# 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 | TBD | Dr. Cundiff Principal Corten | Sunset Ridge |
| Ortega School | March-TBD | TBD | Principal Rachel Romo | Ortega |
| Vallemar School | March-TBD | TBD | Principal Laura Vuskovic | Vallemar |
| Ingrid B. Lacy Middle School (IBL) | March-TBD | TBD | Principal Cathy Alderson Vice Principal Chido | IBL |
| Cabrillo | March-TBD | 5TB | 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.

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.

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.