

Fiscal  
& Crisis  
Management  
Assistance  
Team



# Inglewood Unified School District

## *Human Resources Assessment & Recommendations*

August 28, 2001

Teacher  
Recruitment  
Incentive  
Program

FCMAT 12874

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## Foreword

Dear Superintendent:

In July 2001, the Fiscal Crisis and Management Assistance Team (FCMAT) was invited by the Inglewood Unified School District to conduct a review and analysis of the district's human resources/personnel practices. The review was funded as a result of Senate Bill 1331 and focused primarily on the aspects of recruitment and retention of new teachers. These reviews are a part of a larger, statewide focus on addressing California's critical need for new classroom teachers over the next 10 years.

The administration, board and staff of the Inglewood school district are to be commended for participating in this special program. As a result, you are a part of a growing cadre of school districts and county offices of education that have made the decision to analyze and improve personnel practices based on a systematic, standards-based, external review.

This assessment has been based upon existing legal and professional standards applicable to all California school districts. Independent and external professional experts assisted in the research, identification and categorization of the standards utilized. This process of systematic assessment, prioritization and technical assistance lays the foundation to increase the overall capacity and productivity of the district by establishing a baseline by which progress can be measured and achieved.

In the report, each standard is accompanied by a "scaled score." This scaled score is in no way intended to measure or assess the quality of the district in the areas reviewed. Rather, the scaled score reveals the status of each of the standards relative to its completeness or level of implementation. The scaled score is strictly a mechanism to determine the initial status and measure growth or gain in the district's processes and programs over time. A detailed definition of the meaning of each scoring point between 0 and 10 follows this foreword. In short, the scale breaks down as follows:

- Standard Not Implemented—Scaled Score of 0
- Standard Partially Implemented—Scaled Score of 1–7
- Standard Fully Implemented—Scaled Score of 8–10

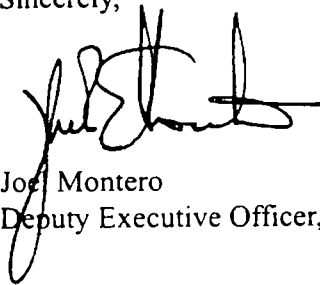
Representatives of FCMAT, supported by Richard Schromm and Associates, visited the district to conduct interviews, collect data and review documents provided by your staff. The enclosed report is the result of the team's study. The findings and recommendations included in the report are

based on the information and data gathered at the time of the site visits. Since the time of the visit to the district, it is likely that many of the recommendations have been either fully or partially addressed. Of course, those accomplishments are not included in this report.

Finally, FCMAT and its associates stand ready to continue to support and provide technical assistance to your district. The review process has only the ability to assess the needs of the district, not implement the recommendations. If you feel we can continue to assist the district, do not hesitate to contact us.

We have appreciated the opportunity to serve you and extend our thanks to the administration and staff of the Inglewood Unified School District.

Sincerely,

A handwritten signature in black ink, appearing to read "Joe Montero". The signature is fluid and cursive, with a large initial "J" and "M".

Joe Montero  
Deputy Executive Officer, FCMAT

## Scaled Score Definitions

Every standard was measured on a consistent rating format, and every standard was given a scaled score from zero to ten as to its relative status of completeness. The following represents a definition of terms and scaled scores.

- **Not Implemented (Scaled Score of 0)**  
There is no significant evidence that the standard is implemented.
- **Partially Implemented (Scaled Score of 1 through 7)**  
A partially implemented standard lacks completeness, and it is met in a limited degree. The degree of completeness varies as defined:
  - Some design or research regarding the standard is in place that supports preliminary development. (Scaled Score of 1)
  - Implementation of the standard is well into the development stage. Appropriate staff is engaged and there is a plan for implementation. (Scaled Score of 2)
  - A plan to address the standard is fully developed, and the standard is in the beginning phase of implementation. (Scaled Score of 3)
  - Staff is engaged in the implementation of most elements of the standard. (Scaled Score of 4)
  - Staff is engaged in the implementation of the standard. All standard elements are developed and are in the implementation phase. (Scaled Score of 5)
  - Elements of the standard are implemented, monitored and becoming systematic. (Scaled Score of 6)
  - All elements of the standard are fully implemented, are being monitored, and appropriate adjustments are taking place. (Scaled Score of 7)
- **Fully implemented (Scaled Score of 8–10).**  
A fully implemented standard is complete relative to the following criteria.
  - All elements of the standard are fully and substantially implemented and are sustainable. (Scaled Score of 8)
  - All elements of the standard are fully and substantially implemented and have been sustained for a full school year. (Scaled Score of 9)
  - All elements of the standard are fully implemented, are being sustained with high quality, are being refined, and have a process for ongoing evaluation. (Scaled Score of 10)

**FCMAT 12878**



## **I. INTRODUCTION AND ASSESSMENT METHODOLOGY**

The firm of Schromm and Associates was contracted by the Fiscal Crisis and Management Assistance Team (FCMAT) to conduct an assessment of selected school districts' certificated hiring processes and related personnel systems. Thirty-one legal and professional standards of acceptable practices form the basis of the assessment review process. The assessment team, made up of veteran personnel administrators, gathered information regarding how the personnel office addressed each identified standard. The assessment team was composed of:

Michael P. Acosta, Team Leader  
Michael J. Keebler, Team Member  
Cynthia LeBlanc, Team Member  
Cathy McMullen, Team Member

The assessment team visited the district to conduct interviews and review the internal operation of the personnel office. Interviews were conducted with all personnel office staff working with certificated hiring, the Deputy Superintendent, Cabinet members, certificated directors, site and program administrators, certificated organization leaders, board members, first- and second-year teachers, and other stakeholders in the recruitment and selection process of certificated personnel. During the visitation, the team interviewed 36 individuals.

## **II. DISTRICT INFORMATION**

The Inglewood Unified School District serves approximately 17,295 students in grades K-12. Inglewood Unified School District is located in the city of Inglewood, which is southwest of the city of Los Angeles. It is close to several state and private colleges and universities, community colleges, beaches and cultural centers. The community of Inglewood successfully passed the Measure K bond initiative on the November 1998 ballot. Currently, funds from Measure K are being used to upgrade the physical plants of its schools.

The district has 13 elementary schools, two middle schools, two high schools, and one continuation school. The district has a minority student population of approximately 99.3 percent. The student population is 0 percent American Indian, 41.2 percent African American, 57.6 percent Hispanic, 0.4 percent Asian/Pacific Islander, 0.2 percent Filipino, 0.4 percent white, and 0.3 percent multiple or no response.

The district qualified for this assessment because the number of teachers hired on emergency permits last year was 41.4 percent and there were 10 out of 17 schools with scores in the lower half of the Academic Performance Index.

The following table shows the number of teachers the district has employed under emergency permits, pre-intern, intern, and waiver authorizations.

**FCMAT 12880**

| Authorization Type | CBEDS     |           | District Reported   |
|--------------------|-----------|-----------|---------------------|
|                    | Oct. 1999 | Oct. 2000 | as of July 25, 2001 |
| Emergency          | 312       | 322       | 271                 |
| Intern             | 21        | 40        | 23                  |
| Pre-Intern         | 2         | 20        | 57                  |
| Waivers            | 14        | 17        | 14                  |

Sources: CBEDS Oct. 1999 – Department of Education Web site  
 CBEDS Oct. 2000 – District provided 2000 CBEDS Report  
 District Reported – District reported using July 25, 2001 data

### III. FACTORS AFFECTING THE HIRING PROCESS

The assessment team recognizes the complexities of attracting fully credentialed teachers. The district's human resources leadership team needs to review and improve its applicant flow system and make a more concerted effort to improve its image as a service department. The Human Resources Department must focus on developing a technology plan which will assist in (1) attracting fully credentialed teachers, (2) streamlining the employment process, and (3) eliminating the labor intensive paper/pencil process currently being utilized by the staff.

Other factors that affect the hiring process are:

- Prior to July 1, 2001, two of three leadership positions were vacant (Director of Recruitment, Induction and Professional Development and Coordinator of Classified Personnel).
- The teacher contract was not settled until late in the 2000-01 school year, impacting the district's salary competitiveness with surrounding school districts.
- The Human Resources Department facilities lack the appropriate signs mandated for equal access employment.
- Layout and appearance of the Human Resources Department is not welcoming or user friendly to new teacher applicants.
- There is a lack of technological sophistication within the Human Resources Department.
- The Human Resources Department has a poor customer service image.
- A lack of appropriate follow-up during the employment process has caused payroll problems and was a major complaint of teachers interviewed by the team.
- Because staffing needs are not identified soon enough in the process, recruiters are unable to offer early letters of intent to hire. This results in missed opportunities to fill positions.



