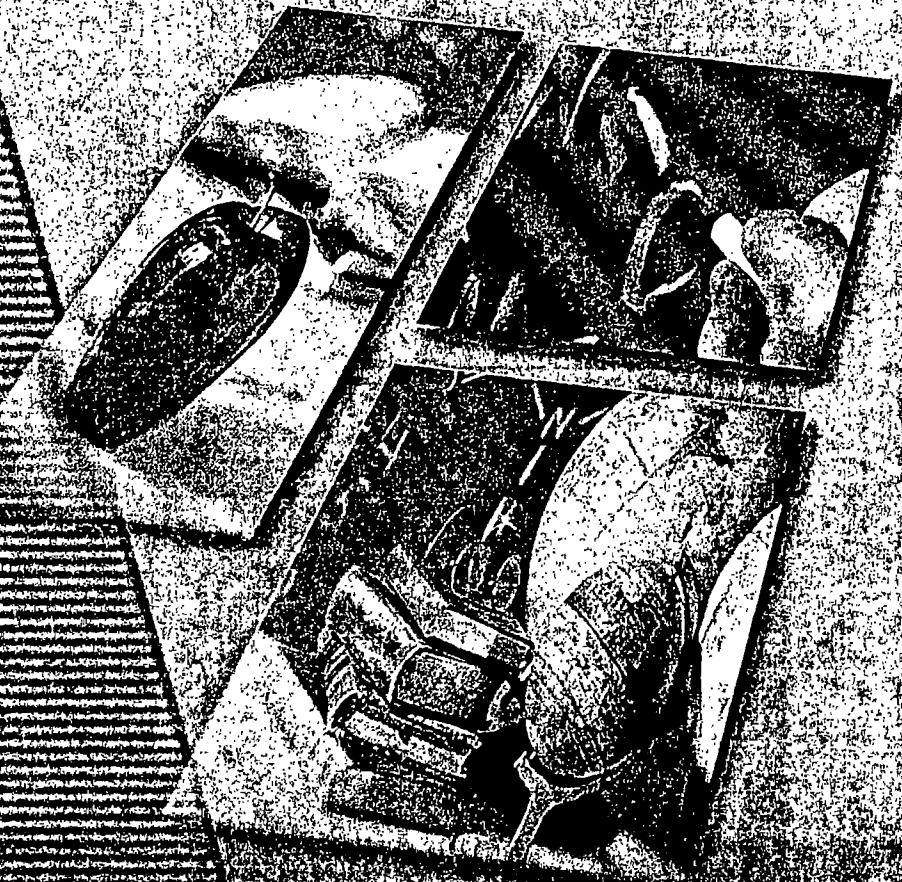


**Fiscal  
& Crisis  
Management  
Assistance  
Team**



# **Ravenswood City Elementary School District**

***Human Resources Assessment  
& Recommendations***

***January 28, 2002***

**Teacher  
Recruitment  
Incentive  
Program**

**FCMAT 13576**

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**Fiscal  
& Crisis  
Management  
Assistance  
Team**

## Foreword

Dear Superintendent:

In December 2001, the Fiscal Crisis and Management Assistance Team (FCMAT) was invited by the Ravenswood City Elementary 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 Ravenswood 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

**Administrative Agent**  
Larry E. Reider  
Office of Kern County  
Superintendent of Schools

Chief Executive Officer  
Thomas E. Henry

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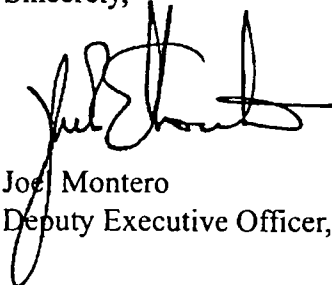
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based on the information and data gathered at the time of the site visits. Since the time of the visit to the district, it is likely that many of the recommendations have been either fully or partially addressed. Of course, those accomplishments are 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 Ravenswood City Elementary School District.

Sincerely,

A handwritten signature in black ink, appearing to read "Joe Montero". The signature is stylized 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 13580**



## **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 Jack Weinstein, Team Leader; Kathy Goldman, Team Member; and Cynthia LeBlanc, Team Member.

During its visit, the assessment team conducted interviews and reviewed the internal operation of the personnel office. Interviews were conducted with all personnel office staff working with certificated hiring, the Superintendent, Cabinet members, certificated directors, site and program administrators, certificated organization leaders, a board member, first- and second-year teachers, and other stakeholders in the recruitment and selection process of certificated personnel. The team interviewed 34 individuals during its visit.

## **II. DISTRICT INFORMATION**

The Ravenswood City Elementary School District is located in the culturally diverse community of East Palo Alto in San Mateo County. East Palo Alto is an area of 2.5 square miles in the Greater East Bay. The Ravenswood City Elementary School District serves approximately 3,628 students attending five K-8 schools, two grades 5-8 schools, and one K-3 school.

There are four charter elementary schools in the district. These charter schools serve approximately 1,531 students who previously attended the regular program in Ravenswood City Elementary School District. The 2001 CBEDS reports include the charter schools that employ 54 of the 136 teachers who hold emergency permits.

The student population is 0.1 percent American Indian/Alaskan Native, 0.7 percent Asian, 8.8 percent Pacific Islander, 0.2 percent Filipino, 66.5 percent Hispanic, 22.7 percent African American, and 0.6 percent white. The October 2001 Academic Performance Index indicates that four schools meet or exceed their growth target, and two are identified as Immediate Intervention/Underperforming schools.

The district has 17 certificated administrators, 239 teachers, 22 classified managers/ supervisors, and 230 classified employees. The district qualified for this assessment because the number of emergency permits it issued in 1999 (CBEDS report) was 155, or approximately 53.6 percent of the certificated staff. Currently, there are approximately 136, or 44.4 percent, emergency permit holders employed by the district. The following table shows the number of teachers the district has employed under emergency, pre-intern, intern, and waiver authorizations.

**FCMAT 13582**

Authorization Type	CBEDS		District Reported
	Oct. 1999	Oct. 2000	as of Oct. 2001
Emergency	155	164	136
Intern	7	3	11
Pre-Intern	0	0	13
Waivers	8	5	17

*Sources:* CBEDS Oct. 1999 – Department of Education Web site  
 CBEDS Oct. 2000 – Department of Education Web site  
 District Reported – District reported using October 2001 data

### III. FACTORS AFFECTING THE HIRING PROCESS

The position of Personnel Director has been eliminated. The Personnel Supervisor is a management position that is below the level of authority needed to make leadership decisions. The Superintendent functions as the Personnel Director. The district needs to consider creating a director or assistant superintendent level position within the Personnel Services Department.

Factors that facilitate the hiring process include:

- The district has an excellent location in the Bay Area, close to cultural, entertainment, and educational opportunities. However, the cost of housing is prohibitively high.

Factors that impede the hiring process include:

- The Personnel Services Department is not involved in employee bargaining. The Chief Business Official and a consulting attorney are the negotiators for the district.
- The size of the Personnel Services Department staff is less than appropriate for a district of this size.
- There are no policies or written procedures emphasizing the selection of fully credentialed teachers.
- There is a large percentage of bilingual and English language learners among the student population, indicating a need for a large bilingual staff.
- Technology for administrative operations is limited. There is no single districtwide administrative database. Personnel information is stored in stand-alone databases on personal computers. A Director of Technology was hired in October 2001.
- The district has suffered adversely due to bad publicity throughout the Bay Area. This has had an adverse effect on local teacher recruitment efforts. The district must improve its image as recruitment and public relations strategies are developed.



- The current focus on special education issues places a heavy burden on district resources and is having an adverse effect on recruitment, selection and retention efforts.
- There are unresolved communication issues between the Personnel Services Department and Business Services relative to personnel and business operations.

