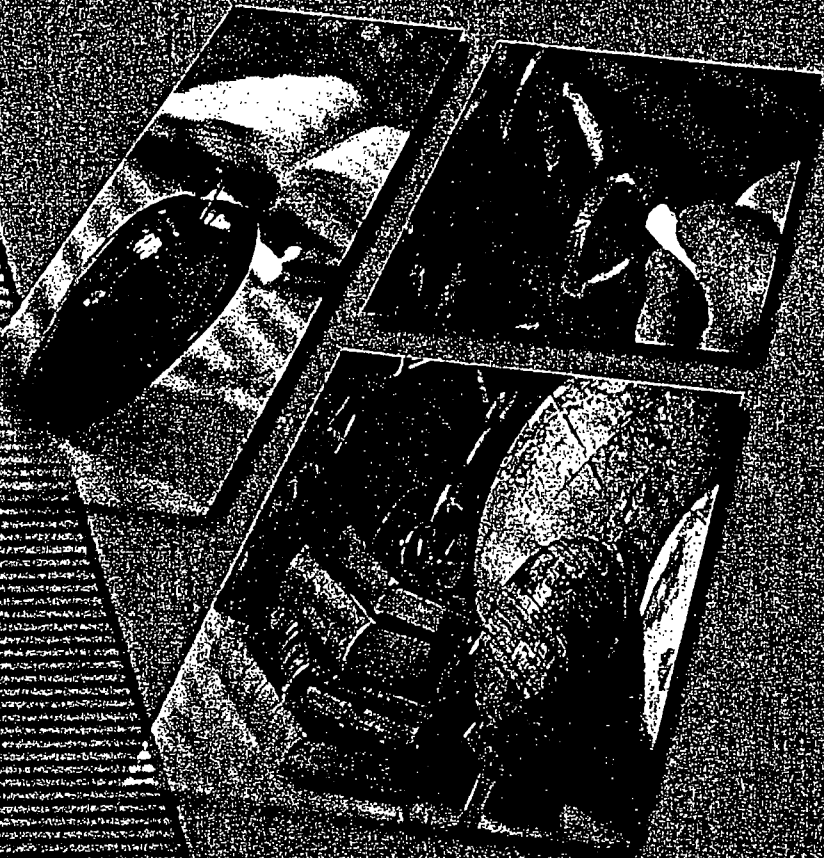


**Fiscal
& Crisis
Management
Assistance
Team**



Lynwood Unified School District

Human Resources Assessment & Recommendations

June 3, 2002

**Teacher
Recruitment
Incentive
Program**

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Foreword

Dear Superintendent:

The Fiscal Crisis and Management Assistance Team (FCMAT) was invited by the Lynwood 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 Lynwood 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.

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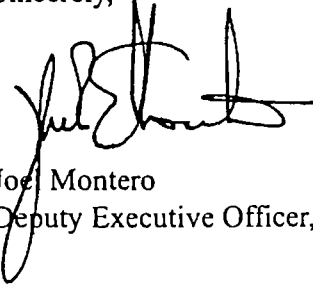
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Since the time of the visit to the district, it is likely that many of the recommendations have been either fully or partially addressed. Of course, those accomplishments are not included in this report.

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 Lynwood Unified School District.

Sincerely,

A handwritten signature in black ink, appearing to read 'Joe Montero', written over a printed name and title.

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)

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 this review. 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 Richard Schromm, Team Leader; Linda Harding, Team Member; E. Leon Mattingley, Team Member Elva Rodriguez, Team Member.

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, board members, first- and second-year teachers, and other stakeholders in the recruitment and selection process of certificated personnel. The team interviewed 54 individuals during its visit.

II. DISTRICT INFORMATION

Lynwood Unified School District is in the community of Lynwood, which has a population of approximately 78,000 and is part of the greater Los Angeles metropolitan area. The school district is close to 13 major colleges and universities. The district has approximately 18,800 students. Lynwood Unified School District has one high school, one continuation high school, one independent study high school, two middle schools (grades 6-8), and ten elementary schools (grades K-5). The student population is 1.0 percent Native American, 0.2 percent Asian, 5.0 percent Filipino, 87.8 percent Hispanic, 11.3 percent African American, and 0.6 percent white.

The district has 48 administrative, 782 certificated, and 937 classified employees. The district qualified for this assessment because it employed 288 emergency credentialed teachers as of its October 1999 CBEDS report. The following table shows the number of teachers the district has employed under emergency, pre-intern, intern, and waiver authorizations.

Authorization Type	CBEDS		District Reported
	Oct. 1999	Oct. 2000	as of April 2002
Emergency	288	326	301
Intern	6	20	0
Pre-Intern	1	1	36
Waivers	7	7	1

Sources: CBEDS Oct. 1999 – Department of Education Web site
CBEDS Oct. 2000 – Department of Education Web site
District Reported – District reported using April 2002 data

III. FACTORS AFFECTING THE HIRING PROCESS

Factors that affect the hiring process adversely are as follows:

- There has been rapid district growth over a number of years.
- There is a lack of collaboration with local universities to provide a continuing intern program.
- Training in technology is inconsistent.
- The Technology Department staff is not sufficient to meet district needs.
- The geographic inner-city image of the area contributes to the general shortage of qualified teacher candidates.
- The lack of a competitive salary schedule with comparable and neighboring districts contributes to the general shortage of qualified teacher candidates.
- The district lacks a time line and a plan of action to provide early identification of staff needs. This will enable the offering of employment contracts to fully credentialed candidates early in the spring, which is the optimum recruitment season.
- The district's ability to determine staffing allocations in a more timely manner is impeded by the lack of written procedures to clearly identify all steps in the process of accurately projecting student enrollment.
- The lack of firm deadlines for teachers to submit requests for leaves, resignations, retirements, notification of intent to return from leave of absences, etc., affects the district's ability to identify its staffing needs early. Efforts should be made to begin the hiring process in the early spring, move quickly and offer contracts and assignments as early as possible.

Factors that help the hiring process include:

- Strategic planning efforts have identified goals, objectives and indicators that will provide direction to the district in addressing issues and concerns related to recruiting and retaining credentialed teachers.

IV. EXECUTIVE SUMMARY OF FINDINGS AND RECOMMENDATIONS

1. Organization and Planning

Board policies covering recruitment and selection of certificated personnel need to be updated or developed to reflect current laws and practice. Administrative regulations and procedures should be developed to ensure consistent application of the policies. The policies, regulations and procedures should place an emphasis on seeking fully credentialed teachers.

In the strategic planning process and writing of organizational goals, the district has identified goals, objectives and indicators that will provide direction to the Human Resources Department in developing a comprehensive recruitment plan.

The district needs to collect more data on the comparison of salaries in Los Angeles County and in the neighboring school districts, and present the data available in a format that will assist the district in effectively making comparisons.

2. Identification of Staffing Needs

The district's Senior Management Consultant from Educational Consulting Services, Inc., has a process to prepare annual enrollment projections and staffing needs for the district and individual schools. School principals discuss those projections in April with the Assistant Superintendent, Human Resources, to compare their projections with the district's projections.

Collective bargaining provisions require that existing teachers be provided an opportunity to be considered for transfer prior to hiring from outside the district. The district and the bargaining unit could improve the district's recruitment opportunities if the transfer and reassignment process was compacted to allow for offers of employment to be issued in March. The district also should consider incentives to encourage teachers to formalize declarations of retirement early in the spring.

