

Fiscal
& Crisis
Management
Assistance
Team



Pittsburg Unified School District

Human Resources Assessment & Recommendations

September 20, 2001

**Teacher
Recruitment
Incentive
Program**

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Foreword

Dear Superintendent:

In August of 2001, the Fiscal Crisis and Management Assistance Team (FCMAT) was invited by the Pittsburg 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 Pittsburg school district are to be commended for participating in this special program. As a result, you are a part of a growing cadre of school districts and county offices of education that have made the decision to analyze and improve personnel practices based on a systematic, standards-based, external review.

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

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

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

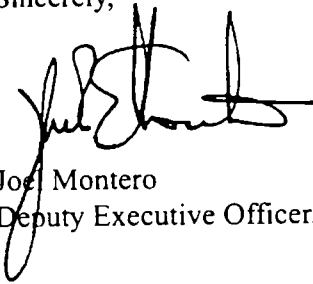
Representatives of FCMAT, supported by Richard Schromm and Associates, visited the district to conduct interviews, collect data and review documents provided by your staff. The enclosed report is the result of the team's study. The findings and recommendations included in the report are

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

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

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

Sincerely,

A handwritten signature in black ink, appearing to read "Joel Montero". The signature is stylized with a large initial "J" and a long horizontal stroke at the end.

Joel 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 12986

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 Charles Diggs, Team Leader, Kathy Goldman, Team Member, and Carol Perry, Team Member

During its visit, the assessment team interviewed district employees and reviewed materials connected with the recruitment and selection of certificated employees. Interviews were conducted with all members of the 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 total, 19 individuals were interviewed.

II. DISTRICT INFORMATION

The Pittsburg Unified School District is situated in the city of Pittsburg, which is a suburban, industrialized community of approximately 47,000 people located about 40 miles northeast of San Francisco on the Suisun Bay. The district has seven K-5 elementary schools, two 6-8 junior high schools, one 9-12 senior high school, one 9-12 independent study school, one adult education center, and children's center/SDC preschool programs. The student population is 0.4 percent Native American, 13.1 percent Asian/Pacific Islander, 40.5 percent Hispanic, 28.1 percent African American, 16.3 percent white, and two percent multiple or no response.

The district employs 39 administrative, 531 certificated, and 486 classified employees. According to the California Department of Education CBEDS data, the district qualified for this assessment because the number of emergency permit and waiver credentialed teachers was 99 in the 1999-2000 school year and 107 in the 2000-2001 school year.

Authorization Type	CBEDS		District Reported
	Oct. 1999	Oct. 2000	
Emergency	76	79	not available
Intern	9	3	not available
Pre-Intern	2	1	not available
Waivers	23	28	not available

Sources: CBEDS Oct. 1999 – Department of Education Web site
 CBEDS Oct. 2000 – Department of Education Web site
 District Reported – The district was not able to provide an updated listing at this time.

FCMAT 12988

III. FACTORS AFFECTING THE HIRING PROCESS

The assessment team recognizes the complexities of attracting fully credentialed teachers. The team also recognizes the turmoil the district has experienced over the last several years in terms of frequent changes in the superintendency and a four-day teacher strike. There has been high staff turnover, and attracting applicants to the district has been difficult. The district is now in the process of rebuilding trust with its stakeholders with a new Superintendent, and there appears to be a general positive feeling by staff that issues are being addressed.

There are other issues and factors that are negatively affecting teacher hiring, including:

- A high turnover in school principals.
- Lingering ill will associated with the teacher strike and the prior superintendent.
- The absence of any written selection procedures that emphasize the selection of fully credentialed teachers.
- A general impression in the Bay area that Pittsburg is not a desirable place to work or live.

IV. EXECUTIVE SUMMARY OF FINDINGS AND RECOMMENDATIONS

1. Organization and Planning

The Superintendent has established goals for the Personnel Services Division in a number of areas. This list should be expanded to include a goal for reducing the number of teachers on emergency permit credentials and waivers. The Personnel Services Division should develop a comprehensive recruitment plan to meet this goal.

Board policies governing certificated employees should be updated to reflect current laws and practices. Supporting written regulations and procedures should be established to ensure the consistent equitable application of the policies. Also, the procedures should place an emphasis on considering fully credentialed applicants before interviewing those without a credential.

Although the district currently appears to be fairly competitive in salary and benefits with other districts, there is a need to maintain current salary and benefit data. Such information can be presented in a favorable format for recruitment and in negotiations.

2. Identification of Staffing Needs

The district has in place an effective procedure for annually identifying staffing needs. The use of a combination of straight-line and cohort formulas by the Business Services staff has provided an accurate enrollment projection. The relatively stable student enrollment has allowed the district to accurately project enrollments within one percent of the actual numbers. The collaboration between the Personnel Services Division staff and site principals on teacher allocation is effective in identifying school staffing needs. Needs identification is not completed prior to the beginning of the recruitment process, but the current time lines are operationally practical and considerate of the stakeholders.

The district has been generally successful in transitioning substitute teachers into regular teaching positions. This informal process could be enhanced by establishing a formalized procedure for the identification of current qualified employees and student teachers, who should be encour-

aged into the teaching ranks. A "grow your own" philosophy would support the district's stated goal of employing properly credentialed teachers. This would provide for a greater local resource of applicants. The district should give consideration to active encouragement of high school students into the field of teaching as another element of "growing your own."

3. District Recruitment Needs

The Assistant Superintendent for Personnel Services facilitates district participation in teacher recruitment events and has been the chief participant. Several principals and a few district administrators participate on a voluntary basis. Most recruitment activities are at California colleges and job fairs, and some out-of-area recruitment trips have been made. There is no process in place for evaluating recruitment efforts. Recently, the Personnel Services Division has utilized the district Web site for posting job vacancies and providing application materials.

It is becoming increasingly important for the district to develop an aggressive and competitive recruitment plan, beyond the traditional methods of recruitment upon which it has relied. Efforts should include development of attractive materials highlighting the positive aspects of the district and community and involving a variety of district staff and community members. A major goal must be to promote a positive image of the district and the Pittsburg community, especially within the local job market area.

4. Application and Hiring Process

The district should continue to offer early contracts to increase the probability of hiring fully credentialed teachers. The existing process for processing applications should utilize a screening instrument and rubric scoring so the results can be entered into the applicant tracking system. If possible, the district should establish initial screening interviews for fully credentialed applicants. Annually, in the early spring, applicants should be surveyed to determine their continued interest. Written procedures should be established to create a paper trail of the school site selection activities, with appropriate written supporting documentation.

Site administrators and the Personnel Services Division make reference checks on new hires. The process should be documented by creating a written record of the reference checks.

The district does have in place the ability to offer signing bonuses for special education, math, science and reading teachers. Unfortunately, the district did not apply for any of the Teaching As a Priority (TAP) grants for 2001-02. Should the opportunity to apply reopen, the district needs to take advantage of this opportunity.

