

Cupertino Union School District

BOARD ADVANCE

Board Advance meetings are in-depth study sessions for the Board and are held four times a year.

To propel the District forward in the best interest of all of our students, Board Advance meetings focus on a multitude of educational matters ranging from current issues to curriculum to District funding to policy planning.

October 30, 2025



Advance 9 am - 4 pm **Agenda**



01

Fiscal Stabilization Plan:
Information on System Changes

Break for lunch

02

Fiscal Stabilization Plan:
Next Steps

03

Board Policy Updates
Sept. CSBA Packet

FISCAL STABILIZATION PLAN

Information on System Changes

OCTOBER 30, 2025
Board Advance

Cupertino Union School District

STABILIZATION PLAN

will

**Eliminate Deficit
Spending**

**Establish a Pathway to
Fiscal Stability**

Increase Reserve

**Recognize and Value
Employees**

PROPOSED TIMELINE



Sept. 25, 2025

Regular Board Meeting

Review Fiscal Stabilization Plan

Oct. 9, 2025

Regular Board Meeting

Information on Revenues and Potential Cost Savings

Oct. 30, 2025

Board Advance

Information on System Changes

Nov. 13, 2025

Regular Board Meeting

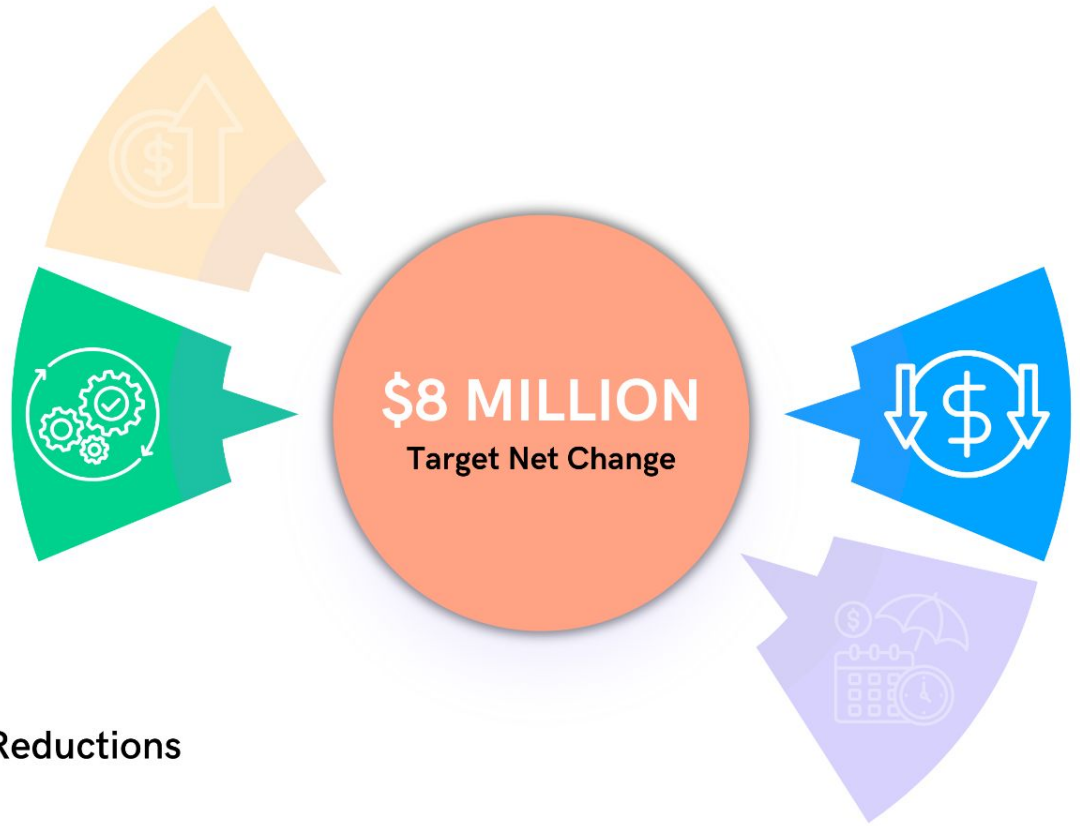
Continue discussion of Stabilization Plan

