respect to the staffing level of other classified staff positions (e.g., custodians, bus drivers, and others). The comparison group on average has 29 pupils per other classified staff employee, compared to the District's rate of 27 pupils per other classified staff employee.

Figure 11: Pupils per Other Classified, 2012-13

**Pupils per Number of Other Classified
2012-13**

Source: Data Quest

Number of Pupils
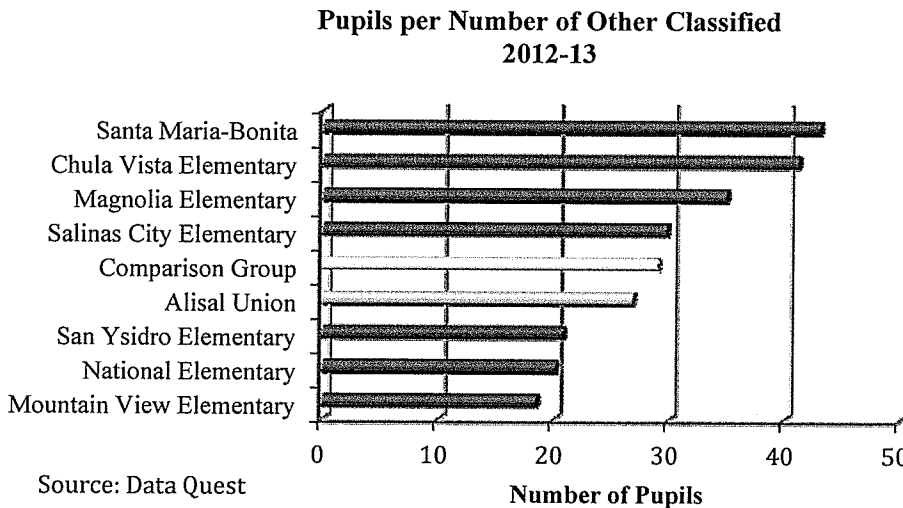
Summary of Findings

- The District organizational structure is comparable to similar districts with executive management positions for each of the following: Educational Services and Business Services. However, the District does not have an Assistant Superintendent or Executive Director position in Human Resources. The current management staffing in Human Resources is two Director II positions, one of which is included in the Superintendent's cabinet.

- As a result of the blurring lines between governance and leadership there have been multiple adjustments to the District's organizational structure and distribution of responsibilities in recent years. The frequency of changes has made it challenging for staff throughout the District to become comfortable with roles, workflow, and relationships.

- Educational Services is staffed higher than management staffing levels observed in other similar districts. However, given the local needs and goals of the District, it not unexpected that there would be a high level of focus on providing leadership to improve pupil outcomes. The staffing for support staff appears fragmented across the focus areas of the department. Additionally, there is a significant lack of control over the ordering and inventory of instructional materials that could be improved through changes in responsibilities and workflow.

- The current level of staffing for support positions within Human Resources and Business Services are adequate given the current workload and workflow approach, but improved effectiveness and efficiency may be possible through strengthening best practices to improve

core district functions. As the District develops its approach to managing the workload for the Affordable Care Act, there might be a need to review the structure of workflow.

Recommendations and Options to Consider

1. Retain the current structure with three management leadership positions on the cabinet—Educational Services, Human Resources, and Business Services—but reclassify the Human Resources Director II-certificated so that the position descriptor reflects the responsibility level that cabinet level leadership entails.

2. Create a culture of governance and leadership that has shared vision, promotes mutual accountability, and defined autonomy[6] to support outcomes for all pupils. Continue to seek professional development for the governance team as well as district leadership to build upon the burgeoning levels of trust that are emerging amongst stakeholders throughout the District.

3. Continue to work with, explore and implement practices of high performing school districts. Additionally, consider creating a local opportunity for the District's governance team to explore and implement effective governance activities.

4. Review the functional responsibilities of support staff in the Educational Services Department to ensure that responsibilities and workflow are distributed in a manner that optimizes the human resources within the department, as well as provide continuity in supervisorial responsibilities for the departmental directors.

5. Consider creating a full-time support staff position to manage the instructional material needs of the district. See recommendation in the "Effectiveness and Efficiency" section of the report for additional details related to this recommendation.

6. Review the requirements associated with the implementation of the Affordable Healthcare Act to determine if there will need to be adjustments made to workflow in Business Services.

Effectiveness and Efficiency

The style and structure used to manage the District has its strengths and weaknesses. Among the strengths has been attention to improving pupil outcomes and rebuilding a system of trust. It should be noted that, while the strengths of the District are considered deserving of commendation, the purpose of this study is to offer recommendations for improvement. Hence, this section of the report places more focus on weaknesses, since they are the basis for improvement. The fact that more words and space are dedicated to ideas for improvement should not be taken as a sign that they overwhelm the strengths.

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[6] Robert J. Marzano and Timothy Waters describe defined autonomy as school district superintendents setting clear, non-negotiable goals for learning and instruction, yet providing school leadership teams with the responsibility and authority for determining how to meet those goals.

Capacity to Support Improvement

Core services are a critical component to the success of all improvement efforts. According to Brett Lane of the Center on Innovation and Improvement, "Districts must be willing to reorganize to fully support improvement efforts aimed toward improving instruction."[7] Lane also found that there are core district functions related to management and operations that are necessary for districts to improve instruction. These functions include:

- Effective and supportive relationships between district leadership, the Superintendent, and the board (e.g. school board develops and sets policy and advocates for the district, Superintendent manages the district, including hiring and fiscal management);

- Ability to develop, align, communicate, and enforce policies focused on district and school improvement;

- Efficient and streamlined processes for district administration and operations, fiscal, and human resources that include explicit connections to instruction;

- Setting expectations for monitoring and supporting improvement efforts; and

- Ability to meet federal and state compliance regulations.

Districts need to ensure that they have sufficient capacity in core district functions to successfully improve pupil outcomes. Compared to other districts, staffing in most units at the District office is similar in terms of numbers of staff. However, there are several areas where capacity can be strengthened to facilitate improved outcomes for students.

Communication emerged as an overarching area that needs improvement. Communication weaknesses were identified for every district delivery system: technology, personnel, maintenance, business services, supervision, and educational services. Although District office staff tries to respond to the sites within 24 hours, this is often times not the case.

Stakeholders identified the District's website as a critical area for communication improvement. The website is not user friendly, nor is information easily accessible. For example, during the writing of this report in November 2014, the home page includes information on parent meetings that occurred in June 2014, and calendar information is limited and requires navigating through the different calendar formats. Also, it appears that only the information on the main page in translated into Spanish. The District's website is an opportunity to share current events and pupil achievements as well as serve as an overall resource to stakeholders. Information including, but not limited to, a message from the Superintendent and board, budget information, data dashboards in formats that are accessible to all stakeholders, and frequently asked questions should be shared on the website.

Governance is an area where the District reflects growth and improvement in its practices. The District has experienced significant changes in the makeup of its governance team in recent months and is working to develop a trusting and cohesive team. Stakeholders shared that they

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[7] Lane, B. (2009). *Exploring the pathway to rapid district improvement.* Lincoln, IL: Academic Development Institute, Center on Innovation and Improvement.

have seen an improvement in functionality at recent board meetings. Stakeholders shared that they appreciate the leadership improvements and that the Board is aware of its role as the policy setting body.

Educational Services

The Assistant Superintendent of the Educational Services Department is viewed as a dedicated, valued, and respected leader. Site administrators would welcome the opportunity to work more directly with the leadership team in Educational Services on developing and implementing districtwide initiatives, such as assessment development, defining the bilingual transition program, and principal evaluation procedure. Additionally, suggestions were made that the format of leadership meetings could be improved to allow for increased levels of input, engagement, and involvement.

Academic Achievement

The District's academic achievement has shown an improvement in recent years. Staff are focused on creating a culture that sets high expectations for both teaching and learning. The District has been in program improvement since 2005, but has improved its Academic Performance Indicator (API) from 653 in 2005 to 757 in 2013, which is an admirable improvement. Furthermore, five schools have exited program improvement in recent years.

The District has used grade-level teams to support professional learning and sharing of best practices among teachers and leaders. It has also provided additional site-level resources in 2014-15, which includes teacher coaches and assistant principals at each site. While the assistant principals are viewed as a welcomed resource, the District needs to both recognize and commit to the investment to develop leadership capacity and instill organizational culture amongst the group.

