

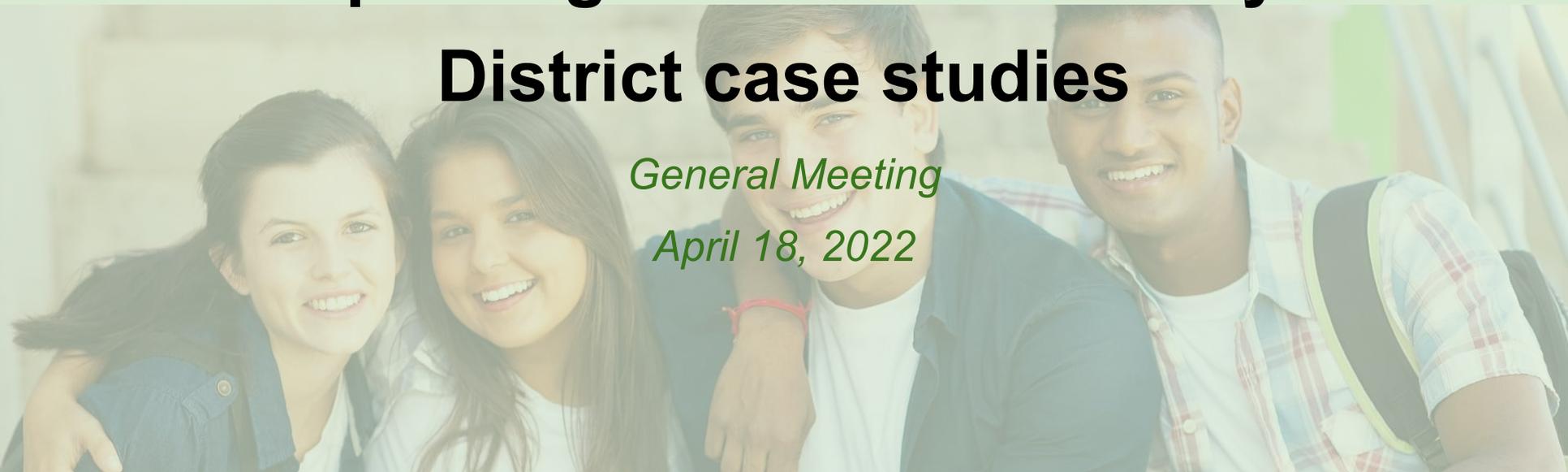


Addressing educator shortages and improving workforce diversity:

District case studies

General Meeting

April 18, 2022

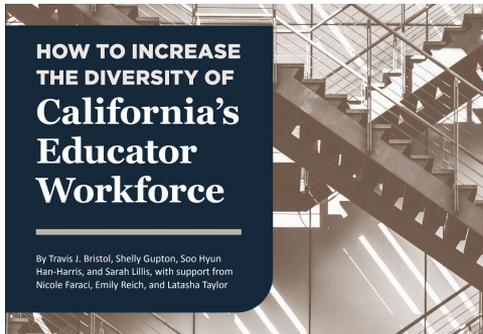


Background

- Pandemic-related labor supply shortages and increased demand have **exacerbated chronic staffing challenges** in public schools nationwide
- Overall shortages linked to **insufficient workforce diversity** (e.g., [SMC Grand Jury report](#)); educator diversity **critical to equitable student outcomes**
- Opportunities reach **beyond increasing funding and compensation; further strategic investment at all levels (e.g., national to local) and sectors (e.g., public to non-profit) is essential** (e.g., credentialing programs, HR processes, professional development, non-profit programs, affordable housing)
- Workforce spending typically ~90% of school district budgets, thus **potentially our greatest opportunity to improve student outcomes and systemic financial sustainability**, further to ongoing advocacy for full and fair funding

Progress at the CA level

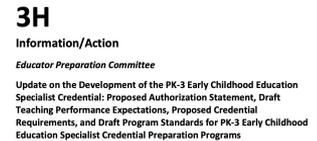
- Key credentialing programs ongoing, pandemic short-term waivers; various State programs launched (e.g., CDE Work Group, mental health counselor recruitment, CSU 4-year integrated program, ‘Californians for All’ service scholarship); national diversity non-profit initiative launched
- In the past few months,



The San Diego Union-Tribune
U.S. education secretary says
Diego conference, calls for
shortage solutions



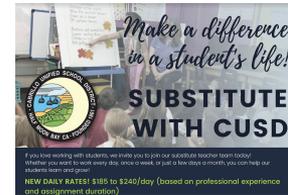
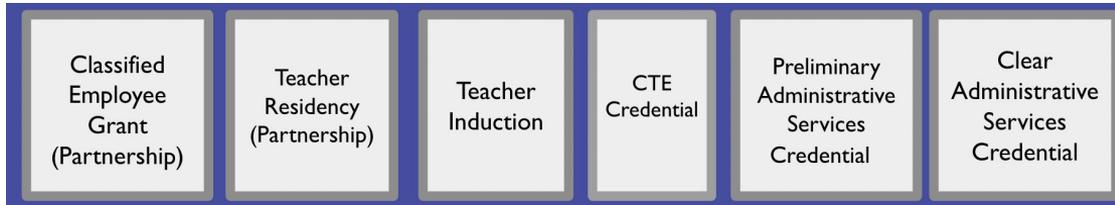
Education Workforce Housing in California: Developing the 21st Century Campus



Executive Summary: This agenda item provides for the Commission's review four key foundational components for establishing a PK-3 Early Childhood Education (ECE) Specialist Credential for California early childhood teachers. These foundational components include (a) a proposed PK-3 ECE Specialist Authorization Statement, (b) draft Teaching Performance Expectation (TPEs) specific to the proposed PK-3 ECE Specialist Credential, (c) proposed requirements for earning the PK-3 ECE Specialist Credential, and (d) PK-3 ECE Specialist Credential Preparation Program Standards. The item also presents pathways and options for candidates to complete each of the proposed credential requirements, including both currently available candidate options and several additional potential options recommended by the Early Childhood Credentialing Workgroup. This work is responsive both to the direction provided by the state's Master Plan for Early Learning and Care and to the need for additional ECE teachers to support the statewide LUPK implementation as called for in the governor's budget.

Progress at the SMC level

- SMCOE/Alder Graduate School of Education Teacher Residency, SFSU Substitute Teacher, and ongoing credentialing programs; strategic goal
- Districts evolving recruitment and retention practices - e.g., HR staffing, recruitment channels, job criteria (skills-based, interns), non-profit/PTO partnerships, salary schedules, performance management enhancements, housing



Let's learn more and explore...

