

# **2026 Berkeley Unified School District (BUSD) Parent Advisory Committee (PAC) Comments on the Annual Local Control and Accountability Plan (LCAP)**

*May 14, 2026*

## **2025-26 PAC Members:**

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Michael H., Emerson Elementary (Co-Chair)

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## Executive Summary

This document presents the Parent Advisory Committee's (PAC) feedback on the Local Control and Accountability Plan (LCAP) for the 2025-26 school year. Our reflections focus on 4 of BUSD's LCAP Goals: Providing High Quality Instruction, Academic Interventions, Wellness and Belonging, and Partnership and Engagement. While our committee focus is on unduplicated students, we received presentations from district departments funded by both LCFF and LCFF Supplemental funds. While PAC feedback will focus on programs and services that utilize LCFF Supplemental dollars for our LCFF "unduplicated" focal students who are identified as Multilingual Learners (MLs, also referred to as English learners by the State), socio-economically disadvantaged (FRPM), students experiencing homelessness, and foster youth, we will also share feedback on programs utilizing LCFF funds. In BUSD, our unduplicated population for the 2025-2026 school year is 2896 students or 30.4% of the total population.

Our feedback is first organized by LCAP Goal, then by program. For each program, we have included our committee's strengths and recommendations gathered from presentations given throughout this school year, in addition to applying the Decision Triangle, rating each program using rubric to identify Equitable, Impactful, and Sustainable programs.

## Introduction

For the 2025–2026 school year, PAC met regularly, receiving presentations from district partners about programs utilizing LCFF Supplemental funding and other services available to BUSD students during each of our 11 meetings. The committee deeply appreciates the support of BUSD staff throughout the year and would like to acknowledge their dedication and responsiveness: Dr. Lena Sweeney, the entire BREA team, Joya Balk, Roquael Baham, and Jill Hoogendyk.

This school year, BUSD has celebrated meaningful progress—both in classrooms and in student testing outcomes. As a committee, we appreciate the data and dedication that have supported our children's success. We are especially proud to recognize Longfellow Arts and Technology and Willard Middle Schools as 2026 California Distinguished Schools—honored for their high academic standards for all students, their acceleration of progress for historically underserved student groups, and their role as beacons of opportunity for achieving outstanding performances. We also celebrate the gains reflected in the California Educational Dashboard, where key indicators such as college and career readiness, math, and English Language Arts have risen to the highest level—a clear signal that the work being done in our schools is supporting our students' success.

At the same time, our committee remains concerned about the state funding model that forms the majority of our district's budget, as it does not fully account for the services and needs of our communities. We recognize that Berkeley residents have consistently demonstrated their commitment to public education by voting to support additional funding through the BSEP parcel tax since 1986—a reflection of their belief in our children's education. PAC acknowledges the necessity of significant annual fundraising efforts by site-specific PTAs that help ensure the roles and resources the community prioritizes remain funded while also conveying our committee's concerns about the sustainability and equity of relying on annual fundraising (soft money) by each school site. We are grateful for the dedication of BUSD educators and staff, and we understand that rising costs of living and benefits cannot always be addressed through annual COLA that do not reflect the true cost of living in the Bay Area. As in prior years, our district faces additional budget reductions due to lower enrollment trends, ADA, expiring grants and one-time funds—presenting our committee with the challenging task of offering constructive suggestions while remaining mindful that any reduction in services, particularly for our unduplicated students, will have a lasting impact on their learning.

# LCAP Goal 1 - Provide High Quality Instruction

*Provide high-quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness, and eliminate the achievement gap based on race and/or program*

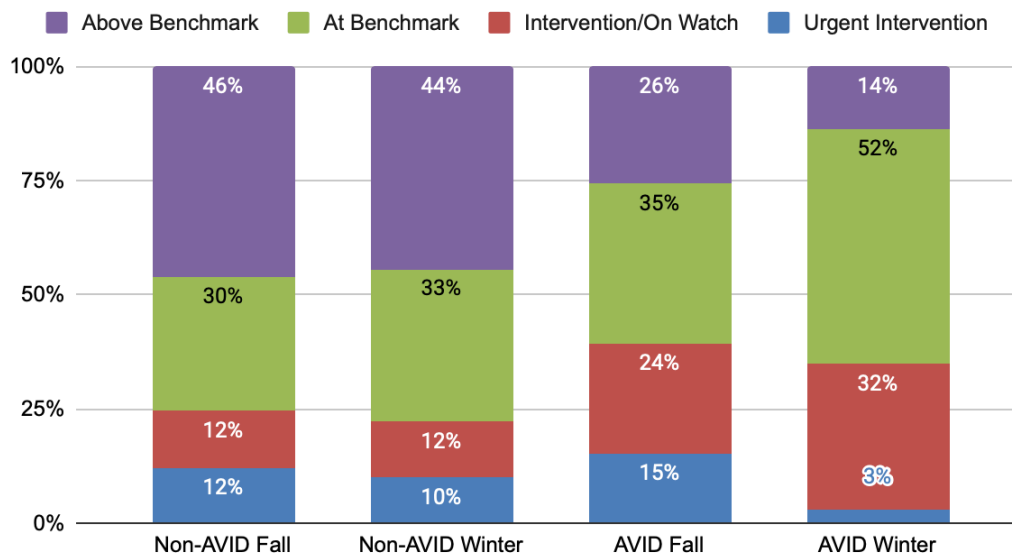
*Programs/roles attributed to LCAP Goal 1:*

