



Pleasanton

UNIFIED SCHOOL DISTRICT

Report on Options for Budget Revenues/Reductions

January 16, 2025
Board of Trustees Meeting

Memorandum

To: Board of Trustees

From: Interim Superintendent Maurice Ghysels
Deputy Superintendent Ed Diolazo
Assistant Superintendent Ahmad Sheikholeslami
Assistant Superintendent Nimarta Grewal

Date: January 16, 2025

Re: Report on Options for Budget Reductions/Revenues

Table of Contents:

- A. [Executive Summary](#)
 - B. [Fiscal Background Information and Data](#)
 - C. [2024/25 Budget Reductions/Adjustments](#)
 - D. [Process to Identify Options for Budget Revenues/Reductions](#)
 - E. [Revenue Generating Options](#)
 - F. [Reduction Options Summary](#)
 - G. [Appendix: Reduction Options Analysis and Summary Data](#)
-

A. Executive Summary

PUSD revenues are not able to keep up with the District's rising expenditures. To maintain valued programs over the past four school years, the District used its reserves (savings) and one-time funds to pay its expenditures, which resulted in deficit spending. PUSD's unrestricted reserves are now projected to be below the required 3% at the end of this fiscal year (2024/25). To remain fiscally solvent and maintain local control, the District must make required reductions and/or find new revenues. The Board of Trustees affirmed their commitment on September 26, 2024 to the Alameda County Office of Education to ensure PUSD's fiscal solvency when the Board passed Resolution 2024-25.08.

The reductions will impact important resources of PUSD, including our valued staff and longstanding programs. However, to ensure the fiscal solvency of PUSD, reductions are necessary to keep PUSD under local control and to provide a quality education for our students, support our staff, and serve the families of our community.

Need for Reductions/Revenues

- PUSD is one of the lowest-funded unified school districts in California – ranking in the bottom 5%.
- Enrollment has declined by about 1 680 students since 2018/19, resulting in about \$18-19M of lost revenue.
- One-time COVID funds and grants have expired.
- Reserves (savings) have been used due to deficit spending and are below the 3% requirement.
- Costs have increased to meet the needs of students and as a result of inflationary pressures.
- Salary and benefits costs have increased to ensure we attract and retain talent.

In the Spring of 2024, the District made about \$8.1M of reductions and other budgetary adjustments for this school year (2024/25). The former Superintendent established a Budget Advisory Committee in May 2024 to assist with the reduction planning process for 2025/26. The committee was composed of community members and staff representing certificated, classified, and management.

Over a six-month period, the Budget Advisory Committee (BAC) met nine times and developed revenue and reduction options. Critical to developing the options was the creation of metrics and analysis tools to assess the impact of each reduction.

In addition to input from the BAC, the District sought direct input from PUSD staff, students, and the community, including parents/guardians and students, through more than 40 meetings, including a survey to gather feedback. The District received over 250 detailed responses.

The Executive Cabinet reviewed the data gathered and developed detailed reduction and revenue options. Each option was then analyzed to determine the impact of the reduction on the student experience, as well as on service to staff and community and compliance with regulations and statutory requirements. The resulting analysis for each option is presented for the Board's consideration. Note that each reduction item reflects impacts to both programs and to corresponding staffing, which are the result of an analytical review and not intended to be a reflection of the value or the performance of any individual certificated, classified, or management staff member, all of whom are integral members of the PUSD community.

Timeline

Staff will present options for revenues and reductions to the Board for discussion at a Regular Board meeting on January 16, a Special Board meeting on January 23, and a Regular Board meeting on January 30. At the January 16 Board meeting, the Trustees will review and determine the amount of total reductions they plan to implement for the 2025/26 school year. Based on input and direction from the Board on January 23 and

30, staff will bring to the Board an initial resolution for a Reduction in Force on February 13, 2025 to fulfill the statutory required layoff notification to staff by March 15, 2025.

During this time, the District will also develop the 2025/26 Budget based on the Board's direction on reductions, the most accurate and timely fiscal information, updated enrollment data for 2025/26, and any changes in State funding information. The final Reduction in Force resolution will be brought to the Board for action on May 8, 2025, and final layoff notices will be delivered before May 15, 2025. The 2025/26 Budget will be finalized and presented for Board discussion and action at two meetings in June 2025.

Negotiations and Reductions

The reduction options are presented to the Board with the acknowledgment that addressing these challenges will require a collaborative approach with our labor partners to find balanced solutions. Some reduction options will impact collective bargaining agreements and will necessitate negotiations as required by law, which will occur after the Board takes action on the Reduction Resolution. We are committed to engaging in productive discussions with our labor partners and remain open to exploring additional ideas to address the budget deficit effectively. Together, we can work toward solutions that support the district's financial health while prioritizing the needs of our students and staff.

Needed Reductions and/or Revenues:

To ensure District fiscal solvency in 2025/26 and maintain the required 3% reserve, PUSD will need to make a **minimum reduction of about \$5.56M in 2025/26 and another \$220K in 2026/27** based on the financial information from the First Interim Report. The estimated minimum reductions will fluctuate based on various financial data, including the State Budget for 2025/26, enrollment, and actual spending.

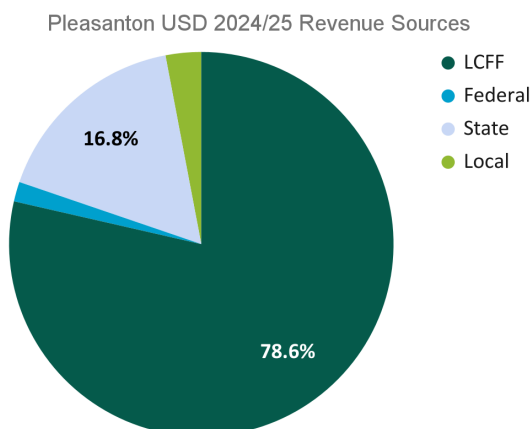
To achieve the **minimum 3% reserve** requirement, the First Interim includes:

- Revenues
 - 2025/26: Increase of \$1,000,000
 - 2026/27: Increase of \$350,000
- Reductions
 - 2025/26: Ongoing reductions placeholder of \$5,561,800
 - 2026/27: Ongoing reductions placeholder of \$222,466
- Reduction in LCAP/Grant/Restricted funded positions must be considered
- The Board may wish to consider setting a higher reduction goal for greater District resilience or budgetary options

B. Fiscal Background Information and Data

Revenues

The District heavily depends on State funding, with the Local Control Funding Formula (LCFF)/Property Tax making up 78.6% of total funding. Other state funding accounts for 16.8%, federal funding 1.7%, and local funding 3% (2024/25 First Interim Report).



Local Control Funding Formula

The LCFF is the state's equity-based funding formula that ensures a base funding level for all districts based on their average daily attendance and student demographics. Additional funding is allocated for students that meet specific criteria (English learners, students eligible for the free/reduced meals, foster youth, and unhoused students, referred to as the unduplicated pupil counts). PUSD's unduplicated pupil percentage (UPP) is about 16-17% of total enrollment, which only qualifies it for about \$5M of supplemental LCFF funding.

Before the LCFF formula (2012/13), the State's Revenue Limit and categorical funding model favored well-resourced school districts like PUSD. Under the old funding model, PUSD continued many programs using one-time monies or reserves even though its LCFF funding could not sustain that level of expenditure. With the cooling off of the State economy in 2023/24, the State is now focused on maintaining current funding and State-prioritized educational initiatives, resulting in less discretionary one-time funds to school districts. To learn more about how the LCFF funding works, click this link: <https://ed100.org/lessons/lcff>.

Below is the per-student funding under the LCFF model for 2024/25. This per-student funding formula is the same throughout California with no consideration of local cost of

living factors. This current funding model further impacts school districts like PUSD that serve communities in high-cost-of-living regions like the Bay Area, where salaries, services, and goods are more expensive.

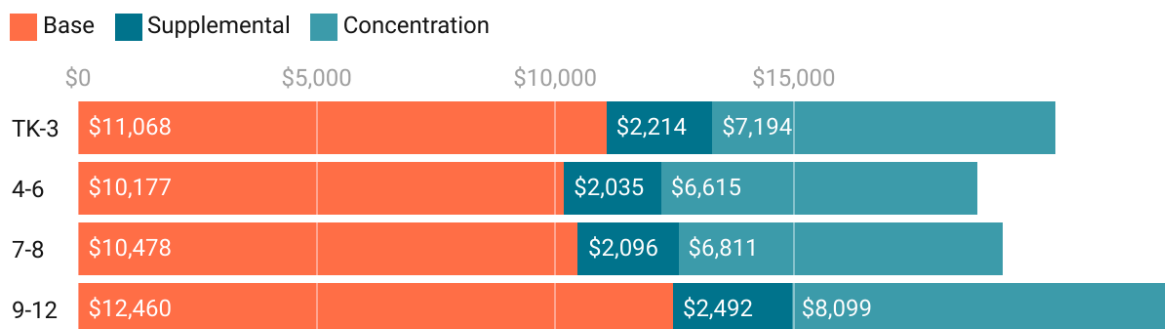
LCFF Per-Student Rates 2024-25

2024-25 enacted budget.

Base grant applies to all students.

Districts receive **Supplemental grants** for students with specific defined needs (such as learning English) and **Concentration grants** if a high percentage of students have defined needs.

All rates are based on students in attendance, not merely enrolled.

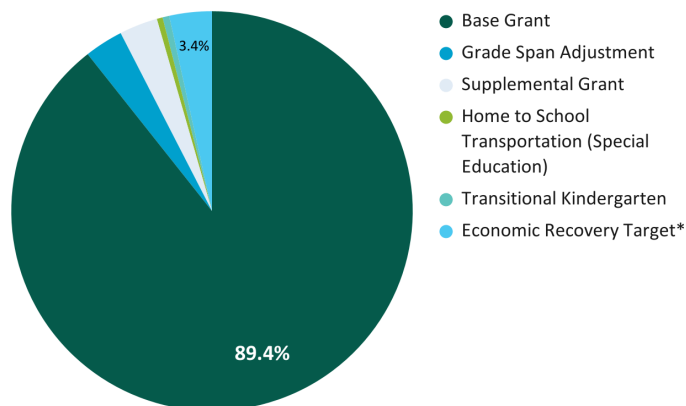


Transitional Kindergarten 2024-25 add-on rate per student in attendance (ADA): \$3,077

Chart: Ed100 Lesson 8.5 • Source: California Department of Education • Created with Datawrapper

Below is a breakdown of our LCFF funding based on the 2024/25 First Interim Report.

- Base Grant: \$145,516,768
- Grade Span Adjustment: \$5,067,768
- Supplemental Grant: \$5,029,526
- Home-to-School Transportation: \$758,990
- Economic Recovery Target: \$5,579,044
- Total: \$162,835,224



Other State Funding/Federal Funding

In PUSD, other important funding includes Special Education, Early Learning Opportunities Program, Lottery monies (1% of total revenues), Mandated Block Grants, and Proposition 28 Art and Music Grants. These “Other State” funds are targeted for specific programs and may be restricted. In the case of Special Education, the funds are insufficient to cover all costs and required contributions from the unrestricted general fund.

The District also receives about \$3.26M of federal funds to support Special Education and for Title I (primarily used to improve basic academic programs for economically disadvantaged students), Title II (aimed at improving the quality of teaching staff by funding professional development for teachers, principals, and other school leaders), and Title III (provides funding specifically for English Language Learner programs, including language instruction, teacher training, and family engagement activities). These funds are also restricted and must be spent on specific programs.

Local Revenues

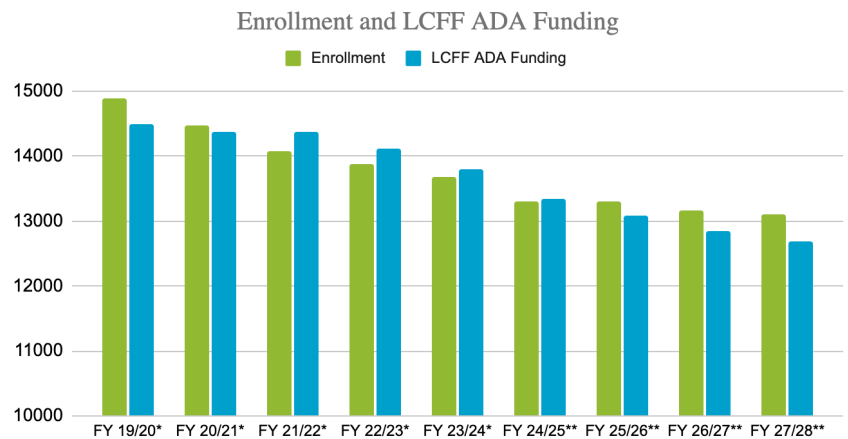
The final revenue source for school districts is local funding. In 2023/24 our total local funding was about \$10.7M of which \$6.1M were restricted. These funds include monies from the following sources:

- Leases/rentals
- Education Foundation/PPIE
- Donations
- Other Grants
- Parcel Taxes - PUSD has **no** parcel tax.