The District has transitioned to the Scholastic Inventory Assessment system. Staff could benefit from additional support to interpret the results from assessments. The District may also benefit from constructing reports that track and follow outcomes for District students once they transition to high school. Such data was identified by staff as potentially helpful as they continue to identify and address gaps in pupil performance.

Site-level staff shared that additional clarity on the District's curriculum would be helpful. For instance, clarity on what is included in the English Language Development Program curriculum and the Bilingual Transition (BT) Program, and articulated curriculum grade-level writing curriculum would be welcome resources.

Professional Development

The District's renewed commitment to providing professional development for certificated staff is recognized as a positive improvement, but the availability of highly qualified substitute teachers has made it challenging to ensure full participation of staff. Staff noted that the District's daily rate for substitute teachers is below daily rates offered by neighboring districts, which combined with an increased need for full-time teachers, creates a shortage of high quality substitutes to staff professional development release days.

In May 2014, a team comprised of administrators, board members, and teachers visited Chula Vista Elementary School District (CVESD) to observe the organizational culture and practices and learn from their successes. CVESD is recognized as a highly effective district that serves a similar pupil population with consistently positive pupil learning results. As a result of the visit, the District contracted with Dr. John Nelson, Assistant Superintendent of Instructional Services from CVESD, to provide a series of professional development opportunities for district leadership that are focused on culture, accountability for all, and high expectations for teaching and learning as well as consistency in practices, collaboration, professionalism, and professional learning communities.

Instructional Materials Management System

Of significant concern is the District's instructional materials management system, which at best, is minimally effective. Currently, there does not appear to be a functional centralized process for instructional materials management, which adversely affects the annual ordering and distribution process. At the time this report was being prepared, there were still several sites waiting for instructional materials orders. While the District uses the Destiny software system to manage its instructional materials inventory, it appears that the system is not consistently used. As a result there are incorrect counts of instructional materials ordered and deployed. There is not an accurate and current districtwide inventory of instructional materials.

It appears that there is a lack of training provided to new and current employees on how to effectively and efficiently use the Destiny system; and there are numerous local workarounds, such as off-line book inventories and site employees physically transferring instructional materials between sites to cope with the overall inefficiencies of the instructional material management process. Specific challenges include:

- Lack of a central storage facility for instructional materials. Currently, there are four separate locations in which instructional materials are stored. Observational notes indicate that materials are stored in an unorganized fashion (i.e., materials are stacked on tables and floors, instead of on shelves organized by grade level and subject matter).

- Staff does not have the correct tools to do room-by-room inventories. Hand held scanners and mobile devices should be available at each site to facilitate the inventory process.

- Up-to-date training manuals are lacking.

- There is no districtwide policy to standardize practices and procedures.

- Delivery and receiving of instructional materials are problematic. Materials are sometimes delivered during periods when there is not the appropriate staff available to receive them, which results in missing paper work and materials being stored in non-designated areas.

- There is only 0.5 FTE of support staff allocated to instructional materials management for the District. Given the magnitude of the District's issues with over-purchasing, lack of inventory, and delayed ordering/delivery of materials, it would be beneficial to have a position that is solely focused on ensuring that the instructional materials management

system is optimized. A number of the comparison districts have a full-time position allocated to instructional materials management.

The Educational Services Department is moving forward on preliminary steps to improve the instructional materials management system which include organizing the materials stored at the Vasquez Elementary site, consolidating current materials storage areas, and updating the inventory of centrally stored materials. These measures should address some of the above mentioned challenges.

Communication

As noted earlier, timely response to calls and emails is a weakness districtwide. Among the specific examples cited that involve Educational Services is noted frustration with getting timely responses to process timecards following newly introduced procedures related to the new budget system. It was noted that the distance between the Educational Services Department, located at the Vasquez Elementary School, and the District's main office contributes to maintaining regular and timely communication.

Human Resources

The level of staffing in the Human Resources Department is appropriate considering that the Business Services Division takes responsibility for benefit management and position control, and the Educational Services Unit directs and coordinates staff development. As noted earlier, the Human Resources Department staffing levels are reasonable. This past year the District was impacted by a significant increase in the amount of new hires, in part due to the implementation of LCFF, the related staffing increases for grade-span adjustment, and the new assistant principal positions, in addition to the normal attrition rate. The Department performed well in part by following its hiring protocol. There were some reported slowdowns in the time elapsed between posting and hiring positions. Additionally, staff shared that there were some delays communicating within the District regarding position status and processing.

Credentials

The alignment of certificated staff assignments to credentials is a highly detailed and technically oriented discipline that has the potential for compliance issues and costly penalties as a result of any misassignments. The responsibility for this essential duty has been recently transferred to the certificated human resources technician, and there is little to no back-up for this function. The county office of education has been a resource to the District in this area during the fall hiring season, but it would be beneficial to invest in the necessary training and cross-training to ensure that District staff are adequately supported in this critical area.

Evaluations

The District transitioned to a new countywide school business software system, Escape, which has created a few concerns. There are concerns that step and column increments are being kept manually; and the District is currently running a parallel system for its evaluation process, which can contribute to information not being aligned between the District's main data system and the evaluation database. There are also issues with meeting evaluation timelines as well as with the quality of the evaluation instrument for certificated staff. The District is in the process of

developing a new administrator evaluation, which should be grounded in researched-based methods.

Handbooks and Training

Staff shared that there are handbooks for site managers and certificated employees to navigate the District's policies and procedures, but they could both benefit from updating. No handbook exists for classified employees, but the District does have a current handbook and training series for substitute teachers. Additionally, the review noted that there are no desk manuals for the Departmental staff. Having well-documented policies and procedures provides a strong basis for continuity of practice and reinforces the focus on customer service.

Currently, there is not a practice of providing in-depth initial or ongoing training to managers on personnel policies, provisions of the collective bargaining contracts, or evaluations and supervision. The District has reinstated an annual management retreat, and this would be an opportunity to provide annual updates and training. Furthermore, all monthly management meetings can also be a venue to share quick tips, tools, and suggestions on best practices, protocols and policies, and to discuss hot topics.

Communication

Communication issues within the Human Resources Department include slow response time to staff on inquiries for open positions, substitute teacher availability issues, and requests for support on employee evaluation.

Business Services

Business Services is the second largest unit within the District; site-level staff is the largest. Based on interviews, staff feel the Assistant Superintendent for Business Services is responsive to requests from site-level staff and is open to working to solve concerns that are raised. Staff noted feeling that site-level budgets have shown improvement and are up-to-date, and that Business Office staff appear to have increased their level of interdepartmental cross-training. A welcomed new resource to the department is the new Director of Fiscal Service, who brings an understanding of client-centric focus, business practices, and integration of technology to the District.

In addition to overseeing the Business Division, the Assistant Superintendent of Business also oversees the District's facility needs. The District is currently involved in a facilities study to determine the District's current pupil housing needs and to develop a facilities master plan that will identify pupil housing needs based on enrollment growth and aging facilities.

Budgeting

The District uses a budget development calendar to guide its budget development and maintains a budget advisory committee to support the process. LCFF has created a new level of transparency and simplicity in school finance, and it appears the District included the majority of the funds received from LCFF in its 2014-15 LCAP. This contributes to building stakeholder trust through transparent sharing of the District's budgeted resource allocation. The review noted that while basic budget documents are shared on the District's website, summaries of budget information that would be considered accessible to the average stakeholder are lacking.

The District's general fund budget compared to actuals were reviewed for the fiscal years, 2012-13, 2013-14, and the 2014-15 adopted budget. The review found swings between the estimated beginning fund balances at budget adoption in June 2013 and the close of the books in September 2013. To maintain trust and transparency, it is recommended that the District communicate swings of significance to its stakeholders as they are identified.

Position Control System

The position control system is the method the District uses to manage employee salary and benefits information. Because the majority of the District's expenditure budget is comprised of salary costs, accuracy in position control is critical to the budget development process. There have been concerns regarding accuracy of information in the position control system. The Business Office has taken over the responsibility for maintaining the system to improve information accuracy. While this is not an unusual approach, for the system to be successful, teaming between Business and Human Resources is essential.

Timecards and Payroll

As noted previously, the District transitioned to a new business software system in 2013-14, and there have been some challenges encountered since the transition. For instance, the timecard entry system has changed to a more centralized function, and the specifics of the system and required forms are still not well understood by those outside of the Business Office, who are required to input timecard records for staff. This is further complicated by the concern that the Business Office staff are not attentive to providing immediate response to calls and emails.