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

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

The district has policies and regulations in place related to recruitment of certificated employees. Policies and regulations in the 4000 Series (Personnel Services) were developed in 1994 through 1998. Policies related to recruitment, selection, and retention should be reviewed and updated, including nondiscrimination policies and regulations.

The Personnel Services Department is developing a Handbook of Personnel Operations and Information that will become a working document and include updated policies, procedures and processes. It was stated that the district's salaries are at or above the median of districts in San Mateo County. It also was stated that benefit entitlements compare favorably with other districts in San Mateo County. The assessment team received no documented evidence that supports these salary and benefit comparisons.

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

The district's student enrollment has been fairly stable, with charter schools increasing and district schools somewhat decreasing. Enrollment projections are completed by Business Services in March or April. Projections for grades 1–8 are calculated on a straight cohort and has been reasonably accurate districtwide. The district has experienced difficulty projecting kindergarten enrollments and plans to hire a demographer to develop baseline data. Some specific vacancies are not identified until June or July because of late notification from the teacher, too late to be competitive during the spring recruitment season. The district should consider offering an incentive for teachers who notify the district early of an impending resignation or transfer. When a vacancy arises in the spring, the selection process should begin immediately. The district has an informal process of filling regular vacancies with substitute teachers. The district is developing a "grow your own" teacher program to assist current employees in pursuing teaching certifications.

A position control system is in place that compares each requested vacancy with encumbered salaries for that site to ensure that positions are within staffing and budget allocations. This process experiences significant delays that slow down the hiring process. The district should identify individual and department roles in the position control process to eliminate delays while maintaining internal control.

**FCMAT 13584**

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

The district has funded recruitment at college and university job fairs as well as recruitment trips to the Philippines, Mexico and Spain. However, there is no recruitment budget identified in the general fund budget. The Personnel Services Department budget allocation should contain line items that identify funding for travel, advertising, training and promotional materials.

The district has developed informational materials that are given to candidates attending recruitment activities. Recruitment visual display materials focusing on the positive aspects of the district and community would enhance the recruitment program. A recruitment handbook should be developed to provide goals, questions and training for the administrators performing recruitment activities.

The district has plans for a Web site that will be a valuable tool for advertising positions and promoting the district. The district should include Personnel Services information on the site, including recruitment information, on-line applications, and job postings.

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

The district has an adequate application form. To comply with legal regulations, a separate, voluntary racial/ethnic survey must be included. The district is in need of an applicant tracking system that maintains information on each applicant and can be used to produce hiring information to principals and staffs when openings occur.

The district needs to continue to find ways to expand its recruitment efforts so that it may offer contracts to fully credentialed teachers as early as possible. If the goal is to hire the most qualified credentialed candidates, a policy needs to be developed to require candidates be enrolled in pre-intern or intern programs as a condition of employment.

The district needs to develop and implement a process to ensure that interview procedures are followed and reference checks are consistently completed. The Handbook of Personnel Operations and Information that is currently being developed needs to include reference check forms and written procedures for the hiring process.

#### **5. Personnel Operations**

The Personnel Services Supervisor functions as the credential analyst, has a strong knowledge of teacher certification, and provides consistent and reliable information regarding teachers' credentials. The department needs to streamline the process of collecting new employee paperwork to ensure that tuberculosis and fingerprint clearances and other required documents are received prior to employees beginning work. Employees without documented verification of tuberculosis and fingerprint clearances should be excluded from work.

There is no integrated, districtwide information system for administrative data. The county data system used by the Business Services office for fiscal information has limited usefulness for personnel functions. The Personnel Services Department staff members have developed individual databases using FileMaker, which has good flexibility and reporting capabilities, but are not networked. These databases should be combined onto one computer and shared within the office. The staff should be trained to maximize effective use of this database. A plan for the management of administrative data should be developed that includes Personnel Services information.

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

The district has addressed the support of new teachers aggressively. All new teachers participate in the Classroom Organization and Management Program along with the Beginning Teacher Support and Assessment (BTSA) and/or the Peer Assistance and Review (PAR) program. In addition, there was a five-day, new teacher orientation prior to school opening.

Incentives have been developed to attract and retain teachers. Compilation of resignation and retirement data and attrition reports would be helpful in projecting needs and attrition concerns.

## **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.

**FCMAT 13586**



## **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. Ravenswood City Elementary School District Policies, Regulations and Bylaws binder, 4000 Series – Personnel
2. Interviews with Personnel Services Department staff
3. Interviews with district and program personnel
4. District “Nondiscrimination in Employment” statement on flyers, job announcements and applications
5. Ravenswood City Elementary School District Personnel Services Handbook
6. Administrative Regulation 4112.2 – Emergency Credentials (7/28/94)

### **Findings**

1. Board Policies and Administrative Regulations in the 4000 Series were developed between 1994 and 1998. Some policies and regulations may need to be updated to be in compliance with new legislation.
2. Board Policy 4111/4211 – Affirmative Action, reflects the philosophy that it is important to hire the most qualified teachers for all positions.
3. Board Policy 4112.2 – Emergency Credentials, states, “Teachers may teach on Emergency Credentials, provided that the district has made a search for certificated teachers but has been unable to recruit any, and provided the Governing Board has made a motion based on this documentation pursuant to law. (E.C. 44300.)”
4. There is no policy or procedure encouraging or requiring non-credentialed teachers to enroll in pre-intern or intern programs instead of working under emergency permits.
5. The Ravenswood City Elementary School District Personnel Services Handbook provides the basis for updating policies and regulations related to recruitment and selection of certificated employment.
6. Nondiscrimination statements on flyers and announcements are appropriate and meet legal requirements.

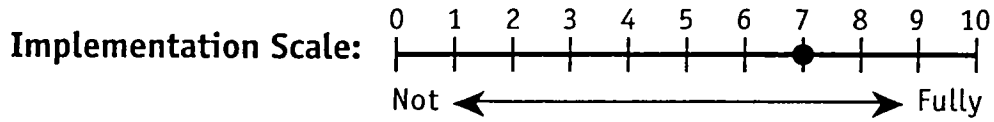
**FCMAT 13588**

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

1. Review board policies and update language to be in compliance with new legislation.
2. Develop policy statements supporting the district’s intent to seek fully credentialed teachers for all vacant positions and direct the administration to establish procedures to carry out the policy.

3. Develop a policy supporting pre-intern and intern programs. Consider requiring non-credentialed teachers to enroll in a program leading to a credential as a condition of employment.

**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 regard to recruitment and selection of certificated personnel, including equal opportunity for all job applicants and employees.

### Sources and Documentation

1. Interviews with Personnel Services Department staff
2. Ravenswood City Elementary School District Policies, Regulations and Bylaws binder, 4000 Series – Personnel
3. Ravenswood City Elementary School District Personnel Services Handbook

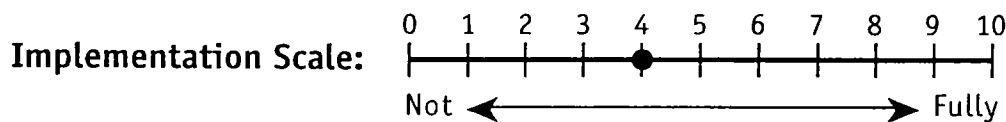
### Findings

1. Administrative regulations are in the policy binder related to the recruitment and selection of certificated personnel. Regulations need to be reviewed and updated to reflect the desire to seek and employ fully credentialed teachers for all vacant positions.
2. The Ravenswood City Elementary School District Personnel Services Handbook when completed will include the information needed to update administrative regulations.

