Pacific Grove Unified School District

Organizational Review of the Human Resources Department

April 4, 2023

Prepared By:

Danyel Conolley
Director, Management Consulting Services

Teddi Wentworth
Assistant Director, Management Consulting Services

SCHOOL SERVICES OF CALIFORNIA, INC.

School
Services
of California
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An Employee-Owned Company

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Organizational Review

Scope and Methodology

School Services of California Inc. (SSC) was requested by Pacific Grove Unified School District (District) to conduct an Organizational Review of the Human Resources (HR) Department specific to the District's operations in the following areas: department organizational structure, culture, and staffing; employee recruitment, selection, hiring, and onboarding, and HR general policies and procedures.

The objective of the review was to assess the existing organizational structure and the described functions within the department. Throughout this review and evaluation, SSC staff offers findings and recommendations, where appropriate, for organizational changes to improve communication and operational efficiencies that we believe will ensure the District is positioned for continued success.

Issues to be considered during the Organizational Review will include:

- An evaluation of the effectiveness and efficiency of the current organizational structure

- Identification and analysis of the functions performed by each position in the department, including the identification and suggested elimination of duplicated or unnecessary work and assigning/reassigning work duties where appropriate

- Detailed recommendations that may include changes in the administrative structure and/or staffing

- Identification of ways to better integrate and coordinate the administrative functions within the HR Department

The project was organized to consider the following functions:

- Department organizational structure, culture, and staffing

- HR general policies procedures, including identification of annual regular activities, staff training/development, and communication practices

- Recruitment, selection, hiring, and onboarding

- Comparative analysis of the staffing and organizational structure of the HR Department as compared to other identified school districts

As part of the study, SSC staff conducted interviews with the administrators and staff in the HR Department to gather input regarding their understanding of the department's processes; workload targets, indicators, and measures; distribution of time to tasks; responsibilities; authority; and relationships with and dependencies on other District units specific to the functions under review. The process included review of existing documentation such as:

- Organizational charts for the department under review

- Employee rosters and position control documents

- Job descriptions

- Samples of forms, procedures (if applicable), and documents used

- Staffing and organizational structure data in the HR Department from other districts in a mutually selected comparative group

The District requested that SSC conduct a comparative analysis of the staffing in the HR Department. The review was developed to provide an objective analysis of the staffing levels in the identified area in comparison with other school districts with similar characteristics. As part of the study, the SSC team collected information from the comparative districts in order to determine the staffing levels in the HR functional area under review. This included collecting position control documents, information published on websites, and other documents necessary to determine the functions and staffing of the HR Department.

When comparing staffing, the most relevant comparisons are to school districts similar in enrollment, unduplicated pupil percentage (UPP), and grade span served. Using statewide statistics, seven comparative elementary school districts were identified and contacted. Five of those districts responded and provided data from which to make comparisons. In addition, staffing data was collected from the website of two of the identified school districts. The comparative staffing data related to HR positions under review are included in the analysis of the department.

Figure 1: Comparative Districts

County	District	ADA[1]	UPP
Inyo	Bishop Unified School District (USD)[2]	1,975	53.76%
Monterey	Carmel USD[3]	2,387	15.55%
Santa Barbara	Carpinteria USD [3]	2,046	67.98%
Madera	Golden Valley USD	1,967	44.14%
Monterey	Gonzales USD [2]	2,246	86.52%
Monterey	*Pacific Grove USD[3]*	*1,911*	*21.81%*
Sacramento	River Delta Joint USD	1,864	59.85%
Santa Cruz	San Lorenzo Valley USD	2,195	26.40%

[1]Average daily attendance
[2]District did not respond to the data request; data used for the study was gathered from the district's website and has not been verified by the district
[3]Community-funded district

Based upon the information received through the interviews with staff and a review of the documents provided, what follows are SSC staff's observations and analyses of the operations of the HR Department along with recommendations, where appropriate, for operational changes to improve efficiency and performance.

Background Factors

Student enrollment is the primary driver of operational, staffing, and facility needs for the District. The District experienced variation in enrollment levels during the last eight years, peaking in 2017-18 at 2,091 students. Enrollment has continued to decrease since 2017-18 in the District, with a notable difference of approximately 15% less students experienced between 2017-18 and 2021-22. Of note is the decrease between 2019-20 and 2020-21 where the District experienced a 4% decline in enrollment which is likely attributed to the COVID-19 pandemic. The enrollment history for the District is displayed in Figure 2.

Figure 2: District Enrollment (2014-15 through 2021-22)
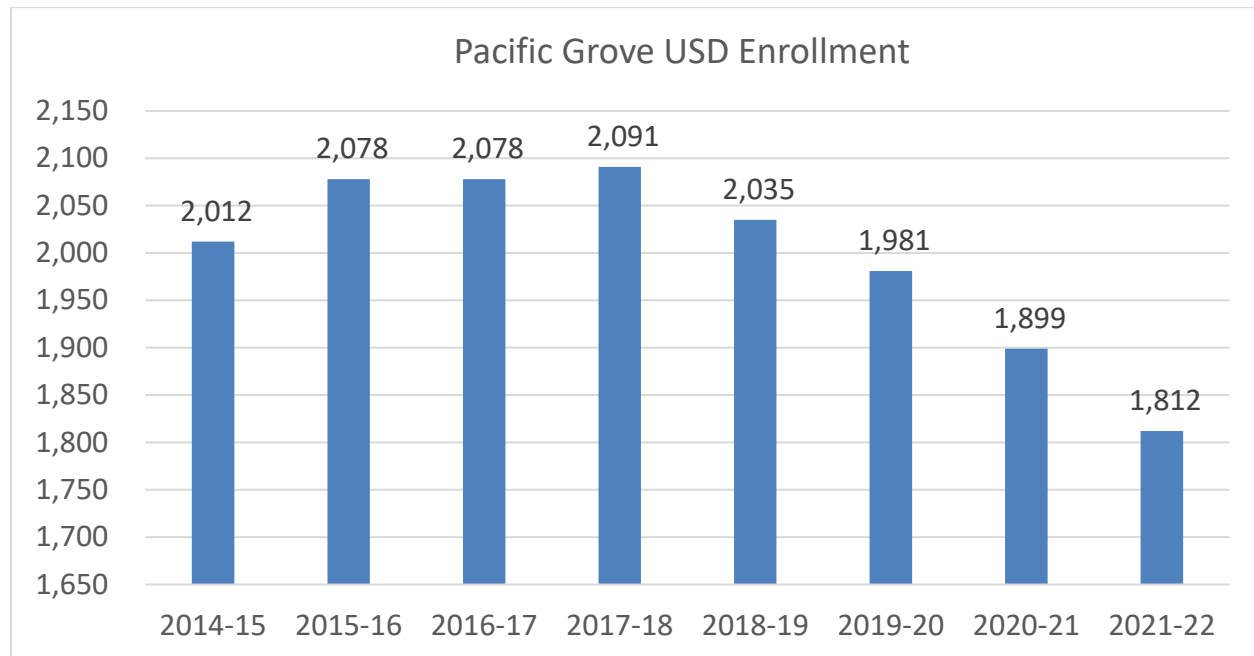
Source: California Department of Education (CDE) DataQuest

The District's history of enrollment loss creates difficulty in accurately assessing operational and instructional needs and ensuring that the District is appropriately providing resources each year due to uncertainties with enrollment data. Typically, a district with flat or declining enrollment will work to reduce staffing and operations to keep pace with enrollment and ADA and/or the automatically increasing costs of pension contributions, step and column movement, and other cost pressures. However, intense instructional and operational needs that are magnified by a lack of staffing resources have shifted school districts' responses to declining enrollment. Reductions in staffing levels that would be expected when a district is experiencing declining enrollment may not be tolerable due to the unique needs of the school community. This was especially the case in the HR Department as interviewees communicated operational difficulties and recent staffing adjustments to help alleviate the workload stressors experienced by the department.

While the discussion regarding the impacts of staffing levels within the HR Department will be discussed in detail later in this analysis, it is noted in this section that the assignment of work and assessment of staffing levels requires an integrated approach which considers impacts to operations and instruction. In addition, the assessment of the distribution of work involves the documentation of work performed by each position and includes consideration of the number of employees supported. Finally, the differences in management of classified and certificated employment functions are important considerations as each operational area requires a unique

structure of support. Review of District documentation and interviews with staff indicate that the District has worked to effectively assess the HR function needs and has made staffing changes and adjustments in assignment of work within the HR Department in an effort to address operational difficulties.

This backdrop is important within the scope of this report, as the evaluation of workload and staffing levels requires a deep level of analysis, in addition to consideration of the evolving needs of the District's employees and students they serve. The recommendations within this report contemplate changes in operational functions, staffing implications, and the transformational workplace changes resulting from the COVID-19 pandemic. In acknowledgement of the difficulties involved with the implementation of changes in procedures, fiscal implications, and other staffing considerations, a multi-phased plan is included in Appendix A to assist the District in implementing the recommendations included in this report.

HR Operations: Key Observations

This analysis includes an in-depth discussion regarding the Organizational Review of the HR Department. In this section, we provide key observations as an overview to identify important areas of focus due to the influence these factors have on the operations and organizational structure within the District. It is important to highlight that this analysis and corresponding recommendations function as a resource for the District to assess HR operations functions. The analysis is focused on opportunities for improved processes, while providing activities and practices to help improve efficiencies. It is also important to note that this analysis does not serve as an evaluation of District staff performance or an audit report.

Overall impressions are that staff value the efforts of the HR Department and acknowledge their commitment to supporting employees with positive engagement. While the HR Department is appreciated, there are also observations of challenges in certain operational areas. It is further acknowledged that the HR Department has made significant efforts of improvement in key procedural areas and should be commended for the progress made in operational improvement.

From the employment perspective, the District maintains a recruitment profile which represents a highly desirable place to work, and historically, the HR Department has relied upon the competitive recruitment capabilities as the plan to fulfill staffing needs. The past practice has been disrupted by the transformational changes brought on by the pandemic, and the influx of temporary funding resources which have intensified hiring needs within the District. The changes in the workforce trends required changes in hiring procedures and approaches to recruitment.

The District's HR Department organizational structure reflects the similar staffing levels found in small districts. The department staffs minimal full-time equivalents (FTE) to handle the HR

functions, and it is observed that the department is staffed appropriately. While the staffing levels are determined to be sufficient, it is the distribution of FTE within the department and the use of partial positions which requires further consideration.

Interviews conducted during fieldwork indicate that the HR Department has initiated numerous projects which utilize technology resources, and review of the tools currently in use highlight the progress the department has made in this area. A fundamental requirement of successful technology deployment is establishing standards, protocols, and procedures, and it was observed that there is still work to be done in this area. The District is cautioned against assuming that the use of technology will resolve operational challenges without the systems and procedures being firmly in place. There are also additional needs related to staff training that are needed in order to improve efficiencies in this area.

The HR Department is a functioning department that supports many areas with the talents of staff within the department. During fieldwork, it was clear that HR staff are aware of the challenges within the department and are eager to set forth with making operational changes in the spirit of department improvement. It is critically important that staff receive the training, resources, and support necessary to shift practices to reflect the current District needs. Recommendations made throughout this analysis are focused on HR staffing configurations, ensuring that HR staff are provided professional learning opportunities and technology resources, and that department procedures are standardized to improve operations.

HR Department

Standard

An HR department is responsible for the legal requirements associated with employment management and for staff recruitment. Staff must work in concert with appropriate administrators and supervisors in evaluation of personnel, maintenance of personnel records, and personnel procedures. Staff must also be appropriately trained and operate within the framework of district policies adopted by the Board of Trustees, the CDE, the California Education Code, and all other applicable state and federal laws. These standards apply regardless of the size of the agency. The variable factor is the staffing allocated to the department for oversight of the standards and protocols.

Illustrated in Figure 3 are the key components of an effective HR department and the corresponding activities which indicate that the function is operating effectively, and staff are prepared to respond to current and evolving workforce needs. While all factors illustrated in are critically important, the organizational structure and staffing resources assigned to an HR

department are the most important components that are examined. This is due to activities such as staff training, documented procedures, and effective communication being extremely difficult to implement without the appropriate staffing allocations in place. For these reasons, the organizational structure and corresponding recommendations are listed as a priority in this analysis due to their importance in overall operational improvements with the department.

Figure 3: HR Function Key Components

HR Function: Key Components	
Assessment Factor	**Measurable Observations**
Organizational structure and staffing resources	• Staffing levels within the department are appropriate and serve the essential operational functions • Organizational communication includes a menu of services and role clarity is provided for department staff
Assignment of work	• Duties assigned represent multiple levels of support (administrative, analytical, and supervisorial) • Workloads are integrated and support department capacity, cross training, and staff workloads have an assigned backup plan
Staff qualifications	• Department staff are well-informed, have access to critical resources, and can implement department policy • Formal training is provided by the employer
Procedural practices	• Department work is standardized with clear expectations and timelines • Procedures are documented, approved by the department administrator, and shared with all educational partners
Systemic communication	• Communication in the form of customer service, written procedures, desk manuals, standardized forms, and ongoing professional development

An HR department should be adequately structured and staffed to support the educational agency in all of its needs with regard to the management of personnel. This includes:

- A comprehensive classification and pay system

- Clear policies and procedures for the recruitment, selection, and evaluation of employees to ensure competency, accountability, and productivity

- A system of providing ongoing training to enhance employee and supervisor development and to ensure appropriate implementation of policies and procedures

- Standardized policies and practices for compliance with federal and state regulations and local collective bargaining agreements

- Communication systems, employee recognition programs, quality of life programs, and other activities to enhance employee relations, productivity, and wellness

Organizational Structure

An effective HR department organization conveys lines of communication in various functional areas and provides a multi-level system of comprehensive support. HR departments that are high functioning include structures which divide work into areas of responsibility and provide capacity for HR staff to develop specialization in their respective areas of expertise. The operational functions in a district's HR department will vary based on the unique school community it serves; however, certificated and classified employment needs are the foundational areas which will always require support.

The District's HR Department is comprised of the staff positions illustrated in Figure 4, equaling 3.4375 FTEs. The Director of Human Resources (Director) position is responsible for oversight of the department operations, serves as the District compliance officer, and is also the Title IX Coordinator. There are 1.5625 FTE Personnel Specialist (Specialist) positions within the Department, with a 1.00 FTE and a partial 0.5625 FTE. The Personnel Technician (Technician) positions, (0.875 FTE) are also partial assignments, and split between two employees. It is noted that prior to fieldwork in February 2023, the Governing Board approved a 0.5625 FTE Specialist position in the HR Department staffing allocation. The newly added FTE was assigned to an existing Technician position, and the incumbent was working in a split assignment (0.5625 FTE Specialist and 0.375 FTE Technician). The remaining FTE of the Technician position is assigned to an employee on a partial basis as 0.5 FTE. It is noted that the employee is also assigned to a school site and starts their HR assignment in the afternoon.

Figure 4: Current HR Department Staff Positions

Position Title	FTE
Director of Human Resources	1.00
Personnel Specialist	1.5625
Personnel Technician	0.875
Total Assigned FTEs:	3.4375

Source: District-provided data

It is common for small districts to have organizational structures with minimal positions as they are scaled to the lower number of employees supported. It is also common for the organizational characteristics of smaller districts to reflect departments that include hybrid functions within the central office, and staff positions which are "utility" in purpose as they serve multiple roles within their assigned areas. This is the case in the District's HR Department, which includes three job classifications assigned within the department. While these observations are noted as a common configuration for HR departments, the District's hybrid organizational structure within HR is

significant due to the partial allocations of FTE within the department and duties related to community engagement that are assigned within HR.

Documents submitted during fieldwork reflect that the HR Department has completed an assessment of the assignment of work amongst the HR positions, and as part of that process, the department has created a functional organizational chart as reflected in Figure 5.

Figure 5: Current HR Department Functional Organizational Chart

**Director II, Human Resources
District Compliance Officer/Title IX Coordinator
(1.0 FTE)**

- Department Leadership
- Legal Compliance, Policy, Board Personnel Notices
- Employee Assistance Programs
- Reasonable Accommodation, Light Duty Assignments
- Staffing, Recruitment Oversight
- Negotiations
- Grievances
- Investigation
- Job Descriptions
- Employment and Employee Contracts
- Bargaining Agreement Interpretation
- Leaves and Catastrophic Leave Bank

**Personnel Specialist
(1.0 FTE)**

- Recruitment (D.O., MOT, PGMS, PGHS, CHS, Adult School)
- Interview Coordination
- Employee Records (A-K)
- Employee Orientation
- Position Control
- DOJ Processing
- Event Coordination
- Professional Growth
- Employee Recognition Records
- Escape Maintenance (annual work calendars, requisitions)
- HR Staff Web Page Maintenance
- New Hire Handbook
- Negotiations Research
- Process Annual Professional Plan
- Process Annual Employee Trainings

**Personnel Specialist (0.5625 FTE)/
Personnel Technician (0.375 FTE)**

- District Office Reception
- Recruitment (RDE, FGE, Coaches)
- Interview Coordination
- Employee Records (L-Z)
- Employee Orientation
- DOJ Processing
- Event Coordination
- Employee Recognition Records
- Employee Directory
- Guest Teacher Coordination
- Negotiations Research
- Updating Bargaining Agreements
- Record Transcripts
- CRDC, CALPADS, CALSAAS, CBEDS

**Personnel Technician
(0.5 FTE)**

- District Office Reception
- DOJ Processing
- Volunteer Database
- Classified Testing
- Athletic Recruitment
- Guest Teachers File Management
- Process and maintain electronic files
- Negotiations Research

It is best practice to identify the positions within a department which includes illustrating the lines of reporting and scope of responsibility and a menu of services that each position provides, as this effectively communicates the roles and responsibilities of each position within a functional area. The HR Department is commended for its efforts in creating the current functional organizational chart. However, the organizational chart also highlights the complexities of the assignment of work within the HR Department, and in some areas the responsibilities include an overlap of tasks that is not clear. In addition, some of the work performed in HR is not related to employment matters, which reflects an inaccurate depiction of the actual FTE assigned to support HR services within the District. For example, HR staff are assigned District Office receptionist duties and volunteer management which are not related to HR services, and these tasks, while they are critically important to the District, diminish HR staff's ability to serve employment needs. These factors will be discussed in detail in the Position Analysis section of this report.