Additionally, concerns were shared regarding an unusually high amount of revolving checks being issued each payroll cycle. There are many reasons contributing to this high level of check processing from late forms to missing deadlines. Several suggestions are offered in the Recommendations section to support improvements.

Purchasing System

Concerns were shared regarding the timeliness of response and processing within the purchasing system. The District has an electronic-based purchasing system to facilitate management of all purchases by the District, but staff report that there are issues with sites adhering to timelines and following through with proper receiving practice, which creates issues with processing vendor payments. The District also maintains a warehouse, which is primarily focused on food services stock, instructional materials, and capital purchases.

Technology

The District has an updated technology plan that includes detailed goals, implementation, acquisition, assessment and equity plans, and acquisition schedules to address the technology needs related to the Common Core State Standards and the Smarter Balanced Field testing requirements. The technology plan indicated that currently, nearly 48% of pupil computers are more than eight years old. The review noted that there are services, actions, and funding for technology included in the LCAP. Staff are appreciative of the increases in technology resources, and the systems that are currently in place. However, there are concerns that the time lag between requests for services and purchases are too long. Additionally, there is confusion regarding what software items are approved for purchase. The centralization of technology

support has not been a welcomed change. Sites have the perception that this is a loss of resources.

The Maintenance Department has launched the use of a web-based maintenance work order system, School Dude, and while the new system is resulting in being able to better track work orders and an overall improvement in service levels, there still is uncertainty at the sites about when they can expect work orders to be completed.

Summary of Findings

- Communication and training for classified employees and district level leadership are overarching core functions that need to be strengthened to better position the District to fully support improvement efforts. A review of the job descriptions for District Office staff revealed that while the majority of the descriptions contain a reference to communication skills, there are only a few that specifically mention customer service skills.

  o Phone calls are not returned in a timely fashion, emails go unanswered, email boxes and voicemails are full, and not maintaining an up-to-date website are not good examples of accessible and inviting communication.

  o There is a need to invest in capacity building training for both classified and district level leadership to enable them to actively contribute to the District's efforts to build a culture of high expectations for teaching and learning.

- The District's instructional materials management system appears to be broken. There are significant gaps it its functionality, that include but are not limited to the lack of a current districtwide inventory, incorrect orders, misplaced deliveries, classrooms that are still waiting to have materials delivered, and lack of training and appropriate allocation of resources to support this critical need.

- Within the Human Resources Department, there are concerns with timeliness and robustness of the certificated evaluation process as well as with the use of a parallel database to track the evaluation process. Certificated credential alignment to assignment is a critical task, and there does not appear to be an adequate level of training that has been provided to staff that is responsible for the task.

- There are cross-cutting core efficiencies between the Business Services Department and the Human Resources Department that need to be strengthened to create a systemic approach to client-centric practices. Both departments have a significant amount of institutional history, which can be an opportunity for employees to share their knowledge and develop strong cross-training links. However, it also presents a challenge when less optimal methods of approach become ingrained practices. Areas than can be strengthened include, but are not limited to, establishing monthly opportunities to discuss concerns and deadlines, making a common calendar of milestones and deadlines, and creating training and support opportunities for other departmental staff in the district to strengthen best practices.

Recommendations and Options to Consider

1. Support a culture of open communication practices. Research shows that strong organizations are able to communicate openly about all topics, including those that are high stakes (e.g., feedback on performance, introducing new polices without fear of reprisal or consequence).

The District should consider engaging in Crucial Conversation training for its governance team, district leadership, and district office support staff.

2. Update the District's website to provide a one-stop resource for parents, pupils, and staff to gain needed information and resources in an accessible and convenient manner. All information included on the website needs to be translated into Spanish. This task needs to be addressed sooner rather than later, since this task might require using an outside resource, such as a website designer, to redesign the space and to work with the District to develop internal capacity to sustain the site once it is updated.

3. Continue to create leadership development opportunities for district and site administrators. The District has a significant amount of new administrators and needs to invest in developing the capacity of its leaders to have impact on the functions and activities that are critical to the success of the District in an effective and efficient manner. Opportunities are needed to specifically target mid-level district mangers, site leaders, and assistant principals as well as opportunities to improve effectiveness in cross-cutting areas.

4. Introduce new communication and management practices to reduce the volume of revolving checks and related workload. Specific practices that will increase core efficiencies and overall effectiveness and create a systemic approach to client centric focus include:

   o Answering calls, voicemails, and emails on a daily basis. Time should be allocated twice daily, morning and afternoon to answer, or minimally acknowledge, all communication.

   o Create a standing monthly meeting between Payroll and Human Resources to discuss issues, concerns, and timelines.

   o Create shared calendar that includes all Payroll and Human Resource deadlines and milestone events that can used by all staff.

   o Update all handbooks and desk manuals to reflect the most current practices and systems.

   o Create training opportunities for staff that include, but are not limited to, onboarding to District Business Practices, employee refresher training, and issue specific training (e.g., timecard submission or how to fill out and submit cause of absence forms).

5. Create high quality professional development opportunities for classified staff. Currently, there is a focus on providing quality training for certificated staff.. Consider creating trainings for classified staff that are aligned to District goals and needs in order to maximize increase capacity to support improving outcomes for pupils..

6. Continue to foster the practice of allowing site leaders defined autonomy and provide training, feedback, and resources to support this initiative.

7. Immediately focus on repairing the instructional materials management system.

   o Adopt a districtwide instructional material policy, see Appendix D for an example policy.

   o Provide training on the Destiny system to all staff that are involved with instructional materials management.

   o Purchase the necessary equipment so sites can perform room-by-room inventory. It is important to note that the Educational Service Department was planning to purchase equipment for their department at the time this report was being prepared.

o Create a centralized storage space for all instructional materials that are not distributed to sites.

o Consider creating a classified support position solely focused on instructional materials management.

8. Provide necessary and adequate training to support the process of aligning certificated credentials to assignments. There are training opportunities offered at various times throughout the year, and it would be prudent to send the appropriate staff members to the next available training opportunity.

Conclusion

The District has much to be proud of with respect to the effectiveness of its operations and support of staff and pupils. Based on the review of the organizational culture and structure and staffing at the district office, there are a few options to improve culture as well as policies, procedures, and staffing to positively affect the quality of existing supports to the educational program. However, for this to occur, it requires a shift in culture as well as in the approach to the way in which tasks are accomplished. Furthermore, for the District to truly realize the benefits of the recommendations and options in this report, the leadership team must monitor results to ensure follow-through with improvements.

The District should create an action plan to implement key recommendations from this report. After consideration and discussion of the recommendations, the District should develop a priority list with an implementation target date and the identification of the staff responsible for implementation. A reporting system with established dates for providing updates to the Superintendent and cabinet, as well as to the board, should be implemented.

Appendix A – District Organizational Charts

Alisal Union School District

Organizational Chart 2014-2015

Superintendent
1 FTE

Administrative Assistant
1 FTE

Assistant Superintendent of Educational Services
1 FTE

Human Resources Director II Certificated
1 FTE

Human Resources Director II Classified
1 FTE

Assistant Superintendent of Business Services
1 FTE

Reports to Assistant Superintendent of Educational Services:
- **Special Education Director II** 1 FTE
- **Educational Services Director II** 1 FTE
- **Research and Evaluation Director II** 1 FTE
- **Curriculum & Instruction Director I** 1 FTE
- **Educational Services Director III** 1 FTE

Reports to Educational Services Director III:
- **Manager Extended Learning + First Five** 1 FTE
- **Manager of Migrant Ed (0.5), Parent Ed. & Community Relations (0.5)** 1 FTE
- **Manager of ECE** 1 FTE

Reports to Assistant Superintendent of Business Services:
- **Fiscal Services Director** 1 FTE
- **Food SVCS/ Purchasing Director** 1 FTE
- **MOTS Director** 1 FTE
- **Technology SVCS Director** 1 FTE

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Alisal Union School District

Educational Services Organizational Chart 2014-2015

Assistant Superintendent of Educational Services
Jeanne Herrick
1 FTE

Admin Assistant II
Maria Barajas
1 FTE

Research and Evaluation
Director II
Dr. Esteban F. Hernandez
1 FTE

Curriculum & Instruction
Director I
Beatrice Rosati
1 FTE

Educational Services
Director II
Dr. Delia S. Gomez
1 FTE

Educational Services
Director III
Dr. Lorie Chamberland
1 FTE

Special Education
Director II
Gary Johnson
1 FTE

Informational Specialist I
Angie Gonzales
1 FTE

Secretary II
April Abularida
1 FTE

Instructional Coach
Ulla Valladares
1 FTE

Math Common Core Spec.
Vacant
1 FTE

ELA Common Core Spec.
Ed Porter
1 FTE

Secretary II
Martha Rodriguez
1 FTE

Manager/Extended Learning + First Five
Alicia Fletcher
1 FTE

Manager of Migrant Ed (0.5), Parent Ed & Community Relations (0.5)
Dr. Juan Mendoza
1 FTE