Declining Enrollment

The LCFF formula is driven by the average daily attendance (ADA). As part of the 2022/23 Enacted Budget, the State implemented an option to use the higher of a three-year rolling average ADA (prior three fiscal year ADA) or the prior or current year ADA, whichever was highest and most favorable to districts. Using the three-year rolling average is extremely helpful to declining enrollment in school districts like

PUSD. The State also held ADA at 2019/20 levels for two fiscal years due to COVID which helped increase the average. Since 2019/20, enrollment has declined by about 1,580 students. Our current TK-12 enrollment is about 13,300 students.



This declining enrollment results in less LCFF funding. In 2024/25 the declining enrollment and COLA of only 1.07% resulted in a loss of about \$3.3M in LCFF funding from the prior year.

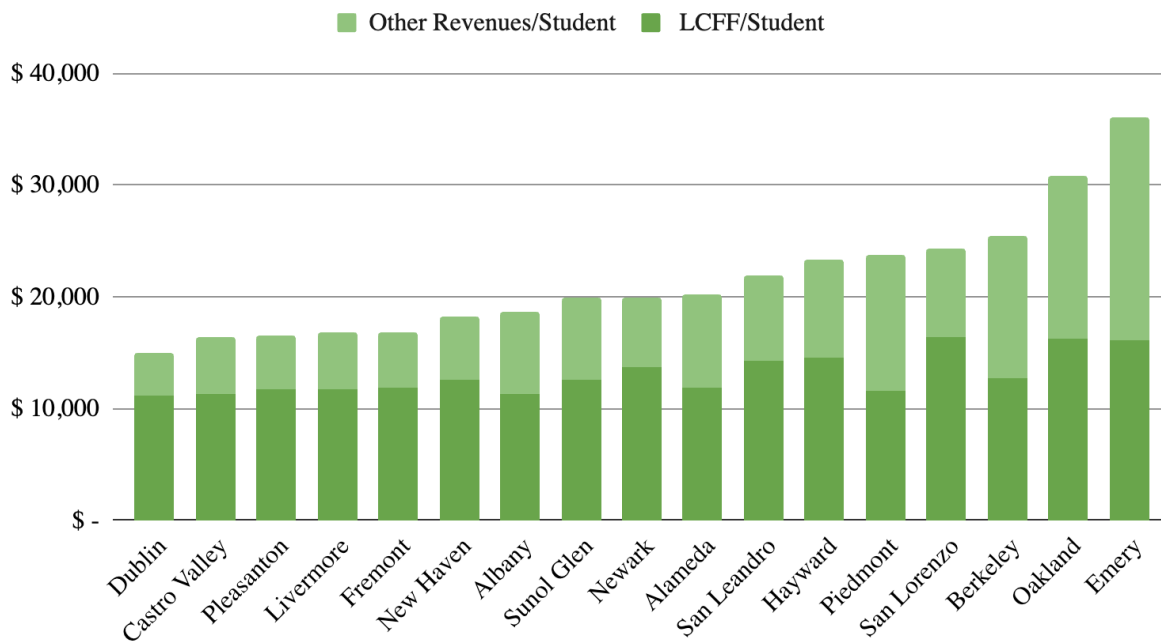
In the past several years, PUSD has been rightsizing classroom teacher staffing, but additional rightsizing will need to be achieved in other areas of staffing and

expenditures. In 2024/25 reductions were also made in management and classified positions. Options presented in this report look at all PUSD functions.

Summary of Revenue per Student

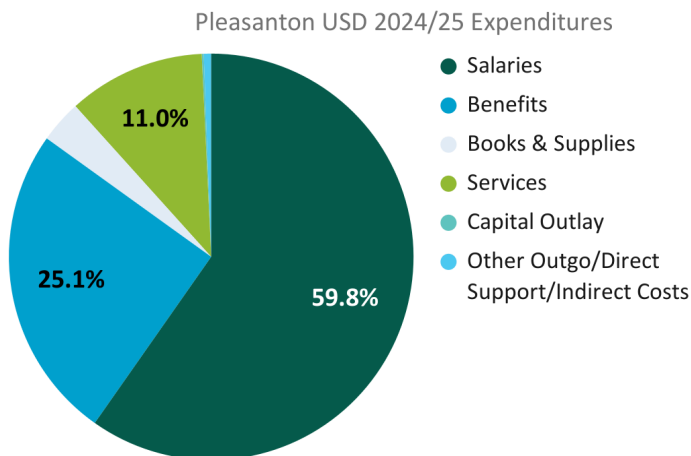
The chart below summarizes the per-student revenue for school districts in Alameda County. Both in LCFF and other revenues (State, Federal, and Local) PUSD ranks at the bottom 5% in State and 3rd from the bottom locally. Source: Ed-Data from 2022/23.

Revenue per Student - 2022/23



Expenditures

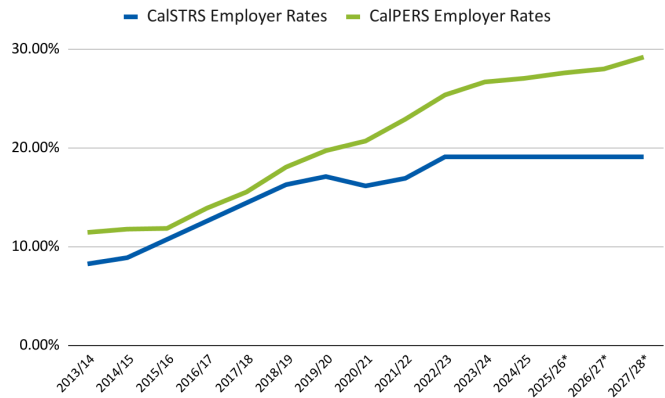
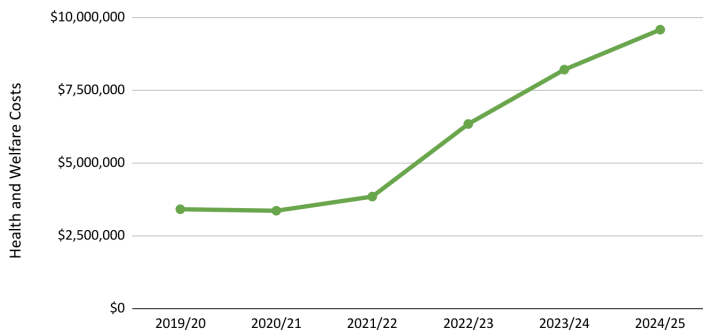
As of the 2024/25 First Interim Report, the District's total projected General Fund expenditures are \$215,454,516. About 84.9% of District expenditures are allocated to District personnel (salaries and benefits).



In the last six fiscal years, the District has seen rising costs in salaries and benefits, which represents 85% of all expenditures. To remain competitive and retain the best talent, salaries for certificated and classified staff have increased by

about 22.24% over the last six years. Healthcare costs have also been rising. The District increased its health benefits contribution to \$12,256 annually starting in January 2024. The district contribution to the CalSTRS and CalPERS pension programs has steadily increased over the last decade to 19.1% and 27.05%, respectively.

Health and Welfare Costs



The District has also increased its total number of staff in the last five years as a result of the pandemic and related impacts, grants and categorical programs, and educational and programmatic needs. In the areas of classroom teachers, classified staff, and some management positions, a level of rightsizing work occurred over the last few years. With the end of pandemic funds and several grant programs, it is now incumbent to review and rightsize staffing with current enrollment and the needs of the District. Below is a historical summary of staffing (positions) data.

| General Fund (Unrestricted and Restricted) Staffing (FTE)* | | | | | | | |
|--|---------------|---------------|---------------|---------------|---------------|---------------|-------------------------------|
| Fiscal Year | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 | % Change from 19/20 to 24/25* |
| Classified | 400.4 | 382.7 | 413.1 | 466.7 | 475.2 | 472.3 | 17.97% |
| Certificated | 809.0 | 795.3 | 796.2 | 779.1 | 781.3 | 753.3 | -6.89% |
| Management | 66.0 | 70.0 | 80.0 | 83.0 | 84.0 | 74.0 | 12.12% |
| Total Staff | 1275.4 | 1247.9 | 1289.3 | 1328.8 | 1340.5 | 1299.7 | 1.90% |
| Student Enrollment | 14,878 | 14,469 | 14,084 | 13,876 | 13,696 | 13,300 | -10.61% |

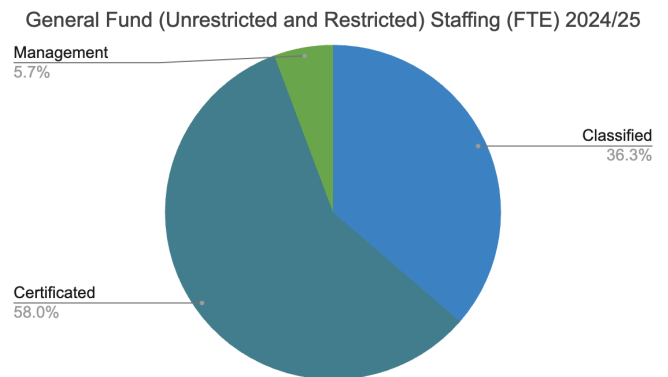
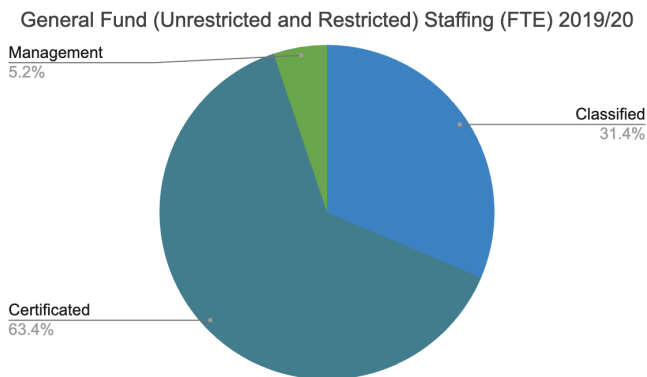
* Summary of Key Staffing Adjustments since 2019:

- Classified – Increased due to pandemic-related staffing needs
- Certificated – Decreased due to alignment with declining student enrollment
- Management – Net change reflects 8.0 FTE increase between 2019-2025 due to:

- 2019/20: Increased 5.0 FTE at sites (Elementary VPs, Middle School VPs, Alternative Ed VP, and High School Coordinators)
- 2020/21: Increased 4.0 FTE in districtwide COVID support (Pandemic Coordinator, Risk Management Coordinator, Innovation & Distance Learning Coordinator, and Technology Services Coordinator)
- 2021-2024: Reclassified 9.0 certificated[^] FTE to management (Program Supervisors and Behavior Program Managers)
- 2024/25: Reduction of 10.0 FTE through planned management reductions and strategic attrition

[^]Negotiated with Certificated bargaining unit

Summary of breakdown of staffing in 2019/20 and 2024/24:



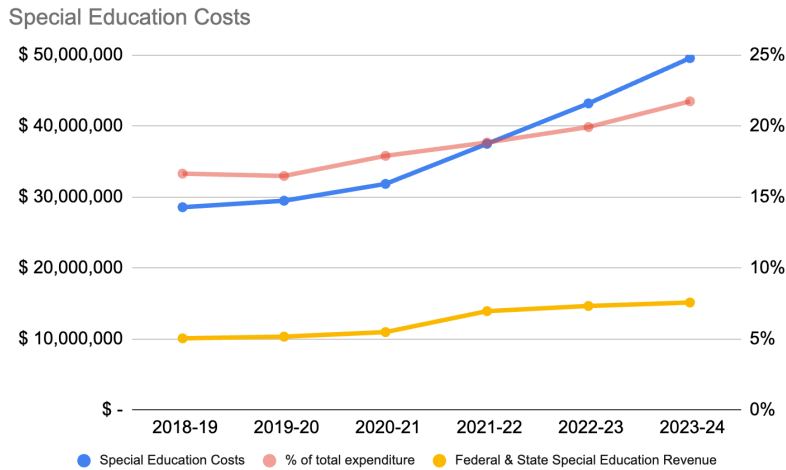
Rising Costs

- **Special Education**

Similar to most school districts in the State, PUSD has seen an increase in special education costs since the pandemic. These increased costs are from both the additional needs/services that may have arisen due to remote learning and the lack of staffing that has increased the cost and reliance on contracted services. PUSD is actively working to reduce the reliance on contracted services, but more work is needed in this area.

