PASADENA UNIFIED SCHOOL DISTRICT

2023 - 2028 Educational Master Plan

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PUSD 2028 STRATEGIC PLAN
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Introduction

From the office of the Deputy Superintendent

The Pasadena Unified School District Board of Education, administration, faculty, and staff are excited to share a new journey for our District; a path that is sure to be filled with great opportunity, excitement, and success for the Pasadena community. Through the development of our 2023-2028 Educational Master Plan, an updated vision for learning experiences combined with a framework for optimal learning environments within our facilities have been identified to guide our progress.

The Educational Master Plan process brought together the voices of our community, staff, and students to guide our direction; a direction that has been shaped by feedback, great hopes for PUSD, and thoughtful consideration for our future needs. Our new direction is framed around Four Focus Areas, each with a goal and strategies for inclusion at all levels of the District, from the classrooms to the community at-large. Each area will require detailed steps to be taken during the next five years.

Learner-Centeredness: Connecting to the learning needs of each student at the heart of instructional decisions to ensure readiness for post-secondary experiences.
Flexible Spaces: Emphasis on providing academic spaces that create dynamic learning environments to support both mental and physical needs.
Wellbeing: Speaks to our commitment to providing positive, safe, and inclusive environments that promotes and supports all learners.
Community Partnership: Focused on increased communication, transparency,
and relationships to support improved academic outcomes within our school community.

For all students to access high-quality instruction and content, we must provide teachers and students with the systems, resources, and facilities they need to support our future educational vision. To foster greater collaboration, creativity, analysis, and critical thinking, we are transitioning from a fixed traditional learning model to an inquiry-based, learning community model that focuses teaching and learning around student-centered activities. Benefits include:

- Enhanced educational opportunities and interdisciplinary learning experiences.
- Development of collaborative relationships through flexible and modernized learning environments.
- Support for inquiry-based teaching and learning to increase student engagement.
- Equitable access to technology for all students to participate and support their learning.
- Promotion of consistency and quality of school facilities throughout the district to support educational programming.

New opportunities await you in Pasadena Unified School District to pursue excellence in learning, purposeful collaboration, and a targeted focus on results and high levels of excellence.

Dr. Elizabeth Blanco

Executive Summary

As a school district that serves preschool through adult education, the Educational Master Plan is one of PUSD's guiding documents within the Strategic Plan to guide and strengthen all schools' core academic offerings in conjunction with capital investments that must be made in each facility and throughout the district. It further serves to align implementation documents for schools and central office departments. For a School Matrix snapshot of PUSD's current schools and programs, please see Appendix A of this document.

Purpose of the Educational Master Plan:

1. Define the most important academic priorities and goals for student success within Four Focus Areas.

2. Guide facilities and technology master plans, program development, and distribution of resources to embrace changes to educational pedagogy in the future.

Background for the 2023-28 Educational Master Plan: Discovering, Defining, Achieving

The five-year Strategic Plan (2023–2028) was created by the Pasadena Unified School District to outline why we do what we do, where we want to go, and how we think we will get there. PUSD purposefully developed its agile planning methodology around our equality framework. We established 5 self-managing Design Teams, to concentrate on a different aspect of the plan, in order to leverage the knowledge and voices of our diverse community.

Role of the Education Design Team

The Education Design Team was formed in August 2022 and members were selected through an application process. This team was tasked with considering the future of teaching and learning in PUSD through a collaborative process involving twelve workshops, brainstorming activities, and meetings (both in-person and virtual) occurring over a six-month period. Over 130 students were involved in either student shadowing or in student workshops.

Education Design Team Participants

- Central Office Administration 12.2%
- Teachers 14.3%
- Support Staff 2.0%
- School Site Administration 4.1%
- Community Member 6.1%
- Parents 12.2%
- Students 49.0%
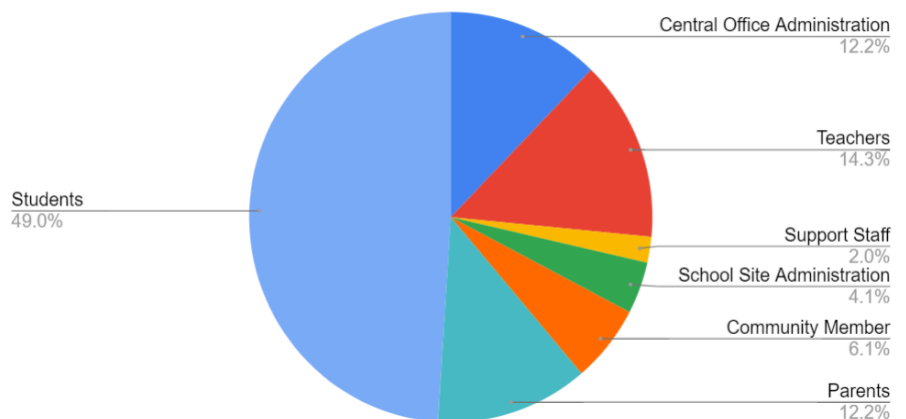
The development of the **Educational Master Plan Vision Statement** was synthesized from the numerous workshops, activities, and conversations within the Education Design Team.

Educational Master Plan Vision Statement
PUSD, in partnership with the community, will create a learner-centered environment to ensure our students are life-ready. We will create flexible and resilient spaces that support inquiry-based learning, celebrate our differences, and support our unique needs including emotional and physical health.

The Vision Statement was created to guide the learning experiences that will prepare students for success in an ever-evolving world. Four Focus Areas emerged from the Vision Statement. Each of these Focus Areas are supported by a *Goal* and a set of *Strategies* which align to the Strategic Plan Pillars and LCAP goals. The Focus Areas also intentionally align to the objectives identified in the Facility Master Plan and the Educational Specifications.

Additionally, the transition from the 2014 Graduate Profile to the *Portrait of a Learner* has been acknowledged as a necessary action to encompass outcomes and learning targets we want all students, in all grades, to achieve during their school years in PUSD.

Alignment to Strategic Plan + LCAP Goals

The overarching 2023-2028 Strategic Plan defines why we do what we do, where we want to go, and how we believe we will get there. The LCAP goals describe the district's key goals for students as well as the specific actions (with expenditures) the district will take to achieve the goals and the means (metrics) used to measure progress.

Discover how the 5 Strategic Pillars, the Educational Master Plan, and Facility Master Plan will support the district's overall [Strategic Plan to meet our LCAP goals](#) in order to actualize our Vision: *We will transform education to empower students to succeed.*

The Strategic Plan is the overarching guide for the EMP and FMP. The Educational Specifications (Ed Specs) is the bridging document between the EMP and FMP.

Alignment to Educational Specifications

An integral link between the Educational Master Plan and the Facility Master Plan are the district's Educational Specifications, or "Ed Specs," which are the programming standards and planning concepts used to guide future construction and modernization projects. The Ed Specs define elements of the built environment that will best serve educators and students to ensure the goals of the Focus Areas are achieved. They will also promote the development of equitable facilities across the district. Through this integrated academic and facility planning structure, the district is propelled towards fulfilling our Mission, Vision, and Values. To learn more about our Ed Specs, see Appendix C of this document, [or this link.](#)

Alignment to Facility Master Plan

In order to support the educational goals and objectives for suitable student learning environments outlined in the Educational Master Plan, the Facility Master Plan identifies and informs the planning, enhancements, and improvements to the district's facility needs. For a summary of the Demographic Study, Enrollment trends, Capacity Study, and what we hope to achieve with this Facilities Master Plan, visit the interactive website at [PUSDPLAN.ORG](#).

