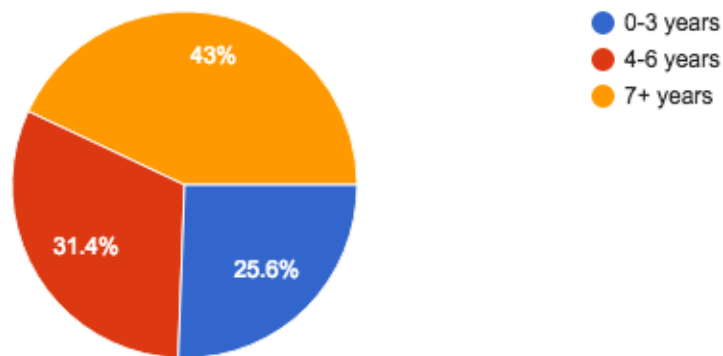


Elementary Principals Workload Survey

86 responses

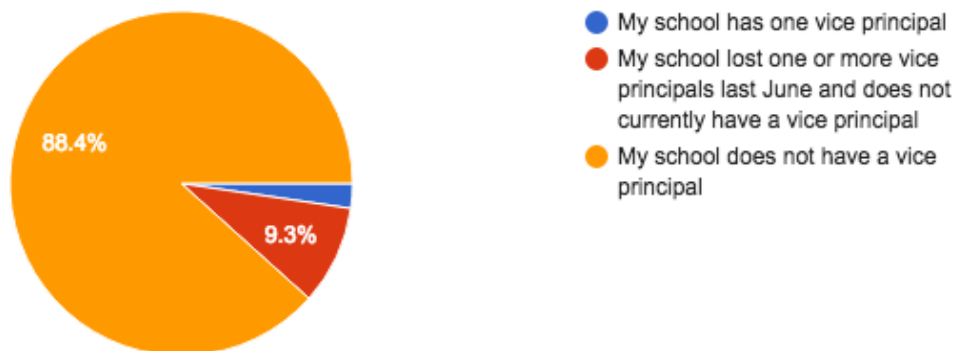
Years of Experience as a site Principal in SDUSD

86 responses



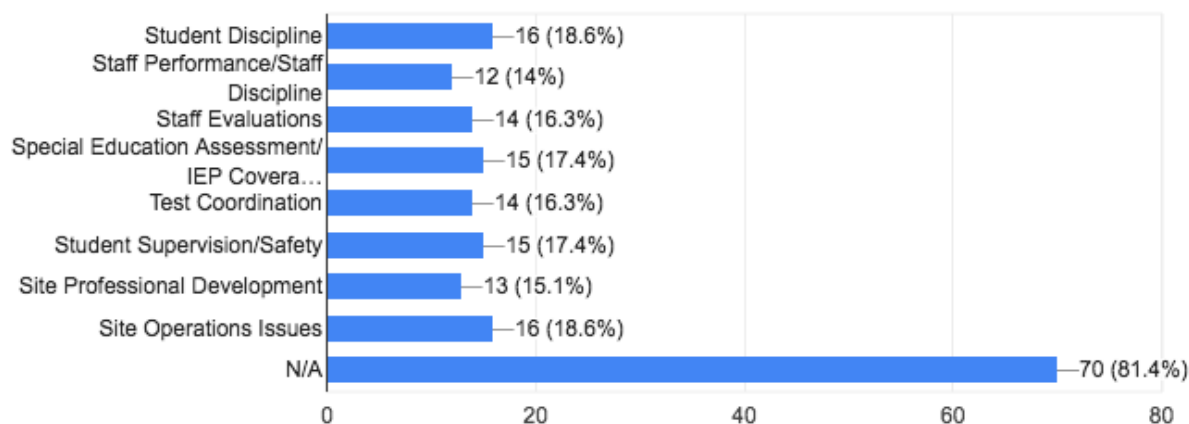
For school year 2017-18:

86 responses



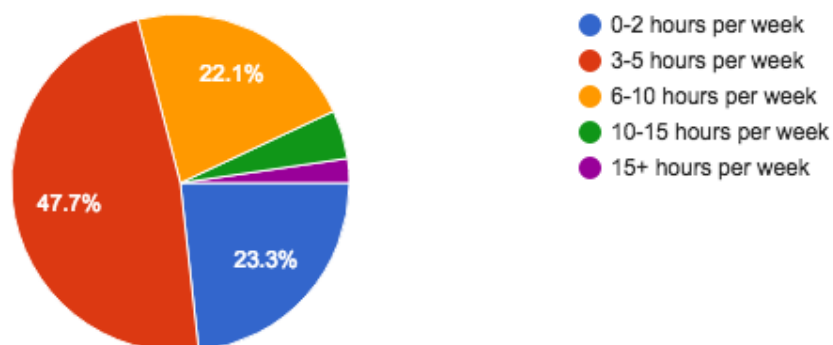
My school lost a vice principal for 2017-18. Check all boxes below that have been impacted negatively by the elimination of one vice principal. If your school did not lose a vice principal, please check N/A below.

86 responses



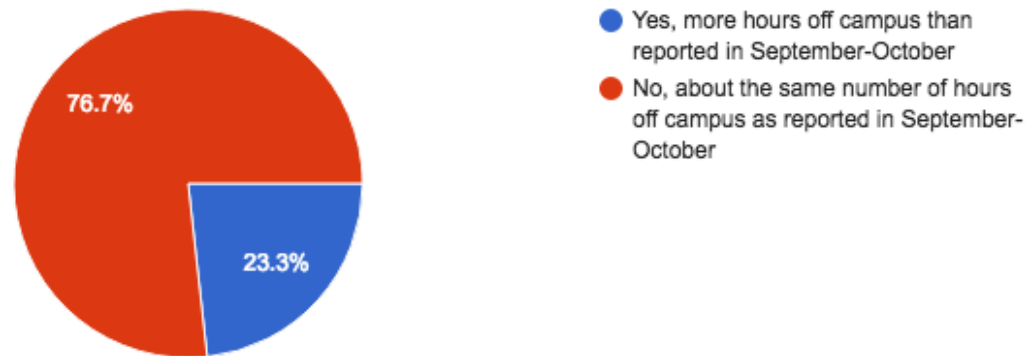
During the 2017-18 school year, what is the AVERAGE number of hours per week that you were away from your school campus for professional development, planning meetings, training, and other district-mandated meetings and/or activities?

86 responses



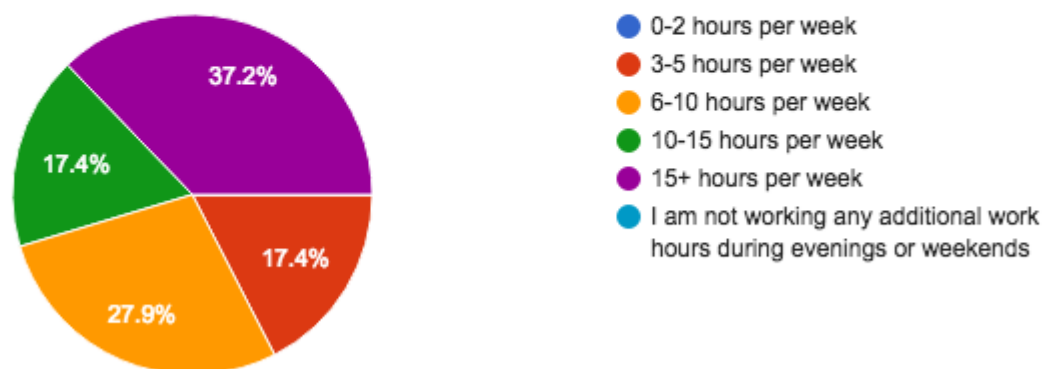
Has the average number of hours that you are NOW off campus for district-mandated activities changed since the beginning of the school year (September-October)?

