

Year 1 Strategic Plan Goals - Ed Services

FOCUS AREA: AREA 1 - ACADEMIC ACHIEVEMENT

Goal	Status	Evidence
Area 1.1: By December 2023, develop a draft for an updated MTSS guide for academics.	In Progress and Ongoing	A plan to implement Tiers 1-3 at the elementary level is set to begin fall of 2024. PJUSD will be using 95% Group, Corrective Reading, and SIPPS to meet the needs of students with reading deficiencies. Continued refinement of the MTSS guide for academics will occur in 2024/25 and will expand to grades 7-12.
Area 1.1: In Spring of 2024, begin to share the draft guide with educational partners to determine gaps or needed changes before finalization and implementation in 2024-2025.	In Progress and Ongoing	Certificated staff received a presentation on April 10th and May 1st outlining next steps to implement supplemental curriculum.
Area 1.1: By October 2023, train all certificated staff on the EL Master Plan.	In Progress and Ongoing	Update: Based on data collected after conducting English learner Instructional Walks, it was determined an emphasis on improving designated and integrated ELD instruction was necessary. As such, PJUSD is hiring a Coordinator of English Learners and Instructional Support to develop a comprehensive plan to provide professional development and ongoing coaching to staff on the ELA/ELD Frameworks, the EL Master Plan, and how to best deliver instruction to ensure academic improvement for English learners.
Area 1.1: Review Designated vs. Integrated English Language Development (ELD); provide training based on ELD standards/integrated instruction.	Completed	Educational Services conducted ELD instructional walks and has been providing training and support to staff on designated ELD.
Area 1.2: Identify appropriate benchmarks and assessment tools to use for monitoring student progress.	Completed	The Educational Services department continues to develop and refine curriculum maps that align with district and state assessments.

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<p>Area 1.2: By Spring of 2024, develop a District Assessment Guide for 2024-2025 for utilizing benchmarks and assessments to set goals, align curriculum, and inform practice (the <i>guide should include district procedures for data analysis</i>).</p>	<p>Completed</p>	<p>An embedded curriculum assessment audit has been completed. The Coordinators of Curriculum and Instruction and Assessment and Accountability, along with instructional coaches, created an assessment guide that was shared with teachers.</p>
<p>Area 1.3: By October 2023 create a PLC implementation plan with targeted early adopters.</p>	<p>Completed</p>	<p>This year Professional Learning Communities (PLC) pilot teams were selected at each site. Principals attended the PLC Institute June, 2023 and received monthly coaching from Creative Leadership Solutions to support PLC implementation. Principals met with teams regularly to monitor their progress and determine next steps/needs.</p>
<p>Area 1.3: Monitor progress of the targeted groups using data-driven PLC model to determine if it increases collaboration among teams (<i>in the areas of curriculum development, common assessment creation, and data analysis</i>) and make adjustments as necessary.</p>	<p>Completed</p>	<p>Site administrators worked with Creative Leadership Solutions by administering the Leading Collaborative Teams of Teachers and Administrators Checklist to monitor PLC pilot team progress. The data from the checklist provided a guide to support teacher implementation.</p>
<p>Area 1.3: Create a plan for protected PLC time for the district's 2024-2025 school year</p>	<p>Completed</p>	<p>Protected time for PLCs will be provided during early release Wednesdays for all PJUSD staff beginning in the 2024/25 school year.</p>
<p>Area 1.4: Identify key educational partners and establish a districtwide task force to develop and implement equitable grading practices.</p>	<p>Not started</p>	<p>This action has been paused to focus on the work of training teachers and administrators on research based first instruction and routines to improve student outcomes. This action will resume in the 2024/25 school year.</p>
<p>Area 1.4: District task force will develop a districtwide definition and understanding of equitable grading practices.</p>	<p>Not Started</p>	<p>This action has been paused to focus on the work of training teachers and administrators on research based first instruction and routines to improve student outcomes. This action will resume in the 2024/25 school year.</p>