The district has an effective position control system utilizing Human Resources Services and Escape. Training is currently taking place with the County Office of Education on the PeopleSoft system. A survey is being conducted for the identification of paraprofessionals interested in moving into the teaching ranks. An aggressive approach in developing a support program for paraprofessionals, student teachers (when available), and substitute teachers will help in the preparation of future district teacher candidates to fill the need for credentialed teachers.

3. District Recruitment Needs

There is a need for the district to develop a detailed recruitment budget so that funds can be set aside and identified specifically for travel, advertising, staff training, promotional materials, printing of a year-end report, etc. This will help to effectively implement the provisions of the district's recruitment plan. Professional promotional materials and demographic information should be developed and placed in the recruitment folders to attract qualified applicants.

The district should select individuals who are enthusiastic about the district and project a positive image of it to serve on teams at the various recruitment fairs. The teams should be provided with training and materials in order to perform effectively.

The district should work closely with the Los Angeles County Regional Teacher Recruitment Center. The center is offering the district a free paperless human resource acquisition system. The center funds and advertises recruiting fairs for the district. It can provide credentialing information to the applicants. The center also assists in coordinating activities with other agencies, and fosters partnerships between districts and teacher preparation programs. It can assist in planning and funding some out-of-state recruitment activities for the district. The district needs to be more aggressive in its recruitment efforts.

The district should continue its partnership with the Teach for America program. The district should publicize the program throughout the district to ensure that all staff members are aware of the goals of the program.

A year-end written report evaluating the effectiveness of recruitment efforts should be developed and presented to the Governing Board. The report written for the 1999-2000 school year should be continued and updated annually.

FCMAT 14226

4. Application and Hiring Process

The district needs to develop an online application process using the district's Web site. The Human Resources Department needs to develop an electronic applicant tracking system. The applicant tracking system should include information regarding credentials held, major/minor, work experience, references, and paper screening and interview results. As technology develops, the applicant tracking system should be made available online to all administrators responsible for hiring certificated staff.

The district should implement a process to paper screen teacher applications. Interview results should be included on the interview recommending form. A selection process handbook needs to be developed to guarantee uniformity throughout the district.

Reference checking procedures should be written that designate who must complete the process on candidates recommended for hire. These procedures also should be a part of the selection process handbook.

Efforts should be expanded to aggressively recruit fully credentialed teachers as early as possible.

The district needs to explore means of creating new teacher incentives.

5. Personnel Operations

The Human Resources Department provides strong support to its clients. Although the department services its clients satisfactorily, limited training in technology results in labor-intensive processes and procedures.

An aggressive approach should be taken in implementing the projected online application system with applicant and credential tracking capability.

In addition, the present service delivery model needs to be reviewed, and a less labor-intensive model using the same computer program should be utilized for uniformity of services. Along with this model should come staff training in technology.

6. New Teacher Support and Retention

The district provides assistance to new credentialed teachers through the Beginning Teacher Support and Assessment (BTSA) program. The district has not fully implemented a pre-intern program or the negotiated Peer Assistance and Review (PAR) program. New teachers also receive support through monthly seminars.

The district has addressed some concerns and issues related to teacher attrition in the strategic planning process. The district needs to track and assess reasons for teacher attrition and develop a specific plan to lessen attrition.

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

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. Interviews with Human Resources Department staff
2. Board Policy 5140, Affirmative Action Program (July 1976)
3. Board Policy 5150, Nondiscrimination on the Basis of Sex (July 1976)
4. Board Policy 5210, Personnel Procedures – Appointment (revised July 1985)
5. Board Policy 5217, Employment of Personnel with Emergency Credentials (August 1982)

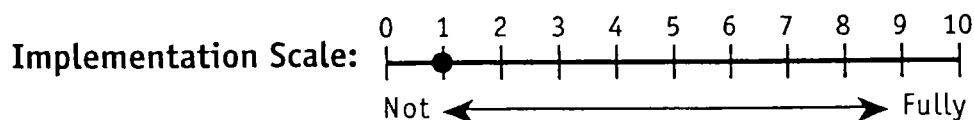
Findings

1. The district has a board policy adopted in 1982 that addresses the employment of personnel with emergency credentials. The policy states the district will employ a person on an emergency credential only in a critical skill area (math, science, bilingual classrooms, and English).
2. There was no evidence of a board policy that specifically addresses the recruitment and selection of certificated personnel.
3. Board Policy 5150 prohibits discrimination on the basis of sex in district employment activities, including recruitment and selection (adopted 1976).

Recommendations and Technical Assistance Provided

1. Implement plans to review board policies.
2. Consult California School Boards Association model policies to update and develop district policies covering recruitment and selection that conform to current laws and district philosophy.
3. Develop a policy statement that supports the district's intent to seek fully credentialed teachers for vacant positions (to replace Board Policy 5217, adopted in 1982) and reflects current need and practice.

Standard Implemented: Partially



FCMAT 14230

1.2 Organization and Planning

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. Interviews with Human Resources Department staff
2. Interviews with district and program personnel
3. Lynwood Unified School District Human Resources Department, Certificated Personnel Services Hiring Sequence (undated)

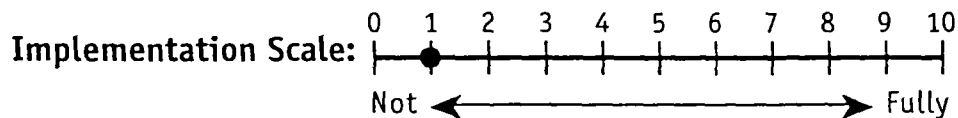
Findings

1. There was no evidence of an administrative regulation covering the recruitment and selection of certificated personnel.
2. The Human Resources Department staff has developed a hiring sequence for filling teaching positions.
3. There was no evidence of job announcements that include equal opportunity language for applicants and employees.

Recommendations and Technical Assistance Provided

1. Develop administrative regulations to carry out new or updated board policies on the recruitment and selection of certificated personnel.
2. Develop a hiring procedures manual to be distributed to and used by district administrators that will carry out the board policies covering recruitment and selection of certificated personnel, once the policies have been developed or updated.
3. Develop job announcements for vacancies that include equal employment language.

Standard Implemented: Partially



1.3 Organization and Planning

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. Lynwood Unified School District Organizational Chart (2001-2002) (revised 9/20/01)
2. Lynwood Unified School District Office of Human Resources Organizational Chart (revised 9/20/01)
3. Human Resources functions chart (undated)

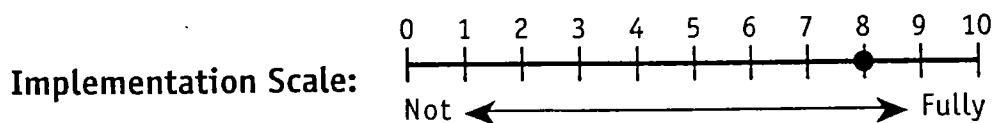
Findings

1. The district has current and complete organizational charts.
2. The Human Resources Department has a functions chart.

Recommendations and Technical Assistance Provided

1. Continue to maintain current organization and functions charts.

Standard Implemented: Fully - Substantially



1.4 Organization and Planning

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 such as math, science, special education, bilingual education, etc.