- Middle schools: AVID elective, AVID XL elective (LCAP Action 1.11)
- BHS: Bridge (LCAP Action 1.12)
- Literacy (LCAP Actions 1.1-1.5)
- Math (LCAP Actions 1.7, 1.8)
- Career Technical Education (CTE) (LCAP Action 1.13)

## AVID + AVID XL Highlights:

- AVID elective serves 7-8th graders, AVID XL elective serves English Learners in 7-8th grade
- AVID electives structure instruction on Writing, Inquiry, Collaboration, Organization and Reading; experiences include giving schoolwide presentations, leadership roles in mock elections, career week activities, and college visits
- AVID classes provide the needed “extra” time to teach and reinforce critical organizational and academic skills
- AVID Middle School Star Reading Scores have greatly improved, noting more AVID students are reaching benchmark from the Fall into the Winter season

### STAR Reading Grades 6–8 Fall to Winter 2025–2026



- 57% of AVID students and 95% of AVID Excel students are classified as unduplicated
- AVID Excel is an important component of learning for English learner students
- AVID and AVID XL currently serve students in our Middle Schools as an elective; a total of 93 students are enrolled in AVID and 46 in AVID XL
- BHS AVID elective was discontinued in 25-26, rising 9th graders do not have a throughline option for this elective in high school

School	Program	Enrollment
Longfellow	AVID Elective	45
Longfellow	AVID Excel (EL)	14
King (MLK)	AVID Elective	37
King (MLK)	AVID Excel (EL)	16
Willard	AVID Elective	13
Willard	AVID Excel (EL)	15
TOTAL	All Programs	139

### **AVID + AVID XL Recommendations:**

- PAC supports DELAC's recommendations for AVID XL
- EL students in AVID XL are a focal student group and the district should ensure these seats are maintained
- Review training with all AVID teachers in EduClimber to more effectively target student instruction to ensure proficiency in EduClimber tools
- Utilize AVID tutorials in Math to better support student understanding, utilizing the extra time in the elective to ensure students have time to process and reflect on math lessons
- Optimize master schedule at middle school level to increase fidelity to the AVID model
- BHS discontinued AVID/AVID XL as an elective in 25-26; AVID/AVID XL alumni are without a continuation program, PAC requests the district share a clear continuation pathway for our AVID/AVID XL students when they transition to high school

### **Bridge Highlights:**

- Started in 2010 by BHS teacher Jessie Luxford in partnership with BUSD, our students and their caregivers– Bridge addresses the specific needs of our BUSD students, beginning from the summer before 9th grade through 12th grade graduation; over 325 Bridge students have gone onto college
- Dedicated Bridge teachers work with students and their caregivers for all 4 years,

with weekly check-ins– leading to excellent school to home connection through a case management model

- 100% graduation rates for all Bridge students; Cohort 13 (June 2025- 36 students) 97% met A-G requirements, 92% met Prepared State & College indicator, 97% completed AP courses, Bridge seniors have an 83% college concurrent enrollment rate
- Bridge’s Latinx students only have a 1.8% chronic absenteeism rate versus 18.8% for all BHS Latinx students- an extraordinary difference within a group most at risk of Chronic Absenteeism
- City of Berkeley supports Bridge through a grant award; Bridge is recognized as an extraordinary program locally, improving the lives of the students (and their caregivers); alumni have returned to the teachers and program to celebrate their success in college and beyond
- Extremely high engagement and satisfaction with Bridge students and their caregivers; please see caregiver feedback [here](#), and Bridge student feedback [here](#) to see the depth of importance, appreciation, and recognition for this program by community members who are served by this program

**2025-26 Student Demographics (154 students)**

Demographic	Bridge %
Latinx	49%
Black/African American	36%
Two or more races	12%
Female	54%
Students with IEPs	10%
McKinney-Vento	3%

**Outcome Data - 4 Recent Cohorts**

Metric	Cohort 13 (June 2026)	Cohort 12 (June 2025)	Cohort 11 (June 2024)	Cohort 10 (June 2023)
Students	36	52	28	33
HS Graduation	100%	100%	100%	100%
Met A-G Requirements	97%	98%	100%	88%
State & College Indicator	92%	96%	100%	70%
Completed CTE Pathway	36%	71%	71%	-
AP Course Completion	97%	96%	89%	100%

**Bridge Recommendations:**

- Bridge is a proven high-equity, high impact program that has lacked a reliable funding source for the entirety of its existence
- Stabilize funding for Bridge going forward; instability in program funding causes extreme, yearly distress for Bridge students and caregivers that the program will not continue
- Identify grants and outside funding for continued investment in the Bridge; this is an incredible program that should be highlighted and celebrated as a model of Berkeley's dedication to our kids' education
- Continue monitoring Bridge students with D/F rates, some students need additional foundational academic supports
- Build stronger foundational math support into program design, especially in year 2
- Shrink the waitlist- program demand exceeds capacity– this is a signal of unmet need
- Develop post-secondary persistence tracking to follow students through college to further validate the effort and effectiveness of our college + career readiness programs, particularly for Bridge

### **Literacy Highlights:**

- Instructional integrity through informal walk-throughs, student work calibration, teacher surveys, and 4 assessment cycles for each grade (K-5th)
- Teachers now have 12 full days of grade-level substitute teacher time
- Literacy coach push-in model (literacy coach both models + co-teaches during ELA instruction); Literacy coaches have relationships and knowledge of literacy AND our educators, which benefits students who have familiar adults collaborating in service of their education
- Wednesday teacher collaborations with Literacy teacher leader and literacy coaches
- 2-3 calibration/scoring cycles for “end of units” assessments
- Regular data dives are helping to monitor student progress and identify focal student needs
- Explicit phonics and morphology routines
- Monitoring is for improvement, not evaluation; uses multiple measures as opposed to a single snapshot
- Committee with students in elementary schools noted vocabulary development in new Literacy curriculum is exceptional; there is *very high* engagement with new literacy materials amongst students and caregivers
- Fishtank curriculum is building student curiosity about new subjects and creating excitement about reading