Nov. 20, 2025

Regular Board Meeting

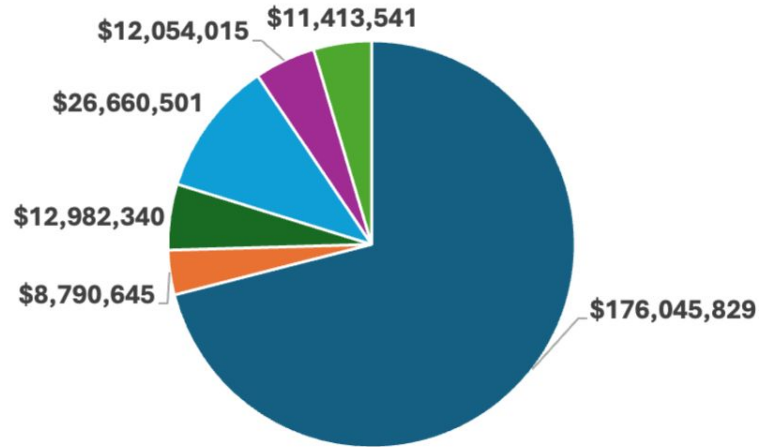
Discussion/ Action on Stabilization Plan

FISCAL STABILIZATION FOCUS



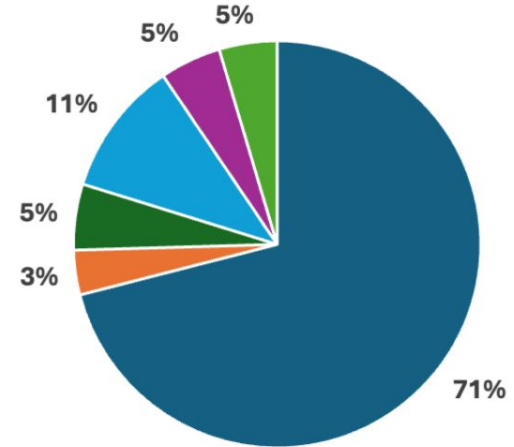
2025-26 General Fund Revenues

Combined GF Revenues (\$)



- LCFF SOURCE 8010-8099
- FEDERAL REVENUES 8100-8299
- LOCAL REVENUE 8600-8799
- SPED PROPERTY TAX REVENUE 8097
- STATE REVENUE 8300-8599
- OTHER FINANCING 8900-8999

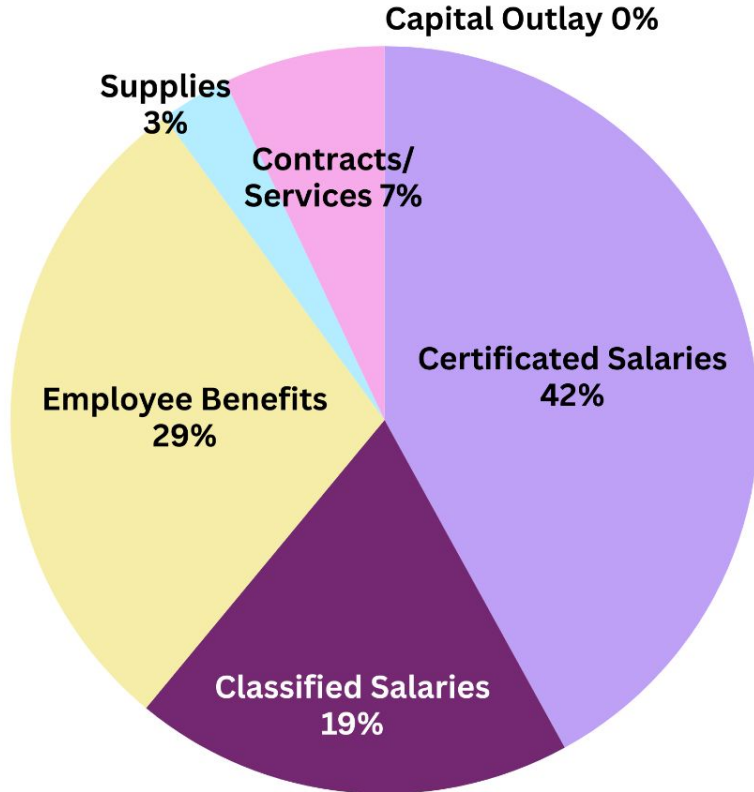
Combined GF Revenues (%)



- LCFF SOURCE 8010-8099
- FEDERAL REVENUES 8100-8299
- LOCAL REVENUE 8600-8799
- SPED PROPERTY TAX REVENUE 8097
- STATE REVENUE 8300-8599
- OTHER FINANCING 8900-8999

\$247,946,871

Cupertino Union School District 2025-2026 Adopted Budget General Fund Projected Expenditures



