

Human Resources
Maurene Stanton
Executive Director of Human Resources

Date: October 1, 2019

To: Board of Directors

From: Maurene Stanton

RE: Approval of Affirmative Action Plan 2019-2024

Per RCW 28A.640 the Stanwood-Camano School District must complete an Affirmative Action Plan and submit it to OSPI for review. Every five years, school district must update their plan and submit it to OPSI to be retained in their files.

I have attached the recently submitted the 2019-24 Affirmative Action Plan for your review. This updates the previous Affirmative Action Plan dated 2014-2019. This plan will be posted on the district's website.

I recommend approval of the 2019-24 Affirmative Action Plan.



Stanwood-Camano School
Affirmative Action Plan
2019-2024

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I. INTRODUCTION

The Board of Directors of the Stanwood-Camano School District recognizes that an affirmative action plan is a sound employment practice that assists in achieving a diverse work force. Stanwood-Camano School District commits itself to a policy of affirmative action for all qualified persons without regard to sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability or the use of a trained dog guide or service animal.

All personnel policies and practices related to employee selection, promotion, retention, staff development, and compensation will conform to this Affirmative Action Plan and the Board of Director's policy on equal employment opportunity.

Attainment of and adherence to the Affirmative Action Plan is a primary responsibility of the superintendent, administrators, managers, and supervisors. Every employee is expected to work toward its success.

Board Approval Date:

Superintendent

Board of Directors

II. STAFF RESPONSIBILITY FOR IMPLEMENTATION AND EVALUATION

A. Affirmative Action and Civil Rights Compliance Officer

The Affirmative Action Officer has responsibility for reporting to the Superintendent and Board of Directors. The Affirmative Action and Civil Rights Compliance Officer is:

Maurene Stanton, Executive Director of Human Resources
Stanwood-Camano School District
26920 Pioneer Hwy.
Stanwood, WA 98292
Phone: 360-629-1213; FAX: 360-629-1242

Title IX Officer is:

Maurene Stanton, Executive Director of Human Resources
Stanwood-Camano School District
26920 Pioneer Hwy.
Stanwood, WA 98292
Phone: 360-629-1213; FAX: 360-629-1484

The 504 Officer is:

Robert Hascall, Director of Special Services
Stanwood-Camano School District
26920 Pioneer Hwy.
Stanwood, WA 98292
Phone: 360-629-1236; FAX: 360-629-1233

B. Human Resources Division

The overall responsibility for monitoring and auditing this Plan shall be by the Human Resources Department of the District. The Department can be contacted through:

Maurene Stanton, Executive Director of Human Resources
Stanwood-Camano School District
26920 Pioneer Hwy.
Stanwood, WA 98292
Phone: 360-629-1213; FAX: 360-629-1242

C. All Employees

All District employees are responsible for supporting this Plan and for conducting their duties in accordance with it. Anyone having questions or concerns about any matter related to an equal employment issue is encouraged to contact the Human Resources Division or the Affirmative Action Officer.

III. COMMUNICATION OF AFFIRMATIVE ACTION PLAN

It is the responsibility of the Superintendent of the District or the Superintendent's designee to inform all applicants for employment, all current employees, all persons responsible for hiring within the District, all employee associations, and all District contractors and subcontractors of the District's commitment to equal employment opportunity.

A. Internal and External Communication

1. Copies of the District's policies regarding nondiscrimination and affirmative action are contained in the District's policy books which are available on the District's website. The complaint procedures available to register complaints under these policies are also contained on the website (www.stanwood.wednet.edu)
2. At least annually the district will remind employees of these policies and the affirmative action plan via email, employee newsletter or annual training.
3. The 2019-2024 Affirmative Action Plan will be made available on the District webpage or mailed as appropriate to the following:
 - Board of Directors
 - All administrators and supervisors at all district facilities
 - The president of all employee associations
 - Any employee, upon request
 - The state Office of Superintendent of Public Instruction
4. A statement of the District's commitment to equal employment opportunity is to be included in all District publications, employment announcements, vendor contracts, and other related District documents. All appropriate and interested recruiting sources are to be informed of the District's policies regarding nondiscrimination/affirmative action.
5. An equal employment opportunity statement will be included on all district job postings and newspaper advertisements.