- Welcome and Introduction (Board Member Hector Camacho, *SMC*, & Board Member Sophia Layne, *Cabrillo Unified School District*) - 10 min
- District case studies
 - **Innovations in teacher evaluation** (Superintendent [Gina Sudaria](#), *Ravenswood School District*) - 10 min
 - **Educator workforce housing** (Superintendent [Toni Presta](#), *Jefferson High School District*) - 10 min
 - **Teacher residency program** (Director [Elizabeth Veal](#), *SMCOE*) - 10 min
- Q&A with presenters (30 min)
- Meeting close (5 min)



District case studies





RAVENSWOOD
CITY SCHOOL DISTRICT

Ravenswood Talent Initiative

A bold change to revitalize our teachers and student outcomes.

San Mateo County School Board Association
April 18, 2022

Who We Are

Ravenswood is a TK-8th grade public school district located in East Palo Alto and East Menlo Park, California. We serve 1,530 students across three elementary schools and one middle school. Ravenswood is proud of its diversity, with 99% of district students identifying as Latinx, African American, Pacific Islander, and/or multiple races with over half who are multilingual learners. **We aim to empower every student to fully engage critically and creatively in their education with the skills and mindset necessary to successfully fulfill their unique potential.*** Every day, in our quest to achieve this mission, we root our work in and centered around the rich cultures of our students, families, and community.

Talent Initiative - Headliner

A new plan to retain, recruit and reward our most effective teachers and staff so that every child has an excellent experience every day she is in Ravenswood.

Talent Initiative - Overview

A Portfolio Approach: Evaluations to Drive Excellence

Meaningful feedback, with a shift to a culture of growth, by including Goal Setting, Self Reflection and may include other Artifacts of Practice (ie. parent/peer feedback, student data).

More Frequent Feedback: Accelerate Change

All teachers are reviewed annually going forward. Observations expand from a single formal to multiple informal observations. **Teachers' professional growth is supported** by coaching and learning opportunities.

Equitable Compensation: Benefit Retention & Recruiting

Closes the gap with neighboring districts; stabilizing and revitalizing our workforce. 10% initial raise across the board. Boost starting teacher salary and maximum salary.

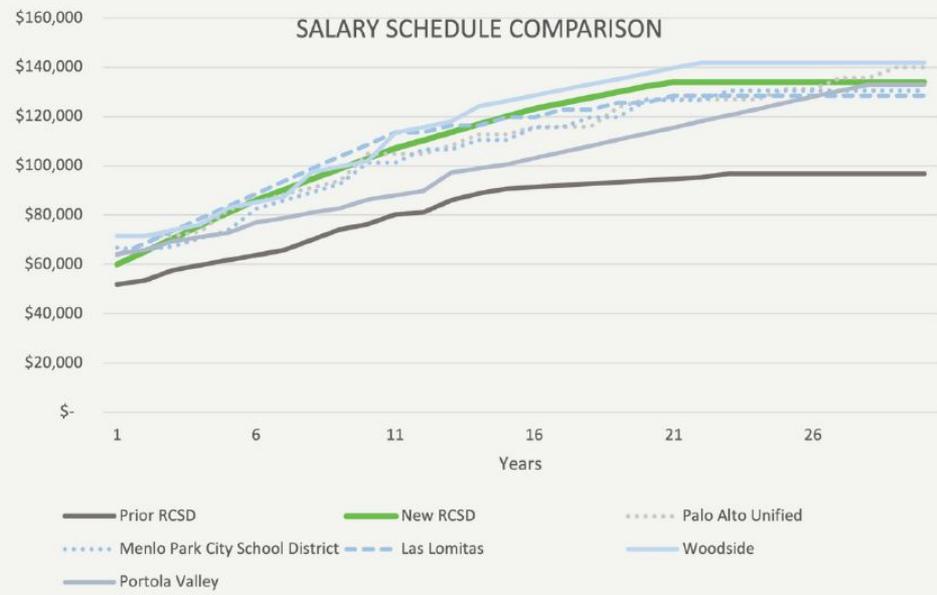
Reward Excellence: Smarter Compensation

Effective teachers are rewarded based on results from the annual evaluation. The **opportunity for accelerated progress** replaces the traditional salary scale based on seniority and levels of education.

Meaningful Evaluation Process

Building a Growth Mindset		Prior Practice	New Approach
1	Rubric based upon CA Standards	✗	✓
2	Annual evaluation for all teachers		✓
3	Formal Observation	✗	✓
4	Informal Observation		✓
5	Goal Setting and Self Reflection		✓

Equitable Pay With Neighboring Districts



Thank you!

Ravenswood City School District empowers every student to fully engage critically and creatively in their education with the skills and mindsets necessary to successfully fulfill their unique potential.



Jefferson Union High School District

Workforce Housing Project

District	Teachers	2020-21	Change from prior year	Years' pay to buy typical home
Sequoia Union High (San Mateo)	622	\$110,728	2.3%	15
San Mateo Union High (San Mateo)	507	\$116,526	2.0%	14
Jefferson Union High (San Mateo)	239	\$75,038	1.5%	22

Salary figures not adjusted for inflation. Home value data for each county from Zillow.

Table: Phillip Reese • Source: [California Department of Education](#) • [Get the data](#)

But you are a
school
district...housing
?

- JUHSD is the lowest funded high school district in the county
- Employee turnover rate of around 25% annually
- Staff retention is key
- San Mateo Community College District forged path

Yes, housing

- Build for anticipated need
 - Houses a third of our staff
- Must be affordable for diverse body of staff
- Project overall cost \$75 million
 - Offset by \$33 Million Measure J Bond
 - Ensured cost neutrality
- Total 122 Units
 - 50 One Bedroom
 - 9 One Bedroom w/ nook
 - 56 Two Bedroom
 - 7 Three Bedroom
- Rents \$1350 - \$2500



Established the Educational Housing Corporation (EHC)

- Non-profit corporate management company
- Board includes staff, community members and JUHSD Board members
- Housing parameter setting

Interest Outreach to Staff

- Initial interest Spring 2020
 - 266 responses
- Detailed interest form August 2021
 - 145 responses
- Pre-Leasing interest form
 - 122 responses
 - Eligibility and priority guidelines shared