General Fund Sources	In Millions
Certificated Salary	\$109.4
Classified Salary	\$48.9
Employee Benefits	\$74.5
Books and Supplies	\$8.5
Services and Other Operations	\$17.5
Capital Outlay and Other Outgo	\$0.6
Total Expenditure Budget	\$259.4



● Enrolled Students ● Staff FTE

LEVERS VS SYSTEM CHANGES

Proactive System Changes Allow for
Greater Impact to Address the Fiscal
Deficit and Restore District Reserves





POTENTIAL SYSTEM CHANGE

Middle School Electives

MIDDLE SCHOOL ELECTIVES

Equitable Learning Time In Core Classes

Equitable Planning Time for Teachers

Expand to a Two-Elective Day for All

Intervention Support During the School Day

All Middle Schools with Same Start and End Time

Middle School Electives

Current Structure

- **All middle schools** have a **7-period** day.
- **All students** have **two electives** or **one intervention and one elective course**.
- **All teachers** have **two prep periods**.
- **Teacher duty** start and end time is the **same at all sites**.
- All sites' instructional minutes are **well over the state requirement** (allowing for professional development on minimum days).

Middle School Electives

26-27 Status Quo Savings

25-26 MS Staffing:

- 212 FTE

26-27 MS Staffing:

- 207 FTE

Cost Savings:

- **Approx. \$624,000**

MIDDLE SCHOOL ELECTIVES

Option 1: 7th/8th grade students may opt for a 2nd elective (approx. 75%), 6th-grade students take one

Historically the same schedule for HMS and MMS prior to the two elective change

Impacts of Option 1

Students

- Not all students are able to take two electives
- Students without two electives will start school at a later time
- Choice for families
- Decrease in accountable instructional minutes

Staff

- Decrease in MS staff (approximately 18 FTE)
- Decrease in accountable instructional minutes
- Difficult to determine staffing needs and projections on year to year basis
- Transportation impact

Cost Savings

Approx. \$2,160,000

MIDDLE SCHOOL ELECTIVES

Option 2: All 7/8th students get two electives, 6th-grade students get one elective

Impacts of Option 2

Students

- Not all students are able to take two electives
- Students without two electives will start school at a later time
- Decrease in accountable instructional minutes

Staff

- Decrease in MS staff (approximately 13 FTE)
- Decrease in accountable instructional minutes
- Easy to determine staffing needs and projections on year to year basis
- Transportation impact

Cost Savings

Approx. \$1,560,000

MIDDLE SCHOOL ELECTIVES

Option 3: Status Quo for 26-27

Impacts of Option 3

Students

- All students start and end at the same time
- All students take two electives
- All students have a 7 period day
- All students taking an intervention class will also be able to take an elective during the school day.

Staff

- Staff duty day remains the same
- Instructional minutes remain over the state minimum allowing for professional development minimum days
- All teachers continue to have 2 prep periods

Cost Savings

Approx. \$624,000



POTENTIAL SYSTEM CHANGE

Transitional Kindergarten (TK)

TRANSITIONAL KINDERGARTEN (TK)

For a "barely basic aid" district, which is one whose local property tax revenue is only slightly above the state-calculated funding target (Local Control Funding Formula or LCFF), the mandatory Universal Transitional Kindergarten (UTK) expansion presents a significant funding challenge because it must absorb all new program costs from its existing local revenue vs receiving a proportional increase in state funding (based on Average Daily Attendance or ADA) for every enrolled TK student.

Universal Transitional Kindergarten (UTK) is a free public pre-kindergarten option for four-year-olds

Phased in by the state of California, with full implementation 2025-2026 school year

UTK classes require a lower adult-to-student ratio of 1:10

Local Control Funding Formula (LCFF) Districts receive \$5,545 additional per TK pupil for UTK

Basic-Aid Districts receive no additional funds for UTK

Every dollar spent on the mandatory UTK program in a barely basic aid district comes at the expense of other programs or services for K-8 students, as the District does not get a proportional ADA revenue boost to cover the increased enrollment and mandated operational costs.

Transitional Kindergarten (TK)

Current Structure (TK Full-Day Class)

This model assumes **one full-day class** of **20 students** in each of the **36 classrooms**. Each classroom is staffed with **one teacher and one instructional aide (IA)**. This setup meets the California adult-to-pupil ratio requirement of at least one adult for every 10 pupils.