## **IV. EXECUTIVE SUMMARY OF FINDINGS AND RECOMMENDATIONS**

### **1. Organization and Planning**

Organization and planning at the district level are well supported by current and complete board policies, a strategic plan and a district blueprint. Anyone wanting to know where the district is headed can find clear answers in these documents. Recently adopted district organizational charts and tables also clearly delineate the administrative positions and areas of responsibility across the district. Research into comparative data on school district salaries and benefits demonstrates the district's desire to stay competitive with salaries for new teachers.

The past year has been a new venture for the district into an aggressive teacher recruitment effort across the country and overseas. The district's recruitment and hiring procedures are changing and evolving. The Human Resources Department must document these changes in the form of department goals, operational procedures and ultimately a comprehensive recruitment plan for the district. This department should be responsible for both leading and coordinating efforts by principals and other administrators in strategic efforts to find and hire fully credentialed teachers for programs at all district schools.

### **2. Identification of Staffing Needs**

The district has an exemplary system of tracking student enrollment. While student growth is somewhat unpredictable, the various departments must work together to identify specific staffing needs by March 1. This will allow district recruitment teams to identify excellent candidates while on the road and present letters of intent to employ new staff early in the hiring season.

The district must involve the Business Office and the Human Resources Department in the development of a position control system.

In identifying staffing needs, the establishment of a para-educator career ladder program will assist in obtaining fully credentialed teacher applicants.

### **3. District Recruitment Needs**

The district's Human Resources Department has expanded its efforts to recruit and employ highly qualified teachers. In previous years, the district has relied on limited recruitment methods. Recently, the district increased its local and national recruitment efforts, advertised on local radio stations and provided financial incentives for the recruitment and hiring of fully credentialed teachers. The district has been awarded a Teaching As a Priority (TAP) grant and is participating in the local Regional Teacher Recruitment Center.

The district must continue to make a concerted effort to reduce the number of emergency permit teachers by continuing partnerships with colleges and universities in establishing pre-intern and intern programs and the expansion of recruitment efforts.

### **4. Application and Hiring Process**

The district needs an applicant tracking system that maintains information on each applicant and that can be used to produce hiring information and/or reports for principals and staff when openings arise.

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The district also needs to develop procedures for early recruitment of candidates, the interview process and reference checking to ensure that high-quality credentialed candidates are promptly hired and processed for employment. A procedures handbook, interview and reference check forms, as well as a training program, will ensure some uniformity in the hiring process.

### **5. Personnel Operations**

There is an immediate need to develop a human resource technology plan that includes short- and long-term goals relative to the application process and the recruitment of teachers. Use of the Internet would enhance recruitment outreach programs. An informative and attractive human resources Web site would enhance the image and recruitment efforts of the district. The office culture needs to be steered toward a more client-friendly and customer service-oriented operation in order to assist teachers in a professional and efficient manner.

### **6. New Teacher Support and Retention**

The district has two excellent support programs: Beginning Teacher Support and Assessment (BTSA) and the pre-intern program. There is, however, no formal structure for supporting emergency permit teachers. Compilation of resignation and retirement data for attrition reports would be helpful in projecting future needs and attrition concerns. The district's staff development unit needs to more strongly emphasize support for all teachers.

## **V. STANDARDS**

On the following pages, individual standards have been identified, documentation availability noted, findings presented, recommendations made with technical assistance provided, and a score assigned on an implementation scale.

## **1.1 Organization and Planning**

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### **Professional Standard**

The Governing Board has adopted comprehensive policies covering recruitment and selection of certificated personnel, including provisions that provide equal opportunity for all job applicants and employees without regard to race, color, creed, sex, religion, ancestry, national origin, age or disability.

### **Sources and Documentation**

1. Board Policy 4000, All Personnel – Concept and Roles (January 28, 1998)
2. Board Policy 4100.3, All Personnel – Nondiscrimination in Employment (January 31, 2001)
3. Board Policy 4200, Certificated Personnel (January 28, 1998)
4. Inglewood Unified School District Web site
5. Interviews with Human Resources Department staff
6. Interviews with district and program personnel
7. Interview with the Superintendent

### **Findings**

1. Board Policy 4000 includes the statement: “The Governing Board wishes to establish... conditions that will attract and hold the best qualified personnel for all positions, who will devote themselves to the education and welfare of students.”
2. Board Policy 4100.3 contains current and comprehensive nondiscrimination language, including an appropriate employee complaint process.
3. The district has a 4000 series of board policies, administrative regulations and district procedures that cover most aspects of personnel practices, except a specific policy covering recruitment and selection of fully credentialed employees.
4. The district maintains a district pre-intern program for teachers working toward a teaching credential.
5. The policies of the district are well-maintained and are kept current.
6. The district Web site has space reserved for policies. However, the site lacks useful information regarding district policies.

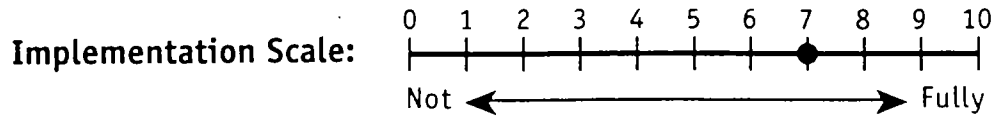
### **Recommendations and Technical Assistance Provided**

1. Continue to develop and maintain appropriate board policies related to district personnel practices.
2. Develop a specific board policy addressing the recruitment and selection of fully credentialed teachers and the district’s philosophy to provide a pre-intern program for those teachers requiring additional training to attain a credential.

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3. Review the district Web site and develop a plan to add district policies to the site.

**Standard Implemented: Partially**



## **1.2 Organization and Planning**

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### **Professional Standard**

The district has established regulations/procedures that carry out the policies of the Governing Board with respect to recruitment and selection of certificated personnel, including equal opportunity for all job applicants and employees.

### **Sources and Documentation**

1. Administrative Regulation 4100.3, All Personnel – Nondiscrimination in Employment (November 23, 1999)
2. Administrative Regulation 4100.4, All Personnel – Complaints Concerning Discrimination in Employment (February 14, 2001)
3. Administrative Regulation 4111, All Personnel – Personnel Services (February 10, 1999)
4. Administrative Regulation 4212, Certificated Personnel – Certification (February 28, 2001)
5. District Procedure 4211, Certificated Personnel – Recruitment and Selection (October 25, 1982)
6. Administrative Regulation 4212.1, Certificated Personnel – Appointment and Conditions of Employment (January 17, 2001)
7. Administrative Regulation 4212.11, Certificated Personnel – Contracts (November 10, 1999)
8. District Procedure 4111.1, Certificated and Classified Personnel – Expenses for Employee Recruitment, Screening and Selection (October 25, 1982)
9. Interviews with Human Resources Department staff
10. Interviews with district and program personnel
11. Interview with the Superintendent

### **Findings**

1. The district maintains a comprehensive and current set of administrative regulations and procedures addressing critical areas of personnel practices.
2. District Procedure 4211 contains detailed, step-by-step procedures addressing the recruitment and selection of certificated personnel. These procedures are nearly 20 years old.
3. Administrative Regulations 4100.3 and 4100.4 cover nondiscrimination practices and provide complaint procedures for employees.
4. There was no evidence of an operational procedures manual to be used by the Human Resources Department.

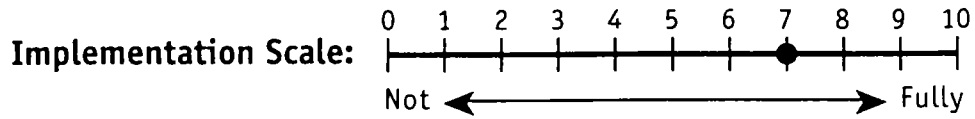
### **Recommendations and Technical Assistance Provided**

1. Continue to develop and keep current appropriate regulations and procedures concerning district personnel practices.

**FCMAT 12886**

2. Review and update, where necessary, current regulations and procedures regarding recruitment and selection of certificated personnel. Develop an operational procedures manual for the Human Resources Department that provides a step-by-step process to be used consistently in the district when recruiting and hiring new employees. Provide in-service training to district administrators on the adopted procedures to be used.