### **Literacy Recommendations:**

- Explicitly target focal populations in Year 2 (implementation and planning)

- Adjust pacing for 26-27, streamlining units to provide more time to give writing feedback
- Continued review of vocabulary with kids during classroom time as lessons seem to go by quickly, consider take-home tools for caregivers to support vocabulary development (flashcards, vocabulary lists, science of reading information, etc); caregivers are looking for more information to help understand the patterns their students are learning in class
- Ensure classrooms and libraries have books that pertain to the topics students are learning in Fishtank; in addition to providing books, offer suggestions and ideas to help support populating teachers' classroom libraries; with pedagogy shift, BUSD previously used "reading levels"; now, student interest and background knowledge is more relevant to developing a love of reading and must be supported with **more** books.
- Support immediate development of system that helps teachers send the "right" books **home** with students; PAC sees the opportunity to leverage excitement about reading, especially in Kindergarten, where students are looking to have books read to them as well, furthering community engagement and partnership in service of the school-to-home connection
- Caregivers have shared that there is a scarcity of materials that are coming home (spelling words, books, etc) and are seeking more "at-home" materials; PAC asks the district to provide our educators with multilingual reading guides, vocabulary flashcards, phonics support sheets in addition to supporting site based caregiver workshops to help caregivers express the tools that are most useful to them and their students

### **Math Highlights:**

- Meeting of Math Minds (Aug 2024-May 2025) stakeholder process to develop BUSD Math Vision aligned to CA Math Framework
- New elementary math community engagement information and input session on Feb 2, 2026 at Washington Elementary — district-wide rollout underway
- Math Interventionist PD: [Integrow Numeracy Solutions](#) course on addition, subtraction, and place value foundations; 10 of 11 elementary sites participating

### **Math Recommendations:**

- Significant 'drift' from shared curriculum (Eureka Math, adopted 2013) identified as root issue by M<sup>3</sup>; consistency in curriculum delivery varies by site, and even by classroom
- Create regular communications with the community about the piloting process across schools— what is the current state of the new curriculum?
- Communicate with secondary school communities about how new curriculum will dovetail with upper grades (6-12) along with planned timelines
- Review access to Math support for all students; many students do not have

access to math support once school is over (for math lesson reinforcement, tutoring, or homework assistance) and district should help provide sites with guidance on ensuring students have access to math support, particularly with homework

- Review student opportunities to receive tutoring and additional math support; particularly for “day-of” lessons to ensure student understanding in addition to in-class time; PAC notes that math comprehension does not always occur immediately and students can use reinforcement support
- Recognition that math proficiency depends on cumulative knowledge; consider reviewing student understanding of key topics to identify possible interventions sooner, spending more time at the beginning of curriculum units to ensure students have knowledge to build on
- Urgently review foundational math skills as part of curriculum, especially in middle and high schools– pattern is emerging in test results and in-class work that students need foundational math reinforcement

### **Career Technical Education (CTE) Highlights:**

- College and Career Prep: All CTE courses meet UCOP A-G requirements
- Diverse sets of CTE pathways at Berkeley High: robotics, mechatronics, carpentry, engineering, digital photography, graphic design, CAD design, CAD fabrication, computer science
- Curriculum anchored in high-skilled, high-wage, high-growth regional opportunities across 6 industry sectors (Health, Science, and Medical Technology, Public Service, Arts, Media, and Entertainment, Information and Communication technology, Engineering and Design, Construction and Building Trades; Manufacturing and Product Development is planned for 2026)
- Content offered within and beyond the school day
- Early College Credit: Concurrent college enrollment and credited work experience opportunities
- Work-Based Learning: Internships, apprenticeships, mentorships, guest speakers, site visits, and greatly expanded dual enrollment — 'Doing instead of hearing about'
- 48.2% of BHS students are enrolled in CTE courses; Foster Youth have the highest rate of participation in CTE– a positive signal, while Students with Disabilities (31.8%) and English Learners (31.8%) have significantly lower rates of participation than the overall BHS average (48.2%)

### CTE Participation by Race/Ethnicity

Race/Ethnicity	In CTE	% of CTE	Total at BHS	% in CTE
Asian	130	8.1%	269	48.3%
Black/African American	178	11.1%	401	44.4%
Hispanic/Latinx	349	21.8%	712	49.0%
Multi-Ethnic	247	15.4%	514	48.1%
White	668	41.7%	1,379	48.4%
Total	1,602	100%	3,327	48.2%

### CTE Participation — Focal Groups

Focal Group	In CTE	% of CTE	Total at BHS	% in CTE
Students with Disabilities (SwD)	119	7.4%	374	31.8%
Socioeconomically Disadvantaged (SED)	402	25.1%	931	43.2%
English Learners (ELs)	35	2.2%	110	31.8%
Hispanic/Latinx ELs	17	1.1%	52	32.7%
McKinney-Vento (Homeless)	30	1.9%	63	47.6%
Foster Youth	7	0.4%	13	53.8%
Free/Reduced Price Lunch (FRPL)	391	24.4%	879	44.5%
LCFF Unduplicated Pupils	414	25.8%	959	43.2%

- CTE Pathway completions and dual enrollment are key School Accountability Report Card (SARC) indicators of college and career readiness
- BioTech internship program, which embeds first generation college students with STEM degrees directly into BioTech classes to provide near-peer mentorship, mock interviews, and hands-on industry experience with real equipment