Sources and Documentation

1. Interviews with district and program personnel
2. Lynwood Unified School District Human Resources Certificated Personnel Services – Spring Recruitment Plan 2002
3. Shaping the Future for Lynwood Unified School District, 2001-2006 Strategic Plan
4. Lynwood Unified School District Organizational Goals 2002-2003 (March 21, 2002)
5. TeachLynwood flier (undated)

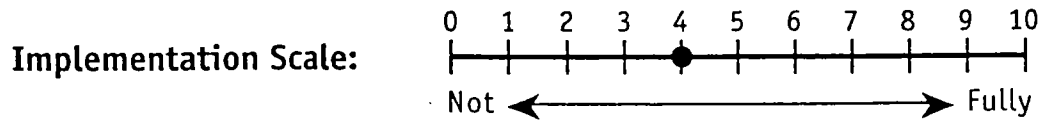
Findings

1. The district has established “a capable, well-trained teacher in every classroom” as an organizational goal for 2002-2003. Indicators of that goal include: (a) a teacher in every classroom by the first day of school; (b) a process and time line to ensure a teacher in every class; (c) reducing requests for waivers to extend time on emergency credential; and (d) reducing the attrition rate of the teaching force.
2. The district’s strategic plan for 2001-2006 includes objectives to enhance recruiting relationships with local universities, redesign and streamline district hiring, create and maintain a competitive salary structure, and establish paid intern opportunities for university students in the district.
3. In July 2002, the district will implement the TeachLynwood University Internship Program in collaboration with the University of California at Los Angeles Graduate School of Education that will target and assist math, science, and English teachers in completing the Professional Clear Teaching Credential with a CLAD emphasis.
4. There was no evidence of a specific plan or written annual goals in the Human Resources Department related to the recruitment and selection process, including targeting hard-to-fill positions in math, science, special education, etc.

Recommendations and Technical Assistance Provided

1. Develop written annual goals and a plan for the recruitment and selection process. The plan should include recruitment needs, locations, recruitment team members, and costs.
2. Follow through with the strategies established in the district’s organizational goals for 2002-2003 and in the district’s strategic plan for 2001-2006.

Standard Implemented: Partially



1.5 Organization and Planning

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 Human Resources Department staff
2. Interviews with district and program personnel
3. Salary Comparisons with Neighboring Districts Notebook
4. Winter 2002 District Survey of Teachers' Salaries in Los Angeles County, Preliminary Summary of Verified Rates
5. Salaries and Wages in California Public Schools, 2000-01

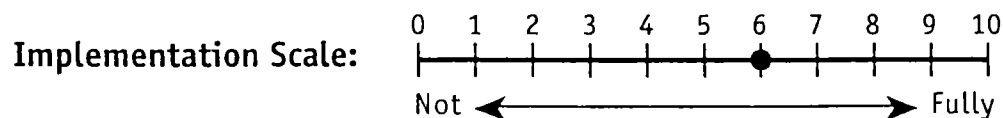
Findings

1. The district participates in the teacher salary and benefits survey for the school districts in Los Angeles County.
2. The district collects salary schedules from six neighboring districts.
3. The most recent report of teachers' salaries in Los Angeles County indicated that the current Lynwood Unified School District salary for beginning teachers with a credential and no experience is ranked 37 out of 47 unified school districts.
4. The most recent report of fringe benefits in Los Angeles County indicates the district's current maximum fringe benefit contribution ranks 33 out of 47 unified school districts.

Recommendations and Technical Assistance Provided

1. Continue to participate in salary and fringe benefits surveys by the Los Angeles County Office of Education (LACOE). The district should consider subscribing to the LACOE survey service that would provide the survey results in ranked order.
2. Expand the number of districts from which salary schedules are collected for comparison purposes.
3. Continue to work to increase salaries and benefits in comparison to other unified school districts in Los Angeles County.

Standard Implemented: Partially



2.1 Identification of Staff Needs

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. Interviews with Human Resources Department staff
2. Interviews with district and program personnel
3. Memorandum from Fiscal Services Department regarding Enrollment Projections
4. School Site Staffing Allocations memorandum for Elementary, Middle, and High Schools
5. CBEDS Enrollment Projection 2001
6. Interviews with Educational Consulting Services, Inc.

Findings

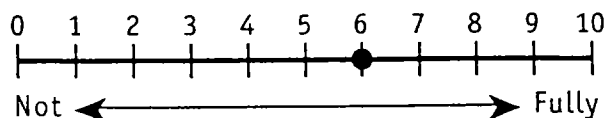
1. Enrollment projections are calculated manually.
2. The district has been experiencing growth in student enrollment over the past several years.
3. It was reported that student enrollment projections historically have been accurate and useful in planning school staffing for the following year.
4. It was reported that student enrollment projections are the responsibility of the Senior Management Consultant of Educational Consulting Services, Inc.

Recommendations and Technical Assistance Provided

1. Gather data to reconstruct enrollment projections over the previous three years and compare those projections to actual CBEDS enrollment and P-2 enrollment.
2. Finalize enrollment projections for staffing and budget purposes by January 15 each year.
3. Continue the district's methodology of projecting student enrollment. Continue to make opportunities available for principals to provide feedback to make necessary modifications in projections.

Standard Implemented: Partially

Implementation Scale:



FCMAT 14236

2.2 Identification of Staff Needs

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. Memorandum from Fiscal Services Department regarding Enrollment Projections
4. School Site Staffing Allocations memorandum for Elementary, Middle, and High Schools
5. CBEDS Enrollment Projection 2001
6. Interviews with Educational Consulting Services, Inc.

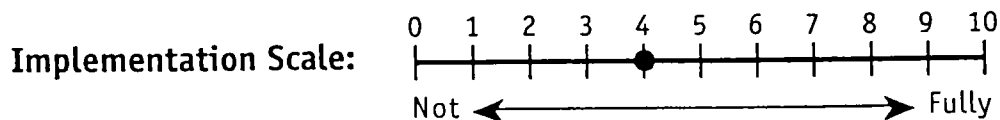
Findings

1. Open positions often are filled with non-credentialed/emergency or substitute employees for long periods of time.
2. It was reported that class size adjustments were going to be discussed in negotiations with regard to enhancing the salary schedule with any savings realized.
3. It was reported that the principals receive their enrollment projections and their staffing ratios at the same time.

Recommendations and Technical Assistance Provided

1. Schedule the transfer process earlier in the year to address the domino effect of teacher transfers and to allow recruitment and assignment of selected staff from outside the district.
2. Develop a process to apply staffing ratios to enrollment projections in early February, allowing principals to identify specific staffing needs prior to the start of the recruitment season in March.

Standard Implemented: Partially



2.3 Identification of Staff Needs

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. Memorandum to All Principals from the Assistant Superintendent, Human Resources, regarding 2002-2003 Staff Projections
4. Teach for America Survey
5. Collective Bargaining Agreement

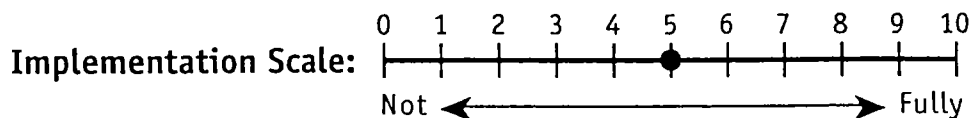
Findings

1. The process of determining staffing needs is occurring after the district has participated in some of the recruiting fairs. This time line does not allow recruiters to identify candidates for specific assignments in a timely manner.
2. The district does not have a deadline in the collective bargaining agreement to post known vacancies.
3. Principals and the Assistant Superintendent, Human Resources, have a telephone conference in April to discuss site needs and to compare their current roster with their staffing projections.

