

BERRA RECRUITMENT, RETENTION and DEVELOPMENT

BERRA Measure E, Resource 0615

ANNUAL REPORT: FY 2020-21
PROGRAM UPDATE: FY 2021-22

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
for Human Resources**

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 teachers²

¹ BERRA Measure E of 2020, Section 2.C

² BERRA Measure E of 2020, Section 2.C

PROGRAM BUDGET AND EXPENDITURES

Staffing

The following staffing was approved for 2020-21:

- 1.0 FTE Classified Professional Development Support
- 1.0 FTE Individualized Education Plan (IEP) Coach
- 0.4 FTE District Teacher Induction Program Coordinator (previously funded by the general fund)
- 0.2 FTE Peer Assistance and Review Coach (previously funded by the general fund)
- 0.2 FTE Classified Employee Teacher Pathway Coordinator (previously funded by LCAP)

Positions were filled in 2020-21 except for 1.2 FTE due to hiring challenges associated with COVID and distance learning: 1.0 FTE Special Education IEP Coach and the 0.2 Peer Assistance and Review Coach. Both of these positions are filled in 2021-22.

The following positions were filled in 2020-21:

- 1.0 FTE Classified Professional Development Support (filled in November)
- 0.4 FTE District Teacher Induction Program Coordinator
- 0.2 FTE Classified Employee Teacher Pathway Coordinator

Program Activities

The following Program Activities were approved for 2020-21:

- | | |
|---|----------|
| ● Recruitment Support | \$25,000 |
| ● Attract & Retain Teachers of Color | \$60,000 |
| ● Teachers of Color Network Support | \$30,000 |
| ● Stipends (Mentors for BPAR and BPACT) | \$20,000 |

Due to the COVID pandemic, the program activities were hindered and associated funds remained largely unspent.

2020-21 PROGRAM HIGHLIGHTS

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

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. Recruitment activities were hindered by the pandemic to some extent.

Successes 2020-21

- Established and maintained a working relations with the Teachers of Color (TOC) Network
- Involved the TOC Network in district recruitment activities to inform our recruitment best practices
- Audited the HR practices by creating a hiring rubric for equity

- Created an Equity and inclusion Statement to help in recruitment of BIPOC teachers and staff
- Participated in virtual national hiring fair for diversity
- Began data collection and reporting on new hires and retention of teachers of color
- Collaboration between Special Education and Human Resources to strengthen cross-departmental hiring strategies
- Collaborated with Title IX Coordinator to understand climate and culture and its role in recruitment of teachers of color

Challenges 2020-21

The COVID pandemic hindered the ability to conduct regular teacher recruitment activities and the ability to convene district and stakeholder groups around recruitment planning and events

Teacher Induction Program

In 2020-21, BERRA funded 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 (ILP) using the California Standards for the Teaching Profession (CSTP) that aligns with local 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 are meeting induction requirements throughout the school year. Mentors are more 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, and provide feedback both before and after the observations. Mentors receive a stipend for this work and training through the Contra Costa County Office of Education.

Successes 2020-21

- 23 new teachers participated in the induction program

Challenges 2020-21

- Due to the shift in virtual learning, most meetings and observations occurred virtually

Berkeley Peer Assistance and Review (BPAR)

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 Professional Development

A new Coordinator of Classified Professional Development was hired in November of 2020 to coordinate learning opportunities for classified staff. In 2020-2, the following trainings and workshops were held:

- Ongoing - New Hire Mandated & Compliance Training - Classified, Certificated and Administrative Staff
- Nov 19th - Cal/Osha COVID Training - Keenan Safe Schools (Cleaning & Disinfecting, Managing Stress,
- Jan 21st - Paraeducators - Behavior Supports in the Classroom (BHS Paras)
- Jan 21st - Remote Work Tools - Keenan SafeSchools Training (Chair Comfort, Time Management, Home Office Electrical Safety, etc.)
- Jan 21st - Distance Learning Boundaries & School Violence

Classified Employee Teacher Pathway - Berkeley Pathway to Achieve Credentialed Teachers (BPACT)

