



**A Path Forward:**

**Co-Location/Restructuring Transition Plan**

**February 2025**

*This is a draft working document. Changes may occur.*

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## **Background and Board Decision**

Dear Pacifica School District Community,

At Pacifica School District (PSD), we are committed to fostering an inclusive, student-centered environment where every voice matters. As we move forward with this important transition, our focus remains on ensuring equity, collaboration, and transparency.

This plan provides clear guidance, creates structured opportunities for input, and establishes a shared vision for the future of our schools. We will conduct site visioning sessions and engage with the community to celebrate each school's unique strengths while collaborating to support all students.

We sincerely appreciate the dedication of our staff, students, families, and community members, who are willing to help shape this work. Your partnership is essential in building a plan that reflects our shared commitment to excellence in PSD.

We look forward to working together and keeping you updated along the way.

On January 22, 2025, the Pacifica School District Board of Trustees adopted a resolution:

- To co-locate Ocean Shore K-5 with Sunset Ridge K-5
- 6-8 transitioned Ocean Shore and Vallemar 6-8 students to Ingrid B. Lacy Middle School (IBL) or Cabrillo School (dependent on space availability).

### **Board Meeting 1-22-25 Action Item 10a**

#### **Reason for the Decision**

The Co-Location and Restructuring of Schools decision by the Board of Trustees allows for optimizing resources, while aiming to ensure long-term financial sustainability while maintaining high-quality and enhanced educational experiences for students.

The board's resolution is based on several key considerations:

#### **Addressing Fiscal Challenges**

- **Declining Enrollment:** As projected in King's Demographer Report, student enrollment has steadily decreased and projected to continue to decrease, requiring adjustments in facility utilization.
- **Elimination of One-Time Funds:** The district can no longer rely on temporary funding sources, necessitating structural changes (ie. Covid Funds).
- **Increasing Programmatic Needs:** The demand for specialized programs, intervention supports, and enrichment opportunities has increased, requiring a more strategic allocation of resources.

#### **Resource Optimization**

- Maximizes efficient use of school facilities and staffing
- Reduces operational costs while maintaining and enhancing program quality

#### Educational Enhancements

- Provides stronger grade-level continuity
- Expands middle school programming at IBL and Cabrillo
- Improves elementary school focus and opportunities at co-located campuses

The plan will be fully implemented by July 1, 2025.

## **Executive Summary**

In January 2025, Pacifica School District, Budget Collaborative, Budget Collaborative Sub-Committee proposed a budget solution to the Board of Trustees that would respond to the district's budget challenges. The district's budget deficit has been on-going due to but not limited to the following: declining enrollment, elimination of one time funds due to covid, increase programmatic costs, and shifts in Cost of Living Adjustments (COLA) this year as one time funds are no longer available, decline in ADA funding, and increased prices of school services. The budget solution approved by the Board of Trustees focused on achieving three goals: Eliminating the Deficit, Enhancing Student Programs, and Considering Future Compensation was developed with input from the teachers, classified staff, labor partners, parents, some community members, school administration, and district-level staff. On January 22, 2025, the Pacifica School District Board of Trustees via resolution approved the following actions to be implemented during the 2025-2026 school year:

- Co-location of Ocean Shore School K-5 grade students to Sunset Ridge School
- Ocean Shore School 6-8 grade students to Ingrid B. Lacy Middle School (IBL) or Cabrillo School
- Vallemar 6-8 grade students to Ingrid B. Lacy Middle School (IBL) or Cabrillo School
- Special Education: PK - 5th Grade SDC Programming located at Ortega School and Sunset Ridge School
- Special Education: Development of an am/pm preschool program.

The decision to co-locate two schools and transition grades 6-8 from two sites presents challenges and opportunities for students, staff, families, and the impacted communities. Pacifica School District recognizes that decisions concerning restructuring must be made promptly and with a commitment to dignity, equity, and transparency. This means:

- Considering financial impacts of the restructuring
- Empowering students and families to understand the impacts of the Co-Location and Restructuring
- Empowering families and employees through voice
- Providing regular communication, collaborative decision-making, and opportunities for partners to provide feedback and suggestions
- Honoring the legacy of our schools, alumni, and community

The goal of this plan is to provide various support to students, families, and employees with a smooth and successful transition.

## Transition Timeline

Date	Action/Task
November 18, 2024	Employees are notified that we are beginning the planning process for 2025-2026 and the annual Verification of Seniority Lists are sent out to employees.
December 17, 2024	Principals receive initial staffing allocation letters based on projected enrollment.
December 18, 2024	<a href="#">Board of Trustees approves updated Seniority Lists.</a>
January 22, 2025	<a href="#">Board of Trustees approves Resolution Approving Co-Location and Reconfiguration of Schools.</a>
January 27, 2025	PSD and LSEA (certificated labor partner) discuss a shared commitment to negotiating a helpful MOU that not only addresses key Resolution and co-location issues, but also guides impacted unit members as to next steps in the process. PSD and LSEA agree to an <a href="#">MOU to Extend the Early Notice Incentive and Job Share Proposal Due Dates.</a>
Week of January 27-31, 2025	ESS office meets with school site administrators to collect information regarding current programming and future visions
Week of January 27-31, 2025	Meet with principals of 7 & 8 grade students discussing future accelerated programs - Further discussions with Transition Teams during Site Visionary Team Meetings
January 31, 2025	Principal group check-in regarding Visionary Academic Enhancements - Further discussions with Transition Teams during Site Visionary Team Meetings
January 31, 2025	HR meets with Vallemar School Certificated Permanent Staff. HR meets with CSEA to discuss impacted classified employees and next steps. HR meets with Principals to discuss Reduction of Workforce, Non-Reelects, and Layoffs.
Week of February 3 - 7, 2025	Personnel meetings with affected non-permanent certificated employees based on seniority of employment hire date and credential status. Personnel meetings with affected classified employees based on seniority of employment hire date.
February 3, 2025	Budget Sessions for financial transparency for OSS PTO @OSS
February 4, 2025	Principals receive updated staffing allocation letters based on projected enrollment.
February 5, 2025	TK and Kindergarten Lottery. Classes posted at 6:00pm along with a waitlist.
February 10, 2025	Budget Sessions for financial transparency - virtual session

