



**BERRA**  
**Educator Recruitment, Retention and Development**

**2022-23 Annual Plan**  
**2nd Draft for Approval**

**P&O Committee**  
**May 10, 2022**

|                          |          |
|--------------------------|----------|
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## Educator Recruitment, Retention and Development 2022-23

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### Plan Overview

#### 1. PROGRAM MISSION and VISION:

To recruit and retain qualified teachers and prevent shortages of essential school staff by addressing educator recruitment and retention, building more pathways for both classified and certificated staff, so that our students are supported by a stable team of highly qualified professionals.

#### 2. BERRA Measure E STATED PURPOSE and USES

The Berkeley Educator’s Recruitment and Retention (BERRA) funded by Measure E of 2020, sets aside five percent (5%) of revenues to “providing programs designed to strengthen recruitment, retention and development strategies for certificated and classified District personnel, especially in hard-to-fill positions.”

“It is the intent of this sub-section of the Measure 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:

- a. salary differentials and/or recruitment pipelines for hard-to-staff positions
- b. classified staff professional development and pathways for paraprofessionals
- c. educator career pathways for high school students
- d. enhanced induction programs for new teachers

#### 3. BERRA FUND USE SUMMARY

##### Staffing

- |   |         |
|---|---------|
| ● Classified Professional Development Coordinator | 1.0 FTE |
| ● Classified Employee Teacher Pathway Coordinator | 0.2 FTE |
| ● TSA for Recruitment, Retention and Support      | 0.7 FTE |
| ● Special Education Development Coach/TSA         | 1.0 FTE |
| ● Teacher Induction Program Coordinator           | 0.4 FTE |
| ● Peer Assistance and Review Coach                | 0.1 FTE |

##### Program

Materials, Supplies, Contracts \$30,000  
Recruitment and Retention Stipends \$50,000  
Teacher Residency \$69,000

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### 4. SUMMARY OF PROPOSED CHANGES OVER PRIOR YEAR PROGRAM:

- Reduced Peer Assistance and Review Coach by 0.1 FTE based on anticipated need
- Increased TSA for Recruitment, Retention and Support by 0.1 FTE based on need
- New program added for 2022-23: Teacher Residency Program through the Alameda County of Education

### 5. BERRA BUDGET SUMMARY

**Budget Summary for Educator Recruitment, Retention, & Development  
Measure E, Resource 0615**

**May 10, 2022**

**Second Reading P&O**

**DRAFT**

2022-23

**Revenue** 516,346

**Expense**

Staffing 406,210

Recruitment Support (Materials, Contracts) 30,000

Recruitment & Retention Stipends 50,000

Teacher Residency Program 69,000

Unallocated Reserves 20,311

Indirect Costs 37,064

**Total Expenditures** 612,584

**Net Change to Fund Balance** (96,238)

**Beginning Fund Balance** 328,522

Net Increase/(Decrease) in Fund Balance (96,238)

**Ending Fund Balance** 232,284

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### 6. BUSD BUDGET CONTEXT and SUSTAINABILITY NOTES

Growth in the fund balance in 2020-21 is due to initiatives that were not carried out due to pandemic constraints. This budget's projected deficit spending is due to adding the Alameda County Office of Education Teacher Residency program. The fund balance has reserves which can be drawn upon for this one time expense.

### 7. CHANGES FROM DRAFT 1

- Added on page 8: "Additionally included in this budget is a contract with UCB to Provide leadership coaching and support for BUSD's Certificated and Classified Leaders of Color Network."
- This investment of \$20,000 was included in the first draft budget and not included in the narrative.

## Equity

### 1. PARTICIPATION and OUTREACH:

How do programs address issues of equity, access, and opportunity, including targeted funding and support?

The Classified professional development and pathway supports are one way to increase opportunities for BUSD staff while also providing role models for our diverse student body. The Berkeley Pathway to Achieving Credentialed Teachers (BPACT) provides tuition support to classified staff in earning degrees and credentials and is a State Funded Grant. The BERRA funds provide for a 0.2 FTE to support the program and offer ongoing support to the fellows in the program. The Teacher on Special Assignment for Recruitment, Retention and Support focused on recruiting and supporting educators of color and special education staffing.

### 2. REPRESENTATION, DIVERSITY and INCLUSION:

How do programs reflect and support the diversity of our families and students?

