

BERRA Recruitment, Retention and Development
BERRA Measure E, Resource 0615

ANNUAL REPORT: FY 2022-23
PROGRAM UPDATE: FY 2023-24

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 became available in Fiscal Year 2020-21. Ninety-five percent (95%) of the Available Revenues are dedicated to supplementing the salaries of District educators through a salary increase applied to the 2019-20 salary schedule.

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 0.7 FTE
- Special Education Development Coach/TSA 1.0 FTE
- District Teacher Induction Coordinator 0.4 FTE
- Peer Assistance and Review Coach 0.1 FTE

Program Activities

The following program activities were approved for 2022-23:

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

Added fall 2022:

- ACOE Teacher Residency Program \$23,000
- Peer Assistance and Review Coach 0.1 FTE

Program Update 2022-23 School Year

Staffing

- All budgeted BERRA positions in this program have been staffed
- New position in 2021-22 included 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.

2022-23 Highlights

BUSD is committed to hiring and supporting an excellent teaching staff who reflect the diversity of our student body. During the 2022-23 school year, the Recruitment and Retention Team:

- Solidified partnerships with several teacher preparatory programs, particularly those with a shared mission of increasing diversity (i.e. UC Berkeley, Berkeley City College, CSU East Bay, San Francisco State, St. Mary's College) 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

- Maintained and updated the TOCN@berkeley.net email for our Teachers of Color Network to build community with prospective employees of color

2022-23 Challenges

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

Fall 2024 Update

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

Highlights

- Finalizing March 2024 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, visual and performing arts teachers, STEM teachers, and other hard to fill areas
- Collaborate with BUSD Teachers of Color Network on recruitment systems
- Collaborate regularly with our partner teacher colleges and undergraduate programs in order to secure interns, pre-service educators, and newly certificated teachers to find mentorship in BUSD
- In collaboration with Human Resources, strengthened onboarding systems for interns, student teachers, and new hires in order to establish and maintain mentorship and build relationships.
- 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

- 42 teachers and 35 mentors participate in the induction program
- All mentors are BUSD teachers, saving the district \$21,000 by not contracting out mentors
- 27% of mentors are new to induction mentoring
- 25% of first year newly recruited mentors are teachers of color
- 27% of all mentors self-identify as BIPoC

2022-23 Challenges

- SpEd teachers are overrepresented in the induction program (27%)
- Since 2019, induction enrollment has increased 87%
- Difficulty recruiting experienced mentors. Many who are qualified did not agree to mentor due to the amount of work involved and small stipend (\$1696). 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) but were granted preliminary credentials under temporary changes to credentialing during COVID

2023-24 Update

For 2023-24 it is necessary to increase the FTE for the Teacher Induction TSA from 0.4 FTE to 0.6 FTE. This is due to an 87% increase in new teacher enrollment in the mandatory California Teacher Induction Program and the resulting need for increased participant support and program coordination. The overall increase for this position is 0.2 FTE with 0.1 funded by BERRA Recruitment Retention and Development and 0.1 funded by the Educator Effectiveness Block Grant, which brings the position to 0.6 FTE.

Berkeley Peer Assistance and Review (BPAR)

2022-23 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 consider removing need support in their instructional practice, a Peer Assistance and Review Coach helps them bolster their teaching practice and engage in collaborative professional growth. 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

- 9 participants are SpEd IAs or interns, who directly work with SpEd students
- 67% of participants identify as African-American, 20% are Hispanic/Latino, 7% are Asian and 7% identify as multiracial.
- 3 participants completed a credential program
- 1 participant completed their BA
- 6 are earning a BA with various expected completion dates
- Awarded \$30,000 Leading for Equity grant from Berkeley Public Schools fund to supplement educational reimbursements to participants who exceed their annual \$4,000 allotment funded by the State grant.

2022-23 Challenges

- 3 participants completed a teacher preparation program but were not recommended for a preliminary credential due to outstanding requirements (passing the CSETs, RICA and edTPA).
- Some participants experience financial insecurity and find it stressful to wait to be reimbursed for tuition and other educational expenses. The State grant does not allow direct payment to institutions of higher education, only reimbursements to participants.
- Some struggle with balancing the demands of work and family while taking classes, and do not make sufficient academic progress to earn a credential by June 2026.
- 2 participants exited the program because of career change and relocation outside California.

2023-24 Update

- 14 participants are enrolled in classes and making academic progress at CSU East Bay, CSU Chico, SFSU, St. Mary's, and Peralta Community College District.
- 1 participant passed the RICA and is on course to be recommended for a preliminary credential in Spring 2024
- 3 participants exited the program (taking care of elderly/disabled family members, career change)

Special Education Development Coach/TSA

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, Retention and Development Performance Measures

[Link to the Fall 2023 Data Report to Board](#)

Recruitment and Retention Data	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 As of February 2024	2020-21	2021-22	2022-23	2023-24
Number of Participants making academic progress	12	12	13	14
Number of New Participants	N/A	5	6	3
Number of Participants who self-identify as BIPOC	10	11	13	15
Number of Participants who desire to teach in hard-to-staff areas of education (special education, bilingual).	7	9	9	9
Number of Participants who earned a preliminary credential	3	0	0	0
Number of Past Participants who are teachers of record in BUSD with preliminary and/or clear credential	3	6	6	6
Number of Participants who teach SpEd with an intern credential	N/A	1	3	3

Budget and Expenditures Report

BERKELEY UNIFIED SCHOOL DISTRICT				
Berkeley Educator Recruitment and Retention Act (BERRA)				
Retention & Recruitment (Measure E/ Resource 0615)				
Revenue and Expenditures				
Comparison Report 12/4/23				
	Adopted Budget 2022/23 as of 07/01/22	Unaudited Actuals 2022/23 as of 06/30/23	Adopted Budget 2023/24 as of 07/01/23	1st Interim Budget 2023/24 as of 10/31/23
REVENUE				
Parcel Tax Revenue	\$ 515,346	\$ 515,346	\$ 546,084	\$ 546,084
Parcel Tax Revenue-Prior Year	\$ -	\$ -	\$ -	\$ -
Interest	\$ -	\$ -	\$ -	\$ -
Net Revenue	\$ 515,346	\$ 515,346	\$ 546,084	\$ 546,084
EXPENDITURES				
Certificated Salaries	\$ 319,406	\$ 235,781	\$ 362,133	\$ 362,133
Classified Salaries	\$ 91,698	\$ 107,800	\$ 111,955	\$ 111,955
Employee Benefits	\$ 111,610	\$ 126,028	\$ 168,180	\$ 168,180
Books & Supplies		\$ 4,947	\$ -	\$ -
Unallocated Reserve and Carryover	\$ 22,806	\$ -	\$ 22,806	\$ 22,806
Contracted Services	\$ 30,000	\$ 1,158	\$ 30,000	\$ 30,000
Indirect Costs	\$ 37,064	\$ 30,636	\$ 37,064	\$ 37,064
Total Expenditures	\$ 612,584	\$ 506,350	\$ 732,138	\$ 732,138
NET INCREASE (DECREASE)	\$ (97,238)	\$ 8,996	\$ (186,054)	\$ (186,054)
FUND BALANCE ANALYSIS				
Beginning Fund Balance	\$ 328,522	\$ 370,179	\$ 261,205	\$ 379,175
Net Increase (Decrease) in Fund Balance	\$ (97,238)	\$ 8,996	\$ (186,054)	\$ (186,054)
Ending Fund Balance	\$ 231,284	\$ 379,175	\$ 75,151	\$ 193,121