	<a href="https://pacificasd.zoom.us/j/84845966478?pwd=DYKDGCLGLnriFlartPmNjoI3000AoN.1">https://pacificasd.zoom.us/j/84845966478?pwd=DYKDGCLGLnriFlartPmNjoI3000AoN.1</a>
February 11, 2025	Budget Sessions for financial transparency - virtual session <a href="https://pacificasd.zoom.us/j/87913822750?pwd=iJXDeucfuVXm99UlbjHrAgaWrcJigi.1">https://pacificasd.zoom.us/j/87913822750?pwd=iJXDeucfuVXm99UlbjHrAgaWrcJigi.1</a>
February 12, 2025	Resolutions regarding Reduction of Workforce, Non-Reelects, and Layoffs brought for action to the Board of Trustees.
February 12, 2025	SEPAC Parent Meeting for Parents of students with disabilities a discussion of the School Board approval of changes to SDC program locations (9:00am-10:00am) Zoom link: <a href="https://zoom.us/j/8765376948?omn=98637627643">https://zoom.us/j/8765376948?omn=98637627643</a>
February 13, 2025	SEPAC Parent Meeting for Parents of students with disabilities a discussion of the School Board approval of changes to SDC program locations (7:00 pm - 8: pm) Zoom Link: <a href="http://zoom.us/j/876537648?omn=91752182977">http://zoom.us/j/876537648?omn=91752182977</a>
February 24 - March 7, 2025	Meetings with parents who have students in Ocean Shore and Cabrillo's Special Day programs to discuss District SDC programs (Zoom, in-person or phone calls (parent preference)).
February 26, 2025	Joint Staff Meetings K-5 OSS and SR at SR, OSS 6-8 to IBL, Vallemar 6-8 to IBL or Cabrillo
February 27, 2025	First meeting of the Co-Location/Restructuring Transition Team. A group of the participants will work together regarding the visionary plan of academics for PSD. There are 8 additional meetings for the Co-Location/Restructuring Transition Team
February 28, 2025	HR & Principals Staffing to Enrollment Meeting #1
March 2025	Visionary Team meetings planned by site
March 10, 2025	First day to submit paperwork for waitlist for all grades TK - 8th grade all schools for the 2025-26 school year.
Mid March	Online Registration available to all families
March 15, 2025	Notice given to all employees affected by Reduction of Workforce, Non-Reelects, and Layoff Resolutions.
March 19, 2025	Co-Location/Restructuring Transition Team Meeting
March 20, 2025	HR & Principals Staffing to Enrollment Meeting #2
March 27, 2025	Co-Location/Restructuring Transition Team Meeting

March/April 2025	Special Education transition meetings (8th grade to High School)
March/April 2025	Special Education Transition meetings (5th grade to 6th grade at Ingrid B. Lacy).
March/April 2025	OSS to SSR student field trip- begin Pen Pal program.
April 3, 2025	HR & Principals Final Staffing to Enrollment Meeting #3
April 15, 2025	HR will post all known vacancies by assignment and site that will be available for 2025-2026 ( <a href="#">LSEA Article 14.5.1</a> ).
April 16, 2025	Co-Location/Restructuring Transition Team Meeting
April 21, 2025	District-Wide Transition Team Building Day
April 23, 2025	Co-Location/Restructuring Transition Team Meeting
April 26, 2025	District-wide professional development/team building day
May 2025	Recruitment for vacancies and ongoing communication to support employees in preparing for 2025-2026. Continuous collaboration with labor partners.
May 2025	Transition to Middle School Informational Night
May 13-16, 2025	Boxes will be distributed to school sites for all affected staff members
May 7, 2025	Co-Location/Restructuring Transition Team Meeting
May 14, 2025	Co-Location/Restructuring Transition Team Meeting
May 28, 2025	Co-Location/Restructuring Transition Team Meeting
June 5-8, 2025	Movers will pack materials from all rooms (exception: boxes with fragile or personal items)
June 9-13, 2025	Packed materials from original site to new location
June 5, 2025	Every unit member will receive written notification of the tentative school, grade, class, subjects and room assignments for the coming school year ( <a href="#">LSEA Article 14.5.2</a> ).

Department Key:

Human Resources

Educational Services, Curriculum and Instruction

Student Services

Special Education

Business

Facilities

School Sites

# **Support for the Transition**

## **Chapter 1**

## Supports

The goal of this section is to have multiple perspectives and voices to guide our transition.

We will provide to students, families, staff, and partners timely, compassionate, and effective support to everyone affected by the restructuring

We will ensure we provide a space for feedback, concerns, and recommendations to engage parents, students, staff, and community.

<p style="text-align: center;"><b>Supporting Our Staff:</b> We are committed to treat staff with respect, openness, and provide transparency</p>	<p style="text-align: center;"><b>Encouraging our Students:</b> We are committed to ensure that all students will have access to high quality instruction, including academic enhancements.</p>	<p style="text-align: center;"><b>Embracing our Families:</b> We are committed to ensure a welcoming, supportive and smooth enrollment process.</p>
Human Resources to support staff transitions	Encourage our students to provide input, feedback, and ideas	Empower families to select the best match enrollment option for there child(ren)
Meeting with employees to explain reassignments	Several activities will be planned to support a successful transition for the students, their families, and the neighborhoods. Currently, the principals are working to develop activities focused on teamwork and culture-building activities for students and families from impacted communities.	Emphasize voice and feedback to support families
Providing on-site support including informational meetings	Providing students and staff an opportunity to see IBL either on a tour or a meet and greet.	Providing translation services
Each of the principals have begun planning staff engagement activities that will take place throughout the spring and summer. The activities will include building and sharing the vision,		Communicate with families through email, meetings, campus support, and the webpage

providing opportunities for team and culture-building, and instructional planning and preparation for the upcoming school year.		
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**Communication, Feedback, and Suggestions:**

Providing regular communication, fostering collaborative decision-making, and creating opportunities for partners to provide feedback and suggestions are crucial to building strong, sustainable relationships.

**Transfer & Placement Assistance:**

We are dedicated to helping you explore alternative opportunities within the Pacifica School District. Our team will work closely with you to review your skills and preferences and identify positions that align with your experience and career goals.

**Support Services:**

We have arranged personalized support services, including counseling sessions, to address the challenges that change can bring. You are invited to participate in two counseling sessions over three days. These sessions are designed to guide you, answer your questions, and help you navigate this transition confidently.

**Personalized Guidance:**

Your supervisor and our Human Resources team are available to discuss your situation. They will provide detailed information on the transfer process, answer any questions, and assist you in preparing for future opportunities within the District.

## Counseling

At Pacifica School District, we understand that change can be challenging and may bring uncertainty and emotional stress. In alignment with our goal of ensuring a smooth and supportive transition during this restructuring, we are offering dedicated counseling services to all of our community. Our aim is to provide a nurturing environment where everyone—classified staff, certificated staff, families, and community members—can receive the guidance and support needed during this time.

To further our goal of community well-being, each group will be offered counseling. The format of these group session(s) is still being developed. These session(s) are designed to offer support as we navigate these changes together.

Below is a chart outlining the available counseling services and resources for each group (Dates and Times are in development)

<b>Impacted group</b>	<b>Group 1</b>	<b>Group 2</b>
<b>Classified Staff</b>	Classified Staff Transition Support	Classified Staff Transition Support
<b>Certificated Staff</b>	Instructional Staff Transition Support	Instructional Staff Change Transition Support
<b>Students, Families &amp; Community</b>	Students, Community and Families Transition Support	Students, Community and Families Transition Support

We understand that the restructuring may bring uncertainty and change, and we want to assure you that your well-being is our top priority. As part of our commitment to support you during this transition, we offer a comprehensive process for transfer information, support, and placement.