BLVD Residential

- Property management and leasing support





Teacher Residency Program



SMCOE and Alder GSE Teacher Residency Program

Teacher Residency Program Impact

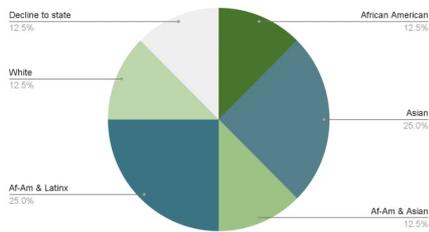
8 Residents

**All Ed
Specialists**

3 Districts

6 schools

Cohort 1 Resident Diversity



SMCOE/Alder Teacher Residency Costs to Districts

- Cost to the district: \$20,000 per resident (\$17,000 stipend to resident teacher and \$3,000 stipend per mentor)
- Coaching for Mentor and Resident at no additional cost
- Sites welcome the resident(s) as members of the school community with access to district technology tools and platforms necessary to perform teaching tasks
- Districts and sites recognize that residents are not interns, student teachers or paras, but rather pre-service teachers who are co-teaching with mentors and supporting students
- Can utilize Teacher Effectiveness Grant \$\$

SMCOE/Alder Teacher Residency District Participation

2021-2022 (Cohort 1): 7 residents

- Jefferson Union HSD
- Ravenswood ESD
- San Mateo Foster City SD

2022-2023 (Cohort 2): striving for 23 residents

Committed district partners currently recruiting residents:

- Jefferson Union HSD
- Ravenswood ESD
- San Mateo Foster City SD
- San Mateo Union HSD
- South San Francisco USD
- Bayshore Elementary SD
- Redwood City SD
- Belmont Redwood Shores SD
- San Carlos SD



Q&A



Next meeting...

- End of Year Mixer / Kent Recognition - Friday, May 13





Thank you!





Slides from February meeting



Background

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- Overall shortages linked to **insufficient workforce diversity** (e.g., SMC Grand Jury report); educator diversity **critical to equitable student outcomes**
- Opportunities reach **beyond increasing funding/salaries/wages; further investment at all levels (e.g., national to local) and sectors (e.g., public to non-profit) are essential** (e.g., credentialing programs and HR processes, non-profit programs, affordable housing)
- Workforce spending typically ~90% of school district budgets, thus **potentially our greatest opportunity to improve student outcomes and systemic financial sustainability**, further to ongoing advocacy for full and fair funding

Let's learn more and explore...

- Today (zoom): Overview of the situation/progress in addressing the overall educator shortage and supporting diversity in CA and SMC
- February (zoom): Panel of district leaders share their experiences
- March/April (in person TBC): Brief recap; interactive, small group discussions to explore potential partnerships and next steps
 - CA advocacy
 - SMC programs
 - District best practices

California

Where we are today



Teacher and student diversity in California 2018-19

Race/Ethnicity	Teachers	Students
African American	3.9%	5.3%
American Indian	0.5%	0.5%
Asian/Pacific Islander	6.1%	9.7%
Filipino	1.5%	2.4%
Hispanic	21.1%	54.9%
White	61.2%	22.4%
Two or more races	1.0%	3.9%

Table: Yuxuan Xie • Source: California Department of Education • Get the data • Created with Datawrapper

2018-19
Total Teachers
in California



307,470

‘[CTC] needs to credential around 20,000 new teachers each year. In 2020, CTC only credentialed around 14,000 new teachers, which is a shortage of 6,000 teachers [resulting from that year alone].’

California: The progress

- **Key credentialing programs ongoing:** [Golden State Teacher Grant Program](#), [Classified School Employee Teacher Credentialing Program](#), [National Board Certification Incentive Grant](#), [Teacher Residency Grant Program](#); [TEACH California](#)
- **CTC** variable term waivers permitted for pandemic impact; new pathways for bilingual educators; coursework may now substitute for CBEST/CSET; fee waivers
- **CDE** recruiting 10K mental health counselors; convening Work Group; CSU-Northridge Four-Year Integrated program; financial supports
- **Governor** issued (limited) temporary executive order (e.g., COE tentative substitute permit approvals); ‘Californians for All’ service scholarship program launched
- Also: [One Million Teachers of Color](#) **non-profit initiative** launched (nationwide)



- 72% students and 26% of public school students and educators, respectively, are non-white
- Districts reporting widespread staffing shortages across job types despite pandemic relief funding (e.g., teachers, tutors) - e.g., 11 open positions at one local district as of January 2022

SMCOE: Building for Tomorrow

Developing Teachers and Leaders from Within



Workforce Development for Student Success

Build and strengthen a diverse workforce to support learners age 0-22

SMCOE Strategic Plan 2016-2021

Objective A: Finalize and promote a map of the educator/workforce pipeline

Objective B: Prepare a report on the demographic data of students and school staff across the country to understand needs and target supports

Objective D: Develop and implement a teacher residency program

Objective E: Explore and seek funding for a high-quality intern teaching credential program.

Classified
Employee
Grant
(Partnership)

Teacher
Residency
(Partnership)

Teacher
Induction

CTE
Credential

Preliminary
Administrative
Services
Credential

Clear
Administrative
Services
Credential

2017

2018*
(Launched
2021)

2003*

2019*

2016

2012*

Educator Pipeline at SMCOE

The mission and vision that started the SMCOE and Alder GSE partnership:

Outstanding teachers and leaders change students' lives and make the world better and more just.

Our goal is to create opportunity and cultivate success for every K12 student by recruiting and educating excellent teachers and leaders who reflect the schools' communities.

Who is Alder GSE ?

We are a **graduate school of education** and a powerful community-based professional **workforce development pathway**

TK-12 Partnerships

We **build and resource partnerships** with TK-12 districts, charter management organizations, county offices of education and school operators.

Teacher Candidate Preparation

Together, we **recruit teacher candidates** from the local community and educate them through a **one year residency program** in the TK–12 school system where they will be employed.

Residents earn a **teaching credential and Master's** at the end of the year. (WASC and CCTC Accredited)

Mentor Teacher Development

Mentor teachers host and support residents in their classrooms

Mentor teachers receive professional development as coaches and instructional experts at the school sites.

