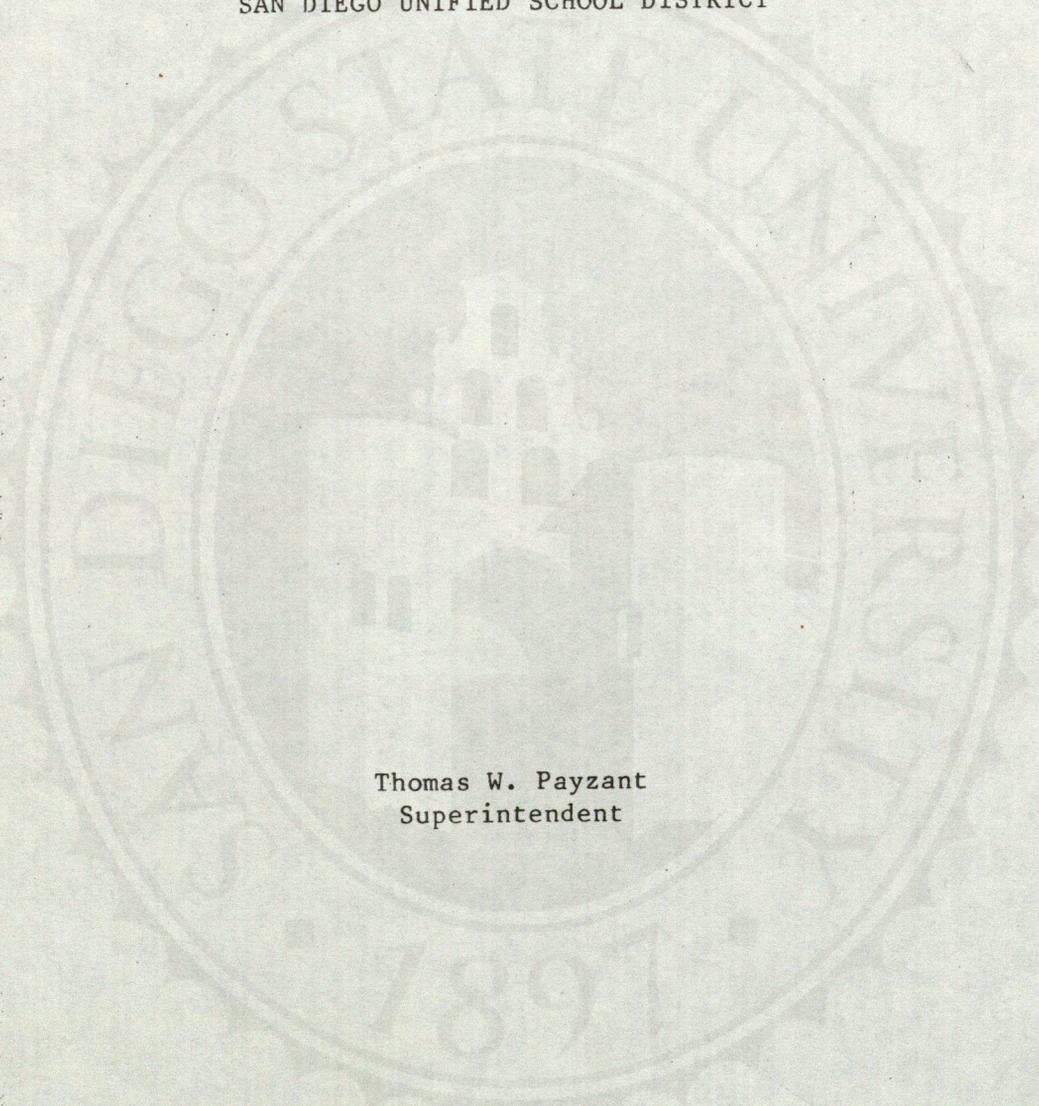


A PLAN FOR
ADMINISTRATIVE REORGANIZATION
OF THE
SAN DIEGO UNIFIED SCHOOL DISTRICT

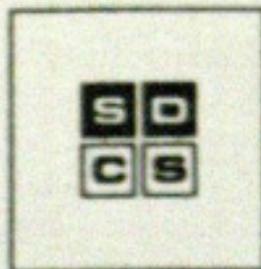


Thomas W. Payzant
Superintendent

December 7, 1982 (First Reading)
December 14, 1982 (Appendix II Revised)

EDWARD S. FLETCHER

Assistant Superintendent
Community Relations Division



SAN DIEGO CITY SCHOOLS

EDUCATION CENTER

4100 Normal Street, San Diego, California 92103
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Introduction

A school district exists to provide educational services for children. In form and function, the administrative organization is designed to meet the goals of the school district. The final test of the organization's effectiveness is whether it works. Is it responsive to the people it serves? Will it foster planning, decision making, implementation of programs, and evaluation? Does it accommodate diversity, conflict, and creativity? Will it encourage commitment, effort, and caring? Can it tolerate determination, risk taking, and questioning? Does it encourage its employees to be tough, but not insensitive; decisive, but fair; and idealistic, but realistic?

My goal is an organization that provides positive answers to these questions. It will require a central office staff able to cut red tape and extend services to the teachers, administrators, and support personnel who work directly with children in the schools. The organization must create a balance between direction from the central office and autonomy in individual schools. There must be a clear understanding of where responsibility lies. There must be a balance between district goals and school goals, between district standardization and school flexibility.

The San Diego City Schools have been considering administrative reorganization for several years. Many people have been involved in efforts to develop a plan of action. Certainly there are more questions that could be asked and other ideas that could be considered. We could always use more time. But the need for more time cannot be used indefinitely as an excuse for inaction. There is never an ideal time for change, especially for those who are comfortable with things as they are.

The time to move forward is here. I present this administrative reorganization plan with the confidence that its implementation will be a major factor in helping us reach our goal of providing the best possible educational programs for the children of San Diego.

The Present Organization

For the purpose of describing the present organization, I am using the organizational plan that was in effect at the beginning of the 1981-82 school year. Most of the divisions report through two deputy superintendents, one for administration and one for instruction. The deputy superintendent for administration is responsible for the Personnel and Business Services divisions. Data systems and Finance also report to this deputy. Four divisions, Elementary, Secondary, Curriculum and Programs, and Student Services, report to the deputy superintendent for instruction. Two other divisions, Employee Relations and Community Relations and Integration Services, report directly to the superintendent along with the Schools Attorney, Legislative Liaison and Public Information Services. The Evaluation Services Department reports jointly to the board and the superintendent.

The present organization has many strengths, but there is some fragmentation of programs and functions and too many organizational layers between the superintendent and the schools. These weaknesses can be eliminated by

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rearranging several departments and divisions, eliminating some positions, redefining some positions, changing reporting relationships, and clearly defining where decision-making authority lies and where responsibility for these decisions will be.

I believe that I can be more effective working with about a dozen people who report directly to me and make up my core decision-making team. The present organization is shaped like a pyramid, while the organization I suggest will be flatter. Working with this broader-based core decision-making team will help me to be more aware of school needs and more directly involved in the decisions to meet them.

The core decision-making team will be called the Superintendent's Cabinet and will meet with me every week. I also will find ways to meet regularly with other individuals and groups to involve them in decision making as well. These meetings will be designed to keep communications open and to exchange ideas. The practice of establishing broadly representative ad hoc committees and task forces for specific purposes also will be continued.

A plan for Reorganization

While the existing administrative structure has served the district for many years, shifting priorities, increasing financial constraints, and new challenges call for changes if the organization is to serve children well.

The plan for administrative reorganization of the district should clearly define at all levels of the organization where the authority for making decisions lies and where the responsibility for the consequences of those decisions is placed. The plan should provide for the most efficient and humane means of delivering resources, both people and materials. It must recognize the diversity of educational needs in the community and the diversity of responses required to meet those needs. It also must acknowledge the need to have some districtwide expectations for all students. But at the same time, there must be sufficient flexibility to allow the professional staff the use of whatever methods are necessary to help students learn.

The plan must strive for centralized direction that establishes continuity and equity; while at the same time, it must support some decentralization that encourages staff and parent involvement in decision making at the building level.

To accomplish these goals, the organization will have six major divisions. These are School Operations; Business Services; Educational Services; Personnel Services; Community Relations and Integration; and Planning, Research, and Evaluation. Each division, except School Operations, will be led by an assistant superintendent who will report directly to the superintendent. The School Operations Division will have four assistant

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superintendents who report to the superintendent. Each assistant superintendent will be in charge of approximately the same number of secondary schools. The number of elementary schools assigned to each area varies because of student enrollment totals.

In addition to the assistant superintendents, the following positions will report directly to the superintendent: legislative liaison, information services officer, controller, schools attorney, and assistant to the superintendent.

The positions of deputy superintendent, Instruction; deputy superintendent, Administration; assistant superintendent, Elementary Schools Division; the four directors in the Elementary Schools Division; the assistant superintendent, Secondary Schools Division; and the four directors in the Secondary Schools Division will be eliminated.

The position of vice principal on special assignment, Integration, will be eliminated and the functions assigned to the Community Relations and Integration Division. The position of vice principal on special assignment, Secondary, will be eliminated. The elementary vice principal on special assignment will be eliminated.

School Operations

The School Operations Division must be responsible for making decisions that affect the day-to-day operation of the schools and take the responsibility for the consequences of those decisions. Students, teachers, principals, the assistant superintendents of the four areas and the superintendent form the line of authority and responsibility. The assistant to the superintendent will work closely with the superintendent and the four assistant superintendents of the areas on matters relating to school operations.

The present elementary and secondary divisions will be replaced by four areas with schools of all levels, K through 12, assigned to each area. Schools in each area are shown in Appendix III.D.

Each of the four assistant superintendents in School Operations will have an operations manager to help with the work load in administering the schools of the area. If the background of an assistant superintendent is particularly strong in secondary education, an operations manager with strength in elementary will be sought and vice versa. These operations managers will have full authority to assume the duties and responsibilities delegated by the assistant superintendents including program implementation and evaluation, personnel evaluation, and the general administration of the schools.

In addition to the four assistant superintendents and operation managers, an administrative intern will be assigned to each area. The interns, selected from the district's leadership development list, will serve in the assignment for one year as part of the district's leadership training program.

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Four existing programs, operated districtwide, will be attached along with present staff to the four established areas and report to an assistant superintendent. These programs are Children's Center and preschool, ROTC, athletics, and adult education.

This basic change in School Operations will enable the superintendent to have more direct contact with schools, principals and teachers, and with the issues of primary importance in the schools. It will remove two administrative layers that now exist between the superintendent and the principals and teachers.

The superintendent will periodically attend area principals' meetings held by the assistant superintendents and also make regular visits to schools.

The four assistant superintendents of the areas will be a major component of the Superintendent's Cabinet, which will meet weekly. They will be expected to provide educational leadership for the schools. They will administer the regular school operations with the help of their operation managers and become heavily involved in working with staff, students, parents, and lay persons in their respective schools to interpret and implement school district programs. They will be concerned with curriculum, planning, staffing, budget development, community relations, personnel and program evaluation, and serve as a key link with the Community Relations and Integration Division; Educational Services Division; Personnel Services Division; Business Services Division; Planning, Research, and Evaluation Division; the superintendent; and each school.

Principals will report through their respective assistant superintendent to the superintendent. Teachers will report to the principal of the building to which they are assigned.

The creation of K through 12 areas will provide a good balance between centralized and decentralized authority and responsibility. There are several distinct organizational and administrative advantages to these areas. Grouping schools of various levels, K through 12, into smaller administrative units for sharing resources and making decisions, increases the chance that educators and parents in school communities working together can develop educational programs that respond to the diverse needs of the children in those communities. The formation of area parent advisory groups, including representatives from elementary and secondary schools, to give advice to the assistant superintendents and to complement the work of individual schools or districtwide advisory groups will encourage parent involvement and enhance communications between home and schools. The assignment of schools of all levels to an area and a single administrator will lead to improved communication and better coordination of resources and programs from kindergarten through high school. The smaller number of operations administrators working within a simplified organization will result in better communication among the other divisions, the schools, and the superintendent.

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The commitment to successful implementation of the district integration plan and other district programs of high priority will be enhanced. It will be easier to assess accountability.

Two features are central to the role of the assistant superintendents for the K through 12 areas. They are generalists, and they have major authority for the school operations to the degree delegated by the superintendent and not prohibited by law or board policy.

These assistant superintendents must be generalists because they will oversee a multifaceted program. Their job is to "put it all together." Staff specialists for other divisions and departments such as Community Relations and Integration; Personnel Services; Business Services; Planning, Research and Evaluation; and Educational Services will be available to work with them to evaluate specific situations and develop plans of action. Emphasis on the generalist concept is particularly important because in too many organizations the generalist does not know how to use the specialists well. Organization is shown on Appendix I.

Assistant to the Superintendent

The assistant to the superintendent also will work closely as a generalist with the assistant superintendents for the areas and the superintendent on all matters related to school operations. The assistant to the superintendent will work, too, with other division heads, assist with the development of board recommendations and administrative rules and regulations, and accept special assignments from the superintendent. Also reporting to the assistant to the superintendent will be the Internal Auditor, Administrative Services staff, Systems and Procedures and the Security Department.

Community Relations and Integration Division

Strong commitment to full implementation of the district's integration plan consistent with the court order must begin with the board and the superintendent. The court expects a high-level administrator to provide leadership for the program. This should and will be the superintendent. To assist with implementation and monitoring of the plan, the position of assistant superintendent, Community Relations and Integration Division, will be created. The person in this position will report directly to the Superintendent and will have delegated authority for the areas and other division heads on integration program implementation. The assistant superintendent will be the advocate for and monitor of the plan and will be part of the superintendent's cabinet.

The essential functions that relate to planning, budgeting, implementing, and monitoring integration programs will be assigned to the Office of the Assistant Superintendent, Community Relations and Integration. The positions of volunteer coordinator and business/education coordinator will be

consolidated into one position to form the Community Relations Department. Multicultural Education and Urban Affairs will be combined in one department with one management position. This unit will be called the Race/Human Relations Department. The function of Integration Monitoring and the Voluntary Ethnic Enrollment Program will be combined into one department, Integration Programs, with one management position. Appendix V has the organizational chart for the division.