Manager of ECE
Monica Cano
1 FTE

Secretary I
Maribel Caldera
1 FTE

Secretary II
Alicia Clemente
1 FTE

Secretary IV
Elvia Segura
1 FTE

Teacher on Special Assignment
Dorianne Owens-Ramirez
1 FTE

Occupational Therapist
Lisa Lewis
1 FTE

Contracted Nurse
Kelley Dirks
8am-4pm contracted service

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Alisal Union School District

Human Resources Organizational Chart 2014-2015

Superintendent
1 FTE

Director II Certificated
1 FTE

Human Resources
Technician
1 FTE

Human Resources
Technician
1 FTE

Clerk III
1 FTE

Director II Classified
1 FTE

Human Resources
Technician
1 FTE

Alisal Union School District

Business Services Organizational Chart 2014-2015

Assistant Superintendent
James R. Koenig
1 FTE

Administrative Assistant
1 FTE

Fiscal Services Director — Josh Quitoriano — 1 FTE

- Budget Analyst — 1 FTE
- Payroll Tech — 2 FTE
- Account Tech — 3 FTE
- Information Specialist — 1 FTE

Food SVCS/Purchasing Director — Irene Vargas — 1 FTE

- Supervisor II — 1 FTE
  - Food Svc IV — 1 FTE
    - Food Svc II — 12 FTE
    - Food Svc IB — 12 FTE
  - Whse/Delivery Truck Driver — 1 FTE
  - Account Tech — 0.5 FTE
- Information Specialist — 1 FTE
  - Food Svc III — 2 FTE
    - Food Svc IA — 2 FTE
    - Food Svc IC — 5 FTE
  - Delivery Truck Driver — 4 FTE
  - Computer Tech II — 0.5 FTE

MOTS Director — George Anzo — 1 FTE

- Supervisor Ops — 1 FTE
  - Secretary II — 1 FTE
    - Mechanic/Bus Driver — 1 FTE
    - Custodian Maintenance — 12 FTE
  - Bus Driver I — 6 FTE
  - Van Driver — 1.7 FTE
- Supervisor Trans — 1 FTE
  - Dispatcher II — 1 FTE
    - Maintenance — 10 FTE
    - Custodian — 25 FTE
  - Bus Driver II — 6 FTE
  - Bus Attendants — 3.5 FTE

Technology SVCS Director — Clemente Villarreal — 1 FTE

- Computer Tech IV — 1 FTE
- Computer Tech III — 5 FTE
- Information Technician — 1 FTE

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Appendix B – Comparison District Organizational Charts

Chula Vista Elementary School District

HUMAN RESOURCES SERVICES AND SUPPORT DIVISION – 2012-13

STUDENTS

SCHOOLS (44)

DIRECTOR OF HUMAN RESOURCES

Assist all Principals, Managers, and Supervisors
Assist in Employee Counseling
Assist in Employee Discipline and Evaluation
CTC (paraprofessionals)
Contract Management for Employees
Coordinate Reallocation
Credentials
CVCEO Negotiations
Edjoin
Health Services Council
Investigations
Management Trainings – Sexual Harassment, FRISK
Orientations—Subs (classified and certificated), new teachers
Oversee SubDesk
Oversee testing for classified
Personnel Action Forms
Recruitment, Induction, Training and Retention of
  classified and certificated employees
Retirements, Resignations, and Leaves of Absences
Student Placement
Student Teachers, Pre-Service Teachers, and University
  partnership
Short term at will and Independent Contracts
Sick List
Unemployment Hearings

DIRECTOR OF HUMAN RESOURCES

Assist all Principals, Managers, and Supervisors
Assist in Employee Counseling
Assist in Employee Discipline and Evaluatio1
Benefits Program Review
BTSA
Contract Management for Employees
Coordinate Reclassification
Credentials
CVE Negotiations
Homebound Instructors
Investigations
Management Trainings – Sexual Harassment, FRISK
Orientations – Subs (classified and certificated), new
  Teachers
Oversee Switchboard
PAR
Personnel Action Forms
Recruitment, Induction, Training and Retention of
  classified and certificated employees
Retirements, Resignations and Leaves of Absence
Short-Term-At-Will contracts and Independent Contracts
Technology Liaison

BENEFITS/RISK MANAGER

Assist all principals and supervisors
Assists Health Benefits Committee
Catastrophic Leave Bank
Employee Benefits Programs
Health Benefits Broker Liaison
Property & Liability Coverage
Random Drug/Alcohol Testing Program
Workers' Compensation
Student Accidents and Investigations
JPA Liaison

ASSISTANT SUPERINTENDENT FOR HUMAN RESOURCES SERVICES AND SUPPORT

SUPERINTENDENT

BOARD OF EDUCATION

Instructional Services and Support

STUDENTS

SCHOOLS

Executive Directors Providing Services and Support				
Instruction and Assessment	Language Acquisition and Development	Operations and Instruction	Student, Family, and Community	Technology and Instruction
➢ 504 Medical ➢ 75% Gainer Teachers ➢ Board Reports ➢ ELA and Math Academies ➢ Communications/ Translations ➢ CVE Consultation ➢ DAC ➢ Grants ➢ LEAP ➢ Local Assessment Data ➢ Press & Media Releases ➢ Principals' Professional Development ➢ SES Coordination ➢ Special Education Parent Advisory Committee ➢ Special Education Quality Assurance ➢ SPSA ➢ Testing and Assessment ➢ Title I & II	➢ Biliteracy Programs ➢ Consolidated Application ➢ DELAC ➢ Dual Immersion (DI) Programs ➢ EL Instructional Assistants ➢ EL Master Plan ➢ EL Special Education ➢ ELAC Support ➢ Guided Language Acquisition ➢ Imagine Learning English ➢ Immigrant Support ➢ Language Proficiency Assessment – CELDT ➢ LAS Benchmarks ➢ Private Schools ➢ QEIA ➢ Student National Origin Report ➢ Title I ➢ Title III	➢ Child Custody Issues ➢ Customer Satisfaction Survey ➢ Exercise the Dream ➢ Foster Advocate ➢ GATE ➢ Homeless ➢ Juvenile Liaison ➢ Mass Distribution of Materials ➢ Math Training ➢ Nature Center ➢ Neglected and Delinquent Youth ➢ Office for Civil Rights ➢ PAR Board ➢ Physical Education ➢ PTA Council ➢ Public Records Requests ➢ Restraining Orders ➢ SSC ➢ Suspensions and Expulsions ➢ Uniform Complaints ➢ Wellness Committee ➢ *Williams* Settlement	➢ Adolescent Growth Education ➢ Before-and After-School Programs, DASH & STRETCH ➢ Childcare ➢ Chula Vista Collaborative/ Family Resource Centers ➢ CSEFEL National Mentor Site ➢ Family Literacy ➢ Health Services Council/Nurses ➢ Home & School Partnerships ➢ Intergenerational Programs/OASIS ➢ Military Students ➢ No Place for Hate ➢ Preschool Advisory Committee ➢ Safe Routes to School ➢ Safe Schools ➢ School Resource Officers ➢ State Preschools/PFA ➢ Transitional Kindergarten	➢ Charters ➢ District Web Page ➢ Imagine Learning English ➢ IT & MS ➢ Medi-Cal Administrative Activities ➢ Speech Contest ➢ Textbook Inventory

Superintendent

Board of Education

Approved by Cabinet: July 2014

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Chula Vista Elementary School District
Organization Chart for 2014-15