**Standard Implemented: Partially**



## **1.3 Organization and Planning**

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### **Professional Standard**

The district has an organizational chart and a functions chart that clearly define the role of the personnel office and its duties with regard to the recruitment and hiring of certificated employees.

### **Sources and Documentation**

1. Proposed district Organizational Chart (adopted by the board 1/31/01)
2. Proposed district Organizational Table (no date)
3. Interviews with Human Resources Department staff
4. Interviews with district and program personnel
5. Interview with the Superintendent

### **Findings**

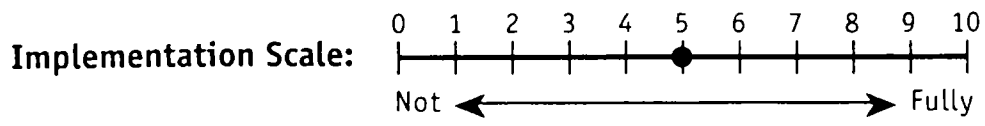
1. The district Organizational Chart is current and complete. The chart designates the Chief Human Resources Officer reporting directly to the Superintendent. The chart also designates two administrative positions - a Director of Classified Recruitment, Induction and Professional Development, and a Coordinator of Classified Personnel - both of which report directly to the Chief Human Resources Officer.
2. The district Organizational Table serves as a functions chart for cabinet-level positions. Under the Chief Human Resources Officer position, there is a listing of major areas of responsibility, including:
  - Personnel Services
  - Employer/Labor Relations
  - Retirement Benefits
  - Salary Administration
  - Law, Compliance and ADA
  - Preservice Teacher Internships
3. There was no evidence of an organizational chart for the Human Resources Department.
4. There was no evidence of a functions chart for the Human Resources Department.

### **Recommendations and Technical Assistance Provided**

1. Continue to keep the district Organizational Chart and Organizational Table current and functional.
2. Develop an organizational chart for the Human Resources Department showing the titles for all staff positions and their reporting relationships within the department.
3. Develop a functions chart for the Human Resources Department showing the various functions, duties and responsibilities for each staff position within the department.

**FCMAT 12888**

**Standard Implemented: Partially**





## 1.4 Organization and Planning

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### Professional Standard

The personnel office has established written annual goals and a plan related to the recruitment and selection process, including targeting of “hard-to-fill” positions, i.e., math, science, special education, bilingual education, etc.

### Sources and Documentation

1. District Strategic Plan 1997-2000 (10/23/97)
2. District Blueprint for 2000-2003 School Years (September 1, 2000)
3. District Recruitment Summary document for the period March 1, 2001 through April 8, 2001
4. Interviews with Human Resources Department staff
5. Interviews with district and program personnel
6. Interview with the Superintendent

### Findings

1. The district’s Strategic Plan contains Strategy IV, which states: “We will train and develop our staff to meet the needs of our students.”
2. The Strategic Plan includes provisions for ongoing orientation and training of employees through staff development programs.
3. The district blueprint also contains provisions for “mandatory intensive staff development and training” for all district employees.
4. The district blueprint contains “Part 2 – Personnel.” There are five separate provisions, which include:
  - a. Development of a plan to recruit and employ highly qualified staff
  - b. Development of a structured staff development program
  - c. Monitoring the time lines of employee evaluations
  - d. Development of an administrative organizational chart for the district
  - e. Organization of operational procedures for the Human Resources Department
5. The district conducted an extensive recruitment campaign over the past year in an effort to employ fully credentialed teachers in hard-to-fill positions. District representatives traveled as far as the Philippines to hire teachers.
6. There is no current written recruitment plan for certificated employees.

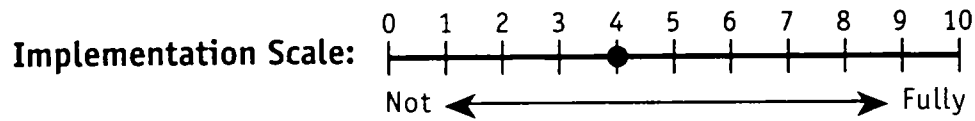
### Recommendations and Technical Assistance Provided

1. Develop a Human Resources Department annual goals document that incorporates the pertinent aspects of the district Strategic Plan and district blueprint. Include goals for recruitment.

FCMAT 12890

2. Review the past year's recruitment efforts to develop a written plan for recruitment and selection of certificated employees. It should include:
  - a. A separate recruitment budget for travel, advertising, staff training, promotional materials and printing of a year-end report.
  - b. Development of promotional materials.
  - c. Development and training of recruitment teams, including principals and program managers.
  - d. Identification of recruitment locations and sources likely to produce results.
3. Develop strategies for systematically increasing the number of fully credentialed employees when filling staff vacancies.

**Standard Implemented: Partially**



## **1.5 Organization and Planning**

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### **Professional Standard**

The district has collected data that compare the salaries and benefits of its certificated employees with districts of like size, geographic location and other comparable measures.

### **Sources and Documentation**

1. Collective Bargaining Agreement – Inglewood USD and Inglewood Teachers Association, July 1, 1999 – June 30, 2002
2. 2000-2001 Fingertip Facts – Benefits at a Glance for Certificated Employees – IUSD (07/01)
3. Agenda – Benefits Committee Meeting, July 10, 2001
4. 2000-2001 Negotiations Compensation Survey – School Employers Association of California (12/12/00)
5. Los Angeles County School Districts' Collective Bargaining Agreements Update, 2000-01 (01/31/01)
6. Salary and Benefits Report by School Services of California, 1998-99 Comparative Data
7. Interviews with district and program personnel
8. Interview with the Superintendent

### **Findings**

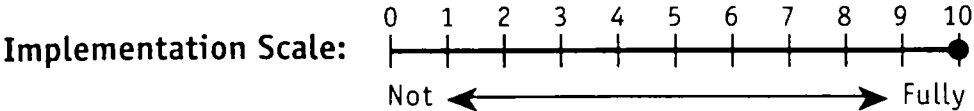
1. The district has an ongoing Benefits Committee composed of employee association representatives and district administrators. The Benefits Committee meets to review employee use of various insurance programs, compare rate information for alternative insurance plans and explore modification of benefit packages.
2. An independent insurance broker works with the district and the Benefits Committee to review insurance trends and compare district plans with those of other school districts.
3. The Superintendent and the Risk Management Office collect and retain extensive information on salary and benefits for school districts in Los Angeles County and other comparable districts in the state.
4. The district has implemented the minimum teacher salary provisions.

### **Recommendations and Technical Assistance Provided**

1. Continue the use of a district Benefits Committee to study insurance programs and maintain awareness of the district's programs in relation to other school districts.
2. Continue the collection of materials comparing salary and benefits for school districts in Los Angeles County, as well as other comparable districts.
3. Create charts to display district salary and benefit information for recruitment purposes.

**FCMAT 12892**

**Standard Implemented: Fully - Sustained**



## **2.1 Identification of Staff Needs**

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### **Professional Standard**

The district has established a reliable process that accurately projects student enrollment on a grade-level, school site-level and district-wide basis in sufficient time to effectively recruit new teachers for the following school year.

### **Sources and Documentation**

1. Pupil Personnel Services Monthly Enrollment Status Report (June 27, 2001)
2. Interviews with Human Resources Department staff
3. Interviews with district and program personnel

### **Findings**

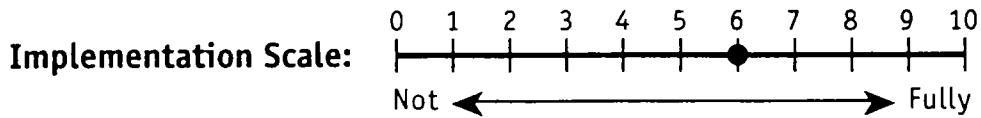
1. The Pupil Personnel Services office maintains detailed student enrollment information for all schools in the district. Monthly reports showing enrollment by school and grade level, compared to projected enrollment, are disseminated to all departments across the district, including the Human Resources and Business departments.
2. As of June 27, 2001, the district's enrollment was 17,258 compared to an estimated enrollment of 16,831.
3. It was reported that the district has contracted with the Sage Institute to work with the Facilities Department to project enrollment growth and space utilization.
4. A district Space Utilization and Enrollment Committee, in conjunction with a consultant from the California Department of Education, studies enrollment trends and the use of school facilities for instruction.
5. Projections of student enrollment and placement of students are ongoing processes due to year-round school schedules, magnet school programs, overflow assignments and other program variables.
6. The district has been experiencing growth in student enrollment in recent years; however, the amount of growth has fluctuated. In the past two years, the district has experienced growth of from 250 to 600 students. Due to space limitations, the district had to transfer between 800 and 900 students to locations away from their home schools and into relocated portable classrooms.
7. Since the district operates a large number of year-round school programs, recruitment of teachers is a continuous process.
8. There was insufficient information available to the assessment team as to the timing of enrollment projections.

