

UPDATE
2026-27 Annual Plan Process and Timeline

Planning and Oversight Committee Meeting
4-7-26

Changes to the timeline are needed due to budget balancing timeline



The P&O will continue to review the 2026-27 proposed plans



Action Items for some plans will be delayed until budget information is confirmed



Some budget information is not yet known

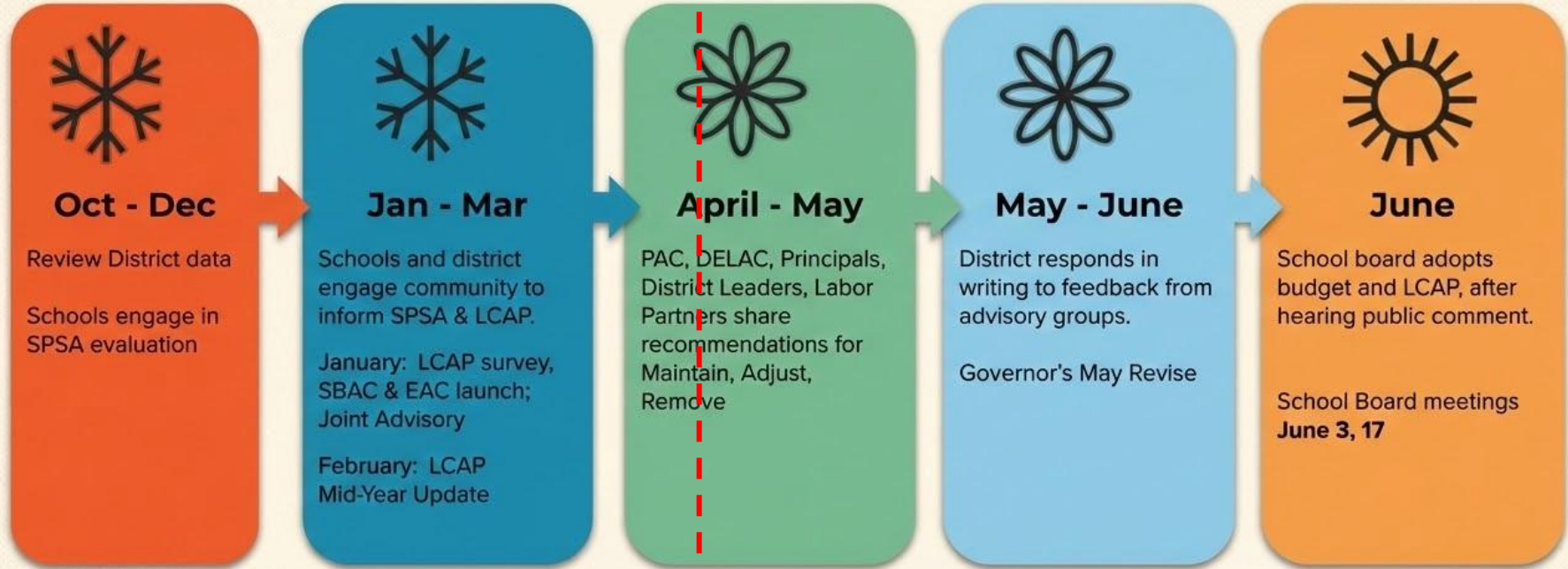


Allows for adjustments and reduces the need for multiple revised versions



The timelines for some programs will change