86 responses

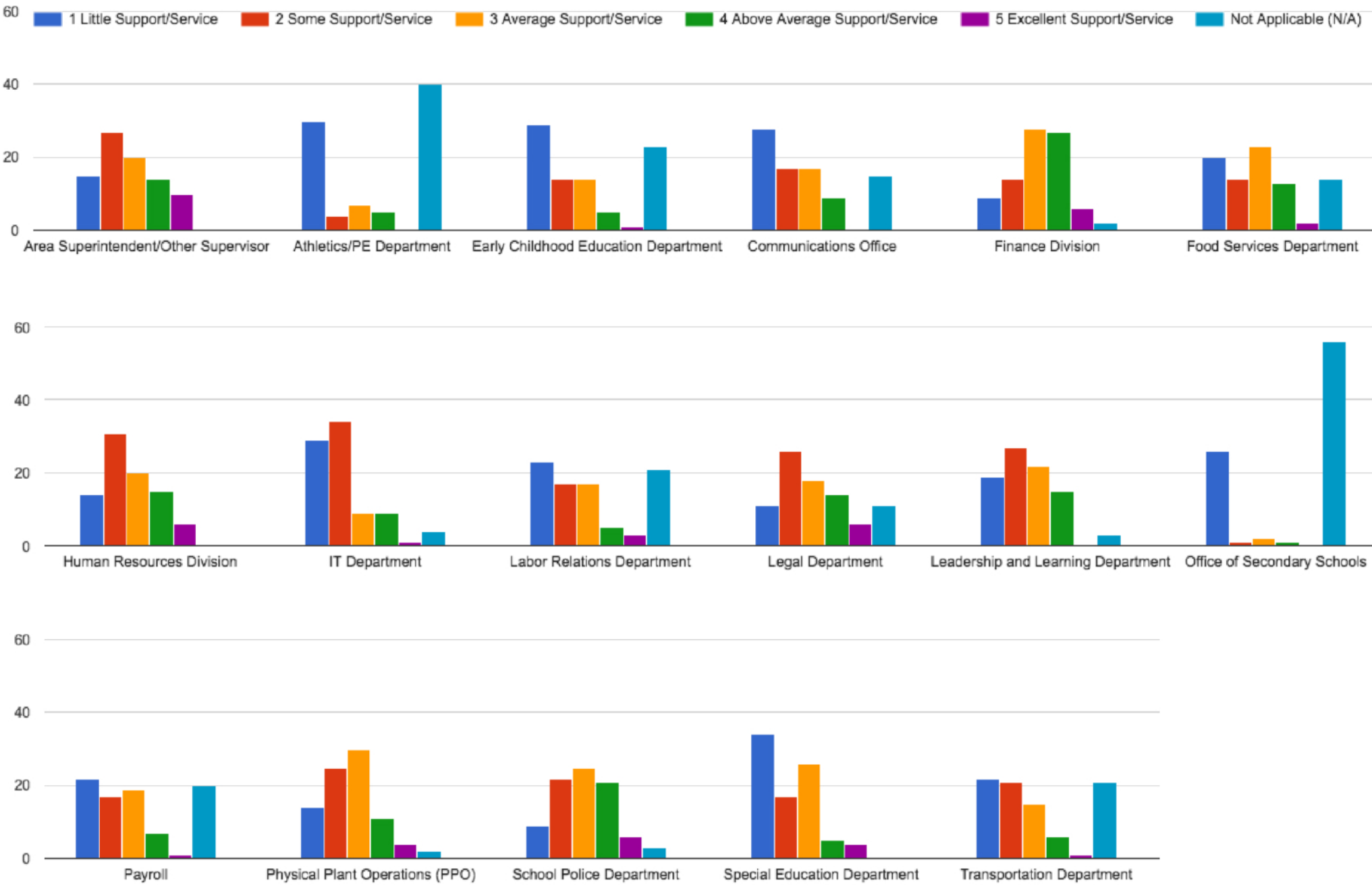


For school year 2017-18, what is the AVERAGE number of hours you are working during evenings and weekends?

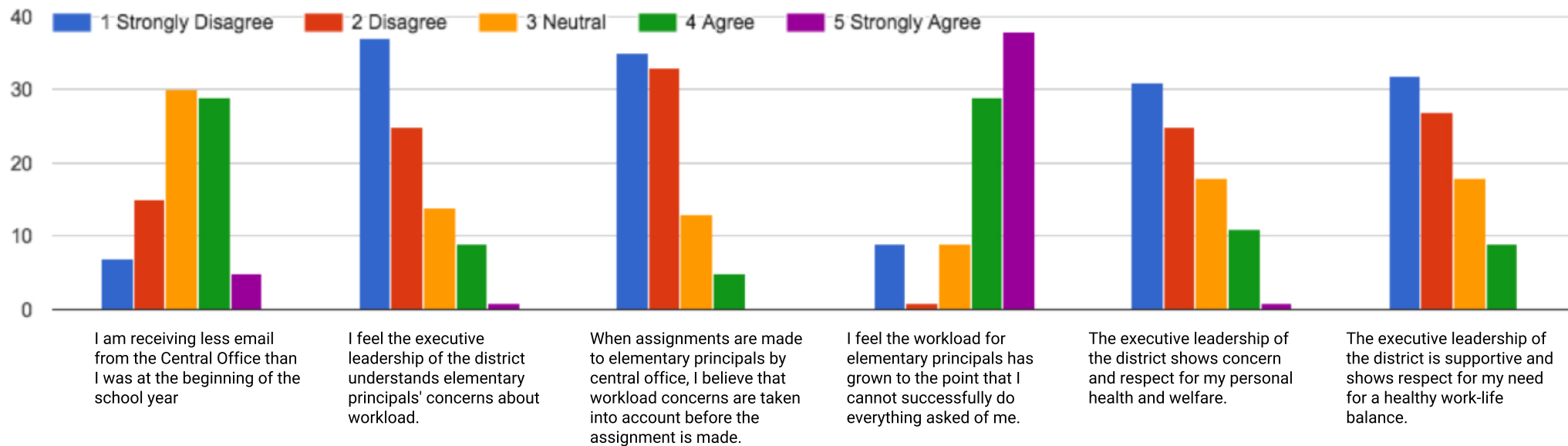
86 responses



On a rating of 1 to 5, with 1 being the lowest and 5 being the highest, please rate the level of support/service you are CURRENTLY receiving from the following central office departments. N/A should be checked if you have minimal or no interaction with that office/department.



On a scale of 1 to 5, with 1 indicating Strongly Disagree and 5 indicating Strongly Agree, please respond to the following questions. Please answer according with how you CURRENTLY feel. (The definition of "executive leadership of the district" is superintendent, chief of staff and all executive directors)



Please list up to five serious work challenges/problems you have dealt with this school year (2017-18) that have negatively impacted your workload. If possible, please provide a suggested solution.^{86 responses}

1. Staffing issues 2. Substitutes not being available 3. Lack of IT Personnel 4. Lack of Resource teachers not encumbered by coaching cycles

More departments and personnel reductions leads to adding to my plate to get it done. Reducing 4 hour custodial impacted our site with cleanliness, sanitary needs. IT department reductions added to longer wait times for promethean or computer repairs at a rate of 4 months per request. Next year, reduction in Preschool counselors will add the caseloads to our site counselor and me, the principal.

No site based ELST. Assign ELST FTE to each site based on EL's enrollment.

I had a very difficult time hiring an ESA and School Clerk 1. The process is VERY slow and I would like a stronger say in who I can hire. It is also impossible to hire noon duty staff. My parent foundation paid for YMCA to cover lunch recess and that was very successful. It costs \$10K for three YMCA staff to cover 45 minutes of lunch supervision four days a week for the entire school year.

222 IEP Meetings, 26 Certificated Evaluations, SPED Scheduling, Supervision/Safety, Mental Health Support for Students, No permanent ESA

Loosing a vice principals, Special Education Staffing, Staff Evaluations, Student Supervision, Trying to problem solve IT Issues, IEP meetings, Several problems with Solar Panel and A/C construction on my school site.

1-Special education support and continued iep meetings with all departments and service providers for a few students that require excessive amount of time and energy 2- Mental health issues for students without the support that require my support beyond a school day and often following up on weekends and evenings. 3- Cluster meetings that do not support our work and have us meet on evenings (after I reported at my site at 6:30 a.m) that is conducive the Area Sup schedule and not mine. I have many evening events at my site and do not feel supportive when he is late or has us attend a meeting with no effort on his part....more like provide us more work. 4- Many documents that were mandatory to turn in were never revisited or talked about but required time on my part 5- Sharing concerns with Area Sup on safety issues without any follow-up or interest and requiring me to navigate system on own 6- the co-location of a charter on my site has

The workload challenge at my school is that I do not have a VP. There is no possible way to complete all the work in one day that needs to get done. The two things that have suffered the most are student discipline and instructional leadership.

1 day a week counselor - prioritize schools needing more counseling services Lack of district paid noon duty-pay for noon duty that actually covers the need of school No VP - pay for VPs when sites hit 500 and/or have a large population of IEPs Untrained new para educators - provide training and pay for it Inadequate coverage of special Ed Severe behavior problems

Disciplining certificated staff; No help from HR in the absence of Melissa Lucio; Safety issues; little or no response from PPO for emergency work order needs; no custodian on campus from 2:30 pm to 5:30 pm. High needs students with IEPs, unqualified support staff that I am stuck with, new ideas/concepts with no follow through, Green team completely inaccessible due to working at one site for weeks at a time.