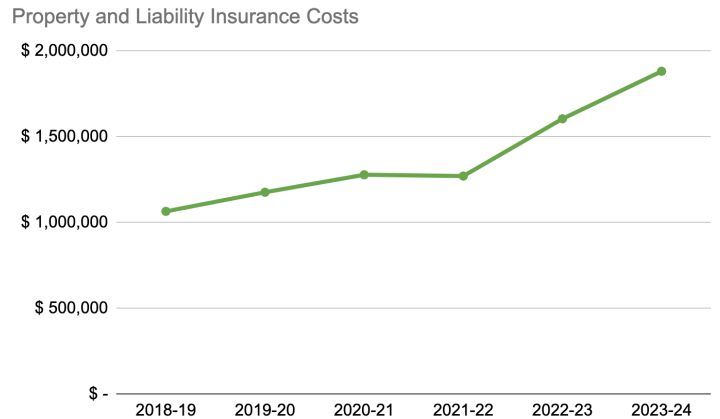
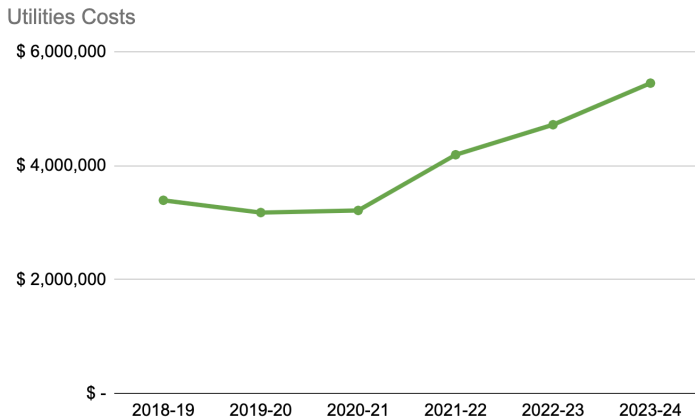
It is important to note that special education programs are mandated services governed by Federal and State laws under the Individuals with Disabilities Education Act (IDEA). These laws are implemented through each student's individualized education plan (IEP) where teams of educators and parents/guardians develop goals and services for each student eligible for special education. Due to the nature of the legally mandated services agreed upon in IEPs, the District cannot make standard reductions across the special education program as a whole. Instead, PUSD will continue to analyze the special education program annually for efficiency and adjust the program

delivery due to service needs rather than budgetary restrictions. Along with the impacts of the pandemic, special education has historically been underfunded by both Federal and State dollars, leading to a high reliance on local district funds to cover the costs of the program. Below is a graphical representation of increased special education costs.



● **Goods and Services**

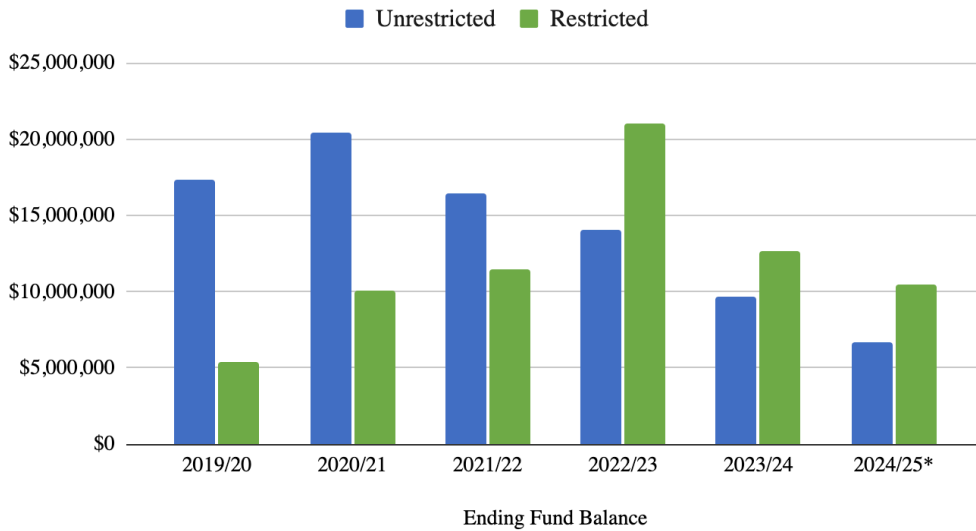
With inflationary pressures on supplies and materials since the end of the pandemic, we have seen increased costs to purchase essential school supplies and materials. Additionally, we have experienced increased costs in utilities and insurance (property and liability).



Historical Ending Fund Balance

To maintain our programs and to protect our students from the impacts of pandemic-related learning loss, the district relied on the use of one-time funds and unrestricted reserves, as shown in this graph, which shows the ending fund balances. The structural deficit has been eroding our unrestricted reserves. These funds are one-time in nature. Restricted reserves are also being spent down on allowable expenditures.

Historical Ending Fund Balance



C. 2024/25 Budget Reductions/Adjustments

In November 2023, the State began to indicate that their revenues were below projections as the State economy cooled after the pandemic bounce. Estimates for the COLA adjustment for 2024/25 were revised downward significantly. The final 2024/25 COLA adjustment was 1.07%. Recognizing this shift and expecting further losses of LCFF funding from declining enrollment, PUSD began to plan for reductions in December 2023 to meet the required timeline to notify staff of reductions for 2024/25. Staffing adjustments included management reductions, rightsizing of classroom teachers, and reductions in classified positions. Other reductions were made in the goods and services area for an estimated total reduction of about \$8.1M.

| 2024/25 Reductions <i>Reductions underwent an expedited implementation process and were incorporated into the 2024/25 Budget</i> | FTE* | Estimated Savings |
|---|--------------------|----------------------|
| Management Reduction Districtwide and Site based: Rightsizing: (5.0 FTE) -Special Education Program Supervisor -Combine Village VP and Coordinator Summer School & Intersession into 1 FTE -Fiscal Services Coordinator -Technology Coordinator -HR Coordinator Strategic Attrition: (3.0 FTE) -Assistant Superintendent, Teaching & Learning -1 VP at elementary level (Mohr and Hearst share VP) -Coordinator of Early Literacy and Numeracy <i>^While APT and CSEA received 10% salary increases in 2023/24, management staff received only a 3.1% raise and Executive Cabinet declined a compensation increase. Those additional savings are not reflected here.</i> | 8.0 FTE | \$1.78M [^] |
| Rightsizing of Teaching Staff with enrollment: -Classroom Teachers (31.23 FTE) and English Language Development sections (2.2 FTE) | 33.43 FTE | \$4.5M |
| Rightsizing of Counseling Staff with enrollment | 3.0 FTE | \$405K |
| Classified Reduction in Force: -Parent Liaison -Executive Secretary -Health Services Assistant -HR Tech II -Purchasing Specialist -Library Media hours -Paraprofessional hours | 13.84 FTE | \$915K |
| Other Reductions: -Department/Site Budget reductions of 10% -Substitute rates -Designated substitutes -Contracted services | | \$515K |
| TOTAL | ~ 58.27 FTE | \$8.1M |

In addition to the reductions above, other budget adjustments were made in 2024/25 to ensure PUSD's fiscal solvency and maintenance of the required 3% reserves. These adjustments included the following:

- Revenue from Kids Club into the General Fund: \$1,500,000
- Use of one-time Art, Music, and Instructional Materials Discretionary (AMIM) Block Grant: \$3,000,000
- Revenue from CERBT Trust Fund: \$500,000

D. Process to Identify Options for Budget Revenues/Reduction

Recognizing the magnitude of the reductions/revenues needed to ensure fiscal solvency beyond 2024/25, the Superintendent and Board created the Budget Advisory Committee (BAC) in the spring of 2024 to assist the Superintendent in developing options for revenues/reductions. The BAC included 12 members from the community and staff representing certificated, classified, and management. Each board member selected one community member to serve on the committee. Members of the Executive Cabinet and the Executive Director of Fiscal Services also supported the committee. The committee met over nine times and reported their progress to the Board in September 2024. Details of the committee's work were shared with the public on a dedicated [webpage](#).

Budget Advisory Committee Work

The BAC did a deep dive into the District's finances and spent significant time developing detailed metrics and tools to rank the reduction options. The BAC developed detailed metrics and tools to rank the reduction options as follows:

Metrics to Evaluate Rightsizing Options

1. How will the option impact student learning and the emotional well being of students?
2. How will the option impact the quality of education, including instructional effectiveness, curriculum integrity, and access to learning resources? Consider the impact on the overall student experience, including extracurricular and engagement opportunities.
3. How will the option disproportionately impact student subgroups (unduplicated*, special education, or designated student groups)?
4. How will the option impact staff, staff retention, and staff wellbeing?
5. How will the option increase liability to the district (unintended/indirect)?

METRIC (0-3 point) **0=no impact** **1=little impact** **2=moderate impact** **3=significant impact**

** Students who qualify for the Federal Free or Reduced Lunch Program, English Learners, and Foster or Unhoused Youth*

Results from Analyzing Identified Rightsizing Areas by the Metrics

| Rightsizing Area <i>Sorted by Total Impact Score</i> | METRIC (0-3 point) 0=no impact 1=little impact 2=moderate impact 3=significant impact | | | | | Total |
|---|---|----------|----------|----------|----------|-------|
| | Metric 1 | Metric 2 | Metric 3 | Metric 4 | Metric 5 | |
| Services and Operations | 1 | 1.5 | 0 | 2 | 1 | 5.5 |
| Materials and Supplies | 2 | 2 | 0 | 2 | 0 | 6 |
| Induction Program | 1 | 2 | 2 | 5 | 1 | 11 |
| Educational Option Programs | 4 | 3 | 4 | 3 | 3 | 17 |
| Curriculum and Instruction Initiatives/PD | 4 | 4 | 5 | 3 | 3 | 19 |
| Districtwide Administrators (DO) | 3 | 4 | 5 | 3 | 5 | 20 |
| Site Support Services | 6 | 6 | 4 | 3 | 2 | 21 |
| Summer School | 5 | 5 | 6 | 2 | 4 | 22 |
| Districtwide Support Services | 3 | 4 | 7 | 6 | 5 | 25 |
| Teachers on Special Assignment | 5 | 5 | 6 | 6 | 3 | 25 |
| Operational Services | 5 | 6 | 3 | 6 | 6 | 26 |
| Secondary School Electives and Programs | 8 | 9 | 6 | 6 | 2 | 31 |
| Technology Support Services | 7 | 8 | 6 | 7 | 4 | 32 |
| Prior PUSD Reduction Strategies | 7 | 7 | 6 | 8 | 4 | 32 |
| Site Administrative Support (VP/Coord) | 6 | 7 | 8 | 6 | 7 | 34 |
| Elementary Specialist | 9 | 9 | 7 | 7 | 4 | 36 |
| Mental Health and Family Support Services | 8 | 7.5 | 9 | 7 | 7 | 38.5 |

The Superintendent also identified three criteria areas to identify the impacts and effects of the options. These included the following:

- Preserve Classroom and Front Lines
 - Experience of the Student
 - Supporting front line educators
- Maintain Service and Compliance
 - Remain in compliance with laws, regulations, and requirements
 - Maintain a minimum level of "customer service"
 - Economies of scale
- Re-think and Re-imagine Opportunities
 - Design change at the school site
 - Look at goals
 - How can goals be met in different ways?

Results from Analyzing Rightsizing Areas by Impact to Classroom

| Rightsizing Area <i>Sorted by Classroom Impact</i> | Classroom Impact | Service/ Compliance |
|--|-------------------------|----------------------------|
| Materials and Supplies | 3 | 3 |
| Induction Program | 3 | 4 |
| Curriculum and Instruction Initiatives/PD | 3 | 5 |
| Services and Operations | 3 | 6 |
| Districtwide Administrators (DO) | 3 | 6 |
| Districtwide Support Services | 3 | 6 |
| Summer School | 4 | 4 |
| Teachers on Special Assignment | 5 | 3 |
| Educational Option Programs | 5 | 3 |
| Site Support Services | 6 | 5 |
| Operational Services | 6 | 6 |
| Technology Support Services | 7 | 6 |
| Mental Health and Family Support Services | 7 | 6 |
| Prior PUSD Reduction Strategies | 7 | 6 |
| Site Administrative Support (VP/Coord) | 7 | 7 |
| Middle School Electives and Programs | 8 | 3 |
| High School Electives and Programs | 8 | 3 |
| Elementary Specialist | 9 | 6 |

Results from Analyzing Rightsizing Areas by Impact to Service/Compliance

| Rightsizing Area <i>Sorted by Service/Compliance</i> | Classroom Impact | Service/ Compliance |
|--|-------------------------|----------------------------|
| Materials and Supplies | 3 | 3 |
| Teachers on Special Assignment | 5 | 3 |
| Educational Option Programs | 5 | 3 |
| Middle School Electives and Programs | 8 | 3 |
| High School Electives and Programs | 8 | 3 |
| Induction Program | 3 | 4 |
| Summer School | 4 | 4 |
| Curriculum and Instruction Initiatives/PD | 3 | 5 |
| Site Support Services | 6 | 5 |
| Services and Operations | 3 | 6 |
| Districtwide Administrators (DO) | 3 | 6 |
| Districtwide Support Services | 3 | 6 |
| Operational Services | 6 | 6 |
| Technology Support Services | 7 | 6 |
| Mental Health and Family Support Services | 7 | 6 |
| Prior PUSD Reduction Strategies | 7 | 6 |
| Elementary Specialist | 9 | 6 |
| Site Administrative Support (VP/Coord) | 7 | 7 |

In addition to the work of the BAC, district leadership presented the current fiscal challenges of PUSD and work of the BAC to the community and staff in over 40 meetings and presentations in person and virtually. Information was shared through various communication tools, including a dedicated [webpage](#), social media, and email. A simple survey was shared with the community and staff, which resulted in gathering over 250 detailed inputs related to revenues and reductions.