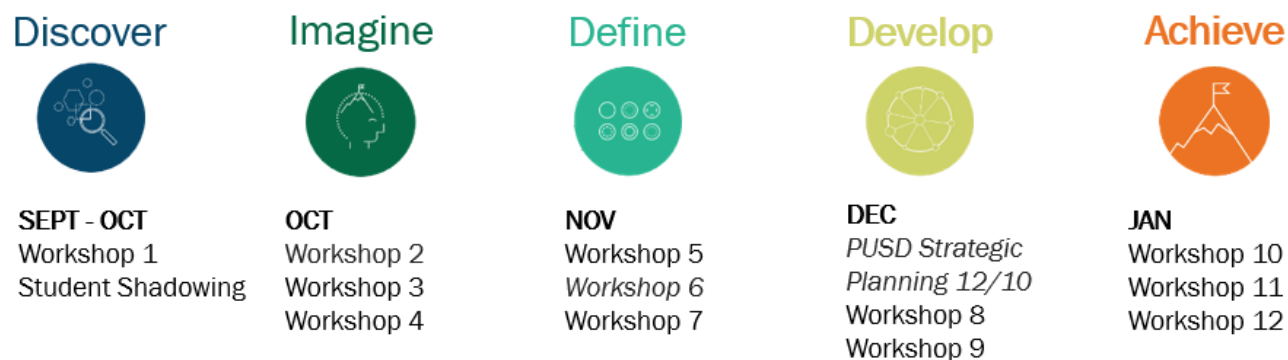# Educational Master Plan Process & Engagement

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Educational Master Plan Development Process: Engagement and Exploration

PUSD partnered with DLR Group's BOLD team (Bridging Organization, Learning & Design) in September of 2022 to build understanding and generate consensus with the EMP team around the need to change – to shift mindsets – to achieve the desired outcomes of the planning process. Through various workshop activities the EMP team was able to identify, explore, and develop methods to align a new vision and strategies for academic success. The overall process was similar to a design thinking process and centered on establishing the organizational framework for teaching and learning that will drive the modernization and enhancement of PUSD facilities as optimal learning environments.

Snapshot of the BOLD Process:

Discover	Imagine	Define	Develop	Achieve
SEPT - OCT	OCT	NOV	DEC	JAN
Workshop 1	Workshop 2	Workshop 5	*PUSD Strategic Planning 12/10*	Workshop 10
Student Shadowing	Workshop 3	*Workshop 6*	Workshop 8	Workshop 11
	Workshop 4	Workshop 7	Workshop 9	Workshop 12

Overview of Activities:

Discover → ***Drivers of Change:*** Build common understanding around need for change; Share research and evidence-based design in education; Student Shadowing observations and data.

Imagine → ***Preferred Ideal State:*** Think to the future ideal state; Consider optimal learning environments for the Day in the Life of a 2032 student; Profile of a Learner, and Learning Connections activity.

Define → ***Transformational Factors:*** Compose EMP Vision Statement and Four Focus Areas, Synthesize Academic Expectations, Practices, and Goals.

Develop → **Structures and Systems:** Determine Spatial Supports necessary for academic achievement and relationship building; Gather department feedback for Educational Specifications.
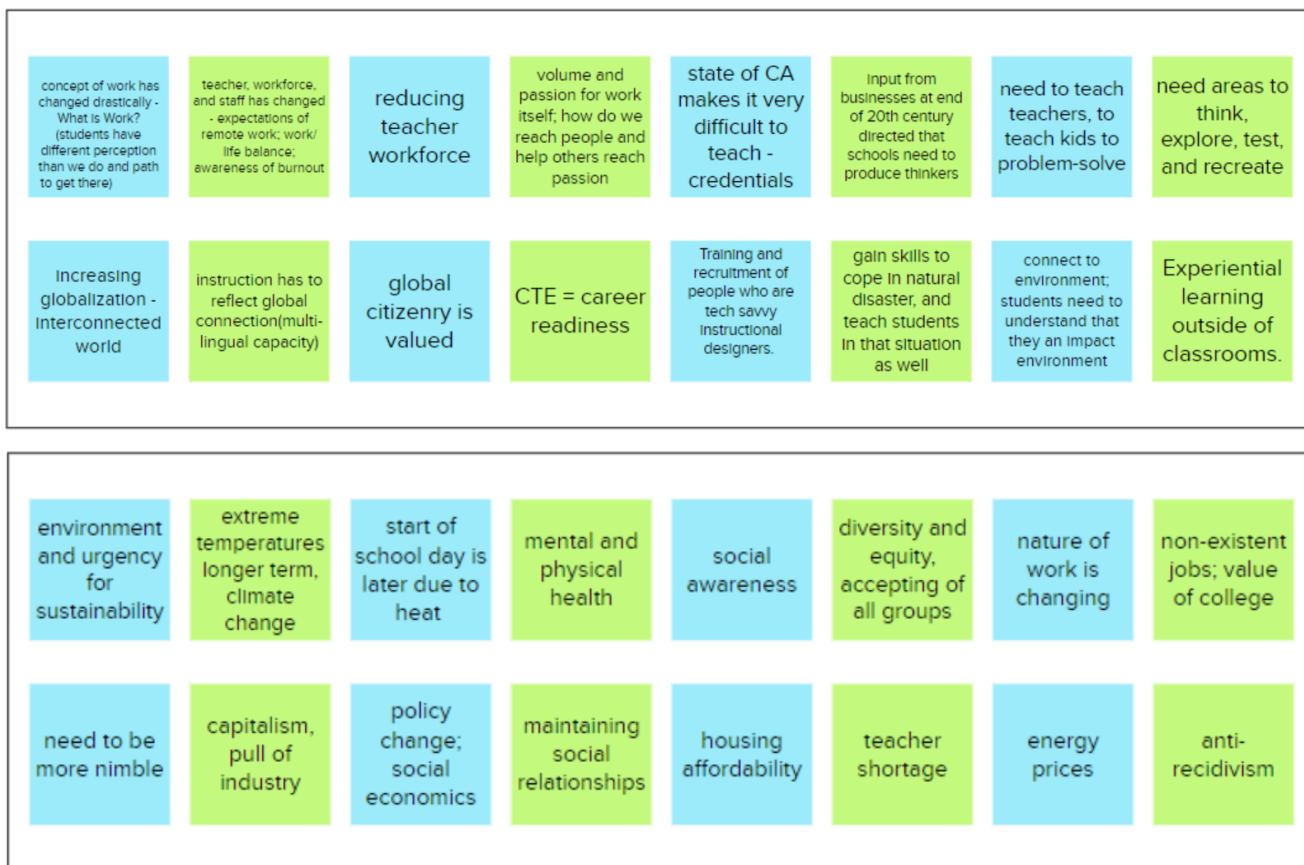
Achieve → ***Desired Outcomes:*** Organize Success Metrics to achieve goals, confirm and share out.

Discover - *Drivers of Change*
Build common understanding around the need for change; Share research and evidence-based design in education; Student Shadowing observations and data.
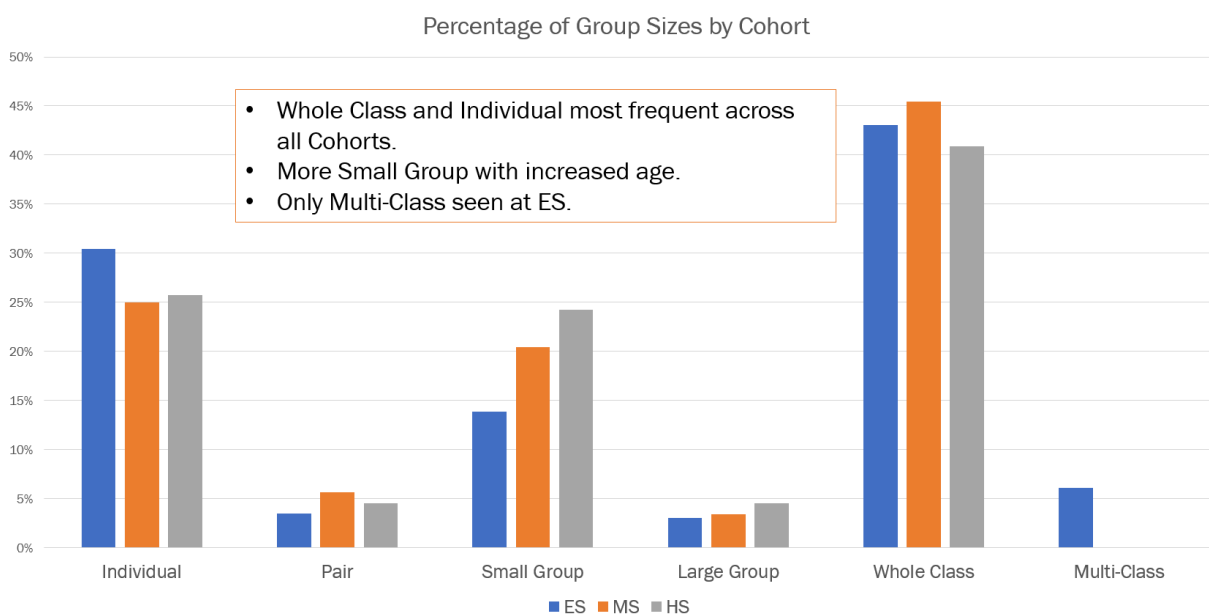
Drivers of Change Activity

Every district undergoing change creates new requirements for success to ensure the desired results from the change are achieved. Change has its impacts on a district's systems, processes, culture, strategies, behaviors, and mindsets. It's important to identify possible external drivers because oftentimes they have the highest impact on internal change efforts along with implications and consequences to the district. Awareness to these drivers develops understanding, reduces resistance, and creates ambassadors. This is a sample of the drivers of change identified by the EMP Design team:

concept of work has changed drastically - What is Work? (students have different perception than we do and path to get there)	teacher, workforce, and staff has changed - expectations of remote work; work/ life balance; awareness of burnout	reducing teacher workforce	volume and passion for work itself; how do we reach people and help others reach passion	state of CA makes it very difficult to teach - credentials	Input from businesses at end of 20th century directed that schools need to produce thinkers	need to teach teachers, to teach kids to problem-solve	need areas to think, explore, test, and recreate
Increasing globalization - interconnected world	instruction has to reflect global connection(multi-lingual capacity)	global citizenry is valued	CTE = career readiness	Training and recruitment of people who are tech savvy instructional designers.	gain skills to cope in natural disaster, and teach students in that situation as well	connect to environment; students need to understand that they an impact environment	Experiential learning outside of classrooms.