Information Services

The person in the position of information services officer will report to the superintendent and be a part of the Superintendent's Cabinet. This person is responsible for the day-to-day operation of the Public Information Office. That office provides public information, coordinates the public relations activities of the district, and works to improve communications within the district and with the community. The public information services officer also will work with the superintendent in performing other special assignments.

Legal Services

Unlike other staff members, the schools attorney will have a dual reporting relationship to the board and the superintendent. The attorney will work directly with the Superintendent on legal matters and will keep the Board informed about them on a regular basis. The schools attorney also will provide the superintendent and board with advice on legal issues that arise in the district. The schools attorney will not serve as a regular member of the superintendent's cabinet.

Legislative Liaison

The federal and state legislative liaison activities will be combined with one person assuming responsibility and reporting to the superintendent. The liaison will monitor day-to-day legislative activities at both federal and state levels. The superintendent, board members, and other key school district officials will be involved in a variety of efforts designed to generate more support for public education in Washington and Sacramento. As experience is gained in this area, it probably will be necessary to augment the single position with the involvement of other district staff in legislative activities. Special consultants may be hired for specific tasks. The legislative liaison will not serve as a regular member of the superintendent's cabinet.

Planning, Research, and Evaluation Division

The Planning and Research and Data Systems departments which now report to the deputy superintendent, Administration, and the Evaluation Services Department, which has reported jointly to the board and the superintendent, will be consolidated into a new division led by an assistant superintendent who will report to the superintendent and serve as a member of the superintendent's cabinet.

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This division will have four departments: planning, research, evaluation and data systems. Each department within the division will have a manager who will report to the assistant superintendent. The division's organizational chart is found in Appendix VII.

The Planning Department will have the responsibility for developing and maintaining a data base. It will make enrollment projections, conduct demographic studies, and assist other divisions and departments in planning activities. It will develop procedures and techniques for all aspects of planning necessary to assist the administration and board in short-range and long-range planning efforts.

The Research Department will design, coordinate, and monitor all research activities in the school district. It will establish a research review committee and procedure for reviewing and accepting or rejecting research requests which are made by people within and outside the school district. It also will disseminate research findings from local, state, and national studies to assist the administration and board in decision making.

The Evaluation Department will have responsibility for the planning, development, implementation, and assessment of the testing programs in the district and the design and implementation of needs assessments and studies commissioned by the superintendent and board. The department will analyze the results of program evaluations and offer recommendations for consideration of the superintendent and board. The Evaluation Department will have general autonomy and be independent to help ensure its objectivity. It will be subject to professional, personal, and quality control standards and have the freedom to make final decisions on evaluation design and methodology focusing only on the goals and objectives of the program being evaluated.

In reporting evaluation findings the evaluators will: report the limitations and constraints of a study; report the true outcomes regardless of their nature; keep the names of individual subjects confidential; consider the ethical and legal aspects of their work; form conclusions based on data regarding program objectives; channel evaluation reports to the superintendent's cabinet and then to the board; and, make results public when they are presented to the board.

The Data Systems Department will provide data processing services for all divisions. With rapid changes occurring in computer technology, this department must plan well and develop a realistic schedule for upgrading hardware and developing or purchasing compatible software to serve the district well and ensure that its investment is cost effective. Although each of the divisions, particularly Business Services, School Operations, and Personnel Services, place heavy demands on Data Systems, and would justify including the department in their areas, the objectivity and independence

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expected of the department in the Planning, Research and Evaluation Division support its placement there. Data Systems cannot favor some divisions with services; it must provide services to divisions consistent with the priority tasks and projects established by the superintendent's cabinet.

Management positions needed to implement this division can be provided by reallocation of current management positions within the existing units.

A note of caution is necessary. When resources are scarce, if there is a choice between providing the regular program with more help or earmarking some of these resources for planning, research, and evaluation, there is little hesitation; the established program wins, and research, evaluation, and planning often lose. I think this is short-sighted.

Educators are sometimes criticized, and rightly so, for painting glowing success stories and ignoring their short-comings. Perhaps this happens because school organizations are not expected to try something new and fail. It is easier, really safer, to do it the "old way," because we can better predict the outcome, and the risks are minimal. Planning, research, and evaluation are necessary in order to provide clear, objective information for the staff and the public on the successes and failures of the school district.

For years some critics of the schools have argued that a school organization will become more effective and efficient if it operates more like a business. There is meat in some of that argument, but a school organization has people as its product, not things. School people can learn from business organizations not so much how to look into the future, but the importance of looking to the future and the necessity of providing the people and money required to do it.

The mandate for the Planning, Research, and Evaluation Division is to look at what exists, evaluate it, and provide data for administrators and the board to use for decision making. The staff members of this division will be expected to recommend in what direction the district should be moving and to communicate regularly with schools in the district as well as with other agencies and institutions involved in related planning, research, and evaluation activities. In addition, the responsibility for the district's standardized testing program also will be a major task of this division.

Personnel Services Division

A school district is a labor-intensive organization. It is people oriented, and the major portion of its budget is in personnel costs. The organization will be only as strong as its personnel selection and evaluation and staff development programs. This division will be headed by an assistant superintendent who reports to the superintendent and is a part of the superintendent's cabinet.

Employee relations are an integral part of personnel functions and services. Therefore, the Employee Relations Division will be abolished as a separate division and its major functions such as collective bargaining with employee organizations and contract administration will be transferred to the Personnel Services Division. The department will be headed by a manager reporting to the assistant superintendent of Personnel Services.

Because affirmative action is intertwined with personnel policies and procedures, the assistant superintendent, Personnel Services will continue to serve as affirmative action officer. Having direct access to the superintendent, this assistant superintendent will make sure that the chief administrative officer of the school district is aware of, involved with, and a spokesperson for affirmative action.

New departments for employee relations, and staff development will be established within the Personnel Services Division. Staff development will have a high priority with the assigned responsibility for professional growth and leadership development for teachers, administrators, and classified employees. The staff development department will have responsibility for the coordination and evaluation of all staff development activities in the district. This department also will establish a staff development advisory committee to assist with planning and coordination of the staff development program. The organizational chart for the division is shown in Appendix VI.

Educational Services Division

The curriculum and instructional programs are the essence of the school district. They should have the attention and leadership of an assistant superintendent who is not preoccupied with the day-to-day operational concerns of the schools. This assistant superintendent will report to the superintendent and be a member of the superintendent's cabinet. The Educational Services Division will provide the specialists and expertise to assist teachers, principals, division heads, and the superintendent to improve educational quality and implement programs that enhance student achievement.

The division will have eight major departments. These departments will be Special Education, Health Services, Guidance, Hearing/Placement, Basic Education, Elective Curriculum, Instructional Media Services and External Funding.

The Special Education Department will be responsible for providing an appropriate and individualized education for all students with special needs as mandated by federal and state legislation. This department will be responsible for planning, developing, budgeting, providing specialized services, and monitoring all special education programs.

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The Health Services Department will be responsible for school nursing services, health screening examinations and health education. Also included in this department will be the social concerns unit responsible for instruction and counseling about substance abuse and social health.

The Guidance Department will have direct responsibility for all counseling services provided at the elementary level and for specialized personnel and career counseling services provided at the secondary level. This department also will be responsible for referrals to social service agencies, work experience placement and supervision of work experience as required by law. The department will provide staff support to counselors assigned to schools at the secondary level. Responsibility for the districtwide gifted and talented program also will be included in this department.

The Hearing/Placement Department will be responsible for district due process procedures relating to students and parents. The department also will handle all special attendance permits and investigations relating to possible extended suspensions and expulsions.

The Basic Education Department will have the responsibility for the planning and development of curriculum programs in the basic skills areas of: language arts, mathematics, social studies, science, art, music, second language education, and computer education. Second language education includes English as a second language programs, bilingual education programs and foreign language programs. The department also will have responsibility for the planning and development of special basic skills programs such as the Achievement Goals Program and Distar. In addition, this department will develop and assist with the implementation of programs in basic skills areas which are supported by external sources of funding.

The Elective Curriculum Department will have the responsibility for the planning and development of curriculum programs in the areas of: health and physical education, consumer and family studies, business education and industrial arts. This department will plan, develop and supervise vocational education programs such as ROP, VEA, etc. and will develop and assist with implementation of programs in these areas.

In the determination of the management staffing for the two curriculum departments, the following criteria have been used. The first category includes the exceptionally large and complex subject areas as determined by the number of students served, grade level application, and variety of program. For these subject areas, three management positions are being allocated. The second category includes smaller and less complex subject areas as determined by the number of students served, grade level application and variety of program. For these subject areas, two management positions are being assigned. The third category includes all of the smaller subject areas where the number of students served, grade level application and complexity of program are less than those for subject areas in categories one and two. For these subject areas, one manager will be allocated.

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In considering the appropriate allocation of management staff to the two curriculum departments, discussion of the number and the allocation by subject area of resource teacher positions needs has occurred. This plan, however, covers the overall organization of the school district by divisions and departments and focuses on management and support personnel. It will be necessary as the plan is implemented to study carefully the need for resource teachers and other non-management personnel and devise a plan for meeting these needs within the 1983-84 budget.

The Instructional Media Services Department will be responsible for planning, budgeting and provision of the following services: materials development, audio-visual, library and books, the professional operations of the Instructional Media Center, and the Professional Library.

The External Funding Department will be responsible for planning, development, budget, and monitoring of those programs that are externally funded such as ECIA Title I, School Improvement and ECIA Chapter 2. This department will not implement programs.

The organizational chart for the Educational Services Division is found in Appendix VIII.

Business Services Division

The Business Services Division will be administered by an assistant superintendent who reports to the superintendent and serves as a member of the superintendent's cabinet. The following departments will be the responsibility of that assistant superintendent: Transportation; Land and Facilities Planning; Food Services; Purchasing and Material; and Maintenance and Plant Operations. The function of Utilities Management will be reviewed to determine if the service can be provided by a technical classified position or by outside consultant services. Business division support, risk management and contract compliance functions will not be carried out by separate departments. Staff responsible for these functions will report directly to the assistant superintendent. The organizational chart for the division is shown in Appendix IX.

Controller

The controller will report directly to the superintendent and serve as a member of the superintendent's cabinet. The Finance Department which the controller administers will include the budget/cost-control and accounting functions.

Superintendent's Office

In the section on school operations, I discussed the organization of the Superintendent's Office. I want to add a few comments here.

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The duties and responsibilities of the superintendent are well described in the position description established by the board. This plan for district reorganization will allow the superintendent to meet these duties and responsibilities. The process of clarifying authority and responsibility will continue as specific positions are established and position descriptions written. To repeat, the basic line of authority flows from the superintendent to the assistant superintendents for the K-12 areas to the principal and to the teachers. The line of authority for integration programs will flow from the superintendent through the assistant superintendent, Community Relations and Integration, to the assistant superintendents in the areas to the schools. I intend to delegate much responsibility to these assistant superintendents and the other division heads, and I will hold them accountable. However, I also will have much personal contact with staff members and the students in schools. This will include regular meetings with principals and the leaders of employee, student, and community organizations. As stated, the assistant to the superintendent will play an active role in making the organization work and will have the required authority delegated by the superintendent necessary to get the job done.

I expect to develop my top-level administrative staff into a cohesive decision-making group that will work together under my leadership to coordinate the planning, development, and implementation of administrative policy for the district. Through open discussion and exchange of information, all members in this group will be expected to present ideas and points of view that reflect the thinking of the group with whom they work.

This does not mean that top staff members may serve merely as funnels for the ideas of others. They will be expected to take positions on issues and define them. We will be issue-oriented rather than personality focused. At all levels we will work for consensus. When consensus cannot be reached, those with whom the buck stops will make the difficult decision.

Twelve people will compose the Superintendent's Cabinet and be part of the decision-making group. Periodically other staff members will be invited to join the group for special presentations or to participate in making decisions where their individual expertise will be valuable.

Summary

Appendix I presents the proposed reorganization of the district. Appendix II details the budget savings resulting from the reduction of management and support positions recommended by the Management/Budget Reduction Task Force and this administrative reorganization plan. Included is a listing of those management or support positions to be eliminated or added. Positions to be eliminated total 28.50--23.0 management and 5.50 support. Many of the positions in the proposed new organization will require reclassification studies since they represent new job titles or job descriptions. Included in the budget package is a recommended reserve of \$300,000. This reserve will be