<p>Area 1.4: Task force will make recommendations of when/where standards mastery based teaching/grading makes sense. <i>(Review Report Card Designs with this in mind).</i></p>	<p>Not Started</p>	<p>The establishment of a taskforce has been postponed due to a shift in prioritizing training for teachers and administrators on research based first instruction and routines to improve student outcomes. This action will resume in 2024/25, with the support of Educational Services and District Lead Teachers, to determine next steps and an implementation plan.</p>
<p>Area 1.5: Assess root causes of low A-G graduation rates to determine next steps.</p>	<p>Completed</p>	<p>Staff conducted a root cause analysis and determined several areas contributing to low A-G completion rates: courses not aligned to A-G, CTE courses not aligned to A-G, and a high percentage of students receiving a D or an F grade in math and/or English language arts. Staff presented the plan to the Governing Board on May 6, 2024.</p>
<p>Area 1.5: Conduct an audit of PHS courses and A-G completion data; engage teachers to share best practices for preparing students for college and/or career opportunities.</p>	<p>Completed</p>	<p>Staff identified CTE courses that were not classified as A-G. CTE courses not aligned to A-G were submitted into the Course Management Portal to be an A-G approved course.</p>
<p>Area 1.5: Determine a plan based on the audit and root cause analysis.</p>	<p>Completed</p>	<p>A College and Career Readiness Root Cause Analysis and Plan has been developed and was presented to the Governing Board on May 6, 2024.</p>
<p>Area 1.6: Develop a plan for messaging to students with a goal that 90% of students entering 9th grade have an understanding of what the CTE program is and the pathways/courses offered.</p>	<p>Completed</p>	<p>The Director of Career Technical Education presented the various CTE pathways at Patterson High School. Also, an 8th grade CTE Open House occurred on February 13, 2024.</p>
<p>Area 1.6: Develop a districtwide plan for providing access to CTE programs for all secondary students including an analysis of CTE courses which can be A-G aligned.</p>	<p>Completed</p>	<p>PHS is working to ensure all students have access to Career and Technical Education (CTE) programs, which provide valuable skills and certifications for college or immediate careers. An update to the CTE curriculum is underway to meet A-G requirements and counselors will be working with 8th graders to promote these pathways.</p>
<p>Area 1.6: Identify key educational partners to develop and implement the plan.</p>	<p>Completed</p>	<p>PHS Career and Technical Education collaborates with teachers, counselors, and leadership to promote CTE pathways for all students, emphasizing benefits like college prep and industry-specific skills. The CTE director also actively engages with industry partners through advisory committees, tours, and student internships, aligning curriculum with current job market needs.</p>

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<p>Area 1.6: Create an implementation plan for providing access to CTE programs for all secondary students.</p>	<p>Completed</p>	<p>Patterson High School is expanding Career Technical Education access for all students, exploring versions for students with different needs, and offering more classes at Del Puerto High School and Rising Sun. The CTE director is also seeking grant funding to ensure student participation in Career Technical Student Organizations (CTSOs).</p>
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Year 1 Strategic Plan Goals - Student Services