5. Personnel Operations

The Personnel Services Division has established routine and effective operations for hiring new certificated employees. Generally, teachers and administrators were complimentary regarding the service and assistance they received from Personnel Services Division staff. One staff person is designated and adequately trained to handle credential issues and compliance. Information about credentials has been consistent and reliable. The personnel staff works with individual new teachers to remind them of renewal deadlines and special requirements. Reports regarding credentials are routinely done and are legally compliant. Employee induction and orientation is done in an efficient manner. Ongoing training should be provided to the personnel office staff members to maximize their effective use of technology.

FCMAT 12990

6. New Teacher Support and Retention

The district has a commendable system in place for assisting new teachers. The efforts of and opportunities provided by the Personnel Services, Education, and Technology Services divisions, as well as by the school sites, have resulted in a strong in-district support system for new employees. The strong commitment by the district to the Beginning Teacher Support and Assessment (BTSA) program is equally commendable. These services should result in increased retention of new teachers. The district is encouraged to develop a system for monitoring its retention of first-year through fifth-year teachers to determine the effectiveness of its efforts.

Currently, the district's attrition rate is not considered to be problematic. A review of the present year's number of departing teachers indicated the rate of attrition to be approximately eight percent. This is a considerable decrease from previous years, which were gravely affected by discord in the district. However, the current rate still necessitates the costly process of recruitment and selection of nearly 40 qualified, new-to-the-district teachers. The district is encouraged to develop a formal process to assess the reasons for teacher requests for transfer and/or departure. Review of this information will allow the district to take measures to reduce this activity and provide greater stability for the district's educational programs.

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 Personnel Services Division staff
2. Board Policy 4111, Certificated Recruitment and Selection Procedures (12-11-91)
3. Board Policy 4111.1, Affirmative Action
4. Board Policy 4147, Sexual Harassment (1-28-87)
5. Board Policy 4130, Nondiscrimination in Employment (12-1990)

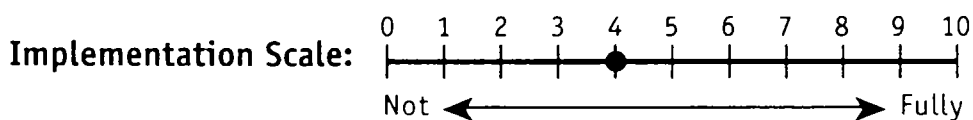
Findings

1. Board Policy 4111 includes the statement, "All candidates must be eligible for the basic credential in the area of assignment."
2. Board Policy 4130 on nondiscrimination does not contain appropriate language to meet the Americans with Disabilities Act (ADA) requirements.
3. There is no board policy encouraging or requiring non-credentialed teachers to enroll in pre-intern or intern programs instead of working on an emergency permit.
4. The actual selection procedures in place have changed since the adoption of Board Policy 4111, Recruitment and Selection.

Recommendations and Technical Assistance Provided

1. Review board policies and update language related to nondiscrimination laws.
2. Review and update Board Policy 4111, Certificated Recruitment and Selection, to reflect current practices.
3. Review and update Board Policy 4111 to encourage or require non-credentialed applicants to participate in a pre-intern or intern program.

Standard Implemented: Partially



FCMAT 12992

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 Personnel Services Division staff
2. Administrative Regulation 4111.2, Hiring Procedures (8-26-87)
3. Administrative Regulation 4147, Sexual Harassment (6-92)
4. Interviews with district and program personnel

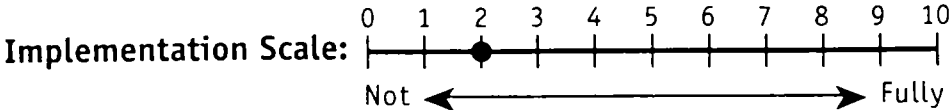
Findings

1. Administrative Regulation 4111.2 covers procedures for determining an applicant's legal resident status for purposes of completing the I-9 form.
2. There was no evidence of written administrative regulations or procedures covering recruitment and selection of teachers.
3. The administration expressed a desire to have a larger number of non-credentialed teachers enroll in pre-intern and intern programs.
4. It was reported that schools follow different processes in the identification and selection of teachers.
5. The processes and procedures in place do not require that fully credentialed candidates be considered prior to non-credentialed candidates.
6. Candidates are not provided any information regarding the selection process for teaching positions.

Recommendations and Technical Assistance Provided

1. Develop written procedures to reflect the administrative practices to seek and employ fully credentialed teachers. Provide in-service training to all managers on the procedures.
2. Develop guidelines and procedures that will help facilitate non-credentialed teachers to enroll in pre-intern and intern programs.
3. Develop a brief written information sheet that can be provided to applicants regarding the teacher selection process.

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. Interviews with Personnel Services Division staff
2. Copy of Personnel Services Organization and Functions Chart (1-17-01)

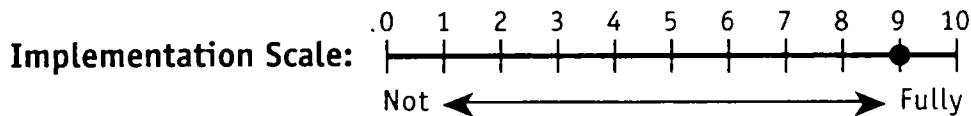
Findings

1. The Personnel Services Division has a current organization and functions chart.

Recommendations and Technical Assistance Provided

1. Continue to maintain a current organization and functions chart.

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, e.g., math, science, special education, bilingual education, etc.

Sources and Documentation

1. Memo regarding 2001-02 goals from Superintendent to Assistant Superintendents (August 10, 2001)
2. Memo regarding 2001-02 recruitment schedule (February 14, 2001)
3. Interviews with Personnel Services Division staff

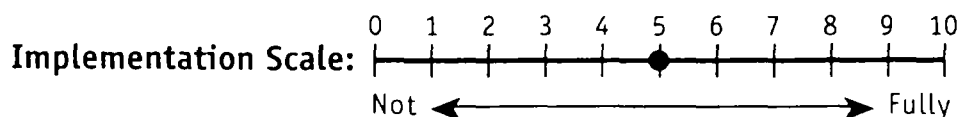
Findings

1. For 2001-02, Personnel Services Division has established goals to: (a) develop staffing ratios; (b) develop procedures for notifying applicants of the status of their applications; and (c) develop a handbook for all employees.
2. The Personnel Services Division identifies recruitment sites and recruiters in February for spring recruiting.
3. There is no specific written plan that consolidates anticipated vacancies and recruitment strategies into one document.
4. The Personnel Services Division maintains a listing on the wall in the Assistant Superintendent’s office of all known vacancies by school site and who is selected to fill the vacancy.