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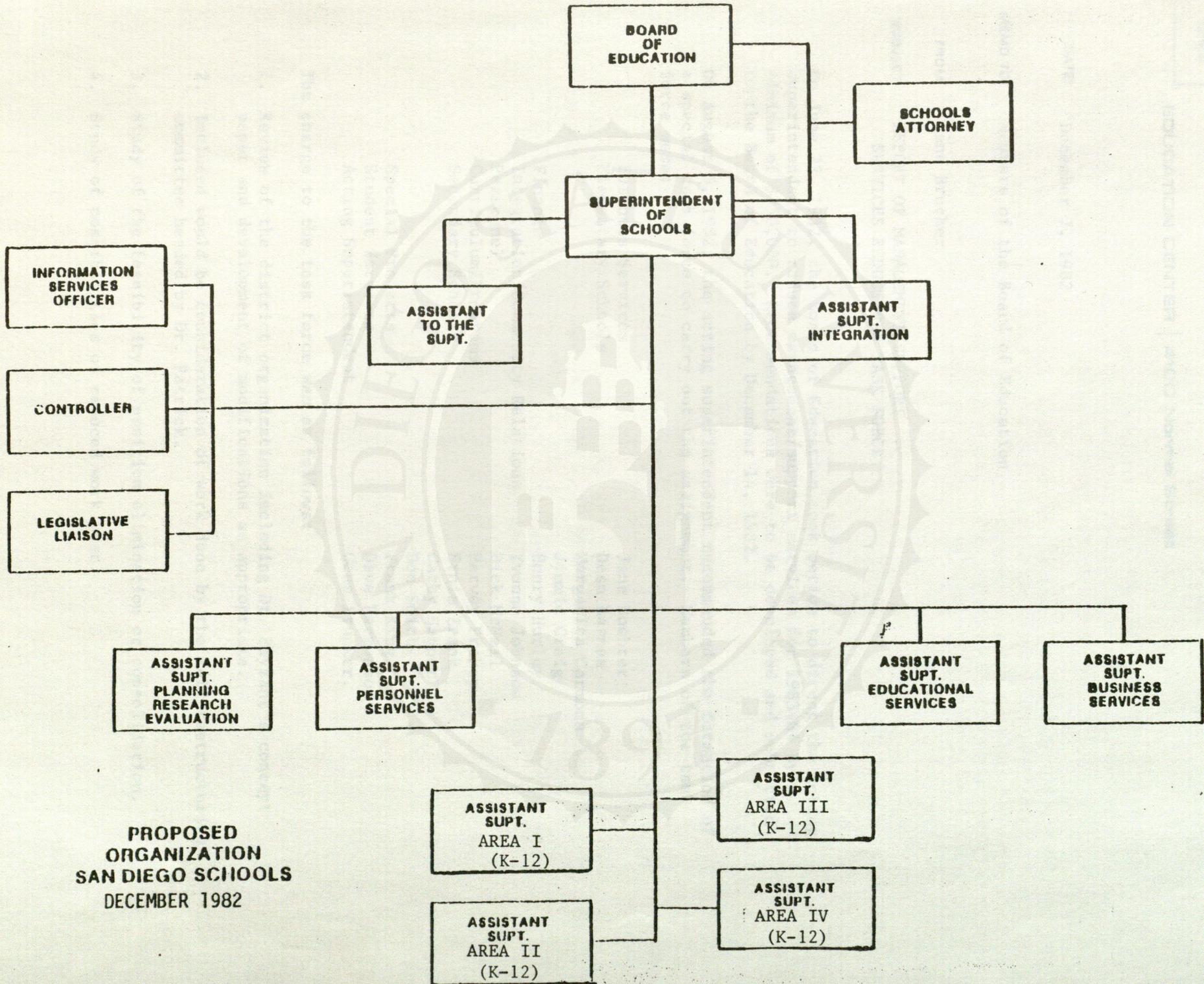
utilized as the reorganization plan is implemented and additional management or support positions are needed, or if the results of reclassification studies require additional funds. With the inclusion of the \$300,000 reserve, the net management and support personnel position reductions recommended in this plan will result in a savings to the district of \$1,149,700. Of the \$1,449,700 in projected savings, \$498,472 are from state and federal categorical grants. The balance of \$951,228 in savings, will accrue to the general operations, special education, and integration budgets.

Appendix III presents the report of the task force on K-12 reorganization. Appendices IV through IX show the organizational charts for each of the six reconstituted divisions.

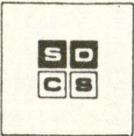
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**PROPOSED ORGANIZATION
SAN DIEGO SCHOOLS
DECEMBER 1982**



SAN DIEGO CITY SCHOOLS

EDUCATION CENTER | 4100 Normal Street

DATE: December 7, 1982

MEMO TO: Members of the Board of Education

FROM: Gene Brucker

SUBJECT: REPORT OF MANAGEMENT/SUPPORT
SERVICES REDUCTIONS TASK FORCE

On June 22, 1982, the Board of Education took action to direct the acting superintendent to reduce management/support services for 1983-84 by a minimum of \$750,000. Recommendations were to be developed and submitted to the Board of Education by December 14, 1982.

On August 5, 1982, the acting superintendent recommended the formation of a special task force to carry out the assignment. Members of the task force were:

Business Services	Jane Boehrer
Elementary Schools	Dean Barnes
	Margarita Carmona
	Jimmie Craig
Finance	Henry Hurley
Integration/Community Relations	Yvonne Johnson
Personnel	Dick McNeil
Curriculum/Programs	Harvey Prokop
Secondary Schools	Ernie Frank
	Cathy Hopper
	Don Smith
Special Projects	Frank King
Student Services	Dave Hermanson
Acting Superintendent	Gene Brucker.

The charge to the task force was as follows:

1. Review of the district organization including Dr. Payzant's concept paper and development of modifications as appropriate.
2. Included would be consideration of work done by the K-12 restructuring committee headed by Dr. Patrick.
3. Study of the feasibility of position elimination or consolidation.
4. Study of possibilities of reduced work year.

The first meeting of the task force was held on September 15, 1982. A total of nine meetings were held between September and December when a final draft was approved for submission to the superintendent.

In developing the final report, the task force reviewed the current district organization, the reorganization embodied in Dr. Payzant's concept paper, and each management position. Consideration was not given to funding source or individuals currently serving in management positions. The following criteria were identified by the committee in reviewing each management position and work year:

- a. Necessary planning time.
- b. Time of delivery of services.
- c. Current resources for providing services.
- d. Mandation of service and level of mandate.
- e. Number of individuals supervised.
- f. Equality of position, i.e., 11-, 12-month principal.
- g. Impact of reduction on people.
- h. Present formula or establishment of revised formula.
- i. Possible linkage to or duplication in County Department.
- j. Cost effectiveness of service.
- k. Functions provided - general and specific.
- l. Number of months - service vs. management.
- m. Duplication of services in district.

On the following pages, you will find the results of the task force's efforts. Proposed reductions include ~~34/00~~ 28.50 positions with an estimated savings of \$1,449,700. Because the task force's work was done in a tight time line and represents a new district organization, a management reserve of \$300,000 is included. This provides an immediate savings for 1983-84 of \$1,149,700.

EFB:br

Attachment

SAN DIEGO UNIFIED SCHOOL DISTRICT
Finance Department

REVISED
12-13-82
Page 1
footnote reference
Page 2
funding source for
Assistant Director

MANAGEMENT/SUPPORT BUDGET REDUCTION TASK FORCE

SUMMARY OF MANAGEMENT & SUPPORT POSITION REDUCTIONS/ADDITIONS

BY MAJOR DIVISION/DEPARTMENT

0792A/0024A

DECEMBER 14, 1982

SAN DIEGO UNIFIED SCHOOL DISTRICT
Finance Department

MANAGEMENT/SUPPORT BUDGET REDUCTION TASK FORCE
SUMMARY OF MANAGEMENT & SUPPORT POSITION REDUCTIONS/ADDITIONS
BY MAJOR DIVISION/DEPARTMENT

Page No.	<u>Major Division/Department</u>	<u>Potential (Reduction)/Addition</u> <u>Position</u>	<u>Appropriations*</u>
1-2	School Operations Division	(7.30)	(301 489)
3	Community Relations & Integration Division	(3.00)	(124 111)
4	Planning, Research & Evaluation Division	(1.00)	(70 409)
5	Personnel Services Division	11.00	273 255
6-8	Educational Services Division	(22.00)	(977 288)
9	Business Services Division	(2.00)	(63 076)
10	Assistant to Superintendent	2.00	92 881
11	Deputy Superintendent - Instruction	(3.00)	(114 861)
11	Deputy Superintendent - Administration	(2.00)	(98 759)
12	Information Services Department	-	(10 800)
13	Childrens Centers/Preschool	<u>(1.20)</u>	<u>(55 043)</u>
	SUB-TOTAL	<u>(28.50)</u>	<u>(1 449 700)</u>
	Reserve	-	<u>300 000</u>
	TOTAL	<u>(28.50)</u>	<u>(1 149 700)</u>

* Includes employee benefits.

SAN DIEGO UNIFIED SCHOOL DISTRICT
Finance Department

MANAGEMENT/SUPPORT BUDGET REDUCTION TASK FORCE
SUMMARY OF MANAGEMENT & SUPPORT POSITION REDUCTIONS/ADDITIONS
BY POSITION ACCOUNT WITHIN MAJOR DIVISION/DEPARTMENT

Fund Code	Object Code	Position Description	(Reduction)/Addition	
			Position	Appropriations*
<u>SCHOOL OPERATIONS DIVISION</u>				
<u>REDUCTIONS</u>				
<u>ELEMENTARY DIVISION OFFICE</u>				
AA	1701	Assistant Superintendent, Elementary Division	(1.00)	(64 240)
AA	1305	Director, Elementary	(4.00)	(233 516)
AS	1911	Vice Principal on Special Assignment, Elementary	(1.00)	(36 084)
AA	23xx	Clerical Personnel, Elementary	(5.80) ^{1/3}	(126 636)
AA	2306	Clerical Personnel/Confidential	(1.00)	(23 456)
<u>SECONDARY DIVISION OFFICE</u>				
AA	1701	Assistant Superintendent, Secondary Division	(1.00)	(64 240)
AA	1303	Coordinator	(1.00) ³	(43 565)
AA	1305	Director, Secondary	(4.00)	(233 516)
AQ	1305	Director, ROTC	(1.00)	(43 863) ²
AS	1911	Vice Principal on Special Assignment, Secondary	(1.00)	(42 518)
AA	1911	Vice Principal on Special Assignment, Secondary	(1.00)	(39 604)
AA	23xx	Clerical Personnel, Secondary	(5.50) ³	(115 559)
AA	2306	Clerical Personnel/Confidential	(1.00)	(23 456)
<u>ELEMENTARY DIVISION - SITE PERSONNEL</u>				
AA	1201	Principal, Elementary-2.00 positions from 12 to 10 months	-	(17 090)
AA	1203	Vice Principal, Elementary-2.00 positions from 12 to 10 months	-	(13 903)
AA	23xx	Clerical Support Staff/Elementary Site staff from 12 to 10 mos.	-	(12 289)
<u>SECONDARY DIVISION - SITE PERSONNEL</u>				
AA	1203	Vice Principal - Secondary	(3.00)	(127 556)
AA	1201	Principal, Senior High-3.00 positions from 12 to 11 months	-	(13 820)
<u>TOTAL REDUCTIONS</u>			<u>(31.30)</u>	<u>(1 274 911)</u>

* Includes Employee Benefits.

1 Refer to page 12, Childrens Centers/Preschool - .20 position funded under Fund ZL.

2 Transferred to Programs Operated Districtwide - Page 2.

3 To support the transfer of the staffing assignment function to the Personnel Division, two clerical positions were transferred to Personnel; one from Elementary and one from Secondary (see page 5). One coordinator position deleted.

MANAGEMENT/SUPPORT BUDGET REDUCTION TASK FORCE
SUMMARY OF MANAGEMENT & SUPPORT POSITION REDUCTIONS/ADDITIONS
BY POSITION ACCOUNT WITHIN MAJOR DIVISION/DEPARTMENT

Fund Code	Object Code	Position Description	(Reduction)/Addition	
			Position	Appropriations*
<u>ADDITIONS</u>				
AA	1701	Assistant Superintendent, Area I-IV, K-12	4.00	256 960
AA	1308	Operations Manager, Regions I-IV, K-12	4.00	233 516
AA	1902	Intern/Certificated	4.00	135 104
AA	23xx	Clerical Personnel	8.00	179 579
<u>PROGRAMS OPERATED DISTRICTWIDE</u>				
AA	1301	Secondary Athletics Consultant	1.00	38 635
FV	1307	Assistant Director, Childrens Center/Preschool	.40	20 270
ZL	1307	Assistant Director, Childrens Center/Preschool	.60	30 406
ZE	1303	Coordinator, Adult Education	1.00	35 089
AQ	1305	Director, ROTC	1.00	43 863
TOTAL ADDITIONS			<u>24.00</u>	<u>973 422</u>
NET REDUCTIONS SCHOOL OPERATIONS DIVISION			<u>(7.30)</u>	<u>(301 489)</u>

* Includes Employee Benefits.

- 1 Transfer from Educational Services Division (Page 6).
- 2 Transfer from Children's Center/Preschool (Page 13).
- 3 Transfer from Adult Education/Educational Services Division (Page 6).
- 4 Transfer from Secondary Schools Division Office (Page 1).

MANAGEMENT/SUPPORT BUDGET REDUCTION TASK FORCE
SUMMARY OF MANAGEMENT & SUPPORT POSITION REDUCTIONS/ADDITIONS
BY POSITION ACCOUNT WITHIN MAJOR DIVISION/DEPARTMENT

Fund Code	Object Code	Position Description	(Reduction)/Addition	
			Position	Appropriations*
<u>COMMUNITY RELATIONS & INTEGRATION DIVISION</u>				
		<u>REDUCTIONS</u>		
KB	1305	ESAA Program Director	(1.00)	(53 000)
		<u>URBAN AFFAIRS SERVICES</u> ¹		
AA	1804	Director	(1.00)	(53 000)
AA	2307	Clerical Personnel	(1.00)	(20 494)
		<u>MULTICULTURAL EDUCATION</u> ¹		
AA	1311	Specialist	(1.00)	(53 000)
AA	2307	Clerical Personnel	(1.00)	(16 371)
		<u>TOTAL REDUCTIONS</u>	<u>(5.00)</u>	<u>(195 865)</u>
		<u>ADDITIONS</u>		
		<u>RACE HUMAN RELATIONS DEPARTMENT</u> ¹		
AA	1804	Director	1.00	53 000
AA	2307	Clerical Personnel	1.00	18 754
		<u>TOTAL ADDITIONS</u>	<u>2.00</u>	<u>71 754</u>
		<u>NET REDUCTIONS COMMUNITY RELATIONS & INTEGRATION DIVISION</u>	<u>(3.00)</u>	<u>(124 111)</u>

* Includes Employee Benefits.

¹ Consolidation of Multicultural Education and Urban Affairs into Race Human Relations Department -
 Net reduction: 1.00 Management Position (Salary Grade 12) and 1.00 Clerical Position.