FOCUS AREA: AREA 2 - STUDENT AND STAFF SAFETY AND WELLNESS

LAST UPDATED: March 2024

Goal	Status	Evidence
Area 2.1: Implement Comprehensive School Safety Plan (CSSP) training for site safety leads, rollout updated and consistent template	Met - August 23, 2023	Meeting held with administrators responsible for the School Safety Plans in August. Administrators were provided with a review of all requirements and templates. Included was a schedule for due dates. Met with administrators in October to touch base on progress and questions. Completed safety plans are due on Dec. 15th and will go to the School Board in Feb. 2024.
Area 2.1: Provide annual training and coaching to campus security, campus supervisors, and yard duty on effective active supervision, supportive relationships, communication, de-escalation, preventative, proactive, and restorative	Met- July 26-28, 2023	SB 390/1626 Training was provided to campus supervisors, school security officers, and the school security officer supervisor. The training was provided by an outside trainer: Eric Acda. The training covered the role and responsibility of campus security, laws, and liability (including current up-to-date laws and bills such as SB906, SB533, cellphones, etc.), mediation and conflict resolution, active shooter response/stop the bleed and threat assessment awareness.
Area 2.1: Ensure mandated trainings are completed (e.g. 24-hour Training)	Met-Sept. 2023	All staff completed the following mandated trainings: Child Abuse: Mandated Reporter, School Bullying, Bloodborne Pathogens Safety, Anti-Harassment Training for all Employees, and Sexual Harassment Prevention for Supervisors.
Area 2.1: Conduct site safety assessments, review/evaluate safety protocols, and observe emergency drills	Partially Met	Met: Safety Assessments done in Oct and Nov. 2023. Walk all campuses with administrators in charge of safety plans. In progress: evaluation of safety protocols and observation of emergency drills. These are expected to be completed by Feb. 2024.
Area 2.1: Develop staff training tools on response procedures and emergency preparedness to be used by sites	In Progress	Admin trained their staff at the first staff meeting in August. All response procedures and emergency preparedness protocols were reviewed and discussed. Development of presentation to be used as a training tool for staff in 2024-2025

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<p>Area 2.1: Provide an annual presentation to the board on school safety, including safety plan approval.</p>	<p>Not yet met</p>	<p>To be completed in the Spring of 2024</p>
<p>Area 2.1: Facilitate community forums at each school to review safety plans and related data.</p>	<p>Not yet met</p>	<p>Amend goal to read: The District will facilitate community forums to review safety plans and related data.</p> <p>Jan. 2024 - will schedule a meeting with emergency response agencies such as the fire chief, and police chief) and the mayor to provide an opportunity to review safety plans and related data.</p>
<p>Area 2.2: Strengthen delivery of schoolwide Positive Behavioral Interventions and Support (PBIS) lesson plans on respect and kindness (which are included at most of our sites in schoolwide rules)</p>	<p>Not yet met</p>	<p>This will occur once the new Coordinator of Safe and Supportive Schools is hired and trained on PBIS implementation.</p>
<p>Area 2.2: Provide coaching on SEL classroom strategies to support respect, kindness, and community through the SEL Instructional Coaches</p>	<p>Ongoing</p>	<p>Social Emotional Learning (SEL) Coaches have provided classroom observations, per teacher request or admin request. Coaches debrief with the teachers on which SEL strategies they Strategic can use to support respect, kindness, and classroom community/campus community. Along with providing specific resources from which to draw to address these character traits, sense of community, and how they link with the core competencies and focus constructs of SEL. There are conversations throughout the day regarding specific students and SEL strategies that can be utilized. Coaches have provided model lessons for classroom teachers to deliver SEL content directly to students followed up with conferences with their teachers for ongoing support.</p> <p>SEL Coaches have provided specific resources from which to draw to address these character traits and a sense of community and how they link with core competencies and focus constructs of SEL.</p> <p>SEL Coaches visit classrooms to both model lessons and deliver content directly to students.</p> <p>SEL Coaches have presented PD during district and site PD days as well as staff meetings that provided modeling and information about SEL Competencies and SEL</p>
<p>Area 2.2: Implement PLUS Program at Patterson High School (PHS), consider options to consolidate existing programs with similar goals (e.g. Students Leading Education (SLED))</p>	<p>Met</p>	<p>PHS has two classes of PLUS Program. The Students Leading Education (SLED) Program was consolidated into the PLUS Program.</p> <p>The PLUS Program has been very successful thus far. Through surveys, lunchtime activities, and peer awareness the PLUS Program has been a positive outlet for PHS students' voices to be heard. The surveys and forums have been instrumental in</p>

