

October 16, 2017

Cindy Marten, Superintendent
San Diego Unified School District
4100 Normal St.,
San Diego, CA 92103

Dear Superintendent Marten,

As you know, AASD has been sharing concerns with you for the past several years regarding the workload of our certificated members. This year, when the work year reduction days were imposed simultaneously with the massive cuts to our unit and other units, the issue of workload has increased to be the number one concern of our members.

AASD recently asked our certificated members to participate in a workload survey. Over 65% of our members responded to this survey with thoughtful and candid input. The survey is attached to this memo and is compiled into six groups – elementary principals, K-8 principals, middle level principals, high school principals, all vice principals and central office certificated managers.

During the impacts and effects of the reduction in force negotiations, an agreement was made to form a workload work group comprised of district and AASD representatives. That group will meet for the first time on October 17 and the survey will be presented to that group. As a reminder, the negotiated language states that “the intent of the work group is to formulate specific strategies for addressing the workload for unit members for 2017-18 and subsequent years.”

Additionally, AASD will be presenting the workload survey results in public session to the Board of Education members this month.

This issue of workload for our certificated unit members must be acknowledged and solutions to reduce the workload must be implemented. Our AASD members are champions for San Diego Unified and want to do the best work possible for positive student outcomes, however the workload is completely unreasonable and must be addressed. AASD cannot simply continue to have conversation after conversation with district leadership about this subject. The workload continues to increase, day by day, with no strategies in place to stop implementing new initiatives and to cease assigning time-consuming projects such as the “work plan” that was recently assigned to Principals. It is time to take these concerns seriously and work together for solutions that allow our certificated leaders to get their heads above water and continue to do the excellent work they do in support of our students.

Sincerely,



Donis Coronel
Executive Director, AASD

c: Members, Board of Education
Staci Monreal, Chief of Staff
Jessica Falk-Michelli, Executive Director Labor Relations
AASD Board of Directors

Workload Survey - Certificated, Elementary Principal

Q1. Years of Experience as a site Principal in SDUSD: (select one)

Answer Choices	Responses
0-3 Years	32.84%
4-6 Years	25.37%
7+ Years	41.79%

Q2. For school year 2017-18: (select one)

Answer Choices	Responses
My school has one Vice Principal assigned for 2017-18 (same as 2016-17)	4.48%
My school has lost one or more Vice Principals and does not have a Vice Principal for 2017-18	14.93%
My school has a Vice Principal assigned for 2017-18, but lost one or more Vice Principals this year	2.99%
My school did not have a Vice Principal in 2016-17	82.09%

Q3. If you lost a Vice Principal, please list the top five challenges you are facing with the loss of a Vice Principal at the Elementary level. If you did not lose a Vice Principal, please mark N/A and skip this question.

Answer Choices
1. Discipline
2. Evaluations
3. Sp Ed Assessment/ IEP Coverage
4. Test Coordination
5. Student Supervision
N/A

Q4. Did your school site lose a “supervising” classified employee (such as a Supervising Elementary School Assistant, Administrative Aide, Supervising Administrative Assistant, Supervising Supervising Library Clerk or School Site Operations Specialist)?

Answer Choices	Responses
Yes	15.15%
No	84.85%

Q5. If yes, was the “supervising” classified employee replaced with a similar position, “non-supervisory”? (Example: Supervising Administrative Assist. I was eliminated but replaced with an Admin. Assist. I) (If you did not lose a supervisory classified position, please check N/A.)

Answer Choices	Responses
Yes	3.08%
No	13.85%
N/A	83.08%

Q6. If your site lost a classified supervisory employee (even if the employee was replaced with a non-supervisory employee), what has the impact been on your workload and/or on the site? (If you did not lose a supervisory classified position, please put N/A in the text box.)

Answered	55
Skipped	12

Responses
A lot. Teach and reteach.
Increase Principal workload due to shifting of supervisory and evaluation of classified staff.
Library Clerk went from 5 days to 1. She used to instruct small ELD groups every day.
Negative impact as it increased workload ten-fold. As it is my only office position I could not enroll, register, send CUMS, assign to rosters, etc. the weeks leading up to school. I was not reassigned an employee until 2 days before school started.
I lost a person who had been at the school for over a dozen years with close to 30 years' experience. My new ESA is very good but only has one year experience so often times we are trying to learn/figure things out together which is very time consuming. I don't even know what I don't know until it comes up as an issue and I realize that my Admin Assistant used to "magically" take care of things.
I have more evaluations to complete.
Need to spend more time doing weekly bulletins and clerical work to keep up with the demands of the school.
I now must ensure I am out on lunch duty for 45 minutes every single day. I must also now cover the health office more so than ever. Even to the point where I must come back into the office from being in classrooms.

Q7. Since July 1, how many hours per week are you away from your office for professional development, planning meetings, trainings and other district-required activities? (select one)

Answer Choices	Responses
0-2 hours per week	20.90%
3-5 hours per week	47.76%
6-10 hours per week	17.91%
10-15 hours per week	5.97%
15+ hours per week	7.46%
N/A	0.00%

Q8. Since July 1, 2017, how many hours per week do you estimate you are working during evenings and weekends?

Answer Choices	Responses
0-2 hours per week	2.99%
3-5 hours per week	8.96%
6-10 hours per week	26.87%
10-15 hours per week	20.90%
15+ hours per week	40.30%
N/A	0.00%

Q9. Please list the five most serious work challenges/problems you have incurred since July 1, 2017, that have negatively impacted your workload.

Facilitating PLCs and trading staff. Attending district meetings and trainings. Attending IEP meetings. Adult demands. Compliance responsibilities.

Operational items. Time training new staff. Working with less people (rethinking on how things are done). Campus safety and security.

Not having custodial support. Not having secretarial support. Being pulled out for trainings. Not having enough district support.

Opening school with NO ESA--not even a sub! I had to do ALL clerical tasks. Reduced night custodian hours. Multiple new staff in key positions, don't know jobs yet, not enough options for training offered. Most vacancies filled by staff ASSIGNED to me, no choice in who my employees are. Difficult to get support from any Area resource staff: SpEd, Math, ELA, ELST--because they're all tied up with coaching cycles and are not allowed to help anyone else do anything.

Additional assignments, such as CDC and Preschool. Discretionary funds blocked. Site Rental Money Cut/Negotiated and got 50%. Cutting Teaching Staff while enrollment goes up! Decisions being made with little to no communication.

Staffing. Absorbing another schools mod/severe with little additional support staff for very high needs students. Keeping up with all of the emails, admin circulars, bulletins and staff communications. Classified staff under-qualified and no time to train them. All of the operational issues.

Personnel assigned to our schools in key areas are not trained delaying progress -- Access to services technical and such is delayed -- Freezing of funds causes us to rethink the plans wasting time

The night custodians schedule being cut in half has cause a lot of work to not get done. I have had to spend a lot of my time trying to manage this and deal with unhappy staff. -- Much less support from IT, waiting for long periods of time on hold and then waiting several weeks for support to come out to the site -- Work orders (painting, repairs, landscaping issues) take an extremely long time to get completed. A painting work order I had put in last November was just completed this September. -- Loss of resource teacher because of budget cuts -- Very little support from HR and other district level offices

Lack of SPED staffing

Custodial -- Paraeducator allocation is insufficient creating supervision and safety concerns -- Lack of IT support -- Lack of resource teacher and ELST to provide PD support and testing -- No money for intervention programs or curricula resources or teacher collaboration time

Q9. Please list the five most serious work challenges/problems you have incurred since July 1, 2017, that have negatively impacted your workload. (Cont'd)

Budget impacts/loss of funding -- Loss of VP -- Unfilled positions -- Impact of increased Mod/sev classroom -- Bumping of noon duty personnel

New district initiatives- no time to implement -- Lack of district support - no one is there -- Class size; IEPs per class; equity -- More paperwork/documentation -- Staffing

Parent concerns -- Staff cuts -- Student behaviors -- New district initiatives -- Training new staff

Lose of a CSO has been very hard on my site -- not having the information we need, specifically related to classified staffing -- HR and Budget having different ways they approach formulas for staffing -- too many meetings and requests at those meetings -- changes in ECE, I have no idea who to contact for support

Special Education Student needs lack of support -- Loss of 11 work days to complete same amount of work -- Operational paper work and responses -- Additional expectations around operational tasks -- Principal meetings (called optional, but feel compelled to attend)

Large amount of IEP's -- takes 5+ phone calls and multiple emails to district offices to ask/solve an issue -- no return calls or even prompt email returns -- Brand new ESA -- forced to assume some of her responsibilities since there have been little training offerings for that position -- district shifts of responsibilities to site, i.e. CELDT, IPT testing

Inadequate staffing -- too many training or meetings off site -- Special Ed -- HR never available -- having to ask to use our 00000 budget

The loss of staff members that knew the school worked well with my families and students. -- New staff members that selected my school only because of start time and not the students. -- Disruption in the community because of the shuffling of staff -- Being forced to excess a teacher when averaging 21 to 1 in the primary grades -- Having five zero budget locked, and very low morale.

Too many different initiatives to keep track of -- coordinating all the initiatives -- trying to staff classified, lack of Ed. Specialist: too many over caseload -- Not sure what the focus is -- lack of support

Last-minute transfer of ESA. New site unwilling to share person so we could get year started. Retired ESA backed out of agreement to support my Site day before coming. -- Loss of VP, Counselor, ESA, and BSS -- Disorganization and limited support to open new preschool program. Students are in their third teacher in the third week of school. -- Increased expectations for instructional leadership with less resources and supports than previous years. -- Lack of communication and information from District leadership, area superintendent, and central office departments.

Student supervision -- not enough staff to cover it -- deploying students for math instruction because of combo classes -- answering email -- finding the time to give feedback to teachers after an observation - - Finding the time to plan PD

Lack of special education support and responsiveness to emergencies -- lack of timeliness in staffing from HR resulting in working weekends -- HR mistakes requiring me to re-do and un-do staffing causing late work hours -- students coming in with incredibly challenging behaviors needing to be assessed and no site support available causing me to staff students and work late hours to keep up with the workload -- The process to justify additional site support needed (paras) for special ed

Additional district meetings -- Additional demands on admin (i.e., site work plan) -- Setting up classrooms for new teachers -- Reduced custodial hours -- Increase of emails

Loss of Office Staff puts too many items on Principal -- Too many things due at once -- No time due to all the meetings on and off site -- hours spent on outdoor supervision of students -- Challenging to have time to be in classrooms

Not having a clerk -- My TOC ESA cannot be made permanent. -- Not having a librarian or a sub for the library -- Not having an SET that is not a sub -- Lunch supervision staff being laid off and cannot hire them again, without going through HR and the list. Safety issue.

Q9. Please list the five most serious work challenges/problems you have incurred since July 1, 2017, that have negatively impacted your workload. (Cont'd)

Ability to meet the needs of the site adequately -- Keep up with parent communication -- Get into classroom -- Supervision -- Plan meaningful PD with staff

Charter Co-Location meetings with district staff and principal (MANY HOURS) -- Reduce Office Support -- Community Forum Meetings Charter-Colocation

Staffing -- not enough or A LOT of guidance needed for new employees and we lost Sofia as our leader along with her resource teachers! -- Lack of support at the district level - IT/human resources/resource teachers -- Mandated trainings taking up PD time (union) -- expecting us to be instructional leaders without time -- Mandated operational 'to-do's' -- running summer school at the same time as doing my regular duties

Custodial cuts. 16 hours per day to 12 hours. -- Lack of Special Education support. -- Unrealistic expectations from management -- Keeping students safe without proper supervision -- Spending freeze. Everything takes longer than it should

Not fully staffed -- HR does not return emails or calls -- No night custodian -- I had to flush toilets and lock bathrooms at our back to school night. -- Landscaping- I always have to call to get my grass cut. It's up to my knees again now. -- Technology- Microphones in classrooms not working -- Noon Duty- hard to staff, process too long to get people hired.