The partial FTE assignments among the department staff positions is also noted as requiring further review because it creates confusion in terms of responsibility areas. The part-time assignments create gaps in coverage and there is an absence of support within the HR Department during certain periods of the fiscal year, and during normal work hours. This observation was also corroborated during interviews with customers of the department, as it was communicated that it is sometimes difficult to reach HR staff when there is a need for information or support regarding employment issues.

The current organizational structure requires further examination to clearly delineate the work assigned to the department positions. In addition, the partial FTE assignments should be reconsidered due to the unrealistic split of positions which make it difficult for the positions to function as intended. Finally, the District Office receptionist duties should be assigned to one position that is assigned full time to handle community engagement and support internal and external customer service needs. Recommendations that reconfigure the HR Department organization are made at the conclusion of this section.

Comparative Analysis

A comparative staffing analysis was conducted for HR department staffing with a group of similarly sized unified school districts. Comparative data is a useful tool in developing an assessment of staffing levels and should be utilized as a reference point when examining department positions; however, it is important to note that the data should not be the determining factor in evaluating whether a department's staffing levels are appropriate and support a district's individual instructional and operational services. While comparative staffing data is provided for comparison purposes, there are many factors that can influence a district's staffing, such as

available financial resources, differing programmatic emphasis, operational needs, etc., though enrollment is typically the primary factor.

As shown in Figure 6, the District provides 3.4375 FTE staff to support the HR function. The comparative districts' staffing ranges from 1.00 FTE in River Delta Joint USD to 4.00 FTE in Carmel USD. The enrollment-to-FTE ratio ranges from 527.13:1 represented by the District to 2,767.00:1 in San Lorenzo Valley USD. The District's ratio ranks 1 of 8 in the comparative group, indicating that the District's staffing levels to support the HR function is the highest of the comparative group.

In terms of the District's ranking within the comparative group, the majority of the department's staffing allocation is within the Personnel Specialist positions as this group reflects the highest FTE within the department. There is no support for administrative and clerical functions as the District is staffed without any FTE to support administrative duties and department leadership within the HR Department. Overall staffing is the highest of the comparative group; however, there are pockets of staffing levels that don't exist within the clerical functions, signaling that the positions within the department are not organized effectively, and there is a heavy reliance on the Personnel Specialist and Personnel Technician positions to serve all department operations. In addition, the Department is responsible for volunteer management, and receptionist duties which are influencing the ability of HR staff to serve employment management needs.

Figure 6: Comparative Staffing

	Pacific Grove USD	Bishop USD[1]	Carmel USD	Carpinteria USD	Golden Valley USD	Gonzales USD[1]	River Delta Joint USD	San Lorenzo Valley USD
Executive Management								
			Chief Human Resources Officer		Assistant Superintendent of Human Resources			Assistant Superintendent of Human Resources
			1.00		1.00			1.00
Management Staff								
	Human Resources Director II		Director I, Human Resources	Director of Human Resources		Director, Human Resources	Director of Personnel	
	1.00		1.00	1.00		1.00	1.00	
Supervisory Staff								
				Human Resources and Payroll Coordinator		Personnel Coordinator		
				1.00		1.00		
Department Staff								
	Personnel Specialist	Payroll and Human Resources Clerk		Human Resources Technician	Human Resource Specialist	Human Resources/Business Services Specialist		Personnel Assistant
	1.5625	2.00		1.00	1.00	1.00		1.00
	Personnel Technician							
	0.875							
Administrative Support Staff								
		Administrative Assistant/Human Resources	Confidential Administrative Assistant					
		1.00	1.00					

	Pacific Grove USD	Bishop USD[1]	Carmel USD	Carpinteria USD	Golden Valley USD	Gonzales USD[1]	River Delta Joint USD	San Lorenzo Valley USD
			Receptionist/HR Clerk					
			1.00					
Total FTEs	*3.4375*	*3.00*	*4.00*	*3.00*	*2.00*	*3.00*	*1.00*	*2.00*
Enrollment[2]	*1,812*	1,958	2,264	2,099	2,311	2,181	2,241	5,534
Enrollment/FTE	*527.13*	652.67	566.00	699.67	1,155.50	727.00	2,241.00	2,767.00
Rank	*1*	3	2	4	6	5	7	8

Source: District-provided data

[1]District did not respond to the data request; data used for the study was gathered from the district's website and has not been verified by the district

[2]2020-21 CDE DataQuest Enrollment data

HR Department Leadership

The District represents the median level of overall management staffing (executive/management/supervisory) with 1.00 FTE, along with Golden Valley USD, River Delta Joint USD, and San Lorenzo Valley USD. Carmel USD, Carpinteria USD, and Gonzales USD include the highest level of management staffing with 2.00 FTE. HR department leadership in the comparative group is provided by executive-level management positions in only three of the comparable districts, as seen in Figure 7. Carmel USD, Carpinteria USD, Gonzales USD, River Delta Joint USD, and the District staff management level directors at 1.00 FTE, while Bishop USD, Golden Valley USD, and San Lorenzo Valley USD do not staff a director-level management assigned to specific oversight of certified and classified employment. Carpenteria USD and Gonzales USD also staff a 1.00 FTE supervisory-level position. Unlike the other comparative districts who have at least 1.00 FTE in overall management staffing, Bishop USD is an outlier in that it does not staff any management-level positions assigned directly to its HR function.

Figure 7: Summary of Department Leadership Comparative Staffing

	Pacific Grove USD	Bishop USD[1]	Carmel USD	Carpinteria USD	Golden Valley USD	Gonzales USD[1]	River Delta Joint USD	San Lorenzo Valley USD
Executive Management			1.00		1.00			1.00
Management Staff	*1.00*		1.00	1.00		1.00	1.00	
Supervisory Staff				1.00		1.00		
Total FTEs	*1.00*	*0.00*	*2.00*	*2.00*	*1.00*	*2.00*	*1.00*	*1.00*
Enrollment[2]	*1,812*	*1,958*	*2,264*	*2,099*	*2,311*	*2,181*	*2,241*	*5,534*
Enrollment/FTE	*1,812.00*	—	*1,132.00*	*1,049.50*	*2,311.00*	*1,090.50*	*2,241.00*	*5,534.00*
Rank	*4*	—	*3*	*1*	*6*	*2*	*5*	*7*

Source: District-provided data
[1]District did not respond to the data request; data used for the study was gathered from the district's website and has not been verified by the district
[2]2020-21 CDE DataQuest Enrollment data

Department Staff

Duties assigned to the department staff job classifications are analytical and technical in function and typically require a high level of analysis. In addition, incumbents of the positions are required to function independently. Duties in these job classifications are typically focused on certificated and classified employee support, and other specialized areas such as leave management and employee benefits. The District staffs 2.4375 FTE in this job category and ranks 1 of 8 which is the highest FTE in this job category in the comparable group. Bishop USD provides the second overall highest staffing level with 2.00 FTE; however, the HR department staff positions also include payroll responsibilities. It is noted that Carmel USD does not staff department staff; however, the comparative district staffs a higher level of management and clerical staff within the district group. Similar to other staffing areas, River Delta Joint USD also provides the lowest department staff at zero FTE.

Of note, and as discussed previously, the District staffs partial FTE in this area which is an outlier within the comparative group. While the department staff is the largest number of FTE in the District's HR Department, the FTE allocation is distributed among part-time positions except for the 1.00 FTE Personnel Specialist position and some responsibilities such as volunteer management and receptionist duties are not HR functions. The partial staffing allocations and assignment of duties create fragmented areas of responsibility which is contributing to the operational difficulties experienced in the HR Department. It is determined that the staffing allocation is appropriate; however, it is further determined that the utilization of the staffing resources would better serve the HR function if they were assigned with comprehensive responsibilities by minimizing the use of part-time responsibilities. Details regarding recommendations pertaining to the assignment of work will be discussed further in the Position Analysis.

Figure 8 Summary of Department Staffing

	Pacific Grove USD	Bishop USD[1]	Carmel USD	Carpinteria USD	Golden Valley USD	Gonzales USD[1]	River Delta Joint USD	San Lorenzo Valley USD
Total FTEs	*2.4375*	*2.00*	*0.00*	*1.00*	*1.00*	*1.00*	*0.00*	*1.00*
Enrollment[2]	*1,812*	1,958	2,264	2,099	2,311	2,181	2,241	5,534
Enrollment/FTE	*743.38*	979.00	—	2,099.00	2,311.00	2,181.00	—	5,534.00
Rank	*1*	2	—	3	5	4	—	6

Source: District-provided data

[1]District did not respond to the data request; data used for the study was gathered from the district's website and has not been verified by the district
[2]2020-21 CDE DataQuest Enrollment data

HR Administrative Support Staff

Unlike the department staff job classifications, administrative support staffing levels do not exist in the District. Positions in these classifications are focused on administrative and clerical support duties and should be utilized in coordination with the analytical and technical positions. The District does not staff this job category, providing no support in this job classification. Carmel USD provides the highest staffing level with 2.00 FTE and Bishop USD provides 1.00 FTE. The remaining comparative group staffing reflects staffing similar to the District in this area with no FTE (Carpinteria USD, Golden Valley USD, Gonzales USD, River Delta Joint USD, and San Lorenzo Valley USD).

Figure 9: Summary of Administrative Support Comparative Staffing

	Pacific Grove USD	Bishop USD[1]	Carmel USD	Carpinteria USD	Golden Valley USD	Gonzales USD[1]	River Delta Joint USD	San Lorenzo Valley USD
Total FTEs	*0.00*	1.00	2.00	0.00	0.00	0.00	0.00	0.00
Enrollment[2]	*1,812*	1,958	2,264	2,099	2,311	2,181	2,241	5,534
Enrollment/FTE	—	1,958	1,132	—	—	—	—	—
Rank	—	2	1	—	—	—	—	—

Source: District-provided data
[1]District did not respond to the data request; data used for the study was gathered from the district's website and has not been verified by the district
[2]2020-21 CDE DataQuest Enrollment data

Review of the District's staffing allocation in the HR Department indicates that some duties assigned to the analytical and technical positions are administrative in function. Duties such as district office receptionist and coordination of volunteers are typically assigned to clerical and administrative positions. This observation requires further review to determine if the staffing allocation appropriately supports District needs in terms of support for community engagement and customer service for all departments within the District Office. These factors should be examined further, which includes the consideration of adjusting staffing levels between other department staffing allocations and reconfiguring current positions to provide administrative/clerical support. The configuration of how these

important functions are supported should be based on the operational consideration of the District, and dependent on available staffing resources. These additional functions are important considerations when examining staffing levels, as they impact department processes and influence the department's ability to tolerate the assigned workload.

Position Analysis

The HR Department position analysis includes a discussion of the current assignment of work of the management and analytical and technical job categories within the HR Department and provides context to the subsequent recommendations for reorganization of the department. As the organizational structure and assignment of work within the HR Department is discussed, it is important to note that this analysis focuses on the positions within the department, and the work that is assigned to those positions. Our analysis is evaluative of the functions assigned to staff as it relates to organizational effectiveness, not employee performance.

Interviews conducted during fieldwork indicated that the District historically has provided a lean allocation of staff assigned to the HR Department. Interviewees communicated that they were grateful for the recent addition of a part-time Personnel Technician position approved by the Board and were optimistic that the staffing would provide operational relief. The department was in a time of transition during fieldwork as staff were working on determining the most effective way to utilize the FTE, and through the process of determining the use of the Technician position, the functional organizational chart was created in concert with shifts in duties assigned to HR staff.

In addition, the department has developed various documents that were submitted during fieldwork which detail the responsibilities within the department. This includes resources titled "HR Expanded Job Functions," "HR Responsibilities by Position," and "HR Department Roles and Responsibilities," in addition to the previously noted organizational chart listing the functions of each position. The HR Department is recognized for the detailed and comprehensive efforts in defining the function of the positions within the HR Department. Review of the job descriptions reflects that the duties assigned to each position align with the duties described in each job description for the most part, although the job descriptions are significantly out of date and require further review as discussed later in this section. There are no observations which require improvement in terms of work assigned, and the existing documents in HR are acknowledged as a useful reference and starting point to refining the organization of the department.

Although there are various resources which communicate the roles of the positions within HR, there is an absence of role clarity within the department from the customer perspective resulting in confusion regarding the purpose and functions of HR positions. Interviews with customers of the department reflect uncertainty about HR staff responsibilities which is causing various levels of frustration amongst customers of the HR Department. While District staff recognize that HR applies great effort in serving employees, customers report difficulty reaching HR staff when they contact the department for support. In addition, there are delays in responding to requests and this is disrupting the level of service that sites and partner departments receive. The overall perspective from District interviewees is that the HR staff is struggling to keep pace with their workload, and

the expectation was that the additional staffing in the department would alleviate the operational stressors; however, there has been minimal observed improvement.

One of the reasons for the confusion regarding HR functions is that duties and responsibilities within the HR Department are not clearly communicated. Review of the District website indicates that the organizational chart is not listed on the website, nor is there a list of HR staff, with areas they support and contact information accessible on the website. Review of the distribution of duties within the department indicates the overlap of responsibility is causing confusion, and modifications which clearly define the work assigned, along with reassignment of some duties will help define the department responsibilities, allowing staff to provide efficient, high-level customer service.

Documents submitted by the District indicate that positions within the department include a corresponding job description as illustrated in Figure 10.

Figure 10: HR Department Job Descriptions

Position Title	Last Updated
Director of Human Resources	2005
Personnel Specialist	2009
Personnel Technician	2015

Review of the department job descriptions for nonmanagement positions reflects conflicting information in that the documents indicate the last date of Board review was December 2009 (Specialist) and October 2015 (Technician). However, the title of the document submitted during fieldwork indicates that the job descriptions were last updated in 2022. Review of Board agendas and other documentation does not indicate that the job descriptions were reviewed by the Board in 2022 so the date listed on the job descriptions is included for purposes of this analysis.

The HR Department job descriptions are severely outdated as the Director job description was last updated 18 years ago, the last documented review of the Specialist was 14 years ago, and the Technician job description was adopted 8 years ago. Due to the changes in workforce trends, and the current transformational recruitment trends, the HR job descriptions do not accurately describe the work performed by the positions, and this is a significant contributor to the issues involving role clarity of the positions.

To ensure that duties described in a job description are current and describe the work performed by the position, it is recommended that job descriptions are reviewed frequently to confirm that they are accurate and communicate the role of the position. Review of the HR Department positions, which includes review of the job description to update the job requirements and essential

duties performed, will provide better communication regarding the roles and responsibilities of the positions.

A job description is the essential tool utilized to evaluate workload, in coordination with the input and experiences of the incumbents of the job classification whose perspective is critical in evaluating assigned work. This process will be challenging for the District because as noted previously, many of the HR Department job descriptions are either outdated or do not accurately depict the work performed. The District should address job descriptions as a priority in order to ensure role clarity and operational efficiencies exist within the department.

Department Leadership

The HR Department leadership is provided by the Director of Human Resources position and according to the job description, the Director is responsible for all activities of the HR Department, including maintaining legally compliant employment practices, employee relations, recruitment and retention, and performance management, in addition to oversight of other HR functions. The essential duties assigned to the Director are extensive and include a wide range of responsibilities which influences the workload of incumbents of the position. The Director position has been significantly impacted by the transformational employment changes brought on by the COVID-19 pandemic, in addition to grappling with the acute statewide staffing shortages. These factors are important considerations in the discussion regarding workload of this position, and determining if the job title and responsibilities are serving the District's employment needs at capacity.

Although the Director job description is focused on District operations, in practice the position is narrowly focused on other compliance matters which minimize the ability of the Director to oversee HR operations. According to interviewees, the District has experienced an influx in employee complaints, investigations, and other disputes that are of a legal nature. These concerns have inundated the Director, as they require a substantial investment of time to ensure they are managed with legal compliance. In addition, the Director is responsible for union negotiations, and grievance management, which also requires detailed attention and close oversight. Because the Director is the only management position in the HR Department, the position is required to handle executive tasks as they cannot be distributed to other HR staff. This circumstance influences the Director's ability to oversee operational functions which is an important observation when contemplating operational efficiencies.