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### Recommendations and Technical Assistance Provided

1. Continue the use of the district Space Utilization and Enrollment Committee.
2. Continue to study historic information on student enrollment patterns to work toward reducing student reassignments and overflow.
3. Work to provide enrollment projections by January 1 of each year.

### Standard Implemented: Partially



## 2.2 Identification of Staff Needs

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### Professional Standard

The district has established a reliable process that accurately determines staffing allocations to each school site on a class-by-class basis, in sufficient time to effectively recruit new teachers for the following school year.

### Sources and Documentation

1. Interviews with Human Resources Department staff
2. Interviews with district and program personnel
3. Collective Bargaining Agreement with Inglewood Teachers Association, July 1, 1999 – June 30, 2002

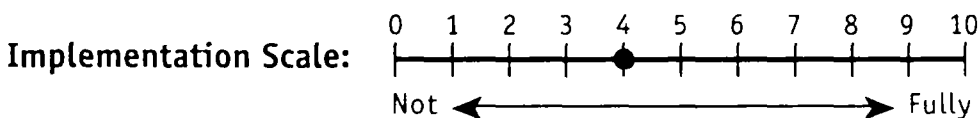
### Findings

1. The collective bargaining agreement provisions under Article XI, Class Size, set forth staffing ratios for classroom teachers in grades K-12.
2. It was reported that Business Office representatives meet with the Director of Pupil Personnel Services, study monthly enrollment reports and CBEDS data and determine staffing allocation information for the Human Resources Department and principals during February and March of each year.
3. Year-round school programs and unexpected student growth require constant review of enrollment data and modifications of staff allocations due to student movement. This may result in the need to fill positions with substitute teachers until a regular teacher is identified.

### Recommendations and Technical Assistance Provided

1. Continue the process of reviewing monthly enrollment reports and CBEDS data to determine staffing allocations. Attempt to move the time line for setting the allocations up to February 1, allowing principals and program managers to determine staffing needs prior to the recruitment season beginning in March.
2. Study historic student enrollment patterns and student movement to work toward the reduction of classroom relocations. This will help limit the number of substitute teachers at the start of the school year.

### Standard Implemented: Partially



FCMAT 12896

## 2.3 Identification of Staff Needs

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### Professional Standard

Individual schools identify staffing needs based on enrollment projections and projected staffing allocations in sufficient time to effectively recruit new teachers.

### Sources and Documentation

1. Interviews with Human Resources Department staff
2. Interviews with district and program personnel
3. Collective Bargaining Agreement with the Inglewood Teachers Association, July 1, 1999 – June 30, 2002

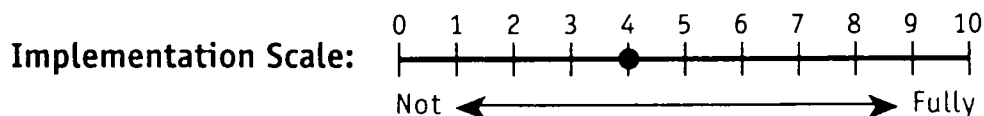
### Findings

1. Principals develop anticipated staffing needs during April after receiving staff allocations from the Business Office.
2. Principals submit teacher staffing needs to the Human Resources Department prior to the end of April to allow for the posting of known vacancies by May 1 under the collective bargaining agreement. Updated lists are posted by June 1, June 15 and September 1 as vacancies arise.
3. Information regarding anticipated vacancies is often known by principals prior to the recruitment program beginning, particularly in hard-to-fill credential areas such as Special Education, Bilingual, Math and Science.

### Recommendations and Technical Assistance Provided

1. Work with the Business Office to ready staff allocations for February 1 dissemination.
2. Work with principals and program managers to develop staffing needs by the end of February, allowing recruitment teams to take specific staffing needs lists on recruitment trips beginning in March.
3. Work with the certificated employees association to modify vacancy posting dates, wherever necessary, to allow recruitment teams to offer letters of intent to employ to candidates as early as March.

### Standard Implemented: Partially





## 2.4 Organization and Planning

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### Professional Standard

The district has established policies, procedures, and collective bargaining agreement provisions that allow for the early identification of employees who are retiring, taking leaves of absence, transferring to new assignments, etc., allowing the district to recruit for specific vacancies for the following school year early in the hiring season.

### Sources and Documentation

1. Board Policy 4217.1, Retirement of Certificated Personnel
2. Article IX, Transfer, and Article VI, Leave, provisions in the Collective Bargaining Agreement (July 1, 1999 – June 30, 2002)
3. Interviews with Human Resources Department staff
4. Interviews with district and program personnel
5. Staff Survey and Statement of Intent

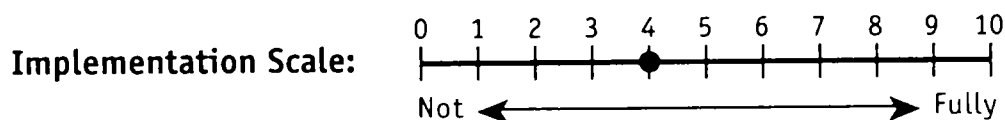
### Findings

1. The collective bargaining agreement provides for posting of teaching vacancies in each school by May 1. Updated lists will be posted by June 1, June 15, and September 1.
2. The collective bargaining agreement provides that teachers on leave of absence without pay for one year shall notify the district personnel office by February 15 of their intent to return.
3. All certificated employees are sent a Staff Survey and Statement of Intent to be returned to the Human Resources Department by March 30, 2001.

### Recommendations and Technical Assistance Provided

1. Work with certificated bargaining unit to adjust contract language and establish district procedures that will result in all vacancies being identified prior to March 1.

### Standard Implemented: Partially



## 2.5 Identification of Staff Needs

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### Professional Standard

The district has established a process that integrates the staffing allocations into a position control system.

### Sources and Documentation

1. Personnel Action Form
2. Interviews with district and program personnel

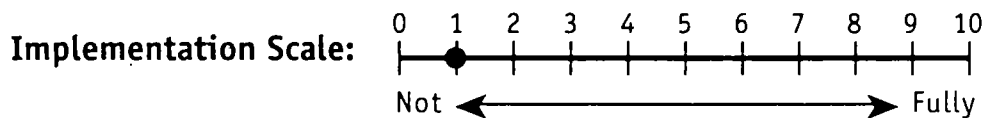
### Findings

1. The district does not have a position control system that is specific to each individual position.
2. Staff maintain a manual record (budget book) of employees by site. When an employee leaves the site, the employee's name is crossed out. This information is entered into the computer.
3. There is a general "position control number" for teachers.

### Recommendations and Technical Assistance Provided

1. Implement a position control system as part of the district budgeting process, with the Human Resources and Business Services Departments collaborating on the implementation process.

### Standard Implemented: Partially



## 2.6 Identification of Staff Needs

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### Professional Standard

The district has developed an effective system to identify current employees and student teachers who may be qualified to move into the teaching ranks, i.e., substitute teachers, instructional assistants, etc.

### Sources and Documentation

1. Interviews with Human Resources Department staff
2. Interviews with district and program personnel

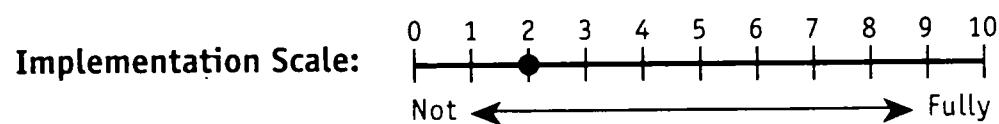
### Findings

1. There are student teachers who complete their student teaching assignments in the Inglewood Unified School District. There was insufficient information as to how many student teachers were being hired.
2. The district does not have a para-educator career ladder program.