Input from Staff and Community

The District received over 250 inputs with over 21,000 words from diverse sources, including community members and staff. Using generative AI tools to assist, the Executive Cabinet organized and presented the data by theme, priority, and frequency.

1. District Office (DO) Staffing and Operations

- Reduce administrative positions and salaries, especially roles added during COVID
- Downsize or rent out the new district office; move back to the old office
- Eliminate redundant roles and cut non-essential expenses (e.g. stipends, travel, car allowances)
- Audit and streamline DO responsibilities to identify inefficiencies

2. Facility Optimization and Rentals

- Rent out gyms, fields, and classrooms for community use
- Close or consolidate underutilized school sites
- Expand solar panel installations and energy-efficient infrastructure
- Use high school stadium lights as cell towers to generate income

3. Protecting Classroom Resources and Programs

- Avoid cuts to elementary teachers, counselors, and librarians
- Maintain manageable class sizes, especially in elementary schools
- Preserve essential enrichment programs like music, science, and physical education

4. Revenue Generation Through Community Programs

- Expand Kids Club and after-school programs to meet demand and gradually increase fees
- Introduce pay-for-use enrichment programs (e.g. STEAM, arts, athletics)
- Pass a parcel tax to secure long-term funding
- Offer summer school and tutoring programs with affordable options for low-income families

5. Curriculum and Program Management

- Reuse or avoid purchasing unnecessary materials (e.g. unused workbooks, outdated programs like CogAT)
- Delay non-essential new curriculum adoptions
- Eliminate or reassess low-impact programs (e.g. Pleasanton Virtual Academy, RISS, Summer School)

6. Energy and Operational Efficiency

- Implement energy-saving policies (e.g. turn off HVAC and electronics during breaks)
- Hire an energy specialist for cost-saving audits
- Use drought-resistant landscaping and artificial turf to reduce water and maintenance costs

7. Staffing Adjustments and Retention

- Offer early retirement incentives to reduce high-end salaries
- Avoid teacher layoffs and focus on maintaining class sizes
- Consider voluntary furlough days to distribute financial impact evenly

8. Community Engagement and Support

- Engage community volunteers for landscaping, tutoring, and extracurricular programs
- Seek corporate sponsorships for school improvements and events
- Host community fundraising events to support budget needs

9. Specialized Program Cuts

- Scale back non-essential programs like professional development and travel
- Reduce library and wellness center hours where feasible
- Evaluate intervention roles (e.g. RISS, IS) for potential reductions or consolidation

10. Miscellaneous Ideas

- Increase fees for parking and traffic violations on school campuses
- Explore creative partnerships with local businesses
- Consider teacher housing developments using district-owned properties

Evaluation of Programs/Options by Cabinet Work

The Executive Cabinet reviewed all of the data gathered above to perform an analysis of the programs and operations in each District Division and across all schools and programs in PUSD to determine the impact of each reduction on the student experience. Also considered was the impact on service to staff and community and compliance with regulations and statutory requirements. The resulting analysis for each reduction option is presented for the Board's consideration. Additionally, the Executive Cabinet looked at the reductions strategically to ensure the organization could continue to flourish even after the necessary reductions are implemented. The following considerations were included in our analyses and assessments:

1. Minimizing Impact on Students/Classrooms
2. Compliance and Service
3. Cost Benefit Analysis
4. Risk Assessment
5. Teaching, Learning, and Equity Considerations
6. Restoration Feasibility
7. Alignment with Change Management Theory

The strategic thinking behind our work is summarized below.

Change Management Theory and Strategy

Decentralized Planning and Iterative Change in PUSD

Facing significant financial challenges, PUSD must rethink its operational strategies to align with its Mission, Vision, and Goals. Emphasizing decentralized planning and iterative change management empowers teachers and site administrators to drive innovation and improvement. As such, the individuals closest to the classroom experience are well-positioned to address local challenges, foster responsiveness, and align decision-making with the District's overarching goals. By shifting more leadership to the site level, PUSD can enhance ownership, motivation, and creativity while ensuring relevant and impactful changes.

Empowering Leadership and Driving Sustainable Change

Decentralized planning promotes responsive and tailored solutions, enabling site leaders to act swiftly and innovatively. Iterative change management complements this by focusing on incremental, data-driven improvements rather than sweeping top-down directives. Small-scale testing of prototypes mitigates risks, while continuous feedback loops ensure strategies remain effective and adaptive. This approach fosters greater buy-in from teachers and administrators, who feel empowered to lead and solve problems close to their origins. Successful initiatives can then scale district-wide, optimizing resource allocation and creating consistency in instructional practices.

Cultivating Collaboration and Accountability

To maximize impact, PUSD will need to continue investing in teacher and site administrator development, fostering leadership and collaborative networks that facilitate sharing best practices. Recognition and support from the District Office are vital for empowering educators to innovate while staying aligned with PUSD's goals. Decentralized systems also enhance accountability by providing visibility into performance measures at the site level, allowing schools to tailor strategies within the broader framework of District objectives. This mixed-method approach integrates qualitative insights with quantitative data, offering a holistic view of teacher and student experiences.

Aligning with PUSD's Mission and Vision

Decentralized and iterative strategies are essential for advancing PUSD's commitment to educational excellence and equity. By leveraging these approaches, the District can maintain high standards despite financial constraints, foster stronger community connections, and ensure solutions are customized to local needs. This shift positions PUSD as a resilient and forward-thinking educational system, equipped to empower all learners to reach their full potential while navigating complex challenges with innovation and purpose.

E. Revenue Generating Options

One way to offset being a low-funded LCFF school district is by increasing funding from local sources. The BAC committee developed a long list of revenue options. Staff then analyzed these options to determine which revenue options would be practicable to implement over the next two fiscal years. Below is the list of the options. The First Interim Budget incorporated the most reliable revenues into the multi-year budget.

| Item | Description | 2025/26 Target | 2026/27 Target | Comments |
|--------------|--|--------------------|------------------|---|
| 1 | Increase revenues from facility use | \$200,000* | \$100,000* | Increase rates, open more spaces to community, advertise availability of spaces to various organizations and community. In 2023/24 the revenues were \$560K. |
| 2 | Lease the stadium lights for cellular reception | | \$42,000 | AT&T has approached PUSD to install a tower at AVHS. The District would also like to add one at FHS. Each lease is estimated at \$42,000. |
| 3 | Rent more space at the District Office | | \$132,000 | Lease out 5000 SF in the office to increase rental. Possibly 26/27. |
| 4 | Expand Kids Club and summer enrichment programs | \$500,000* | \$250,000* | Increase rates, open more spots in the morning and afternoon, and expand summer programs. Currently the program is bringing the GF \$1.5M, annually. |
| 5 | Reduce water consumption | \$50,000 | | Convert 3 MS fields to synthetic, reduce grass areas in front of schools to drought tolerant plants and drip irrigation. |
| 6 | Reduce energy consumption | \$50,000 | \$50,000 | Complete energy efficiency project earmarked in the Measure 11 projects. |
| 7 | Increase enrollment in PVA with out-of-district students | \$130,000 | | Increase out of district student enrollment by 20% or 15 students. |
| 8 | Increase lease revenue | \$400,000* | | Pay off the COP fully and increase estimated revenues into the general fund from the new district office. The budget currently assumes \$500K revenues starting in 2025/26. |
| 9 | Add revenue from advertisement and facility naming | \$25,000 | | |
| 10 | Increase TK enrollment | TBD | TBD | Campaign to get families to enroll in TK program. |
| 11 | Grants - various | TBD | | SLPC Grant (\$393,000); Grants may be restricted and require new expenditures. Offset costs of counselors and other mental health support with Medical Billings. |
| 12 | Increase attendance | TBD | | Educate parents on the importance of attendance. Every pupil day claimed toward ADA is worth more than \$78. |
| TOTAL | | \$1,355,000 | \$574,000 | |

* Factored into the multi-year budget

Beyond these options, the Board should consider and plan for more significant and long-term local funding sources. These other options will take 2-4 years to implement. PUSD is one of the few Bay Area school districts located in an affluent community without a Parcel Tax. The BAC and staff have identified the following two major sources of significant local funding that must be considered to ensure long-term fiscal solvency:

- **Parcel Tax (District or Community Initiated)**
 - Over 70 districts in the Bay Area have a parcel tax to support their local schools.
 - Every \$50/parcel can raise \$1M in annual revenue.
 - Exemptions for seniors age 65+ or those receiving Social Security Disability Insurance benefits regardless of age.
- **Leveraging District Assets**
 - Use District property on First and Bernal to generate revenue – either through the sale and purchase of a revenue-generating property or through a lease arrangement.

F. Reduction Options Summary

The Executive Cabinet reviewed data gathered from the Budget Advisory Committee and all PUSD educational partners to develop detailed reduction and options. Each option was then analyzed to determine the impact of the reduction on the student experience, as well as on service to staff and community and compliance with regulations and statutory requirements. The results are presented here for the Board's consideration as a detailed list of reduction options, followed by an analysis and summary of each option in the appendix.

A **rating system** was developed to indicate how a reduction may in general impact our students' experience or district service and compliance:

GREEN = Limited impact **YELLOW** = Moderate Impact **RED** = Significant Impact

NOTE: Green ratings do not indicate that a reduction is easy or preferable. Red ratings do not indicate that a reduction should not be considered. The ratings are subjective evaluations of the impact of each reduction on the classroom or on PUSD service and compliance.

Reduction Options List Annotations:

| Item ¹ | Reduction Area ² | Savings Type ³ | Impacted FTE ⁴ | Est Cost Savings 2025/26 ⁵ | Est Cost Savings 2026/27 ⁶ | Weight ⁷ | Classroom Impact ⁸ | Service/ Compliance ⁹ | Negotiable ¹⁰ |
|-------------------|-----------------------------|---------------------------|---------------------------|---------------------------------------|---------------------------------------|---------------------|-------------------------------|----------------------------------|--------------------------|
|-------------------|-----------------------------|---------------------------|---------------------------|---------------------------------------|---------------------------------------|---------------------|-------------------------------|----------------------------------|--------------------------|

- Item** – indicates the slide (by alpha letter) that details the cost and impact analysis for each reduction
- Reduction Area** – broad categories developed by the BAC with the detailed list of individual reductions
- Savings Type** – indicates if the reduction item results in LCAP, grant-funded, or one-time savings; all other savings are ongoing General Fund
- Impacted FTE** – FTE decreased due to this reduction
- Est Cost Savings 2025/26** – savings estimated from this reduction for the 2025/26 fiscal year
- Est Cost Savings 2026/27** – savings estimated from this reduction for the 2026/27 fiscal year
- Weight** – evaluation of reduction based on impact metrics: **1 = Limited** **2 = Moderate** **3 = Significant**
- Classroom Impact** – impact of this reduction on the student experience
- Service/Compliance** – impact of this reduction on the district's ability to maintain service or compliance
- Negotiable** – reduction requires negotiations with APT and/or CSEA (✓)

