



2026-27 Annual Plan Process and Materials

Planning and Oversight Committee Meeting

2-24-26

Excellence • Equity • Engagement • Enrichment

Objectives for Today

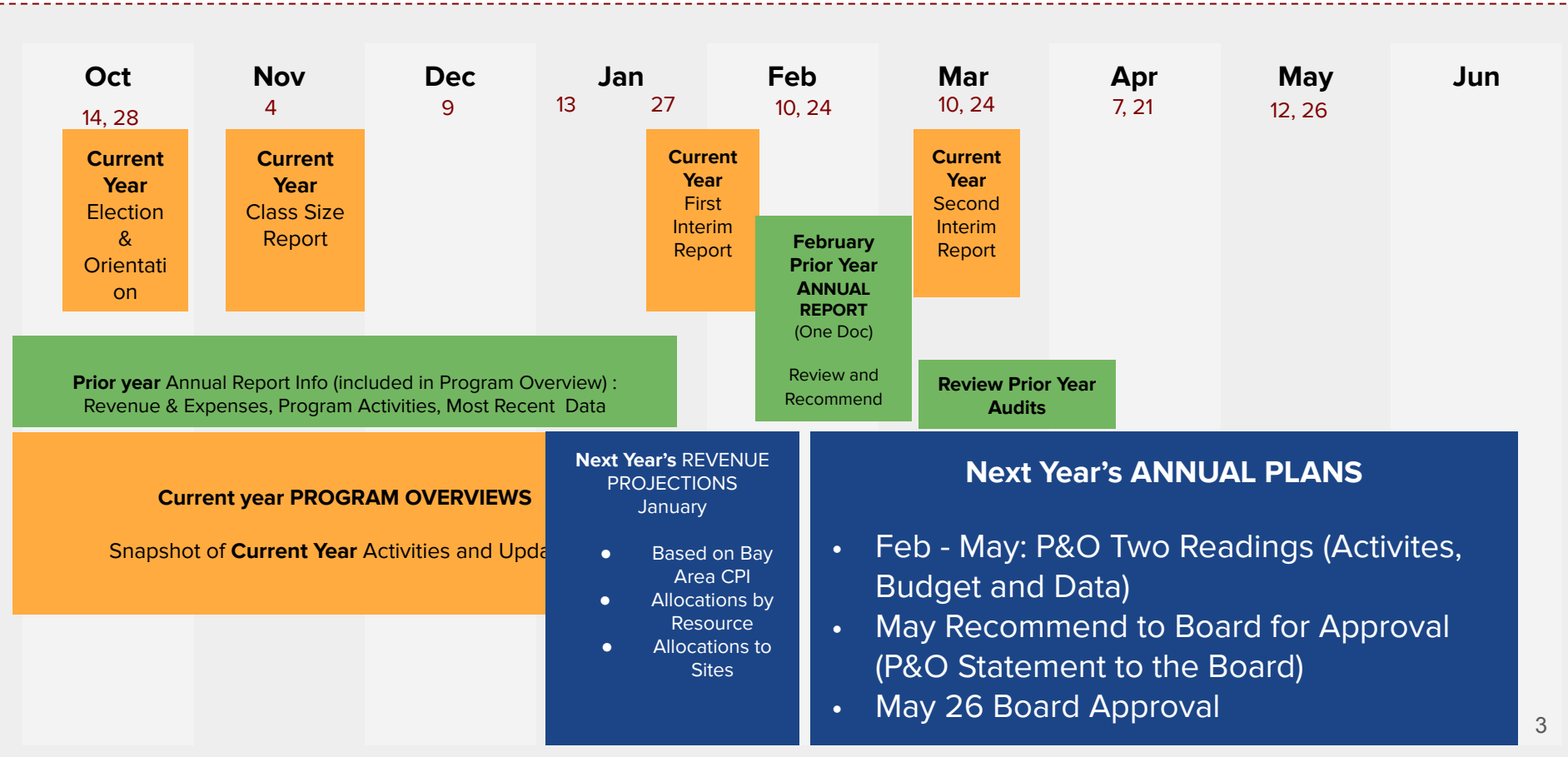
- *Review P&O Calendar & Annual Plan Development Cycle*
- *Review P&O Schedule for the 2026-27 proposed plans*
- *Review District Budget Information*
- *Review Annual Plan Template*
- *Identify and discuss strengths and suggested areas for improvement*

P&O Annual Calendar 2/24/26

Prior Year

Current Year

Next Year



Oct
14, 28

Current Year
Election & Orientation

Nov
4

Current Year
Class Size Report

Dec
9

Jan
13 27

Current Year
First Interim Report

Feb
10, 24

February Prior Year ANNUAL REPORT
(One Doc)