Special education, safety and discipline, - clear expectations from these departments and improved response time

Staff absenteeism, taking on the role of testing coordinator for everything (need a resource teacher for those site that don't have VP's to help with the work), dealing with employee investigations (with each other and against students) and threats made by students toward the school/students (terroristic threats)- they take up an inordinate amount of time, one PD day a month is not enough to do the work necessary with teachers, special education- lack of proper personnel, meetings, lack of training.

1. We had our night custodian cut from 8 to 4 hours. That needs to change back! 2. IT department can't fix anything on time. Our students have gone without technology for too long in some cases.

1. student discipline 2. dealing with parent complaints 3. completing paperwork and documentation for complaints filed to Quality Assurance 4. Drop off and dismissal traffic monitoring/safety 5. emails from various departments in the district that all have tight deadlines and requests.

Special Ed, special ed, special Ed. Have more BSR and more support from district on training staff and schools not having to pay for subs. Safety is a big issue and not enough support from district.

1) IEP/SST/504 work load-too much time taken away for meetings. 2) lack of effective classified staff/noon duty-I must pick up the slack for duties at a moment's notice. One SEA has called out 'unpaid personal' since December. I have been working with HR and immediately followed all protocol/notices, etc. but she is still on my payroll and everyday we struggle for subs-not to mention 'effective' subs.

3) hiring freeze that turned into a grandfathered job being eliminated during the budget phase at my site (computer aide). Now I am in charge of the website, marquee, computer lab donated by parents, as well as all computer issues. Working on adding onto other's duties and training other personnel, but that goes back to number 2...the word 'effective.' 4) Several extra parent fundraisers this year that I must attend because my parents are trying to make up for the lack of funds that we get since we are not a Title 1 school.

-Special Education-providing support/training to staff, families... -Safety-impossible to spend the time needed to address all safety issues (traffic, physical plant issues, restorative justice, SUPERVISION...? -Counseling-Principals are counselors too and when counseling services are at the bare minimum, we spend numerous critical hours in counseling roles -All day conferences which up the work load when we are gone a full day. Half days make it manageable and are more practical for engagement of the participants not to be so worried about their sites all day. -Physical plant issues and the constant need to fund raise to keep sites up and running, improving, looking fresh and clean (environment worthy of our kids) -Constant need to fund raise and attend all the fundraising events to keep our programs, especially the arts (music, drama, dance, art...) The common solution to all of these challenges is funding. Perhaps sharing a roving Vice Principal between 2 or 3 elementary schools to help with IEP meetings, entering data in Powerschool, help with supervision. Schools that do not have VPs could share one in an Area maybe 1.5 days a week???

Staffing Issues x 5: Lack of timely processing for new employees, difficulty getting PARs to go through so hiring can be done, lack of subs to fill vacant positions...

1) HR and Sp Ed. do not work to provide any training to substitute paraprofessionals. In addition, more often than not, we don't get a sub for paraprofessionals. There needs to be some serious recruitment of qualified candidates along with thorough training. In addition, HR needs to weed out candidates that are not qualified to sub. There have been multiple occasions where I have had to release a para because of their gross negligence with students. We cannot keep hiring people who we would not trust with our own children. When this happens principals have to spend their days as highly paid paraprofessionals providing support for students in the classroom. This results in us not being able to complete other work and/or be in other classrooms. The district leadership needs to understand what a great impact this has on principals. We cannot continue to spend our days subbing for special ed paraprofessionals. 2) I spend 8-16 hours a day counseling students, contacting parents regarding community referrals, doing paperwork for SST meetings, contacting CPS, and following up on SARB letters and attendance concerns. With a counselor only 1 day a week, the principals have to pick up the slack. 3) Custodial continues to be a problem. Schools cannot provide a safe, secure, and clean teaching/learning environment with a 4 hour custodian. When it comes to special events when I know we will have parents at school (Open House, Parent/Teacher Conferences, etc.), I spend several hours cleaning and picking up trash because I am embarrassed to have parents see the condition of my school. With the lack of resources, principals have had to pick up the slack in many areas. If we don't, it just won't get done. This prevents us from running quality ILTs, being in classrooms to support with instruction, planning quality PD, etc.

Parents with irrational concerns not following protocol and going straight to the district level, student behaviors that are highly frequent and intense in general and special education, behaviors due to lack of noontime supervision.

One of the biggest workload challenges is spending the time required to attend the many district meetings, trainings, and daily site meetings (especially IEPs). I spend an inordinate amount of time sitting in trainings and meetings each week. It leaves me very little time to supervise instruction once I am done with all the other daily operational duties, and the time needed to attend to adult (employee and community) issues and demands.

HR - Responsiveness to questions or concerns regarding staff HR - Hiring/placing teachers and aides without proper training Special Education support for staff and students - IEP / placement support (left on an island)

Part time night Custodian- At least have the custodians work at schools close to each other. Also when deciding who gets a 4 hour custodian there needs to be more criteria like how many students, classrooms etc. My school has lots of night activities which means I am the one flushing toilets and locking up. It is eerie at school at night by yourself. Special Ed- need more staff. IEPs- I attend IEPs weekly which then adds to me staying at school later into the evening and weekends. Nursing/Counseling- need more days. Counselors have told me in the past that my school has a lot more needs when it comes to students and parents. HR-Does not respond- Bring back the principal hotline.

1. meetings requesting work that is not aligned with the work at the site. Maybe the district can come up with alignment. Like in every SDUSD school students will get Reading, Writing, Math, and Science. 2. Balance of email demands and classroom demands 3. Being the only admin on campus. 4. Different things at different time: class sizes Sept-Oct, Testing LPAC, SBAC, NAEP without support, IEPs, 5. Staff: open positions or sent to me because they have been excessed or they are running from discipline. Solution: let sites hire staff.

1. Special Education IEPs, safety for students with severe behavior requiring SEBTs and BSR (I have had SEBT subs all year that have no PROACT training) and mod/severe class. I have spent the entire year keeping our school safe, stepping in as an "SEBT" or aide when vacancies are not filled and writing safety plans. My teachers are overloaded and need the support. 2. I have a teacher placed at my school by HR in a "non teaching role" and have had to address this teacher who is not happy in the position on a weekly basis. If we have teachers who are not qualified for the classroom, it makes no sense that they be placed at a lower performing school. 3. No office staff- I have had a Clerk 1 sub all year and now can't even get a sub. I have had to cover the entire office myself for multiple days. My ESA is new and still learning the job. 4. Limited counselor at 1 day per week. I am doing all the student counseling and support for behavior. To do this well so that students gain tools to change behavior, it takes a lot of time. We have a lot of kids with mental health concerns, anger issues, homeless, foster care and transient. In order for them to be successful in the sphere of success, we have to address the whole child's needs. 5. Lack of support from School Police to address traffic, irate parents, and potential threats. We have a population currently where parents and families have not been kind- My ESA has been spit on and I have been almost run over. I cannot continue to monitor opening and dismissal as parents blatantly disrespect the law and our staff. Each event, which occurs every few days, is emotional for myself and staff and does not allow us to immediately change our mindset to focus on work. 6. Lack of district acknowledgement of our health and welfare as we tackle our job day in and day out. I see that the ed center has wellness events posted often, yet where is the support for us. My weight, mental health and physical health have become a serious concern. At this point, it is so severe, my only option is to leave the position I used to love. That's sad.

No staff! I have been down many staff members with no sub replacements and/or not temporary replacements for months. Lack of communication- sometimes parents are communicated with and not me, decisions are made without my knowledge, yet when I try to communicate with district personnel, I often get no response and have to make multiple attempts. The mod/severe cluster shift was difficult

and mismanaged. We have been understaffed ALL YEAR and have had to work in a deficit impacting the health and well-being of my students and my team.

1. Lack of full time counselor. Principal ends up dealing with everything that causes students to have melt downs. It only takes one student in crisis to occupy my time for hours. 2. Change in focus. For months the district talked and shared how we need to improve our Special Ed. teams and the tier 1 instruction. Then they switch to Guaranteed Viable Curriculum (GVC) out of the blue. What happened to Special Ed.? 3.

"Build Capacity" We hear this all the time. But when you build it they (the district) come and take it from you then you end up trying to rebuilding it the next year. Stop it. Leave our staffs alone. 4. Custer meetings are a waste of time. Nothing is done, nobody says anything worth my time. Parents don't even go. It's a room full of Principals and other district staff. It's up to two hours of my time.

Number of IEPs without others to serve as designee, Night meetings without a designee to send, lack of funding for PD support, Lack of time to collaborate with other principals, missing custodians due to cuts and no subs provided when custodians and office staff must use vacation time (to avoid site paying), subpool inefficient, useless Cluster meetings

Lack of support from HR

Not having enough IT support and expecting Principal to fix the problems.

