

	Committee	Goal	Related LCAP Action	Committee Recommendation	Highlighted Comments from PAC or DELAC	Strategic Plan Pillar	Staff Response
1	DELAC	1	1.1 Integrated ELD	Maintain LCAP Action 1.1 as is	Integrated ELD specifically provided to train teachers to provide ELD support across all content areas.	Academic Excellence	See BSEP PD Plan LCAP Action 1.1 was prioritized and included for 26-27
2	DELAC	1	1.16 AVID	Maintain LCAP Action 1.16 as is	Comments surrounded providing AVID to 9th grade to continue momentum as it currently skips 9th grade	Academic Excellence	There are some structural issues to providing AVID in the 9th grade with the Universal 9th grade model and we have seen a decline in the number of students selecting AVID as an elective. Because of this decline, AVID has been discontinued at BHS. As BHS engages in the master schedule redesign for the 27-28 school year, this recommendation can be included for consideration in program options. BUSD is maintaining AVID programming at the middle school in the 2026 LCAP.
3	DELAC	2	2.4 ELD Support at each school	Maintain LCAP Action 2.4 as is	Ensures an ELD Coordinator is at each school to provide essential Designated ELD as needed - Comments say that the current level of ELD support is essential, but some worry that budget cuts may impact these roles - The decision surrounding budgeting comes from the Superintendent, the Board of Education, and the Superintendent's Budget Advisory Committee. Recommendations by the DELAC will be considered in decisions made in budgeting. - Some DELAC members are still at unease with the possibility that the final budgeting decisions may be made against the recommendations of the DELAC.	Academic Excellence	See LCAP Action 2.4 ELD support at each school site was prioritized for 26-27
4	DELAC	2	2.5 ELD Teacher on Special Assignment (TSA)	Maintain LCAP Action 2.5 as is	The ELD TSA supports work happening across the entire district as it relates to Multilingual Learners and ELD Coordinators, including meetings of the DELAC.	Academic Excellence	See LCAP Action 2.5 ELD Teacher on Special Assignment was prioritized for 26-27.

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5	DELAC	2	2.6 Support for Long Term Multilingual Language Learners (LTELs)	Maintain LCAP Action 2.6 as is	Ensures teachers are trained across the board to support LTELs. The goal is to ensure that students are not in the program indefinitely. - One DELAC member is concerned that some students may not reach the goal of the LTEL program within 6 years. Staff affirmed that support is still provided to any students as needed, despite the general goal being that students will reach a passing level by year 6.	Academic Excellence	See BSEP PD Plan Action 2.6 was prioritized and included for 26-27
6	DELAC	2	2.9 Culturally Responsive Expanded Learning Opportunities	Maintain LCAP Action 2.9 as is	Supports English-language and multilingual learners in engaging in summer and before/after school programming (BEARS/LEARNS). - Comments from the last meeting surrounded priority for English-language learners in participating in such activities, considering these programs have limited spots.	Academic Excellence	LCAP Action 2.9 will remain as is. The ELOP funding for summer and after school programming requires BUSD to prioritize enrollment of unduplicated students in these extended day programs. Unduplicated students are English Learners, students who qualify for free/reduced lunch. Foster Youth, and/or students experiencing housing insecurity.
7	DELAC	4	4.3 Family Engagement Capacity Building	Maintain LCAP Action 4.3 as is	This item specifically supports Family Engagement Specialists or other employees at school sites who work to help families access necessary resources. Also helps to support families that may be new to the country.	Partnership & Engagement	See LCAP Action 4.1 and 4.3 The district will maintain 8 FTE OFEE Specialist in 26-27
8	DELAC	4	4.5 Translation Costs	Support family communication and engagement with translation and interpretation services, inclusive of advisory committee meetings.	Surrounds paying for translated print/digital materials (Wordly) - Comments surrounded utilizing Wordly for ELAC and DELAC meetings - A DELAC member shared that there may often be difficulties getting translated documents for people who speak an uncommon language, so efforts like this would be very beneficial for them - DELAC members recommended adjusting 4.5 to include support for ELAC and DELAC meetings. Many seconded. Motion passed.	Partnership & Engagement	BUSD will continue to prioritize translation and interpretation services. LCAP Action 4.5 has been updated to state: Support family communication and engagement with translation and interpretation services, inclusive of advisory committee meetings.

