

BERRA 2026-27 Recruitment, Retention and Development Plan

Program Manager

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BERRA Measure E Stated Purpose and Uses

The Berkeley Educator’s Recruitment and Retention Act (BERRA) funded by Measure E of 2020, sets aside five percent (5%) of revenue to “provide 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

Rationale

Diverse and highly qualified teachers and support staff are the key to successful schools. In support of the District’s mission “*to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world*” it is essential to recruit and retain the most qualified candidates.

Goal

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.



Strategic Plan Alignment

Goal	Program Actions Related to Goals
Academic Excellence and Equitable Outcomes for All	Ensuring we have highly qualified and diverse educators is essential for delivering rigorous, differentiated academic instruction to all students. Offering opportunities to receive support and grow professionally serves to strengthen and retain both classified and credentialed staff.
Wellness and Belonging	The BERRA team, in collaboration with the BFT Teachers of Color Network and the Special Education Department, work to ensure diversity and visibility among staff and faculty. By increasing the diversity of our staff, we increase inclusion, and elevate student safety and belonging.
Partnership & Engagement	<p>Working with the Alameda County Office of Education Teacher Residency program and partnering with local colleges and university teacher prep programs ensures we maintain a pipeline of potential candidates as well as offers opportunities to reach candidates for hard to fill areas.</p> <p>The BPACT program coordinates recruitment efforts with the Berkeley Public Schools Fund through presentations to Super Science Saturday classified staff and direct referrals. BPACT is the recipient of a 3 year, \$30,000 annual Leading for Equity grant from BPSF that reimburses participants for costs related to their goal of earning a teaching credential.</p>
Talent & Culture	<p>The recruitment and retention efforts and positions ensure that BUSD is proactively seeking out qualified candidates from universities and colleges that align with our commitment to diversifying our teaching staff. In addition, our partnership with Alameda County Office of Education places vetted teaching candidates in classrooms for one year under a highly qualified BUSD teacher, which amplifies access to high quality instruction, lowers the educator to student ratio, and allows for increasingly dynamic curriculum and instruction. Additionally, the BPACT program supports BUSD classified employees who want to become teachers. The most frequent credential sought by BPACT participants is the Mild/Moderate Special Education credential.</p> <p>The Teacher Induction Program pairs effective teacher mentors with novice teachers. Teacher mentors receive professional development through mentor trainings, while developing their own capacity as instructional leaders. Their mentoring work fosters a culture of reflective teaching practice, leading to higher</p>



Goal	Program Actions Related to Goals
	retention rates among new teachers and higher student achievement.
System Efficiency and Fiscal Responsibility	By implementing recruitment and retention strategies, we can maintain and support our current educators. Having a stable workforce and reducing attrition allows our district to be fiscally prudent. These practices can help us be fiscally responsible and more efficient by ensuring our workforce is stable and constant.

Program Description

Staffing

DRAFT 4-7-26	2026-27 Detailed Budget (BERRA, Measure E) RRD	2025-26	2026-27	change
Staffing*		4.1	1.9	(2.2)
	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		
Staffing Total		513,047	280,000	(233,047)

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



**BERRA 2026-27 Recruitment,
Retention and Development Plan
P&O Discussion
April 7, 2026**

Program

Materials, Supplies, Contracts

DRAFT 4-7-26	2026-27 Detailed Budget (BERRA, Measure E) RRD	2025-26	2026-27	change
Recruitment Support (Materials, Contracts)				
	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)
Recruitment Support (Materials, Contracts) TOTAL		28,000	21,000	(7,000)

Stipends, Recruitment and Retention Support

DRAFT 4-7-26	2026-27 Detailed Budget (BERRA, Measure E) RRD	2025-26	2026-27	change	Notes
Stipends, Recruitment and Retention Support					
	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 (BTS/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	
Stipends, Recruitment and Retention Support TOTAL		111,000	267,000	156,000	

Changes for 2026-27

- Staffing will be reduced and/or shifted by -2.2 FTE to create capacity for mandatory Teacher Induction Program costs due to an expiring grant.
- The ACOE Teacher Residency Program will not continue in 2026-27 due to inconsistent results.
- Teacher Induction Program costs shifted to BSEP due to an expiring grant

Classified Staff Pathways and Professional Development

- Classified Employee Teacher Pathway Coordinator TBD FTE
- Classified Professional Development Coordinator TBD FTE

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 enroll in a 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. 93% of BPACT participants identify as people of color.