Review and Recommend

Mar
10, 24

Current Year
Second Interim Report

Apr
7, 21

Review Prior Year Audits

May
12, 26

Jun

Prior year Annual Report Info (included in Program Overview) :
Revenue & Expenses, Program Activities, Most Recent Data

Current year PROGRAM OVERVIEWS

Snapshot of **Current Year** Activities and Update








Next Year's REVENUE PROJECTIONS
January

- Based on Bay Area CPI
- Allocations by Resource
- Allocations to Sites

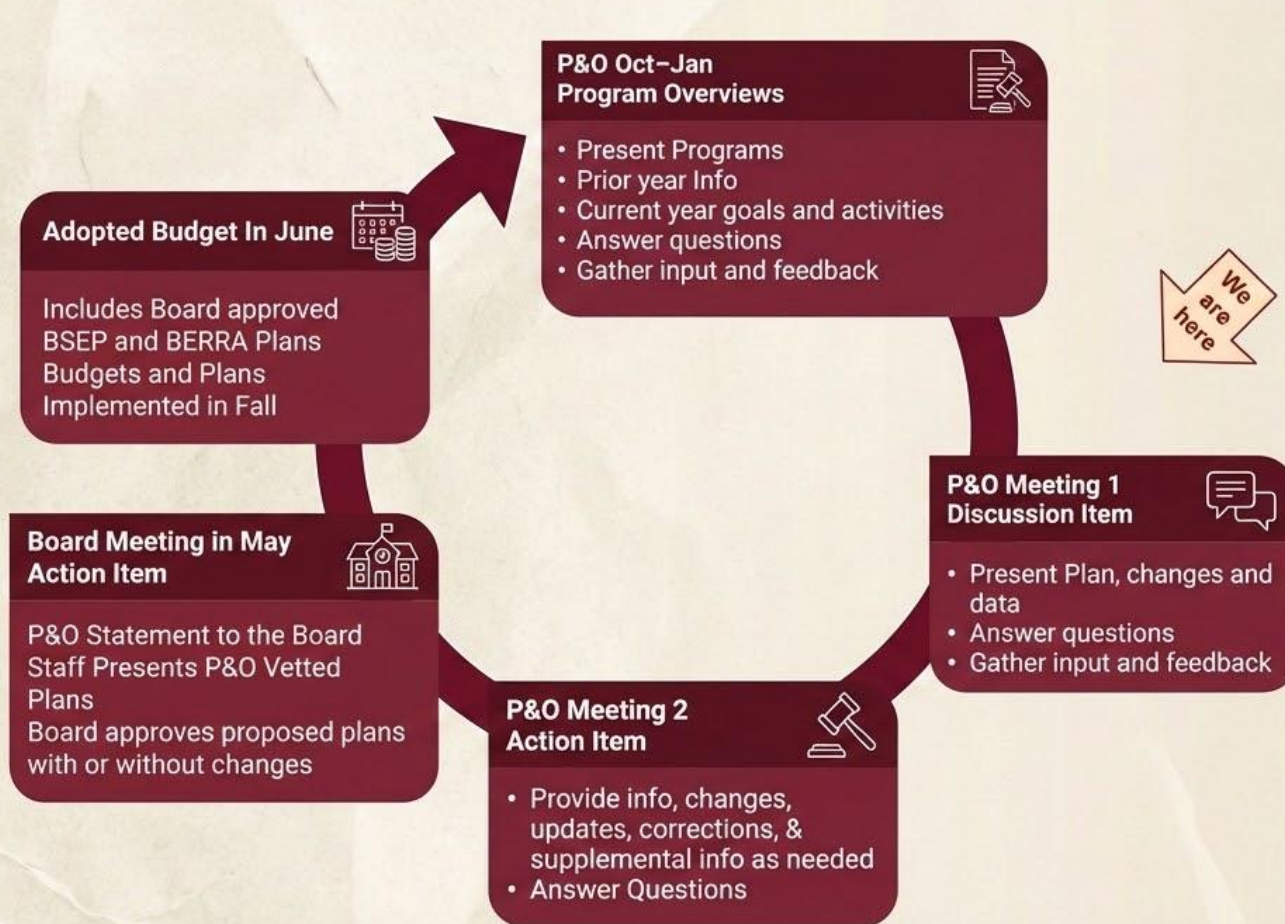
Next Year's ANNUAL PLANS

- Feb - May: P&O Two Readings (Activities, Budget and Data)
- May Recommend to Board for Approval (P&O Statement to the Board)
- May 26 Board Approval