### Career Technical Education (CTE) Recommendations:

- CTE is a proven high-equity, high impact, and sustainable program at BUSD due to community support and engagement, exceptional CTE leadership that pursues grants and partnerships with local organizations to support our students, and for providing our kids with engaging career pathways that have high levels of student interest
- CTE meets A-G requirements and reaches 48.2% of all BHS students– this is

very strong college/career readiness pathway and should be celebrated within BUSD

- District should explore ways to increase CTE access for Students with disabilities and English learners; PAC asks the district to uncover reasons why participation is low: scheduling conflicts, lack of programmatic awareness, transportation, or counseling access

## LCAP Goal 2 - Academic Interventions

*Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and eliminate barriers to student success.*

*Programs/roles attributed to LCAP Goal 2:*

- RTI (LCAP Actions 1.15, 2.1, 2.12, 2.13)
- ELD, ELD TSA (LCAP Actions 2.4, 2.5, 2.6)
- BREAs- Program Support and Evaluation (LCAP Actions 1.4, 2.14)

### RTI Highlights:

- Early student identification based on screening and diagnostic data
- Tier 2/Tier 3 supports adjusted based on responsiveness (these must be additive and not replacements for Tier 1)
- Systematic progress monitoring every 2 weeks, intervention fidelity is prioritized
- Problem Solving teams are using Data-Based Decision Making (DBDM) using EduClimber
- RTI are veteran teachers (13+ years) and have been in our school communities for a long time
- Synchronized instruction and support models
- Successful 0 and 7th period supports at middle school, RTI provides additional academic support for TK-8th grade students

### RTI Recommendations:

- Fund *full* FTE RTI roles based on student population and review caseload for RTI teachers; Educators at single sites are monitoring (tier 1) over 400 students, over 80 with specific interventions (tier 2, via COST), and over 40 receiving direct service (tier 3, includes SpEd); PAC strongly recommends the district work with educators and their labor partners to develop a ratio that will support the number of students each RTI teacher oversees, with the understanding that Tier 2 and Tier 3 interventions fluctuate with school populations and our RTI educators have site-need expertise (in addition to partnership with our SpEd educators). PAC acknowledges that there is legislation in the Assembly to require the Superintendent of Public instruction to establish a maximum educator to pupil ratio in AB560<sup>1</sup> for students needing additional support services with resource specialists

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<sup>1</sup> <https://legiscan.com/CA/text/AB560/id/3217315>, accessed May 14, 2026

- Socio-emotional learning (SEL), Positive Behavioural Interventions and Supports (PBIS), Multi-tiered System of Supports (MTSS) expansion is needed; including support for non-credentialed staff
- Strongly recommend incorporating the mastery of our RTI educators to co-create alongside district direction, utilizing their expert knowledge of their school sites and students to support positive outcomes

### **ELD/ELD TSA Highlights:**

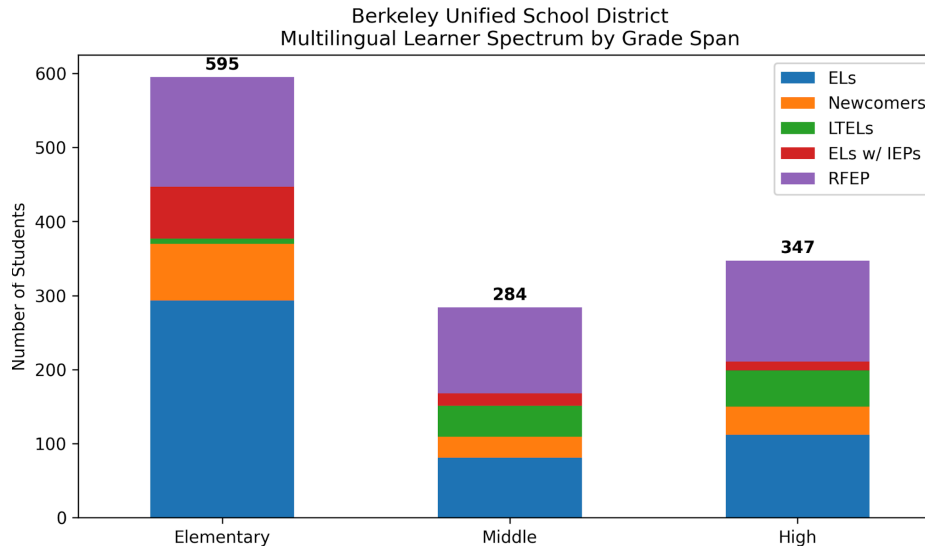
- *PAC supports DELAC's recommendations for ELD*
- 6 goals of Multilingual Learner (MLL) Master Plan- English language proficiency, Academic Success, Parent/Family Engagement, college and career readiness for MLL, Fidelity to instructional programs for MLL, language and literacy development in the Spanish Two-Way-Immersion (TWI) program
- BUSD California Progress indicator for English Learners (ML, state uses EL designator) and Long Term English Learners (LTEL) is in Green<sup>2</sup>, showing improvement
- *Constructing Meaning* professional development for secondary schools (excludes BTA and BIS)
- BUSD graduates can earn CA state seal of Biliteracy, a gold seal on their diplomas or transcripts that reflect their high level of proficiency in speaking, reading, and writing one or more languages in addition to English.<sup>3</sup> Many BUSD students are fluent in several languages

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<sup>2</sup>

<https://www.caschooldashboard.org/reports/01611430000000/2025/academic-performance#english-learner-progress>, accessed 04.12.26

