Fiscal Stabilization Plan
2026-2029

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Approved by Pacifica School District's Board of Education on June 24, 2026.
Update Approved by Pacifica School District's Board of Education on September 30, 2026.
Update Approved by Pacifica School District's Board of Education on October 21, 2026.

The Pacifica School District (PSD) stands at a critical operational junction. This Fiscal Stability Plan represents a rigorous, proactive blueprint designed to secure the long-term financial health of our district while safeguarding the high-quality educational experiences our students deserve. Following a comprehensive review, the San Mateo County Office of Education (SMCOE) formally directed the District to design and implement a corrective fiscal roadmap. This directive comes in response to persistent structural deficits and a formal designation of a "Lack of Going Concern."

It is vital for our community to understand the nature of this designation. The "Lack of Going Concern" designation issued by the San Mateo County Office of Education serves as an explicit administrative intervention. This designation operates as California's official mechanism for identifying school districts in fiscal distress. It indicates that under current operational patterns, the District cannot guarantee it will meet its financial obligations over the full span of the mandatory three-year fiscal projection window. It functions precisely as an early-warning mechanism designed to avert insolvency through heightened state and county-level partnership, accountability, and oversight. It also serves as a critical window of opportunity, a mandate to implement strategic, structured interventions before insolvency becomes an immediate threat.

The Board of Trustees and District Leadership recognize that the structural adjustments required over the next three years will demand profoundly difficult decisions. However, by prioritizing classroom integrity, maintaining total transparency, and working hand-in-hand with our labor partners, families, and neighbors, Pacifica School District will emerge from this period structurally resilient, operationally efficient, and deeply grounded in its educational mission. This document serves as a living operational plan, subject to regular evaluation and adjustment as evolving economic realities dictate.

Our Promises to the Pacifica Community

First and foremost, we are focused on eliminating structural deficits. For too long, the district has relied on temporary, band-aid fixes to cover permanent costs. Our promise is to develop a structurally honest budget by aligning ongoing operational revenues directly with ongoing expenditures, ensuring that we never spend money we do not reliably have. By doing this, we move toward restoring solvency. This means doing the diligent, day-to-day accounting required to rebuild clear, positive balances across all of our primary accounts.

As we adjust our spending, our non-negotiable priority will always be protecting student services. We pledge to shield the core instructional programs and support structures that directly impact children's daily learning environment. Classrooms will be the last place to look for budget cuts, not the first.

We recognize that we cannot rebuild financial health without first rebuilding trust. We promise to continue a culture of improving communication and transparency by providing

clear, plain-language, and frequent updates. True, lasting stability requires shared problem-solving, and we are committed to moving forward together as one Pacifica team.

District Background & Context

Pacifica School District is proud to serve approximately 2,500 students across six schools and five sites, acting as a foundational pillar of the coastal community. The District offers general education, comprehensive special education models, vital student counseling systems, library media services, robust music programs, enriching after-school opportunities, career technical education exploration pathways, and a focus on environmental stewardship through experiential and project-based learning.

Over a multi-year period, PSD has experienced a convergence of systemic financial challenges. Declining student enrollment has progressively impacted funding, while baseline operational costs, driven by increases in prices of supplies and materials, insurance, and benefits, and inflation, have climbed sharply. Concurrently, expenditures within special education have expanded rapidly, compounded by escalating and volatile legal expenses.

Historically, these shortfalls were temporarily masked or mitigated by a structural reliance on one-time, short-term funding sources. When these temporary funds dissolved, and as the District experienced key leadership transitions in critical administrative roles, including the superintendent and the cabinet members, a structural imbalance between incoming revenues and outgoing expenditures was left exposed. This plan signals a departure from stop-gap budgeting, marking a transition toward permanent structural equilibrium.

The "Lack of Going Concern" Designation

The designation issued by the San Mateo County Office of Education serves as an administrative intervention. This designation functions as an early-warning mechanism designed to avert insolvency through county-level partnership, accountability, and oversight. Furthermore, it indicates that under current operational patterns, the District cannot guarantee it will meet its financial obligations over the full span of the mandatory three-year fiscal projection window.