In addition, the District has been significantly impacted by increased hiring needs while negotiating the staffing challenges that have plagued local educational agencies (LEAs) throughout the state. In response to the District's staffing challenges, HR Department leadership has worked to modify practices to improve efficiencies related to department operations, recruitment, and

hiring practices. These efforts have resulted in numerous projects to digitize processes which require project management efforts that have impacted staff workload.

It is determined that the intensive focus on legal matters such as complaints and compliance limits the Director's ability to strategically lead department operations. In addition, it is determined that the HR function within the District would be better served by an executive leadership position due to the intensive and high-level responsibilities assigned to the Director position. It is recommended that the District modify the job title of the Director position to represent the senior leadership role of the position to Executive Director. This change is also aligned with the comparative group HR leadership positions.

In addition, in order to maximize the function of this leadership role, it is further recommended that the District modify the focus of the position, and communicate via the HR organizational chart the described duties that are focused on operations, in addition to legal compliance matters as illustrated in Figure 11:

Figure 11: HR Director: Sample of Modified Responsibilities

Director of Human Resources	Executive Director of Human Resources[1]
Current Described Duties	*Modified Described Duties*
Department Leadership	Employee Relations and Department Operations
Legal Compliance, Policy, Board Personnel Notices	Strategic Recruitment Planning
Employee Assistance Programs	Employee Complaints
Reasonable Accommodation, Light Duty Assignments	Employee Performance Management and Employee Disciplinary Matters (Certificated and Classified Employees)
Staffing, Recruitment Oversight	Staffing Allocations and Enrollment Forecasting
Negotiations	Employee Leave Oversight
Grievances	Credential and Assignment Monitoring
Investigation	Position Control Management
Job Descriptions	
Employment and Employee Contracts	
Bargaining Agreement Interpretation	
Leaves and Catastrophic Leave Bank	

[1]Recommended HR Leadership Position Title (Previously Director of HR)

Due to the nature of employment management, the workload discussed in this section (legal compliance and special projects) is identified as "hidden work". External staff who are not involved in HR processes are not commonly aware of the intensive efforts required to maintain standard procedures, while addressing areas of improvement, and managing employee complaint processes simultaneously. These observations are critical acknowledgements as the workload is assessed for the Director position. In addition, these factors are also important when assessing the job title of the HR leadership position.

Complaint Procedures

Review of the described duties for the Director position indicate the position is the responsible Compliance Officer for the District, and the position handles Title IX Complaints, Uniform Complaint Procedures, and complaints concerning employees. Interviews with District staff reflect the recent influx in the number of complaints received by the District and this observation emerged as an area which required further examination due to the impacts on the HR Department, specifically the Director position. The HR Department has been severely impacted by obligations to manage complaints concerning employees, and this is an important acknowledgement in the effects to department operations, which are equally important.

Due to the complexities involved with managing complaints, the coordination of a small-scale investigation can take upwards of 40 hours or more of work time. For complaints with a larger scope, the investigation, analysis, and subsequent resolution implementation may take months which represents a significant commitment of time. Recognition of the time commitment required to effectively manage complaints is an important consideration as this responsibility distracts the focus from HR operations and influences the workload of other HR staff due to the distribution of duties that cannot be handled by the Director position.

Interviews with staff indicate that Board Policies concerning Uniform Complaint Procedures and Title IX complaints had recently been updated. In addition, the District recently provided legal training for District administrators on how to handle complaints with legal compliance. Review of the District's website indicates that information regarding the complaint process and forms, and the corresponding complaint timelines are accessible. In addition, information regarding the Title IX coordinator for the District, the Director, is listed along with other resources providing information regarding investigating claims of sexual harassment. It is noted that the legal training provided to District administrators is also listed on the District website. While it is acknowledged that the document is accessible for administrators, it is recommended that the District remove the document from the public website and provide it as an internal resource for administrators since it is an internal training tool.

Documentation submitted during fieldwork reflects that the District does not track complaints via a complaint log. This is a recommended practice to help document the number of complaints, monitor required timelines, and assess workload impacts. In addition, interviews with staff indicate that there are currently no processes in place which delegate responsibility to direct supervisors to investigate low-level concerns, or concerns that may be related to performance management, versus a formal complaint. There is opportunity to provide supervisors with the tools, templates, and resources to conduct inquiries into site or department-level concerns to assist in resolution at a lower level. It is critical to highlight that this practice requires oversight by the director to ensure that concerns are addressed at the appropriate level; however, all concerns do not warrant a response by the Director and can be resolved through mediation with the direct supervisor.

The implementation of distributed responsibility to handle complaints will alleviate the workload strain on the Director position, allowing capacity to address strategic recruitment needs, and other important operational concerns. This recommendation requires extensive and ongoing training for direct supervisors and should be implemented with discretion as complaints require extensive evaluation to determine the appropriate action and level of response.

Department Staff

There are two analytical and technical job classifications staffed in the HR Department, the Personnel Specialist and Personnel Technician. There is one 1.00 FTE Specialist, and the other is a partial split with a Technician position (0.5625 FTE Specialist/0.375 FTE Technician). The remaining Technician position (0.5 FTE) is also split with a site position, and the incumbent works their HR assignment in the afternoons. Review of the responsibilities assigned to these job classifications indicates they are critically important to Department operations, and the way the FTE is distributed within the department is confusing and creates gaps in coverage for HR functions.

The Specialist and Technician positions support employment matters within the HR Department, and the role of these positions is directly related to the District's ability to attract and retain employees. The job description for the Specialist position describes duties that are administrative and analytical functions such as recruitment, testing, personnel information management, volunteers, coaches, credentialing, compliance and safety training, and retirement and benefits, in addition to other employment management matters. The Technician job description includes responsibilities related to District receptionist duties, managing substitute employment and employee attendance, employee data management and reporting, leave management, and student information system data entry and data retrieval for reporting purposes. Review of the job descriptions for these positions indicates that the positions are similar in function; however, the distinctive difference is that the Specialist position is focused on HR-related matters with a high level of analysis, while the Technician is involved with District receptionist and student data

management which are not HR duties that support employee functions. The District receptionist duties have workload impacts on the Technician position due to frequent requests from other departments for filing and other clerical needs that are not related HR support.

Interviews with incumbents of the department positions and review of the job descriptions reflects that the duties assigned are aligned, and there are no observations of misassignment of duties within the department. However, the distribution of duties which reflects a fragmented assignment of work emerged as an area of concern; and is attributed to the operational difficulties described during fieldwork. In addition, the Specialist/Technician split position is 0.9375 FTE, and works less than 12 months, which is impacting HR coverage during the most critical time of the year for hiring processes over the summer. Also, the 0.5 FTE Technician position provides coverage only in the afternoon, which is determined to be a deficient level of coverage for HR processes, in addition to overall District Office support for all departments.

It is determined that modifying the duties assigned to the Specialist and Technician position will alleviate the workload stressors within the department, in addition to creating a more streamlined approach to employment processes. The assignment of responsibility within the department staff should be clearly defined and include areas of responsibility that encourage accountability. In addition, the modification of assignment of work within these key positions will assist the Director in managing department operations due to the distribution of responsibility in critical operational areas. This recommendation also includes the elimination of the assignment of partial FTE within the HR function to provide coverage during regular business hours and give support during the busiest recruitment season over the summer recess period. A sample of the reassignment of work is reflected in Figure 12. Of note is that Figure 12 reflects 2.00 FTE Personnel Specialist positions, eliminating the split with the Technician role, and providing coverage throughout the year for these critical positions.

Figure 12: Sample Distribution of Work (Personnel Specialist Positions)

Personnel Specialist (1.00 FTE)	Personnel Specialist[1] (1.00 FTE)
Employment Management (Certificated and Classified)	*Employment Management (Certificated and Classified*
Recruitment (D.O., MOT, PGMS, PGHS, CHS, Adult School)	Recruitment (RDE, FGE, Coaches)
Interview Coordination	Classified Testing
Employee Management—Certificated and Classified (A-K)	Athletic Recruitment
Employee Orientation	Guest Teachers File Management
Position Control	Employee attendance
DOJ Processing—Employees	Interview Coordination
Professional Growth	Employee Management—Certificated and Classified (L-Z)
Escape Maintenance (annual work calendars, requisitions)	Employee Orientation
New Hire Handbook	Position Control
Negotiations Research	Professional Growth
Process Annual Professional Plan	Escape Maintenance (annual work calendars, requisitions)
Process Annual Employee Trainings	DOJ Processing—Employees
	Negotiations Research

[1]Previously split with Technician position

As part of the examination of HR Department staffing, workload stressors were also considered in terms of impacts to department operations. The District's HR Department has the responsibility in overseeing the volunteer application process, processing fingerprint procedures, and HR staff are responsible for approving volunteer clearance to site administrators. During fieldwork, District staff identified that managing volunteer applications as causing increased workload difficulties within the department; specifically, the tasks involved with verifying fingerprint results for volunteers as well as managing the application process.

Due to increased hiring activity in the beginning of the school year aligning with spikes in interest in volunteering with the District, the operational impacts are magnified at the beginning of the school year. Interviewees report that during the intense hiring season in the beginning of the school year, the receptionist and volunteer management duties can take up to four hours per day. Throughout the duration of the school year, these responsibilities can fluctuate and take on average

up to 0.2 FTE per day. These observations are addressed in the staffing recommendation discussed later in this section to shift the volunteer responsibilities to a District Office administrative position which will alleviate the bottlenecking with hiring processes.

As discussed in the Comparative Staffing section, the District does not staff administrative/clerical support in the HR Department, and this is identified as an observation which requires further consideration. The current staffing configuration utilizes a piecemeal approach to District Office coverage and additional HR Department support, and it is determined that the partial approach in the key area is not functioning as it was intended. In order to provide comprehensive administrative and clerical support for the HR Department and other District Office functions, it is recommended that the District reorganize the Personnel Technician position as a 1.00 FTE position to handle administrative and clerical HR functions, provide clerical support for other departments, and ensure that external visitors and District customers are supported. It is further recommended that the District consider retitling the position to District Office Receptionist to accurately depict the work performed. The reclassification of this position would no longer require the confidential designation, so the District is encouraged to work with its labor partners regarding this change. Figure 13 illustrates sample duties assigned to the District Office Receptionist.

Figure 13: Sample District Office Receptionist Duties

District Office Receptionist[1] (1.00 FTE)
District Office Receptionist—Community Engagement
District Office Reception
Community Engagement—Volunteer Management
DOJ Processing
Event Coordination
Employee Recognition Records
HR Staff Web Page Maintenance
Employee Directory
Record Transcripts
Student Data Management CRDC, CALPADS, CALSAAS, CBEDS
Duties related to support for all District Office Departments

[1]Previously Personnel Technician Position

While the District's staffing configuration aligns with a typical small district organization where staff are involved in various areas of responsibility and occupy positions with multiple job classifications, the current configuration stretches capacity within the HR Department and has

created a confusing assignment of work. Additionally, it is difficult to create systems of accountability and provide a high level of services to District customers due to the fragmented assignment of work. To assist the District in evaluating the cost of the staffing recommendations, Figure 14 provides the recommended modification, the operational activity, and the fiscal implication of the change if applicable.

Figure 14: HR Staffing Considerations

HR Staffing Considerations				
Position	**Current FTE**	**Staffing Modification**	**HR FTE with Modifications**	**Fiscal Implication**
Director of Human Resources	1.00	Modify job title to Executive Director	1.00	None
Personnel Specialist	1.5625	Eliminate Technician and Specialist split	2.00	Cost difference of 0.4375 FTE Technician to Specialist
Personnel Technician	0.875	Eliminate split position and assign 1.00 FTE to support District Office (1.00 District Office Receptionist)	1.00	Cost of additional 0.125 FTE Technician or reclassed District Office Receptionist position
Total Assigned FTEs:	**3.4375**		**3.00 FTE assigned to HR**	

The recommendations in this section include modifications to the existing staffing levels, and while the changes are moderate, it is important to acknowledge that minor shifts in the assignment of work will have considerable impacts on District staff due to the minimal staffing levels within the HR Department. It would be beneficial to apply these considerations when making staffing changes to minimize disruptions to programs and operations. It is also important to note that the recommendations for reassignment of duties should include input from HR Department staff and contemplate how the changes may impact other department and school site staff.
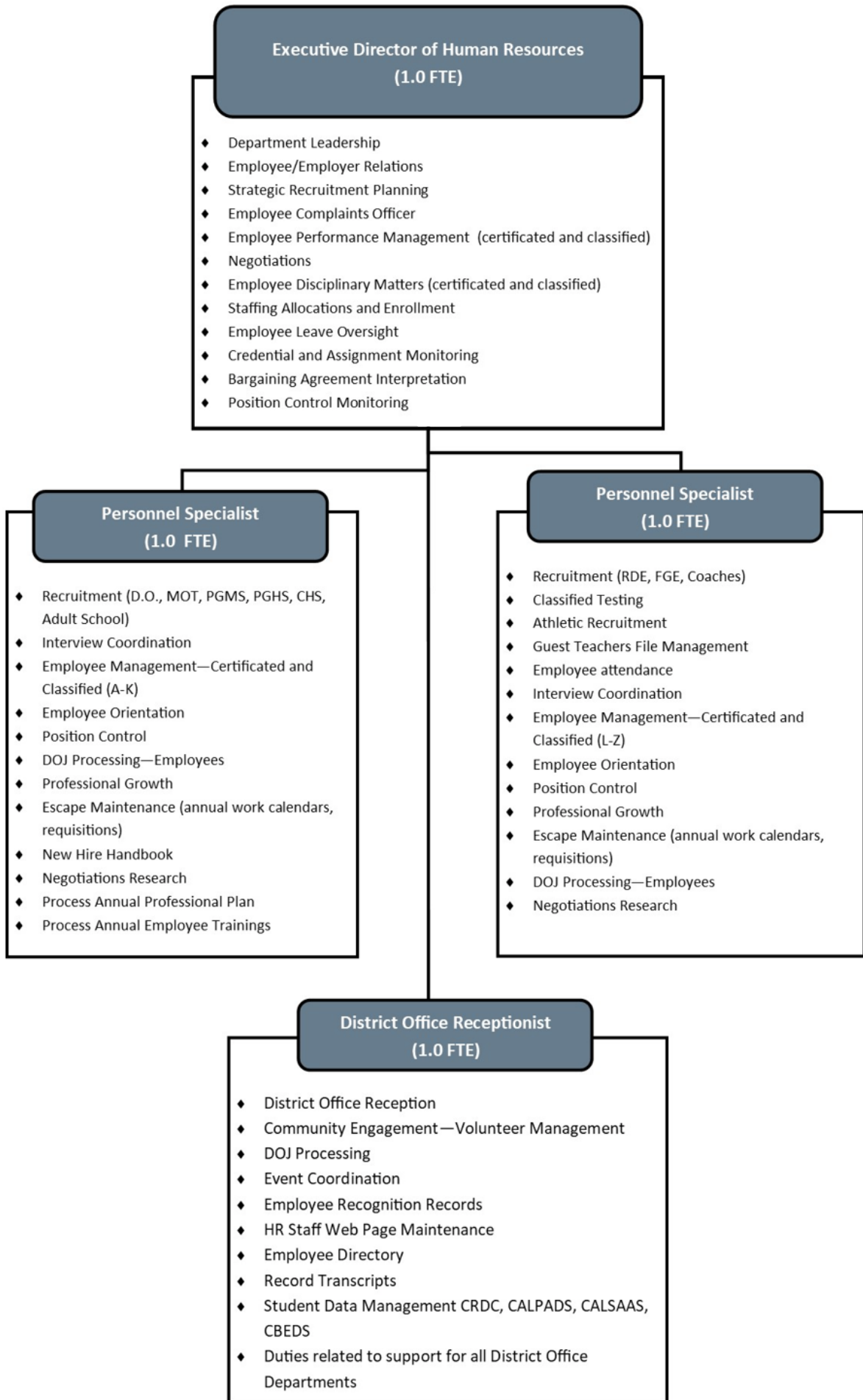
Recommendations

1. The current organizational structure requires modification to clearly delineate the work assigned to the department positions. In addition, the partial FTE assignments should be

reconsidered due to the unrealistic split of work which makes it difficult for the positions to function as intended. Finally, the District Office Receptionist duties should be assigned to one position that is assigned full time to handle community engagement and support internal and external customer service needs. The District should approach modifications in staffing levels and changes to organizational structure within the HR Department through an integrated approach which considers impacts to operations and instruction, and the examination should also include assessment of the complex relationship between the various job classifications impacted by adjustments in staffing levels and the reassignment of work. The changes recommended are as follows:

a. It is recommended that the District modify the job title of the Director position to Executive Director to represent the senior leadership-level of assigned duties and responsibilities. This change is also aligned with the comparative group HR leadership positions.

    i. In order to maximize the function of the HR leadership role, it is further recommended that the District modify the focus of the position to operations and communicate via a revised HR organizational chart described duties that are focused on employment management.

b. Modify the duties assigned to the Specialist and Technician positions to alleviate workload stressors within the department, which will also create a more streamlined approach to employment processes. The assignment of work within the department staff should be clearly defined and include areas of responsibility.

c. The District should collapse and reorganize the Personnel Technician position to 1.00 FTE to provide comprehensive administrative and clerical support for the District Office functions. This change would provide support for other District Office functions, provide clerical support within the HR Department, and ensure that external visitors and District customers are supported. It is further recommended that the District consider retitling the position to District Office Receptionist to accurately depict the work performed.