1. Special ed staffing (lack thereof)- Solution: staff based on number of hours of service NOT # of kids 2. Behavior problems (mainly sped kids)- increase BSR staff 3. Counseling issues- so many kids today need counseling support but one day a week of counselor doesn't begin to address student needs. I therefore become the counselor to both students and parents =)- solution: increase counseling allocations 4. So many IEPs to sit in on 5. Lack of follow through (or slow follow up) from many district departments that require me to constantly follow up on other people (outside my school) to make sure the jobs get done (Ex. landscaping, PPO, custodial etc.)

IEP's- especially towards the end of the year when iep's are due and we have multiple iep's in one day, lack of scheduling coordination with district mandatory training and school site calendar such as testing window and schools on year-round calendar,

- threat of grievances for hostile work environment from union members if I ask for them to do too much or suggest moving them to a different grade level - frustration because buildings are not clean and trash is not picked up; luckily our BSS can handle technology issues, but our grounds are suffering - frustration because site is under construction, which means additional work for me, yet I do not receive a stipend or additional hours

Too many Student Centered Coaching Cycles at my site with very high expectations of what this entails plus a drop in the support provided by the FACE department. Solution - one coaching cycle per year per site with resources kept at original levels. Starting the year without office staff and slow follow through from HR to fill positions. Solution - quicker response to postings, etc. by HR.

Inadequate supervision staffing Time spent on student discipline issues impacting my ability to be in the classrooms I am not able to attend all of the IEP meetings at my site due to the volume of students with IEPs and not having a VP

N/A

1. Special Education: as a Mod/Severe Hub AND a school with a SPED population of over 20%, I spend A LOT of my time in IEP meetings. I am still unsure what the components of an effective IEP meeting should be and additionally, I feel that the meetings and the implementation of the IEPs could be better. I suggest that the SPED department hold a "how to" meeting for principals so we know exactly what is expected of us during these meetings (thus possibly avoiding litigious situations). 2. Recently, I spend some time learning along side colleagues from various departments within our district. I had no idea of the resources that are available to school sites. A list or menu of available resources from the various departments would be nice - it would save me time in trying to problem solve alone , sometimes unsuccessfully.

Reduction in custodial staff- requires me to secure campus each night Number of mandated tasks with little to no support for small school-Wellness Plan, Unsupported Coaching Cycles,

Students new to the district who require a special placement because their needs cannot be met at a comprehensive school site. The support from the district was slow to come and inadequate. All requests for supplemental special education support went unanswered and unfilled. This was recently handed over to the area superintendents without a smooth transition. The students were the ones to suffer the consequences.

1. More demand on unnecessary documentation that is ALREADY in Illuminate DRA's and test scores 2. Only district in the county with a reading/literacy deficit and NO ELA adoption - Irony that GVC clearly calls for people to be on the same page and we have NO CC opted textbooks. Admin and teachers/admin need training on the delivery of systematic explicit phonics 3. Over 650 (more than some middle schools) students with absolutely NO support (administratively or Instructionally) elementary schools decimated during the past four years support shifted to middle and high schools- what happened to the research on RTI - if we don't help in the early formative years then the problem grows at the higher levels. 4. Meetings scheduled during testing/busy times 5. LACK of support of principals dealing with out of control formal complaints. Principals moved around because of SMALL loud community groups and issues are not fixed just because a principal is removed. Not backing up school principals perpetuates nebulous complaints that take instructional time away from students: .

Paraeducator staffing allocation to meet IEP student needs Lack of timely IT support of teachers and students (devices and promethian, sound) INSUFFICIENT custodial and landscaping Insufficient noon duty allocations Insufficient nursing and counseling

Reduction of critical staff mid year Special Education HR not filling open vacancies Have had to fill in as evening custodian since we are without until 6:35

- number of emails to respond to - lack of counselor support - provide a counselor - lack of office support - hire additional subs for clerical support

I am all on my own and an "Site Coordinator" for everything.

Without a vice-principal or CSO... 1. discipline issues take up a majority of time 2. # of IEPs and/or SSTs 3. Teacher supervision & evaluation 4. Professional Development

1. Special Education cuts at the last minute required attempting to complete service delivery models twice, schedules twice, and then just giving up because for 10-12% of my population, it was entirely too much work. 2. Science implementation without science materials. Having to explore grants and other means of funding to be able to align curriculum with NGSS. 3. HVAC project - although once the first heatwave hits and we can turn on AC we will be fine, the project has been a complete pain due to a lack of communication. 4. Inflexible demands of leadership regarding walkthroughs, school visits and instructional focii - the 'running record' and the 'strategic plan' are extra demands on our time when we already have to do the SPSA which, if done right, should be satisfying the needs for development called out by the strategic plan. 5. Program monitoring and accountability - too tedious, should be streamlined IEP's, testing, requests from executive leadership that do not make sense for my staff, inability to make big changes for the betterment of my school,

No consideration for timelines/due dates as it relates to YR schools Unreasonable timeline with implementing a guaranteed and viable curriculum. Tough to lead something when you don't have common curricular resources. Special Education responsibilities take up 30% of my day. Unable to get in classrooms, debrief feedback with teachers, join PLC's and after school meetings. I have 1-3 IEP every day. Emails from Leadership and Learning add additional work but have unreasonable time lines. Example, May 3rd revived email about E3 evaluations and it stated: "We are asking that you incorporate the information into one of your staff meetings this month and reply as to your site's interest". Our site staff meeting occurs once a month and the agent was already full. We need more advanced planning and time to effectively lead things like this.

School safety, student discipline, IEP meetings, operational items that are taking time away from the classroom.

1. Stacy and Area Superintendents seem to constantly be looking for ways to control everything we do at our sites. It is a never ending deluge of new templates and charts for us to fill out. They are NOT listening to a word we said in the first survey or to what the committee is saying and the proof lies in the fact that several times now they have come up with new busy work for us to do and then end up back peddling when we push back. The solution is simple: LISTEN. Show us RESPECT. 2. The chief of staff poses a huge problem for this district. She is patronizing, disrespectful, and leads by intimidation. Stacy has a horrible attitude and reputation not only in this district but at the county level as well. It is not good business when the county would prefer not to deal with our district because of this one person. When is she going to be put in her place? When people say, "She makes people disappear", it's time to do something. The solution is simple: Stacy needs to go. Her ego will never be put in check. 3. Another challenge is having no curriculum in language arts or ELD. We are "expected" to make strategic plans, to have a so-called guaranteed and viable curriculum yet we have none. It's ridiculous. How do they tell us this with a straight face? Solution: Buy a curriculum. 4. Human resources. Things may have quieted down but it took way too long and the circus is going to start all over again very soon. Solution: A more experienced executive director. 5. Inequitable staffing. High poverty schools should be staffed in a way that promotes equity. This is especially true with counseling. Schools with very high poverty rates should have a full-time counselor. To act as though students from poverty don't have socio-emotional needs different from middle/high income students is to ignore tons of research that says otherwise. So much focus is on trauma informed care which shows the negative effects of poverty yet leadership very conveniently chooses to ignore this little piece of information. Solution: full time counselors for high poverty schools.

1. Human Resources: hiring positions at the beginning of the year was extremely challenging; HR personnel have been very helpful in most cases; it seems to be the process that is problematic. I do appreciate a lot of the changes that have been made as far as bringing back teachers earlier to prepare for next year and I see that as a positive solution. 2. Human Resources: I've just received an email to hire a Library Assistant that has been in our budget for 2 years and it's now May! Having interviews at this late time in the year creates another time crunch challenge. Possible solutions: explaining to a site why a position cannot be filled and determining a reasonable timeline when the position will be filled. Screening applicants towards specific classified positions rather than "lumping" the positions altogether (i.e., SEAs, SETs, are in the same category as Library Assistants. So I was sent over 300 names of possible candidates to narrow down applicants that meet the site's position.) 3. Receiving the Post and Bid applicants' names on May 31. That gives us 11 days until the end of the school year to contact them, set up interviews, etc. Possible solution: move the timeline up a bit to create some breathing room.