### Recommendations and Technical Assistance Provided

1. Explore available grants that could be used to establish a para-educator career ladder program.
2. Continue to accept student teachers from local colleges and universities and offer them early intent to employ letters.

### Standard Implemented: Partially



### 3.1 District Recruitment Needs

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#### Professional Standard

The district has established an adequate recruitment budget for certificated personnel that includes funds for travel, advertising, staff training, promotional materials, printing of a year-end report, etc., and that effectively implements the provisions of the district recruitment plan.

#### Sources and Documentation

1. Interview with the Superintendent
2. Interviews with Human Resources Department staff
3. Interviews with district and program personnel
4. Personnel Department Budget 2001-2002

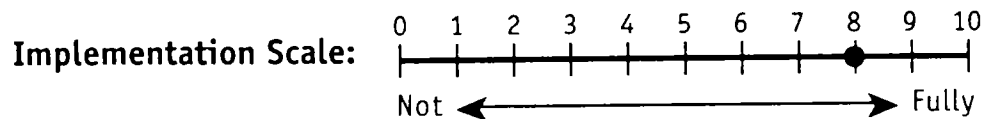
#### Findings

1. It was reported that the Human Resources Department was allocated \$150,000 for recruitment, including travel.
2. It was reported that an additional \$150,000 was allocated from the general fund for signing bonuses and relocation fees for fully credentialed teachers.
3. The Human Resources Department Budget, 2001-2002, contains line items for advertising, recruitment and other operating expenses (including recruiting incentives of \$100,000).
4. The district was awarded for 2001-2002 a Teaching As a Priority (TAP) grant of \$462,000. The grant will be used for signing bonuses, relocation bonuses, "finders" fees and funding movement on the salary schedule.

#### Recommendations and Technical Assistance Provided

1. Review current recruitment efforts and related costs to establish a baseline budget.
2. After developing a recruitment plan, create a budget that is sufficient to cover all recruitment expenses, i.e., travel and advertising.

#### Standard Implemented: Fully - Substantially



## **3.2 District Recruitment Needs**

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### **Professional Standard**

The district has developed materials that promote the district and community, are attractive, informative and easily available to certificated applicants and other interested parties.

### **Sources and Documentation**

1. Materials distributed at teacher recruitment events
2. Interviews with Human Resources Department staff
3. Review of Web site
4. Recruitment display board

### **Findings**

1. Materials distributed to potential candidates at recruitment events include:
  - Annual Report to the Community
  - “Feeling Good About Inglewood” brochure
  - Letter of invitation to apply
  - Application
  - Salary schedule

The folder holding the materials is plain and lacks appeal.

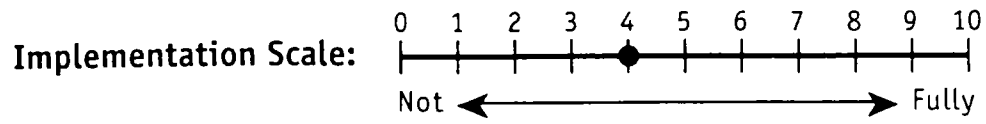
2. The district has a recruitment display board that includes information about the district and community, the employment application, job vacancies and photographs of students and schools.
3. The district does not have a 24-hour job hotline.
4. The district Web site lists only the salary of certificated, classified and administrative positions and does not give information on how to apply for a position. The Superintendent’s message gives a telephone number to call if interested in a position. There are several spelling errors on the Web site.

### **Recommendations and Technical Assistance Provided**

1. Develop a professionally produced folder to hold recruitment materials.
2. Check the spelling on all documents before they are reproduced.
3. Establish a 24-hour job hotline and print the number on all recruitment information.
4. Revise and update the district Web site with complete and accurate employment information.
5. Develop a video or compact disc for distribution to colleges and other potential recruitment services.

**FCMAT 12902**

**Standard Implemented: Partially**



### 3.3 District Recruitment Needs

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#### Professional Standard

The district has identified persons to participate in recruitment efforts, including principals, district personnel and others, as appropriate, and has provided these persons with adequate staff training that allows them to effectively carry out the district's recruitment goals.

#### Sources and Documentation

1. Interviews with Human Resources Department staff
2. Interviews with district and program personnel
3. Roster of Inglewood Unified School District Recruitment Activity

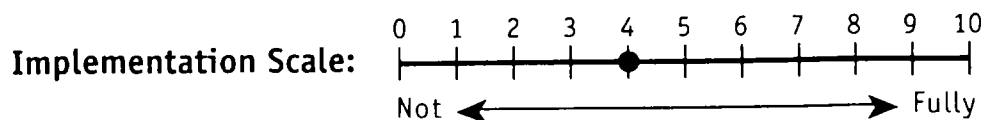
#### Findings

1. The Human Resources Department is responsible for establishing recruitment teams.
2. The Teacher on Special Assignment (TOSA) is responsible for scheduling the recruitment events.
3. Recruitment teams usually are composed of principals, assistant principals, counselors, district administrators and teachers on special assignment.
4. Principals and other district administrators are surveyed to determine if they want to participate in a recruitment event.
5. Information regarding recruitment materials is provided at the principals' meeting.
6. The Superintendent is actively involved in recruitment through contact with college presidents and speaking at local churches. The Human Resources Department staff also attend these events.

#### Recommendations and Technical Assistance Provided

1. Continue to develop recruitment teams and expand to include special education and bilingual staff.
2. Establish scheduled meetings for all members of recruitment teams with the intent to establish specific goals, recruitment strategies and overall plans for the teams.
3. Include team members in the year-end evaluation of the recruitment efforts and develop a document that can reflect the successes of the year.

#### Standard Implemented: Partially



FCMAT 12904

### **3.4 District Recruitment Needs**

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#### **Professional Standard**

The district has effectively identified a variety of successful recruitment sources, including Web sites, job fairs, colleges and universities, publications, etc.

#### **Sources and Documentation**

1. Interviews with Human Resources Department staff
2. Interviews with district and program personnel
3. Binder with information on local and national recruitment fairs
4. Roster of Inglewood Unified School District Recruitment Activity

#### **Findings**

1. The Roster of Inglewood Unified School District Recruitment Activity shows the recruitment schedule of colleges, fairs, and organizations, with the day, date, and time of events, and the city and state, along with the names of those who participated in recruiting at the specific event.
2. The Roster of Inglewood Unified School District Recruitment Events shows attendance at 21 California activities and recruitment efforts in other states, i.e., Texas, New Mexico, and Louisiana. Teachers were also recruited from the Philippines.
3. Statistical results have not been compiled indicating the number of applicants contacted, number of applications received, number of applicants hired, or cost of the recruitment events.
4. The district contacts various organizations to advertise vacancies, including local radio stations.
5. The district Web site does not have complete employment information.
6. The district is working with the Regional Teacher Recruitment Center at the Los Angeles County Office of Education.
7. The district was awarded a Teaching As a Priority (TAP) grant for the 2001-2002 school year.

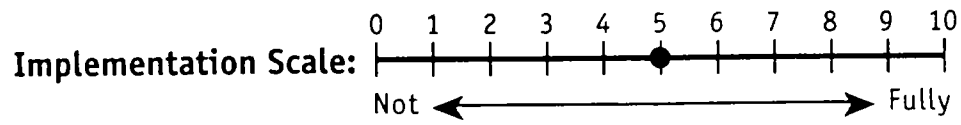
#### **Recommendations and Technical Assistance Provided**

1. Continue to work with the Regional Teacher Recruitment Center at Los Angeles County Office of Education.
2. Determine the effectiveness of the recruitment program and report in an annual summary.
3. Work with a Web master to update, expand and enhance the district Web site.



- Continue to refine the current recruitment process and enlarge the contract pool by increasing the offers of intent to hire.

**Standard Implemented: Partially**



### 3.5 District Recruitment Needs

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#### Professional Standard

The district has developed an annual written summary report of its recruitment efforts, including data detailing the goals for the year, sites visited, numbers of candidates contacted, employees hired as a result of the recruitment efforts and plans for any changes for the following year.