For more details or to schedule a counseling session, please contact Martha Ladd, Director of Special Education and Support Services. Your well-being is our priority, and we are here to support you every step of the way.

## **Employee Assistance Program**

### **Personalized Support for Everyday Life**

Employee assistance programs address a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders. EAP counselors also work in a consultative role with managers and supervisors to address employee and organizational challenges and needs. In addition, EAP programs can offer trauma services to sites as a result of staff deaths, emergencies, and disasters.

- [Employee Assistance Program](#) (access code: smcsig)
- [Brochure](#) (San Mateo County Schools Insurance Group)

### **Notice of Rights for Reasonable Accommodations**

- [PSD Notice of Rights for Reasonable Accommodations](#)

#### **For More Information**

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## Listening Sessions

We decided to hold listening sessions to create a space for open and meaningful dialogue where everyone's voice could be heard. Our goal was to better understand the perspectives, concerns, and experiences of those involved so that we could make more informed decisions and foster stronger relationships.

A listening session is a structured meeting or discussion where the primary goal is to gather feedback, or perspectives from participants. Unlike traditional meetings where decisions are made or information is presented, a listening session focuses on active listening, ensuring that voices are heard without immediate judgment or response.

The district conducted listening sessions with key stakeholders—including staff, parents, and community members—to gather insights on concerns and priorities regarding the co-location plan.

Key themes that emerged from those discussions include:

1. Concerns about how shared spaces and teachers' sharing impact instruction quality.
2. Uncertainty surrounding teacher placements and staffing allocations.
3. Frustration due to unclear communication and the spread of misinformation.
4. Questions regarding facility modifications, after-school care, and other logistical matters.
5. A desire for increased transparency and more opportunities for meaningful input.

These visioning sessions are designed to directly address these concerns by providing structured discussions, clear responses, and collaborative problem-solving opportunities. The district recognizes that the input and concerns of all stakeholders are integral to the success of these sessions. While not all stakeholders may agree with the changes, these sessions are an essential step toward ensuring that decisions are made in an informed, transparent, and inclusive manner.



## **Transition Support**

We are committed to doing what is best for our communities so that we provide high quality education to our children.

<b>Supporting Staff</b>	<b>Supporting Families</b>	<b>Operational</b>
Moving Plan	Ongoing Messages to families	Readiness Plan
Packing Materials	Lottery Information	Moving Plan
Tours of Campus	Afterschool Programs	Packing Materials
Staffing Plans	Day Care Options	Box Delivery and Pick-up
Transition Supports	Tours of Campus	Staffing Plan
Reassignment Assistance	Enrollment Options	Messages to Teachers and Staff
Support Resources	Transition	Messages to Administrators
Team Building Activities at New Locations	Meet and Greets with Principals and Staff	Transition Supports
Transition Supports	Support Resources	Information on Bell Schedules, Lunch Times, and Recess
Ongoing Messages to Teachers and Staff	Ongoing Messages to Families	Support Resources

**Site  
Visionary  
Teams**

**Chapter 2**

## **Site Visionary Team**

### **Connecting Our Past to Our Future**

#### **Definition of Visioning Sessions**

Visioning sessions are not just structured discussions, but proactive measures designed to bring together key stakeholders—staff, parents, district leaders, and community members. These sessions are a proactive approach to engage in strategic planning and decision-making, ensuring that challenges are identified and addressed before they become major issues. They provide a solution-oriented space to align perspectives, identify challenges, and develop shared goals for transitioning to a co-located school model and to a new school.

The team designed the visioning sessions based on feedback from recent listening sessions with staff, parents, and community members. Participants in these sessions highlighted significant concerns about shared spaces, staffing models, instructional quality, and the need for clear, transparent communication. The insights collected have shaped the discussions to ensure they directly address the district community's most pressing needs and priorities.

In the context of the Pacifica School District's co-location and restructuring process, these sessions focus on:

- Understanding and addressing key concerns about shared spaces, staffing, and instructional integrity.
- Exploring how to optimize resources while maintaining high-quality instruction.
- We acknowledge all perspectives while focusing on outcomes that align with the district's fiscal and educational goals.

#### **Purpose of the Visioning Sessions**

The primary purpose of these sessions is to ensure a smooth and strategic transition as the district moves forward with necessary changes while maintaining the integrity of instructional programs. These sessions directly respond to concerns raised in the listening sessions and serve as a collaborative forum for solutions-focused dialogue.

Specifically, the sessions aim to:

1. Address Stakeholder Concerns with Transparency
  - Provide clear information to address misconceptions, fears, and logistical challenges.
  - Ensure that all stakeholders have a realistic understanding of the transition plan.
2. Facilitate a Collaborative Process
  - Engage staff, families, and district leaders to develop shared solutions.
  - Ensure transparency and inclusivity in the planning and decision-making process.
2. Ensure a Student-Centered Approach
  - Focus on decisions that protect and enhance student learning experiences.
  - Address concerns about classroom structure, teacher-sharing, and student support services.
2. Optimize Shared Spaces & Staffing
  - Develop a workable model for sharing facilities and educators while maintaining instructional integrity.

- Address logistical challenges such as teacher assignments, classroom space, and school operations.
- 2. **Align Financial Responsibility with Instructional Quality**
  - Identify ways to reduce costs while sustaining or improving student programs.
  - Ensure that staffing and program structures reflect budget realities and district priorities.
- 2. **Build Trust & Strengthen Community Engagement**
  - Establish ongoing communication strategies to ensure continued stakeholder involvement.
  - Provide a structured process for future input and updates to keep stakeholders informed.

Expected Outcomes of Visioning Sessions

Each session is crafted to deliver actionable insights and data-driven decisions. By the end of the process, we expect to achieve:

- Establish a clear framework for how shared spaces and staffing will function.
- Develop a staffing and teacher-sharing model that balances efficiency with instructional quality.
- Identify logistical solutions for after-school care, facility modifications, and student movement.
- Provide fact-based communication to address misinformation and parent concerns.
- Build a roadmap for the transition, including key milestones and responsibilities.

These visioning sessions represent a critical step toward ensuring that the district remains fiscally sound while maintaining its commitment to excellence in education. They provide a structured way for all stakeholders to contribute their perspectives, leading to collaborative solutions and a unified path forward.

**Visionary Planning Sessions By Schools**

School	Date	Time	Facilitator	Location
Ocean Shore/ Sunset Ridge	March-TBD	5:00/TBD	Dr. Cundiff Principal Corten	Sunset Ridge
Ortega School	March-TBD	5:00/TBD	Principal Rachel Romo	Ortega
Vallemar School	March-TBD	5:00/TBD	Principal Laura Vuskovic	Vallemar
Ingrid B. Lacy Middle School (IBL)	March-TBD	5:00/TBD	Principal Cathy Alderson Vice Principal Chido	IBL
Cabrillo	March-TBD	5:00/TB	Principal Tiffany Parrish	Cabrillo

## **Definition of Terms**

### **1. Shared Resources**

Resources (such as equipment, facilities, or staff) that are used by multiple individuals or groups to maximize efficiency and reduce costs.