### Recommendations and Technical Assistance Provided

1. Review and update regulations in the policy binder to reflect the desire to employ fully credentialed teachers for all vacant positions.
2. Develop guidelines and procedures to facilitate the enrollment of non-credentialed teachers in pre-intern and intern programs.
3. Complete the Ravenswood City Elementary School District Personnel Services handbook and use the information developed to update administrative regulations.

### Standard Implemented: Partially



FCMAT 13590

## 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 regards to the recruitment and hiring of certificated employees.

### Sources and Documentation

1. Interviews with Personnel Services Department staff
2. Ravenswood City Elementary School District Organizational Chart, 1989-90
3. Ravenswood City Elementary School District Organizational Chart, 2000-01

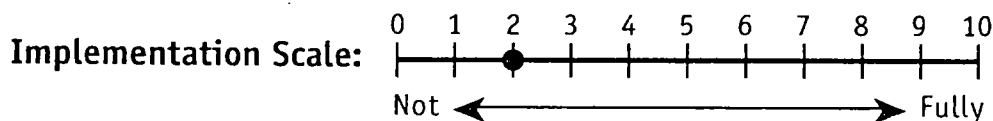
### Findings

1. The Ravenswood City Elementary School District Organizational Chart, dated 1989-90, showed an Assistant Superintendent – Personnel/Student Services. It was reported that between 1990 and 1999 there were Assistant Superintendents for Personnel Services. At this time, the Superintendent serves as the Director of Personnel Services, with a Supervisor of Personnel Services providing the administrative responsibilities for personnel operations.
2. The Ravenswood City Elementary School District Organizational Chart, dated 2000-01, shows no Personnel Services administrator.
3. There is no evidence of a Personnel Services Department Organizational Chart or a Function Chart for the personnel staff.

### Recommendations and Technical Assistance Provided

1. Provide for the Personnel Services Department on the district organizational chart.
2. Develop a Personnel Services Department Organizational Chart.
3. Develop a Personnel Services Department Function Chart indicating the major duties and functions for all staff serving in the Personnel Services Department.

### 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, e.g., math, science, special education, and bilingual education.

### Sources and Documentation

1. Interviews with Personnel Services Department staff
2. Ravenswood City Elementary School District Personnel Services Handbook

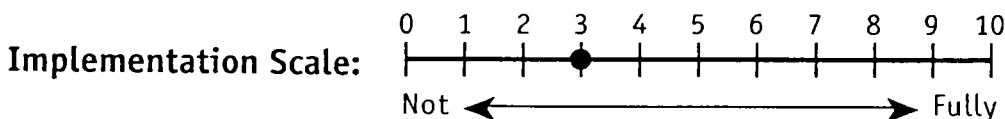
### Findings

1. The Personnel Services Handbook currently being developed contains the following Personnel Services goals:
  - a. Identify and fill vacant positions in a reasonable time to assist in continued classroom/educational continuity.
  - b. Vacancies that are not filled in 30 days will maintain a high priority to select qualified applicants to interview for vacant positions.
  - c. Maintain a pool of qualified applicants that can be processed within a 30-day timeline or as soon as is reasonably possible for immediate employment.
  - d. Continue to maintain and secure partnerships with universities and colleges to employ qualified interns to fill vacant positions.
  - e. Be available to staff members and give direction and opinions as appropriate to staffs, departments, administrators, the community and students.
2. It was reported that the recruitment goals related to filling the hard-to-fill positions are addressed by the recruitment efforts in Spain, Mexico and the Philippines, as well as at the college job fairs.
3. The Personnel Services Department Supervisor and a School Board Member develop the recruitment program each year. However, recruitment goals and plans are not in writing. There is no separate budget for recruitment.

### Recommendations and Technical Assistance Provided

1. Annually develop written goals and a plan related to recruitment and selection of certificated employees which should include:
  - a. A separate budget for travel, advertising, staff training, promotional materials and printing of a year-end report.
  - b. Development of attractive promotional materials.
  - c. Successful recruitment sources for hard-to-fill positions.

### Standard Implemented: Partially



FCMAT 13592

## 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. Interviews with Personnel Services Department staff
2. Interviews with district and program personnel

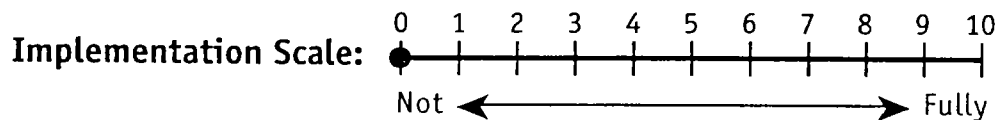
### Findings

1. The Assessment Team received district salary and benefit information.
2. It was reported that the teachers' association presents salary comparison information during negotiations and that the district accepts the data.
3. There was no information presented that compares or analyzes the salary schedules or benefits with the comparison districts to use in the negotiations process.
4. The Personnel Services Department is not involved in the negotiating process. Negotiation responsibilities are assigned to the Business Services Department and the Attorney for the district.

### Recommendations and Technical Assistance Provided

1. Develop a process for routinely analyzing and comparing salary and benefit schedules with comparison districts.
2. Consider involving the Personnel Services Department and management team members in the negotiating process.

### Standard Implemented: Not Implemented



## 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 districtwide basis in sufficient time to effectively recruit new teachers for the following school year.

### Sources and Documentation

1. Interviews with Personnel Services Department staff
2. Interviews with district and program personnel

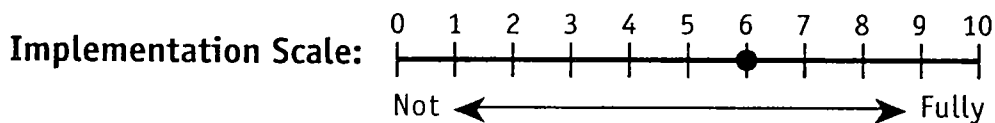
### Findings

1. The overall district enrollment has been stable, with charter schools increasing and the district schools somewhat decreasing.
2. Enrollment projections are completed by the Business Services and Student Services Departments and are available in March or April.
3. Projections are calculated on a straight cohort, i.e., each grade level is moved up at the same size for the following year. Kindergarten projections were reported to be more difficult to make in the past few years.
4. The district plans to hire a demographer to assist with enrollment projections, analysis and baseline data.
5. Principals report that they utilize their own site enrollment data and kindergarten registrations to anticipate kindergarten enrollment.

### Recommendations and Technical Assistance Provided

1. Continue with plans to hire a demographer to assist with enrollment projections, especially kindergarten projections.
2. Provide district enrollment projections by March 15 at the latest, preferably as early as January 15.

### Standard Implemented: Partially



FCMAT 13594

## 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 Personnel Services Department staff
2. Interviews with district and program personnel

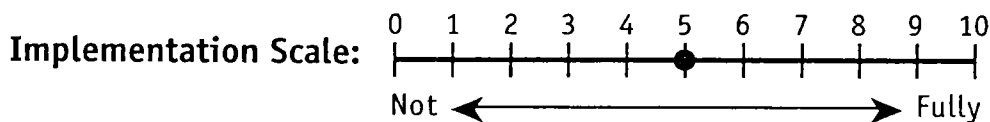
### Findings

1. The Personnel Services Department is not involved in determining staffing allocations to school sites.
2. Grades K-3 participate in the state Class Size Reduction and are staffed at 20:1, and grades 4-8 are generally staffed at 29:1.
3. There is open enrollment throughout the district that has occasionally changed site allocations.
4. A concern that the schools are currently overstaffed is being researched, but no plans were reported to decrease the teaching staff.

### Recommendations and Technical Assistance Provided

1. Ensure that the Personnel Services Department is fully informed regarding staffing allocations throughout the hiring season.