#### Sources and Documentation

1. Interviews with Human Resources Department staff
2. District Blueprint for 2000-2003 School Years (September 1, 2000)

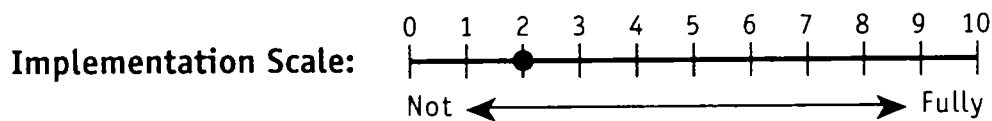
#### Findings

1. There is no written report that summarizes the recruitment efforts or sources of recruitment for each new hire.
2. Objectives included in the District Blueprint for 2000-2003 School Years include the following: "A plan will be developed and implemented to recruit and employ highly qualified staff."
3. It was reported that the results of recruitment events, including statistics, are being compiled in a report for the Superintendent.

#### Recommendations and Technical Assistance Provided

1. Develop an annual, detailed written report covering the recruitment process and selection procedures utilized. Include in the report:
  - a. Goals for the year
  - b. Targeted positions filled
  - c. A detailed listing of each recruitment activity and the number of candidate contacts for each activity
  - d. A list of candidates hired as a result of each activity and an evaluation of whether to continue the activity in the future
  - e. Plans for changes in future recruitment activities based on prior year results

#### Standard Implemented: Partially



### 3.6 District Recruitment Needs

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#### Professional Standard

The district has developed an alternative teacher certification program to recruit potential interns, current para-educators and those changing careers from the private sector.

#### Sources and Documentation

1. Interviews with Human Resources Department staff
2. Interviews with district and program personnel
3. Interviews with new teachers (first- and second-year)
4. California State University, Dominguez Hills-Hawthorne Pre-Intern Program Description, Policies and Guidelines
5. Pre-Intern Pedagogy Training Workshop Agenda (October 2000)

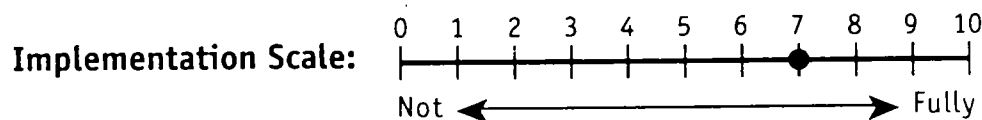
#### Findings

1. The district is involved with California State University, Dominguez Hills, in a pre-intern program for multi-subject candidates.
2. The district is involved with University of California, Los Angeles, for fall 2001 in a pre-intern program for single-subject candidates.
3. The district was awarded an Assembly Bill 4767 grant to retrain teachers to be credentialed in math.
4. The district does not sponsor a para-educator career ladder program.

#### Recommendations and Technical Assistance Provided

1. Continue to partner with universities and colleges in alternative teacher certification programs.
2. Explore available grants that could be used to establish a para-educator career ladder program.

#### Standard Implemented: Partially



## 4.1 Application and Hiring Process

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### Professional Standard

The district has developed a certificated employee application form that meets all state and federal legal requirements, is useful, pertinent and easily understood.

### Sources and Documentation

1. Certificated Employment Application (undated)
2. Interviews with Human Resources Department staff
3. Interviews with district and program personnel

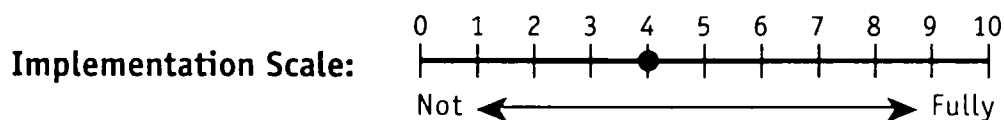
### Findings

1. The Certificated Employment Application form meets state and federal requirements.
2. A separate voluntary survey for record keeping of applicants' racial/ethnic information is included with the application.

### Recommendations and Technical Assistance Provided

1. The Certificated Employment Application should be redesigned to provide more useful information; it should be proofread for typographical errors. An e-mail address space for the candidate and for the Human Resources Department should be included.
2. Include application and teacher employment information on the district's Web site to attract more applicants to the district.
3. Continue efforts to link the online application process with the Los Angeles County Office of Education Regional Teacher Recruitment Center.

### Standard Implemented: Partially



## 4.2 Application and Hiring Process

---

### Professional Standard

The district has implemented an effective applicant tracking system that records all applications, identifies credential/major area of interest, and annotates the applicant history in the system.

### Sources and Documentation

1. Interviews with Human Resources Department staff
2. Interviews with district and program personnel

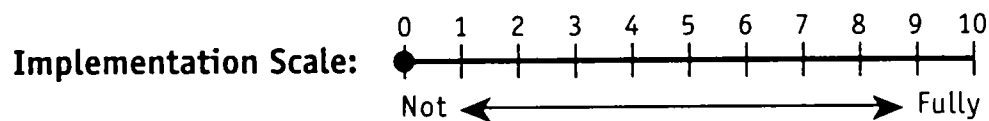
### Findings

1. No formalized applicant tracking system exists.
2. No written procedures currently exist for the retention of applications.
3. A “12 Step Employment Guide” and “Checklist of Credential Application Materials” have been created.

### Recommendations and Technical Assistance Provided

1. Implement a more formalized computerized applicant tracking system. Utilize the “12 Step Employment Guide” and the “Checklist of Credential Application Materials” as a starting point.

### Standard Implemented: Not Implemented



### 4.3 Application and Hiring Process

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#### Professional Standard

The personnel office is able to provide paper screening and interview scoring instruments along with sample questions to those involved in the selection process.

#### Sources and Documentation

1. Interviews with Human Resources Department staff
2. Interviews with district and program personnel

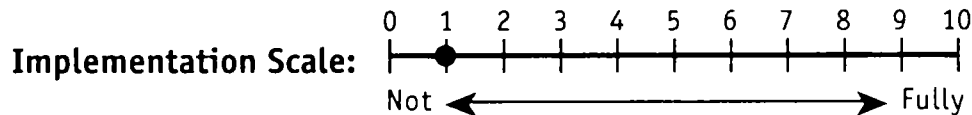
#### Findings

1. Principals develop their own questions for interviews and interview at sites. Leadership teams often participate on the interview team with the principal.
2. The Human Resources Department will provide sample questions for interviews as requested by the principal and as utilized in panel interviews.
3. Neither a paper screening nor an interview scoring/rating instrument currently exists.
4. No written interview procedures currently exist.

#### Recommendations and Technical Assistance Provided

1. Develop procedures for application screening and an interview rating process.
2. Provide training for the procedures.
3. Include application screening and interview rating information on the applicant tracking system.

#### Standard Implemented: Partially



## 4.4 Application and Hiring Process

---

### Professional Standard

The administrator responsible for panel interviewing submits to the personnel office a compliance form/summary interview report that records those interviewed, the interviewers, and ranking or scoring of candidates.

### Sources and Documentation

1. Interviews with Human Resources Department staff
2. Interviews with district and program personnel
3. Personnel Request Form 15-10185 (undated)

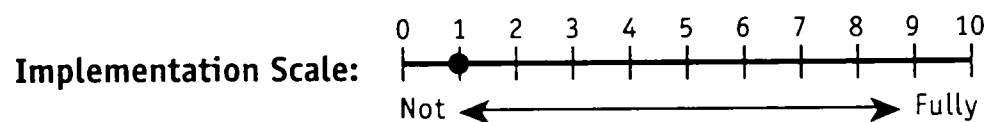
### Findings

1. It was reported that principals submit a memo and requisition to employ a teacher.
2. Summary interview information of teacher candidates is sometimes verbally reported to the Human Resources Department.
3. There is no standard form for completing and reporting on the interview process.

### Recommendations and Technical Assistance Provided

1. Develop a system that includes a summary report of site interviews. Include the names of interviewees and the interview team, ranking of candidates, signature of principal or interview chair, and date.

### Standard Implemented: Partially



FCMAT 12912

## 4.5 Application and Hiring Process

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### Professional Standard

The district has established effective procedures that provide reliable reference checks for an applicant prior to employment.

### Sources and Documentation

1. Interviews with Human Resources Department staff
2. Interviews with district and program personnel
3. Checklist of credential application materials

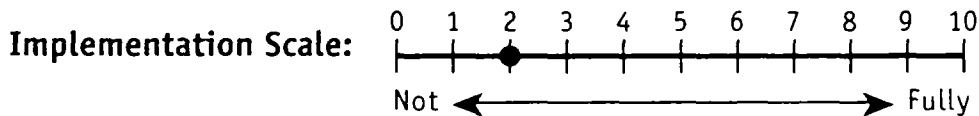
### Findings

1. There is a checklist of credential application materials.
2. There are no written procedures that designate who completes a reference check on candidates recommended for hire prior to employment.
3. No reference check form exists.
4. It was reported that both the Human Resources Department staff and principals conduct reference checks.

