

Fiscal
& Crisis
Management
Assistance
Team



Long Beach Unified School District

*Human Resources Assessment
& Recommendations*

March 21, 2002

Teacher
Recruitment
Incentive
Program

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Foreword

Dear Superintendent:

In January 2002, the Fiscal Crisis and Management Assistance Team (FCMAT) was invited by the Long Beach 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 Long Beach 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

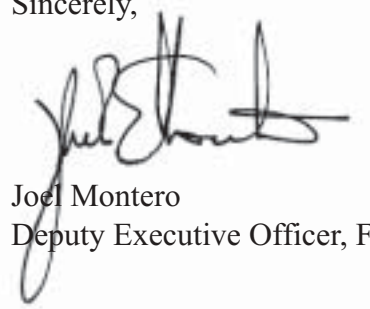
Representatives of FCMAT, supported by Richard Schromm and Associates, visited the district to conduct interviews, collect data and review documents provided by your staff. The enclosed report is the result of the team's study. The findings and recommendations included in the report are

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 Long Beach Unified School District.

Sincerely,

A handwritten signature in black ink, appearing to read "Joel Montero", is written over a light gray rectangular background.

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)

I. INTRODUCTION AND ASSESSMENT METHODOLOGY

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

During its visit, the assessment team conducted interviews and reviewed the internal operation of the personnel office. Interviews were conducted with all personnel office staff working with certificated hiring, the Superintendent, Cabinet members, certificated directors, site and program administrators, certificated organization leaders, a board member, first- and second-year teachers, and other stakeholders in the recruitment and selection process of certificated personnel. The team interviewed 53 individuals during its visit.

II. DISTRICT INFORMATION

The Long Beach Unified School District is the third largest school district in California and 37th largest in the United States. It provides learning opportunities to more than 96,000 students in grades kindergarten through 12. It serves a 129-square-mile area in the cities of Long Beach, Lakewood, Signal Hill and Avalon (Catalina Island). It is the third largest employer in the area and recently added hundreds of classrooms and several new schools to reduce class sizes and accommodate record enrollment growth.

Long Beach Unified School District is the first public school district in the United States to require school uniforms in all of its elementary and middle schools, for which it received the Golden Bell Award. Five thousand Volunteers in Public Schools (VIPS) assist a district staff of approximately 8,500 teaching and non-teaching employees.

The district operates 50 elementary schools, one K-12 school, 23 middle and K-8 schools, nine comprehensive high schools, two continuation schools, one adult school and six charter schools for a total of 92 schools.

The student population is 0.8 percent American Indian, 9.4 percent Asian, 1.1 percent Pacific Islander, 5.5 percent Filipino, 31.4 percent Hispanic, 19.7 percent African American, 32.2 percent white, and 0.1 percent "no response."

The district has 822 administrative, 4,652 certificated, and 2,854 classified employees. The district qualified for this assessment because it reported 857 teachers holding emergency credentials on the 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
	<i>Oct. 1999</i>	<i>Oct. 2000</i>	<i>as of October 2001</i>
Emergency	857	935	827
Intern	162	175	168
Pre-Intern	71	97	111
Waivers	90	98	81

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

III. FACTORS AFFECTING THE HIRING PROCESS

The assessment team recognizes the complexities of attracting fully credentialed teachers. The team also recognizes that there have been staffing problems within the Human Resource Services Department due to budget issues and promotions. However, the Human Resource Services Department must continue to move forward using the Baldrige Quality Improvement process and aggressively proceeding with its technology plans. The district’s goal of seeking and hiring high quality teachers is admirable and should be continued. The filling of current vacancies would assist the department in achieving this goal even faster.

Factors that help the hiring process are:

- An appealing geographic location and community identity, with major colleges and universities nearby.
- A strong staff development program for all district teachers.
- A reputation as an innovative, progressive, student achievement-oriented district.
- Governing Board and Superintendent stability and longevity.
- Highly competitive salaries for beginning teachers.

Factors that impede the hiring process are:

- A less experienced Human Resource Services Department staff, due to attrition within the department the past two to three years.
- Four vacant positions in the Human Resource Services Department that will remain vacant due to the district’s classified employee hiring freeze.
- Reliance on the district’s past reputation to attract teachers.
- A lack of written procedures and handbooks on recruitment and selection.

IV. EXECUTIVE SUMMARY OF FINDINGS AND RECOMMENDATIONS

1. Organization and Planning

The district possesses basic policies and various procedural documents that begin to address the current philosophy regarding the recruitment and selection of fully credentialed teachers. These policies and documents should be reviewed and revised to develop new policies and procedures that focus on the goal of “A quality teacher in every classroom.” A new operational procedures manual would guide the district in more consistent and effective hiring practices.

Current district and department organizational charts exist and are well designed. In the Human Resource Services Department, detailed functions charts provide useful information to all customers of the department’s services. The district has had successful recruitment efforts in past years. These can form a base for a new comprehensive recruitment plan designed to meet current and future staffing goals.

The district’s salaries and fringe benefit package appear to be competitive for the new teacher candidates. However, additional study of mid-range salary schedule cells and continuous study of fringe benefits are crucial for developing teacher retention strategies.

2. Identification of Staffing Needs

The district is to be commended for the collaborative environment that exists among the different departments responsible for assisting principals in determining their staffing needs. The enrollment projections are timely, and all divisions are involved in the final decision. The district is truly exceptional in this area.

The district could be better served if the Human Resource Services Department were more involved when the Instructional Division and principals initially determine their staffing needs. The Human Resource Services Department could more readily expedite the recruitment process for meeting these needs.

The district has a position control system that is driven by the Budget Department, and it acts as a gatekeeper to make certain only authorized, funded positions are filled. The Human Resource Services Department has developed a stand-alone system to manage its responsibility for filling vacancies. At the present time, the process is heavily paper-driven, with the Human Resource Services Department manually processing a sign-off from the Budget Department. With the district’s new payroll/personnel program, the district should consider a means by which the two systems are integrated without omitting the necessary checks and balances.

3. District Recruitment Needs

The district has developed and implemented a highly successful recruitment program. The budget allocated is sufficient. Professional displays, attractive and informative brochures, and promotional materials have been produced to highlight the district and the community. Some of the materials have received national awards. Broad based recruitment teams consist of site and district level administrators. Administrators need more comprehensive training for interviewing and scoring of candidates to better enable them to offer early contracts to the most highly qualified candidates.

In addition to recruiting outside the district, a successful career ladder has been implemented to enable college aides and paraprofessionals to obtain a teaching credential while working. The district has implemented its own bilingual and regular intern program. Successful partnerships have been formed with local colleges and universities, creating intern programs for teachers and enabling them to take classes on district school sites with district adjunct teachers. It is recommended that additional partnerships continue to be developed.

The first annual report was developed for 2000-2001 and needs to be expanded to include additional recruitment efforts and results of those efforts.

4. Application and Hiring Process

Under strong administrative leadership, the Human Resource Services Department is making strides to improve the level of technology and responsiveness to complaints related to the application and hiring process. The addition of two positions in a technology unit within the department led to the creation of a Human Resource Services Web site, online application, intranet within the Human Resource Services Department staff, and information being posted to answer questions about Long Beach Unified School District employment. There also is the ability to e-mail directly with the Human Resource Services Department staff identified by their areas of responsibility. Thirty percent of applications for employment in 2000-2001 were submitted online.

The department will soon be converting from an internal applicant tracking system to WinOcular software that has been adapted to meet the Long Beach Unified School District's needs. This will permit tracking of pertinent personal data, credential/interest areas, interview history, and reference checks and will eliminate the need for some paper records. Principals with vacancies eventually will be able to access candidate information for interviews and make additional comments regarding the work history and personal qualities of their candidates.

There are forms for interviews and reference checks, but they need to be reviewed and updated for content, relevance and legal compliance.

It is important for the Human Resource Services Department to define who is to participate in pre-hire activities, i.e., interviews, reference checks, and offering contracts, and to create written procedures along with concurrent in-service trainings.

Long Beach Unified School District has successfully used early contract offers for at least five years. It is recommended that a panel that includes site administrators interview these candidates, using a scoring rubric that results in their acceptance wherever they are placed. Qualified candidates have expressed frustration with the protracted assignment process that occurs after they accept an early contract.

The district has a variety of incentives to bring in quality candidates. Teaching As a Priority (TAP) grant monies are used for incentives for hard-to-fill positions, to pay for relocation costs, and for referral bonuses to current employees. Salary is competitive and placement credit upon hire is generous, up to 16 years. The district's teacher support programs also are strong motivators in attracting new teacher recruits.

5. Personnel Operations

The Credentials Unit of the Human Resource Services Department generally functions in an efficient and compliant manner. It maintains a monthly calendar of events and activities on the Human Resource Services master calendar. It provides mandatory California Commission on Teacher Credentialing (CCTC) and Los Angeles County Office of Education reports in a timely manner. With an experienced Credential Services Manager and five Credential Specialists, the unit, with the assistance of technology, could improve the overall level of service offered to teachers and administrators.

