

TARGETED STRATEGY PLAN—MCD OUTCOME 16

INTRODUCTION

The following strategies will be used to target the barriers to achievement of Outcome 16:

1. Continue to implement recruitment activities and initiatives specified in the LAUSD Human Resources *Recruitment Plan* to facilitate the hiring of qualified special education teachers.
2. Continue to implement a Priority Staffing Plan for 22 Program Improvement (PI) 4 and 5 senior high schools and their feeder middle schools to recruit fully credentialed, teachers, including special education teachers, to increase retention and provide candidates assistance throughout the entire employment process.
3. Continue to provide recruitment incentives for special education teachers in the following ways:
 - a. Provide a one-time \$5,000 recruitment incentive paid to newly-assigned (including new hires and transfers) fully credentialed special education teachers with English Learner certification at low-performing schools (Academic Performance Index 1, 2, and 3 identified as Program Improvement (PI) schools) through the 2008-09 school year.
 - b. Provide a one-time \$5,000 retention incentive paid to fully credentialed special education teachers with English Learner certification who remain at these schools for three years through the 2008-09 school year for those recruited for the 2006-2007 school year.
 - c. Provide a \$1,000 recruitment incentive and an annual stipend of \$1,000 to qualified fully credentialed special education teachers with English Learner certification serving at any District school through the 2008-09 school year.
 - d. Provide up to \$5,000 reimbursement for educational expenses paid to special education teachers to earn a master's degree and to encourage credentialed teachers in non-shortage fields to become credentialed in special education for those recruited in the 2007-2008 school year.

These primary strategies were developed from (a) an analysis of various data, (b) a Human Resources task force and committees convened relative to the outcome, and (c) a review of the impact of particular strategies from the previously approved Targeted Strategy Plan—Outcome 16.

PERFORMANCE

Data for this outcome is based on information reported by the Human Resources office on June 15, 2007. The disparity in qualified teachers is equal to the difference between the percentage of general education teachers who are credentialed and the percentage of special education teachers who are credentialed.

No local district is currently meeting the outcome.¹ All local districts except Local District 7 showed a decrease in the disparity from the 2005-2006 school year, with LAUSD decreasing the disparity by 3.2% to 12.2%. The Human Resources data in the chart below illustrates that the percentage of qualified special education teachers has continued to rise since the 2003-2004 school year. However, the percentage of qualified general education teachers has also continued to rise and has negatively influenced the achievement of a significantly reduced disparity.

¹ See Appendix, Qualified Teachers, *Disparity Between General Education & Special Education Teachers (As of June 15, 2007)*.

School Year	Qualified General Education Teachers	%Qualified General Education Teachers	Qualified Special Education Teachers	% Qualified Special Education Teachers	Disparity
2006-07	25,777	95.4%	3,484	83.2%	12.2%
2005-06	26,536	95.2%	3,342	80.0%	15.2%
2004-05	26,024	91.1%	3,063	72.3%	18.8%
2003-04	26,520	85.7%	3,480	70.6%	15.1%

Data Source: Human Resources Division

CURRENT DATA REGARDING QUALIFIED SPECIAL EDUCATION TEACHERS

As of June 15, 2007, 404 special education teachers were hired during the 2006-2007 school year. As of the norm date in October 2006, 82% of special education teachers were fully credentialed. At the end of 2006-2007, 83% of special education teachers were fully qualified.

IMPLEMENTATION OF THE 2006-2007 TARGETED STRATEGY PLAN

The following strategies and activities in the 2006-2007 Targeted Strategy Plan—Outcome 16 contributed to increased qualified special education teacher rates over 2005-2006.

Recruitment and Early Contracts

Research indicates that better quality teachers are those who are proactive and submit their applications early in the recruitment season. Therefore, by offering early entry contracts the District is able to secure these individuals sooner in the hiring process and preclude other school districts that do not utilize this option as a recruitment strategy from hiring these teachers. As of July 31, 2007, the District had issued 197 early entry contracts to fully credentialed teachers in special education. Last year at this same time, the District had issued 160 early entry contracts. It is anticipated that the number of early contracts issued for 2007-2008 will increase considerably over the summer.

During 2006-2007 year, the Human Resources Special Education Certificated Employment Operations continue to staff the LAUSD satellite offices at local institutions of higher learning. Data from the 2005-2006 school year indicated having a satellite office and/or a high profile on campus was beneficial in the hiring of special education teachers.

This last school year, the Human Resources Division began the “ASK laUSD” campaign at some of the local universities. This involved a more visible presence on the campuses. With the permission of the partnership universities, staff set up tables outside the math, science, and special education departments. The purpose of this strategy was to have more contact with the students and bring the Los Angeles Unified School District into their awareness as a viable option regarding a career choice. This also allowed District staff more opportunities to mine for chronic shortage field areas such as special education.

The statistics regarding the hiring results in the field of special education from the various local universities are as follows:

California State University, Los Angeles	56
California State University, Northridge	82
California State University, Long Beach	13
California State University, Dominguez Hills	43

The Human Resources Special Education Certificated Employment Operations continued to recruit extensively in California, out of state, and out of the country. The current recruitment season for the 2007-2008 school year is still underway, therefore final results from the various recruitment venues will not be available until after norm day 2007. Data from this last school year for recruitment of special education teacher is exhibited below:

California State University Campuses	208
University of California Campuses	22
California Universities (not UCs)	57
California Fairs and City Centers	16
Out of State Universities	48
National Conferences	37
Out of Country (not Philippines)	3
Philippines	34
TOTAL	425

Recruitment efforts associated with California State University campus recruitment, out-of-state recruitment, private California college recruitment, and specific outreach activities by the LAUSD Recruitment Center have significantly contributed to an increase in LAUSD employment of fully credentialed special education teachers. Employment of District Interns and University Interns who have completed their credential programs has also increased the number of fully credentialed special education teachers.

Priority Staffing Program to Increase Credentialed/Intern Special Education Teachers at Program Improvement (PI) 5 Schools

The Priority Staffing Program has had a very successful start for 2006-2007. The Human Resources Division sponsored placement fairs to assist principals and Priority Staffing Coordinators in interviewing and selecting qualified individuals to teach at their schools. Priority Staffing Coordinators were invited to attend various recruitment events at local universities during the 2006-2007 school year. After an initial selection process by the Human Resources recruitment specialists, the Priority Staffing Coordinators then interviewed approximately twenty special education teacher applicants. Additionally the Human Resources Division employed “hiring advocates” who assisted Priority Staffing Coordinators by providing the names of teachers who were on employment lists in order to help them fill their vacancies. A special education career and placement fair took place on May 5, 2007 which resulted in hiring 10 new special education teachers with early contracts in addition to 10 hired following interviews with principals.