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1	PAC	1	1.16 AVID	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	Academic Excellence	See LCAP Action 1.16 BUSD will continue AVID Excel at the middle schools for 26-27
2	PAC	1	1.16 AVID	Optimize AVID programming: - 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	AVID and AVID XL continue to provide important academic, organizational, and college-readiness supports for middle school students, particularly multilingual learners and unduplicated students. Through focused instruction in writing, inquiry, collaboration, organization, and reading, students participate in leadership opportunities, college and career exposure, and targeted academic skill-building. Current data also show positive growth in middle school STAR Reading outcomes for AVID students, with increasing numbers of students reaching benchmark levels.	Academic Excellence	PAC's recommendation for optimizing AVID programming will be reviewed with the AVID coordinator and Director. As we continue to build our MTSS infrastructure, it is important for our educators to be using the tools such as eduClimber to support progress monitoring for students participating in support programs.  As stated above, there are some structural issues to providing AVID in the 9th grade. This recommendation will be included as BHS engages in the master schedule revision process in the 26-27 school year.
3	PAC	1	1.12 Bridge	- 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	Bridge is a proven high-equity, high impact program that has lacked a reliable funding source for the entirety of its existence	Academic Excellence	Staff recognize Bridge as a high-impact, equity-focused program that has demonstrated strong outcomes for students and families over time. While staffing allocations are being adjusted to right-size the program, we will maintain the current cohort and cohorts and commit to an incoming 9th grade cohort. Staff acknowledge the importance of maintaining program stability and continuing to monitor student outcomes closely. Staff also agree on the importance of remaining attentive to relevant grant and external funding opportunities that could help sustain and strengthen programming moving forward. Rightsizing the program will help us solidify funding sources to reduce funding insecurity for the program. Some of the staffing seats have been covered on seats that are

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4	PAC	1	1.12 Bridge	Track and Monitor Bridge data: - 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 - Develop postsecondary persistence tracking to follow students through college to further validate the effort and effectiveness of our college + career readiness programs, particularly for Bridge	-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	<b>Academic Excellence</b>	Staff will continue to monitor and evaluate Bridge student outcomes, including academic performance, attendance, graduation rates, A-G completion, and college and career readiness indicators. Current areas of focus include strengthening foundational academic and math supports, particularly for students needing additional intervention, and exploring ways to expand longer-term postsecondary persistence tracking to better understand and support student success beyond graduation.
5	PAC	1	1.12 Bridge	Shrink the waitlist- program demand exceeds capacity-- this is a signal of unmet need		<b>Academic Excellence</b>	One area for attention as we move to an MTSS system is to better understand how college-going programs, including Bridge, identify students who need support and how they are matched with that support and/or enrolled in various program. Right now there are inconsistencies with how students who need services are identified, recruited and enrolled in any one of our affinity based programs. Strong programs will always have students who want to join them, and this doesn't necessarily indicate an unfilled need. More consistent MTSS systems will help us ensure that students are being identified and connected appropriately with support.

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6	PAC	1	<p><b>1.2 Literacy Improvement Action Plan</b></p> <p><b>1.3 PK Literacy Support</b></p> <p><b>1.4 Literacy Coaches (TK-8)</b></p> <p><b>1.4 Literacy Universal Screener (K-8)</b></p>	<p>- Explicitly target focal populations in Year 2 (implementation and planning)</p> <p>- Adjust pacing for 26-27, streamlining units to provide more time to give writing feedback</p> <p>- 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</p> <p>- Ensure classrooms and libraries have books that pertain to the topics students are learning in Fish Tank; 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.</p> <p>- 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</p> <p>- 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</p>	<p>The district's literacy work includes ongoing instructional monitoring and continuous improvement through walkthroughs, calibration cycles, teacher collaboration, regular assessment cycles, and data dives to identify and support student needs. Teachers receive dedicated collaboration time and support through a literacy coach push-in/co-teaching model, while instruction emphasizes explicit phonics and morphology routines. The new literacy curriculum has also increased student engagement, vocabulary development, and excitement about reading and learning among both students and families.</p>	<p><b>Academic Excellence</b></p>	<p>Literacy support and ongoing development have been prioritized moving into the 26-27 school year. A targeted PD plan has been created for continued focus and support the second year of implementation. BUSD Adjustment teams are meeting this summer to finalize adjustments to pacing, writing, and target tasks. Classroom libraries continue to be in place. Learning Ally is being purchased to differentiate all Fishtank core texts for diverse learners. Secondary ELA developments are in progress and will be rolled out during the 26-27 school year.</p>