The district uses an innovative approach of visiting school sites with a high percentage of emergency teachers, inquiring into their progress toward a full credential, and advising them of their overall licensing status. This personalized approach toward teachers not only assists in reducing the number of emergency teachers but also demonstrates a move toward improved customer service.

The employment process would be enhanced by the addition of flow charts and the updating and revision of desk manuals.

The Assistant Superintendent has been creative in her approach to improving services by adding two technology employees with the sole purpose of improving the employment system via technology.

6. New Teacher Support and Retention

The district has an excellent support program for all new teachers. Recently, the district's Beginning Teacher Support and Assessment (BTSA) program was the recipient of the Golden Bell Award given by the California School Boards Association for providing outstanding professional development for new teachers. All newly hired teachers are required to attend a five-day New Teacher Institute, during which two half days are devoted to classroom preparation and orientation at their assigned school sites. Newly hired special education teachers receive an additional two days of training. In addition, the district operates a pre-intern program, a Peer Assistance and Review (PAR) program, and a comprehensive professional development program.

Currently, there is no exit interview or survey for teachers leaving the district. Although reasons for leaving are entered on the Resignation or Retirement Notice form, no report or data summary is derived from this bank of information. A recent research study on why teachers leave the district and possible retention strategies should be used as the impetus for an investigation of whether teacher attrition is a concern and, if so, what can be done to correct it. The Baldrige Quality Improvement process currently used by the Human Resource Services Department staff should be utilized for this purpose.

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 Resource Services Department staff
2. Interviews with district and program personnel
3. Profile of the Long Beach Unified School District (9/01)
4. Board Policy 4111 – Human Resources, Recruitment and Selection (April 18, 1988)
5. Board Policy 4111.1 – Human Resources, Affirmative Action (April 18, 1988)
6. Board Policy 4111.6 – Human Resources, Non-Discrimination and Employee Privacy (June 5, 2001)
7. Certificated Employment Application form (undated)
8. Human Resource Services “Road Map” (1/2/02)
9. District Web site
10. Human Resource Services Web site
11. Various agendas from Assistant Superintendents’ meetings (August 1999 through December 2001)
12. Credential Agreement (undated)

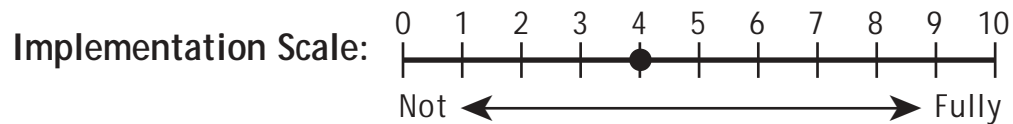
Findings

1. Board Policy 4111 covers recruitment and selection of certificated personnel. It includes the statement, “The Assistant Superintendent, Human Resource Services, or his/her designee, with the approval of the Superintendent, shall recommend qualified certificated candidates to the Board of Education to be employed ...”
2. Board Policy 4111.1 contains specific non-discrimination language inconsistent with the more current non-discrimination statement on the employment application form.
3. Board Policy 4111.6 contains current non-discrimination and employee privacy language and provides information for the filing of a complaint.
4. It was reported that the district intends to hire fully credentialed teachers for vacant positions, where possible. Non-credentialed teachers are counseled to enroll in pre-intern or intern programs. However, there is no board policy addressing these provisions.
5. The district, through the Human Resource Services Department, promotes the desire to have “A quality teacher in every classroom.”

Recommendations and Technical Assistance Provided

1. Review board policies covering non-discrimination provisions and revise, where appropriate, to provide current and consistent language with that used on the employment application.
2. Develop a board policy incorporating language that supports the district's intent to:
 - a. Provide a quality teacher in every classroom.
 - b. Seek fully credentialed teachers for each vacant position.
 - c. Counsel non-credentialed teachers to enroll in a pre-intern or intern program.

Standard Implemented: Partially



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 Resource Services Department staff
2. Interviews with district and program personnel
3. Human Resource Services “Road Map” (1/2/02)
4. District Memorandum to All Schools and Offices regarding Required Nondiscrimination and Sexual Harassment Notices (November 2001)
5. Memorandum to Assistant Superintendent of Human Resource Services regarding Pre-Intern/Intern Teachers (December 14, 2000)
6. Various desk manuals – Human Resource Services Department
7. Credential Agreement (undated)
8. District Web site
9. Human Resource Services Web site

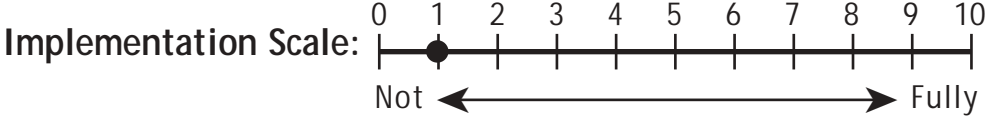
Findings

1. There was no evidence of written administrative procedures covering the recruitment and selection of certificated personnel.
2. Human Resource Services Department documents support a desire for the district to hire fully credentialed teachers for all available positions, where possible.
3. Current credential agreements support the district’s practice of counseling non-credentialed teachers to enroll in pre-intern and intern programs.
4. There are numerous documents in the Human Resource Services Department containing valuable information to form the basis for a process to seek and employ “A quality teacher for every classroom.”

Recommendations and Technical Assistance Provided

1. Using existing effective practices and documents, develop an operational procedures manual detailing a process to seek and employ a quality teacher for every classroom.
2. Print and distribute the newly created manual to all district personnel involved in the recruitment and selection process.
3. Provide regularly scheduled training of all administrators involved in the recruitment and selection of certificated personnel.

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 Human Resource Services Department staff
2. Interviews with district and program personnel
3. 2001-02 Long Beach Unified School District Organizational Chart (01/02)
4. 2001-02 Long Beach Unified School District Human Resource Services Organization Chart (1/07/02)
5. Human Resource Services Certificated and Classified Managers – Duties and Responsibilities (01/02)
6. Human Resource Services Support Responsibilities (12/03/01)
7. Human Resource Services Support Services Contact List (undated)

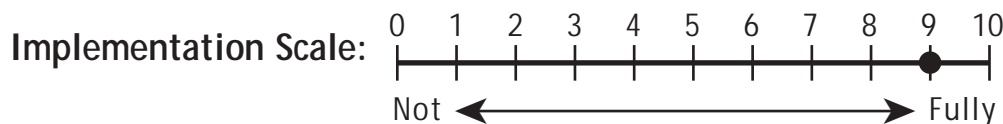
Findings

1. The district has a current and comprehensive organizational chart that clearly indicates the relationship of the Human Resource Services Department with all other divisions and departments.
2. The Human Resource Services Department has a current and comprehensive organizational chart that clearly sets forth the titles and names of all positions in the department.
3. The Human Resource Services Department has functions charts that set forth the duties and responsibilities of all certificated and classified management and support staff in the department.

Recommendations and Technical Assistance Provided

1. Continue to maintain current and comprehensive organizational charts for the district and the Human Resource Services Department.
2. Continue to maintain current and comprehensive functions charts for certificated and classified management and support staff in the department.

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 Human Resource Services Department staff
2. Interviews with district and program personnel
3. 2000-2001 Annual Report – Human Resource Services
4. PowerPoint Presentation – Human Resource Services Update for Long Beach Unified School District Board Workshop (Nov. 19-20, 2001)
5. Management Review of Human Resource Services performed by Los Angeles County Office of Education (4/00)
6. Human Resource Services “Road Map (1/2/02)
7. Proposed Recruitment Trips/Activities 2001/2002 (01/18/02)
8. Recruitment Schedule 2000/2001 (11/15/01)
9. Workshop Materials, “We Can Teach All Students” (July 30-31, 2001)
10. The Human Resource Services Connection, Vol. 1, Issue 1 (Fall 2000) and Issue 2 (January 2001)
11. Certificated Recruitment/Staffing K-12, Two-Year Comparison
12. Vacancies Listing 2000/2001 (04/01)
13. Projected Vacancies Listing 2001/2002 (11/19/01)
14. 2001/2002 New Hire Ethnicity Listing (11/16/01)
15. Applications for Employment, Jan 2000 – Oct. 2001
16. Organization Performance Review System – Alignment Table – Human Resource Services (11/28/01)
17. Teaching As a Priority (TAP) Grant (March 6, 2001)
18. Memorandum to Assistant Superintendents
19. Human Resource Services Managers Planning Day Agenda (Sept. 20, 2001)
20. Human Resource Services Management Team Meeting Agenda (Oct. 29, 2001)
21. Human Resource Services Department Guiding Principles (undated)
22. Human Resource Services Master Calendar (1/22/01)
23. District Web site
24. Human Resource Services Web site

Findings

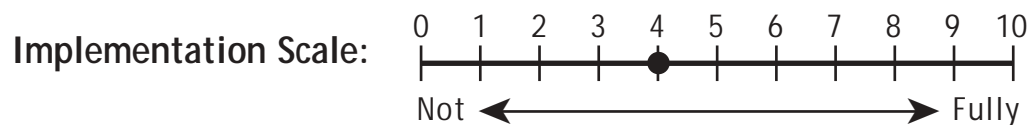
1. The Human Resource Services Department has been actively involved in department-wide planning to develop a “Road Map” for the department. The “Road Map” includes goals and objectives beginning in September 1999 and ending in the spring of 2002.
2. The Human Resource Services Department has adopted a philosophy of “Excellent Customer Service” to be accomplished through the placement of “A quality teacher in every classroom” and “Effective support staff to assist instruction.”

