

Burbank Unified School District Superintendent Budget Advisory Committee

January 27, 2026

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Business Services



Meeting Norms (Brief Re-Anchor)



Assume positive intent



One voice at a time



Ask clarifying questions



Center students



This is an advisory space



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Today's Agenda

Build shared understanding of district finances

Learn how to read the SACS MYP

Governor's Budget Update

Review Questions and Answers

Starter Activity: School Finance Terms



1. Partner Up
2. Each Pair will take 1-2 terms
3. Discuss what the term(s) mean
4. Share out your term(s) with the group

What Is Form MYP?



State-required financial reporting format



Snapshot + multi-year outlook



Used by the Board, LACOE, and the State



Basis for certification status

Form MYP Activity

Work with a partner and identify the labeled terms on Form MYP.



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Governor's Budget Proposal



Governor's 2026–27 Budget: Big Picture

What the Governor Is Proposing?

A **balanced but cautious state budget** following several years of volatility.

Education remains a priority, but the budget relies on **temporary tools** and assumes economic stability.

The State is maintaining reserves, including the **Public School Rainy Day Fund**, while continuing to manage prior-year obligations.

Why This Matters?

The Governor's proposal sets the **funding framework** districts must plan within.

While overall education funding remains historically high, **cost pressures at the local level continue to outpace revenues**.

Key K-12 Elements of the Proposal

Proposition 98 & LCFF

Proposition 98 funding remains strong overall, with **per-pupil funding at an all-time high**.

The proposed **LCFF COLA is 2.41%**, which helps offset costs but does **not fully cover inflationary pressures**.

The State proposes to fully repay prior-year deferrals in 2026–27.

Targeted Investments

Continued investments in:

- **Special Education**
- **Expanded Learning Opportunities**
- **Community Schools**
- **Early literacy and instructional support**

Many investments are **one-time or short-term**, not ongoing.

What This Means for Burbank USD

Opportunities

- Stable LCFF funding provides **predictability** as the District builds its budget.
- Targeted state investments align with District priorities around:
 - Student supports
 - Instructional quality
 - Expanded learning and intervention

Cautions

- The proposed COLA does **not keep pace with rising costs**, particularly:
 - Special Education
 - Employee benefits
 - Maintenance and operations
- One-time state funds cannot be used to solve **ongoing structural pressures**.

District Focus Going Forward

- Maintain a **conservative, multi-year planning approach**.
- Closely monitor the **May Revision** and final budget actions.
- Continue aligning spending decisions with long-term fiscal sustainability.

Entity

Summary of the Governor's Budget

ACSA

Views the budget as protective of core education priorities during a period of economic uncertainty. Appreciates continued investments in TK-12, early learning, and student supports, but **cautions districts to plan conservatively** due to volatility, reliance on one-time solutions, and potential May Revision changes.

CASBO

Acknowledges the Governor's effort to provide stability and predictability, including **avoiding major new ongoing programs**. However, raises concerns about Proposition 98 underfunding, reliance on one-time funding, and the **shifting of fiscal risk** to school districts, particularly **in the out-years**.

Governor

Frames the budget as balanced, responsible, and student-focused, emphasizing record per-pupil funding, continued commitment to TK-12 education, and targeted investments in areas such as **Special Education**, literacy, and expanded learning, while using reserves and timing mechanisms to manage uncertainty.

LAO

Describes the budget as fragile and risk-exposed, noting that it **relies on optimistic revenue assumptions**, deferrals, and delayed obligations. **Warns of structural deficits** and cautions that future corrections may be necessary if revenues underperform.

School Services of California

Recognizes the Governor's long-term investments in children and education but strongly **criticizes the withholding of Proposition 98 settle-up** funds as undermining the spirit of voter protections. Emphasizes that districts continue to face structural cost pressures not solved by this budget.

What Are Other Organizations Saying?

Month	State Actions	What It Means for School Districts
January	Governor releases the Proposed Budget	Establishes initial LCFF, COLA, Special Education, and one-time funding assumptions; districts begin preliminary planning
February	Legislative budget hearings begin	Education stakeholders provide input; no final decisions yet
March	Continued hearings and fiscal analysis	Early discussion of education trailer bill concepts; BUSD remains cautious
April	Updated revenue information reviewed	BUSD refines projections but avoids committing ongoing funds
May	Governor releases the May Revision	Key changes to COLA, Proposition 98, Special Education, and one-time funding often occur; BUSD update assumptions
June	Legislature adopts the State Budget and trailer bills by June 30	BUSD finalizes budget based on adopted state funding and implementation rules

What's Next: State Budget Timeline

General Budget Questions

1. Where is the budget posted for public viewing? First Interim Report?

The district's adopted budget and interim reports will be posted on the District website under [Business Services / Financial Reports](#) and are available through Board agenda materials. The First Interim Report is publicly available once adopted by the Board and submitted to the County Office of Education.