Becoming the supervisor of the CDC -- Having my rental money pulled leaves me with no guidance assistant, reduced supervision, no tech. person, no custodial hourly, (and their hrs. were reduced) and no teacher sub money -- Placing a custodian who is 70 and one year from retirement and reducing night custodian to four hours -- Contract that limits use of personnel to a ridiculously ineffective degree --Expectations of supervisors on documentation (supercilious nonsense not grounded in research).

Time to complete daily tasks/expectations -- Keeping up with compliance tasks -- Maintaining consistency of instructional leadership focus -- Workload taking away from personal/family time

Reduction in staff -- curriculum planning -- extra meetings -- coaching cycle -- more work in general

Doing the work of two people w/loss of VP -- Late communication from central office (i.e. HR) -- New staff (certificated & classified) -- Little support from ECE

Number of IEP MEETINGS -- Lack of support staff to get the job done -- Student safety supervision/noon duties -- Lack of funding to purchase school supplies -- Stress

Staffing -- Paperwork -- Supervision -- Email -- Meetings (IEP's)

Hiring office staff -- Not having an Area Supt -- Lack of response time from HR -- Meetings regarding Student Centered Coaching -- Having less than 2 weeks off between school years

STAFFING: Brand new ESA and Clerk Sub in office- I have had to beg staff in other departments to help me input PARS, do Requisitions and support budget needs. The staff does not have the skill set and the learning curve is extremely steep. I am doing PARS, reqs. etc. SAFETY: Vacancies in critical Sped positions such as SEBT, Teacher. I am spending all day, every day supporting student behavior needs that are physically aggressive and safety concerns. BUDGET: Cannot get supplies purchased- no staff that know how to order items so I have had to buy all on P Card so it puts hours on my plate daily to get school open and ready. LACK OF SUPPORT FROM CENTRAL OFFICE: HR has ignored emails and phone calls, SPED staff have ignored emails and phone calls during crisis. I have never experienced it like this before. I have had to beg other staff in district to help me. -- Amount of work I have to do at night: 3-4 hours a night since all day I am supporting student behavior.

Q9. Please list the five most serious work challenges/problems you have incurred since July 1, 2017, that have negatively impacted your workload. (Cont'd)

New Clerical hires - having to walk them through items and train them myself as they are not receiving adequate training is removing me from my job duties-Having positions frozen that provide safety and security of my students. No noon duties equals me being out there for hours a day to maintain safety. When am I supposed to catch up on work other than after hours.-Central office staff who do not know what they are doing - having so many people change positions, offices, and do not know the office they work for very well and therefore cannot provide the assistance that former employees that held that position could assist me previously, IT - have been waiting for a remedy ticket from before school opened on a printer that is not connecting to any computers to be reconnected. Still not remedied. 5 weeks. What is the point of even having the computer? I have spent countless hours trying to remedy my own IT equipment because it will be weeks before they can come. Kids now come to me to help them "fix" their computers. I do it because I care for my kids and need them on their computers, but I really don't have time for this when I'm supposed to be observing them and their teacher. But what's the point if their equipment doesn't work.-We are expected to provide information to the public from offices that have closed - example GATE - we were given a binder and a google link and were told now it's our job to answer any and all GATE questions. No ELST so it's my job to run ELAC and meetings. Again - when can I be expected to visit classrooms when I must fulfill those legal tasks and the best time for my parents is morning? -Having to complete budget exceptions for every little item after I have already submitted budgets which were already approved by my SSC, staff, parents, my area superintendent, the Finance and Planning office and the board of education, but still must submit exceptions forms for budgets I've already allocated so basically doing double work for no reason.

Dated items (things to sign, forms to fill out) etc.--staffing (lack of)-staff medical leaves-lack of communication from district-not knowing who to communicate with (or no one in that position anymore)

Countless number of "initiatives" that this district takes on. It's ridiculous. Especially in City Heights. -Dealing with Human Resources is an exercise in COMPLETE frustration. Disorganized, uncommunicative, unprofessional.-Too many emails-Too many off-site meetings. Why do I have to go see the coaching cycle ahead of me? Also, we have made our master calendar since last year. These last minute "optional" meetings mess everything up and either we miss out on information or must reschedule meetings which takes up valuable time.-Too much incorrect information coming out of central office that takes up our valuable time.

Compliance paperwork -- Not enough time to get in classrooms AND operate a school -- Expedited timelines from HR (surveys due TOMORROW) or leadership

Loss of staff/ vacant positions -- Stull evals for 15 teachers -- Keeping up with district policies with limited staff -- Mandatory trainings with limited notice

Vacant ESA position -- New M/S classroom -- Enrollment in Prime Time -- Supporting new teachers -- IT challenges/non-working elevator (6 months)

Staffing positions

PARS not making their way through the (district) system -- Inadequate training opportunities for new employees -- Last minute communication from district departments

Safety/supervisory roles (noon duty, traffic, behavior...) physical plant issues (rats, aging buildings, asphalt, landscaping...) -- Student support (counseling role, instructional, supporting focus students...) --Special Education responsibilities (SSTs, IEPs, Speech IEPs...) -- Meetings (full day conferences, half day conferences, TEP, walk-throughs at other sites, cluster PDs, operational meetings...) -- Compliance issues (safety plan, disaster drills, SSC, SGT, mandated meetings i.e. Blood, sexual harassment...)

The reduction of my night time custodian to only 4 hours per day has increased the amount of security I am in charge of - I need to monitor the gates and doors after school. -- Even though I was off calendar for 11 less days during the summer, I still had to respond to emails sent by district employees and conduct phone conferences with district employees as business as usual was being conducted at my site. -- I know that this states as of July 1, 2017... I do want to state that being a host school for the principal conferences was a tremendous workload issue. This may be a moot point as this is a new school year. However, I do not want my colleagues to experience what I experienced last school year. -- Getting support for IT/Technology issues for my teachers is a challenge. My teachers can't do their jobs efficiently without the technology.

Lack of needed Supervision--Problem solving student behavior-supporting/monitoring office staff performance-Having office staff do tasks that Early Childhood Department did before. Now it is passed on to worksites putting more of a workload for OTBS, may be grievable-Growth in Enrollment and crowded classrooms

Special Education Staffing--Loosing a VP--So many training/ meetings during the work day-Budget restrictions -Lack of information from HR, Finance, etc.

Q9. Please list the five most serious work challenges/problems you have incurred since July 1, 2017, that have negatively impacted your workload. (Cont'd)

Mod-Severe cluster -- new untrained para educators -- no resource teacher for preschool -- loss of 1.0 custodial staff -- 1 day a week counselor

Staffing -- Personnel Management -- Scheduling -- Time and Labor -- Special Education Coverage

Lack of clarity around district initiatives: Priority standards, proficiency scales-Unsure who is responsible for what at the district-Larger enrollment resulting in 24+ across the school-Counselor 1day/week-Long wait times for IT issues

Managing the new Preschool & staffing for Preschool--Using the 00000 discretionary budget; we need prior approval for all expenditures.-IT response time on phone; wait time averages 1.5 - 2 hours in order to get i21 equipment working in classrooms-Bus route complaints daily; Parents wanting a change in bus stop location.

Staffing/interviews for hiring--parent complaints/issues-special education meetings/concerns-deadlines for central office forms/needs-IT issues

Construction delays changed dismissal routines--No resource teachers to help with PD-Not enough time to be in classrooms to monitor instruction-Not enough support from Human Resources-PARS taken too long to be approved

Under staffed SPED allocations means I am in the classroom supporting students rather than supporting teaching and learning-Cuts to custodial mean I am sweeping, putting out cones and traffic signs, dusting cobwebs, etc. because it just cannot all get done. We have also seen an increase in ants and parents commented at Back to School Night.-On one had we are being asked to delegate responsibilities, yet on the other had we are getting memos about workload for classified staff. At a small school certificated and classified staff have full plates, so I am out of people to delegate to! It falls on me.-I am in a cluster with declining enrollment and the pressure to market my site is a full time job on its own. Creating brochures, flyers, social media posts, and updating the website to compete with Charter schools is very time consuming. -Trainings for classified staff teach them the procedure to do a task, I need them to attend trainings that know the full requirements of their job and trains them to be more efficient prioritize. Everyone should be continually offered training in order to learn best practices in their field.

Special Ed students in regards to behavior -- Special Ed students in regard to lack of staffing/support for -- special ed students hours not being met -- IEP's -- staffing

Less days and same amount of work--Supervision time-Classroom time vs paperwork time-planning time for PD vs above (1-3)-Work hours

Completing District Paperwork in a timely manner--Working on my time off to get documents (calendar, schedules, welcome back letters) ready-(very stressful) Waiting all summer to hear about 6 Certificated vacancies at my school -Meeting new teachers and new custodial staff during my time off to assure successful beginning

Grievances for class size, special ed -- special ed -- top-down imposition of district initiatives and figuring out how to navigate them - hard to reach -- retired people, website not updated -- water and lead

Reduced funds led to reduced office support -- Special Education Requirements and time -- Being placed counselor who has HR concerns -- Demographer choosing number of students needed rather than the site -- Reduced funds that led to reduced noon duty

Mandatory Trainings -- Working with HR to be fully staffed -- Being responsible for site security due to reduced custodial

Attendance, Classified Employees -- Student Supervision -- Spec. Ed. Student Support -- Not enough time to complete my work ever -- Loss of Wages/Low Morale and lack of confidence in SDUSD Leadership

Loss of admin aide -- Loss of SET -- Custodial cut to 4 hours daily at night -- New staff that does not understand payroll/time keeping -- Time spent at district meetings/PD

Noon Duty/Supervision of Students -- Student Centered Coaching Cycles -- Student Behaviors keeping me out of classrooms

Q10. On a rating of 1 to 5, please rate the level of support/service you are receiving since July 1 from Central Office departments. (1 being the lowest, 5 the highest)

	Little Support				Excellnt Suppt	
	1	2	3	4	5	N/A
Area Superintendent/Other Supervisor	14.93%	16.42%	31.34%	22.39%	11.94%	2.99%
Athletics/PE	14.93%	8.96%	7.46%	2.99%	7.46%	58.21%
Early Childhood Education	21.21%	22.73%	13.64%	9.09%	1.52%	31.82%
Communications	15.38%	9.23%	18.46%	16.92%	9.23%	30.77%
Finance	10.61%	12.12%	25.76%	28.79%	13.64%	9.09%
Food Services	10.45%	5.97%	19.40%	22.39%	13.43%	28.36%
Human Resources	25.37%	32.84%	28.36%	10.45%	2.99%	0.00%
IT	20.90%	29.85%	23.88%	14.93%	2.99%	7.46%
Labor Relations	13.64%	10.61%	12.12%	10.61%	3.03%	50.00%
Legal	7.46%	7.46%	14.93%	19.40%	13.43%	37.31%
Leadership & Learning	12.31%	15.38%	36.92%	23.08%	9.23%	3.08%
Office of Secondary Schools	0.00%	4.62%	1.54%	0.00%	0.00%	93.85%
Payroll	7.58%	13.64%	19.70%	18.18%	6.06%	34.85%
Physical Plant Operations (PPO)	12.12%	15.15%	33.33%	22.73%	9.09%	7.58%
School Police	6.06%	10.61%	19.70%	27.27%	24.24%	12.12%
Special Education	26.87%	25.37%	29.85%	10.45%	4.48%	2.99%

Q11. On a scale of 1 to 5 with 1 indicating Strongly Disagree and 5 indicating Strongly Agree, please respond to the following questions:

	Strongly Disagree				Strongly Agree	
	1	2	3	4	5	N/A
I am working more hours per day than I did last year	0.00%	2.99%	11.94%	17.91%	65.67%	1.49%
I am getting the same satisfaction from my job this year as I did last year	29.85%	16.42%	31.34%	11.94%	5.97%	4.48%
I feel the workload for elementary school principals has grown to the point I cannot successfully do everything asked of me.	1.49%	2.99%	8.96%	13.43%	56.72%	16.42%
The district leadership (central office) expects elementary school principals to work after regular hours and on non-work, work year reduction days on a regular, ongoing basis	1.49%	0.00%	8.96%	20.90%	50.75%	17.91%
The district leadership shows concern and respect for my personal health and welfare	40.91%	22.73%	22.73%	9.09%	1.52%	3.03%
The district leadership is supportive and shows respect for my need for a healthy work-life balance	43.28%	23.88%	23.88%	7.46%	1.49%	0.00%

Q12. Compared to previous years, I feel I am: (select one)

Answer Choices	Responses
More productive	5.97%
About the same	40.30%
Less productive	53.73%

Q13. Please list the three top items that the district provided since July 1, 2017 to assist Principal's workload issues: (optional response)

Answer Choices
1. Nothing
2. New Principal Orientation
3. Thought Partners

Q14. Additional comments - please provide any information you wish to share regarding workload issues:

We need intervention student supports at school sites.