3. While there are numerous documents related to the recruitment and hiring goals of the department, there is no comprehensive recruitment plan for the district.
4. The district conducts local “Interview Days” and has an extensive recruitment calendar and program that should be incorporated into a recruitment plan.

Recommendations and Technical Assistance Provided

1. Develop specific written recruitment goals each year. Use successful previous recruitment experiences as the basis for future plans.
2. Review existing district documents and successful recruitment efforts to develop a comprehensive plan for recruitment and selection of quality teachers. It should include:
 - a. A listing of anticipated hiring needs, such as subject matter, grade level, etc.
 - b. A separate recruitment budget for travel, advertising, staff training, promotional materials and printing of a year-end report.
 - c. Review and development of promotional materials.
 - d. Development and training of district recruitment teams, including principals and other stakeholders.
 - e. Identification of recruitment locations and sources likely to produce results.
3. Develop strategies for systematically increasing the number of fully credentialed teachers when filling vacancies.

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 Resource Services Department staff
2. Interviews with district and program personnel
3. Long Beach Unified School District Certificated Non-Management Salary Schedules (2001-2002)
4. Long Beach Unified School District Salary Increase, 1990-91 to 2001-02
5. Salary and Benefit Report (SABRE), 2000-01 Salary Year, School Services of California, Inc.
6. Status of Negotiations, 2000-2001, Fourth Summary, School Employers Association (Dec. 12, 2000)
7. 2000-01 District Survey of Salaries and Fringe Benefits in Los Angeles County
8. 1999-2000 District Survey of Salaries and Fringe Benefits in Los Angeles County
9. Memorandum from Director of Employee Relations Services to Human Resource Managers regarding Placement of Teachers on Salary Schedule (March 13, 2001)
10. Memorandum from Director of Employee Relations Services to Chief Business and Financial Officer regarding Update on California Salary Negotiations (October 12, 2001)
11. Memorandum from Director of Employee Relations Services to All Human Resource Services Managers regarding Summary of Credential Incentive Salary Schedule Cells (March 16, 2001)
12. Orange County Department of Education Certificated Salary Survey, 1999-2000
13. Comparison of Unified School Districts in Los Angeles County and Selected Other Unified School Districts (By Daily Rate) (undated)
14. 2000-2001 Duty Day Comparison (undated)
15. Collective Bargaining Agreement between Long Beach Unified School District and the Teachers Association of Long Beach, through August 31, 2002

Findings

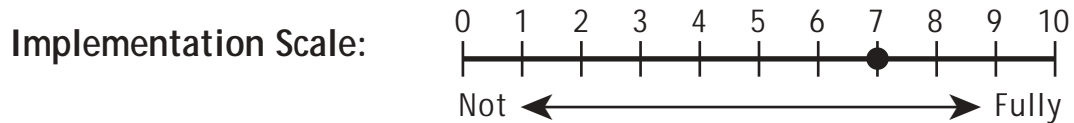
1. The district uses several sources to collect ongoing information comparing district salary schedules with local and comparable districts.
2. Employee Relations Services develops specialized reports for collective bargaining purposes, including salary schedule analyses.
3. It was reported that the district's certificated salary schedule is less than competitive for teachers who are in the middle of the schedule. However, there has been no "cell-by-cell" comparison with other comparable districts.
4. The district has an ongoing process of meeting with representatives of the employee bargaining units to exchange information regarding health, dental and vision plans.

5. The Risk Management Office is current developing a process to compare the district's fringe benefit package with those offered by other school districts.

Recommendations and Technical Assistance Provided

1. Continue to use several sources to collect information comparing the district's salary schedule with other school districts.
2. Develop a document that compares the district's certificated salary schedule on a cell-by-cell basis with other area school districts.
3. Continue the process of meeting with employee representatives to exchange information regarding district insurance plans.
4. Complete the process of compiling information to compare district fringe benefits with other districts. Develop a plan to collect comparative data on fringe benefits on an ongoing basis.

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 Resource Services Department staff
2. Interviews with district and program personnel
3. Projected enrollment from Office of Director of Budget
4. Projected enrollment from Office of Student Assignments
5. Fifth Day Enrollment and Position online (9-11-01)
6. Summary Enrollment Projections (FY '03)
7. Enrollment projection meeting agenda and projection data (1-9-02)

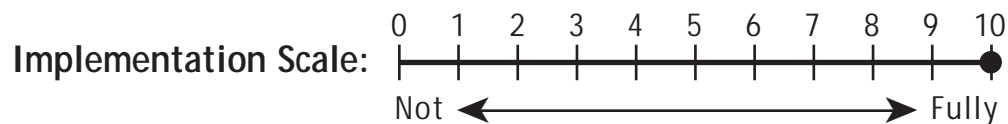
Findings

1. The initial enrollment projections are developed by the Budget Department and shared with the Superintendent and executive staff for approval in November.
2. The Budget Department sends the enrollment projections to the Assistant Superintendents of Schools and to the Program Manager, International Student Registration, to further refine the enrollment projections in December.
3. The Assistant Superintendents of Schools meet with each principal to review the enrollment projections and make any final adjustments necessary, such as open enrollment or movement of students.
4. The enrollment projections are finalized in January and are available for principals to determine their staffing needs.

Recommendations and Technical Assistance Provided

1. Continue to utilize the enrollment projection process currently in place, including the involvement of the executive staff to reach consensus on the projections. The involvement of the Assistant Superintendents and the principals allows the district to address the unique needs of each school.
2. Although the enrollment projections are available in January, the district might consider the possibility of earlier projections to facilitate time for more comprehensive planning for recruitment purposes, since the Budget Department has them available in November.

Standard Implemented: Fully - Sustained



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 Resource Services Department staff
2. Interviews with district and program personnel
3. Collective Bargaining Agreement between Long Beach Unified School District and the Teachers Association of Long Beach, through August 31, 2002, Article X – Class Size Ratios
4. School Staff Allocations – Business Department
5. Elementary and Secondary School Staff Graph
6. Staffing Goals Graph (8-29-01)
7. Projected Vacancies 2000-01
8. Vacancies 2000-01 reflecting reason, number hired, transfers, vacancies remaining by school

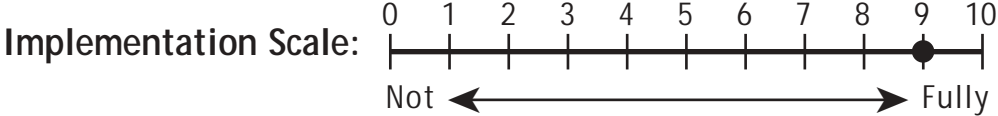
Findings

1. The Assistant Superintendents meet with each principal to determine his/her staffing needs in January.
2. The principals submit their staffing needs to the Human Resource Services Department to be advertised as vacancies by February of each year.
3. The collective bargaining agreement stipulates the staffing ratios at each school.
4. The vacancies identified by principals are subjected to voluntary transfer prior to hiring a new teacher until September.

Recommendations and Technical Assistance Provided

1. The Business Services Department, the Human Resource Services Department, and the Instructional Division need to review the process by which the Budget Department authorizes full-time equivalents (FTEs). Consideration should be given to authorizing FTEs by instructional level rather than by school and relying on the Instructional Division and the Human Resource Services Department to determine how best to allocate the authorized FTEs to resolve unique issues.
2. Continue the collaborative effort that currently exists involving the Human Resource Services Department, the Budget Department and the Instructional Division.

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 Human Resource Services Department staff
2. Interviews with district and program personnel
3. Collective Bargaining Agreement between Long Beach Unified School District and the Teachers Association of Long Beach, through August 31, 2002 – Article VIII, Transfer and Reassignment
4. Report of Vacancies (October 17, 2001)
5. Matrix depicting vacancies and new hires 2001-2002
6. Elementary enrollment, end of second school month (October 2001) and positions online (January 2002)

Findings

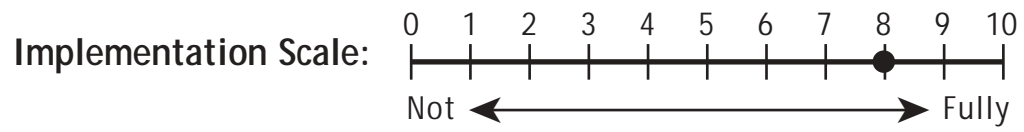
1. Principals identify their staffing needs by February of each year.
2. The Assistant Superintendents meet with principals to review their specific needs.
3. The administrators generate the vacancy assignment form to initiate their requests to hire by May.
4. A district Transfer and Assignment Committee assigns teacher-initiated transfers prior to assignment of any newly hired person. This process lasts through September.
5. Principals often have information regarding anticipated vacancies as early as January.
6. The Human Resource Services Department does not meet with principals to review their staffing needs.