The BERRA recruitment and retention program includes support for recruitment, retention and support of Teachers of Color, as well as classified pathways, in order to better reflect our student population. Research has shown that students benefit from having teachers and other staff of color.

### 3. STAFFING/PROFESSIONAL DEVELOPMENT:

How does staffing and/or professional development address equity and district goals?

The BERRA program components described above, including professional development for

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classified, recruitment and retention for hard to fill positions such as Special Education, and support for Teachers of Color, are all devised to support high quality instruction from a diverse and well-supported certificated and classified staff.

### Data and Measures

#### 4. DATA/OUTCOMES:

What data/metrics could be used to report on outcomes? Are there SMART goals?

##### **Classified Professional Development**

Throughout the 2022-23 school year, continue to support our classified staff through ongoing professional development opportunities for classified staff to improve job skills to build capacity and/or work toward promotions in hard-to-fill positions. Potential programming will be derived from staff surveys, upcoming needs, and the implementation of District-Wide programs.

| <b>Berkeley Pathway to Achieve Credentialed Teachers (BPACT) Participant and Outcome Data</b>                                 | <b>2020-21</b> | <b>2021-22</b>           | <b>2022-23</b> |
|---|----------------|--------------------------|----------------|
| Number of Participants  | 12             | 12                       | 12             |
| Number of New Participants  | NA             | 5                        | TBD            |
| Number of Participants who self-identify as BIPOC (2 declined to state)   | 10             | <i>Not Yet Available</i> | TBD            |
| Number of Participants who desire to teach in hard-to-staff areas of education (special education, bilingual, math, science). | NA             | 9                        | TBD            |
| Number of Participants who earned a Preliminary Credential  | 3              | <i>1 (projected)</i>     | TBD            |
| Number of Past Participants who are full-time teachers of record in our district  | NA             | 3                        | TBD            |
| Number of Past Participants who are returning full-time teachers in BUSD (from BPACT program)                                 | NA             | 1                        | TBD            |

| <b>Recruitment and Retention</b>   | <b>2020-21</b> | <b>2021-22</b>           | <b>2022-23</b> |
|--|----------------|--------------------------|----------------|
| Of All teachers, % who are teachers of Color   | NA             | 34.1%                    | TBD            |
| Of all new hires, % who are teachers of color  | 47.6%          | 48.3%                    | TBD            |
| Percent of new hires who were retained in subsequent year - rate for teachers of color | 85.0%          | Pending Fall 2022 Report | TBD            |

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### Special Education

The 1.0 IEP TSA Coach provides additional support for special education teachers as a retention strategy. Retention data will be reported in fall of 2022.

### Teacher Induction

In 2021-22:

- 39 new teachers are enrolled in the induction program; a ~ 50% increase over 2020-21
- 29 teachers are in Year One, 10 teachers are in Year Two of induction
- 50% have single subject
- 25% have a SpEd credential
- 100% of teachers are assigned a mentor
- 29% of mentors are teachers of color and/or multiracial
- Recruited 2 new mentors; both are male, African-American and/or multiracial

Goals for 2022-23 include:

- Match mentors with teachers as early in the school year as possible
- Advocate for principals or TSAs to provide sub release so that teachers in induction program may observe other teachers
- Increase percentage of BIPOC mentors

### Ethnicity for Induction Teachers and Mentors (self reported)

| 2021-22                | Teachers | Mentors |
|------------------------|----------|---------|
| White                  | 50%      | 70%     |
| African American/Black | 16%      | 4%      |
| Asian                  | 13%      | 7%      |
| Latinx                 | 3%       | 4%      |
| Multiple               | 3%       | 15%     |
| No data / no response  | 16%      | 0%      |

### BPAR

In 2021-22, there is one teacher participating in the program. Due to low participation, the FTE dedicated to supporting BPAR will be reduced in 2022-23 from 0.2 FTE to 0.1 FTE.

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### 5. QUALITATIVE BENEFITS:

What elements are not quantitative but of significant value to the program and/or district?

The goal of “a stable team of highly qualified professionals” underpins our District’s mission to “enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.”

## Narrative

The following recommendation is for the allocation of funds for the Purpose of Educator Recruitment, Retention and Development in 2022-23 in accordance with BERRA Measure E.

