



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 8.3

Meeting Date: August 16, 2018

Subject: Recruitment/Retention Efforts of Fully Credentialed Teachers

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Human Resource Services

Recommendation: To inform the Board that Human Resources continues to partner and work with many Institution of Higher Education (IHE), Program Sponsors and Labor Partners to recruit teacher candidates to fill our vacancies. Human Resources in collaboration with other stakeholders participated and attended recruitment fairs that took place locally and throughout the state of California. Retention data collected will help guide the conversation and collaboration as to how we provide support and increase teacher retention in the upcoming years.

Background/Rationale: California has had a state-wide teacher shortage in areas of Special Education, Math and Science. In recent years, with class size reduction and attrition, the number of positions needed to be filled has increased. The District recruited locally, throughout California, Out of State at Historically Black Colleges, and Out of Country in the Philippines.

Financial Considerations: None

LCAP Goal(s): Safe, Clean and Healthy Schools

Documents Attached:

1. Executive Summary

Estimated Time of Presentation: 10 minutes

Submitted by: Cancy McArn, Chief Human Resources Officer

Approved by: Jorge A. Aguilar, Superintendent

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I. Overview/History of Department or Program

After many years of budget cuts and staff layoffs, the tide turned in 2013, when California began to bring new, more equitably distributed revenues into the education system as a result of Proposition 30 and the Local Control Funding Formula. As funding began to be restored and districts began trying to replace the positions they had lost, teacher hiring increased dramatically. But qualified teachers were hard to find: the supply of new teaching candidates declined by more than 70% over the decade when jobs were not available. As a result, since 2014–15, California districts have experienced acute shortages of teachers, especially in mathematics, science, and special education. The passage of Proposition 58 reinstating bilingual education has triggered additional shortages of bilingual teachers. And career technical teachers have been in short supply.

California's ongoing teacher shortage undermines its efforts to implement new standards, to improve learning, and to close achievement gaps. California districts report dealing with shortages by hiring long-term substitutes or teachers with substandard credentials, leaving positions vacant, increasing class sizes, or canceling courses. As districts increasingly rely on hiring teachers with little or no preparation, they incur academic and financial costs. Teachers without quality preparation leave the profession at two to three times the rate of fully prepared teachers, creating a revolving door effect that makes shortages worse and negatively impacts student achievement. Furthermore, the cost to replace teachers who leave can exceed \$20,000 per teacher.

Shortages disproportionately impact students from low-income families and students of color, exacerbating persistent achievement gaps between these students and their more affluent peers. According to the state's plan to ensure equitable access to teachers, filed with the federal government, teachers on emergency-style permits are three times as likely to teach in California's high-minority schools and twice as likely to teach in high-poverty schools as in more advantaged schools (<https://learningpolicyinstitute.org/product/ca-district-teacher-shortage-brief>).

One strategy to address growing teacher shortages is to curb teacher turnover, thereby retaining more teachers in the profession. Based on national surveys, teachers cite a number of reasons for leaving their school or the profession. They include, dissatisfaction with testing and accountability pressures, lack of administrative support, lack of opportunities for advancement and dissatisfaction working conditions.

Effectively retaining teachers is crucial to ensuring there are enough well-prepared and committed teachers to staff all of our nation's schools and that the teachers in our classrooms

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have the experience and expertise to effectively serve all students

([https://learningpolicyinstitute.org/sites/default/files/productfiles/Teacher Turnover REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/productfiles/Teacher_Turnover_REPORT.pdf)).

II. Driving Governance:

Over the past 2 years, the legislature has enacted several initiatives to address the shortages, including designating \$45 million to help classified staff become certified to teach; \$10 million to start new undergraduate programs for teacher education; and \$5 million to launch a Center for Teaching Careers, a recruitment and resource center for teaching candidates and those considering a teaching career.

In August 2016, the California Commission on Teacher Credentialing (CCTC) created a new permit titled Teaching Permit for Statutory Leave to allow an employing agency to fill a position where the teacher of record is unable to teach due to a statutory leave with a temporary teacher of record for the duration of the leave to assist in the teacher shortage.

III. Budget: N/A

IV. Goals, Objectives and Measures:

In order to exercise additional options in which to fill vacant certificated position, Human Resources, in partnership with all stakeholders developed a Recruitment Advisory Committee to address the needs of staffing, review data, offered District-sponsored recruitment fairs and hired teachers on open contract in order to help with early staffing. The District has also assisted new teachers and out of state teachers moving to Sacramento with their credentialing needs to be in the classroom.

The following represents retention strategies involving the Human Resources Department:

- The District also recruited Out of State at Historically Black Colleges and Out of Country in the Philippines during the 2016-17 and 2017-18 school years.
- New organizational structure adopted to promote focus on instructional leadership support for principals resulting in increased instructional support for teachers.
- In partnership with SCOE and Brandman University, providing a teacher preparation model for classified staff to earn a teaching credential. Research shows that graduates from these type of programs are more likely to stay and continue teaching in their district.

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- Work closely with District's Induction Program representatives where beginning teachers receive help to learn to teach effectively.
- District approved an increase in the Doctorate stipend compensation for teachers.
- District approved the removal of a teacher experience limit for new hires.
- District approved salary increases for teachers.
- District approved a reduction in class size for special education teachers.
- Exploring the enhancement of the district's wellness program.

V. Major Initiatives:

The District continues to staff and hire qualified teachers to ensure that all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.

VI. Results:

To date, the District has hired 99 new teachers into the profession and/or SCUSD system for 2018-19.

VII. Lessons Learned/Next Steps:

Staff will continue to work with all stakeholders to collaborate on teacher recruitment and teacher retention in preparation for the 2018-2019 and 2019-2020 school years.