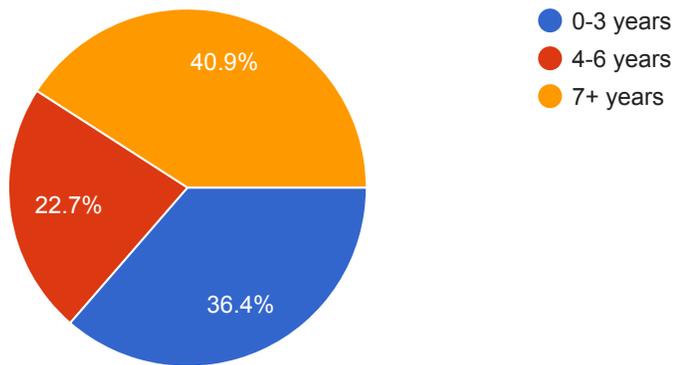


# Senior High Principals Workload Survey

22 responses

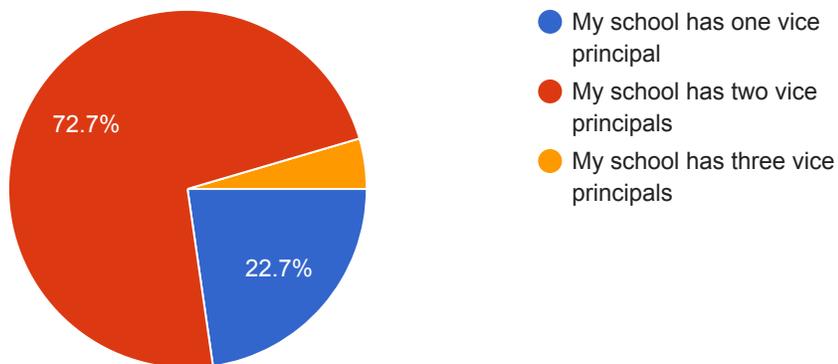
## Years of Experience as a site Principal in SDUSD

22 responses



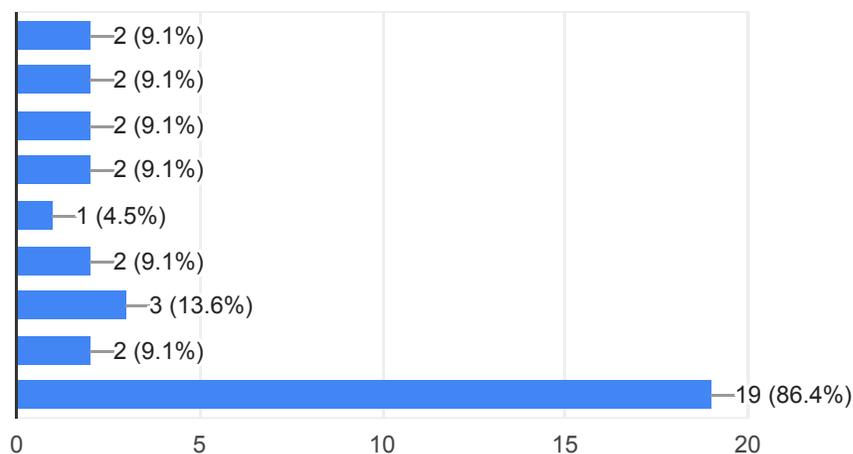
## For school year 2017-18:

22 responses



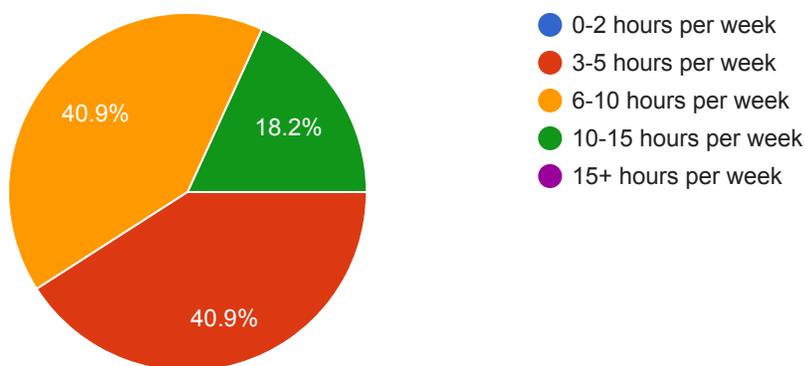
My school lost a vice principal for 2017-18. Check all boxes below that have been impacted negatively by the elimination of one vice principal. If your school did not lose a vice principal, please check N/A below.

22 responses



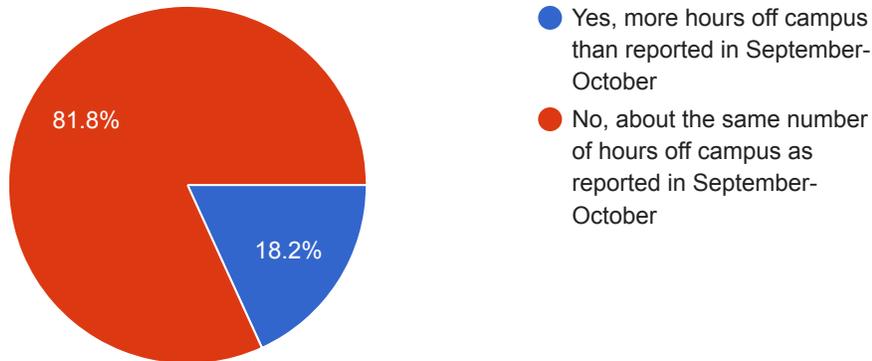
During the 2017-18 school year, what is the AVERAGE number of hours per week that you were away from your school campus for professional development, planning meetings, training, and other district-mandated meetings and/or activities?

22 responses



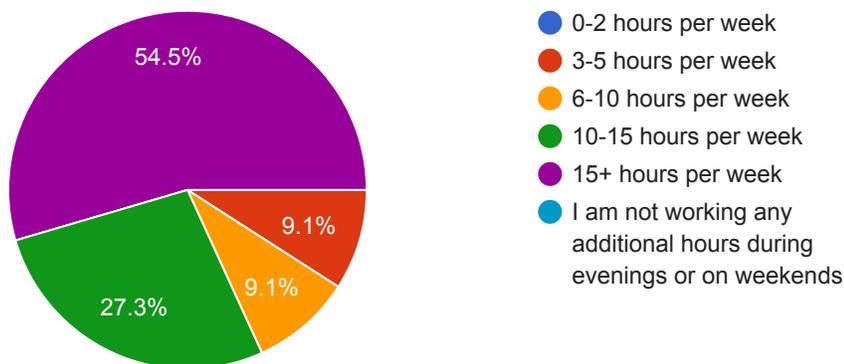
Has the average number of hours that you are NOW off campus for district-mandated activities changed since the beginning of the school year (September-October)?

