

Vision 25

Dr. Altagracia "Gracie" Guerrero, Superintendent



ONE YEAR

Goal Setting with
PUSD Board
September 2020



Board and Cabinet
Retreat April 2021



State of the District
Address June 2021



Goal Alignment with
District and Site
Leaders Winter 2020



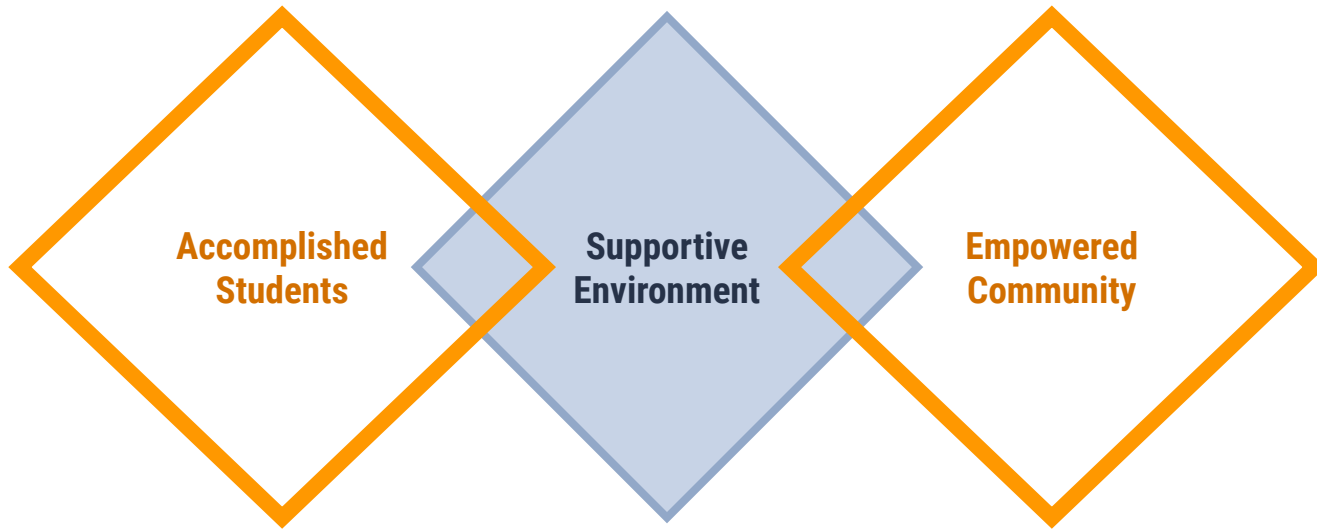
Business and
Facilities Board
Study Session
June 2021



Updated Vision 25
Public Presentation
September 2021



AREAS OF FOCUS



1

ADMINISTRATION OFFICE

Personnel, Attendance, Enrollment,
FACE, Health, Translation

VISION 25-ADMINISTRATION

2021	2022	2023	2024	2025
<ul style="list-style-type: none"> Employee evaluation and feedback cycle training Articulation of retention and recruitment plan Outline proactive attendance plan Streamline enrollment process Establish FACE team and goals Update and communicate health plan amidst COVID regulations 	<ul style="list-style-type: none"> Calibration for employee evaluation and feedback cycle Enhance/Improve employee attendance through recognition & rewards process Monitor regular attendance meetings for trends Implement enrollment marketing plan and family friendly process Establish Parent Resource Center Align health resources to meet District needs 	<ul style="list-style-type: none"> Expand New Employee onboarding training Implementation of teacher residency/internship and student teaching plan Use student and family input to build cohesive attendance plan Strategize to retain and recover students Implement research-based FACE framework Partner with health providers to strengthen District health resources 	<ul style="list-style-type: none"> Evaluate employee evaluation process and New Employee onboarding training Evaluate leadership training program for aspiring administrators Monitor District attendance plan for outcomes Strengthen partnerships as part of the FACE framework Establish annual District events to serve and involve the community 	<ul style="list-style-type: none"> Build cohesive training, recruitment, retention, leadership employee plan to meet immediate and future needs Unite academic, enrollment, attendance, and health efforts to build a cohesive plan to address the whole-child Build community and parent leadership groups to implement and sustain FACE initiatives