Alder Outcomes

Alder residents represent the communities they serve

- 76% are from historically underrepresented communities

- 70% are first generation college graduates

Alder residents complete the program at high rates

- 84% complete the program within the one year

- 90% complete with additional time (.5 to one more year)

Alder residents are hired by their placement schools & ranked as highly effective new hires

- Of those who complete, 96% are hired by and for the school system where they were trained

- 95% of Principals rank Alder teachers “more effective or much more effective” than other new teacher hires

Alder residents remain committed to their schools longer

- Significantly longer retention rates for Alder GSE teachers (39% v 61%)

Benefits to Participating Districts

- Improved K12 student learning during mentor/resident year (findings from a third party study)
- A well-trained first year teacher that has received a year of training in and for our schools
- New teacher effectiveness and teacher retention
- Personalized recruiting support that meets the specific needs of our schools and intentionally recruits from within
- More diverse teacher candidate pipeline that reflects the local community
- Mentor teacher professional development

Teacher Residency Program Impact

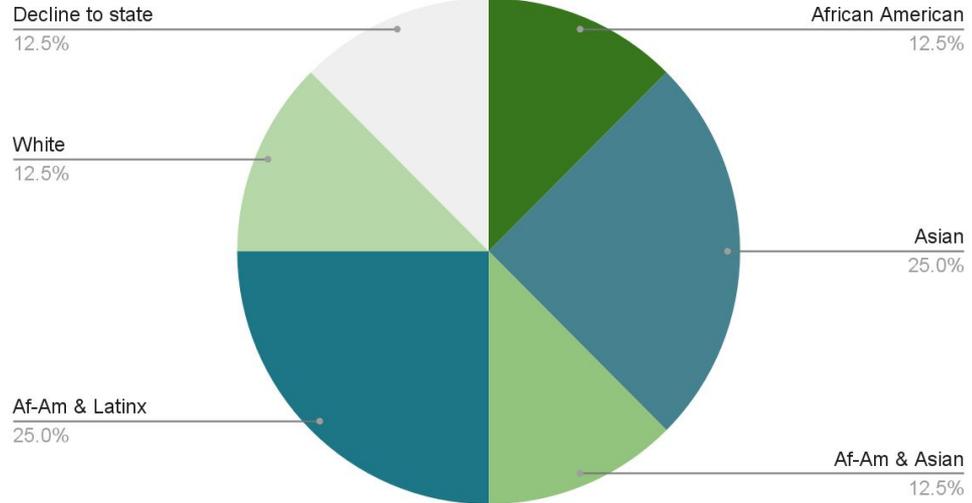
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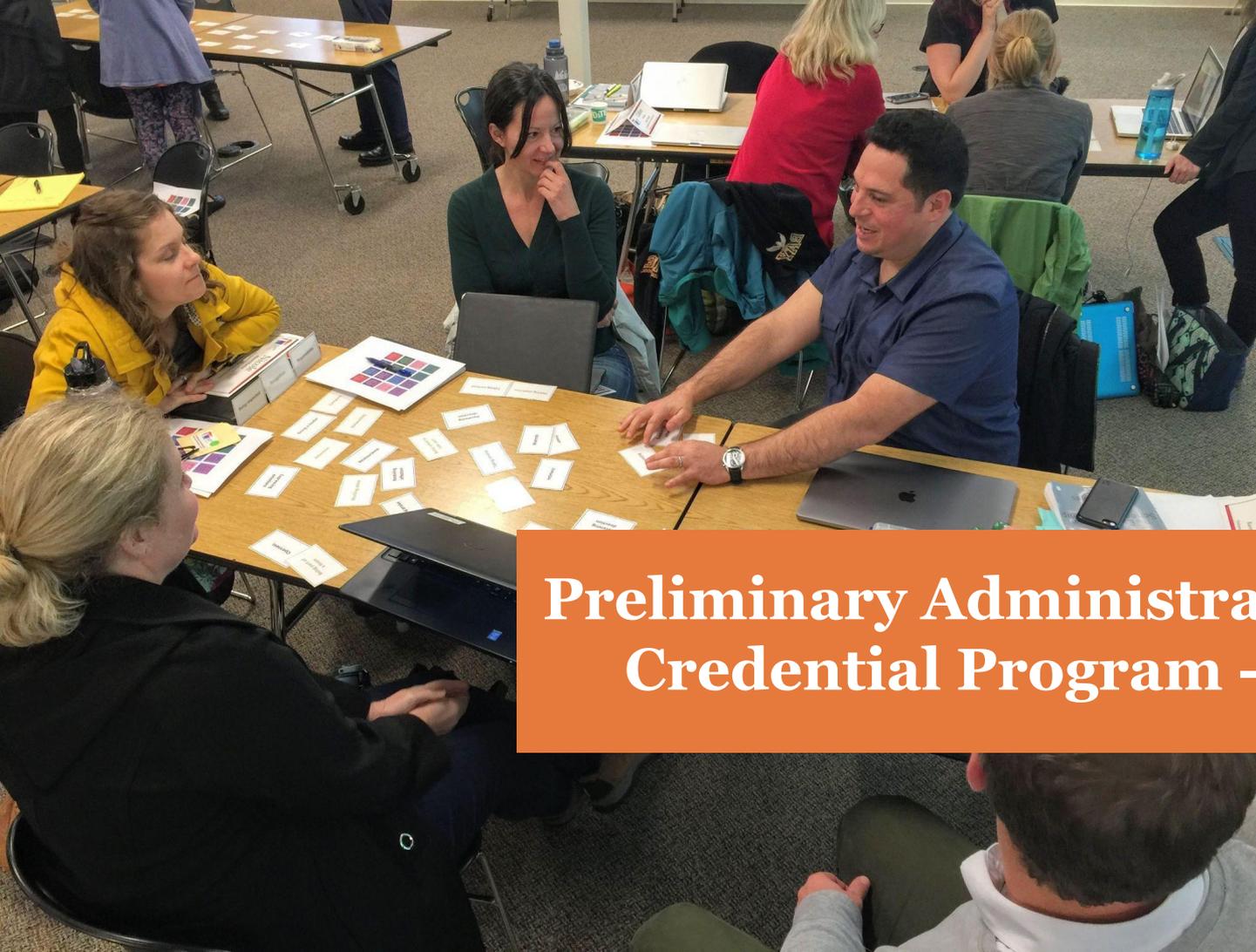
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 - Can utilize Teacher Effectiveness Grant \$\$
- 



Preliminary Administrative Services Credential Program - Overview

How Do We Develop Local Leadership?