22 responses

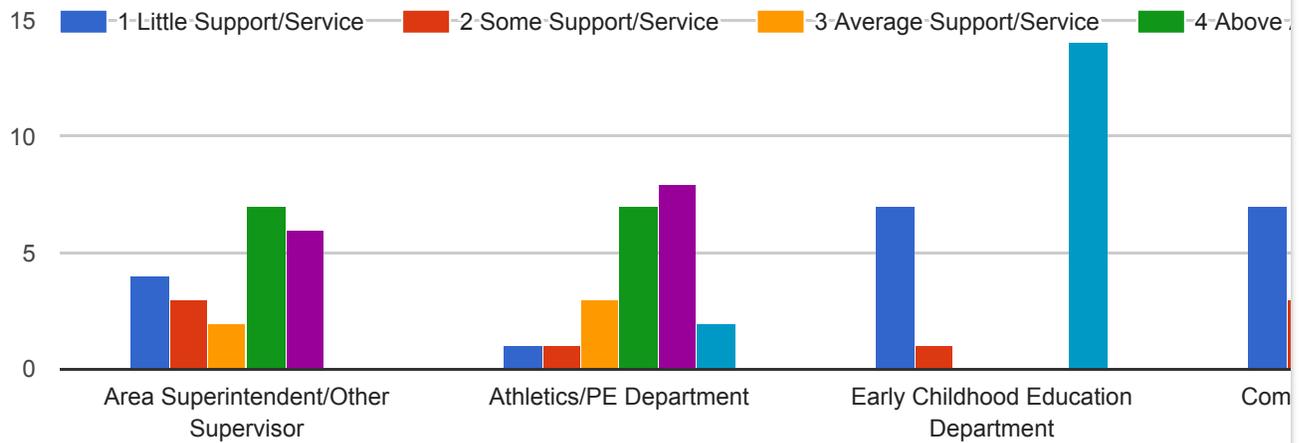


For school year 2017-18, what is the AVERAGE number of hours you are working during evenings and on weekends

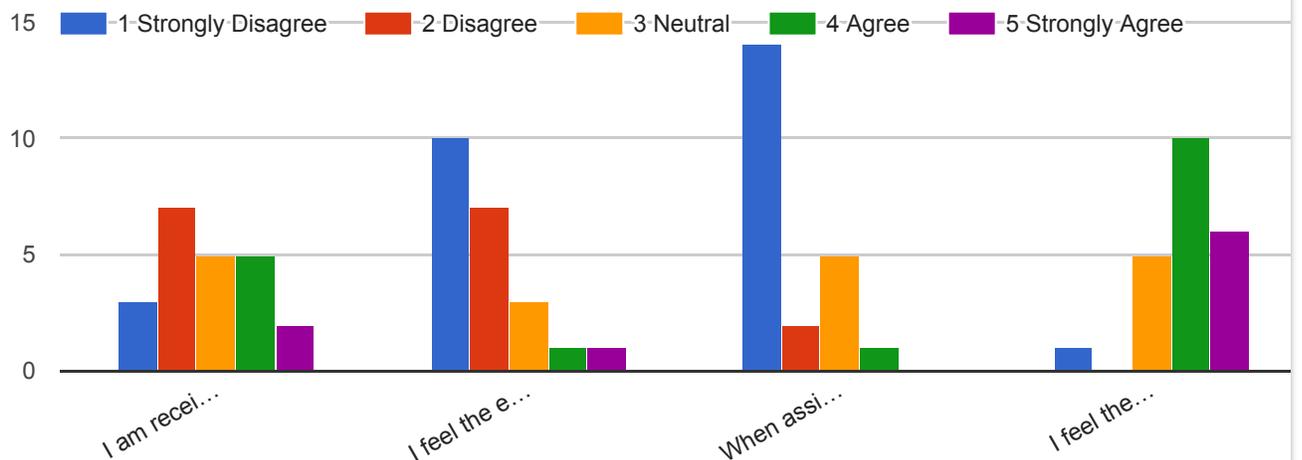
22 responses



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



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



Please list up to five serious work challenges/problems you have dealt

with this school year (2017-18) that have negatively impacted your workload. If possible, please provide a suggested solution.

22 responses

Very ineffective PD that takes us away from the site but the work still needs to get done; absolutely no support from SPED department-do not even answer emails-provide incorrect or inconsistent information-do not follow the guidelines of their own expectations or trainings; district personnel allows unstable parents to mistreat us; HR is very slow in responding or just ignores requests, so we can't get our positions filled or do our jobs (2)

Promoting own school to community. District communications should be focused on sites not central office. IT issues are constant. IT needs more support and investment. That being said, it's all part of the job.

Staffing - takes months to staff classified positions. Can the district have a "pool" of people who are able to be interviewed immediately when vacancies arise?