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		providing both quantitative and qualitative data for the PLUS students to analyze and address.
Area 2.2: Integrate bullying prevention/response into comprehensive school safety plans, review/update the district's policy and procedures to prevent and respond to bullying	Not yet met	Bullying prevention will be integrated into the School Safety Plans that the site administration is currently working on. Plans will be completed and approved by Feb. 2024.
Area 2.2: Sustain annual online staff training on bullying prevention and response	Met-Sept. 2023	Target Solutions: School Bullying training for all staff was completed in August and September of 2023.
Area 2.2: Explore the spectrum of restorative practices (RP) from community circles, ongoing discipline strategies, to intensive reentry circles; evaluate for feasibility and fit in our district and develop a roll-out plan to cover the Multi-Tiered System of Support (MTSS) framework.	Not yet met	International Institute for Restorative Practices (IIRP) training will occur in Feb. 2024 for all site administrators and a site team as the first level of implementation. The two-day introductory training will include fundamental theory and practices for engaging with students, staff, and parents in your school setting. Topics will include the importance of being explicit about practice, how to set high expectations while being supportive, and ways to build community in your setting. There will be a discussion regarding giving direct feedback and asking questions that foster accountability, as well as utilizing effective methods to resolve common conflicts. Trainer of trainers workshop will occur in Sept. of 2024
Area 2.2: Provide training for all staff on equity and restorative practices.	Ongoing	This will be completed in the Fall of 2024 after the above Restorative Practices training is completed in September of 2024.
Area 2.3: Conduct California Healthy Kids, Staff, Parent Surveys (CHKS) annually in grades 3-12; provide annual reports to the board and the community	Partially met	Report of 2023 CHKS results were presented to the School Board in October of 2023. The 2024 CHKS will be administered to students, parents, and staff in January 2024

<p>Area 2.3: Conduct twice per year Covitality, a universal social-emotional well-being screener for grades 4-12</p>	<p>Partially met</p>	<p>Creekside Middle School screened their students in October 2023 and will screen again in April 2024. The counseling staff at CMS will be reviewing students who were identified as moderate to high risk and determining what level of support each student needs. Covitality will be first conducted at PHS on November 28th and then again in Spring of 2024 Elementaries sites (4th - 6th grade) surveys were conducted in January and will be again in May of 2024. DPHS - survey given and awaiting data from Covitality</p>
<p>Area 2.3: Sustain tiered mental health interventions (e.g. Student/ Employee Assistance Programs, school mental health clinicians, etc.) integrated within the district MTSS framework</p>	<p>Met</p>	<p>Employee Assistance Program information is sent out to all staff on a regular basis. Regarding Student mental health and Multi-Tiered System of Supports (MTSS), the district has the following: Tier 1 - Student Assistance Specialist (SAS)/Student Support Specialists (S3)-classroom presentations on mental health, bullying, and character traits. Tier 2 - School Counselors and School Psychologists are available at every site to provide group sessions Tier 3 - Mental Health Clinicians are available at every site to provide individual sessions</p>
<p>Area 2.3: Support elementary counselors in leading site PBIS/MTSS intervention teams</p>	<p>Met</p>	<p>The elementary school counselors (3 hired for 23-24 school year) are part of the Positive Behavioral Interventions & Supports (PBIS) Teams. Another elementary school counselor will be hired for the 24-25 school year so that every elementary school will have a full-time elementary school counselor. The elementary school counselors receive requests for assistance for mental health and determine which level the student needs - SAS, School Counselor, or Mental Health Clinician.</p>
<p>Area 2.3: Monitor access and availability of tiered supports for students/staff</p>	<p>Ongoing</p>	<p>This is an ongoing effort to ensure that the interventions that are put in place are implemented with fidelity.</p>
<p>Area 2.3: Explore wellness center concepts for students and staff in school and work settings; ensure strategies are research-based effective and appropriate fit for students and staff, provide written summary on fit and feasibility for PJUSD, plan for implementation if feasible</p>	<p>In Progress</p>	<p>A Social Emotional Learning (SEL) coach is working with a Stanislaus County Office of Education (SCOE) representative and the Principals of Creekside Middle School (CMS) and Patterson High School (PHS) to determine an implementation plan including costs and locations of the centers. The SEL coach has been visiting other wellness centers in other districts. For student input, a student survey will be sent out by the National Alliance on Mental Illness (NAMI) advisor and students. Staffing the wellness center has been identified as a concern.</p>