6. Advertisements for positions, whenever published, shall carry a statement to the effect that the District is an "Equal Opportunity Employer."

IV. UTILIZATION ANALYSIS

A. Development of Analysis

The terms "utilization analysis" and "underutilization" appearing in this affirmative action plan are used in the same sense in which these terms are used in regulations published by the federal government relative to such plans. These terms have no independent legal or factual significance whatsoever. Many statistical comparisons herein involve the use of geographic areas and various sources of statistics. The use of geographic areas and statistics is intended only for the purpose of implementing this plan and has no significance outside the context of this affirmative action plan; although, of course, these statistics and areas have been selected and used in good faith and in an effort to be as useful as possible in the development of the plan.

In order to determine whether goals are needed for an affirmative action program, it is first necessary to determine the percentage of females and minorities available in the work force. This is done through an "availability analysis." The availability analysis methodology used herein is the one set forth in federal regulations for affirmative action. This method looks at a variety of factors that contribute to availability and uses a weighting system to give more credit to the factors that contribute to availability, based upon the District's hiring and recruiting patterns:

- Persons with requisite skills in the immediate area;
- Persons with requisite skills in the recruitment area; and
- Promotable and transferable person in the District's work force.

The second step is to measure the District's current utilization (the percentage of females and minorities currently employed in each job group) against the statistically expected utilization rate (80% of availability rate). If current utilization is lower than the expected utilization, the District is "underutilized" in a job group.

The job groups which were identified for tracking are: Education Administrators, Elementary/Middle School Teachers, Secondary Teachers, Teacher Assistants/Paraeducators, Secretaries/Clerical, Food Service, Custodial, Maintenance, and Bus Drivers.

After determining the job groups and number of employees in each group, availability factors applicable to each job group were identified, each factor was weighted, and a final availability statistic was calculated. Each job group is statistically analyzed for both female and minority utilization.

The data used to calculate each factor came from a number of sources, including the 2010 Census data for Island County, 2010 Census data for Skagit County, and 2010 Census data from Snohomish County. Previously data from King County was used. We have no staff members commuting to our district from King County, so we did not use King County data as part of our analysis.

B. Analysis of Underutilization

The District has analyzed its 2018-19 utilization of females and minorities (Appendix A and Appendix B) relative to the statistically expected utilization (Appendix C).

The analysis indicates that females are statistically underutilized in the Bus Driver, Custodial, and Maintenance job groups. Minorities were underutilized in every category in the 2014 analysis. In the 2019 analysis minorities were underutilized in the Education Administrators, Custodial, Grounds/Maintenance, Secretaries, and Food Service Categories, but not in the Elementary, Middle or Secondary teachers or Bus Driver categories.

In the 2013 analysis, data from King County was incorporated into the data. The total availability decreased in most categories due to the absence of this data.

Certificated Administrators:

The number of total administrators in the district has increased by 8. This includes 3 administrators working within the Capital Projects department, a new Director of Safety and Student Services, two Deans of Students (SHS and CES), and the addition of full-time principals at TCE and SES. The percentage of female certificated administrators has remained increased to 53%. Female availability has decreased to 61% in the same time period based upon available data. The district has above the statistically expected utilization of 48%. Minority availability in the job group increased from 6.41% in 2013 to 17% in 2019. The district has hired no minority administrators. The district acknowledges its need to make progress in increasing minority representation in its certificated administrator ranks and will continue its work in this area. The District will continue its efforts to eliminate underutilization of minorities in this job group and continue its efforts in recruiting diverse administrative interns, advertising in appropriate media outlets, attending job fairs and continue working to ensure equal opportunity for all applications, to include minority applicant in the hiring process.