Student Centered Coaching Cycles: I was not consulted or given any say in being assigned 3rd grade literacy, and during the month of May when we are testing and due to my flex calendar will be off campus an entire week. The model and the timing do NOT work for my site, yet I was made to feel completely unprofessional if I say we can't do it. The SCCC zaps time and energy of common core resource teachers, so they are not permitted to help any other sites in any way. 2. Since switched to Area 6, there has been almost no support at all from anyone. I've had to search department sites & email several people to even learn the names of who our support people are supposed to be, only to find out they're booked supporting the sites they already worked with before.

Overloaded!

A large amount of time is spent trying to get in touch with people to support us (especially in HR) or find the right person to contact regarding an issue. Contacts listed on the website are not updated regularly. The website really needs a better search engine.

I don't mind the challenges, I welcome them with balanced support for my staff to move students and their families forward as they deserve!

More support and guidance from the central office would be very much appreciated.

I would like to revisit noon supervision and para hourly allocations. Increase educator effectiveness grant allocations. 100% of rentals. Increase BSR allocations. Districtwide focus on RTI process.

The workload is impossible. The expectation to do the same amount of work with less days is setting us all up for failure. I already work 50-60 hours per week and still feel like I am not able to be an instructional leader, in classrooms, plan PD, run the school and support student behavior and emotional needs. It's hard to feel accomplished.

We are being asked to do much, coaching cycles, principal Triads, all day trainings with our area soups, all day principal Institutes at USD, IEP's, Lead PLC's, Lead PD's, Run your SSC and SGT's, reduce staff, Reshuffle classrooms over and over, get in to classroom every day, fix poor teaching, and run the school.

As a veteran effective principal with a passion for equity and instructional leadership, this year has left me disillusioned and questioning whether or not I have the strength to continue in this role. The job has never been for the faint of heart; however this warrior for children is weary and unsure that they can continue.

Q14. Additional comments - please provide any information you wish to share regarding workload issues: (Continued)

I don't think PPO & District Departments realize the safety & cleaning issues that are evolving due to less custodial time. There is also not enough aides assigned to support students with IEPs. In addition, students are not receiving effective math instruction in combo classes in 3rd, 4th and 5th grades.

I feel overwhelmed and have not had any time to focus on instruction

Some site administrators have also had a CDC added to their workload, which does not affect pay rate. CDCs are 12-month operations, however there were VPs hired to cover during admin breaks. There is a great deal of paperwork & additional immunizations that are required as part of becoming the principal of a CDC. Site administrators will also be required to create a site work plan, which is a great deal of work. These were done away with approximately 12 years ago. Why are they being added to our workload now, when our calendars have been reduced?

Help!

Get additional HR help to be able to fill site positions.

The workload is similar to all elementary schools with regard to compliance and operational but the supports are not the same. It is also difficult with one administrator and many IEPs and legal matters.

It has gradually become unsustainable to do an effective job-feel like we are treading water while being continually pushed under.

With all the cuts I am doing all jobs on campus. I am the landscaper, night custodian, nurse, counselor and special ed aide since we are still short a position.

If you want to reduce workload you have to concentrate first on the union contracts. The job of the Union is to get concessions whether logical or popular. Their job is to increase membership, funding and control. Giving in to them when money was short or political clout was low enabled them to get clauses and MOU's that drastically hinder our ability to use funds for children. Tremendous amounts of money, time and effort is spent readjusting to the constant shuffle of personnel and resources.

Nothing will change

This year has made me reconsider my position. It is sad that our district disregards the operational needs, the well-being of its principals and the overall need for positive work environment with equitable support from central administration and departments. Vision 2020 cannot be successful if principals, staff, students and families do not feel supported or valued.

This literally is the worst opening I've experienced in many years of opening schools between being a teacher and administrator. I'm having health issues due to stress including high blood pressure and blood sugar levels that are off the charts. My doctor has warned me I will most likely have to be taken off work due to stress. I cannot die for this job and after being with the district for more than 20 years have begun looking for work outside the district because I see no other way out. I also feel that no one cares and is doing nothing but piling more onto the plates of principals. It's very disrespectful

Our superintendent gives a lot of lip service about work-life balance. Is she even aware of what is really going on or who is she trying to convince? Her speeches at the principal conferences are a joke among many of us, except maybe for newbies who don't know better (yet). It feels as though central office loves to use the word "just" whenever they take on yet another initiative. It's "just" this...or it's "just" that... This is especially true in low-income areas where they keep adding to our plates with initiative after initiative. As if it isn't challenging enough just to teach the basics. Many of the initiatives aren't even well-researched and most (if not all) just "disappear". Morale is at an all-time low. Even worse than under those idiots Grier or Bersin. You try to give them feedback and all they do is nod their head, smile, and give you platitudes. Were they all sent to the same platitude school? It is very disrespectful. District staff keeps piling on our plates and when we struggle it is clear that they think we are stupid. It is offensive.

Too many off site meetings, full day PD at USD not responsive to my needs, Area Superintendent doesn't listen to my concerns, no literacy curriculum

Q14. Additional comments - please provide any information you wish to share regarding workload issues: (Continued)

I know that this is a time of budget constraints as well as a historical time with so many retirements, department changes, area changes, and new personnel. For the most part, district staff has been supportive from my perspective. Sometimes HR is slow in answering inquiries and it is challenging to know who is taking care of which issue. HR seemed heavily overwhelmed from the volume of staffing issues that we've had. And now with excessing teachers, another wave of change is upon us with not always clear answers. I'm hoping that from here on out, the school year can progress more smoothly.

Truly, I believe everyone is doing the best they can. There are frequent frustrations, but I don't think it for lack of effort. The hard part is believing that there is no relief in sight. I'm not sure how much longer I can maintain these hours (in excess of 60 a week), and provide the leadership my site deserves.

On an average my work week is around 60 hours. That does not include Friday night events (like this past Friday's Back to School Night) or weekend events, not to mention emails and other weekend work either from home or back on site.

The workload gets larger with nothing taken away. We try to teach our students balance and we are not supported in creating our own balance.

This is a very tough job - and I know it.

Due to the reduction in staff at district level and other departments the site is now responsible for doing tasks for example printing of items for Early Childhood, creating spreadsheets for Special Ed.

I feel my Area sup is supportive and empathetic. I feel she genuinely is concerned about my personal well-being. However, just going by the number of tasks principals have to do, it can become burdensome.

With all the cuts in the various depts., from landscaping, maintenance, IT, etc., it is very difficult to get things done in a timely manner. Yet we must respond as to why we can't get things done if a parent files a complaint with the district's Quality Assurance dept.

Question number 9 is confusing because weeks differ. I have been gone a total of 15 hours; however, I started back Aug. 4 so this is not a true reflection.

Most of my workload issues are from the operational leadership. My area superintendent does not provide support for anything operational. I completely rely on my principal colleges.

It is my second year, so it is difficult to know the workload scope, but I thought we had a pretty significant workload last year!

Please consider eliminating workload tasks that keep us from being in classrooms. Instruction is a passion that is being lost with so many operational demands.

As a veteran principal, I think the thing that bugs me the most is the lack of communication and the feeling that we are not in this together - we feel talked down to, or talked at, but there is very little approach to the things that we have to do from a collaborative stance. The fact that the superintendent and the chief of staff make it a rule not to answer emails, I think, is a problem.

Special Education is the most impact to a site--to the admin's load as well as the site as a whole. Support for schools with mod/severe classrooms and higher profile is greatly needed.

Year Round Principals got little to no break. Running on empty! City Heights Principals are charged with additional meetings and tasks for United Way and Price Philanthropies, with little respect for the job we do, our commitment to Children, or acknowledgement of our time.

It is difficult to run a school when so many departments have been cut and there is not a lot of people to call for help and support.

I cannot possibly get everything done and stay afloat with the demands being placed on us. I have a life and a family outside of school.

Workload Survey - Certificated, Middle School Principals

Q1. Years of Experience as a site Principal in SDUSD: (select one)

Answer Choices	Responses
0-3 Years	35.00%
4-6 Years	25.00%
7+ Years	40.00%

Q2. For the school year 2017-18: (select one)

Answer Choices	Responses
My school has one Vice Principal assigned for 2017-18 (same as 2016-17)	40.00%
My school has two Vice Principals assigned for 2017-18 (same as 2016-17)	30.00%
My school lost one Vice Principal this year and has one Vice Principal assigned for 2017-18	30.00%

Q3. If your school lost a Vice Principal for 2017-18, please list the top five challenges you are facing with the loss of this key position. If your school did not lose a Vice Principal, enter N/A and move to question #4

Classroom visits are more difficult because of increased time constraints -- Increased evaluation load/less quality instructional leadership time -- Less supervision is concerning for student safety -- Greater operational responsibilities mean less instructional time -- Shallow relationships and support as opposed to relationships and support with depth

Site supervision (before/after school, lunch, etc.). -- Student discipline -- Teacher evaluation -- Classroom visits decreased (due to covering VP duties) -- IEP coverage

Possible over-departmentalization in the past - Other site leaders are not experienced at the work the excessed VP did -- Increase in time spent on supervision activities for other members of Admin team -- Increase in time spent in IEPs for other members of admin team -Decrease in accessibility of admin team to families (parents and students)

Additional Duties for SPED -- Additional Duties for Transportation -- Not enough time to meet with parents at their immediate requests-Limited bodies for supervision-Involvement in PLCs and evaluating teachers

Instructional leadership with so many other mandatory requirements to handle. -- Provide the time necessary for quality customer service -- Maintain my own mental state to allow for positive discourse with so much to handle. -- Discipline that includes a positive approach and restorative justice -- Classroom walkthroughs with 40+ classrooms every period

Less time allocated to PD planning -- Less time allocated to community partnerships in education -- Less time spent attending IEP meetings and overseeing Special Education -- Less people involved in student supervision before/after school, during passing periods, and during lunch -- Less communication with parents on a regular basis -- Less time spent mediating situations and implementing restorative practices

Q4. Did your school site lose a “supervising” classified employee (such as a Supervising Elementary School Assistant, Supervising Administrative Aide, Supervising Administrative Assistant, Supervising Library Clerk or School Site Operations Specialist)?

Answer Choices	Responses
Yes	15.00%
No	85.00%

Q5. If yes, was the “supervising” classified employee replaced with a similar position, “non-supervisory?” (Example, Supervising Admin. Assistant I was eliminated but replaced with an Administrative Assistant I) (If you did not lose a supervisory classified position, please check N/A.)

Answer Choices	Responses
Yes	10.00%
No	0.00%
N/A	90.00%

Q6. If your site lost a classified supervisory employee (even if the employee was replaced with a non-supervisory employee), what has the impact been on your workload and/or on the site? (If you did not lose a supervisory classified position, please put N/A in the text box.)

One Response
Much more supervision & evaluation of classified staff, and more time spent with non-instructional duties such as paperwork, scheduling, etc.

Q7. Since July 1, how many hours per week are you away from your office for professional development, planning meetings, trainings and other district-required activities? (select one)

Answer Choices	Responses
0-2 hours per week	25.00%
3-5 hours per week	40.00%
6-10 hours per week	25.00%
10-15 hours per week	10.00%
15+ hours per week	0.00%
N/A	0.00%

Q8. Since July 1, 2017, how many hours per week do you estimate you are working during evenings and weekends?