1) Student centered coaching cycles - Solution: more expert support (bundle schools together); 2) Number of IEP meetings - Solution: Shared admin designee support between sites or CORTs within the cluster; 3) GVC/district instructional vision - Solution: time to plan/implement district vision prior to school starting; New Budget Analyst - I had to keep up communication or my site issues were forgotten. Hire experienced people, ones who are not working out should be dismissed. Difficult Parents - No follow up with QAO about what to do next. Do I just assume it's taken care of since I didn't get the call to appear at a meeting and have Donis present? Suggestion - let us know if a case is unfounded, closed or came to resolution. SPSA Window - unclear and having an Admin. Circ come out after the due date to say you're late. Suggestion - have sessions at Leadership Labs or Institutes. Workload and District Expectations in late April being delivered by Central office Resource Teachers - dropping an assignment on Principals to have done by June (Math Unit), a presentation for June Institute and having the message come from a Central office resource teacher instead of from most appropriately "Executive Leadership" (Supt. Chiefs and Exec. Directors) was in poor taste. If you are going to drop a bomb on us at least have the guts to stand up there and be ready for the backfire. Especially when the word on the street is Central office Resource

teachers and even some Area Supt. stated this was not a good idea timing wise or workload wise. Please tell me you are not that far removed from the school sites you don't understand what sites go through during the month of May at Traditional schools! If so - it's time for you to return to a site.

The moral between principals is low. Too many coordinator responsibilities (Testing, ELL, Wellness...) The learning cycles are a joke. The resource teachers stay in classrooms for an hour and then work in lounge or go home. No accountability. Preschool has a lot of requirements and the only person that was supportive and knowledgeable is being let go. Director of ECE is missing in action. Counselor doesn't want to help with discipline or be proactive with restorative practices.

Ensuring the safety and supervision of students and staff. We can have up to 5 IEPs a day, easily over 200 per year. This takes hours out of each day. Does not include SSTs and 504s that also need to be lead by admin because of lack of counseling. Focusing on instructional leadership is nearly impossible with this level of workload. Counseling and guidance support minimal. It is difficult to get into the classrooms, constantly pulled to support student crisis/needs. Not enough hours in the day to do all the work, such as but not limited to ... ELPAC testing coordinator, CAASP testing coordinator, no Site Tech, no financial clerk, no coverage in the health office, lack of substitutes to cover classrooms, counselor only 1 day a week, library 1 day a week, balance the school budget, absorb Vice Principal roles, provide adequate supervision, conduct and be present at parent meetings, IEPs, SSTs. 504s, manage cuts to custodial, grade level meetings, PLC supports, district training, maintain website, school PR, communications to parents, student recognition assemblies, the list goes on and on. It is a constant struggle to serve the schools to the quality they deserve with just one administrator.

Assignments around instruction that are not differentiated for principals based on experience and/or currently reality at our sites.

At an elementary school with 750 students the lack of a vice principal has been tremendous. I am concerned about safety of my students. I am concerned about the lack of time I am able to provide instructional support to my staff. I am concerned about the length of time it takes for me to respond to parents with concerns. Any sort of support would be much appreciated, Especially in schools like mine that do not receive Title I funding. Extra counseling time, nursing time, resource teacher time, or school psychologist time would be helpful and much appreciated.

HR related Issues (many) - it takes many hours, days, weeks, months to resolve an issue IT Support - takes too long to resolve tickets approximately 3 months Sp Ed - Supplemental support, additional SEA/SET Speech Pathologist Services - Not enough FTE to cover student needs - staff and parent concerns Gen Ed & SET/SEA's Subs - Not enough

parents not understanding the difference between bullying and single incidents and filing reports that then cause a great deal of paperwork, etc.; planned work plan implementation began work and then pulled; reporting the same things multiple times; too many full and 1/2 day workshops taking us away from campus - we could meet every other month for 1/2 day; not thinking through initiatives before requiring them.

Not having a permanent Elementary School Assistant has had a huge impact in terms of payroll, ordering supplies, maintaining site accountability records, etc. Not having a vice principal at an elementary school of over 700 students has significantly impacted my workload in the areas of site operations, supervising/evaluating staff, student discipline, responding to parent concerns, site wide test coordination for high numbers of students and above average transiency rate, and administrative roles in Special Education.

1. Special ed workload with too many IEP's and high student needs without enough supports. 2. The amount of time spent and emotional energy spent dealing with parents that verbally attack us without any support. There is a lot a discussion about bullying, yet nothing is mentioned about the bullying that principals endure. 3. The amount of time spent dealing with reports of bullying when parents clearly do not have an understanding about what bullying is. There needs to be a more publicized, clear definition about what bullying is, so parents stop incorrectly using the word and creating unnecessary reports. 4.

Having the post and bid names released the afternoon before a 3 day weekend. For schools that have hard to staff positions it meant spending time during the weekend to arrange for interviews, arrange interview panels and finalize interview questions. It would have been kinder to release the names on the day we return from the weekend. 5. Trying to navigate the district website to find information or the right person to contact takes so much time. There are links that don't work, numbers that aren't connected and department names that get changed. It is hard to know who to call sometimes when I have a question. unfilled positions, no central office support, less staff at the site

Lack of focus on a viable curriculum: While traditionally the District provides the viable curriculum and allows the sites to adapt them or provides the school sites with the funds to purchase them, San Diego Unified has instead decided to buy curriculums that they do not use, (Houghton Mifflin and Envision), or write curriculums from scratch, (the units of inquiry and the math units). The expense of this is immense. The confusion is great. The cohesion across sites is lost. My workload increases ten-fold as I have to monitor beginning teachers and experienced teacher's work in designing and implementing an amalgam of curriculums while squelching poor practice, originating in old curriculums, and strategies teachers pull from them using their own interpretations of good practice. Some of these curriculums are clearly not viable (meaning they do not hold up to research on effective practice e.g., Lucy Calkins Writing. (Any professor of linguistics will tell you that writing is essentially an organizational task not a creative task. Her leaving graphic organizers out of a writing curriculum is like leaving phonics and phonemic awareness out of reading). Couple this with the mandate from District Leadership to sites to make or find their own curriculums and assessments, as well as pace those out and monitor their implementation, and you've got a potential disaster in some schools, and an overwhelming work load in all schools. Solutions: Buy curriculums from the list of State Adoptions. Stop spending money and effort rewriting curriculums from scratch. Instead use less money, personnel hours and resources by helping sites adapt publisher's curriculums to their needs. This is more effective and cost efficient. Let sites adapt them and refine them for 5-10 years before changing. Change research clearly defines the benefits for change to be within this range rather than the traditional 5 year cycle which doesn't leave enough time in the experienced range to see benefits. Analysis of all successful schools shows this extended use timeline as well. Buying popular curriculums gives the sites and site leadership the false impression that, clearly effective practices, such as the direct instruction of vocabulary, activating background knowledge, phonics instruction, the direct instruction of note-taking and organization of thought, and study skills, is of peripheral importance and not the essence of a good education. Lack of understanding of effective school research: The Balanced Literacy Model, based on a whole language philosophy, was debunked by the U.S. Department of Education and through numerous studies in the early 2000's. Reading is clearly not a whole to part endeavor but, part to whole, as well. These philosophies directly contradict research on effective practice, especially when applied to daily schedules as didactic practices rather than adaptive strategies in an instructional toolkit. (See Hattie's and Marzano's top ten.

(<http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/>) Without a commitment to effective research the District has acquired other residual problems as well. The most urgent of these is the need for clearly defined, effective and efficient Tier One and Tier Two practices that reduce the need for interventions and can accommodate students on I.E.P. in inclusion classrooms and second language children in cluster classrooms. Without the understanding that the strategies in the Balanced Literacy Model, are not separate times of the day, but strategies to access the curriculum, teachers will not have enough time in their day to reteach after each lesson. This then requires extra outside help or extra time in the day, neither of which exists. This increases the number and frequency of failures. This is obvious to everyone including upper leadership as evidenced by the Tier 1 instruction modeled to Principals last year. Tier 2 instruction was modeled for Principals on the assumption of pull-out personnel being available. This is not a reality at most sites. English Language Learners need modeling and direct instruction in vocabulary and background knowledge to access the curriculum. It is a part of the State's required definition of embedded instruction yet contradicts the District "Balanced Literacy Model" which

