



BERRA Recruitment, Retention and Development Program Overview

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Planning and Oversight Committee
1/27/26

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

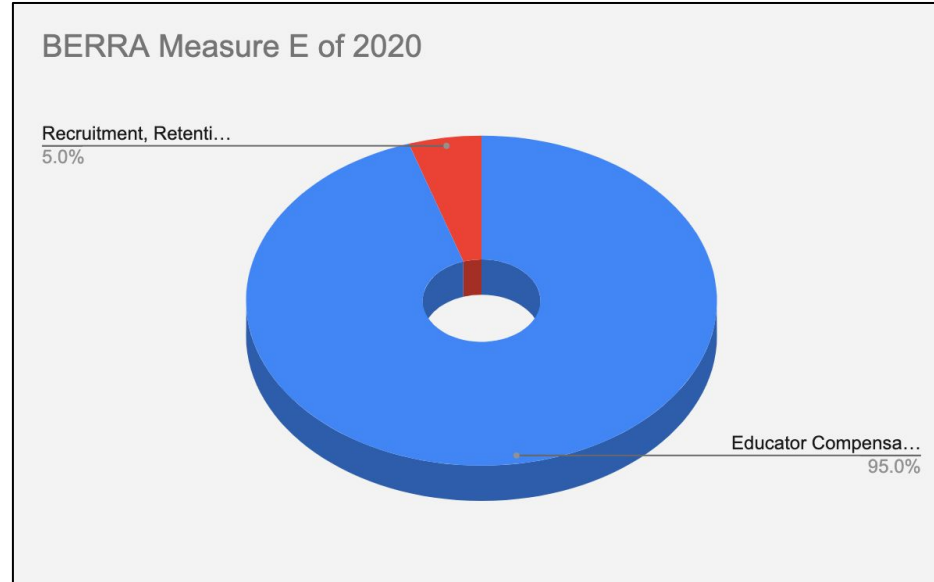
Measure Purpose

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.

Staffing

Classified Professional Development Coordinator	1.0 FTE
Pathway to Achieve Credentialed Teachers (BPACT) Coordinator	0.2 FTE
Recruitment, Retention and Support TSA	0.7 FTE
Personnel Commission Administration Support	0.5 FTE
Special Education Development Coach/TSA	1.0 FTE
Teacher Induction Program Coordinator	0.6 FTE
Berkeley Peer Assistance and Review (BPAR) Coach	0.2 FTE

Program

Materials, Supplies, Contracts	\$35,000
Recruitment and Retention Stipends	\$41,500
ACOE Teacher Residency Program	\$69,000

Student Teacher/Intern Support		BPACT Program	Teacher Induction Program (TIP)	Local Partnerships
Student Teachers	Residents/Interns	Classified Pipeline	Credential Clearing	Sustaining Applicant Pool
<p>BUSD student teachers receive personalized onboarding and support through the Recruitment & Retention team by working closely with the student teacher and site administration.</p>	<p>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.</p>	<p>The Berkeley Pathway to Achieve Credentialed Teachers Program provides eligible classified employees opportunities to become classroom teachers and allows BUSD to diversify its teacher workforce with members from its school community.</p>	<p>BUSD contracts with the Contra Costa County Office of Education to offer a pathway for General Education and Education Specialist teachers to clear their CA teaching credentials. This two-year program provides an individualized and equity-centered system of mentoring, support, and professional learning.</p>	<p>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.</p>
<p>Recruitment and Retention TSA (BERRA) Human Resources Dept.</p>	<p>Recruitment and Retention TSA (BERRA) Human Resources Dept.</p>	<p>BPACT Coordinator (BERRA) Recruitment and Retention TSA Human Resources Dept.</p>	<p>TIP Coordinator (BERRA) Human Resources Dept.</p>	<p>Recruitment and Retention TSA Human Resources Dept.</p>

Priority is to recruit residents for hard to fill subject areas, includes: special ed, math, physics

ACOE Residents	2023-24	2024-25	2025-26
Number of residents	1	3	3
Subjects of current year residents	High School Physics*	Special Education (3)	Physics @ BHS Math @ BHS SpEd @ BAM*
Status of prior year residents		Math Teacher @ BHS (no longer employed in 25/26)*	1 Special Ed Teacher @ Rosa Parks



*Updated
Oct 2025

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

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



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 ¹	38%	92%	57%	100%	60%	117%	TBD	117%
Participants recommended for a preliminary credential ²	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

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

Teacher Induction Program

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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



24/25
Annual
Report

Personnel Commission Administration Support

- 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)

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
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

Revenue and Expense Report



BERKELEY UNIFIED SCHOOL DISTRICT				
Berkeley Educator Recruitment and Retention Act (BERRA)				
Retention & Recruitment (Measure E/ Resource 0615)				
	Adopted Budget 2024-2025 As of 06/12/24	Unaudited Actuals 2024-25 as of 06/30/2025	Adopted Budget 2025-26 As of 06/30/2025	1st Interim Budget 2025-26 as of 10/31/2025
REVENUE				
Parcel Tax Revenue	\$ 577,022	\$ 577,022	\$ 595,955	\$ 595,955
Parcel Tax Revenue-Prior Year	\$ -	\$ 28,017	\$ -	\$ 27,190
Interest	\$ -	\$ -	\$ -	\$ -
Interest-Prior Year	\$ -	\$ -	\$ -	\$ -
Net Revenue	\$ 577,022	\$ 605,039	\$ 595,955	\$ 623,145
EXPENDITURES				
Certificated Salaries	\$ 371,004	\$ 300,119	\$ 320,917	\$ 330,582
Classified Salaries	\$ 155,411	\$ 172,528	\$ 166,499	\$ 166,499
Employee Benefits	\$ 182,549	\$ 168,944	\$ 176,410	\$ 178,745
Books & Supplies	\$ 5,000	\$ 4,405	\$ -	\$ 8,500
Unallocated Reserve and Carryover	\$ 29,296	\$ -	\$ 25,652	\$ 22,152
Contracted Services	\$ 76,000	\$ 48,963	\$ -	\$ 28,831
Capital Outlay	\$ -	\$ -	\$ -	\$ -
Indirect Costs	\$ 63,575	\$ 53,929	\$ 46,954	\$ 46,954
TOTAL EXPENDITURES	\$ 882,835	\$ 748,887	\$ 736,432	\$ 782,263
NET INCREASE (DECREASE)	\$ (305,813)	\$ (143,848)	\$ (140,477)	\$ (159,118)
FUND BALANCE ANALYSIS				
Beginning Fund Balance	\$ 141,356	\$ 302,967	\$ 143,254	\$ 159,118
Net Increase (Decrease) in Fund Balance	\$ (305,813)	\$ (143,848)	\$ (140,477)	\$ (159,118)
Ending Fund Balance	\$ (164,457)	\$ 159,118	\$ 2,777	\$ -

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Thank you