Recommendations and Technical Assistance Provided

1. Expand annual written goals to include the hiring of fully credentialed teachers.
2. Develop a written plan for recruitment and selection of teachers that includes:
 - a. Identification of specific staffing needs by school and credential.
 - b. Identification of recruitment locations and sources likely to produce results.
 - c. Identification and training of recruitment teams, including principals, teachers, and central office staff.
 - d. Development of professional promotional materials.
 - e. A separate recruitment budget for travel, advertising, staff training, promotional materials and printing of a year-end report.
3. Develop strategies for systematically increasing the number of fully credentialed staff.

Standard Implemented: Partially



FCMAT 12996

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 Personnel Services Division staff
2. Copies of all current certificated salary schedules

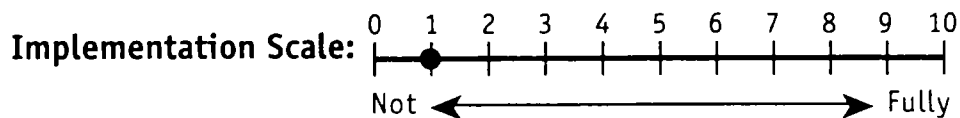
Findings

1. There was no material provided to the assessment team that compares district salaries and benefits with comparable districts.
2. It was reported that the district has in the past used a variety of comparative salary data.

Recommendations and Technical Assistance Provided

1. Identify a group of districts that are reflective of the Pittsburg Unified School District's labor market for which comparative salary and benefit data is compiled, maintained and monitored.

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 Personnel Services Division staff
2. Interviews with district and program personnel
3. Enrollment and Staffing Projections for 2001-02

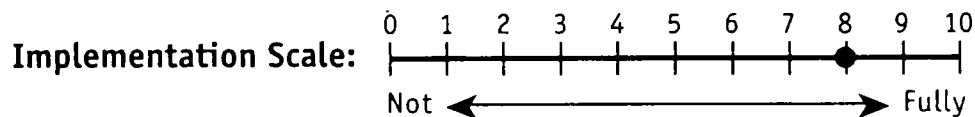
Findings

1. Enrollment projections are prepared by Business Services in January and updated in February and March.
2. Straight-line and cohort formulas are used for making projections, with an accuracy rate of within 1 percent of actual.
3. District enrollment has been stable in recent years.
4. The city Planning Department provides Business Services with demographic data.

Recommendations and Technical Assistance Provided

1. Continue current procedures and time lines for both staffing projections and allocations.

Standard Implemented: Fully - Substantially



FCMAT 12998

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. Formula for Staffing Allocations – 2001-02
2. Interviews with Personnel Services Division staff
3. Interviews with district and program personnel

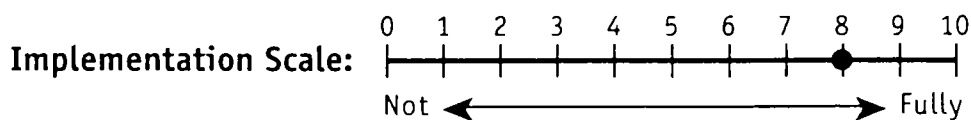
Findings

1. The district has staffing ratios of:
 - K = 30 to 1
 - 1-3 = 20 to 1
 - 4-5 = 30 to 1
 - 6-8 = 31.5 to 1
 - 9-12 = 31.5 to 1
2. The Personnel Services Division uses the projections to provide site managers with staffing allocations, by school and grade level.
3. It was determined that the high school initially was overstaffed, so its allocation was reduced. However, student enrollment and class registrations supported reinstatement of full-time equivalents.
4. The staffing needs assessment process has not been completed by the time recruitment efforts begin, but it is generally completed by the end of April.
5. Open enrollment requests by parents may be submitted between March 1 and April 1.

Recommendations and Technical Assistance Provided

1. Continue to collaborate with principals on staffing allocations.
2. Consider moving open enrollment to January or February.
3. Commit to providing staffing allocations to school sites by March 1.

Standard Implemented: Fully - Substantially



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 Personnel Services Division staff
2. Interviews with district and program personnel
3. Enrollment and Staffing Projections for 2001-02

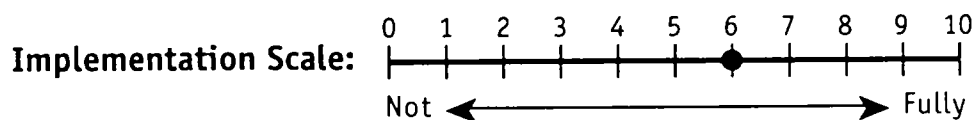
Findings

1. Principals meet individually with the Assistant Superintendent of Personnel Services to discuss site needs in early April and as the need arises thereafter.
2. Historically, staffing allocations and master schedules have been completed by late April. The late development of the master schedule by the high school staff was an exception.

Recommendations and Technical Assistance Provided

1. Establish time lines and associated procedures that require principals to meet with personnel in late February or early March to review staffing needs.

Standard Implemented: Partially



2.4 Organization and Planning

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. Certificated Personnel Survey (Intent to Return)
2. Relevant Board Policy and Administrative Rules and Regulations
3. Pittsburg Educator Agreement (Certificated Association Contract)
4. Interviews with Personnel Services Division staff
5. Interviews with district and program personnel

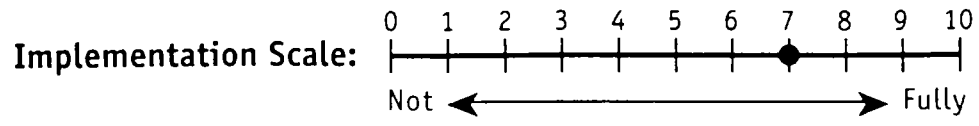
Findings

1. Vacancies are posted at each school, beginning March 1 and every two weeks thereafter to the end of the school year.
2. A Certificated Personnel Survey form (Intent to Return) is sent to all employees to determine their plans for the following year. This year, the form was due back to the Personnel Services Division by March 23.
3. Board policy facilitates the establishment of vacancies by authorizing the Superintendent to accept resignations that are effective immediately and may not be withdrawn.
4. There are no deadlines for submitting a request for unpaid leave of absence per Section 7.9 of the Pittsburg Educator Association contract.
5. Teachers who resign in late summer must repay their health benefits premium for July and August.
6. Teachers on leave were also sent an "Intent to Return" form and requested to return it to the Personnel Services Division by March 23, 2001.
7. The district routinely accepts teacher resignations after June 30.

Recommendations and Technical Assistance Provided

1. Seek to negotiate a deadline for submitting a request for unpaid leave to March 1.
2. Consider issuing the Certificated Personnel Survey in February with a March 1 return date to the Personnel Services Division.
3. Consider development of a procedure stating that resignations submitted after June 30 will only be accepted when a suitable replacement has been found.