requires children to learn syntax, grammar, vocabulary, word study, phonics, from context in a foreign language. A difficult task for fluent English speakers, an impossible task for second language speakers unless they have a good working memory. Consequently we have raised generations of children who read through sight word memorization or hate reading because they haven't the requisite skills sets to attack unfamiliar language in a variety of genres using complex syntax and grammar. Having taught Reading Recovery to children dropped from Reading Recovery at Rosa Parks, (the largest contingent of Reading Recovery teachers in the District) I can say, with confidence, that the Guided Reading model of leveled book instruction through comprehension monitoring does not alone work for second language learners. Solution: Teach teachers to directly teach to the standards for mastery. When teaching a lesson, differentiate immediately to small group, for modeling and shared instruction, to make sure all children meet grade level standards. Staff Development on Principal's plate: Leaving staff development to site administrators gets ineffective and inconsistent results. Staff development on the Principal's plate is unreasonable. This is a half-time job for someone else. Even someone with experience can't do it well while doing the regular job. Solutions: Get rid of the Balanced Literacy Model for instruction and leave it to staff development where it belongs. Teach District-wide staff developments in two categories, behavioral management and instruction. The strategies in the Balanced Literacy Model belong there alongside those detailed in the enclosed report on Hattie and Marzano's work on effective practice. Drop lesson-study in Balanced Literacy and have extra money while servicing the entire body of teachers on a mandatory cycle. (Every year a teacher goes to one of the trainings, repeating a course every 7-10 years). This gives us, as administrators, non-negotiables to monitor which will increase the effective instructional strategies of teachers and give us clear, research based criteria, for reviews and expectations for excellence that transcend one site leader's opinion or experience. Too many children on I.E.P. and ineffectual I.E.P.'s, lack of training and vision in Tier two instruction and random, often ineffectual interventions children who do not immediately fit into the general education site because of mental illness, or behavior : Solutions: Stop ineffectual interventions. No one should be paying \$50,000. dollars for an online testing service for instance. (See Hattie's and Marzano's work referenced in the link above). Stop after school guided reading and stop independent reading with conferencing. More of the same doesn't address the needs of the potential learning disabled or second language speakers. Conferencing with students eliminates the extra time one might have to do extra small group reading. Instead extra money for personnel for; counseling, intervention resources, Mental Health assessment and site service, separate setting personnel and V.A.P.A. or other curriculum resources. You could save tons of intervention money, through prevention, by extending the curriculum rather than restricting it and impoverishing it for our second language learners and challenged and disabled learners who need real work within the context of a well rounded curriculum to acquire the vocabulary, background knowledge and motivation for learning needed to succeed. Engaged children who find some success at school are able to stay in the general education setting. Pay Special Education aides more so that they don't take their expertise with them to other Districts and jobs. In-service teachers on the inclusion model, rules, regulations and laws concerning the proper implementation of I.E.P.'s and learning disabilities characteristics, triggers, and interventions. (Make videos and Powerpoint presentations mandatory viewing for all staff). Stop changing I.E.P. systems and procedures as this causes more confusion and work for everyone. Base allocations on hours not bodies. Watch the hours in I.E.P.'s, as a main focus of monitoring, to ensure that teachers are not padding I.E.P.'s . Emphasize quality of service, over denial of service, as a solution to the problem. Parents who have confidence that our goal is to make their children self-sufficient learners will welcome a reduction in hours and service. Parents who confront a didactic bureaucracy bent on denying their child service based on technicalities will not be willing to listen to anything. The expense of extra assessment, meetings and due process fights must take a huge toll on district resources better spent on service. A culture of silence, suspicion and fear. I was threatened with getting fired, condescended to by numerous personnel including my immediate supervisor, and defamed in front of my own staff. Currently failing site principal endure humiliation and threats rather than any real help through an open inquiry. In

my own case, it was not until my test scored skyrocketed and I began to refuse to cooperate that I gained some measure of respectful silence. While trying to present to numerous supervisors, resource teachers and advisors, my plan for change, which was firmly anchored in the most recent research on best practices, not one stopped, listened and responded. Instead they had an agenda and a predictable message that was clearly dictated to them. Not one of them wanted to hear me, read anything I put in front of them, or entertain a discussion on practice. This continues today. This is not a District that values discourse. It is a District hooked on loyalty. A learning environment requires critical thought, argument and reflection. The current culture creates a culture of lambs who whine for relief, seek revenge or passive-aggressive ways around the bureaucracy, promote or retain people in leadership who are clearly not good leaders. This promotes bad practice as no one is willing to criticize anything unless they are angry or complaining for some concrete relief such as a vice-principal or more personnel or service. It is safer in this environment to ask for more of the same than to criticize the system and discuss a change. The purpose for criticism then becomes to provoke, hurt, or get something concrete rather than convince or contribute to the success of the whole since no acknowledgement of dissent is tolerated among those in the inner circle. Solution Promote independent thinkers and active leaders by prioritizing talent, ability, knowledge, experience and research over loyalty and passive agreement. It will hurt at first. It won't look or sound right at first. Then it will begin to be tolerated, then useful, then finally welcome.

Discipline (solution: dean of students or VP); staff issues, i.e., a teacher putting hands on children (no solution, but executive leadership doesn't seem to remember all the issues that impede classroom observation time); additional tasks being assigned, such as the work plan, which has morphed into the Strategic Plan, when we already have our plates full (solution: utilize full day conferences for this work, over more than one day so that data can be collected & organized in advance); lack of classified and certificated substitutes (solution: hire more); all the operational duties, of which we need to work with our ESAs, so a good deal of it needs to be done during the instructional day (no solution).

1. REDUCTION IN SPECIAL ED ALLOCATION well into the year, no wiggle room for growth in special education caseloads; the tension of grievances is difficult to withstand. When 2-day position was reduced to 1, the position was not staffed for 4 months, so we had substitutes but they can't do paperwork or testing involved in IEPs; staff losing faith in system and not feeling supported 2. The new phone system - I just give up - too hard to just change your PIN (multiple attempts following directions only to get another invalid PIN). IT reductions so less support - really creating a level of disrespect and mistrust among employees, they laugh when you propose that things are working. Printers, Promethean boards, laptops, student devices ... not enough support and then requests for over-enrolled classrooms go ignored 3. Year-round calendar with traditional calendar work demands - having to finish up at the same time as doing testing is super hard. 4. BUDGET - so much less generated from central office - we now make copies of everything instead of getting from central office; absence of categorical funds for new materials all the while using adoptions which are up to 20 years old; have to purchase core curricular materials out of site budget which means less for interventions like reading specialist or math support. There hasn't been an increase in LCFF funding to compensate for the loss of the categorical budgets we used for curricular material. 5. Need for more mental health/counseling supports - there are more traumatized kids than ever and a counselor 1 day a week just isn't sufficient

Special Education, Bully/Discrimination, Title IX Paperwork & Follow Ups, IT, Staffing continues to be an issue. School sites are not adequately staffed which means that we are constantly asking our work force to do more with less. Schools that are growing in enrollment are not seeing increases in staff. The 4 hour night time custodian issue is brutal. Asking SPED Program Managers to cover 50 schools is outrageous, this makes their job impossible and leaves sites without support.

1. Maintaining a relentless focus on instruction, while increased operational challenges persist. Support from special education-more understanding about how schools work and are impacted, meetings previously set up and scheduled with support throughout the year, response time to

emails/calls increased. IT-teachers are often working with broken equipment and there is not enough support to fix-solution-provide a lead teacher at each site with passwords/job aid sheets on how to fix little issues at sites so IT doesn't need to come out. Free them up to come for BIG issues.

Special Education services to students, Lack of Sp Ed support staff, managing operational tasks with instruction need -- not enough time to do this well especially when Sp Ed is a constant need, not enough counseling support in Elementary

1. Timing of Strategic Plan - you acknowledged it is a busy time yet you assigned it anyway - shows lack of respect for end of year demands on principal. This should have been worked on over summer with a due date at the end of summer. 2. HR is a HUGE problem. It is so frustrating when voicemails and emails are not returned. Phones are rarely answered. I am tired of having to physically go to HR if I need to solve an issue. 3. Special Ed is still a concern and greatly impacts our workload. My principal colleagues and special ed teachers are tired of creating detailed schedules over and over for SEAs, SETs, RSPs, etc. when the answer is always NO when requesting additional para support even when we are unable to meet IEP hours and the number of students are above caseload capacities.

1. Half day PDs could have been planned better. 2. Monthly community cluster meetings are not helpful, with low attendance, and no clear mission and vision from the district in it's purpose. 3. Inconsistent expectations of schools from the Area Superintendents 4. Superintendent and district leadership are not visible enough to Principals to send a clear message of directions, how they will support us, and expectations. Principals having to recruit Sped teachers and staff in the place HR.

untrained special education teachers and PARAs, not enough substitutes, substitutes cancelling last minute, having to cover classes,

1. Special Education Mod/Severe cluster classes with little to no effective support- solution is to allocate paraprofessionals appropriately so our students are served consistently rather than often leaving them unstaffed due to a constant revolving door of subs that often do not show up. 2. Streamline to process to request needed sped support. It takes much too long. Started in August and did not have temporary staff approved until January. We still are unable to meet student hours. 3. Parent complaints take up an inordinate amount of time and after long investigations are often unfounded and mean spirited. Not sure of a solution - maybe educating parents on what bullying is and what the chain of command should be if a parent has a concern.

Standard district allocations for nurse, counseling, and noon duty has created more work for principal by having to address needs and shifts someone should be covering.