### **2. Roster Carrying Teacher/Teacher of Record**

A teacher who is officially responsible for a group of students and their academic progress, maintaining records of attendance, grades, and other student data.

### **3. Administrator**

An individual responsible for the management and leadership of a school or educational institution, such as a principal, vice-principal, or superintendent.

### **4. Co-Principal**

A shared leadership model where two individuals jointly hold the role of principal, collaboratively managing and leading a school.

Assistant Principal

Vice Principal

### **5. Shared Space**

A physical area or facility that is used by multiple individuals or groups for various purposes, such as classrooms, labs, or common areas in a school.

### **6. Merge**

The process of combining two or more schools, programs, or organizations into a single entity to streamline operations and resources.

### **7. Closure**

The shutting down or termination of a school, program, or facility, often due to financial constraints, low enrollment, or other factors.

### **8. Colocation**

The practice of housing multiple schools or programs within the same building or campus to share resources and reduce costs.

## Sample of Co-location Models

Co-location models that share teachers at the K-5 level can take several forms, depending on the needs of the schools, staffing constraints, and district priorities. Below are a few sample models of how co-located schools or programs share teachers effectively:

### 1. Subject-Specialized Teacher Sharing

Model: Schools share specialized teachers across campuses (e.g., STEM, Music, Art, PE, or Intervention).

Example:

- A district has two small K-5 schools on the same campus. Instead of each school hiring separate staff, a single STEM teacher rotates between both schools, teaching 2-3 days at each site.
- A shared music teacher provides instruction to both schools, ensuring access to enrichment programs while managing costs.

### 2. Grade-Level Teaming Across Sites

Model: Two schools co-locate but assign teachers across sites based on expertise in specific grade levels.

Example:

- School A focuses on K-2, while School B serves 3-5, and teachers specialize within these grade bands.
- A 2nd-grade teacher may work at School A in the morning and provide reading intervention at School B in the afternoon.

### 3. Dual-Language or Magnet Program Sharing

Model: A bilingual/dual-language immersion program or specialized magnet shares teachers between co-located schools.

Example:

- A Spanish dual-language program runs in one building, but students from both schools participate, with bilingual teachers rotating between sites.
- A STEAM or Montessori teacher provides instruction across both schools, ensuring access to the specialized curriculum.

### 4. Partial Staff Sharing Model

Model: Schools remain independently run but share select staff members to maximize resources and ensure student access to specialized support.

Example:

- Two co-located K-5 schools operate separately but share a school counselor, administrator, and staff who split time between both sites.

This model allows each school to maintain its culture and leadership while benefiting from shared staffing efficiencies where appropriate.

Would you like a recommendation based on specific staffing needs?

### 5 Partial Teacher Sharing Model

Model: Schools maintain separate leadership and student bodies but share specific teachers to optimize staffing while keeping core instruction independent.

Example:

- **Specialized Teachers:** A STEM, music, art, or PE teacher rotates between two co-located K-5 schools, ensuring both have access to enrichment programs while maintaining separate classroom teachers.
- **Upper-Grade Departmentalization:** Two small schools share a 4th- and 5th-grade math teacher who teaches at one school in the morning and the other in the afternoon. In contrast, a different teacher specializes in ELA.
- **Language Programs:** A dual-language or world language teacher teaches at both schools, providing bilingual instruction without requiring separate full-time hires at each site.

- **Intervention & Support Teachers:** A reading specialist or math interventionist splits time between the schools, working with students needing additional support.
- **Special Education:** A shared RSP (Resource Specialist Program) teacher or special education teacher provides support services across both sites, reducing staffing redundancies while meeting student needs.

This model allows for staffing flexibility while ensuring students receive quality instruction. Would you like recommendations based on a specific scenario or staffing need?

#### 6. Shared Teachers with Separate School Identities

**Model:** Two schools with distinct names, cultures, and identities operate under one principal but share some teaching staff to maximize resources.

**Example:**

- **Core Subject Teachers (Upper Grades):** A 4th- and 5th-grade math teacher teaches at School A in the morning and School B in the afternoon, while another teacher specializes in ELA across both sites.
- **Specialists & Electives:** A music, art, PE, or STEM teacher rotates between the schools, ensuring both have access to enrichment while preserving individual school programs.
- **Language & Intervention Support:** A bilingual teacher, reading specialist, or interventionist splits time between schools, working with students while maintaining unique school programming.
- **Special Education Services:** A shared RSP teacher or psychologist provides services across both schools, reducing staffing redundancies while supporting student needs.

**Transition  
Plan Team  
and  
Information**

**Chapter 3**

## **A Path Forward: Co-Location/ Restructuring Website**

### **Pacifica School District Website**

### **A Path Forward & Co-location and Transition Information - Link**

A Path Forward: Co-Location/Restructuring Website is available at the link above. Updated information will be posted every Friday. The website is available for students, families, staff, and partners seeking information regarding the Co-Location/Restructuring Transition Plan.

Information includes:

- Frequently Asked Questions for Budget and Budget Deficit
- Frequently Asked Questions for Co-Location and Transition Information
- Frequently Asked Questions for the Listening Sessions
- Interest Form for individuals who would like to be part of the transition team.
- Documents from the Board Work Sessions

## **Join the Co-Location & Restructuring Transition Team**

Dear Pacifica School District Family:

The Pacifica School District invites staff, parents, students, and community partners to join the Co-location-Restructuring Transition Team. This team will assist in guiding the co-location of SSR and Ocean Shore Schools and the transition of 6-8 grades from Ocean Shore and Vallemar to Ingrid B. Lacy and Cabrillo. The team will comprise approximately 30 members, it will play a vital role in ensuring a smooth transition that supports students, staff, and families.

### **Purpose of the Committee**

The Co-Location/Restructuring Transition Team will serve as a collaborative group that provides input and guidance on school logistics, operations, and the student experience during this transition. Team members will work closely with school leaders, staff, and families to create an inclusive and positive environment for everyone involved.

### **As a team member, you will:**

- Collaborate with school leaders, staff, and families to support the transition
- Assist with reviewing input from community listening sessions to inform the next steps
- Provide input on school logistics, operations, and student experiences
- Help foster a positive and inclusive school environment.

## Selection Criteria

We are seeking applicants who:

- Are committed to student success and the well-being of the school community
- Can collaborate with diverse stakeholders in problem-solving and planning
- Bring relevant experience or perspectives to support the transition process.
- Can attend regular team meetings and actively participate in the committee's work

## How to Apply

If you want to serve on the Co-Location/Restructuring Transition Team, please complete the interest form via this link. [Co-Location/Restructuring Transition Team Interest Form](#)

Your voice and leadership are essential in shaping this process, and we appreciate your support in making this transition a success.

## Meeting Dates

The team will meet regularly starting in February. We ask that members be available to attend all scheduled meetings to ensure consistent progress throughout the transition process.