Standard Implemented: Partially



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 Personnel Services Division staff
2. Interviews with Business Services staff
3. Position Control System document produced through the County Office of Education
4. Transmittal forms

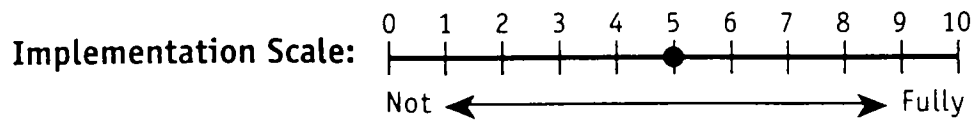
Findings

1. Certificated personnel tracking is accomplished through the County Office of Education's data management system (MSG) program. Data is entered by the Personnel Services Division staff and monitored by the Business Services staff.
2. The Business Services Department prepares a monthly update to the position control report by site, as well as district-wide.
3. The Personnel Services Division has developed two new transmittal forms. These forms provide notification from site administrators to the Business Services Department regarding vacancies and personnel adjustment requests. Once the Business Services Department has verified sufficient funds, the form is forwarded to Personnel Services Division for action and board approval.
4. As a safeguard, requests for hiring a replacement teacher are not considered until a written resignation, retirement, or leave request has been forwarded to the Personnel Services Division and acted upon by the board.
5. It was reported that, in some cases, the process for approving a personnel transmittal form appeared to be longer than necessary, and it was not clear where the delay occurred.

Recommendations and Technical Assistance Provided

1. Conduct an assessment to determine the possibility of a duplication of position control tasks by the divisions of Business Services and Personnel Services.
2. Continue efforts to ensure proper notification has been made to all stakeholders in personnel actions.
3. Continue the practice of requiring written notice from a non-retiring employee prior to declaring a position vacant.

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, e.g., substitute teachers, instructional assistants, etc.

Sources and Documentation

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

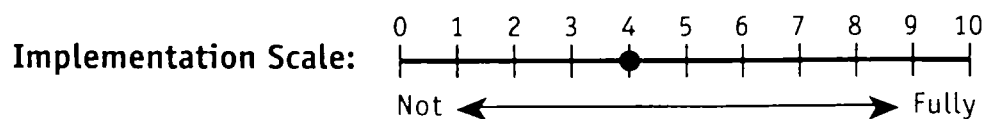
Findings

1. The Personnel Services Division staff provides guidance to substitutes regarding credentialing matters and encourages their movement into regular teacher vacancies.
2. Qualified substitutes and student teachers are informally encouraged to consider teaching in the district. However, the Personnel Services Division does not monitor the placement of student teachers.
3. There is no formal activity for encouraging teacher aides or other classified personnel to use professional growth units or other training activities to prepare for a teaching career.
4. High school students are introduced to experiences of working with children through a Regional Occupational Program course, which they may take as an elective.

Recommendations and Technical Assistance Provided

1. Develop a system to track and monitor the progress of student teachers to ensure they are considered for employment early in the process. Develop data to document numbers hired.
2. Expand opportunities for interested high school students to explore the field of teaching.
3. Actively provide information and support to teacher aides about ways and means for obtaining teaching credentials.
4. Continue to encourage and consider qualified substitute teachers for regular openings.

Standard Implemented: Partially



3.1 District Recruitment Needs

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 which effectively implements the provisions of the district recruitment plan.

Sources and Documentation

1. Personnel Services Department budget summary for 2000-2001 as of June 29, 2001
2. Summary of 2001-2002 adopted budget
3. Interviews with Personnel Services Division staff
4. Interviews with district and program personnel

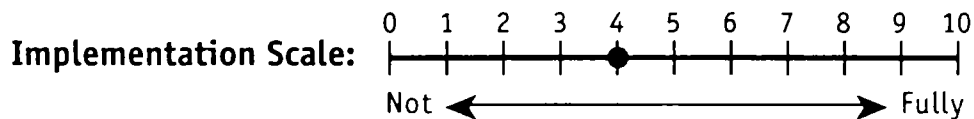
Findings

1. Summaries showed a separate line item for recruitment. The 2000-2001 recruitment budget was \$8,800, of which \$5,164 was spent. The 2001-2002 budget is \$10,000.
2. A budget printout was not available to specifically indicate how the 2000-2001 budget was spent.
3. There is no written budget plan for expenditure of the 2001-2002 recruitment funds.

Recommendations and Technical Assistance Provided

1. Develop a specific recruitment budget for teacher recruitment, which includes designation of funds for travel, advertising, promotional materials, staff training and compensation.
2. Allocate funds to develop new professional recruitment materials.

Standard Implemented: Partially



3.2 District Recruitment Needs

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 Division staff
2. Interviews with district and program personnel
3. Materials distributed/displayed at teacher recruitment events
4. Materials given to inquiring applicants
5. Review of the district's Web site

Findings

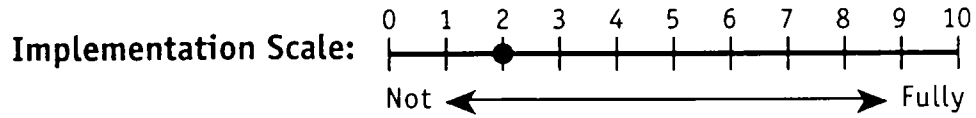
1. Materials distributed to potential candidates include 8.5 x 11 inch copies of the application, a salary schedule, and a brief description of district programs and community location in a color-photo folder.
2. Materials on the table display at job fairs include individual publications, such as Chamber of Commerce pamphlets and newspaper information regarding housing prices.
3. Recruitment materials do not include visual displays or technology applications such as video or PowerPoint presentations.
4. Materials do not promote the positive attributes of the community or thoroughly present the positive aspects of the district.
5. The personnel office appearance is cluttered and cramped, without adequate space for applicants to sit and write or to discuss employment questions with clerical staff.

Recommendations and Technical Assistance Provided

1. Develop recruitment materials that spotlight positive aspects of the district and community, including attractive pictures as well as text. For example, in addition to the color-photo folder, visually highlight the diversity of the student population, instructional programs, students and staff, beauty of community and waterfront, and proximity to cultural, sports, and recreational activities. Highlight such benefits as the signing bonus.
2. Purchase a conveniently portable display board or similar appropriate equipment for display of pictures and text.
3. Develop a video or CD for distribution to colleges, candidates, and other potential recruitment sources to promote a positive image and interest in the Pittsburg area and district, and to display at recruitment events.

4. Involve a broad base of people in development and design of promotional materials, such as district staff, teachers, Chamber of Commerce and community members.
5. Investigate the possibility of expanding office space.