Preparation for Principal Leadership Strategic Plan , Expectation that there is instant implementation from District to Site Administrator to Staff, Administrative Evaluation Meetings Scheduled the last week that students are on campus (wait until the following week), Cannot be an Instructional Leader in the classrooms when what gets noticed at district level is the managerial aspects of this position

1. The district has little backbone to support principals who identify teachers who are ineffective.

Documentation takes hours for both meetings and written summaries but there is no mechanism that addresses principal's concerns. 2. The Special Ed department does not allocate staff based on hours required on student IEPs. They also do not provide adequate training for para-educators who are supporting students with severe needs but who are mainstreamed in the gen ed environment. More and more of my time is taken protecting classrooms from students who have disabilities but do not have adequate supports. 3. Written/Strategic plans are extremely time consuming and really serve not purpose. Judge me by my data and by the artifacts that represent the work I am actually doing (my opening presentation to my staff would serve the same purpose as the strategic plan). That's where my time should be spent. 4. The OLA office, School Police, Special Ed, and other departments could send their people out to actually help with the work rather than just assign it (i.e. CELDT/ELPAC, Safety Plans, Service Delivery Models, etc.). 5. Having every school work independently (or even in triads) on the creation of assessments that are aligned with the critical concepts is an extremely poor use of resources (our own time and teachers' time). Talking about having a guaranteed and viable curriculum, paying

money for Illuminate as a resource, and not using district resource teachers and administrators to create aligned assessments that everyone can access is a waste of resources and does not serve students. Shame on us for saying we have a guaranteed and viable curriculum simply because we "purchased" the critical concepts. This will not be true until everyone is in agreement about how critical concepts are assessed and taught.

Getting the right supports for Special Education students Supporting Special Education staff get trained Attends numerous and numerous of IEPs and work on communication after hours weekends and more- major part of my work load cluster meetings with no purpose and not equitable. Some cluster do not so it. Cluster meetings, IEP's are difficult to schedule/attend but it's tenfold from mid April through mid June (should disperse district admin to help as admin designee), additional work plan (should be done prior to SPSA and budget alignment or not at all),

OCR complaint with Special Ed; Williams Complaint paired with QA & P&A complaint; brand new ESA from out of district-she's good, but her job is overwhelming, which gives me more work to do to teach her so much; incompetent staff assigned to my site based on seniority, with no choice of candidates More and more and more tasks, jobs, assignments put on our plates, but nothing else is removed to make it all possible.

special education staffing and support, itinerant staff behavior, reduction in custodial staff

Custodial reduction (.5 - shared with multiple sites) Site Safety Concerns Special Education reduction in staffing (MAJOR CONCERN) Teacher Effectiveness issues Parent concerns - lack of support & transparency from Area Superintendent/District

1. Special education- having mod/severe and lack of qualified aides and BSR services creates a daily unsafe environment for all at my school. suggestion- fill positions with permanent trained employees! 2. Lack of training for sped teachers on quality instruction, models for running/managing full caseloads and quality IEPs. 3. Summer school at my site on top of already having all levels of SPED at our site for the school year. Put summer school at our schools who do not have mod/sev. 4. Private student IEPs and assessments should all go to schools without mod/sev. 5. PLC support needed and resource teachers are unavailable since they are doing coaching cycles at minimal schools compared the many in the district. Have some floater resource teachers or adjust schedules to do both.

Additional comments - please provide any information you wish to share regarding workload issues.46 responses

I believe it is extremely unfair for sites with 700+ kids to be short staffed. I see my colleagues of large schools drowning and having very low morale. Several principals are applying out of district and SDUSD is losing good people.

I need help. I can't do everything by myself.

required more meetings and emails after hours. The need to drive charter's safety plan and schedule has been a burden too . 7- lack of para subs causes me to be a para and does not allow me to do my work.

I know of three principals leaving the district on July 1. They are all leaving because of workload/quality of life issues. If the District does not reinstate VPs to the large elementary schools they will lose even more amazing principals to other districts or private schools. I've been in this District forever and this is the first time I have seriously considered applying for jobs in other districts. Please help! I love this District and I want to stay here.

I really hope the District will re-establish an 8 hour custodian at small schools.

Voice of principals need to be acknowledged and appreciated.

I think many principals feel that their opinions and concerns are not addressed with respect especially if it's something concerning workload and expectations. There have been numerous occasions where principals were shut down by district leadership when expressing their views etc.

Elementary schools that do not have a VP still have to do the same amount of required work as those with more students. There is no one else to share the discipline, evaluation, testing or other daily work. We feel as though we have to come in sick in order to not get behind. This can cause some of the stress leaves that occur because we are coming in and not taking care of ourselves, so that the students are served. It seems like we are only superficially recognized for this. The email from AASD that came out that said that we need to report where we are to our staffs- seemed really demeaning and demoralizing. Maybe I read it wrong- or got the intent of the message incorrect. Teachers leave at contract time, some are out quite frequently- many times with no substitutes and yet, we have to report to them when we are out? I understand that we should contact our Area Supt and our site designees when we are out to make sure that the school is ok, but some do not show us the respect of calling out at a reasonable time/Principals have to teach the class (or multiple classes) and be principal of the school at the same time? I would rather call into a SAMS type system like teachers do when I am sick.

Asking for extensive documentation and data analysis at the end of the school year for a comprehensive school data plan for the upcoming school year is a bit much, when many principals are doing their master schedules, promotion ceremonies, end of the year hiring and interviewing, etc.

I feel that the message we get time and time again is that us principals never get it right, never recognized for positives. We don't do enough, or we aren't recognized for the work and the different demographics that we have. Sometimes families need survival support and we need to help make relationships with families and that is part of Guarantee and viable curriculum.

I wish that the district had a year long plan for us in the way that we must plan for our staff. I am currently making my year long plan for next year with input from my staff. It seems that sometimes they just come up with a new idea or new direction that they want us to go in the middle or the end of the year. I don't feel that they listen to us when we tell them what we need...i.e. that last 'operations meeting' at the end of the ALL day PD was a JOKE!

I think that Executive Leadership "thinks/believes" that they know what the job of principal entails (because most of them were principals), however because they have been away from the position for a length of time (several years for most), they do not understand the current state of the job. It has changed in the last 5 years. The demands are higher due to a changing culture (technology, screen time, economic factors) political climate, cost of living, stress on the family... Additionally, because the Executive Leadership members may work 24/7, principals should not be expected to do the same. We have

children, aging parents, grandchildren, illnesses...they can tout "balance" all the time, but backing balance is another thing. Something has to give. We cannot do it all, but that feels like the expectation.

When you're not at a school on a daily basis, you forget how much actually happens and in how many directions principals are pulled. District Leadership needs to understand that it is impossible to focus only on instruction when we don't have paraprofessionals, custodial, and counseling. I've been asking about a districtwide discipline manual with training for restorative practices but have received nothing. I've been asking about an HR manual with sample letters and specific steps to take for documentation, but have been told there isn't one. So, when I need to take action regarding some of these issues I have to gather my own resources. This takes a lot of time and energy. A district our size should have these resources ready for all schools. For example, principals had to figure out on their own how to get a standardized set of copies for our Comprehensive School Safety Plan. This was organized by principals but could have saved us time, if it had been done by the district. These are but a few examples of the ways in which our district fails to facilitate our work. I love my job and I think I'm good at it because I love it. However, I am unable to maintain the pace that I am keeping. I may go out on sick leave because this job is affecting my health. I have also begun to look at other districts that may provide more support. This saddens me but unfortunately, I don't see any additional support coming in the near future.

The system for getting supplemental support needs to be streamlined. It should not take months for the district to decide if you get additional help.

It would be nice if leadership planned for our trainings the way we ask our teachers to plan in PLC's. Plan what you think the responses you might get back and then prepare for them. Don't roll something new out and then look surprised when you see the shocked faces staring back at you.

time to redirect budgets on supports at the school site level

N/A

Being a principal is a really tough job.

Idea of viable curriculum with inequitable resources and curricula resources

Elem schools that are close in vicinity should share a VP, rather than having no support.

Special Education and lack of appropriate staffing has been an issue for years. Managing the issues that arise from this take an inordinate amount of time.

I feel like there is a disconnect between what the executive leadership is requesting of site administrators and the realities of running a campus with limited resources.

It is very frustrating when I have to get my updates for the SDEA newsletter. The May 9th edition has very clear/concise information about the transfer process changes. Principals need to know this.

Please consider Year Round schools/schedules when creating timelines and meetings.