Administrative Implications

The implementation of this designation fundamentally shifts the regulatory environment of the District. It triggers an array of mandatory external oversight measures, which are currently active:

- SMCOE Oversight Activated
- Assignment of an External Fiscal Expert
- Initiation of a FCMAT Fiscal Health Risk Analysis
- Implementation of Hiring Restrictions
- Mandatory Pre-Review of All Collective Bargaining Agreements
- Assistance in development and implementation of the Fiscal Stabilization Plan

To eliminate the structural deficit and satisfy county mandates, the District has mapped out a strict, cumulative three-year reduction timeline totaling $4.1 million in ongoing structural cuts.

Fiscal Target Trajectory

2026-27 | $700,000 - Ongoing Object 4000-5000
2027-28 | $1,785,399 - 13.0 FTE Outlined Below
2027-28 | $1,254,725 Measure D Parcel Tax Expires June 30, 2027
2028-29 | Accumulated Reductions of $2,400,000

Fiscal Year 2026–2027 ($700,000 Target): The immediate focus of the upcoming fiscal year centers on strict, non-classroom expenditure controls, immediate personnel alignment through natural attrition, targeted non-personnel reductions, freeze on hiring non-instructional positions, and the deployment of initial revenue enhancement initiatives. The specific areas identified for the target of $700,000 will be suggested by the Budget Collaborative, recommended by Cabinet & Superintendent, and then approved by the Board of Education Trustees. The first meeting was held on September 24, 2026. The group will be meeting monthly.

Fiscal Year 2027–2028 ($1,785,399 Target): The second year requires a deeper systemic realignment. This phase will involve enrollment-based staffing adjustments, comprehensive academic and operational program evaluations, and rigorous transition planning to address sunsetting revenues. PSD will reduce staff by 13.0 FTE. In addition, we will continue to audit and evaluate the needed instructional materials, supports, and consumables and reduce as appropriate.

Fiscal Year 2027-2028 Parcel Tax Expiration ($1,254,725): The impending expiration of Measure D on June 30, 2027, introduces an acute, parallel fiscal challenge that intensifies the District's structural deficit constraints. This local parcel tax generates a vital revenue stream exceeding $1 million annually that directly underwrites core student-facing services. Specifically, this funding is entirely responsible for sustaining five (5) Library Media Technicians, four (4) Guidance Counselors, and the comprehensive funding required for our district-wide Outdoor Education program.

Fiscal Year 2028–2029 ($2,400,000 Accumulated Reductions Target): The final year of the current framework focuses on lock-in stabilization. Efforts will center on cementing structural balance, preventing the re-emergence of deficit spending patterns, systematically restoring the District's depleted reserve accounts, and transitioning to long-term sustainable budgeting models.

Core Cost Drivers and Contributing Factors

The determination by SMCOE was precipitated by an intersection of structural deficits, budgeting gaps, and administrative vulnerabilities. Specifically, multi-year models projected a negative unrestricted ending fund balance, meaning the District's primary operational bank account was on track to clear out. Furthermore, during recent budget reconciliation cycles, several major, previously unbudgeted expenditure obligations were identified, which instantly widened the deficit gap. These unbudgeted liabilities included:

- Special Education: Approximately $1 million unbudgeted for PSD students attending the County Special Education Program.
- Contracted and Missing Positions: The special education coordinator and PSD staffing vacancies lead to hiring agency staff at higher costs.
- Ending Fund Balance Variance: A realized ending fund balance that arrived approximately $480,000 lower than initial calculations had projected.
- Employment Development Department Unemployment Bill Unpaid: An unpaid unemployment bill for 2021 Q3 & Q4; 2022 all quarters; 2023 Q1 & Q2. This was an unbudgeted expenditure totalling $298,368.70

When combined with continuous leadership turnover in key executive and business positions, these factors signaled to the county that immediate, formal external stabilization was required.

Fiscal Pressures & Financial Challenges

The Pacifica School District (PSD) operates under severe, compounding financial constraints, functioning as the lowest or second-to-lowest funded school district in San Mateo County. This baseline funding deficit creates a profound operational crisis because students' needs do not change based on a district's zip code. Our students are expected to master the exact same Common Core Standards, utilize the same state-approved textbooks, and require the identical high-level classroom technology as students in any neighboring municipality.