### Standard Implemented: Partially



## 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 Personnel Services Department staff
2. Interviews with district and program personnel

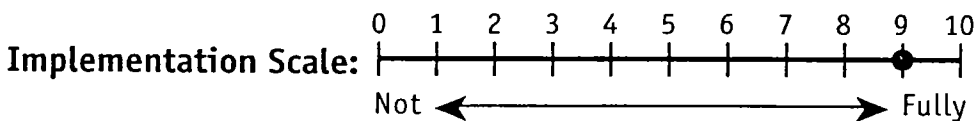
### Findings

1. By approximately April 1, sites submit information regarding staffing needs to the Personnel Services Department on a form, including vacancies by grade, assignment, department and field.
2. It was reported that combination classes are not formed in determining staffing allocations.
3. There is open enrollment throughout the district that causes some changes in site enrollments, but it was not identified as a serious staffing issue or disruptive to the new teacher hiring process.

### Recommendations and Technical Assistance Provided

1. Continue to collect staffing needs information from school site principals.
2. Coordinate site data with district projection data.

### Standard Implemented: Fully - Substantially



## **2.4 Identification of Staff Needs**

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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. Interviews with Personnel Services Department staff
2. Interviews with district and program personnel
3. Ravenswood Teacher Association Agreement
4. Ravenswood City Elementary School District Personnel Services Handbook

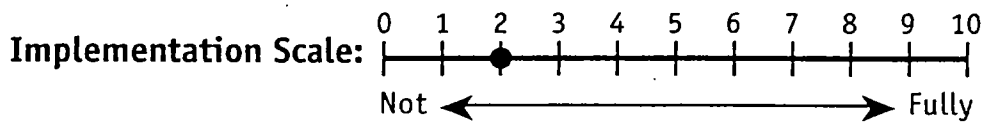
### **Findings**

1. Site staffing needs undergo changes throughout the late spring and summer due to late resignations and/or transfers.
2. Because of the late notification, some vacancies are not identified until June or July, which is too late to be competitive during the ideal teacher recruitment season in the spring.
3. There is no policy or bargaining contract requirement for certificated staff to notify the district of resignation prior to June 30.
4. The bargaining contract provides that transfer requests remain active up to September 1 of each school year.
5. There are no incentives to encourage teachers to notify the district earlier of transfers or resignations.
6. The selection process for known vacancies sometimes is postponed by principals until summer.

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

1. Continue to identify vacancies as early as possible.
2. Consider providing an incentive for teachers to notify the district as early as possible of an impending resignation or intent to return from leave. For example, teachers notifying the district by April 15 would receive an extra month of paid benefits.
3. Consider any available options or negotiated agreement that will facilitate teacher transfer as early as possible in the teacher recruitment season.
4. Conduct the recruitment and selection process for open positions as soon as vacancies are identified, as early in the spring as possible.

**Standard Implemented: Partially**



**FCMAT 13598**

## **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. Interviews with Personnel Services Department staff
2. Interviews with district and program personnel
3. Vacancy Information and Authorization form

### **Findings**

1. A position control system is in place where each vacancy request is matched with encumbered salaries for that site.
2. A Vacancy Information and Authorization form is generated at the site and submitted for signature to the Superintendent and then to the Business Services Department for budget authorization before being sent to the Personnel Services Department for action.
3. The budget authorization written procedure calls for one working day to process the Vacancy Information and Authorization form. A concern was reported by many district and site staffs that the Vacancy Information and Authorization form is delayed for an extended period of time in the budget authorization process that delays the hiring process. It is not known why the delay occurs.
4. Principals reported that they often prevent this delay by personally overseeing the authorization process.
5. There is an unresolved discrepancy whether initial hire salary data should be entered by payroll or the Personnel Services Department staff.

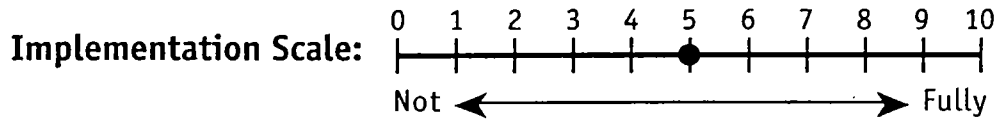
### **Recommendations and Technical Assistance Provided**

1. Continue to maintain a position control system that ensures positions are within staffing and budget allocations.
2. Develop and implement a procedure to ensure that the Vacancy Information and Authorization forms do not take more than one working day to be processed for budget approval. The Personnel Services Department should process them upon receipt.
3. Consider including in the procedure that a copy of the Vacancy Information and Authorization form is sent to the Personnel Services Department at the time the form is routed for approval so that the Personnel Services Department can anticipate the possible opening.



- Determine and clarify with the Personnel Services and Business Services Department staff members their specific roles in the position control and salary data procedures, ensuring that appropriate internal controls are in place and adequate staff levels are assigned.

**Standard Implemented: Partially**



**FCMAT 13600**

## 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, e.g., substitute teachers and instructional assistants.

### Sources and Documentation

1. Interviews with Personnel Services Department staff
2. Interviews with district and program personnel
3. Ravenswood City Elementary School District Personnel Services Handbook

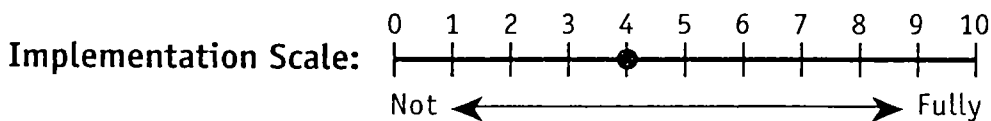
### Findings

1. The district is developing a “Grow Your Own” teacher program, a cooperative effort with area institutions of higher education that will encourage and assist current employees in pursuing teacher certification.
2. The district has had some grants and successes in encouraging instructional assistants into teacher certification. Instructional assistants continue to be informally encouraged to consider teacher certification.
3. It was reported that many substitute teachers are hired for regular teaching positions, although specific data was not available.
4. No district department was identified that tracks student teachers. It was reported that there have not been many student teachers in the district in the past few years, and student teachers have not been a significant source of recruitment.

### Recommendations and Technical Assistance Provided

1. Continue to pursue the “Grow Your Own” teacher program as an excellent source of certified teachers with a commitment to teaching and to the Ravenswood community.
2. Pursue area teacher training institutions to increase placements of student teachers in district classrooms.
3. Continue to utilize the substitute teacher pool as a recruitment resource. Establish a system to monitor, evaluate and prioritize substitutes as candidates for regular positions.

### Standard Implemented: Partially



### 3.1 District Recruitment Efforts

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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, and printing of a year-end report, and that effectively implements the provisions of the district recruitment plan.

#### Sources and Documentation

1. Review of Financial Report – General Fund Budget – Personnel (9-10-01)
2. Interviews with Personnel Services Department staff
3. Interviews with district and program personnel

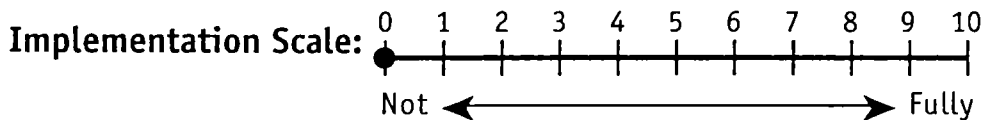
#### Findings

1. Budget documents indicate recruitment expenses were charged against the Personnel Services' staff conference line item.
2. There was no evidence of an allocation of funds from the general fund budget for recruitment.
3. The Personnel Services Department does not have a budget allocation for recruitment that can be developed for recruitment expenditures such as travel, recruitment materials, expenses, etc.

