

**El Rancho Unified School District  
Classified Personnel Performance Report**

Last Name	First	Middle	Due Date
Classification		Work Location	

<b>New Hire Probation</b>	<b>Date of Report</b>	<b>Promotional Probation</b>	<b>Permanent</b>
<input type="checkbox"/> 3 Month	_____	<input type="checkbox"/> 2 Month	<input type="checkbox"/> <b>Unscheduled</b>
<input type="checkbox"/> 6 Month	_____	<input type="checkbox"/> 5 Month	<input type="checkbox"/> <b>Biennial</b>
<input type="checkbox"/> 9 Month	_____		

**Levels of Performance:** These four levels of performance assist the employee and supervisor in gauging performance progress. Employees are encouraged to seek progress across the continuum listed as levels of performance.

These levels indicate the performance of classified employees ranging from those who are striving to master the basics of the job to those who are highly accomplished professionals who are able to share their expertise with colleagues.

**DOES NOT MEET DISTRICT STANDARDS:** The employee’s performance is insufficient fails to meet the standards. Performance is unsatisfactory at this level.

**OCCASIONALLY MEETS DISTRICT STANDARDS:** The employee demonstrates a basic understanding of the standards. The employee requires close supervision and needs to improve to meet all standards consistently.

**MEETS DISTRICT STANDARDS:** The employee consistently demonstrates application of the standards as evident through their work performance. The terms “regularly,” “often,” and “is evident” are words that describe an employee’s performance at the proficient level.

**EXCEEDS DISTRICT STANDARDS:** The employee consistently surpasses standards as evident through their work performance.

**I. Evaluator Requirements for Ratings**

<b>Does NOT Meet Minimal District Standards</b>	<b>Occasionally Meets District Standards</b>	<b>Meets District Standards</b>	<b>Exceeds District Standards</b>	<b>Not Applicable N/A</b>
Ratings <i>shall</i> include comments and recommendations for improvement. Attach additional sheets if necessary.	Ratings <i>shall</i> include comments as well as recommendations for improvement.	Ratings are a commendation for consistently meeting expected standards of performance and <i>may</i> include positive comments.	Ratings are a commendation for exceeding expected standards of performance and <i>may</i> include positive comments.	Standard area does not apply to employee or employee’s assignment or job responsibilities.

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**STANDARD 1: Job Knowledge and Skills**

1) Does NOT Meet Minimal District Standards	2) Occasionally Meets District Standards	3) Meets District Standards	4) Exceeds District Standards	N/A
<b>A) Prioritizes and organizes tasks effectively</b>				
<input type="checkbox"/> Lack of planning creates problems. Organizational skills are lacking. Procrastination results in failure to meet work goals.	<input type="checkbox"/> Requires support in organization, setting work goals and priorities. Occasionally monitors progress or makes adjustments.	<input type="checkbox"/> Regularly anticipates challenges and opportunities to set work goals and priorities. Organization meets expectations for the position.	<input type="checkbox"/> Consistently anticipates challenges and opportunities and sets work goals and priorities. Organizes work at a level exceeding expectations and maximizes productivity.	<input type="checkbox"/>
<b>B) Completes work within time limits</b>				
<input type="checkbox"/> Assigned tasks are rarely completed by expected deadlines. Appropriate priorities are not maintained. Structure and organization are lacking.	<input type="checkbox"/> Occasionally completes assigned tasks in a timely and useful manner. May need support to prioritize and structure daily work.	<input type="checkbox"/> Regularly prioritizes tasks and completes work on time. Prioritizes and structures daily work.	<input type="checkbox"/> Consistently anticipates work needs and completes assigned tasks prior to deadlines. Assignments are completed in advance of projected deadlines.	<input type="checkbox"/>
<b>C) Displays initiative</b>				
<input type="checkbox"/> Work is not completed without close supervision and direction. Tasks other than those directly assigned are either avoided or overlooked.	<input type="checkbox"/> Completes assigned work with some direction. With supervision and direction, will perform other tasks when assigned.	<input type="checkbox"/> Demonstrates ability to accomplish tasks with little or no direction. When assigned work is completed, does other tasks when asked.	<input type="checkbox"/> Consistently self-monitors and self-directs. Alert to opportunities to improve methods and skills. When assigned work is completed, takes on additional tasks without waiting to be asked.	<input type="checkbox"/>
<b>Comments/Recommendations/Commendations:</b>				