Standard Implemented: Partially



3.3 District Recruitment Needs

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 Personnel Services Division staff
2. Interviews with district and program personnel
3. Teacher Recruitment Schedule memo (February 14, 2001)

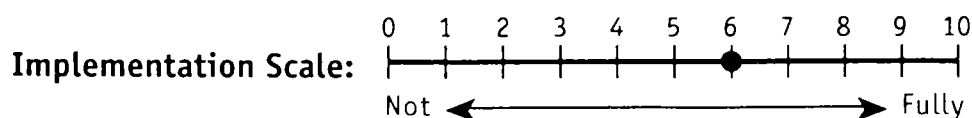
Findings

1. The Assistant Superintendent for Personnel Services is responsible for scheduling recruitment activities and establishing recruitment teams.
2. There was an organized recruitment schedule indicating that in 2000-2001, nine principals, four vice principals and two district office administrators attended 11 recruitment activities in teams of one to five people. There were no specific plans to try and include ethnic representation or teachers on the teams.
3. The Assistant Superintendent of Personnel Services was a scheduled member of all teams.
4. Principals and administrators participate in recruitment on a voluntary basis.
5. There was no evidence of broad staff training about recruitment, but there is generally a briefing for teams prior to a recruitment event.

Recommendations and Technical Assistance Provided

1. Increase the number of participants in recruitment activities, including principals, program managers, teachers, and members of ethnic minorities.
2. Involve administrators, teachers and other staff, and the Pittsburg Education Association to establish specific recruitment goals and to plan aggressive and competitive district recruitment efforts.
3. Establish ongoing training for district principals and administrators in recruitment and selection of certificated employees, including goals, techniques, strategies, and procedures.

Standard Implemented: Partially



3.4 District Recruitment Needs

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 Division staff
2. Interviews with district and program personnel
3. Pittsburg Unified School District Web site
4. Employment postings for Pittsburg Unified School District, Certificated Job Openings (various dates)

Findings

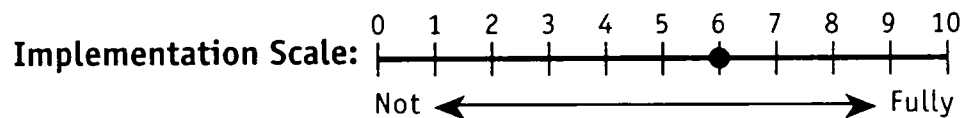
1. The district posts certificated vacancies on a bulletin board in the district office and sends postings to school sites during the school year.
2. Certificated vacancies are posted on the district's Web site, but postings are not systematically kept current. The Personnel Services Division staff is not trained to enter the Web page data and relies on the Technology Department for data entry.
3. During 2000-2001, the district made recruitment trips to:
 - California State University, Hayward
 - Contra Costa County Office of Education Job Fair
 - California State University, San Francisco
 - University of California, Davis
 - San Diego Career Fair
 - St. Mary's College/BTSA Job Fair
 - Chico Education Recruitment Fair
 - Chapman Job Fair
 - Oregon Professional Educator Fair
 - California State University, Sacramento
 - Project Pipeline
4. There has been no formalized evaluation regarding which recruitment trips or sources are most successful.
5. Teachers relocating into the Pittsburg area, former students, and current local residents were also identified as significant sources of teachers hired into the district.
6. Student teachers were identified as a good source of teacher candidates. However, principals said there have not been enough student teachers placed in the district, and there have been fewer placed in the district in the past few years. The district has six to eight placements in recent years.

FCMAT 13010

Recommendations and Technical Assistance Provided

1. Develop a system to collect data regarding recruitment efforts and sources, including names of applicants, number of applications received, number of applicants hired from identified sources, and the cost of each recruitment trip.
2. Adjust future recruitment efforts to maximize the chances of successfully finding applicants.
3. Develop a plan to maximize local recruitment sources. For example, maintain constant communication with local colleges to increase student teacher placements, provide for district staff to guest lecture or participate in teacher preparation classes. Employ any available local resources such as advertising teaching opportunities in local newspapers or publications, and utilizing student or parent newsletters. Work with high school students to promote teaching as a career.
4. Consider conducting a district job fair.
5. Provide training to staff on maintaining the Web page postings to eliminate the reliance on Technology Services.

Standard Implemented: Partially



3.5 District Recruitment Needs

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 Division staff
2. Interviews with district and program personnel
3. Summary report of Pittsburg Unified School District certificated vacancies, 2000-2001 school year
4. Teacher Recruitment Schedule memo (February 14, 2001)

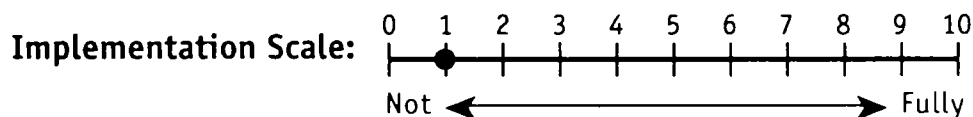
Findings

1. There appears to be data regarding the names, positions and hire dates of new certificated employees; however, there is no written report that summarizes the recruitment efforts or the source of recruitment for each new hire for 2000-2001.

Recommendations and Technical Assistance Provided

1. Develop an annual written report covering the recruitment and selection process. Include in the report:
 - Recruitment and hiring goals for the year.
 - Targeted positions to be filled.
 - List of each recruitment activity and number of candidates contacted.
 - List of candidates hired as a result of each recruitment activity.
 - Evaluation of which recruitment efforts will be continued or repeated.
 - Evaluation of recruitment efforts in the local area and institutions.
 - Plans for changes in future recruitment activities based on past year's results.

Standard Implemented: Partially



3.6 District Recruitment Needs

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 Personnel Services Division staff
2. Interviews with district and program personnel
3. Interviews with new teachers (first- and second-year)

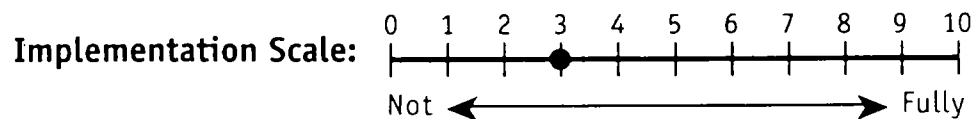
Findings

1. This year the district is beginning participation in a teacher intern program, Project Pipeline.
2. This year the district is beginning a pre-intern program with the University of California, Berkeley.
3. The Personnel Services Division staff contacted all emergency credential teachers to encourage participation in the intern and pre-intern programs.

Recommendations and Technical Assistance Provided

1. Continue efforts to affiliate with alternative teacher certification programs to provide maximum certification options for district teachers.
2. Continue to encourage new teachers to participate.
3. Identify all intern and pre-intern programs available or potentially available to district non-credentialed teachers. Provide information to non-credentialed teachers and strongly encourage their participation as a condition of continued employment.
4. Explore possible programs leading to a teaching credential for district classified personnel, especially paraprofessionals.