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7	PAC	1	<p><b>1.7 Math Training for Certificated Staff (TK8)</b></p> <p><b>1.8 Math Curriculum and Educator Engagement</b></p>	<ul style="list-style-type: none"> <li>- Create regular communications with the community about the piloting process across schools—what is the current state of the new curriculum?</li> <li>- Communicate with secondary school communities about how new curriculum will dovetail with upper grades (6-12) along with planned timelines</li> <li>- 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</li> <li>- 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 <del>students can use reinforcement</del></li> </ul>	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	<b>Academic Excellence</b>	Math Support and Development have been prioritized for the 26-27 school year. See BSEP PD Plan targeted items. In addition to elementary curriculum adoption, math diagnostics with aligned interventions are being developed. Family engagement will continue into 26-27.
8	PAC	1	<b>1.13 CTE Pathways (BHS)</b>	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	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	<b>Academic Excellence</b>	CTE access continues to be a priority moving into 26-27. Participation at both BHS and BTA are being monitored, and infrastructure alignment is being tailored to ensure students have as much access as possible to CTE pathways.

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9	PAC	2	<p><b>2.1 Response to Intervention and Instruction (Rtl2) (TK8)</b></p> <p><b>2.12 Orton-Gillingham and Wilson Reading Supports</b></p> <p><b>2.13 MTSS Framework</b></p>	<p>- 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 for students needing additional support services with resource specialists</p> <p>- 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</p> <p>- 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</p>	<p>The district's RTI framework emphasizes early identification of student needs through screening and diagnostic data, with targeted Tier 2 and Tier 3 interventions adjusted based on student responsiveness. RTI teams use regular progress monitoring, data-based decision making through eduCLIMBER, and coordinated instructional support systems to provide timely interventions for students. Veteran RTI educators collaborate closely with school communities to support academic interventions, including additional instructional supports such as middle school 0 and 7th period programs.</p>	<p><b>Academic Excellence</b></p>	<p>Staff will continue strengthening the district's RTI/MTSS framework through ongoing collaboration with RTI teachers, Special Education staff, site teams, and labor partners to support equitable access to academic, behavioral, and social-emotional interventions. Current work includes expanding progress monitoring and intervention tracking through eduCLIMBER, supporting Tier 1, Tier 2, and Tier 3 systems across schools, and integrating SEL and PBIS practices within MTSS structures. Staff also recognize the significant caseloads managed by RTI educators and the importance of leveraging their site-based expertise to co-create responsive intervention systems, professional learning, and student supports that reflect the needs of individual school communities. Staff will continue supporting evidence-based literacy intervention programs, including Orton-Gillingham and Wilson, as part of the district's broader MTSS and structured literacy efforts. These interventions provide targeted support for students with significant reading needs and are implemented alongside ongoing professional development, progress monitoring, and collaboration between RTI, Special Education, and classroom teachers to strengthen literacy outcomes for students requiring intensive intervention.</p>

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10	PAC	2	<p><b>2.4 ELD Support at each school</b></p> <p><b>2.5 ELD Teacher on Special Assignment (TSA)</b></p> <p><b>2.6 Support for Long Term Multilingual Language Learners (LTELs)</b></p>	PAC supports DELAC's recommendations for ELD	The district's multilingual learner work is guided by the goals of the Multilingual Learner Master Plan, which focuses on English language development, academic success, family engagement, college and career readiness, fidelity to instructional programs, and bilingual literacy development within the Two-Way Immersion program.	<b>Academic Excellence</b>	See above

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11	PAC	2	<p><b>2.4 ELD Support at each school</b></p> <p><b>2.5 ELD Teacher on Special Assignment (TSA)</b></p> <p><b>2.6 Support for Long Term Multilingual Language Learners (LTELs)</b></p>	<p>- Integrated ELD training must be mandated for elementary school educators and site staff– our students need accessibility to instruction beyond Designated ELD</p> <p>- 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</p> <p>- Review process for identifying English Learner students to avoid mis-identification</p> <p>- Review work in granting biliteracy to students who come into BUSD already fluent in other languages</p> <p>- Provide investment into libraries to ensure languages our students speak at home are reflected in their classroom and schools, particularly in TK.</p> <p>- 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%)</p>	<p>BUSD continues to demonstrate positive growth for English Learners and Long-Term English Learners on the California Dashboard, while supporting staff through professional development such as Constructing Meaning. The district also continues to promote multilingualism and biliteracy through opportunities such as the California State Seal of Biliteracy.</p>	<p>Academic Excellence</p>	<p>Re: Integrated ELD, ELD FTE &amp; TSA, please see above.</p> <p>Identification of multilingual learners needing designated ELD will continue to be an area of focus for the 26-26 school year. We are following proposed legislation AB2555, and continue to use the ELLevation system to track student performance indicators and progress towards English fluency.</p> <p>Classroom libraries continue to be provided to all elementary classrooms. When new sections arise at one school, we transition the classroom libraries from other school sites where a section is decreased. We also follow "bubble" classes through the district to ensure all classrooms are equipped with appropriate instructional materials.</p> <p>Sharing of languages within BUSD is included in our annual Multilingual Learner Master Plan board presentation.</p> <p>Seal of Biliteracy pathways continue to be expanded into the 26/27 SY. This year, we introduced a new assessment to all eligible highschool students of all different languages to qualify for the seal of biliteracy.</p> <p>ELD Coordinators and RTI providers have received training and curricula materials as it relates to our Tier 1 curriculum and this will continue to be part of our process.</p>