1. Emotional health of students (EP 10, school threats, etc.) Hire a vp and give us full time counselors (the part time counselor workload is sent to the admin. team)
2. Bullying Reports....get rid of the form, trust us that we will do it
- Looking for data....create ONE place for us to have access with it all (attendance, SBAC, AP, etc.)
3. Admin. Procedures with many steps and attachments and due dates...need help with the workload (I'm not saying they aren't important but they do add work)
4. Google docs that are hard to fill out. HR vacancy is an example. Very repetitive, hard to figure out what they want, confusing if you have more than a few vacancies because it's hard to keep track of what you've done because you do them one by one and don't see them in chart as a whole.
5. Too many goals on the SPSA with very little time to figure it all out. I understand drilling it down, but the high school smart goals seemed excessive, repetitive, and not truly doable.

- 1.) Lack of communication amongst central office departments which causes confusion.
- 2.) Lack of clarity on vision/expectations (i.e., Critical Concepts, Root Cause/Action Research PPT, Triad work, Principal Institutes/Labs)
- 3.) Emails are now being sent to our staff members, which has limited the amount of emails received, but has not in reality reduced the workload as we still have to meet with the staff members to review the email, expectations, and directives.
- 4.) The 'work plan' that was removed from principals workload was disseminated in a different manner and given new titles (i.e., root cause analysis/action research).
- 5.) Leading 'cluster work' is unnecessary added workload. When vision 2020 was first initiated, Area Sups lead this work. Over the years, it now has become the norm for principals to lead this work without guidance and support.

Solution (s):

Professional Development (i.e., Principal Institutes, Secondary Labs, etc.) must have a centralized focus that is maintained throughout the entire year. For example, the root cause analysis is actual 'action research' and should be implemented at the start of a school year, and explored, analyzed and discussed throughout the school year. New topics/New Foci should not be introduced at every institute or lab (Learning Cycles, Academic Grades (F's and D's), Guaranteed and Viable Curriculum, Quality IEPs, Critical Concepts, Root Cause Analysis). This does not allow for consistent messages or learning to occur.

Professional Development should focus on Critical Concepts for the 2018-2019 school year. Triad work and Area Sup work can be leveraged so that observations of critical concepts can be observed, discussed, and improved. Be clear about the data schools should collect, and share the expectation that at every institute and or lab, the data collected will be shared and discussed. Allow for a 'think tank' model to occur where we work together to learn and grow.

What does GVC mean to the district? Does this mean Critical Concepts? As a district, we must spend time

learning what quality 1st time instruction looks and feels like. Implementing Critical Concepts does not mean that there is or will be quality instruction occurring. We must spend time learning and exploring best practices, and instructional strategies. This should be the work of the district. What should interventions look like in the classroom? We need to have PD focused around quality 1st time instruction not only for administrators but for teachers as well.

The personnel that supports my site are all majority new hires (Area Supt., HRO) which impacts my work load because I have difficulty getting answers to my questions and resolving on-campus issues. One solution would be to make sure new hires are spread out evenly amongst areas. The biggest challenge is not having enough VPs to address all the issues that come up at a school with 2200+ students, not having enough CSAs to patrol the campus, and not being able to release teachers for one or two periods to help with the coordination of testing, EL, or WASC (I was told all CPUs must be used to lower class size). One solution would be an additional VP and CSA on site, and the flexibility to release teachers to help manage site responsibilities.

Data Dive--great in theory just poor timing as usual. Investigations, personnel issues, SPSA where there are so many goals it becomes meaningless. Curriculum writing with teachers to meet SDUSD deadline.

Some departments are just impossible to contact while others are incredibly responsive. I think that inconsistency is hard to parse out and is frustrating.

1. Assignments such as doing presentations to our colleagues is not a good use of our time. It's valuable for us to discuss our work, etc. but the time spent in developing a presentation needs to be put into our real work.
2. The maintenance department has developed a culture of inaction. Many of the employees work hard to not work and ostracize those who work hard and fast. Many of the hired employees are the family members--cousins, brothers, sons, etc. of other maintenance employees, which feeds into the problem. My school has the same maintenance problems from last year, some of which earn us dings (year after year) from the health department due to lack of repairs. Health and safety maintenance issues are no longer a sense of urgency as they used to be. I spend too much time following up on issues and trying to figure out "work-arounds" to problems for my staff and students to have a decent environment.