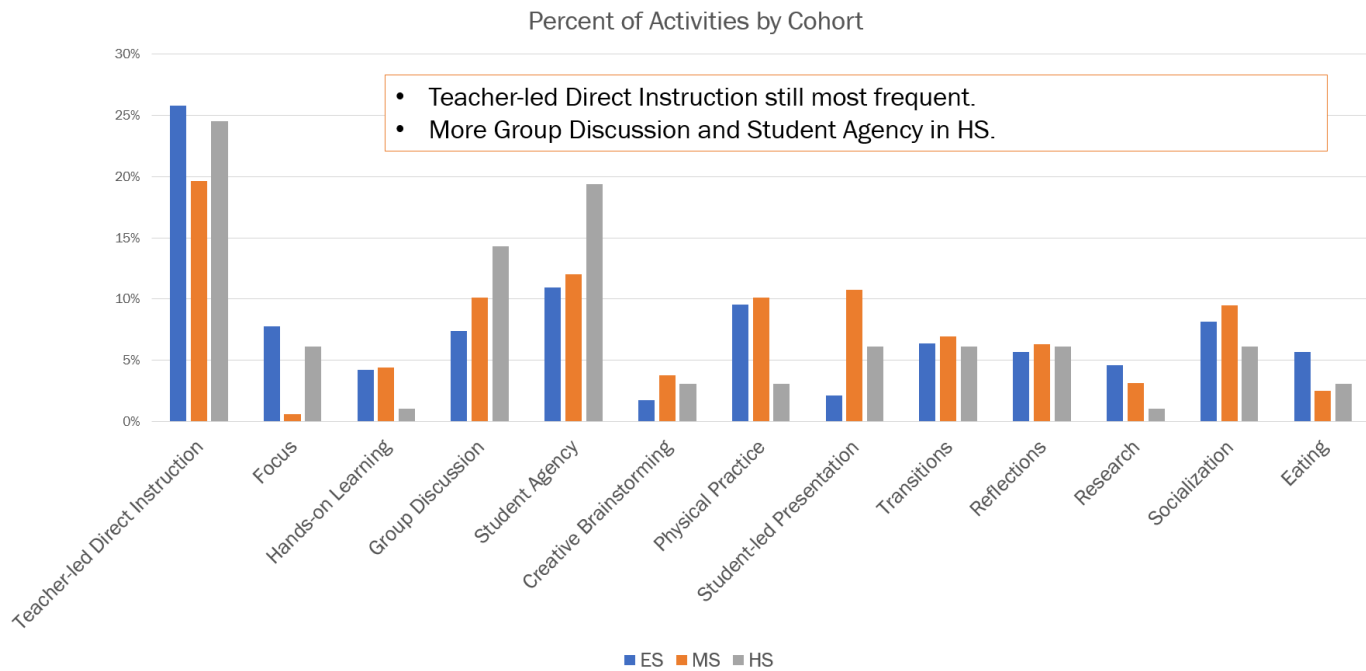|							
environment and urgency for sustainability	extreme temperatures longer term, climate change	start of school day is later due to heat	mental and physical health	social awareness	diversity and equity, accepting of all groups	nature of work is changing	non-existent jobs; value of college
need to be more nimble	capitalism, pull of industry	policy change; social economics	maintaining social relationships	housing affordability	teacher shortage	energy prices	anti-recidivism

Student Shadowing

To support the reflection needed to plan for future instructional changes and learning environments, the process of shadowing students at various grade levels throughout the district encouraged a deeper understanding of the full student experience. Through first-hand observation and listening, we established a baseline for how things are really working, across all grade-levels. Capturing quantitative data by filling out a survey every 15 minutes throughout the observer's day provided a 'snapshot' of data points such as the 'Activities Observed', and 'Student Groupings.' This data gave the EMP team insights about intended and unintended effects of school practices and policies on students. The experience also helped build empathy for the student experience in our schools by intentionally observing from the perspective of a student. This process also allowed us to go beyond pre-established assumptions and generalizations to better inform decision making and inspire change while generating the Educational Master Plan.

Percentage of Group Sizes by Cohort

- Whole Class and Individual most frequent across all Cohorts.
- More Small Group with increased age.
- Only Multi-Class seen at ES.

While teacher-led direct instruction (Whole Class) was most frequently observed in elementary through high school, there were instances of group discussion, student-led presentation, and opportunities for student agency in high school settings. Regardless of school program(s) or geographic location, teacher-led direct instruction was the dominant activity, although magnet programs had higher instances of reflection and group discussion. Group sizes within classrooms ranged from whole class and individual as the most frequent, with an increase in small group opportunities in middle and high school.

The most frequently observed methods were teacher-directed instruction (20-25%), followed by group discussion and activities that provided student agency (10-15%). The most frequently observed class instructional configuration was whole group (approx. 45%), followed by individual (approx. 35%). The majority of respondents preferred an inquiry-based learning approach, and flexibility for small group and individualized instruction. Frequently cited words included: physical, group, activity, agency, and research.

Percent of Activities by Cohort

- Teacher-led Direct Instruction still most frequent.
- More Group Discussion and Student Agency in HS.

Legend: ES, MS, HS

## Imagine - *Preferred Ideal State*
Think to the future ideal state; Consider optimal learning environments for the Day in the Life of a 2032 student; Profile of a Learner, and Learning Connections activity.

Day in the Life of a 2032 Student

After student shadowing, the EMP design team mapped the 'Day in the Life' activities for a preferred future day in 2032. Knowing students are spending seven and a half hours each weekday participating in education activities, detailed insights about these experiences reveal factors that promote or hinder the degree of attention, curiosity, interest, and passion in their
learning. Student engagement is predicated on the belief that learning suffers when students are bored, dispassionate, or otherwise disengaged. This activity highlighted the need for students to have more time with inquiry learning and opportunities to create, innovate, and present their findings.

Students at the middle and high school levels also participated in "Day in the Life 2032" activity. We asked them to describe what they would like their *future school day* experience to be in one word. Then we asked them to use the activity cards to map out their future day. After each group shared their ideal future school day experience, common themes emerged.

Offering space that allows for movement to engage in their work and to connect to the outside was a common thread among all student groups. Another common topic was the ability to learn through inquiry and projects that reflect real-life connections. Differing from the traditional methods of worksheets or taking notes for essays and reports, the students prefer active learning through projects that allow them to invest their curiosity, interest, and passion.
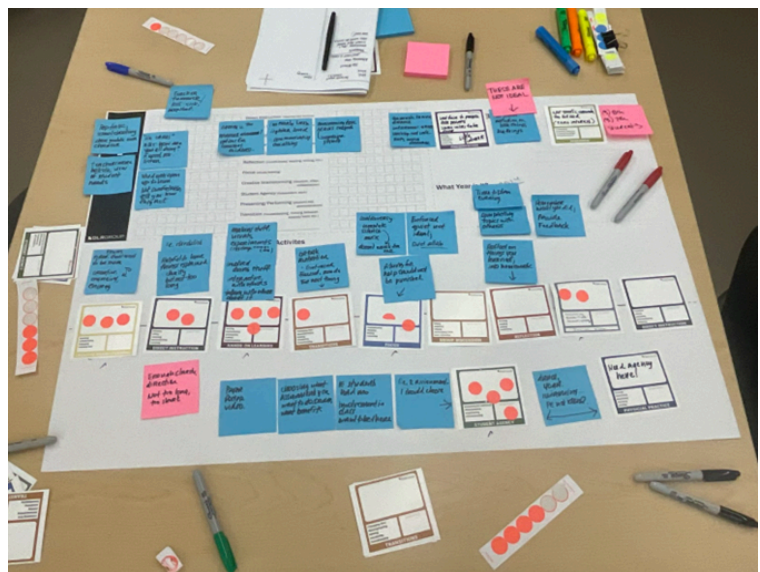
The high school students requested space and opportunity to share their learning by presenting findings to various group sizes and, when appropriate, with community members. Finally, the theme of flexibility was shared among all student groups. A preference toward comfortable and easy-to-move furniture was requested in order to better support different group sizes for collaboration and group work. Technology devices that can be used throughout the learning process and a preference for varied spaces was noted. The high school students shared a desire for more responsive scheduling that would meet their needs in learning.