Recommendations and Technical Assistance Provided

1. By March 1, prepare a summary of anticipated vacancies by school and credential requirements. This information could then be integrated into the district's recruitment plan.
2. Collect information on the number of regular classroom positions that were unfilled at the beginning of the 2002-2003 school year and establish the date when teachers actually filled the positions. Follow up by reviewing each unfilled position and identifying the reason for the delay. Based upon this analysis, make the necessary adjustments in the procedures for selecting and hiring in a timelier manner.

Standard Implemented: Partially



2.4 Identification of Staff Needs

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 Human Resources Department staff
2. Interviews with district and program personnel
3. Announcement of State Teachers Retirement System (STRS) Workshop/Seminar held in October at the Lynwood Education Center
4. Review of the Collective Bargaining Agreement Articles
5. Interviews with members of the Lynwood Teachers Association

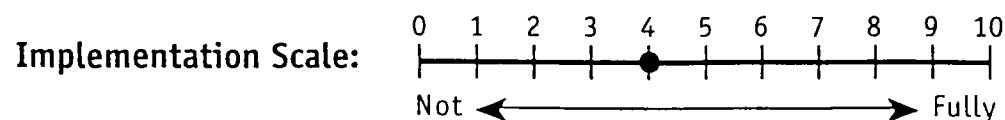
Findings

1. The district does not formally encourage teachers to declare their intention to retire.
2. According to information obtained during interviews, most requests for transfer are honored.
3. There is no formal deadline for teacher transfer requests.
4. There was no evidence of an established date when teachers on leave of absence must inform the district of their intent for the following year.

Recommendations and Technical Assistance Provided

1. Provide forms to the sites for employees requesting leaves, transfers or retiring.
2. Establish a written procedure identifying a time line for submitting forms to appropriate staff.
3. Require requests for leaves or transfers to be returned prior to March 1 of each year to enable the district to hire replacements for staff during the recruitment season.
4. Consider establishing a small financial incentive for early declaration of retirement plans.
5. Send an "Intent to Return" letter in February to all teachers who are on leave of absence.

Standard Implemented: Partially



FCMAT 14239

2.5 Identification of Staff Needs

Professional Standard

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

Sources and Documentation

1. Interviews with Human Resources Department staff
2. Interviews with district and program personnel
3. Human Resources Services Position Control Overview Sheet (undated)
4. Lynwood Unified School District Vacancy Authorization form (8/2001)

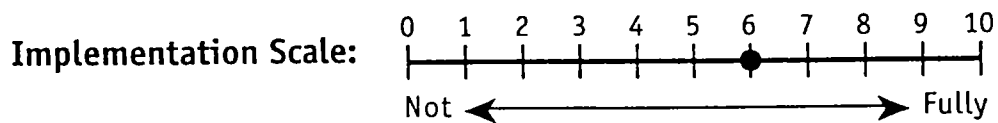
Findings

1. A Senior Account Clerk in the Human Resources Department processes the Vacancy Authorization form to ensure that staffing allocations are within position control authorizations. Appropriate signatures then are acquired.
2. The district currently uses HRS and Escape for position control, and it is participating in training with the Los Angeles County Office of Education on the PeopleSoft system.

Recommendations and Technical Assistance Provided

1. Continue to participate in PeopleSoft training with the Los Angeles County Office of Education in order to implement an electronic position control system.
2. Continue to carefully monitor the processing of the Vacancy Authorization forms to ensure staffing is within authorized allocations.

Standard Implemented: Partially



2.6 Identification of Staff Needs

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, such as substitute teachers, instructional assistants, etc.

Sources and Documentation

1. Interviews with Human Resources Department staff
2. Interviews with district and program personnel
3. Paraprofessional Program Identification Meeting Notice (5-10-02)

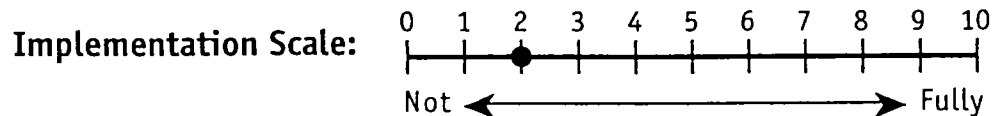
Findings

1. The district is in the process of identifying potential candidates for a paraprofessional teacher program.
2. A number of paraprofessionals have moved into the teaching ranks through their own initiative.
3. Substitute teachers move into the teaching ranks.

Recommendations and Technical Assistance Provided

1. Continue with the development of the identification of candidates for a para-professional program.
2. Develop a program to support substitute teachers, student teachers (when available) and paraprofessionals as they move into the teaching ranks.

Standard Implemented: Partially



3.1 District Recruitment Efforts

Professional Standard

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

Sources and Documentation

1. Interviews with Human Resources Department staff
2. Interviews with district and program personnel
3. Lynwood Unified School District budget printout of \$30,140 budgeted for recruitment/advertising (3/26/02)

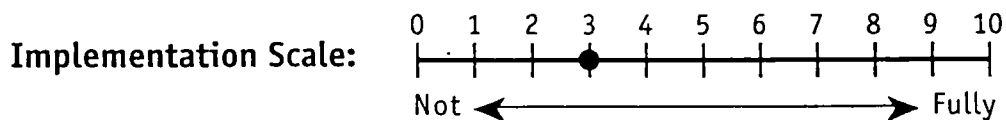
Findings

1. Budget summaries show that \$30,140 was budgeted for recruitment and advertising for 2001-2002. Of this amount, 7.28 percent (\$2,437.48) has been encumbered.
2. The Human Resources Department budget does not contain a separate line item for recruitment, travel, travel reimbursement, advertising, and other items related to recruitment.
3. The district has received a Teaching As a Priority grant for \$623,000. Some of this money is used to provide incentives to fully credentialed applicants.

Recommendations and Technical Assistance Provided

1. Develop a line item recruitment budget to include line items for travel, advertising, staff training, promotional materials, and the preparation of a year-end report.
2. Review the current recruitment plan, revise as appropriate, and establish a baseline budget.
3. Allocate funds to develop new professional recruitment materials.

Standard Implemented: Partially



3.2 District Recruitment Efforts

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 Human Resources Department staff
2. Interviews with district and program personnel
3. Printed brochure for the city of Lynwood
4. Lynwood Unified School District Newsletter
5. Lynwood Review
6. Lynwood Unified School District Human Resources Department information handout

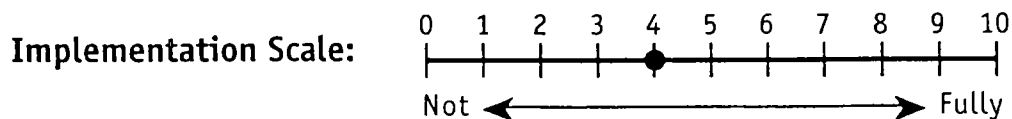
Findings

1. The district provides candidates with a recruitment folder containing informative materials.
2. The district utilizes Teaching As a Priority grant funds to provide recruitment incentives for hiring credentialed teachers, such as signing bonuses.
3. There was no evidence of any PowerPoint presentation, video or other audio-video materials promoting the district for recruitment purposes.