2. The District should consider revising the HR functional organizational chart to reflect the revised duties as part of the staffing recommendations. Figure 15 represents a sample functional organizational chart for the HR Department and the proposed reassignment of duties. It is noted that these changes are recommendations that require discussion and may impact staffing. The adjustments require careful review and may call for modification to approved job descriptions and the development of new job descriptions. In addition, professional learning, training, and resources provided to staff are required to successfully reassign some of the duties. The revised organizational chart is also provided in Appendix B.

Figure 15: Revised Functional Organizational Chart

**Executive Director of Human Resources
(1.0 FTE)**

- Department Leadership
- Employee/Employer Relations
- Strategic Recruitment Planning
- Employee Complaints Officer
- Employee Performance Management (certificated and classified)
- Negotiations
- Employee Disciplinary Matters (certificated and classified)
- Staffing Allocations and Enrollment
- Employee Leave Oversight
- Credential and Assignment Monitoring
- Bargaining Agreement Interpretation
- Position Control Monitoring

**Personnel Specialist
(1.0 FTE)**

- Recruitment (D.O., MOT, PGMS, PGHS, CHS, Adult School)
- Interview Coordination
- Employee Management—Certificated and Classified (A-K)
- Employee Orientation
- Position Control
- DOJ Processing—Employees
- Professional Growth
- Escape Maintenance (annual work calendars, requisitions)
- New Hire Handbook
- Negotiations Research
- Process Annual Professional Plan
- Process Annual Employee Trainings

**Personnel Specialist
(1.0 FTE)**

- Recruitment (RDE, FGE, Coaches)
- Classified Testing
- Athletic Recruitment
- Guest Teachers File Management
- Employee attendance
- Interview Coordination
- Employee Management—Certificated and Classified (L-Z)
- Employee Orientation
- Position Control
- Professional Growth
- Escape Maintenance (annual work calendars, requisitions)
- DOJ Processing—Employees
- Negotiations Research

**District Office Receptionist
(1.0 FTE)**

- District Office Reception
- Community Engagement—Volunteer Management
- DOJ Processing
- Event Coordination
- Employee Recognition Records
- HR Staff Web Page Maintenance
- Employee Directory
- Record Transcripts
- Student Data Management CRDC, CALPADS, CALSAAS, CBEDS
- Duties related to support for all District Office Departments

3. It is recommended that the District prioritize updating of HR Department job descriptions to ensure alignment with assigned roles, responsibilities, and duties. This will assist with the communication regarding a position's role and function, and also with holding staff accountable. The District should consider updating the job descriptions to keep pace with the actual work being performed—not only for compliance with statutes, but also for placing an employee with the appropriate skills in a job classification and holding each employee accountable for performing the functions within the job description. The HR Department job descriptions for positions included in our review were either significantly outdated or some duties are considered obsolete and will significantly impede the District's ability to evaluate assigned work, make effective revisions to the organizational structure, recruit qualified candidates, and improve organizational culture.

4. It is recommended that the District modify current practices related to complaint management to alleviate workload constraints for the Director position. The following operational adjustments will help the District in effectively managing employee complaints:

   a. The District should create a complaint log to assist with timeline management, and document concerns regarding employees. This will also help with evaluating workload impacts for District supervisors.

   b. It is recommended that the District continue to offer training for supervisors to perform informal inquiries into employment matters. This will help in determining the appropriate response to the concern, in addition to creating opportunity to resolve matters at the lowest possible level.

5. The District should revise the HR Department web page to include an updated organizational chart of employees in the department which includes the lines of reporting within HR. Also, the web page should include a menu of services listing the general responsibilities of HR staff to clearly communicate the role of the positions to the customers of the department.

HR Department Operations

Standard

An HR department is responsible for ensuring that its operational procedures are clear, well communicated, and consistently implemented. Policies and procedures are the link between a district's core mission and its day-to-day operations and answer the "What?" and "How?" of an individual's or group's assigned work.

Well-written policies and procedures allow employees to understand their roles and responsibilities while allowing management to guide operations without constant management intervention. Additionally, well-written policies and procedures:

- Ensure consistent implementation of effective practices

- Increase efficiencies

- Reduce potential errors and mitigate risks

- Allow managers to hold employees accountable to predetermined standards

Policies and procedures should be clearly communicated in a department procedures manual or via shared electronic files and reviewed with department staff. HR should ensure that department procedures are reviewed on an ongoing basis and that changes are communicated at regularly scheduled staff meetings. HR nonmanagement staff should develop written procedures for all of the HR functions for which they are held responsible, and the department should have a process in place for cross-training.

To ensure efficient operations, an HR department should also use an annual calendar to ensure it meets all timelines required by policy, statute, and local collective bargaining agreements. An annual calendar of activities is a critical tool that can also be also used to communicate with others on current priorities, whose involvement is required, and where backup assistance may be needed.

Analysis

The core purpose of the HR function is to ensure compliance, while simultaneously supporting employees, and balancing protection of the students and the interests of the district. Effective employment management practices include the application of written standards, and ongoing training is provided regarding operations, and the documented processes are readily available to employees. These industry standards and best practices were used as the measure in the evaluation

of the District's HR policies and communication practices. HR departments are responsible for activities spanning a wide variety of core functions. While all aspects of the HR Department are important, there are processes that were within the scope of this analysis which emerged as requiring additional examination.

Culture is the character and personality of a department, and describes how department staff communicate, interact, and collaborate internally and with external customers. Department culture also refers to the values, goals, attitudes, and practices within the department. Department culture is an experience that is intangible; however, evaluating culture can be measured by examining documentation regarding department communication, written practices and procedures, and reviewing the department's mission and core values. A critical component of the examination is also the experiences of the staff within the department and customers who receive services from the department.

At the time of fieldwork, there was consistent acknowledgement by all interviewees that the HR Department staff are hardworking, make efforts to be responsive, and approach their work with a positive outlook. Overall, the District enjoys an engaging employment culture, and District staff communicated that external candidates perceive District employment to be attractive. These observations were confirmed during fieldwork, as SSC staff found that the environment in HR was welcoming, and District staff were available and readily assisted in the documentation collection process in addition to coordination of fieldwork. Although the department culture is positive and functional, operationally, the Department has struggled to keep pace with the demands of its workload. This factor has caused frustration expressed by customers of the department as their needs are not consistently met with efficiency. Interviews with staff indicate that the department significantly struggled with the increased hiring needs brought on by the COVID-19 pandemic, and lingering difficulties with recruitment were magnified.

SSC relied heavily on the perspective of HR and District staff to evaluate the department culture. It is important to note that HR staff are eager to reframe the approach to operational improvement and District employees expressed desire and willingness to set forth in working to improve. It is equally important that the District provide HR staff with formal training and the opportunity to build capacity so that continued progress with department culture can be achieved.

Documented Procedures and Communication Practices

To varying degrees, the HR Department has relied upon the skills and abilities of individuals in managing District operations rather than operational standards and formal operational policies and procedures. Consequently, there are some written task lists documenting existing HR Department practices; however, the lists are missing workflows and there is no indication that the information has been shared with staff.

In terms of training for HR staff, many report that their experience was a "sink or swim" circumstance when they were newly hired or transitioned to a new role. This is due to an absence of formal training available to instruct staff on how to do their jobs, and the past practice is to rely on the prior incumbent of the job, or self-instruction. Documents submitted during fieldwork indicates there are various lists which inform HR staff how to complete certain processes:

- Managing recruitment files

- Application processes

- Onboarding checklists

- HR Annual Calendar

The HR Department is recognized for the detailed information submitted during fieldwork regarding how to complete certain hiring processes. While these documents are a good starting point, it is not clear if these documents were created for this analysis, or if they are established procedural documents that are shared with educational partners and utilized for staff training. In addition, there are no dates on the documents reflecting when the procedures were reviewed and/or updated.

Review of documentation submitted during fieldwork reflects that the department has not created a mission, vision, or core values. In addition, there are no written standards which communicate department commitments to a standard of work, or timeliness in the production of work. Overall, the department lacks the resources to be responsive to educational partners, which has evolved into an environment of frustration as communicated by department customers. To ensure that the HR Department continues to operate and serve the District employees, clear policies and procedures must be in place. The District should prioritize the recommendation to create written department procedures that are stored in shared files for all department staff to access. This will also help the District assess efficiencies within the department and identify procedural areas that require improvement.

Figure 16 illustrates recommended steps to create written documentation of HR department procedures. Documented procedures assigned to each position should be stored electronically in a shared department file so that HR staff can easily access information regarding department operations. This recommendation is critically important in the District's ability to provide cross-training for HR staff and implement a backup plan in the event of an employee absence. This practice also ensures that important department functions will continue during key employee absences and when other unexpected events occur.

Figure 16: Steps to Create Department Procedures

Action	Procedure
Create HR Department Procedure Template (See Appendix C)	• Form includes title of the procedure • Steps describe how to complete the work • Actions include links to relevant documents and websites if applicable • Form requires supervisor approval
Distribute Forms to HR Department Staff	• Establish reasonable schedule to complete procedures assigned to the position • HR administrator assigns procedures that are to be completed as a priority • Set goal of one to two procedures per week for each position • Completed procedure forms are routed to the HR administrator for approval (including modifications or changes to completed form)
Cross-Train Department Staff	• Approved department procedures should be shared with HR staff • Provide training if necessary to allow for backup assignments
Communicate Procedures	• Procedures which involve other departments and sites should be shared regularly during meetings, and are accessible for end user review

Review of documentation submitted during fieldwork indicates that the District has an HR Department annual calendar which is a checklist of department activities and the month the activity should be completed/reviewed. The HR Department should continue to use an annual calendar to ensure it meets all timelines required by policy, statute, and local collective bargaining agreements. It is noted that the document does not assign responsibility or include deadlines that are shared with department staff as well as the departments and school sites that HR serves. An annual calendar should be used by all HR Department staff for planning and accountability purposes, and then activities that impact the school sites should be communicated as most activities in HR are driven by statutory timelines or timelines established in collective bargaining agreements.

Professional Development and Staff Resources

Information technology resources are critical in ensuring that the management of employee information is timely and accurate, and that staff members are working efficiently and effectively. During the fieldwork for this study, documentation submitted indicates that the HR Department is utilizing various technology systems to assist with employment management as illustrated in Figure 17.

Figure 17: HR Technology Systems

Technology System	Purpose
Escape Technology	• Position Control
Frontline	• Substitute Employment • Employee Absence Management • Employee Evaluation System
Informed K12	• Personnel Action Form (PAF) • New Hire Application Packet • Annual Emergency Contact Update
Keenan	• Mandated Reporter • Child Abuse Reporting • Sexual Harassment Training • Annual Notices
EDJOIN.ORG	• Recruitment
CODESP	• Classified Testing

Review of the technology systems utilized by the HR Department indicates that the recommended systems that are commonly used in the industry are implemented by the District. During interviews, staff reported a myriad of different projects that were either just completed, planned, or in process and it was communicated that there was optimism regarding the ability of the department to streamline processes to improve efficiencies. Interviews conducted during fieldwork reflect that many staff feel that the use of technology systems will resolve operational difficulties, specifically as they related to recruitment and hiring procedures. However, it is imperative to highlight that these systems are only as efficient as the established and documented procedures they support. Without implemented protocols and workflows established prior to the implementation of a new system, the District will encounter great difficulty in realizing the workload relief that is intended. It is recommended that the District establish procedures for each process, prior to implementation of a new technology system. The process should include approval workflows and documentation regarding access capabilities and approval responsibilities for each staff member involved in the process. The previous recommendation regarding the development of documented procedures will support the District's efforts in this area.

During fieldwork, interviewees communicated a need for training on how to use the District's systems, and additional administrative support related to the use of the various technology systems. Staff report that there is an absence of technical training available for end users of the technology resources, and this is impacting their ability to do their jobs. HR staff should ensure that all users of technology have access to resources and have been trained appropriately prior to deployment of the new process or system. This recommendation also requires a comprehensive communication

plan that considers end user input regarding the process in order to minimize difficulty with implementation.

Professional training that is specific to the assigned duties and essential work is key in developing capacity within the HR Department and ensures that staff have the tools needed to complete their jobs. The past practice for professional learning has been to rely on in-house training, or that the previous incumbent trains the new staff member. While this is a commonly utilized method in school agencies, there are unintentional outcomes which negatively impact department operations. In-house training relies on the skill set of the exiting employee and their knowledge about the scope of work. Like many current employees, exiting employees may have been trained using outdated practices, or their understanding of the work may not align with the current initiatives.

Data collection and interviews conducted during fieldwork indicate that there is an opportunity to provide additional professional learning opportunities and training for HR staff. Interviewees describe their training as being shown how to do things by other employees or figuring out how to complete tasks through trial and error. These observations are noted as contributing to the department's operational difficulties due to the staff not having the training to develop the professional skillset necessary to respond to complicated personnel matters and other changes in the work environment. These observations are not attributed to a lack of talent within the department, as the issue is that staff are not provided with opportunity to develop their skillset through learning engagements. These challenges are an identified opportunity for the District to continue to support HR staff by providing professional learning regarding general HR knowledge within the department and to provide the necessary support needed to enhance professional capacity.

HR and Payroll Operations

There are various employee management functions that are reciprocal between the HR and Business Services Departments, specifically the Payroll Department, as there is an overlap of work related to employee compensation and position control that are mutually managed by the departments. Responsibilities involved with employment management are integrated to the degree where the operations of one department significantly influences operations in the partner department. Consequently, the examination of shared responsibilities related to payroll are a critical component of the assessment of recruitment and retention and assessing workload conditions. It is noted that personnel requisitions are also key in the recruitment process.

Shared procedures and department communication are essential elements of effective payroll and position control practices; in addition, the distribution of responsibility is critically important in ensuring that employees are paid accurately and timely, and that systems support efficient procedures. During fieldwork, concerns emerged about the balance of duties between the HR and

Payroll Departments, and it was determined that there were shared procedures which required further discussion due to their significant impacts on the departments' operations, workloads, and recruitment timelines. In terms of the balance of responsibility, staff report that the current configuration of work creates roadblocks for payroll functions and impacts the new hire process.

Interviews conducted during fieldwork indicate a gap in the communication flow between HR and Payroll, and a large part of the breakdown is attributed to the personnel requisition process. The form to communicate personnel changes is the personnel requisition form. The personnel requisition drives all staffing conclusions and is in place to provide controls regarding staffing allocations and all transactions related to employment changes. The personnel requisition is also the documented form of communication between HR and Payroll regarding critical information concerning personnel, budget, and payroll.

The current practices within the District utilize various forms to document personnel changes. The number of forms, purpose, and required process for each form is attributed as the core reason for the difficulties in this area. During fieldwork, the forms and the corresponding processes emerged as critical considerations in the District's ability to manage recruitment, employment, and implement fiscal controls. Current forms utilized to communicate regarding personnel are illustrated in Figure 18.

Figure 18: Current Personnel Forms

Personnel Form	Purpose
Personnel Action Form (PAF)	• Request/initiate recruitment need (sites and hiring managers utilize the form to request hiring process) • Requests for additional duty and overtime
Board Assignment Order	• Used for Board notification of hiring activity
Golden Rod	• Sent to payroll to communicate Board approval and verification of change made in Escape

Review of the current practices in managing the personnel forms reflected an absence of clear protocols and lack of compliance in the use of the forms. There were numerous issues identified involving the routing process of the forms and they are central to the processing, efficiency, and significant communication challenges experienced by the Business Services and HR Departments pertaining to the new hire and payroll process. Hiring managers also stated they were unaware of the approval path of the Personnel Action Form (PAF), which indicates an absence of communication regarding the procedures for requesting staffing needs.

During fieldwork, it was observed that the District was working on the personnel requisition procedures and implementing a digitized process which integrated the workflow through technology. The revision to this process is highlighted as a positive development and the District is encouraged to eliminate the use of multiple forms and processes to communicate personnel needs and changes and integrate the forms to a single document, the PAF. The PAF procedures should include documented steps for processing, the designation of authorization responsibility, and a modified workflow for new positions, which includes verification of Board approval of any staffing allocations that are new personnel expenditures. This includes new positions and additional FTE for partial or part-time positions. The Board-approved agenda item should be attached to the PAF to verify that the position is budgeted and authorized for hire. The Business Services Department should be aware of all new positions prior to posting to provide internal controls as it relates to staffing allocations. Replacement positions that are already in the budget do not require the same approval steps as they are already accounted for. Figure 19 illustrates a proposed electronic routing process for the PAF form.