Coursework	Fieldwork - Leadership Observations	CalAPA (California Administrator Performance Assessment)
<p>WHEN: Tuesdays 4 p.m. -10 p.m. Thirteen courses</p> <p>HOW LONG: Thirteen months (February - February)</p> <p>INSTRUCTORS: Practitioner Guest Instructors COE Instructors</p> <p>COST: \$7250 (\$80 materials)</p>	<p>WHEN: Eight days of observation of a principal over two school years *currently have a choice board to accommodate all work situations</p> <p>WHO: Principals with clear credentials</p> <p>WHY: This is the single most powerful way to support a shift in thinking to understand systems leadership.</p>	<p>WHEN: Beginning July 2019, all preliminary administrative credential programs had to support all candidates to pass this three part assessment</p> <ul style="list-style-type: none">• Data analysis/root cause and action planning• Leading a team over time• Coaching a teacher on California Standards for Teaching Profession <p>CONNECTION: real world application of leadership skills in preparation for credential</p>

**90% of the 177
candidates (total
to date) work in
San Mateo
County**

**LEADERSHIP
BEGINS
WITH ME.**



**SAN MATEO
COUNTY
OFFICE OF
EDUCATION**

Administrative Services Essential Programs

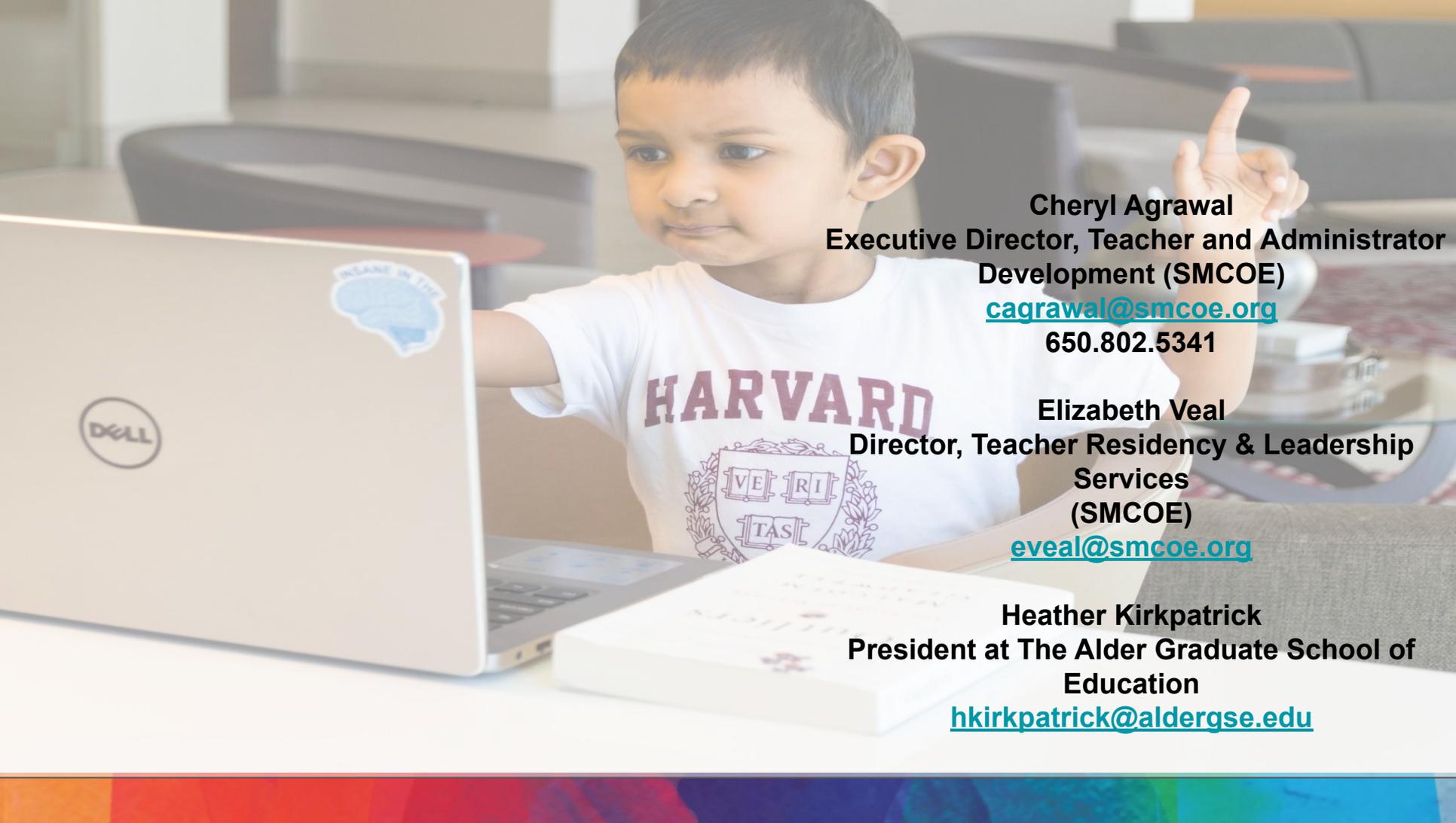
SFSU Substitute Teacher Project

SFSU Graduate School Students

Gain emergency credential through SMCOE

Available for hire – SMC School Districts





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Executive Director, Teacher and Administrator
Development (SMCOE)

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650.802.5341

Elizabeth Veal
Director, Teacher Residency & Leadership
Services
(SMCOE)

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Heather Kirkpatrick
President at The Alder Graduate School of
Education

hkirkpatrick@aldergse.edu

San Mateo County: Districts' and other local progress

- Districts ramping up efforts → *deeper dive in February!*
 - Staffing up HR departments, expanding recruitment channels (e.g., local newspapers)
 - Partnering with PTOs/non-profits on recruitment, volunteers (e.g., substitutes)
 - High School 'real life learning' community service opportunities (e.g., after-school tutoring)
 - Hiring more candidates with intern credentials, permits or waivers rather than full credentials
 - ...and more!
- Local non-profits, colleges and universities continue/expand efforts
 - [Ignited Education](#) - summer industry internships for teachers (e.g., STEM)
 - [Notre Dame Du Namur](#), USF, SFSU, Stanford University, UC Berkeley, and others

Spotlight: Districts covering substitute shortages

- **Partnering** with parent and community groups to recruit parent, community volunteers and part-time, temporary workers
- Significantly raising substitute **pay rates**, hiring **full-time** substitutes
- **District staff** substituting in large numbers



Half Moon Bay (CA) Branch

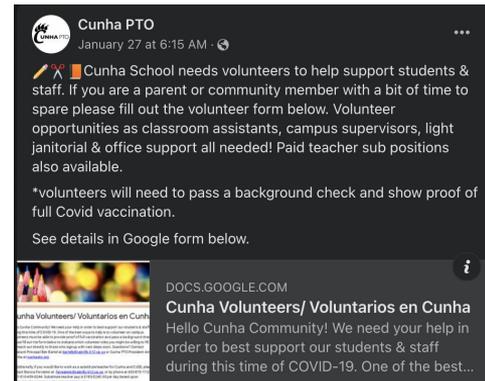


Make a difference in a student's life!

