



# **BERRA Recruitment, Retention and Development**

## **2026-27 Annual Plan**

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Assistant Superintendent, Human Resources

Planning and Oversight Committee  
4-7-26

Excellence • Equity • Engagement • Enrichment

# Our Mission

Enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

Excellence

Equity

Engagement

Enrichment



BERRA

Berkeley

Educator

Recruitment &

Retention

Act

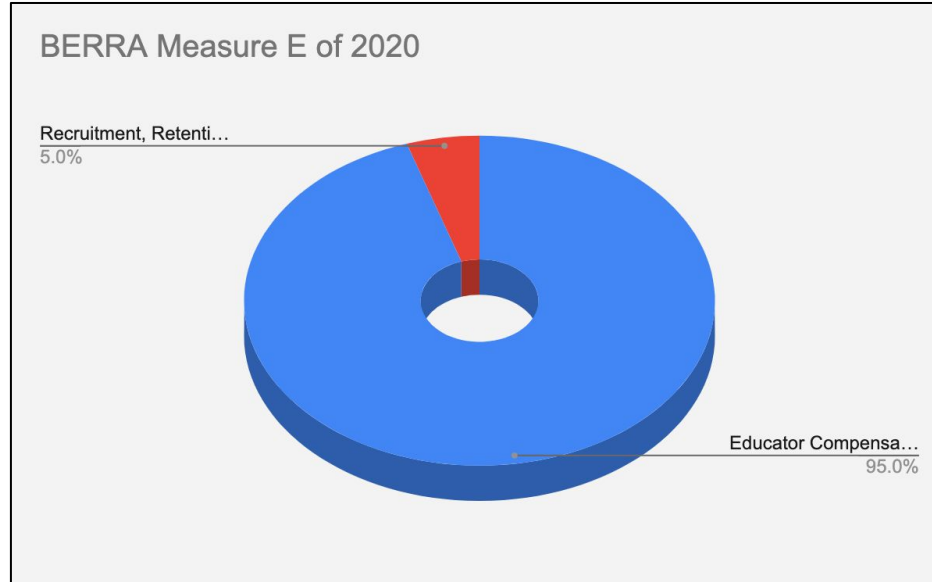
### Measure Purpose

Educator Recruitment, Retention and Development Programs: Five percent (5%) of the Available Revenues shall be dedicated to providing programs designed to strengthen recruitment, retention and development strategies for certificated and classified District personnel, especially in hard-to-fill positions.

i. 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
- c. educator career pathways for high school students
- d. enhanced induction programs for new teachers

Recruitment, Retention and Development - 5% of available revenues are allocated to BUSD programs designed to recruit staff for hard-to-fill positions such as Special Education, STEM, and increase staff development and pathways.



95% of available revenues allocated to educator compensation.

- **Recruitment and Retention** - support to fill positions with strong candidates in hard to fill areas with a focus on hiring and retaining teachers of color.
- **Berkeley Pathway to Achieve Credentialed Teachers (BPACT)** - grant program offering financial assistance to classified employees pursuing a teaching credential.
- **Teacher Induction Program (TIP)** - two-year job embedded program where participating teachers meet weekly with a trained mentor to earn a clear credential.
- **Berkeley Peer Assistance and Review (BPAR)** - provides a continuum of support, helping teachers at all stages of their careers.
- **Classified Professional Development** - professional development programs, events, and activities for the District's classified support staff.
- **Special Education IEP Support** - 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 and more.
- **BUSD/ACOE Residency Partnership Consideration with Teachers College of San Joaquin (ACOE/TCSJ Partnership)** - \$5,000 per resident per year and \$2,000 per mentor per year. TCSJ offers credentials in Extensive Needs Support, Math, Art, PE. Funded for two residents.

DRAFT 4-7-26	2026-27 Detailed Budget (BERRA, Measure E) RRD	2025-26	2026-27	change
<b>Staffing*</b>		<b>4.1</b>	<b>1.9</b>	<b>(2.2)</b>
	Classified Professional Development Coordinator	1.00		
	Classified Employee Teacher Pathway Coach (BPACT)	0.20		
	District Induction Coach	0.50		
	Peer Assistance and Review Coordinator	0.10		
	Peer Assistance and Review Coach	0.10		
	TSA for Recruitment, Retention and Support	0.70		
	Special Education Development Coach/TSA	1.00		
	Personnel Commission (added Fall 2023)	0.50		
<b>Staffing Total</b>		<b>513,047</b>	<b>280,000</b>	<b>(233,047)</b>

