

BOARD OF EDUCATION OF THE CITY OF LOS ANGELES  
Governing Board of the Los Angeles Unified School District

AUGMENTED HUMAN RESOURCES COMMITTEE MEETING NOTES

333 South Beaudry Avenue, Board Room  
10:00 a.m., Thursday, September 1, 2005

Board Members Present:

Mr. Jon Lauritzen, Chairperson  
Ms. Marlene Canter  
Ms. Marguerite P. LaMotte, Member  
Mr. David Tokofsky, Member

External Members Present:

Ms. Joyce Murdock, President of Murdock Human Resources Consulting Group  
Ms. Julie Washington, Elementary Vice President, United Teachers Los Angeles

Staff Present:

Mr. Dan Isaacs, Chief Operating Officer  
Ms. Deborah Hirsh, Chief Human Resources Officer  
Ms. Anita Ford, Personnel Director  
Ms. Bobbi Morris, Director, Certificated Placement and Assignments  
Dr. Dina M. Wiley, Director, Personnel Research and Assessment  
Ms. Carolina Pavia, Administrator, Certificated Recruitment Branch  
Ms. Ginger Boykin, Administrative Coordinator, Administrative Selection and Assignments  
Dr. Jon Fullerton, Board of Education Director of Budget and Financial Policy  
Dr. Randy Ross, Board of Education Director of Educational Policy

- - - -

The meeting convened at 10:07 a.m.

- - - -

Chairperson Lauritzen announced that this Committee will meet bimonthly. The alternate months he will Chair the Select Committee on Legislation at 10:00 a.m. Chairperson Lauritzen highlighted the topics that will be discussed at the upcoming Human Resources Committee meetings.

HUMAN RESOURCES DATA RELATING TO THE ED TRUST REPORT

Ms. Hirsh advised that a report entitled "Achievement in Los Angeles Unified" was prepared by the Ed Trust – West Inc. for Los Angeles Mayor Antonio Villaraigosa's Council of Education Advisors in July 2005. She noted that Ed Trust – West used 2003-04 data. Based on that data, the conclusion was that low-income and minority students get less than their fair share of the resource that matters most, qualified teachers.

The 2002 data showed that students in Los Angeles' highest-poverty elementary schools are almost twice as likely to have a teacher who is not fully certified; and students in the lowest-performing elementary schools are more than twice as likely to have a teacher who is not fully certified.

Ms. Hirsh pointed out that the percentage of credentialed teachers increased from 77.1% in February 2003 to 91.7% in February 2005. Conversely, the percentage of pre-intern and emergency permits declined from 6.8% and 10.9% respectively, in February 2003, to .2% and 1.4% respectively, in February 2005. This represents a dramatic increase in teachers possessing either a full credential or serving as interns having demonstrated subject matter competency, and an equally dramatic drop in non-highly qualified teachers.

Ms. Hirsh presented a number of charts that showed the percentage of provisional, interns, and credentialed teachers in special education, mathematics, and science over a five-year period; a comparison of fully credentialed and subject qualified interns by Local District over the last three years; new hire data for the last five years showing the percentage of credentialed teachers, interns, pre-intern and emergency, and credentialed and subject matter competent; and new hire data for special education, mathematics, and science teachers over a five-year period. The hiring of teachers is up slightly in the shortage areas of mathematics, science, and special education.

Ms. Hirsh spoke about the number of teachers available to fill the current vacancies; the percentage of credentialed new hires by Local Districts over a five-year period; the new hire teacher retention rates; and the teacher turnover rates in the critical skills areas.

Ms. Hirsh said that the ongoing challenges include the critical shortage area staffing in the highest need schools; the No Child Left Behind and Williams Compliance to eliminate misassignments; the No Child Left Behind compliance to "retrofit" fully credentialed teachers for subject matter qualifications; and the critical shortage areas staffing to meet the A-G requirements.

Mr. Issacs, Ms. Hirsh, Ms. Morris, Ms. Pavia, and Ms. Boykin responded to comments and questions raised by the Committee.

#### HUMAN RESOURCES DIVISION PROCESSES FOR NORM DAY

Chairperson Lauritzen explained that norm day is the official measurement of the District's student population. The District sets staffing plans for schools based on their population and then adjustments are made as needed.

Ms. Morris advised that the norm dates for the various tracks are August 5, August 26, September 16, and October 7. When October 7 arrives, the data is used to determine authorized positions at school sites.

Ms. Morris stated that norm day has changed over the years. It has most recently been scheduled for the fifth week after the start of a track or single track calendar. It is considered the most advantageous date for school attendance. Traditionally, enrollment decreases each month after norm day.

Ms. Morris pointed out that this year, for the very first time, data will be captured electronically. Information Technology Division will capture all data at 5:00 p.m. the night of norm day. The data will be transmitted to Human Resources, Pupil Statistics, and Budget Services Branch. Reports are being designed so that Human Resources will have immediate feedback on staffing statistics.

Ms. Morris advised that during February and March, Human Resources staff meet with K-12 principals and District staff at the Enrollment Roadshow. Staff determines the projected enrollment and teacher need for the upcoming school year.