SUBSTITUTE WITH CUSD

If you love working with students, we invite you to join our substitute teacher team today! Whether you want to work every day, once a week, or just a few days a month, you can help our students learn and grow!

NEW DAILY RATES! \$185 to \$240/day (based on professional experience and assignment duration)



Cunha PTO
January 27 at 6:15 AM · 🌐

👉👉 Cunha School needs volunteers to help support students & staff. If you are a parent or community member with a bit of time to spare please fill out the volunteer form below. Volunteer opportunities as classroom assistants, campus supervisors, light janitorial & office support all needed! Paid teacher sub positions also available.

*volunteers will need to pass a background check and show proof of full Covid vaccination.

See details in Google form below.

[DOCS.GOOGLE.COM](#)
Cunha Volunteers/ Voluntarios en Cunha
Hello Cunha Community! We need your help in order to best support our students & staff during this time of COVID-19. One of the best...

Summary and next steps

- Chronic education workforce shortages and diversity insufficiencies have been exacerbated by the pandemic; many efforts are underway at the state/county/local and public/non-profit levels
- Next steps
 - February: Panel of district leaders share their experiences → Volunteers?
 - March/April (in person TBC): Brief recap; interactive, small group discussions to explore potential partnerships and next steps
 - CA advocacy
 - SMC programs
 - District best practices



Questions? Comments?





Appendix



Further reading (1)

- [SMC Grand Jury Report - Educator Workforce Diversity](#)
- [SMCOE Credential Programs](#)
- [Researchers urge changes to improve California's education funding law](#)
- [California districts anticipate major hits to their 2022-23 budgets as enrollments drop](#)
- [Projected K-12 drops in enrollment pose immediate upheaval and decade-long challenge](#)
- [California school districts receive unprecedented windfall but lack teachers to help students catch up](#)
- [Closing the Educator Shortage Gap \(MASA\)](#)
- [Sharpening the Divide: How California's Teacher Shortages Expand Inequality](#)
- [Staffing Classrooms in a Time of Shortage \(CCEE\)](#)
- [Four Programs Receive Funding Boosts to Recruit More Teachers and Diversify the Profession \(Public Advocates\)](#)
- [Not enough subs: California schools face severe teacher shortage \(CalMatters\)](#)
- [Average Salaries & Expenditure Percentage - CalEdFacts \(CDE\)](#)
- [Ignited Education](#)

Further reading (2)

- [Student Advocates Submit Education Initiative to Attorney General](#)
- [How Finance Reform May Alter Teacher and School Quality: California's \\$23 Billion Initiative \(Lee et al\)](#)
- [Republicans are coming for California's public schools. And they could actually win](#)
- [New paths for bilingual educators approved by California Commission on Teacher Credentialing](#)
- [A guide to making the California teacher shortage even worse](#)
- [CSUN to Offer Accelerated Program to Aspiring History Teachers](#)
- ['Bold, Audacious Goal': Coalition Pushes to Add More Than 1 Million Educators of Color](#)
- [A Campaign for One Million More Teachers of Color](#)
- [A broken pipeline: Teacher preparation's diversity problem](#)
- [Is Your State Prioritizing Teacher Diversity & Equity?](#)
- [5 Things to Advance Equity in Access to Strong and Diverse Educators](#)
- [Developing a representative and inclusive vision for education](#)

Further reading (3)

- [Solutions for the hiring crisis in California school districts](#)
- [NOVAWorks Job Board](#)
- [CDE teacher career exploration resources](#)
- [TEACH California](#)
- [California Commission on Teacher Credentialing](#)
- [California Center on Teaching Careers](#)
- [CDE teacher pipeline financial support](#)
- [Graduate Information Forums at Notre Dame de Namur University](#)
- [State Slow to Approve Substitute Teachers; Districts Use New Tactics to Fill the Gap](#)
- [How Congress can help students learning English](#)
- [California woefully lacks Black teachers](#)
- [Why we need more Black teachers](#)
- [California school districts increase pay, working conditions to ease teacher shortage](#)
- [Newsom's education budget is opportunity for California's workforce talent supply](#)

Further reading (4)

- [How Do Educators Feel About Staff Diversity? We Asked](#)
- [How Schools Can Support Leaders of Color, According to Experts](#)
- [Teacher Shortages During the Pandemic: How California Districts Are Responding](#)
- [Graduate Information Forums at Notre Dame de Namur University](#)
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- [Teacher Shortages During the Pandemic: How California Districts Are Responding](#)

Further reading (5) - post-February meeting

[Teacher Supply in California, 2020-21 A Report to the Legislature \(CTC\)](#)

[CDE teacher diversity webinar](#)

[How to diversify California's educator workforce](#)

[How to increase the diversity of California's Educator Workforce](#)

[Teach Plus](#)

[California teacher pay is not keeping up with inflation. See average pay for every district](#)

[U.S. education secretary speaks at San Diego conference, calls for teacher shortage solutions](#)

[Will there be enough teachers for California's ambitious plans for its youngest students?](#)

[California credentialing commission working on replacement for reading instruction test](#)

[Education Workforce Housing in California: Developing the 21st Century Campus \(CSBA\)](#)

['Clear progress': Report on teacher diversity shared with Modesto City Schools board](#)

[The California Teacher Residency Lab: Building a Statewide Teacher Residency Support System](#)

[Exits by Black and Hispanic Teachers Pose a New Threat to Covid-Era Education](#)

[Teachers of Color Are Linked to Social-Emotional, Academic Gains for All Students](#)

[What It Takes to Recruit Future Teachers During the Pandemic](#)

[Redesigning education for learners and educators](#)

[Teachers are leaving and few people want to join the field. Experts are sounding the alarm](#)

[Receive a full-tuition scholarship to teach in the state of Arizona](#)

[Biden's universal pre-K plan could mean a need for at least 40,000 new teachers](#)

[Solutions for America's teacher shortage](#)

[Education workforce housing in CA \(CSBA\)](#)

[Next Education Workforce](#)

CDE Early Educator grant

CDE Dual Immersion grant

[NOVAWorks Skills-Based Hiring toolkits](#)