Transitional Kindergarten (TK)

Current Cost

- **Students served:** 36 classrooms x 20 students/classroom = **720 students**
- **Total Teachers:** **36 teachers**
- **Total Instructional Aides:** **36 IAs**
- **Total Cost:** (36 teachers x \$120,000) + (36 IAs x \$60,000) = \$4,320,000 + \$2,160,000 = **\$6,480,000**
- **Cost per Student:** \$6,480,000 / 720 students = **\$9,000**

Transitional Kindergarten (TK)

Current Cost

This model assumes a standard full-day class of 20 students in each of 36 classrooms, staffed with one teacher and one IA.

- Students served: **720 students**
- Total Teachers: **36 teachers**
- Total Instructional Aides: **36 IAs**
- Total Cost: **\$6,480,000**
- Cost per Student: **\$9,000**

1st Grade

Current Cost

This model assumes a standard full-day class of 22 students in each of 36 classrooms, staffed with one teacher.

- Students served: **792 students**
- Total Teachers: **36 teachers**
- Total Cost: **\$4,320,000**
- Cost per Student: **\$5,454.55**

4th Grade

Current Cost

This model assumes a standard full-day class of 29 students in each of 36 classrooms, staffed with one teacher.

- Students served: **1,044 students**
- Total Teachers: **36 teachers**
- Total Cost: **\$4,320,000**
- Cost per Student: **\$4,137.93**

TRANSITIONAL KINDERGARTEN (TK)

Option 1: Half-Day TK Class. TK program is based on the number of enrolled TK students.

All enrolled TK students attend half-day TK. Staffing is 10:1 with one teacher and one IA.

Impacts of Option 1

Students

- All eligible TK students may enroll
- Students attend half-day
- Families will need to find childcare for other portion of school day
- Unknown impact on student enrollment numbers (will less or more enroll due to half-day program?)

Staff

- Teachers are 60% contract
- Instructional Assistants (IAs) are 60% contract
- Overall FTE would decrease, but the number of TK staff members would remain approximately the same as 25-26, if TK enrollment numbers as comparable to 25-26
- Number of TK classes would remain approximately the same as 25-26, if TK enrollment numbers as comparable to 25-26

Cost Savings

- Students served: 36 classrooms x 20 students/classroom = 720 students
- Total Teachers: 36 teachers @ 60% contract
- Total Instructional Aides: 36 IAs @ 60% contract
- Total Cost: (36 teachers x \$72,000) + (36 IAs x \$36,000) = \$2,592,000 + \$1,296,000 = \$3,888,000
- Cost per Student: \$3,888,000 / 720 students = **\$5,400 per student**
- Savings of \$2,592,000 in 26-27

TRANSITIONAL KINDERGARTEN (TK)

Option 2: Full-Day TK Class. TK program is capped at 360 TK students.

TK would have two classes at nine designated sites. Ratio is 10:1 with one teacher and one IA.

Impacts of Option 2

Students

- All eligible TK students may register
- Students exceeding the 360 enrollment would be placed on a waitlist
- Students attend full-day program

Staff

- Teachers are 100% contract
- IAs are 100% contract
- Decrease of 18 TK teacher FTE for 26-27
- Decrease of 18 TK IA FTE for 26-27

Cost Savings/Revenue

- Students served: 18 classrooms x 20 students/classroom = 360 students
- Total Teachers: 18 teachers
- Total Instructional Aides: 18 IAs
- Total Cost: (18 teachers x \$120,000) + (18 IAs x \$60,000) = \$2,160,000 + \$1,080,000 = \$3,240,000
- Cost per Student: \$3,240,000 / 360 students = \$9,000 per student
- Savings of \$3,240,000 in the 26-27 school year

TRANSITIONAL KINDERGARTEN (TK)

Option 3: Split-Day TK Class (AM/PM). TK program is capped at 720 TK students.

TK would have 18 classrooms serving 40 students (20 AM & 20 PM). Ratio is 10:1 with one teacher and one IA.

Impacts of Option 3

Students

- All eligible TK students may register
- Students attend half-day program
- Families will need to find childcare for other portion of school day
- Unknown impact on student enrollment numbers (will less or more enroll due to half-day program?)