Recommendations

Recommendations	Discussion	Action
 FY 2026-27 HQI: Class Size Reduction (BSEP Teacher Template)	2/24/26 Discussion	3/10/26 Action
 FY 2026-27 Program Evaluation, Expanded Course Offerings, Counseling & Behavioral Health	3/10/26 Discussion	3/24/26 Action
 FY 2026-27 Music/Visual and Performing Arts (VAPA), Libraries, Instructional Technology	3/24/26 Discussion	4/7/26 Action
 FY 2026-27 Communication, Translation & Measure Oversight; Educator Recruitment, Retention & Development	4/7/26 Discussion	4/21/26 Action
 FY 2026-27 Professional Development, Student Achievement Strategies, Classroom Support	4/21/26 Discussion	5/12/26 Action
 FY 2026-27 BSEP & BERRA Plans @ Board	NA	5/27/26 Action
 FY 2026-27 Consolidated School Plans @ Board (includes BSEP Site Fund Plans)	NA	6/3/26 Action

2026-27 Plans - Review, Feedback and Approval Process





Managers and Leadership Develop Plans for coming Year 

Jan - April 

-Consider feedback, data and changing priorities

Aligned with District plans and goals

Budgetary considerations 

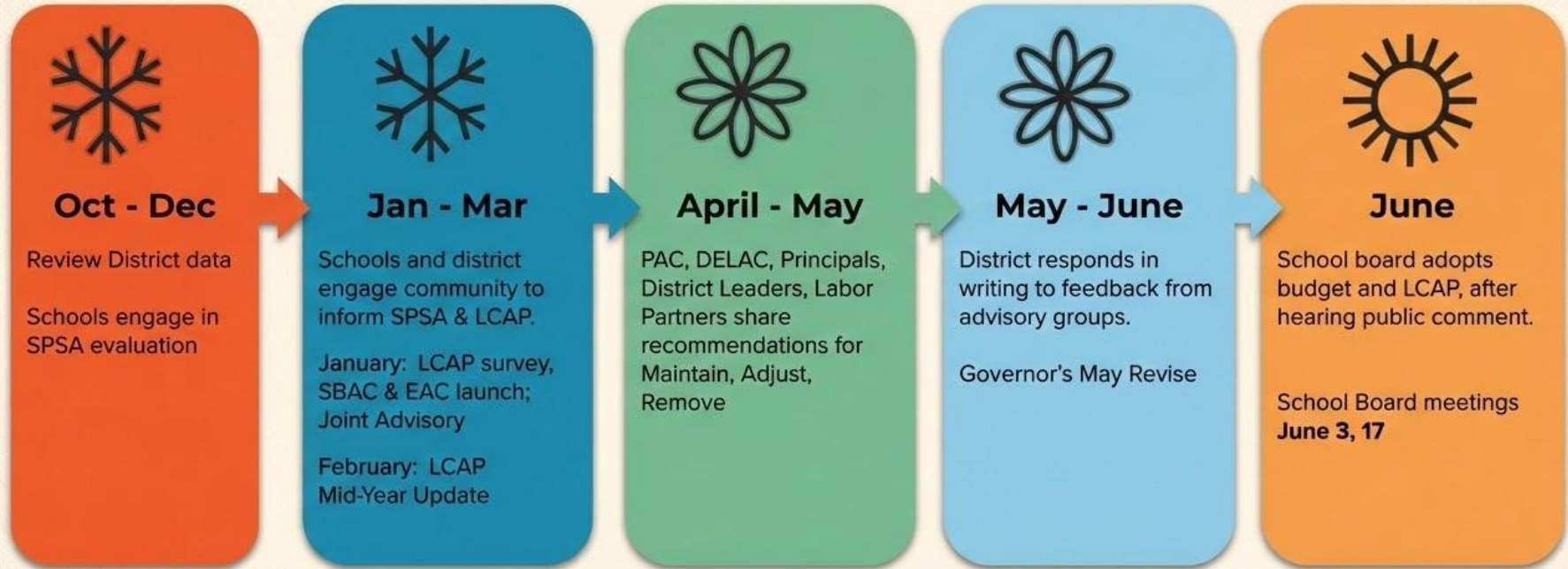
Fund balance management 

2026-27 BSEP and BERRA Plans

Update 2/24/26

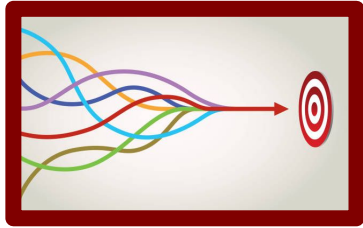
- As we continue to explore budget balancing options in the general Fund and other District resources, the impact on BSEP & BERRA programs is **not yet known**.
- During the district's budget development process, it may become necessary to **make changes** to BSEP and BERRA plans to ensure the district is utilizing resources per the **availability and restrictions** for each resource and to **meet the programmatic and fiscal goals** of the district.
- **Any changes** in staffing, program activities and/or budget line items in BSEP & BERRA programs will be brought to the **P&O committee for review** in a timely manner and as scheduling permits.
- For now, all 2026-27 BSEP & BERRA Plans will be **presented without any predicted results** from potential position shifts, layoffs and/or reductions.
- As a reminder, **significant changes** will be tracked and reported to the P&O as was done in last year for the [2025-26 plans](#).