My *future* day in one word:

Exciting
Fun
Fascinating
Engaging
Catches my interest
Ownership
Easy going
Energizing
Calm
Chill

Common themes for a *future* day:

- Start *easy* – opportunities for student agency/physical exercise

- More time for collaboration and creative brainstorming (this naturally involves group discussion and socialization)

- Transitions are an opportunity for student agency

- Presentation at different stages of learning – peer to peer

- Balance direct instruction with reflection/hands-on learning

- End *easy* – opportunities for student agency/physical exercise

Portrait of a Learner

Shifting from Graduate Profile to Portrait of a Learner

Approved in 2014, the Graduate Profile has been a guiding document to specify the cognitive, personal, and interpersonal competencies that students should have upon graduating from PUSD. Aligned to district and pathway initiatives, the guidelines address rigor, relevance, relationships, 21st Century Skills and college and career readiness for graduates.

With a deeper understanding of the student experience through shadowing, and envisioning a future day in PUSD, the EMP team began to see the need to reevaluate the seven major components within our graduate profile. The EMP team and additional focus groups set out to determine the relevancy and reach at this moment in time, 23 years into the 21st century. Using the graduate profile as the foundational framework, the team refined the knowledge, skills, and attributes that all students, not just graduates, will need to be prepared for their place in an ever-evolving world. The PUSD Portrait of a Learner showcases what our community values and hopes for in all students, throughout all grade levels, and across all programs.

The Portrait of a Learner is the "North Star" for all students, all educators, and all district staff. It is the guide which empowers all learners to be confident, engaged agents of their own learning with the ability to fully pursue passions, interests, and future prospects. Initially proposed areas of priority are: A *PUSD Learner* is a Critical Thinker, Innovator, Communicator, Collaborator, Culturally Competent Citizen, and Self-Advocate. The basic proficiencies and learning objectives that are necessary for all learners to lead successful and fulfilling personal and professional lives are clarified in the Portrait of a Learner. The Portrait also formalizes the competencies, attitudes, and skills that our learner-centered environment values and seeks to foster within the context of the school community and beyond. In the 2023-2024 school year, the Portrait of Learner will be developed and refined to encompass details for PreK-12.

Learning Connections and Priorities

After analyzing the data gathered during Student Shadowing and using the ideas generated from imagining the Day in the Life of a future PUSD student, the EMP design team identified the following priorities to maintain a clear focus on what is important for PUSD in teaching and learning:

- Authentic, Real-world / Visible Learning - Students explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the student.

- Inquiry-based Teaching - A dynamic form of active teaching that begins with inquiry, problems, or scenarios. Students then identify, investigate, research issues and respond to challenges or complex problems.

- Easily Adapted and Changed Spaces + Small Group & Collaboration Spaces - Walls of classrooms that can be modified or moved to fit different sizes of learning environments. Spaces allow for individual, small, and whole size groupings.

- Flexible and Adaptable Furniture - Easily moved to form different groupings, offers different heights, affords comfort, and fuels creativity.

- Flexible + Mobile Technology - Allows for use on different surfaces and in numerous ways. Instructional technology also allows for greater interactivity such as interactive devices and apps; anytime, anywhere learning opportunities.

- Health and Wellness - Strategies that promote the health and well-being of occupants, such as ensuring proper air quality, providing natural light, and creating spaces for movement/exercise.

Define - *Transformational Factors*
Compose the EMP Vision Statement, Synthesize Academic Expectations, Practices, and Goals.

The Educational Master Plan Vision Statement was crafted from the Learning Connections and Priorities listed above and encompasses the Four Focus Areas – to positively impact each and every learner on their own path to success and to develop engaging teaching and learning environments to transform education to empower students to succeed.

Academic expectations implemented through various teaching and learning practices have a substantial impact on students' learning and progress. The academic expectations, practices, and goals for each of the four Focus Areas are outlined in the Teaching Practices with Focus Areas in Appendix B of this document.

Develop - *Structures and Systems*
Determine Spatial Supports necessary for academic achievement and relationship building; Gather department feedback for Educational Specifications.

The new PUSD Educational Specifications is the bridging document between the Educational Master Plan and the Facilities Master Plan. It is a framework composed of spatial supports which are necessary to ensure equity for new facilities and guidance for the renovation of existing facilities. Focus groups included department leaders who gave feedback and recommendations for the modernization of existing spaces. District staff feel strongly about the linkage between the quality of school facilities and student achievement/well-being of PUSD students. The feedback generated resulted in the following **Summative Goals for the Educational Specifications:**

- **To link the educational goals with the design of school facilities.**
- **To promote consistency of school facilities throughout the district.**
- **To be flexible and adjust to individual and community needs.**
- **To reflect a collaborative effort with the groups involved in planning and designing, building, managing and using the facilities.**

The Educational Specifications represents only one of several documents that should be viewed as a suite of reference materials to be used in the design and planning of educational facilities. To learn more about this integral link between the Educational Master Plan and our Facility Master Plan, visit this link (or Appendix C).

Achieve - *Desired Outcomes*
Organize Success Metrics to achieve goals, confirm and share out.

The 2023-2028 Educational Master Plan provides a framework to strengthen all schools' core academic offerings, ensure equity for modernized learning environments, and guidance for the renovation of existing facilities. To learn more about the desired educational outcomes for students and our metrics for success, please see the Teaching Practices In Alignment with Four Focus Areas.

In summary, academic programs offered within a variety of educational settings can impact teaching and learning in profound ways - innovative and adaptable environments make a difference. For example, while learning to solve problems for real world applications, there are times when working alone is beneficial and other times when collaboration is necessary. Students that engage in self-directed learning gain independence in decision-making, problem-solving, and position-forming. Students gain the ability to analyze others' positions and share their own while working within a group. They gain the ability to observe information from multiple perspectives when educational spaces allow concurrent arrangements for both individual and collaborative work.

When a lesson is designed to focus on inquiry and decision-making, students take ownership of their learning. Working in this approach develops students' attitudes, knowledge, and skills. In addition to learning how to think, students also get the ability to reflect on their own thought processes and how they lead to solutions. Therefore, it is critical that the design of today's schools and educational settings support inquiry-based learning. Providing flexible spaces which allow for movement, collaboration, and individual work that also promotes inquiry-based learning makes the environment an interactive and engaging teaching and learning tool.

Collaborative Direction Setting

A larger perspective and expectation for the use of the Educational Master Plan for Pasadena Unified School District is based in the notion that there are purposeful and strong connections between a variety of planning efforts, processes, and documents that are meant to work collaboratively – all with the intent of improving learning and teaching environments from unique perspectives and directions for all PUSD students. These related processes and documents include:
Strategic Plan
Facilities Master Plan
Educational Specifications

In the following sections of this plan, actions, priorities, and "look fors" related to teaching and learning are presented in a narrative format. For a more detailed version of this information, please see the Appendices following the Educational Master Plan.

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Educational Master Plan

Educational Master Plan Vision Statement

PUSD, in partnership with the community, will create a learner-centered environment to ensure our students are life-ready. We will create flexible and resilient spaces that support inquiry-based learning, celebrate our differences, and support our unique needs including emotional and physical health.