2. What percentage of the budget is allocated for instructional vs. administrative purposes?

According to our CEA report 56.63% unrestricted general fund expenditures are going towards instructional staffing and benefits as reported in the [24-25 Unaudited Actuals](#) report.

General Budget Questions *(continued)*

3. What metrics are used to evaluate the effectiveness of budget allocations on student success?

The District uses:

- **LCAP metrics** (academic achievement, engagement, climate)
- **Student outcome data** (attendance, graduation, course access)
- **Targeted service effectiveness** (e.g., intervention programs, counseling, FSA-related supports)
- **Program cost vs. participation and outcomes**
These metrics are reviewed annually and inform budget adjustments.

4. What campaign can increase Free & Reduced Lunch enrollment (unduplicated count), especially at the high school level?

Effective strategies include:

- Confidential, multilingual outreach to families
- Emphasizing eligibility for additional academic and counseling supports, not just meals
- Integrating applications into enrollment, counseling, and registration processes
- School-based campaigns led by trusted staff
- Increasing participation directly strengthens LCAP funding and services.

Specific Budget Questions

1. When will the Second Interim report be available?

The Second Interim report will be Presented to the Board in early March

2. When will the 2026–27 budget be approved?

By law, the budget is adopted on or before June 30. The Board adoption typically occurs at a mid-to-late June Board meeting, once the May Revision is incorporated.

3. Where can we see carryover for specific funds from last year?

Carryover by fund and resource is available in:

- SACS Unaudited Actuals (detail schedules)
- Restricted ending balance reports
These are not always fully visible in summary presentations but can be provided upon request.

4. Where is the \$500,000 LREBG allocated this year, and how was the \$3.45M used in 2023–24?

The \$559,496 allocation was added after the original budget adoption, which is why it did not appear initially. The previous LREBG funds were used to offset ongoing cost of salary and benefits.

Specific Budget Questions (continued)

- **5. Is it prudent to spend money on capital outlay? Can it be delayed or replaced with donations?**

Capital outlay decisions depend on:

- Safety and operational necessity
- Longevity and lifecycle cost
- Availability of one-time funding

Some capital outlays **can be delayed** or supported through **donations**, but others (safety, compliance, infrastructure) cannot.

- **6. What can the Mandated Costs Block Grant be used for, and how is it funded?**

It is general-purpose discretionary funding provided by the state to offset costs of state-mandated programs. Districts may use it for any educational purpose, including general operations.

- **7. Why was there a sizable increase in budgeted vs. First Interim salaries (certificated and classified)?**

Common drivers include:

- Filled vacancies not assumed at adoption
- Step-and-column and benefit adjustments
- Special Education staffing needs
- Overtime and substitute usage

Specific Budget Questions (continued)

- **8. What are the district's eligible retiree benefits?**

Eligible retirees may remain enrolled in the District's medical coverage through CalPERS and may also elect to participate in District-sponsored dental and vision plans. These benefits are offered on an access-only basis. Which means that the District does not pay or subsidize retiree premiums, and all costs associated with medical, dental, and vision coverage are the responsibility of the retiree.

- **9. Is the OPEB fund the same as Fund 57?**

- es. Fund 57 is commonly used to account for Other Post-Employment Benefits (OPEB) liabilities and payments.

- **10. What accounts for the ~\$4M difference between Budget and First Interim for Special Education?**

Key drivers include:

- Increased non-public school/agency costs
- Higher service and staffing needs
- More accurate projections after mid-year data

- **11. Why was interest budgeted at \$750K but actuals are \$2.85M?**

Interest was conservatively budgeted due to:

- Uncertainty around interest rates
- Historically lower yields
- Higher-than-expected rates resulted in significantly higher actual interest earnings.

Specific Budget Questions (continued)

12. Are middle and high school counselors in Certificated Pupil Support Services? Psychologists?

Yes. Counselors and psychologists are typically reported under Certificated Pupil Support Services.

13. Who is included in “Other Certificated Salaries”?

This category often includes:

- TOSAs
- Instructional coaches
- Certificated staff not assigned to a single classroom or admin role

14. Who is in Certificated Supervisor and Administrator Salaries?

This includes:

- Principals and assistant principals
- District-level certificated administrators

Stabilization Plan – Clarifications

Single Subject reductions: 5.6 FTE → Represents FTE= Fulltime Equivalent (employee). Single Subject refers to high school or secondary

Multiple Subject reductions: 5.0 FTE → Total FTE in elementary/middle school

Non-personnel reductions (\$1,000,000) may include:

- Contract reductions
- Deferred purchases
- Travel, consultants, and discretionary services
- Supply and operating savings



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Thank You

Appreciation for service

Commitment to open communication

Shared responsibility for fiscal health