Furthermore, Pacifica's unique coastal geography masks significant socioeconomic vulnerabilities. Unlike the tech-heavy corridors of the county, the coastal zone features a more diverse, working-class economy with a larger agricultural and farmworker footprint. Compounding this problem is the regional cost of living. Despite having a lower median household income than affluent enclaves like Hillsborough or Atherton, Pacifica is located within San Mateo County, consistently ranked as one of the top 3 most expensive counties to live in across the entire United States. Our staff and families face a hyper-inflated Bay Area housing and consumer market.

Our schools are funded at a baseline level that completely ignores these local economic realities and other challenges, including but not limited to:

Declining Enrollment & ADA Funding Mechanics

California public school districts are funded primarily via the Local Control Funding Formula (LCFF), which calculates revenue based on Average Daily Attendance (ADA). The actual day-to-day attendance of students, rather than enrollment. Pacifica, like many coastal California communities, is experiencing a sustained demographic decline in school-aged children.
During the registration process and the start of the school year the approximate decrease in students was 89 for district-wide.

Teacher and Staff Hiring, Retention, and Vacancies
The core of this financial squeeze lies in staff recruitment and retention. Because PSD receives a drastically lower funding allocation, it is forced to offer among the lowest teacher and staff compensation packages in the region. This makes competing for highly qualified educators an uphill battle against neighboring, property-wealthy districts that can afford far higher salaries.
See Appendix A PSD Recruitment Plan for SPED Hiring

Institutional Infrastructure
The financial friction lies in the fixed nature of institutional infrastructure. When a school site loses 15 students across various grade levels, the district loses roughly $150,000 to $200,000 in state funding, yet the costs to heat the school, power the facilities, maintain the campus, and pay the classroom teachers remain exactly the same. Staffing configurations and classroom footprints must be aggressively aligned with actual student counts to prevent classrooms from operating below financial efficiency.

Special Education Mandates
Special Education is a foundational, legally protected right under the Individuals with Disabilities Education Act (IDEA). The District is unconditionally committed to providing high-quality services to every student with exceptional needs. However, the costs associated with these services have escalated rapidly, outpacing standard state and federal reimbursement models.

The primary cost drivers hitting the budget include escalating legal fees from complex due process hearings, formal settlement agreements, mandated Independent Educational Evaluations (IEEs), high-cost out-of-district non-public school (NPS) placements when internal options are exhausted, specialized door-to-door transportation, and a heavy reliance on expensive third-party contracted service providers to fill critical staffing gaps. To achieve stability, the District must build out its internal capacity, strengthening localized programs to reduce our dependence on vulnerable, high-cost external vendors.

Analysis of Legal Expenditures
Legal expenditures have grown to a scale that places unsustainable friction on the unrestricted general fund. A direct look at recent historical allocations vs. actual expenditures

reveals significant budget variances and intense localized costs. While the following list highlights major legal expenditures, it does not capture the full scope of the District's ongoing litigation, compliance needs, or pending settlements.

Salaries and Operational Overhead

As a service-oriented organization, personnel costs constitute the vast majority of the Pacifica School District's operating budget. Beyond baseline salaries, statutory wellness and health benefit expenditures demand the largest allocation of funds. This benefit package is distributed across three primary groups:

- Certificated Personnel (Teachers, Specialists): $3,070,053
- Classified Personnel (Custodial, Clerical, Instructional Aides): $1,705,693
- Management (Site Administrators, District Leaders): $609,260

Operational Obstacles & Pressures

Ancillary operational pressures further strain our finances. These include the logistical costs of recent District Office relocations, a backlog of past unpaid vendor invoices, structural costs from handling medical and administrative leaves, rising fuel and vendor rates for student transportation, and a heavy reliance on contracted substitutes to cover staff absences.

Measure D Parcel Tax Expiration

Compounding these mandated reduction targets is an impending loss with the expiration of the local Measure D parcel tax on June 30, 2027. Measure D is a critical local revenue stream that currently injects approximately $1 million annually directly into student-facing staff and activities.

Specifically, this funding is entirely responsible for sustaining:

- Five (5) Library Media Technicians who anchor our school literacy hubs.
- Four (4) Academic/Social-Emotional Counselors providing vital mental health intervention.
- Outdoor Education funding for all of our students

The loss of this $1 million+ annual revenue stream represents a parallel financial challenge that sits *above and beyond* the structural deficit reductions outlined in this plan. If Measure D is not renewed by voters or replaced with an equivalent revenue mechanism prior to the summer of 2027, the District will be forced to eliminate these positions, programs, and services.