PUSD Reduction Options List

| Item | Reduction Area | Savings Type | Impacted FTE | Est Cost Savings 2025/26 | Est Cost Savings 2026/27 | Weight | Classroom Impact | Service / Compliance | Negotiable |
|---|---|--------------|--------------|--------------------------|--------------------------|--------|------------------|----------------------|------------|
| Materials and Supplies | | | 0 | \$86,000 | | | | | |
| a | Reduce Department and Site budgets | | | \$86,000 | | 1 | | | |
| Services and Operations | | | 0 | \$570,000 | | | | | |
| b | Reduce Special Ed consulting services by recruiting and hiring in-house staff | | | \$500,000 | | 1 | | | |
| b | Reduce Department Travel and Conference budgets by 10% | | | \$22,000 | | 1 | | | |
| g | Reduce Superintendent's Office budget for communication tools | | | \$48,000 | | 1 | | | |
| Districtwide Administrators (DO) | | | 6 | \$1,381,900 | | | | | |
| c | Reduce Superintendent work year by 4 days | One-time | | \$8,900 | | 1 | | | |
| c | Reduce Executive Cabinet work year by 3 days | One-time | | \$14,000 | | 1 | | | |
| c | Reduce Extended Cabinet work year by 2 days | One-time | | \$40,000 | | 1 | | | |
| c | Reduce Remaining Leadership staff work year by 1 day | One-time | | \$64,000 | | 1 | | | |
| d | Reorganize Fiscal Services - Reduce 1.0 FTE; Consolidate duties for Coordinator Purchasing with Coordinator Fiscal (vacant) and reclassify as "Coordinator III Fiscal Services" | | 1 | \$150,000 | | 1 | | | |
| d | Reduce 1.0 FTE Coordinator Technology (vacant) | | 1 | \$220,500 | | 1 | | | |
| e | Reduce 1.0 FTE HR Coordinator Leaves/Benefits/Risk (vacant) | | 1 | \$221,000 | | 1 | | | |
| e | Reduce 1.0 FTE HR Coordinator Title IX/Compliance (vacant) | | 1 | \$206,500 | | 1 | | | |
| f | Reduce 1.0 FTE Coordinator Student Services (vacant) | | 1 | \$204,000 | | 1 | | | |
| f | Reduce 1.0 FTE Special Ed Program Supervisor (vacant) | | 1 | \$177,000 | | 1 | | | |
| f | Reorganize Curriculum & Instruction - Reclassify Senior Director III Research & Evaluation position as "Coordinator III Assessment & Accountability" | | | \$36,000 | | 1 | | | |
| g | Reorganize Superintendent's Office - Reclassify Director I Communication to "Communications Manager"; Reclassify Executive Assistant to Superintendent as "Executive Assistant to Superintendent & Board" | | | \$40,000 | | 1 | | | |
| Site Administrative Support | | | 5 | \$1,000,000 | | | | | |
| h | Reduce 1.5 FTE Elementary Vice Principals | | 1.5 | \$276,000 | | 1 | | | |
| h | Reduce 1.5 FTE MS Vice Principals (1 vacant position) | | 1.5 | \$290,000 | | 2 | | | |
| h | Reduce 2.0 FTE HS Vice Principals | | 2 | \$414,000 | | 2 | | | |
| h | Reduce HS Coordinators of Operations work year from 220 days to 210 days | | | \$20,000 | | 1 | | | |
| Districtwide Support Services | | | 8 | \$963,500 | | | | | |
| i | Reduce 1.0 FTE Purchasing Specialist II | | 1 | \$127,500 | | 1 | | | |
| i | Reduce 0.25 FTE each Accounts Specialist Payable/Receivable | | 0.5 | \$57,500 | | 1 | | | |
| i | Reduce 1.0 FTE Administrative Secretary District (Operations) | | 1 | \$120,000 | | 1 | | | |
| i | Reduce 1.0 FTE Executive Secretary (Human Resources) | | 1 | \$116,500 | | 1 | | | |

PUSD Reduction Options List

| Item | Reduction Area | Savings Type | Impacted FTE | Est Cost Savings 2025/26 | Est Cost Savings 2026/27 | Weight | Classroom Impact | Service / Compliance | Negotiable |
|---------------------------------------|--|--------------|--------------|--------------------------|--------------------------|--------|------------------|----------------------|------------|
| i | Reduce 1.0 FTE Human Resources Analyst (vacant) | | 1 | \$134,000 | | 1 | | | |
| i | Reduce 1.0 FTE Executive Secretary (Curriculum & Instruction) | | 1 | \$121,000 | | 1 | | | |
| i | Reduce 0.5 FTE Administrative Secretary District (Student Services) | | 0.5 | \$57,000 | | 1 | | | |
| i | Reduce 1.0 FTE Administrative Secretary District (Special Education) | | 1 | \$105,000 | | 1 | | | |
| g | Reorganize Superintendent's Office - Reduce 1.0 FTE; Consolidate duties for Communication Specialist with Receptionist and reclassify as "District Service Specialist" | | 1 | \$125,000 | | 1 | | | |
| Site Support Services | | | 17.42 | \$1,538,100 | | | | | |
| j | Reduce 0.5 FTE each School Secretary I (Attendance) at Elementary sites | | 4.5 | \$405,000 | | 1 | | | |
| j | Reduce 1.5 FTE MS School Secretary I | | 1.5 | \$133,000 | | 1 | | | |
| j | Reduce 2.0 FTE HS School Secretary II | | 2 | \$171,500 | | 1 | | | |
| j | Reduce 7.5 FTE Reading Intervention Support Specialist at Elementary sites | LCAP | 7.5 | \$610,000 | | 2 | | | |
| j | Reduce 0.25 FTE each Parent Liaison | LCAP | 1.75 | \$192,000 | | 1 | | | |
| j | Reduce 0.17 FTE Contracted District Nurse to CBA staffing level | | 0.17 | \$26,600 | | 1 | | | |
| Operational Services | | | 9.625 | \$1,179,000 | | | | | |
| k | Reduce 5.0 FTE Custodian I | | 5 | \$456,000 | | 2 | | | |
| k | Reduce 1.0 FTE Custodian II | | 1 | \$102,000 | | 2 | | | |
| k | Reduce 1.0 FTE Night Lead Custodian High School | | 1 | \$115,000 | | 2 | | | |
| k | Reduce 1.0 FTE Bus Driver/Safety Instructor (vacant) | | 1 | \$100,000 | | 1 | | | |
| k | Reduce 0.625 FTE Van Driver (vacant) | | 0.625 | \$44,000 | | 1 | | | |
| k | Reduce 1.0 FTE Warehouse Delivery Driver | | 1 | \$90,000 | | 1 | | | |
| k | Increase Restricted Routine Maint share of Custodial cost from 20% to 25% | | | \$272,000 | | 1 | | | |
| Technology Support Services | | | 3 | \$370,000 | | | | | |
| l | Reduce 1.0 FTE Network Administrator | | 1 | \$150,000 | | 1 | | | |
| l | Reduce 2.0 FTE Technology Specialist I | | 2 | \$220,000 | | 2 | | | |
| Teachers on Special Assignment | | | 8.5 | \$1,147,500 | | | | | |
| m | Reduce 4.0 FTE Integration Specialist | LCAP | 4 | \$540,000 | | 3 | | | |
| m | Reduce 4.5 FTE Elementary Intervention Specialist | LCAP | 4.5 | \$607,500 | | 3 | | | |
| Induction Program | | | 2 | \$280,000 | | | | | |
| n | Reduce 2.0 FTE Induction Coach and partner with Alameda County | Grant | 2 | \$280,000 | | 1 | | | |
| Summer School | | | 0 | \$425,000 | | | | | |
| o | Replace Grades 10-12 Summer School with Saturday Academy and 7 th /B th Credit Recovery options | | | \$125,000 | | 1 | | | |

PUSD Reduction Options List

| Item | Reduction Area | Savings Type | Impacted FTE | Est Cost Savings 2025/26 | Est Cost Savings 2026/27 | Weight | Classroom Impact | Service / Compliance | Negotiable |
|--|---|--------------|--------------|--------------------------|--------------------------|--------|------------------|----------------------|------------|
| o | Eliminate Grades 1-5 Summer School and provide Unduplicated (UPP) students with options in Expanded Learning Opportunities Programs | | | \$300,000 | | 1 | | | |
| Elementary Specialists and Programs | | | 6.5 | \$918,000 | | | | | |
| p | Eliminate Elementary Music Program and reduce 6.5 FTE Elem Music Specialist | | 6.5 | \$878,000 | | 3 | | | |
| p | Eliminate CogAT GATE screening assessment | | | \$40,000 | | 1 | | | |
| Middle School Electives and Programs | | | 2 | \$236,000 | | | | | |
| q | Eliminate A/B period for 6th & 7th Grade and reduce 2.0 FTE | | 2 | \$200,000 | | 2 | | | |
| w | End afterschool collaboration with City of Pleasanton at Public Library | | | \$36,000 | | 1 | | | |
| High School Electives and Programs | | | 0.4 | \$50,000 | \$62,000 | | | | |
| r | Phase out AVID Program and reduce 0.4 FTE for AVID Site Lead | LCAP | 0.4 | \$50,000 | \$62,000 | 2 | | | |
| Mental Health and Family Support Services | | | 1.8 | \$218,000 | | | | | |
| s | Reduce 0.8 FTE Elementary Counselors to CBA staffing level | | 0.8 | \$108,000 | | 1 | | | |
| s | Reduce 0.6 FTE Middle School Counselors to CBA staffing level | | 0.6 | \$80,000 | | 1 | | | |
| s | Reduce 0.2 FTE each Wellness Center Support Specialist | | 0.4 | \$30,000 | | 1 | | | |
| Curriculum and Instruction Initiatives | | | 0 | \$249,000 | | | | | |
| t | Reduce physical workbooks and assessments | | | \$64,000 | | 1 | | | |
| t | Reduce applications/software purchases/licensing fees | | | \$50,000 | | 1 | | | |
| w | Replace Edgenuity License with UC Scout | | | \$135,000 | | 1 | | | |
| Professional Development | | | 0 | \$192,000 | \$1,405,000 | | | | |
| u | Reduce Educational Services Professional Development Budget (25/26) | One-time | | \$192,000 | | 1 | | | |
| u | Eliminate Certificated Staff Development Reform (SDR) Program | | | | \$535,000 | 1 | | | ✓ |
| u | Eliminate Classified Professional Growth Program | | | | \$40,000 | 1 | | | ✓ |
| u | Reduce 1 PD Day for all certificated and classified staff (26/27) | One-time | | | \$830,000 | 3 | | | ✓ |
| Rightsize Classrooms to Enrollment | | | 10.95 | \$1,478,250 | | | | | |
| q | Reduce 1.0 FTE for Middle School Designated ELD section allocation | | 1 | \$135,000 | | 1 | | | |
| r | Reduce 1.2 FTE for High School Designated ELD section allocation | | 1.2 | \$162,000 | | 1 | | | |
| v | Reduce 5.55 FTE overallocation of HS sections to account for ROP sections | | 5.55 | \$749,250 | | 2 | | | |
| w | Reduce 3.2 FTE overallocation of Educational Options staffing | | 3.2 | \$432,000 | | 1 | | | |
| Other Reduction Strategies | | | 0 | \$0 | \$1,323,000 | | | | |
| x | Reduce Classified work year calendars | | | | \$373,000 | 1 | | | ✓ |
| y | Reduce work year for all staff by 1 furlough day (26/27) | One-time | | | \$950,000 | 3 | | | ✓ |
| TOTAL | | | 81.20 | \$12,282,250 | \$2,790,000 | | | | |

G. Appendix

Reduction Options Analysis and Summary Data

Annotations: Reduction Item Cost and Impact Analysis

Expenditure

Budget line item or reduction area

Item Description:

Background on this budget item

Estimated Savings 2025/26:

\$

Estimated annual savings from reductions

Estimated Savings 2026/27:

\$

Impact Analysis/Notes:

Notes helpful for the Board and public to consider

Savings Analysis:

Reduction scenarios and cost analysis
*LCAP/Grant/One-time savings
✓Requires Negotiations

*LCAP/Grant/One-time savings

✓Requires Negotiations

a) Materials and Supplies

Item Description:

The category includes all supplies, materials, and book purchases by all departments and sites. This includes such items as custodial supplies to classroom materials and supplies. In 2024/25 the allocated budget is \$2.6M in the unrestricted budget. The district allocates about \$1M to the sites and programs for these purposes. In addition to these funds, sites receive restricted donations to help with materials and supplies. Last year the budget included a 10% reduction to department and site budget in this category.

Savings Analysis:

- Reduce Department and Site budgets: \$86,000

| | |
|-----------------------------------|------------------|
| Estimated Savings 2025/26: | \$ 86,000 |
| Estimated Savings 2026/27: | \$ |

Impact Analysis/Notes:

Overall the district budget for materials and supplies is very tight and low. It accounts for only 3.4% of our overall expenditures. Reduction in the unrestricted budget may increase school site reliance on donated funds to supplement the district's allocation. It will be more difficult to cut on essential expenditures such as custodial supplies and essential classroom materials.

b) Services and Operations

Item Description:

PUSD utilizes outside hiring agencies to staff hard-to-fill positions annually throughout the district. Historically, hard-to-fill positions have been in special education which serve the unique needs of students with disabilities.

Contractors used in recent school years include speech therapists, occupational therapists, AAC, AT specialists, special education teachers, paraeducators, registered behavioral techniques, nurses, and others.

Travel and Conferences: Each department and site allocates funding for professional development (PD). Some PD options require travel and conference.

Savings Analysis:

- Reduce contractor services in Special Education **if** in-house PUSD employees can be hired: \$500,000
- Reduce Travel/Conference budgets by 10%: \$22,000

| | |
|-----------------------------------|-------------------|
| Estimated Savings 2025/26: | \$ 522,000 |
| Estimated Savings 2026/27: | \$ |

Impact Analysis/Notes:

Hiring staff (either in house or contractor) provides the necessary services for students with special needs (IEPs, 504, health). Hiring PUSD employees to provide the services will meet the service and compliance requirements. Also, hiring PUSD employees instead of contractors, does not have a negative impact to the classroom. In fact, it could bring consistency in services provided to students.

c) Management Reductions

Item Description:

Management staff have varying annual work calendars. The Superintendent, Executive Cabinet (Assistant Superintendents), and Extended Cabinet (Directors) have a 220-day annual work calendar. All remaining Leadership staff have calendars that vary from 197 days to 220 days depending on the position. ([Management Salary Schedule and Work Calendars](#))

Savings Analysis:

- Reduce Superintendent work year by 4 days: \$8,900*
- Reduce Executive Cabinet work year by 3 days: \$14,000*
- Reduce Extended Cabinet work year by 2 days: \$40,000*
- Reduce Remaining Leadership work year by 1 day: 64,000*

*One-time savings

| | |
|-----------------------------------|-------------------|
| Estimated Savings 2025/26: | \$ 126,900 |
| Estimated Savings 2026/27: | \$ |

Impact Analysis/Notes:

Most management staff currently work beyond their annual work calendars to manage their existing workload. With the staffing reductions planned in 25/26, management responsibilities are expected to increase even further. This reduction planned for management work year calendars will impact management salaries for one year only as these savings are intended to be one-time.

d) DO Administration – Business Services

Item Description:

Business Services has six departments that support the operations of the District (Fiscal Services, Technology & Graphics, Operations, Child Nutritional Services[^], Early and Expanded Learning[^], and Facilities and Construction[^]. Operations is partially funded by Routine Restricted Maintenance funds. The Fiscal team is responsible for managing all district funds, payroll/retirement, accounts payable, purchasing, and contracts. Operations oversees all maintenance, custodial, grounds, safety, warehouse, and transportation. Technology oversees all the hardware and software at the school sites and district.