As school opens in July, Human Resources begins to monitor enrollment and staffing needs. Through weekly reports and personal contact with principals, Human Resources staff maintains a close watch on schools that may not meet their enrollment projections. Pupil Statistics and Budget Services are also monitoring enrollment.

The week prior to norm day, schools that are in an over-teachered situation can only be over by one teacher. On norm day, all teachers in an over-teachered situation must be reassigned. If there are not enough positions available for displaced staff, Human Resources will assign teachers to locations where a teacher may be out on an extended leave or to a school as a pool teacher. The pool teacher is then used in place of a substitute until such time as an opening occurs and the teacher can be assigned.

Ms. Hirsh and Ms. Morris responded to comments and questions raised by the Committee.

#### UPDATE ON STATUS OF ADMINISTRATOR PORTFOLIO AND ASSESSMENT PROCESS REENGINEERING

Ms. Hirsh advised that at the Augmented Human Resources Committee meeting of June 2, 2005, a presentation was made on the certificated school-based administrators promotional assessment process in response to Ms. LaMotte and Mr. Tokofsky's motion on adherence to the promotional examination process. The motion was approved by the Board on January 25, 2005. Since that time, Ms. Hirsh has determined an initial budget that will be distributed to the Board this afternoon.

Ms. Hirsh said that a consensus for change in the administrator selection process includes better prepared school administrators, a greater confidence in eligibility lists, more transparency in the selection process, and less reliance on appointees. She said that input has been received from the Board, the Superintendent, Local District Superintendents, the Division of Instruction, the Chief Operating Officer, Associated Administrators of Los Angeles, and District administrators.

Dr. Wiley spoke about the proposed assessment process that includes a professional development program, an evaluation and self-assessment program, and a promotional assessment process.

The professional development program provides an opportunity for all candidates to do an online inventory of traits and strengths; to prepare an administrator portfolio; to attend career planning sessions; and to participate in a self-assessment center.

The evaluation program includes a recommendation of readiness from the current principal, director, or administrator; the completion of the application packet; verification of training and experience; and completion of the written test.

The promotional assessment program includes a job simulation assessment, an evaluation by a panel of independent raters, and the establishment of the eligible list.

This new process will identify highly qualified candidates who will be the principals of tomorrow.

Ms. Hirsh, Dr. Wiley, and Ms. Boykin responded to comments and questions raised by the Committee.

Speaker

Mr. Dan Basalone, representing Associated Administrators of Los Angeles, expressed his support for the new administrator selection process.

Chairperson Lauritzen invited members of the public to submit questions or topics for discussion by the Committee at future meetings to his office or to Ms. Hirsh's office.

Chairperson Lauritzen encouraged District staff to assist victims and survivors of Hurricane Katrina. Committee Member LaMotte suggested that a web site be established for individuals seeking information about teaching opportunities.

Ms. Ford advised that staff is working to reduce all classified vacancies in Program Improvement 4 and 5 schools. She pointed out that there are only eight vacancies in the clerical rank and just a few vacancies in other positions. Ms. Ford noted that positions are being filled at the new schools that are opening next week.

Ms. Ford suggested that a discussion be held at a future meeting on the No Child Left Behind Act as it impacts paraprofessionals. Approximately 10,000 of the paraprofessionals are in compliance with the No Child Left Behind Act. There are an additional 4,800 paraprofessionals that are in the process of becoming compliant with the legislation.

-----  
The meeting adjourned at 12:34 p.m.  
-----

**BOARD OF EDUCATION OF THE CITY OF LOS ANGELES**  
GOVERNING BOARD OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT

AUGMENTED HUMAN RESOURCES COMMITTEE  
Board Room, LAUSD Administrative Offices  
333 South Beaudry Avenue, Los Angeles 90017  
Thursday, September 1, 2005, 10:00 AM

**AGENDA**

**Committee Members**

Jon Lauritzen, Chair  
Marguerite Poindexter LaMotte, Board Member  
David Tokofsky, Board Member  
Julie Washington  
Joyce Murdock  
Steve Siry

**Superintendent's Representatives**

Dan Isaacs, Chief Operating Officer  
(213-241-4133)  
Deborah Hirsh, Chief Human  
Resources Officer (213-241-6131)  
Anita Ford, Personnel Director (213-  
241-7800)

**Board Secretariat Contact:**

Dinah Edwards (213-241-7002)

- 1. Chairman's remarks**
- 2. Human Resources Data Relating to the Ed Trust Report** – Deborah Hirsh, Chief Human Resources Officer
- 3. Human Resources Division Processes for Norm Day** – Bobbi Morris, Director, Certificated Placements and Assignments
- 4. Update on Status of Administrator Portfolio and Assessment Process Re-engineering** – Dina Wiley, Director, Personnel Research and Assessment Section
- 5. Public Comment** – Persons who wish to address the committee may sign up at the meeting.

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat at 333 S. Beaudry Ave, 24<sup>th</sup> Floor, Los Angeles, CA, 90017 or by calling (213)-241-7002 or toll free (877)-772-6273.

For more information, go to: <http://www.laschoolboard.org>. Human Resources Committee website.