The BPACT Teacher on Special Assignment coordinates 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. Participants' academic progress is monitored during the school year by the coordinator. Individual in-person progress meetings are held with each participant upon acceptance to BPACT, and every spring thereafter. Any identified vacancies determine if the program can reopen the application window to new applicants. Complete applications are reviewed by representatives from the Teachers of Color Network and



the coordinator. The coordinator attends monthly meetings with other grant awardees and representatives from the California Commission on Teacher Credentialing to share best practices and ensure positive grant stewardship. The coordinator reports detailed participant data to the California Commission on Teacher Credentialing every June. This grant sunsets June 30, 2026. Additionally, the Berkeley Public Schools Fund awarded the BPACT program a 3-year, annual \$30,000 Leading for Equity grant, recognizing its efforts and commitment to developing more teachers of color. This grant is the only multi-year grant ever awarded by BPSF. The coordinator reports on grant impact in mid-year and shares detailed participant data to BPSF leadership in June. Leading for Equity grant funds supplement educational reimbursements directly to BPACT participants, and is funded through June 30, 2026.

Classified Professional Development

Classified Professional Development Coordinator supports classified staff through ongoing professional development opportunities for classified staff to improve job skills to build capacity and/or work toward promotions in hard-to-fill positions. Potential programming will be derived from staff surveys, upcoming needs, and the implementation of District-Wide programs.

Enhanced Induction and Teaching Support Programs

- Teacher Induction Program Coordinator TSA TBD FTE
- Peer Assistance and Review (BPAP) Coach TBD FTE
- Special Education IEP Coach/ TSA TBD FTE

Teacher Induction Program

The Teacher Induction Program Coordinator TSA coordinates and supports 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 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, ensures mentors attend required trainings and that teachers complete induction assignments throughout the school year. All mentors are current or retired BUSD teachers who meet with the new teachers for a minimum of one hour, every week. Mentors observe the participating teachers at least three

times during the school year, providing feedback both before and after observations. Teachers and their mentors are also encouraged to observe other teachers.

The **Peer Assistance and Review Coach** supports and improves instructional practice and supports teachers through challenging stages of their profession. If teachers need support in their instructional practice, the Berkeley Peer Assistance and Review (BPAR) Coach can provide support through coaching and mentoring.

Special Education IEP Coach

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
- 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.

Recruitment and Support for Hard to Fill Positions

- Recruitment, Retention & Support TSA TBD FTE

BUSD is committed to hiring and supporting an excellent teaching staff who reflect the diversity of our student body. Early outreach and consistent support for teachers of color makes the difference in recruitment and retention. The Teacher on Special Assignment for recruitment and retention supports the District in efforts to fill all positions with strong candidates in hard to fill

areas with a focus on hiring and retaining teachers of color. The TSA supports retention by partnering with our BUSD Teachers of Color Network to build and bolster relationships, by liaising between teachers, schools, and district to provide equitable support to our new and seasoned teachers, and solicit regular feedback from our teachers and administrators to inform continual improvement. The TSA coordinates the ACOE resident teachers and their BUSD mentor placements. This position supports year round recruitment efforts focusing on establishing and strengthening partnerships with surrounding university teacher prep programs to increase the number of recruits to BUSD.