Answer Choices	Responses
0-2 hours per week	0.00%
3-5 hours per week	5.00%
6-10 hours per week	35.00%
10-15 hours per week	20.00%
15+ hours per week	40.00%
N/A	0.00%

Q9. Please list the five most serious work challenges/problems you have incurred since July 1, 2017, beyond the loss of the Vice Principal (that have negatively impacted your workload).

No Admin Assistant (not even a qualified substitute in SAMS) to process timekeeping -- Reduced Work Load- Still working during off time (in summer) for hiring -- Special Education. Inefficient level of support -- Having to hire my own teacher; conduct own "recruitment" -----

Lack of Classified Special Ed Staffing -- Lack of trained applicants to fill classified positions -- New mandates but seldom anything taken off plate -- Barrage of emails requiring attention 24/7 -- Management of Civic rentals -----

More discipline -- Procedural and operations mandates -- Less supervision staff -- Having to cover IEPs -- Deadlines: Williams Visit/NAEP -----

Teacher/classified (para) vacancies -- Loss of allocation/master schedule change -----

No time for classroom visits because of all of the other responsibilities -- Too long of a lag time to return phone calls -- Less supervision of students -- Not well planned PD for teachers because of lack of time. -- Tired administrative staff -----

No Administrative Assistant: Increase work load for myself and my school clerk I. Planning the opening, organizing paperwork for our families and students, and maintaining incoming paperwork. In addition to other duties -- No Finance Clerk: No one to sale PE Uniforms or provide me with updated budget information, was unable to order needed materials, spent hours on the phone with other district employees to order what we needed. -- No Site Tech: Countless hours organizing my incoming 6th grade students and inputting their schedules into powerschool. Supported my counselor who also worked 30 hours preparing master schedule and scheduling. -- Countless demands for information from the district office (GATE, SSC, SPED, etc...) -- Difficult to focus on instruction, with the increasing demand for information that these departments should be able to pull from a central location such as PowerSchool without interrupting or imposing on the principals. And the continued high expectation for instructional leadership.

Q9. Please list the five most serious work challenges/problems you have incurred since July 1, 2017, beyond the loss of the Vice Principal (that have negatively impacted your workload). (Continued)

We have over 250 IEP students, many with very high acuity and only have a nurse on site for three of the five days of the week. This has resulted in two 911 calls in the first two weeks of school and requires administration to manage crisis situations above and beyond our training. -- We are missing eleven para support providers requiring a daily shuffling of substitutes and or unfilled positions. This causes IEPs to be out of compliance -- We have lost nearly 50 students due to transportation issues caused by the SERP and budget crisis. As a school that relies on bussing for its student population, this has caused countless hours of struggle and stress trying to accommodate the needs of so many parents and students -- As a specialty school, we do not operate in the traditional cookie cutter formula of other schools. We require by our special status, special consideration with regard to staffing and key personnel in order to effectively run our site programs. These positions have either never been funded or have been cut in funding so that we cannot do the job we were created to do. -- The stress and strain of having to take on so many roles as an administrator and to overcome so many support service being cut (both on site and at Central Office) make doing this job virtually impossible to do well and to give the students the support they deserve.

Master scheduling -- Student computer devices without support -- Reorganizing as a result of loss of FTE -- Parent concerns -- lack of district support for the site

Staffing -- Work Load -- Lack of knowledge/communication within district offices -- Time Off Campus Meetings -- Teacher and office staff changes every year

Special Education staffing - both certificated and classified -- Master Schedule - 9/5 reduced by 0.4 FTE, 9/12 reduced by 0.6 FTE with an increase in enrollment -- Construction - site project is 11 1/2 months overdue -- Rentals - damage done to materials in rooms rented -- Facilities - ADA compliance work, A/C repairs, landscaping grievance based on cuts in that department

Vacancies, lack of willing retirees to begin the year took a very significant amount of time to manage -- Need to increase capacity of the admin team so members are flexible and able to understand and perform duties of former VP -- Lack of dedicated time to on-board, train, and mentor new staff members hired after start of the year

Initiatives/policies are created without principal input and this results in severe implications to the principal and site. -- It is not remotely possible to do all of what the district is asking. Principals then have to choose some of the "mandates" to implement which is time consuming and stressful. Mandates seldom come with budgetary or personnel support. The majority of communications we get from District departments either have missing information, too much information, incorrect information or contain instructions that are unrealistic and/or cumbersome --The SDEA contract does not reflect the priorities of our Area Superintendents. They want teachers to participate in PLCs, Cluster meetings, SSC, SGT, LGBTQIA training, Wellness Committee, SSTs, IEPs and 4 hours of "Employee Notification" training but have restrictions on the number of monthly meetings and the length of the workday. -- Finance is an absolute disaster. Not sure if it's possible to create a process that is more cumbersome than what we currently have. Then add a spending freeze waiver? You have to be kidding me! I have to submit a Google Form waiver to buy my office staff file folders? Insane.

New employees with no experience require more time (to train, model or fix mistakes) -- Complaints from parents and staff about response time to their requests and concerns

Workload being pushed from district level to site level -- Mandated requirements from a variety of departments that don't realize they are simultaneously putting demands on the site. -- Lack of direction from placement and appeal in regards to disciplinary measures. -- Cluster council -- Special education requirements.

HR - filling positions and getting support to discipline employees -- Special Education -- Losing allocations -- Budget - frozen funding

Central office directed mandates required for compliance -- Having to submit justifications to use discretionary funds -- No support from central office RT because I am not a priority school --Teacher shortage and not fully staffed - huge impact -- Expectations to grow enrollment without proper marketing support and resources.

Q9. Please list the five most serious work challenges/problems you have incurred since July 1, 2017, beyond the loss of the Vice Principal (that have negatively impacted your workload). (Continued)

HR - lack of communication and unclear timelines caused extra work. Between 7/11 and 8/11 (my scheduled vacation time) I have 48 hours of documented time spent completing tasks. Most were related to HR/staffing. -- HR - unfilled vacancies in classified has been a problem. I have five classified positions in my office. Two are brand new, one is being evaluated for lack of task completion and two remain vacant. -- Creating focus schools pulled any central resources that existed from sites not selected as a focus site. -- Not an issue yet, but I am concerned with potential requirements for site plan -- Instruction - unclear expectations regarding common assessments and capacity builders. This is in part because of lack of staff

PowerSchool enrollment 40 students high to actual but required to be under 36 day one with original low projections. All we did for weeks is manipulate MS to make this happen. All other work was done after hours.

Custodial cuts! spending over 30 minutes of my day picking up trash. Enrollment increased and custodial was cut 20 hrs per week. -- Constant requests from the district, overwhelming amount of circulars with deadlines, can't get into classrooms because feel like a secretary -- Safety concerns reduced sped para. Not enough SPED para staff given to school. -- Transportation- bus was cut, bus was added, etc. -- No subs- so doing the jobs in office and security myself

Q10. On a rating of 1 to 5, please rate the level of support/service you are receiving since July 1 from Central Office departments. (1 being the lowest, 5 the highest)

	Little Support 1	2	3	4	Excellent Support 5	N/A
Area Superintendent/Other Supervisor	21.05%	10.53%	10.53%	21.05%	31.58%	5.26%
Athletics/PE	10.53%	10.53%	10.53%	10.53%	15.79%	42.11%
Early Childhood Education	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Communications	21.05%	21.05%	5.26%	15.79%	0.00%	36.84%
Finance	10.53%	10.53%	21.05%	15.79%	31.58%	10.53%
Food Services	0.00%	5.26%	26.32%	36.84%	15.79%	15.79%
Human Resources	21.05%	21.05%	31.58%	21.05%	5.26%	0.00%
IT	47.37%	10.53%	15.79%	21.05%	0.00%	5.26%
Labor Relations	16.67%	16.67%	22.22%	16.67%	5.56%	22.22%
Legal	15.79%	5.26%	10.53%	21.05%	26.32%	21.05%
Leadership & Learning	5.26%	31.58%	21.05%	21.05%	5.26%	15.79%
Office of Secondary Schools	10.53%	26.32%	15.79%	10.53%	21.05%	15.79%
Payroll	22.22%	0.00%	22.22%	16.67%	5.56%	33.33%
Physical Plant Operations (PPO)	15.79%	21.05%	21.05%	31.58%	0.00%	10.53%
School Police	5.56%	16.67%	16.67%	11.11%	38.89%	11.11%
Special Education	20.00%	20.00%	40.00%	10.00%	10.00%	0.00%

Q11. On a scale of 1 to 5 with 1 indicating Strongly Disagree and 5 indicating Strongly Agree, please respond to the following questions:

	Strongly Disagree 1	2	3	4	Strongly Agree 5	N/A
I am working more hours per day than I did last year	0.00%	0.00%	10.53%	26.32%	57.89%	5.26%
I am getting the same satisfaction from my job this year as I did last year	36.84%	15.79%	26.32%	5.26%	10.53%	5.26%
I feel the workload for middle school principals has grown to the point I can not successfully do everything asked of me.	0.00%	5.26%	5.26%	15.79%	47.37%	26.32%
The district leadership (central office) expects middle school principals to work after regular hours and on non-work, work year reduction days on a regular, ongoing basis	0.00%	5.26%	15.79%	26.32%	36.84%	15.79%
The district leadership shows concern and respect for my personal health and welfare	42.11%	15.79%	10.53%	26.32%	0.00%	5.26%
The district leadership is supportive & shows respect for my need for a healthy work-life balance	35.00%	25.00%	15.00%	20.00%	0.00%	5.00%

Q12. Compared to previous years, I feel I am: (select one)

Answer Choices	Responses
More productive	15.00%
About the same	35.00%
Less productive	50.00%

Q13. Please list the three top items that the district provided since July 1, 2017 to assist Principal's workload issues: (optional response)

Responses	
New process for group interviews to staff schools	Flex calendars
A new HRO with no experience	CORTs to fill vacancies for week 1
None, more than none, none times infinity	VPs to Learning Labs
Less required meetings before students returned	
They cancelled some of the PD	
I have not heard of any supports regarding increased workload	
I cannot think of an item provided to me that was designed to address workload concerns.	
More efficient use of google apps	
We have not received any additional support, only more requests to keep up with increasing tasks	
Online training in lieu of meetings	

Q14. Additional comments- please provide any information you wish to share regarding workload issues:

Responses
A suggestion to assist principal's with their responsibilities is to provide adequate and sufficient training to classified staff.
I believe we will see a higher than ever number of physical and mental breakdowns from school admin with the drastic cut backs of on site support. Student safety is a concern as well.
We get paid enough that we shouldn't expect this to be a 9 to 5 job. Having quality support and negotiating a manageable contract would allow us to manage better. Technology specifically seems virtually unsupported.
We're working much harder than ever, but where are the results? Do we have to continue this pace for children to learn?
Communication continues to be an issue with District Leadership. Last year on June 5th, the Superintendent came to visit my site and I received no feedback. When I returned to work I was inundated with 6 site visits from the Superintendent and Chief of Staff (with no purpose or reason given). In addition the Area Supt is coming more regularly (this is good and expected). Then I was told that we would be participating in the Student Learning Cycles (which is a good support, but again with no communication). Recently, I was informed that I would also be hosting George Perry and Panasonic throughout the school year. Again with no communication other than an email saying "I'm coming". Right now, I'm not feeling appreciated or supported from the District. In fact I feel impositioned about the amount of work I now have to do with all of these visits and I'm spending hours outside of work preparing for all of these visits. When I request additional information regarding supports, I get very ambiguous answers like; "we are supporting all middle schools" or "they have a partnership with the district and will be supporting your school". No specific feedback so I know what the expectation is other than moving the needle on instruction.
This job is hard enough with feeling the added pressure of always wondering when the noose will fall around your neck. We shouldn't be afraid to have opinions, be frustrated and want our voices heard.
Truly thinking of other career options. Stress of the job the last two years is not worth it. Used to love my job. Not so much, now.
I have logged 70+ hours of work per week since returning to work. Even for the start of the school year, this is unusual. Last year, I worked about 50 hours per week. By teacher and parent accounts, this has been the smoothest start to the school year, which means the admin & counseling team has been able to keep the issues away from the classrooms. However, we cannot keep up this level of service without risking our health, families, and productivity.
Principals get emails from various District staff asking them to do many tasks, often with little support or even enough time to perform the request. There seems to be no one in the District that is aware of the collective sum of requests besides the principal. There should be a designee in the district that serves as a filter for all requests. If no one is willing to be that filter, then that should tell you something... there's too much being asked of principals! In some districts, principals meet bimonthly with the Superintendents and that's where the scope of the requests come from. AND in those meetings, HALF of the agenda is what the principals need from the Superintendent, not just what the Superintendent needs from the principals.
There is an unrealistic expectation and we are expected to smile and be positive about it all. The families we serve and our teachers don't care how much we have to do. Teachers only have to work 6 1/2 hours and principals have to work 10-12 hours. Not equitable.
I have solutions but nobody to share them with. Principals should have a liaison with the district who is not their evaluator...
The challenge with losing an administrator is making decisions regarding what responsibilities on the org chart are moved to another staff member or removed all together. Of course we will look for ways to work smarter and not harder and to delegate responsibilities to other staff members. But in the end, if we have less staff and the workload does not change then our level of service will look different. I am very open with my staff, community, and supervisor regarding this.