The special Education Certificated Employment Operations Unit holds bimonthly Special Education Initiative meetings at which representatives from the various institutions of higher education with whom we have partnerships have the opportunity to tell interested candidates about their programs. The District Intern Program is also discussed so that the candidates can compare and contrast the various opportunities

for gaining a special education credential. Recently, Priority Staffing Coordinators have been added to the agenda as guest speakers. These speakers have used this opportunity to explain the function of the Priority Staffing Coordinator, including supporting newly hired special education teachers at the school. One example of this occurred at Jordan High School this past year when the principal commented that this was the first time in many years that no one left the school between the onset of the school year and the second semester. This anecdotal information suggests that the Priority Staffing Program promises to be a critical component of the District's retention plan at the Priority Staffing schools.

The salary incentive has been included in university presentations at local universities including California State University, Los Angeles, California State University, Dominguez Hills, California State University, Long Beach, California State University, Northridge, and all of the other universities in the California State University systems and University of California system that were visited by LAUSD recruiters. LAUSD recruiters also highlighted the salary incentive at campus presentations and at all career fairs and recruitment opportunities. The salary incentive has been of great interest at all events and the recruitment specialists have reported that the salary incentive makes LAUSD much more sought after at university career fairs and City Centers.

In approving the Targeted Strategy Plan—Outcome 16 last year, the Independent Monitor required the District to conduct a study to determine the effectiveness of the financial incentives in increasing the recruitment of fully credentialed special education teachers and report the findings of the study in July 2007. Out of 172 special education teachers newly hired in the District, 60 were eligible for the \$5,000 recruitment incentive. Out of 43 special education transfers, 36 were eligible for the \$5,000 recruitment incentive. 60 special education teachers participated in the incentive program for educational expenses reimbursement: 55 for a Masters degree; three for a special education credential; and two for a special education credential and Masters degree. It is important to keep in mind that the incentives were not advertised to candidates since it was not approved by the Board of Education until late in Spring 2006. In spite of the late notice, the initial numbers indicate that the incentives were effective and it is expected that the number of new special education teachers taking advantage of the recruitment incentives will increase due to heavy promotion throughout 2006-2007 in anticipation for staffing the 2007-2008 academic year. While this is baseline data, Human Resources special education recruitment staff will be analyzing trends subsequent to norm day 2007. It appears, however, that this initiative needs this year to gain additional momentum.

The salary incentive has been funded by a grant from the State. The grant for the 2006-2007 cohort, the first cohort, was for a three year for that cohort. The State changed the terms of the grant for the next cycle so that it is a two year cycle and, therefore, does not include the differential of \$5,000 for retention with the District for three years and does not include reimbursement for educational expenses up to \$5,000. The District is appealing these changes in the grant terms with the State.

Data from the 2005-2006 recruitment season shows that as of norm day 2006 a District total of 404 special education teachers had been hired. The 2006 norm date was the first to reflect the salary incentive. Determination of whether salary incentives have made a measurable difference in the recruitment data can be made when reviewing the 2007 norm date data. Of the 89 special education teachers who have taken advantage of the Teacher Recruitment and Student Support \$5000 recruitment incentive, 54 were new teachers. Teacher Recruitment Student Support data indicate that 23 special education teachers transferred into deciles 1-3 Program Improvement schools in order to take advantage of the salary incentive program. This same data indicates that the salary incentive is assisting in filling the number of special education vacancies that exist in the District. On May 8, 2006 there were 135 vacancies in the field of special education compared to 41 vacancies on May 8, 2007. This shows a 70% improvement in the number of vacancies and is the lowest vacancy rate in over seven years. In February 2006 there were 20 special education vacancies at the 22 Priority Staffing schools as compared to three in May 2007.

District Intern Education Specialist Program

Prior to 2003-2004, special education District intern were in a three year program that went straight to the clear credential, without earning a preliminary credential. Some special education District interns (both regular program and CENTSE) do not progress in a timely fashion to the Clear Credential. However, the total of 268 interns recruited in the last two years nearly matches the totals for the previous four years.

The chart below shows the number of interns recruited for each of the years between 2003-2004 and 2007-08 (as of August 8, 2007), and the number from each cohort that obtained a preliminary credential, the number who stayed in LAUSD after receiving the Clear Credential, and the number currently teaching in LAUSD. The numbers for 2007-08 are those who have completed or are completing Orientation and moving into the program and classrooms. The actual retention rate for District Interns in the cohorts from 2002-2003 through 2006-2007 is 74.8% (327 of 431).

Cohort	No. of Interns	No. Obtained Preliminary Credential	No. Stayed in LAUSD After Clear Credential	No. Currently Teaching in LAUSD
2002-03	39	1	23	24
2003-04	86	13	51	54
2004-05	88	59	38	64
2005-06	79	45	13	64
2006-07	139	26	1	121
2007-08	129	NA	NA	NA

2006-2007 Teacher Salary and Benefits Survey

In 2006-2007 the District's Human Resources Division conducted a teacher salary and benefits survey which included Los Angeles County school district and the "Big 16" school districts in California. The results are exhibited in the chart below.