Measure D Contingency Plan: Impact of Ballot Failure (Plan B)

The $1 million in annual revenue generated by the Measure D parcel tax is a foundational pillar supporting our student-facing services. While District Leadership is fully committed to pursuing a renewal measure, fiscal responsibility and county oversight require a transparent

"Plan B" should the ballot measure fail to secure the necessary voter approval prior to June 30, 2027.

Because the District's primary operational budget is already structurally constrained to meet the mandatory $4.1 million reduction trajectory, the unrestricted general fund cannot absorb these costs. In the event of a ballot failure, the following structural actions will be implemented for the 2027–2028 and 2028-2029 school year:

- Elimination of Dedicated Positions: The five (5) Library Media Technician positions and four (4) Academic/Social-Emotional Counselor positions will be fully eliminated from the District's budget.
- Transition to Paid Outdoor Education: The District will eliminate its direct financial subsidy for the Outdoor Education program. Moving forward, individual student families will be required to pay out-of-pocket fees to participate in outdoor school.
    - To ensure that our most vulnerable students do not lose access to vital experiential learning, the District will establish targeted financial assistance and fee waivers for outdoor school. These supports will be provided as needed exclusively to support students who qualify for the Free and Reduced-Price Lunch program.

Required Structural Reductions and Operational Adjustments

To eliminate the ongoing structural deficit, offset the shift of the parcel tax positions, and systematically rebuild reserves to compliance levels, the district will implement a comprehensive expenditure reduction plan. This strategy combines a total reduction of 13.0 core Full-Time Equivalent (FTE) positions with aggressive cuts to non-personnel operating budgets.

Moving forward, the Superintendent and her leadership team will work closely with the PSD Budget Collaborative to review, refine, and finalize the operational specifics regarding how these reductions are implemented across our school sites and departments. This collaborative approach will ensure stakeholder input and transparency remain central as we navigate these fiscal decisions.

Personnel Reductions 2027-28 (13.0 FTE)

The district will eliminate 13.0 FTE across administrative, certificated, and classified * classifications through a combination of layoffs, non-reelections, and strategic attrition:

- Management and Administration (4.0 FTE): Reduction of management overhead across district office administration and school site leadership.
- Certificated Staff (4.0 FTE): Reduction of 4.0 FTE general education teaching positions, adjusting staffing ratios to match current enrollment realities.
- Classified Support (5.0 FTE): Reduction of 5.0 FTE across support, clerical, or instructional services. To optimize efficiency, this includes the consolidation of

part-time positions, such as combining two 4-hour School Assistant positions to equal 1.0 FTE.

The specific positions identified for the target of 13 FTEs will be suggested by the Budget Collaborative, recommended by Cabinet & Superintendent, and then approved by the Board of Education Trustees. The first meeting was held on September 24, 2026. The group will be meeting monthly.

Program and Specialized Service Eliminations

In addition to staff scaling, the district is eliminating specialized support programs and student services that can no longer be sustained by the general fund: Books, Supplies, and Contractual Services Cost

Recognizing that personnel cuts alone cannot bridge the fiscal gap, PSD has identified significant savings within non-salary categories, reducing operational allocations by a combined $700,000:

- Books and Supplies ($350,000 Reduction): A sweeping reduction in discretionary material allocations, instructional supplies, and textbook replacement cycles across all district sites. The current budget will be adjusted to use restricted resources to pay for one-time expenditures in these categories.
- Services and Operating Contracts ($350,000 Reduction): Suspension or renegotiation of outside vendor service contracts, professional development agreements, and non-essential operational services. The current budget will be adjusted to use restricted resources to pay for one-time expenditures in these categories.

The Budget Collaborative

Recognizing that true fiscal recovery cannot be achieved in isolation, the District established the Budget Collaborative. This advisory body was specifically designed to democratize the stabilization process, ensuring that labor partners, front-line staff, and community members have direct access to the district's financial data. The committee was explicitly charged with reviewing financial disclosures, evaluating district-wide operational costs, and brainstorming consensus-based reduction recommendations to present to the Board of Trustees. The committee executed its charge over a series of four intensive, data-driven working sessions throughout the spring of 2026: February 5, February 26, April 16, and May 21, 2026.