Recommendations and Technical Assistance Provided

1. Review other school districts' recruitment fair display boards and purchase appropriate equipment to enable the district to be competitive.
2. Develop a section in the recruitment folder to highlight what the district and community have to offer. Get quotes from teachers with positive things to say about the Lynwood Unified School District.
3. Update the district information in the recruitment packet annually.
4. Involve principals, administrators, teachers, students and community members in the development of a promotional video and/or CD ROM and PowerPoint presentation to highlight exemplary teacher support programs. Utilize the Public Information Office as a resource.

Standard Implemented: Partially



3.3 District Recruitment Efforts

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. Memorandum from Assistant Superintendent, Human Resources, to principals and other administrators regarding Recruitment for 2002
4. Spring Recruitment Plan 2002

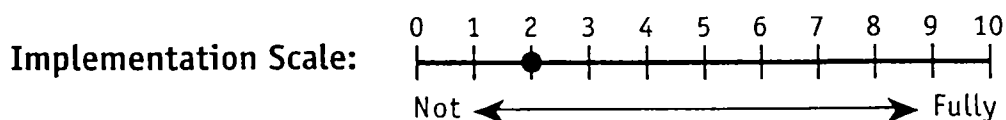
Findings

1. The Assistant Superintendent, Human Resources, is responsible for establishing recruitment teams and scheduling attendance at recruitment fairs.
2. The Human Resources Department has attempted to involve all principals and program managers in the Teacher Recruitment Expo to be held in the Lynwood Educational Center on April 27, 2002.
3. District and program personnel expressed a desire to be more fully involved in recruitment planning and activities.
4. There was no evidence that there is any staff training on recruitment techniques.

Recommendations and Technical Assistance Provided

1. Establish regularly scheduled meetings for all members of recruitment teams with the intent to develop specific goals, recruitment materials, strategies and overall plans for recruitment activities.
2. Continue to schedule the Lynwood Unified School District Teacher Recruitment Expo.
3. Include recruitment team members in the year-end evaluation of recruitment efforts and develop an annual written summary report that can reflect the successes of the year.

Standard Implemented: Partially



3.4 District Recruitment Efforts

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. Teacher Recruitment Expo Announcement
4. Spring Recruitment Plan 2002
5. Principal/Assistant Principal/Recruiters 2002 Spring Schedule
6. "TeachLynwood" Program Proposal

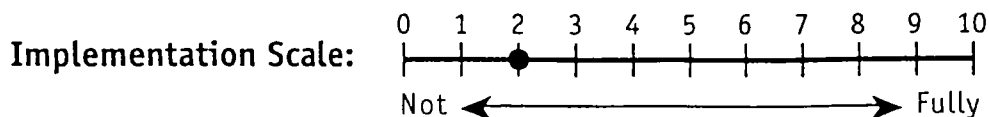
Findings

1. The district advertises and posts vacancies at local colleges and universities and on Ed-Join and its own Web site.
2. The district Web site is being revised to improve service.
3. The district holds an annual in-house job fair. It was reported to be very successful.
4. District recruitment efforts primarily have been centered in Southern California.

Recommendations and Technical Assistance Provided

1. Continue to develop recruitment resources via Web sites, job fairs, and publications such as the Los Angeles County Regional Teacher Recruitment Center, Hispanic Hotline Newsletter, Job-TRACK, U.S. Teach, Edcast, CalTeach, and Ed-Join.
2. Continue the district Teacher Recruitment Expo and expand as appropriate.
3. Develop a process for applicants to electronically submit application materials.
4. Continue to work with a Web master to keep the district Web site current with regard to all certificated vacancies.
5. Promote and publicize the success and positive results of the "Teach For America" program.
6. Develop a more aggressive, expanded recruitment effort to reduce the district's large number of emergency permit teachers.

Standard Implemented: Partially



3.5 District Recruitment Efforts

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. Interviews with district and program personnel
3. California Commission on Teacher Credentialing survey response to assess the district's recruitment activities (2-6-02)
4. Annual Written Summary of Recruitment Efforts 1999-2000

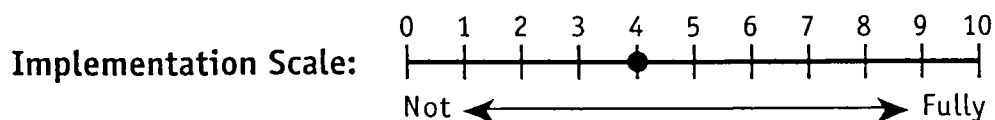
Findings

1. There was no written evidence that the district has developed a formal annual report of its recruitment efforts for the 2001-2002 school year.
2. The district reported that 154 positions were announced during the 2001-2002 school year to the Los Angeles County Office of Education. The district advertises in the Employment Guide, the Los Angeles Times, the Lynwood Press, and the Orange County Register.
3. The district has participated in job fairs at California State University, Los Angeles; California State University, Long Beach; California State University, Fullerton; Cal Poly Pomona; and the California Association of Bilingual Educators (CABE). The district also has conducted its own interview exposition.

Recommendations and Technical Assistance Provided

1. Reinstate the preparation of an annual summary report of teacher recruitment needs, activities, and outcomes.
2. Include all activities listed in the California Commission on Teacher Credentialing survey response in the annual written Human Resources Department report.

Standard Implemented: Partially



3.6 District Recruitment Efforts

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. Lynwood Pre-Intern Program brochure
5. Alternative Credential Program brochure 2001-2002
6. Beginning Teacher Support and Assessment program brochure
7. TeachLynwood program information
8. Paraprofessional pre-credential information meeting regarding the career ladder program

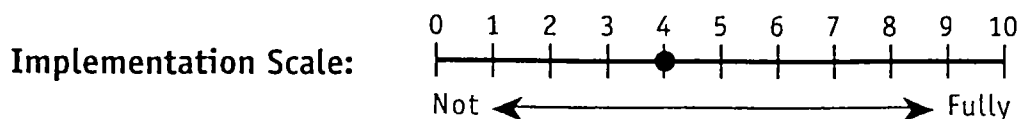
Findings

1. The district has approximately 346 teachers on emergency permits.
2. The district is encouraging instructional assistants and other classified employees to pursue teaching careers.
3. The Human Resources Department is facilitating the move of emergency credentialed teachers to internship status.
4. It was reported that the district has formed a partnership with the Los Angeles County Office of Education and that it has 56 participants in its pre-intern program.
5. It was reported that the district is discussing the possibility of an intern program with the University of California, Los Angeles.

Recommendations and Technical Assistance Provided

1. Continue to recruit paraprofessionals/other classified employees into career ladder programs.
2. Continue to work toward the initiation of a program to promote the pre-intern and intern programs.
3. Expand future recruitment efforts.

Standard Implemented: Partially



4.1 Application and Hiring Process

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. Interviews with Human Resources Department staff
2. Certificated Employment Application

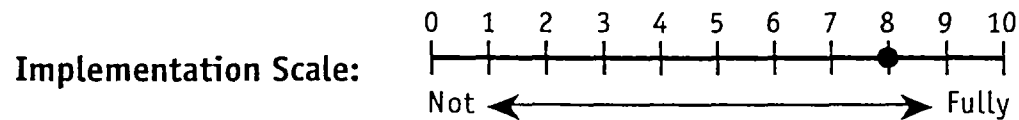
Findings

1. The Certificated Employment Application meets all state and federal requirements.
2. There is no place on the application for the candidate's e-mail address.
3. The Certificated Employment Application is not presently on the district's Web site.
4. The Certificated Employment Application provides three statements referring to the district being an equal opportunity employer.