Figure 19: Proposed PAF Form Process
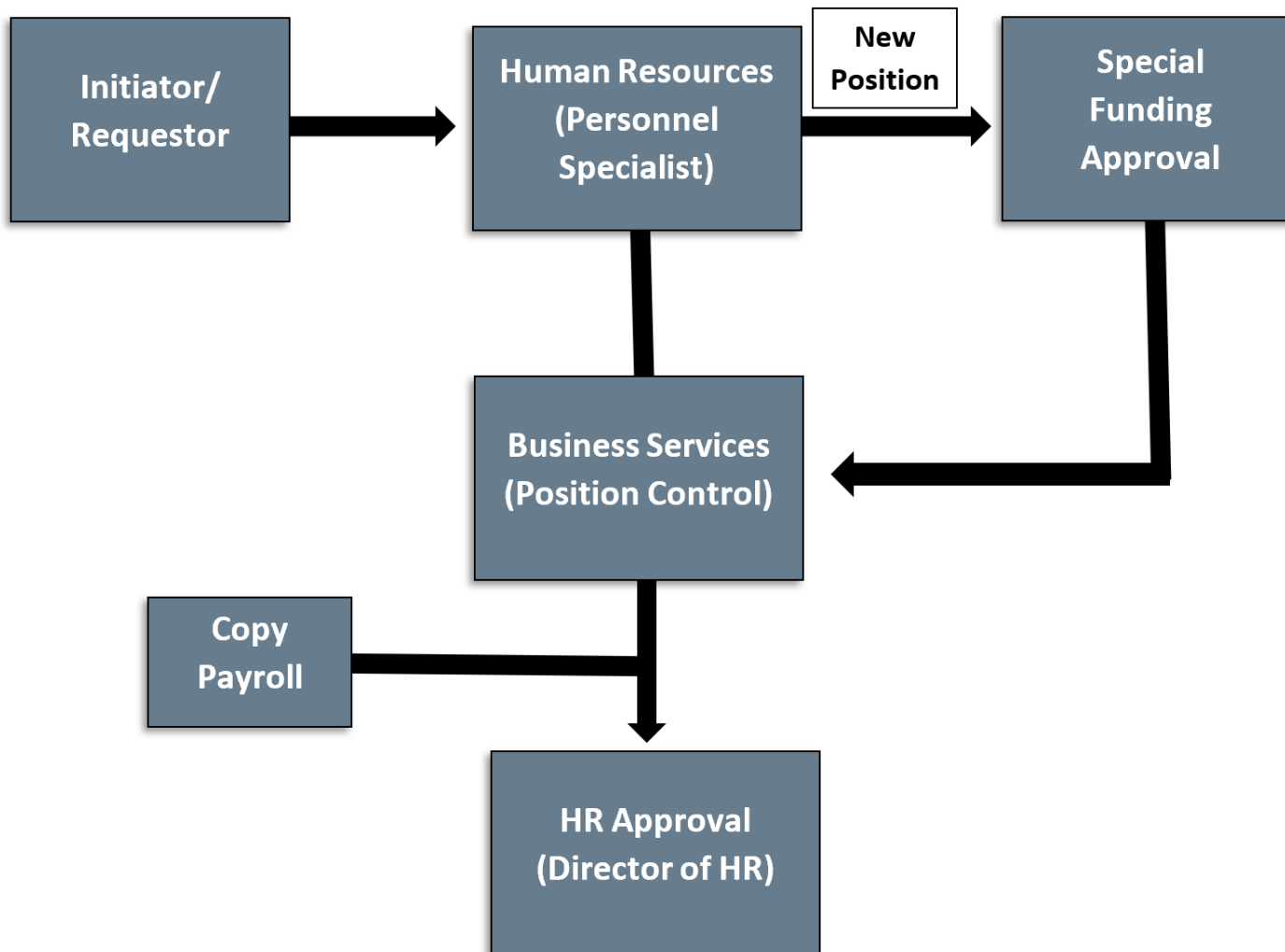
To assist the District in the integration and modification process for the PAF form, recommended changes to the form are provided in Figure 20. These changes are based on the elimination of the use of the Golden Rod and Board Assignment Order and integrate the information used on all three forms. It is recommended that form sections and information collected are modified to reflect accountability, responsibility, and to allow for approvers to have necessary information to make decisions regarding personnel changes. The recommendations for form modifications also align with the PAF form workflow modification recommendations.

Figure 20: Recommended Modifications to the Statement of Need Form

Initiator/Approver	Form Responsibilities
Section 1: Hiring Manager—Site Administrator/Department Head	• Effective date of position (based on instructional and operational need) • Replacement information (employee being replaced) • If new position—attach documentation of approval of new position (communication from executive cabinet or board approval) • Position type/work hours/FTE and other position details managed by the supervisor

Section 2:
HR Staff
	• HR verification of position information including:
	  o Classification details, work year/work hours, FTE
	  o Confirm position availability in position control—new or replacement
	  o If positions are modified to staff the position, HR staff tracks and notes documentation on the PAF form
	  o Individual position control number is assigned

Section 3: Business Services Staff	• Budget staff verifies funding sources • Check for appropriate account strings assigned to position based on position description • If there are questions related to budget, Business Services staff communicate directly with initiator/requester and HR staff • New position requests should always include an identified budget—if not, budget team should be consulted prior to initiation of the PAF form
Section 4: Educational Services, Special Education, Local Control and Accountability Plan (LCAP), or other Specialized Departments	• Add an additional section on the form for specialized funding approval—budget staff determine if this step is necessary • If the position is part of the LCAP—note LCAP section for tracking and accountability purposes
Section 5: HR Leadership/Business Services approval	• HR administrator/Director is the final approver

This recommendation includes the continuance of the use of Informed K12 to route the PAF form as an electronic process, and eliminates the use of paper documentation without a workflow to communicate personnel changes. These modifications will improve the District's recruitment capabilities by minimizing extended timelines for hiring. In addition, employee experiences of newly hired employees will improve and assist with the transition into the District.

Due to the involvement of many departments and staff members in position control management, the personnel requisition impacts many educational partners. This factor also creates confusion in terms of which department is responsible for the PAF form process. Due to the PAF process being related to employment and compensation, which is a core function of the HR Department, it is determined that the form ownership should also include HR. This is a critical acknowledgement in the District's ability to effectuate change, set standards, and maintain compliance with standards and procedures.

Recommendations

6. Create documented HR Department procedures. It is recommended that each position in the HR Department create procedure documentation which is shared electronically in a shared file. The procedures should then be shared with site administrators during administrative meetings and reinforced by administration to ensure compliance. This recommendation should be prioritized due to the impacts on department operations.

    a. Department procedures should be standardized and should communicate a commitment by the department of when they will complete certain tasks. This will provide customers of the department with expectations of outcomes and build a sense of responsiveness within the HR Department.

7. Continue to provide professional learning opportunities for all HR staff. Professional development is essential in ensuring that HR staff have the tools and job knowledge necessary to perform their jobs effectively. With priority, HR Leadership should implement a professional training plan for all HR staff. This includes the development of a training budget and an annual plan for each employee. This activity should be done as part of the evaluation process, and each employee training plan should be documented and developed through a collaborative process based on department need and individual career goals. Examples of professional learning opportunities for each position type is provided in Figure 21.

Figure 21: HR Staff Professional Learning Options

Position Type	Professional Learning Opportunity
Management and Leadership	• Advanced degree in HR/organizational leadership • ACSA[1] Personnel Academy

Position Type	Professional Learning Opportunity
	- HR certification program - Legal trainings provided by an attorney - Technical trainings provided by various organizations (ACSA, CASBO[2], SSC)
Department Staff (Technical and Analytical)	- College units or degree in HR-related topic - Advanced degree in HR - Job specific training (technical training provided by ACSA, CASBO, SSC) - Legal trainings provided by an attorney
Administrative Support Staff	- College units or degree in HR-related topic - Technical training—job specific (CASBO, SSC) - Training regarding use of technology, word processing, Google Suite, or other platforms in use

[1]Association of California School Administrators

[2]California Association of School Business Officials

8. It is recommended that the HR Department work collaboratively to develop department core values and define its purpose in the District. This recommendation should be addressed as a priority as it will provide a roadmap of department objectives. It will also assist in developing a department purpose and help staff connect their HR work to the classroom and the students they serve. Appendix D Collaborative Engagement Practices provides examples of how HR staff can engage in intentional activities with their educational partners within the district.

9. The HR Department should continue to use an annual calendar to ensure it meets all timelines required by policy, statute, and local collective bargaining agreements. It is noted that the current document in use does not assign responsibility or include deadlines that are shared with department staff or with the departments and school sites that HR serves. An annual calendar should be used by all HR Department staff for planning and accountability purposes, and then activities that impact the school sites should be communicated as most activities in HR are driven by statutory timelines or timelines established in collective bargaining agreements. A sample HR Annual Calendar is included in Appendix E, which the District can customize to meet its needs. The annual calendar should be a standing agenda item for department staff meetings and should be used as a tool for communications and developing teamwork and cross-training for staff in the department.

10. It is recommended that the District establish procedures for each process, prior to implementation of a new technology system. The process should include approval workflows and documentation regarding access capabilities and approval responsibilities for each staff

member involved in the process. It is noted that an essential step in the automation of processes is the creation and implementation of written procedures and protocols.

11. Standardize software platforms that are authorized for staff use and the development of professional learning plans for staff so that they possess the skills necessary to operate the District's systems. The implementation plan also includes support from the Technology Department and District administration. In order to assist the District with the development of a plan to address this high-need area, we provide a sample workplan (Figure 22) to help with the preparation process.

Figure 22: HR Department Technology Implementation Plan

Implementation Task	Operational Consideration
Assess Current Technology Systems in Use	• Department leadership compiles list of software and technology resources in use on each desk within HR • Evaluate the cost of current systems in use
Evaluate the Capabilities of Current Tools in Use	• Identify the department needs for technology • Compare the needs with current technology capabilities • Designate the gaps in what is needed and the systems currently in use • It is advantageous to fully utilize the systems that the District has already purchased and are currently in use (minimization of work for set up and cost considerations)
Determine Technology Resources for HR Department	• District administration makes the decision regarding technology tools that will be utilized by the HR Department—collaboration, integration, and communication with sites and departments is the determining factor • Make recommendations to the Governing Board and provide a cost analysis
Create Standards	• Technology systems utilized are communicated as a department standard, and all staff are required to use the tools and resources provided
Staff Training	• The District provides both initial and ongoing training for staff to gain expertise in the use of technology resources • Systems will be evaluated annually to determine effectiveness as stated in the HR annual calendar

12. The District should continue the modification process of the current personnel communication forms and integrate the information to one form: the PAF. The PAF should include pertinent information in the management of position control and accurately depict the approval procedures. The responsibility of managing position control should be assigned to staff in both

HR and Business Services. Dependent on the responsibility level of the position, certain approval and viewing capabilities should be limited or granted to ensure accountability and create an additional auditing aspect within the process. All positions should be approved by the designated Business Services and HR Department leadership positions, prior to processing. A sample personnel requisition is provided in Appendix H.

13. Adjust the PAF approval process to reflect a system of accountability and improve efficiencies in personnel management. This allows for approvers to have necessary information to make decisions regarding personnel changes.

   a. Due to the complexities of personnel management, the routing process of the PAF should include both HR and Business Services position control oversight in the process to provide opportunity for verification of the staffing need and other employment details.

   b. The PAF procedures should also include a modified workflow for new positions, which includes verification of Board approval of any staffing allocations that are new personnel expenditures. This includes new positions and additional FTE for partial or part-time positions. The Board-approved agenda item should be attached to the PAF to verify that the position is budgeted and authorized for hire.

   c. It is recommended that HR and Business Services communicate the PAF approval process to hiring manager and provide training to notify hiring managers of the PAF approval process once established.

Employee Recruitment and Onboarding

Standard

A recruitment plan should be comprehensive, address specific staffing needs, and include a description of the processes associated with recruitment, selection, and onboarding procedures. The plan should provide a clear framework for activities including job announcement procedures, hiring standards, identify the roles and responsibilities of the district and HR staff, as well as identify needed resources to support plan implementation. Selection and hiring procedures should be consistent with polices and administrative regulations and uniformly applied. The consistent application of selection and hiring procedures should limit claims of unfair hiring practices, as well as ensure that highly qualified candidates are hired. Finally, the onboarding experience must be efficient, and should provide newly hired employees with compliance notifications and training, an introduction to the LEA culture, and assist with the transition to the workplace by providing welcoming engagements with HR.

Effective recruitment practices provide the response to staffing demands and require operational practices that align with strategic goals. Operational practices which signal a responsive recruitment framework are provided in Figure 23.

Figure 23: Recruitment, Selection, and Onboarding Standards

Recruitment, Selection, and Onboarding Standards	
Procedure	**Measurable Observations**
Standardize Posting Timelines	• Minimized job posting dates to help compress the recruitment timelines • Established job posting duration based on position type—management typically will post longer due to the higher skill level of the candidates, while entry level can post for two weeks or less (or accordance with collective bargaining agreement) • Positions are posted near the start of school should reflect expedited recruitment timelines
Establish Candidate Screening Process	• Candidates should be screened by a supervisor who possesses the expertise of the job • Hiring managers can access candidate pools when the job posting closes
Effective Selection Processes	• Structure interview processes to reflect the position level

Recruitment, Selection, and Onboarding Standards	
Procedure	**Measurable Observations**
	• Hiring manager notifies candidate of their selection and offer employment contingent on hiring requirements
Establish Onboarding Procedures	• Eliminate multi-step processes and streamline procedures to provide access to new hire paperwork information • Digitize the onboarding process and process new hire paperwork electronically

Recruitment plans which encourage a diverse workforce prioritize Diversity, Equity, and Inclusion (DEI), and include policies and practices designed to make people of various backgrounds feel welcome and encouraged to seek employment with the employer. Practices that eliminate bias during interviews and facilitate inclusive onboarding procedures help to attract and recruit diverse talent. In order to employ a workforce that reflects the student community, LEAs should track data regarding student demographics and consider student populations as the benchmark for DEI recruitment goals. It is important to recognize that the current staffing shortages minimize an LEA's ability to build a workforce, and this problem is highlighted when addressing DEI recruitment goals. Consequently, consideration of the local labor market should be an important factor in the development of the plan.

Analysis

The District's recruitment profile is strong, and staff report that vacancy announcements for certificated and classified positions typically attract a high number of applicants. This is especially the case for certificated positions, which staff report have maintained higher-than-average application rates and the level of interest was not disrupted during the pandemic. Interviewees indicate that the recruitment profile results from the District's reputation of being a desired place of employment due to competitive compensation and desirable working conditions and employee experience. In addition to employment factors, the District's geographic location is advantageous as it is a well-known area with appealing living conditions. Finally, the District has benefitted from drawing employees from surrounding districts which provides experienced candidates for consideration.

Historically, the District's reputation has been sufficient to fulfill the staffing needs, which alleviated the pressure on the HR Department to respond strategically to recruitment. However, the transformational changes brought on by the pandemic have exposed some of the operational challenges within the District, which have influenced hiring capabilities. In addition to the pandemic influencing the hiring landscape, the increase in emergency funding resources has increased the District's hiring rates and as a result, recruitment activity has intensified. This factor

has also impacted the HR Department operationally and strained the current staffing resources within the department. District staff expressed frustration with lag times between the timing of the initial request to hire and the posting of the position. There are also concerns regarding a lack of communication regarding the status of hiring processes, in addition to needed improvements in the onboarding process.

Employee hire rates drive work demands in an HR department as recruitment is one of the core factors which influences HR operations. In order to assess if the District's hiring and attrition rates are impacting HR staff workload, SSC staff submitted a data request of employee new hires and terminations for certificated and classified staffing. Review of Figure 24 indicates that the District has experienced fluctuations in hiring and attrition trends, with an increase in certificated and classified terminations in 2020-21 which is likely due to the workforce trends that occurred during the pandemic. Of note, is the District experiences higher levels of attrition with classified employees, with classified employees separating from the District on average 114% more than certificated staff each fiscal year. This observation is notable due to attrition being a significant driver of hiring needs.

Figure 24: Certificated and Classified Attrition Data

Fiscal Year	Number of Classified Employee Separations	Number of Certificated Employee Separations
2018-19	21	4
2019-20	11	9
2020-21	37	18
2021-22	21	11
Average	*22.50*	*10.50*

Source: District-provided data

In terms of hiring, the 2021-22 year hiring rates kept pace with attrition, meaning the District maintained consistent hiring outcomes in replacing employees who left the District. Of note, is the average number of terminations is similar to new hires, indicating that the data correlates with the staff perspective that the District maintains successful recruitment efforts overall. For new hire rates, the District's increased hiring needs are reflected in the 2021-22 and 2022-23 school years, which correlates with the operational impacts of hiring discussed previously.

Figure 25: Certificated and Classified New Hire Data

Fiscal Year	Number of Classified Employee New Hires	Number of Certificated Employee New Hires
2020-21	10	5
2021-22	34	15
[1]2022-23	21	15
Average	*21.67*	*11.67*

Source: District-provided data
[1]Data through September 2023

The historical hiring and attrition patterns have not been consistent which creates difficulty in the District's ability to forecast staffing needs. Classified hiring needs are intensive which reflects the common industry trends for classified employment. These details explain why the HR Department struggled in some areas with operations in its efforts to meet the District's hiring demands. Due to the unstructured hiring practices that were in place prior to the pandemic, the HR Department's challenges in this area were magnified by the additional hiring needs. These factors are important considerations in the workload discussion of the HR Department, because should the District's current hiring and attrition trends continue, the department will continue to struggle with operational difficulties in this area.

