

This email is going to all PFT Members

Dear PFT Members,

Welcome Back! See below to be “in the know” as we dive into the 2025-26 school year. As the year goes on, don’t forget, we have many layers of support as PFT Members. Your PFT Site Rep is right there on your campus, as your first line of defense when you have questions or need support. The PFT Vice Presidents (elementary, middle, high, and special education) and the PFT staff are there to support the Site Reps and are also here to help you. Don’t hesitate to reach out. (See contact list attached). Together we are strong!

2025-26 Staffing & Class Sizes

Class Size Reduction: Despite significant budget cuts, our most recent ratified PUSD/PFT Agreement for 2025-26 maintains class sizes, including staffing ratios, elementary class size caps and secondary class size targets. *
(See MOU attached)

Preschool

A 1:12 adult to student ratio must be maintained in all licensed classrooms. The only exception to this is during nap time, which can be a 1:24 ratio as long as all children are on their mat, and other staff is readily available and on campus. Please contact your PFT Rep if you are asked to go over these ratios.

Elementary

Due to recent Universal TK legislation, TK class sizes have a cap of 20, with a student to adult ratio of no higher than 10:1. In grades K-3, class sizes remain the same as last year with a cap of 26. Grades 4-5 continue to have a cap of 31.* In general education, caps in TK-5 are considered “hard caps” because they are tied to state funding legislation. In a typical year, elementary classes exceed the cap by one student on a rare and exceptional basis only. Please contact your PFT Site Rep if you are being asked to go over the cap.

Special Education

Special Education caseloads will be provided to PFT each month by the Special Ed Dept, and your Special Education UBC Team will monitor them to ensure consistency across the district. Please contact PFT Special Education Vice President, Nicole Stowell, at nicstowell@gmail.com with caseload or other questions related to special education.

Secondary**

Secondary schedules are always in a state of flux for the first two weeks of school as sites work to balance classes and adjust to changes in enrollment.

- Middle School uses a staffing ratio of 29:1 (this is not the actual class size due to prep periods and other factors), and a target for each core class period of 34 or fewer (all Language Arts & Social Studies, all Math, all Science, all Spanish).
 - High School uses a staffing ratio of 31:1 (this is not actual class size due to prep periods and other factors). The class size target for each class period is 38 (all English, all Math, all Science, all Social Science, & all World Language). 9th grade English, Chemistry, Biology, and Integrated Math I and II have a target of 35.
- Please contact your PFT Site Rep if you have questions about your class sizes.

Class Size Review at all Levels: The PFT/PUSD Joint Staffing Team will soon be reviewing class sizes by teacher, content, and school to identify any areas of concern.

* NOTE: Maintenance of class size for this school year includes a continuation of some class size reductions that were initially funded with one-time COVID money in the 2021-22 school year. Each year since then, we have successfully negotiated the maintenance and continuation of these “temporary” reductions for 2021-22, 2022-23, 2023-24, 2024-25, and 2025-26, despite these one-time funds no longer being available:

- The staffing ratio at grades 4 and 5 was reduced to 29:1 with a cap of 31 (rather than 31:1 with a cap of 33).
- Additional FTEs were provided at secondary sites to allow the creation of additional sections to bring down class sizes where possible (with a focus on collaborative classes that sometimes cause other sections to be much larger).

**NOTE: Read on if you would like some details on how a staffing ratio of, for example, 29:1 at middle school or 31:1 at high school is applied. The number of students projected to be at a site in each grade level is divided by 29:1 at middle school or 31:1 at high school, yielding a total number of teachers to serve the total number of students at each grade level. Actual class sizes at middle and high school are larger than the staffing ratio because teachers instruct one fewer class than students take. Example, if there are 6 classes for students, teachers teach 5 classes and have a preparation period. Mathematically, this dynamic causes class sizes to be higher than the staffing ratio and the target, regardless of whether they are core content area classes or electives.

Class size targets are used for core classes. A target class size is a goal, but it is not a hard cap. Secondary staffing is not a perfect science. For example, student schedules interfere with balancing classes when a few too many students are in one class but there are not enough students to add a section. Sites must make a good faith effort to meet the targets. If it is not possible to meet the target, core classes should not be far from the target.

Sites schedule academic, core content area classes first, and try to get as close to or near the target class size number as possible. Next, they work to schedule students in elective classes, based on student course request forms, also focusing on getting as close to the target as possible. As a result of this process, elective classes can be somewhat higher than core academic content area classes.

Mandated Trainings

More and more laws keep passing that require mandatory trainings, and most of them are required every single year. Ugh! Over the course of the school year, the trainings currently total 4 hours and 15 minutes for elementary and 5 hours and 15 minutes for secondary educators. This is A LOT of time!

The district has spread out the training due dates throughout the year, to try to make them more manageable. They have pushed most of them out already, so we can work on them now if we choose. PFT is pushing for the trainings that are required, but are not required every year, to be given every other year. We are also advocating for a higher quality training platform.

Each employee must log in and complete their own training. However, working in a group and discussing the questions and answers is perfectly fine.

Remember, time must be provided during the workday for these trainings. The teacher workday is 7 hours plus a duty-free lunch period. Example: 7 hours plus a 30 minute lunch is 7.5 hour schedule (lunch is duty free and is not paid time but the 7 hour workday has lunch in the middle of it). Think about your site's bell schedule and calculate how much time before or after the bell schedule falls within the workday. Elementary schools have the fewest instructional minutes and therefore the greatest number of minutes within the workday before or after school. Middle schools are next, followed by high schools. High school teachers are in front of students nearly the whole workday (on a day that is not early out or late start). So for secondary schools, using a combination of professional time, pro grow days, or staff meeting time may make the most sense to accomplish the trainings. At elementary schools, there may also be some time that can also be accessed before and after school within the workday.

Can time banking, professional time, a professional growth day, or time before or after school be used? Can a staff meeting or two be canceled? All the time should NOT come out of teacher time!

In Solidarity,
Kelly