<sup>3</sup> <https://www.cde.ca.gov/sp/ml/sealofbiliteracy.asp>, accessed 04.12.26



EL: Multilingual Learners; LTEL: Long term Multilingual learners; IEP: Individualized Education Plan; RFEP: Reclassified Fluent English Proficient

### ELD/ELD TSA Recommendations:

- PAC supports DELAC's recommendations for ELD
- Integrated ELD training must be **mandated** for elementary school educators *and* site staff– our students need accessibility to instruction beyond Designated ELD
- Retain FTE for ELD/ELD TSA regardless of number of students being reclassified, if MLL counts decrease, **staffing/FTE cannot shrink proportionally**– ELD groups must be organized by proficiency level and grade span, not by total number of students– this has not been the practice recently
- Review process for identifying English Learner students to avoid mis-identification
- Review work in granting biliteracy to students who come into BUSD already fluent in other languages
- Provide investment into libraries to ensure languages our students speak at home are reflected in their classroom and schools, particularly in TK.
- PAC recommends district share more about the diverse number of languages BUSD students speak– the top 3 home languages for our students with limited English proficiency are Spanish (46.9%), Arabic (13.1%), and Mandarin Chinese (5.9%)
- Expansion of Seal of Biliteracy project to celebrate students who are fluent in multiple languages
- District must continue to publish multilingual family facing resources, particularly for printed matter and community posters in languages spoken by BUSD community
- PAC asks the district to provide our MLL educators with multilingual reading guides, vocabulary flashcards, phonics support sheets in addition to supporting

site based caregiver workshops to help caregivers express the tools that are most useful to them and their students

### **BREA Highlights:**

- Building a stronger Data-to-Action culture districtwide
- Strengthened districtwide MTSS and COST alignment
- Elevated use of EduClimber for interventions and progress monitoring
- Improved coherence in assessment use: DIBELS, STAR, CAASPP, ELPAC
- Equity-centering through focal group analysis
- Supports educators and community groups with clear, actionable data (eg Districtwide Joint Advisory Committee meetings, Data Newsletters for each school site, updates in A++ BUSD communications)

### **BREA Recommendations:**

- Continue funding BREA; we can only improve what we can measure and regular meetings with teachers and staff builds an equitable and sustainable data driven culture that can become more proactive
- Within the districts' school sites, TWI instructional language differs and so metrics must be highlighted and held in parity to English only sites; we must use existing data to understand our TWI students
- Future datas/metrics should also provide disaggregation of data in Spanish assessments (particularly for TWI at Sylvia Mendez and Longfellow). By providing disaggregated metrics, the district can support smoother transitions for our students moving from Sylvia Mendez to Longfellow, and Longfellow to BHS, BTA, or BIS - ensuring A-G requirements and Master scheduling needs at the secondary level.
- Continue promoting student success in state testing metrics to our community, consider also promoting student achievement in classrooms to complement the diverse ways our students show their achievements; school newsletters should be championed by district, principals, partner with PTA's to also highlight work at each site, show that we are proud of our children and their work!
- BREA continues to support our educators and community groups with clear, actionable, fresh data

# LCAP Goal 3 - Wellness and Belonging

*Foster safe, welcoming and inclusive school climates that are humanizing, culturally, and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.*

*Programs/roles attributed to LCAP Goal 3:*

- McKinney-Vento (LCAP Actions 3.3 + 3.4)
- Middle + High School Restorative Justice Counselors (LCAP Action 3.7, 3.8)
- Culture and Climate (LCAP Actions 3.5, 3.6, 3.9, 3.10)
- LEAP (LCAP Action 3.11)
- Puente (LCAP Action 3.2)

## McKinney-Vento/HOPE Highlights:

- The McKinney-Vento Act (1987) ensures students experiencing homelessness can enroll, attend, and succeed in school without barriers. BUSD's MKV program serves students who lack fixed, regular, and adequate nighttime residence, including those sharing housing due to economic hardship, in motels/shelters, or in unstable or otherwise unhealthy living situations.
- MKV liaison supports admissions enrollment to remove any barriers to school registration; this school year includes MKV housing questionnaire
- MKV liaison ensures students have transportation, school supplies, toiletries, systems navigation for IEP/504, connection with school and community resources
- MKV liaison works closely with high school students to support on-track progress monitoring
- MKV liaison has further developed relationships with local community resources to support students and their caregivers with housing/shelters, emergency food, and clothing

School Level	Students	% of Total MKV
Elementary School	112	45%
Middle School	62	25%
High School	74	30%
<b>TOTAL BUSD MKV Students</b>	<b>248</b>	<b>100%</b>

## **McKinney-Vento/HOPE recommendations:**

- MKV is a high equity, high impact, and sustainable program
- Identify additional funding to support the sole liaison for MKV- our longtime liaison works with *248 students across 17 schools*– this is an extremely high caseload for a single coordinator who can only be in one place at a time
- Mandate ACOE MKV/HOPE training for teachers and staff and should hold responsibility for training completion by their school site; every school site has MKV students but not all teachers and staff have this training and don't understand the MKV program and how to identify students
- Support MKV and Informed K-12's creation of a digital MKV renewal form for the upcoming school year
- MKV has partnered with OFEE in the past but not all school sites have an OFEE liaison *now*– having an OFEE liaison at each site benefits our MKV students as OFEE has a team of trusted communicators within the community
- Every site holds "gentle hand-offs" when cohorts of students matriculate (elem to MS to HS), also supported by COST