Recommendations and Technical Assistance Provided

1. Include a space for the applicant's e-mail address on the application form.
2. Continue to pursue the establishment of an online application system.
3. Remove the statement on the top part of the application that states: "An Equal Opportunity-Affirmative Action Employer." Two of the other similar statements are more appropriate.

Standard Implemented: Fully - Substantially



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
3. Manual Applicant Tracking System Information Sheet (undated)
4. Teacher Applicant Lists (February 2002, March 2002)

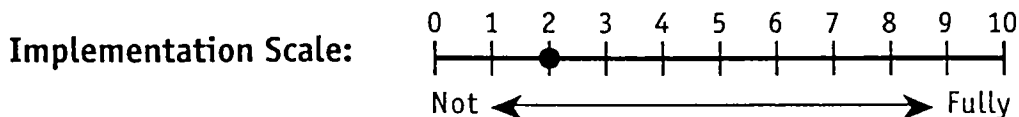
Findings

1. The district has a manual applicant tracking system kept by a Human Resources Senior Personnel Technician. This information provides the Senior Personnel Technician with a list of teacher applications.
2. Administrators are provided, upon request, the files of three candidates (if available) for consideration when a vacancy occurs.
3. The manual teacher applicant listing kept by the Senior Personnel Technician includes the date received, name, address, phone, grade/subject, credential, interview (yes/no), hired (yes/no), and comments.

Recommendations and Technical Assistance Provided

1. Develop an applicant tracking system to provide information on position sought, credential, major/minor, work experience, paper screening and interview ratings, and other needed data.

Standard Implemented: Partially



4.3 Application and Hiring Process

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
3. Vacancy Authorization form (8/2001)
4. Hiring Sequence Guidelines
5. Teacher Interest Record
6. Vacancy Interview Appraisal form
7. 100 Interview Questions to Ask Teacher Applicants
8. Sample Interview Questions

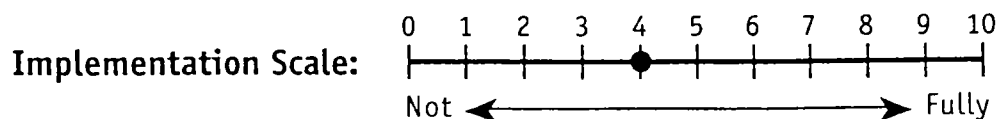
Findings

1. There is no formal process for a paper screening rating.
2. The district's Vacancy Interview Appraisal form provides the Human Resources Department with a named individual recommended for employment. This form does not record those involved in the interview nor does it provide rating results for recommended candidates or others.
3. Interview questions are available for school administrators to use. For example: 10 Sample Interview Questions; 100 Interview Questions to Ask Teacher Applicants (by James E. Ferguson)
4. District recruiters return the Teacher Interest Record form to the Human Resources Department if no application or resume is available. This form lacks any space for the district administrator to comment or rate the candidate, if desired.

Recommendations and Technical Assistance Provided

1. Develop paper screening procedures and forms to record candidate ratings.
2. Develop interview scoring instruments to be used in the selection process. Include interview results and other information in the applicant tracking system.
3. Develop a selection process handbook that specifies procedures for paper screening and interview scoring criteria. This handbook should be used in training of managers involved in the recruitment selection process.

Standard Implemented: Partially



FCMAT 14250

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. Vacancy Interview Appraisal form

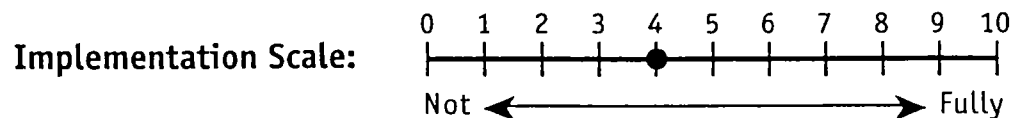
Findings

1. The district utilizes the Vacancy Interview Appraisal form for principals to recommend a candidate for employment.
2. This form is also submitted for candidates who are not recommended for employment.
3. Information on who participated in the interview process and what ratings/scoring each candidate received is not submitted to the Human Resources Department.

Recommendations and Technical Assistance Provided

1. Develop a summary interview report form that records those interviewed, the interviewers, and the ranking or scoring of candidates.
2. The summary interview report should be a part of a selection process handbook used in the training of managers.

Standard Implemented: Partially



4.5 Application and Hiring Process

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. Telephone/Fax Reference Check form
4. Hiring Sequence Information Sheet

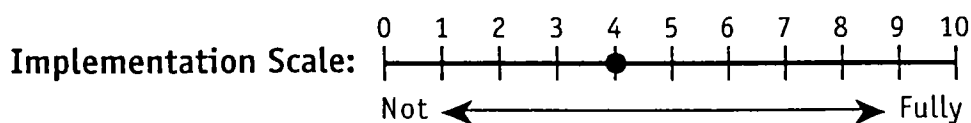
Findings

1. There is no written procedure that designates who must complete a reference check on candidates recommended for hire.
2. Human Resources Department staff and site administrators indicated that there was no clear understanding as to who is responsible for doing reference checking.
3. Reference checks are not currently part of an applicant tracking system.
4. The Hiring Sequence Information Sheet, item number 10, indicates that the Human Resources Department and/or the principal complete reference checks. Interviews during the assessment team's visit indicated it was not clear who was responsible for reference checks.

Recommendations and Technical Assistance Provided

1. Establish written procedures that designate who must complete a reference check on candidates recommended for hire.
2. Provide in-service training on the importance of reference checks.
3. Maintain reference checks in the Human Resources Department files to assist in defending legal challenges, should they occur.

Standard Implemented: Partially



4.6 Application and Hiring Process

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 Human Resources Department staff
2. Personnel Policy 5210, Appointment (7/1985)
3. Personnel Policy 5212, Contracts (4/1977)
4. Offer of Employment Contract

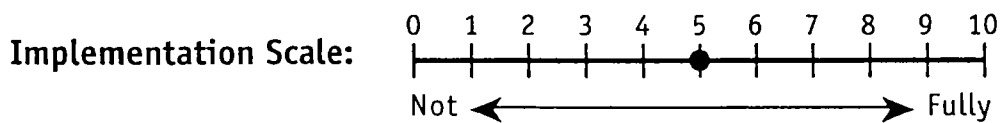
Findings

1. The district has the ability to offer an applicant a contract early in the recruitment season. It was reported that the Human Resources Department, in past years, utilized early offers of employment. For the 2002-03 school year, very few early offers of employment have been made.
2. There is no current board policy regarding delegation of authority to hire.
3. There are no Contingent Offer of Employment forms given to candidates.

Recommendations and Technical Assistance Provided

1. Establish clear procedures for early offers of employment/contracts.
2. Include in the recruitment plan the scope of authority for recruiters to offer employment early, especially in hard-to-fill subject areas.
3. Consider the use of contingent offer of employment agreements in the recruitment process.