		<p>CMS has chosen a space for the wellness center there and is currently holding monthly meetings for implementation planning with a team that includes mental health staff, counselors, admin and other staff representatives.</p> <p>Through the Cal-Well Grant our district has been awarded \$10,000 to put toward the Wellness Centers at CMS and PHS. These funds are on track to be spent by April 2024.</p> <p>At Elementary sites, the Student Support Specialists have created a space in their offices that serves as a wellness center. In addition, several elementary teachers throughout the district have created “well spaces” in their classrooms. These are very effective.</p>
<p>Area 2.3: Create an online access and resource center for referral forms and flowcharts to clarify how to access the services</p>	<p>In Progress</p>	<p>Each site has a behavioral flowchart on their Student Handbook, which is available online for parents.</p> <p>We are working with our District's Webmaster to create a universal Request for Assistance online form.</p>
<p>Area 2.4: Behavior/SEL Sustain implementation of MTSS with integrated behavioral, social-emotional, mental health, and attendance supports</p>	<p>In Progress</p>	<p>In October and early November, a three-day Cultivating Awareness and Resilience in Education (CARE) workshop was held in the district for 35 of our teachers. This research based practice develops awareness and resilience and leads to a broad range of benefits from well-being to self-compassion to more emotionally supportive classrooms. SEL coach attended CARE training and became a facilitator so that more staff can be reached and trained in mindfulness and resilience practices. 12 more educators had the opportunity to participate in this 3 day training in March. This builds capacity within our district to sustain these supports and strategies.</p> <p>The recent 3-day 2023 California PBIS Conference held in October of 2023 had a team from each school site including the SEL coaches in attendance. Workshops included: Restorative Practices and MTSS, Improving Equity With Culturally Responsive Universal Supports, Supporting Classroom Management Practices, Using PBIS To Improve Educational Outcomes; Motivating Student Attendance, Scaling Up Social Emotional Learning Through The Lens of PBIS - to name just a few.</p> <p>SEL Coaches completed training and presented the Signs of Suicide (SOS) presentation to targeted grade groups at PHS and CMS.</p> <p>SEL Coach presented to ELAC at school site.</p>

<p>Area 2.4: Behavior/SEL Assess PBIS implementation using the SEL-integrated TFI</p>	<p>In Progress</p>	<p>This will be implemented with the two SEL coaches and the new Coordinator of Safe and Supportive Schools, who started on Monday, November 27, 2023. This will begin to be implemented in the 24-25 school year.</p>
<p>Area 2.4: Behavior/SEL Continue training SEL Instructional Coach, provide planning guides for rolling out, scaling up SEL implementation</p>	<p>In Progress</p>	<p>The SEL coaches are working with the Collaborative for Academic, Social, and Emotional Learning (CASEL) Fellows Academy to create leadership goals that will identify constructs and a play of systematic implementation. The recent CASEL conference provided the coaches with research-based practices to support our staff in their wellness so that they may feel more identity and agency in their classrooms.</p> <p>SEL Coaches completed Leading Schoolwide SEL (Live Webinar Series) to assist in building the foundation for systemic schoolwide SEL implementation.</p> <p>SEL Coaches completed Trauma Informed Leadership Virtual Workshop to further their depth of knowledge in creating and maintaining equitable and trauma informed environments.</p> <p>Elem. SEL Coach completed the TOOLBOX Project virtual training with the intention of sharing these tools with Elementary school teachers/classes to build and model Social Emotional Competencies in our students.</p> <p>SEL Coach completed the CASEL Leaders as Learners: Building the Village our Children Need to enhance foundational knowledge of effective systemic SEL, beginning top down</p> <p>SEL Coaches will attend the first SEL & Wellness summit. The Summit offers attendees expert speakers, engaging workshops, youth voice, and experiential SEL elements that will foster meaningful collaboration and learning and that can be used to foster SEL implementation throughout our district.</p>
<p>Area 2.4 Attendance Develop a districtwide action plan to improve student attendance using the planning tool from Attendance Works</p>	<p>Met</p>	<p>Action plan was developed using data from the previous year: Goal 95% attendance rate and to reduce dispositions days by 500. Each site also has its own plan and goals to support the district's overall goals. A site report card is shared every mid-month and end of the month to review the site and district status</p>
<p>Area 2.4 Attendance Monitor site use of Attention 2 Attendance (A2A) data, tools, conferencing, and School Attendance Review Team (SART) interventions</p>	<p>Ongoing</p>	<p>During monthly meetings, data from A2A is reviewed and discussed, including chronic students, conferencing and how SART meetings are going. A spreadsheet between the site and attendance liaison is utilized to make sure there is follow-up with SART meetings and students of concern.</p>