LCAP Budget Timeline



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

BSEP & BERRA Budget Development - BOARD Adopts Plans & Budgets

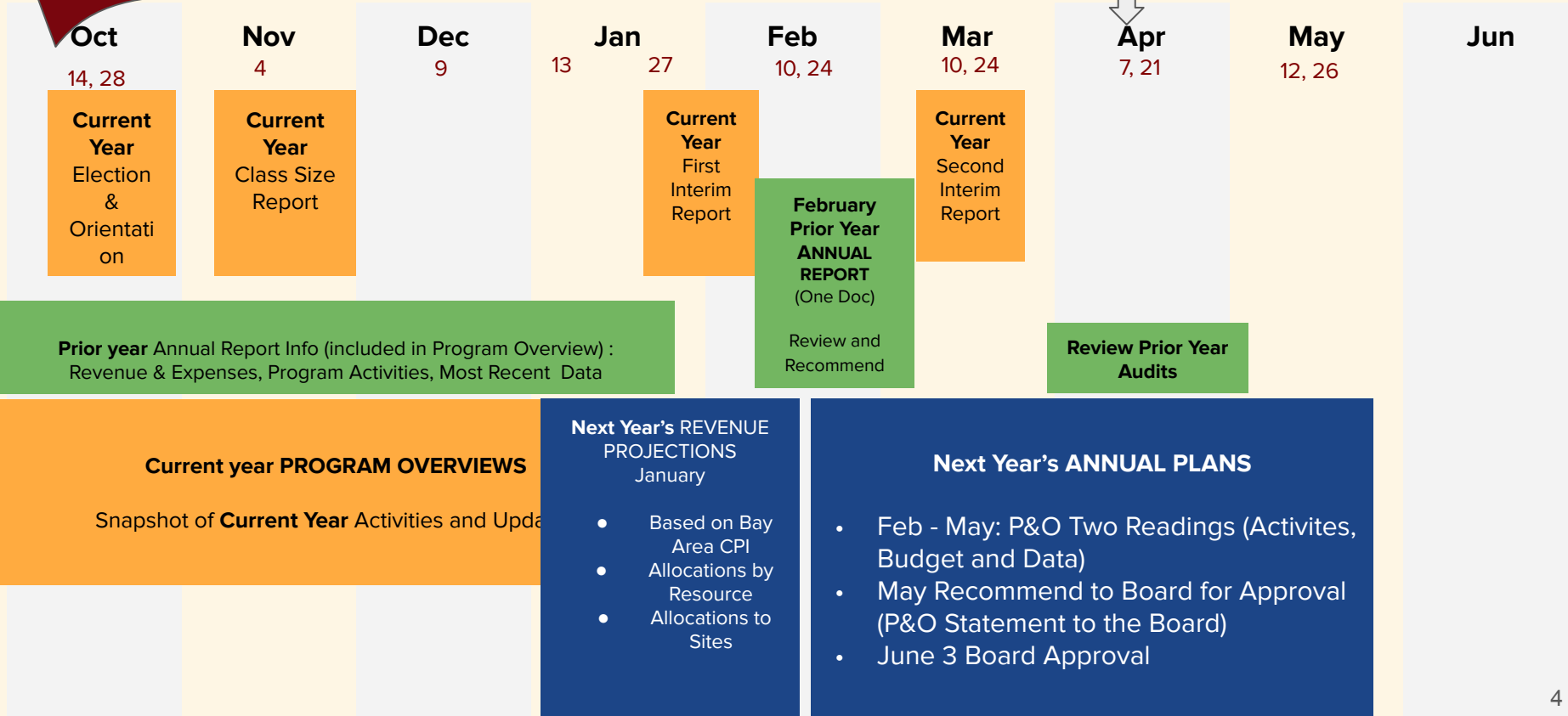


**BSEP & BERRA
Timeline**

Prior Year

Current Year

Next Year



Oct
14, 28

Nov
4

Dec
9

Jan
13 27

Feb
10, 24

Mar
10, 24

Apr
7, 21

May
12, 26

Jun

Current Year
Election & Orientation

Current Year
Class Size Report

Current Year
First Interim Report

February Prior Year ANNUAL REPORT
(One Doc)