Four Focus Areas with Goals and Strategies

Encompassing the diverse voices within the EMP design team, the district's EMP Vision Statement contains four Focus Areas. Each Focus Area includes *Goals* and *Strategies* for involvement at all levels of the ecosystem, from the classrooms and hallways to the school campus, the district as a whole, and into the community at-large. The strategies are based on the development and engagement process and in alignment with PUSD's Mission, Vision, and Values. Fostering positive developmental relationships through structures and practices allows for effective caring and the building of schools and communities. Such relationships also simultaneously promote well-being, positive identity development, and students' belief in their own abilities. Schools optimized for their community in both academic offerings and facility use can therefore produce an intentionally integrated, comprehensive developmental organization committed to equity for all students. The four Focus Areas are described in summary in the following section, and for a more detailed version that includes teaching practices, see Appendix B of this document.

Focus Area: Learner-Centeredness

A learner-centered experience puts the student's learning needs at the heart of instructional decisions. A teacher serves as the learner of each student's learning, and the instruction is tailored to meet the student's needs to propel the student forward. Shifting from teacher-centered to learner-centered allows educators to see learners and their critical role in their own learning now, and throughout their lives. When we put learners at the center, connect to their interests, needs, and passions, they experience a deeper sense of purpose, agency, and knowing themselves as wondrous, curious individuals with vast capabilities and limitless potential.

Goal: PUSD will ensure a learner-centered environment that allows for student voice and choice to collaborate and meet individual needs, and opportunities for all to excel.

Strategies:
PUSD Students will be able to…
- Define, organize, revise, and monitor their own learning experiences.
- Learn through inquiry where their questions, choices, insights, and solutions lead the way.
- Learn through feedback, reflection, revision, and defense of their work.
- Design their own interdisciplinary learning experiences.
- Engage in deep critical thinking using challenging material and problem-solving tools.
- Articulate how they are mastering the curriculum content standards.

And culminates with students…

- Designing interdisciplinary learning experiences including self-selection of: research topics/problems and investigation questions.
- Organizing, revising, and self-monitoring a learning plan with a focus on: progress toward learning outcomes; mastering content standards; and, effective use of learning time.
- Learning through inquiry by guiding the process of asking deep questions, analyzing evidence, revising solution choices, creating thoughtful conclusions, making connections, and reflecting on insights.
- Demonstrating mastery and quality through the pursuit of feedback from teachers, peers, and community members; revising theories, conclusions, and learning products; and, defending/justifying their conclusions/learning products while also articulating their own process for improving learning.
- Engaging in deep critical thinking while:
  - Reading demanding, complex texts.
  - Solving tough problems found in the real world.
  - Grappling with complex dilemmas.
  - Evaluating and marshaling evidence in support of specific claims.
  - Writing argumentative, informative, and narrative texts using advanced academic vocabulary.

Focus Area: Flexible Spaces

The shift from a traditional teacher-centric model to a learner-centered one, in which students are challenged using methods of inquiry and problem solving, results in the need to shift the traditional classroom space. The transition from a single, teacher-owned classroom space to a variety of spaces, and the inclusion of adaptable and easily reconfigurable furniture creates dynamic learning environments necessary for inquiry learning. Modern learners intuitively know how to use their physical environment - we must provide the environments which reflect and support their learning experience.

Goal: PUSD will create flexible learning spaces that accommodate both mental and physical needs to ensure the environment promotes, rather than constraints learning.

Strategies:
PUSD Students will be able to…

- Practice teamwork skills in a variety of collaborative team structures and settings.
- Use classroom norms, expectations, strategies and technology tools to make their teamwork efficient and effective (outcome-focused).
- Create, use, seek feedback on, and revise plans for project work.
- Complete complex tasks and persevere when facing learning challenges.

And culminates with Students…

- Regularly working with partners as learning resources, using the language, environment and communication styles that are adapted for their audience.
- Experiencing a wide variety of collaborative scenarios and project teams (pairs, small project teams, study groups) where collaboration is the norm and deliberately blends with individual work.
- Working in collaborative groups focusing on the quality of collaborative relationships (respectful communication, fairness, individual and group accountability, and conflict management).
- Using technologies and equipment in their classroom environment to collaborate and to support their learning.

Focus Area: Wellbeing

When we think about a learner's environment, we must consider the variety of their environments such as home, neighborhood, and school. Schools can be a place of refuge and stability - the built environment must provide for a learner's basic needs first, and take into account the full breadth of a student's daily experience, from what they bring into the school community and how they are included within it.

Goal: PUSD will create and maintain a positive and safe environment that promotes and supports all learners.

Strategies:
PUSD Students will be able to…

- Engage in responsible decision-making.
- Be skilled in positive relationship-building.
- Demonstrate self-awareness.
- Demonstrate social and cultural awareness.
- Exhibit self-management.
- Demonstrate motivation and effort to overcome barriers and challenges (resilience).
- Encourage resilient behavior in others.
- Effectively anticipate challenges and employ positive strategies to manage stress.
- Readily identify and articulate their own and other's needs.
- Develop positive racial/ethnic identities.

And culminates with Students…

- Guiding their learning goals and setting personally meaningful goals.
- Making ethical, constructive choices about personal and social behavior.
- Forming positive relationships, working in teams, dealing effectively with conflict.
- Recognizing one's emotions and values as well as one's strengths and challenges.
- Showing understanding and empathy for others.
- Regulating/managing emotions and behaviors to achieve one's goals.

Focus Area: Community Partnership

Fostering a safe, secure, and welcoming learning environment requires shared reflection about the relationship between school and the community at-large. Without a shared understanding of all that happens within our schools, it can be challenging for community members to make a personal connection. Through outreach opportunities that welcome the community into our schools, increased communication efforts, and creating spaces for community groups to gather, we will make our work visible to ensure community support becomes possible.

Goal: PUSD will invest in proactively building and sustaining community relationships through partnerships that support improved academic outcomes, whole-child engagement, and family development.

Strategies:
PUSD Students and Families will be able to…

- Access culturally and linguistically responsive services and supports.
- Engage in learning with distinctive strengths and interests.
- Connect with Coordination of Services Team (COST) using Multi-Tiered Systems of Support (MTSS) for well-coordinated support that focuses on both prevention and early intervention.
- Build relationships between families and educators so that schools and families are supporting children together in culturally affirming, mutually reinforcing ways.

And culminates with Students and Families…

- Meaningfully engaged in extracurriculars when desired (e.g. student advisory council, athletics, clubs, etc).
- Seeking and using feedback from parents/caregivers, peers, and teachers on personal learning plans, project plans, and long-term college and career goals.
- Creating and revising projects and personal learning plans that guide their daily work, course choices, and learning experiences.
- Reflecting regularly on their individual and group choices, insights, and learning.
- Connecting learning to community and school goals.
- Connecting learning to personal cultural/ethnic identities.
- Creating concrete post secondary plans.
- Building expertise in collaboration with community partners by:
  - Explicitly applying professional norms, roles, and strategies when applicable.
  - Focusing on the quality of their collaborative relationships (respectful communication, fairness, individual and group accountability, and conflict management).

Priority Area Roadmap 2023-2028

Priority Area	Focus Area Alignment	Action	Scope of Completion
Early Childhood Education (ages 3-5)	Learner-Centeredness	*Universal PreK:* Provide more students with an opportunity to grow in a richly diverse and engaging environment where play-based learning is prioritized. Expansion of PreK and TK programs to offer access to more students at earlier ages.	Short-term
		P-3 Alignment: Articulate coherence across early grades and systems, and support improved coordination of policies and practices in and across early childhood education settings. This includes transitions to preschool, Transitional Kindergarten (TK), Kindergarten, and coherence across primary grade levels, 1st-3rd.	Mid-term
	Flexible Spaces	*Early Childhood Environmental Rating Scales*: Continue the application of ECERS to comply with licensing for integrated spaces of choice that take into account the diverse needs of our learners and their cultural backgrounds.	Short-term
		Sensory Integrated Areas and Tools: Update furniture and equipment to allow for physical and mental flexibility for learning and teaching.	Mid-term
		Play-based Learning Environments: Implement play-based learning in both PreK and TK environments. Play is one of the nine domains of the Desired Results Developmental Profile measure, and prioritized by the National Association for the Education of Young Children (NAEYC) as "an important vehicle for developing self-regulation as well as for promoting language, cognition, and social competence."	Mid-term
K-12 Instruction	Learner-Centeredness	*K-2 Foundational Literacy*: Continue the focus on the word recognition skills and "big five" of reading development in our primary grades, including early identification and support for reading struggle and dyslexia.	Short-term
		3rd-12th Grade Literacy Intervention: Establish structures and tools for addressing reading and writing struggle in upper and secondary grades.	Short-term