#### Recommendations and Technical Assistance Provided

1. Establish an adequate recruitment budget for the Personnel Services Department that includes specific funds for travel, advertising, staff training, promotional materials, printing a year-end report, etc.

#### Standard Implemented: Not Implemented



## 3.2 District Recruitment Efforts

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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. Interviews with Personnel Services Department staff
2. Interviews with district and program personnel
3. Review of materials distributed/displayed at recruitment events
4. Review of materials provided to inquiring applicants

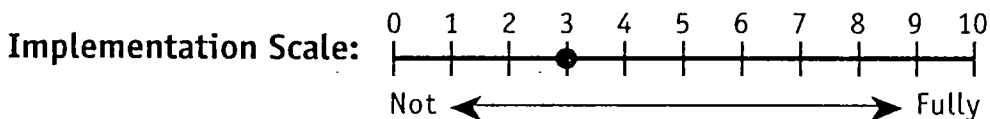
### Findings

1. The district has a large commercial display that is taken to recruitment events.
2. The district has a small display and a table banner that is used at recruitment events.
3. Materials, documents, brochures, and district and school information are given to potential candidates at recruitment events.
4. There was no evidence that video or attractive pictures or materials have been developed or used at recruitment events.

### Recommendations and Technical Assistance Provided

1. Develop recruitment materials that portray the positive aspects of the district and community, including attractive photography. Visually highlight the diversity of the student population, schools, and instructional and support programs, and the proximity to cultural, sports and recreational activities.
2. Consider development of a video for distribution to colleges and other recruitment sources to develop familiarity and interest in the district and to display at recruitment events. Involve district staffs and community members in the development of promotional materials.

### Standard Implemented: Partially



### 3.3 District Recruitment Efforts

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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 training that allows them to effectively carry out the district's recruitment goals.

#### Sources and Documentation

1. Interviews with Personnel Services Department staff
2. Interviews with district and program personnel
3. Review of recruitment materials

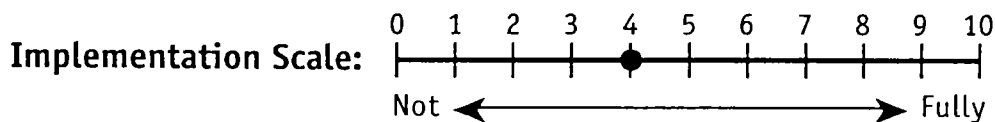
#### Findings

1. The Personnel Supervisor is responsible for scheduling recruitment activities with the assistance of a volunteer school board member.
2. Site and district-level administrators have been involved in recruitment activities at job fairs in the United States, Spain, Mexico and the Philippines.
3. There is no recruitment handbook or staff training for administrators who are involved in recruitment activities.
4. Specific goals in the area of recruitment have not been identified prior to the recruitment activity season.

#### Recommendations and Technical Assistance Provided

1. Develop a recruitment handbook that identifies the recruitment goals and responsibilities of those involved in the recruitment activities. The handbook should be a training instrument for those involved in recruitment activities.

#### Standard Implemented: Partially



### **3.4 District Recruitment Efforts**

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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 Personnel Services Department staff
2. Interviews with district and program personnel
3. Review of Recruitment Fair Activity document for 2001 school year

#### **Findings**

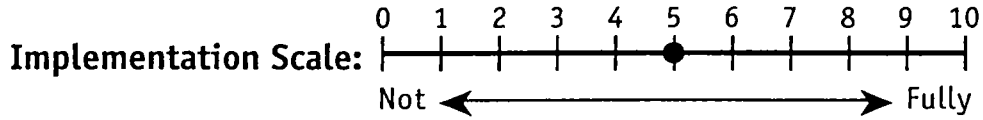
1. The district attended 13 recruitment fairs/conferences from February 17, 2001, to November 16, 2001, at the following locations:
  - California State University, Hayward
  - California Educational Placement Association (CEPA) North, Union City
  - California Association of School Psychologists (CASP) at Costa Mesa
  - San Marcos Job Fair
  - California State University, Long Beach
  - Northridge Recruitment Fair
  - California State University, Fullerton
  - Association of California School Administrators (ACSA) Job Fair, Los Angeles
  - National Associate of Black School Educators (NABSE) Conference
  - Mexico – Collaborative
  - The Philippines
  - Madrid, Spain
2. The district has had successful recruitment results in the Philippines for special education teachers and in Spain and Mexico for bilingual teachers.
3. The district utilized Internet job search services for posting of position openings.
4. The district has held its own job fair with success in selecting several teachers who have remained in the district for several years. The district job fair was cancelled this year.
5. The district contacts a variety of sources and organizations to advertise teacher vacancies.
6. The district does not have a Web site for advertising vacancies, promoting the district and receiving applications for teaching positions.

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

1. Review the results of recruitment efforts at fairs, colleges and recruitment events. Develop a list of successful recruitment sources and events for district recruitment participation.

2. Consider holding a district-sponsored job fair early in 2002.
3. Consider establishing a district Web site. Develop a process whereby recruitment information and all certificated vacancies can be accessed by applicants anywhere in the world.

**Standard Implemented: Partially**



### 3.5 District Recruitment Efforts

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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 Personnel Services Department staff
2. Interviews with district and program personnel
3. List of resources and sites visited

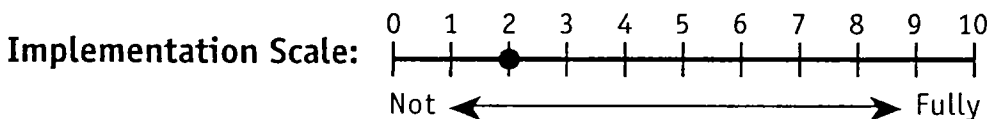
#### Findings

1. There was no report detailing the recruitment goals for the year.
2. There was no annual written summary report of the recruitment efforts and plans for the subsequent year.
3. The assessment team received the list of recruitment sources and sites visited. The Personnel Services Department has the information of the candidates contacted; however, the information is not developed into a summary report for establishing plans for next year.
4. There is no report that compares 1999-00 hiring information to 2000-01 hiring information examining years of experience for new hires, numbers that held clear credentials, CLAD or B-CLAD credentials, new hires in an intern program or pre-intern program, and working with emergency credentials.

#### Recommendations and Technical Assistance Provided

1. Develop an annual summary report that details the results of the recruitment goals of the year, compares credentials information for new hires over a two-year period, and details the number of candidates contacted.
2. Review the recruitment plan yearly and adjust the plan based on recruitment outcomes for the current year and anticipated staffing needs for the coming year.

#### Standard Implemented: Partially





### **3.6 District Recruitment Efforts**

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#### **Professional Standard**

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

#### **Sources and Documentation**

1. Interviews with Personnel Services Department staff
2. Interviews with district and program personnel
3. Alternative Certification Programs document

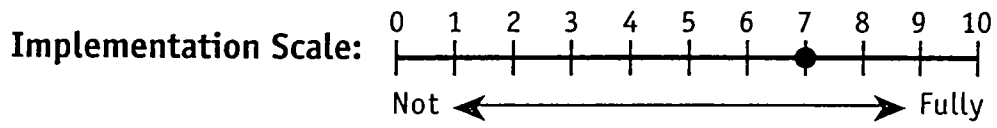
#### **Findings**

1. The district has developed alternative teacher certification programs with the following colleges and educational cooperatives:
  - Cal State Teach
  - San Mateo County Office of Education Intern Program
  - College of Notre Dame Intern Program
  - San Francisco State University Credentials Program
  - National Hispanic University Intern Program
  - National University Credential Program
  - Cal State Hayward Intern Program
  - San Jose State University Intern Program (includes APEX Program)
2. Teach for America, Cal State Teach, various college/university intern programs and the pre-intern program reflect the district's effort to hire teachers who are in programs leading to certification.
3. The district is developing a "Grow Your Own" teacher program in cooperation with the California School Employee Association, Ravenswood Chapter #330, and the Ravenswood Teachers Association. Representatives of these groups join with school administrator, board members, parents and community stakeholders to form the Ravenswood Advisory Council to develop the program. This program, when implemented, will serve as a career ladder for para-educational staffs and others directing them toward careers in education. This program was initiated by the Ravenswood Corrective Action Plan.