Recommendations and Technical Assistance Provided

1. Continue the practice of early identification of staffing needs of school sites and meeting with individual principals by the Instructional Division. Consider including the Human Resource Services Department in the staffing meeting to expedite recruitment efforts and meet these needs of the school sites.
2. The Human Resource Services Department should utilize the meeting with principals to summarize the district's staffing needs and use this information to drive its recruitment efforts.
3. Consider discussing with the Teachers Association of Long Beach the impact of the current transfer article on recruitment efforts. Try to determine if there is a mutual

interest in revising some of the time lines to assist in early recruitment efforts, yet protecting the opportunities for current teachers to transfer to other sites.

Standard Implemented: Fully - Substantially



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 Resource Services Department staff
2. Interviews with district and program personnel
3. Interview with teachers' union representatives
4. Collective Bargaining Agreement between Long Beach Unified School District and the Teachers Association of Long Beach, through August 31, 2002, Article VII – Leaves of Absence
5. Spreadsheets regarding retirements, resignations, and leaves of absence (01-02)
6. Letter regarding Letter of Resignation
7. Return Leave of Absence form deadline (April 26, 1999)
8. Memo from the Human Resource Services Department regarding Notification Requesting Leave of Absences 2001-2002

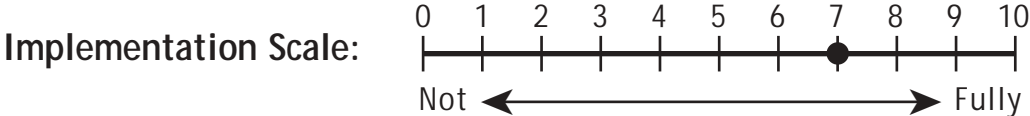
Findings

1. Employees returning from leave of absence must notify the district on or before March 1 or 90 days prior to the expiration of the leave of their intent to return to work.
2. It was reported that employees were encouraged to notify the district as early as possible of their intent to retire or resign from the district.
3. Employees may request a transfer to a known vacancy on or before March 31, prior to the employment of a new hire.
4. A Committee On Assignments, made up of teachers and administrators, determines the assignment of transfers.
5. The principal can make a recommendation to the committee on the preferred candidate for his/her school.
6. The collective bargaining agreement states, "Employees are expected to notify the district of their request to resign, retire or seek a leave of absence by March 1."

Recommendations and Technical Assistance Provided

1. Consider implementing a districtwide adherence to the time lines set out in the collective bargaining agreement as they relate to leaves of absence, resignations, retirements, and requests for leaves.

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 Human Resource Services Department staff
2. Interviews with district and program personnel
3. Post Control Rollover document FY 2001-02 (May 2001)
4. Position Control document to change employee profile
5. Budget program status report to principals and program managers
6. Long Beach Vacancy Assignment form
7. School Staffing Allocations
8. Position control processing document

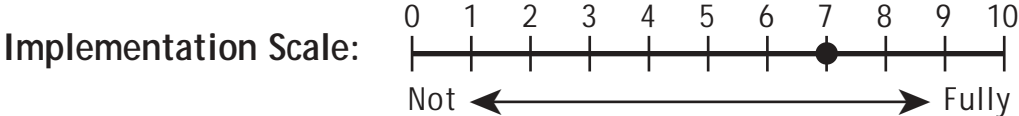
Findings

1. The district has a position control system that is driven by the budgeting processes. All positions are given position control numbers, and the Budget Department authorizes the filling of positions.
2. The Human Resource Services Department utilizes a paper process for filling a position, and the Budget Department signs off on all authorized positions.
3. The Human Resource Services Department utilizes a stand-alone position control system to manage school staffing.
4. The Budget Department has the capability to provide a hard copy of authorized positions per school site.
5. The district has implemented a new personnel/payroll system within the last month, which allows the Human Resource Services Department to electronically view the authorized positions by school.

Recommendations and Technical Assistance Provided

1. Utilize the new personnel/payroll system to begin the integration of a position control system for the Budget Department and the Human Resource Services Department.
2. Senior Cabinet members should collaborate on the development of a single position control system with built-in checks and balances.
3. Consider eliminating the requirement that vacancy assignment requests that do not change full-time equivalencies, work year, budget or salary provisions be submitted to the Budget Department for approval. The Human Resource Services Department should be responsible for verifying the position as vacant before advertising the position.

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 Resource Services Department staff
2. Interviews with district and program personnel
3. High School Course Handbook noting course “Exploring Teaching 1-2, 3-4”
4. Agenda, Kettering Career Day at the Human Resource Services Department
5. Memorandum and forms for Career Ladder Program
6. Substitute Teacher handbook
7. Memo regarding Substitute Orientation Program
8. Document regarding Legislation Authorizing Employment of Retired Teachers
9. List of student teachers assigned to district schools

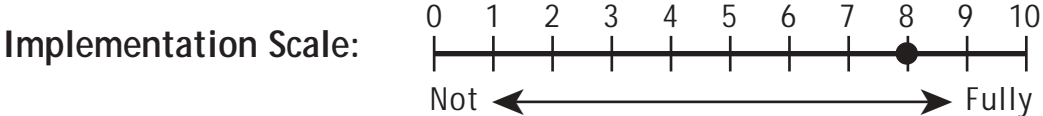
Findings

1. The district has implemented an extensive career ladder program to encourage classified employees to further their education and to seek a teaching position. Currently, there are approximately 100 classified employees participating in the program.
2. The district has established strong partnerships with the local colleges and universities in assigning student teachers in the district. Student teachers who elect to teach in the district are given priority in the hiring process.
3. Strong credentialed substitute teachers are identified and given consideration for employment.
4. Some of the district’s high schools offer “Exploring Teaching” courses.
5. The Human Resource Services Department conducted a career day to inform students about the teaching profession.

Recommendations and Technical Assistance Provided

1. Continue to expand the effort being made on the career ladder program and consider emphasizing a greater focus on securing a teaching credential as an integral part of the career ladder program.
2. Formalize the identification of fully credentialed substitutes as a recruitment source by targeting those most qualified for regular positions.
3. Continue to develop strong partnerships and relationships with colleges and universities. Place a significant focus on secondary teaching candidates.

Standard Implemented: Fully - Substantially



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 Resource Services Department staff
2. Interviews with district and program personnel
3. Human Resource Services Budget
4. Human Resource Services Recruitment Schedule with Budget
5. 2000-2001 Budget Summary
6. Human Resource Services Recruitment Notebook 2001-2002

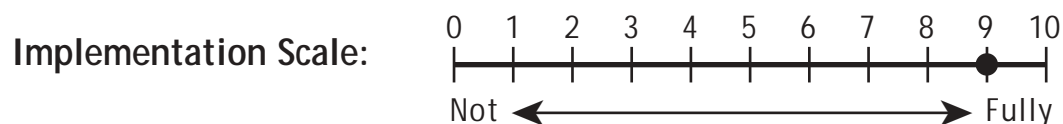
Findings

1. The Human Resource Services Department budget is \$65,000 for 2001-2002. The budget for recruitment is a separate line item.
2. The budget is sufficient to cover the associated costs for recruitment.
3. The Human Resource Services Department budget is augmented from the Teaching As a Priority (TAP) grant to give \$3,000 hiring bonuses (fully credentialed teachers) and \$1,000 moving allowances to new teachers.
4. The Recruitment Committee reviews recruitment expenses to determine cost effectiveness of various activities.
5. Teachers in schools with Decile 1-5 SAT-9 performance scores (low performing) receive \$1,000 stipends.

Recommendations and Technical Assistance Provided

1. Continue to develop a comprehensive recruitment plan outlining specific activities and materials, with their associated costs and expenses, for each school year.

Standard Implemented: Fully - Substantially



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 Resource Services Department staff
2. Interviews with district and program personnel
3. Recruitment display, pamphlets, promotional materials
4. Long Beach Unified School District publication
5. "Teach by the Beach" brochure
6. "Did You Know?" (district publication)
7. Giveaways: magnets, mouse pad, pens, memo pads, candy
8. Long Beach Unified School District Web site
9. Human Resource Services Department Web site
10. Annual Report on Middle School Reform

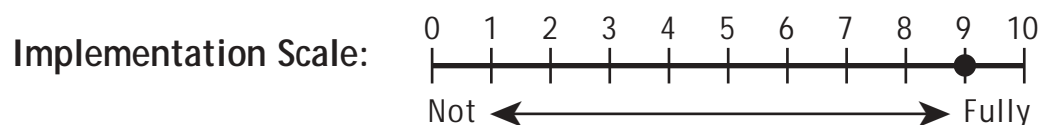
Findings

1. The Human Resource Services Department has developed its own Web site with comprehensive, easily obtained information about employment opportunities, Long Beach attractions, salary/benefits, credentialing, application online, and links to the State Teachers Retirement System (STRS), the California Commission on Teacher Credentialing (CCTC), etc.
2. The district's recruitment materials are professional, informative and award winning.
3. Applicants can e-mail questions about employment and check the status of their applications.
4. Potential candidates can access alternative teaching program sites for information and administrators for contacts and responses to inquiries.

Recommendations and Technical Assistance Provided

1. The Human Resource Services Department should continue to maintain and expand its excellent Web site.
2. Continue to develop and maintain the high quality recruitment materials that promote the district and the community.