District	Scheduled Salary (Low, Average, High)	Maximum Health Contribution	Annual Direct Teacher Contribution	Lifetime Health Benefits
LAUSD	Lowest: \$44,991*** Average: \$62,869*** Highest: \$78,869***	\$11,387	\$0	✓
ABC	Lowest: \$44,763 Average: \$65,332*** Highest: \$89,233	\$10,834	\$1,047	X

District	Scheduled Salary (Low, Average, High)	Maximum Health Contribution	Annual Direct Teacher Contribution	Lifetime Health Benefits
Acton-Agua Dulce	Lowest: \$41,917 Average: \$58,205 Highest: \$74,494	\$9,517	\$0	X
Charter Oak	Lowest: \$37,136 Average: \$62,042*** Highest: \$82,214	\$11,746	\$0	X
Compton	Lowest: \$38,049*** Average: \$55,605*** Highest: \$77,721***	\$9,272	-	X
Duarte	Lowest: \$42,216 Average: \$61,656 Highest: \$80,914	\$6,200	Range \$4,807-\$18,196	X
El Monte	Lowest: \$43,648 Average: \$62,596*** Highest: \$86,200	\$10,610	\$908	X
Garden Grove	Lowest: \$47,432 Average: \$71,447 Highest: \$92,656	\$13,500	\$920	X
Glendora	Lowest: \$36,490*** Average: \$62,166*** Highest: \$78,216***	\$8,463	\$6,986	X
Long Beach	Lowest: \$47,653 Average: \$65,916 Highest: \$90,058	\$13,073	\$0	X
Manhattan Beach	Lowest: \$41,295 Average: \$44,162 Highest: \$77,932	\$9,453	\$2,382	X
Mt. Diablo	Lowest: \$44,650 Average: \$57,143*** Highest: \$79,944	-	\$10,402	X

District	Scheduled Salary (Low, Average, High)	Maximum Health Contribution	Annual Direct Teacher Contribution	Lifetime Health Benefits
Norwalk-La Mirada	Lowest: \$43,042 Average: \$65,300 Highest: \$87,548	\$8,500	\$599	X
Oakland	Lowest: \$38,778 Average: \$53,613*** Highest: \$69,714	\$1,252	\$310	X
Palmdale	Lowest: \$38,941 Average: \$56,082 Highest: \$80,604	\$13,078	\$0	X
Pasadena	Lowest: \$43,310 Average: \$61,837*** Highest: \$72,170	\$15,128	\$680	X
San Marino	Lowest: \$43,331 Average: \$61,660*** Highest: \$80,316	\$11,025	\$3,290	X
Temple City	Lowest: \$47,490 Average: \$55,524 Highest: \$77,577	\$7,000	\$2,642	X
West Covina	Lowest: \$39,810*** Average: \$59,299*** Highest: \$77,874***	\$7,600	\$5,579	X

Data Sources: California Department of Education (J-90), Survey of Salaries; Los Angeles Unified School District, 2006-2007 Salary Survey

Of the 18 districts surveyed and compared to LAUSD, LAUSD is fourth in highest starting salaries, fourth in highest average salaries, and tenth in highest salaries. This ranking does not include the \$5,000 recruitment incentive initiated in 2006-2007, which would bring the starting salary to \$49,991 for teachers recruited to priority staffing schools, and rank LAUSD first in starting salaries. LAUSD is sixth in maximum health contributions. LAUSD is one of five districts that does not require an annual teacher contribution for benefits and is the only district in comparison to those surveyed that offers lifetime benefits.

Special Education Teacher Needs, 2007-2008

The exact number of additional special education teachers needed for the 2007-2008 school year cannot be determined until norm day 2007. However, an average of new hires over the last five year supports a

projection of 434 new hires in special education disbursed in the following categories: 220 credentialed, 160 interns, and 54 provisional special education teachers.

CONCLUSION

The strategies in the 2006-2007 Targeted Strategy Plan—Outcome 16 contributed to an increasing number and percentage of qualified special education teachers and a decreasing disparity. Additionally, the recruitment incentives contributed to an increase in credentialed special education teachers and speech pathologists being assigned to hard-to-staff schools. The District intern programs continue to contribute to a long range solution. For these reasons, the District believes it is best to stay the course with the primary strategies initiated last year. Therefore, the District submits these primary strategies—continued expansion of the District’s recruitment activities for 2007-2008, continued implementation of a Priority Staffing Plan for 22 PI 4 and 5 senior high schools and their feeder middle schools, and monetary incentives and stipends for teachers in the field of special education who hold the English Learner authorization and teach at decile 1-3 schools identified as Program Improvement—as key strategies that will significantly increase LAUSD’s opportunity for decreasing the disparity gap identified by Outcome 16. The best time to determine if any of these primary strategies should be amended would be subsequent to norm day in October 2007. The District’s proposed targeted strategy plan for Outcome 16 follows.

TARGETED STRATEGY PLAN
Key Strategies to Achieve MCD Outcomes
2006-2007
2007-2008

Approved by the Independent Monitor August 11, 2006
 Amended August 13, 2007

Outcome #16: Increase in Qualified Providers—The disparity between qualified regular education teachers and qualified special education teachers will decrease from 10.4%, which is the disparity in 2002-2003, to 3.4%.

16-1	<p>STRATEGY: Implement recruitment activities and initiatives specified in the LAUSD Human Resources <i>Staffing Plan, 2007-2008 (see Appendix), to facilitate the hiring of qualified special education teachers.</i></p> <p>RESOURCE ALLOCATON: \$2.5 million</p>
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16-1.1 Issue Early Entry Contracts to fully credentialed or those soon to be credentialed special education teachers.

Accountable Personnel:

Chief Officer, Human Resources

- Oversee implementation of Early Entry Contracts in accordance with the *Staffing Plan, 2007-2008*.

Special Education Certificated Employment Office, Human Resources

- Execute Early Entry Contracts for fully credentialed, or soon to be credentialed, special education teachers.

Initiation Timeline: July 2007

Progress Monitoring:

Intervals	Indicators
November 2007	Percentage of special education teachers hired by categories (credentialed, intern, and provisional) compared to 2006-07 data
June 2008	Percent of Early Entry Contracts in relation to total special education teachers hired compared to 2006-07 data

16-1.2 Continue to maintain satellite offices at CSULA, CSUN, CSUDH and CSULB.

Accountable Personnel:

Chief Officer, Human Resources

- Oversee staffing and implementation of satellite offices for increased recruitment of special education teachers.

Special Education Certificated Employment Office, Human Resources

- Staff satellite offices and increase promotion of LAUSD employment of special education teachers at these sites.
- Analyze data from the various sites to determine increasing and decreasing recruitment trends.

Initiation Timeline: July 2007

Progress Monitoring:

Intervals	Indicators
November 2007	Data regarding fully credentialed special education teachers recruited through various satellite offices compared to 2006-2007 data
June 2007	Data regarding fully credentialed special education teachers recruited through various satellite offices compared to 2006-2007 data

16-1.3 Continue expanded recruitment activities in California, nationally, and internationally.