**\*Staffing reduced and/or shifted to other funding sources - necessary to create capacity for mandatory program costs to be added. Updates on Staffing for 2026-27 to be presented in May, 2026.**

# 2026-27 Program Activities

<b>DRAFT 4-7-26</b>	<b>2026-27 Detailed Budget (BERRA, Measure E) RRD</b>	<b>2025-26</b>	<b>2026-27</b>	<b>change</b>
<b>Recruitment Support (Materials, Contracts)</b>				
	Classified PD support	15,000	10,000	(5,000)
	Recruitment Materials/Technology/Branding	2,000	2,000	0
	College events	1,000	1,000	0
	Paying staff to attend hiring events (e.g. CARE)	1,000	1,000	0
	BUSD-focused hiring events	1,000	1,000	0
	Spring Hiring event	2,000	2,000	0
	Travel costs	1,000	1,000	0
	other costs associated with Recruitment, e.g. advertising	3,000	3,000	0
	Professional Development	2,000	0	(2,000)
<b>Recruitment Support (Materials, Contracts) TOTAL</b>		<b>28,000</b>	<b>21,000</b>	<b>(7,000)</b>

# 2026-27 Program Activities

DRAFT 4-7-26	2026-27 Detailed Budget (BERRA, Measure E) RRD	2025-26	2026-27	change	Notes
<b>Stipends, Recruitment and Retention Support</b>					
	BPAR Panel Stipends	15,000	15,000	0	
	BPAR Mandatory Peer Coaching (MPC)	25,000	25,000	0	
	Equity Initiatives	5,000	5,000	0	
	Induction Stipends (BTSA/TIP)	10,000	10,000	0	
	TIP shifted in from expiring grants		195,000	195,000	Shift into BERRA from expiring grant
	Teacher Induction Colloquium	3,000	3,000	0	
	ACOE Teacher Residency	39,000	0	(39,000)	Discontinue program
	ACOE/TCSJ Partnership	14,000	14,000	0	
<b>Stipends, Recruitment and Retention Support TOTAL</b>		<b>111,000</b>	<b>267,000</b>	<b>156,000</b>	

**2026-27 Budget Summary for Educator Recruitment,  
Retention, & Development**

**Measure E, Resource 0615**

**April 7, 2026**

**1st Reading P&O**

**DRAFT**  
**2026-27**

<b>Revenue</b>	<b>613,834</b>
<b>Expense</b>	
Staffing	280,000
Recruitment Support (Materials, Contracts)	21,000
Stipends, Recruitment and Retention Support	267,000
Unallocated Reserves 6%	16,825
Indirect Costs 4.66%	27,253
<b>Total Expenditures</b>	<b>612,078</b>
<b>Net Change to Fund Balance</b>	<b>1,756</b>
<b>Beginning Fund Balance</b>	<b>0</b>
Net Increase/(Decrease) in Fund Balance	1,756
<b>Ending Fund Balance</b>	<b>1,756</b>

- Identify staffing and programmatic changes and incorporate in plan
- Identify impact on BERRA, General Fund and other funding sources
- (Board will decide on final layoff notices at May 6th Meeting)
- Present changes to P&O on May 12
- Prepare for Board presentation and action on June 3

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# Appendix

Student Teacher/Intern Support		BPACT Program	Teacher Induction Program (TIP)	Local Partnerships
Student Teachers	Residents/Interns	Classified Pipeline	Credential Clearing	Sustaining Applicant Pool
BUSD Student teachers receive personalized onboarding and support through the Recruitment & Retention office. R&R Team closely with the student teacher and site administration.	BUSD partners with Alameda County Office of Education to place teaching residents with highly qualified BUSD educators each year in our hard-to-fill areas. In addition, we have a Counselor and School Psychology intern program.	BUSD provides opportunities for career advancement to qualified BUSD classified employees through The Berkeley Pathway to Achieve Credentialed Teachers Program.	BUSD partners with Contra Costa County Office of Education to support teachers in clearing their credentials. This two year program is a requirement for all new teachers.	The R&R Team works closely with several of our local educator prep programs and universities to ensure early recruitment of highly qualified educators from programs that share our mission of equity and diversity.
Recruitment and Retention TSA (BERRA) Human Resources Dept.	Recruitment and Retention TSA (BERRA) Human Resources Dept.	BPACT Coordinator (BERRA) Recruitment and Retention TSA Human Resources Dept.	TIP Coordinator (BERRA) Recruitment and Retention TSA Human Resources Dept.	Recruitment and Retention TSA Human Resources Dept.

The California Classified School Employees Teacher Credentialing grant funds the Berkeley Pathway to Achieve Credentialed Teachers (BPACT) program for classified employees to receive tuition assistance while working toward a teaching credential.