LCAP Budget Timeline

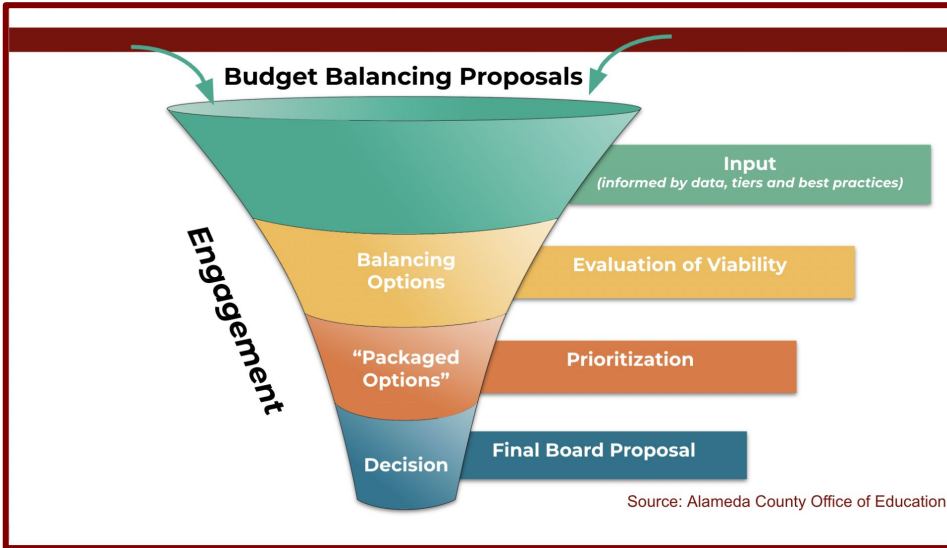
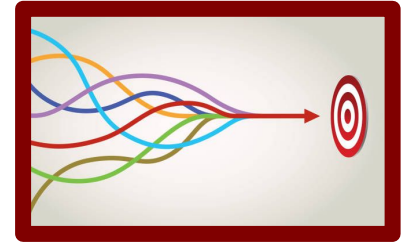


SBAC Budget Development - BOARD Adopts District Budget- June 3, 17

BSEP & BERRA Budget Development - BOARD Adopts Plans & Budgets
May 27



Guiding Decision Making



Evaluate and Remove Vacant Positions*

Truing up Program Costs: Evaluate Program Costs and make sure allocation matches true cost

Eliminate Expenses covered in other funding sources

Evaluate Annual Unexpended Funds

Look for inefficiencies: Identify Examples (programs and positions) where we duplicate efforts

Transfer Expenses to other funding sources

Consolidate and Reduce (Positions and Programming)

Musical Chairs Analogy

Stable Game



One chair per item
Balanced and Sustainable

Unstable Game



More players than chairs
Unstable and Inequitable



Chair =
Stable Funding Source



Item = Programs,
Staffing & Services

Core Values of Resource Allocation



Equity

We allocate resources to create the conditions to realize our district mission, address inequities and remove barriers that hinder that mission from being realized



Transparency

We believe it essential that the community understands the criteria and conditions that inform resources allocation



Excellence

We engage in continuous improvement - reflecting on resource allocation decisions, progress monitoring and using data to inform and evaluate implementation and impact



Engagement

We believe that context matters and that those closest to the work with the deepest understanding must have input in the decisions to leverage resources and meet student needs.



Sustainability

We allocate resources responsibly, planning not just to how to start programming but also considering staff, time, and resources required to sustain those initiatives.



Stability

Our resource allocation structures include contingencies to mitigate unexpected changes in enrollment or other shifts that adversely impact site funding.

BUSD's Values of Resource Allocation

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BUSD Budgeting Principles

Equity governs first protection.