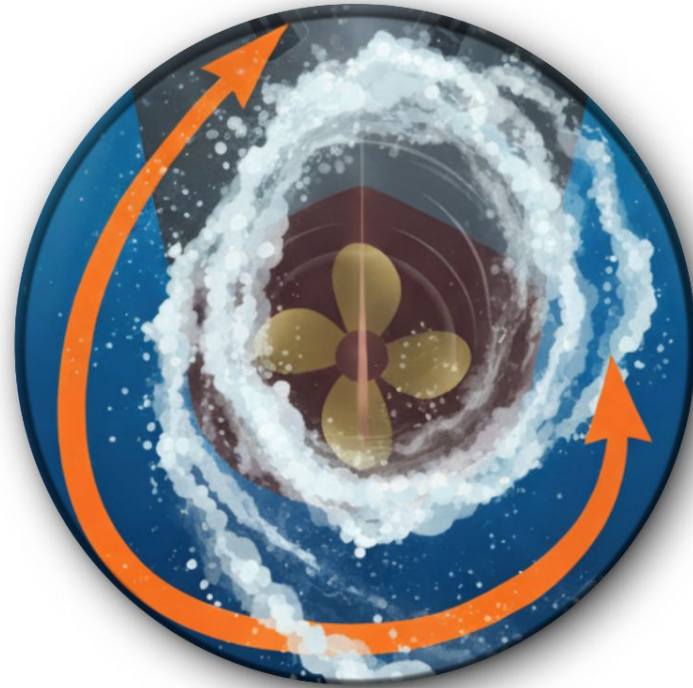
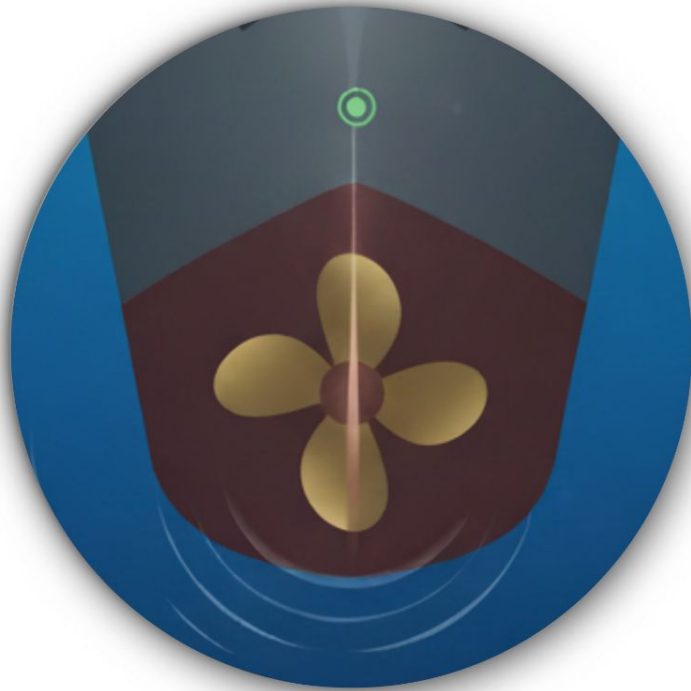
Staff

- Teachers are 100% contract
- IAs are 100% contract
- Decrease of 18 TK teacher FTE for 26-27
- Decrease of 18 full-time TK IA FTE for 26-27
- Increase of 18 half-time IAs
- Increase of 18 subs every Tuesday and minimum days
- One Teacher and one IA serve 40 students (20 AM & 20 PM)

Cost Savings/Revenue

- Students served: 18 classrooms x 40 students/classroom = 720 students
- Total Teachers: 18 teachers
- Total Instructional Aides: 18 IAs
- Total Half-Time Instructional Aides: 18 IAs
- Total Cost: (18 teachers x \$120,000) + (18 IAs x \$60,000) + (18 IAs at .5 x \$60,000) = \$2,160,000 + \$1,080,000 + 540,000 = \$3,780,000
- Additional Cost: Tuesday afternoon subcoverage: 18 subs x \$220 x 36 = \$142,560
- Cost per Student: \$3,922,560 / 720 students = **\$5,448 per student**
- Savings of \$2,557,440 for the 26-27 school year.

PROACTIVE SYSTEM CHANGES ALLOW FOR GREATER IMPACT TO ADDRESS THE FISCAL DEFICIT AND RESTORE DISTRICT RESERVES



FISCAL STABILIZATION PLAN OPTIONS

Give a point value to each option (0 to 100). The greater the points, the greater emphasis you are placing on the direction you would like staff to further develop.

Your completed response should total to 100.

Target total sum: \$4 to \$5 Million

TK

Option 1: Half-Day TK Class. TK program is based on the number of enrolled TK students. All enrolled TK students attend half-day TK. \$5,400 per student. Savings of \$2,592,000 in 2026-2027.

Option 2: Full-Day TK Class. TK program is capped at 360 TK students. TK would have two classes at nine designated sites. \$9,000 per student. Savings of \$3,240,000 in the 2026-2027 school year.