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                    ┌─────────────────────────────────┐
                    │            Students             │
                    │           (29,300)              │
                    └─────────────────────────────────┘
                                   ↕
                    ┌─────────────────────────────────┐
                    │             Schools             │
                    │              (45)               │
                    └─────────────────────────────────┘
                                   ↕
```

Student Placement Manager	Pupil Services and Instruction Executive Director
Purchasing, Publications, and Warehouse Manager	Technology and Instruction Executive Director
Transportation Director	Communications and Community Development Director
Maintenance and Operations Director	Student, Family, and Community Executive Director
Information and Technology Director	Operations and Instruction Executive Director

Benefits Risk Manager	Child Nutrition Services Director	Language Acquisition and Development Executive Director
Human Resources Directors	Finance Director	Instruction and Assessment
Human Resources Services and Support Assistant Superintendent	Business Services and Support Assistant Superintendent	Instructional Services and Support Assistant Superintendent

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                    ┌─────────────────────────────────┐
                    │          Superintendent         │
                    └─────────────────────────────────┘
                                   ↕
                    ┌─────────────────────────────────┐
                    │       Board of Education        │
                    │              (5)                │
                    └─────────────────────────────────┘
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As of September 10, 2014

Chula Vista Elementary School District

BUSINESS SERVICES AND SUPPORT DIVISION – 2014-15

STUDENTS

SCHOOLS (45)

BOARD OF EDUCATION

SUPERINTENDENT

ASSISTANT SUPERINTENDENT FOR BUSINESS SERVICES AND SUPPORT

DIRECTOR OF FISCAL SERVICES
- District Payroll
- Accounts Receivable/Payable
- Student Attendance and Accounting
- Budget Development
- Expenditure Transfers
- Lottery Expenditures and Balances
- Principal Control Budget Balances
- Child Development Budgeting/Monitoring
- Child Nutrition Services Budgeting
- Community Facilities District Accounting
- Mandated Cost Claims
- School Construction Funding/Accounting
- State Budget and Interim Reports
- Special Education Financial Reports
- Workers' Compensation Accounting
- Charter Schools Support
- Categorical Projects Budgeting/Monitoring

PURCHASING, PUBLICATIONS, AND WAREHOUSE MANAGER
- Purchasing and Contracting
- Warehouse Stock
- UPS Receipts
- Inventory Control
- Modernization, Relocatable Buildings, and New School Projects
- Interview Vendors/Product Evaluation
- Maintain Records Storage
- Maintain Warehouse
- Purchasing and Warehousing Requisitions
- Food and Supplies Delivery
- Publications/Printing/Graphic Design
- U.S. Mail Delivery
- E-Rate Application and Funding

EXECUTIVE DIRECTOR OF TECHNOLOGY AND INSTRUCTION SERVICES AND SUPPORT
- BusinessPLUS
- TransFinder
- LAN/WAN Administration/Setup/Repair
- Software/Hardware Products Selection, Implementation, and Support
- System Performance Optimization
- Computer Installation/Repair/Maintenance/Support
- Server Configuration/Management
- Help Desk – Customer Support
- Audiovisual/Intercom Support/Repair
- Computer Security Administration
- Data Analysis and Reporting
- Online State Reporting and Compliance
- District Web Portal and Internet Services

STUDENT PLACEMENT MANAGER
- School Boundaries
- California Basic Educational Data System (CBEDS)
- Residency Verifications
- Street Directory
- Interdistrict Transfers/Overflow Placement
- Student Enrollment Information
- Home Visits
- Juvenile Court Referral
- Student Attendance Review Board
- Magnet School Placement

DIRECTOR OF TRANSPORTATION
- Student Transportation/Route Scheduling
- TransFinder
- Maintenance of District Vehicles
- Driver Assignments
- Bid Specifications
- Fuel Reports/Mileage Reports
- Dispatching
- Driver Applicant Screening/Proficiency Evaluations
- Liaison with California Department of Education
- Transportation Unit and CHP
- Field Trip Scheduling
- Bus Evacuation Training
- Vehicle Inspections and Procedures
- Safety Training and Evaluations
- Transportation Employee Management
- Committee
- Emergency Preparedness Contact/Response

DIRECTOR OF MAINTENANCE AND OPERATIONS
- New School Construction
- School Modernization
- District Deferred Maintenance Program
- Inspector for Construction Projects
- Construction Projects Liaison/Management
- Americans with Disabilities Compliance
- Asbestos Abatement Program
- School Safety Inspections
- Grounds and Facilities Management
- Carpentry/Plumbing/HVAC/Painting/Electrical/Locksmith/General Maintenance
- District Facilities Chemical Training
- Construction Bids
- Emergency Facilities Contact/Response

FACILITIES PLANNING MANAGER
- New School Construction
- School Modernization
- Community Facilities Districts
- Collection of Construction Mitigation Fees
- State School Funding

CHILD NUTRITION SERVICES DIRECTOR
- School Breakfast and Lunch Programs
- Free/Reduced Price Meals
- Parent Pay Online and Cybersoft Primero
- Food Handling Safety Practices

MOUNTAIN VIEW SCHOOL DISTRICT 2014/2015
ORGANIZATIONAL FLOW CHART

Board of Trustees

Superintendent

- Secretary to Superintendent

Assistant Superintendent Educ. Services
- Technology Coordinator
- Administrative Secretary

Assistant Superintendent Admin. Services
- Food Service Manager
- Administrative Secretary

Chief Business Official
- Accounts Payable Clerk

Director of Student Services
- Secretary I
- Psychologists
- SLPs
- Nurse

Principals

Salinas City Elementary School District ~ Salinas, CA 93901
Organizational Chart 2014-2015

Board of Trustees - 5

Superintendent

Assistant Superintendent Business Services

- **Controller**
  - **Assistant Controller**
    - **Financial Analyst**
- **Director Technology**
- **Director Facilities Operations Safety/Security (FOTS&S)**
  - **Supervisor Maintenance**
  - **Supervisor Transportation**
  - **Supervisor Food Service**

Principals
- 13 school sites
- **Vice-Principals** 10

Director Personnel Services

Assistant Superintendent Educational Services

- **Director Curriculum & Prof Dev**
  - **Coordinator Curriculum & PI Programs**
    - **Program Manager, CalMSP** (Grant)
    - **Program Manager, Supplemental & Enrichment Student Serv**
  - **Coordinator Testing/ Student Info Services**
- **Director Pupil Personnel/Sp Education**
  - **Program Manager, School Climate & Culture**
- **Director Bilingual/ Migrant & Early Childhood Education**