A Leading for Equity grant from the Berkeley Public Schools Fund supplements State funding, for participants to receive additional reimbursements.

\*over capacity because unspent dollars can be used for additional spots

<b>Berkeley Pathway to Achieve Credentialed Teachers (BPACT) Participant and Outcome Data</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
Number of Active Participants	12	12	14	14	16*	14
Number of New Participants	NA	5	6	3	3	TBD
Number of Participants who self-identify as BIPOC	10	11	13	15	17	11
Number of Participants who desire to teach in hard-to-staff areas of education (special education, bilingual, math, science).	7	9	9	9	7	4
Number of Participants earning a preliminary credential, as of June	3	0	0	1	1	1 confirmed (5 more projected)
Number of past Participants who are teachers of record in BUSD with a <u>preliminary</u> and/or <u>clear</u> credential (since the beginning of the program)	3	6	6	6	6	8
Number of Participants who currently teach in BUSD with an <u>intern</u> credential	NA	1	3	3	3	5



# Berkeley Pathway to Achieve Credentialed Teachers (BPACT) Data



California Classified Employee Teacher Credentialing Program	2022-23 Year 1		2023-24 Year 2		2024-25 Year 3		2025-26 Year 4	
	State	BUSD	State	BUSD	State	BUSD	State <small>(Data anticipated Dec 2026)</small>	BUSD <small>(as of January 2026)</small>
Funds expended	40%	57%	56%	81%	62%	124% <small>(used carryover)</small>	TBD	81%
Awarded slots filled with participants making academic progress <sup>1</sup>	38%	92%	57%	100%	60%	117%	TBD	117%
Participants recommended for a preliminary credential <sup>2</sup>	2%	0%	8%	8%	12%	7%	TBD	44% <small>(projected)</small>
Participants of Color	74%	92%	80%	92%	73%	93%	TBD	93%

## BUSD / BPACT Comparison to Statewide Measures

1. Beginning August 2024, the State allowed for greater flexibility regarding funding allocation. Unexpended funds can now be spent on new participants, beyond the number of slots originally awarded to LEAs.
2. Indicates participants who have completed coursework, passed all exams (including RICA & TPA) and are eligible to be hired as a teacher a of record

**California Commission on Teacher Credentialing (2024).** Update on the 2021 California Classified School Employee Teacher Credentialing Program [Commission Agenda Item 1C - December 2024, pages GS 1C-25 through GS 1C-56]. Retrieved on February 12, 2025 from [https://www.ctc.ca.gov/docs/default-source/commission/reports/2024-12-1c.pdf?sfvrsn=6d6b3fb1\\_3](https://www.ctc.ca.gov/docs/default-source/commission/reports/2024-12-1c.pdf?sfvrsn=6d6b3fb1_3)

**California Commission on Teacher Credentialing (2025).** Update on the 2021 California Classified School Employee Teacher Credentialing Program [Commission Agenda Item 1C - December 2025, pages GS 1C-44 through GS 1C-76]. Retrieved on January 13, 2026 from [https://meetings.ctc.ca.gov/Details/222?\\_gl=1\\*1pzctx7\\*\\_ga\\*MTk5ODY5OTQyMS4xNjY3NTkzNTY2\\*\\_ga\\_8L1GC3E1C3\\*czE3Njg0MTMyMDk5bU1NCRnMSR0MTc2ODQxMzIxOSRqNTAkBDaKaDA.#8401](https://meetings.ctc.ca.gov/Details/222?_gl=1*1pzctx7*_ga*MTk5ODY5OTQyMS4xNjY3NTkzNTY2*_ga_8L1GC3E1C3*czE3Njg0MTMyMDk5bU1NCRnMSR0MTc2ODQxMzIxOSRqNTAkBDaKaDA.#8401)

# Teacher Induction Program



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24/25  
Annual  
Report

## 2024-25 Data

- 31 teacher candidates and 26 mentors participated in the program
- All mentors are BUSD teachers and 29% identify as BIPOC
- 17 teachers completed the program and were recommended for their clear credential
- 16 employed in BUSD in 2025-26

## 2025-26 Update

- 46 teacher candidates and 38 mentors participated in the program – 53% increase
- All mentors are BUSD teachers and 38% identify as BIPOC
- 20 teachers are anticipated to complete the program and be recommended for their clear credential

# Personnel Commission Administration Support



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- For 2023-24 a new position of 0.5 FTE was added to the BERRA plan in support of the Personnel Commission.
- This position is necessary to address administrative needs related to functions and services provided to the District by the Commission staff.
- Having this position helps strengthen classified recruitment and retention by improving our ability to expedite exams, recruitment, appeals, and applicant processing.
- Since this position was filled, there have been notable increases in exam list production. Processing timelines have shortened significantly, decreasing from an average of 2-3 months to 1-2 months, with recruitments with the highest number of vacancies now completed within 2–3 weeks. Both recruitment and retention metrics have shown significant positive gains.
- This also addresses the personnel resource issue as this represents the only increase in staff support for the personnel commission staff ever. There has been a direct documented benefit to the District with the addition of a 0.5 FTE.