Resources are prioritized to reduce barriers and support students who have been historically and currently least served.

We fund what demonstrably improves student outcomes.

Investments are tied to clear outcomes and evidence of impact, not activity alone.

We do not scale what we cannot responsibly sustain.

Ongoing investments consider long-term fiscal, staffing, and implementation implications.

We align investment to readiness and capacity.

Funding levels reflect our ability to implement with quality, coherence, and accountability.

Those closest to the work inform decisions early.

Students, families, and staff most impacted shape budget decisions in ways that meaningfully influence outcomes.

We name trade-offs clearly and proactively.

Budget decisions explicitly acknowledge what is being prioritized, reduced, or deferred, and why.

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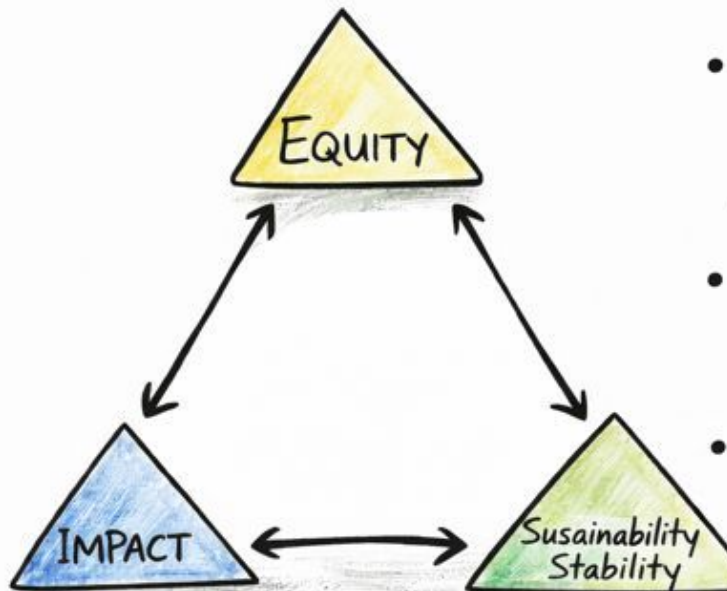
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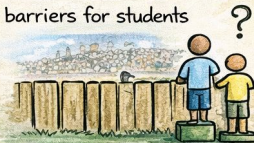
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Equity

Does this meaningfully reduce barriers for students who have been least served?

- ✓ Who experiences the benefit and who doesn't.



Sustainability ★ Stability

Can this be responsibly sustained over time without creating future harm?

This includes:

- ✓ ongoing dollars
- ✓ staffing load
- ✓ opportunity cost
- ✓ future cuts this will force



An equity move that collapses next year is not equity.

Excellence

Will this actually improve student experience or outcomes at a level that justifies the investment?

Not activity. Impact.



The Rule:

Equity without sustainability is harm; sustainability without equity is status quo

This is the governing logic.

- **High equity + low sustainability** → redesign, phase, or time-limit
- **High sustainability + low equity** → deprioritize or redirect
- **High equity + high sustainability + clear outcomes** → protect and scale
- **Low outcomes (regardless)** → pause

This lets you hold the tension **without choosing one value over another.**



Connecting Plans

BUSD's LCAP

BUSD's BSEP & BERRA Plans

BUSD's Strategic Plan - Draft

2024-2027 LCAP Goals



Goal 1

Provide high quality instruction



Goal 2

Academic Interventions



Goal 3

Wellness and belonging



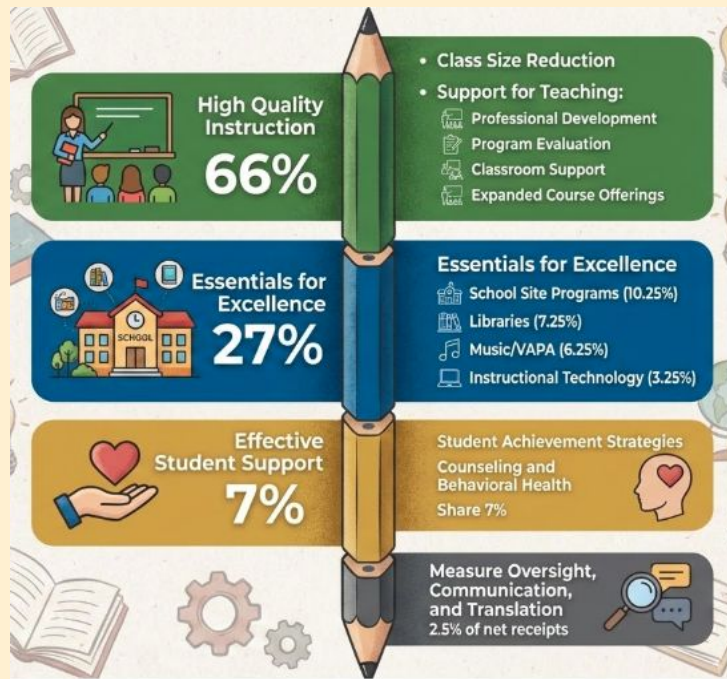
Goal 4

Partnership and engagement



Goal 5

Equity Multiplier



Berkeley Educator Recruitment and Retention Act (BERRA)	
Educator Compensation	95%
Recruitment Retention and Development	5%