The TSA for Recruitment and Retention collaborates with external partners, the Human Resources Dept. and the Teachers of Color Network to recruit teachers of color and hard to fill areas. Activities include: initiating and securing MOUs with partner universities that share the BUSD mission, growing our partnership capacity with The Alameda County Office of Education's Teacher/School Counselor Residency program, providing equitable supports to student teachers and intern teachers, partnering with our Special Education leaders to bolster Education Specialist recruitment, and working alongside Human Resources to ensure programmatic efficiency, compliance, and strong supports for educators.

- Planning and outreach to recruit special education teachers
- Collaborate with BUSD Teachers of Color Network on recruitment systems
- Collaborate with Berkeley Public Schools Fund to seek professional growth opportunities for our existing teachers of color
- Codified ongoing collaboration with Educational Services departments (Local Resources, State, Federal & Special Projects, and Equity, Achievement and Belonging) and Human Resources

The budget also supports 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. Additionally, funds will support BPAR voluntary teacher coaching hours to assist BPAR participants in improving their teaching practice.

Personnel Commission Administration Support

The Personal Commission Administration Support 0.5 FTE supports 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.

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 2024-25 and 25-26 resulted in participation from over 140 candidates.

Focal Students and Staff

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) reimburses participants for educational expenses such as tuition, books, and fees to classified staff earning degrees and teaching credentials. The grant is funded by the State, while BERRA funds provide for a 0.2 FTE Teacher on Special Assignment to manage the program and provide ongoing support to program participants. A 0.7 FTE Teacher on Special Assignment for Recruitment, Retention and Support focuses on recruiting and supporting educators of color and special education staffing.

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 our student population. Research has shown that students benefit from having teachers and other staff of color as well as a diversity of backgrounds and identities. In 2025-2026 we aim to continue to target and expand our recruitment outreach as well as maintain a strong relationship with the BFT



Teachers of Color Network.

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.

Resources and Information

[Berkeley Pathway to Achieve Credentialed Teachers \(BPACT\) Webpage](#)

[Teacher Induction Program \(TIP\) Webpage](#)



Budget Details

2026-27 BSEP Budget Overview - Proposed

2026-27 Budget Summary for Educator Recruitment, Retention, & Development Measure E, Resource 0615 April 7, 2026 1st Reading P&O		DRAFT 2026-27
Revenue		613,834
Expense		
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
Total Expenditures		612,078
Net Change to Fund Balance		1,756
Beginning Fund Balance		0
Net Increase/(Decrease) in Fund Balance		1,756
Ending Fund Balance		1,756



Data and Measures

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.

Berkeley Pathway to Achieve Credentialed Teachers (BPACT) Data

Berkeley Pathway to Achieve Credentialed Teachers (BPACT) Participant and Outcome Data	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
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

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

BUSD / BPACT Comparison to Statewide Measures

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 (Data anticipated Dec 2026)	BUSD (as of January 2026)
Funds expended	40%	57%	56%	81%	62%	124% (used carryover)	TBD	81%
Awarded slots filled with participants making academic progress ¹	38%	92%	57%	100%	60%	117%	TBD	117%
Participants recommended for a preliminary credential ²	2%	0%	8%	8%	12%	7%	TBD	44% (projected)
Participants of Color	74%	92%	80%	92%	73%	93%	TBD	93%

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

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*MTk5ODY5OTQyMS4xNjY3NTkzNTY?*_ga_8l1GC3E1C3*czE3Njg0MTMyMDkzbzU1NC.RnMSR0MTc2ODQxMzlxOSRqNTAKbDAkaDA.#8401

Teacher Induction Program

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

2024-25 Recruitment and Diversity

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
BIPOC Subtotal	238	30.67%	36.26%	3311
Declined to State Race	55	7.09%	0.11%	10
White	483	62.24%	41.10%	3753
Total	776			9132
Ethnicity				
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
BIPOC Subtotal	19	13	17	19	12	16	15	127
Declined to State Race	1	8	8	9	4	4	4	17
White	43	32	34	30	14	23	25	282
Total	63	53	59	58	30	43	44	426
Ethnicity								
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