Q14. Additional comments- please provide any information you wish to share regarding workload issues: (Continued)

Responses

I am beyond overwhelmed and work 7 days a week. The reduction of staff and funds for supplies etc at the site has created dire situations. It's impossible to support instruction when we are expected to be security, custodial, clerical, etc. There aren't enough hours in the day to keep up with the mounting requests and constantly growing circulars that need to be addressed and completed. The impact has been extreme. Campus is not clean and the custodial cuts have been very difficult. Williams even noticed on their visits. I already spend over 30 minutes a day cleaning bc our kids deserve better. We have no funds for supplies or PD, as we had to use so much of our funding to purchase back the staff that we lost. At this rate, I foresee staff going out on stress leave bc there is never a moment of a break.

Workload Survey - Certificated, High School Principal

Q1. Years of Experience as a site Principal in SDUSD: (select one)

Answer Choices	Responses
0-3 Years	35.29%
4-6 Years	29.41%
7+ Years	35.29%

Q2. For school year 2017-18: (select one)

Answer Choices	Responses
My school has lost one or more Vice Principals this year and for 2017-18 has two Vice Principals	35.71%
My school has a two Vice Principals (same as 2016-17)	64.29%
My school has one Vice Principal (same as 2016-17)	14.29%

Q3. If you lost a Vice Principal, please list the top five challenges you are facing with the loss of a Vice Principal at the Elementary level. If you did not lose a Vice Principal, please mark N/A and skip this question.

Answers
In charge of more departments. More events to supervise.
Another set of eyes in the classroom focused around student achievement. Dramatic increase in the student caseload. Went from 800 students to 1200 students.
The increased level of emails for me (150+). One less person to assign the work to help out.
More students to be charge of. More responsibility i.e. Stull, SSC. More classes to do instructional rounds then provide feedback and work with struggling teachers.
Supervision and support for departments has increased. Relational leadership opportunities within the PLC are now limited. Supervision of after school events has dramatically increased for the entire admin team.
Less supervision available to keep the school safe. Vice principals can't get out for instructional rounds. Planning as a team is harder because of IEPs/504s.

Q4. Did your school site lose a “supervising” classified employee (such as a Supervising Elementary School Assistant, Supervising Admin Aide, Supervising Administrative Assistant, Supervising Library Clerk or School Site Operations Specialist)?

Answer Choices	Responses
Yes	47.06%
No	52.94%

Q5. If yes, was the “supervising” classified employee replaced with a similar position, “non-supervisory?” (Example, Supervising Administrative Assistant I was eliminated, but replaced with an Administrative Assistant .) (If you did not lose a supervisory classified position, please check N/A.)

Answer Choices	Responses
Yes	47.06%
No	5.88%
N/A	47.06%

Q6. If your site lost a classified supervisory employee (even if the employee was replaced with a non-supervisory employee), what has the impact been on your workload and/or on the site? (If you did not lose a supervisory classified position, please put N/A in the text box.)

Answers
Added responsibility of training, evaluating, and developing classified staff members. Rentals. Master Calendar.
Evaluation and management of all classified employees must be done by the principal.
In charge of classified staff, finance, working with different companies i.e. Jostons, and creating school assemblies throughout the year
Huge! I now run a school plus three additional programs. I have inherited 30 classified staff for which I am now the direct report.
Massive. We lost multiple people and their job duties fell on others and some work out of job description.
I saw an increase in the supervision and management of classified staff taking away from the time spent focusing on students in the classroom.
Increased work load for myself & other office staff employees (i.e., supervision, evaluation, training and scheduling of classified staff, master calendar, rentals, etc.)
I lost one two years ago and as a result I now have more evaluations to handle (teachers and staff) which makes it difficult to manage. We also hire more staff to cover the position for home contests.
As we have lost a supervising admin asst, I now have to manage and evaluate front office staff of 5.

Q7. Since July 1, how many hours per week are you away from your office for professional development, planning meetings, trainings and other district-required activities? (select one)

Answer Choices	Responses
0-2 hours per week	11.76%
3-5 hours per week	47.06%
6-10 hours per week	35.29%
10-15 hours per week	0.00%
15+ hours per week	5.88%
N/A	0.00%

Q8 Since July 1, 2017, how many hours per week do you estimate you are working during evenings and weekends?

Answer Choices	Responses
0-2 hours per week	0.00%
3-5 hours per week	11.76%
6-10 hours per week	23.53%
10-15 hours per week	29.41%
15+ hours per week	35.29%
N/A	0.00%

Q9. Please list the five most serious work challenges/problems you have incurred since July 1, 2017, (that have negatively impacted your workload).

Time spent trying to get appropriately staffed. I was trying to find my own teacher...calling universities, education professors, etc. Time spent repeatedly requesting that same work be done over and over without work getting completed. Work order submitted, work order closed without work being done, same work order re-submitted. It's insane and a tremendous amount of wasted time to get nothing done!
Transparency with regards to budget, initiatives, etc. Communication or lack thereof
Increased expectations for instructional leadership reporting to others. Management of classified employees.
Staffing has been a nightmare - HR is just as overwhelmed as principals without answers. Loss of work days, this equated to loss of planning and prep time. Still catching up on things normally done during summer.
Lack of teachers. Loss of Registrar.
Not enough support at the site or district level. Too many responsibilities.
Not having filled clerical staff. Losing the AASD supervisor but not the workload.
Lack of front office staff (Vacancies unfilled). Meetings that are not connected to the work that needs to be performed at school. Related to above, Inability to get maintenance/repair work done. Lack of timely (or any) training for new classified employees, which leaves principal to locate someone to pay to train new employees. Promotion of inexperienced & unprepared employees into positions of leadership for which they are not prepared. Being smart and skilled does not make up for lack of experience. This practice affects everyone in the district causing a chain reaction: lack of progress and oftentimes chaos in the programs/schools they are assigned, a need to "mentor" to help them get the experiences they already should have; peers extend themselves trying to assist (when they don't have the time); it sets a smart and competent employee up for failure simply due to lack of proper experience.
Communication to parents. Cassas. Secondary Office demands-reports, meetings, data collection, etc. Off-site paid, workshops, trainings, etc.
Loss of the VP. Loss of the site ops position. Increased visits of district personnel to a school sites. Increased communication from district office personnel. Lack of support for the operational aspects of running the school.
Lack of Communication regarding Staffing, Vacancies, etc. Transportation Issues-lack of equity in providing stops. Master Schedule - staffing and schedule restrictions have lead to doing work multiple times. Special education - I feel like we are on an island. High need families - because I am wrapped up dealing with high need families who are active in the community it takes away from instructional leadership.
Hiring qualified staff members during the summer non-work days. Our student handbook isn't printed because the staff member had to pitch in during enrollment and registration. Loss of .5 BSS. Needing to ask for permission for every expenditure. All new Marzano materials to cover across the site.

Q9. Please list the five most serious work challenges/problems you have incurred since July 1, 2017, (that have negatively impacted your workload). Cont'd

Vacancies not filled at start of year...HR not helpful with the retired sub requirement. Schools forced to find their own subs was ridiculous. Too many teachers to support. Supervising after school events. Dealing with losing teachers because our enrollment is down a bit.
Staffing. Master Schedule. My boss doesn't make decisions. If I ask for help, it's because I need help. Not an, "I'll get back to you," and then hear nothing.
Lack of adequate staffing means I am taking on more responsibilities. Operational items have trumped my presence in classrooms. More and more to-do's relative to procedures and policies - responsible for everything. Lack of responsiveness to questions and needs from central office staff. Dealing with transportation issues for our bus students.
Need counselor here in summer. Residual budget issues from 16/17. Classified timekeeping and supervision. Eos.
Central Office Resources Teachers add to the workload vs supporting
PARS are not all in (which effects paychecks). Special Ed is not fully hired. Sp. Ed. IEPs are not in the hands of the new teachers because staffing isn't settled yet. Enrollment.
Evaluation of employees, and amount of HR work we are taking on--recruiting, documenting, investigating employees. Scheduling.

Q10. On a rating of 1 to 5, please rate the level of support/service you are receiving since July 1 from Central Office departments.

	Little Support 1	2	3	4	Excellent Support 5	N/A
Area Superintendent/Other Supervisor	23.53%	11.76%	0.00%	29.41%	29.41%	5.88%
Athletics/PE	5.88%	5.88%	11.76%	17.65%	47.06%	11.76%
Early Childhood Education	11.76%	0.00%	0.00%	5.88%	0.00%	82.35%
Communications	35.29%	17.65%	5.88%	17.65%	0.00%	23.53%
Finance	5.88%	17.65%	23.53%	41.18%	11.76%	0.00%
Food Services	18.75%	18.75%	12.50%	18.75%	12.50%	18.75%
Human Resources	12.50%	25.00%	37.50%	25.00%	0.00%	0.00%
IT	52.94%	11.76%	17.65%	11.76%	0.00%	5.88%
Labor Relations	23.53%	0.00%	17.65%	35.29%	5.88%	17.65%
Legal	6.67%	0.00%	20.00%	26.67%	6.67%	40.00%
Leadership & Learning	18.75%	18.75%	25.00%	25.00%	0.00%	12.50%
Office of Secondary Schools	12.50%	12.50%	18.75%	31.25%	25.00%	0.00%
Payroll	17.65%	0.00%	11.76%	17.65%	23.53%	29.41%
Physical Plant Operations (PPO)	31.25%	18.75%	18.75%	18.75%	6.25%	6.25%
School Police	25.00%	12.50%	6.25%	12.50%	37.50%	6.25%
Special Education	17.65%	35.29%	23.53%	11.76%	11.76%	0.00%

Q11. On a scale of 1 to 5 with 1 indicating Strongly Disagree and 5 indicating Strongly Agree, please respond to the following questions:

	Strongly Disagree				Strongly Agree	N/A
	1	2	3	4	5	
I am working more hours per day than I did last year	11.76%	0.00%	5.88%	11.76%	64.71%	5.88%
I am getting the same satisfaction from my job this year as I did last year	25.00%	25.00%	25.00%	12.50%	6.25%	6.25%
I feel the workload for high school principals has grown to the point I can not successfully do everything asked of me.	0.00%	12.50%	6.25%	18.75%	56.25%	6.25%
The district leadership (central office) expects high school principals to work after regular hours and on non-work, work year reduction days on a regular, ongoing basis	6.25%	0.00%	25.00%	12.50%	50.00%	6.25%
The district leadership shows concern and respect for my personal health and welfare	37.50%	12.50%	25.00%	18.75%	6.25%	0.00%
The district leadership is supportive & shows respect for my need for a healthy work-life balance	35.29%	23.53%	17.65%	17.65%	5.88%	0.00%

Q12. Compared to previous years, I feel I am: (select one)

Answer Choices	Responses
More productive	0.00%
About the same	41.18%
Less productive	58.82%

Q13. Please list the three top items that the district provided since July 1, 2017 to assist Principal's workload issues: (optional response)

Nothing-They have added things, but have labeled things in different ways (Half Day Secondary Institutes, Secondary Labs, Triads, Student Centered Coaching, etc)
Not having full day USD days are nice, but they have just moved the time around to other days
Moving from Area Sup to Cheryl Hibbeln has been positive. Acacia Thede has made herself available by text if necessary.
Half-day PD's.
We asked for less and just got a rearranging of work including hour-long videos to watch at home.
N/A
An interim area supt. (as ours is not hired).
"Speed dating" interviews for classified staff.
None.
Emails are usually answered. Budget person has been helpful. Not provided by district - but help from peers has been great.