## **In 2024-25 the 0.5 Personnel Commission Administrative Support Position has:**

- Played a critical role in assisting with the completion of the districtwide compensation and classification study, conducted to ensure job descriptions remain current and salary levels are competitive and comparable across peer districts.
- Was instrumental in the successful implementation of the District's first-ever one-day hiring events, during which classified candidates were able to apply, test, and complete onboarding on the same day. Two events held in 24-25 and 25-26 resulted in participation from over 140 candidates.



## 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
- Provides professional development to Instructional Aides and Case managers on best practices for serving students and compliance measures
- Organizing and facilitating monthly PLCs for Elementary CMs
- Direct work w/ our Selpa to ensure the integrity of Berkeley's special education data
- Monthly collaboration with SEIS/ Calpads data members from each district of our Selpa to ensure consistency in SPED data processes.

## Service Delivery 2024-25:



Coaching Support: 38 Sessions

IEP Assessment Support: 19 Initials/Eligibility Reviews

Professional Development: 7 PD Sessions.

1. Instructional Assistants (BHS)
2. Introduction to SEIS
3. SEIS refresher
4. Working with IAs
5. Unique Curriculum & Collaboration
6. A Complete IEP & Present levels (BHS)
7. Fishtank Launch
  - Data Clean up for Census Day (Ongoing)
  - Calpads EOY reporting (ongoing & 10 summer hours)

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# 2024-25 Recruitment and Diversity



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Race	# of Employees	% of Employees	% of Students (2023)	# of Students (CALPADS 23-24)
American Indian or Alaskan	15	1.93%	0.24%	22
Asian	98	12.63%	8.64%	789
Pacific Islander	2	0.26%	0.18%	16
African American	64	8.25%	11.66%	1065
Multiple (2 or more)	59	7.60%	15.54%	1419
<b>BIPOC Subtotal</b>	<b>238</b>	<b>30.67%</b>	<b>36.26%</b>	<b>3311</b>
Declined to State Race	55	7.09%	0.11%	10
White	483	62.24%	41.10%	3753
<b>Total</b>	<b>776</b>			<b>9132</b>
<b>Ethnicity</b>				
Hispanic or Latino of any race*	133	17.14%	22.54%	2058

\* The employees who identify as “Hispanic or Latino of any race” are included in the number of employees in the seven race categories this is based on the census categories. The students are only counted in the ethnicity and are not in the percentage of each race this information is from the California School Dashboard.



Source: [Item 14.3 - Certificated Recruitment, Retention, and Diversity Update to the Board of Education 12/4/24](#) \* The employees who identify as “Hispanic or Latino of any race” are included in the number of employees in the seven race categories this is based on the census categories. The students are only counted in the ethnicity and are not in the percentage of each race this information is from the California School Dashboard.

# 2024-25 Retention



Race	Hired 24-25	Retained from 23-24	Retained from 22-23	Retained from 21-22	Retained from 20-21	Retained from 19-20	Retained from 18-19	Retained from over 7 years ago
African American	5	2	4	4	3	3	4	39
American Indian or Alaskan	4	1	0	1	1	1	0	7
Asian	10	5	8	10	6	11	6	42
Multiple (2 or more)	0	5	5	4	1	1	4	39
Pacific Islander	0	0	0	0	1	0	1	0
<b>BIPOC Subtotal</b>	<b>19</b>	<b>13</b>	<b>17</b>	<b>19</b>	<b>12</b>	<b>16</b>	<b>15</b>	<b>127</b>
Declined to State Race	1	8	8	9	4	4	4	17
White	43	32	34	30	14	23	25	282
<b>Total</b>	<b>63</b>	<b>53</b>	<b>59</b>	<b>58</b>	<b>30</b>	<b>43</b>	<b>44</b>	<b>426</b>
<b>Ethnicity</b>								
Hispanic or Latino	13	12	14	18	4	7	8	55

Source: [Source: Item 14.3 - Certificated Recruitment, Retention, and Diversity Update to the Board of Education 12/4/24](#)