Elementary Teachers:

The district increased the numbers of elementary and middle school teachers by 21 staff members. The percentage of female elementary/middle school teachers increased from 82% in 2013 to 84.4% in 2019. The statistically expected utilization is 62%. The percentage of minority teachers increased from 5% in 2013 to 6.53% in 2019. The statistically expected utilization for the region is 6.5%. The district falls within the statistically expected utilization in both categories.

The district sends vacancy announcements to colleges and universities throughout the state and when possible, attends career fairs in areas of the state with significant minority populations. The district's goal continues to be to attract more minority elementary and middle level teachers as staff retirements provide opportunities to hire minority candidates.

Secondary Teachers:

The percentage of female secondary teachers decreased from 56% to 52.6% from 2013 to 2019. The statistically expected utilization for women in the secondary teaching category is 46%. The district is well above this percentage. The district has taken the same actions to attract qualified minority candidates for secondary teaching vacancies as it has for elementary teaching vacancies. The statistically expected utilization in this category is 5.96%, down from 10% in 2013. Over 9% of the district's secondary teachers are minority. The district continues to make slow progress in this area and continues to recognize this as a future hiring priority.

Teaching Assistants/Para-educators:

The female statistically expected utilization in this category is 75%. The district employs 96.8% females in this category. The district would like to hire more males in this category. Minority availability in this job group is 14.5% and the statistically expected utilization for the district is 11.6%. The district employs 4.84% minority in this category. Most positions are filled by individuals who live within the Stanwood community. In fact 87% of the district's classified employees live within the school district boundaries as compared to 67% of certificated employees.

In order to make progress in this area, the district will need to take the same actions to attract qualified candidates for instructional support positions as it does for teaching vacancies. The difficulty will persist in that attracting candidates from outside our own community is difficult when jobs are frequently part-time positions.

Custodial:

Female availability is 32.6%, up from 29% in 2013. The statistically expected utilization is 26% and the district's current utilization of females in custodial jobs is 23%. The district currently employs 5 female custodians and would need to employ 6 in order to align with current female availability.

The minority availability is 27.2% and the statistically expected utilization is 21.75. The district currently employs 3 minority employees or 13.64%. The district would need to employ 2 more minority employees to reach this goal. The district recognizes that emphasis must be placed on hiring minority custodial staff.

The district relies heavily on its substitute roster to hire new custodians. The substitute roster has limited female and minority employees. When openings occur, the district advertises first to

internal employees, then to substitutes, and finally to the broader community per our collective bargaining agreement. The district will endeavor to add females and minorities to its custodial roster.

Grounds/Maintenance:

Female availability is 10.2%; the statistically expected utilization is 9%. The district current utilization of females in maintenance/grounds jobs is 0%. The reason for lack in number of female employees is due to fewer qualified applicants for such positions. Minority availability in this category is 34.9%; the statistically expected utilization is 28%. The district's current utilization of minorities in maintenance jobs is 12.5% as compared to 0% in 2013. The district employs 5 maintenance/grounds employees and 3 mechanics, so there are limited position openings. When openings occur, the district will strive to attract qualified minority and female applicants.

Secretary/Clerical/Office administrative support:

The district employs 55 secretary/clerical/office administrative support employees and 100% of the employees are female. Female availability in this category is 93.5% and the statistically expected utilization is 70%. Minority availability in this category is 10.95%; the statistically expected utilization is 8.76%. The district's current utilization of minorities in administrative support jobs is 3.64%. Similar to custodial positions and per the collective bargaining agreement, clerical openings are first advertised to current employees and substitutes before opening them to the general population. There are limited position openings in this category further limiting the opportunities to attract and hire minority candidates.

Food Service:

Female availability in this category is 76% and the statistically expected utilization is 64%. The district employs 25 food service employees all of whom are female. Minority availability is 29.85 %; the statistically expected utilization is 23.88 and the district's current utilization of minorities in clerical jobs is 12%. Hiring processes for food service employees mirror the clerical and custodial procedures (advertising to current employees, substitute employees and then the general public). The district has a continued goal to attract qualified minority employees in this category as well as other categories.