2025-2026 Budget Collaborative Recommendations

The structural recommendations developed by the Budget Collaborative provide an actionable checklist of operational adjustments.

Administrative Efficiencies

The district should modernize by moving processes like online registration and the TK/K lottery. Alongside this tech upgrade, management must review staff roles and responsibilities

to ensure every position aligns with the District's key initiatives and meets all compliance standards.

Contract & Consultant Review

PSD Leadership must continue to scale back its use of external consultants. During the 2025-2026 active contracts with Voler and the Illuminate Collaborative were closed. The introduction of PSD to the county legal staff will assist in minimizing the use of the San Mateo County Office of Education's resources whenever possible.

Staffing to Enrollment

To responsibly navigate declining student enrollment while protecting the integrity of our classrooms, Pacifica School District utilizes a staffing-to-enrollment formula. This methodology aligns our workforce with the number of students enrolled and sitting in our classrooms. First implemented during the 2024–2025 school year, ensuring that every school site is staffed in proportion to its student enrollment numbers, preventing the financial strain of running under-enrolled, over-staffed classrooms. Most importantly, this systematic model guarantees total compliance with the law and our labor parties' collective bargaining agreement. By using enrollment data, the District abides by the maximum class size requirements mandated by the California Education Code and local collective bargaining agreements.

Prior Structural Actions Taken

It is critical to note that this plan does not represent the start of the District's fiscal discipline. PSD has already executed significant, painful structural changes to control costs. Prior stabilization actions include the physical consolidation and relocation of Ocean Shore School, the shifting of Vallemar grades 6–8 to optimize facility space, deep baseline personnel and administrative staffing reductions, widespread cuts to software subscriptions and instructional applications, and aggressive grant acquisition campaigns. This baseline of prior sacrifice underscores the District's commitment to exhaustive efficiency before pursuing further reductions.

Joint Commitment: Alignment, Collaboration and Engagement Timeline

To ensure transparency and structural alignment, the Pacifica School District has established a synchronized operational framework connecting the Budget Collaborative (BC) and LCAP. Throughout the school year, these two bodies work in tandem to evaluate fiscal realities, identify necessary expenditure reductions, assess district needs, and gather extensive stakeholder feedback. This collaborative process anchors all budget adjustments and program evaluations directly in community-driven priorities, ensuring that fiscal stabilization efforts remain deeply responsive to student needs.

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Proposed Draft Schedule

August 19, 2026	Board of Education Meeting
September 9, 2026	Board of Education Meeting - The Board of Education (BOE) kicks off the cycle on September 9 with the presentation of the *Unaudited Actuals*, establishing the definitive financial baseline for the district.
September 23, 21026	Board of Education Meeting - Review of updated budget & Public Hearing
September 24, 2026	Budget Collaborative Meeting 1 - Meeting held September 24, 2026, 1:15-3:35
September 30, 2026	Board of Education Meeting
October 6, 2026	District English Learning Advisory Committee DELAC
October 21, 2026	Board of Education Meeting
November 18, 2026	Board of Education Meeting
December 2026	Send LCAP Feedback and Input Surveys: Community/Family, Students, and Staff (Labor Partners)
December 16, 2026	Board of Education Meeting
January 2027	Staff Meetings Data Review
January 20, 2027	Board of Education Meeting
January 28, 2027	Budget Collaborative Meeting 2 (1st Interim and Government Budget Proposal)
February 2027	Staff Meetings Data Review
February 10, 2027	Board of Education Meeting
February 25, 2027	Budget Collaborative Meeting 3
March 10, 2027	Board of Education Meeting - Reductions (as needed)
March 31, 2027	Board of Education Meeting
April 27, 2027	LCAP Input Meeting District English Learning Advisory Committee (DELAC)
April 28, 2027	Board of Education Meeting
May 11, 2027	LCAP Input Meeting Parent Advisory Council (PAC) LCAP Input Meeting Special Education Parent Advisory Council (SEPAC)
May 13, 2027	LCAP Input Meeting Labor Partners LCAP Input Meeting Families & Community
May 19, 2027	Board of Education Meeting
June 9, 2027	Board of Education Meeting
June 30, 2027	Board of Education Meeting