In August 2018, Berkeley Unified was awarded a program grant from the California Commission on Teacher Credentialing to develop a pathway for BUSD classified staff to earn a Bachelor's Degree and/or teaching credential. We were awarded funding to support 12 classified staff annually for a total of \$48,000. Each participant may receive up to \$4,000 annually toward tuition support. Each year, there are openings based upon program completion for current staff enrolled. Participants aim to teach in a hard to staff subject areas such as Special Education, Science, Math, or Bilingual Multiple Subject classrooms. This grant sunsets June 30, 2022. The 0.2 FTE coordinator is the main point of contact among the participants and the district. The coordinator also reports participant data to the California Commission on Teacher Credentialing. The coordinator maintains contact with participants to ensure academic progress is met. The coordinator is also responsible for disseminating information about the program to BUSD employees, develops the application and chairs the selection committee, composed of members from the Teachers of Color Network.

Successes 2020-21

- 4 participants earned their preliminary teaching credential and are now full-time teachers of record in our district and enrolled in our induction program: 2 are general education teachers and 2 are special education teachers.
- 3 of the 4 participants who earned their credential identify as Black/African-American; 1 participant identifies as multiracial.
- 50% of our program participants identify as African-American, 30% are Hispanic/Latino and 25% identify as multiracial.

Challenges 2020-21

- Due to the pandemic, some participants are not making sufficient academic progress and will not earn their credential by June 2022.
- Some participants struggle with balancing working full time, taking classes and meeting the needs of their families

BUDGET AND EXPENDITURES SUMMARY

The program activity funding remained largely unspent due to the COVID pandemic and the need for staff to shift priorities to meet the demands of providing distance learning opportunities to students and supporting teachers and staff at school sites. This, and the unfilled 1.2 FTE, led to an increase in the ending fund balance.

Program Update 2021-22 School Year

Staffing

- All budgeted BERRA positions in this program have been staffed
- New position in 2021-22 include a 0.6 TSA for Recruitment and Retention with a focus on Teachers of Color and hard to fill subset areas e.g., Special Ed
- The 1.0 Special Education IEP Coach position is filled this year and provides district-wide support to help new and veteran Special Education teachers better navigate the IEP process, improve compliance with legal mandates, and meet each student's needs.

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

This fall, the TSA for Recruit and Retention has been collaborating with external partners and working internally with HR and the Teachers of Color Network to recruit teachers of color and hard to fill areas.

Successes

- Established working relationship with several Bay Area teacher prep programs, namely those with 80+ percentage of candidates of color
- Established pipelines between university and schools for student teacher placements
- Teacher Residency Partnership with Alameda County Office of Education/Alder Graduate School (Pending Board of Ed. approval)
- 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
- Finalizing a BUSD employment flier
- Planning and outreach to recruit special education teachers
- Secured a contract with UCB to Provide leadership coaching and support for BUSD's Certificated and Classified Leaders of Color Network
- Collaborate with Berkeley Public Schools Fund to seek professional growth opportunities for our existing teachers of color

Challenges

Due to various COVID surges and the implications on safety and staffing, it has been difficult to plan and follow through with creating a convening of educators of color.

Classified Professional Development

The following classified professional development and training opportunities were held in the fall of 2021:

- Ongoing - New Hire Mandated & Compliance Training - Classified, Certificated and Administrative Staff
- June - September - Infinite Campus Training (New Student Information System) - School Admin Assistants, Records Clerks
- Oct 11th - Ethnic Studies - School Support Staff (District Wide Training)
- Oct 11th - Wellness & Resilience Strategies for Sustaining Work Life Balance - Office Support Staff
- Oct 11th - Title IX Training (District Wide Training) Ongoing for current and new hires
- Oct 11th - Building Intentional Communities - LEARNS & BEARS Staff (ongoing thru the end of year)
- Oct 11th School Violence Identifying & Addressing - Keenan Safe Schools Training
- Oct 28th - Introduction to the CA Dyslexia Guidelines - Classified Classroom Support Staff
- Oct 29th G-Suite E-Learning - Kiker eLearning (Docs, Drive, Slides & Drawing, Calendar, Meet, Forms & Quizzes)
- ESCAPE - (New Business System)

Berkeley Peer Assistance and Review (BPAR)

The 0.2 FTE BPAR coach position has been filled and there is currently one teacher participating in the program.