  - **Program Manager, Preschool**

Appendix C – Comparison District Staffing

Santa Maria-Bonita

Deparment Employee Flow Charts:				
HUMAN RESOURCES				
Assistant Superintendent of Human Resources				
Coordinator of Human Resources				
Employee Benefits Clerk				
Personnel Clerk II - Certificated Payroll				
Personnel Clerk II - Certificated Recruitment/Credentialing				
Personnel Clerk II - Classified Payroll				
Personnel Clerk II - Classified Recruitment				
Personnel Clerk I - Substitute Teacher Service				
Personnel Clerk I - Supplemental Programs/Volunteers				
BUSINESS				
Assistant Superintendent of Business Services				
Coordinator for Budget & Finance				
Accounting Supervisor				
Purchasing Supervisor				
Student Housing Technician				
Secretary				
Student Information Data and Reporting Specialist				
Account Clerk III - Certificated Payroll				
Account Clerk III - Classified Payroll				
Account Clerk III - Accounts Payable				
Account Clerk III - Accounts Payable				
Purchasing Clerk				
INFORMATION SYSTEMS				
Information Technology Coordinator				
Network Administrator				
Clerk Typist II				
Microcomputer Network Support Technician (5 positions)				
Office Automation Specialist				
FOOD SERVICE				
Coordinator of Food Services and Warehouse				
Food Service Supervisor				
Account Clerk II				
Clerk Typist II				
Account Clerk I				
Warehouse Worker II Lead				
Warehouse Worker II				
Warehouse Worker II				
Warehouse Worker I (7 positions)				
SPECIAL EDUCATION				
Director of Special Education				

Coordinator of Special Education			
TOSA Special Education			
Secretary I			
Clerk III (2 positions)			
CONSOLIDATED PROJECTS			
Director of Consolidated Projects			
Coordinator of After School Projects			
Secretary II (2 positions)			
Account Clerks (4 positions)			
MIGRANT SERVICES			
Assistant Administrator of Migrant Services			
Secretary II			
Migrant TOSA (Teacher on Special Assignment) 3 positions			
Recruiters (3 positions)			
Account Clerk III (3 positions)			
CURRICULUM AND INSTRUCTION			
Director of Curriculum and Instruction			
Coordinator of Curriculum and Instruction			
Director of Pupil Personnel			
TOSA (Teacher on Special Assignments) 8 positions			
Secretary II (2 positions)			
Library Media Clerks (6 positions)			
IMC Info Clerk			
Student Information Systems			
Testing Clerk			
Preschool Teacher on Special Assignment)			
Preschool Clerk			
Clerk Typist IV Pupil Personnel			
District Translators (2 positions)			
SUPERINTENDENTS OFFICE			
Superintendent			
Executive Secretary			
Public Information Officer			

	Alisal	Chula Vista	Magnolia	Mt. View	National	Salinas City	San Ysidro	Santa Maria-Bonita
District	Alisal	Chula Vista	Magnolia	Mt. View	National	Salinas City	San Ysidro	Santa Maria-Bonita
Grade Level	K-6	K-8	K-6	K-8	K-6	K-6	K-8	K-8
Enrollment 2013-14	8,756	29,472	6,418	7,514	5,947	8,912	5,103	15,544
Number of Sites 2014-15	12	47	9	12	11	13	7	19
Staffing Comparison								
Superintendent	1.0 Superintendent 2.0 Admin. Asst. III (1FTE is vacant)	1.0 Superintendent 2.0 Admin Asst	1.0 Superintendent	1.0 Superintendent 1.0 Admin. Asst. 1.0 Secretary 1.0 Public Information Officer	1.0 Superintendent 1.0 Executive Asst. 1.0 Admin Secretary	1.0 Superintendent 1.0 Secretary	1.0 Superintendent 1.0 Executive Secretary	1.0 Superintendent 1.0 Executive Secretary 1.0 Public Information Officer
Human Resources	1.0 Asst Supt Hr Svc 3.0 Director H/R classified 1.0 Benefits/Risk Manager 3.0 H/R Technician 1.0 Clerk III	1.0 Executive Director 3.0 Director H/R (Risk Mgt) 4.0 Tech III 4.0 Tech IV 1.0 Tech V (Risk Mgt) 1.0 Tech I/Switchboard Operator 1.0 Admin Asst 1.0 Clerk I 1.0 Credentials Officer	1.0 Executive Director 1.0 H/R Specialist-certificate 1.0 H/r Specialist-classified 1.0 H/R Specialist-Receptionist	1.0 Executive Asst. 1.0 Credential Analyst 1.0 Personnel Tech-classified 1.0 Receptionist-Substitute Tech	1.0 H/R Admin Asst/Office Mgr 1.0 H/R Specialist-confidential/credentialing 2.0 Office Tech-all other	1.0 Director, Personnel Services 1.0 Classified Personnel Technician 1.0 Certificated Personnel Technician 2.0 Technical Services Clerk	1.0 HR Admin Asst. 2.0 Personnel Clerk II-Classified 2.0 Personnel Clerk I	1.0 Director, Human Resources 1.0 Employee Benefits Clerk 2.0 Personnel Clerk II-Certificated 2.0 Personnel Clerk I
Educational Services	1.0 Director II-certificated 1.0 Director II-classified 1.0 Asst Supt 1.0 Director I-Curriculum & Instruction 1.0 Director II-Research and Evaluation 1.0 Director II-Educational Services 1.0 Director II-Special Education 1.0 Director III-Student, Family, & Education	1.0 Asst Supt Instructional Services & Support 1.0 Director 1-Curriculum & Instruction 1.0 Director II-Pupil Services 1.0 Coordinator ll-Program Assessments 1.0 Executive Director 1.0 Comm. & Community Development Director 1.0 MIS Supervisor 1.0 Program Coordinator 1.0 Coordinator-Preschool	1.0 Asst. Supt. 1.0 Director Ed Services-Categorical Programs 1.0 Director Curriculum and Instruction 1.0 Director Support Services and Special Education 1.0 Director English Learner and Programs 1.0 Director-Preschool	1.0 Director II Educational Services 1.0 Director of Ed. Services 1.0 Director of Curriculum and Instruction 1.0 Director of Support Services 1.0 Director of Student Support Services 1.0 Coordinator of SpEd 1.0 Director of Early Childhood Education 1.0 Program	1.0 Director II Educational Services 1.0 Director of Curriculum and Instruction 1.0 Director of Support Services 1.0 Coordinator of Student Support Services 1.0 Director-SpEd 1.0 Coordinator of Curriculum and Instruction 1.0 Director-Child Families Project 1.0 Coordinator-Early Childhood Education 1.0 Program	1.0 Asst. Supt. 1.0 Director-Curriculum & Prof Dev 1.0 Director-Pupil Personnel/SpEd 1.0 Coordinator-Child Families Project .84 Project Facilitator-Bilingual/Migrant & Family and Community 1.0 Coordinator-Community Early Childhood Education 1.0 Coordinator-Preschool	1.0 Asst. Supt. 1.0 Coordinator of Curriculum and Instruction 1.0 Coordinator of Instruction 1.0 Coordinator-SpEd 1.0 Coordinator-Migrant & Family and Community 1.0 Director of Early Childhood Education 1.0 Coordinator-Preschool	1.0 Asst. Supt. 1.0 Director of Curriculum and Instruction 1.0 Director of Instruction 1.0 Director of Pupil Personnel 1.0 Director of Community 1.0 Director of Preschool

District	Alisal	Chula Vista	Magnolia	Mt. View	National	Salinas City	San Ysidro	Santa Maria-Bonita
	Educational Services	Community Executive Director	Preschool Director-	Parent Programs	1.0 Preschool Coordinator	Manager, CaMSP	1.0 TOSA	SpEd
	1.0 Manager-Extended Learning	1.0 Operations & Special Ed Director	1.0 Director Headstart/ Children's Center	1.0 Director	1.0 Coordinator-Curriculum & PI Programs	1.0 Nurse	1.0 Coordinator of SpEd
