



Affirmative Action Plan
2024-2029

November 5, 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 and provides equal access to the Boy Scouts and other designated youth groups.

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: November 5, 2024

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:

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

Title IX Officer is:

Christine Del Pozo, 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, Executive 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 with the Human Resources Department of the District. The Department can be contacted through:

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

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 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 2024-2029 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
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 to be as useful as possible in the development of the plan.

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 2014-2018 Census data for Island County, 2014-2018 Census data for Skagit County, and 2014-2018 Census data from Snohomish County.

B. Analysis of Underutilization

The District has analyzed its 2023-24 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 Education Administrators, Custodial, and Grounds/Maintenance job groups. 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. Minorities were underutilized in all but Education Administrators for 2024.

Education Administrators:

The number of total administrators in the district since 2019 has increased by one. This includes one administrator working within the Teaching and Learning Department. The percentage of female certificated administrators has decreased from 53% (2019) to 41.3%. Female availability has increased to 71% in the same time period based upon available data. The district is above the statistically expected utilization of 56.8%. Minority availability in the job group decreased from 17% in 2019 to 11% in 2024. The district has hired three minority administrators.

Elementary/Middle School Teachers:

The district increased the numbers of elementary and middle school teachers by thirty-three staff members. The percentage of female elementary/middle school teachers increased from 84.4% in 2019 to 87% in 2024. The statistically expected utilization is 67.2%. The percentage of minority teachers increased from 6.53% in 2019 to 7.32% in 2024. The statistically expected utilization for the region is 12%. The district falls within the statistically expected utilization in the female category.

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 increased from 52.6% (2019) to 57.9% in 2024. The statistically expected utilization for women in the secondary teaching category is 53.6%. The district is 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 9.6%, up from 5.96% in 2019. Over 5.6% 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.

Teacher Assistants/Paraeducators:

The female statistically expected utilization in this category is 72%. The district employs 94.7% females in this category. The district would like to hire more males in this category. Minority availability in this job group is 22% and the statistically expected utilization for the district is 17.6%. The district employs 6.35% minority in this category.

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 52%, up from 32.6% in 2019. The statistically expected utilization is 41.6% and the district's current utilization of females in custodial jobs is 25%. The district currently employs six female custodians and would need to employ thirteen to align with current female availability.

The minority availability is 38% and the statistically expected utilization is 30.4%. The district currently employs five minority employees or 20.8%. The district would need to employ four 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%; the statistically expected utilization is 8%. The district current utilization of females in maintenance/grounds jobs is 16.6%. The reason for lack in number of female employees is due to fewer qualified applicants for such positions. Minority availability in this category is 53%; the statistically expected utilization is 42.4%. The district's current utilization of minorities in maintenance jobs is 0% as compared to 12.5% in 2019. The district employs six maintenance/grounds employees and two 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 thirty-eight secretary/clerical/office administrative support employees and 100% of the employees are female. Female availability in this category is 77% and the statistically expected utilization is 61.6%. Minority availability in this category is 21%; the statistically expected utilization is 16.8%. The district's current utilization of minorities in administrative support jobs is 13.1%. Like 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 53% and the statistically expected utilization is 42.4%. The district employees twenty-eight food service employees all but one of whom are female. Minority availability is 38%; the statistically expected utilization is 30.4% and the district's current utilization of minorities in food service jobs is 7.14%. 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 overutilizes 47.5 more female employees than is statistically expected in this category. Minority availability for bus drivers is 22%; the statistically expected utilization is 17.6%. The district's current utilization of minorities in transportation jobs is 7.31%. 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 seventeen 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 members of the Stanwood community. The most recent census data for Stanwood reveals that the minority population in Stanwood is 17.5% 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 23.2% minority. The district's goal should, at a 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 department 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 29, 2024, 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
Statistics 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 regarding 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

Regarding 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 regarding accommodation through an interactive process prior to the filing of a formal complaint outlined in Level II(A). The 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 against an employee may be reported to his/her 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 his/her 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:

Christine Del Pozo
Stanwood-Camano School District
26920 Pioneer Highway
Stanwood, WA 98292
cdelpozo@stanwood.wednet.edu 360-629-1213

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 allegations of discrimination shall:

1. Be in writing.
2. Be signed by the complainant.
3. Describe the specific acts, conditions or circumstances alleged to violate the district's policies or obligations regarding nondiscrimination, accessibility, and/or reasonable accommodation; and
4. Be filed with the Executive Director of Human Resources as soon as possible, but no later than thirty (30) days 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. 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 related guidelines, 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 tenth (10th) 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.

LEVEL IV: Appeal to the Superintendent of Public Instruction

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) within twenty (20) calendar days after the complainant received the board's written appeal decision.

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.

Preservation of Records

The files containing copies of all correspondence relative to each complaint communicated to the district and the disposition, including any corrective measures instituted by the district, shall be retained in the office of the Title IX/Compliance Officer following the State of Washington's School Districts Records Retention Schedule.