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

1. Continue to develop alternative certification programs to provide opportunities for para-educators and others to enter the teaching profession.
2. Develop a policy or procedure requiring all new non-credentialed candidates to be enrolled in a program leading to a credential, e.g., intern, pre-intern, and APEX.

**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 pertinent, useful and easily understood.

### Sources and Documentation

1. Certificated Application Material Required for Employment Consideration
2. Certificated Employment Application (undated)

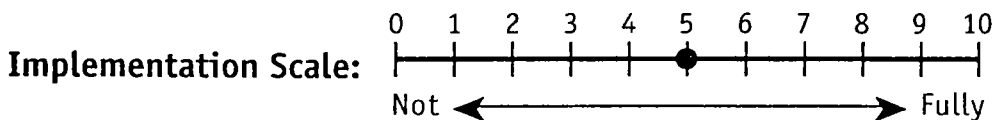
### Findings

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 not included with the application.
3. The application does not include space for the applicant's e-mail address.
4. The district application is not available electronically.
5. A place for the telephone numbers of supervisors and references is not included on the application form.

### Recommendations and Technical Assistance Provided

1. Pursue the inclusion of the application form on the district Web site once it is developed.
2. Add space for the applicant's e-mail address on the application form.
3. Include a separate voluntary survey of applicant's racial/ethnic information for record keeping and legal compliance.
4. Add a place to record the telephone numbers of the teaching supervisors and references on the Certificated Employment Application form.

### Standard Implemented: Partially



FCMAT 13610

## 4.2 Application and Hiring Process

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### Professional Standard

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

### Sources and Documentation

1. Interviews with Personnel Services Department staff
2. Application Materials Required for Employment Consideration packet

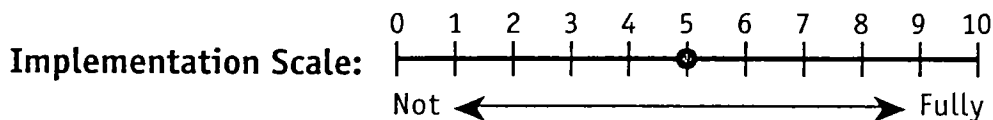
### Findings

1. The district has a manual system of storing and keeping track of applications in a job folder in a file drawer in the Personnel Services Department.
2. The district has some applicant information in a database.
3. A checklist of credential application material has been created.
4. Applications of candidates not interviewed are kept on file for six months.

### Recommendations and Technical Assistance Provided

1. Implement a more complete computerized applicant tracking system.
2. Maintain the applicant tracking system so that data is current.
3. Retain applications of candidates not hired for three years.

### Standard Implemented: Partially



## 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. Ravenswood City Elementary School District Personnel Services Handbook
2. Ravenswood City Elementary School District interview panel form
3. Ravenswood City Elementary School District position evaluation form
4. Interviews with Personnel Services Department staff
5. Interviews with district and program personnel

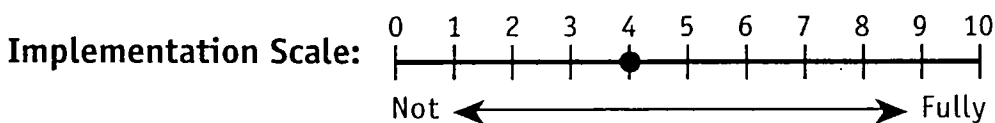
### Findings

1. There was no evidence of a paper screening instrument.
2. The Personnel Services Department provides the sample interview questions when interviews are held in the district office.
3. Interviewers at school sites are provided with sample questions from the Personnel Services Department only when requested.
4. There is a process for paper screening, completing the interview panel form and the position evaluation form when interviews take place at the district office.
5. The district-provided interview forms are completed and returned to the Personnel Services Department after interviews are held at the Personnel Services Department.

### Recommendations and Technical Assistance Provided

1. Develop a paper screening instrument to assess viability of applicants.
2. The process and forms used when interviews are held at the district office should also be used for interviews at school sites.

### Standard Implemented: Partially



FCMAT 13612

## 4.4 Application and Hiring Process

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### 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 the ranking or scoring of candidates.

### Sources and Documentation

1. Ravenswood City Elementary School District Sample Interview Summary Report
2. Interviews with Personnel Services Department staff
3. Interviews with district and program personnel

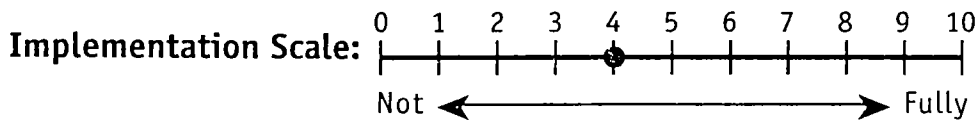
### Findings

1. Principals may report verbally or in writing their recommendation for hire.
2. The Personnel Services Department maintains a binder containing interview results, names of panel members, candidates' scores, total scores and ranking.
3. The Interview Summary Report is not signed by the administrator responsible for hiring.
4. The compliance form (Interview Summary Report) is not turned in when interviews are conducted at the school site.

### Recommendations and Technical Assistance Provided

1. Include the signature of the principal/interview chair and date on the Summary Interview Report.
2. Require school site administrators to submit the compliance form/summary report to the Personnel Services Department.

### Standard Implemented: Partially



## 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 Personnel Services Department staff
2. Interviews with district and program personnel
3. Checklist of Application Materials Required for Employment Consideration

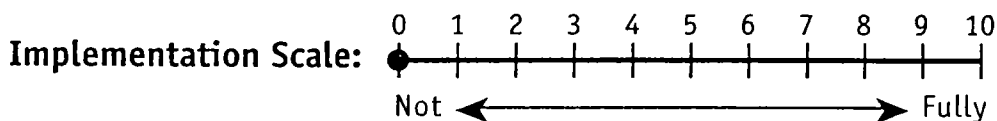
### Findings

1. No reference check form exists.
2. There are no written procedures that designate who must complete a reference check of candidates recommended for hire.

### Recommendations and Technical Assistance Provided

1. Establish a written procedure for conducting reference checks prior to authorization for hire.
2. Design and implement a reference check form.

### Standard Implemented: Not Implemented



FCMAT 13614

## 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. Ravenswood City Elementary School District Personnel Services Handbook
2. Ravenswood City Elementary School District Intent to Employ letter 2002-02
3. Acceptance of Offer of Intent to Employ form
4. Notice of Employment and Agreement for Services letter
5. Interviews with Personnel Services Department staff
6. Interviews with district and program personnel

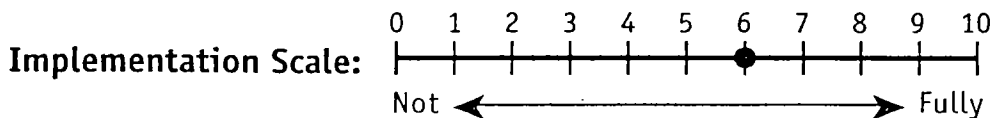
### Findings

1. Principals can offer an Intent to Employ to candidates. The offer is valid for two weeks.
2. The district provides a separate letter (Notice of Employment) for temporary employment.
3. The district provides an Acceptance of Offer of Intent to Employ form.
4. Approximately 25 offers of employment were extended to and accepted by out-of-county candidates.
5. Approximately seven offers of employment were extended and two accepted by local candidates.
6. Early offers of employment/contracts are only extended at recruitment fairs and abroad.