When determining the recruitment capabilities of an HR department, attrition and hiring data that represent less differential is a signal that the department is replacing staffing levels at the same rate. The data in Figure 25 is important in the District's response plan and this information should continue to be maintained by the HR Department on an annual basis in order to communicate employment trends and also evaluate the resources necessary to fulfill the staffing needs of the District.

Recruitment Procedures

An effective recruitment process includes practices which actively seek qualified candidates for available positions. This typically involves the posting of position vacancies, employer initiated direct contact with qualified candidates, developing partnerships with universities with credential programs, and other intentional practices which encourage pools of qualified candidates. This is especially the case with hard-to-fill positions which require additional efforts that are strategic and responsive to current workforce trends. As discussed previously, the HR Department has engaged in a passive approach for the most part, with a heavy reliance on its reputation of being a desirable place of employment to attract candidates.

In terms of advertising for most positions, District staff indicate that the District posts positions on EDJOIN.ORG as the main source of applicant generation. It is noted that staff report recruitment for the special education program includes greater outreach, and this will be discussed later in this section. Review of the District website indicates that the HR Department advertises job opportunities on EDJOIN.ORG and there is information on the HR web page for job applicants. During fieldwork, review of EDJOIN.ORG reflects that three positions were posted with no designated closing date as they were posted "open until filled." The practice of posting jobs without a stated date that the recruitment will close is not a strategic recruitment practice and should be used only occasionally and under special circumstances to build substitute pools, for example. The absence of a closing date for a position signals that there is a lack of urgency in the District's recruitment process, and applicants will frequently apply to other similar positions posted by other employers that communicate a date that the position will close.

Review of the District's website reflects various positions posted on the HR web page as current openings. Of note, is there are numerous positions posted on the web page that are not also advertised on EDJOIN.ORG. For example, crossing guard, coaching, and various certificated and classified positions are all posted on the District website, but not EDJOIN.ORG. In addition, some of the website postings closed two months from the time of fieldwork, or they are posted with no closing date. This observation is determined to be a potential hiring barrier as it limits communication about District job opportunities. It is recommended that the District review practices announcing vacancies to internal and external candidates to increase communication about employment opportunities within the District. A streamlined approach to job postings will also create improved communication internally regarding posting status for hiring managers.

As noted previously, the HR Department has not developed a strategic recruitment plan. In addition, there is no indication that the department has developed an action plan which encourages diverse candidate pools. District recruitment procedures do not include instructions for strategic outreach to special organizations and agencies to encourage candidates of color to apply for employment with the District. Moreover, the recruitment efforts are passive and reactionary and reflect a "wait and see" approach, versus actively encouraging applicant interest.

Interviewees indicate that HR meets recruitment needs for qualified candidates in special education by partnering with the special education program staff. Strategic activities, led by the special education program have produced results in staffing needs, which represents a different outcome from what is experienced in statewide trends. According to district staff, the District has developed pathways to employment through various methods, including partnerships with local programs and universities, and creating robust paraprofessional job descriptions which encourage a transition to a career in teaching. As the result of strategic activities, the District maintains the

needed staffing levels for the most part in this area. The District is encouraged to continue utilizing strategic practices which encourage employment in the special education program.

Employee Selection Process

Selection procedures include steps to screen applicants, the selection of candidates to consider for employment, interviews, reference checks, and offers of employment. There may also be testing requirements in this stage of the hiring process, in addition to other screening activities. In terms of the applicant screening processes, it is a best practice to involve the hiring manager in the screening process so that they can assess a candidate's job qualifications. The hiring manager will have the skillset and special qualifications necessary to ascertain if the candidate is qualified to do the job or has the potential to be qualified.

Interviews with District staff reflected that the workflow and bottlenecks that occur in the selection process were highlighted as a point of concern and frustration. District documentation submitted during fieldwork reflects instructions for certificated and classified recruitment procedures. Documents include steps for job postings, interviews, and instructions include directions for reference checks. In terms of responsibility for the activities, the Personnel Specialist and Technician positions are assigned to selection process coordination, while the Director is responsible for reference checks. There is no indication that the documentation has been shared with hiring managers, or that they have been trained on the appropriate procedures. Due to these observations, the documents equate to instructions for the HR Department positions handling recruitment, but do not meet the criteria for documented procedures.

Customers of the department report lag times in the interview procedures which delay the hiring process. Interviewees report instances that the District has lost qualified candidates to other employment, which is the source of frustration with HR operations in the hiring process. Difficulties during the selection process are attributed to a lack of consistency and standardization with the hiring process. Review of documentation submitted during fieldwork indicates that the HR Department retains a high level of responsibility and involvement with the hiring process. However, due to the minimal staffing within the department, and the number of steps involved in coordination of interviews, it has been difficult to maintain the level of service required to produce efficient outcomes.

Interviews conducted during virtual fieldwork indicate that the paper screening process is not standardized, and the applicant screening process conducted for a vacancy is dependent on the recruitment type (certificated, classified, or management). The District's practices provide that applications are screened by HR staff, and in other cases, the hiring manager may screen applications. In addition, there is no standard regarding when candidates will be contacted regarding outcomes of interviews, and staff report examples of significant lapses in

communication in this area resulting in candidates not knowing the outcomes of interviews three weeks or more after the interview. It is recommended that the District modify practices to encourage engagement from hiring managers with potential candidates, allowing them to interact with new hires to inform them of their contingent employment offer. In addition, the District should implement notification standards which provide communication to candidates who are not selected for interviews within a reasonable time frame as determined by the District.

During fieldwork, employee testing to determine qualifications for classified jobs emerged as another potential obstacle in employment with the District, specifically, the practice of testing all classified job classifications, with the exception of Crossing Guards, regardless of skill level required to do the job. This practice creates dual concerns: that there are possible hiring barriers, and that the testing coordination process slows the hiring process. Review of documentation submitted by the District reflects an extensive list of job classifications requiring testing prior to hiring, and positions that emerged as requiring further consideration are illustrated in Figure 26.

Figure 26: Classified Pre-Employment Testing

Classified Positions that Require Pre-Employment Testing
Facilities
Custodian I
Custodian II
Grounds
Transportation
Bus Driver
Transportation Foreman
Food and Nutrition Services
Food Service Assistant I
Food Service Assistant II
Food Service Assistant III

Source: District-provided data

It is determined that some of the positions in the Transportation and Food and Nutrition Services areas require additional training and certification as part of the job requirement which creates redundancies in the testing requirements. In addition, the custodial and grounds position testing should be examined further to assess the necessity of the testing requirement for these entry level positions. It is recommended that the District assess the testing needs for the job classifications reflected in Figure 26 to determine the necessity of this qualification requirement for the identified entry level position.

The reference check process was also identified as a significant bottleneck in the hiring process during interviews with District staff. The current practice provides that the Director conducts all

reference checks for new hires. Due to the complexities of coordinating reference check communication, this is another area that the HR Department has struggled to support due to the current staffing levels in the department. In addition, the Director position is deeply involved in other compliance matters creating great difficulty in getting reference checks completed in a timely manner. Reference checks are a critical protection in the hiring process, and it is important that hiring managers are involved with decisions which impact their site and/or department. It is recommended that the HR Department work closely with hiring managers to establish practices which involve the hiring manager in the reference check process, with a shared responsibility which distributes to HR or the site administrator, dependent on workload.

In order to ensure the District's hiring processes are legally compliant, and ensure they support a diverse workforce, it is imperative that hiring managers are provided with formal and ongoing training on recruitment and selection procedures. In addition, the HR Department should prioritize creating standardized and documented hiring procedures.

Employee Onboarding and Hiring Process

The current onboarding practices are described by District staff as another bottleneck in the hiring process. The delays in hiring impact the District two-fold; causing operational difficulties internally between HR and payroll and causing a confusing experience for employees transitioning into the District as new hires. The current onboarding practices in the District are important to discuss as the experience of the new hire during the hiring process influences the ability of the District to retain newly hired employees.

According to staff and review of documentation submitted by the District, the onboarding procedures include steps to ensure that employment forms are completed and mandated training requirements are met. Absent from the new hire process are instructions regarding how to access important information regarding the job, information about how to report an absence, and ongoing training which assists employees with acclimating to their new work environment. In addition, staff report that there are gaps in communication from HR regarding new hire start dates, and other important details required to not only provide a welcoming environment, but to provide critical information to help support the employee.

Review of the documentation submitted by the District indicates that the District uses Informed K12 for employee onboarding. The use of this resource provides opportunity to better utilize the system to create a streamlined and integrated onboarding process which is important in the District's ability to attract and retain fully qualified candidates. Overall, it is determined that there are opportunities for improvement in the onboarding process which would help streamline communication.

Recommendations

14. Develop a comprehensive recruitment plan and budget. The recruitment plan should address the staffing needs of the District based on enrollment projections and any changes to programs or services being provided. Additionally, the recruitment plan should include a timeline for activities, identify the roles and responsibilities of school site and HR Department staff, and identify needed resources (time, staffing allocations, and money) to support plan implementation.

    a. The Director position should create a communication plan which includes engagement with the Superintendent, partner departments, labor partners, and the Governing Board to address the plan as collective educational partners.

    b. The HR Department should continue to track and maintain employee hiring and attrition data and calculate multi-year averages of hiring data. This will assist in developing the unique recruitment story and provides data which helps in determining if further staffing resources are needed to support the work.

15. The District should continue to maintain a digital onboarding process as it is the first step in retaining newly hired employees. This includes creating standards involving an HR contact as new hires should be contacted within 24 hours after an offer of employment is made. Also, the HR Department should ensure that there is a communications platform so that the departments responsible for onboarding the new employee are aware of their roles/responsibilities in the process.

16. In order to ensure the District's hiring processes are legally compliant, and to ensure they support a diverse workforce, it is imperative that hiring managers are provided with formal and ongoing training on recruitment and selection procedures. In addition, the HR Department should prioritize creating standardized and documented hiring procedures. Sample panel instructions and confidentiality statement documents are provided in Appendices F and G.

17. The District is encouraged to continue utilizing strategic practices which encourage employment in the special education program. The District has developed pathways to employment through various methods, including partnerships with local programs and universities, and creating robust paraprofessional job descriptions which encourage a transition to a career in teaching. As the result of strategic activities, the District maintains the needed staffing levels for the most part in this area.

18. Assess written selection and hiring procedures. The HR Department should maintain employee selection and hiring is guided by written procedures and that they are consistently implemented

with fidelity—this should apply to the hiring of certificated staff and classified staff. The written procedures should clearly identify each step in the selection process, the role of HR staff and the hiring manager relative to each step, and the anticipated number of workdays between each step.

Selection and hiring procedures should be consistent with polices and administrative regulations as well as uniformly applied. The consistent application of selection and hiring procedures should limit claims of unfair hiring practices, as well as ensure that highly qualified candidates are hired. Hiring employees is one of the most important decisions an organization can make, and the right people can make a great difference to the success of the District and the students it serves. A successful hiring process ensures that everyone involved in the selection process is unbiased. All documentation used to recruit and screen applicants should be treated with the same justification.

Selection and hiring procedures should also ensure that:

- Uniform screening criteria are used when reviewing applicant packets and selecting candidates for an oral interview

- The screening process involves two or more independent screenings—usually a hiring manager and a management-level position in the human resource services division

- Interview panels consist of three or more panel members including the hiring manager and employees who have expertise and knowledge in key position functions

- Panels are chaired by a member of the HR services team or the hiring manager who has received training in selection protocols and who have knowledge of the laws related to discrimination and fair employment practices

- Panel chairs provide interview panels with a pre-interview briefing that addresses:

  - The role and responsibility of the panel in selection

  - Confidentiality

  - The privacy rights of candidates

  - Nondiscrimination in employment

  - Candidate rating methodologies

- Interview questions are asked in a uniform manner, and follow-up questions do not touch on prohibited matters such as age, citizenship, race, disability, marital status, pregnancy, religion or political affiliation, or other nonjob-related questions

- Reference checks are performed on all candidates being considered for hire and ensure compliance with all laws related to nondiscrimination in employment

19. The HR Department's recruitment plan should include objectives to increase DEI in the applicant pools. The elements of a DEI recruitment plan may include:

a. District Board Policy to create equity goals in HR and recruitment and selection

b. The HR Department mission and vision include commitments to DEI and create recruitment practices that demonstrate the District strategic goals

c. The advertising plan casts a wide net with a broadened outreach to special organizations and agencies

d. Remove hiring barriers that screen candidates out and create systems which invite employment with the District

e. Examine job descriptions and remove restrictive job requirements

f. Interview panels should represent educational partners and the school community and reflect a diverse selection of panel members

20. It is recommended that the District continue to monitor recruitment practices and identify procedures which present hiring barriers and eliminate them from the recruitment and selection process. The District's ability to hire qualified candidates is directly related to this recommendation. To assist with the evaluation process, we provide Figure 27.

Figure 27: Recruitment, Selection, and Onboarding Procedures: Assessment Checklist

Procedure	Operational Action
Standardize Posting Timelines	• Minimize job posting dates to help compress the recruitment timelines • Establish job posting duration based on position type—management typically will post longer due to the higher skill level of candidates, while entry level can post for two weeks or less • Positions posted near the start of school should reflect expedited recruitment timelines
Distribute Reference Check Responsibilities	• Permit hiring managers to conduct reference checks
Establish Candidate Screening Process	• Candidates should be screened by a supervisor who possesses the expertise of the job and an HR management position • Provide access to hiring managers to candidate pools
Revise Selection Processes	• Structure interview processes to reflect the position • Hiring manager notifies candidate of their selection and offers employment contingent on hiring requirements
Establish Onboarding Procedures	• Eliminate the multi-step process and streamline procedures to provide access to new hire paperwork and information • Digitize the onboarding process and process new hire paperwork through an electronic process

Summary and Conclusion

The recommendations included within this report are based upon best practices. The District must consider the level of service provided to students and the community as well as the financial condition of the District when evaluating the organizational structure, staffing, and operational practices. SSC staff realize that this report contains numerous recommendations and that some will require lengthy planning and implementation time, while others may require the allocation of funds to implement. To assist the District in the development of a priority list for implementation, an Implementation of Recommendations chart is included in Appendix A. For those recommendations that will require a significant financial investment, the long-term benefits including improved performance and functionality should be evaluated in a cost and benefit analysis.

As the District works to implement the recommendations provided in this report, establishing organizational structure is one of the first important tasks. The recommended organizational model for the HR Department will allow for the development of integrated systems and foster a collaborative environment with other departments, which is essential in implementing change within these service areas. From that structure, clear implementation plans can be established including reallocation of workload and the development and implementation of procedures and compliance with District policies. Additionally, if financial resources become constrained, the District can prioritize the no-cost or very low-cost recommendations in this report that can improve practices and streamline services, such as documenting critical procedures, training department staff on procedures, continuance of digitizing processes and documents, and changing work assignments to improve internal controls and efficiencies.

Appendix A—Implementation of Recommendations

The recommendations in this analysis do not apply in isolation, rather they interact with each other on various levels. In order for particular recommendations to be successfully implemented, certain modifications must also be in place with fidelity. Recommendations were organized into prioritized categories for consideration. It is noted that all recommendations in this analysis are important; and the categories do not represent that one recommendation is more important than the other. The categories of priority characterize recommendations which have a higher level of impact, or implementation of the recommendation is necessary before other changes can be initiated.

Priority 1 (0-6 months)

Recommendations categorized as Priority 1 should be considered for implementation within the next 6 months. These are findings that are determined to be of high importance due to their interaction with other recommendations included in this report. The findings generating these recommendations have a significant impact on the Human Resources (HR) Department's operations and impact all District educational partners. Recommendations related to workflows and procedures require immediate review, as these changes are necessary in the execution of all recommendations. The observed challenges involving the organizational structure of the HR Department, recruitment procedures, personnel requisition processing concerns, and the lack of documented procedures are determined to require significant modifications as they present significant operational and fiscal concerns for the District.