Standard Implemented: Partially



4.7 Application and Hiring Process

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. Board Meeting Agenda Item, Teaching As a Priority (TAP) Grant (May 8, 2001)
3. Memorandum from Human Resources Administrative Assistant to Human Resources Assistant Superintendent regarding Teaching As a Priority (11-14-2001)
4. Expenditure Summary: Certificated Personnel (TAP Funds)

Findings

1. The district TAP grant of \$623,567 provides for the following activities:

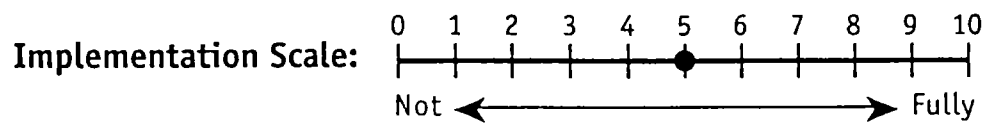
a. Recruitment Materials	\$12,250
b. Job Fairs	\$10,000
c. Out-of-State Recruiting	\$8,000
d. Finders' Fees @ \$250	\$12,500
e. Signing Bonuses (fully credentialed teachers at low performing schools @ \$500)	\$200,000
f. Signing Bonuses (high need areas @ \$3,000)	\$12,000
g. Improved Working Conditions @ \$500	\$365,500
h. Fee Subsidy for National Board for Professional Teaching Standards certification	\$1,000
2. The funding for this grant was for the 2000-2001 school year. At the time of the assessment team's visit, implementation of the grant expenditures was very limited. Most funding was to be carried over into the 2002-2003 school year.
3. The district provides bilingual education teachers a stipend of \$1,500.
4. Special education teachers are not provided stipends, although the Special Education Department feels it would be beneficial for recruitment.
5. The district has been informed that the state TAP grant funding will be discontinued for next year but that unspent funds for this year could be encumbered into next year.

Recommendations and Technical Assistance Provided

1. Consider offering a special education stipend as a recruitment and retention incentive.
2. Explore other options that may be used as incentives to candidates seeking employment in the Lynwood Unified School District.

FCMAT 14254

Standard Implemented: Partially



5.1 Personnel Operations

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. Registration flier, "L.A. Region 4 Pre-Intern Collaborative Training," with names of participants (2-15-02)
4. Los Angeles County Office of Education Spring Credentials Workshop flier (2-22-02)
5. Initial Emergency Multiple Subject Teaching Permit Evaluation Worksheet (undated)
6. Initial Emergency Single Subject Credential Evaluation Worksheet (undated)
7. Subsection 11A, Multiple and Single Subject Teaching Credential Guidelines (7-00)
8. California Commission on Teacher Credentialing (CCTC) Education Specialist Instruction: Credential Requirements for Teachers Prepared in California (1-00)
9. Section VIII – Internship Programs (7/98)
10. California Commission on Teacher Credentialing Bulletin, "Approval of Amendments to Section 80049 and Addition of Section 80049.1 of Title 5, California Code of Regulations, Pertaining to Authorizations of Pupil Personnel Services Credential"
11. Lynwood Unified School District Human Resources Spring Recruitment Plan 2002

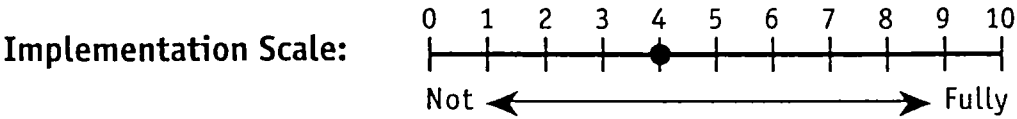
Findings

1. Two Senior Personnel Technicians have received limited training on credential identification.
2. Technicians rely on the County Office of Education for support with credentialing issues.
3. Credentials are tracked via a technician-developed spreadsheet, using a separate data system.
4. Senior Personnel Technicians are cross-trained.

Recommendations and Technical Assistance Provided

1. Utilize opportunities provided for credential training by the County Office of Education and CCTC for up-to-date credential identification.
2. Continue collaboration with the County Office of Education on credentialing issues.
3. Continue with cross training for Senior Personnel Technicians.
4. Develop an applicant tracking system (electronic) with credential tracking capabilities.

Standard Implemented: Partially



5.2 Personnel Operations

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. California Commission on Teacher Credentialing memorandum regarding Need for Additional Information on District Declaration of Need
4. Revised Declaration of Need
5. J-90 (Certificated Salary and Benefit Report for 2000-01 School Year) (9-18-01)
6. Los Angeles County Office of Education 2001-02 Salary Survey Questionnaire (undated)
7. Memorandum to Principals regarding District Monitoring Report, Affidavit Pursuant to Education Code 44258.9(b), Procedure for Correcting a Misassignment (2-20-02)

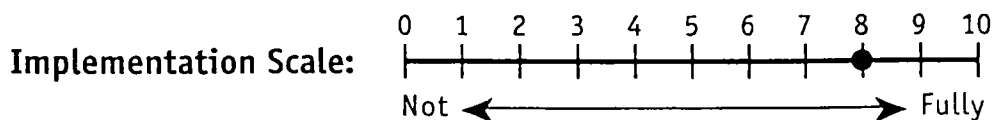
Findings

1. A Declaration of Need for Fully Qualified Educators for 2001-02 was resubmitted to the California Commission on Teacher Credentialing.
2. A 2000-01 Salary and Benefit Schedule (Form J-90) was submitted on September 17, 2001.
3. A 2001-02 Los Angeles County Office of Education Salary Survey Questionnaire was submitted by Lynwood Unified School District.
4. A calendar indicating due date for routine reports and other actions was not presented.
5. Principals receive a packet on misassignment reporting that includes the affidavit statement and procedure for correcting misassignments.

Recommendations and Technical Assistance Provided

1. Continue to prepare and submit appropriate reports regarding credentialing of employees.
2. Develop a calendar for routinely completing required reports to comply with Education Code and CCTC regulations.
3. Distribute copies of CCTC assignment manuals to principals.

Standard Implemented: Fully - Substantially



FCMAT 14258

5.3 Personnel Operations

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. Applicant Checklist (undated)
4. Lynwood Unified School District Human Resources Department New Hire Teacher Folder (undated)
5. Letter to Candidates regarding District-Required Materials List (undated)
6. Fingerprint Information (undated)
7. Expiring Tuberculosis Verification Notice

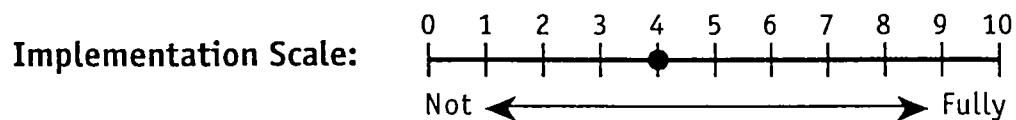
Findings

1. The current employment system is implemented in an efficient, timely manner, with courteous service to employees.
2. The current system is labor intensive and has few, if any, technological features.

Recommendations and Technical Assistance Provided

1. Continue to foster the positive relationship established with new employees.
2. Pursue developing a computerized employment system that will streamline and expedite the employment process (including fingerprinting, tuberculosis tests, and physical examinations).