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BUSINESS OFFICE

Finance, Payroll, Buildings and
Properties, Child Nutrition

VISION 25-BUSINESS

2021	2022	2023	2024	2025
<ul style="list-style-type: none"> • Create a “Big Picture” document to house all budget sources and planned expenditures • Focus on spending one-time funds on allowable initiatives using a prioritized list • Establish documentation and a timeline for deliverables to proactively meet auditor’s expectations • Review district-wide contracts • Revamp lunch menus based on student and family input 	<ul style="list-style-type: none"> • Monitor expenditures and timelines for one-time funding • Publish updated Business Manual and conduct training of staff • Plan for the rebuilding of reserves • Evaluate budget areas for savings, based on District needs • Work with consultant to process facility projects using one-time funds and bond balance • Review needs and available resources for TK implementation 	<ul style="list-style-type: none"> • Monitor expenditures and ensure full expenditure of one-time funding • Evaluate budget and impact of all one-time federal/state dollars going away on remaining budget and cashflow • Conduct evaluation of all District facilities and implement an action plan to meet needs • Implement Phase 2 of TK implementation readiness • Partner with health and nutrition experts to outline a nutritional plan for students 	<ul style="list-style-type: none"> • Review staffing and available budget to optimize efficiency • Build reserves • Evaluate communication loop for requisitions and expenditures across District • Partner with County and external consultants to identify and use all available funding sources for District facilities • Implement Phase 3 of TK implementation readiness • Collaborate with partners to use available resources to plan for farm to table nutrition 	<ul style="list-style-type: none"> • Collaborate with multiple departments and site staff to align all business processes • Implement staffing and budget plan that meets student needs and is most efficient use of available resources • Review Bond-funded projects and assess building and maintenance needs • Implement farm to table nutrition plan

3

EDUCATION OFFICE

Curriculum & Instruction, Categorical Programs, Special Education, Technology

VISION 25-EDUCATION

2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<ul style="list-style-type: none"> • Alignment of assessments and resources • Continuous improvement growth model • Build primary scope and sequence based on unpacking the standards • Review English learner Master Plan and articulate deliverables • Consistent implementation of MTSS District plan • ICLE and EL Group administrative coaching • Review Special Education services for provision of Least Restrictive Environment • Structure DLI program 	<ul style="list-style-type: none"> • Full alignment of curriculum, resources, and assessments • Implementation of Teaching and Learning Framework • Data collaboratives as part of continuous improvement model • 7-12 Math scope & sequence • TK-2 Reading/ELA scope & sequence • VAPA program expansion • Delineation of Tier 1, Tier II & III and staff responsibilities as part of an Intervention Framework 	<ul style="list-style-type: none"> • Evaluation of alignment of curriculum, resources, and assessments • Implementation of Teaching, Learning and Leading Framework • Data-driven site/District collaboration • 3-8 Reading/ELA scope & sequence • TK-6 Math scope & sequence • AVID program expansion • Evaluation of District Intervention Framework • Review of technology plan and impact on instruction and student support 	<ul style="list-style-type: none"> • Comprehensive data-driven site/District collaboration including EL Chats, walk through data, program evaluations of programs • 1-12 AVID program • Art and Music program (VAPA) streamline and expansion to High School level-Marching Band, performing ensemble, string class • Implementation of Least Restrictive Environment for Special Education students • Full alignment and DLI in grades K-6 	<ul style="list-style-type: none"> • Consistent application of curriculum, resources, and assessments alignment, including evaluation component • Teaching, Learning and Leading Framework application with fidelity • TK-12 AVID and VAPA programs • Instructional leadership as coaching model • All inclusive quarterly reports and data dives • Integrated use of technology for learning

OVERARCHING CORE VALUE

- We will be **student-centered**
- **Everyone** (students, staff, community) needs support and can contribute to our learning, teaching, and leading environment
- **Everyday** effort will be required and expected

““ To benefit from what the best teachers do, we must embrace a different model, one in which teaching occurs only when learning takes place, ... teaching in this conception is creating those conditions in which most--if not all--of our students will realize their potential to learn.

— Ken Bain, Author

ELEMENTS

LONGEVITY/CONTINUITY

ACCOUNTABILITY

TRUST

PARTNERSHIP/COLLABORATION

TRANSPARENCY

STUDENT ACHIEVEMENT

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**Every Student
Everyone
Everyday**



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