

**BERRA**  
**Educator Recruitment, Retention and Development**  
**Annual Plan**  
**2021-22**

**Approved by Planning and Oversight Committee**  
**May 11, 2021**

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# BERRA

## Educator Recruitment, Retention and Development

### 2021-22 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

Staff:

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

Program

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

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

- TSA for Recruitment, Retention and Support with a focus on Teachers of Color, New Teacher Orientation, and Orientation for Substitute Teachers
- Increase to Recruitment and Retention Stipends to include retention bonuses for Special Ed and bilingual teachers
- Adjust IEP Coach to a more general Special Education Development Coach job description

#### 5. BERRA BUDGET SUMMARY

	<b>REVENUE</b>	<b>493,312</b>
	<b>EXPENDITURES</b>	
	Staffing	379,592
	Recruitment Support (Materials, Contracts)	30,000
	Stipends	50,000
	Unallocated Reserve	11,388
	Indirect Costs	25,527
	<b>TOTAL EXPENDITURES</b>	<b>470,980</b>
	<b>NET INCREASE (DECREASE)</b>	<b>22,332</b>
	<b>FUND BALANCE ANALYSIS</b>	
	Beginning Fund Balance	112,922
	Net Increase (Decrease) in Fund Balance	22,332
	Ending Fund Balance	135,254

#### 6. BUSD BUDGET CONTEXT and SUSTAINABILITY NOTES

Fund balance from 20-21 is due to initiatives that were not carried out due to pandemic constraints. This budget is currently not deficit spending, and has reserves which may be drawn upon for one time expenses.

# **BERRA**

## **Educator Recruitment, Retention and Development**

### **Equity and Quality Measures**

#### **1. PARTICIPATION and OUTREACH:**

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

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 dedicated amount of FTE to support the program and offer ongoing support to the fellows in the program.

#### **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 the population the staff serves.

#### **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.

#### 4. DATA/OUTCOMES:

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

##### **Classified Support**

**Goal:** By April 2021, provide professional development opportunities to 100% of our classified staff that addresses building their capacity, and learning about District initiatives throughout the school year.

**Objective:** By November 2020, assemble and convene a monthly Classified Professional Development Committee to provide input on the topics, scheduling, and model for professional development opportunities for classified staff. The committee will meet the guidelines of the BCCE contract with equal members chosen by the union and by the district up to 8 total members including the Coordinator.

**Objective:** Throughout the 2020-2021 school year, continue to support our classified staff on the path to becoming credentialed teachers, by maintaining the current grant and continuing to provide guidance to the participants.

**Progress:** Classified Professional Development Coordinator position was filled starting November 2, 2020. BUSD adopted Keenan Safe Schools as a training platform to establish comprehensive training during the COVID era in alignment with MOUs and Safety Plans. The platform is also helping to address other Classified Training needs including position specific safety, athletic coach training, and tracking of mandated training for all employees. The coordinator planned the January Professional Development Day for Classified Staff as a virtual event. The BCCE Professional Development Committee met on March 22, 2021. Despite the disruption caused by COVID significant progress was made.

**New Goal:** By April 2022, continue to provide professional development opportunities to 100% of our classified staff that addresses building their capacity, and learning about District initiatives throughout the school year.

**Continued Objective:** By November 2021, assemble and convene a monthly Classified Professional Development Committee to provide input on the topics, scheduling, and model for professional development opportunities for classified staff. The committee will meet the guidelines of the BCCE contract with equal members chosen by the union and by the district up to 8 total members including the Coordinator.

**New Objective:** Throughout the 2021-2022 school year, continue to support our classified staff through ongoing professional development opportunities based on staff surveys, upcoming needs, and implementation of District-Wide programs.

**Certificated Support**

**Goal:** By April 2021, continue to provide support for our new and veteran teachers so that they can provide the highest quality instruction to the students of Berkeley Unified.

**Objective:** By November 2020, implement an IEP Coach position to build the skills of our new and veteran special education providers in writing accurate, compliant, and meaningful individualized education plan for our BUSD students.

**Objective:** Throughout the 2020-2021 school year, continue to provide direct support for new and veteran teachers that are struggling that is outside of the evaluation process and offer guidance from other BUSD exceptional educators.

**Progress:** Due to the disruption of COVID the District was unable to hire for the IEP Coach Position for the 2020-2021 school year. In addition due to the timing of the COVID closure of the schools in March 2020 the B-PAR program was placed on hold for the 2020-2021 school year, it will be rebooted in the Fall of 2021.

**Continued Goal:** By April 2022, continue to provide support for our new and veteran teachers so that they can provide the highest quality instruction to the students of Berkeley Unified.

**Revised Objective:** By August 2021, implement a Special Education Development Coach position to build the skills of our new and veteran special education providers in writing accurate, compliant, and meaningful individualized education plan for our BUSD students.

**Continued Objective:** Throughout the 2021-2022 school year, continue to provide direct support for new and veteran teachers that are struggling that is outside of the evaluation process and offer guidance from other BUSD exceptional educators.