Standard Implemented: Partially



5.4 Personnel Operations

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. Los Angeles County Office of Education letter regarding Use of Ed Source (2-2-02)
4. Los Angeles County Office of Education letter regarding Use of English Language Learner Online Program (1-13-01)
5. Memorandum to principals regarding Online Program (2-20-02)
6. Los Angeles County Office of Education memorandum to Beginning Teacher Support and Assessment (BTSA)/Pre-Intern Participants regarding Stellar Online Program (11-15-01)
7. Lynwood Unified School District Web page, employment listing search results (4-9-02)
8. Lynwood Unified School District Web page, cover page (4-9-02)
9. Lynwood Unified School District Web page, Employment Information (4-9-02)
10. EduTech Web page, Online Education Employment Listings Search Results(4-2-02)
11. Ed-Join Web page, search results (4-2-02)
12. educationamerica.net job search results (4-2-02)

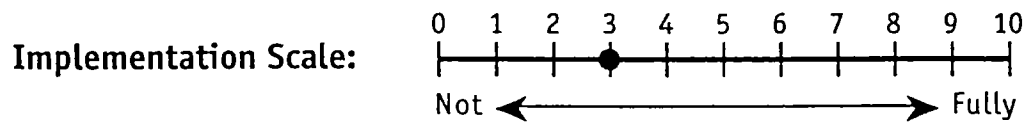
Findings

1. Teacher vacancies are advertised electronically via a variety of Web sites.
2. The district does not utilize technology for substitute teacher placement and processing.
3. Technology is used to a small degree in communication between sites and departments, although some staff members are not familiar with the e-mail system.

Recommendations and Technical Assistance Provided

1. Continue posting positions in Ed Source, EduTech, and Ed-Join in order to recruit fully credentialed teachers.
2. Implement projected May 31, 2002, online application system.
3. Investigate the feasibility of an automated substitute calling system.
4. Train all staff members on use of the district's e-mail system for better communication with sites and departments.

Standard Implemented: Partially



6.1 New Teacher Support and Retention

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. Lynwood Unified School District Beginning Teacher Support and Assessment brochure
4. Lynwood Unified School District Pre-Intern Program brochure
5. Lynwood Unified School District Peer Assistance and Review (PAR) program brochure
6. Lynwood Unified School District Human Resources Department Teacher Support System Summary (December 5, 2001)
7. New Teachers' Professional Development Workshop Calendar 2001-2002
8. Interviews with new teachers (first- and second-year)
9. Lynwood Unified School District Student Services Special Programs Department, Gifted and Talented Education (GATE) District Calendar (March 1, 2002)
10. Welcome New Teachers Strategic Teaching Workshop 2001-2002 flier (August 23-24, 2001)

Findings

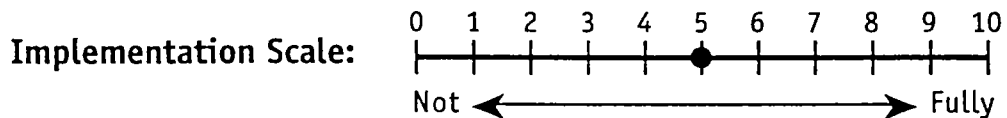
1. The Beginning Teacher Support and Assessment (BTSA) program is available to all eligible credentialed teachers in the district.
2. The district has not fully implemented the Peer Assistance and Review program. Consulting teachers have not been selected.
3. The district has recently developed a pre-intern program. Preparation for taking the MSAT, SSAT and PRAXIS are provided by the Los Angeles County Office of Education.
4. The district provides monthly seminars for first-year teachers.
5. The GATE program offers classes in the district taught by professors from the University of California, San Diego, for GATE certification. New teachers may use courses toward earning a credential.
6. The district provides a New Teacher Orientation for all new teachers. The program includes the California Standards for the Teaching Profession.
7. Teachers who have been identified as possible non-re-elects are provided opportunities to view the Effective Teacher Video Series presentations to assist with improvement prior to March 15.

FCMAT 14262

Recommendations and Technical Assistance Provided

1. Continue the support for new teachers through the BTSA program, the monthly seminar series, and the New Teacher Orientation.
2. Continue the efforts to fully implement the pre-intern program, the PAR program, and the TeachLynwood program (planned for the summer of 2002).

Standard Implemented: Partially



6.2 New Teacher Support and Retention

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. Interviews with district and program personnel
3. Employee Exit Interview form (April 9, 2002)
4. Transfer Request List 2001-2002 School Year
5. Transfer Request form
6. Beginning Teacher Support and Assessment (BTSA) Retention Data 2000-2001
7. Memorandum to Board of Education from the Superintendent regarding State of the District Report, Baseline Data Collection (June 27, 2000)

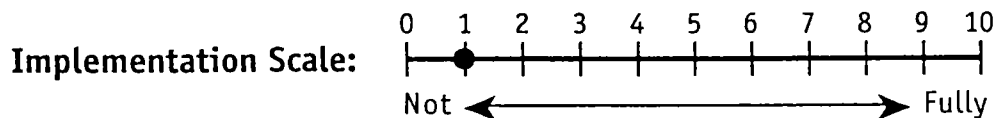
Findings

1. In 2000-2001, the district indicated, in a discussion on critical issues contained in a memorandum to the Governing Board, that there was a significant turnover in the teaching staff, with many "new hires" averaging one to two years in the district. No specific numbers were provided.
2. The Transfer Request form does not request information on reasons for requests to transfer.
3. The district has developed an Employee Exit Interview form (April 9, 2002).

Recommendations and Technical Assistance Provided

1. Develop a system to track and review reasons for teachers' transfer requests and leaving the district. Include a revised Transfer Request form that asks for the reason. Utilize the recently developed written exit interview form and conduct oral interviews with a sample of teachers who are leaving (across grade levels).

Standard Implemented: Partially



6.3 New Teacher Support and Retention

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
3. Lynwood Unified School District Organizational Goals 2002-2003 (March 21, 2002)
4. Memorandum to Board of Education from the Superintendent regarding State of the District Report, Baseline Data Collection (June 27, 2000)
5. Shaping the Future for Lynwood Unified School District 2001-2006

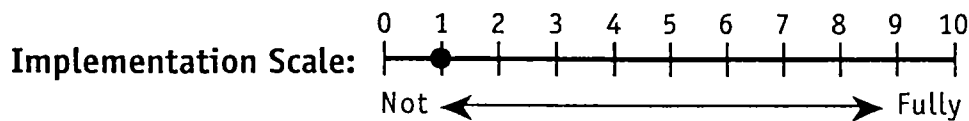
Findings

1. In 2000-2001, the district stated in a memorandum to the Governing Board that the district must realign its salary schedules for all employees to be competitive with neighboring districts in order to reduce attrition.
2. In the organizational goals for 2002-2003, the district has identified “reduce attrition rate of teaching force” as an indicator for achieving the goal of “a capable, well-trained teacher in every classroom.”
3. The district’s strategic plan for 2001-2006 includes an objective to create and maintain a competitive salary schedule.

Recommendations and Technical Assistance Provided

1. Implement the strategies in the strategic plan and organizational goals that address teacher attrition and incorporate them in a specific plan to mitigate concerns that are identified through a system of tracking reasons for attrition.

Standard Implemented: Partially



VI. IMPLEMENTATION OF RECOMMENDATIONS

This assessment has reported a number of findings and recommendations regarding the district's present certificated recruitment and hiring processes. The district's Human Resources Department has many strengths but needs to give attention to some areas. The department has the potential to realize an improved, more effective operation. The recommendations presented are intended to assist the department in reaching that potential and addressing the continual need for services.

The Superintendent, Superintendent's Cabinet and Human Resources Department staff should review the recommendations presented within this report. 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.