Accountable Personnel:

Chief Officer, Human Resources

- Oversee staffing and implementation of California, national, and international recruitment of special education teachers.

Special Education Certificated Employment Office, Human Resources

- Execute recruitment activities in California, nationally, and internationally in accordance with the *Staffing Plan, 2007-2008* and the recruitment calendar.

Initiation Timeline: July 2007

Progress Monitoring:

Intervals	Indicators
November 2007	Data regarding recruitment of fully credential special education teachers in California, nationally out of state, and internationally compared to 2006-2007 data.

16-2	<p>STRATEGY: Continue to implement a Priority Staffing Plan for 22 Program Improvement (PI) 4 and 5 senior high schools and their feeder middle schools to recruit fully credentialed, teachers, including special education teachers, to increase retention and provide candidates assistance throughout the entire employment process.</p> <p>RESOURCE ALLOCATON: \$1.9 million</p>
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16.2-1 Maintain Priority Staffing Program (PSP) Coordinators (Teacher Advisors) for identified Program Improvement (PI) 4 and 5 senior high schools and their feeder middle schools (see Appendix) to strengthen hiring practices, provide support to teachers in orientation to the school, identifying and joining of networks, developing instructional strategies, learning course content, and enhancing classroom management skills.

Accountable Personnel:

Chief Officer, Human Resources

- Identify special education teacher candidates for potential employment at PSP schools.
- Coordinate employment activities with PSP Coordinators.

Local District Superintendent

- Oversee establishment of and enforcement of PSP Staffing Program at target 22 senior high schools and their feeder middle schools.
- Support PSP Coordinators assigned to the school to facilitate hiring and retention of qualified special education teachers.

PSP Coordinators

- Attend training
- Guide prospective teachers through the interview process and new-hire processing requirements
- Provide assistance for teachers to become oriented to the school and community, find housing if necessary, meet key staff members, identify and join support networks, develop instructional strategies, learn course content, and enhance classroom management skills to support retention of new teachers.

Initiation Timeline: July 2007

Progress Monitoring:

Intervals	Indicators
November 2007	Compare 2007-2008 PSP data to base year 2005-2006 for identified schools to determine whether percentage of special education teachers at targeted schools is increasing.
June 2008	Compare 2007-2008 PSP data to base year 2005-2006 for identified schools to determine whether percentage of special education teachers at targeted schools is increasing.

16-3	<p>STRATEGY: Continue to use the following incentives to recruit fully credentialed special education teachers at low performing schools:</p> <ul style="list-style-type: none"> (a) A one-time \$5,000 recruitment incentive paid to newly-assigned (including new hires and transfers) fully credentialed special education teachers with English Learner certification at low-performing schools (Academic Performance Index 1, 2, and 3 identified as Program Improvement (PI) schools) through the 2008-09 school year. (b) A one-time \$5,000 retention incentive paid to fully credentialed special education teachers with English Learner certification who remain at these schools for three years through the 2008-09 school year for those recruited for the 2006-2007 school year. (c) a \$1,000 recruitment incentive and an annual stipend of \$1,000 to qualified fully credentialed special education teachers with English Learner certification serving at any District school through the 2008-09 school year. (d) Reimbursement for up to \$5,000 for educational expenses paid to special education teachers to earn a master's degree and to encourage credentialed teachers in non-shortage fields to become credentialed in special education for those recruited for the 2007-2008 school year. <p>RESOURCE ALLOCATION: \$4.5 million</p>
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16-3.1: *Include incentives in established recruitment special education initiative university presentations, including CSULA, CSUDH, CSULB and Loyola Marymount.*

Accountable Personnel:

Chief Officer, Human Resources

- Oversee inclusion of incentives in special education initiative university presentations and other recruitment efforts.

Special Education Certificated Employment Office, Human Resources

- Include incentives in execution of recruitment activities for university recruitment efforts.

Initiation Timeline: July 2007

Progress Monitoring:

Intervals	Indicators
November 2007	Hiring and transfer data for identified schools to determine if candidates have taken advantage of the incentive program and review percentage of special education teachers at each identified site to determine if there has been an increase.
June 2008	Hiring and transfer data for identified schools to determine if candidates have taken advantage of the incentive program and review percentage of special education teachers at each identified site to

Intervals	Indicators
	determine if there has been an increase.

16-3.2: *Continue to include incentives in marketing campaign for LAUSD teacher recruitment, including California special education recruitment fairs.*

Accountable Personnel:

Chief Officer, Human Resources

- Include and explain incentives in special education initiatives at university presentations.

Initiation Timeline: July 2007

Progress Monitoring:

Intervals	Indicators
November 2007	Hiring and transfer data for identified schools to determine if candidates have taken advantage of the incentive program and review percentage of special education teachers at each identified site to determine if there has been an increase.
June 2008	Hiring and transfer data for identified schools to determine if candidates have taken advantage of the incentive program and review percentage of special education teachers at each identified site to determine if there has been an increase.

16-3.3: *Sponsor Placement Fairs for priority school staffing principals to attend for interviewing and recruiting qualified teachers, including special education teachers.*

Accountable Personnel:

Chief Officer, Human Resources

- Sponsor early recruitment opportunities for priority school staffing principals.

Priority School Staffing Principals

- Attend forums to recruit qualified special education teachers as applicable.

