

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Planning and Oversight Committee
FROM: Samantha Tobias-Espinosa, Assistant Superintendent for Human Resources, and
Natasha Beery, Director of BSEP and Community Relations
DATE: April 7, 2020
SUBJECT: Recommendation for Expenditure of BERRA Funds for Recruitment, Retention and Development Strategies

BACKGROUND INFORMATION

Measure E of 2020, the Berkeley Public Schools Educator Recruitment and Retention Act (BERRA), provides local tax revenues to recruit and retain qualified teachers and staff for the Berkeley Unified School District, providing funding to improve Berkeley public school educator salaries and address hard-to-staff positions.

Funds from the BERRA Measure will become available in Fiscal Year 2020-21. Ninety-five percent (95%) of the Available Revenues will be dedicated to supplementing the salaries of District Educators through a salary increase applied to the 2019-20 salary schedule. The schedule will be available for Committee review by the end of April.

In accordance with the Measure, five percent (5%) of the Available Revenues are dedicated to providing programs designed to strengthen recruitment, retention and development strategies for certificated and classified District personnel, especially in hard-to-fill positions. This sub-section of the Measure is intended to provide funding for strategic programs and mechanisms to address needs in key positions that directly serve students in District-operated schools. These strategies may include, but are not limited to: salary differentials and/or recruitment pipelines for hard-to-staff positions, classified staff professional development and pathways for paraprofessionals, educator career pathways for high school students, and enhanced induction programs for new teachers¹

BUDGET SUMMARY for 2020-21

Staffing	\$270,000
● Classified Professional Development Support	1.0 FTE
● Individualized Education Plan (IEP) Coach	1.0 FTE
● District Induction Coach	0.4 FTE
● Peer Assistance and Review Coach	0.2 FTE
● Classified Employee Teacher Pathway Coach	0.2 FTE

¹ BERRA Measure E of 2020, Section 2.C

<u>Program Support</u>	\$135,000
● Recruitment Support	\$25,000
● Attract & Retain Teachers of Color	\$60,000
● Teachers of Color Network Support	\$30,000
● Special Education Residency Program	\$20,000

**PROGRAM SUMMARY:
Recruitment, Retention and Development Strategies**

<u>Classified Staff Pathways and Professional Development</u>	<u>\$116,000</u>
● Classified Professional Development Support	1.0 FTE
● Classified Employee Teacher Pathway Coach ²	0.2 FTE

BUSD believes in building capacity from within. A new position of Classified Professional Development Coordinator would establish a professional development program focused on providing opportunities for classified employees who are focused on instruction to build skills in their current positions, work toward promotions in harder-to-fill positions, and consider pathways to credentialing.

Through Berkeley's Pathway to Achieve Credentialed Teachers (BPACT), classified staff, including Instructional Assistants and other paraprofessionals, can be supported in taking the step of becoming credentialed teachers. The .2 FTE Classified Employee Teacher Pathway Coach position will provide timely and focused support for classified staff on the pathway to credentialing.

<u>Enhanced Induction and Teaching Support Programs</u>	<u>\$154,000</u>
● District Induction Coach ³	0.4 FTE
● Peer Assistance and Review Coach ⁴	0.2 FTE
● Individualized Education Plan Coach	1.0 FTE

Coaching can support and improve instructional practice and support teachers through challenging stages of their profession. When teachers begin their career with BUSD, a District Induction Coach welcomes teachers to the Berkeley Schools and assists new teachers in navigating their first year with the District. Later, if teachers hit a bumpy patch and need support in their instructional practice, a Peer Assistance and Review Coach helps work through the issues that could be addressed through coaching and mentoring. The Individualized Education Plans (IEPs) that special education teachers must adhere to are a significant challenge; with the support of an IEP coach, new Special Education teachers can better navigate the IEP process, improve compliance with legal mandates, and meet each student's needs.

² Previously funded through LCAP

³ Previously funded through the General Fund

⁴ Previously funded through the General Fund

Recruitment and Support for Hard to Fill Positions \$130,000

- Recruitment Support \$25,000
- Attract & Retain Teachers of Color⁵ \$60,000
- Teachers of Color Network Support \$30,000
- Special Education Residency Program \$20,000

In order to compete for the best teachers and staff, a budget line is needed to support recruitment costs, including advertising beyond Edjoin, NeoGov, and the BUSD website. Getting out early, often and widely to promote working at BUSD means expanding to use EDCAL, college events, purchasing recruitment materials/technology, paying staff to attend hiring events (CABE), and hosting BUSD-focused hiring events.

BUSD is committed to hiring and supporting an excellent teaching staff who reflect the diversity of our student body. Early outreach and consistent support for teachers of color makes the difference in recruitment and retention. Funding from the BERRA resource would support the continuation of a contract to focus on recruiting and retaining teachers of color, and could expand the support for new teachers and continuing teachers of color. The consultant attended several teacher recruitment fairs and events around the Bay Area to locate viable candidates for consideration for hire. The consultant has reviewed interview questions, panel configuration, and post-interview protocols to follow up with candidates to strengthen BUSD’s ability to recruit teachers of color.

Additional funding could strengthen support for a BUSD Teachers of Color Network to address shared issues, including the isolation and demands on teachers of color. Supporting teachers with resources and a supportive network has been shown to decrease turnover, provide opportunities to share and improve their teaching practices, which in turn supports student outcomes.

In order to qualify for State funds, a \$20,000 match would allow BUSD to support an intern in a paid teaching position while they complete their special education teaching credential, leading to a filled position in this particularly hard-to-fill area.

RESOURCE SUMMARY

Revenue:	\$480,000
Budget:	\$405,000
Indirect Costs:	\$21,500
Personnel Variance	\$13,500
Fund Balance:	\$40,000

⁵ Previously funded through LCAP