



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

**2023-24 Annual Plan**  
**2nd Reading for Approval**

**P&O Committee**  
**May 8, 2023**

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# BERRA

## Educator Recruitment, Retention and Development 2023-24

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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                | 0.2 FTE |

##### Program

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

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

The 2022-23 plan was increased from a 0.1 FTE to a 0.2 FTE in the fall of 2022-23 to address the increased number of BPAR participants. The 0.2 FTE will continue in 2023-24. Additionally, funds will support BPAR voluntary teacher coaching hours to assist BPAR participants in improving their teaching practice.

### 5. BERRA BUDGET SUMMARY

<b>Budget Summary for Educator Recruitment, Retention, &amp; Development</b>	
<b>Measure E, Resource 0615</b>	
<b>April 25, 2023</b>	
<b>1st Reading P&amp;O</b>	
	<b>DRAFT</b>
	2023-24
<b>Revenue</b>	546,084
<b>Expense</b>	
Staffing	499,335
Recruitment Support (Materials, Contracts)	30,000
Recruitment & Retention Stipends	50,000
Teacher Residency Program	69,000
Unallocated Reserves	14,980
Indirect Costs	40,728
<b>Total Expenditures</b>	704,043
<b>Net Change to Fund Balance</b>	<b>(157,959)</b>
<b>Beginning Fund Balance</b>	266,837
Net Increase/(Decrease) in Fund Balance	<b>(157,959)</b>
<b>Ending Fund Balance</b>	108,878

### 6. BUSD BUDGET CONTEXT and SUSTAINABILITY NOTES

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. At the current pace of fund balance use, It is unlikely that this cost will continue in BERRA beyond 2023-24.

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### 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 Teacher on Special Assignment to support the program and offer ongoing support to the fellows in the program. A 0.7FTE Teacher on Special Assignment for Recruitment, Retention and Support focuses 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 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 2023-24 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.

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### Teacher Induction

In 2022-23:

- 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

### Berkeley Pathway to Achieve Credentialed Teachers (BPACT)

In 2022-23:

- 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 in 2022
- 2 completed a MA + credential in Spring 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

### Recruitment and Retention

See performance measures on page 8.

## 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.”

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### Narrative

The following recommendation is for the allocation of funds for the Purpose of Educator Recruitment, Retention and Development in 2023-24 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

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.

#### **Classified Professional Development**

Throughout the 2023-24 school year, the Classified Professional Development Coordinator will 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.

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

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- Teacher Induction Program Coordinator 0.4 FTE
- Peer Assistance and Review (BPAP) Coach 0.2 FTE
- Special Education IEP Coach/ TSA 1.0 FTE

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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.

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                       | \$50,000 |

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- 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 teachers of color, and solicit regular feedback from our teachers of color to inform continual improvement. This position supports year round recruitment efforts focusing on establishing and strengthening partnerships with surrounding university teacher prep programs to increase the number of recruits to BUSD.

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:

- Coordinating our March 2023 BUSD Hiring Fair
- Formalized partnerships 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

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.

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. Additionally, funds will support



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BPAR voluntary teacher coaching hours to assist BPAR participants in improving their teaching practice.

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## Educator Recruitment, Retention and Development 2023-24

### Performance Measures

<b>Recruitment and Retention Data</b> <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%

<b>Berkeley Pathway to Achieve Credentialed Teachers (BPACT) Participant and Outcome Data</b> <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