**STANDARD 2: Communication and Interpersonal Skills**

1) Does NOT Meet Minimal District Standards	2) Occasionally Meets District Standards	3) Meets District Standards	4) Exceeds District Standards	N/A
<b>A) Follows instructions, and asks questions when needed</b>				
<input type="checkbox"/> Instructions are not followed. Attentiveness in communication is lacking and questions are not asked.	<input type="checkbox"/> Follows some instructions. Occasionally listens carefully, may or may not ask questions when needed.	<input type="checkbox"/> Accurately follows instructions. Listens carefully and asks questions when needed.	<input type="checkbox"/> Assists others to follow instructions. Checks for understanding and anticipates questions needing answers.	<input type="checkbox"/>
<b>B) Responds to requests in a timely manner with complete information</b>				
<input type="checkbox"/> Requests are rarely responded to, or the response is incomplete.	<input type="checkbox"/> Occasionally responds to requests in a timely and complete manner.	<input type="checkbox"/> Consistently responds to requests in a timely manner and provides complete information.	<input type="checkbox"/> Anticipates requests and provides needed information before it is requested.	<input type="checkbox"/>

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<b>C) Collaborates with others to complete tasks and solve problems</b>				
<input type="checkbox"/> There is little or no collaboration.	<input type="checkbox"/> Occasionally collaborates with others, but not as often as needed.	<input type="checkbox"/> When appropriate, collaborates with others to complete tasks and solve problems.	<input type="checkbox"/> When appropriate, initiates collaboration with others in order to complete tasks and solve problems.	<input type="checkbox"/>
<b>D) Communicates effectively and in a professional manner</b>				
<input type="checkbox"/> Communication lacks more than one of the following qualities: courtesy, tact, or constructive manner.	<input type="checkbox"/> Communication lacks one of the following qualities: courtesy, tact, or constructive manner. Occasionally avoids open communication.	<input type="checkbox"/> Communicates with courtesy, tact, and constructive manner to all. Contributes to open communication.	<input type="checkbox"/> Models exceptional communication skills. Initiates and maintains open communication.	<input type="checkbox"/>
<b>Comments/Recommendations/Commendations:</b>				

**STANDARD 3: Job Performance**

1) Does NOT Meet Minimal District Standards	2) Occasionally Meets District Standards	3) Meets District Standards	4) Exceeds District Standards	N/A
<b>A) Performs job procedures and responsibilities</b>				
<input type="checkbox"/> Fails to perform job procedures and responsibilities or requires considerable assistance to accomplish work assignments.	<input type="checkbox"/> Occasionally completes assigned work and often needs direction to complete assigned work.	<input type="checkbox"/> Regularly completes work assignments. When new procedures or processes are introduced, quickly learns them and begins efficient application.	<input type="checkbox"/> Work assignments are always completed on time and to very high standards. Takes initiative in seeking out and completing tasks without direction. Serves as a reliable resource to others regarding work processes and procedures. Strives to improve processes, procedures and routines.	<input type="checkbox"/>
<b>B) Maintains appropriate certifications and training</b>				
<input type="checkbox"/> Required licenses, certifications, and training have not been maintained.	<input type="checkbox"/> Is in the process of maintaining the licenses, certifications, and training required for the position.	<input type="checkbox"/> Maintains all licenses, certifications, and training required for the position.	<input type="checkbox"/> Maintains and/or obtains licenses, certifications, and training beyond that which is required for the position.	<input type="checkbox"/>
<b>C) Displays neatness, accuracy and skillfulness of regular work</b>				
<input type="checkbox"/> Work produced is of unacceptable quality. Work frequently needs to be redone. Work is rarely accurate, neat, or thorough.	<input type="checkbox"/> Inconsistently produces work that meets quality and expectations for neatness and accuracy. Work occasionally needs to be redone.	<input type="checkbox"/> Produces work that meets quality expectations for neatness and accuracy. Work rarely needs to be modified. Demonstrates ability to meet work quality standards.	<input type="checkbox"/> Consistently produces work of high quality, exceeding expectations for accuracy and detail. Work is completed accurately. Consistently exhibits skill in achieving work quality standards.	<input type="checkbox"/>