MANAGEMENT/SUPPORT BUDGET REDUCTION TASK FORCE
SUMMARY OF MANAGEMENT & SUPPORT POSITION REDUCTIONS/ADDITIONS
BY POSITION ACCOUNT WITHIN MAJOR DIVISION/DEPARTMENT

Fund Code	Object Code	Position Description	(Reduction)/Addition	
			Position	Appropriations*
<u>PLANNING, RESEARCH & EVALUATION DIVISION</u>				
<u>REDUCTIONS</u>				
AA	1305	Director, Special Projects Office	(1.00) ¹	(58 379) ²
AA	1309	Associate Director, Evaluation Services	(2.00)	(101 346) ³
AA	2225	Development Manager, Data Systems	(1.00)	(50 393)
TOTAL REDUCTIONS			<u>(4.00)</u>	<u>(210 118)</u>
<u>ADDITIONS</u>				
AA	1701	Assistant Superintendent, Planning, Research & Evaluation	1.00	64 240 ²
AA	1305	Director, Planning	1.00	46 019 ²
AA	2315	Administrative Assistant I, Data Systems	1.00	29 450 ³
TOTAL ADDITIONS			<u>3.00</u>	<u>139 709</u>
NET REDUCTIONS PLANNING, RESEARCH & EVALUATION DIVISION			<u>(1.00)</u>	<u>(70 409)</u>

* Includes Employee Benefits.

1 Includes .25 position in Legislative Support Cost Center 519.

2 Reduction of 2.00 Management positions to establish Management position of Assistant Superintendent, Planning, Research and Evaluation Division, and the Director of Planning Department within the Planning, Research and Evaluation Division.

3 Reduction of Management position and the addition of a Classified/Support position.

MANAGEMENT/SUPPORT BUDGET REDUCTION TASK FORCE
 SUMMARY OF MANAGEMENT & SUPPORT POSITION REDUCTIONS/ADDITIONS
 BY POSITION ACCOUNT WITHIN MAJOR DIVISION/DEPARTMENT

Fund Code	Object Code	Position Description	(Reduction)/Addition	
			Position	Appropriations*
<u>PERSONNEL SERVICES DIVISION</u>				
<u>TRANSFER OF STAFFING ASSIGNMENT FUNCTION TO PERSONNEL</u>				
AA	1811	Coordinator/Personnel	(2.00)	(82 285)
AA	1812	Staffing Coordinator	2.00	82 031
AA	2307	Clerical Personnel	4.00 ¹	79 893
TOTAL TRANSFER OF STAFFING ASSIGNMENT FUNCTION TO PERSONNEL			<u>4.00</u>	<u>79 639</u>
<u>TRANSFER OF EMPLOYEE RELATIONS DIV TO PERSONNEL SVCS DIV</u>				
AA	1701	Assistant Superintendent	(1.00)	(64 240)
AA	2202	Employee Relations Administrator	(1.00) ²	(55 514)
AA	2204	Employee Relations Manager	1.00 ²	58 067
AA	23xx	Clerical Personnel	(1.00)	(23 456)
TOTAL TRANSFER OF EMPLOYEE RELATIONS DIV TO PERSONNEL DIV			<u>(2.00)</u>	<u>(85 143)</u>
<u>TRANSFER OF STAFF DEVELOPMENT FUNCTION TO PERSONNEL SVCS DIV</u>				
<u>ADDITIONS</u>				
AA	1305	Director	1.00	53 001
AA	1303	Coordinators	3.00	111 446
AA	1902	Intern/Certificated	1.00	33 776
AA	2302	Administrative Assistant	1.00	26 872
AA	23xx	Clerical Personnel	3.00	53 664
TOTAL STAFF DEVELOPMENT ADDITIONS			<u>9.00</u>	<u>278 759</u>
NET INCREASE PERSONNEL SERVICES DIVISION			<u>11.00</u>	<u>273 255</u>

* Includes Employee Benefits.

1 To support the transfer of the staffing assignment function to the Personnel Division, two clerical positions were transferred to Personnel; one from Elementary and one from Secondary (see page 1).

2 Addition of 1.00 position to replace the Employee Relations Administrator deleted.

MANAGEMENT/SUPPORT BUDGET REDUCTION TASK FORCE
SUMMARY OF MANAGEMENT & SUPPORT POSITION REDUCTIONS/ADDITIONS
BY POSITION ACCOUNT WITHIN MAJOR DIVISION/DEPARTMENT

Fund Code	Object Code	Position Description	(Reduction)/Addition	
			Position	Appropriations*
<u>EDUCATIONAL SERVICES DIVISION</u>				
<u>REDUCTIONS</u>				
<u>STUDENT SERVICES DIVISION OFFICE</u>				
AA	1701	Assistant Superintendent, Student Services	(1.00)	(64 240)
AA	2306	Clerical Personnel/Confidential	(1.00)	(23 456)
<u>STUDENT SERVICES DEPARTMENTS</u>				
AD	1303	Program Coordinator, Special Education (Licensed Institution)	(1.00)	(46 020)
AF	1303	Program Coordinator, Special Education (Placement/ID)	(1.00)	(46 020)
AF	1921	Program Specialist, Special Education	(2.50)	(92 682)
<u>TRANSFER OF STAFF DEVELOPMENT TO PERSONNEL SERVICES DIV</u>				
AF	1921	Program Specialist, Special Education	(.50)	(20 880)
<u>CURRICULUM & PROGRAMS DIVISION OFFICE</u>				
AA	1701	Assistant Superintendent, Curriculum & Programs Division	(1.00)	(64 240)
AA	2306	Clerical Personnel/Confidential	(1.00)	(23 456)

* includes Employee Benefits.

MANAGEMENT/SUPPORT BUDGET REDUCTION TASK FORCE
 SUMMARY OF MANAGEMENT & SUPPORT POSITION REDUCTIONS/ADDITIONS
 BY POSITION ACCOUNT WITHIN MAJOR DIVISION/DEPARTMENT

Fund Code	Object Code	Position Description	(Reduction)/Addition	
			Position	Appropriations*
<u>EDUCATIONAL SERVICES DIVISION (continued)</u>				
<u>CURRICULUM & PROGRAMS DIVISION DEPARTMENTS</u>				
AA	1301	Consultants	(3.00)	1 (115 908)
VT	1301	Consultant	(1.00)	(48 397)
AA	1303	Coordinator, Career Education	(1.00)	(43 865)
AS	1303	Coordinator, Follow Through	(.40)	(18 406)
EN	1303	Coordinator, Follow Through	(.60)	(27 610)
JA	1303	Coordinator, Compensatory Education (ECIA I)	(1.25)	(54 830)
SK	1303	Coordinator, Compensatory Education (EIA)	(.25)	(10 965)
WH	1303	Coordinator, Compensatory Education (EIA)	(.50)	(21 930)
SK	1303	Supervisor (SIP)	(1.00)	(46 018)
ZE	1303	Coordinator, Adult Education	(1.00)	2 (35 089)
AA	1305	Director, Program Development	(1.00)	(58 377)
AA	1305	Director, Career Education	(1.00)	(55 847)
JA	1305	Director, Compensatory Education (ECIA I)	(.75)	(43 783)
WH	1305	Director, Compensatory Education (EIA)	(.25)	(14 595)
WH	1307	Assistant Director, Compensatory Education	(.50)	(25 338)
JA	1307	Assistant Director, Compensatory Education	(1.50)	(76 015)
AA	1311	Curriculum Specialist, Career Education	(3.00)	(149 711)
AA	1311	Curriculum Specialist	(2.00)	(106 000)
<u>TRANSFER OF STAFF DEVELOPMENT TO PERSONNEL SERVICES DIV</u>				
AA	1305	Director, Continuing Education	(.60)	(31 800)
AT	1305	Director, Continuing Education	(.40)	(21 200)
AA	2307	Clerical Personnel	(.60)	(12 294)
AT	2307	Clerical Personnel	(.40)	(8 196)
ZE	2307	Clerical Personnel	(1.00)	(20 948)
<u>TOTAL REDUCTIONS</u>			<u>(32.00)</u>	<u>(1 428 116)</u>

1 Includes Athletics Consultant transferred to School Operations.
 2 Transferred to School Operations.

MANAGEMENT/SUPPORT BUDGET REDUCTION TASK FORCE
 SUMMARY OF MANAGEMENT & SUPPORT POSITION REDUCTIONS/ADDITIONS
 BY POSITION ACCOUNT WITHIN MAJOR DIVISION/DEPARTMENT

Fund Code	Object Code	Position Description	(Reduction)/Addition	
			Position	Appropriations*
<u>EDUCATIONAL SERVICES DIVISION (continued)</u>				
<u>ADDITIONS</u>				
AA	1701	Assistant Superintendent, Educational Services	1.00	64 240
AA	2306	Clerical Personnel/Confidential	1.00	23 456
AA	1305	Director, Basic Education	1.00	58 377
AA	1305	Director, Elective Curriculum	1.00	55 847
AA	1310	Director, External Funding	1.00	58 377
AA	1314	Assistant Director, External Funding	1.00	48 353
AA	1309	Curriculum Managers ¹	4.00	142 178
TOTAL ADDITIONS			<u>10.00</u>	<u>450 828</u>
TOTAL REDUCTIONS EDUCATIONAL SERVICES DIVISION			<u>(22.00)</u>	<u>(977 288)</u>

* Includes Employee Benefits.

¹ New position title to be studied by Personnel Wage/Salary Department to determine actual classification.

MANAGEMENT/SUPPORT BUDGET REDUCTION TASK FORCE
 SUMMARY OF MANAGEMENT & SUPPORT POSITION REDUCTIONS/ADDITIONS
 BY POSITION ACCOUNT WITHIN MAJOR DIVISION/DEPARTMENT

Fund Code	Object Code	Position Description	(Reduction)/Addition	
			Position	Appropriations*
<u>BUSINESS SERVICES DIVISION</u>				
<u>REDUCTIONS</u>				
AA	2319	Purchasing Supervisor	(1.00)	(40 727)
AA	2319	Supervising Buyer	(1.00)	(35 420)
AA	2319	AV Material Distributor Supervisor	(1.00)	(28 574)
AA	2319	Film Service Technician	(1.00)	(22 914)
TOTAL REDUCTIONS			<u>(4.00)</u>	<u>(127 635)</u>
<u>ADDITIONS</u>				
AA	2319	Purchasing Supervisor	1.00	38 877
AA	2319	AV Material Distribution Supervisor	1.00	25 682
TOTAL ADDITIONS			<u>2.00</u>	<u>64 559</u>
TOTAL REDUCTIONS BUSINESS SERVICES DIVISION			<u>(2.00)</u>	<u>(63 076)</u>

* Includes Employee Benefits.

MANAGEMENT/SUPPORT BUDGET REDUCTION TASK FORCE
 SUMMARY OF MANAGEMENT & SUPPORT POSITION REDUCTIONS/ADDITIONS
 BY POSITION ACCOUNT WITHIN MAJOR DIVISION/DEPARTMENT

Fund Code	Object Code	Position Description	(Reduction)/Addition	
			Position	Appropriations*
<u>ASSISTANT TO SUPERINTENDENT</u>				
<u>ADDITIONS</u>				
AA	1706	Assistant to Superintendent	1.00	69 425
AA	2306	Clerical Personnel/Confidential	1.00	23 456
TOTAL ADDITIONS			<u>2.00</u>	<u>92 881</u>
TOTAL ASSISTANT TO SUPERINTENDENT			<u>2.00</u>	<u>92 881</u>

* Includes Employee Benefits.

MANAGEMENT/SUPPORT BUDGET REDUCTION TASK FORCE
SUMMARY OF MANAGEMENT & SUPPORT POSITION REDUCTIONS/ADDITIONS
BY POSITION ACCOUNT WITHIN MAJOR DIVISION/DEPARTMENT

Fund Code	Object Code	Position Description	(Reduction)/Addition	
			Position	Appropriations*
<u>DEPUTY SUPERINTENDENT, INSTRUCTION</u>				
<u>REDUCTIONS</u>				
AA	1705	Deputy Superintendent - Instruction	(1.00)	(74 611)
AA	2306	Clerical Personnel/Confidential	(2.00)	(40 250)
TOTAL REDUCTIONS DEPUTY SUPERINTENDENT - INSTRUCTION			<u>(3.00)</u>	<u>(114 861)</u>
 <u>DEPUTY SUPERINTENDENT, ADMINISTRATION</u>				
<u>REDUCTIONS</u>				
AA	1705	Deputy Superintendent - Administration	(1.00)	(74 611)
AA	2306	Clerical Personnel/Confidential	(1.00)	(24 148)
TOTAL REDUCTIONS DEPUTY SUPERINTENDENT - ADMINISTRATION			<u>(2.00)</u>	<u>(98 759)</u>

* Includes Employee Benefits.

MANAGEMENT/SUPPORT BUDGET REDUCTION TASK FORCE
SUMMARY OF MANAGEMENT & SUPPORT POSITION REDUCTIONS/ADDITIONS
BY POSITION ACCOUNT WITHIN MAJOR DIVISION/DEPARTMENT

<u>Code Fund</u>	<u>Object Code</u>	<u>Position Description</u>	<u>(Reduction)/Addition</u>	
			<u>Position</u>	<u>Appropriations*</u>
<u>INFORMATION SERVICES DEPARTMENT</u>				
<u>REDUCTIONS</u>				
AA	2227	Director - Reclassification	-	(10 800)
TOTAL REDUCTIONS INFORMATION SERVICES DEPARTMENT			-	(10 800)

* Includes Employee Benefits.

MANAGEMENT/SUPPORT BUDGET REDUCTION TASK FORCE
 SUMMARY OF MANAGEMENT & SUPPORT POSITION REDUCTIONS/ADDITIONS
 BY POSITION ACCOUNT WITHIN MAJOR DIVISION/DEPARTMENT

Fund Code	Object Code	Position Description	(Reduction)/Addition	
			Position	Appropriations*
<u>CHILDRENS CENTERS/PRESCHOOL</u>				
<u>REDUCTIONS</u>				
ZL	1307	Assistant Director - Childrens Centers	(.60)	¹ (30 406)
FV	1307	Assistant Director - Preschool	(.40)	¹ (20 270)
ZL	2307	Clerical Personnel	(.20)	² (4 367)
TOTAL REDUCTIONS CHILDRENS CENTERS/PRESCHOOL			(1.20)	(55 043)

* Includes Employee Benefits.