## **Middle + High School Restorative Justice Highlights:**

- Foundation of RJ is respect, responsibility, relationship-building, and relationship-repairing
- RJ has shifted school culture away from punitive outcomes, focusing instead on community based approaches that are restorative, addressing the harms, needs, obligations, and causes of conflict through humanizing approach
- RJ team is working to shift documentation practices to capture all referrals, not just student-to-student conflicts
- Restorative Justice at BHS has Vice Principal (oversees Wellness Center, determines Tier 2 supports)
- BHS has two RJ coordinators who address harm, do conflict mediation, advising for staff, individual and group counseling, classroom norming and restoring, collaborate with OCI and administrators, participate in COST
- RJ capacity is currently focused on reactive (post-conflict) work
- At BHS, Wellness Center houses Restorative Justice Coordinators
- Each Middle school has one RJ counselor

## **Middle + High School Restorative Justice (RJ) Recommendations:**

- Restorative Justice Counselors at all three middle schools are 87% LCAP funded; consider service to unduplicated students within equity triangle framework
- Approximately 25% of BUSD middle school students receive significant counseling support (1:1 or small group) and all middle school students participate in counselor-led Tier 1 supports and need continuity in this resource
- Support RJ expansion into more preventative Tier 1 community building work
- Support RJ data development to track students in intervention tiers to understand the breadth of impact and track year-over-year trends
- Examine collective attendance as a Tier 1 expansion opportunity for RJ team
- Recommend district to support RJ counselors in requiring teachers formalize their referrals to better standardize data on our students and their experiences
- If Restorative Justice positions are cut, they will represent a significant gap in student mental health + well-being services

## **Culture and Climate Highlights:**

- Each elementary school has 1 FTE counselor provided through partnerships with three Community Based Organizations (CBO's): Bay Area Community Resources (BACR), LifeLong Medical Care, and Child Therapy Institute
- Seneca (CBO) has one counselor embedded with our Newcomer community at no cost to the district, supporting students transitional need
- Different types of support are offered to our students: brief counseling, support groups, crisis mental health support, executive function support
- Counselors can have roles on Coordination of Services Team (COST), support roles in parent/teacher meetings, and other environmental supports that impact a student in addition to PBIS services for all students
- C+C supports student groups at middle schools including: anxiety group, social skills, girls empowerment, emotional regulation, friendship group, Peer educators, RJ Peer Leadership, Latinos Unidos, Queer Student Union, SSWANA, Black Girls United, AAPI, Jewish Student Union, club for students with disabilities, and more.
- Culture and Climate TSA facilitates school and district professional development in programs that support positive school climate, safe and inclusive social interactions, and culturally responsive environments (PBIS, Teacher Toolbox SEL, Welcoming Schools, Second Step SEL (Longfellow), Sown to Grow (King), Counselor Advisory SEL (Willard), LGBTQIA+ liaisons, RJ counselors (middle and high schools))

## **Culture and Climate Recommendations:**

- PBIS, Anti-bias training, and SEL programs **must** move from 'recommended' to 'mandatory' implementation across all schools -- Culture and Climate is available to provide training but school sites are not utilizing these services
- PBIS, Teacher toolbox, and Welcoming Schools represent proven, evidence based frameworks BUSD supports-- the gap in fidelity to these programs comes from implementation, not program selection. BUSD must push for site-level accountability for these programs
- Counseling positions are LCAP-funded and at severe risk-- MHSSA grant funded interns (12 total at middle schools) are based on soft funding; loss of interns would reduce mental health support for 25% of middle school students (those currently receiving mental health support this school year)
- Middle School SEL appear to be different at each site (Second Step, Sown to Grow, counselor-led SEL at Willard), BUSD should support community needs that developed each program while also ensuring fidelity to existing, supported frameworks

## **LEAP Highlights:**

- 5 day a week academic support and academic *work* time with credentialed teachers within each BHS 9th grade Hive (7 hives total, 1-2 LEAP classes per Hive; 8-10 students per class)
- Counts as a “G” elective for college prerequisites; dedicated lesson time on college and career pathways
- 73% of LEAP students are unduplicated (24 of 33 enrolled)
- Initiated via 8th grade counselor recommendations, by self-selection, or BHS staff referral
- LEAP provides important support for students' transition into high school: organization and progress check-ins, navigation support, weekly community building, support in building routines and habits for high school success

## **LEAP recommendations:**

- Work with LEAP program to develop data outcomes linked to student achievement to share with district

## Puente Highlights:

- Puente is a high-fidelity, multi-year, nationally recognized, UC-sponsored cohort program with a counselor that serves both Longfellow and BHS cohorts, ultimately serving 168 BUSD students in direct service of BUSD’s LCAP Action 3.2, ¡Adelante! Latinx Success Initiative
- Our students have the same Puente counselor and English teacher for two years, integrating intensive academic and socio-emotional counseling, college access programming, and caregiver engagement, further strengthening the school to home connection
- Puente provides rigorous instruction meeting both BUSD ELA + UC Puente standards, literature instruction emphasizes BIPOC authors and writing, critical thinking, public speaking, college essay writing (UC, CommonApp, HBCU, CSU EOP); our Longfellow students complete writing portfolios; Our BHS students take Puente World Lit (10th, AC) and AP Language & Composition (11th, AC), all students go on field trips and attend sessions with guest speakers
- Puente also provides academic and socio-emotional counseling services in many forms: bilingual parent workshops, one-on-one parent-student conferences, college application sessions and one-on-one support, resume and internship support, recommendation letters, financial aid support for 12th grade caregivers
- Puente also gives our students Leadership opportunities at Puente conferences, Puente days, internships (Chicano Latino Youth Leadership Project, UChicago, University of California), and dual enrollment opportunities
- Over the past two years, Puente has had the privilege of having 2 state recognized poet laureates in the program