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<b>D) Demonstrates task-oriented work habits</b>				
<input type="checkbox"/> Tasks are not completed or are rarely completed without close supervision.	<input type="checkbox"/> Occasionally distracted from tasks. Often needs reminders to complete assigned tasks.	<input type="checkbox"/> Completes assigned tasks.	<input type="checkbox"/> Seeks other tasks when assigned work is completed. Consistently accomplishes more than assigned work.	<input type="checkbox"/>
<b>E) Uses resources efficiently and effectively</b>				
<input type="checkbox"/> Wastes time and resources.	<input type="checkbox"/> Occasionally uses resources efficiently and effectively.	<input type="checkbox"/> Consistently uses resources efficiently and effectively.	<input type="checkbox"/> Models effective and efficient use of time and resources.	<input type="checkbox"/>
<b>F) Monitors and maintains appropriate documentation, records, email and calendars</b>				
<input type="checkbox"/> Documentation, records, email and calendars are usually late and/or incomplete.	<input type="checkbox"/> Occasionally monitors and maintains appropriate documentation, records, email and calendars.	<input type="checkbox"/> Regularly monitors and maintains appropriate documentation, records, email and calendars.	<input type="checkbox"/> Takes responsibility for devising and improving record- keeping, documentation, and correspondence.	<input type="checkbox"/>
<b>G) Demonstrates an ability to work independently</b>				
<input type="checkbox"/> Does not work independently.	<input type="checkbox"/> Occasionally effective working independently with little supervision.	<input type="checkbox"/> Usually effective working independently with little supervision.	<input type="checkbox"/> Consistently effective working independently without supervision.	<input type="checkbox"/>
<b>H) Adapts/exhibits flexibility with changes in tasks/assignments under special circumstances</b>				
<input type="checkbox"/> Resists changes in tasks and assignments. Ignores suggestions to implement changes in methods and procedures. Flexibility is not demonstrated in response to special circumstances.	<input type="checkbox"/> Occasionally adapts to changes in tasks and assignments or accepts suggestions to implement changes in methods and procedures. Occasionally demonstrates flexibility in order to accommodate special circumstances.	<input type="checkbox"/> Readily adapts to changes in tasks and assignments. Accepts suggestions to implement changes in methods and procedures. Demonstrates flexibility in order to accommodate special circumstances.	<input type="checkbox"/> Responds confidently to the demands of work when confronted with change and other challenges. Models a positive response to change.	<input type="checkbox"/>
<b>Comments/Recommendations/Commendations:</b>				

**STANDARD 4: Professionalism**

1) Does NOT Meet Minimal District Standards	2) Occasionally Meets District Standards	3) Meets District Standards	4) Exceeds District Standards	N/A
<b>A) Practices safety in the workplace and adheres to safety expectations</b>				
<input type="checkbox"/> Fails to practice safety in the workplace or adhere to safety expectations.	<input type="checkbox"/> Occasionally practices safety in the workplace and adheres to safety expectations.	<input type="checkbox"/> Consistently practices safety in the workplace and adheres to safety expectations.	<input type="checkbox"/> Assists and models for others safety in the workplace and adherence to safety expectations.	<input type="checkbox"/>

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**B) Attendance record demonstrates reliable work attendance and punctuality**