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. District Certificated Employment Application form
2. Ethnic Information Survey form
3. Interviews with Personnel Services Division staff

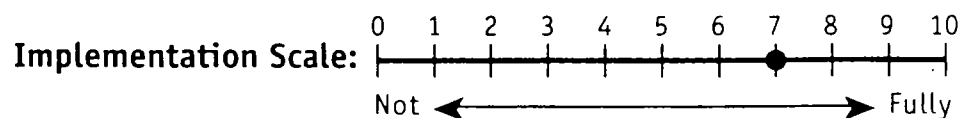
Findings

1. The Certificated Employment Application includes the statement, "Prospective employees will receive consideration without discrimination because of race, creed, color, sex, national origin or handicap. An equal opportunity employer."
2. The application form includes a space for the applicant to provide his/her social security number.
3. The district's Web site contains a copy of the district's application, which can be downloaded and mailed to the district.
4. The Affirmative Action Survey form that accompanies the application form requests ethnicity information and information regarding language ability, including language and skill levels. The form does not indicate that completion of the form is voluntary.
5. The district does not collect information regarding how the applicant came to apply or became aware of the Pittsburg Unified School District.

Recommendations and Technical Assistance Provided

1. Seek possible legal advice regarding the appropriateness of requesting a person's social security number on the employment application.
2. Revise the ethnicity information form to reflect that its completion is voluntary and eliminate information regarding language skills. If language skill information is needed, include the information on the application form.
3. Include information on the application identifying how the applicant came to apply at the Pittsburg Unified School District.

Standard Implemented: Partially



FCMAT 13014

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 Personnel Services Division staff
2. Interviews with district and program personnel
3. Printout from applicant pool file
4. Panel Interview Questions and Scoring Instrument

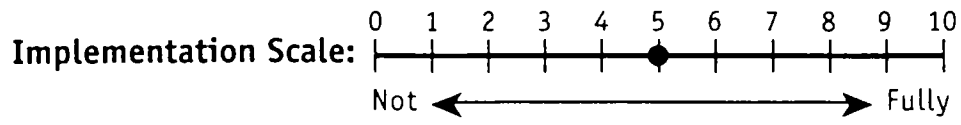
Findings

1. The personnel office has created an applicant database using Excel that includes applicant's name, credential(s), date of application, e-mail and mailing addresses and telephone number.
2. As applications are received, the Assistant Superintendent reviews them and may either refer the application to a school site that has a vacancy, hold the application in his office for future consideration, or file it in the certificated applicant file.
3. The personnel office has a Panel Interview Questions and Scoring Instrument that is generally used at job fairs and only occasionally at school sites.
4. It was reported that it is difficult and time consuming to look through the district applicant file for possible candidates to interview. When trying to fill a vacancy, some principals rely upon referrals from other district staff or applicants that drop by a school site.
5. Applicant files are not regularly purged but are generally maintained for two to three years.

Recommendations and Technical Assistance Provided

1. Expand the existing applicant database to include fields for application source, paper screening/interview scores, dates interviewed and by whom.
2. Consider sending out in February a returnable survey form to applicants to ascertain their continued interest and availability.
3. Establish a system for paper screening or initially interviewing all applicants that results in a summary score that can be included in the applicant tracking system.
4. Establish procedures that require applications and associated materials to be retained for three years.

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 Personnel Services Division staff
2. Interviews with district and program personnel
3. Panel Interview Question and Scoring Instrument

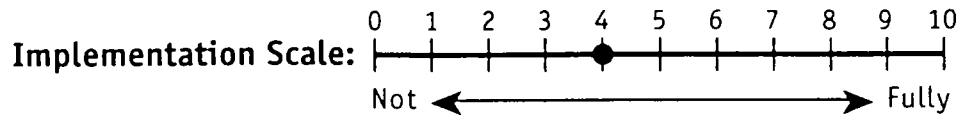
Findings

1. The personnel office has developed a panel interview rating form that includes suggested questions and a scoring rubric. This form is used primarily at job fairs when a screening interview is conducted.
2. The Assistant Superintendent reviews certificated applications and holds, in his office, the applications of those he considers best qualified or those in high need areas.
3. Except at job fairs, applicants are not given a screening interview.
4. Site administrators paper screen applications when they have an opening, but no instrument is used or score given.
5. The personnel office does not have a paper screening instrument.
6. It was reported that principals typically develop their own questions for interviews. In most cases, no scoring instrument was used.
7. Principals have received no formal training in the selection process for teachers in recent years.

Recommendations and Technical Assistance Provided

1. Develop a hiring handbook that includes procedures, rating rubric and forms for paper screening and interviewing applications. Include the results in the applicant tracking system.
2. Provide training to administrators on the hiring procedures and handbook.
3. Consider the feasibility of using retired administrators to conduct screening interviews of applicants to determine the best-qualified candidates. The results of these interviews can be translated into a score that can be used to provide only the best-qualified applicants for review by principals.

Standard Implemented: Partially



FCMAT 13018

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 Personnel Services Division staff
2. Interviews with district and program personnel

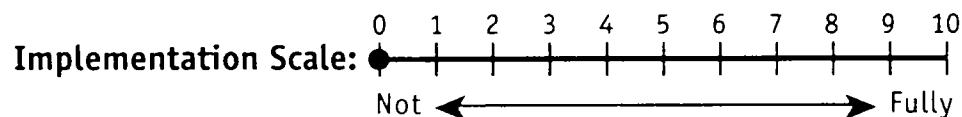
Findings

1. Principals do not use any written documentation to report to the Personnel Services Division recommendations for employment or that summarize the results of the site interview(s).
2. Typically, principals call the Assistant Superintendent, Personnel Services, with their recommendation for hire.
3. It was reported that site administrators may notify the applicant that he/she is going to be hired prior to contacting the personnel office.

Recommendations and Technical Assistance Provided

1. Develop a compliance/recommended for hire form that is similarly used in all selections. This form should include the names of those interviewed, names of the interview team, scoring of candidates, recommended candidate, signature of the principal and the date. Include reference verification either on the form or as a required attachment. Incorporate this information into the hiring handbook.
2. Train administrators in the use of compliance forms and establish clear written procedures that designate who is authorized to offer employment and under what conditions.

Standard Implemented: Not Implemented



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 Personnel Services Division staff
2. Interviews with district and program personnel

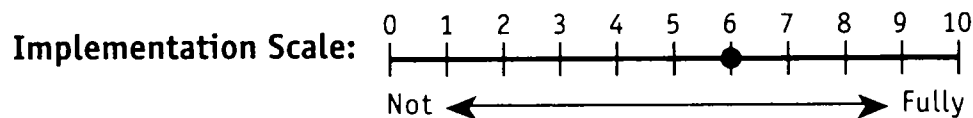
Findings

1. It was reported that principals typically conduct reference checks prior to making a recommendation to hire. This information is verbally shared with the Personnel Services Division. In some situations, the Assistant Superintendent of Personnel Services may do reference checks.
2. There is no form for annotating reference checks.
3. There has been no training on how to conduct a reference check.