### Recommendations and Technical Assistance Provided

1. Expand the checklist to include paper screening, interview, and reference check items.
2. Establish written procedures for conducting reference checks.
3. Design a reference check form.
4. Provide training on the relevance of reference checking.

### Standard Implemented: Partially





## 4.6 Application and Hiring Process

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### Professional Standard

The district has established a policy and regulations that empower the Superintendent, or other district official, to extend an offer of employment/contract to a candidate early in the hiring process.

### Sources and Documentation

1. Interviews with district and program personnel
2. Personnel Request Form 15-10185 (undated)

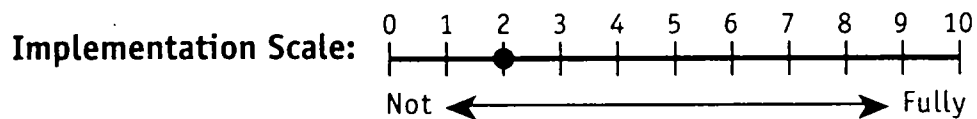
### Findings

1. No written policy or procedures exist for early letters of intent, although the Acting Chief Human Resources Officer will authorize some early offers.

### Recommendations and Technical Assistance Provided

1. Establish a written policy or procedure to offer letters of intent early in the hiring process, especially in hard-to-fill areas.

### Standard Implemented: Partially



FCMAT 12914

## 4.7 Application and Hiring Process

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### Professional Standard

The district has systematically explored, and implemented, where appropriate, employment incentives to attract candidates to this school district.

### Sources and Documentation

1. Interviews with Human Resources Department staff
2. Interviews with district and program personnel
3. Teaching As a Priority (TAP) grant application (dated 6-1-01)

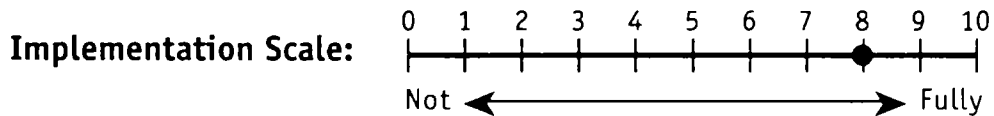
### Findings

1. The district is utilizing TAP grant funds of \$462,879 to provide a \$2,000-\$4,000 signing bonus to fully credentialed teachers in targeted schools and in hard-to-fill subject assignments (math, science, art, music, special education). Relocation expenses and a finder's fee are also part of the grant.
2. A two-tiered salary schedule is utilized for all teachers.
3. A maximum of 15 years experience is granted for teachers entering the district.

### Recommendations and Technical Assistance Provided

1. Continue use of TAP grant funds for incentive purposes.
2. Continue to maintain current salary schedule incentives.

### Standard Implemented: Fully - Substantially



## 5.1 Personnel Operations

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### Professional Standard

The personnel office employs and provides continuous training to a person dedicated to credential identification, providing the district consistent, reliable information concerning the issuance of credentials to applicants and employees with specific job assignments.

### Sources and Documentation

1. Interviews with Human Resources Department staff
2. Interviews with district and program personnel
3. Interviews with new teachers (first- and second-year)
4. Credential Workstation Manual (undated)

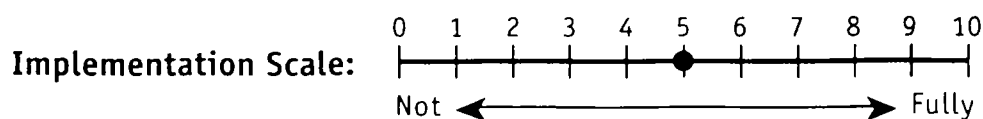
### Findings

1. Both the Records Clerk and the Credential Technician have attended the California Commission on Teacher Credentialing (CCTC) fall and spring credential workshops. In addition, they receive assistance and training from Los Angeles County Office of Education credentials personnel.
2. On a periodic basis, Inglewood Unified School District requests from Los Angeles County Office of Education a list of teachers whose credentials or permits will be expiring. Teachers are notified three or four weeks in advance of expiration.
3. It was reported that the Credential Technician provides credential and renewal information at new teacher orientation.
4. A workstation manual describing the duties and responsibilities of the Records Clerk was available for reference.
5. Principals are provided California Commission on Teacher Credentialing Administrative Assignment Handbooks.
6. The credential staff utilizes e-mail and the Internet to communicate with the California Commission on Teacher Credentialing staff and to research credential information.

### Recommendations and Technical Assistance Provided

1. Continue to provide opportunities for Records Clerks and Credential Technicians to attend California Commission on Teacher Credentialing workshops.
2. Human Resources staff should continue to participate in new teacher orientation, including reviewing credential/permit renewal requirements for new hires.

### Standard Implemented: Partially



FCMAT 12916

## 5.2 Personnel Operations

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### Professional Standard

The personnel office prepares appropriate reports, for approval by the Superintendent and/or Governing Board, complying with laws applicable to the credentialing of employees.

### Sources and Documentation

1. Interviews with Human Resources Department staff
2. Interviews with district and program personnel
3. Declaration of Need for Fully Qualified Educators (4-13-00)
4. Board of Education Agenda – Certificated Employees (7-23-01)
5. Report of Teacher Assignments by School – Ed. Code 44258.9 (1998-99)

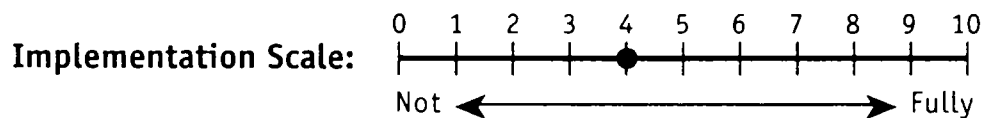
### Findings

1. On July 23, 2001, the Governing Board acted upon the Declaration of Need for Fully Qualified Educators.
2. The Human Resources Department prepares board reports for approval of assignments on a routine basis.
3. A calendar indicating completion/due dates for routine reports and other personnel actions was not presented.
4. There was no evidence of an Annual Statement of Need for Thirty Day Substitute Teaching Permits.

### Recommendations and Technical Assistance Provided

1. Develop a calendar for routinely completing required reports complying with credentialing laws and regulations.
2. Aggressively seek to reduce the number of emergency permits requested by hiring teachers as pre-interns.

### Standard Implemented: Partially



## 5.3 Personnel Operations

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### Professional Standard

The personnel office has developed an employment system that processes employee fingerprints, tuberculosis tests, physical examinations and other requirements in a timely manner.

### Sources and Documentation

1. Interviews with Human Resources Department staff
2. Interviews with district and program personnel
3. Interviews with new teachers (first- and second-year)
4. Checklist of Credential Application Materials (undated)
5. Expiration of Tuberculin Test Letter (5-5-2000)

### Findings

1. Processing completed teacher applications or other employment requirements is done by appointment, 9 a.m. to 4 p.m.
2. The checklist identifies two forms of employment eligibility authorizations: “#29 Copy of Driver’s License” and “#30 Copy of Social Security Card.”
3. The Human Resources Department utilizes a checklist system to assist in the completion of the employment process.
4. It was reported by several interviewees that, despite the use of Live Scan, there was a delay in fingerprint clearances.
5. New teachers reported that paperwork often was lost during processing, thus delaying their assignment or pay.
6. Teachers routinely are notified of the need for a tuberculosis examination as required by the Education Code.
7. There is no computerized applicant tracking system.

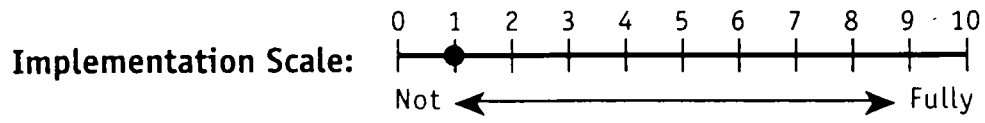
### Recommendations and Technical Assistance Provided

1. Expand appointment hours so as to provide more latitude for teachers to complete their processing and create a client-oriented operations culture.
2. Review Immigration and Naturalization Service (INS) regulations governing legal proof for employment eligibility authorization. Provide several options for proof as per INS regulations.
3. Develop a computerized applicant tracking system that may be viewed by the Human Resources Department staff when assisting teacher candidates.