- February 27 (Thursday) @ 12:30pm-4:30pm
- March 19 (Wednesday) @ 12:30-4:30
- March 27 (Thursday)@ 12:30-4:30
- Week of 7th-11th Spring Break
- April 16th (Wednesday) @ 12:30-4:30
- April 23rd (Wednesday) @ 12:30-4:30
- May 7th (Wednesday) @ 12:30-4:30
- May 14th (Wednesday) @ 12:30-4:30
- May 28th (Wednesday) @ 12:30-4:30

The budget team is committed to transparency and will provide three budget sessions the week of February 3-7. The first meeting is on February 3rd from 5 to 6:30 p.m. at Ocean Shore (for the OSS PTO). The second meeting is a Zoom webinar on February 10th from 6 to 7:30 p.m., open to the public. The third meeting is a Zoom webinar on February 11th from 6 to 7:30 p.m. The budget team will be present for questions, ensuring that all financial matters are handled with openness and clarity.



### **Co-Location/Restructuring Transition Team**

The Co-Location/Restructuring Transition Team will oversee logistics, operations, and student experience during the transition.

Members of the Co-Location/Restructuring Team consists of: Teachers, Staff, Labor Partners, Community Organizations, Parents, and District Office Staff.

[Co-Location and Restructuring Transition Team Interest Form](#)

The Co-Location Transition Team is supported by the following subcommittees, each responsible for specific aspects of the transition:

#### **1. Facilities & Logistics Subcommittee**

- Purpose: Oversee space planning, classroom assignments, and necessary modifications.
- Agenda Topics: Facility modifications, space allocation, safety protocols.
- Key Deliverables: Finalized transition logistics and facility readiness by June 2025.
- Slide Deck Outline:
  1. Facility Needs Assessment
  2. Space Utilization Plan
  3. Transition Timeline
  4. Facility Upgrades & Safety Measures

## 5. Final Adjustments & Next Steps

### 2. Staffing & Professional Development Subcommittee

- Purpose: Plan staff reassignments and professional development for a smooth transition.
- Agenda Topics: Staffing needs, role adjustments, teacher training programs.
- Key Deliverables: Staffing reallocation plan and PD sessions before July 2025.
- Slide Deck Outline:
  1. Overview of Staffing Changes
  2. Staff Training Needs Assessment
  3. PD Opportunities & Support Resources
  4. Role Adjustments & Next Steps

### 3. Community & Family Engagement Subcommittee

- Purpose: Facilitate communication and outreach with families and the community.
- Agenda Topics: Parent workshops, FAQs, outreach strategies.
- Key Deliverables: Family engagement plan and community feedback integration.
- Slide Deck Outline:
  1. Importance of Community Engagement
  2. Communication Channels & Strategies
  3. Parent & Student Feedback Mechanisms
  4. Next Steps & Continued Engagement

### 4. Student Experience & Support Subcommittee

- Purpose: Ensure students receive necessary support and resources throughout the transition.
- Agenda Topics: Student support services, orientation programs, counseling needs.
- Key Deliverables: Student orientation plan and social-emotional support framework.
- Slide Deck Outline:
  1. Understanding Student Needs
  2. Support Programs & Counseling Services
  3. Orientation Plan for Transitioning Students
  4. Ensuring a Positive Student Experience

## **Descriptive Information: Student Population & Staffing**

The Co-Location and Restructuring Transition Plan will redistribute students and staff to improve facility and resource utilization while maintaining high-quality and enhancing academic programming and student and family support services.

To co-locate Ocean Shore K-5 with Sunset Ridge K-5

6-8 transitioned Ocean Shore and Vallemar 6-8 students to Ingrid B. Lacy Middle School (IBL) or Cabrillo School (dependent on space availability).

### **Current Staffing**

- Ocean Shore K-8
  - Student Population: ~370
  - Kindergarten - 5th grade: 271
  - 6th - 8th grade: 99
  - Teaching Staff: 16 (includes 1 SDC Teaching Position)

- o Support Staff: 15 classified staff members (not FTE)
- Sunset Ridge TK-5
  - o Student Population: ~370
  - o Teaching Staff: 19 (includes 4 SDC Teaching Positions)
  - o Support Staff: 26 classified staff members (not FTE)
- Vallemar 6-8
  - o Student Population: ~128
  - o Teaching Staff: 5
  - o Support Staff: 16 (TK-8)
- Middle Schools: Ingrid B. Lacy

Ingrid B. Lacy Enrollment 2025-26		
Incoming 6th	Incoming 7th	Incoming 8th
214	79	59
Projected Grade Level Totals		
214	230	199

\*Projected numbers may change post waitlist adjustments beginning March 10, 2025.

- o Projected staffing needs: Certificated:
- o Projected staffing needs: Classified:

- Middle School: Cabrillo

Cabrillo School Enrollment pre-lottery		
*Current 6th	Current 7th	Current 7th
74/63	41	55
Projected Grade Level Totals		
**65	***65	***65

\*Based on 2025-26 placement/lottery results held on January 24, 2025 (74 students are currently enrolled in 5th grade and 11 students have been placement at IBL for the next school year)

\*\*Based on 2025-26 placement/lottery results held on January 24, 2025

\*\*\*Projected based on requested current year transfer requests and projected

waitlist transfers. Waitlist/transfer for 2025-26 form is available on March 10, 2025 on District website, district office and school offices at 8:00am

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**Enrollment**

**&**

**Lottery**

**Chapter 4**

## **Lottery Process**

### **Background:**

Pacifica School District's enrollment model is an Open Enrollment model. This means that eligible families can enroll their children in any of the schools in our school district. Our elementary district has designed two paths: A dual pathway (TK-5th + Middle School) and a single pathway (TK-8th grade). We are currently transitioning to having three TK-5th Grade schools, one TK-8th grade school and one 6th -8th grade school. This translates to three dual pathways and one single pathway.

To provide parent choice regarding which elementary pathway to choose for their student the district has developed a lottery process for Transitional Kindergarten and Kindergarten as well as for 5th grade.

There is also a transfer process and families who do not get into their first choice school there is a wait list maintained in the event of vacancies a seat opens up at a school.

Listed below is some general information about our lottery and transfer process.

### **• Transitional Kindergarten/Kindergarten Lottery**

- Our 2025-2026 Transitional Kindergarten and Kindergarten school placement and lottery is taking place this Friday, February 7, 2025. All registration cards that were received by 4:30 pm today, February 5th, will be included in the school placement/lottery. The school placement/lottery will be conducted according to our current board policies.
- If the number of applications exceeds the number of spaces available for any given site, a lottery for available spaces for that site will be held.
- Incoming TK & Kindergarten siblings of students who will be enrolled when the sibling begins attendance in August 2025, will have priority provided that their lottery card was turned in by the deadline. Once the openings are filled, students will be placed on the waiting list for their first-choice school. At the end of the lottery process, all students will have received a placement at one of our schools.
- Pacifica School District will mail letters to each family indicating their child's placement. School placement and lottery results will also be posted at the District office. Online Registration information will follow soon after.