Standard Implemented: Fully - Substantially



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 Resource Services Department staff
2. Interviews with district and program personnel
3. Printed training materials, recruitment folder
4. Surveys, evaluation forms, most commonly asked questions sheet
5. Interview instruments, scoring scale, criteria for early contracts
6. Teacher profile for staffing and interviewing purposes
7. Human Resource Services Department Training Workshop Manual

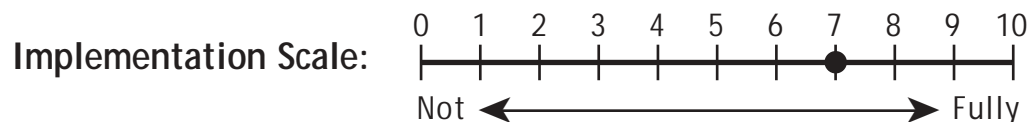
Findings

1. Retired administrators screen and interview applicants in the Human Resource Services Department.
2. Site and district administrators interview at college fairs, conferences, and Long Beach Unified School District interview days, and make recommendations for early contract offers.
3. Administrators are generally trained using materials on interview questions, frequently asked questions (FAQ)/responses, career counseling, evaluation terms, contingent offer of employment, and a scoring rubric from 1-5.
4. Special education and bilingual administrators collaborate and assist in the recruitment efforts for hard-to-fill vacancies.

Recommendations and Technical Assistance Provided

1. Continue to use a broad base of district administrators and retirees for interviewing.
2. Review the interview scoring guide and further train interviewers for improved consistency in evaluating candidates for hire. Consider creating a training video for interviewers.
3. Continue to develop strategies through the broad-based Recruitment Committee to attract and retain credentialed, diverse, and special needs area teachers. Interviewers should be trained to identify qualified candidates in these areas.

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 Resource Services Department staff
2. Interviews with district and program personnel
3. Recruitment calendar for job fairs and colleges
4. ED-JOIN publication
5. Newspaper and publication advertisements
6. Theater and cable television advertisement and public service announcements
7. Visiting Teacher Program document
8. Employees as Recruiter Incentive Program Fact Sheet

Findings

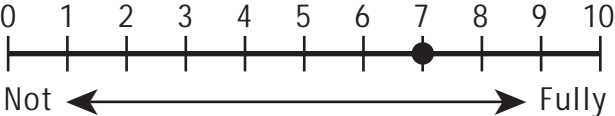
1. The Human Resource Services Department accesses 35 employment sites on the Web.
2. The district recruits at more than 43 colleges and job fairs.
3. The district identifies student teachers and substitute teachers for contracts.
4. The Human Resource Services Department conducts a two-day local recruitment fair.
5. The district rewards employees with \$100 for each referral of a credentialed teacher for employment.
6. The district has developed partnerships with colleges for interns, “Cool Options for Learning to Teach,” and pre-intern programs.
7. Early offers of intent to employ are tendered to teachers to attract them to the district.

Recommendations and Technical Assistance Provided

1. Extend use of WinOcular to collect recruitment data and query data to determine effectiveness of recruitment sources, such as job fairs, advertisements, referrals, Web site, etc.
2. Continue to examine employment applications for the most qualified applicants and determine how to process them as a priority so they are not lost to other districts.
3. Continue to offer early contracts of employment.

Standard Implemented: Partially

Implementation Scale:



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 Resource Services Department staff
2. Interviews with district and program personnel
3. 2000-2001 Annual Report
4. 2000-2001 Recruitment Goals and Objectives
5. Certificated Recruitment/Staffing K-12 Two-Year Comparison
6. 2001-2002 New Hire Ethnicity Report

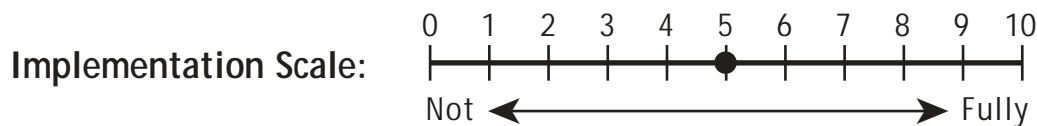
Findings

1. The Human Resource Services Department published a 2000-2001 Annual Report indicating applications received (6,225), interviews conducted (2,389), Web site visitors (31,051), job fairs attended (43), new hires, attrition, and substitutes.
2. The Certificated Recruitment Committee reviews the number of contracts from each recruitment source and plans changes for the following year.
3. There was no evidence of any goal statements in the annual report.

Recommendations and Technical Assistance Provided

1. Extend contents of teacher annual written summary report of recruitment efforts to include data on goals for the year, sites visited, number of candidates contacted, and early contracts offered and accepted.
2. Provide the Governing Board with a more extensive annual report, with recommendations for future recruitment activities.

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 Resource Services Department staff
2. Interviews with district and program personnel
3. Credential Program Information Sheet
4. Pre-Intern Program Information Sheet
5. District Bilingual Intern and District Intern Program information
6. Career Ladder Program-Paraprofessional Teacher Training Sheet
7. Alternative Certification Programs 2001-2002 binder
8. Education Specialist Credential Program Options brochure

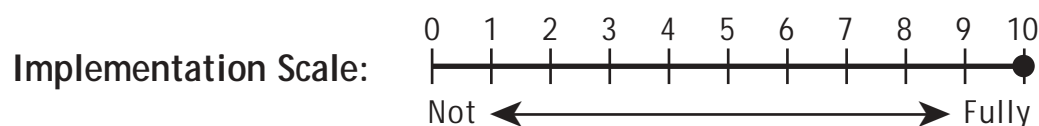
Findings

1. The district has partnerships with California State University, Long Beach, and California State University, Dominguez Hills, for pre-intern, intern, and education specialist intern programs.
2. The district has its own district intern program for multiple subject credentials and BCLAD.
3. The district has developed a career ladder program consisting of paraprofessionals and instructional associates.
4. The district recruits those changing careers into the intern programs.

Recommendations and Technical Assistance Provided

1. Continue to develop partnerships with colleges and universities to recruit potential interns.
2. Continue to “grow your own” teachers through the career ladder program and district intern program.
3. Continue to assess the status and track the progress of each pre-intern and emergency permit teacher toward obtaining certification within an acceptable time frame.

Standard Implemented: Fully - Sustained



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 Resource Services Department staff
2. Certificated Application for Employment (current and 2000/2001 versions)
3. Sample online application (9/17/2001)
4. Human Resource Services Department Web site
5. Long Beach Unified School District Web site

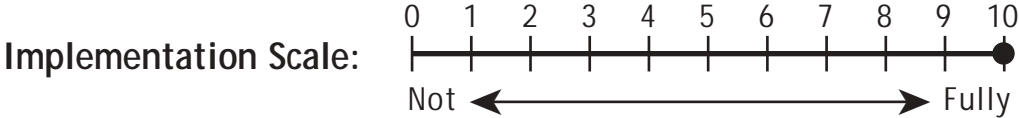
Findings

1. The current application form is clear, meets all legal requirements and is available in hard copy and online.
2. Applications contain the district Web site address, e-mail address, telephone and fax numbers, and a non-discrimination statement.
3. The online application can be downloaded and submitted electronically. Feedback is given to candidates within two weeks, and sooner if submitted online.
4. A confidential statistical data sheet is included that requests ethnicity, gender, age and where the applicant learned of the position.
5. In 2000-2001, 6,225 applications were received. Of this number, 1,543 were submitted online, and 4,682 were turned in by other means.
6. Student teachers and other Long Beach Unified School District employees/substitutes are given priority and encouraged to apply for teaching positions.
7. Human Resource Services Department staff reported that applications were “active” for one year and archived for three years. This is in conflict with the written notice on the application, which says the application is active for two years.

Recommendations and Technical Assistance Provided

1. Continue to review and revise the certificated application form, as needed.
2. Revise application retention procedures to coincide with the written notice on the application.
3. Continue to encourage electronic submittal of applications via the Web site.

Standard Implemented: Fully - Sustained



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 Resource Services Department staff
2. Interviews with district and program personnel
3. Management review report prepared by Los Angeles County Office of Education (LACOE 2000)
4. WinOcular handbook and training materials (1/17/2000)
5. WinOcular task force memo (Suarez, 11/28/01)
6. Memo regarding Applicant Demographic Data as of 12/22/2000

Findings

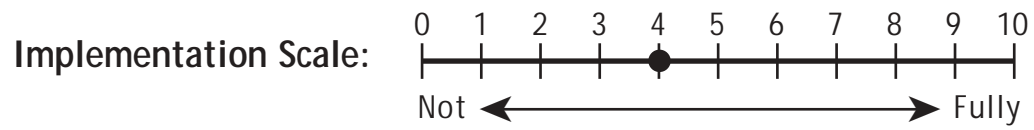
1. A Los Angeles County Office of Education management review report (early 2000) stated that the Human Resource Services Department should pursue a paperless, automated applicant tracking system.
2. Implementation of a Technology Unit within the Human Resource Services Department has resulted in significant progress toward a usable applicant tracking system.
3. WinOcular, a software package, was purchased and is being adapted to California-based and Long Beach Unified School District needs. WinOcular contains fields for all necessary personal information, credentials and areas of interest, the applicant's selection history, and current status.
4. A task force chaired by the Staffing and Recruitment Program Administrator is addressing applicant tracking, using the WinOcular system and focusing on issues such as coding for non-selection and appropriate query access.
5. Principals receive a list of screened candidates with appropriate credentials when a vacancy arises. The lists have information on the applicants' interest areas and credentials but are not always up to date.
6. Currently, candidates self-report types of credentials held and issuance dates.