### Recommendations and Technical Assistance Provided

1. Continue the current practice of empowering administration to extend Intent to Hire letters to candidates.
2. Develop a procedure to consider all applicants for possible early employment/ contracts.

### Standard Implemented: Partially





## 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. Ravenswood City Elementary School District Special Education Department Plan for Recruitment and Retention of Qualified Staff
2. Ravenswood City Elementary School District Teaching As a Priority (TAP) Grant – 2001-2002
3. Interviews with Personnel Services Department staff
4. Interviews with district and program personnel
5. Employee Loan Fund Promissory Note

### Findings

1. The district received a \$210,000 Teaching As a Priority (TAP) grant. As the date of this assessment, the incentives have not been negotiated for implementation.
2. The district provides loans (Employee Loan Fund) through the Philanthropic Ventures Foundation. Loans of up to \$5,000 are available to teachers in the first three years of working in the Ravenswood City Elementary School District and who live within 50 miles of the district. The loans can be used for housing or transportation. Repayment of loans is made via salary reductions.
3. There is an emergency fund available to employees.
4. The Ravenswood Special Education Corrective Action Plan (RCAP) describes the incentive package for reimbursement of specific special education positions.
5. Incentives have been identified as a part of RCAP to minimize or remove barriers to recruitment and retention of district special education and related services staffs.
5. The district provides annual stipends as follows:

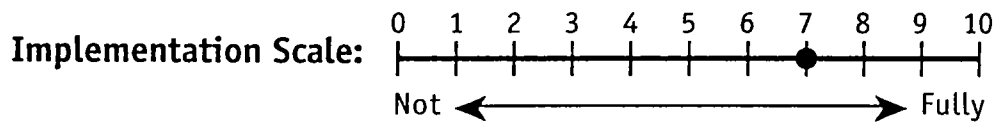
CLAD	\$1,500
B-CLAD	\$3,000
Special Education	\$4,000

### Recommendations and Technical Assistance Provided

1. Complete negotiations and implement the negotiated Teaching As a Priority grant incentives.
2. Continue to provide the employee loan funds and the emergency fund.

**FCMAT 13616**

**Standard Implemented: Partially**



## 5.1 Personnel Operations

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### Professional Standard

The personnel office employs and provides continuous training to persons 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 Personnel Services Department staff
2. Interviews with district and program personnel
3. CBEDS data, October 2000

### Findings

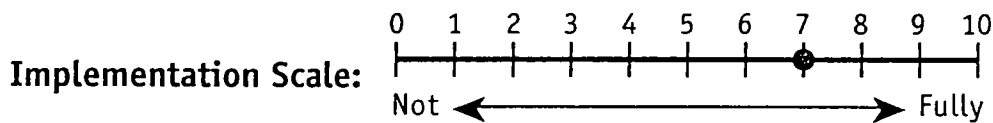
1. The Personnel Services Supervisor serves as the credentials technician and is extremely knowledgeable about teacher credentialing.
2. The Personnel Services Supervisor attends California Commission on Teacher Credentialing (CCTC) workshops.
3. No other Personnel Services Department staff member has been cross-trained as a backup for credential analysis.
4. School rosters are requested and received regularly by the Personnel Services Department for the purpose of comparing teacher assignments and credential authorization, which is done regularly.
5. Teachers and their principals are notified by the Personnel Services Department if there is a problem with an employee's credential.
6. Credentials are tracked in a FileMaker database designed by the Personnel Services Supervisor that provides flexibility in design and sorting, but is available only on one computer.
7. Principals receive lists of their teachers' credentials. All principals interviewed by the assessment team reported that they receive reliable information regarding credentialing of their teachers.
8. There is no formal process for checking expiration dates and reminding teachers of credential renewal requirements.
9. The Personnel Services Department is not involved in credential reporting for the annual CBEDS report, which may be leading to some reporting discrepancies and misunderstandings about the number of emergency credential holders in the district.

**FCMAT 13618**

### Recommendations and Technical Assistance Provided

1. Continue to provide consistent and reliable information regarding teacher credentialing.
2. Identify and provide cross-training for another Personnel Services Department staff person to serve as a backup for credential duties.
3. Collaborate with the Student Services Department in developing credential information for the CBEDS report to ensure accuracy of reporting data.
4. Develop a formal process for checking expiration dates of credentials and send renewal reminders to teachers.

### Standard Implemented: Partially



## 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 Personnel Services Department staff
2. Calendar of routine report dates

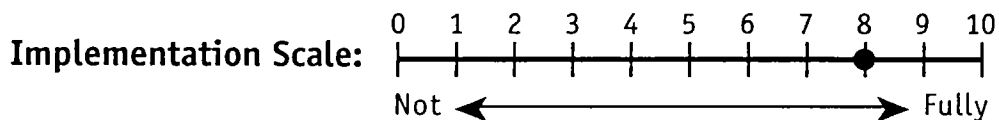
### Findings

1. A calendar has been developed indicating the due dates of routine reports, including the J-90 and Declaration of Need for Fully Qualified Educators.
2. Other reports are completed but were not included in the calendar.

### Recommendations and Technical Assistance Provided

1. Continue to complete routine reports as needed to comply with laws applicable to the credentialing of staffs.
2. To ensure completion of routine reports complying with credentialing regulations, add other required reports to the calendar, such as CBEST waivers and Statement of Need for 30-Day Substitute Permits.

**Standard Implemented: Fully - Substantially**



FCMAT 13620

## **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 Personnel Services Department staff
2. Interviews with district and program personnel
3. Ravenswood City Elementary School District Personnel Services Handbook
4. Employee and applicant files

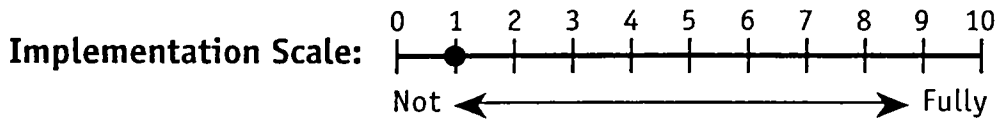
### **Findings**

1. New employees sign a checklist to confirm that they are aware of documentation they must submit as a new employee, including tuberculosis clearances.
2. The Personnel Services Department is able to schedule appointments for fingerprinting at the county within a day, although sometimes candidates experience long waits when they arrive.
3. There often are delays in receiving clearance after the completion of fingerprinting.
4. The system for collecting new employee paperwork does not ensure that employees do not begin work prior to required clearances for tuberculosis and criminal background checks.

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

1. Continue to require that new employees sign the checklist to confirm that they are aware of needed documentation.
2. Establish a system of collecting new employee paperwork that ensures tuberculosis and fingerprint clearances and other required documentation are received prior to any employee beginning work. Consider delegating the assembly of files to the secretary and developing a master checklist to monitor paperwork as it is submitted.
3. Do not permit any employees to begin work without tuberculosis and fingerprint clearances.
4. Notify any working employees not in compliance with tuberculosis or fingerprint requirements that they will be excluded from work without pay until clearances are documented.
5. Explore any possibilities for speeding up the fingerprint process, including receiving clearance notification through e-mail.