	1.0 Manager ECE	1.0 Executive Director Instruction	1.0 Parent Involvement Coordinator	1.0 Psychologist	1.0 Coordinator-resource	1.0 OT	1.0 Director of Consolidated Projects
	1.0 Manager-Migrant Education & Community Relations	1.0 Language Acquisition & Development Executive Director	4.0 TOSA	1.0 Preschool resource Specialist	11.31 Permit Teachers-preschool	1.0 Psychologist	1.0 Coordinator of After School Projects
				18.0 Preschool teachers	12.0 Sp. Ed Teachers		
		1.0 Instructional Coach	1.0 Senior Admin Asst.	1.0 Program Manager, Supplemental & Enrichment	1.0 Executive Secretary	9.0 TOSA	
		1.0 Math CCSS Specialist-vacant	1.0 Information and Assessment System Specialist	.63 Welfare and Attendance	2.8 Admin Clerk II	1.0 Preschool TOSA	
		1.0 ELA CCSS Specialist	3.0 Coordinators	1.0 Database Analyst	1.4 Assessment Center Asst	1.0 TOSA SpEd	
		1.0 TOSA Sp. Ed Specialist	2.0 Manager-Student Family Community System	1.0 Instructional Materials Tech	1.0 Program Manager, School Climate and Culture	2.0 Migrant TOSA	
		1.0 Occupational Therapist	1.0 Director EDE	1.0 Offset Press Operator	1.0 Program Manager, Preschool	6.0 Psychologist	
			1.0 Secretary	1.0 Admin Assist-Office Mgr	1.44 Healthcare Asst.	1.0 Psychologist Intern	
		1.0 Admin Asst II	1.0 Data Analyst	1.0 Admin.	10.12		
		1.0 Information Specialist I	1.0 EL Support Tech	1.0 Staff Secretary	2.0 Secretary II		
		1.0 Secretary IV	1.0 Office Mgr-Preschool	1.0 Secretary-Dept/Program	6.0 Library Media Clerks		
		2.0 Secretary II	2.0 IA (ELL)	1.5 Instructional	2.0 Admin. Asst.	1.0 Instructional Asst. SpEd	
		2.0 Secretary I	1.0 Lead Instr Asst-ELL	2.0 Admin. Asst.	1.0 District Translator	8.34 Instructional Asst.	
				1.0 Office Tech-District	2.0 Information Technician	1.0 IMC Tech	
			2.0 Admin Secretary I	1.0 Migrant Community Aide	4.0 Technical Service Clerk	1.0 Admin Asst	
			3.0 Secretary - directors	1.0 Community Liaison	1.0 District	.94 Custodian-preschool	
			1.0 Confidential Secretary II	1.0 Accountant Headstart	1.0 Office Secretary-Preschool		
			1.0 Secretary Ex. Director		1.0 Parent Coordinator		
			1.0 Admin Asst-IS			2.0 Secretary II	1.0 Testing Clerk
			1.0 Clerk I			6.0 Library Media Clerks	1.0 Preschool Clerk
			1.0 Special Project Tech			1.0 IMC Info Clerk	1.0 Family Outreach
			5.0 Clerk II			1.0 Student Information	1.0 Clerk Typist IV
			1.0 Clerk Typist II			1.0 Testing Clerk	2.0 District Personnel
			3.0 Clerk Typist III			1.0 Preschool	2.0 District Translators
			3.0 Projects Specialist			1.0 Clerk	1.0 Secretary I
			1.0 Comm Officer			1.0 Family Outreach	2.0 Clerk III
			1.0 Comm Relations Liaison				2.0 Secretary II
			1.0 Acct Tech				4.0 Account Clerks
							1.0 Asst Admin. of Migrant Services
							1.0 Secretary II

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District	Alisal	Chula Vista	Magnolia	Mt. View	National	Salinas City	San Ysidro	Santa Maria-Bonita
Business Services	1.0 Asst. Supt. 1.0 Admin. Asst 1.0 Director-Fiscal Services 1.0 Budget Analyst 2.0 Payroll Tech 1.0 Acct. Tech- Payable 1.0 Acct. Tech- Accounts Receivable 1.0 Acct. Tech- ASB-Facilities 1.0 Information Specialist 1.0 Director-Food Services/ Purchasing 1.0 Supervisor II 1.0Information Specialist 1.0 Food Services IV 2.0 Food Service III 12.0 Food Services II 2.0 Food Services I 12.0 Food Service IA IB 5.0 Food Services IG 1.0 Whse/Del Driver 4.0 Delivery Driver 0.5 Acct Tech 0.5 Computer Tech	1.0 Technician	1.0 Asst Supt 1.0 Office Mgr 1.0 Admin 1.0 Director of Fiscal Srvc Services 1.0 Accounting Manager 4.0 Accountant 1.0 Accounting Tech IV 5.0 Accounting Tech II 1.0 Accounting Tech III 2.0 Attendance Acct Tech 1.0 Payroll Manager 2.0 Payroll Specialist 1.0 Payroll Specialist I 2.0 Payroll Specialist II 1.0 Payroll Specialist III 1.0 Purchasing	1.0 Asst Supt 1.0 Senior Admin Asst. 1.0 Director-Fiscal Services Asst. 1.0 Director of Fiscal Services 1.0 Buyer/ Benefits/Payroll Lead 1.0 Payroll-Certificated 1.0 Payroll-Classified 1.0 Fiscal Services Tech IV 1.0 Buyer 1.0 Accountant 2.0 Payroll/Benefits Specialist 1.0 Benefits Specialist 2.0 Accounts Payable 1.0 Director Food Service 1.0 Operations Supervisor 11.0 Child Nutrition 1.0 Cafeteria Banking Clerk	1.0 Asst. Supt. 1.0 Admin. Asst. 1.0 Director of Business Services 1.0 Secretary Support Services 1.0 Financial Accountant 1.0 Business Dept. 2.0 Payroll/Benefits 1.0 Benefits Specialist 2.0 Accounting Tech-Accounts payable 1.0 Supervisor Food Service 1.0 Consulting Tech 1.0 Director of Food Service on Food Service Business 1.0 Operations Secretary 1.0 Technical Services Area Supervisor 1.0 Cafeteria Services Clerk 1.0 Office Asst-District 1.0 Admin Ast. 1.0 Director-Maintenance and Operations 1.0 Buyer/Storekeeper (FOTS&S) 1.0 Supervisor Child Nutrition .38 Delivery Driver Child Nutrition 3.0 Maintenance Team Lead 1.0 Secretary Nutrition 1.0 Technical Services Clerk 30.00 Child Nutrition Services Asst 1 1.0 Lead Maintenance Worker 1.0 Director of Maintenance operations 1.0 Lead Driver/Instructor 1.0 Secretary operations	1.0 Asst Supt 1.0 Controller 1.0 Assistant 1.0 Business Services 1.0 Financial Analyst 1.0 Business Dept. 1.0 Benefits Secretary 2.0 Payroll Tech 1.0 Account Clerk 1.0 Supervisor Food Service 1.0 Consulting Publication 1.0 Director of Business 2.0 Account Clerk III- 1.0 Technical Services Clerk II-Purchasing 2.0 Account Clerk Support Services Specialist 1.0 Area Production Operations Supervisor 1.0 Director Facilities Ops Safety/Security 1.0 Maintenance Supervisor 1.0 Supervisor (FOTS&S) 1.0 Supervisor Maintenance 3.0 Maintenance 1.0 Secretary 9.8 Cafeteria Workers 1.0 Technical Services Clerk 1.0 Supervisor Transp 1.0 Operations Supervisor	1.0 Asst. Supt. 1.0 Executive Secretary 1.0 Business Finance 1.0 Accounting Services 1.0 Purchasing Supervisor 2.0 Acct Clerk III- Payroll/ Benefits 1.0 Student Benefits 1.0 Supervisor II-Accounts Payable 1.0 Publication Tech 1.0 Director of Business Support Specialist 2.0 Account Clerk III- 1.0 Account Clerk III-Purchasing 1.0 Storekeeper III-Classified 1.0 Delivery Driver 1.0 Area Production Manager-Child Nutrition 1.0 Purchasing Clerk .8 Child Nutrition Manager-Child Nutrition 1.0 Child Nutrition Specialist 4.64 Lead Food Services 9.8 Cafeteria Workers 1.0 Food Service Supervisor 1.0 Account Clerk Supervisor 1.0 Clerk Typist II 1.0 Account Clerk 1.0 Warehouse Worker II	3.0 Recruiters 3.0 Account Clerk III 1.0 Coordinator for Budget & Finance 1.0 Accounting Supervisor 1.0 Purchasing Supervisor 1.0 Student Housing Technician 1.0 Secretary 1.0 Student Information Data and Reporting Specialist 2.0 Account Clerk III-Certificated 1.0 Account Clerk III-Classified 1.0 Account Clerk II-Accounts Payable 1.0 Purchasing Clerk 1.0 Coordinator of Food Services and Warehouse 1.0 Food Service Supervisor 1.0 Account Clerk II 1.0 Clerk Typist II 1.0 Account Clerk I 1.0 Warehouse Worker II

District	Alisal	Chula Vista	Magnolia	Mt. View	National	Salinas City	San Ysidro	Santa Maria-Bonita