Recommendations and Technical Assistance Provided

1. Continue refining and implementing the WinOcular applicant tracking system and conduct training for appropriate Human Resource Services Department and other administrative staff.
2. Phase out internal Human Resource Services Department lists merged from old databases.

3. Explore a method of verifying applicants' credentials rather than self-reporting by candidates.
4. Create a more complete applicant history indicating codes (reasons) for non-selection by principals.

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 Resource Services Department staff
2. Interviews with district and program personnel
3. Paper Screening/Application Review (draft 1/2002)
4. Oral Interview Evaluation Form (undated)
5. Long Beach Unified School District Interview Questions (undated)
6. Haberman Interview Scoring Information (3/20/2000)
7. Teacher Interview Data Instructions to Interviewers (3/3 and 24/2001)
8. Interview Procedures – Scoring Rubric (undated)
9. Application Review/Response Flowchart (draft 1/2002)

Findings

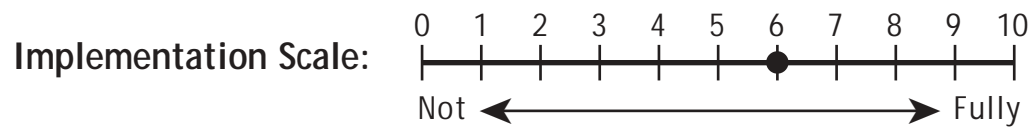
1. There is no policy or handbook addressing paper screening and interviewing processes. Minimal training has been given to site administrators.
2. Applications are paper screened by the Human Resource Services Department using an informal process.
3. Interviews generally are done by the Human Resource Services Department, but sometimes the principals do initial interviews. Scoring instruments and sample questions are provided by the Human Resource Services Department.
4. Interviews to fill vacancies are done at school sites, and candidates are invited from lists provided by the Human Resource Services Department. Principals devise their own questions and sometimes use administrators, department chairs or subject matter experts in these interviews.
5. The Human Resource Services Department is advised of the candidate being recommended after the Director of High Schools (or Elementary Schools) signs off. Candidates are then processed.
6. There was evidence that some staff members were trained in the Haberman Interview Process, but use of this technique was not districtwide.

Recommendations and Technical Assistance Provided

1. Develop a selection process handbook and provide in-service training to the Human Resource Services Department staff and administrators.
2. Involve site administrators and subject matter experts in the paper screening, interviewing and devising of interview questions.

3. Identify extremely well qualified candidates and have this information highlighted when referred for interviews.
4. The Haberman scoring process should be evaluated further for use or be eliminated.

Standard Implemented: Partially



4.4 Application and Hiring Process

Professional Standard

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

Sources and Documentation

1. Interviews with Human Resource Services Department staff
2. Interviews with district and program personnel
3. Sample Interview Evaluation Form (Counselor) (undated)
4. Sample Questions for Counselor Interviews (undated)
5. Sample list of applicants interviewed indicating interview and screening score and status (WinOcular) (1/2001-12/2001)
6. List of Applicants Interviewed (1/2001-12/2001)

Findings

1. A district printout exists indicating candidates who have been interviewed for positions, their scores and status.
2. Sample interview forms were provided indicating candidate's name, interviewer and scoring. No signature line was included on the form. A scoring rubric accompanied the rating form (samples reviewed were for Counselor).
3. There currently is no formalized compliance form being used in the district.
4. No written procedure exists describing the interview process or offering guidelines to interviewers.
5. Retired administrators sometimes conduct initial screening interviews of candidates in the Human Resource Services Department. Their scores are sometimes inconsistent, according to site administrators asked about the quality of screened candidates.
6. There is a general understanding of the interview process due to conscientious Human Resource Services Department staff explanations to interviewers.

Recommendations and Technical Assistance Provided

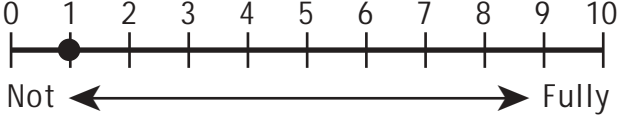
1. Continue implementation (with refinements) of WinOcular's system to track interviewees, their status and scores.
2. Create a written procedure and/or a handbook for panel members, including forms, guidelines, and questions.
3. Implement a form that requires signatures of interviewers that can be maintained by the Human Resource Services Department.

- 4. Conduct in-service training for Human Resource Services Department staff and administrators involved in interviews.

- 5. Consider involving site administrators, possibly on special assignment, as part of standing interview panels with Human Resource Services Department staff.

Standard Implemented: Partially

Implementation Scale:



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 Resource Services Department staff
2. Interviews with district and program personnel
3. Background Check Procedures Form (telephone checks) (revised 5/23/2000)
4. Background Checks Written Form (undated)
5. Authorization to Release Information Form (undated)
6. Quality Review Summary (New Hire Files) (11/2001)

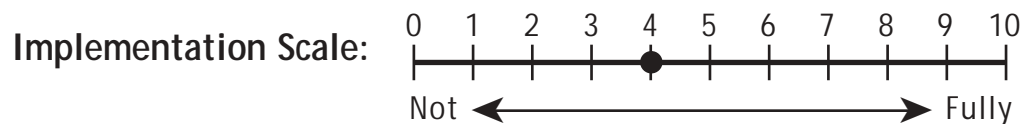
Findings

1. The district has a separate telephone line for references to use to return calls (background check hotline).
2. It was reported that the current supervisor is the only reference check needed to move forward with hiring. Three reference checks are requested on the application form.
3. The written reference check form asks for information to rate the applicant on various characteristics related to his/her teaching ability.
4. The WinOcular software has a column for background score and notes. It is in the early stages of implementation.
5. Reference checks are usually conducted in the Human Resource Services Department. However, principals are occasionally asked to conduct the checks.

Recommendations and Technical Assistance Provided

1. Revise the written procedures for obtaining reference checks for all selected employees.
2. Require individuals who conduct the checks to sign a form with their comments, which will be maintained by the Human Resource Services Department.
3. Provide in-service training to the Human Resource Services Department staff, site administrators and any other involved parties on procedures and legally acceptable questions that may be asked.

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. Board Policy 4000 – Concepts and Roles in Human Resources (4/18/1988)
2. Board Policy 4111 – Recruitment and Selection (4/18/1988)
3. Interviews with Human Resource Services Department staff
4. Interviews with district and program personnel
5. Interview with Superintendent
6. Contingent Offer of Employment form (2000-2001 sample)
7. Teacher Interview Day Report (3/1998, 3/2000, 3/2001)
8. WinOcular Human Resources Module Task Force (10/17/2001)
9. Notice of Temporary Contract (undated)
10. Notice of Employment (Regular Contract Probationary) (undated)
11. Collective Bargaining Agreement between Long Beach Unified School District and the Teachers Association of Long Beach, through August 31, 2002

Findings

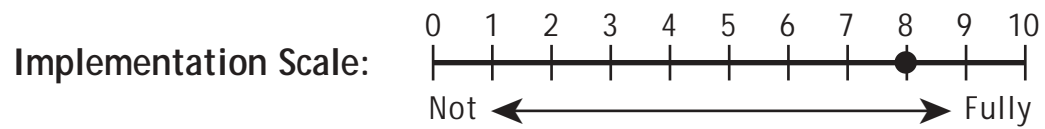
1. The Superintendent or designee recommends qualified certificated personnel to the Governing Board for employment. However, this has been delegated to the Assistant Superintendent, Human Resource Services, or designee by board policy.
2. It was reported that, for the past five years, early offers of contingent contracts have been utilized, but the assignment of early offers has taken a long time and is detrimental to the overall success of recruitment.
3. The Assistant Superintendent, Human Resource Services, program managers and certain administrators at recruitment fairs may offer early contracts. They are given instructions on the procedure to use.
4. The local Teacher Interview Day(s) in March each year have resulted in good numbers of early contracts being offered: 1998 yielded 63, 2000 yielded 76, and 2001 yielded 63.

Recommendations and Technical Assistance Provided

1. Review timing of staffing projections to ensure they are done early in the spring for the following school year, if possible.
2. Review contract language to ensure that transfers occur in sufficient time to offer early contracts to qualified candidates. Hard-to-fill positions should be given priority for early hiring.

3. Involve principals in the screening/scoring of potential candidates for early hire so these teachers will be welcomed at any site that has vacancies. If interviewers reach consensus on a scoring rubric, placement of these candidates will be more successful.