Initiation Timeline: July 2007

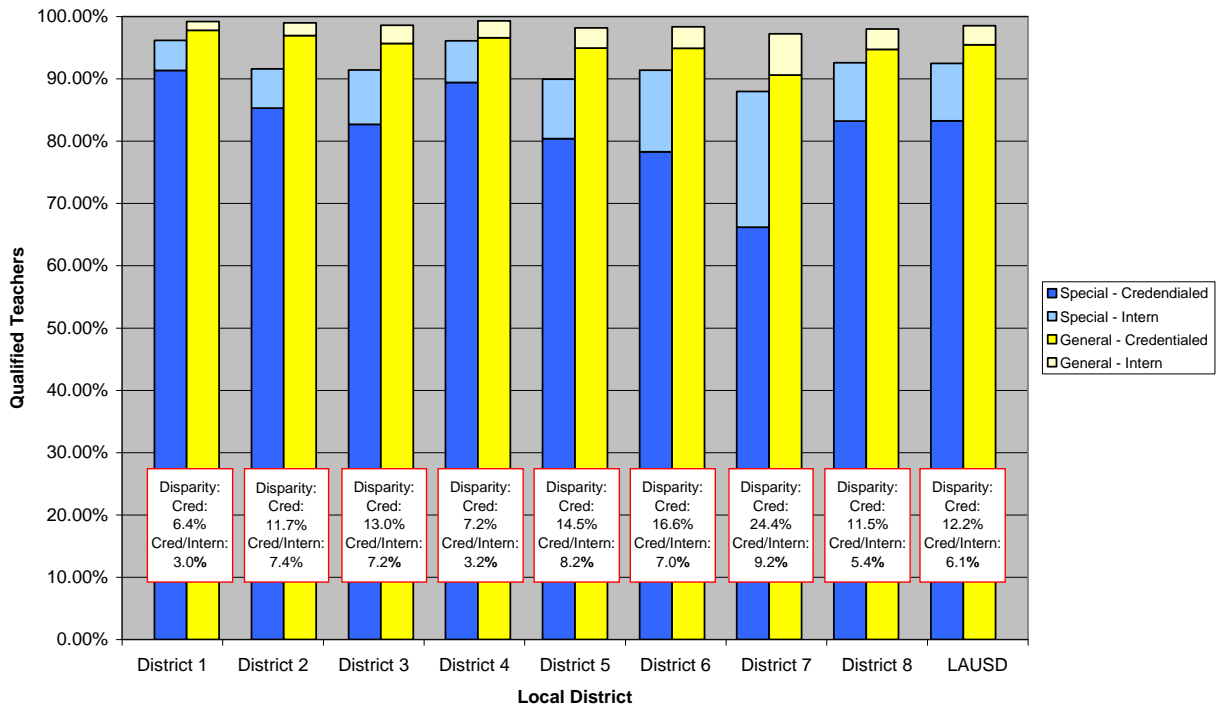
Progress Monitoring:

Intervals	Indicators
November 2007	Hiring and transfer data for identified schools to determine candidates have taken advantage of the incentive program and review percentage of special education teachers at each identified site to determine if there has been an increase.

June 2008	Hiring and transfer data for identified schools to determine candidates have taken advantage of the incentive program and review percentage of special education teachers at each identified site to determine if there has been an increase.
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APPENDIX

**Qualified Teachers, Disparity Between General Education & Special Education Teachers
(As of June 15, 2007)**





Los Angeles Unified School District
Human Resources
Certificated Employment Operations Branch

STAFFING PLAN
2007-08

“It is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change.”

Charles Darwin

BACKGROUND

Studies have demonstrated that the teacher is the most critical component of a child’s instructional program. Research further reveals that an ineffective teacher for three consecutive years will do irreparable academic harm to a student’s achievement (Saunders and Rivers, 1996.) In a report by the National Commission on Teaching and America’s Future entitled *No Dream Denied*, the recruitment and preparation of qualified teachers for schools are key ingredients in student success. Equally essential is the support that those teachers receive in order to ensure that they remain in a particular school. Without those three key elements, it is the Commission’s contention that schools become revolving doors and are faced with a new crop of teachers each year. This situation thwarts teachers’ careers, overburdens local recruitment efforts, and of paramount importance, adversely affects student achievement resulting in a decrease in learning and in many cases, a dream denied. The Commission further cites that schools that have established a community of learners for both teachers and students, where all are engaged and adequate resources exist; the cycle of teacher turnover does not exist.

The Center for the Future of Teaching and Learning’s 2006 update indicates that California will lose as many as 10,000 teachers in the next decade due to retirements. It further states that the production of new teachers has decreased this past year, and the total of those enrolled in teacher preparation programs is also on the decline. To further demonstrate the decline in the number of individuals entering the teacher pipeline, data from the California Commission on Teacher Credentialing indicates that the number of persons who took the CBEST exam in 2004 dropped by 23.7% from the previous year.

The Center’s report also states that despite the teacher shortages in mathematics, science and special education, there is no state policy to remedy the situation. The publication also warns that the \$2.9 billion settlement between the governor and California Teachers Association which proposes lower class-size in the lowest performing schools, will increase the need for qualified

teachers. These issues are exacerbated by an improving economy, which tends to reduce the number of individuals who enter the teaching profession.

LAUSD faces some major challenges for the 2007-08 school year. Clearly the *No Child Left Behind* (NCLB) teacher quality deadline for Title I schools has already passed. The deadline for non-Title I schools is rapidly approaching. As of July 1, 2007 all teachers of core academic subjects at all schools are to be in compliance with NCLB. Additionally, the District has a commitment to staff all A-G classrooms with qualified teachers. This initiative will require additional teachers in the areas of mathematics and world languages. Also, the District continues to have a commitment to reduce the disparity between credentialed general and special education teachers to 3.4% in accord with the Modified Consent Decree. Lastly, if class size is reduced above grade six, it will be an arduous undertaking to meet such demands.

Thus, it becomes more important than ever to continue to market both the profession and the District throughout the State to ensure that college graduates and those transitioning to new careers view teaching as a meaningful endeavor. The District is unique in having the capacity to offer both a District Intern Program and a Career Ladder Program in order to develop teachers for the District. Both programs enjoy considerably higher retention rates than other groups since their participants are drawn from the community they serve.

It is incumbent on the District to attract teacher candidates who have demonstrated a deep knowledge of their subject. These prospective teachers must also have the capacity to understand how students learn, and be able to impart that knowledge to a diverse group of students. These individuals must have a respect and an understanding of the importance of the experiential background that children bring to school in order to provide a culturally responsive curriculum for all students. Additionally, teachers must be skilled in the use of technology and be able to work collaboratively with others in order to create a rich learning environment for students and colleagues. Gone are the days where teachers taught in isolation and only interacted for brief periods during breaks and after school. Successful schools are those in which the entire educational community interfaces in order to ensure that all students have access to powerful learning opportunities.

The Learning First Alliance report of 2005 indicates that a district's hiring and placement practices often create barriers for prospective teachers who may have been predisposed to serve at low-performing schools. Such issues as cumbersome application processes, poor customer service, and an inability to accurately track vacancies, contribute to a loss of teacher candidates. It has become clear that those districts that wait, or make the application process unduly cumbersome, will not secure the most desired candidates.