Recommendations and Technical Assistance Provided

1. Develop a process for annotating reference checks that either uses a reference checking form or includes the results on the compliance/summary interview form.
2. Provide training to management on the use of the form and the importance of making checks.

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 Personnel Services Division staff
2. Interviews with district and program personnel
3. Offer of Employment form
4. Addendum to Hiring Letter

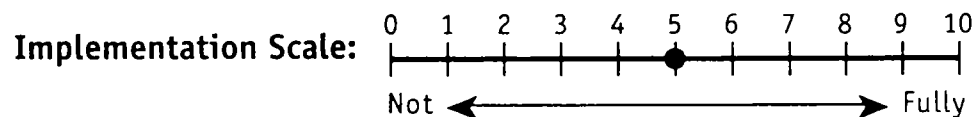
Findings

1. The Assistant Superintendent, Personnel Services, has the authority to offer contracts early in the hiring process.
2. It was reported that some administrators have been authorized to offer contracts at job fairs.
3. It was reported that some principals make verbal job offers prior to contacting the Personnel Services Division.

Recommendations and Technical Assistance Provided

1. Establish a policy and supporting regulations/procedures that clearly identify who is authorized to offer employment and under what conditions.
2. Continue to offer early contracts whenever possible.

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 Personnel Services Division staff
2. Hiring Bonus Agreement
3. Collective Bargaining Contract with Pittsburg Education Association

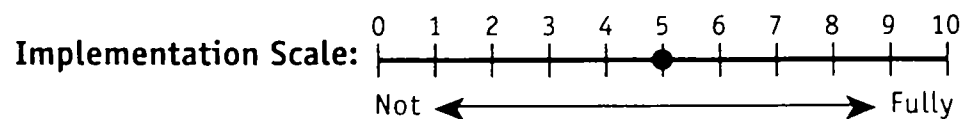
Findings

1. The Pittsburg Educator Association contract, Article 13.3, Credit for Service, provides that teachers hired for 2000-01 will receive up to eight years credit. Credit will be increased annually in increments of one year until a maximum of 12 years of service credit may be granted.
2. The district offers a \$2,000 hiring bonus to special education, math, science, and reading specialist teachers, provided they stay with the district for two years. The teacher does not have to be fully credentialed to receive the bonus.
3. Although most district schools are eligible, the district did not apply for any Teaching As a Priority (TAP) grants.
4. Other than the district's Web page, the availability of the signing bonus does not appear to be widely publicized.

Recommendations and Technical Assistance Provided

1. If still possible, submit a request for TAP grants during the next application period.
2. Expand efforts in exploring incentive programs, particularly for fully credentialed teachers.
3. Review the existing bonus provision to determine if the bonus could be contingent upon completion of a credential program.
4. Develop promotional strategies for making potential applicants aware of the district's existing signing bonus program.

Standard Implemented: Partially



FCMAT 13022

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 Personnel Services Division staff
2. District Credential Report (Dec. 2000)
3. High School Roster of Teacher Assignments, 2000-2001
4. Monthly credential report

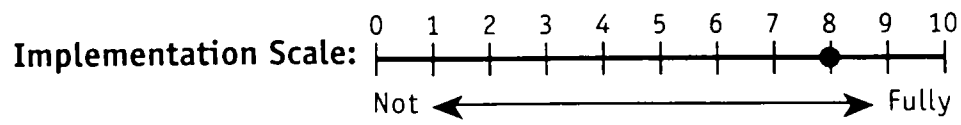
Findings

1. The Personnel Services Administrative Assistant is responsible for credential information and certification. The Senior Technician is partially trained as the backup.
2. The Administrative Assistant, Senior Technician and Assistant Superintendent attend annual California Commission on Teacher Credentialing (CCTC) trainings.
3. The Administrative Assistant has received consistent training and has attended county in-service programs and consultations.
4. There is a routine process for examining teacher assignments and credentials.
5. There is a process for checking expiration dates on credentials and reminding teachers of renewal requirements or other needed follow-up.
6. The district has a Committee on Assignments.
7. It is planned that the Staffing Technician working with substitute teachers will assume duties for substitute teacher credentialing.
8. The Administrative Assistant and the Senior Technician may both possibly retire in the near future.

Recommendations and Technical Assistance Provided

1. Continue to provide opportunities for the Administrative Assistant and Senior Technician to attend credential trainings and workshops.
2. Develop a plan for cross training another staff member for key credentialing duties to ensure continuity of service in the event of imminent retirements.

Standard Implemented: Fully - Substantially



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 Personnel Services Division staff
2. Declaration of Need for Fully Qualified Educators for the 2001-02 school year (8/8/01)
3. CBEST Waivers for 30-Day Substitute Teachers for 2001-02 school year (8/8/01)
4. Board resolutions, various dates, authorizing assignments

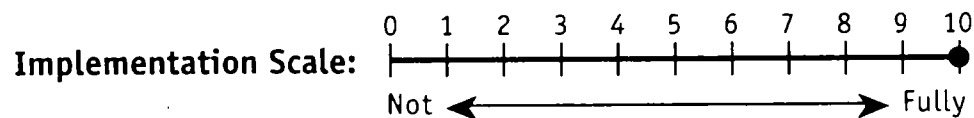
Findings

1. Board resolutions appear to be routinely completed as needed to authorize assignments.
2. Appropriate reports are being routinely completed.

Recommendations and Technical Assistance Provided

1. Continue with the current credential monitoring practice.

Standard Implemented: Fully - Sustained



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 Personnel Services Division staff
2. Interviews with district and program personnel
3. Interviews with new teachers (first- and second-year)
4. New Certificated Personnel Check-Off List
5. Centers for Occupational Medicine (tuberculosis test sites and procedures)

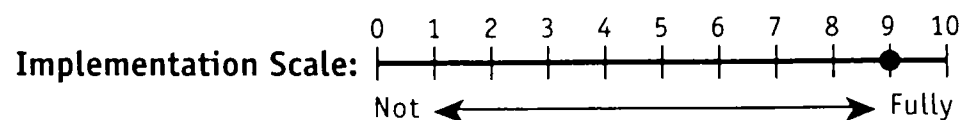
Findings

1. The personnel office utilizes a check-off system for new employee paperwork completion. Appropriate forms are provided to new employees in a packet.
2. Certificated employee induction/orientation has occurred in a variety of formats in the past, including one-on-one. This year, there are two orientation session dates in August, and all new certificated employees are to attend one session.
3. School administrators and new teachers reported no delay due to paperwork processing of newly hired teachers.
4. The employment system is completed in a timely manner and does not appear to inhibit timely hiring of new employees.
5. New teachers do not sign to certify that they have received all new employee materials and information.