Standard Implemented: Fully - Substantially



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 Resource Services Department staff
2. Interviews with district and program personnel
3. Recruiter's Folder
4. Long Beach Unified School District, "A Guide for Quality Certificated Candidates"
5. Collective Bargaining Agreement between Long Beach Unified School District and the Teachers Association of Long Beach, through August 31, 2002
6. Memo regarding Teaching As a Priority (TAP) Grant (8/31/2002)
7. Employee as Recruiter Flyer (3/6/2001)

Findings

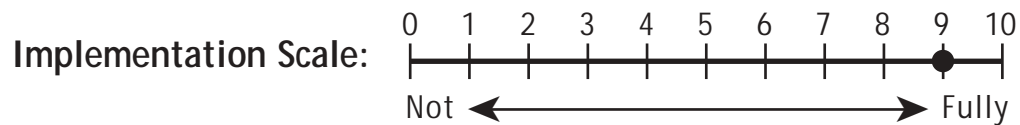
1. The district has an array of incentives that are attractive to current and future teachers:
 - a. Payment of fees and salary increase up to 10 percent for National Board Certification.
 - b. TAP schools: \$3,000 (\$1,500 each year) for fully credentialed teachers; \$100 referral fee for employees (professional grant); \$1,500 in relocation costs (200 miles or more); and \$1,000 to attend a one-week pre-service training.
 - c. Salary credit for previous public school teacher experience (up to 16 years) and private school experience is given consideration.
 - d. Salary credit for Speech/Language Teachers (MOU 2001-2002) for experience in non-school settings.
 - e. Longevity Incentive Pilot Program (selected schools requiring more experienced teachers) of \$1,000 per school year for teachers with four or more years who transfer to these schools.
 - f. Starting salary for fully credentialed teachers is \$41,370 (third highest in Los Angeles County).
 - g. Low interest loans (up to \$1,500) for new teachers through the credit union.
2. The district has excellent programs in place to support new teachers through Beginning Teacher Support and Assessment (BTSA), mentor programs, and literacy institutes.

3. Long Beach Unified School District is fortunate because many of its candidates are former students, university students or local residents. There is strong community identity here.

Recommendations and Technical Assistance Provided

1. Expand the use of Teaching As a Priority (TAP) money for incentives; publicize and review effectiveness.
2. Continue to expand the National Board Certification program.
3. Evaluate salary and benefit package compared to other agencies so it remains competitive.

Standard Implemented: Fully - Substantially



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 Resource Services Department staff
2. Interviews with district and program personnel
3. Various credential training workshops – handbooks and case studies
4. Credential Workshop for Principals Flier (3-15-2001)
5. Long Beach Unified School District Workshop Topics – Administrators Training Agenda
6. Various training handouts for Credential Specialists
7. Credential Program Orientation and Advisement document (6/13/00)
8. Human Resource Services Department Master Calendar (1/22/02)
9. Professional Growth Requirement Informational Meeting memo (9-7-01)

Findings

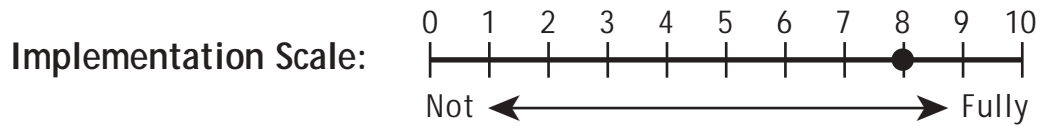
1. There are five Credential Services Specialists who are responsible for licensing matters and salary adjustments and who are supervised by an experienced Credential Services Manager (formerly with California State University, Dominguez Hills, as a Credential Technician).
2. There was evidence that the credential staff has attended the Credentials and Analysts of California Credentials Academy for the past three years (Oct. 12-15, 1999; Oct. 10-13, 2000; Oct. 9-12, 2001). They also attended the California Commission on Teacher Credentialing (CCTC) Spring Credential Workshop in 2001.
3. A Credential Specialist is assigned to the reception area to provide immediate information and to answer questions regarding qualifying for or applying for credentials.
4. Credential and permit renewal notices are routinely sent twice, six months in advance, prior to expiration of licenses.
5. Due dates relative to credential compliance matters and routines are listed on the Human Resource Services Department master calendar.
6. There was evidence of workstation manuals; however, there was a need for updating and revising the manuals for uniformity of presentation.
7. It was reported that Credential Specialists were visiting schools with a high percentage of emergency teachers and providing individual counseling to teachers whose permits expire in 2003.

8. All principals were annually provided the California Commission on Teacher Credentialing (CCTC) Administrative Assignment Manual and revisions as needed.
9. School rosters are provided once a year to schools; credential reports are mailed to schools.
10. A professional growth requirement informational meeting was held October 24, 2001, with another scheduled March 13, 2002.
11. All new non-credentialed teachers are required to attend a Credentialing Orientation and Advisement Workshop. This includes teachers who are currently enrolled in a teacher preparation program.

Recommendations and Technical Assistance Provided

1. Continue to refine credential database technology so that schools may be sent teacher employment status and credential qualifications via e-mail.
2. Continue to visit schools with a high percentage of emergency teachers and provide teachers personalized advisement on credential progress and license renewal.
3. Develop a plan and time line to revise and update workstation manuals in all units.

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 Human Resource Services Department staff
2. District Intern Recommendation for Professional Clear Credential (various dates) for Board Action
3. Declaration of Need for Fully Qualified Educators (6/15/99, 5/16/2000, 7/3/2001)
4. Declaration of Need for Fully Qualified Educators for Limited Assignment Permits (9/4/2001)
5. Memo regarding Deadlines to Submit Board Agenda Items (7/2/2001)
6. Annual Statement of Need for 30-Day Substitute Teaching Permits (1-23-02)
7. Board actions (with various dates)
8. Committee on Assignment (COA) Information memo (12/8/88)
9. Document displaying waivers (7/1/01 to present)

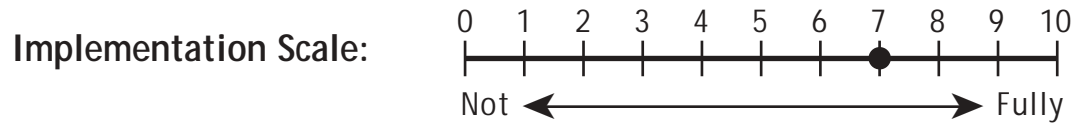
Findings

1. For the past three years, a Declaration of Need for Fully Qualified Educators was presented to the Governing Board and approved on various dates.
2. The Human Resource Services Department issued a memo notifying all schools and offices of deadlines to submit board agenda items to the Human Resource Services Department.
3. The last Assignment Monitoring and Review Report was completed in 1999-2000; all misassignments reportedly have been cleared.
4. The Annual Statement of Need for 30-Day Substitute Teaching Permits was on file and signed by the Superintendent on January 23, 2002.
5. Several board action documents were presented reflecting approval of waivers, separations, leaves and resignations.
6. A memo describing the advantages and process of the Committee on Assignments authorization was presented; however, no document exhibited approval by the Superintendent or Governing Board.
7. Thirteen district interns were recommended for Professional Clear Credentials by board action on Nov. 20, 2001, Oct. 16, 2001, Oct. 22, 2001, and Sept. 18, 2001.
8. There were 70 waivers at the time of the assessment. They were as follows: one CBEST, seven Clinical Rehabs, 44 Special Education, five Driver's Education, eight Math, four Library Media, and one Pupil Personnel Services.

Recommendations and Technical Assistance Provided

1. Review and revise Committee on Assignment guidelines and seek approval from the Superintendent and Governing Board for future use.
2. Continue with current practice of timely submission of required reports.

Standard Implemented: Partially



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 Resource Services Department staff
2. Fingerprinting Process Flow Chart (6/27/01)
3. Applicant Notification of Requirements of Fingerprint Law
4. Certificated Processing Checklist
5. "Welcome to Employment" processing document

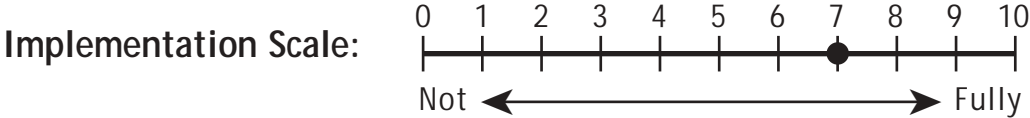
Findings

1. During fingerprint processing, an applicant signs a statement acknowledging that he/she understands he or she cannot begin to work until fingerprints are cleared pursuant to Assembly Bill 1610 and/or Assembly Bill 1612.
2. Live Scan fingerprinting is performed by appointment in the Human Resource Services Department; no delays were reported. There are two machines; however, one machine is shared with other agencies.
3. The district utilizes the Priority One Health Clinic to clear teachers for tuberculosis and health; the district assumes all costs for these health clearances.
4. Desk manuals were evident at most workstations; however, it was apparent that manuals needed updating and revision of materials and content.
5. There was no evidence of an overall employment process flow chart.
6. The applicant packet contained a Certificated Employment Checklist with space for the employee's and the Human Resource Services Department staff member's initials when the teacher is approved to work.
7. The applicant packet contained a "Welcome to Employment" processing document explaining the required documents needed if the applicant was new to the district or a current Long Beach Unified School District substitute.