[^]These departments have their own funding and do not impact the General Fund

Savings Analysis:

- Reorganize Fiscal Services - Reduce 1.0 FTE; Consolidate duties for Coordinator Purchasing with Coordinator Fiscal and reclassify as "Coordinator III Fiscal Services": \$150,000
- Reduce 1.0 FTE Coordinator, Technology: \$220,500

| | |
|-----------------------------------|-------------------|
| Estimated Savings 2025/26: | \$ 370,500 |
| Estimated Savings 2026/27: | \$ |

Impact Analysis/Notes:

Fiscal Services currently has two coordinators. One primarily oversees payroll/retirement activities and one oversees purchasing and warehouse. In this reduction, one position would be reduced and the other position would be elevated to support both functions. The reduction will limit our ability to monitor, support, and provide analysis on a wide variety of fiscal functions.

The reduction in one Technology Coordinator would reduce staffing to pre-pandemic levels. The Technology Department serves more devices today as PUSD has moved to 1:1 devices and increased its reliance on technology. To effectively and efficiently implement this reduction, the Student Information System and associated staff (2 FTE) would move to the Educational Services Division and report to a C&I Coordinator.

e) DO Administration – Human Resources

Item Description:

Human Resources (HR) is the smallest PUSD division and it serves all district employees, including certificated, classified, management, hourly, substitutes, and volunteers. HR primary responsibilities include: Recruitment, Hiring, Onboarding, Evaluations, Credentials, Employee Relations and Training, Collective Bargaining, Labor Contracts, Job Descriptions, Salary Schedules, Position Control, Seniority, Leaves, Benefits, Workers' Compensation, Evaluation, Induction, Complaints, Investigations, Title IX Compliance, and Employee Clearance.

Savings Analysis:

- Reduce 1.0 FTE Coordinator, Leaves/Benefits/Risk: \$221,000
- Reduce 1.0 FTE Coordinator, Title IX/Compliance: \$206,500

| | |
|-----------------------------------|-------------------|
| Estimated Savings 2025/26: | \$ 427,500 |
| Estimated Savings 2026/27: | \$ |

Impact Analysis/Notes:

The Title IX/Compliance position was created due to increased state and federal Title IX regulations and to address allegations of unlawful discrimination, harassment, intimidation, or bullying in education. The Leaves/Benefits/Risk position supports statutory requirements for workers' compensation, statutory and elective leaves, and employee benefits. The elimination of these 2 newly vacated management positions will require other HR management staff to absorb their responsibilities.

f) DO Administration – Educational Services

Item Description:

Educational Services is the largest division in PUSD with eight departments that provide various services to students (Curriculum & Instruction for Elementary and Secondary, Special Education, Student Services, Educational Options, Research & Evaluation, Career Pathways & Adult Education, and the Tri-Valley SELPA). Departments are funded by both categorical funds and the General Fund. Ed Services is responsible for all teaching and learning services, as well as college/career pathways and other wraparound supports directly provided to students from Preschool to Adult.

- Student Services oversees 504, health, wellness, attendance, discipline, and other support services.
- Special Education oversees all IEP related programs and services.
- Research & Evaluation oversees the LCAP and district assessment and accountability dashboards.

Savings Analysis:

- Reduce 1.0 FTE Coordinator, Student Services: \$204,000
- Reduce 1.0 FTE Special Ed Program Supervisor: \$177,000
- Reclassify Senior Director III Research & Evaluation position as "Coordinator III Assessment & Accountability": \$36,000

| | |
|-----------------------------------|-------------------|
| Estimated Savings 2025/26: | \$ 417,000 |
| Estimated Savings 2026/27: | \$ |

Impact Analysis/Notes:

- Student Services had 2 Coordinators when we were awarded a PBIS grant that has since expired and to also address 504 program complaints. Duties of one Coordinator will be absorbed by the remaining Coordinator and the Director of Student Services. These duties include, but are not limited to, overseeing Health Services, mental health, social workers, attendance, discipline, and enrollment.
- The Program Supervisor position was created to address the significant legal responsibilities within the special education program. There were five Program Supervisors at onset, that will now be down to three. There is a high impact to compliance for the special education program.
- The reorganization of C&I is due to declining enrollment: the Research & Evaluation position will be reclassified to coordinator level duties.

g) Superintendent's Office

Item Description:

The Superintendent's Office serves as the central leadership and communications hub for PUSD. This department oversees and coordinates all aspects of the District and its operations. The Superintendent is the only employee of the Board of Trustees, and positions in the Superintendent's Office support the Board in their functions and duties.

Savings Analysis:

- Reduce communication tools: \$48,000
- Reorganize Superintendent's Office - Reclassify Director I Communication to "Communications Manager"; Reclassify Executive Assistant to Superintendent as "Executive Assistant to Superintendent & Board": \$40,000
- Reorganize Superintendent's Office - Reduce 1.0 FTE; Consolidate duties for Communication Specialist with Receptionist and reclassify as "District Service Specialist": \$125,000

| | |
|-----------------------------------|-------------------|
| Estimated Savings 2025/26: | \$ 213,000 |
| Estimated Savings 2026/27: | \$ |

Impact Analysis/Notes:

These reductions will streamline the Superintendent's Office to a more efficient and effective scale for the current size and needs of PUSD. The reorganization will meet the District's communications needs by combining the duties of the Receptionist and Communication Specialist into a new District Service Specialist position. The impact to District Office service and compliance should be minimal.

h) Site Administrative Support

Item Description:

The Educational Services division oversees both Elementary and Secondary programs. Site level administration consists of principals, vice principals, and coordinators. Site administrators have a long list of roles and responsibilities that bring significant value to the students, teachers, and support staff at our schools. A few responsibilities include instructional leadership, evaluation and supervision of school staff, management of facilities, student safety, student activities, sports, clubs, and many other duties. Each PUSD school is very complex and demanding of leadership, organization, and administration. Site administrators serve a critical role for students, teachers, staff, and families of their schools.

Savings Analysis:

- Reduce 1.5 FTE Elementary Vice Principals: \$276,000
- Reduce 1.5 FTE MS Vice Principals: \$290,000
- Reduce 2.0 FTE HS Vice Principals: \$414,000
- Reduce HS Coordinators work year (220 to 210 days): \$20,000

| | |
|-----------------------------------|---------------------|
| Estimated Savings 2025/26: | \$ 1,000,000 |
| Estimated Savings 2026/27: | \$ |

Impact Analysis/Notes:

A reduction of this nature would have significant impact to the classroom. Reductions would necessitate remaining administrators to absorb more administrative duties, thus a new job description for the HS Coordinator of Operations position will be developed to include VP related duties and to align their work year. A reduction in Elementary VPs from 8.0 FTE to 6.5 FTE, Middle School VPs from 6.0 FTE to 4.5 FTE, and High School VPs from 7.0 FTE to 5.0 FTE will be based on implementation of an equity model to ensure FTE allocated to schools will be weighted for student enrollment and unique program needs.

[\(Comparable Admin data from neighboring districts\)](#)

i) DO Support Services – Multiple Divisions

Item Description:

Our support staff at the District level perform vital functions and responsibilities required to operate a school district. Increased mandates from the State, new grant programs, and the pandemic have increased the demands on the district in the past several years. As a result, despite decreases in enrollment, some district office staffing levels either remained consistent or increased during that time. At this time, each division has evaluated their operations and determined areas where staffing may be reduced while maintaining service and compliance.

Savings Analysis:

- Reduce 1.0 FTE Purchasing Specialist II: \$127,500
- Reduce 0.25 FTE each Accounts Specialist Payable/Receivable (total 0.5 FTE): \$57,500
- Reduce 1.0 FTE Admin Secretary District (Operations): \$120,000
- Reduce 1.0 FTE Executive Secretary (HR): \$116,500
- Reduce 1.0 FTE Human Resources Analyst: \$134,000
- Reduce 1.0 FTE Executive Secretary (C&I): \$121,000
- Reduce 0.5 FTE Admin Secretary District (Stud Serv): \$57,000
- Reduce 1.0 FTE Admin Secretary District (Spec Ed): \$105,000

Estimated Savings 2025/26:

\$ 838,500

Estimated Savings 2026/27:

\$

Impact Analysis/Notes:

Business Services: These reductions are planned in accounts payable and purchasing as the district has reduced stores and warehouse purchases and moved to more online ordering and site-based deliveries. The two Accounts Payable/Receivable positions will be reduced by 0.25 FTE each for a total reduction of 0.5 FTE. The Operations Department currently has 3 support staff in the office to support maintenance, transportation, and facility rentals. Their work will have to be consolidated between the two remaining support staff.

Human Resources: With declining enrollment and staffing districtwide, the need for HR technical and clerical support has diminished. Analyst duties will be redistributed among remaining staff. In alignment with other divisions, HR will return to a prior staffing model that does not include Executive Secretary support.

Educational Services: Declining enrollment has reduced the need for classified office staff, including 1.0 FTE Exec Secretary in C&I, 0.5 FTE Admin Secretary in Stud Serv, and 1.0 Admin Secretary in Special Ed. Portions of Special Ed work will transfer to Business Serv.

j) Site Support Services

Item Description:

Support staff at school sites provide services to students, staff, administration, families, and their communities. These classified positions include clerical staff who handle office management and attendance. Reading Intervention Support Specialist (RISS) are classified staff at elementary schools who provide reading intervention for identified students. Parent Liaisons provide wrap-around services to students and families to support attendance, academics by connecting students to outside resources, and support events that foster community with families to improve school-family connection.

School Nurses provide direct medical and physical health services to students. The duties of a school nurse typically include health assessments, medical records and health plans, health education, emergency response, medication management, and collaboration with all staff to promote a healthy school environment.

Savings Analysis:

- Reduce 0.5 FTE each School Secretary I (Attendance) at Elementary sites (total 4.5 FTE): \$405,000
- Reduce 1.5 FTE MS School Secretary I: \$133,000
- Reduce 2.0 FTE HS School Secretary II: \$171,500
- Reduce 7.5 FTE RISS at Elementary sites: \$610,000*
- Reduce 0.25 FTE each Parent Liaison (total 1.75 FTE): \$192,000*
- Reduce 0.17 FTE Contracted District Nurse to CBA staffing level: \$26,600

*LCAP savings

| | |
|-----------------------------------|---------------------|
| Estimated Savings 2025/26: | \$ 1,538,100 |
| Estimated Savings 2026/27: | \$ |

Impact Analysis/Notes:

- Enrollment at all middle schools has declined. A total reduction of 1.5 FTE in office staff will be based on an equitable allocation for the three middle schools.
- Declining enrollment requires rightsizing of office staff leading to 1.0 FTE reduction at AVHS and FHS each.
- Declining enrollment in elementary necessitates a 4.5 FTE total reduction in School Secretary I. The new allocation will be 0.5 FTE at each school.
- The RISS strategy has not shown gains in reading achievement scores for LCAP and CCEIS targeted groups. These plans will be reevaluated for effectiveness.
- Rightsizing creates more efficient FTE allocation for Parent Liaisons, reducing hours per day and annual work days.
- Declining enrollment reduces health services needs. A reduction in contracted school nursing services is part of the rightsizing strategy district wide.

k) Operational Services

Item Description:

The Operations Department oversees maintenance, grounds, custodial, warehouse, transportation, and safety. Part of their budget is funded by the required 3% for restricted routine maintenance (RRM) and LCFF funding for transportation. Custodian I serve elementary school, middle school, and district office buildings. Custodian II serve high school.

Savings Analysis:

- Reduce 5.0 FTE Custodian I: \$456,000
- Reduce 1.0 FTE Custodian II: \$102,000
- Reduce 1.0 FTE Night Lead Custodian High School: \$115,000
- Reduce 1.0 FTE Bus Driver/Safety Instructor: \$100,000
- Reduce 0.625 FTE Van Driver: \$44,000
- Reduce 1.0 FTE Warehouse Delivery Driver: \$90,000
- Increase RRM share of custodial cost from 20% to 25%: \$272,000

| | |
|-----------------------------------|---------------------|
| Estimated Savings 2025/26: | \$ 1,179,000 |
| Estimated Savings 2026/27: | \$ |

Impact Analysis/Notes:

With reduced staffing, custodial services will have to modify cleaning schedules. Night cleaning will need to be modified to an A/B schedule in various spaces and classrooms to maintain a standard minimum level of service across sites. Currently custodial resources are stretched thin, so reductions in custodial will require a group effort to minimize the impact of reduced services. By shifting more custodial cost to RRM it will reduce available funds for maintenance. Currently the RRM has some reserves. The District has moved to more just-in-time delivery and the warehouse delivery work can be performed by the remaining 3 FTE driver positions.