- 1) Lack of support staff: not enough hours and many are gone because of required furlough/vacation days. 2) Lack of IT support - not enough staff in the IT department to address technology concerns/needs. 3) Changing policies and expectations of high schools: adding community college classes; getting more students into AP classes; creating supports for at risk students; developing plan after plan to address achievement gap concerns (WASC plan/Single Plan for Student Achievement/Strategic Plan (new)- all of the expectations and plans are important and needed, but it's frustrating and difficult because there is a lack of support staff to adequately execute these plans.

Decisions have been reached regarding how to best fund schools- at the same time provide raises to employee (teachers). There needs to be a balance as teachers do not make enough in terms of their importance, at the same time raises for teachers can't be at the cost of not having enough staff to run the operations and support for schools. Without the necessary support staff- there will be workload issues for principals and administrators.

This information is too personally identifiable for me. This would be better addressed as a possible selection list.

1. Too many Principal institutes and labs
2. Not enough support from budget analyst. My budget analyst takes months to get one of my requests done but when they want something I'm expected to jump immediately
3. Post and bid is way to cantankerous- so many interviews when you already know who you want or don't want and so many rules and regulations. It is a huge time drain.
4. Area superintendent not responsive to emails in timely manner. I'm left waiting to take action or wondering what I have done wrong until I get a response.

"Half-Days" all changed to full days with info that could be an email.

Lack of support for restorative practices with students, create a position for highly qualified deans of students, and increase counseling positions.

Lack of support to help with staff or student investigations, to alleviate create HR teams that help assist with staff investigations.

1) Deep Dive Presentation without more clarity- Timing was an issue and could be re-evaluated as to when this could be done in the future.

1. getting pulled out of the site 2. demands on presentations 3. demands on additional readings 4. priorities that executive leaderships have that are not aligned to the site's needs

-Total of 75 hours in mandatory principal meetings, meetings with various central office departments and district resource teachers. If that impact is quantified in total principal leadership hours (16 High School Principal only), that equates to 1200 work hours or 150 days not spent with students and teachers changing instructional outcomes.

-District initiatives seemed more focused this year.

-It would be more helpful if the work plan for the year could be better articulated at the beginning.

-We seem to be constantly operating in reactionary mode as a district? Why? When we operate in reactionary mode, it feels like we are building the plane as we are flying it. If we can move away from that, it will empower leaders and teachers to get out in front of innovation rather than responding to due dates and projects.

-Being pulled away from the site for PD that is ineffective, badly planned and too long

-Completing the "data drive" during the busiest time of the school year while students are in crisis

-Getting little to no support from HR and SPED departments (emails are not answered for days; takes forever to even get a simple response, much less help on more serious matters)

-Dealing with abusive and difficult parents without district support

As a new principal, there is a lot on my plate. Much more than I expected. Even though I found it helpful to do the data dig and prepare the PowerPoint presentation, it really was bad timing. I wish I had the summer to work on that presentation. I am also concerned about having to prepare a presentation for the critical concepts. I do not feel that the district was clear regarding the template or structure of the whits/common assessments. I told my teachers one thing and when they went to capacity builders or other critical concept trainings, they were received information different from what I was told. We need clarity BEFORE reporting information to our sites. Another challenge was staffing at the beginning of the school year. Not having a fully staffed school was very stressful for me. Overall, being a new principal is a lot of work. I do love leadership, but there are times when I felt overwhelmed. But I do appreciate my area sup being understanding of my newness and not stressing me out.

1. Half day meeting changed to full day meetings within the same month- solution: Use the amount of time that sites or staff PD (2 hours).