1 Transferred to School Operations.

2 Refer to page 1, Elementary Schools Division Office for the reduction of .80 position from Fund AA.

SAN DIEGO CITY SCHOOLS
Office of the Superintendent

PROPOSED ORGANIZATION OF SCHOOL OPERATIONS,
KINDERGARTEN THROUGH GRADE 12, 1983-84

December 7, 1982 (First Reading)

At its July 12, 1982 meeting, the Board of Education directed that a plan be developed which would replace the present elementary and secondary schools divisions with a K through 12 organization. In addition, all regular elementary and secondary schools are to be organized on the basis of four K-12 areas.

At a special meeting of the board on October 8, 1982, Dr. Thomas Payzant presented a concept paper which proposed a plan for administrative reorganization of the San Diego City Schools. The plan also provides for replacement of the present elementary and secondary schools divisions with four areas, K-12, with each area headed by an assistant superintendent. The Board of Education approved the organizational structure November 2, 1982.

This report includes additional information on the organization:

1. A School Operations Division will be formed to include four areas with schools of all levels, K through 12, assigned to an area.
2. Each area will be administered by an assistant superintendent and an assistant.
3. The four assistant superintendents will report directly to the superintendent.
4. The assistant superintendents will have authority to carry out the primary functions necessary to implement and supervise school operations.

The recommendations of previous studies of the district organization were summarized and reviewed to determine the extent to which they were addressed by the proposed K-12 reorganization plan. The report documents included:

1. Transcript of Judge Orfield's ruling December 14, 1981.
2. Reports by Drs. Michael W. Kirst, H. Thomas James, and Ewald Nyquist of September 14, 1981, and November 18, 1981.
3. The Organization Study of the San Diego Unified School District presented to the Board of Education, March 17, 1981.
4. Report of Task Force to Study District Administrative Reorganization, November 17, 1981.
5. Charge to the Reorganization Task Force by the Board of Education, December 7, 1981.

Appendix A provides comments on the status of the recommendations of the various studies based on current district organization planning.

Study Process

The K-12 organization study was conducted by an Interim Cabinet of 21 members. The cabinet was organized May 4, 1982, and included the Deputy Superintendent for Instruction; Assistant Superintendent, Secondary Schools; Assistant Superintendent, Elementary Schools; Elementary School Directors (2); Secondary School Directors (2); Elementary School Principals (5); Junior High School Principal; Senior High School Principals (2); Elementary School Vice Principal; Junior High School Vice Principal; Senior High School Vice Principals (2); and Atypical School Principal. Interim Cabinet membership is listed in Appendix B.

The cabinet has met regularly from May through the summer and fall to perform responsibilities related to:

1. Preparing information and concepts on the K-12 organization plan.
2. Identifying and selecting the primary school operations functions which belong in the K-12 unit.
3. Developing management position responsibilities and relationships with other divisions and departments in view of the anticipated reorganization.
4. Presenting progress reports to K-12 managers.
5. Reviewing proposed reorganization plans of other divisions related to programs and services supporting school operations.

K Through 12 Primary Operations Functions

One of the major tasks assigned the Interim Cabinet was the formulation of the primary functions of the new K-12 Instructional Unit* and the determination of which management positions in the unit would have responsibility for each function. It was proposed that basic elements of an area within the K-12 Instructional Unit would consist of school site administrators, an area assistant superintendent, and an area operations manager.

Development of the organization plan involved an analysis of present line functions of the elementary and secondary schools divisions and the support services of other divisions and departments. The assistant superintendents of all divisions, directors of Planning and Research and Evaluation Services, and the Schools Attorney's Office compiled a list of the primary functions presently assigned to their organization unit. Each unit's primary functions

*K-12 Instructional Unit refers to the four areas, the schools and their staffs in those areas, and the area administrative staffs.

were compared with the K through 12 primary functions. Those functions having a close relationship to school operations and school instructional programs were retained in the proposed K-12 Instructional Unit. Those noninstructional functions and support services were reassigned to support service divisions and departments.

Descriptions of the primary functions for the K through 12 unit are provided in Appendix C. The functions are organized in six areas: instruction, general administration, staff relations, articulation and communication, financial, and recordkeeping and report preparation. As these functions are related directly to the school operations, they become the areas for which the assistant superintendents will have responsibility.

A key concept underlying the division of responsibilities within an area and across all four areas was that the four areas were not to operate as four discrete school operations units. This problem was addressed by delegating responsibility for some functions to one area assistant superintendent or one area operations manager and with the clear intent that responsibility was for all four areas and not just the home area. In addition, the membership of the four K-12 assistant superintendents on the Superintendent's Cabinet will ensure overall consideration is given to K-12 programs and services.

Further delineation of these functions will occur as development and implementation of the district organization plan occurs.

K Through 12 Areas

At the March 16, 1982 meeting of the board, approval was given to implement four coterminous elementary and secondary areas. Using factors related to racial/ethnic enrollment balance, student enrollment, total certificated staff, total number of schools, special programs, K-12 feeder school patterns, and voluntary ethnic enrollment patterns, elementary and secondary schools were assigned to the four coterminous areas. This structure was continued for the 1982-83 school year.

To implement the consolidation of the elementary and secondary schools divisions, the regions will operate as four K through 12 areas, each under the direction of an assistant superintendent.

The four areas were organized on the basis of the following factors:

1. High schools and their feeder pattern junior high and elementary schools are the basic organizational unit for development of the four areas.
2. To the extent possible, voluntary ethnic enrollment program allied school patterns were maintained in assigning schools to each area.

3. The total number of certificated staff in each area will be within +5% of the average of the four areas. Due to variations in student enrollment and types of educational programs, more emphasis has been given to equitable numbers of certificated staff than to number of students or number of schools.
4. Each area will include special programs such as integration programs, special education, bilingual education, gifted programs, and language centers at elementary, junior high, and senior high school levels.
5. Each area will have a racial/ethnic enrollment balance within +10% of the district majority/minority percentage based upon a regular review of the annual Ethnic Survey.

The proposed structure and assignments of elementary and secondary schools are contained in Appendix D.

Area Management Staff

Each of the four areas will be under the leadership of an assistant superintendent reporting directly to the superintendent of schools. Persons selected for the area assistant superintendencies should have a strong background in instructional leadership including service as a school principal. Area assistant superintendents will be members of the Superintendent's Cabinet.

Assisting the area assistant superintendent will be an area operation manager. Persons selected for this position should have a similar experience background as candidates for the area assistant superintendent. If the person selected for an area assistant superintendency has a background in elementary education, it would be desirable that the person selected for that area operation manager position be one with a secondary education background.

The third professional staff member would be an intern. This position could be filled by a teacher selected from the Leadership Development Program. This position would provide general assistance to the area assistant superintendent and area operation manager, and at the same time, receive leadership training for possible future assignment to a management position.

The classified staff would include two secretarial positions to provide secretarial/clerical services to the professional staff.

Additional staffing would be provided along with the specialized instructional programs placed under the supervision of an area assistant superintendent but serving all four areas. Examples of such programs include: athletics, Junior Reserve Officers Training Corps, adult education, and Children's Centers and preschools.

Proposed Organization of School Operations,
Kindergarten Through Grade 12, 1983-84
December 7, 1982

-5-

Appendix E contains class descriptions for the area assistant superintendent and area operations manager.

K-12 Area Budget for Employee Salaries and Employee Benefits

Each of the four areas would have as a core staffing two certificated management positions, one intern, and two secretarial positions. Based upon 1982-83 salary rates and benefit charges, these 20 positions would require an estimated appropriation of \$805,159. See Appendix F.

In addition to the core positions in each area, specialized program managers for such programs as athletics, Junior Reserve Officer Training Corps, Children's Centers and preschools would be added using existing positions and appropriations for these same programs.

PREVIOUS DISTRICT ORGANIZATIONAL STUDY RECOMMENDATIONS

STATUS OF IMPLEMENTATION

IMPACT ON PROPOSED K-12 INSTRUCTIONAL UNIT

Study/Recommendation	Status
<p><u>Morse</u></p> <ol style="list-style-type: none"> 1. Policies for planning, directing, and evaluating the SDUSD should be developed by the Board of Education. These policies would include a process for determining goals and measurable objectives as well as a process for determining the priorities for such objectives. These goals and objectives should serve to guide the district staff in developing short- and long-range implementation plans that represent the desires and needs of the community. 2. The superintendent and his staff should develop a districtwide plan which will include a valid and comprehensive evaluation component to implement the goals and objectives determined by the Board of Education for all programs and sections within the SDUSD. 3. Reemphasize and adhere to established policies for communications between board members and the SDUSD staff, developing amendments and additional policies as appropriate. 4. Examine roles and responsibilities of the board members and the line administrative officers of the SDUSD, including the superintendent, and make necessary revisions as mutually agreed upon. 5. Revise the total decision-making and approval process with the intent of: <ol style="list-style-type: none"> a. Reducing the time taken to make or approve a decision. b. Permitting the final decision to be made at the most reasonable level closest to its implementation. c. Reassigning, eliminating, and/or initiating any procedures as necessary to improve the total decision-making and approval process. 6. Develop and implement a system for processing all information requests and inquiries related to the administration or operation of the school district. Ensure, through direction or instruction, that all publications or communications on policies are released only following review by the Public Information Director. 7. Reestablish the Systems and Procedures position on an interim basis with new broadened responsibilities under the direction of the superintendent. Establish standard policies with a designated approval process for originating organizational charts and diagrams. Provide a "sunset" process after a specific time period to determine whether a continuing need exists for this position. 8. Direct deputy and assistant superintendents to review all administrative positions within each division for the purpose of developing clear definition of the responsibilities and authorities of each position. Update each division head's primary functions in job description with those responsibilities associated with the implementation and/or support of the integration programs. Effectiveness of meeting these responsibilities should then be included in the evaluation of the individual's job performance. This review also would include the internal structure of each division and the role of the directors so their expectations and responsibilities will be clearly defined. 	<ol style="list-style-type: none"> 1. Goals of Board of Education completed and issued. 2. Management evaluation process to be based on board's goals and measurable objectives. 3. District reorganization plan and board policies address role of board and Superintendent. 4. See No. 3. 5. Pending reorganization proposal addresses recommendation. 6. Superintendent and Board of Education President and Vice President have established procedure for processing information/inquiries regarding district. 7. Position not reestablished; financial constraints, 1982-83. 8. Completed; being reviewed for further revisions as part of district reorganization plan.

Study/Recommendation

Status

Morse (Continued)

- | | |
|--|--|
| 9. Review and clearly define the administrative structure of the special education activities in order to establish clear communication, role, and authority relationships as well as special roles for administration. | 9. Completed. |
| 10. Revise communication processes within and between divisions and with school sites to provide for both systematic and planned communications, as well as informal communications. Policies and directives should provide for improved communications:

a. Between divisions
b. Within divisions
c. With divisions and sites
d. With divisions and the superintendent

The communication process would include print communications, use of media, as well as meetings. | 10. Further study of communications processes as part of district reorganization proposal. |
| 11. Change the designation of Operations to Instruction. | 11. Completed. |
| 12. Change the name of the Programs Division to Curriculum and Programs Division. | 12. Completed. |
| 13. Reassign, clarify, and/or change job descriptions of applicable personnel to include defined responsibilities in the planning and development of curriculum and the implementation of instructional programs. | 13. In process |
| 14. Establish a model with existing personnel for the purpose of developing and evaluating a regionalization model for the school district. | 14. Addresses as part of the K-12 reorganization study. |
| 15. Develop, implement and evaluate the effectiveness of different grade level patterns for delivery of effective instruction to students. | 15. In process |
| 16. Magnet school programs should be provided on a K-12 basis. | 16. 1982-83 integration plan provided for program continuity as appropriate for the magnet school. |
| 17. Examine the Career Development Services Unit and consider transferring it from the Curriculum and Programs Division to the Guidance Department in the Student Services Division. | 17. Completed. |
| 18. Change the title of the Community Relations Division to Community Relations and Integration Services Division. | 18. Completed. |
| 19. Place all community volunteer committees under the guidance of the Community Relations and Integration Services Division. | 19. Completed. |
| 20. Broaden the function of the Community Relations and Integration Services Division to include providing assistance at the school site in the implementation of new or improved programs that are directed at the Integration Program. | 20. CRIS has developed interdivision planning process and procedure for giving direct assistance to schools upon request of principals or as program operation requires. |

Study/Recommendation

Status

Horse (Continued)

21. Expand the responsibilities of the Community Relations and Integration Services Division to provide for evaluating, monitoring, and quantifying progress in the Race/Human Relations and Integration programs.
22. Direct the Community Relations and Integration Services Division to establish district goals and objectives in the Integration and Race/Human Relations programs.

21. Completed.
22. Completed.

Task Force (Fletcher)

1. The Board of Education review its goals and define concisely the direction and priorities it wishes to provide.
2. Board members, selected staff, and employee group representatives meet, as soon as feasible after new board members are installed, to collectively define roles and responsibilities, define board/staff relationships and build trust between board and staff.
3. The superintendent and board delineate their respective roles and responsibilities and devise a means for measuring the effectiveness of these efforts. The board and superintendent should work cooperatively to provide concise direction to staff. This direction should include a review of key job descriptions to insure that roles, responsibilities and areas of authority are clearly defined.
4. The superintendent utilize the offices of the newly created associate superintendent position for planning, research and development, monitoring and evaluation to insure a more orderly management of the district's resources. (See associate superintendent)
5. The superintendent utilize the offices of the revised position of assistant superintendent for Community Relations to effect improved lines of two-way communication between the superintendent/district and the various segments of the San Diego community.
6. The Deputy Superintendent, Administrative Services position be retitled Deputy Superintendent, Support Services and that the position be filled immediately.
7. The reporting relationship of the Curriculum and Programs Division and the Student Services Division be changed so that these divisions report to the Deputy Superintendent, Support Services.
8. The Business Services Division reorganization, as previously approved by the Board of Education, be implemented by the immediate appointment of key personnel.
9. Consistent with previous arrangements, Employee Relations Division eventually will revert to the Personnel Division.

1. Goals of Board of Education adopted and issued.
2. Pending.
3. In process.
4. Pending.
5. In process.
6. Pending.
7. Pending.
8. Pending.
9. Pending.