Recommendations and Technical Assistance Provided

1. Revise and update workstation manuals via focus groups so as to establish consistency and uniformity in processes and procedures.
2. Establish a teacher employment flow chart and place a copy in the applicant packet for visual understanding of the process.

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 Resource Services Department staff
2. Interviews with district and program personnel
3. Human Resource Services Department Web site
4. Business Department memo regarding Human Resources/Payroll Position Control (12/11/01)

Findings

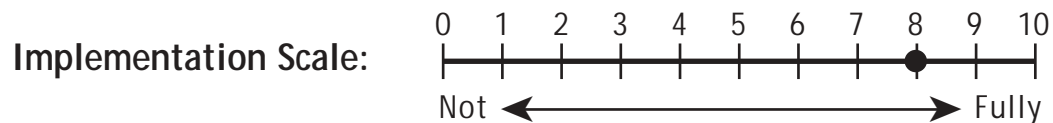
1. The Human Resource Services Department has created and staffed two technology positions to develop, maintain, and support its technology needs.
2. The Administrator, Human Resource Services Technology and Information, meets every other month with the Director of Information Systems to discuss the Human Resource Services Department concerns.
3. There is no written Human Resource Services Department strategic plan outlining its short- and long-term technology goals/objectives, time lines or budget.
4. The Human Resource Services Department currently exhibits a comprehensive and informative Web site with an online application that allows teacher candidates to apply and to check on their application status.
5. The Human Resource Services Department has adopted WinOcular as its applicant tracking system. It is currently in the development/pilot stage.
6. Internal communication among the Human Resource Services Department staff has been improved by the implementation of the Human Resource Services Department Intranet. This desktop information module provides daily news, important dates, highlights of Human Resource Services Department activities, and contributes to the overall awareness and positive morale of staff.
7. The district implemented a new payroll/human resources position control on December 26, 2001.
8. The Human Resource Services Department staff members utilize e-mail, faxes, and voice mail in their daily work routines; however, there have been concerns regarding timely responses via these modes of communication.
9. There is no 24-hour job hotline for certificated applicants.

10. Staff has investigated video conferencing (Clark County, Nevada) but is waiting for more progress and improved equipment in this technology area.
11. The Certificated Employment Application form displays the Human Resource Services Department Web site address and e-mail address as well as telephone and fax numbers.

Recommendations and Technical Assistance Provided

1. Continue to refine the WinOcular system to meet applicant tracking needs.
2. The Administrator of Human Resource Services Technology should meet monthly with the Director of Information Systems.
3. Develop and implement a 24-hour job hotline to include certificated job opportunities and other pertinent employment information.
4. Develop a Human Resource Services technology plan that would include funding for training, maintenance and equipment. The plan also should include a vision statement, as well as short- and long-term objectives.
5. A 24-hour response time policy to e-mail and voice mail messages should be monitored and enforced.

Standard Implemented: Fully - Substantially



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 Resource Services Department staff
2. Interviews with district and program personnel
3. Interviews with new teachers (first- and second-year)
4. Beginning Teacher Support and Assessment (BTSA) brochure
5. Peer Assistance and Review (PAR) brochure
6. Pre-Intern Program publication
7. Professional Development Fall and Spring 2001-2002 Catalog

Findings

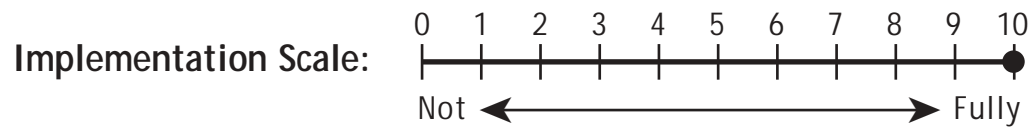
1. The Pre-Intern Program is a partnership between Long Beach Unified School District, California State University, Long Beach, and California State University, Dominguez Hills. There are approximately 130 participants in the program in 2001-2002.
2. The district's BTSA program was the recipient of the Golden Bell Award given by the California School Boards Association (CSBA) for providing outstanding professional development for new teachers.
3. The district offers a comprehensive schedule of professional development that is available to all teachers for the 2001-2002 school year.
4. To complete employment processing, all non-credentialed teachers are required to attend a Credentialing Orientation and Advisement Workshop.
5. The PAR Professional Development Program provides coordinated and systematic support for all teachers.
6. All new teachers are required to attend a summertime five-day New Teacher Institute, which includes two half days at their assigned school sites. In addition, each teacher is assigned a coach to assist him/her at the site.
7. New special education teachers are provided two additional days of training in order to assist them in the classroom.
8. The district conducts "Site Administrator Training" through BTSA for school principals to assist first-, second- and third-year teachers.

Recommendations and Technical Assistance Provided

1. Continue to assist all new teachers through BTSA, pre-intern, PAR, and districtwide professional development programs.

2. Continue and expand training workshops for principals on how they can best support and assist new teachers.

Standard Implemented: Fully - Sustained



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 Resource Services Department staff
2. Interviews with district and program personnel
3. Long Beach Unified School District 1995-2000 Teacher Resignations: Why Did They Leave? (May 2001) Master's Thesis
4. Transfer and Assignment Committee Procedures document (undated)
5. Human Resource Services 2000-2001 Annual Report
6. Beginning Teacher Support and Assessment (BTSA) Retention Data document (1-15-2002)
7. Resignation or Retirement Notice form (12/96)

Findings

1. Per a Master's Thesis on Long Beach Unified School District teacher attrition, Human Resource Services Department records indicated that, from 1995 to 2000, seven percent of the teacher work force resigned from the district each year. Most of these teachers were emergency permit holders with little or no experience.
2. Although the application deadline for teacher transfer is March 31, the process for placement of transfers extended into September, causing staffing concerns among principals. Principals also stated that they did not always concur with assignments made by the committee.
3. The Resignation or Retirement Notice form contains reasons for leaving. These reasons are coded and reportedly entered into a database. However, there was no evidence of a summary report or analysis of reasons for resignations.
4. There is no exit interview instrument currently being utilized by the Human Resource Services Department.
5. There was no data regarding reasons for previous transfer requests made by teachers. There is no space on current transfer forms to indicate why a teacher is requesting an initial transfer.
6. The retention for first- and second-year teachers in the New Teacher/BTSA Project was as follows:

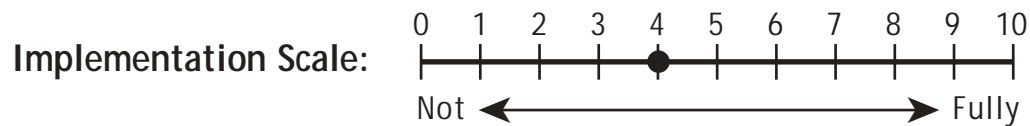
Year	Total Teachers	Retention Percentage
1997/98	874	88
1998/99	858	93
1999/00	831	92
2000/01	856	86

7. The Human Resource Services Department 2000-2001 Annual Report indicated 402 transfer requests, 198 transfers granted, 383 resignations and 97 retirements.

Recommendations and Technical Assistance Provided

1. Review collective bargaining agreement (Article VIII – Transfers) and consider negotiating an earlier assignment date for all transfers in order to stabilize school staffing.
2. Develop and implement an exit interview instrument and survey why teachers leave the district. Summarize and analyze the results for mitigating circumstances.
3. Generate a report and analyze data from the current Resignation Notice form on why teachers leave the district.
4. Add a “reason for transfer” section to the transfer form to assess if transfers are impacting school staffing.

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 Resource Services Department staff
2. Interviews with district and program personnel
3. Research Study, “1995-2000 Teacher Resignations: Why Did They Leave?” (May 2001)

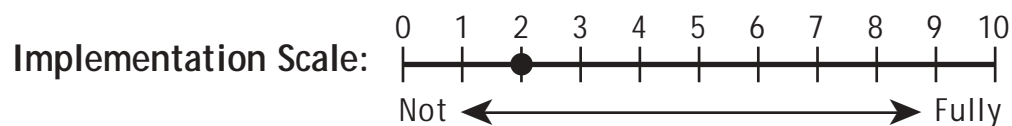
Findings

1. A Master’s Thesis by a Human Resource Services Department staff member provides valuable information regarding why teachers leave and what strategies must be in place to retain newly hired teachers.
2. There was no evidence of a plan or documentation presented to the assessment team to determine whether teacher transfers, resignations, or retirements were causing an undue staffing hardship or retention problems.

Recommendations and Technical Assistance Provided

1. The research study on “Why Did They Leave?” should be the foundation of a plan to determine what strategies are needed to address attrition issues.
2. As other grant opportunities arise, develop strategies and incentives aimed at retaining current and future qualified teachers.
3. If it is determined that there are concerns relative to teacher attrition, implement the Baldrige Quality Improvement process currently utilized by the Human Resource Services Department staff.

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 Resource Services Department has many strengths but needs to give attention to some areas. The department has the potential to realize an improved, more effective operation by continuing to use the Baldrige Quality Improvement process. The recommendations presented are intended to assist the department in reaching a potential much higher than the present operation.

The Superintendent, Superintendent's Cabinet and Human Resource Services Department staff should review the recommendations presented in 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.