**\*\* As used in this standard, "absences" do not include leave for vacation, FMLA, bereavement, or workers compensation**

<input type="checkbox"/> ** Absences exceed allotted sick time for the year, and/or tardiness is frequent and interferes with job performance. Proper notification of absence or lateness is not given. Leave and reporting procedures are not followed.	<input type="checkbox"/> **Absences exceed allotted sick time for the year, and/or tardiness is frequent and may interfere with job performance. Occasionally absent or tardy without proper notification. Inconsistently complies with leave and reporting procedures.	<input type="checkbox"/> ** Absences do not exceed allotted sick time for the year. Proper notification of absence is given. Appropriately and prudently uses leave, adhering to district leave policies.	<input type="checkbox"/> Attends scheduled workdays and adheres to all expectations. Leave and reporting procedures are followed 100% of the time. Demonstrates exemplary attendance and punctuality.	<input type="checkbox"/>
Develops a pattern of use with sick leave and/or unpaid personal leaves.				

**C) Exhibits professional demeanor, including dress, grooming and language**

<input type="checkbox"/> Lacks appropriate and professional demeanor including dress, grooming, hygiene, and language.	<input type="checkbox"/> Occasionally exhibits professional demeanor appropriate to the position, including dress, grooming, hygiene, and language.	<input type="checkbox"/> Exhibits professional demeanor appropriate to the position, including dress, grooming, hygiene, and language.	<input type="checkbox"/> Models professional demeanor appropriate to the position, including dress, grooming, hygiene and language.	<input type="checkbox"/>
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**D) Shows discretion, confidentiality and proper safeguard of sensitive information**

<input type="checkbox"/> Discretion is not exercised. Fails to safeguard confidential and/or privileged information.	<input type="checkbox"/> Occasionally exercises discretion. Unreliably safeguards confidential and/or privileged information.	<input type="checkbox"/> Regularly exercises discretion and safeguards confidential and/or privileged information.	<input type="checkbox"/> Models discretion and reliably safeguards confidential information, and reminds others to do the same.	<input type="checkbox"/>
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**E) Provides direction and/or demonstrates responsibility as the need arises**

<input type="checkbox"/> Fails to provide directions or demonstrate responsibility.	<input type="checkbox"/> Sometimes provides and/or demonstrates responsibility.	<input type="checkbox"/> Regularly demonstrates responsibility, following up to ensure success.	<input type="checkbox"/> Assists and models for others the use of various skills to ensure success.	<input type="checkbox"/>
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**F) Adheres to ethical behaviors and maintains professional relationships with others**

<input type="checkbox"/> Treatment of others lacks civility, fails to value diversity and/or promotes rather than resolves conflict. Professional and public relationships are not developed or maintained.	<input type="checkbox"/> Inconsistently treats others with civility, does not always value diversity or resolve conflicts professionally. Inconsistently develops and maintains professional relationships with colleagues and/or the public.	<input type="checkbox"/> Consistently treats others with civility and respect, values diversity and resolves conflicts professionally. Usually develops and maintains professional relationships with colleagues and/or the public.	<input type="checkbox"/> Consistently treats others with civility and respect, values diversity and resolves conflicts professionally. Consistently develops and maintains professional relationships with colleagues and/or the public.	<input type="checkbox"/>
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**G) Shares job knowledge and experience to promote the department's efficiency**

<input type="checkbox"/> Job knowledge and experience are not shared with others.	<input type="checkbox"/> Occasionally shares job knowledge and experience with others.	<input type="checkbox"/> Consistently shares job knowledge and experience with others.	<input type="checkbox"/> Models sharing job knowledge and experience with others.	<input type="checkbox"/>
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**Comments/Recommendations/Commendations:**

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**STANDARD 5: Paraprofessionals**