Appendix A

**Stanwood-Camano School District
2024 Affirmative Action Data - Female**

Job Group	Total Employees	Total Female	% Female	Total Availability	Statistically Expected Utilization	Underutilized	Females Underutilized
Education Administrators	29	12	41.3%	71%	56.8%	Yes	15.5
Elementary/Middle School Teachers	232	202	87%	84%	67.2%	No	N/A
Secondary Teachers	88	51	57.9%	67%	53.6%	No	N/A
Teacher Assistants/ Paraeducators	173	164	94.7%	90%	72%	No	N/A
Custodial	24	6	25%	52%	41.6%	Yes	16.6
Grounds/Maintenance	6	1	16.6%	10%	8%	Yes	N/A
Secretaries/Clerical/Office Admin. Support	38	38	100%	77%	61.6%	No	N/A
Food Service	28	27	96.4%	53%	42.4%	No	N/A
Bus Drivers	41	24	58.5%	11%	8.8%	No	N/A

Appendix B

**Stanwood-Camano School District
2024 Affirmative Action Data - Minority**

Job Group	Total Employees	Total Minority	% Minority	Total Availability	Statistically Expected Utilization	Underutilized	Minority Underutilized
Education Administrators	29	3	10.3%	11%	8.8%	No	N/A
Elementary/Middle School Teachers	232	17	7.32%	15%	12%	Yes	4.68
Secondary Teachers	88	5	5.68%	12%	9.6%	Yes	3.92
Teacher Assistants/ Paraeducators	173	11	6.35%	22%	17.6%	Yes	11.25
Custodial	24	5	20.8%	38%	30.4%	Yes	9.6
Grounds/Maintenance	6	0	0%	53%	42.4%	Yes	42.4
Secretaries/Clerical/Office Admin. Support	38	5	13.1%	21%	16.8%	Yes	3.7
Food Service	28	2	7.14%	38%	30.4%	Yes	23.26
Bus Drivers	41	3	7.31%	22%	17.6%	Yes	10.29

Appendix C

Utilization Analysis

Categories	Total	Women	Percent Women	80%	Minority	Percent Minority	80.00%
<u>Ed Admin</u>							
Island	110	80	72.33%	57.8%	15	13.6%	10.9%
Snohomish	1,585	1,125	70.9%	56.7%	170	10.7%	8.58%
Skagit	200	105	52.5%	42%	15	7.5%	6%
Totals	1,895	1,310	69.1%	55.3%	200	10.5%	8.44%
<u>E/MS Teach</u>							
Island	925	760	82.1%	65.7%	65	7.02%	5.62%
Snohomish	7,650	5,580	72.9%	58.3%	915	11.9%	9.56%
Skagit	1,225	895	73%	58.4%	55	4.48%	3.59%
Totals	9,800	7,235	73.8%	59%	1,035	10.5%	8.44%
<u>Sec Teach</u>							
Island	90	40	44.4%	35.5%	0	0%	0%
Snohomish	1,255	835	66.5%	53.2%	150	11.9%	9.56%
Skagit	175	95	54.2%	43.4%	0	0%	0%
Totals	1,518	970	63.8%	51.1%	150	9.88%	7.9%
<u>Teach Asst</u>							
Island	170	145	85.2%	68.2%	60	35.2%	28.2%
Snohomish	3,035	2,715	89.4%	71.5%	660	21.7%	17.3%
Skagit	635	570	89.7%	71.7%	60	9.44%	7.55%
Totals	3,840	3,430	89.3%	71.4%	780	20.3%	16.2%
<u>Food Prep</u>							
Island	300	130	43.3%	34.6%	125	41.6%	33.3%
Snohomish	6,750	3,595	53.2%	42.6%	2,590	38.3%	30.6%
Skagit	1,795	1,030	57.3%	45.9%	620	34.5%	27.6%
Totals	8,845	4,755	53.7%	43%	3,335	37.7%	30.1%
<u>Custodian</u>							
Island	845	515	60.9%	48.7%	175	20.7%	16.5%
Snohomish	6,370	3,285	51.5%	41.2%	2,425	38%	30.4%
Skagit	1,560	870	55.7%	44.5%	460	29.4%	23.5%
Totals	8,775	4,670	53.2%	42.5%	3,060	34.8%	27.8%

Categories	Total	Women	Percent Women	80%	Minority	Percent Minority	80.00%
<u>Grnd/Maint</u>							
Island	420	115	27.3%	21.9%	70	16.6%	13.3%
Snohomish	2,630	265	10%	8.06%	1,395	53%	42.4%
Skagit	635	140	22%	17.6%	310	8.41%	6.72%
Totals	3,685	520	14.1%	11.2%	1,775	48.1%	38.5%
<u>Sec/Clerical</u>							
Island	280	185	66%	52.8%	100	35.7%	28.5%
Snohomish	2,450	1,530	62.4%	49.9%	485	19.7%	15.8%
Skagit	425	295	69.4%	55.5%	80	18.8%	15%
Totals	3,155	2,010	63.7%	50.9%	665	21%	16.8%
<u>Bus Driver</u>							
Island	665	85	12.7%	10.2%	170	25.5%	20.4%
Snohomish	9,095	1,040	11.4%	9.14%	1,960	21.5%	17.2%
Skagit	1,085	100	9.21%	7.37%	235	21.6%	17.3%
Totals	10,845	1,225	11.2%	9.03%	2,365	21.8%	17.4%