Academic Excellence and Equitable Outcomes for All

Excelencia Académica y Resultados Equitativos para Todos

Wellness and Belonging

Bienestar y Pertenencia

Partnership & Engagement

Colaboración e Involucramiento

Talent & Culture

Talento y Cultura

System Efficiency and Fiscal Responsibility

Eficiencia del Sistema y Responsabilidad Fiscal

Narrative Section

- Purpose and Uses
- Program Rationale
- Strategic Plan Alignment
- Program Goal Description
- Program Logic Model
- Focal Student Supports
- Changes from Prior year
- Resources and Info



Annual Program Proposal

Program Name:
Version:
Date:

Program Manager

Who is the person(s) responsible for developing and implementing plans and budgets?

BSEP Measure E1 Stated Purpose and Uses

What is the measure E1 language that pertains to this program?

Rationale

(Why is this program needed? What is the data that supports the need for this program? Cite district data and any research to support the need for this program.

How does this program support the Strategic Plan Pillars? NEW

Strategic Plan Pillars	Program Actions
Academic Excellence and Equitable Outcomes for All	

Wellness/Belonging	<p>Goal What is the goal of the program? What is the intended impact of this program? The intended impact is what you will measure and report.</p> <p>Description What does the program do, how does it address the rationale and reach its goal? How does this program serve focal students? What are the instructions, services, activities, and/or programs provided?</p> <p>Include a Logic Model! NEW (Optional)</p> <table border="1"> <thead> <tr> <th>Inputs (what will the funding support)</th> <th>Implementation Measures (implementation measures e.g. enrollment, number of PDs)</th> <th>Short Term Outcomes (immediate results of the Implementation Measures, e.g., attendance, surveys)</th> <th>Long term Outcomes (e.g., test scores, grad. rates)</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Inputs (what will the funding support)	Implementation Measures (implementation measures e.g. enrollment, number of PDs)	Short Term Outcomes (immediate results of the Implementation Measures, e.g., attendance, surveys)	Long term Outcomes (e.g., test scores, grad. rates)	Goal					
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Partners/Engagement											
Talent & Culture											
Systemic Efficiency/Fiscal Responsiveness											
<p>Focal Student Groups Who is the program serving? Is the program serving all in the students district, which grades, specific student groups? Is there direct and/or indirect reach?</p>											

Changes from Prior Year

What are the changes in the program from last year? What were these changes made? Has any current data informed shifts in programming and services?

Resources and Information

Provide relevant information & links to reports

Some Samples: 2025-26 Final Plans

[All final 2025-26 plans are posted the P&O Webpage](#)

[Libraries](#)

[Music/VAPA](#)

[Professional Development](#)

