

BERRA RECRUITMENT, RETENTION and DEVELOPMENT
BERRA Measure E, Resource 0615

ANNUAL REPORT: FY 2021-22
PROGRAM UPDATE: FY 2022-23

Measure E Purpose:

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 Manager: *Samantha Tobias-Espinosa, Assistant Superintendent, Human Resources*

Background

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 teachers²

¹ BERRA Measure E of 2020, Section 2.C

² BERRA Measure E of 2020, Section 2.C

Core Program

Staffing

- Classified Professional Development Coordinator 1.0 FTE
- Classified Employee Teacher Pathway Coordinator 0.2 FTE
- TSA for Recruitment, Retention and Support 0.6 FTE
- Special Education Development Coach/TSA 1.0 FTE
- District Teacher Induction Coordinator 0.4 FTE
- Peer Assistance and Review Coach 0.2 FTE

Program Activities

The following program activities were approved for 2021-22:

- Materials, Supplies, Contracts \$30,000
- Recruitment and Retention Stipends \$50,000

Program Update 2021-22 School Year

Staffing

- All budgeted BERRA positions in this program have been staffed
- New position in 2021-22 include a increase of 0.1 0 TSA for Recruitment and Retention with a focus on Teachers of Color and hard to fill subset areas e.g., Special Ed

Fund Balance

The fund balance at the close of 2021-22 was \$370,180, which represents growth of \$63,989 over the ending fund balance for 2020-21. This is due primarily to increased revenue and certificated salaries coming lower than projected. The fund balance has reserves which can be drawn upon for one time expenses in subsequent years.

Recruitment and Support for Teachers of Color and Hard to Fill Positions

2021-22 Highlights

BUSD is committed to hiring and supporting an excellent teaching staff who reflect the diversity of our student body. During the 2021-2022 school year, the Recruitment and Retention Team:

- Solidified partnerships with several teacher preparatory programs to serve as a pipeline for potential teaching candidates
- Established and strengthened pipelines between university and BUSD schools to student teacher placements as well as build candidate pools
- Coordinated and facilitated BUSD Teacher Recruitment Fair, with Teachers of Color Network partnership
- Teacher Residency Partnership with Alameda County Office of Education/Alder Graduate School

- Working relationship with BUSD Teachers of Color Network to inform and engage work
- Participated in Hiring & Sustaining Black Teachers conference
- Created a TOCN@berkeley.net email for our Teachers of Color Network to build community with prospective employees of color

2021-22 Challenges

The main challenge to recruitment and retention in 2021-22 was a shortage in staffing, which was the case state-wide.

Fall 2023 Update

This fall, the TSA for Recruitment and Retention has increased our collaboration with external partners and internally collaborated with Human Resources and the Teachers of Color Network to recruit teachers of color and hard to fill areas. Activities include:

Highlights

- Finalizing March 2023 BUSD Hiring Fair
- Formalized partnership with Alameda County Office of Education/Alder Graduate School to secure three resident teachers in mentorship program
- Planning and outreach to recruit special education teachers
- Collaborate with BUSD Teachers of Color Network on recruitment systems
- Collaborate with Berkeley Public Schools Fund to seek professional growth opportunities for our existing teachers of color
- Codified ongoing collaboration with Educational Services departments (Local Resources, State, Federal & Special Projects, and Equity, Achievement and Belonging) and Human Resources

Challenges

Filling hard to staff positions remains a challenge as there are shortages of special education candidates.

Teacher Induction Program

BERRA funds a 0.4 FTE Teacher on Special Assignment to coordinate and support new teachers who are working toward clearing their credential. Teacher Induction is a two-year job embedded program where participating teachers meet weekly with an experienced mentor to create an Individualized Learning Plan, using the California Standards for the Teaching Profession to align with district goals and expectations. Senate Bill 2042 (1998) requires completion of an induction program for any teacher with a Preliminary Credential in order to earn a Professional Clear Credential. BUSD contracts with the Contra Costa County Office of Education's induction program, accredited by the California Commission on Teacher Credentialing.