### Puente Enrollment & Demographics

Site	Grades	Enrollment	First-Gen	SED	IEP/504
Longfellow MS	7-8	90 students	47%	60%	19% (7th) / 13% (8th) SPED; 9% (7th) / 4% (8th) 504
Berkeley High	10-12	78 students	75% (Class of '25)	60%	33% IEP/504
TOTAL Puente	7-12	168 students	—	60%	—

## Puente Recommendations:

- The two year cohort design (same counselor and teacher pairing) builds connection between our students and their educators and should be explored further to build a higher fidelity structure to the Puente program
- Consider expanding Puente to MLK and Willard to include more students
- Expand 9th grade Puente cohort at BHS to align with U9 to create a throughline from middle to high school (currently, Puente resumes in 10th grade); 9th grade is a pivotal year in transitioning to HS, and would allow to have students with embedded support within the HS with known & trusted Puente staff members.
- With the discontinuation of AVID in 2025-2026, Puente (along with Bridge) are now *the only* two first generation pathway programs at BHS; 75% of our Puente students are first generation at BHS, and Puente's 2025 class has a 33% IEP/504 rate— this is one of the few college-going cohorts intentionally serving students with disabilities at this scale

## LCAP Goal 4 - Partnership and Engagement

*Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for our students.*

*Programs/roles attributed to LCAP Goal 4:*

- OFEE (LCAP Actions 4.1, 4.2, 4.3)
- BHS Attendance (LCAP Action 4.4)

### OFEE Highlights:

- 78% of students who receive OFEE support are unduplicated; OFEE serves our historically underserved communities at 1.9x-7x their district wide rate

Demographic Group	District-Wide %	% of OFEE-Served Families	Ratio
Unduplicated Pupils (all)	31%	78%	2.5x
Socioeconomically Disadvantaged (SED)	26%	68%	2.6x
Black / African American	21%	46%	2.2x
Hispanic / Latinx	22%	41%	1.9x
Students with Disabilities	13%	29%	2.2x
English Learners (EL)	5%	17%	3.4x
McKinney-Vento (MKV / Homeless)	2%	14%	7.0x

- OFEE staff does direct student work, it is relationship based and trust dependent, having an on-site liaison supports community centered work
- OFEE Liaisons are family advocates in COST/SST meetings, attendance team meetings, parent-teacher conferences, IEP/504 meetings, and School Site Councils, acting as bridges between families and staff (particularly for incoming TK + K), Bilingual OFEE members support family interviews as part of language assessment process for building TWI Program
- Liaisons are key in affinity groups like Latinos Unidos, Altas Cumbres, Raza Youth, African Village, Black Family Dinners, AASAC, PCAD, Arab American Student Affinity Group– groups that are present at BAM, Thousand Oaks, Emerson, and King Middle Schools
- Developed Family Equity Nights: currently active at King, Longfellow, Washington, and Emerson
- Support for families navigating legal and documentation challenges

- Uses a CARE model to coordinate across PK-12 when a family spans multiple grade levels
- Food Partnership through monthly pop-up food pantries in partnership with Berkeley Public Schools Fund and Berkeley Food Network; Grocery Bag Delivery Program also brings food directly to our students and their caregivers
- SNAP Benefits Disruption Response: Family Food Emergency Campaign raised \$35,000 in community contributions (Nov-Dec 2025) — distributed as grocery gift cards and local vouchers to BUSD families experiencing food insecurity
- Family Emergency Fund: PTA Council, Berkeley Public Schools Fund, and OFEE provide financial support for families experiencing catastrophes
- Food insecurity<sup>4</sup> and financial instability<sup>5</sup> are identified as key barriers to academic achievement— OFEE’s nutrition and emergency support have high community impact
- Building family engagement capacity through Latinos Unidos de Berkeley Parent Leaders, a parent leadership development program for Latinx families, in direct service of BUSD’s LCAP Action 3.2, ¡Adelante! Latinx Success Initiative
- Literacy Workshops (Words in the Wild): 3-part series in Spanish and English to support families in helping students read at home — Session 1: 12/17/25, Session 2: 1/27/26, Session 3: 4/29/26
- Classified Staff Professional Development: January 26, 2026 — 100+ SPED Instructional Assistants; focused on data collection and Soil 2 Flower framework
- Upcoming Events: Equity Family Nights expansion; school supply giveaways; AAREA Professional Development Summit

### **OFEE Recommendations:**

- OFEE is a high equity program that has not been given the tools to properly document their impact within our immediate and broader school communities
- Re-establish OFEE staffing at each school site; currently, John Muir, Oxford, Ruth Acty, Willard have no OFEE representative; BHS is also missing a second OFEE position, leaving some of the highest need communities without dedicated family engagement support; ensure sites with TK have OFEE representation
- Collaborate with the OFEE team to create meaningful metrics that accurately reflect OFEE’s work with unduplicated students. Support or build necessary data tracking in service of these metrics that can be reviewed by the district to assess impact. The current metrics used to evaluate LCAP Goal 4—such as the number of schools with SSCs or ELACs, or the number of people completing LCAP surveys—do a disservice to capturing the impact or value of programs like OFEE. OFEE needs a better system to quantify and communicate their impact.