Study/Recommendation

Status

Task Force (Fletcher)

- | Study/Recommendation | Status |
|---|---|
| <u>Task Force (Fletcher)</u> | |
| 10. Elementary and Secondary Schools Divisions be retained. Further study should be undertaken to determine if eventual movement to a K-12 configuration is feasible and ultimately more effective. | 10. In process. |
| 11. Four (rather than the present six) elementary groups for schools and four (rather than the present five) secondary groups of schools be designated. These groups would be organized to insure balance in numbers of schools served, total student enrollments, and racial/ethnic compositions, which facilitate the goals of the district's voluntary integration program. | 11. Completed. |
| 12. Each of the four elementary and each of the four secondary groups will be administered by an elementary or secondary director respectively. This design would reduce, from eleven to eight, the total number of directors in the two divisions. | 12. Completed. |
| 13. Collaborative planning between elementary and secondary groupings will be facilitated by: | 13. |
| <ul style="list-style-type: none"> a. Where possible, making elementary and secondary groupings coterminous based on feeder school patterns. b. Developing plans for articulation activities between elementary and secondary schools within each grouping. c. Establishing administrative procedures which reflect as K-12 continuum of services to sites and insure equitable treatment of all programs and services regardless of grade levels. | <ul style="list-style-type: none"> a. Completed. b. In process. c. Further study required. |
| 14. Directors function as line authority administrators within the elementary and secondary divisions. The staff functions presently performed by directors should be reassigned to the support areas to which they most directly relate (e.g., budget, personnel, student services, programs) and/or assigned to staff assistants in the divisions. | 14. In process. |
| 15. The Deputy Superintendent for Instruction continue to assume responsibility for the implementation of the integration programs in all elementary and secondary schools of the district. | 15. Reorganization proposal to delineate integration organization. |
| 16. Create a Planning and Evaluation Division. | 16. Pending. |
| 17. The position of associate superintendent for planning and evaluation be established immediately and the position be filled as soon as possible. | 17. Pending. |
| 18. The departments and functions assigned to this division be transferred from their present locations in the organization. | 18. Pending. |
| <ul style="list-style-type: none"> a. Special Projects b. Systems and Procedures c. Planning and Research d. Data Systems e. Evaluation f. Legislation | |

Study/Recommendations	Status
<u>Task Force (Fletcher)</u>	
19. The following units be amalgamated under the title of Community Relations and Integration Services Division:	19. Completed.
a. Community Relations and Integration Services b. Multicultural Education c. Emergency School Aid Act d. Race/Human Relations e. Volunteer Services f. Voluntary Ethnic Enrollment Program	
20. That the position of assistant superintendent for Community Relations and Integration Services be retained and continue to report directly to the superintendent.	20. In place.
21. The Community Relations and Integration Services Division be charged with the coordination of integration programs, including budgetary responsibilities.	21. In place.
22. The Finance Department report directly to the superintendent and be closely coordinated by him with other divisions.	22. In place.
23. The office of the schools attorney maintain its current reporting relationships in the district's organizational structure.	23. In place
24. The staffing of all divisions and departments be reviewed to determine if current levels of staffing should be maintained or if other options should be explored.	24. In process.
<u>Court Experts</u>	
<u>November 18, 1981 Recommendations</u>	
1. We hope that the San Diego School Board will keep the momentum for reorganization going through several actions, including the top-level appointments recommended by the Task Force.	1. Approval of district organization concept paper by Board of Education provides basis for appointment actions.
2. The only way under the current structure to give integration more influence is to lodge it more clearly within the elementary and secondary divisions. In the longer run, a merger of desegregation and several categorical programs (special education, compensatory education, etc.) with the line divisions should be considered and analyzed.	2. District organization concept paper assigns Integration Services under superintendent.
3. We recommend that there be more precise authority for integration that assures the line divisions will respond to the Court orders.	3. District organization concept paper specifies functional responsibilities and authority of Integration Services and K-12 units.
4. The realignment of regional directors' territories so that all grade levels coincide might be helpful.	4. K-12 organization study proposes K-12 regions.

Study/Recommendations

Status

Court Experts (Continued)

5. As we noted in our September report, the integration program is particularly hampered by a lack of smooth progression for students from the elementary to the secondary level. We believe that more needs to be done about this issue even if the Task Force's recommendations are implemented. Some steps more than a study are necessary, and the school district should be asked to present alternatives to the Court, with respect to the integration effort.
6. We recommend further exploration of the role and procedures for the assistant superintendent for Community Relations. The role of this office does not include public relations or information. It is not clear what is meant by community relations in the Task Force's final report. The office could be established immediately, but needs to be reviewed. We do not believe this type of staff office can ever have sufficient authority to direct the integration effort. Consequently, the deputy superintendent for instruction must have this responsibility in a more clear-cut fashion than the Task Force recommends.

February 16, 1982 Recommendations

1. Make the deputy superintendent for instruction the key person with an assistant for desegregation under this office. This would place the authority in the crucial line agency, but not provide any strong external checkpoint. It requires court and board confidence in the deputy superintendent.
2. Implement Option 1, but also have a staff office of inspector general for desegregation reporting to the superintendent. This office would monitor and conduct field reviews of desegregation. The inspector general would not be able to issue directives to line or site educators.
3. Provide for split authority such as the Reorganization Task Force's proposal for discussion with us on February 4. The deputy superintendent for instruction is responsible for "implementation," but the assistant superintendent for Community Relations is responsible for research, planning, monitoring, coordination, budget development, and corrective action.

5. Coordinated K-12 integration program development is conducted by Community Relations and Integration Services Division with Elementary and Secondary Schools Divisions.
6. District reorganization plan delineates primary functions of Community Relations and Integration Services Division.

1. Reorganization plan to delineate integration, function relationship.
2. Under review.
3. In place.

Carlin vs. Board of Education; Memorandum of Intended Decision dated August 12, 1982; Page 5, Lines 6 through 21 states:

The San Diego Unified School District is ordered to make the Deputy Superintendent for Instruction the key person in desegregation matters, with an Assistant for Desegregation under this office. Additionally, a staff office of Inspector General for Desegregation, reporting directly to the Superintendent, could be established. This office would monitor and conduct field reviews of desegregation, but would not be able to issue directives to line or site educators.

It will not be ordered that the Office of Inspector General for Desegregation be established but it is strongly recommended that this be done.

The School District is ordered to review the reports of the court consultants dated November 18, 1981 and February 16, 1982, and report to the Court actions it contemplates it will take based upon recommendations contained therein no later than January 10, 1982. (sic)

SAN DIEGO CITY SCHOOLS
Instruction

INTERIM CABINET MEMBERSHIP

Ronald Anderson	Principal, elementary
Joene Bruhn	Vice Principal, junior/senior high
Dolores Celia	Vice Principal, elementary
Audrey Chung	Principal, atypical
Eloiza Cisneros	Assistant Superintendent, elementary
Jimmie Craig	Director, elementary
Beverly Foster	Principal, elementary
George Frey	Principal, senior high
Richard Jackson	Assistant Superintendent, secondary
Marguerite Kaupp	Vice Principal, senior high
Henry Lawrence	Principal, senior high
Robert Matthews	Director, elementary
Ferman McPhatter	Principal, junior high
Ralph Patrick	Deputy Superintendent
Philip Petersen	Director, secondary
Lazerik Saunders	Principal, senior high
Mary Lou Sayler	Principal, elementary
Don Smith	Director, secondary
Frank Till	Vice Principal, senior high
Stanley Wilson	Principal, elementary
David Wright	Principal, elementary

Descriptions of Primary Functions
K-12 Instructional Unit

I. Instruction

- A. Supervision of and accountability for general education program - provides leadership, direction, and support to faculties to insure that the general education programs and other programs such as special education and gifted programs approved by the Board of Education are fully and appropriately implemented in all schools.
- B. Development and implementation of site plan - develops a comprehensive site plan, following established guidelines, for achieving district goals and supervises progress in their achievement.
- C. Implement race relations and integration programs - supervises the implementation of district-planned race relations and integrations in keeping with district policies and court orders.
- D. Implementation of AGP - supervises the implementation of the district-developed Achievement Goals Program; arranges for participation of staff in inservice training and monitors delivery systems to insure effectiveness of the program.
- E. Implementation of bilingual programs - supervises the implementation of district-developed bilingual programs, including English as a second language and primary language instruction; arranges for participation of staff in inservice training and supervises delivery systems to insure effectiveness of program.
- F. Continuation education - provides leadership, direction, and support for continuation schools of the district; insures compliance with special laws related to continuation education.
- G. Field trips - insures that schools comply with district procedures related to educational field trips. Acts as approval authority for all field trips requiring out-of-district travel.
- H. Administer contracted independent studies - acts as approval authority for student/parent requests to participate in contract independent studies and insures requirements are met prior to granting student credit.
- I. Promotion/graduation - coordinates the planning and conducting of promotion/graduation exercises, including the provision of facilities and equipment.
- J. Administer ROTC program - supervises the director of military science and the implementation and operation of the Reserve Officers Training Corps program.
- K. Coordination of athletics program - administers the interscholastic athletics program under California Interscholastic Federation and district regulations. Chairs Athletics Council.

- L. ASB coordination - provides liaison with secondary schools with Associated Student Body organizations to encourage student leadership training, school service, and planning of student activities.
- M. Adult education - plans and directs a program of adult education.

II. General Administration

- A. Supervision of operation of schools - provides general supervision of the day-to-day operation of schools.
- B. Administer Children's Centers, preschool, and early admission to kindergarten programs - plans and directs Children's Centers, preschool, and early admission to kindergarten programs.
- C. Summer school/extended year - plans and directs summer school programs for secondary pupils and coordinates with Student Services Division extended year programs for special education pupils.
- D. Site security plan development and implementation - with input from all staff members, develops and implements site security plan in conformance with district guidelines.

III. Staff Relations

- A. Site enrollment: allocation of certificated staff - coordinates the development of enrollment estimates by sites and allocates certificated staff in accordance with district formulas and collective bargaining agreements.
- B. Determine administrative assignments - recommends to the superintendent assignment, reassignment, and transfer of administrative personnel.
- C. Supervise and evaluate administrative personnel - provides leadership to administrative subordinates; evaluates their performance. Provides counseling and assistance as required.
- D. Supervise and evaluate certificated and classified personnel - provides leadership to certificated and classified personnel; evaluates their performance. Provides counseling and assistance as required.
- E. Review of site certificated personnel evaluations - reviews site certificated personnel evaluations and insures proper actions taken with employees whose performance is judged less than effective.
- F. Employee contract negotiations - participates as a member of the district negotiating team both at the table and in negotiations planning; receives input from other K-12 administrators on negotiations and keeps them informed as to negotiations progress and settlements.

Descriptions of Primary Functions
K-12 Instructional Unit

-3-

G. Grievance processing -

1. Site administrator: hears complaint at formal complaint step and renders decision.
2. Area administrator: reviews decision of site administrator if formal grievance is filed and makes recommendations to Employee Relations Division.

H. Coordinates assignment of itinerant teachers - establishes guidelines for allocating and assigning itinerant teachers in the K-12 instruction unit budget; ensures completion of evaluation procedure; arranges for participation in staff development; monitors overall itinerant teacher service; and coordinates itinerant services provided by other divisions.

I. Selection of committee members - selects and assigns K-12 instructional unit personnel to serve on district committees.

IV. Articulation and Communication

A. Articulation between programs and school levels - plans and directs comprehensive articulation between programs and between school levels.

B. Community, school, and central staff communications - provides effective two-way communication with community, school, and central staff people.

V. Financial

A. Budget development - following district budget development procedures, prepares and recommends to the superintendent a budget for the K-12 instructional unit.

B. Budget allocation and control - allocates adopted budget to K-12 instructional unit schools and offices and monitors expenditures for appropriateness and to prevent budget overruns.

VI. Record Keeping and Report Preparation

A. Student attendance programs - monitors nonapportioned absences and plans programs to improve pupil attendance.

B. Review pupil suspensions and expulsions - reviews pupil suspensions and expulsions to insure compliance with law and district procedures.

C. Accreditations coordination - assists secondary schools in all phases of the accreditation program.

Descriptions of Primary Functions
K-12 Instructional Unit

- D. Board of Education reports - prepares and presents reports to the Board of Education on the operation of schools.
- E. Provide information for state and federal reports - gathers, assembles, edits, and forwards data necessary for completion of state and federal reports.
- F. Data processing coordination - instructs Data Systems Department on needs of the schools for basic student records system.