Review and Recommend

Current Year
Second Interim Report

Review Prior Year Audits

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

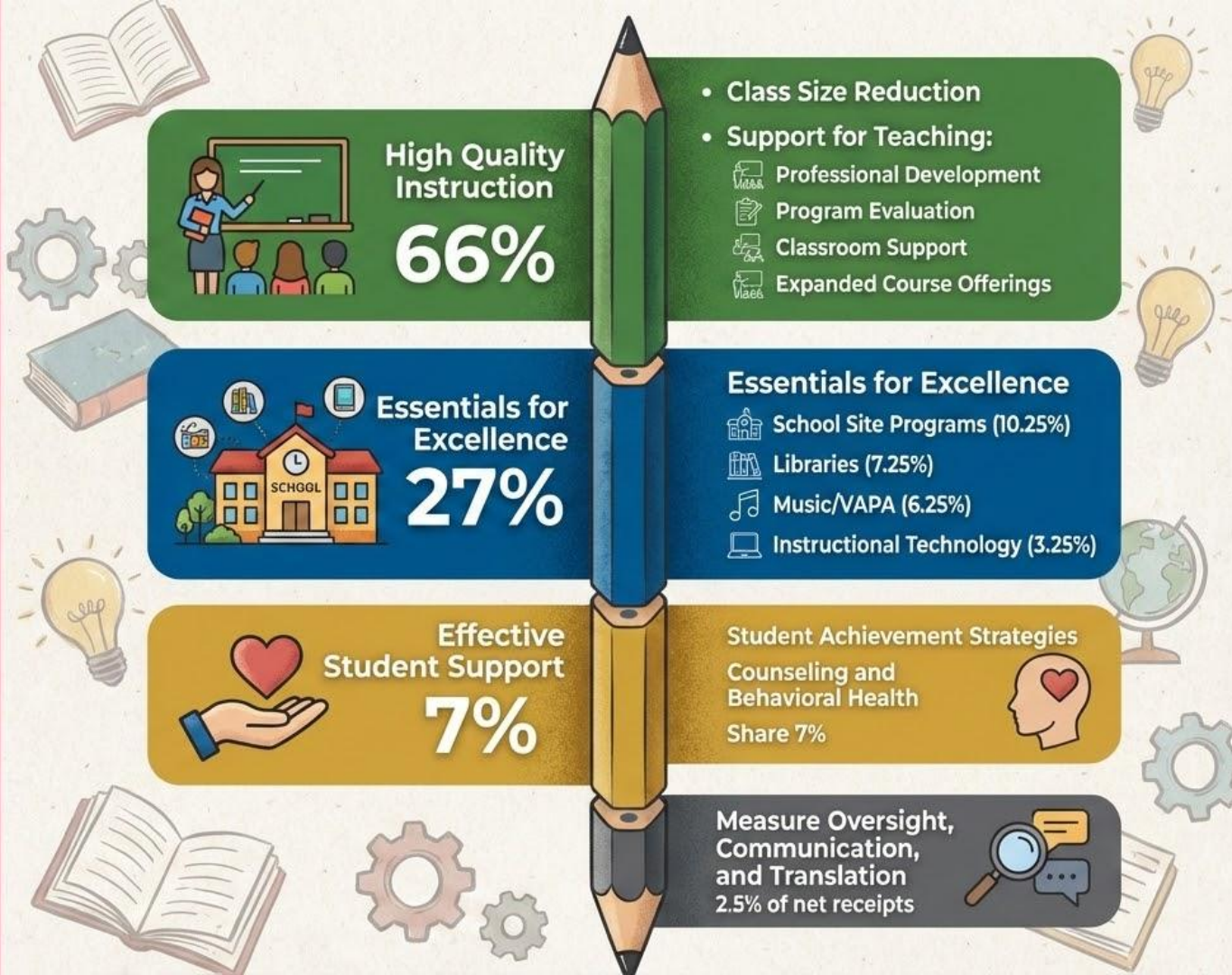
- Based on Bay Area CPI
- Allocations by Resource
- Allocations to Sites

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)
- June 3 Board Approval

Measure H of 2024 Framework

BSEP Resources



2026-27 BSEP and BERRA Plans

Update 4/7 (Subject to change)

- 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 finalized**.
- 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 for review.
 - Staffing changes will be shared after impacted employees have been informed
- Some programs will be presented for 1st Reading with a **delayed final Action** until later in the timeline.
- As a reminder, **significant changes** will be tracked and reported to the P&O as was done last year for the 2025-26 plans.