Q14. Additional comments- please provide any information you wish to share regarding workload issues:

There has been a movement over the past 3+ years of stripping employees in leadership positions of their decision-making power; it appears that everyone centrally has to now "get permission" from someone else. This has stymied the entire system. All decisions seem to be funneled to a few people in the district instead of simply allowing the district leadership to do what they were hired to do. This creates a workload issue in that because it's hard to get anything done in a timely manner (waiting for decisions to get to the limited few) we simply have to figure out other ways to deal with whatever the issue is; it defeats the purpose of having a UNIFIED district. Please note: my ratings of departments above do not rate the individuals with whom I work. For example, my HRO would rate a "5" but the HR department did not appropriately plan for staffing our schools this year & because of that, schools suffered. I still have an opening; the school year is already 1/8 gone. This is unacceptable.

It is important to understand that while instruction matters and is highly important, so is operational items. It has been communicated that things have come off the principals' plate, but this is not true. In fact more has been added and without any resources and or supports. PD, trainings, and workshops have been relabeled to imply that things have been reduced to half days, less time away from sites, but when hours are added it, its the same amount of time. Additionally, VPs are required to go to institutes now in the afternoon during our lunch hours, so when we are both traveling to and from Institutes and Labs, students are left unsupervised. There does not seem to be cohesion between the Area Supts and Secondary Office - often competing visions, beliefs, directions, etc. This adds to the stressors on a school campus. This was supposed to be year of 'learning & growing' with regards to critical concepts and student centered coaching, but that is not true. We are expected to implement.

The amount of tasks and the timeline in which tasks are to be completed are unrealistic. Example: allocations on Tuesday after 1pm and the requirement of notification to the impacted employee by 5pm, Wednesday.

Your question above about satisfaction with our jobs can't be stressed enough. As I think about myself and I talk with my colleagues I feel like everyone is very negative about their current situation. It is sad, because I feel like people want to do a good job but they are so stressed and unhappy.

There remains High Expectation by district leadership, but there has been a reduction in staffing at the site level and at the central office. It makes creating Quality Schools in Every Neighborhood very difficult. The lack of resources is know, but never addressed at principal meetings. What is stated- repeatedly- is what needs to get done, by when, and that principals are responsible and accountable. With less resources, along with the same high expectations, administrators are feeling undervalued. This creates stress. This stress needs to be validated without coming across as everything is going smoothly within in the district - as it is not. To not validate this reality makes it very frustrating to do the work that need to get done based on new priorities. These new priorities are not always in alignment for what they want principals spending their time on.

This year is already more of a struggle than last year and my time for life is non-existent.

There has to be a way to reduce emails. I spend at least 25% of the day dealing with parent, district, school, related messages that all require time to respond to. I try to say it for the end of the day so I can be in classes, but it's hard.

While I know we have a lot on our plates, I do appreciate the 3 weeks off from work during the summer. I know some principals miss the pay, but I think principals need some additional time off in the summer.

Workload Survey, Certificated - Vice Principals

Q1. Years of Experience as a Vice Principal in SDUSD: (select one)

Answer Choices	Responses
0-3 Years	45.45%
4-6 Years	31.82%
7+ Years	22.73%

Q2. For the school year 2017-18: (select one)

Answer Choices	Responses
My school has one Vice Principal assigned for 2017-18 (same as 2016-17)	18.18%
My school has two Vice Principals assigned for 2017-18 (same as 2016-17)	54.55%
My school has three Vice Principals assigned for 2017-18 (same as 2016-17)	9.09%
My school lost one or more VP this year and has one or more VP assigned for 2017-18	18.18%

Q3. If your school lost one or more Vice Principals for 2017-18, please list the top five challenges you are facing with the loss of these key positions. If your school did not lose a Vice Principal, enter N/A and move to question #4.

When an incident needs an admin, I used to handle situation that day, now it may take 2-3 days which results in a disgruntled parent -- Due to being only admin to attend IEPs, I am unable to attend SSC, Sgt, ilt, or other pertinent meetings putting me "out of the loop" and making it very difficult to play catch-up. -- I find myself having to be three places at the same time. Example, when I am supervising buses, there may be 1 or 2 Super vision posts unsupervised, and this is with all of teachers at their post, using a schedule according to SDEA compliance. -- Parents are used to me attending them the same day, if there is a need that utilizes an admin, and now it may take 2-3 days to get back. By that time, the parent need has escalated to a parent complaint that we have not served their need timely enough, and the need has escalated to a worse situation than the original challenge.

Supporting 900 kids with respect to discipline is overwhelming. -- The delegation of tasks to staff members who don't typically perform them leads to more time taken to learn these tasks. -- We cannot do Saturday School this year - too much background work went into the program (and it was handled by the other VP in the past). -- I am spending so much time learning new jobs to pick up the slack, I don't feel like I am excelling in any of them. -- Attending most IEP meetings will take up large amounts of my time each day.

Too many components of school program to monitor. -- Almost no interactions with student population with the exception of negative behaviors. -- Very long hours. Everyday feels like Monday. -- Less Family and Community Engagement -- Shared tasks to Principal with less compensation and direction

Work load -- safety for students -- effectiveness -- supervision -- no way to complete all expected

Supervision of sports -- Behavior -- Teacher supervision -- Department supervision -- Compliance with IEP and 504 meetings.

Q4. Did your school site lose a “supervising” classified employee (such as a Supervising Elementary School Assistant, Supervising Administrative Aide, Supervising Administrative Assistant, Supervising Library Clerk or School Site Operations Specialist)?

Answer Choices	Responses
Yes	36.36%
No	63.64%

Q5. If yes, was the “supervising” classified employee replaced with a similar position, “non-supervisory?” (Example, Supervising Administrative Assistant I was eliminated but replaced with an Administrative Assistant I.) (If you did not lose a supervisory classified position, please check N/A.)

Answer Choices	Responses
Yes	27.27%
No	9.09%
N/A	63.64%

Q6. If your site lost a classified supervisory employee (even if the employee was replaced with a non-supervisory employee), what has the impact been on your workload and/or on the site? (If you did not lose a supervisory classified position, please put N/A in the text box.)

Loss of a librarian has added a significant amount of time to my day in helping with textbook distribution -- running Destiny reports -- onboarding new staff and assisting with Williams Act related preparation. -- Building up trust and providing a fruitful working environment has been timely as well, due to HR not paying or acknowledging her position after it was confirmed.

More operational work and takes time away from observing classes

Yes, work load place on remaining VP's, Staff and Principal.

He knew a lot that we are now scrambling to learn how to do certain things that only he handled.

Yes...we have to train new employee, cannot find the time, there is a learning curve when person is trained, putting the school in a situation where we are behind in that person's roles and responsibilities, equaling in jobs not getting done in a timely manner, which creates disgruntled teachers, staff and parents.

I am now responsible for supervision and evaluation of certificated and classified employees. I also have to complete any additional duties assigned to the supervisor role that they are no longer responsible for doing.

Picking up the supervision caseload with clerical staff as well as some duties such as library

Q7. Since July 1, how many hours per week are you away from your office for professional development, planning meetings, trainings and other district-required activities? (select one)

Answer Choices	Responses
0-2 hours per week	50.00%
3-5 hours per week	27.27%
6-10 hours per week	13.64%
10-15 hours per week	0.00%
15+ hours per week	4.55%
N/A	4.55%

Q8. Since July 1, 2017, how many hours per week do you estimate you are working during evenings and weekends?

Answer Choices	Responses
0-2 hours per week	4.55%
3-5 hours per week	27.27%
6-10 hours per week	31.82%
10-15 hours per week	13.64%
15+ hours per week	22.73%
N/A	0.00%

Q9. Do you receive a supervision stipend?

Answer Choices	Responses
Yes	40.91%
No	59.09%

Q10. Please list the five most serious work challenges/problems you have incurred since July 1, 2017, beyond the loss of the Vice Principal (that have negatively impacted your workload).

Work/life balance -- Missing my family -- Too many emails -- More than 12 hours of work per day -- Only two vice principals at a large school

Miscommunication from HR -- Loss of a Librarian -- Loss of a Testing Coordinator -- Loss of a Dean of Students -- The state of our facilities. Unreliable bell/tone system for emergency procedures, unable to have schoolwide communication, not enough space for all of our students and teachers

Loss of classified personnel -- Budget constraints -- Too many long drives to away games -- Finding quality teachers -- Finding quality gardeners

Q10. Please list the five most serious work challenges/problems you have incurred since July 1, 2017, beyond the loss of the Vice Principal (that have negatively impacted your workload). (Continued)

Long-term teacher leaves in special education causing case management challenges -- filling non-permanent - sub classified staff positions with trained capable staff -- scheduling - days before contract for counselors cut caused more workload -- district cuts to IT cause great delays in response for tech support

Not being able to get my work load done in a timely manner, always playing catch up, causing parents and staff members to be dissatisfied with our school. -- Not being able to tend to incidents within 24 hours. -- Not being able to support staff in a timely manner. -- Not being able to respond to pertinent emails from the district office, staff or parents in a timely manner resulting in my school looking inefficient compared to last year. -- Compromising the safety of my students due to lack of supervision that the other VP was able to provide.

Reduction of special ed department at district level has made getting services and implementing IEPs impossible -- Not having trained site tech for opening of school -- New staff at so many district positions, no one can answer questions because they are learning

Loss of support in central office, specifically SPED, leads to challenges at the site. Very hard to get an answer, help quickly -- Double the work, no increase in time -- I need to attend trainings, but with only 1 VP at the site, it's hard to justify leaving -- I cannot focus on instruction/coaching. There are too many operational tasks to complete. Things pop up every day, it is hard to stick to a set schedule -- The loss of a valuable partner, someone I can learn from, and bounce ideas off is irreplaceable. I am so fortunate to have had the opportunity to work with a fellow VP for 4 years, and I dearly miss that support, conversation, advice, etc.

Limited central office support -- Multiple 504/IEP meetings per day -- No credentialed subs in math, sped available -- Parent harassment -- Managing fraudulent uniform complaints from certain parents/groups

Limited central office support -- Multiple 504/IEP meetings per day -- No credentialed subs in math, sped available -- Parent harassment -- Managing fraudulent uniform complaints from certain parents/groups

Not enough classified staff -- Not enough custodial staff -- Central office at our site 3-4 days a week -- Not enough certificated teachers

Classrooms not in compliance. -- Routine expectations for staff to work more hours than contracted -- Increase work stress.