SAN DIEGO CITY SCHOOLS
PERSONNEL DIVISION
SAN DIEGO CITY SCHOOLS

PROPOSED K - 12 AREAS

AREA I

Senior High

La Jolla
Mission Bay
Point Loma
San Diego

Junior High

Collier
Dana
Memorial
Muirlands
Pacific Beach
Roosevelt

Elementary

Barnard
Bay Park
Bayview Terrace
Bird Rock
Birney
Burbank
Brooklyn
Cabrillo
Cadman
Crown Point
Decatur
Dewey
Farnum
Florence
Fremont
Grant
Jefferson
La Jolla
Logan
Loma Portal
Longfellow
Lowell
McKinley
Ocean Beach
Pacific Beach
Scripps
Session
Sherman
Silver Gate
Stockton
Sunset View
Toler
Torrey Pines
Washington

Atypical

Garfield ILC
Mission Beach
Fairhaven
Revere Dev. Center
Riley
Schweitzer
Twain ILC
" Beach
" Eastern
" Junior
" Mesa
Wiggin

AREA II

Senior High

Crawford
Henry
Lincoln
University City

Junior High

Lewis
Mann
Pershing
Standley

Elementary

Baker
Balboa
Benchley/Weinberger
Carver
Chollas
Clay
Cleveland
Curie
Dailard
Darnall
Doyle
Emerson
Euclid
Forward
Foster
Gage
Green
Hardy
Hearst
Horton
Jackson
Johnson
Kennedy
Knox
Marcy
Marshall
Marvin
Mead
Montezuma
Oak Park
Rolando Park
Spreckels
Webster

Atypical

Gompers
Muir

AREA III

Senior High

Madison
Morse
Serra Jr/Sr

Junior High

Bell
Einstein
Hale

Elementary

Andersen
Audubon
Boone
Encanto
Field
Freese
Fulton
Hancock
Hawthorne
Holmes
Lafayette
Lee
Lindbergh
MacDowell
Miller
Paradise Hills
Penn
Perry
Sequoia
Tierrasanta
Valencia Park
Vista Grande
Whitman

Atypical

Farb
Grantville
Keiller
O'Farrell SPCA

AREA IV

Senior High

Clairemont
Hoover
Kearny
Mira Mesa

Junior High

Marston
Montgomery
Taft
Wangenheim
Wilson

Elementary

Adams
Alcott
Angier
Breen
Carson
Central
Chesterton
Cubberley
Edison
Ericson
Fletcher
Franklin
Hamilton
Hickman
Jerabek
Jones
Juarez
Linda Vista
Mason
Miramar Ranch
Ross
Rowan
Sandburg
Stevenson
Walker
Wegeforth
Whittier

Atypical

Wright Brothers

SAN DIEGO CITY SCHOOLS
Personnel Division

APPENDIX E

ASSISTANT SUPERINTENDENT, K-12 AREA

- A. Primary function: To plan and direct the instructional program for all schools within an assigned area.
- B. Directly responsible to: Superintendent of Schools.
- C. Assigned responsibilities:
1. Provides leadership, direction and support to principals to insure that the general education program approved by the Board of Education is fully and appropriately implemented in all schools within an area.
 2. Provides general supervision to the operation and administration of all schools within an area.
 3. Reviews site plans and site security plans for all schools within area to insure compliance with established guidelines.
 4. Actively supports the district integration program and encourage support of staff and community; provides leadership in the development and implementation of integration programs as appropriate.
 5. Supervises the implementation of district-developed achievement goals program and bilingual programs.
 6. Establishes, maintains, and supports standards of personal conduct and discipline in accordance with the current discipline policy approved by the Board of Education.
 7. Evaluates performance of principals and area operations manager. Reviews performance evaluations of vice principals and teachers. Provides counseling and assistance as required.
 8. Plans and directs comprehensive articulation between programs and between school levels.
 9. Insures effective two-way communications are maintained with community, schools, and central office staff.
 10. Reviews first-step formal grievances originating within assigned area and makes recommendation to Employee Relations Division on their resolution.
 11. Serves as a member of the K-12 Cabinet, the primary purpose of which is to assist in the coordination of the administration of the unified K-12 instructional unit and in the implementation of a continuous educational program.
 12. Recommends the budget for the area.
 13. Works with principals to insure effective utilization of all funds allocated to the site.
 14. Interprets district policy to principals and citizens and seeks solutions for problems directed to the area administration.
 15. Recommends to the Superintendent, the assignment, transfer, and reassignment of administrative personnel to or from area schools.
 16. Determines facility requirements to meet program needs.
 17. Prepares and presents reports to the Board of Education as assigned.
 18. Performs other duties as assigned.
- D. Additional responsibilities:

In addition, an area administrator may be assigned primary responsibility for all four areas for one or more of the following:

Assistant Superintendent, K-12 Area

D. Additional responsibilities (continued)

1. Plans and directs children's centers, preschool, and early admission to kindergarten programs.
2. Plans and directs summer school programs for secondary pupils and extended year programs for special education pupils.
3. Participates as a member of the district negotiating team both at-the-table and in negotiations planning; receives input from other area administrators on negotiations and keeps them informed as to negotiations progress and settlements.

E. Collateral duties:

In addition, all area administrators will be expected to make their contribution to the following:

1. Continuation education programs.

F. Minimum qualifications:

Applicable credentials: C or F.

Training and experience: Credential requirement to be supplemented by eight years of progressively responsible experience in educational administration including service as a school principal.

SAN DIEGO CITY SCHOOLS
Personnel Division

AREA OPERATIONS MANAGER

- A. Primary function: To facilitate the delivery of instructional and noninstructional support services to all schools in an area and provide general assistance to the area administrator.
- B. Directly responsible to: Assistant Superintendent, K-12 Area.
- C. Assigned responsibilities:
1. Provides liaison between the area schools and the service divisions and departments providing instructional and noninstructional support services.
 2. Provides leadership, assistance and support to schools, staff and programs as delegated by the area administrator. Examples of typical delegated responsibilities are:
 - a. Assisting in the supervision and performance evaluation of administrative personnel and providing counseling and assistance where required.
 - b. Reviewing performance evaluations of other certificated staff.
 - c. Assisting in maintenance of effective two-way communication with community, schools, and central office staff.
 - d. Assisting in handling difficult problems involving area schools and their constituents.
 - e. Assisting in determination of facility requirements to meet program needs.
 - f. Assisting in the data collection and preparation of reports to the Board of Education.
 3. Actively supports the district integration program and encourages support of staff and community; provides leadership in the development and implementation of integration programs as appropriate.
 4. Establishes, maintains, and supports standards of personal conduct and discipline in accordance with the current discipline policy approved by the Board of Education.
 5. Gathers, assembles, edits and forwards data necessary for completion of state and federal reports.
 6. Acts for area administrator in his/her absence.
 7. Performs other duties as assigned.

D. Additional responsibilities:

in addition, an area operations manager may be assigned primary responsibility for all four areas for one or more of the following:

1. Provides leadership, direction and support for continuation schools; insures compliance with laws related to continuation education.
2. Insures that schools comply with district procedures related to educational field trips. Acts as approval authority for all field trips requiring out-of-district travel.
3. Coordinates the planning and conducting of promotion/graduation exercises, including the provision of facilities and equipment.
4. Supervises the Military Science Director and the implementation and operation of the Reserve Officers Training Corps program.

Area Operations Manager

D. Additional responsibilities: (continued)

5. Administers the interscholastic athletics program under California Interscholastic Federation and district regulations. Chairs Athletics Council.
6. Provides liaison with secondary schools with Associated Student Body organizations to encourage student leadership training, school service, and planning of student activities.
7. Coordinates the development of enrollment estimates by sites and allocates certificated staff in accordance with district formulas and collective bargaining agreements.
8. Selects and assigns K-12 instructional unit personnel to serve on district committees.
9. Allocates adopted budget to K-12 instructional unit schools and offices; monitors expenditures for appropriateness and to prevent budget overruns.
10. Monitors nonapportioned absences and plans programs to improve pupil attendance.
11. Reviews pupil suspensions and expulsions to insure compliance with law and district procedures.
12. Assists secondary schools in all phases of the accreditation program.
13. Informs Data Systems Department on needs of the schools for the basic student records system and provides liaison.

E. Collateral duties:

In addition, all area operations managers will be expected to make their contribution to the following:

1. Budget development for the area.

F. Minimum qualifications:

Applicable credentials: C or F.

Training and experience: Credential requirement to be supplemented by seven years of progressively responsible experience in educational administration including experience as a school principal.

SAN DIEGO CITY SCHOOLS

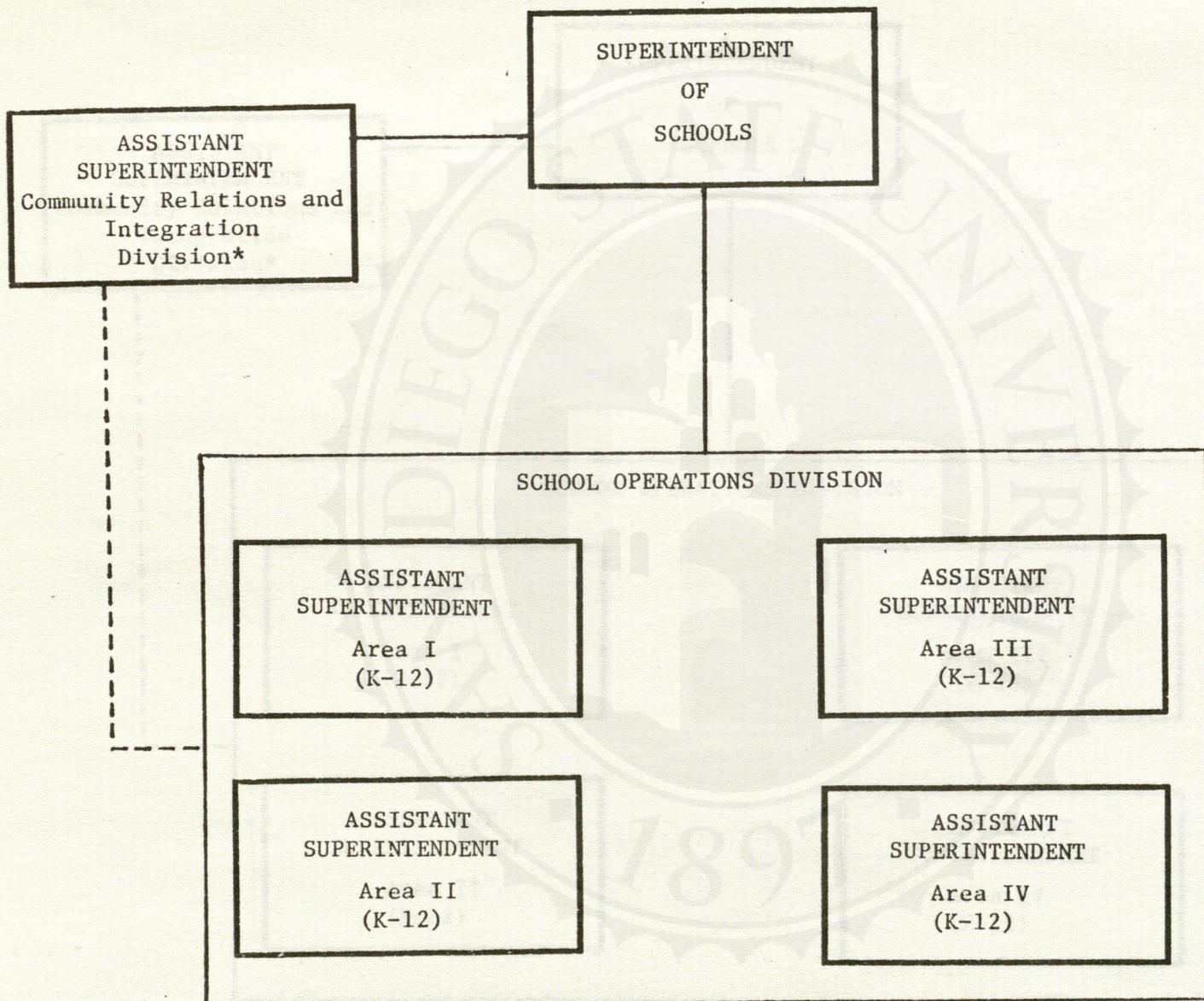
Instruction

AREA ADMINISTRATION STAFFING
 1983-84 K-12 INSTRUCTIONAL UNIT
 GENERAL OPERATIONS - REGULAR PROGRAMS

<u>DESCRIPTION</u>	<u>1983-84 POSITIONS</u>	<u>1983-84 APPROPRIATIONS</u> ①, ②
<u>CERTIFICATED POSITIONS</u>		
Assistant Superintendent	4.00	\$256,960
Manager	4.00	233,516
Teacher Intern ③	4.00	135,104
TOTAL CERTIFICATED POSITIONS	12.00	\$625,580
<u>CLASSIFIED POSITIONS</u>		
Secretarial/Clerical	8.00	\$179,579
TOTAL CLASSIFIED POSITIONS	8.00	179,579
TOTAL K-12 INSTRUCTIONAL UNIT	20.00	\$805,159

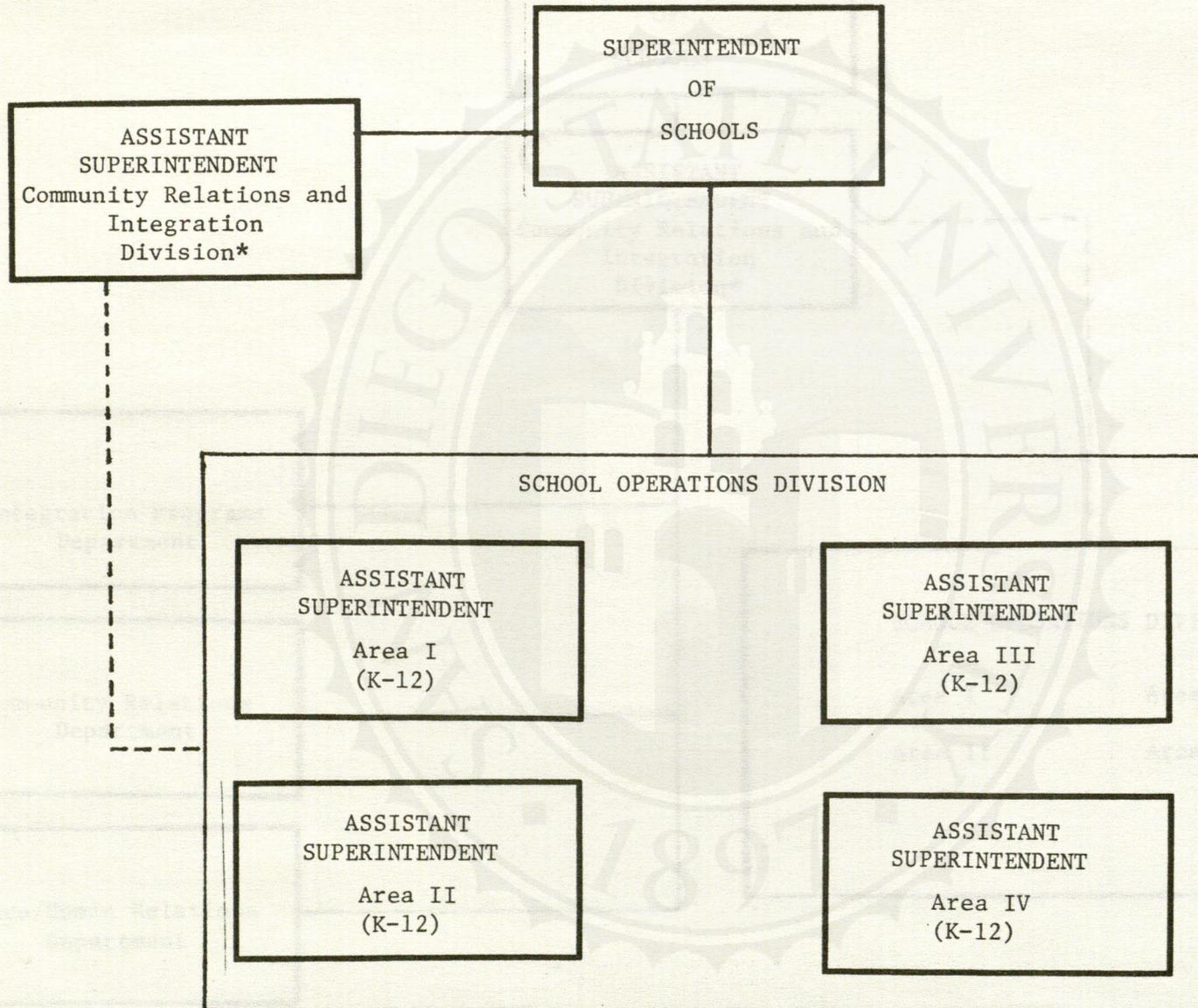
- NOTES: 1. Priced at 1982-83 rates
 2. Includes employee benefits