Recommendations and Technical Assistance Provided

1. Continue to utilize the new teacher employment checklist and current employee processing procedures.
2. Consider holding some routine orientations throughout the summer so that early hires are not waiting until August.
3. Develop an accountability system for new teachers to sign that they have received and understand new employee paperwork.

Standard Implemented: Fully - Substantially



FCMAT 13026

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 Personnel Services Division staff
2. Interviews with district and program personnel
3. Viewing of district Web site
4. Excel applicant list report

Findings

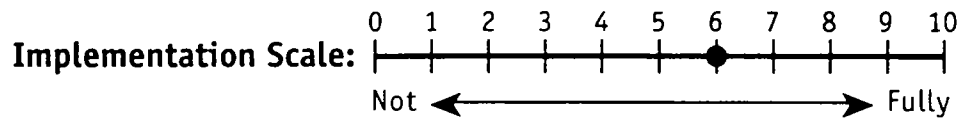
1. The Personnel, Payroll and Finance departments currently use the Contra Costa Community College Data Management System (MSG).
2. The personnel office uses a variety of technology to enhance the recruitment and application process, including: Excel for applicant tracking, job postings on the district Web site, availability of e-mail to receive requests and correspond with applicants, access and use of voicemail and fax.
3. Excel spreadsheets and other stand-alone applications are utilized in order to provide needed data, flexibility and report capabilities. Applicant tracking is on Excel and is not integrated with the employee database.
4. The district application forms are available on the Web site and can be downloaded. They are not interactive online. The forms are difficult to read on the Web site.
5. There is no dedicated job hot line. Frequently asked questions are answered individually.
6. Storage of applications and personnel files is set up in a manual file system.
7. The certificated application form does not contain a field for e-mail address.
8. The responsible personnel staff member has not been trained to input job opening information on the Web site. Technology Department staff currently perform data entry.
9. Staff are at varying levels of expertise in the use of computers, software, and the database.

Recommendations and Technical Assistance Provided

1. Facilitate the immediate training of a designated personnel employee to input job vacancy information on the Web site. Establish a routine procedure to keep information current.

2. Routinely review, update and upgrade Web site information (staff names, applications, salary schedules, etc.).
3. Consider budgeting for and implementing a document imaging process for personnel files to maximize space in the very crowded personnel office area.
4. Provide mandatory training to be sure that all personnel staff are adequately trained to maximize the use of available office technology.
5. Maximize staff time by developing recorded messages on a job hot line for information that is given routinely and repeatedly.

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 Personnel Services Division staff
2. Interviews with district and program personnel
3. Interviews with new teachers (first- and second-year)

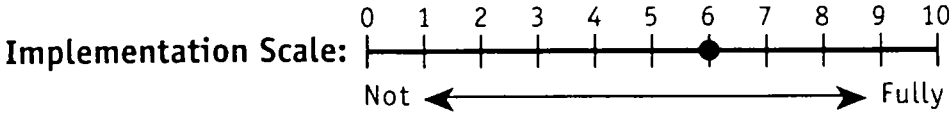
Findings

1. There is a strong commitment to and support for qualified teachers' participation in the Beginning Teacher Support and Assessment (BTSA) program.
2. There is no formal training/support program for teachers with emergency permits; however, efforts are made by principals to provide support for new staff members who are not qualified for BTSA participation.
3. Technology in-service trainings have been provided through summer institutes sponsored by the Intel Teach Program.
4. The Personnel Services Division provides new teacher orientation on two different dates in late summer.
5. Peer Assistance Review (PAR) has just been successfully negotiated.
6. New teachers on emergency permit credentials receive a packet of information upon employment regarding programs available for them to complete their credential requirements.
7. The Educational Services Department is offering staff development for new teachers with a \$25 an hour stipend at the beginning of the school year.
8. During the year, teachers are offered training for CLAD certification after school and on Saturdays, with a \$150 stipend upon completion.

Recommendations and Technical Assistance Provided

1. Continue district support of the BTSA and PAR programs.
2. Continue to provide as much in-district training and support as money allows.
3. Consider setting one of the new teacher orientation dates in the early summer and the second at the end, as opposed to both on successive days in mid-August.
4. In addition to support at varying levels at school sites, establish systematic district support for new teachers who are on emergency permits and not eligible for BTSA.

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 Personnel Services Division staff
2. Interviews with district and program personnel
3. Document listing non-returning employees (2001-02)

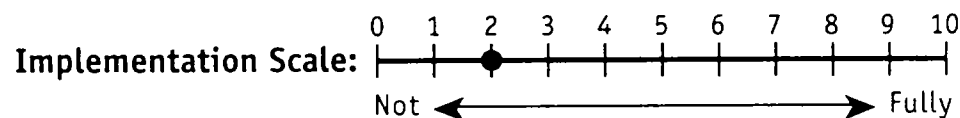
Findings

1. There is no formalized system for tracking reasons for transfer requests or resignations. However, when possible, a member of the Personnel Services Division does conduct an exit interview of departing employees.
2. Currently, attrition is not considered to be a problem.
3. Non-returning employees identified to date constitute 8 percent of teaching staff.

Recommendations and Technical Assistance Provided

1. Develop a means or tool for assessing reasons for teacher departure from the district.
2. Annually sort and compile this data by school and by reasons given.
3. Assess the effect of the attrition rate on the district as it relates to time, cost, and disruption.

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 Personnel Services Division staff
2. Interviews with district and program personnel
3. Pittsburg Educator Association contract (employee agreement)

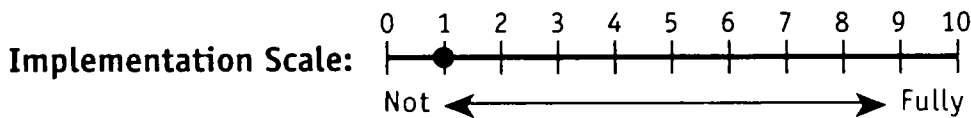
Findings

1. Current teacher attrition and transfer requests are not considered to be a problem since they are greatly reduced from the previous years, prior to and during the year of the teacher strike.
2. There is greater accord in the district, and a new teacher contract agreement has been reached. Greater teacher retention is anticipated.
3. Personnel has not developed a plan to reduce separations.

Recommendations and Technical Assistance Provided

1. Once the district has developed a system for collecting data on attrition, develop a plan for addressing any concerns that result from this knowledge.

Standard Implemented: Partially



VI. IMPLEMENTATION OF RECOMMENDATIONS

This assessment has reported a number of findings and recommendations on the district's present certificated recruitment and hiring process. While the district's Personnel Services Division has many strengths, it also needs to give attention to some areas. It is recognized that the division has the potential to realize a more effective operation. The recommendations presented are intended to assist the division in reaching that potential and in addressing the continual growth of needed services.

The Superintendent and Personnel Services Division 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.