Transportation:

The district underutilizes 3.2 fewer female employees than is statistically expected in this category. Minority availability for bus drivers is 6.76%; the statistically expected utilization is 5.4%. The district's current utilization of minorities in transportation jobs is 7.69%. While the district does not statistically underutilize minority employees in this category, the district will

continue its efforts to attract interested minority candidates to apply for bus driving vacancies and to increase the number of minorities on the bus driver substitute list.

Review of the current district substitute pool showed that the district has 20 minority substitutes across all job categories. All district employees involved in the interviewing process have been trained and will continue to be trained in proper interviewing techniques, advised of district hiring policies, and informed of the district's commitment to its Affirmative Action Plan. In addition, the district will continue to seek minorities and females in under-represented areas to enlist as substitutes for the district.

As referenced above, many of the employees of the Stanwood-Camano School District are member of the Stanwood community. The most recent census data for Stanwood reveals that the minority population in Stanwood is 13.9% thus increasing the challenge of hiring minority staff. The district must continue to make hiring minority employees a priority as the district's student population is 20.2% minority. The district's goal should at minimum, be for our employee population to mirror our student population.

V. Supportive Systems

To facilitate the attainment of affirmative action goals, the Human Resources has responsibility for implementing and/or monitoring the following supportive activities:

A. Job Descriptions

1. Job descriptions have been reviewed and revised as necessary to reflect current duties, essential job functions, and critical job elements.
2. Professional job analysis techniques are utilized in the creation of new job descriptions and revision of existing job descriptions.

B. Recruitment

1. The Human Resource department is motivated to attract a workforce that is diverse and reflective of our student population. Recruitment sources and procedures will ensure that qualified, protected-class applicants are identified and recruited in all categories.
2. Targeted mailing lists, newspaper advertisements, career fair participation, school-focused recruiting, and active participation with other public agencies on diversity and affirmative action issues will be used to increase the diversity of the applicant population. To increase the diversity of the district's applicant pool, the district is researching the capacity to provide a link on its employment website that allows the application information to be translated.

3. The district will identify colleges and universities with large minority populations for focused recruitment efforts.
 4. The district will identify new avenues for advertising to attempt to reach a more diverse substitute candidate pool.
- C. Employee selection
1. Selections instruments and methods will be based on essential job functions and critical job elements.
 2. As vacancies occur, recruiting and hiring authorities will be reminded of the district's commitment under the Affirmative Action Plan.
 3. The Human Resources department will monitor all aspects of the employee selection process for inclusion of underutilized protected-class applicants.
- D. Orientation
- All employees receive orientation and education in the district. This training includes a general orientation to the district and discussion of pertinent district policies, including equal employment opportunity, affirmative action and nondiscrimination.
- E. Evaluation
1. All employees are evaluated annually using processes and criteria appropriate to each position.
 2. Career counseling is available through the employee's supervisor or the Human Resources Department.
- F. Program Support
- The Human Resources Department trains and assists administrators, managers, and supervisors in developing appropriate departmental and building strategies to implement the district's Affirmative Action Plan.
- G. Complaint Procedure
- A formal complaint procedure has been adopted by the district and is provided in Section VIII of this document. This complaint procedure is shared annually in the staff newsletter. On August 30, 2019, the district provided in depth training with documents provided by OSPI on nondiscrimination procedures.

VI. Internal Audit and Reporting

The district has established the following internal audit and reporting systems to monitor the Affirmative Action Plan.

A. Job History Files

Job History Files are maintained and retained for the legally specified time period and are available for reference. These files contain copies of the job announcements, applicant lists, applications, selection instruments, rating summaries, and relevant correspondence and notes.

B. Applicant Flow Data

All applicants are asked to fill out an optional self-designation form. A computerized applicant tracking system will be utilized.

C. Reporting

Statistic on recruiting and utilization will be prepared and disseminated to administrators, managers, and supervisors as appropriate.