Transitional Kindergarten and Kindergarten placement and lottery process will not be impacted by the decision made by the School Board at the January 22, 2025 Board meeting.

**6th Grade Transfer Procedures**  
**Vallemar and Ocean Shore 6th-8th Grade Transfer Procedures**

- Students completing the 5th grade at a TK-5th grade school shall be guaranteed a space for the 6th grade at Ingrid B. Lacy Middle School. Students enrolled at Cabrillo shall be guaranteed a space in that program through the 8th grade.
- Vallemar and Ocean Shore students attending 6th - 8th grade in 2025-26 shall be guaranteed a space at Ingrid B. Lacy Middle School.

**Vallemar and Ocean Shore students who would like to transfer to Cabrillo School:**

- For families with students who would like to transfer schools for the 2025-26 school year here is the process: On March 10th @ 8:00 am, the 2025-26 PSD Waitlist/Transfer Form will be available on our website. It should be filled in and returned to the district office. The completed form can also be emailed to Nicole Ortega at [nortega@pacificasd.org](mailto:nortega@pacificasd.org). Copies are also available at the front desk at 8:00 am on March 10th. Completed forms should be returned to the District office as soon as possible.
- This is the web page on the PSD website where the 2025-26 Waitlist/Transfer form will be posted at 8:00 am on March 10th:  
<https://www.pacificasd.org/District/1457-Student-Registration-and-Enrollment.html>.
- The 2025-2026 PSD Waitlist/Transfer Forms will be processed in the order received.
- Students that meet the criteria for \*priority status based on our policies would advance on the waitlist.

\* Students of new Pacifica School District employees and students with siblings attending the same school in the 2025-26 school year.

## Enrollment and Lottery Process for Transitional Kindergarten

<b>Enrollment Process</b>	<b>Procedure for 2025-26 School Year</b>	<b>General Timeline/Important Dates</b>	<b>Impacts for the 2025-26 School year</b>
Enrolling students in TK	<ul style="list-style-type: none"> <li>● Eligibility: Student born between September 2, 2020 and September 1, 2021.</li> <li>● Applications available at the District office.</li> <li>● Site tours are recommended (Cabrillo, Ortega, Sunset Ridge, and Vallemar)</li> <li>● Submit lottery card by 4:30 pm February 5th</li> <li>● Lottery Held on Friday, February 7, 2025</li> <li>● Results posted by student lottery number at the District office.</li> </ul>	<ul style="list-style-type: none"> <li>● Enrollment information, including timelines, is available in October of the current school year.</li> <li>● Lottery is held in February prior to President's day.</li> <li>● Lottery card due by 4:30 the Wednesday preceding the Lottery.</li> </ul>	<ul style="list-style-type: none"> <li>● The lottery will happen inline with current board policy.</li> <li>● Incoming TKs with a sibling in 6th-8th grade at Vallemar do not have a sibling priority. However, there has been an expansion of a second TK class at Vallemar to offset this.</li> <li>● Cabrillo has also added an additional TK class for the 2025-26 school year.</li> </ul>
Lottery and Waitlist for Students in TK	<ul style="list-style-type: none"> <li>● Prior to holding the lottery, children of PSD employees (.75 Cert &amp; .625 Classified) will be placed in available spots, if the employee parent submits their application by February 1 or the next school day if February 1 falls on a weekend. If the teacher lives out of district, they must also submit an interdistrict transfer form.</li> <li>● Prior to holding the lottery, siblings of students at each school site are placed in available spots.</li> <li>● If the number of applicants at a school exceeds the spaces available a lottery will be held.</li> <li>● A waitlist will be established for the remaining students first choice school</li> <li>● The same process is then done for each school for</li> </ul>	<ul style="list-style-type: none"> <li>● End of February, Lottery results posted at the District office</li> <li>● Beginning Mid-March Parents will be able to complete online registration for the school their child was placed in.</li> </ul>	<ul style="list-style-type: none"> <li>● We do not anticipate impacts associated with the co-location campuses and reorganization of 6th-8th grades.</li> </ul>

	<p>2nd choice school and 3rd choice school.</p> <ul style="list-style-type: none"><li>• Students can only be on a waitlist for one school.</li><li>• Results posted by student lottery number at the District office</li><li>• Parents will be notified of their placement and will be able to <b><u>register online beginning in Mid March 2025.</u></b></li></ul>		
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## Enrollment and Lottery Process for 2025-26 School Year for Kindergarten

<b>Enrollment Process</b>	<b>Procedure for 2025-26 School Year</b>	<b>General Timeline/Important Dates</b>	<b>Impacts for the 2025-26 School year</b>
Enrolling students in Kindergarten	<ul style="list-style-type: none"> <li>● Eligibility: Student turns five years old on or before September 1, 2025</li> <li>● Applications available at the District office.</li> <li>● Site tours are recommended</li> <li>● Submit lottery cards by 4:30 pm February 5th or by noon on February 3rd if the incoming student is a sibling.</li> <li>● Lottery Held on Friday, February 7, 2024</li> <li>● Results posted by student lottery number at the District office.</li> </ul>	<ul style="list-style-type: none"> <li>● Enrollment information, including timelines, is available in October of the current school year.</li> <li>● Lottery is held in February prior to President's day.</li> <li>● Lottery card due by 4:30 the Wednesday preceding the Lottery. EXCEPTION: Families wanting sibling priority must submit their lottery card by noon on the Monday preceding the lottery.</li> </ul>	<ul style="list-style-type: none"> <li>● The lottery will happen inline with current board policy.</li> <li>● Incoming Kinders with a sibling in 6th-8th grade at Vallemar and OSS no longer qualify for sibling priority.</li> </ul>
Lottery and Waitlist for Students in Kindergarten	<ul style="list-style-type: none"> <li>● Prior to holding the lottery, children of PSD employees (.75 Cert &amp; .625 Classified) will be placed in available spots, if the employee parent submits their application by February 1 or the next school day if February 1 falls on a weekend.</li> <li>● Prior to holding the lottery, siblings of students at each school site are placed in available spots.</li> <li>● If the number of applicants at a school exceeds the spaces available, a lottery will be held.</li> <li>● A waitlist will be established for the remaining students first choice school</li> <li>● The same process is then done for each school for 2nd choice school and 3rd</li> </ul>	<ul style="list-style-type: none"> <li>● End of February Lottery results posted at the District office</li> <li>● Beginning Mid-March Parents will be able to complete online registration for the school their child was placed in.</li> </ul>	<ul style="list-style-type: none"> <li>● There may be a long waitlist for Cabrillo as the remaining TK-8 program.</li> </ul>

	<p>choice school.</p> <ul style="list-style-type: none"><li>• Students can only be on a waitlist for one school.</li><li>• Results posted by student lottery number at the District office.</li><li>• Parents will be notified of their placement and will be able to <b><u>register online beginning in Mid March 2025.</u></b></li></ul>		
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# **Programming, Activities & Enhancements**