SAN DIEGO CITY SCHOOLS
Office of the Superintendent



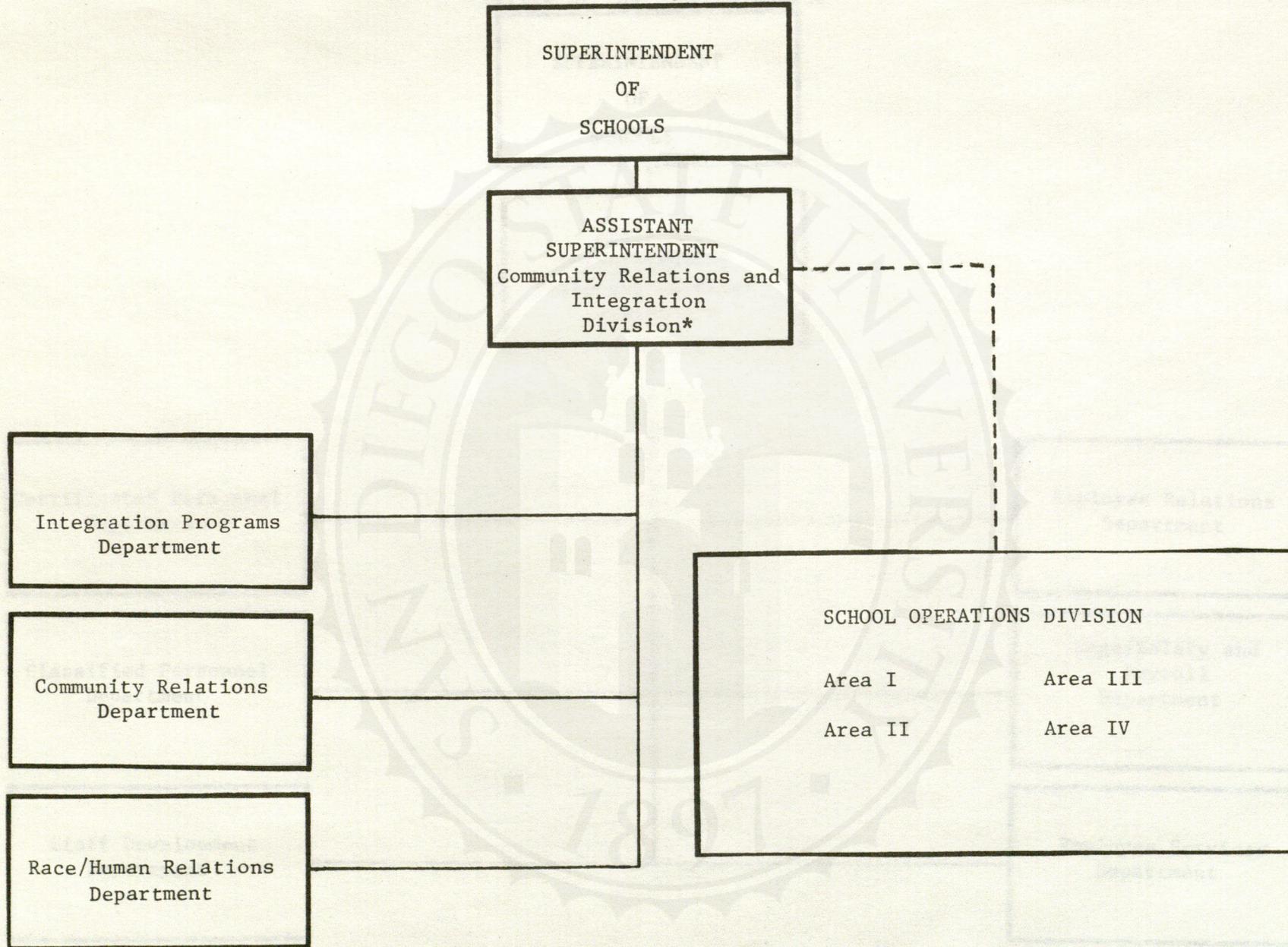
*Delegated authority for the areas and other division heads on integration program implementation

SAN DIEGO CITY SCHOOLS
Office of the Superintendent



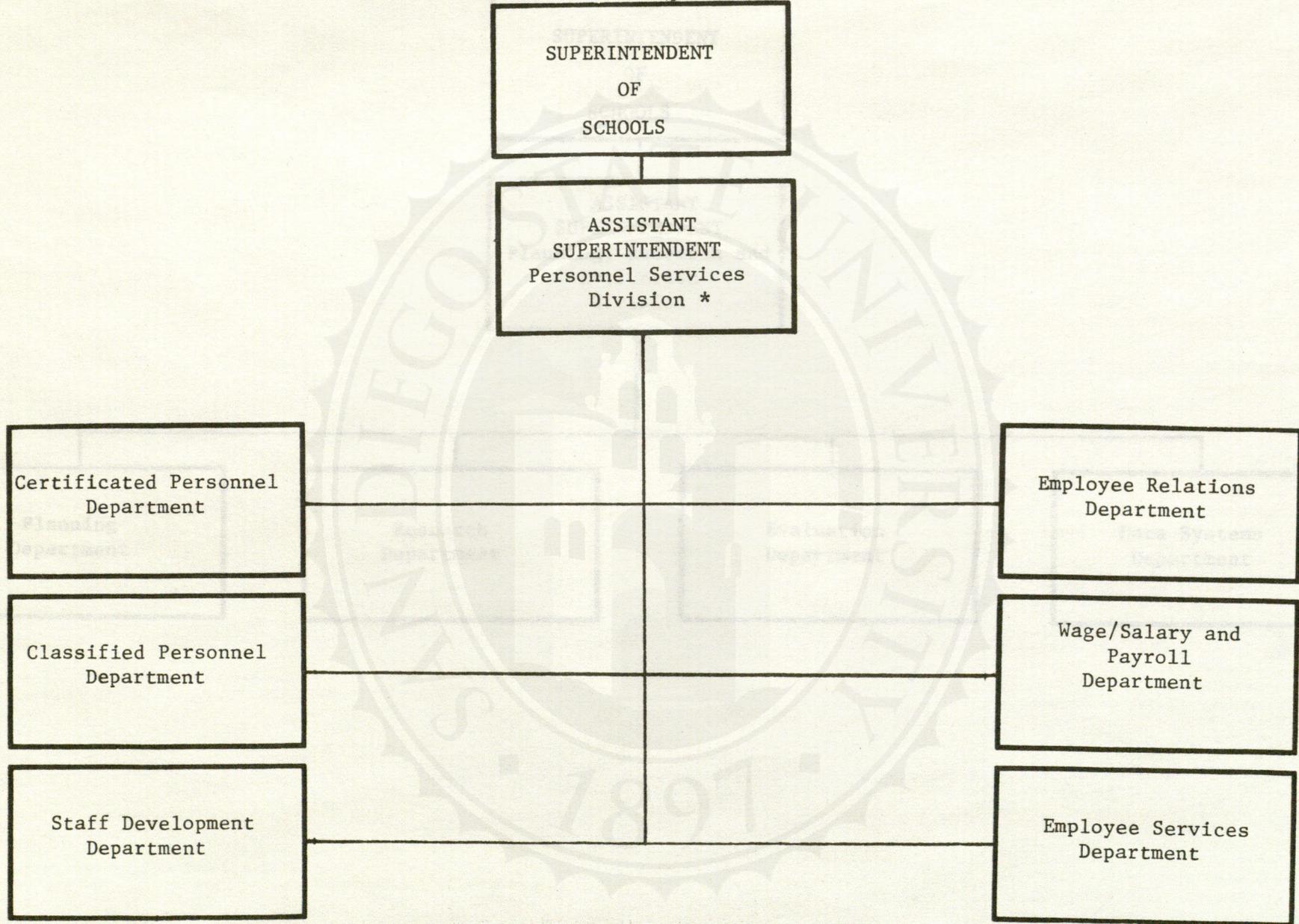
*Delegated authority for the areas and other division heads on integration program implementation

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*Delegated authority for the School Operations Division and other divisions on integration program implementation.

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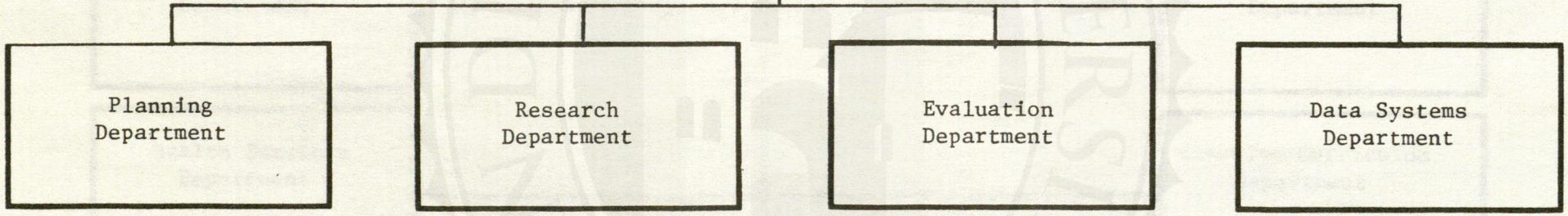


*Incumbent serves also as district Affirmative Action Officer

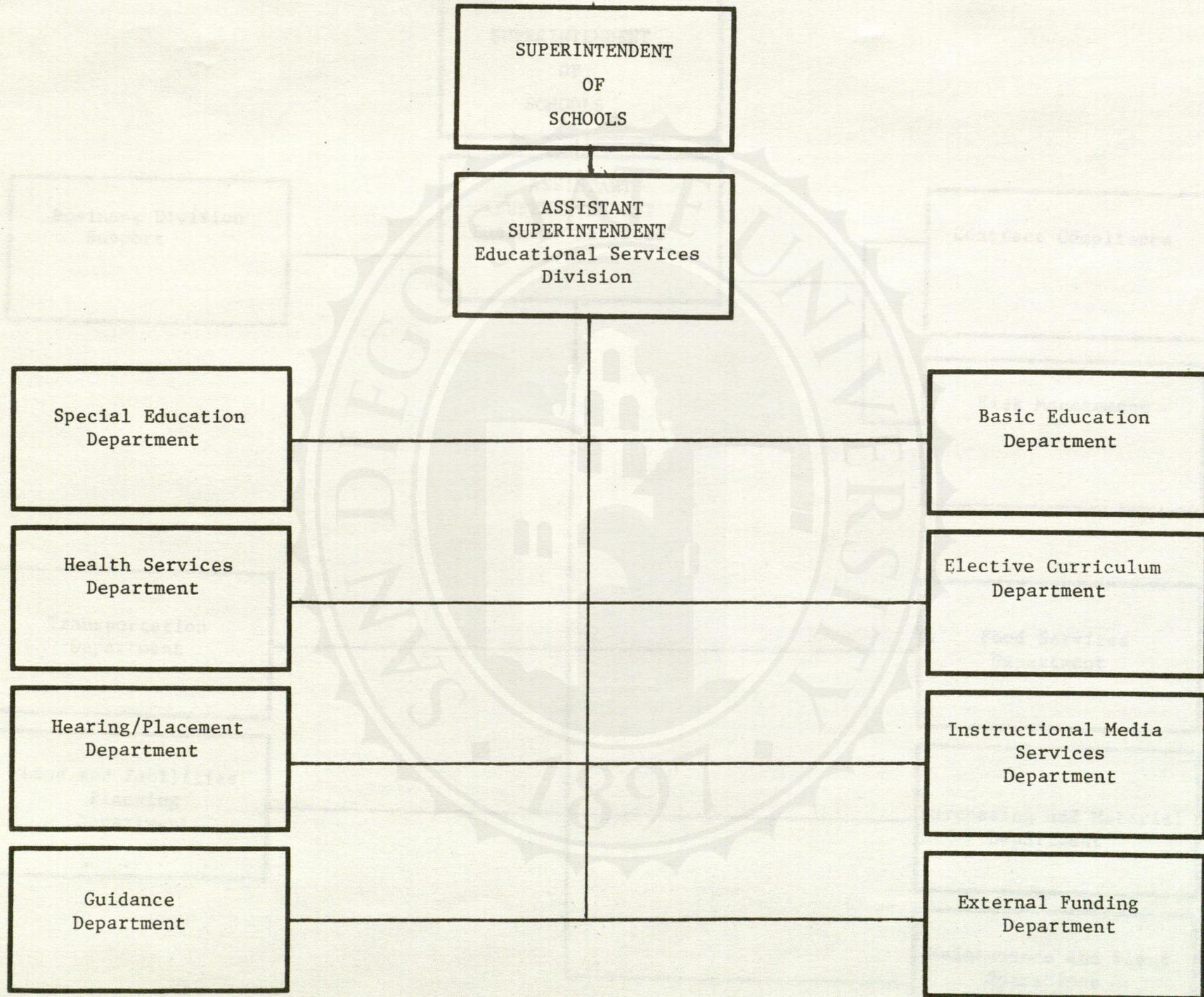
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Evaluation
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