Special Ed. Mod./Severe -- Master Schedule -- Special Ed. Mild/Mod -- Transportation -- Testing (District, State and Federal)

N/A

Expectation to work with no pay -- uncertainty of org chart -- supervision -- safety -- effectiveness

Lack of Paras designated to our site (3 short) -- Paras assigned to site that lack required IEP hours -- Loss of noon duty staff -- New teacher turnover and having to train and support our new teachers at our site. -- Lack of district support and resources

Q10. Please list the five most serious work challenges/problems you have incurred since July 1, 2017, beyond the loss of the Vice Principal (that have negatively impacted your workload). (Continued)

Bus Transportation -- Non-agnostic tech issues/Why can't we use Apple? -- HVAC issues -- Master Schedule staff reductions

Increased after school supervision -- Workload increase

Personnel issues, including those in which documentation was completed but administrative actions were not supported by the district. -- Lengthy write-ups for numerous incidents such as sexual harassment letters, bullying reports, etc. -- Lack of clerical assistance for routine tasks such as entering incidents in PowerSchool -- Lots of interruptions and time spent on supervision -- Special Education compliance issues that take a lot of time

Covering classes because of a shortage of retired teachers -- Excessive discipline issues -- rumors -- Only admin when principal has to go to trainings/meetings -- Bus issues, students not on list -- Stolen items because of lack of personnel to monitor

Q11. On a rating of 1 to 5, please rate the level of support/service you are receiving since July 1 from Central Office departments. (1 being the lowest, 5 the highest)

	Little Support						Excellent Support	
	1	2	3	4	5	N/A		
Area Superintendent/Other Supervisor	9.52%	23.81%	23.81%	14.29%	19.05%	9.52%		
Athletics/PE	23.81%	9.52%	23.81%	14.29%	4.76%	23.81%		
Early Childhood Education	0.00%	0.00%	4.76%	4.76%	0.00%	90.48%		
Communications	19.05%	14.29%	28.57%	19.05%	4.76%	14.29%		
Finance	19.05%	14.29%	14.29%	9.52%	0.00%	42.86%		
Food Services	14.29%	14.29%	19.05%	19.05%	19.05%	14.29%		
Human Resources	28.57%	19.05%	19.05%	23.81%	9.52%	0.00%		
IT	14.29%	42.86%	19.05%	14.29%	0.00%	9.52%		
Labor Relations	28.57%	14.29%	14.29%	19.05%	0.00%	23.81%		
Legal	14.29%	9.52%	19.05%	14.29%	9.52%	33.33%		
Leadership & Learning	9.52%	9.52%	19.05%	42.86%	9.52%	9.52%		
Office of Secondary Schools	4.76%	14.29%	28.57%	28.57%	14.29%	9.52%		
Payroll	4.76%	14.29%	14.29%	14.29%	4.76%	47.62%		
Physical Plant Operations (PPO)	4.76%	28.57%	28.57%	14.29%	9.52%	14.29%		
School Police	9.52%	9.52%	23.81%	28.57%	23.81%	4.76%		
Special Education	22.73%	13.64%	22.73%	27.27%	13.64%	0.00%		

Q12. On a scale of 1 to 5 with 1 indicating Strongly Disagree and 5 indicating Strongly Agree, please respond to the following questions:

	Strongly Disagree				Strongly Agree	N/A
	1	2	3	4	5	
I am working more hours per day than I did last year	4.76%	4.76%	9.52%	19.05%	61.90%	0.00%
I am getting the same satisfaction from my job this year as I did last year	23.81%	23.81%	14.29%	23.81%	9.52%	4.76%
I feel the workload for vice principals has grown to the point I can not successfully do everything asked of me.	9.52%	4.76%	14.29%	19.05%	42.86%	9.52%
The district leadership (central office) expects vice principals to work after regular hours and on non-work, work year reduction days on a regular, ongoing basis	0.00%	0.00%	14.29%	38.10%	33.33%	14.29%
The district leadership shows concern and respect for my personal health and welfare	19.05%	28.57%	38.10%	9.52%	4.76%	0.00%
The district leadership is supportive and shows respect for my need for a healthy work-life balance	30.00%	20.00%	40.00%	5.00%	5.00%	0.00%
My Principal is supportive and shows respect for my need for a healthy work-life balance	9.09%	0.00%	9.09%	9.09%	68.18%	4.55%

Q13. Compared to previous years, I feel I am: (select one)

Answer Choices	Responses
More productive	18.18%
About the same	40.91%
Less productive	40.91%

Q14. Please list the three top items that the district provided since July 1, 2017 to assist Vice Principal's workload issues: (optional response)

Answer Choices
1. Institutes
2. Master Schedule from OSS & Counseling
3. CORT support from Sp Ed.

Q15. Additional comments - please provide any information you wish to share regarding workload issues:

Responses
Schools with large number of students need to be closely reviewed for supports and workload of administrators.
This has been filled out because it was asked of me. I did not intend to address workload and do not have any complaints about workload in relationship to my principal
Supervising games is time consuming and driving to far away games after a full day of work is exhausting
It is not possible to complete the duties expected. Vice Principals are barely able to keep up with the daily tasks and "putting out fires" and are rarely able to be the instructional leaders that we are expected to be.
I was excited to go to work everyday, now I am weighing my option to go back to the classroom or work for the county or another district due to my increased work load, and lack of support from the district.
We are told at back to school meetings that balance is important but all other directives, PD, upcoming expected "optional" Principals Training dont support what is said.
This year for the first four weeks of school, I have been dealing with Special Education issues at my school about 80 percent of my time. I feel like I am a special education administrator instead of a vice principal. All of my other responsibilities are being tossed aside while I deal with the special education issues.
Thanks!
Focus is important. The more we must focus on being a VP the less time we have to focus on our family.
Not workload but mental health related - why do administrators not receive 12 pay?

Workload Survey - Certificated, K-8 Principals

Q1. Years of Experience as a site Principal in SDUSD: (select one)

Answer Choices	Responses
0-3 Years	60.00%
4-6 Years	20.00%
7+ Years	20.00%

Q2. Please list the top 5 challenges you are facing with the loss of the Vice Principal position at K-8 schools

Answers
Construction (ongoing concerns & issues). Supervision/Safety & Stull Evaluations. Discipline. Scheduling. Test Coord.; IEPs; Parent Concerns; School Tours.
Supervision on site. Operational tasks including oversight of employees that require documentation. Formal observation process for 24 staff members this year.
Preparation and support needed for PLC's including classroom observation. Continual staffing challenges.
Time. I have less time to observe and coach teachers. School-wide behavior management. The VP used to play a major role in planning and implementing PD and PLC work. Lack of collaboration with another administrator.
Have a Vice Principal, 1004 students.

Q3. Did your school site lose a “supervising” classified employee (such as a Supervising Elementary School Assistant, Supervising Administrative Aide, Supervising Administrative Assistant, Supervising Library Clerk or School Site Operations Specialist)?

Answer Choices	Responses
Yes	25.00%
No	75.00%

Q4. If yes, was the “supervising” classified employee replaced with a similar position, “non-supervisory?” (Example, Supervising Administrative Assist. I was eliminated but replaced with an Administrative Assistant I) If you did not lose a supervisory classified position, please check N/A.

Answer Choices	Responses
Yes	0.00%
No	40.00%
N/A	60.00%

Q5. If your site lost a classified supervisory employee (even if the employee was replaced with a non-supervisory employee), what has the impact been on your workload and/or on the site? (If you did not lose a supervisory classified position, please put N/A in the text box.)

Answers
Less experienced with district applications and multi-tasking; has impacted staffing; budget; payroll; SAMs/substitutes; supervision of other clerical staff; one clerk is less than effective.
Admin aide was replaced by an ESA. While the new employee is being trained, I have taken in a majority of clerical and financial oversight including processing of purchases, PARS and other admin aide functions. This has taken several hours a day. The challenge is that training has been limited and at times unavailable for the new employee.

Q6. Since July 1, how many hours per week are you away from your office for professional development, planning meetings, trainings and other district-required activities? (select one)

Answer Choices	Responses
0-2 hours per week	20.00%
3-5 hours per week	40.00%
6-10 hours per week	40.00%
10-15 hours per week	0.00%
15+ hours per week	0.00%
N/A	0.00%

Q7. Since July 1, 2017, how many hours per week do you estimate you are working during evenings and weekends?

Answer Choices	Responses
0-2 hours per week	0.00%
3-5 hours per week	0.00%
6-10 hours per week	20.00%
10-15 hours per week	20.00%
15+ hours per week	60.00%
N/A	0.00%

Q8. Please list the five most serious work challenges/problems you have incurred since July 1, 2017, beyond the loss of the Vice Principal, that have negatively impacted your workload.

Answers
Construction (ongoing concerns & issues). Supervision/Safety & Stull Evaluations. Discipline. Scheduling. Test Coord.; IEPs; Parent Concerns; School Tours.
Need for support with scheduling of students in our middle school. Completing clerical and financial functions unusually take in by admin aide. Preparations for opening of school year without an Admin aide or ESA. We now have an ESA.
Loss of resource teacher. One day cut from school counselor position. Trying to keep excellent teachers at our site who are considering leaving because they were only given temporary (LVR) contracts. IT department seems pretty thin, so I have been doing a lot of tech work. Discretionary budget frozen, and long wait to hear about freeze waiver requests
Transportation routes changes at last minute. Enrollment impacted by transportation. No library tech. No transportation/enrollment admin aide.

Q9. On a rating of 1 to 5, please rate the level of support/service you are receiving since July 1 from Central Office departments. (1 being the lowest, 5 the highest)

	Little Support				Excellent Suppt	
	1	2	3	4	5	N/A
Area Superintendent/Other Supervisor	0.00%	20.00%	20.00%	0.00%	60.00%	0.00%
Athletics/PE	0.00%	20.00%	40.00%	0.00%	20.00%	20.00%
Early Childhood Education	20.00%	0.00%	40.00%	0.00%	0.00%	40.00%
Communications	0.00%	40.00%	20.00%	0.00%	20.00%	20.00%
Finance	0.00%	0.00%	40.00%	40.00%	20.00%	0.00%
Food Services	0.00%	20.00%	20.00%	60.00%	0.00%	0.00%
Human Resources	0.00%	20.00%	60.00%	20.00%	0.00%	0.00%
IT	20.00%	40.00%	20.00%	20.00%	0.00%	0.00%
Labor Relations	0.00%	20.00%	0.00%	20.00%	20.00%	40.00%
Legal	0.00%	0.00%	20.00%	40.00%	0.00%	40.00%
Leadership & Learning	0.00%	0.00%	50.00%	50.00%	0.00%	0.00%
Office of Secondary Schools	0.00%	20.00%	20.00%	40.00%	0.00%	20.00%
Payroll	25.00%	0.00%	25.00%	0.00%	0.00%	50.00%
Physical Plant Operations (PPO)	20.00%	40.00%	20.00%	20.00%	0.00%	0.00%
School Police	0.00%	20.00%	20.00%	40.00%	20.00%	0.00%
Special Education	20.00%	0.00%	40.00%	0.00%	40.00%	0.00%

Q10. On a scale of 1 to 5 with 1 indicating Strongly Disagree and 5 indicating Strongly Agree, please respond to the following questions:

	Strongly Disagree				Strongly Agree
	1	2	3	4	5
I am working more hours per day than I did last year	0.00%	0.00%	0.00%	40.00%	60.00%
I am getting the same satisfaction from my job this year as I did last year	0.00%	40.00%	20.00%	40.00%	0.00%
I feel the workload for K-8 principals has grown to the point I can not successfully do everything asked of me.	0.00%	20.00%	0.00%	60.00%	20.00%
The district leadership (central office) expects K-8 principals to work after regular hours and on non-work, work year reduction days on a regular, ongoing basis	0.00%	0.00%	20.00%	60.00%	20.00%
The district leadership shows concern and respect for my personal health and welfare	0.00%	40.00%	40.00%	0.00%	20.00%
The district leadership is supportive and shows respect for my need for a healthy work-life balance	0.00%	60.00%	0.00%	20.00%	20.00%

Q11. Compared to previous years, I feel I am: (select one)

Answer Choices	Responses
More productive	20.00%
About the same	40.00%
Less productive	40.00%

Q12. Please list the three top items that the district provided since July 1, 2017 to assist Principal's workload issues: (optional response)

Answers
My Area Superintendent did give me a retired principal to help manage some urgent construction and other opening of school issues.
Support from Area Sup to create/update org chart to determine how to reallocate tasks and coaching to assist me with how to manage additional responsibilities w/fewer staff.
Ongoing support from Area Sup regarding implementation of instructional goals and capacity building for PLC's

Q13. Additional comment - please provide any information you wish to share regarding workload issues:

Answers
I have an enrollment of 750 and 30 classroom teachers between TK-8. I understand the demands for language immersion are great. If the district is unable to adequately staff K-8 schools (VP, counselor, noon duty supervision, site tech, library tech), then enrollments should be limited to reduce the workload. It is very difficult to focus on instruction when we are wearing so many more hats than before. I have been working weekends, too, to assess 1:1 device needs in middle school classrooms. Construction is also an incredible negative impact without a VP. Lastly, due to the lag time in staffing the library tech, I have been spending many afternoons issuing textbooks to middle school students. Now I am handling textbook sufficiency and bringing all teachers to sufficiency. I'm sure I have left something out...