Teacher Induction Program

Successes 2021-22

- 39 new teachers are participating in the induction program. None were turned away for lack of a mentor.
- 29% of mentors are teachers of color and/or multiracial
- Recruited 2 new mentors; both are male, African-American and/or multiracial

Challenges 2021-22

- Difficulty recruiting experienced, trained mentors. Some did not agree to mentor due to the amount of work involved and small stipend (\$1600. Other districts pay well above this amount.)
- New coordinator hired late in the school year (mid-September 2021) meant a fast-paced rush to pair new teachers with a mentor, well after the school year had begun.
- Due to temporary changes in teacher credentialing, many of the new participating teachers have not yet completed the Teacher Performance Assessment (TPA) or the Reading Instruction Competence Assessment (RICA). Before COVID, teachers needed to fulfill these requirements before being placed in a classroom. Completing the TPA can be very challenging and some new teachers have much difficulty passing the RICA.

Classified Employee Teacher Pathway - Berkeley Pathway to Achieve Credentialed Teachers (BPACT)

Successes 2021-22

- Coordinator held individual meetings with every participant to track academic progress and build relationships
- Participants repeatedly expressed gratitude for the program, helping make education more affordable and attainable
- Selection committee convened on December 16, 2021 to review and score 5 completed applications.
- 3 applicants were approved for the program and all desire to teach in hard-to-staff areas of education (special education and bilingual). All 3 newly accepted participants represent traditionally underrepresented communities in education.

Challenges 2021-22

- Some participants previously admitted to the program did not meet the minimum 48 college level semester unit requirement. Thus, they have not yet earned AA degrees and will not earn a credential before the grant sunsets in June 2022.
- New coordinator was hired mid-September 2021 and had to develop the application, a scoring rubric and convene the selection committee late in the school year.
- Some participants incur tuition fees beyond the allotted \$4,000, others much less because they are only taking one or two classes at community college.
- Some participants struggle with balancing working full time, taking classes and meeting the needs of their families
- CTC does not provide a handbook of best practices on how to best support participants.

BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY EDUCATOR RECRUITMENT AND RETENTION ACT (BERRA)
RECRUITMENT, RETENTION AND DEVELOPMENT (Measure E, Resource 0615)

Revenue and Expenditures
Comparison Report FY 2020-21

Purpose:

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Budget Managers: Samantha Tobias-Espinosa, Assistant Superintendent for Human Resources

	Audited Actuals 2019/20 As of 6/30/20	Adopted Budget 2020/21 as of 07/01/20	2nd Interim Budget 2020/21 as of 1/31/21	Unaudited Actuals 2020/21 as of 06/30/21	2nd Interim Budget vs. Unaudited Actuals 2020/21
REVENUE	0	467,916	467,916	477,188	9,272
EXPENDITURES					
Certificated Salaries	0	136,681	150,806	53,592	(97,214)
Classified Salaries	0	82,218	82,218	72,329	(9,889)
Employee Benefits	0	85,580	88,509	37,307	(51,202)
Books & Supplies	0	0	0	0	0
Unallocated Reserve and Carryover	0	13,500	13,500	0	(13,500)
Contracted Services	0	100,521	83,467	0	(83,467)
Indirect Costs	0	19,920	19,920	7,770	(12,150)
TOTAL EXPENDITURES	0	438,420	438,420	170,998	(267,422)
NET INCREASE (DECREASE)	0	29,496	29,496	306,190	276,694
FUND BALANCE ANALYSIS					
Beginning Fund Balance	0	0	0	0	0
Net Increase (Decrease) in Fund Balance	0	29,496	29,496	306,190	276,694
Ending Fund Balance	0	29,496	29,496	306,190	276,694