Detailed background

- Pandemic-related labor shortages and increased demand have exacerbated chronic staffing challenges in public schools
 - Increased demand: Record one-time funding for pandemic relief/learning acceleration and hiring (e.g., direct, non-profit partners)
 - Decreased supply: Vastly insufficient teacher credentialing rates, increased retirements, and burnout; salary and cost of living concerns
 - Nearly all educator roles impacted (e.g., administrators, teachers, counselors, nurses, social workers, psychologists, bus drivers, food service, custodians, etc.)
 - Trends parallels nationwide labor shortages across industries (e.g., healthcare)

- Recent CA actions may help relieve short-term constraints and hold promise for the longer-term
 - Potential short-term relief through Governor's [new executive order](#), [CBEST/CSET](#) and [variable term waiver extension](#) for teacher credentials, and longer-term through [CDE work group](#) and [mental health counselor recruitment](#); CTC preliminary credential 'clearing' process/Induction training requirement and application processing lags not yet directly addressed
 - CDE convening task force

- Similarly, potential opportunities remain for traditional public education workforce structures and processes, which
 - Rely on limited LEA HR capacity (e.g., recruitment reliance on industry-specific tools and events); requirements for English fluency, on-site work potentially unnecessary for all jobs; partnerships with embassies and local teaching colleges limited; internal career-pathing support (e.g., job description libraries, HR staffing capacity) limited
 - May hinder collaboration toward student-centered goals (e.g., reliance on 'interest-based bargaining' between districts and labor groups rather than unified, student goal-oriented 'teams')
 - May not incentivize high-performing and younger/more diverse employees (e.g., salary schedules often with two-fold differences across steps/columns, limited incentives for high-demand specialties, and limited performance-based incentives)
 - Provide limited 'on/off' ramps from/to other professional industries, including high-demand specialties (e.g., STEM)
 - Weight lifetime compensation towards retirement benefits (i.e., pension), thus limiting employee wealth accrual at younger ages (e.g., young families).

- Shortages are closely linked to insufficient workforce diversity
 - San Mateo County highlighted in a recent Grand Jury Report with multiple mitigation strategies recommended - Housing, tuition reimbursement/loan forgiveness, etc.;
 - nationwide education coalition targeting 1 million new teachers of color by 2020; potential additional opportunities through 4-year integrated undergraduate/credential programs (e.g., CSU-N), credentialing/student teaching stipends, and expanding pathways in and out of teaching to grow real-world experience and personal growth (e.g., industry summer internships, second-career STEM professionals, part-time VAPA/enrichment instructors)

- Workforce spending typically ~90% of district budgets, thus potentially our greatest opportunity to increase school performance on student-oriented goals and financial efficiency, thus improving public trust and funding opportunities ahead

Additional references (1)

Degrees Held by Teachers as of 2018-19

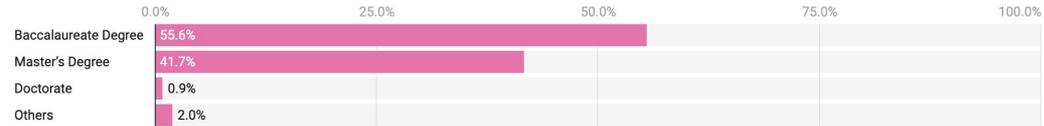


Chart: Yuxuan Xie • Source: California Department of Education • [Get the data](#) • Created with [Datavrapper](#)

Teacher Credentials in California 2017-18

Multiple Subject Single Subject Education Specialist

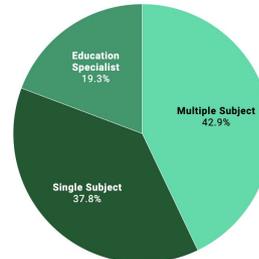


Chart: Yuxuan Xie • Source: California Commission on Teacher Credentialing • [Get the data](#) • Created with [Datavrapper](#)

Additional references (2)



Governor issues new temporary executive order intended to address school staffing shortages

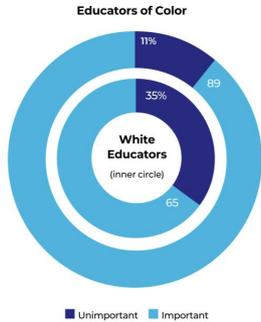
Gov. Gavin Newsom signed a temporary **executive order** on Tuesday, Jan. 11, aimed at increasing staffing flexibility in response to shortages caused by the current surge in COVID-19 cases. The order, which takes effect immediately and expires on March 31, will:

1. Allow local educational agencies to issue 30-day emergency substitute credentials without regard to whether the recipient has a pending credential or permit application, provided candidates have an undergraduate degree from a regionally accredited college or university and pass a criminal background check.
2. Lengthen the duration for which substitute teachers can be assigned to a single general education assignment from the current maximum of 60 days to the new limit of 120 days.
3. Permit student teachers to serve as teachers without the requirement that the student teacher be under the direct supervision of a certificated teacher in a classroom for purposes of calculating a school district's average daily attendance for apportionment for each day, or portion of a day.
4. Continue existing financial incentives for retiree teachers. These incentives include suspension of certain post-retirement compensation limitations and suspension of the required 180-day service break — a suspension that applies to classified employees as well.

CSBA will provide additional analysis of the executive order as more information becomes available. In the meantime, you can [read the order here](#) and submit comments and questions to csba@cbsa.org.

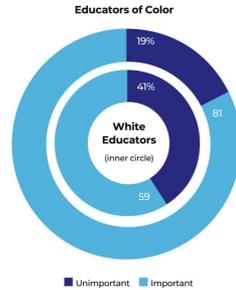
Additional references (3)

How important is it for you to work in a district with a diverse TEACHER/EDUCATOR workforce?



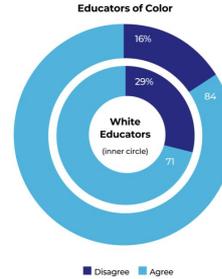
SOURCE: EdWeek Research Center survey, November 2021

How important is it for you to work in a district with a racially/ethnically diverse STUDENT population?



SOURCE: EdWeek Research Center survey, November 2021

To what extent do you agree or disagree that school districts should hire or seek to hire more teachers and school administrators from historically marginalized racial/ethnic groups?