Number[1]	Section	Recommendation	Priority	Fiscal Impact/ Operational Change
1	Organizational Structure	The current organizational structure requires modification to clearly delineate the work assigned to the department positions. In addition, the partial FTE assignments should be reconsidered due to the unrealistic split of work which makes it difficult for the positions to function as intended. Finally, the District Office Receptionist duties should be assigned to one position that is assigned full time to handle community engagement and support internal and external customer service needs.	1	Fiscal Impact
1(a)	Organizational Structure	It is recommended that the District modify the job title of the Director position to Executive Director to represent the senior leadership-level of assigned duties and responsibilities.	1	Operational Change
1(a)i.	Organizational Structure	In order to maximize the function of the HR leadership role, it is further recommended that the District modify the focus of the position to operations and communicate via a revised HR organizational chart described duties that are focused on employment management.	1	Operational Change

Number[1]	Section	Recommendation	Priority	Fiscal Impact/ Operational Change
1(b)	Organizational Structure	Modify the duties assigned to the Specialist and Technician positions to alleviate workload stressors within the department, which will also create a more streamlined approach to employment processes. The assignment of responsibility within the department staff should be clearly defined.	1	Operational Change
1(c)	Organizational Structure	The District should collapse and reorganize the Personnel Technician position to 1.00 FTE to provide comprehensive administrative and clerical support for the District Office functions.	1	Fiscal Impact
2	Organizational Structure	The District should consider revising the HR functional organizational chart to reflect the revised duties as part of the staffing recommendations. Figure 15 represents a sample functional organizational chart for the HR Department and the proposed reassignment of duties.	1	Fiscal Impact/Operational Change
4(a)	Organizational Structure	The District should create a complaint log to assist with timeline management, and document concerns regarding employees. This will also help with evaluating workload impacts for District supervisors.	1	Operational Change
5	Organizational Structure	The District should revise the HR Department web page to include an updated organizational chart of employees in the department which includes the lines of reporting within HR. Also, the web page should include a menu of services listing the general responsibilities of HR staff to clearly communicate the role of the positions to the customers of the department.	1	Operational Change
10	HR Department Operations	It is recommended that the District establish procedures for each process, prior to implementation of a new technology system. The process should include approval workflows and documentation regarding access capabilities and approval responsibilities for each staff member involved in the process.	1	Operational Change
12	HR Department Operations	The District should continue the modification process of the current personnel communication forms and integrate the information to one form: the PAF. The PAF should include pertinent information in the management of position control and accurately depict the approval procedures.	1	Operational Change
13	HR Department Operations	Adjust the PAF approval process to reflect a system of accountability and improve efficiencies in personnel management. This allows for approvers to have necessary information to make decisions regarding personnel changes.	1	Operational Change
13(a)	HR Department Operations	Due to the complexities of personnel management, the routing process of the PAF should include both HR and Business Services position control oversight in the process to provide opportunity for verification of the staffing need and other employment details.	1	Operational Change
13(b)	HR Department Operations	The PAF procedures should also include a modified workflow for new positions, which includes verification of Board approval of any staffing allocations that are new personnel expenditures. This includes new positions and additional FTE for partial or part-time positions.	1	Operational Change

Number[1]	Section	Recommendation	Priority	Fiscal Impact/ Operational Change
20	Employee Recruitment and Onboarding	It is recommended that the District continue to monitor recruitment procedures which present hiring barriers and eliminate them from the recruitment and selection process. The District's ability to hire qualified candidates is directly related to this recommendation.	1	Operational Change

[1]Refers to the recommendation number in the body of the report

Priority 2 (6-12 months)

Recommendations categorized as Priority 2 should be considered for implementation in concert with Priority 1. The Priority 2 group focuses on addressing the development of recruitment and selection procedures, eliminating duplicative processes, and implementing systems and procedures through the use of technology. The development of Department policies, procedures, and communication practices is key in the implementation of change.

Number[1]	Section	Recommendation	Priority	Fiscal Impact/ Operational Change
3	Organizational Structure	It is recommended that the District prioritize updating of HR Department job descriptions to ensure alignment with assigned roles, responsibilities, and duties.	2	Operational Change
4	Organizational Structure	It is recommended that the District modify current practices related to complaint management to alleviate workload constraints for the Director position.	2	Operational Change
4(b)	Organizational Structure	It is recommended that the District continue to offer training for supervisors to perform informal inquiries into employment matters. This will help in determining the appropriate response to the concern, in addition to creating opportunity to resolve matters at the lowest possible level.	2	Operational Change
6	HR Department Operations	It is recommended that each position in the HR Department create procedure documentation which is shared electronically in a shared file. The procedures should then be shared with site administrators during administrative meetings and reinforced by administration to ensure compliance.	2	Operational Change
6(a)	HR Department Operations	Department procedures should be standardized and should communicate a commitment by the department of when they will complete certain tasks. This will provide customers of the department with expectations of outcomes and build a sense of responsiveness within the HR Department.	2	Operational Change
7	HR Department Operations	Provide professional learning opportunities for all HR staff. Professional development is essential in ensuring that HR staff have the tools and job knowledge necessary to perform their jobs effectively. With priority, HR Leadership should implement a professional training plan for all HR staff.	2	Fiscal Impact/Operational Change
11	HR Department Operations	Standardize software platforms that are authorized for staff use and the development of professional learning plans for staff so that they possess the skills necessary to operate the District's systems. The implementation plan also includes support from the Technology Department and District administration.	2	Operational Change

Number[1]	Section	Recommendation	Priority	Fiscal Impact/ Operational Change
13(c)	HR Department Operations	It is recommended that HR and Business Services communicate the PAF approval process to hiring manager and provide training to notify hiring managers of the PAF approval process once established.	2	Operational Change
14	Employee Recruitment and Onboarding	Develop a comprehensive recruitment plan and budget. The recruitment plan should address the staffing needs of the District based on enrollment projections and any changes to programs or services being provided. Additionally, the recruitment plan should include a timeline for activities, identify the roles and responsibilities of school site and HR Department staff, and identify needed resources (time, staffing allocations, and money) to support plan implementation.	2	Fiscal Impact/Operational Change
14(a)	Employee Recruitment and Onboarding	The Director position should create a communication plan which includes engagement with the Superintendent, partner departments, labor partners, and the Governing Board to address the plan as collective educational partners.	2	Operational Change
15	Employee Recruitment and Onboarding	The District should continue to maintain a digital onboarding process as it is the first step in retaining newly hired employees. This includes creating standards involving an HR contact as new hires should be contacted within 24 hours after an offer of employment is made.	2	Operational Change
18	Employee Recruitment and Onboarding	Reevaluate written selection and hiring procedures. The HR Department should ensure employee selection and hiring is guided by written procedures and that they are consistently implemented with fidelity—this should apply to the hiring of certificated staff and classified staff.	2	Operational Change
19	Employee Recruitment and Onboarding	The HR Department's recruitment plan should include objectives to increase DEI in the applicant pools.	2	Operational Change

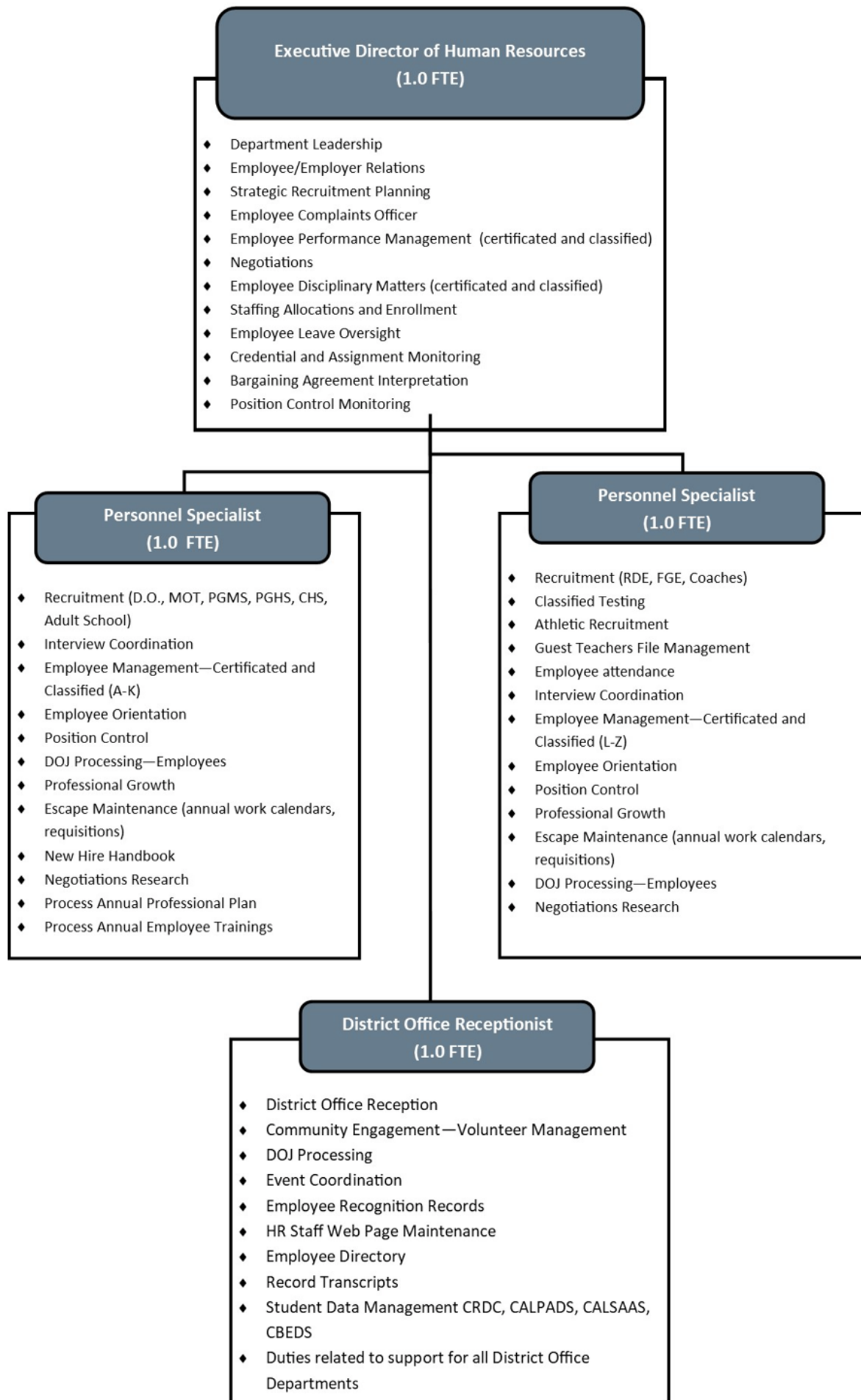[1]Refers to the recommendation number in the body of the report

Priority 3 (Continuous Implementation)

Recommendations categorized as Priority 3 should be considered for implementation on a continuous basis. The recommendations in Priority 3 are focused on assessing the organizational structure, providing staff training, building collaborative practices, and engagement opportunities for the HR Department. Recommendations in Priority 3 are designated for continuous implementation, as it is recognized that all recommended changes impact workload and the department's capacity to tolerate the change in procedure is critical in successful implementation. In addition, systems and procedures must be established and implemented prior to the work involving collaborative interactions can be addressed.

Number[1]	Section	Recommendation	Priority	Fiscal Impact/ Operational Change
8	HR Department Operations	It is recommended that the HR Department work collaboratively to develop department core values and define its purpose in the District. This recommendation should be addressed as a priority as it will provide a roadmap of department objectives.	3	Operational Change
9	HR Department Operations	The HR Department should continue to use an annual calendar to ensure it meets all timelines required by policy, statute, and local collective bargaining agreements.	3	Operational Change
14(b)	Employee Recruitment and Onboarding	The HR Department should continue to track and maintain employee hiring and attrition data and calculate multi-year averages of hiring data. This will assist in developing the unique recruitment story and provides data which helps in determining if further staffing resources are needed to support the work.	3	Operational Change
16	Employee Recruitment and Onboarding	In order to ensure the District's hiring processes are legally compliant, and to ensure they support a diverse workforce, it is imperative that hiring managers are provided with formal and ongoing training on recruitment and selection procedures.	3	Operational Change
17	Employee Recruitment and Onboarding	The District is encouraged to continue utilizing strategic practices which encourage employment in the special education program. The District has developed pathways to employment through various methods, including partnerships with local programs and universities, and creating robust paraprofessional job descriptions which encourage a transition to a career in teaching.	3	Operational Change

[1]Refers to the recommendation number in the body of the report

Appendix B—Revised Organizational Chart

Executive Director of Human Resources
(1.0 FTE)

- Department Leadership
- Employee/Employer Relations
- Strategic Recruitment Planning
- Employee Complaints Officer
- Employee Performance Management (certificated and classified)
- Negotiations
- Employee Disciplinary Matters (certificated and classified)
- Staffing Allocations and Enrollment
- Employee Leave Oversight
- Credential and Assignment Monitoring
- Bargaining Agreement Interpretation
- Position Control Monitoring

Personnel Specialist
(1.0 FTE)

- Recruitment (D.O., MOT, PGMS, PGHS, CHS, Adult School)
- Interview Coordination
- Employee Management—Certificated and Classified (A-K)
- Employee Orientation
- Position Control
- DOJ Processing—Employees
- Professional Growth
- Escape Maintenance (annual work calendars, requisitions)
- New Hire Handbook
- Negotiations Research
- Process Annual Professional Plan
- Process Annual Employee Trainings

Personnel Specialist
(1.0 FTE)

- Recruitment (RDE, FGE, Coaches)
- Classified Testing
- Athletic Recruitment
- Guest Teachers File Management
- Employee attendance
- Interview Coordination
- Employee Management—Certificated and Classified (L-Z)
- Employee Orientation
- Position Control
- Professional Growth
- Escape Maintenance (annual work calendars, requisitions)
- DOJ Processing—Employees
- Negotiations Research

District Office Receptionist
(1.0 FTE)

- District Office Reception
- Community Engagement—Volunteer Management
- DOJ Processing
- Event Coordination
- Employee Recognition Records
- HR Staff Web Page Maintenance
- Employee Directory
- Record Transcripts
- Student Data Management CRDC, CALPADS, CALSAAS, CBEDS
- Duties related to support for all District Office Departments

Appendix C—Sample Procedures Template

Pacific Grove Unified School District
Human Resource Services
435 Hillcrest Avenue
Pacific Grove, CA 93950

Procedures Template

Process description goes here.

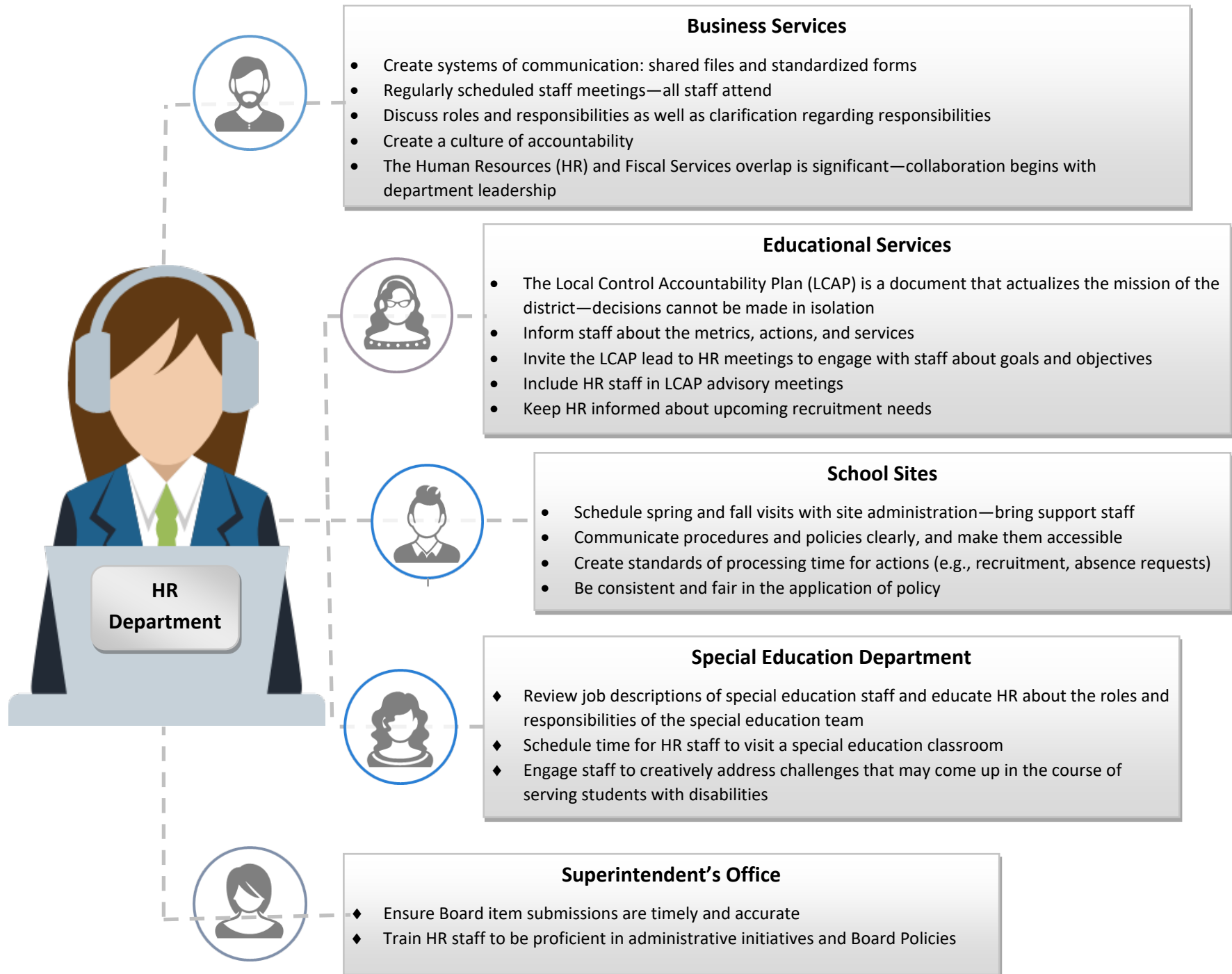**Heading 1**

- Steps

Approval date: _____
Revision date: _____

Appendix D—Collaborative Engagement Practices

Business Services

- Create systems of communication: shared files and standardized forms
- Regularly scheduled staff meetings—all staff attend
- Discuss roles and responsibilities as well as clarification regarding responsibilities
- Create a culture of accountability
- The Human Resources (HR) and Fiscal Services overlap is significant—collaboration begins with department leadership