Option 3: Split-Day TK Class (AM/PM). TK program is capped at 720 TK students. TK would have 18 classrooms serving 40 students (20 AM & 20 PM). \$5,448 per student. Savings of \$2,557,440 for the 2026-2027 school year.

Middle School Electives

Option 1: 7th/8th grade students may opt for a 2nd elective (approx. 75%), 6th-grade students take one. Savings of \$2,160,000 for the 2026-2027 school year.

Option 2: All 7/8th students get two electives, 6th-grade students get one elective. Savings of \$1,560,000 for the 2026-2027 school year.

Option 3: Status Quo for 26-27. Savings of \$624,000 for the 2026-2027 school year.

Lunch Break

Total Points Entered From Form	TK Option 1: Half-Day TK Class. TK program is based on the number of enrolled TK students. All enrolled TK students attend half-day TK.	TK Option 2: Full-Day TK Class. TK program is capped at 360 TK students. TK would have two classes at nine designated sites.	TK Option 3: Split-Day TK Class (AM/PM). TK program is based on the number of enrolled TK students. TK would have classrooms serving 40 students (20 AM & 20 PM).	MS Option 1: 7th/8th grade students may opt for a 2nd elective (approx. 75%), 6th-grade students take one.	MS Option 2: All 7/8th students get two electives, 6th-grade students get one elective.	MS Option 3: Status Quo for 26-27.
100	20	0	30	10	35	5
100	30	0	20	50	0	0
100	25	0	25	50	0	0
100	10	30	10	10	30	10
100	0	0	60	40	0	0
500.0	17.0	6.0	29.0	32.0	13.0	3.0



POTENTIAL COST SAVINGS

Early Retirement

EARLY RETIREMENT INCENTIVE (SRP)

is a financial incentive to encourage employees to retire from service earlier than normal to achieve fiscal savings for the District.

THREE POINTS OF SAVINGS

Accelerating rate of **natural** retirement attrition.

1

Replacing the departing employee with **lower salaried employees**.

2

Eliminating **higher salaried** employees to reduce the number of positions otherwise needed to achieve savings.

3

EARLY RETIREMENT

Options

A SERP for 55 year+
who has worked for the
CUSD for 5 years and
60%.

1

Benefits for five years
for 55+ who has
worked for CUSD 5+
years. Will get benefits
for five years total.

2

EARLY RETIREMENT POTENTIAL COST SAVINGS

Number of eligible employees: **475**

- Across all employee groups: CEA, CSEA, SEIU, and MGMT
- Employed three hours or more
- Must retire from CUSD by June 30, 2026

Annual average savings: **\$1,136,772**

CUPERDOODLE

Review of Options

CuperDoodle

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23* Actual	2023-24 Actual	2024-2025** Actual	2025-2026*** Projection Actual
Beginning Fund Balance	\$ -	\$ (0)	\$ (0)	\$ (0)	\$ (0)	\$439,400	\$100,339	\$63,000
Revenue	\$464,780	\$1,113,594	\$646,612	\$1,241,256	\$2,353,451	\$2,624,577	\$2,467,411	\$2,294,432
Expense	\$464,780	\$1,113,594	\$646,612	\$1,241,256	\$1,914,052	\$2,963,639	\$2,504,750	\$2,357,432
Ending Fund Balance	\$ (0)	\$ (0)	\$ (0)	\$ (0)	\$439,400	\$100,339	\$63,000	\$ (0)

*Indirect costs and District Contribution were not expensed in 2018-2023 while the program was in start-up. In 2023-2024, Cuperdoodle paid back the Indirect Costs (2018-2024) and began making District Contributions.

**Expense includes \$170,008 Contribution to General Fund. Ending fund balance includes \$15,000 for playground repairs and \$48,000 a restatement of net pension liability (NPL).