The induction coordinator is the main point of contact between BUSD, CCCOE, new teachers and mentors. The coordinator recruits and pairs mentors with new teachers and ensures all complete induction assignments throughout the school year. Mentors are experienced teachers who meet with the new teachers every week, for at least one hour. Mentors observe the participating teachers at least three times during the school year, providing feedback both before and after observations. BUSD pays mentors an annual \$1696 stipend. Mentors attend required trainings through the Contra Costa County Office of Education.

2022-23 Highlights

- 43 teachers and 35 mentors participate in the induction program
- All mentors are BUSD teachers, saving the district \$21,000 by not contracting out mentors
- 40% of mentors are new to induction mentoring
- 50% of newly recruited mentors are teachers of color

2022-23 Challenges

- Over the past 2 years, induction enrollment has increased 87%
- 35% of teachers who were enrolled in induction during 2021-22 left BUSD
- Difficulty recruiting experienced mentors. Many who are qualified did not agree to mentor due to the amount of work involved and small stipend (\$1600). Other districts pay well above this amount.)
- Since the pandemic, mentors receive 75% less training hours
- Many of the new participating teachers have not yet completed the Teacher Performance Assessment (TPA), the Reading Instruction Competence Assessment (RICA), or met the English Learner requirement (CTEL).

Berkeley Peer Assistance and Review (BPAR)

2021-22 Highlights

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 as they work to clear their credential. 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. In 2020-21, due to COVID, the 0.2 FTE BPAR Coach position was unfilled and teachers were not referred to the program for coaching.

Classified Employee Teacher Pathway

Berkeley Pathway to Achieve Credentialed Teachers (BPACT)

In August 2022, Berkeley Unified was awarded a grant from the California Commission on Teacher Credentialing to recruit and encourage classified employees to complete their undergraduate education and/or teacher preparation program. BUSD was awarded funding to support 12 participants annually, for a total of \$48,000. Each participant may be reimbursed up to \$4,000 annually for tuition and related education expenses. The majority of participants aspire to teach in Special Education, while others are on pathways to a multiple subject or single subject teaching credential.

BERRA funds a 0.2 FTE Teacher on Special Assignment to coordinate all aspects of the BPACT program, offering academic guidance and support to participants with their unique teacher pathway. The coordinator maintains contact with each participant, tracking academic progress and assisting with reimbursements. The coordinator publicizes the BPACT program and handles

all inquiries related to the application and the program in general. Each fall, vacancies are determined and applications are reviewed by representatives from the Teachers of Color Network and the coordinator. The coordinator reports participant data to the California Commission on Teacher Credentialing. This grant sunsets June 30, 2026. Additionally, the Berkeley Public Schools Fund awarded the BPACT program a \$30,000 Leading for Equity grant, recognizing its efforts and commitment to developing more teachers of color. Funds from the Leading for Equity grant supplement educational reimbursements to BPACT participants.

2022-23 Highlights

- 10 participants (59%) are SpEd IAs or interns, who directly work with SpEd students
- 67% of participants identify as African-American, 21% are Hispanic/Latino, 6% are Asian and 6% identify as multiracial.
- 1 participant completed a credential program
- 1 will earn a MA + credential in March 2023
- 1 will earn a MA + credential in Summer 2023
- 1 will earn a MA + credential in January 2024
- 5 are earning a BA with various expected completion dates
- 3 are transferring to four year universities in Fall 2023

2022-23 Challenges

- Some participants incur tuition fees and expenses well beyond the allotted \$4,000
- Some struggle with balancing the demands of work and family while taking classes, and do not make sufficient academic progress.