2026-27 BSEP and BERRA Plans

Update 4/7 (Subject to change)

- For now, 2026-27 BSEP & BERRA Plans **may** be presented with potential position shifts and/or redcutons with final versions for final action to include all changes in May.
- Plans in March/April will have space holders and in some cases fully developed proposed changes and implications.
- Some programs will be presented with a 10% reduction to reserve funds for potential shifts in from teh general fund, LCAP or expiring funding sources.
- **Measure E1 Carryover amounts can help programs in the short term.** Any remaining funds from Measure E1 may be expended in subsequent years for the purposes outlined in Measure E1 until funds are exhausted
- **Currently, we are looking to see the impact both in the short term and the long term to the program from a potential ongoing 10% reduction and will make adjustments accordingly to ensure program sustainability and appropriate uses of BSEP and BERRA funds.**

2026-27 BSEP and BERRA Plans Timeline as of 4-7-26 (subject to change)	Discussion	Action	10%*
FY 2026-27 HQI: Class Size Reduction (BSEP Teacher Template)	2/2/4/26	3/10/26 - Completed	No
FY 2026-27 Program Evaluation	3/10/26	5/26/26 - Pending	Yes
FY 2026-27 Counseling & Behavioral Health	3/10/26	3/24/26 - Completed	No
FY 2026-27 Music/Visual and Performing Arts (VAPA), Libraries, Instructional Technology	3/24/26	5/12/26 - Pending	Yes
FY 2026-27 Communication, Translation & Measure Oversight; Educator Recruitment, Retention & Development	 4/7/26	5/12/26 - Pending	Yes
FY 2026-27 Professional Development, Student Achievement Strategies, Classroom Support, Expanded Course Offerings	4/21/26	5/26/26 - Pending	Yes
FY 2026-27 BSEP & BERRA Plans @ School Board	NA	6/3/26 - Pending	TBD
FY 2026-27 Consolidated School Plans (includes BSEP Site Fund Plans) @ School Board	NA	6/3/26 - Pending	No

2026-27 BSEP and BERRA Plans
Timeline as of 4-7-26 (subject to change)

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

*Preliminary Reduction (set aside for potential other uses aligned with terms of the measure) - Subject to Change

Appendix

Musical Chairs Analogy

Stable Game



One chair per item
Balanced and Sustainable

Unstable Game



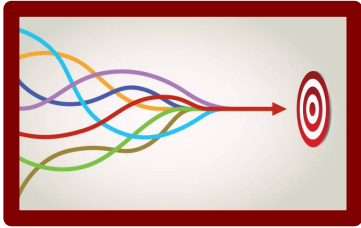
More players than chairs
Unstable and Inequitable



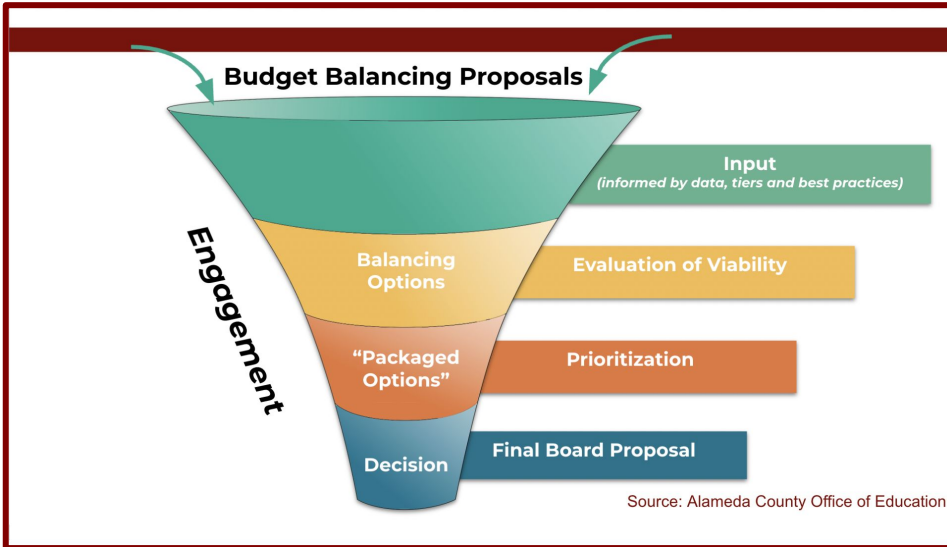
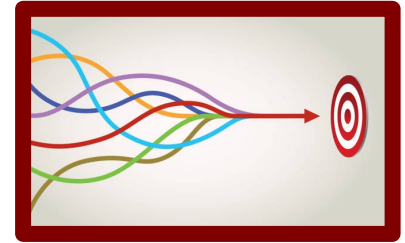
Chair =
Stable Funding Source