I) Technology Support Services

Item Description:

The Technology Department supports over 27,000 student, staff, and district devices (computers, wifi, servers, smart projectors, interactive panels, phones, mobile devices, security cameras, copiers, printers, and clock/bell/speaker devices. In addition, the team oversees various software/application platforms, internet connectivity, cybersecurity, Google Suite, Student Information System (Synergy), and required CALPADs state reporting.

Savings Analysis:

- Reduce 1.0 FTE Network Administrator: \$150,000
- Reduce 2.0 FTE Technology Specialist I: \$220,000

| | |
|-----------------------------------|-------------------|
| Estimated Savings 2025/26: | \$ 370,000 |
| Estimated Savings 2026/27: | \$ |

Impact Analysis/Notes:

The department currently has 2 Network Administrators. In the past several years we have moved our data into cloud based solutions and upgraded some of our servers and switches. We plan to upgrade more switches in the next E-rate cycle. Reducing to one network administrator may impact emergency response time. A 2 FTE reduction in site techs would leave the district with net 11 FTE for our school sites and district office. In this new model our high schools would retain their full time tech with the middle and elementary schools moving to a deployment and/or remote support model. Response times will be impacted.

m) Teachers on Special Assignment

Item Description:

Integration Specialists support staff within a Multi-Tiered Systems of Support (MTSS) framework, including PD for teachers, specialists, leadership, and department teams across the district and at sites. The specialist guides educators in implementing equitable, culturally responsive, and rigorous curricula and instructional practices. The role requires a strong foundation in literacy strategies, Professional Learning Community principles, and MTSS methodologies, along with effective communication and collaborative skills. Key responsibilities include:

- Coach teachers and leaders on research-based strategies and instructional best practices.
- Plan and facilitate PD sessions.
- Collaborate with leadership to introduce new strategies, materials, and curricula.

Elementary Intervention Specialists support students struggling academically by working closely with teachers, administrators, and parents to identify student needs and provide targeted interventions. Interventions include individualized or small-group instruction, progress monitoring, and the development of personalized education plans.

Savings Analysis:

- Reduce 4.0 FTE Integration Specialist: \$540,000*
- Reduce 4.5 FTE Elementary Intervention Specialist: \$607,500*

*LCAP savings

| | |
|-----------------------------------|---------------------|
| Estimated Savings 2025/26: | \$ 1,147,500 |
| Estimated Savings 2026/27: | \$ |

Impact Analysis/Notes:

- The Integration Specialist position is LCAP funded, so the LCAP would need revisions with approval from the Board and ACOE. The history of this position in PUSD is part of the broader trend of increasing teacher support, with a focus on improving student engagement, learning outcomes, and operational efficiency. This role has evolved with responsibilities focused on PD, adapting to new teaching tools, platforms, and educational needs. There would be significant impact to teachers and the classroom.
- A reduction in elementary Intervention Specialists will lead to decreased support for struggling students and reduced small-group or one-on-one instruction to students who need it most. A reduction could result in fewer opportunities for students to receive individualized attention. There may also be an increase in equity concerns related to the impact on students from disadvantaged backgrounds. An equity model will be utilized when allocating the remaining FTE.

n) Human Resources Induction Program

Item Description:

The Commission on Teacher Credentialing (CTC) requires preliminary credential holders to complete induction to earn a clear credential. In 2023-24 the CTC Induction completer survey showed that PUSD scored higher than the state average in all induction standard categories, e.g. 100% of PUSD teachers rated the Pleasanton New Teacher Project (PNTP) as “effective/very effective” in helping to develop their teaching practice skills and tools. Furthermore, one of the stipulations of the Educator Effectiveness Funds (EEF) granted by the state is that employees not be charged for induction and credentialing through June 2026. PNTP currently supports those functions through a high quality, full service model that directly benefits student learning.

Savings Analysis:

- Reduce 2.0 FTE Induction Coach: \$355,000 less ACOE Induction Cost of ~\$75,000 = net reduction \$280,000*

*Grant savings

| | |
|-----------------------------------|-------------------|
| Estimated Savings 2025/26: | \$ 280,000 |
| Estimated Savings 2026/27: | \$ |

Impact Analysis/Notes:

Induction is financed by the EEF Grant, which is nearing depletion in 2025. For 2025-26, the District will collaborate on a partnership with Alameda County Office of Education (ACOE) to develop an induction program model that will be financially sustainable and mutually beneficial to both organizations.

o) Summer School Program

Item Description:

PUSD has provided Summer Programs for students in special education and for students in need of enrichment or remediation, along with credit recovery for high school students. Summer programs are funded by the General Fund, Special Education funds, and limited fee based revenue. With a reduction in scope, PUSD will provide required services to students who qualify for Extended School Year (mandated Special Education services). Additionally, current 12th grade students who do not meet the requirements to graduate in May 2025 will be provided the opportunity to take up to two courses during summer session to graduate in June 2025. No other remediation classes or English Language Development opportunities will be offered for students in grades TK-12.

Savings Analysis:

- Replace Grades 10-12 Summer School with Saturday Academy and 7[°]/B[°] Credit Recovery options: \$125,000
- Eliminate Grades 1-5 Summer School and provide Unduplicated (UPP) students with options in Expanded Learning Opportunities Programs (ELOP): \$300,000

| | |
|-----------------------------------|-------------------|
| Estimated Savings 2025/26: | \$ 425,000 |
| Estimated Savings 2026/27: | \$ |

Impact Analysis/Notes:

This reduction has already been implemented for Summer 2025. In order to continue providing opportunities that will support students in need of remediation and/or credit recovery, we are pursuing other options: Saturday Academy provides tutoring and credit recovery and will continue to support our middle school students in the alternative to suspension program. Our B[°]/7th period classes at Amador and Foothill provide credit recovery with the capacity to serve more high school students who need remediation than were served in Summer School (SS). Saturday Academy has been a successful program to deliver credit recovery and timely intervention opportunities while also recapturing lost ADA. In the Fall, Saturday Academy served 107 students and it will be expanded to accommodate additional students in the Spring. Creation of K-6 options funded by ELOP will also be planned. ([Comparable SS data from neighboring districts](#))

p) Elementary Specialists and Programs

Item Description:

The elementary music program provides students with the opportunity to engage in music education at a young age, helping to foster creativity, discipline, and collaboration. The program typically includes instruction in vocal music, basic music theory, and sometimes instrumental music while introducing students to a variety of musical genres and instruments. The music program plays a vital role in nurturing students' cognitive, emotional, and social development, and it helps build important skills such as listening, problem-solving, and teamwork.

The CogAT screening for GATE eligibility has been utilized for several years, but does not lead to specific program placement as a district GATE program does not exist. Assessment for GATE placement would be discontinued.

Savings Analysis:

- Eliminate Elementary Music Program and reduce 6.5 FTE Elementary Music Specialist: \$878,000
- Eliminate CogAT GATE screening assessment: \$40,000

| | |
|-----------------------------------|-------------------|
| Estimated Savings 2025/26: | \$ 918,000 |
| Estimated Savings 2026/27: | \$ |

Impact Analysis/Notes:

- Research shows that music education is linked to improved academic performance, particularly in areas like math, reading, and language arts. It also provides students with an outlet for self-expression and confidence-building. Elimination of the program could reduce opportunities for students to explore their musical talents and interests in later grades.
- PUSD does not have a GATE program. Instead, students who demonstrate advance academic achievement are challenged and given differentiated instruction within the general education classroom, and provided access to enrichment programs over the course of their educational years in PUSD.

q) Middle School Electives and Programs

Item Description:

"A/B Period" for 6th and 7th graders refers to an optional early morning class period that students can choose to take before the regular school day begins. It provides students with the flexibility to engage in enrichment activities, such as band, choir, or elective courses, that might not otherwise fit into their regular schedule or be available to all their peers. Offering "A/B" Period" can allow for maximizing instructional time and gives some students more opportunities for personalized learning.

English Language Development (ELD) programs are staffed based on the need at the site. ELD is provided to students who qualify based on English proficiency levels.

Savings Analysis:

- Eliminate A/B period for 6th & 7th Grade and reduce 2.0 FTE: \$200,000
- Reduce 1.0 FTE MS Designated ELD section allocation: \$135,000

| | |
|-----------------------------------|-------------------|
| Estimated Savings 2025/26: | \$ 335,000 |
| Estimated Savings 2026/27: | \$ |

Impact Analysis/Notes:

- "A/B" period students for 6th grade will need to choose either the wheel course or band and not both, which is equitable to all of their 6th grade peers. Changing 7th grade English Language Arts (ELA) to a single period will allow 7th grade students to participate in an extra elective during the school day without needing to arrive early to school or stay after school for A/B period class. This model is similar to comparable high-performing districts throughout the Bay Area, and it is also PUSD's model for 8th grade ELA.
- Middle Schools are currently overallocated in ELD sections based on English Learner enrollment. Aligning staffing to enrollment is a rightsizing strategy and highlights the need to create consistent Designated ELD offerings.

r) High School Electives and Programs

Item Description:

The Advancement Via Individual Determination (AVID) program focuses on preparing students for college and career success by developing their academic, organizational, and critical thinking skills. AVID emphasizes strategies such as collaborative learning, writing to learn, inquiry-based discussions, and the integration of rigorous coursework. The program is meant to be implemented on a schoolwide basis to support students who are historically underrepresented in higher education, providing them with the tools to achieve their full potential.

English Language Development (ELD) programs are staffed based on the need at the site. ELD is provided to students who qualify based on English proficiency levels.

Savings Analysis:

- Phase out AVID Program and reduce 0.4 FTE AVID Site Lead: \$50,000* (25/26) and \$62,000* (26/27)
- Reduce 1.2 FTE for HS Designated ELD section allocation: \$162,000

*LCAP savings

| | |
|-----------------------------------|-------------------|
| Estimated Savings 2025/26: | \$ 212,000 |
| Estimated Savings 2026/27: | \$ 62,000 |

Impact Analysis/Notes:

- AVID impacts students, particularly those who benefit from its targeted support. Elimination of AVID could result in reduced college readiness. However, PUSD data does not show significant evidence of the AVID program closing the equity gap for historically underrepresented students. While PUSD has increased enrollment of SED students in AVID, intervention support provided by programs such as the A-G Grant, and credit remediation options have shown to have a greater impact on college readiness and are current structures available to support underrepresented students.
- High Schools are currently overallocated in ELD sections based on English Learner enrollment. Aligning staffing to enrollment is a rightsizing strategy and highlights the need to create consistent Designated ELD offerings.

s) Mental Health and Family Support Services

Item Description:

School counselors focus on supporting students' academic needs, social-emotional learning (SEL), and college/career planning. Counselors work collaboratively with students, families, and staff to: develop and implement comprehensive counseling programs; assist students with academic planning, including course selection and college/career readiness; provide individual and group counseling to address social-emotional needs; support students facing challenges such as stress, peer relationships, or personal issues; collaborate with teachers and administrators to create a positive school climate and support student well-being.

The high school wellness centers serve as supportive resource hubs designed to address students' mental health needs and improve wellbeing. Some key functions are mental health support, promoting SEL, and providing a safe space.

Savings Analysis:

- Reduce 0.8 FTE Elementary Counselors to CBA staffing level: \$108,000
- Reduce 0.6 FTE MS Counselors to CBA staffing level: \$80,000
- Reduce 0.2 FTE each Wellness Center Support Specialist (total 0.4 FTE): \$30,000

| | |
|-----------------------------------|-------------------|
| Estimated Savings 2025/26: | \$ 218,000 |
| Estimated Savings 2026/27: | \$ |

Impact Analysis/Notes:

- School Counselors would be staffed to current enrollment caseloads per the CBA. This is a rightsizing strategy for counselor allocations to the sites.
- Reduction in HS Wellness Center staffing decreases services for students in need of additional support to manage their mental health and emotional needs. PUSD has received and will continue to apply for grants to support student wellness. For example, the Wellness Coach Employer grant of \$569,400 (expiring in July 2026) can help PUSD to build a wellness support infrastructure. This type of grant can continue to provide needed mental health supports for students.

t) Curriculum and Instruction Initiatives

Item Description:

The Curriculum and Instruction (C&I) Department oversees textbook adoptions, purchases of curriculum, workbooks, and assessments. Instructional applications and software purchases and licensing agreements are also managed in the C&I Department.

Xello is an application designed for four-year high school course planning and college/career exploration for secondary students. Xello is currently used in one elementary school.