***Expense includes \$351,090 Facility Use Costs. Expense includes \$63,000 Contribution to General Fund.

CUPERDOODLE

Options

Status Quo

1

Close the program at
end of the 2025-
2026 school year

2

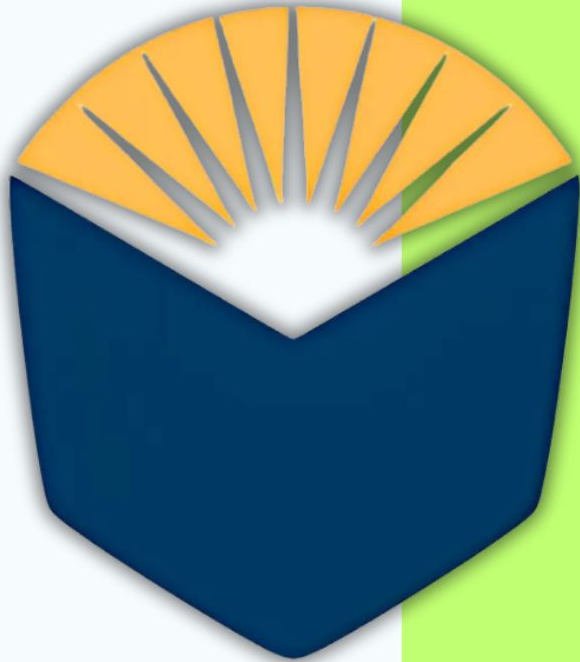
Continue status quo
or expand, pending
implementation of
TK options

3



BOARD POLICY UPDATES

October 30, 2025



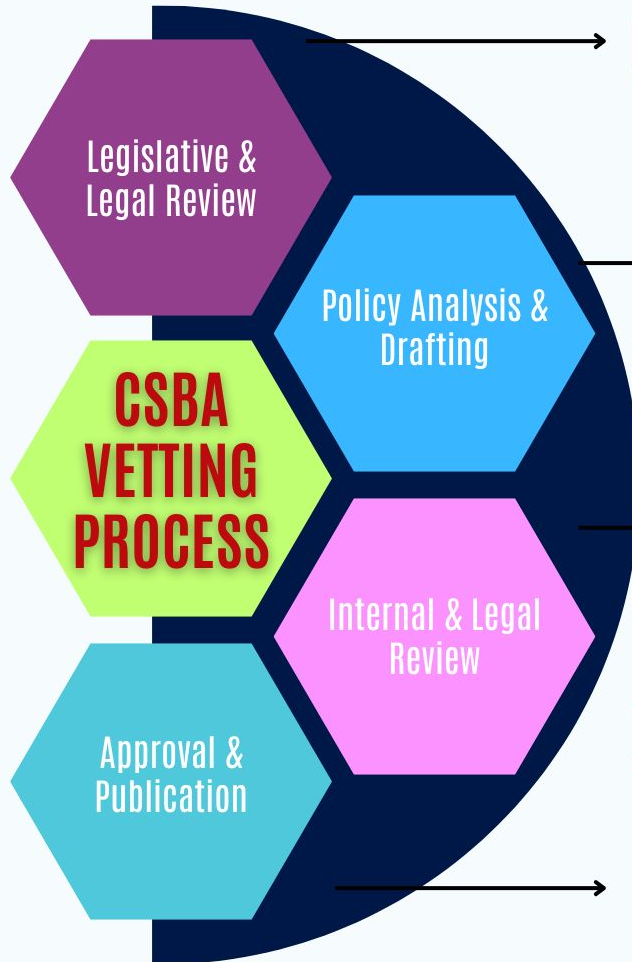
CSBA

California School Board Association

California School Boards Association (CSBA) policies are developed by legal and education experts who ensure they comply with current state and federal laws, educational standards, and best practices. CSBA provides districts with updated board policies based on any changes or new laws that may be introduced.

It is in the best interest of the District, Board, and staff to accept Board Policies as provided by the CSBA with nominal modifications to minimize legal risks, as these policies are crafted to withstand legal scrutiny, ensuring the District remains in compliance and avoids costly legal disputes. Additionally, using standardized policies fosters consistency across districts, simplifying training, implementation, and understanding among staff.

Extensive modifications to the CSBA sample policies, on the other hand, can introduce inconsistencies and potential legal vulnerabilities while also requiring additional time and resources to manage unique, District-specific policies.



1. Legislative & Legal Review

- Monitors changes in state and federal laws, court rulings, and regulatory guidance from agencies like CDE and OCR

2. Policy Analysis and Drafting

- CSBA policy consultants analyze new legal requirements and best practices &
- draft revisions or develop new policies based on statutory language, legal interpretations and educational considerations

3. Internal & Legal Review

- CSBA's policy and legal teams review draft policies to ensure clarity, compliance, and alignment with governance best practices

4. Approval & Publication

- finalized updates are approved by CSBA leadership and included in periodic policy update packets
- updates are published in GAMUT for subscribing districts and county offices
- policy update webinars for subscribers to provide opportunities to speak with their legal team directly

The screenshot shows the CUSD Board Policy Manual website. The page title is "CUSD Board Policy Manual". The table lists various policies with columns for Code, Title, Type, Last Revised Date, and Last Reviewed Date. The policies listed are:

	Code Q	Title Q	Type	Last Revised Date	Last Reviewed Date
0000. Philosophy, Goals, Objectives a...	0000	Vision	BP	04/10/2025	04/10/2025
1000. Community Relations					
2000. Administration	0100	Philosophy	BP	04/10/2025	04/10/2025
3000. Business and Noninstructional ...	0200	Goals For The School District	BP	04/10/2025	04/10/2025
4000. Personnel	0400	Comprehensive Plans	BP	04/10/2025	04/10/2025
5000. Students					
6000. Instruction	0410	Nondiscrimination In District Programs And Activities	BP	04/10/2025	04/10/2025
7000. Facilities	0415	Equity	BP	04/10/2025	04/10/2025
9000. Bylaws	0420	School Plans/Site Councils	BP	04/10/2025	04/10/2025
	0420	School Plans/Site Councils	AR	04/10/2025	04/10/2025
	0420.4	Charter School Authorization	BP	04/10/2025	04/10/2025

At the bottom of the table, there is a link: [Click here to perform a Search.](#)

EIGHT

BOARD POLICY UPDATES

- From the CSBA September 2025 Policy Update Packet
- Presented by Topic



POLICY NUMBERING SYSTEM

0000

Philosophy, Goals, Objectives
& Comprehensive Plans

1000

Community Relations

2000

Administration

3000

Business & Noninstructional
Operations

4000

Personnel

5000

Students

6000

Instruction

7000

Facilities

9000

Bylaws



CSBA SEPTEMBER 2025

UPDATE LIST

3000: BUSINESS AND NONINSTRUCTIONAL OPERATIONS

BP 3515 - **Campus Security**

BP 3515.4 - **Recovery for Property Loss or Damage**

5000: STUDENTS

BP 5113 - **Absences and Excuses**

BP 5113.12 - **District School Attendance Review Board**

BP 5141 - **Health Care and Emergencies**

BP 5141.4 - **Child Abuse Prevention and Reporting**

BP 5142 - **Safety**

9000: BYLAWS

BB 9011 - **Governance Standards**

Mandate: *policy required - directly imposed by state or federal law.*

Conditional Mandate: *policy required if the District meets certain conditions or participates in a specific program*



ATTENDANCE



Foundational Considerations & Principles:

- *School attendance is tied to learning, student success, and funding*
- *Too many absences threaten a student's foundation for learning*
- *Absences reduce access to learning opportunities*
- *Attendance is a key indicator correlated with high school graduation*

BP 5113 - Absences and Excuses

- Updated in conjunction with the accompanying AR, with minor revisions
- AR updated per AB 1884 to excuse student absences for time with any deployed immediate family member, regardless of deployment (previous requirement was deployment to a combat zone)

BP 5113.12 - District School Attendance Review Board

- Reflects AB 1939, which requires annual School Attendance Review Boards (SARB) consultation with diverse students for attendance and behavior insights
- Clarifies that SARB must adhere to Board Bylaws, state law, and County Office of Education (COE) SARB rules if applicable

BACK TO SCHOOL SAFETY



Foundational Considerations & Principles:

- *Safety of students and staff = foundational focus for school boards*
- *Students and staff need a safe and secure campus free from physical and psychological harm*
- *Safe school environment = fundamental to student learning and well-being*
- *Consistent monitoring ensures alignment, coherence, and compliance with safety-related laws and practices*
- *Safety-related policies impact everyone and implementation required effective communication and training*

BP 3515 - Campus Security

- Updated to reflect DHS' Behavioral threat Assessment and Management in Practice guide

BP 5141 - Health Care and Emergencies

- Clarifies that AEDs are authorized to be used at school sites
- Clarifies trauma kits requirements relating to annual location notification and training in the use of kits

BP 5141.4 - Child Abuse Prevention and Reporting

- Updated with the accompanying AR, with minor revisions (the AR was updated to (1) clarify “general neglect” excludes economic disadvantage and religious treatment, and (2) reflect AB 1913 that requires annual staff training on child abuse prevention)

BP 5142 - Safety

- Updated to move the section regarding student identification cards and safety information to AR

OTHER UPDATES



BP 3515.4 - Recovery for Property Loss or Damage

- Updated to reflect current parent/guardian liability limits for damages by their minor child(ren)
- Debt will not be collected for damages caused by homeless or foster students

BB 9005 - Governance Standards

- Board shall focus on strategic oversight and maintain a governance and fiduciary role versus day-to-day operations, which is the responsibility of management
- Updated with CSBA's Professional Governance Standards, covering governing board expectations and responsibilities for the board and individual members