		Monthly check-in meetings with APs to discuss SART meetings, questions, A2A, and any support they may need.
Area 2.4 Attendance Develop, explore, and install systems to monitor staff attendance, with data tracking (i.e. Frontline)	In Progress	Frontline implementation began at the District Office in November as a test to work out any glitches. It will go live for all Classified employees to use in January. We are in the process of working with the Stanislaus County Office of Education for Certificated staff.
Area 2.4 Attendance Research, develop and launch effective strategies to improve staff attendance to include incentive programs	In Progress	Some school sites have offered Starbucks coffee for staff with perfect attendance for the month but have discontinued this since they have to pick up the card and return it on the same day. Others are including the staff in the student rewards for the month: pizza, donuts, burritos, etc.
Area 2.4 Attendance Apply for Model School Attendance Review Board (SARB) recognition	Not Yet Met	The application and process were recently posted on the California Department of Education (CDE) website. We have started to compile all of the necessary information to complete the application. Application is due Jan. 12, 2024.
Area 2.4 Culturally Relevant & Inclusive Use the Ways 2 Equity Playbook to guide equity improvement planning in the district	Not Yet Met	In the process of reviewing the Ways 2 Equity Playbook in order to guide planning.
Area 2.4 Culturally Relevant & Inclusive Explore equity-focused systems and practices for implementation; develop an action plan with fidelity and outcome goals	No Yet Met	After reviewing Ways 2 Equity Playbook, the action plan will be developed in collaboration with SEL coaches and other team members.
Area 2.5: Culturally Relevant & Inclusive Inventory the Alcohol, Tobacco, and Other Drugs (ATOD) curricula and interventions used at each site, evaluate evidence-based for the effectiveness of each	In Progress	No existing ATOD curricula, we are starting to implement new programs – including Youth Vaping Alternative Program Education (YVAPE), Teen Intervene, and Healthy Futures.