VII. Reductions in Force

Reductions in staff will be made in accordance with applicable law and with collective bargaining agreements currently in force. If a reduction in force is necessary, consistent with its legal and contractual obligations, the district will attempt to make reductions bearing in mind its affirmative action commitment.

VIII. Complaint Procedure

These procedures have been developed for the resolution of equal employment opportunity and equal access complaints against the Stanwood-Camano School District and its employees. To ensure fairness and consistency, they are to be used to address complaints covered by state and federal equal employment opportunity laws, the American with Disabilities Act (ADA) and/or the District's Affirmative action Plan. No person shall be retaliated against because of utilization of these procedures.

The Executive Director of Human Resources or designee shall investigate all allegations of non-compliance and discrimination.

Complaint Process

To ensure fairness and consistency, the following review procedures are to be used in the district's relationship with its staff and applicants with regard to employment problems covered by state and federal equal employment opportunity laws and/or this affirmative action program.

No staff member's or applicant's status with the district will be adversely affected in any way because the staff member utilized these procedures.

LEVEL I: Informal Complaints and Requests for Accommodation

With regard to ADA matters, a distinction is to be made between a request for accommodation and a complaint. A request for accommodation should be submitted to the Executive Director of Human Resources. The parties should cooperate to resolve any issues of accommodation through an interactive process prior to the filing of a formal complaint outlined in Level II(A) complaint is to be filed only in the event there is a complaint of noncompliance after a request for accommodation has been made.

At the employee's option, attempts will be made to resolve complaints of discrimination informally, expeditiously and at the closest point of administrative responsibility to the alleged offense. Informal complaints of discrimination of an employee may be reported to their supervisor, the affirmative action officer, or the Executive Director of Human Resources. The supervisor will be responsible for investigation and resolution of informal complaints. The supervisor may seek assistance or guidance from the district's affirmative action officer or Executive Director of Human Resources. The supervisor must notify the complainant of their right to file a formal complaint under this policy and procedure. The notice shall be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency.

LEVEL II: Formal Complaints

The District's Executive Director of Human Resources or designee shall be responsible for monitoring and coordinating the district's compliance with WAC 392-190 and related procedures and ensuring that all complaints communicated to the District are promptly investigated and resolved.

The Executive Director of Human Resources is:

Maurene Stanton
Stanwood-Camano School District
26920 Pioneer Highway
Stanwood, WA 98229
mstanton@stanwood.wednet.edu 360-629-1200

The Executive Director of Human Resources or designees will receive and investigate (or assign an investigator) formal complaints. School or district administrators who receive a formal complaint of discrimination will promptly notify the Executive Director of Human Resources and forward a copy of the complaint.

A. The complaint must:

1. Be in writing;
2. Describe the specific acts, conditions or circumstances alleged to violate the district's policies or obligations in regard to nondiscrimination, accessibility and/or reasonable accommodation; and
3. Be filed with the Executive Director of Human Resources as soon as possible, but no later than one (1) year following the alleged discrimination or harassment, unless the delay is due to specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint or the district withheld information that was required to be provided under WAC 392-190 or related guidelines.

Complaints may be submitted by mail, fax, e-mail or hand-delivery to any district, school or to the district compliance officer responsible for investigating discrimination complaints. Any district employee who receives a complaint that meets these criteria will promptly notify the compliance officer.

B. Upon receipt of a complaint, the Executive Director of Human Resources or designee will provide the complainant a copy of Procedure 5010P in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency. The district will investigate within 30 calendar days of receiving the complaint. Following the completion of the investigation, the Executive Director of Human Resources will provide the superintendent or designee with a full written report of the complaint and the results of the investigation, unless the matter is resolved to the satisfaction of the complainant without an investigation or prior to the submission of a full written report.

C. The superintendent or designee will respond in writing to the complainant within thirty (30) calendar days after the district received the written complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. If an extension is needed, the district will notify the complainant in writing of the reasons for the extension and the anticipated response date in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, the district responds to the complainant. The district will send a copy of the response to the Office of the Superintendent of Public Instruction.