The Council of The Great City Schools addressed this issue most recently in their report. The Council indicated that it is essential for the Human Resources Division to streamline its recruitment, selection, and placement procedures in order to ensure the timely filling of all positions. This plan outlines the District's initiatives in order to ensure that quality, highly

qualified teachers join the LAUSD workforce in order to continue to improve student achievement at all schools.

Our Mission

The Human Resources Division will staff all schools and offices with qualified certificated employees who will educate and support our diverse student population.

Data

Norm day data reveals that the Los Angeles Unified School District has hired an average of 2,686 teachers over the last six academic years. The following graph disaggregates the credential statuses of the teachers **hired** over that time period.

	Credentialed %	Interns %	Provisionals %
2001	35.3	6.2	58.5
2002	49.3	15.2	35.5
2003	63.2	29.8	7.0
2004	71.0	21.1	7.9
2005	65.5	19.9	14.7
2006	63.3	19.9	16.8



It should be noted that the number of provisional new hires has risen significantly during the past two years. This is attributed to a decrease of elementary new hires due to declining enrollment and an increased need for teachers at secondary schools as a result of class size reduction and increasing enrollment.

The District data reflects the percentage of new credentialed and subject matter competent (interns) teachers as follows:

All Subject Areas (including Special Education)

Last Year	This Year
65.5% credentialed	63.3% credentialed
19.8% interns	19.9% interns

Special Education only

Last Year	This Year
46.5% credentialed	45.3% credentialed
26.4% interns	26.2% interns
2005	2006

Goals

The District will hire approximately 2,000 teachers by norm day of 2007. Of this total, 72% of the total hires will be credentialed and 22% will be interns.

In the area of Special Education the District will hire approximately 400 teachers by norm day of 2007. Of this total, 52% of the new hires will be credentialed and 30% will be interns.

LAUSD will also hire District and university interns through our targeted recruitment efforts and our continued partnerships with the following projects:

- Troops to Teachers
- Teach for America-emphasis on secondary and special education

In response to the Council of the Great City Schools, the Human Resources Division has established a five-year strategic plan. This staffing plan has been developed in order to describe the strategies that will be utilized to accomplish the objectives outlined in the strategic plan.

**CERTIFICATED RECRUITMENT AND SELECTION and SPECIAL EDUCATION
CERTIFICATED EMPLOYMENT OPERATIONS**

Human Resources will continue to utilize aggressive recruitment strategies that have proven effective in recent years. A summary of these key strategies may be found in the Appendix of this document. In order to continue to meet the needs of District schools, most importantly

recruiting NCLB compliant teachers who are trained to meet the needs of English Learners, meet the Modified Consent Decree mandate, and staff A-G classes, the following new initiatives will be implemented during the 2007-08 recruitment cycle:

- **Ask LAUSD Campaign** – This effort will place recruitment staff members on the campuses of local colleges and universities one day per week. The campaign is meant to supplement the satellite office (see Appendix) services that exist on four of these campuses, and provide a consistent presence at others. Staff members will set up an information table in a well-traveled section of each campus. In many situations these tables will be located in close proximity to the math, science and special education buildings in an effort to provide outreach to math and science majors and others who may not yet have considered teaching as a career. Staff will counsel prospective teachers regarding the pathways to obtaining a teaching credential, schedule interviews, and answer questions about the employment process.
- **UCLA/LAUSD Residency Model** – This initiative will be a combined effort of Human Resources, Local District and school staffs, and the UCLA Center X Program. Several high schools and/or middle schools will be involved in the Residency Project. Each school will identify and secure a minimum of ten teaching positions that will be staffed by Center X teachers. These credentialed teachers will serve as residents for two years, during which time they will receive professional development and support from both District and UCLA staffs. At the end of two years, this cohort of teachers will be redeployed to other vacant positions at the school, or to other priority schools in the District. A new cohort will take the place of the redeployed teachers at the beginning of year three. The goal of the Residency Model is to continue to provide a pipeline of high quality teachers who are able to meet the diverse needs of the students in the high priority schools, and to ensure retention of these experts in the schools where they are most needed.
- **CSU Dominguez Hills Middle School Partnership** – Identified middle schools in Local District 7 will participate in this program. Each school will select a cohort of CSUDH elementary interns to teach sixth grade core classes during the 2007-08 school year. While completing their student teaching during 2007-08, each of these teachers will also complete the requirement for a subject matter authorization to teach middle school math or science. At the beginning of the 2008-09 school year, these teachers will be assigned to seventh and eighth grade math and science classes. Their knowledge of elementary curriculum and pedagogy, combined with their subject matter expertise in math or science, will enable them to meet the educational, social and emotional needs of the middle school student.
- **Teacher Recruitment and Student Support Grant (TRSS)** – The District will advertise a \$5,000 recruitment incentive to all new credentialed math, science or special

education teachers who are selected at deciles 1, 2, or 3 schools in Program Improvement. These teachers will also be eligible to receive an additional \$5,000 in a retention incentive at the end of three years if they remain at the same identified school. Educational reimbursement up to \$5,000 is also available to these teachers if they elect to earn a masters degree during the first three years of their employment. Special Education teachers who are credentialed are also eligible for an additional \$1,000.

- **Priority Staffing Program** – Priority staffing coordinators who are assigned to 22 senior high schools throughout the District will work closely with the recruitment staff to expedite the staffing of their schools. PSP Coordinators will attend recruitment events, interview potential teachers, and offer early contracts to selected candidates.
- **Presentations in Special Education Classes**-Recruiters will take an aggressive approach at universities in order to gain entrance into special education classes in order to share the pathways to teaching and the advantages of working in LAUSD in the field of special education.
- **Outreach to LAUSD Special Education Parent Groups**-There will be a renewed effort to connect with parents of special education students in the community in order to solicit applications for teachers and support staff members.
- **Special Education Initiatives** –There will be an expansion of the initiatives from once per month to twice per month. Participants will be introduced to the District Intern Program as well as intern programs at CSULA, CSUDH, Loyola Marymount, and CSUN. These meetings will be advertised on Craig’s List and Career Builders in order to target mid career changers for special education settings.