	1.0 Director –MOT 1.0 Supervisor Operations 1.0 Secretary II 1.0 Mechanic/Bus driver 10.0 Maintenance 12.0 Custodian Maintenance 25 Custodian 1.0 Supervisor-Transp- 1.0 Dispatcher 6.0 Bus driver ll 6.0 Bus driver l 1.7 Van driver 3.5 Bus attendees	Trans 1.0 Registered Dietitian 2.0 CNS II 1.0 Child Nutrition Technician 1.0 Com Appliance Tech/HVAC 1.0 Maintenance & Operations 1.0 Facilities Director 1.0 Facilities Planning Mgr 1.0 Secretary 6.0 Lead Trades 1.0 Plant Operator 2.0 Plant Op. Asst 3.0 Trade Specific 2.0 Gard/Grounds 2.0 General Maint 1.0 Custodian 1.0 Facilities Tech 1.0 Director of Transportation 1.0 Transp Supervisor 1.0 Transp Manager 2.0 Dispatcher 3.0 Bus Driver/ Driver Instr 2.0 Bus Driver 1.0 Transp Comp Supp Tech I 1.0 Fleet Maint Mgr 1.0 Transp Specialist 1.0 Custodian I 2.0 Lead Bus Driver 1.0 LD Fleet Maint Transp Mgr			8.0 Maintenance Work-trade specialist 2.0 Grounds-keeper-specialist 2.0 Grounds-keeper specialist 10.0 Day keeper 14.0 Night Custodians		3.0 Maintenance trade specific 3.0 Gardener 1.0 Custodian-district 18.03 Custodian sites 4.02 Bus drivers 1.0 Mechanic/bus driver 1.0 Coordinator of M & O 3.0 M & O	Lead 2.0 Warehouse Worker II 7.0 Warehouse Worker I 3.0 Supervisors 1.0 Secretary II 1.0 Clerk III 1.0 Clerk IV

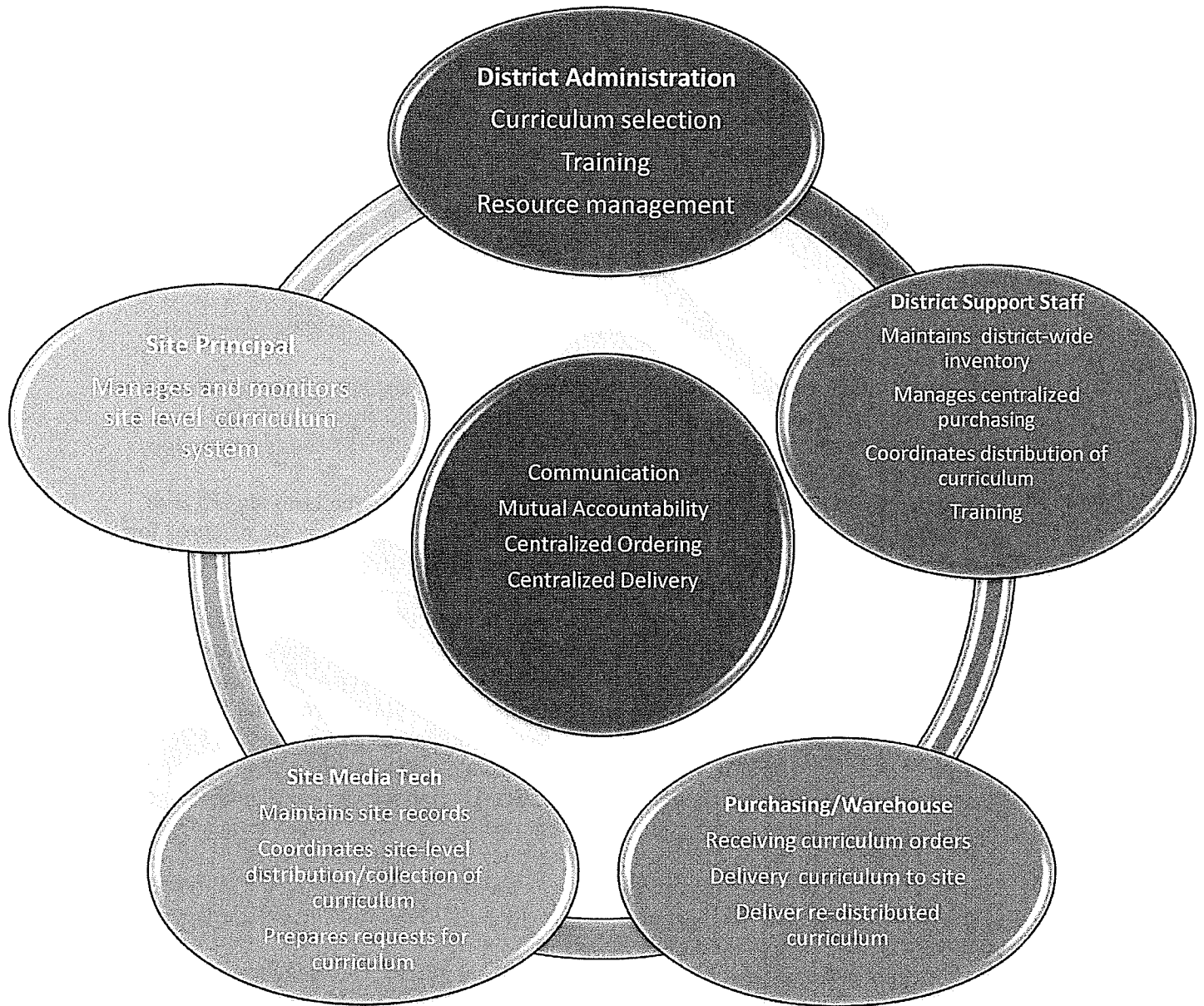| District	Alisal	Chula Vista	Magnolia	Mt. View	National	Salinas City	San Ysidro	Santa Maria-Bonita
Technology	1.0 Director- Tech* 1.0 Computer Tech IV 5.0 Comp tech III 1.0 Info. Tech	1.0 Comm Appliance/ HVAC Tech 1.0 Warehouse Supervisor 4.0 Del Driver/ Storekpr II 1.0 Storekeeper II 1.0 Lead Buyer 1.0 Purch/Pubs/ Ware MGR 1.0 Lead Digital Imaging Tech 1.0 Info & Tech Exec 1.0 Director of Info Tech Serv 2.0 Technology Services Tech 1.0 Mgr Network Servs, Comp 2.0 Senior Systems Analyst 1.0 Technology Equip Tech 1.0 Senior Programmer Analyst 1.0 ESSC LD Info Tech Spec 1.0 Junior Programmer 1.0 Computer Support Tech III		1.0 Director of Assessment and Evaluation*** 1.0 Information Network Specialist 2.0 Computer Systems Tech	1.0 Technology Supervisor*** 1.0 Computer Systems Specialist 2.0 Computer Systems Tech	1.0 Director Technology* 1.0 TOSA Instructional Technology 4.0 Information Technology 1.0 LAN Tech II 2.0 LAN Tech I 3.0 Electronics Technician 1.0 SIS/IT Secretary	1.0 Director** 1.0 Information System Specialist 4.0 Information Computer techs	1.0 IT Coordinator 1.0 Network Administrator 1.0 Clerk Typist II 5.0 Micro-computer Network Support Technician 1.0 Office Automation Specialist

Appendix D – Textbook Management Plan and Flow Chart

Policy- Procedures for Instructional Materials Management

Effective and efficient textbook management includes establishing and following policy and procedures to support having the correct inventory of textbooks and materials readily available in the correct amounts at the correct time to support improving student outcomes. It is the expectation that policies and practice are consistently implemented across the district.

1. Effective textbook management is a shared responsibly amongst, district and site level staff and involves ensuring that the textbook management system is utilized to optimize inventory management and ordering.
2. All staff involved in textbook management needs to be proficient in using the textbook management system. Annually training opportunities for all employees involved in textbook management will be developed and supported by District Administration.
3. Communication is a key component between all parties involved and needs to be timely and precise.
4. Accurate and complete textbook records are essential. Inventory, re-distribution (intra-district and intra-site), returns; lost/damaged records need to be updated on a regular basis. i.e., weekly.
5. Site level media technicians are responsible for managing site level records, which include site level inventories, site level distribution and collection records and lost/damaged records. As well as preparing requests for textbooks and materials for submission to the district textbook technician.
6. Complete site level inventories will be conducted annually. Inventories should note which classroom use double sets of books, as well as how many texts are reserved for potential lost/damage issues. Adjustments shall be made weekly for lost, damaged, new or redistributed items.
7. Site level administration is responsible for managing and monitoring the textbook management system to ensure all policies and practices at the site level are being followed which include all items noted in number 5(see above) as well as coordinating and overseeing site level distribution and collection processes and ensuring that teachers have access to and are aware of grade level specific textbooks and materials.
8. District level support staff is responsible for reviewing district-wide inventory, creating centralized purchase orders for annual and incidental textbook and supplemental material orders, coordinating the distribution of new/incidental textbooks and materials to sites as well as coordinating the re-distribution of text books and materials to sites.
9. Warehouse staff is responsible for receiving textbook orders as well as the delivery of new textbooks and materials to sites. The warehouse will also pickup and delivery textbooks that are being re-distributed.
10. District Administration is responsible for textbook adoptions, coordinating training for effective and efficient textbook management, and does have the ultimate responsibility to ensure that policies and practices are followed district-wide to ensure effective and effective textbook management.

Sample-Instructional Materials Management Responsibilities

District Administration
Curriculum selection
Training
Resource management

District Support Staff
Maintains district-wide inventory
Manages centralized purchasing
Coordinates distribution of curriculum
Training

Site Principal
Manages and monitors site-level curriculum system

Communication
Mutual Accountability
Centralized Ordering
Centralized Delivery

Site Media Tech
Maintains site records
Coordinates site-level distribution/collection of curriculum
Prepares requests for curriculum

Purchasing/Warehouse
Receiving curriculum orders
Delivery curriculum to site
Deliver re-distributed curriculum

Appendix E – Links to Referenced Articles

Links to Referenced Articles

Lane, B. (2009). Exploring the Pathway to Rapid District Improvement. Academic Development Institute. Retrieved from http://www.adi.org/about/downloads/Exploring_the_Pathway_to_Rapid_District_Improvement.pdf

Waters, T., Marzano, R., & McNulty, B. (2003). Balanced Leadership. McREL. Retrieved from http://www.mcrel.org/~/media/Files/McREL/Homepage/Products/01_99/prod82_BalancedLeadership.ashx

730 Harrison Street
San Francisco, California 94107-1242