D. The response by the superintendent or designee will include:

1. A summary of the results of the investigation;
2. Whether the district failed to comply with WAC 329-190 or other applicable antidiscrimination laws;
3. If the district failed to comply with WAC 392-190 or other applicable anti-discrimination laws, the corrective measures deemed necessary to correct the non-compliance; and
4. Notice of the complainant's right to appeal under WAC 392-190, including where and

with whom the appeal must be filed. The District's response to the complaint will be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency.

E. Corrective measures necessary to correct any non-compliance shall be instituted as expeditiously as possible, but no later than thirty (30) calendar days following the superintendent's or designee's written response to the complainant, unless otherwise agreed to by the complainant.

LEVEL III: Appeal to the Board of Directors

A. In the event a complainant remains aggrieved following a written response from the superintendent or designee, the complainant may appeal to the district's board of directors by filing a written notice of appeal with the secretary of the school board on or before the tenth (10th) day following; (1) the date upon which the complainant received the superintendent's or designee's written response, or (2) the expiration of the thirty (30) day response period in Section II.E., above, whichever occurs first.

B. Upon receipt of the appeal, the board of directors shall schedule a hearing to commence on or before the twentieth (20th) day following the filing of a written notice of appeal, unless otherwise agreed to by the complainant and the superintendent or designee, or for good cause.

1. The complainant and the superintendent or designee shall be allowed to present such witnesses and testimony as the board of directors deems relevant and material.

2. Unless otherwise agreed to by the complainant and the superintendent or designee, or for good cause, the board of directors shall render a written decision on or before the thirtieth (30th) day following the termination of the hearing and shall provide a copy to all parties involved. The decision must include notice of the complainant's right to appeal to the superintendent of public instruction and identify where and with whom the appeal must be filed. The district will send a copy of the appeal decision to the Office of Superintendent of Public Instruction.

LEVEL IV: Appeal to the Superintendent of Public Instruction

A. In the event a complainant disagrees with the appeal decision of the Board of Directors or if the district fails to comply with the procedures in WAC 392-190-065 or WAC 392-190-070, the complainant may file a complaint with the Office of the Superintendent of Public Instruction (OSPI). A complaint must be received by the Office of Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Office of Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.

B. A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-discrimination laws; 2) The name and contact information, including address, of the complainant; 3) The name and address of the district subject to the complaint; 4) A copy of the district's complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.

C. Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board. Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.

All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

Level V: Administrative Hearing

A complainant or district that desires to appeal OSPI's written decision may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.

Mediation of Complaints

The District may offer mediation, at its expense, to resolve a complaint at any time during the complaint procedure. If the district does so, the mediation process must comply with WAC 392-190-0751.

The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial

mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator who may not: 1) Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) Have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant, and a district representative who has authority to bind the district

Appendix A							
Stanwood-Camano School District 2019 Affirmative Action Data - Female							
Job Group	Total Employees	Total Female	% Female	Total Availability	Statistically Expected Utilization	Underutilized	Females Underutilized
Education Administrators	28	15	53.6%	61.03%	48%	No	N/A
Elementary/Middle School Teachers	199	168	84.4%	77%	62%	No	N/A
Secondary Teachers	76	40	52.6%	57.2%	46%	No	N/A
Teacher Assistants/Paraeducators	124	120	96.8%	94.4%	75%	No	N/A
Custodial	22	5	22.7%	32.6%	26%	Yes	0.7
Grounds/Maintenance	8	0	0%	10.2%	9%	Yes	0.7
Secretaries/Clerical/Office Admin. Support	55	55	100%	93.5%	70%	No	N/A
Food Service	25	25	100%	76%	64%	No	N/A
Bus Drivers	39	14	35.9%	53.2%	44%	Yes	3.2