CERTIFICATED CREDENTIALS AND CONTRACT SERVICES

Certificated Credentials and Contract Services and the No Child Left Behind Unit (NCLB), provide new and continuing teachers and support providers with assistance throughout their educational career with the District. This includes fingerprinting, contracting, applying and registering state credentials, and the establishing of the federal “highly qualified” status. Certificated Credentials and Contract Services and the NCLB Unit offer premium customer service to candidates and employees who are welcomed and assisted by a professional, knowledgeable and efficient staff in order to:

- **Pre-Employment Processing**- Offer immediate pre-employment processing for Early Entry Contracted candidates.
- **Appointment System**-Establish an appointment system to better serve customers, prior to the beginning of the 2007-08 school year. This will effectively reduce customer wait time and further increase employee satisfaction.

- **Employee “hotline”**-Establish a “hotline,” where expertise on state general and special education licensing, NCLB and English Learner authorizations can be easily accessed.
- **Outreach to Schools and Local Districts**-Mobilize and move into the field, to provide services for certificated staff, throughout the District. This will alleviate the need to travel to the Beaudry Building, thereby reducing and/or eliminating the extensive amounts of time away from school campuses and local district offices.
- **Professional Development**-Provide information and staff development, both individually and while partnering with other divisions, at meetings, trainings and seminars for parents, teachers, school site administrators, local district officials and central office employees. Topics to be addressed include state assignment monitoring, the Williams Settlement, credential options, English Learner authorizations, and No Child Left Behind.

CERTIFICATED PLACEMENT AND ASSIGNMENTS

The Certificated Placement and Assignments Unit has an integral role in staffing schools. Personnel Specialists process all resignations, leaves, retirements and transfers in order to effectively monitor and staff all vacancies at school sites. With the implementation of BTS, the Certificated Placement and Assignment staff will play an even greater role for teachers and support staff members throughout their educational career. The following strategies will ensure that classrooms are staffed expeditiously:

- **Virtual Resume System**-Utilize the Virtual Resume System (VRS) to support the rapid selection and assignment of teachers returning from approved leaves but who do not have “return rights” to their prior assignment.
- **Vacancy Newsletter**-Develop a vacancy electronic newsletter, which can be distributed to approved teacher candidates.
- **Training and Support** -Provide training and assistance to school sites in utilizing the BTS system, with an emphasis on A-G subject areas, to preview approved and potential teacher candidates who are NCLB, EL and Williams compliant.
- **Communication**-To develop and implement improved communication protocols between Placement and Assignment staff and the school site hiring/selection point of contact.

CUSTOMER SERVICE

Since Human Resources surveys reflect that customer service plays a major role in a teacher's decision to accept employment, it must be addressed as a critical component in this plan. The literature indicates that due to the complexity of large urban districts, many teachers prefer instead, to seek employment in smaller, suburban districts. The recruitment staff is committed, therefore, to continue to build a process that values the teacher akin to the concepts brought forth in the book entitled Raving Fans, A Revolutionary Approach to Customer Service, by Kenneth Blanchard and Sheldon Bowles. Only when teachers "rave" about the service they receive will they convey this to others, thereby serving as voluntary ambassadors for the District.

Staff will continue to use such professional development aids as the *Fish* video and corresponding books in order to illustrate good customer service and explore how the entire recruitment staff can implement such a positive climate for teacher candidates.

Additionally, new staff will view and discuss *The Lunch Date*, a short video that assists viewers in exploring biases that may interfere with interactions with prospective candidates. Staff will also view and discuss *Paper Clips*, a movie that explores biases and helps the viewer understand the concept of powerful learning experiences in schools.

EVALUATION

The efficacy of the existing strategies as well as the proposed initiatives will be evaluated by the following data:

- The percentage of credentialed teachers and interns hired by norm day will be reviewed.
- The number of vacancies at the onset of the year round and traditional calendars for the 2007-08 school year.
- Feedback from the Customer Survey Reports as well as the online mechanism for candidates and employees will be used to assess our progress in personalizing the employment process.

SUPPORT NEEDED

Clearly it will be imperative to articulate the hiring goals for the District throughout all levels of the organization. If the District is to be successful at meeting its target goals, a standard of credentialed teachers and those possessing subject matter competence must be upheld by the Central Office, the Local District Offices, and the school sites. If all parties involved commit to this standard, then it is expected that candidates possessing those skills will be interviewed and selected, enabling the District to continue to raise the percentage of highly qualified teachers who serve students. It will also be essential for sites to interview and make selections in a timely fashion so as to ensure that the highest caliber of candidates process with LAUSD.

Of equal importance is the retention of teachers once they have been selected and hired in the District. According to Ingersoll in the June, 2002 publication of the *National Association of Secondary School Principals*, it is critical for districts to address the organizational sources of teacher retention rather than create a revolving door by continuing to recruit large numbers of teachers. This will be imperative since the Rand report warns that STRS data projects that retirements will peak at 4.9% in California in 2007-08. Thus, it will be critical for the District to better understand why retention is not higher and to take serious steps towards its resolution

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APPENDIX

ONGOING INITIATIVES

Chronic Shortage Areas

In the areas of Mathematics, Science, and Special Education, the following initiatives continue to be implemented in order to successfully ameliorate the shortages:

- Collaboration with California State University, (Dominguez Hills and Northridge), UCLA, Loyola Marymount University, and the District Intern Program in shortage areas in order to target mid-career changers. These bi-weekly meetings are targeted at math, science and English majors and are advertised on the web and in Career Builders.
- Continued collaboration with CSUDH special education programs, LMU, CSULA, CSUN, and the District Intern Program in the area of Special Education. This partnership includes Mild Moderate, Moderate to Severe and Early Childhood Special Education. It will target graduates and mid career changers.
- Annual Special Education Fair in Northern and Southern California to attract fully credentialed special education teachers and support services staff.
- Recruitment at all Math, Science and Special Education statewide, regional and national conferences (i.e., ASHA, CEC, CASLPA, CASP, American Mathematical Society Conference, California Math Council, and the National Science Teachers Association Conference.)
- Use of Teach for America principally for math, science, foreign language, English and special education.
- Partnering with Special Education low incidence programs (i.e., Deaf and Hard of Hearing) to facilitate the recruitment and selection of qualified candidates.
- Use of a federal grant through the Career Ladder Office to build the pipeline in science and special education via a partnership with CSULA.
- International recruitment to Canada, Spain, India, and the Philippines to secure fully credentialed, experienced math, science, special education and foreign language teachers. Occupational Therapists and Speech Pathologists.