Item = Programs,
Staffing & Services



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

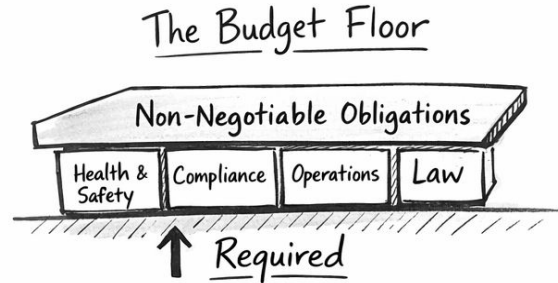
Look for inefficiencies: Identify Examples (programs and positions) where we duplicate efforts

Transfer Expenses to other funding sources

Consolidate and Reduce (Positions and Programming)

Decision-Making, Prioritization, and Budget Analysis Framework

Making the Budget Decision Process Visible

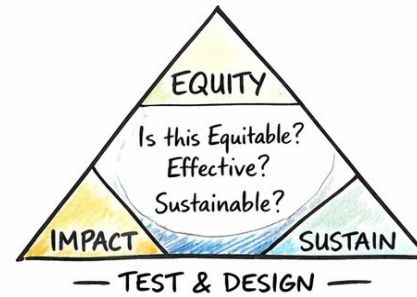


BUSD Budgeting Principles

- Equity First
- Proven Impact
- Sustainable Scale
- + Readiness & Capacity
- + Voice & Trade-Offs



The Decision Triangle



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 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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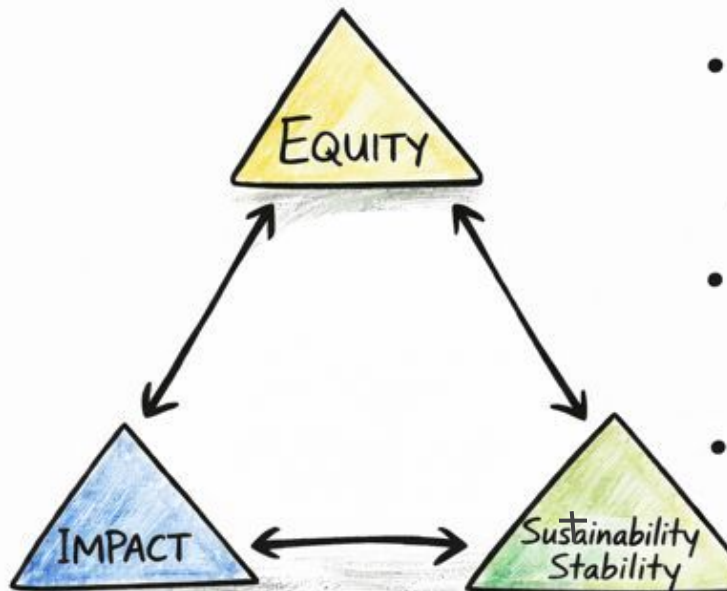
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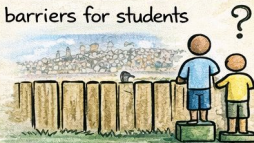
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Equity

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.



All community is welcome to attend!

Learn more about SBAC here!

Next meeting is April 8th!!

[LINK to
3/18 2nd
interim
budget](#)

[LINK to
12/10 1st
interim
budget](#)

[LINK to
3/18 SBAC
slides](#)

[LINK to 3/4
SBAC
slides](#)

[LINK to
2/25 SBAC
slides](#)

[LINK to
2/18 SBAC
slides](#)

[LINK to
1/27 SBAC
slides](#)