1) Does NOT Meet Minimal District Standards	2) Occasionally Meets District Standards	3) Meets District Standards	4) Exceeds District Standards	N/A
<b>A) Instructional Support</b>				
<input type="checkbox"/> Lack of willingness and/or lack of ability to assist the teacher by maintaining order in an instructional setting, explaining concepts, administering assessment instruments and performing similar duties.	<input type="checkbox"/> Requires support and direction on how to assist the teacher by maintaining order in an instructional setting, explaining concepts, administering assessment instruments and performing similar duties.	<input type="checkbox"/> Regularly demonstrates the willingness and ability to assist the teacher by maintaining order in an instructional setting, explaining concepts, administering assessment instruments and performing similar duties.	<input type="checkbox"/> Consistently demonstrates the willingness and ability to assist the teacher by maintaining order in an instructional setting, explaining concepts, administering assessment instruments and performing similar duties.	<input type="checkbox"/>
<b>B) Special Populations</b>				
<input type="checkbox"/> Rarely accommodates teacher generated curriculum to fit students' special needs per the teacher's request; has an understanding and sensitivity of the various needs and characteristics of the special populations when applicable.	<input type="checkbox"/> Occasionally accommodates teacher generated curriculum to fit students' special needs per the teacher's request; has an understanding and sensitivity of the various needs and characteristics of the special populations when applicable.	<input type="checkbox"/> Regularly accommodates teacher generated curriculum to fit students' special needs per the teacher's request; has an understanding and sensitivity of the various needs and characteristics of the special populations when applicable.	<input type="checkbox"/> Consistently accommodates teacher generated curriculum to fit students' special needs per the teacher's request; has an understanding and sensitivity of the various needs and characteristics of the special populations when applicable.	<input type="checkbox"/>
<b>C) Special Physical Care</b>				
<input type="checkbox"/> Rarely performs either emergency or routine physical care for students, seldom expresses empathy, warmth, and understanding to students.	<input type="checkbox"/> Inconsistently performs either emergency or routine physical care for students, at times expresses empathy, warmth, and understanding to students.	<input type="checkbox"/> Regularly performs both emergency and routine physical care for students, as well as expresses empathy, warmth, and understanding to students.	<input type="checkbox"/> Consistently performs and models both emergency and routine physical care for students, as well as expresses empathy, warmth, and understanding to students.	<input type="checkbox"/>
<b>Comments/Recommendations/Commendations:</b>				

**II. SUMMARY RATING: Evaluate the employee's overall performance by tallying up the total amount of each rating score given above in the performance report. Check below:**

1) Does NOT Meet Minimal District Standards	2) Occasionally Meets District Standards	3) Meets District Standards	4) Exceeds District Standards	Not Applicable
____ total of ____	____ total of ____	____ total of ____	____ total of ____	____ total
<input type="checkbox"/> 1 - Does NOT Meet Minimal District Standards	<input type="checkbox"/> 2 - Occasionally Meets District Standards	<input type="checkbox"/> 3 - Meets District Standards	<input type="checkbox"/> 4 - Exceeds District Standards	<b>Overall Rating by Evaluator</b>
<b>For probationary employees ONLY</b>	<input type="checkbox"/> I DO recommend this employee be granted permanent status	<input type="checkbox"/> I DO NOT recommend this employee be granted permanent status		

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**III. GOALS AND IMPROVEMENT PROGRAM - Indicate strengths as well as areas where improvement is needed. Describe goals for the upcoming report.**

1. Record job strengths and superior performance.

2. Record progress achieved in attaining previously set goals or improvement programs.

3. Record specific work performance deficiencies or job behavior requiring improvement or correction.

4. Record specific goals or improvement programs to be undertaken during the next evaluation period.

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

All written comments have been discussed with me. It is understood that in signing the performance evaluation report, the employee is acknowledging only having seen and discussed the report. The employee's signature does not necessarily imply agreement with conclusions of the evaluation. If the employee desires, he/she may attach a written statement within 10 business days from the receipt of evaluation to document a rebuttal.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

I intend to write a statement within 10 business days to be attached to this evaluation submitted to Human Resources and added to my personnel file.