FCMAT 12918

4. Review and retrain, if necessary, the Human Resources Department staff involved with Live Scan; investigate why delays occur with the Department of Justice (DOJ).

**Standard Implemented: Partially**



## **5.4 Personnel Operations**

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### **Professional Standard**

The personnel office uses current technology to advertise, recruit, process applications, interview and select certificated employees.

### **Sources and Documentation**

1. Interviews with Human Resources Department staff
2. Interviews with district and program personnel
3. Inglewood Unified School District Web site
4. Interviews with new teachers (first- and second-year)
5. Technology Plan for IUSD (January 2001)
6. Blueprint for 2000-2003 School Years

### **Findings**

1. The Human Resources Department Web site currently is underdeveloped and is in need of editing. There are spelling and punctuation errors on the Web site.
2. The Web site's employment page lists only certificated management and classified positions and salaries. The page does not list job opportunities or salaries for teachers.
3. The Human Resources Department does not have an applicant tracking system.
4. There is no online application.
5. Teachers expressed concern that voice mail is at times not used effectively and calls are not returned consistently or in a timely manner.
6. E-mail and fax machines are an integral part of the Human Resources Department's communications with principals and teacher candidates.
7. There is no 24-hour job hotline.
8. The district has not filled a vacant Web master position.
9. The Superintendent is committed to fostering greater use of technology in instruction and management operations.
10. The district has an automated substitute calling system (TSSI).

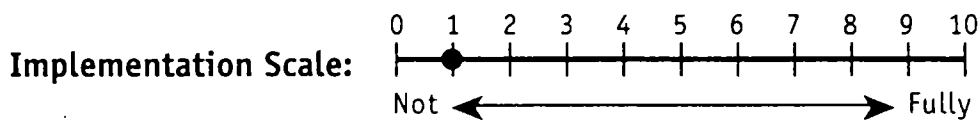
### **Recommendations and Technical Assistance Provided**

1. Hire a Web master to create an attractive and professional employment and recruitment Web site.

FCMAT 12920

2. In collaboration with the Information and Technology Division, develop short-, middle- and long-term human resources technology plans that include funding, training, maintenance and equipment. A Human Resources Department staff member should be appointed to be the point person on this project.
3. Visit other districts of similar size to view and evaluate technological features such as applicant tracking software, online application software, and document imaging.
4. Develop and implement a 24-hour job hotline to advertise certificated teaching positions and the application process. Institute a toll free 1-800 number for out-of-state candidates.
5. Continue to train Human Resources Department staff in the proper use of voice mail: (1) stressing that answering telephone calls in person is a priority whenever possible, and (2) ensuring messages are returned immediately or the same day.

**Standard Implemented: Partially**





## **6.1 New Teacher Support and Retention**

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### **Professional Standard**

The district has systems and programs in place that effectively assist and retain new teachers.

### **Sources and Documentation**

1. Interviews with Human Resources Department staff
2. Interviews with district and program personnel
3. Interviews with new teachers (first- and second-year)
4. New Teacher Orientation Handbook (Aug. 30-31, 2000)

### **Findings**

1. The Beginning Teacher Support and Assessment (BTSA) program is available for all eligible credentialed teachers in the district. Principals, in general, are supportive of the program and are pleased with the results.
2. The district provides a two-day new teacher orientation three times during the school year.
3. The Peer Assistance Review (PAR) program has been implemented this year, and 12 teachers requested assistance from PAR coaches.
4. There is no structured support program for emergency teachers.
5. The pre-intern program, which had 65 slots this past year, has added 200 slots through an expansion grant for elementary and special education teachers for the 2001-2002 school year.
6. A secondary pre-intern grant application has been submitted to the state. The district would work in collaboration with UCLA in training and supporting these teachers.
7. There was no documentation or evidence of an extensive staff development program.

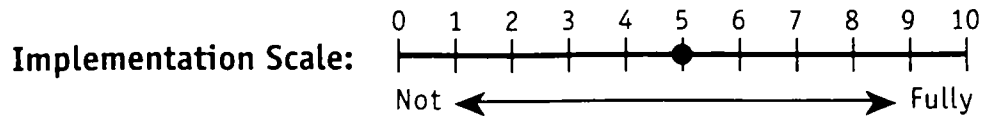
### **Recommendations and Technical Assistance Provided**

1. Develop a teacher support system for new emergency permit teachers not eligible for other support programs.
2. Establish, as a condition of employment, converting all potential emergency permit teachers into pre-interns. Convert emergency permit teachers who qualify into university interns in collaboration with California State University, Dominguez Hills; California State University, Los Angeles; and the University of California, Los Angeles.
3. Coordinate the efforts of the pre-intern program and Peer Assistance Review (PAR) program with the Staff Development Department in creating a collaborative support program aimed at teachers who are not fully credentialed.

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- Continue the support and training programs offered by the pre-intern program and raise the awareness level of principals and other support staff regarding the importance of this program.

**Standard Implemented: Partially**



## 6.2 New Teacher Support and Retention

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### Professional Standard

The district assesses and reviews reasons for teacher transfers and/or attrition.

### Sources and Documentation

1. Interviews with Human Resources Department staff
2. Exit Questionnaire (June 14, 2001)

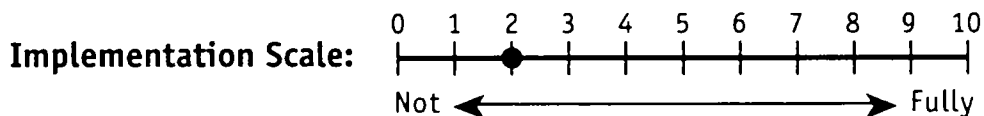
### Findings

1. A Teacher Exit Questionnaire was recently instituted. Teachers who have resigned are asked to fill out a two-page questionnaire and return it in a self-addressed envelope.
2. Currently, there is no summary report on the results of the questionnaire.
3. There is no formal district document in place for resignations or transfers. Requests for resignation and transfer are completed by letter request from the teacher.

### Recommendations and Technical Assistance Provided

1. Develop formalized and uniform resignation and transfer forms specifying information that can be used for teacher attrition and transfer analysis and reports.
2. Continue to conduct exit questionnaires and summarize the results for an end-of-the-year annual report to the Superintendent and the board of education.

### Standard Implemented: Partially



### 6.3 New Teacher Support and Retention

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#### Professional Standard

The district has developed a plan of action to mitigate concerns related to teacher transfers and/or attrition.

#### Sources and Documentation

1. Interviews with Human Resources Department staff
2. Interviews with district and program personnel

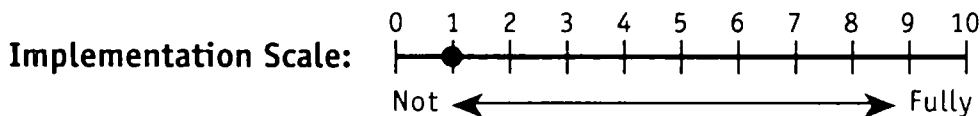
#### Findings

1. There was no documentation provided or information given during interviews demonstrating that teacher attrition is creating an undue hardship on the district.
2. There was no documentation or data that transfers have created staffing problems or concerns.
3. There was no report or data summarizing reasons for teachers leaving the district.

#### Recommendations and Technical Assistance Provided

1. Develop an annual comprehensive report on the number and percentage of teacher retirements and resignations and the reasons for leaving the district.
2. Upon identification and analysis of reasons for attrition, develop a plan of action to address current and future concerns.

#### Standard Implemented: Partially



## **VI. IMPLEMENTATION OF RECOMMENDATIONS AND TECHNICAL ASSISTANCE PROVIDED**

The assessment team has provided a number of findings and recommendations on the district's present certificated recruitment and hiring process. The district's Human Resources Division needs to give attention to greater planning and implementation of its efforts. There is the potential to realize a more effective operation.

After the visitation, the assessment team provided the district with information and/or materials that addressed the recommendations made within the report. This technical assistance provided addressed many areas identified as needing attention. These recommendations and the subsequent assistance provided are intended to assist the district in reducing the number of teachers on emergency credentials.

The Superintendent and the Human Resources Director should review the recommendations presented in this report. Some recommendations should be given a high priority for implementation because they represent sound, basic personnel practices. The recommendations that need further study and resources should be reviewed thoroughly.