<sup>4</sup> <https://pmc.ncbi.nlm.nih.gov/articles/PMC12348265/>, accessed 04.13.26

<sup>5</sup> <https://pmc.ncbi.nlm.nih.gov/articles/PMC7546433/>, accessed 04.13.26

- Critical functions held by the LCAP (4.2 Leverage Community Assets and 4.3 Family Engagement Capacity Building) have a \$0 budget and are carried entirely by OFEE liaisons. Any further FTE reduction will directly eliminate these community services.
- Co-create a model with OFEE to support school sites directly with community leveraged attendance support; BUSD’s ADA has the greatest impact on our LCFF funding and OFEE can provide insights and support designed specifically for their respective school communities to support student attendance
- District should review summer engagement opportunities with OFEE to uncover insights that will directly support our students’ education (PAC acknowledges and appreciates the BUSD summer lunch program to ensure our kids have food)
- District should co-create alongside OFEE liaisons; OFEE liaisons are local school community experts due to their personalized and nuanced community work along with direct connections to principals, COST teams, school psychologists, and after-school staff
- District should elevate awareness of OFEE’s work as they serve our most marginalized families who don’t typically speak in public forums.

**BHS Attendance Highlights:**

- Attendance team (1 VP, 5 staff) monitors all student attendance data for 3,200 students at BHS

VP Attendance (Eric Husted)	Attendance Technicians (3 staff)	Student Welfare Specialists (2 staff)
Oversees all attendance systems & monitors 3,200 students	Clear absences, respond to parent requests, manage sub rosters, track truancy letters	Manage On Campus Intervention (OCI) in C210; respond to BHS behavioral referrals; hold SART meetings; participate in COST

- Attendance team identifies priority students for intervention, supports SART meetings and district SARB referrals, and tracks truancy letter data

Metric	Count
Students on Priority Attendance Intervention List	~50 students
SART Meetings Held	129
Attendance Cards Issued	107
RJ Referrals (formally documented)	46

### **BHS Attendance Recommendations:**

- Chronic Absenteeism has decreased at BHS at the 9th, 10th and 11th grades (as of mid-year data) in 2025. It has increased at the 12th grade level.
- Collaborate with BTA on attendance topics, opportunities, and learnings
- Build infrastructure at the district level to help also support attendance work happening by staff at Elementary and Middle Schools– please see *LCAP Action 3.12*

## Conclusion

The PAC committee appreciates the opportunity to provide this feedback on behalf of each of our school sites and on behalf of our children. We appreciate and recognize the work being done in BUSD by our educators and staff to support our students and families.

We have prioritized our strongest recommendations in this order:

### **1. Protect and Properly Staff Student Centered Roles– FTE cannot shrink proportionally**

This is the most urgent. RTI teachers at single sites monitor 400+ students across tiers. The sole MKV liaison serves 248 students across 17 schools. OFEE is no longer present at each of our schools. Restorative Justice counselors at middle schools (87% LCAP funded) are the primary touchpoint for nearly 25% of middle schoolers. PAC has already made urgent recommendations that ELD staffing must not track proportionally to reclassification or MLL enrollment changes– our kids should be organized by proficiency level and grade span, not headcount. Require elementary and administrative staff receive training on integrated ELD and ELD standards so our kids can access their instructional day *beyond* ELD groups

### **2. Stabilize funding for proven high-equity Programs (Bridge, Puente, CTE, AVID XL)**

Bridge has had 100% graduation rates across four cohorts but still does not have stable funding since it started. With AVID discontinued at BHS, Bridge and Puente are the *only* first generation college pathway programs at the high school level and Puente does not even pick up for rising 9th graders until they are in 10th grade.

### **3. Mandate SEL, PBIS, and Restorative Justice as a Tier 1 practice**

Currently, these programs are “recommended” but not consistently implemented; PAC has recognized that this gap is in execution, not program design. Restorative Justice must expand from reactive to preventative work, with Tier 1 support, and soft funded mental health interns are all at risk due to expiring grants.

### **4. Invest in Family Engagement and Multi-lingual Home-to-School connection**

LCAP actions 4.2 and 4.3– community assets and family engagement capacity– carry **\$0 budget** and are borne entirely by our OFEE office (liaisons and supervisor). PAC and DELAC have documented this request for several years, with the specification that we have school site based liaisons at *every school site*. Families are asking for take-home literacy tools and other resources, especially with the new Fishtank curriculum– invest in materials to continue building a strong school-to-home connection

## 5. Build Coherent, Disaggregated Data systems specific to our Focal kids

PAC recognizes BREA's incredible work within BUSD, especially in alignment work with "high touch" and engagement with each of our school sites and educators. PAC requests sharing more data on TWI Spanish Assessments that help our Sylvia Mendez and Longfellow communities build knowledge and create more opportunities for engagement and support, so there is data parity between TWI and non-TWI school sites, Year 2 Literacy focal targeting, and ensuring OFEE can provide meaningful metrics that clearly demonstrate their community impact beyond LCAP surveys or anecdotal information.

In sum, the ADA/per-pupil funding model in California doesn't align with the current reality in our state— nearly 10 million people have left California between 2010 and 2024<sup>6</sup>, leaving school districts with fewer students, and decreasing birth rates are also impacting school funding<sup>7</sup>. Seeing that the current funding model will not change soon enough, *we ask the district to give future consideration to require a portion of any funds contributed by private individuals or organizations to include an allocation to BUSD's high equity, high impact programs as a way to support the programs that are working for our kids* so they can continue to achieve academic excellence and make positive contributions to our world.

We look forward to continued collaboration and connection with the district to promote successful outcomes for all of our BUSD students.

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<sup>6</sup> <https://www.ppic.org/blog/whos-leaving-california-and-whos-moving-in/>, accessed 4.16.26

<sup>7</sup> <https://www.ppic.org/blog/californias-plunging-birth-rates/>, accessed 4.16.26