Building Diversity

In order to ensure that the District's workforce is representative of the community it serves, the following strategies will be implemented:

- The Certificated Recruitment and Selection Section will continue to work closely with the Subject Matter Preparation Office in order to publicize the pre-employment subject matter exam classes for prospective teachers. Since these classes emphasize both test preparation as well as specific content areas, it will greatly assist candidates for the District and university intern programs.
- Recruitment geared towards organizations and universities that work with diverse populations including, but not limited to the following:
 - Hispanic Association of Colleges and Universities (HACU)
 - National Alliance of Black Educators
 - Historically Black Colleges and Universities Tour
 - Asian Pacific Conference
 - National Association for Bilingual Education Conference
 - California Association for Bilingual Education Conference
 - National Minority Careers in Education Expo (New York)
- Heavy advertising in publications that target diverse populations as well as Internet sites that are frequented by diverse groups/individuals.
- Visible outreach to the community via expansion of the current billboard campaign, radio, theatre ads, and newspaper ads coordinated by the District's marketing group.
- Close alignment with the Paraeducator staff to ensure that these individuals receive priority for selection and processing.
- Use of a refined set of interview questions for credentialed and alternatively certified candidates that are linked to the California Standards for the Teaching Profession (CSTP) and encompass the culturally relevant curriculum to ensure that the personnel interview focuses on raising proficiency levels for all students.
- Outreach at selected local universities in order to assist students with resume preparation, interviewing techniques, and how to prepare academically to enter the teaching force in LAUSD. Since some students may be the first in their families to attend college, both guidance and support is needed in order to prepare for a career in teaching.

Staffing Plan

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The “Hand-Off” to Schools and Priority Staffing

LAUSD continues to make concerted efforts to ensure that the highest caliber of candidates is selected at high priority schools. With the Williams Settlement, it is critical to ensure that credentialed teachers are directed first to deciles 1, 2, and 3 schools. It is also essential that school sites staff in a timely fashion in order to avoid starting school with substitutes.

- Continue the Priority Staffing Program (PSP) in order to ensure that the most challenged schools have first access to fully credentialed candidates. Candidates will receive assistance throughout the entire employment process. New teachers will receive on-site support to enhance retention.
- Use of the federal grant designed to create and disseminate recruitment materials about the priority staffing schools to prospective candidates.
- Collaboration between the hiring advocates and the referral unit to expedite the placement of credentialed and intern candidates at school sites.
- Continue to sponsor placement fairs for all low performing schools to ensure that they receive the highest caliber of candidates.
- Daily monitoring of the priority staffing schools by Certificated Placement and Assignments to facilitate communication with Local District Superintendents and ensure that all anticipated vacancies are staffed by the onset of school.

Use of Technology

- Expansion of Virtual Resume software to all schools in the District with an emphasis on deciles 1-3 schools in accordance with the Williams Settlement. This incorporates the use of video cams by recruitment teams in order to videotape those with early entry contracts and offers of employment. These videotapes will be available on any web based browser for principals and their designees for the scheduling of site interviews. The software will continue to include each candidate’s resume.
- Use of an email “interest” campaign which targets university chairs and professors throughout California and the nation. These are distributed to students to determine sites for recruitment venues that will yield candidates for the District.
- Use of the search process for online applications in order to maximize recruitment trips within California as well as out of state.
- Utilization of internet postings at universities as well as commercial (i.e., Career Builders) and dedicated staff to work the internet in order to attract career change candidates.

- The use of an electronic recruitment calendar that is interactive in nature for recruitment staff as well as prospective candidates and facilitates the scheduling of interviews at offsite events.
- Use of remote data entry capabilities for recruiters in order to enable them to enter interview data from outside the office, thus allowing candidates to be more rapidly approved for employment.

ONGOING STRATEGIES

Human Resources will **continue** to implement the following recruitment activities/procedures in order to facilitate the hiring of high quality teachers.

- Issuance of Early Entry Contracts to fully credentialed or soon to be credentialed teachers who are committed to increasing the proficiency of all students.
- California Tour to virtually all UC campuses, CSUs and selected private colleges and universities in the state with teacher preparation programs.
- Monthly District Intern Informational meetings in order to explain the program offerings and assist candidates in the employment process.
- Use of Valencia, Echeveste, and Perez, a marketing and advertising firm in order to make LAUSD the District of first resort.
- Use of the Los Angeles Teacher Mortgage Assistance Program (LATMAP) as a marketing tool for prospective teachers.
- Utilization of the website as a source of information for candidates with respect to recruitment events, test preparation, NCLB and the District Intern Program.
- Satellite offices at CSUN, CSULB, CSULA and CSUDH in order to recruit and interview prospective candidates.
- Use of Special Education Certificated Employment Operations in order to expedite the recruitment, selection, and processing of all special education hires.
- Use of City Centers in large, metropolitan areas in order to attract fully credentialed teachers in the areas of Special Education, Mathematics, English, Science, Health, World Languages and Physical Education.
- Partnerships with UCLA-Center X and the Delta Project.
- Outreach to participants of the Peace Corps Program.

- Concerted efforts to recruit Speech Pathologists and special education teachers at Canadian universities and city centers.
- Continued implementation of the Credentialed Educators Now Teaching Special Education (CENTSE) as a component of the District Intern Program for teachers who possess a multiple or single subject credential and want to move to special education.

VACANCY DATA AT PRIORITY STAFFING SCHOOLS AS OF MAY 2007

Local District	School	Special Education Teacher Vacancies
1	Monroe Senior High School	1
2	Polytechnic Senior High School	1
2	Sylmar Senior High School	0
3	Crenshaw Senior High School	0
3	Dorsey Senior High School	0
3	Los Angeles Senior High School	0
4	Belmont Senior High School	0
4	Franklin Senior High School	0
4	Hollywood Senior High School	0
5	Garfield Senior High School	0
5	Jefferson Senior High School	0
5	Lincoln Senior High School	0
5	Roosevelt Senior High School	0
5	Wilson Senior High School	0
6	Bell Senior High School	0
6	Huntington Park Senior High School	1
7	Fremont Senior High School	0
7	Jordan Senior High School	0
7	Locke Senior High School	0
7	Manual Arts Senior High School	0
8	Banning Senior High School	0
8	Washington Preparatory Senior High School	0