### **Classified Staff Pathways and Professional Development**

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- Classified Professional Development Coordinator 1.0 FTE
- Classified Employee Teacher Pathway Coordinator 0.2 FTE

BUSD believes in building capacity from within. The position of Classified Professional Development Coordinator establishes a professional development program focused on providing opportunities for classified employees who are focused on improving job skills to build capacity in their current positions and/or work toward promotions in hard-to-fill positions. Additionally, the Classified Professional Development Coordinator plans and implements training for program staff in support of student learning.

The Classified Employee Teacher Pathway Coordinator manages a grant awarded by the State of California. The grant funds the Berkeley Pathway to Achieve Credentialed Teachers (BPACT) program, so that classified employees receive tuition assistance toward earning a teaching credential. Through BPACT, classified staff, including Instructional Assistants and other paraprofessionals, can be supported in taking the step of becoming credentialed teachers. The majority of BPACT participants strive to teach in high-demand teaching positions such as Special Education. The 0.2 FTE Classified Employee Teacher Pathway coordinator position provides timely and focused support for classified staff who are taking classes at various universities.

### **Enhanced Induction and Teaching Support Programs**

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- Teacher Induction Program Coordinator 0.4 FTE
- Peer Assistance and Review Coach 0.1 FTE
- Special Education IEP Coach/ TSA 1.0 FTE

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.

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When new teachers begin their career with BUSD, the Teacher Induction Program Coordinator enrolls them in the program and matches them with a mentor. The program provides teachers the tools, knowledge, and support they need to stay and grow in the profession and create more equitable outcomes for students. Upon completion of the Teacher Induction Program and verification of all requirements, participating teachers are recommended for a California Clear Teaching Credential.

The Peer Assistance and Review Coach supports and improves instructional practice and supports teachers through challenging stages of their profession. If teachers need support in their instructional practice, the Berkeley Peer Assistance and Review (BPAR) Coach can provide support through coaching and mentoring.

The Special Education IEP Coach provides support to Special Education Teachers as a retention strategy. The Individualized Education Plans (IEPs) that special education teachers must adhere to are a significant challenge; with the support of an IEP coach, new and veteran Special Education teachers can better navigate the IEP process, improve compliance with legal mandates, and meet each student's needs.

The Special Education IEP Coach:

- Conducts new teacher onboarding for IEP writing
- Supports special education teachers and administrators in meeting the timelines for Individual Education Plan (IEP) development, annual Case Reviews, Evaluations, Re-Evaluations, 30-day Conferences, Manifestation Determination Meetings, Case Conferences, and Progress on Goals

### **Recruitment and Support for Hard to Fill Positions**

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- |  |          |
|--|----------|
| ● Recruitment, Retention & Support TSA                                 | 0.7 FTE  |
| ● Recruitment Support (Materials, Contracts)                           | \$30,000 |
| ● Recruitment Stipends/Bonuses   | \$50,000 |
| ● Teacher Residency Program through Alameda County Office of Education | \$69,000 |

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. The Teacher on Special Assignment for recruitment and retention supports the District in efforts to fill all positions with strong candidates in hard to fill areas with a focus on hiring and retaining teachers of color. The TSA supports retention by partnering with our BUSD Teachers of Color Network to build and bolster relationships, by liaising between teachers, schools, and district to provide equitable support to our new and seasoned



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teachers of color, and solicit regular feedback from our teachers of color to inform continual improvement. The TSA also coordinates and delivers orientations for new teachers and new substitutes. This position will support year round recruitment efforts focusing on establishing and strengthening partnerships with surrounding university teacher prep programs to increase the number of recruits to BUSD.

The Teacher Residency Program through Alameda County Office of Education/Alder Graduate School partnership with BUSD will retain residents in our hard-to-fill areas (special education, physics, math, etc.) to partner with a seasoned BUSD educator. This one-year program will help create sustainable pipelines and community partnerships, with a focus on securing BIPOC teaching residents, who after the residency program, will be highly qualified to teach in our BUSD schools.

The program represents a one-time cost using available fund balance. The success of the program will be evaluated to determine if it will continue beyond 2022-23. At that time, the fund balance can be reviewed as a potential source for continued support in the BERRA Educator Recruitment, Retention and Development Plan.

Additionally included in this budget is a contract with UCB to Provide leadership coaching and support for BUSD's Certificated and Classified Leaders of Color Network.

The budget also supports 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.