|			
		Literacy Across the Curriculum: Integrate literacy skills in all core areas of instruction. A focus is on using History/Social Studies and Science texts as the nonfiction texts for students to gain these skills.	Mid-term
		Strengthening Math Instruction: Provide access to grade level work with supports to increase student math skills. First instruction is the prevention of intervention, and building Tier II interventions within the Tier I classroom can aid students in math success.	Mid-term
	Flexible Spaces	*Expanded Learning Opportunities:* Provide learning options before/after school and during summer that incorporate non-traditional engagement and creativity.	Short-term
		Flexible Learning Environments: Update furniture and equipment across all learning environments to allow for physical and mental flexibility for learning and teaching.	Long-term
	Wellbeing	*Culturally Empathetic Communities*: Develop culturally empathetic and responsive educators and staff, alongside relevant curricular materials to uplift student identity and inclusivity in their school and classroom environments.	Long-term
College & Career Preparedness	Learner-Centeredness	*Linked Learning Framework Application*: Design interdisciplinary learning experiences for students that demonstrate the application of learning gains aligned with core standards, based on "Behaviors of Learning and Teaching."	Short-term
		Dual Enrollment: Provide PUSD students with transferable, pathway aligned and high interest courses.	Short-term
		Project-Based Learning: Provide professional development in PBL as an instructional model, where questions, choices, insights and solutions lead the way.	Mid-term
		Portrait of a Learner: Support teachers to plan student learning that promotes feedback, reflection, revision, and defense of work / public speaking. Inclusive of portfolio development (elementary); reflection of learning presentations (middle school); and ongoing calibration and review of Senior Defense Rubrics (high school). Incorporation of Student Strengths Finders to guide students in developing agency through active inquiry and	Mid-term

research.

	Flexible Spaces	*Technical Teaching and Learning:* Provide equipment and space that is appropriate and essential for hands-on learning that reflects industry standards, along with Work-Based Learning opportunities to learn within the industry itself, beyond the classroom.	Mid-term
	Wellbeing	*State Seal of Civic Engagement:* Prepare students with empathetic interaction and advocacy in areas of interest, enabling them to apply for and receive the CA Seal of Civic Engagement.	Short-term
	Community Partnership	*Work-Based Learning:* Leverage the local community and businesses as spaces for student learning.	Short-term
		Partnership with Institutes of Higher Education: Provide affordable on ramps to post secondary education for PUSD students by developing formal partnerships with local IHEs.	Short-term
		Advisory Boards and Community Invitation: Include community representatives for all industry pathways, and invite community members into schools to provide feedback and guidance on relevant student projects.	Mid-term
Integrated Specialized Support Services	Learner-Centeredness	*Assistive Technology Library:* Establish a centralized location of assistive technology software and hardware for timely provision of devices and tools, and increase student learning access.	Short-term
		Universal Design for Learning (UDL): Provide accommodations for students with IEPs utilizing the UDL Framework for equitable access to the learning standards.	Mid-term
		Inclusive Practices: Provide all students with IEPs daily academic instruction with their typically developing peers, along with their related services and supports. Year 1 will start with preschool and TK, and then expand through K-5th and 6th-12th.	Long-term
	Flexible Spaces	*Learning Centers:* Provision of targeted learning for students with IEPs who require intensive academic support in small group and rotating settings.	Mid-term
	Wellbeing	*Reflection and Sensory Spaces:* Provide spaces/rooms for behavioral and	Mid-term

		therapeutic support, allowing students a retreat on campus to meet sensory needs.	
		Therapeutic Support Programs: Provide comprehensive behavioral and therapeutic support to students with intensive socio-emotional challenges through the CARE Program.	Mid-term
	Community Partnership	*Parent Education Series and Parent Institute:* Provide professional development opportunities for parents/families of students with IEPs that will promote a more collaborative relationship with the parent community.	Long-term
		Special Education Community Chats: In collaboration with PUSD's Parent Groups, the Special Education Department will hold Special Education Community Chats to provide current and relevant information about Special Education and integrated specialized support services available in PUSD.	Long-term
Supports for Emergent Multilingual Learners (EMLs)	Learner-Centeredness	*Targeted Coaching and Student Support:* Increase small group instruction support for students at targeted school sites through the use of EL Coaches and instructional aides, driven by data and tools to increase reclassification and graduation rates.	Short-term
		Core ELD Curricula and Instructional Materials: Improve instructional guidance and tools for teachers and students that will target designated and integrated English language development, and diversify the range of identity representations in reading materials to better increase the cultural responsiveness of the curricula.	Short-term
		School-Site Supports: Provide data gathering and analysis tools to support targeted services and interventions to increase academic achievement of EMLs during the school year and summer, along with consistent communication with students and families.	Mid-term
		Differentiated Supports Across EML Needs: Provide differentiated support based on more focused EML designations, such as newcomer, long-term EML, redesignated EML, etc.	Mid-term
	Wellbeing	*Supplemental Student Services:* Increase options for in-class small group instruction and individualized learning plan	Short-term

		chats, additional academic and mentorship support, and before/after school tutoring.	
	Community Partnership	*Summer Learning:* Partner with local community and Expanded Learning Opportunities Programs to provide summer school options customized for newcomers and other EML students.	Mid-term
Student Wellness	Learner-Centeredness	*Multi-Tiered Systems of Support (MTSS)*: Implement the PUSD MTSS framework with fidelity to ensure that students are provided with support to succeed academically, emotionally, and socially.	Long-term
	Wellbeing	*Response to Intervention (RtI) / Wellness*: Provide teachers to guide and support schools within tiers of support for students. Students will benefit from universal, schoolwide systems and individualized systems of support.	Short-term
		Truancy Prevention and Intervention Specialist: Provide support for students struggling with attendance through home visits, case management and assist school attendance teams in eliminating attendance barriers.	Short-term
		Alternative to Suspension (ATS) Classrooms: Increase access to ATS classrooms, which provide an alternative classroom setting for 6th-12th grade students who would have otherwise been suspended. During their time in ATS, students work with a dedicated teacher on class assignments and activities rooted in self reflection and restorative practices.	Short-term
		Mentors for L.I.F.E: Provide mentorship for at-promise elementary and middle school students who struggle with attendance, behavior or academics. Mentors and mentees engage in activities related to improving social skills, team building, character development and establishing goals.	Short-term
		Restorative Justice Practices Program (R.E.P): Expand restorative justice practices/circles to all schools, which are a comprehensive approach to resolving social and emotional conflict by promoting understanding, building relationships, and restoring hurtful conduct.	Mid-term
Innovative Technology	Learner-Centeredness	*Leveraging Key Tech Tools*: Utilize Canvas Learning Management System and Google Workspaces to support teams and	Short-term

	collaborative scenarios for students, teachers, and staff; Hapara application for safe digital exploration while engaging in a variety of learning experiences; Tech Bytes for communication.	
	Teacher Professional Learning: Train instructional staff to incorporate tech tools such as interactive flat panels and audio amplification to promote student engagement in all subject areas.	Mid-term
	Tech Leaders / Innovators: Foster teacher advisory and leader groups to build and strengthen the positive use of technology in the classroom.	Mid-term
Flexible Spaces	*Classroom Technology Package:* Provide access for each teacher to a Basic Technology Package for daily instruction: • Updated Mobile Teacher Device • Interactive Flat Panel • Amplification System • Printing Solution • Secondary Monitor • Docking Station • Keyboard • Mouse	Short-term
	Interactive Flat Panels for Flexibility: Incorporate and utilize the capacity of interactive flat panels for daily instruction and teamwork in collaborative settings. Ongoing support and coaching will be provided.	Long-term
Wellbeing	*Digital Citizenship:* Guide students regarding online wellbeing through targeted lessons via Canvas LMS and Nearpod application. Utilize Digital Citizenship Month (October) for dedicated, months-long Tech Bytes focused on online wellbeing, and differentiated for staff and students.	Mid-term