Educational Services

- The Local Control Accountability Plan (LCAP) is a document that actualizes the mission of the district—decisions cannot be made in isolation
- Inform staff about the metrics, actions, and services
- Invite the LCAP lead to HR meetings to engage with staff about goals and objectives
- Include HR staff in LCAP advisory meetings
- Keep HR informed about upcoming recruitment needs

School Sites

- Schedule spring and fall visits with site administration—bring support staff
- Communicate procedures and policies clearly, and make them accessible
- Create standards of processing time for actions (e.g., recruitment, absence requests)
- Be consistent and fair in the application of policy

Special Education Department

- Review job descriptions of special education staff and educate HR about the roles and responsibilities of the special education team
- Schedule time for HR staff to visit a special education classroom
- Engage staff to creatively address challenges that may come up in the course of serving students with disabilities

Superintendent's Office

- Ensure Board item submissions are timely and accurate
- Train HR staff to be proficient in administrative initiatives and Board Policies

HR Department

Appendix E—Sample Human Resources Annual Calendar

Month	Governance	Collective Bargaining Agreement Tasks and Timelines	Human Resources (HR) Leadership	HR Operations
July	❏ Personnel Recommendations (accept resignations, retirements, new hires)		❏ Distribute administrative work year calendar for the coming year ❏ Records Management—identification of Class 1—Permanent records to be archived/stored; identification and disposal of Class 3 records	❏ Prepare for fiscal year roll ❏ Send intent to return notices to substitutes ❏ Memo to principals re: Certificated Stipends
August	❏ Personnel Recommendations (new hires and substitutes)		❏ Review new employee handbooks (certificated, classified, and substitute teachers) and make necessary revisions ❏ Review, revise, new employee orientation presentation ❏ Schedule new employee orientations (certificated, classified, management and nonmanagement) ❏ Certificated and classified recruitment and hiring	❏ Personnel requisitions for new hires, voluntary and involuntary transfers ❏ Prepare Annual Legal Notices Packet

Month	Governance	Collective Bargaining Agreement Tasks and Timelines	Human Resources (HR) Leadership	HR Operations
Sept	❑ Provide Governing Board with staffing update ❑ Personnel Recommendations (new hires, subs) ❑ Report announcing the granting of permanency status to certificated employees ❑ Annual report to Board regarding the disposal of personnel records classified as Class 3—disposable (California Code of Regulations—Title 5, Section 16025)	❑ Generate evaluation lists and timeline for certificated and classified staff and send to supervisors with all templates/forms	❑ Monitor enrollment and finalize staffing by school site ❑ Schedule and/or conduct annual contract management, grievance processing, investigation, evaluation, and FRISK training	❑ Prepare and distribute Annual Notices to Employees ❑ California Basic Educational Data System (CBEDS) preparation and planning ❑ Prepare and distribute Notices of Employment/Pay Notices ❑ Review and revise List of Employees on Leave and List of Temp Assignments ❑ New hire contracts ❑ New hire orientations ❑ Credentials Audit
Oct	❑ Prior-year Student and Staff Attendance and Absence Trends report ❑ Personnel Recommendations			❑ CBEDS Reporting ❑ Submit mandated cost claims for prior year for reimbursement ❑ Update department operations and procedures manuals ❑ Assignment audit ❑ Send CBEST reminders to substitutes ❑ Annual Notices reviewed and addresses updated
Nov	❑ CSBA Policy Maintenance Updates ❑ Personnel Recommendations		❑ Counsel with principals regarding probationary certificated employee evaluations and observations ❑ Identify comparable districts, obtain copies of certificated and classified contracts, and conduct analysis ❑ Involve administrators in identifying priorities for certificated and classified contracts negotiations	❑ Assess utilization of technology and equipment and replace/upgrade as needed ❑ Assess efficiency of EDJOIN.ORG and the paperless application process ❑ Collect applicant tracking data for the prior year

Month	Governance	Collective Bargaining Agreement Tasks and Timelines	Human Resources (HR) Leadership	HR Operations
Dec	❑ Prepare and present annual teacher assignments audit ❑ Personnel Recommendations		❑ Consult with principals regarding remediation plans for teachers needing improvement ❑ Begin work on enrollment and staffing projections and anticipated changes to the instructional program that could impact staffing ❑ Review and revise staffing formulas	❑ Update desk manuals
Jan	❑ Personnel Recommendations		❑ Identify certificated management and nonmanagement staff to serve on the Recruitment Team ❑ Review/revise Teacher Recruitment Plan, Marketing Plan, and budget ❑ Create and verify seniority list for certificated and classified personnel ❑ Identify hiring/layoff needs based on staffing formulas, enrollment projections, changes to the instructional program and budgetary constraints ❑ Work with principals to identify potential certificated non-reelections ❑ Use comparability data, input from administrators to draft classified and certificated contract reopeners	❑ Prepare certificated and classified seniority lists as needed (guidelines determined for "Same Date of Hire" criteria)

Month	Governance	Collective Bargaining Agreement Tasks and Timelines	Human Resources (HR) Leadership	HR Operations
Feb	❑ Prepare Board resolution/action item for March 15 reassignment, transfer, release of principals/administrators ❑ Prepare Board resolution/action item for March 15 service of letters of possible layoff/reassignment of certificated employees ❑ Prepare Board resolution/action item for certificated employees recommended for non-reelection ❑ Personnel Recommendations ❑ Prepare classified layoff Board resolutions (Elimination of categorical programs and for lack of work, lack of funds)	❑ Sunshine Contract Reopeners	❑ Train members of the district's Teacher Recruitment Team ❑ Solicit feedback from administrators regarding proposed draft contract reopeners ❑ BY FEBRUARY 14—decisions re: certificated non-reelection sent to HR from sites ❑ Create particular kinds of service list and begin work on layoff resolution	❑ Finalize and post seniority list for certificated and classified personnel ❑ Prepare layoff/reassignment letters ❑ Summer school advertising ❑ Schedule/register for recruitment fairs and Events
March	❑ CSBA Policy Maintenance Updates ❑ Personnel Recommendations	**Certificated** ❑ BY MARCH 1—Leave requests, intent to return from leave or continue leave due for subsequent school year ❑ BY MARCH 15—Probationary teacher evaluations due **Classified** ❑ Sunshine Contract Reopeners	❑ BY MARCH 15—Issue layoff/reassignment notices to principals/administrators ❑ BY MARCH 15—Issue certificated nonmanagement layoff/reassignment notices ❑ BY MARCH 15—Issue classified layoff notices ❑ Review and revise selection and hiring protocols	❑ Summer school hiring ❑ Prepare annual spreadsheet for resignations, retirements, employees returning from leave of absence, job shares, intent to return ❑ Prepare priority hiring pool spreadsheet ❑ Prepare spreadsheet for contingent offers of employment and new hire data ❑ Conduct Tuberculosis Test Audit
April	❑ Personnel Recommendations	**Classified** ❑ BY APRIL 1—Complete all classified evaluations due in the current year	❑ Begin advertising certificated vacancies and managing reassignments and voluntary transfers	❑ Prepare for fiscal year roll ❑ Send intent to return notices to substitutes

Month	Governance	Collective Bargaining Agreement Tasks and Timelines	Human Resources (HR) Leadership	HR Operations
May	❑ Day of the Teacher and Classified School Employees Week Resolutions Recommended ❑ Declaration of Need for Highly Qualified Educators ❑ Committee on Assignments (Education Code Section [EC §] 44258.3) ❑ Teacher Consents (EC § 44258.7) ❑ Resolution to affirm certificated layoffs	**Certificated** ❑ BY MAY 1— Temporary and Permanent teacher evaluations due	❑ BY MAY 15—Issue final certificated and classified layoff notices ❑ Staff Appreciation—Day of the Teacher and Classified School Employees Week ❑ Memo to Administrators re: calendars for next school year	❑ Reasonable assurance letters sent to substitute teachers
June	❑ Annual Statement of Need for 30-day Substitute Teaching Permits ❑ Board Resolution to approve Waivers for CBEST ❑ Student Teaching Agreements Approved		❑ Collect data on completed certificated and classified evaluations—provide to Superintendent ❑ JUNE 30—Final written notice given to managers who will be reassigned	❑ Prepare personnel requisitions for certificated and classified positions with 6/30 end dates identified in January as continuing positions ❑ Identify substitutes who haven't worked in more than six months, notice, end employment ❑ Generate personnel requisitions for new hires ❑ Generate personnel requisitions for voluntary and involuntary transfers ❑ Generate personnel requisitions for Certificated Job Share Agreements

Appendix F—Sample Panel Instructions

A Guide for Interview Panel Members

Hiring employees is possibly one of the most important decisions a local school agency can make. The oral interview provides candidates the opportunity to demonstrate certain technical knowledge and communication skills, as well as other professional and personal attributes essential to the performance of the job they are seeking.

Ensuring a Fair and Legally Compliant Process

As members of the interview panel, you share responsibility for ensuring a fair and legally compliant process. To ensure a fair process, your assessment of the candidates must be based on job-related questions and not on other factors that could be considered discriminatory.

Nondiscrimination in Hiring

The California Fair Employment and Housing Act (Government Code Section 12900-12996) prohibits discriminating against any job applicant on the basis of the following characteristics:

- Color
- Race (including traits such as hair texture and protective hairstyles)
- National origin
- Ancestry
- Age
- Marital status
- Pregnancy
- Status as a victim of domestic violence, assault, or stalking

- Military or Veteran status
- Gender, gender identity, or gender expression
- Sexual orientation
- Genetic information
- Actual or perceived religious creed
- Actual or perceived physical or mental disability or medical condition
- Citizenship status
- Political affiliations or activities
- AIDS/HIV

Panel members are prohibited from asking questions that touch on these protected characteristics and must avoid assessing a candidate's suitability for hire on their basis. Panel members are also prohibited from asking questions related to membership in organizations, clubs, societies, and lodges, or other questions that may indicate the candidate's race, sex, national origin, disability status, age, religion, color, or ancestry if answered.

Prevention

Panel members can ensure a fair and legally compliant process and prevent any claims of discrimination by asking questions based on the position requirements and the knowledge, skills, abilities, education, training, and experience needed to perform essential job functions. The questions are based on these requirements and should be asked in a consistent manner. Each candidate must be provided an equal opportunity to respond to these job-specific questions. Therefore, it is essential that the approximate length of the scheduled interviews are consistent and the same questions are asked of all candidates.

Before we begin the interview process, let's take a look at the job description so that we have an understanding of the position duties and requirement. *(Review Job Description)*

Prohibitions

Panel members should not be discussing the candidates with each other during the day. This could influence how individual panel members assess the candidates. Preserving each panel member's unique assessment of the candidates, without the influence of others, is essential to a fair process.

Texting and the general use of mobile devices is prohibited during the oral interviews.

Roles and Responsibilities of Panel Members

The interview should provide the candidate the opportunity to do most of the talking while panel members listen carefully and take notes. In creating a relaxed and welcoming atmosphere, panel members should:

Look at and focus your attention on the candidate

Refrain from indicating agreement or disagreement with the candidate's responses to question

Panel members will rate each candidate in a number of different ways. First, you will rate each candidate's responses to each question using the following rating scale:

1=Outstanding Answer	2=Acceptable Answer	3=Unacceptable Answer
Answer indicated depth in the candidate's knowledge, skills, and abilities required for the position. The candidate has experience in this area and demonstrated competency.	Answer demonstrated knowledge and/or understanding required for the positions. The candidate has some limited experience in this area but was confident in their abilities.	Answer lacked connection to the question and/or did not demonstrate the level of knowledge, understanding, and/or experience required for the position.

Following the oral interview, panel members will complete the following to assess the candidate's communication skills, interpersonal skills, and professional qualities.

	Most Desirable	**Least Desirable**
Communication Skills	Candidate was clear and concise, maintained eye contact, and easily communicated their thoughts and ideas.	Candidate responses lacked clarity, were unclear, or were not directly relate to questions that were asked. They did not develop eye contract and/or rapport with the panel.
Interpersonal Skills	Candidate developed rapport with the panel. They appeared to be of good character. They knew a lot about the district and communicated a strong desire to be a part of our team.	Their responses demonstrated a lack of good judgement. They did not appear to know much about the district or demonstrate a strong desire to be a part of our team.
Personal Qualities	Candidate was positive, enthusiastic, confident, and poised. Candidate conducted themselves in a professional manner and their goals and values align with the organization.	Candidate responses demonstrated a lack of professionalism. They did not appear to know much about the district or demonstrate a strong desire to be a part of the district.

Communication and Interpersonal Skills Rating: (Circle one)　1　　　2　　　3

1 = Demonstrated excellent communication, interpersonal, and personal qualities.

2 = Demonstrated desirable skills in some areas.

3 = Did not demonstrate or demonstrated few desirable skills.

Based on the candidate's responses to technical questions and their communication and interpersonal skills rating, panel members will give each candidate an overall rating as indicated below:

Overall Rating: (Circle one)　1　　　2　　　3

1 = Recommend for hire.

2 = Give serious consideration if no other candidates are available.

3 = Below hiring standard; do not consider further.

Final Panel Preparations

Let's review the following:

- Confidentiality Agreements

- The interview schedule

- The list of candidates

- The oral interview questions

Appendix G—Sample Confidentiality Statement

Interview Panel Member Confidentiality Agreement

Position: _____ Date of Interview: _____

Name of Panel Member: _____

As a member of an interview panel for a vacant position in the Pacific Grove Unified School District (District), I understand that I will be in possession of confidential personnel information. All information, including but not limited to, derived from applications, documents, correspondence, email and electronic communications, telephone communications, video conferencing communications, and oral conversations, whether in or outside the interview panel meetings, shall be restricted to those members of the interview panel who are directly involved with the selection of a candidate for this position.

In order to protect such information, I acknowledge and agree to keep all information confidential. This acknowledgement covers all applicants and all candidates considered, interviewed, or presented to the interview panel.

I acknowledge and understand that the information distributed and obtained by me during this interview process belongs to the District and at the conclusion of this interview process, I agree to deliver all written confidential personnel information back to the interview panel chair.

I understand and accept this promise of confidentiality as a condition of my appointment to and service on this interview panel.

I understand that any violation of the conditions of this confidentiality agreement may result in immediate dismissal from the interview panel, as well as other appropriate sanctions. In addition, I acknowledge and understand that the disclosure of confidential personnel information can be considered a violation of law.

Upon reading this Confidentiality Agreement, I hereby sign and agree to accept a position on this interview panel.

_____
Signature of Interview Panel Member   Date

Appendix H—Sample Personnel Requisition Form

Personnel Requisition Form
Sample District

Form Action ☐ New Position ☐ Vacancy ☐ Position change (FTE/budget code)

Position Classification ☐ Certificated ☐ Classified ☐ Temp ☐ Probationary ☐ Short Term

Position Information (New or Vacancy)	
Site/Department to Complete	
Position Location:	Replacement For:
Position Title:	Employee ID:
FTE:	Effective Date:
Hours Per Day:	End Date:
Days Per Week:	Cabinet Approval Date:
Work Year/Calendar:	

Change FTE in Position	
Current Assignment	**New Assignment**
Position Number:	
Position Title:	
Position Location:	
Effective Date:	Effective Date:
Current FTE	New FTE:
Rationale:	

Account Code (Complete for New Position or Change in Position)								
Fund	Resource	Object	Project Year	Goal	Function	Site	Other	%
							Total	0%

LCAP Goal: _____

Program Description: _____

Notes:

Business or Human Resources Only:	Human Resources Only:
Position Number:	**New Employee/Replacement**
	Employee Name:
	Employee ID:
	Salary Schedule Placement:
	First Day in Paid Status:
	End Date:

Supervisor: _____

Date: _____

                                                  As needed signatures:

Business Services: _____ Special Education: _____

Date: _____ Date: _____

Human Resources: _____ Categorical: _____

Date: _____ Date: _____

Appendix I—Abbreviations

ACSA .... Association of California School Administrators

ADA .... Average Daily Attendance

CASBO .... California Association of School Business Officials

CBEDS .... California Basic Educational Data System

CDE .... California Department of Education

DEI .... Diversity, Equity, and Inclusion

Director .... Director of Human Resources

District .... Pacific Grove Unified School District

EC § .... Education Code Section

FTE .... Full-Time Equivalent

HR .... Human Resources

LCAP .... Local Control and Accountability Plan

LEA .... Local Educational Agency

PAF .... Personnel Action Form

Specialist .... Personnel Specialist

SSC .... School Services of California Inc.

Technician .... Personnel Technician

UPP .... Unduplicated Pupil Percentage

USD .... Unified School District