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12	PAC	2	<p><b>1.14 Collection and Analysis of Tier 1, 2 and 3 data</b></p> <p><b>2.14 Data Review and Progress Monitoring</b></p>	<p>- Within the district's' 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</p> <p>- 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</p>	<p>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</p> <p>BREa continues to support our educators and community groups with clear, actionable, fresh data</p>	<p><b>Academic Excellence</b></p>	<p>BREa is currently working with our two-way immersion programs to build a new achievement dashboard. BREa is committed to continuing to elevate and celebrate student success across multiple measures, including state assessment outcomes, classroom achievement, growth, multilingualism, college and career readiness, and student engagement. Current efforts include sharing data and student success stories through school newsletters, advisory groups, PTA and SSC presentations, district communications, and community partnerships to highlight the diverse ways students demonstrate learning, growth, and achievement across BUSD schools.</p>

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13	PAC	3	<p><b>3.3 Intervention Services for Students Experiencing Homelessness</b></p> <p><b>3.4 McKinney-Vento Training</b></p>	<ul style="list-style-type: none"> <li>- 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</li> <li>- 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</li> <li>- Support MKV and Informed K-12's creation of a digital MKV renewal form for the upcoming school year</li> <li>- 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</li> <li>- Every site holds "gentle hand-offs" when cohorts of students matriculate (elem to MS to HS), also supported by COST</li> </ul>	<p>MKV is a high equity, high impact, and sustainable program. 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.</p> <ul style="list-style-type: none"> <li>- 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</li> </ul>	Wellness & Belonging	<p>Staff recognize the critical role of the McKinney-Vento program in supporting students experiencing homelessness and will continue maintaining this metric to monitor access and services for students and families. Current efforts include strengthening cross-department collaboration, supporting site-based transitions and "gentle hand-offs," expanding staff awareness of MKV supports and training opportunities, and continuing partnerships with community organizations and OFEE to reduce barriers to student enrollment, attendance, and engagement. MKV counselor will continue providing McKinney-Vento and Foster Youth training for administrators, student support staff, and enrollment office personnel to strengthen awareness, identification, and support practices for students and families.</p>

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14	PAC	3	<p><b>3.7 Middle School Restorative Justice Counselors (6-8)</b></p> <p><b>3.8 High School Restorative Justice Coordinators (BHS)</b></p>	<p>- Restorative Justice Counselors at all three middle schools are 87% LCAP funded; consider service to unduplicated students within equity triangle framework</p> <p>- Support RJ data development to track students in intervention tiers to understand the breadth of impact and track year-over-year trends</p> <p>- Examine collective attendance as a Tier 1 expansion opportunity for RJ team</p> <p>- Recommend district to support RJ counselors in requiring teachers formalize their referrals to better standardize data on our students and their experiences</p>	<p>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</p> <p>Support RJ expansion into more preventative Tier 1 community building work</p> <p>If Restorative Justice positions are cut, they will represent a significant gap in student mental health + well-being services</p>	Wellness & Belonging	As we continue to build our MTSS infrastructure, it is important for our educators to be using the tools such as eduClimber to support progress monitoring for students participating in support programs, set goals and track referrals with a focus on unduplicated students. The BREA team can assess current implementation and work with sites to build capacity to support these processes necessary to understand how students are being identified, what support is being provided and what impact that support is having.
15	PAC	3	<p><b>3.5 Coordination of School Based Services (TK-8)</b></p> <p><b>3.6 Behavioral Health Services (TK-5 &amp; BTA)</b></p> <p><b>3.9 Counseling (6-8)</b></p> <p><b>3.10 Intervention Counseling (BHS)</b></p>	<p>- 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</p> <p>- 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</p> <p>- Counseling positions are LCAP-funded and at severe risk-- MHSSA grant funded interns (12</p>	<p>Through partnerships with community-based organizations, every elementary school has access to counseling supports that provide students with brief counseling, crisis response, support groups, executive functioning support, and other social-emotional services. Additional targeted supports include an embedded Seneca counselor serving newcomer students and transition needs. Counselors also participate in COST processes, family meetings, PBIS implementation, and broader school-based student support systems.</p> <p>At the secondary level, Culture and Climate supports a wide range of student affinity groups and targeted</p>	Wellness & Belonging	Staff are continuing to strengthen district wide implementation of PBIS, SEL, restorative practices, and inclusive school climate supports through expanded professional development, coaching, and collaboration with school sites. Current efforts include PBIS training opportunities for RTI teachers, school site teams, and site administrators. Staff have also engaged in a survey process to better understand current implementation and alignment of Toolbox and other SEL practices across schools, with strengthening Tier I implementation and coherence identified as an area of focus. Additional work includes continued Restorative Justice supports at the middle and high school levels and ongoing development of MTSS systems that integrate behavioral, academic, and social-emotional supports. Expanding districtwide alignment and coherence around MTSS, SEL, and PBIS
16	PAC	3	<b>3.11 LEAP Class (BHS)</b>	Work with LEAP program to develop data outcomes linked to student achievement to share with district	Work with LEAP program to develop data outcomes linked to student achievement to share with district	Academic Excellence	Despite daily academic support and ongoing monitoring, students in LEAP continue to experience high rates of low grades, suspensions, and chronic absenteeism. These outcomes suggest that many students may require additional or different supports beyond what the current program structure is able to provide.