Workload Survey - Certificated, Central Office Managers

Q1. Years of Experience as a management level employee in SDUSD: (select one)

Answer Choices	Responses
0-3 Years	50.00%
4-6 Years	27.78%
7+ Years	22.22%

Q2. For school year 2017-18: (select all that apply)

Answer Choices	Responses
My department has lost management level positions	38.89%
My department has lost clerical/administrative positions (OTBS)	50.00%
My department has lost other types of employees (SDEA, OSS, OTBS, POA)	66.67%
My department did not lose any positions	22.22%

Q3. If your department lost one or more positions for 2017-18, please list the top five challenges you are facing with the loss of these positions. If your department did not lose positions, enter N/A and go on to the next question.

Providing appropriate support with fewer people. Being in compliance. Taking on work for lost positions. Delays in establishing programs. Members of the team feeling overwhelmed.
Support to parents/fielding questions/concerns. Support to teachers/school sites. Completing all the work and follow up required with the additional departments under my supervision.
Human Resources recruiting/filling vacant positions. Clerical staff not available to perform timekeeping, receiving, billing, and multiple other work tasks. Certificated have to pick up additional clerical tasks. My 3 AASD classified supervisors and I are performing clerical tasks due to unfilled vacancies. We have 3 separate geographical work sites - cannot effectively supervise all employees at all times. Cannot complete all of the work, answer phones, respond to emails in a timely manner, etc. with current vacancies. HR, Budget and Position Control have prioritized central office depts. at the bottom. Site vacancies have been the focus. My dept. began the school year with approximately 53 vacancies from AASD, OTBS, Para, and SDEA. PAR's are still not complete resulting in the 3rd month of inaccurate salaries for many employees, wrong locations for timekeeping purposes, complaints from employees, complaints from principals, complaints from site timekeepers, etc.
Timely response to school site concerns/questions. Completing the clerical aspects of the job. Absorbing the duties of the position cuts. Longer hours required to complete the work. Substitutes or new hires not skilled/knowledgeable about duties.
Work load being applied to others. Not enough time to follow-up on issues. Can't move forward with new ideas. Nobody to answer phones or do clerical jobs. Impacting the program as a whole.

Q3. If your department lost one or more positions for 2017-18, please list the top five challenges you are facing with the loss of these positions. If your department did not lose positions, enter N/A and go on to the next question. (Continued)

Department staffing to provide for SDEA and CTC required support hour 3x case load hours. Administrative Assistant doing the work load of 2.5 clerical staff. Program Manager taking on the job responsibilities to oversee/supervise 5 different programs that used to be done by a director and program manager.
Support to sites. Enormous email requests/questions (over 100 day).
Managing the increased workload with less support. Managing the increased workload with less days. Obtaining needed records to defend the district. Following up on agreements that need to be implemented.
Lack of OTBS support for daily tasks. Loss of additional trainer.
Annexing new responsibilities without administrative support for scheduling and organizing. No decrease in productivity/monitoring/ compliance with far fewer people to carry the load. Initiative fatigue. 24/7 on call.
N/A
I lost all resource teachers (about 7) and doing all of their work too. Lost admin. aide and doing her work, too. Teachers are being affected because I cannot do the work of 8 staff members. I try.
Determining work for classified staff (down 2). Adequately supporting school sites. Responding in a timely manner. Effectively completing job duties.
Loss of the high level of service. Increased demand to do more with less. Unable to support customer needs in timely manner.
Support to the teachers is not as great. Supplies are taking longer to get to classrooms. Technology issues in the classroom are taking longer to fix. Students are not getting the opportunities as before. We are spending our time being reactive as opposed to proactive.

Q4. Since July 1, how many hours per week are you away from your office for professional development, planning meetings, trainings and other district-required activities? (select one)

Answer Choices	Responses
0-2 hours per week	16.67%
3-5 hours per week	50.00%
6-10 hours per week	16.67%
10-15 hours per week	5.56%
15+ hours per week	0.00%
N/A	11.11%

Q5. Since July 1, 2017, how many hours per week do you estimate you are working during evenings and weekends?

Answer Choices	Responses
0-2 hours per week	11.11%
3-5 hours per week	11.11%
6-10 hours per week	38.89%
10-15 hours per week	22.22%
15+ hours per week	16.67%
N/A	0.00%

Q6. Please list the five most serious work challenges/problems you have incurred since July 1, 2017, (that have negatively impacted your workload).

More responsibilities. Less support - positions eliminated or new people in place. Inexperienced support for district applications. Not enough time to complete the work. Feeling isolated.
Getting the answers I need to respond to parents/staff. Lack of staff to complete the work that needs to be done. The time available to return parent phone calls. Time available to connect/follow up with sites and teachers. Lack of clear process and follow through on different situations.
Vacancies not being filled. Human Resources, Budget and PC not moving PAR's and or canceling PAR's without having a conversation with me. Ability to manage 12 cost centers, hundreds of employees assigned to those cost centers effectively. The length of time for HR to route new hire applicants, certificated and classified, and once we recommend for hire, the length of time to process them for employment. Excluding the fingerprinting process. I keep coming back to HR, Budget and PC. They do not seem to be working efficiently together. In addition, the Spending Freeze Committee has added another layer of bureaucracy - my 12 budgets are loaded; however, none of the discretionary funds can be used without pre-approval! TA's have 2 additional levels of approval. All of these approvals take time to complete and submit. The spending freeze committee does not respond in a timely manner that directly impacts the ability to serve students.
Completing work that should have been done by other employees. Fewer employees and required cuts have placed the burden on me. Due to vacancies and subs, work is absorbed by management. Slow or lack of response from other departments due to cuts. Additional responsibilities added to job.
Loss of staff. Nobody to train new staff. New responsibilities falling on our office because others depts. are reduced. Working longer hours and more days now and struggling to get answers. Staff morale down.
I was required to be full time principal and take on full time role of new job (16 hours a day workload) and split between sites (4 hours, 4 hours) for 16 days.
Backlog in getting vacant positions posted.
My workload was increasing prior to the cuts. The loss of a PRT and a change of admin assist has added to that. I now have 11 less days, but more work than before the cuts. The workload and overall morale in the district is causing a negative effect on my health.
Decline of planning meetings. Inability to focus.
Captured in list above.
Lack of classified support. Lack of communication. Restrictions on spending. Challenges working with school sites due to reductions in site staffing. Challenges working with other departments due to reductions and unfilled positions.
School sites not having clerical staff in place. PARS not properly followed through by HR. Delays in hiring of resource teachers for open positions. Denial of travel for professional learning.
The above ones mentioned.
No classified support. Minimal communication from district leadership. Trying to work with departments that have been heavily impacted by position reductions or retirements. Errors in HR. Restrictions on spending.
Certificated staff vacancies. Classified staff vacancy. Overall work load. Properly addressing site concerns.
Less employees. Unable to keep up with work load. Morale issues/uncertainty with 2018-19 budget. Declined service to school sites. Loss of knowledge base.
Increased number of issues on sites that we have had to solve. Number of new hires that had to be generated.

Q7. On a rating of 1 to 5, please rate the level of support/service you are receiving since July 1 from Central Office departments. (1 being the lowest, 5 the highest)

	Little Support				Excellent Support	
	1	2	3	4	5	N/A
Area Superintendent/Other Supervisor	11.11%	22.22%	0.00%	27.78%	16.67%	22.22%
Athletics/PE	0.00%	0.00%	0.00%	5.56%	11.11%	83.33%
Early Childhood Education	0.00%	0.00%	5.56%	0.00%	11.11%	83.33%
Communications	5.56%	0.00%	44.44%	11.11%	0.00%	38.89%
Finance	5.88%	17.65%	29.41%	17.65%	0.00%	29.41%
Food Services	0.00%	5.56%	0.00%	11.11%	5.56%	77.78%
Human Resources	35.29%	17.65%	29.41%	5.88%	5.88%	5.88%
IT	5.56%	11.11%	5.56%	16.67%	22.22%	38.89%
Labor Relations	22.22%	5.56%	0.00%	16.67%	11.11%	44.44%
Legal	11.11%	0.00%	11.11%	16.67%	33.33%	27.78%
Leadership & Learning	5.56%	16.67%	16.67%	27.78%	11.11%	22.22%
Office of Secondary Schools	5.88%	5.88%	11.76%	5.88%	23.53%	47.06%
Payroll	5.56%	0.00%	27.78%	5.56%	16.67%	44.44%
Physical Plant Operations (PPO)	0.00%	0.00%	16.67%	16.67%	11.11%	55.56%
School Police	0.00%	0.00%	5.56%	0.00%	11.11%	83.33%
Special Education	5.56%	5.56%	5.56%	16.67%	33.33%	33.33%

Q8. On a scale of 1 to 5 with 1 indicating Strongly Disagree and 5 indicating Strongly Agree, please respond to the following questions:

	Strongly Disagree				Strongly Agree
	1	2	3	4	5
I am working more hours per day than I did last year.	11.11%	5.56%	5.56%	16.67%	61.11%
I am getting the same satisfaction from my job this year as I did last year.	16.67%	38.89%	22.22%	22.22%	0.00%
I feel the workload for central office managers has grown to the point I can not successfully do everything asked of me.	5.56%	0.00%	22.22%	33.33%	38.89%
The district leadership (central office) expects central office managers to work after regular hours and on non-work, work year reduction days on a regular, ongoing basis.	0.00%	22.22%	22.22%	33.33%	22.22%
The district leadership shows concern and respect for my personal health and welfare.	17.65%	11.76%	17.65%	52.94%	0.00%
The district leadership is supportive and shows respect for my need for a healthy work-life balance.	18.75%	12.50%	31.25%	31.25%	6.25%

Q9. Compared to previous years, I feel I am: (select one)

Answer Choices	Responses
More productive	16.67%
About the same	50.00%
Less productive	33.33%

Q10. Please list the three top items that the district provided since July 1, 2017 to assist certificated central office managers with workload issues: (optional response)

Other Managers offering support of their staff to me to complete the jobs that I have.
Our SPED Director provided me with language to help articulate how the workload must be prioritized and that some of the work may need to be strategically abandoned for a period of time.
Nothing that I'm aware of.
Bi-weekly support from supv at my department location. Using Google forms/docs to limit meetings & increase productivity. PRT taking on more responsibilities than last year.
Additional staff support (hourly)
Support from supervisor and team

Q11. Additional comments - please provide any information you wish to share regarding workload issues:

Everyone is feeling overwhelmed this year. There is too much work and not enough time in the day. I try to maintain a positive attitude to encourage the rest of my team, but it is difficult and then with the 5% pay cut - doing more and expected to do more for less pay.
There is truly not enough hours in the day. I work over 10-12 hours a day, have lack of sleep due to the stress of worrying about work and what balls I am dropping. I feel like I am in an environment where I have been set up to fail, and that does not sit well with me.
The reorganization of Central Office Divisions placed additional responsibilities and workload on the current management. A significant increase.
I am working more days and getting \$400 less a month. As a site administrator, I would be getting reduced workload (more days off) with less pay.
I take issue with the fact that the wholesale cuts/changes were made completely indiscriminately. There was no analysis done by department, it was solely cuts across the board. This is bad management. Secondly, HR is a debacle. They take so long to hire and rehire that by the time they are ready to hire someone that person has already taken a job in another district. We then hire the people that other districts didn't want (the leftovers), if we can find someone at all. This is an issue that has plagued the district for years.
I strongly believe educators do what is necessary for students, not the leadership of this district, even to our own detriment.