**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 Personnel Services Department staff
2. Interviews with district and program personnel

### **Findings**

1. There is no districtwide internal database networked for administrative purposes.
2. Personnel data is kept by the Personnel Services Department staff in FileMaker databases, which provides flexibility and reporting capabilities but stands alone on individual computers.
3. The use of e-mail began last spring in the district and is becoming more effective as a communication tool.
4. A Director of Technology was hired by the district in October.
5. There is no district Web site. The Director of Technology is working with a volunteer to begin development of a district Web site.
6. The Personnel Services Department utilizes various job search Web sites for job postings.
7. The district technology committee is focused toward classroom and student applications.
8. Student data is networked and managed through the SASIxp system.
9. There is no plan or committee for district administrative data management.
10. The county's financial information system (AcuTerm) is used only by the Business Services Department for payroll and budget functions.
11. The Personnel Services Department staff cannot access the credential data on the county system.

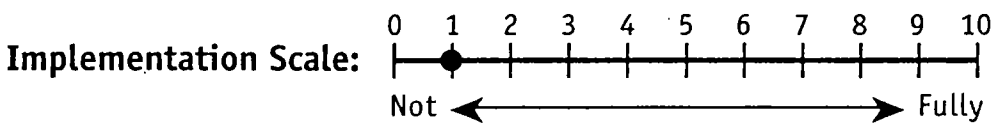
### **Recommendations and Technical Assistance Provided**

1. Expand the district's use of the county's information system and its possible usefulness to the Personnel Services Department.
2. Develop a district plan for administrative data management, addressing Personnel Services Department needs.



3. For current purposes, network computers within the Personnel Services Department office so access is on more than one computer. Provide training on the use of FileMaker and other software.
4. Ensure that the critical data being held on individual computers in the Personnel Services Department is backed up routinely and stored away from the office site.
5. Develop a district Web site that meets Personnel Services' needs, including online applications, job postings, and recruitment information.
6. Develop a department plan to continually increase the use of current technology to advertise, recruit, select, and process information for certificated employees.

**Standard Implemented: Partially**



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

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### **Professional Standard**

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

### **Sources and Documentation**

1. Interviews with Personnel Services Department staff
2. Interviews with district and program personnel
3. Interviews with new teachers (first- and second-year)
4. Ravenswood Teacher Association Agreement
5. Ravenswood City Elementary School District Comprehensive System of Personnel and Development (CSPD) 2001-2002
6. Ravenswood City Elementary School District New Teacher Orientation Handbook (August 2001)
7. Ravenswood City Elementary School District Plan for Recruitment and Retention of Qualified Staff (June 20, 2001)

### **Findings**

1. The Beginning Teacher Support and Assessment (BTSA) program is available for all eligible credentialed teachers in the district. Principals and teachers are supportive of the program and pleased with its results.
2. The Peer Assistance and Review (PAR) program has been implemented. There is a budget for 16 consulting teachers, but there are only five applicants.
3. The district provides a five-day new teacher orientation.
4. Nine district representatives have been trained in the Classroom Organization and Management Program to provide staff development for all new teachers in Creating Conditions for Learning. There are eight modules.
5. The district has developed a calendar of all training indicating topic, date, presenter(s), and the target audience. Included are activities and training specific to each school site plan and the schedule for the year.
6. Training is provided to assist principals in working with teachers.
7. Education Specialists are provided to coach students in the areas of math and literacy.
8. New teachers are provided a “buddy” teacher to assist and support them.
9. The district participates in the following intern programs:
  - Cal State Teach
  - San Mateo County Office of Education Intern Program
  - College of Notre Dame Intern Program
  - San Francisco State University Credentials Program

- National Hispanic University Intern Program
- National University Credential Program
- Cal State Hayward Intern Program
- San Jose State University Intern Program (includes APEX Program)

10. The district has identified in the Ravenswood Corrective Action Plan the means to recruit and retain a qualified staff.

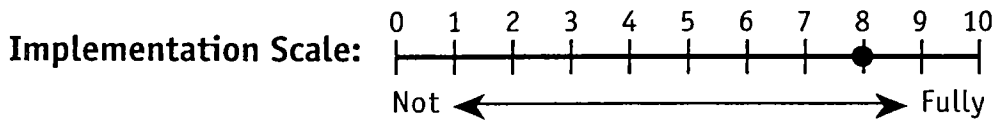
11. The district provides staff members access to bilingual and African-American consultants for individual counseling.

12. The district provides career counseling sessions with each contract teacher on emergency or waiver status.

**Recommendations and Technical Assistance Provided**

1. Continue to provide the level of support to assist and retain new teachers.
2. Continue to provide a comprehensive system of professional development for teachers.

**Standard Implemented: Fully - Substantially**



## 6.2 New Teacher Support and Retention

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### Professional Standard

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

### Sources and Documentation

1. Interviews with Personnel Services Department staff
2. Ravenswood City Elementary School District Personnel Services Handbook
3. Survey of Employees
4. Ravenswood City Elementary School District Special Education Department Plan for Recruitment and Retention of Qualified Staff

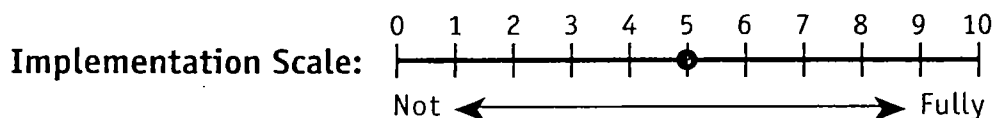
### Findings

1. A survey of current employees was conducted June 12–15, 2001, to ascertain the reasons why employees leave positions or transfer to other positions in the school district.
2. The teachers' collective bargaining agreement permits teachers to request transfers after two years of service in the district. Transfer requests remain active up to September 1 of each school year.
3. There is a formal district document in place for transfers and resignations/retirements.
4. There are very few requests for transfer in the district.
5. The average number of years that a teacher has been employed in the district is 5.6 years as of 2000-01.

### Recommendations and Technical Assistance Provided

1. Conduct exit interviews with questionnaires and summarize the results for an end-of-the-year annual report to the Superintendent and Governing Board.
2. Add a space for reasons for the transfer or resignation to the transfer and resignation form.
3. Analyze data received from survey, questionnaire and transfer/resignation sources for inclusion in recruitment plans.

### 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 Personnel Services Department staff
2. Ravenswood City Elementary School District Special Education Department Plan for Recruitment and Retention of Qualified Staff

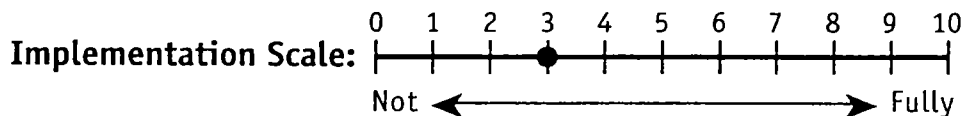
#### Findings

1. The Ravenswood Corrective Action Plan provides documentation on tasks, activities, target date, completion date, person/department responsible, budget and status regarding the attrition of teachers.
2. The district has identified in the RCAP the barriers to recruitment and retention of qualified staff members.
3. Incentives have been identified to address attrition of teachers, including loans, stipends and staff development.
4. There is a report that identifies the reasons why teachers leave the district.

#### Recommendations and Technical Assistance Provided

1. Create a process and procedure for collecting and utilizing data concerning the reasons for teacher transfer requests and attrition.
2. Upon identification and analysis of reasons for attrition, develop a plan of action to address current and future concerns.

#### Standard Implemented: Partially



FCMAT 13628

## **VI. IMPLEMENTATION OF RECOMMENDATIONS**

This assessment has reported a number of findings and recommendations on the district's present certificated recruitment and hiring process. Improvement can always be made. The Personnel Services Department has the potential to realize an improved, more effective operation. The recommendations presented are intended to assist the department in reaching a potential much higher than the present operation.

The recommendations presented within this report should be reviewed by the Superintendent and Personnel Services Department staff. Some of the 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.