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17	PAC	3	3.2 ¡Adelante! Latinx Success Initiative	<ul style="list-style-type: none"> <li>- 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</li> <li>- Consider expanding Puente to MLK and Willard to include more students</li> <li>- 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 &amp; trusted Puente staff members.</li> </ul>	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	<b>Academic Excellence</b>	Similar to AVID programming, there are some structural issues to providing Puente in the 9th grade with the Universal 9th grade model and small learning community pathways. As BHS engages in the master schedule redesign for the 27-28 school year, this recommendation can be included for consideration in program options. Additionally, we can consider Puente expansion in our middle schools and explore what resources would need to be identified to ensure that adding programs would be sustainable over time.

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18	PAC	4	<p><b>4.1 Build Relational Trust</b></p> <p><b>4.2 Leverage Community Assets</b></p> <p><b>4.3 Family Engagement Capacity Building</b></p>	<p>- 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</p> <p>- 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.</p> <p>- 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</p>	<p>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</p> <p>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.</p>	<p><b>Partnership &amp; Engagement</b></p>	<p>BUSD has identified funding to maintain the current level of OFEE staffing, but is not in the option to add additional OFEE staff. OFEE assignments will be made based on data to allocate resources to focus these supports for focal student groups.</p> <p>The OFEE team has been collecting data by tagging students of families who receive OFEE support in various ways. We can now see how many students and families are supported by OFEE and their demographics. We also collect surveys from workshops and other events to see families' perception of events and how they can improve. We can improve in consolidating these data and using structured data review protocols in collaboration with other service providers. BREA can partner with OFEE in the 26-27 school year to identify qualitative and quantitative measures to better understand the impact of the support OFEE provides.</p> <p>OFEE Specialists are members of the attendance teams at their school sites. At some sites, OFEE hosts incentive-based competitions to encourage consistent attendance. OFEE provides targeted direct support to families of students who are chronically absent or on the cusp of becoming chronically absent. We can collaborate to provide clarity on the strategies and actions being employed to improve attendance and the data we are using to monitor that effort.</p> <p>The after school team and OFEE plan to meet in the Fall about summer and after school opportunities for BUSD students and the barriers to entry for families in hopes of</p>

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19	PAC	4	4.4 High School Attendance	<ul style="list-style-type: none"> <li>- Collaborate with BTA on attendance topics, opportunities, and learnings</li> <li>- 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</li> </ul>	<p>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.</p>	Partnership & Engagement	<p>Staff will continue strengthening attendance systems and cross-site collaboration to address chronic absenteeism across grade spans. Current work includes ongoing monitoring of attendance trends, coordination between attendance teams, COST processes, OFEE, and site staff, and implementation of targeted interventions and outreach for students with attendance concerns. While mid-year data showed decreases in chronic absenteeism at Berkeley High School in grades 9–11, supporting attendance and working to decrease chronic absenteeism remains a priority. Staff also recognize the importance of continued collaboration with BTA and the development of</p>