Community Engagement & Stakeholder Communications

District leadership firmly believes that fiscal stabilization cannot occur behind closed doors. It is a shared responsibility that demands clear, sustained partnership across our community. To ensure all voices remain informed and engaged, the District will deploy a structured communications framework:

- Focus Fiscal Solvency section on PSD website
- Public Presentations & Board Workshops
- Frequently Asked Questions (FAQ) Documents
- Centralized Website Information Hubs
- Periodic Community Surveys
- Direct Labor Collaboration
- Budget Collaborative Meetings
- LCAP Input Meetings

By maintaining open channels of communication, the District aims to foster an environment of collective problem-solving, ensuring that staff, families, and community members remain aligned as we navigate these difficult decisions.

Conclusion: Engineering a Sustainable Institutional Future

The Pacifica School District faces a demanding financial reality that requires disciplined planning, difficult operational choices, and unified community action. The financial vulnerabilities that precipitated the "Lack of Going Concern" designation are a stark reminder that stop-gap budgeting, reactive expenditure tracking, and a structural reliance on temporary funding mechanisms are no longer viable operational strategies. Pacifica School District stands at a historic crossroads. The immediate multi-year fiscal reductions outlined in this plan are necessary to stabilize our current financial position; however, true structural resilience requires a fundamental shift from short-term stabilization to a proactive, long-term framework designed to ensure permanent institutional solvency. Yet, these challenges also offer a clear path forward. Through rigorous fiscal management, transparent operations, and a steady commitment to the classroom, the District can eliminate its structural deficit and build a durable, sustainable financial foundation.

This Fiscal Stability Plan provides the roadmap to restore our solvency while preserving the essential programs, staffing, and community relationships that define our schools. Through continuous monitoring, clear communication, and authentic stakeholder partnerships, Pacifica School District will continue to adapt and excel. Ensuring we remain fully focused on our core mission of serving every student with educational excellence by:

- Dynamic, Enrollment-Aligned Staffing: Future personnel allocations will be governed by responsive, multi-year staffing formulas that automatically adjust to demographic data, ensuring operational costs scale in proportion to real-time student enrollment.

- Decoupling from State Volatility: By expanding alternative local revenue pipelines including aggressive facility utilization, grant writing, and local parcel tax initiatives, the District will structurally reduce its vulnerability to fluctuations in state Average Daily Attendance (ADA) funding.
- Mandatory Structural Reserves: The District will rebuild and protect core reserves. This financial buffer will serve as a firewall to absorb macroeconomic shifts, inflation, or sudden legislative funding reclassifications before they impact classrooms.
- Proactive Operational Risk Monitoring: We will maintain the rigorous auditing standards established under this plan, utilizing quarterly line-item reviews to catch unbudgeted liabilities, escalating legal fees, or personnel variances before they expand into systemic deficits.

Through clear financial planning, data transparency, and a shared commitment across our community, we are securing a stable financial future. This roadmap guarantees that PSD will continue to fulfill its core educational promise, delivering instructional excellence and supporting every student for generations to come.

Path Forward

The path forward demands collective resolve, but the reward is a school district that is permanently secure, protective of its classrooms, and controls its financial destiny. With this plan, Pacifica School District draws a line in the sand: we choose accountability today to guarantee educational excellence for the students of tomorrow. Together, as a united community, we will build a stronger, more resilient foundation that honors our rich history and ensures our schools thrive.

Approved by the Board of Trustees at the June 24, 2026 Regular Board Meeting.

Board of Trustees	**Signature**
Laverne Villalobos, President	_____
Bridget Hardt, Vice President	_____
Elizabeth Bredall, Clerk	_____

Kai Doggett, Member _____

Carisa J. Bowman, Superintendent _____

PSD Fiscal Stabilization Plan 2026-2029

Appendix A

PSD Recruitment Plan for SPED Hiring

Focus Area: Recruiting highly qualified Special Education staff to support the students of Pacifica

Recruitment Goal:	During the 2026-2027, 2027-2028 and 2028-2029 school years the number of district employees in Special Education classified and certificated positions will increase and the number of contract employees will decrease.