Appendices
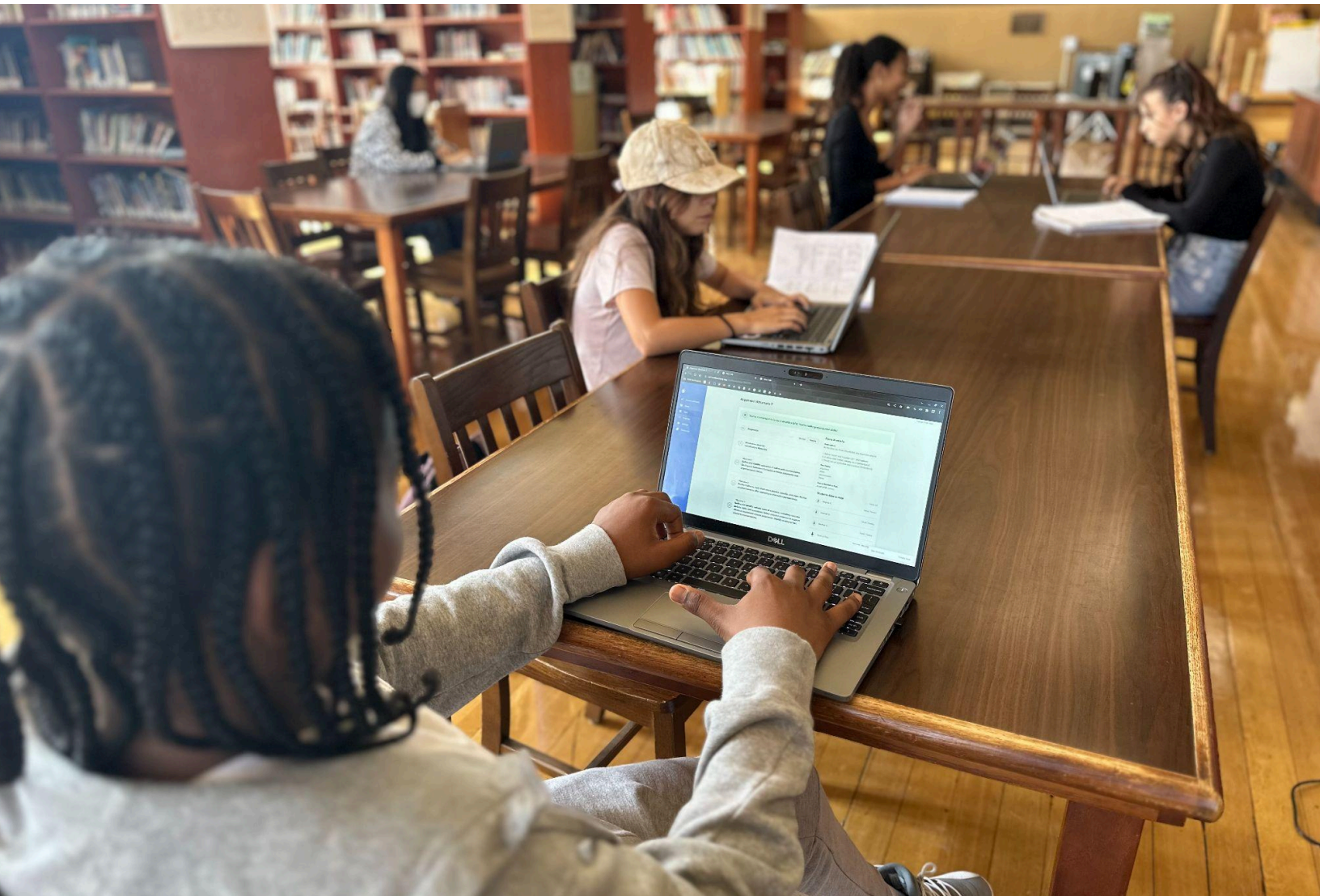
Appendix A: School Matrix

School	Focused Support	Magnet Support	Signature Programs	Pathway Programs	Expanded Learning
ELEMENTARY SCHOOLS *indicates elementary & middle					
Altadena Arts (PreK-5)		Arts; DLI	French DLI		LEARNs
Don Benito (TK-5)					LEARNs; City of Pasadena
Field (PreK-5)			Mandarin DLI		LEARNs; City of Pasadena; I Want Chinese
Hamilton (PreK-5)					LEARNs; City of Pasadena
Jackson STEM Dual Language Magnet (PreK-5)		STEM; DLI	Spanish DLI		LEARNs; City of Pasadena
Longfellow Magnet (PreK-5)	Community School	Cross-cultural learning; DLI; Spanish World	Spanish DLI		LEARNs; City of Pasadena; Children's Center
Madison (PreK-5)	Community School; Superintendent's Student Success Zone				LEARNs; City of Pasadena
McKinley (TK-8)*	Community School		Math Academy; Vanguard		LEARNs; City of Pasadena
Norma Coombs (TK-5)			Computer Science		LEARNs
San Rafael (PreK-5)			Spanish DLI		LEARNs; City of Pasadena
Sierra Madre (PreK-5)					LEARNs; Homework Club
Washington STEM Magnet (PreK-5)	Community School: Superintendent's Student Success Zone	Environmental Studies; Spanish World			LEARNs; Children's Center
Webster (PreK-5)			Armenian DLI		LEARNs; City of Pasadena
Willard (PreK-5)			International Baccalaureate		LEARNs; City of Pasadena

School	Focused Support	Magnet Support	Signature Programs	Pathway Programs	Expanded Learning
SECONDARY SCHOOLS					
Blair IB (6-12)			Armenian Academy; International Academy; International Baccalaureate	Health Careers	LEARNs
Eliot Arts Magnet (6-8)	Community School; Superintendent's Student Success Zone	Arts	French DLI		LEARNs
John Muir High Early College Magnet (9-12)	Community School	Early College		Arts, Media, & Entertainment;; Business & Entrepreneurship; Education Careers; Engineering & Environmental Science	LEARNs
Marshall Fundamental (6-12)				Academy for Creative Industries	LEARNs
Octavia E. Butler Magnet (6-8)	Community School; Superintendent's Student Success Zone	STEAM; DLI; AVID	Spanish DLI; Math Academy		LEARNs
Pasadena High (9-12)	Community School		Math Academy	APP Academy; Creative Arts Media and Design; Education Careers; Law & Public Service	
Sierra Madre Middle (6-8)			Mandarin DLI; Math Academy		LEARNs
ALTERNATIVE SCHOOLS & PROGRAMS					
Center for Independent Study (K-12)				HOSA: Health Occupations Students of America	
PALS (ages 18-22)			Adult Living Skills		
Rose City High School (9-12)	Community School				

Appendix B: Teaching Practices in Alignment with Four Focus Areas

Focus Area: Learner-Centeredness

Goal: PUSD will ensure a learner-centered environment that allows for student voice and choice, flexible schedules to collaborate and meet individual needs, and opportunities for all to excel.

Strategies:

PUSD Students will be able to…
- Define, organize, revise, and monitor their own learning experiences
- Learn through inquiry where their questions, choices, insights, and solutions lead the way.
- Learn through feedback, reflection, revision, and defense of their work.
- Design their own interdisciplinary learning experiences
- Engage in deep critical thinking using challenging material and problem-solving tools.
- Articulate how they are mastering the curriculum content standards

Teacher practices will look like …
- Framing engaging, relevant learning experiences that feature regular opportunities for independent student inquiry.
- Providing students with individual assessment data and coaching that help them to monitor and revise their learning plans.
- Readjusting their course calendars to respond to student interests and learning needs.
- Supporting the flexible use of class time so students can collaborate with peers, interact with industry partners, and revise their project work.
- Explicitly teach reading strategies, problem-solving techniques, and questioning skills that foster critical thinking.
- Help students to "think like a scientist", "design like an engineer", "write like an author", and more by modeling the unique cognitive skills and strategies for these professions.
- Organize classroom inquiry around demanding questions, texts, and projects that require students to
  - Master challenging content and
  - Apply new skills that are aligned with the Common Core State Standards.

Which may start by…
- Allowing students to make important choices about what they learn and how they demonstrate mastery.
- Making explicit connections between the learning choices that students make now and the opportunities they will have in college to continue directing their own learning.
- Helping students create learning plans, adjust them based on feedback, and persist through difficulties in the learning process.

- Planning class time for peer collaboration, industry partner interaction, and project revision.
- Modeling the thinking tools and processes required for good reading, writing, and problem solving.
- Constantly looking for ways to increase the rigor of assignments and projects and to prepare students for college-level academic work.
- Helping students understand the habits of mind used by professionals.
- Collaborating with colleagues to make connections across classes.