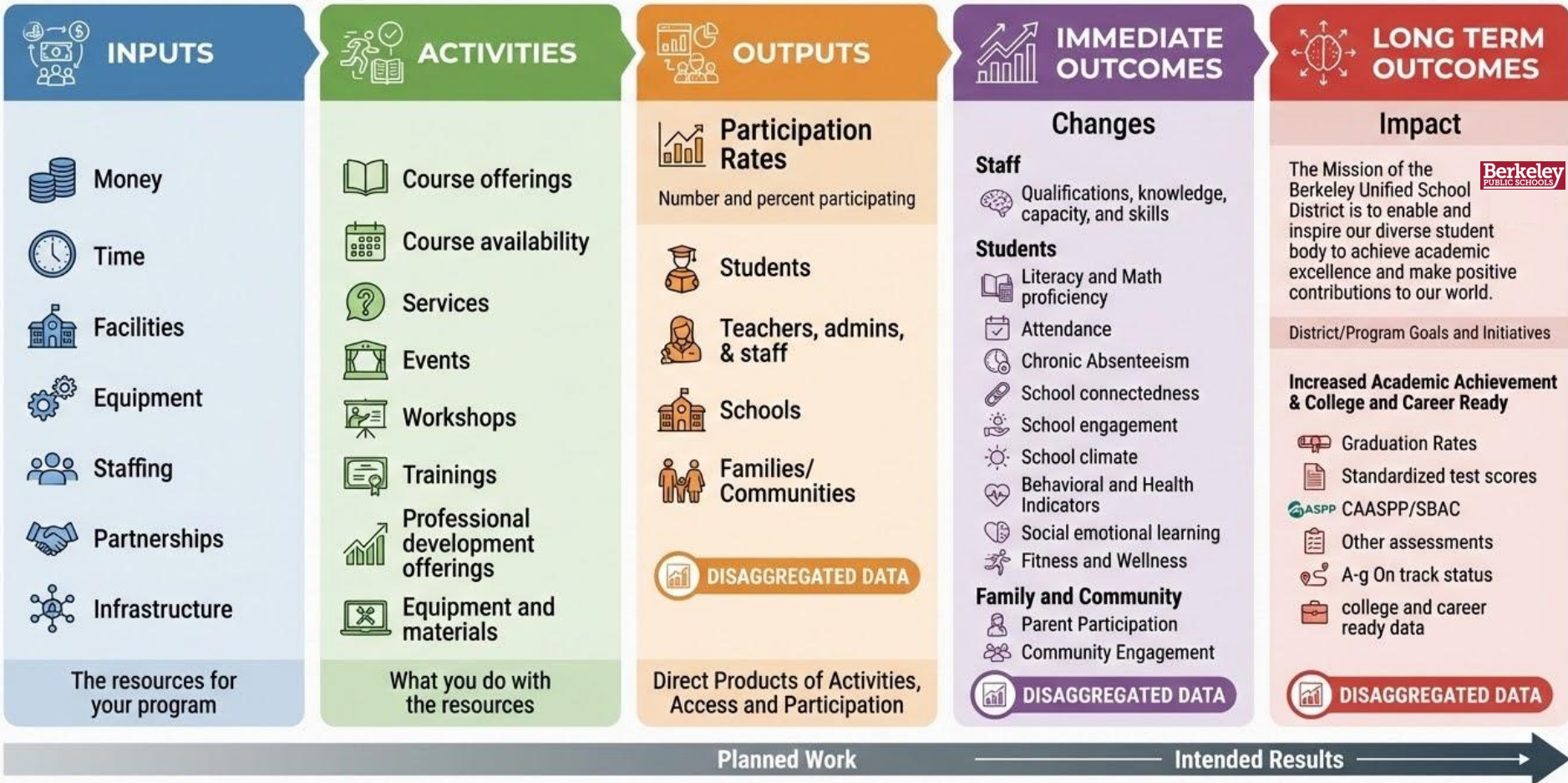
[Counseling and Behavioral Health](#)

[Student Achievement Strategies](#)

[Recruitment, Retention and Development](#)

[Comprehensive 2025-26 BSEP and BERRA Annual Plans \(one doc\)](#)

Program Logic Model



Program Metrics

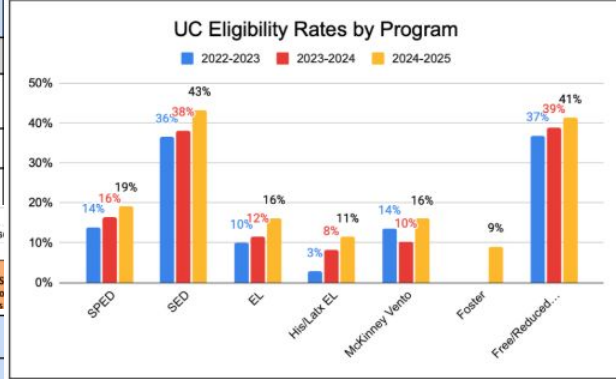
- Implementation
- Access and Offerings
- Participation
- Immediate Outcomes
- Impact/Outcome

Professional Development	2022-23 Annual	2023-24 Annual
Access and Participation		
Number of PD department staff supporting TK-8 Schools	2	2
Number of Literacy Coaches supporting TK-8 Schools	14	14
Number Of Equity Leads supporting TK-8 Schools	11	11

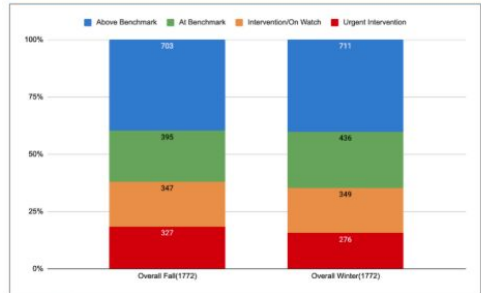
Black Studies Course Offerings and Enrollment
 *Table updated 1/21/25 for 2024-25 overall enrollment - January 2025 (includes adjustments for accuracy for Fall semester and Spring s
 Table includes duplicated students