Action Plan

	Description	Person Responsible	Target Date
Action Step	The Human Resources Team will post job openings on several platforms, including our school website, with clear job description, pay and benefit details The HR Department posted both certificated and classified positions on EdJoin. Postings that remained open after multiple weeks were refreshed on the platform to bring the jobs back to the front page. Classified positions were also posted on Indeed and the California Community College Job Consortium.	Human Resources	July 2026
	The Human Resources & Special Education Team will partner with surrounding universities in order to receive lists of Special Education major graduates MOUs active for the 2026-2027 school year: San Francisco State Cal State Teach Notre Dame de Namur Western Governors Cal State East Bay & Allied Studies	Human Resources & Special Education Dept (Director and Program Coordinator)	National Grand Canyon (new membership this year) SF State (Pay Tuition)
	District and site administrators will attend surrounding job fairs to provide potential Special Education teachers, service providers and paraprofessional candidates with information regarding PSD.	Human Resources, Special Education Dept, and Site administration needing to hire	Typically February and March of each school year.

What evidence will be used to determine if the recruitment goal is met?
PSD has hired 59% district Special Education staff and 41% contracted staff. There are two areas to look at. The first is recruiting and hiring of district staff and the second is the retention of staff hired. (In 2024-25 school year the district employed 13 contracted paras and in the 2025-26 school year the district employed 7 contracted paras). The district saw an increase in contracted Ed Specialists because the district hired 3 Ed Specialists mid year for various reasons. This created more of an imbalance between district employed Ed Specialists and contracted Ed Specialists. The best evidence of approaching and meeting our recruitment goal is increasing the ratio of district to contracted personnel. 2026 - 2027: PSD currently has 72% of district Special Education Staff and 28% contracted staff. The HR Department has greatly increased the number of district employees in this hard-to-hire field. Certificated SpEd Staff: 44% are district employees and 56% are contracted. Classified staff: 83% are district employees and only 17% are contracted.

Focus Area: Retaining highly qualified Special Education staff that meets the needs of all students.

Retention Goal:	By the end of 2027-2028 school year, we will provide adequate professional development training for all Special Education staff in order to meet and exceed the needs of students.

Action Plan

	Description	**Person Responsible**	**Target Date**
Action Step	We will provide all staff with information regarding programs to help teachers and administrators acquire the required certifications and licensures. District employees receive information in the monthly Pacifica Pulse updates.	Human Resources & Special Education	July 2026
	We will provide all staff with quality professional development to ensure they are properly trained to meet the needs of all our students	Special Education Team	August 2026
	We will develop a job description for a Special Education paraprofessional and increase the hourly salary. The Board of Trustees approved a new job	Human Resources & Superintendent	July 2026

	description at the June 10, 2026 meeting. The SpEd para step increased from 46 to 50. The Board also approved 3% on salary increases for the 2025/26 and 2026/27 school year which helped the department attract and retain employees.		

Retention Goal:	By the end of 2026-2027 we will have updated job descriptions and a competitive salary structure in order to hire and retain District occupational, physical and speech therapists.

What evidence will be used to determine if the retention goal is met?
PSD currently has 59% of district Special Education staff and 41% contracted staff. Teachers get tenured at the start of their third school year. Administration and teachers have the first two years to determine if this is the right fit. We will know that our retention goal is being met if we have retained teachers for 3 - 5 years. Retaining teachers for longer helps recoup the soft costs of hiring and prevents the soft costs of posting, screening, interviewing and onboarding.

Recruitment Goal:	By the end of 2026-2027 we will have updated job descriptions, a competitive salary structure in order to hire and retain District occupational, physical and speech therapists. This will require us to research industry standards as well as other district salary schedules.

Action Plan

	Description	**Person Responsible**	**Target Date**
Action Step	We will start a related-service salary study for speech language pathologists, occupational therapists, and physical therapists.	Human Resources	November 2026
	We will work with labor partners to update job descriptions for the related services we need to hire for.	Human Resources & Negotiation Teams	November 2026

What evidence will be used to determine if the recruitment goal is met?
Many of PSD's contracted Special Education staff are in related services including, speech and language pathologist, occupational therapists, and physical therapists. The job descriptions and salary scale is outdated for these roles. PSD needs to meet with our union partners in CSEA and update these job descriptions and develop salary scales that meet the current demand for these positions along with H&W

benefits. The evidence that we have met this recruitment goal will be an increase in the number of related service providers that are hired through the district and not contracted workers.