## **Chapter 5**

**Possible Middle School Programming Enhancements**

*Discussed at Site Visionary Team Meetings*

<b>Program Enhancements and Activities for PSD Middle Schools Classes</b>	
<b>Community Building</b>	<ul style="list-style-type: none"> <li>● Planned visits with K-5 students for reading and mentorship opportunities</li> <li>● Transition to Middle School events with 5th grade students</li> <li>● 7th and 8th grade welcome</li> <li>● Family community events</li> <li>● Student advisory council</li> <li>● Family Day</li> <li>● Family community events</li> <li>● School dances</li> <li>● Big Buddies-Little Buddies</li> <li>● 8th grade trip to Yosemite</li> <li>● Student Advisory Council</li> <li>● 6, 7, 8 grade welcome</li> </ul>
<b>Instruction</b>	<ul style="list-style-type: none"> <li>● Increased Projected Based Learning and Universal Design for Learning               <ul style="list-style-type: none"> <li>○ Walk through the Ancient World Social Studies on site experience in 6th grade</li> <li>○ Medieval Nights Social Studies program on site experience in 7th grade</li> <li>○ Science from Scientists (supplemental labs for 7th/8th grade)</li> <li>○ Greek Fest</li> </ul> </li> <li>● Creative Arts and Writing Competition</li> <li>● Combination of Single Subject and Multiple Subject Teachers</li> <li>● Variety of Electives</li> <li>● Daily PE program for 7th and 8th</li> <li>● CTE Grant Program</li> <li>● Leadership opportunities</li> <li>● Dual language immersion program</li> <li>● Magnet program</li> <li>● Accelerated math program</li> <li>● World Language Program</li> <li>● Geography Bee 7th-8th grade</li> <li>● Weekly Electives</li> <li>● Middle School Dand</li> </ul>
<b>Support Services</b>	<ul style="list-style-type: none"> <li>● School based counselor</li> <li>● College &amp; Career Readiness</li> <li>● School psychologist</li> <li>● Resource Specialists</li> <li>● Special Day Class</li> <li>● Professional Development in Project Based Learning</li> <li>● Teachers</li> <li>● YSB Counselors</li> </ul>

	<ul style="list-style-type: none"> <li>● Advisory Classes</li> <li>● Three levels of Special Education support</li> <li>● Professional Development in Project Based Learning and/or Universal Learning Design</li> </ul>
<p><b>After Care and Athletics</b></p>	<ul style="list-style-type: none"> <li>● Before and after school homework centers</li> <li>● Boys and Girls Athletics Programs</li> <li>● Pacifica Parks and Rec Day Care</li> <li>● Happy Hollows</li> <li>● Spindrift</li> <li>● City of Pacifica Childcare</li> <li>● After school enrichment classes, Junior Chef</li> </ul>

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<b>Possible TK-5 Program and Enhancements</b>	
<b>Community Building</b>	<ul style="list-style-type: none"> <li>• Additional Tours with families</li> <li>• PTO hosted events, beginning of the year, coffee with principal</li> <li>• Weekly communication</li> <li>• Field Day in May with students and parent volunteers</li> <li>• Spring concerts with Teacher Dylan w/ OSS and SR</li> <li>• Parent Education Nights- Digital Media, supporting w/ reading</li> <li>• Celebrating attendance</li> <li>• Enrichments: Spanish, art, Legarza, garden, music</li> </ul>
<b>Instruction</b>	<ul style="list-style-type: none"> <li>• ELD instruction and curriculum</li> <li>• New ELA curriculum</li> <li>• Project Based Learning</li> <li>• Big Lift</li> <li>• Oceans 411</li> <li>• Standards Based Report Cards</li> <li>• EL Master Plan</li> <li>• World Language</li> <li>• Dual Language Immersion</li> <li>• PBIS</li> </ul>
<b>Supports Services</b>	<ul style="list-style-type: none"> <li>• Counselors at each site (half time)</li> <li>• Opportunities for grade level collaboration</li> <li>• Training on new curriculum</li> <li>• Paraprofessional for grade level split classes</li> <li>• Full time school psychologist for 2 TK-5 with Special Education</li> <li>• NewComer Program K-8</li> <li>• College &amp; Career Readiness K-8</li> <li>• RTI</li> <li>• PBIS</li> </ul>
<b>After Care &amp; Enrichments</b>	<ul style="list-style-type: none"> <li>• Variety of classes organized by PTO</li> <li>• Variety of options for families: Happy Halls School, Boys &amp; Girls Club, City of Pacifica</li> <li>• Partnerships with Spindrift School of the Performing Arts</li> <li>• ASES grant money</li> </ul>

## **Team Building Opportunities for Students**

### **Discussed at Site Visionary Team Meetings**

In consideration of the co-location and its impact on students and their school communities, it is advantageous to all of our students to purposefully build in opportunities for team and community building prior to the co-location. These are some ideas of opportunities to accomplish this with the purpose of preemptively building community for a successful transition for the 2025-2026 school year.

#### **Example Team Building Activities**

- Before the transition, students write letters or exchange digital messages with peers at the other school to build relationships ahead of time March 2025
- Community picnic for OSS students and Sunset Ridge students. OSS to travel to Sunset Ridge campus during the school day
- Vallemar and OSS students take a field trip to IBL for an ice cream social in April 2025
- Meet and Greet before school starts at all school locations
- Hand out school swag to new students at all school sites
- Student Leadership teams at all sites would meet for community building and vision casting for 2025/2026
- Bands from all sites would hold a meet and greet for community building and vision casting for 2025/2026
- Joint field day between OSS and Sunset Ridge on May 28, 2025
- Leadership camp between campuses
- Student-Led Newsletter: Have students from both schools collaborate on a newsletter about the transition and shared experiences
- Plan a community service initiative, such as a mural, garden, or fundraiser, to bring students together for a shared goal

## **Possible Activities to Bring Families Together**

### **Discussed at Site Visionary Team Meetings**

These activities will help build a sense of community, foster collaboration, and ease the transition for families, students, and staff as they prepare for the move to a shared teaching model.

#### **1. Family & Community Welcome Events**

##### **Open House & School Tours**

- Invite families to tour both school campuses, meet staff, and ask questions about the transition.
- Use student-led tours and welcome stations with information about schedules, teachers, and support services.

##### **Family Meet & Greet Social**

Host an informal gathering (picnic, coffee chat, or community night) for families from both schools to get to know each other.

- Include icebreaker activities like a "Two Schools, One Community" mural where families add messages of support.

##### **“What We Bring” Potluck & Story Sharing**

- Families bring a dish that represents their culture or traditions and share a short story about its significance, promoting cultural appreciation and community bonding.

##### **Joint PTA/PEF Meetings (Ongoing)**

- Bring parent leadership teams from both schools together to discuss ways to collaborate and support students.