Recruitment, Retention and Development Performance Measures

| Recruitment and Retention Data <i>*Updated February 2023</i> | 2020-21 | 2021-22 | 2022-23 |
|--|----------------|----------------|----------------|
| Percentage of New Hires Who Identify as BiPOC | 47.6% | 48.3% | 53.9% |
| Percentage of Overall Teachers Who Identify as BiPOC | NA | 34.1% | 41% |
| Number and Percentage of Special Education Provider Positions filled | | | 84/96 87.5% |

| Berkeley Pathway to Achieve Credentialed Teachers (BPACT) Participant and Outcome Data <i>As of February 2023</i> | 2020-21 | 2021-22 | 2022-23 |
|---|----------------|----------------|----------------|
| Number of Participants making academic progress | 12 | 12 | 13 |
| Number of New Participants | N/A | 5 | 6 |
| Number of Participants who self-identify as BIPOC | 10 | 11 | 13 |
| Number of Participants who desire to teach in hard-to-staff areas of education (special education, bilingual). | 7 | 9 | 9 |
| Number of Participants who earned a preliminary credential | 3 | 0 | 0 |
| Number of Past Participants who are teachers of record in BUSD with preliminary and/or clear credential | 3 | 6 | 6 |
| Number of Participants who teach SpEd with an intern credential | N/A | 1 | 3 |

BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
Retention & Recruitment (Measure E1/ Resource 0615)
Revenue and Expenditures
Comparison Report 10/31/22

Purpose: ... (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

Budget Manager: Samantha Tobias-Espinosa, Assistant Superintendent of Human Resources

| | Adopted Budget 2020/21 as of 07/01/20 | Unaudited Actuals 2020/21 as of 06/30/21 | Adopted Budget 2021/22 as of 07/01/21 | Unaudited Actuals 2021/22 as of 06/30/22 | Adopted Budget vs. Unaudited Actuals 2021/22 | Adopted Budget 2022/23 as of 07/01/22 | 1st Interim 2022/23 as of 10/31/2022 |
|---|--|---|--|---|---|--|---|
| REVENUE | | | | | | | |
| Parcel Tax Revenue | 467,900 | 477,188 | 493,312 | 514,715 | 21,403 | 515,346 | 515,346 |
| Parcel Tax Revenue-Prior Year | 0 | 0 | 0 | 5,828 | 5,828 | 0 | 0 |
| Interest | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Net Revenue | 467,900 | 477,188 | 493,312 | 520,543 | 27,231 | 515,346 | 515,346 |
| EXPENDITURES | | | | | | | |
| Certificated Salaries | 154,000 | 53,592 | 226,362 | 199,735 | 26,627 | 319,406 | 322,671 |
| Classified Salaries | 116,000 | 72,328 | 84,427 | 115,510 | (31,083) | 91,698 | 97,200 |
| Employee Benefits | | 37,307 | 92,276 | 97,232 | (4,956) | 111,610 | 116,753 |
| Books & Supplies | 0 | 0 | 1,000 | 99 | 901 | 0 | 9,710 |
| Unallocated Reserve and Carryover | 25,000 | 0 | 11,388 | 0 | 11,388 | 22,806 | 0 |
| Contracted Services | 135,000 | 0 | 30,000 | 20,504 | 9,496 | 30,000 | 35,290 |
| Indirect Costs | 22,575 | 7,770 | 25,527 | 23,472 | 2,055 | 37,064 | 37,064 |
| TOTAL EXPENDITURES | 452,575 | 170,997 | 470,980 | 456,553 | 14,427 | 612,584 | 618,688 |
| NET INCREASE (DECREASE) | 15,325 | 306,191 | 22,332 | 63,990 | 41,658 | (97,238) | (103,342) |
| FUND BALANCE ANALYSIS | | | | | | | |
| Beginning Fund Balance | 0 | 0 | 29,496 | 306,190 | 276,694 | 328,522 | 370,180 |
| Net Increase (Decrease) in Fund Balance | 15,325 | 306,191 | 22,332 | 63,990 | 41,658 | (97,238) | (103,342) |
| Ending Fund Balance | 15,325 | 306,191 | 51,828 | 370,180 | 318,352 | 231,284 | 266,838 |