And culminates with students…
- Designing interdisciplinary learning experiences including self-selection of: research topics/problems and investigation questions.
- Organizing, revising, and self-monitoring a learning plan with a focus on: progress toward learning outcomes; mastering content standards; and, effective use of learning time.
- Learning through inquiry by guiding the process of asking deep questions, analyzing evidence, revising solution choices, creating thoughtful conclusions, making connections, and reflecting on insights.
- Demonstrating mastery and quality through the pursuit of feedback from teachers, peers, and community members; revising theories, conclusions, and learning products; and, defending/justifying their conclusions/learning products while also articulating their own process for improving learning.
- Engaging in deep critical thinking while
  - Reading demanding, complex texts,
  - Solving tough problems found in the real world,
  - Grappling with complex dilemmas.
  - Evaluating and marshaling evidence in support of specific claims.
  - Writing argumentative, informative, and narrative texts using advanced academic vocabulary

Focus Area: Flexible Spaces

Goal: PUSD will create flexible learning spaces that accommodate both mental and physical needs to ensure the environment promotes, rather than constraints learning.

Strategies:

PUSD Students will be able to…
- Practice teamwork skills in a variety of collaborative team structures and settings.
- Use classroom norms, expectations, strategies and technology tools to make their teamwork efficient and effective (outcome-focused).
- Create, use, seek feedback on, and revise plans for project work.
- Complete complex tasks and persevere when facing learning challenges.

Teacher practices will look like…
- Ensure student-partner collaboration is a fixture of classroom practice.
- Model and share their collaboration strategies and experiences with students as an example of professional collaboration.
- Use feedback and evaluation tools (like rubrics) that explicitly call out collaboration strategies and qualities.
- Convert classroom communication and collaboration processes/spaces to reflect the technological tools used by students and community members.

Which may start by…
- Connecting students to peer and community resources during project work when appropriate.
- Using collaboration regularly, varying the type and size of groups, and making the classroom a safe and equitable place to work together.
- Demonstrating how specific collaboration strategies work and how they function in the professional world and in college.
- Providing students with the technology tools and techniques necessary to collaborate with each other and with partners.

And culminates with Students…
- Regularly working with partners as learning resources, using the language, environment and communication styles that are adapted for their audience.
- Experiencing a wide variety of collaborative scenarios and project teams (pairs, small project teams, study groups) where collaboration is the norm and deliberately blends with individual work.
- Working in collaborative groups focusing on the quality of collaborative relationships (respectful communication, fairness, individual and group accountability, and conflict management).
- Using technologies and equipment in their classroom environment to collaborate and to support their learning.

Focus Area: Wellbeing

Goal: PUSD will create and maintain a positive and safe environment that promotes and supports all learners.

Strategies:

PUSD Students will be able to…

- Engage in responsible decision-making.
- Be skilled in positive relationship-building.
- Demonstrate self-awareness.
- Demonstrate social and cultural awareness.
- Exhibit self-management.
- Demonstrate motivation and effort to overcome barriers and challenges (resilience).
- Encourage resilient behavior in others.
- Effectively anticipate challenges and employ positive strategies to manage stress.
- Readily identify and articulate their own and other's needs.
- Develop positive racial/ethnic identities.

Teacher practices will look like…

Assess cultural knowledge:

- Draw on their knowledge of students' families, languages, race/ethnicity, and neighborhoods to communicate high expectations for every student mastering rigorous standards.
- Students, their families, languages, race/ethnicity, and neighborhoods are used as resources to enhance the way the school provides resources to ensure high expectations and the attainment of rigorous standards for all
- Engage students as partners in monitoring the progress of their work, providing regular opportunities for students to communicate about, identify and articulate their own and other's needs

Value diversity:

- Using standards to ensure high expectations for all, differentiated instruction, multiple assessment and resources to ensure success of under-performing students
- Integrating and infusing into existing curriculum culturally relevant content and differentiated instructional approaches/resources to meet the needs of all students.

Manage the dynamics of difference:

- Seeking differences and/or commonality by helping the group to learn from dissonance and to forge new, more complex agreements and capabilities that transform the organization to be able to respond to multiple perspectives and voices.
- Using restorative practices to foster resolution through affirming and supportive relationships.

Adapt to diversity:
- Ensuring that students have multiple, varied opportunities to demonstrate progress.
- Using assessment strategies support students in demonstrating what they know and guide them to improve and expand their learning.
- Providing students curriculum options that are challenging and incorporate inquiry and higher order thinking skills that personalize connections, and evoke multiple perspectives.

Institutionalize cultural knowledge:
- Regularly provide opportunities for students to contribute their knowledge and perspectives about a lesson's topic(s) and use the knowledge to plan and sequence the lesson.

Which may start by…
- Regularly working with partners as learning resources, using the language, environment and communication styles that are adapted for their audience.
- Experience a wide variety of collaborative scenarios and project teams (pairs, small project teams, study groups) where collaboration is the norm and deliberately blends with individual work.
- Work in collaborative groups focusing on the quality of collaborative relationships (respectful communication, fairness, individual and group accountability, and conflict management).
- Use technologies and equipment in their classroom environment to collaborate and to support their learning.

And culminates with Students…
- Guiding their learning goals and setting personally meaningful goals.
- Making ethical, constructive choices about personal and social behavior.
- Forming positive relationships, working in teams, dealing effectively with conflict.
- Recognizing one's emotions and values as well as one's strengths and challenges.
- Showing understanding and empathy for others.
- Regulating/managing emotions and behaviors to achieve one's goals.

Focus Area: Community Partnerships

Goal: PUSD will invest in proactively building and sustaining community relationships through partnerships that support improved academic outcomes, whole-child engagement, and family development.

Strategies:

PUSD Students and Families will be able to…

- Access culturally and linguistically responsive services and supports.
- Engage in learning with distinctive strengths and interests.
- Connect with Coordination of Services Team (COST) using Multi-Tiered Systems of Support (MTSS) for well-coordinated support that focuses on both prevention and early intervention.
- Build relationships between families and educators so that schools and families are supporting children together in culturally affirming, mutually reinforcing ways.

Teacher practices will look like…

- District and school leaders supporting collaborative leadership practices that include all educational partners in decision-making.
- Engaging with community members to identify gaps in programs, services, and resources that inhibit student achievement and community coherence.
- Adopting an explicit commitment to restorative practices.
- Prioritizing experiential learning that deepens the connection to and engagement with the community:
  - Adopting culturally-rooted instructional practices that are inspiring, inquiry-oriented, project-based, multi-modal, collaborative, interactive, and informed by the ideals of co-learning
  - Recognizing extended opportunities for learning beyond the traditional school day and setting.
- Using instructional strategies that support motivation, competence, and self-directed learning.
- Demonstrating a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations by engaging all education partners, including students, families, staff, and community members in transparent and shared decision-making about school climate, curriculum, and services.
- Viewing students, their families, and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history, and culture.
- Schools/teachers offering integrated student support.
- Providing strategies to parents/guardians about how to support students at home.
- Helping identify volunteer, enrichment, or internship opportunities within the community.
- Supporting students in identifying pro-social purposes for learning.

Which may start by…
- Developing a unifying vision and goals and identify the shared responsibilities among educational partners.
- Increasing professional development to build educator efficacy in using autonomy-supportive practices and providing increased collaborative learning opportunities for students.
- Engaging students to understand their interests.
- Helping students create short- and long-term plans.

And culminates with Students and Families…
- Meaningfully engaged in extracurriculars when desired (e.g. student advisory council, athletics, clubs, etc).
- Seeking and using feedback from parents/caregivers, peers, and teachers on personal learning plans, project plans, and long-term college and career goals.
- Creating and revising projects and personal learning plans that guide their daily work, course choices, and learning experiences.
- Reflecting regularly on their individual and group choices, insights, and learning.
- Connecting learning to community and school goals.
- Connecting learning to personal cultural/ethnic identities.
- Creating concrete post secondary plans.
- Building expertise in collaboration with community partners by:
  - Explicitly applying professional norms, roles, and strategies when applicable.
  - Focusing on the quality of their collaborative relationships (respectful communication, fairness, individual and group accountability, and conflict management).

Appendix C: Educational Specifications

Educational Specifications provide an integral link between the Educational Master Plan and the Facility Master Plan. The new PUSD Educational Specifications will provide a framework to ensure equity for new facilities and guidance for the renovation of existing facilities.

Purpose of Educational Specifications:

1. Define elements of the built environment that will best serve educators and students to ensure the goals of the Educational Master Plan's 4 Focus Areas are achieved.

2. Guide design teams in future construction, modernization, and major space renovation projects.

3. Promote the development of equitable facilities across the district with an integrated academic and facility planning structure set forth in this document.

For more information about our Educational Specifications please visit this link:
📄 PUSD Ed Specs - Final