Make no mistake about it, very little has changed since the first workload survey. Fewer emails is probably the biggest thing that has changed. Big whoop. If anything things have gotten worse in terms of instruction. It's as if leadership thinks we are a bunch of inept fools who cannot lead our schools. This despite flaunting our NAEP scores which are a result of our individual work...NOT the work that they keep trying to shove down our throats. Enough with the charts, flow charts and templates. Find something else to do with your time. And stop saying "We heard you" AFTER you messed up and we had to push back.

Clearly you didn't hear us the first time or you wouldn't need to back peddle later and say "We heard you."

Stop telling us how "Awesome/Fantastic/Amazing" we are but then show with your actions that you actually think we are stupid. It is absolutely offensive. Quit starting your communications with a fake adjective. It is unprofessional. In what other profession do people begin a communication with "Dear Awesome/Fantastic/Amazing....."? None, because it is unprofessional and fake. Do you really think that by starting communications that way you are somehow convincing us that you think we are so great?

That is offensive because your actions say otherwise. Just cut it out. Finally, it has to be said. It is intolerable to be led by two former school administrators who have less than stellar academic achievement, especially when you look at Marshall's test scores during Stacy's tenure. Deplorable. Why would we want to listen to anything she has to say about instruction? And Central's scores were only

slightly better, certainly they weren't in the category of a turnaround school. Not even close. The scores are there for the world to see so quit acting like we don't know the truth. We have lost many good people to other places thanks to this administration. One last message to leadership. Don't think for a minute that we aren't aware of the circus that is occurring at the pink palace as the very top leaders bicker among each other.

The workload has not changed all that much. A few improvements by having follow up sessions for ESAs - albeit too late in the year. Many budget mistakes on inputting payroll, subs, and hourly due to lack of experience of ESAs/lack of training then having to have the principal get involved in order to clear/clean up. I fear for new principals with new office staff who are currently unaware of all the mistakes they have no clue about. The biggest slap in the face was the last hour of the April 27th Principals Institute. And worse yet the apology by Merino which wasn't even an apology - as she stated, "Nothing's changed!" She's absolutely right on so many levels.

The district would be in the right track if people that actually care about children and schools would have Director positions. The ELL coordinator, me, has too many responsibilities with compliance and assessing. If state checks us, we will not do well.

Cutting administration at large elementary sites, middle schools and high schools impacts directly the safety of schools. Every day is a struggle to provide for our students the safety and supports they need. We need to realize that we are losing quality administrators to other districts because of the workloads and high levels of stress. I fear we won't be able to sustain quality leadership and the turnover rates will continue to increase. We are also losing students because there isn't support socially and emotionally at the sites by quality counselors. One or two day a week can't support several hundred or a thousand students. I believe that it is crucial now more than ever to focus on the social emotional well being of each student in SDUSD and that begins with quality leadership /resources.

Working until as late as 12:30 am, on site, is getting very old.

I don't know, but it occurs to me that we are going too fast and implementing so much without resources or support. There is too much central office and not enough for sites

Legal procedures for special ed, discrimination, bullying are all-consuming

I feel like the stress of this job is taking years off my life. I'm tired of fighting for everything. Our Special Education Teachers are constantly over caseload, why are we not being appropriately staffed? Why do we keep re-bundling positions after the school year begins? Students who are dangerous to others are not given adequate supports. Way too many stories about kids hurting others and principals not receiving any trained support staff to work with students. When are we going to have a school year that is not in a budget crisis? This needs to stop.

Having 3 total IT technicians district wide has impacted site and classroom instruction.

1. The 'speed dating' interview process for school clerk vacancies last summer was fantastic. I hope this process continues - quick and efficient. 2. The SPSA process seemed very smooth this year. Thank you for making sure Budget, Area Sup, HR and MAR folks were on hand to help principals work through the process/to answer questions immediately.

Half day institutes were not purposeful enough to be away from the campus most of the time. The all day institutes were not helpful in regards to the daily operations and functions of the school. This time away was not as helpful as it could have been. Morale is low district wide and the Board of Education members do not seem to be receiving an accurate picture of how things really are. Little to no trust all around.

Principals are leading from a place of fear instilled in them from upper leadership. Principals seeking part time jobs to supplement income and/or seeking positions in other districts for better treatment.

Superintendent and Area Sups do not build capacity. They do not encourage career advancement.

support with behavior, more counseling time,

HELP! I'm trying to keep my head above water.

Deadlines for year round sites prove to be difficult to meet at times. SPSA was due right upon return of spring break. Some purchasing deadlines are during spring break. Difficult to meet when staff off and inaccessible.

The workload is unmanageable. District espouses a "work/life balance", but that is rhetoric. My health has suffered and I never feel successful in spite of 60 plus hour work weeks. I walk into our administrative trainings feeling as if I am on top of things and leave with a multitude of new tasks, responsibilities, projects, etc. when that training ends. The District does not appear to understand what administrators are called upon to do in our school communities. District demands are, in my professional opinion, unreasonable.

I work more than 100 hours per week to make my school a great place for kids. When teachers are allowed to leave everyday at the end of the school day (In at 8:00 out at 2:45), when there is no accountability for the quality of the instruction they provide or for providing evidence that students have learned, no wonder our public schools are in danger of being replaced by charter schools. Rather than wasting time at ridiculous cluster meetings talking about improving our schools, let's have the courage to actually take the actions needed to better serve children and their learning.

The requirements from district does not support the work at site and provides more to do take something off the plate before adding additional work, all district PD including Leadership labs and USD should be half-day

Above Average to Excellent service from Office of Language Acquisition and Assessment Services--was expecting to see them listed in departments above

We work so hard with passion to have successes at our site and to improve our schools, but our superiors and therefore central office don't ask what is happening, or notice the great things, or recognize them to others. It is frustrating, and will lead to burn out.

They can't expect everything thing to be done by the Elementary Principal without support from hiring, notifying classified employees, marketing, testing, GATE, SpEd, and still be in classrooms as an instructional leader coaching teachers, counseling students and attending community events and meetings. Its hard to feel successful in your work.

As a Principal, I attend Principals' Institutes, I listen as the Superintendent Cindy Marten speaks about "creating a united culture," "singular focus on student achievement," "create conditions where we connect with students and teachers with meaning and purpose," and "practice gratitude to everyone." Her actions do not align with her educational pedagogy. There is a major disconnect between the District Office personnel and the school sites. Principals are required to be everywhere on campus due to the District's reduction in custodial staff, Special Ed staffing, and teacher subs not accepting positions. Principals are responsible for maintaining a safe and secure campus without permanent and skilled custodial staff. The District maintenance leadership is positive but they do not make the decisions about appropriating the staffing allotments. Special Education staffing had a significant impact on student service hours being met, work load issues for Special Ed case managers, as well as teacher collaboration and effective instruction. It is difficult to embrace those lofty ideas when principals are responsible for responding to parents (on a daily basis) about why the District reduced Special Ed staffing and their child is not receiving the service hours in their IEP (due to lack of Special Ed staffing). These are difficult conversations that deconstruct the trust that Principals work so hard to develop with parents. Principals are forced to implement decisions that are made by Board and District without the support of the District and the Board. Let's talk about developing leadership capacity with school site teachers and support staff. The Marzano High Reliability Schools professional development for Principals needed to include teacher leaders to have an effective implementation. It felt like an Executive Leader had this insightful idea about bringing in Marzano's PD to build teacher leadership capacity and increase student learning. But, the short sighted, fear and lack of financial planning of the executive Cabinet put the PD of Marzano on the back burner. Who is making these decisions? Why doesn't the Superintendent have multiple Principals on a panel to collectively make decisions about building teacher leadership capacity? Teachers

receive information from their Union before Principals receive info from Superintendent. Teachers have more protection, more rights, and receive more compensation than Principals. If a teacher disagrees with a Principal, the teacher understands the strength of their Union. If a Principal requires support with an issue who can the Principal turn to for support?? Unfortunately, Area Superintendents do not have the time or expertise to support Principals. There is one Area Superintendent who tells principals that it is NOT her job to support principals with operational issues. She is a liar. There are SERIOUS concerns occurring at school sites, principals are on the front lines. Principals are enduring more than their work load, many principals feel alone, unappreciated, and extremely stressed out due to a hostile work climate. Principals deserve to be supported. They need to receive accurate information in a timely manner. Principals need to be supported by Area Superintendents, Cabinet, the Superintendent, and Board Members. Principals need to develop a stronger AASD Union so principals can be protected. There is a hostile work environment of bullying that exists at SDUSD. It is not positive - it is not healthy. It puts individuals in dangerous situations. What is the Superintendent's role in nurturing a collaborative and positive culture? How will the Superintendent and her team apply the lofty pedagogy she communicates in sound bites? SD Tribune Newspaper reported that since 2014 the District has tripled the cost of attorney fees. What are the implications of this data? How will the superintendent "create a united culture"? When will she start?