African American Department Courses Offered	2021-22 Number of Sections	2021-22 of Students Enrolled	2022-23 Number of Sections	2022-23 of Students Enrolled	2023-24 Number of Sections	2023-24 Number of Students Enrolled	2024-25 Number of Sections
AP African American Literature	2	53	2	43			
African American History	2	62	2	65			
African American Economics	1	33	2	58			
African American Psychology / Sociology	1	30	NA	NA			
African American Psychology							
African American Sociology/Anthropology							
African American Beginning/Intermediate Dance	2	61	2	74			
Spanish in the African Diaspora	NA	NA	NA	NA			
African American Advanced Dance	2	57	2	56			
AP Patterns in Black Literature	NA	NA	3	97			
Total	10	296	10	296			

Music	students enrolled	students enrolled	students enrolled	students enrolled	students enrolled	students enrolled
Participation Rates 6th Grade						
Race/Ethnicity Total	330	100%	289	100%	298	100%
African American	25	8%	22	8%	15	5%
Asian	29	9%	27	9%	35	13%
Hispanic/Latinx	57	17%	67	23%	67	22%



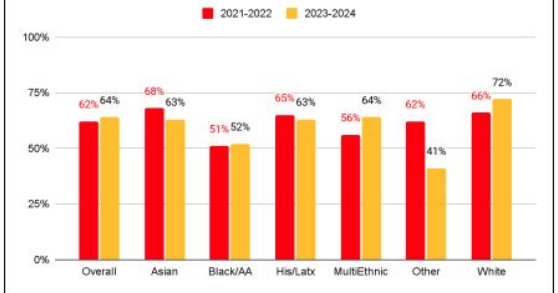
STAR Math 3rd-5th Grade Fall to Winter Progress 2024-2025 Overall Scores



65% of students scored At or Above Benchmark
3% decrease in number of students who scored in Intervention or Urgent intervention

	Fall	Winter
Above BM	40%	40%
At BM	22%	25%
On Watch/Inter	20%	20%
Urgent Interven.	18%	16%

Percentage of 7th Graders Who Feel Connected to School



Budget Information

- Overview of Program Resources
- Budget Summary
- Detailed Budget

Funding and Resources Overview

Funding Source	2022-23	2023-24	2024-25 (Projected)
BSEP (include use of Fund Balance) Budget	1,145,065	1,326,949	1,346,756
Grant	854,158	20,000	545,105
Schools Fund	0	20,000	0
General Fund	1,241,200	1,241,200	1,241,200
Measure G	208,726	111,000	880,000
Total	3,449,149	2,719,149	4,013,061

2024-25 BSEP Budget Overview - Proposed

Measure E1, Resource 0753
Budget Summary for VAPA 2023-24
March 12, 2024

	Measure E1 DRAFT 2024-25
Revenue	
BSEP Revenue Allocation	2,357,445
Music Teacher Transfer to General Fund	(291,933)
Total Revenue	2,065,512
Expense	
Music Teachers and Program Staff	1,469,127
Hourly Staffing	131,168
Focused Equity Initiatives	138,000
Professional Development & Arts Anchor Schools	104,075
Instruments, Materials & Supplies	228,000
Milage & Festival Participation	10,000
Collaborative Partnerships	12,900
Reserve for Personnel Variance	80,015
Indirect Cost	169,082
Total Expenses	2,342,367
Net Change to Fund Balance	(276,855)
Beginning Fund Balance	816,984
Net Increase/(Decrease) in Fund Balance	(276,855)
Ending Fund Balance	540,129

2024-25 Budget Details - Proposed

Music/VAPA 2024-25 Budget Details	2,342,367
Staffing	12.2 FTE
4th/5th Grade Music Teachers	5.04
Middle School (6-8th grade) Music and Performing Arts Teachers	3.56
Middle School Arts Extension (0.2 per MS)	0.60
VAPA Technician	1.0
Visual and Performing Arts Program Supervisor	1.0
Family Engagement and Equity Specialist	1.0
<i>Note: Release Time Music Teachers cost is deducted from total program revenue - see 2024-25 BSEP Budget Overview - Proposed on previous page</i>	
Total	\$ 1,469,127
Hourly Staffing	
Middle School Tutors	4,000
Teacher subs	9,000
Teacher Hourly	7,500
BHS Coaching	110,668
Total	131,568

Thank You