SOURCE: EdWeek Research Center survey, November 2021

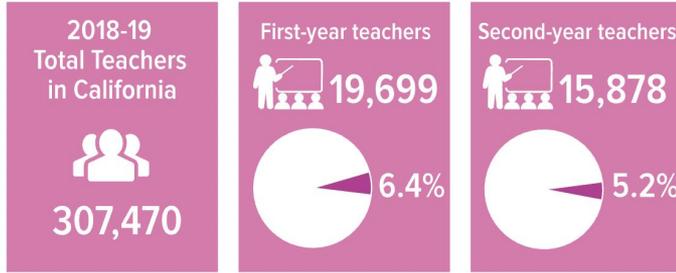
How much of an effort is the school district you work for making to hire more teachers and school administrators from historically disadvantaged racial/ethnic groups?



All Respondents

SOURCE: EdWeek Research Center survey, November 2021

California: The situation



Teacher and student diversity in California 2018-19

Race/Ethnicity	Teachers	Students
African American	3.9%	5.3%
American Indian	0.5%	0.5%
Asian/Pacific Islander	6.1%	9.7%
Filipino	1.5%	2.4%
Hispanic	21.1%	54.9%
White	61.2%	22.4%
Two or more races	1.0%	3.9%

Table: Yuxuan Xie • Source: California Department of Education • Get the data • Created with Datawrapper

Teacher Shortages in California

According to the US Department of Education Teacher Shortage Area report for 2021-2022, California broadly has the following shortages³:

- Special Education, Pre-K-12
- Language Arts, Pre-K-12
- Mathematics, Pre-K-12
- Science, Pre-K-12
- Core Subjects (Elementary Education), Pre-K-6

Teacher retirements have had a significant impact in California due to the pandemic. During the 2020-21 school year, 13,558 of California's teachers retired, which is about 1,000 more teachers than retired during the previous year, according to data from the California State Teachers' Retirement System.⁵ This nearly 8% increase in retirements was unexpected and, as a result, most of the open positions were not filled by new teachers.⁵

According to Mary Sandy at the California Commission on Teacher Credentialing (CTC), in order to keep up with the staffing needs of all districts in the state, the agency needs to credential around 20,000 new teachers each year.⁵ In 2020, the CTC only credentialed around 14,000 new teachers, which is a shortage of 6,000 teachers.⁵

What about substitute teachers? California has a shortage here too. The opposing forces at work during the pandemic—more teachers leaving and fewer new teachers being hired—have stressed the substitute teaching pool, so more subs are needed to fill these gaps. However, the number of subs in the state has trended down. The state only issued 47,000 substitute teaching permits in 2020-21, compared to 64,000 permits issued in the 2018-19 school year.⁶ The substitute teaching pool usually includes a large number of retired teachers, but with the pandemic, older people have likely shied away from in-person teaching. As a result, school districts are getting creative in order to attract more substitute teachers by lowering their minimum requirements (e.g., no bachelor's degree required, increased pay, etc.).

Somewhat offsetting the teacher shortage, student enrollment in California has been dropping due to declining birth rates; in the 2020-2021 year, 6,004,000 students are projected to be enrolled, down from 6,163,000 the prior year.⁷ This is a deficit of 155,000 students, or a 2.5% drop, a record one-year employment drop.⁷ The main drop was from pre-K and kindergarten.⁷

According to the BLS, the number of Californians employed in the fields of elementary and secondary education at the start of the pandemic (January 2020) was around 100,000.⁸ As of September 2021, the number of people employed in education had partially rebounded from pandemic lows but was still only reported at 93,900, a 7% decrease.⁹

San Mateo County: The situation

In San Mateo County, 72% of public-school students enrolled in 2018-19 came from non-white groups yet only 25.8% of credentialed teachers came from those same groups according to data provided to the Grand Jury by the San Mateo County Office of Education.³

The Grand Jury recommends:

- Each school district should commit to teacher diversity in its strategic plan, goals or objectives, using the strategic plan developed by the San Mateo County Office of Education as a guide. These aspirational documents should be publicly and prominently displayed on their websites.
- The San Mateo County Office of Education should regularly sponsor teacher diversity forums for superintendents, district human resource managers, principals, and school board members. The forums should address the challenges school districts face to recruit teaching staff in general, and teachers of color in particular, and share best practices and strategic solutions. This should begin in advance of next year's recruiting cycle.
- The San Mateo County Office of Education should expand its outreach to school districts and share the demographic data of all learners and educators in the County when its planned report is completed.

SMCSBA Equity Network – An Opportunity to Expand Workforce Diversity

In 2020, the San Mateo County School Boards Association (SMCSBA) launched Equity Network, a collaboration between school board members and their executive leadership teams working together to bring systemic change by addressing long-standing racial inequities. Approximately seventy school board members and educators from fifteen districts, including the San Mateo County Office of Education, are currently participating. To date, most districts have focused on specific practices that directly impact students with long histories of inequitable outcomes. The Grand Jury was informed that in subsequent years, several districts will support efforts to build a more diverse workforce.⁴⁸ Although the SMCSBA has not focused specifically on promoting workforce diversity, the group is asking important fundamental questions:

- What are our hiring practices?
- Are district and school staff demographically reflective of the student body? If not, how are districts preparing staff to work with these students and communities?

⁴⁸ Grand Jury interview.

- Why have districts not taken these first basic steps to creating a culturally reflective school environment that challenges an oppressive system?⁷⁴⁹

San Mateo County: The progress (SMCOE)

- **Recruitment:** Educator credentialing programs
 - Preliminary Career and Technical Education (CTE) Teaching Credential
 - Preliminary, Clear Administrative Services Credential Programs
 - Teacher Induction (Clear) Program
 - ***SMCOE K-12 Teacher Residency at Alder Graduate School of Education → SPOTLIGHT TODAY***
- **Retention:** Educator curriculum/instruction and professional development supports
 - Environmental literacy and sustainability
 - Outdoor education for teachers
 - CTE, college and career readiness
 - Learning events (e.g., ethnic studies, math milestones, mental health)
- **Also...**
 - ***SMCOE strategic plan → SPOTLIGHT TODAY***
 - ***Emergency substitute pilot with SFSU → SPOTLIGHT TODAY***
 - Alder TK Teacher Residency Program
 - [Sharing our Stories](#) series

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 - SMCOE Equity workforce diversification strategies

Spotlight: SMCOE/Alder Teacher Residency Program

- College graduates can earn credential/Masters' degree in 1 year through local apprenticeship; offers financial assistance
- Focus is on recruiting diversity of applicants
- Currently entering second semester of the program's first year (7 SMC pilot districts), recruiting for expanded enrollment for next year and applying for a state-sponsored expansion grant