#### **2. Student-Centered Engagement Activities**

##### **Buddy Program (Big/Little Pairs)**

- Pair younger students (K-2) with older students (3-5) across both schools for mentorship, reading partners, and social bonding.

##### **School Spirit Week: “Stronger Together”**

- Coordinate joint school-wide events, such as theme days, community service projects, and friendly class competitions to foster unity.

##### **Mix & Mingle Bingo**

- Create bingo cards with fun facts like “Has a 2nd grader,” “Loves to read,” or “Can name all school mascots.” Families mingle to find people who match the squares, encouraging conversation and new connections.

##### **Family Field Day (Spring)**

- Organize a fun competition with mixed teams (students, parents, and staff from both schools) for activities like relay races, tug-of-war, or obstacle courses.

### **3. Informational & Listening Sessions**

#### Teacher Panels: “Meet Your Educators”

- Host a panel where teachers introduce themselves and explain how the shared model will benefit students.
- Record and share the session online for families who can’t attend in person.

#### Feedback & Check-Ins

- Create an anonymous feedback form for parents to submit thoughts and concerns.
- Schedule regular update emails and a “progress dashboard” to keep families informed.

### **4. Joint Learning & Cultural Experiences**

#### Family Learning Nights

- Organize math, literacy, or STEM nights where families engage in fun, hands-on learning activities.
- Have teachers from both schools’ lead sessions together to show collaboration in action.

#### Cultural Celebration & Potluck

- Host a community dinner where families bring food from their cultures to celebrate the diversity of both school communities.

#### Cross-School Advisory Groups

- Create advisory or homeroom groups that mix students from both schools to foster friendships.

#### Service Project: “One Community, One Goal”

- Engage students, families, and staff in a joint community service event (e.g., school beautification, food drive, environmental project) to create a shared sense of purpose.

### **5. Transition Day & Welcome Kickoff**

#### Student Transition Day (Week Before Full Implementation)

- Host a special day where students visit their new learning spaces, meet teachers, and participate in team-building activities.
- Provide student ambassadors to guide younger children.

#### “Two Schools, One Family” Celebration (Launch Week)

- Hold a schoolwide assembly, video message, or pep rally emphasizing unity and excitement for the new model.
- Distribute school spirit shirts or wristbands with a unifying slogan to create a sense of belonging.

#### School Spirit Puzzle

- Create a giant puzzle with pieces that families decorate with their hopes, values, or favorite things about their school. Once complete, the puzzle symbolizes unity.

#### Icebreaker Events

- Host mixers or team-building activities like scavenger hunts or trivia competitions.

## **Special Education**

In an effort to properly leverage resources, services and manage costs in the District's Special Education programs, the District has engaged with the San Mateo County SELPA in the development of a SPED Advisory Plan and with School Associates in the development of a Special Education Department Study. Both the SELPA and School Services of California recommended actions to assist in developing quality programs, retaining highly qualified staff and managing costs.

Here is an excerpt from the 2022 School Services of California 2022 Special Education Study:

Creating cost-effective, high quality special education programs is a concern for every school district in California. Quality special education programs rely on revenue to ensure that they have appropriate resources, materials, and staff to ensure the needs of students with disabilities are met in the least restrictive environment in alignment with the Individuals with Disabilities Education Act. Special education has been impacted by a long-standing gap between the funding that is provided to operate special education programs and the cost to provide services. For most districts, the widening gap can be attributed to the rapidly rising costs due to a growing incidence of children with higher-cost disabilities (such as Autism), litigation, and employee compensation coupled with slow growth in special education.

The Pacifica School District requested that the School Services of California Inc. Review its Special Education Program to offer an assessment and recommendations on how the district can improve the cost effectiveness and efficiency of its Program.

The Special Education Study recommended findings and recommendations in the following areas:

- Organizational effectiveness
- Special education revenues and expenditures
- Special education cost drivers
- Program management and staffing
- Individual Education Program (IEP) Compliance.

In the 2023-24 school year the Pacifica School District worked with the San Mateo County SELPA to develop a Special Education Action Plan which incorporated elements of the School Services of California findings and recommendations.

Pacifica School District maintains a Special Education Advisory Team to continue to review and provide input regarding special education programs, service and specialized training in the district.

The Special Education Department makes regular reports to the School Board regarding progress and innovations in special education programming.

# **Staff & Site Relocation Plan**

## **Chapter 6**

## **Staff/Site Relocation Plan**

The Facilities & Logistics Subcommittee will collaborate and communicate a comprehensive plan for staff moves.

### **February**

- Develop a Detailed Relocation Timeline:
  - Create a step-by-step schedule outlining all tasks leading up to the move, during the move, and post-move, ensuring alignment with the school calendar to minimize disruption.
  - Set clear deadlines for each task and assign them to responsible individuals or teams.

### **March**

- Coordinate with Service Providers:
  - Engage with professional movers, IT specialists, and other necessary service providers to schedule services and discuss specific requirements.
  - Ensure all service providers are aware of the timeline and any special considerations for the move.

### **April**

- Communicate Relocation Plans:
  - Inform all staff, students, parents, and interest-holders about the upcoming move, providing details on timelines, new locations, and any changes to routines.
  - Establish a point of contact for questions and provide regular updates to keep everyone informed.
  - Secure and transport items to the new location.
  - Confirm that all resources are safely accounted for.

### **May**

- Packing Materials:
  - Procure necessary packing supplies, including boxes, bubble wrap, labels, and specialized containers for sensitive equipment.
  - Distribute packing materials to departments and provide guidelines on packing procedures.
- Begin Packing:
  - Checklists and guides provided to all teams. Start packing items that are not required for daily operations, clearly labeling boxes with contents and designated locations in the new facility.
  - Ensure that fragile and valuable items are packed securely and labeled appropriately.
  - Start packing items that are not required for daily operations, clearly labeling boxes with contents and designated locations in the new facility.
  - Ensure that fragile and valuable items are packed securely and labeled appropriately.
- Confirm Logistics with Movers:
  - Reconfirm moving dates, access points, and any special requirements with the moving company.
  - Ensure that all necessary permits and permissions are secured for moving day.

### **June**

- Execute the Move:
  - Oversee the packing of remaining items and the loading of all goods onto moving vehicles.
  - Ensure that all items are transported to the new location and placed in their designated areas as per the floor plan.
  - Packers will pack the rooms; Staff asked to pack personal or fragile items.

- Set Up New Facility:
  - Unpack essential items and set up workspaces to ensure that staff can resume their duties with minimal disruption.
  - Test all IT and communication systems to confirm they are operational

### July

- Post-Move Review:
  - Conduct a walkthrough of the new facility to identify any issues or areas that require attention
- Address Outstanding Tasks:
  - Complete the unpacking of non-essential items and ensure all areas are fully operational
  - Resolve any issues identified during the post-move review and implement improvements as needed

### August

- Unpacking and Set Up:
  - Unpacking and setting up resources in the new environment
  - Verifying that all equipment and materials are operational
  - Addressing immediate logistical challenges