**Recruitment/Diversity Support**

**Goal:** By April 2021, demonstrate a gain in the percentage of educators of color who work for BUSD through recruitment and retention efforts.

**Objective:** By November 2020, in collaboration with the existing Teachers of Color Network create a plan to increase the participation of our teachers in supporting each other, provide support to build capacity within our current staff, and a recruitment plan to hire high quality educators of color in Spring 2021.

**Objective:** Throughout the 2020-2021 school year, implement technology, change processes, and seek grants to improve the recruitment of staff into hard to fill positions and hire a more diverse staff.

**Progress:** COVID disrupted the hiring season for Fall 2020, but not all of the fallout has been negative. We were able to fill 100% of classroom teacher positions prior to the first day of school and COVID forced us to adapt to a paperless and virtual world. We have new tools to help onboard new hires without a single sheet of paper. We have a video to provide to new Classified hires to orient them with the District. We have converted to video interviews and revamped inter district procedures to eliminate obstacles for employees and increase efficiency.

**Continued Goal:** By April 2022, demonstrate a gain in the percentage of educators of color who work for BUSD through recruitment and retention efforts.

**Revised Objective:** By November 2021, in collaboration with the existing Teachers of Color Network to review the plan to increase the participation of our teachers in supporting each other, provide support to build capacity within our current staff, and a recruitment plan to hire high quality educators of color in Spring 2022.

**Continued Objective:** Throughout the 2022-2022 school year, implement technology, change processes, and seek grants to improve the recruitment of staff into hard to fill positions and hire a more diverse staff.



**Data Presented to the Board on Recruitment & Retention of Teachers of Color:**

**TO:** BUSD Board of Education

**FROM:** Samantha Tobias-Espinosa, Assistant Superintendent

**DATE:** March 10, 2021

**SUBJECT:** Certificated Hiring Diversity Update

The chart below presents information related to the diversity of those hired into certificated positions since 2014 to the current school year.

Number Of Certificated Staff Hired By Ethnicity By Year									
	School Year of Hire								
Ethnicity	14-15	15-16	16-17	17-18	18-19	19-20	20-21	Grand Total	% of Total Hired
African American/Black	3	10	15	9	10	9	6	62	10.80%
Asian	1	18	19	12	17	17	6	89	15.51%
Asian/Pacific Islander		1			2		2	5	0.87%
Latinx	5	13	11	13	12	11	9	74	12.89%
Multiple		4	4	2	7	5		22	3.83%
Native American			1	1	3	1	1	7	1.22%
Native American & Latinx		4	4	1			1	10	1.74%
White (Non-Latinx)	13	65	55	45	55	44	28	305	53.14%
Grand Total	22	115	109	83	105	87	53	574	

The charts below present information related to the diversity of those hired and retained in certificated positions as of the current school year.

Number Of Certificated Staff Hired By Ethnicity By Year - Still CURRENTLY Employed								
	School Year of Hire							
Ethnicity	14-15	15-16	16-17	17-18	18-19	19-20	20-21	Grand Total
African American/Black	1	2	8	6	6	7	6	36
% of AA/BLK hire year cohort	33.3%	20.0%	53.3%	66.7%	60.0%	77.8%	100.0%	
Asian	0	11	8	6	10	13	6	54
% of Asian hire year cohort	0.0%	61.1%	42.1%	50.0%	58.8%	76.5%	100.0%	
Asian/Pacific Islander		1			1		2	4
% of Asian/Pacific Islander hire year cohort		100.0%			50.0%		100.0%	
Latinx	0	6	7	7	6	8	9	43
% of Latinx hire year cohort	0.0%	46.2%	63.6%	53.8%	50.0%	72.7%	100.0%	
Multiple		1	3	2	3	5		14
% of Multiple Ethnicity hire year cohort		25.0%	75.0%	100.0%	42.9%	100.0%		
Native American				1	2	0	1	4
% of Native American hire year cohort			0.0%	100.0%	66.7%	0.0%	100.0%	

<b>Native American &amp; Latinx</b>		<b>1</b>	<b>3</b>	<b>1</b>			<b>1</b>	<b>6</b>
<b>% of Native American &amp; Latinx hire year cohort</b>		<b>25.0%</b>	<b>75.0%</b>	<b>100.0%</b>			<b>100.0%</b>	
<b>White (Non-Latinx)</b>	<b>7</b>	<b>35</b>	<b>26</b>	<b>23</b>	<b>33</b>	<b>32</b>	<b>28</b>	<b>184</b>
<b>% of White hire year cohort</b>	<b>53.8%</b>	<b>53.8%</b>	<b>47.3%</b>	<b>51.1%</b>	<b>60.0%</b>	<b>72.7%</b>	<b>100.0%</b>	
<b>Grand Total</b>	<b>8</b>	<b>57</b>	<b>55</b>	<b>46</b>	<b>61</b>	<b>65</b>	<b>53</b>	<b>345</b>