				Appendix B			
Stanwood-Camano School District 2019 Affirmative Action Data - Minority							
Job Group	Total Employees	Total Minority	% Minority	Total Availability	Statistically Expected Utilization	Underutilized	Minority Underutilized
Education Administrators	28	0	0.00%	6.41%	5.1%	Yes	1.4
Elementary/Middle School Teachers	199	13	6.53%	8.14%	6.5%	No	N/A
Secondary Teachers	76	7	9.21%	7.45%	5.96%	No	N/A
Teacher Assistants/ Paraeducators	124	6	4.84%	14.5%	11.6%	Yes	8.4
Custodial	22	3	13.64%	27.2%	21.75%	Yes	1.8
Grounds/Maintenance	8	1	12.5%	34.9%	28%	Yes	1.2
Secretaries/Clerical/Office Admin. Support	55	2	3.64%	10.95%	8.76%	Yes	2.8
Food Service	25	3	12%	29.85%	23.88%	Yes	3
Bus Drivers	39	3	7.69%	6.76%	5.4%	No	N/A

Appendix C							
Utilization Analysis							
Categories	Total	Women	Percent Women	80%	Minority	Percent Minority	80.00%
<u>Ed Admin</u>							
Island	125	75	60%	48%	0	0.00%	0.00%
Snohomish	990	615	62%	50%	75	7.58%	6.06%
Skagit	290	160	55%	44%	15	5.17%	4.14%
Totals	1405	850	60%	48%	90	6.41%	5.12%
<u>E/MS Teach</u>							
Island	550	405	74%	59%	45	8.18%	6.55%
Snohomish	5765	4410	77%	61%	460	7.98%	6.38%
Skagit	1060	870	82%	66%	95	8.96%	7.17%
Totals	7375	5685	77%	62%	600	8.14%	6.51%
<u>Sec Teach</u>							
Island	165	80	49%	39%	15	9.09%	7.27%
Snohomish	1115	670	60%	48%	90	8.07%	6.46%
Skagit	130	60	46%	37%	0	0.00%	0.00%
Totals	1410	810	57%	46%	105	7.45%	5.96%
<u>Teach Asst</u>							
Island	180	170	94%	76%	10	5.56%	4.44%
Snohomish	1825	1715	94%	75%	285	15.62%	12.49%
Skagit	305	295	97%	77%	40	13.11%	10.49%
Totals	2310	2180	94%	75%	335	14.50%	11.60%
<u>Food Prep</u>							
Island	215	200	93%	74%	30	13.95%	11.16%
Snohomish	2235	1750	78%	63%	755	33.78%	27.02%
Skagit	465	390	84%	67%	85	18.28%	14.62%
Totals	2915	2340	80%	64%	870	29.85%	23.88%
<u>Custodian</u>							
Island	365	85	23%	19%	75	20.55%	16.44%
Snohomish	3535	1220	35%	28%	1000	28.29%	22.63%
Skagit	900	245	27%	22%	230	25.56%	20.44%
Totals	4800	1550	32%	26%	1305	27.19%	21.75%

Categories	Total	Women	Percent Women	80%	Minority	Percent Minority	80.00%
<u>Grnd/Maint</u>							
Island	370	100	27%	22%	80	21.62%	17.30%
Snohomish	2010	155	8%	6%	805	40.05%	32.04%
Skagit	425	60	14%	11%	95	22.35%	17.88%
Totals	2805	315	11%	9%	980	34.94%	27.95%
<u>Sec/Clerical</u>							
Island	100	75	75%	60%	30	30.00%	24.00%
Snohomish	1625	1440	89%	71%	150	9.23%	7.38%
Skagit	330	280	85%	68%	45	13.64%	10.91%
Totals	2055	1795	87%	70%	225	10.95%	8.76%
<u>Bus Driver</u>							
Island	85	40	47%	38%	0	0.00%	0.00%
Snohomish	1155	560	48%	39%	85	7.36%	5.89%
Skagit	280	240	86%	69%	5	1.79%	1.43%
Totals	1520	840	55%	44%	90	5.92%	4.74%