Savings Analysis:

- Reduce physical workbooks and assessments: \$64,000
- Reduce applications/software purchases/licensing fees: \$50,000

| | |
|-----------------------------------|-------------------|
| Estimated Savings 2025/26: | \$ 114,000 |
| Estimated Savings 2026/27: | \$ |

Impact Analysis/Notes:

- Decrease in enrollment necessitates a decrease in the purchase of physical workbooks and assessments.
- Xello will be discontinued in 25/26 and will be replaced with a comparable program for secondary students that will be free of cost. We will discontinue use of this application at the elementary level.

u) Professional Development

Item Description:

Professional Development (PD) is planned, developed, and implemented across all divisions in the district.

- The HR and Business Services divisions provide PD for their respective department staff.
- The Superintendent's office develops PD for classified office staff districtwide.
- The Educational Services division plans the majority of PD for the District for both classified and certificated staff in the Curriculum & Instruction, Special Education, Student Services, and Educational Options departments. The Staff Development Reform (SDR) program (certificated) and the Professional Growth Program (classified) allow staff to be compensated for additional voluntary professional development activities.

Savings Analysis:

- Reduce Educational Services PD Budget (25/26): \$192,000*
- Eliminate Certificated SDR Program (26/27): \$535,000✓
- Eliminate Classified Professional Growth Program (26/27): \$40,000✓
- Reduce 1 PD Day for all certificated and classified staff (26/27): \$830,000*✓

*One-time savings

✓Requires Negotiations

| | |
|-----------------------------------|---------------------|
| Estimated Savings 2025/26: | \$ 192,000 |
| Estimated Savings 2026/27: | \$ 1,405,000 |

Impact Analysis/Notes:

- Some negative impacts to less PD: reduced employee effectiveness, inability to meet diverse student needs, inconsistent implementation of new policies or curricula, and loss of collaboration.
- Some positive impacts to less PD: cost savings, more classroom time, increased autonomy for teachers and staff, and a renewed focus on essential training.
- Reducing PD could save money and provide more classroom time, but it may also lead to negative outcomes such as decreased staff effectiveness, morale, and retention. The key to minimizing the negative impact would be ensuring that any reduction in PD is strategic and focused on essential areas, and maintaining opportunities for staff to continue growing professionally.

v) High School Section Allocation for ROP

Item Description:

PUSD, Dublin USD, and Livermore Valley Joint USD participate in the TVROP. PUSD's annual financial contribution to TVROP is \$1.5M. In return, PUSD high school students can access career-technical classes as juniors and seniors (some sophomores) at various Tri-Valley locations. TVROP provides elective courses that satisfy A-G requirements for UC/CSU, college credit through partnerships with local community colleges, preparation for college/career through rigorous and relevant instruction, hands-on learning and internships, and instruction by industry professionals. TVROP also manages the Middle College program where PUSD students can attend Los Positas College beginning in their junior year. The District also receives about \$1M CTEIG grant that helps pay for additional Career Technical Education (CTE) classes provided by PUSD.

Savings Analysis:

- Reduce 5.55 FTE overallocation of High School sections to account for ROP sections: \$749,250

Estimated Savings 2025/26:

\$ 749,250

Estimated Savings 2026/27:

\$

Impact Analysis/Notes:

Currently PUSD allocates districtwide high school teaching FTE based on an average ratio of one FTE for every 27 students. ROP sections represent additional FTE provided over the base section allocation, which effectively results in an overallocation of sections at the comprehensive high schools. In this reduction, ROP sections will now be factored in the total allocation for each high school to rightsize staffing in alignment with student enrollment. This shift will reduce the number of high school sections overall, which could tighten enrollment across all classes and may reduce some electives with traditionally lower student participation. District will reevaluate use of CTEIG funds to support ROP and services to students.

w) Educational Options Programs

Item Description:

The Educational Options Department is responsible for providing alternative educational programs and services to meet the diverse needs of students. This department oversees various programs designed to support students who may require non-traditional pathways to succeed academically. These options include independent study, special education services, and programs for students who may benefit from personalized learning environments or additional support outside the regular classroom setting. Educational Options include Pleasanton Virtual Academy, the Adult Transition program, Saturday Academy, and Village High School. These programs are funded by the General fund and other categorical funds.

Savings Analysis:

- End afterschool collaboration with City of Pleasanton at Public Library: \$36,000
- Replace Edgenuity License with UC Scout: \$135,000
- Reduce 3.2 FTE over allocation of Educational Options staffing: \$432,000

| | |
|-----------------------------------|-------------------|
| Estimated Savings 2025/26: | \$ 603,000 |
| Estimated Savings 2026/27: | \$ |

Impact Analysis/Notes:

- UC Scout is a free platform. By switching to UC Scout, PUSD could offer a more dynamic, engaging, and academically rigorous online learning environment that aligns with both district goals and UC standards, ultimately better preparing students for success in college and beyond.
- The library tutoring and supervision program was created to provide after school support, however the number of students utilizing the tutoring provided by PUSD is low. While a PUSD teacher currently assists with supervision, students could also be supervised by library staff. The Educational Options team plans to seek other funding for this program.
- Village and PVA can combine teacher FTE. This rightsizing adjustment is based on enrollment in both programs.

x) Other Reduction Strategies: Classified Work Year Calendars

Item Description:

Classified staff in PUSD work in many varied classifications of employment and each employee works between 207 and 261 days per year. Currently, there are eight individual classified work year calendars: 207, 208A, 208B, 212, 217, 222, 241, and the year-round calendar of 261 days. An analysis of classified work years has demonstrated the need to align staff calendars with their site/department calendars and, in some instances, with the schedule of the employee's supervisor. The schedules for each classification have also been reviewed to determine where work year calendars may be reduced with limited impact to service and compliance. The resulting analysis demonstrates an opportunity to condense the total number of classified calendars from eight to four.

Savings Analysis:

- Reduce Classified work year calendars: \$373,000✓

✓Requires Negotiations

| | |
|-----------------------------------|-------------------|
| Estimated Savings 2025/26: | \$ |
| Estimated Savings 2026/27: | \$ 373,000 |

Impact Analysis/Notes:

Several classified staff at school sites and in district roles have requested that their calendars be aligned with their administration or when school is open to the public. Along with the overall impact of declining enrollment on staffing needs, the recent shift to all-online registration and the availability of other technical time-saving tools, have demonstrated that there is currently a reduced need for work days in some classifications. This reduction will require collaboration with CSEA as the work year is a negotiable item. ([Classified Work Year Calendar Alignment](#))

y) Other Reduction Strategies: 1 Furlough Day

Item Description:

Each PUSD employee works a specific number of annual work days and is compensated accordingly for each work day or hours worked. The State requires a minimum of 180 student instructional days in a school year. Full-time Certificated staff work 185 days. Classified staff work varying calendars depending on their classification. Management staff also work varying calendars ranging between 203 and 220 days with most DO management working 220 days per school year.

Savings Analysis:

- Reduce work year for all staff by 1 furlough day:
\$950,000*✓

*One-time savings

✓Requires Negotiations

| | |
|-----------------------------------|-------------------|
| Estimated Savings 2025/26: | \$ |
| Estimated Savings 2026/27: | \$ 950,000 |

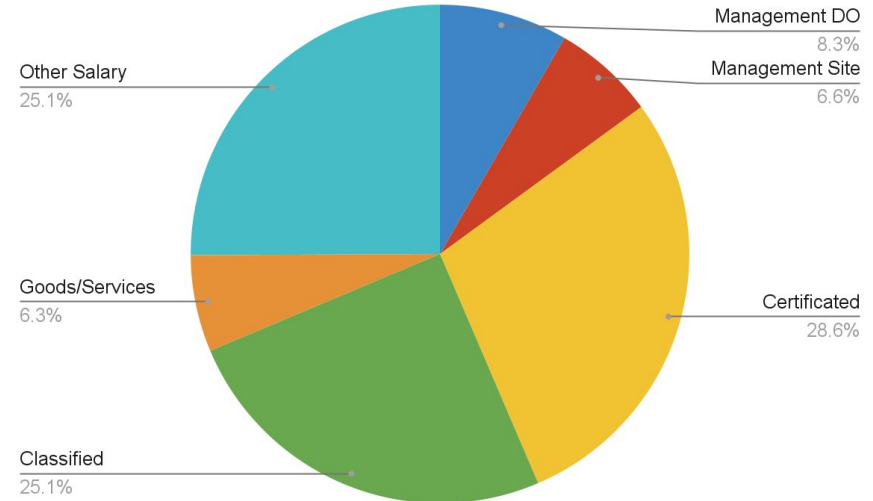
Impact Analysis/Notes:

A furlough day would require an unpaid non-work day for staff, resulting in one time financial savings. One less work day would result in reduced productivity as well as a potential reduction in professional development activities based on the specific furlough day selected. Staff compensation would also be impacted specific to each employee's daily or hourly rate. Adoption of a furlough day would require negotiations with labor associations before being implemented.

Summary of Reduction Options by Classification

Summary of Reduction Options by Classification

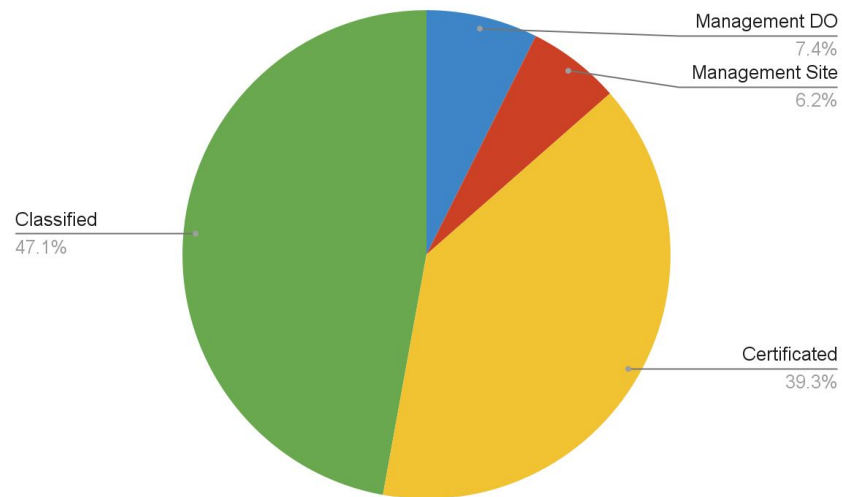
| Classification | 2025/26 | 2026/27 | % by Group over 2 yrs |
|-----------------|---------------------|--------------------|-----------------------|
| Management DO | \$1,255,000 | \$0 | 8.3% |
| Management Site | \$1,000,000 | \$0 | 6.6% |
| Certificated | \$4,248,350 | \$62,000 | 28.6% |
| Classified | \$3,782,000 | \$0 | 25.1% |
| Goods/Services | \$945,000 | \$0 | 6.3% |
| Other Salary | \$1,051,900 | \$2,728,000 | 25.1% |
| TOTAL | \$12,282,250 | \$2,790,000 | 100.0% |



Summary of Reduction Options by FTE

Summary of 2025/26 Reduction Options by FTE

| Classification | Current Staffing | Staffing w/ Reductions | FTE Reduction | % of Total Reductions |
|-----------------|------------------|------------------------|---------------|-----------------------|
| Management DO | 36.00 | 30.00 | 6.00 | 7.4% |
| Management Site | 38.00 | 33.00 | 5.00 | 6.2% |
| Certificated | 753.30 | 721.38 | 31.92 | 39.3% |
| Classified | 472.30 | 434.03 | 38.28 | 47.1% |
| TOTAL | 1,299.60 | 1,218.41 | 81.20 | 100.0% |



Summary of Reduction Options by Item Weighting

Summary of 2025/26 Reduction Options by Item Weight

| Weight | Reductions | % of Total Reductions |
|--------------|---------------------|-----------------------|
| 1 | \$7,050,500 | 57.40% |
| 2 | \$3,206,250 | 26.10% |
| 3 | \$2,025,500 | 16.49% |
| TOTAL | \$12,282,250 | 100.00% |

Summary of 2025/26 Reductions by Classification with Item Weight

| | Weight 1 | % of Reductions (Weight #1) | Weight 2 | Weight 3 | Total Reductions | % of Total Reductions |
|-----------------|--------------------|--------------------------------|--------------------|--------------------|---------------------|--------------------------|
| Management DO | \$1,255,000 | 17.80% | \$0 | \$0 | \$1,255,000 | 10.22% |
| Management Site | \$296,000 | 4.20% | \$704,000 | \$0 | \$1,000,000 | 8.14% |
| Certificated | \$1,223,600 | 17.35% | \$999,250 | \$2,025,500 | \$4,248,350 | 34.59% |
| Classified | \$2,279,000 | 32.32% | \$1,503,000 | \$0 | \$3,782,000 | 30.79% |
| Goods/Services | \$945,000 | 13.40% | \$0 | \$0 | \$945,000 | 7.69% |
| Other Salary | \$1,051,900 | 14.92% | \$0 | \$0 | \$1,051,900 | 8.56% |
| TOTAL | \$7,050,500 | 100.00% | \$3,206,250 | \$2,025,500 | \$12,282,250 | 100.00% |