<b>Ethnicity</b>	<b>Hired 14-21</b>	<b>Retained 14-21</b>	<b>% Retained</b>
<b>African American/Black</b>	<b>62</b>	<b>36</b>	<b>58.06%</b>
<b>Asian</b>	<b>89</b>	<b>54</b>	<b>60.67%</b>
<b>Asian/Pacific Islander</b>	<b>5</b>	<b>4</b>	<b>80.00%</b>
<b>Latinx</b>	<b>74</b>	<b>43</b>	<b>58.11%</b>
<b>Multiple</b>	<b>22</b>	<b>14</b>	<b>63.64%</b>
<b>Native American</b>	<b>7</b>	<b>4</b>	<b>57.14%</b>
<b>Native American &amp; Latinx</b>	<b>10</b>	<b>6</b>	<b>60.00%</b>
<b>White (Non-Latinx)</b>	<b>305</b>	<b>184</b>	<b>60.33%</b>
<b>Grand Total</b>	<b>574</b>	<b>345</b>	<b>60.10%</b>

The charts above present our recent history of recruitment and retention of certificated employees. The data shows that we have room for improvement.

In March 2020 the voters of Berkeley passed the Berkeley Educator Recruitment and Retention Act (BERRA). The act includes money set aside to support hiring of diverse candidates of color to serve our students through recruitment, retention, and development. In the past year these are the steps that have been taken and the work that is continuing to be achieved in this area:

- Hired a Classified Professional Development Coordinator to support the retention and development of our classified staff.
- Hired a BERRA Teacher on Special Assignment to support our goals of improved recruitment of diverse candidates and educators of color.
- Transitioned to hiring new teachers for Fall 2020 on probationary contracts to provide an established relationship with our new hires. Previously all new teachers were hired on a temporary basis and were not rehired until late in the spring/early summer. Those on probationary contracts are on the tenure track which allows them to feel more secure in their employment future with BUSD. Making contract offers to candidates starting in March for hard to fill positions.
- Working with the Teachers of Color Network to review our hiring practices including questions used in teacher interviews and obstacles in the application and onboarding processes to remove barriers to hiring a diverse teacher workforce.
- Moved to a paperless onboarding process using NEOGOV and transitioning to electronic employee files.
- Business Services and Human Resources working as partners to improve our internal processes to improve the experience of all employees as well as decrease errors and lag in the hiring process.
- Holding hiring events that allow BUSD to attract, interview, and hire highly qualified diverse candidates to serve our students.
- Increased transparency about the position control system through public reporting during the board meetings of changes.
- Continued support of the classified staff participating in the Berkeley Pathway to Achieve Credentialed Teachers (BPACT) a state grant that provides funds to cover tuition and other credential program costs. Two graduates are currently working for BUSD.
- Developing and implementing a robust recruitment plan including training for administrators on hiring practices and interviews, relationships with universities including historically black colleges and universities, attending hiring events at conferences and colleges, and posting positions in multiple locations.

## 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.”

# **BERRA**

## **Educator Recruitment, Retention and Development**

### **2021-22 Plan Details**

The following recommendation is for the allocation of funds for the Purpose of Educator Recruitment, Retention and Development in 2021-22 in accordance with BERRA Measure E.

#### Classified Staff Pathways and Professional Development

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

BUSD believes in building capacity from within. The position of Classified Professional Development Coordinator has begun to establish a professional development program focused on providing opportunities for classified employees who are focused on instruction to build skills in their current positions, work toward promotions in harder-to-fill positions, and consider pathways to credentialing.

Through Berkeley's Pathway to Achieve Credentialed Teachers (BPACT), classified staff, including Instructional Assistants and other paraprofessionals, can be supported in taking the step of becoming credentialed teachers with a focus on Special Education. The .2 FTE Classified Employee Teacher Pathway Coach position will provide timely and focused support for classified staff on the pathway to credentialing.

#### Enhanced Induction and Teaching Support Programs

- District Induction Coach 0.4 FTE
- Peer Assistance and Review Coach 0.2 FTE
- Special Education Plan Coach / TSA 1.0 FTE

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.

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.

## Recruitment and Support for Hard to Fill Positions

• Recruitment, Retention & Support TSA	0.6 FTE
• Recruitment Support (Materials, Contracts)	\$30,000
• Recruitment Stipends/Bonuses	\$50,000

To support the District in efforts to fill all positions with strong candidates, a TSA for Recruitment, Retention and Support, to include a focus on Teachers of Color, New Teacher Orientation, and Orientation for Substitute Teachers has been added to the plan. This position will support year round recruitment efforts and improve the orientation for new teachers welcoming them to the District. This position will also support a more substantial substitute orientation and support system as well.

In order to compete for the best teachers and staff, a budget line is needed to support 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.

This year's plan includes a budget line for stipends and bonuses for recruitment and retention in hard to fill positions, with a focus on Special Ed and bilingual positions.