2. Plan all PD with the whole calendar in mind ( ie. Principal's Institutes, operational meetings and area superintendent meetings) so they do not fall in the same time frame with committee meetings (ie. coordinating council, calendar, initiatives, Academic Council, bullying report, icc, and others not mentioned).

3. Ensure schools are fully staffed before the resource teacher/ director or any other non-essential personnel.

4. Stop creating projects that inform/educate/demonstrate knowledge of what is done at high schools.- solution hire people whom know the job is like running a small city.

5. Special education has little services to school sites. Solution provide services for high profile IEPs, provide support for students that need alternative placement (not just the steps that have already been done), fund special education teachers by teaching need not casemanagement .

This year we had a total of 85 night supervision events where we had to have admin present. It is difficult with only 2 VP's to cover there events. If I were allowed to pay a supervision stipend (same as a VP) instead of timecards per event it would help me out. The entire admin team feels a bit overwhelmed with the number of events, but we know it's great for kids so we push through.

Caseloads for VP's are incredibly high. It would be great to come up with a solution that would allow us to return to the three VP model for schools over 2,000 students.

Lack of supervising administrative assistant has created more work for me to manage classified staff. Reinstating or adding to administrative support would greatly help with safety, school communication, and the completion of increased administrative tasks from principals.

Not rounding up for counselors has increased workload for administrators. We are now having to help with interventions, scheduling and additional accountability measures that were on the plate of counselors. Decrease the counselor case load for secondary schools and increase the allocation of QUALIFIED counselors at the site level. This is increasingly important as the number of reports, requests, initiatives always seems to increase with little to no support. Sending an OSS counselor to a monthly meeting at the site is not the manpower required at the site level.

Assigning a presentation for the beginning of the 2018-2019 school year during an extremely busy month of master scheduling, and certificated evaluation is reflective. Schedule this work during the summer.

The lack of HR assistance for hiring, acquiring qualified visiting teachers and classified staff, hurts our students and creates more work for administrators to navigate with their fellow staff and families. Rethink the way HR is organized. Create a sustainable model to recruit and retain highly professional candidates. Provide more ground support for help in HR investigations at site level.

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

11 responses

The system is broken. Instead of helping us, the SPED department just blames us without providing any site support. We are left to figure out all the laws, policies and procedures while still fulfilling all our other responsibilities. (2)

Please note: No

Vice principal. Atypical school. Answer "one" was provided only due to the fact that survey would not submit otherwise. Thanks

The last two months of school are incredibly busy and this is the worst time to expect us to plan everything for the new year. Emails and parent expectations and needs are high and important. We have culminating events we need to plan and attend and we have seniors who need a push. I'm exhausted by the end of the day physically and emotionally. Summer school is also a work load issue as well as site construction.

I find that many times I have to pick up the responsibilities of a vice principal when they are required to be off site or are occupied with other duties (e.g. testing, IEP meetings, etc.). This impacts my ability to focus on being an instructional leader.

The workload took the spirit I had for the profession and killed it. Serious health concerns have arisen and medical professionals agree its stress induced. We are told to do more with every Principal's Institute we attend and we better not speak up or we will lose our jobs. Intimidation is at an all time high and while we don't put up with it on our campuses; we ourselves have to endure it from the top brass of SDUSD. Our livelihoods are at stakes if we don't comply.

This senior high report should consider smaller schools that do not have a Vice Principal, are K-12 or 6-12.

Be thoughtful when planning PD. Do not assign additional work when it is the busiest time of the year (our most recent data presentations, for example.) Summer is a wonderful time for data review, reflection, and building an opening message.

Thank for trusting me to lead a school in our district. With time, I know I will be an excellent principal and make our district proud!

This has been most demanding and least productive year I have had the privilege to serve as a principal. Workload should includes all tasks asked of administrators/leaders.

Elimination of an AASD position Supervising Administrator's at school sites where they oversee sometimes 40 classified employees and allowing the in an office without a single classified folks to manage to have three; created more work for site leaders.

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