<p>Area 2.5: Culturally Relevant & Inclusive Compare inventories against CHKS results to identify unaddressed risk factors (i.e. if high rates of vaping, what is our anti-vape curriculum, if high rates of alcohol what is our substance use intervention?)</p>	<p>In Progress</p>	<p>California Healthy Kids Survey (CHKS) will be administered in the Spring of 2024. CHKS results will be compared with the CoVitality survey results and the PLUS Program survey.</p>
<p>Area 2.5: Culturally Relevant & Inclusive Explore the use of Covitality data in planning for Tier 1 strategies, provide written summary on fit and feasibility for the district</p>	<p>In Progress</p>	<p>Creekside Middle School screened their students with the CoVitality in October 2023 and will screen again in April 2024. The counseling staff at CMS are reviewing students who were identified as moderate to high risk and determining what level of support each student needs.</p> <p>Covitality will be first conducted at Patterson High School (PHS) on November 28th and then again in Spring 2024.</p> <p>Elementary sites (4th - 6th grade) surveys was conducted in January (awaiting data from CoVitality) and will be again in May of 2024.</p> <p>Del Puerto High School (DPHS) - survey given and awaiting data from Covitality</p> <p>Del Puerto High School (DPHS) - survey dates are yet to be determined</p>
<p>Area 2.5: Culturally Relevant & Inclusive When identifying new curricula/intervention ensure each comes with a fidelity checklist as documented in PBIS intervention inventories</p>	<p>In Progress</p>	<p>Amend goal to add the word Positive Behavioral Interventions and Supports (PBIS)</p> <p>This will be the responsibility of the new Coordinator of Safe and Supportive Schools.</p>
<p>Area 2.5: Culturally Relevant & Inclusive Review implementation fidelity across all ATOD curricula</p>	<p>Ongoing</p>	<p>All Student Support Specialists and several Student Assistance Specialists have been trained with Healthy Futures and will begin seeing students as their caseload permits to address ATOD issues.</p> <p>Teen Intervene Training will occur in February 2024.</p> <p>YVAPE Program needs approval from the Superintendent, and if approved, it will be launched district-wide for students 12-18 years old.</p>

<p>Area 2.5: Culturally Relevant & Inclusive Sustain the tobacco prevention student clubs known as PHAST and PHASTjv at all secondary sites</p>	<p>Met</p>	<p>All school sites, including elementary schools this year, have either PHAST or PHAST/jv Clubs. All of the clubs are active and educating students on the dangers of tobacco use. All clubs are implementing the grade-level appropriate curriculum to reduce tobacco use. A focus is to develop resiliency in students by having caring relationships, high expectations, and opportunities for meaningful participation.</p>
<p>Area 2.5: Culturally Relevant & Inclusive Expand Tobacco Use Prevention Education (TUPE) and PHASTjv to all elementary sites (grade 6)</p>	<p>Met</p>	<p>Starting this school year, all elementary sites now have established PHAST/jv clubs focused on 6th grade.</p>
<p>Area 2.5: Culturally Relevant & Inclusive Identify ATOD universal prevention (Tier 1) strategies to support this goal and assess quality of implementation and opportunities for added support</p>	<p>In Progress</p>	<p>Amend goal to add ATOD</p> <p>This action includes all steps taken to integrate ATOD prevention strategies into the existing MTSS/PBIS efforts.</p> <p>All of the Student Support Specialists and several of the Student Assistance Specialists have been trained with Healthy Futures and will begin seeing students as their caseload permits to address ATOD issues.</p> <p>Teen Intervene Training will occur in February 2024.</p> <p>YVAPE Program needs approval from the Superintendent, and if approved it will be launched district-wide for students 12-18 years old.</p>
<p>Area 2.5: Culturally Relevant & Inclusive Implement new ATOD interventions to address gaps when compared to assessed needs based on CHKS, Covitality, discipline data, etc.</p>	<p>In Progress</p>	<p>All of the Student Support Specialists and several of the Student Assistance Specialists have been trained with Healthy Futures and will begin seeing students as their caseload permits to address ATOD issues.</p> <p>Teen Intervene Training will occur in February 2024.</p> <p>YVAPE Program needs approval from the Superintendent, and if approved it will be launched district-wide for students 12-18 years old.</p>
<p>Area 2.5: Culturally Relevant & Inclusive Identify targeted interventions to serve as effective alternatives to suspension for ATOD</p>	<p>Met</p>	<p>Healthy Futures-Alternative to Suspension for ATOD: Training for S3s was provided on Nov. 1st. It was also offered to SAS staff, but they did not attend. Sent SAS staff another link for an upcoming training.</p> <p>Also exploring the use of YVAPE alternative to suspension.</p>

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		Teen Intervene: Nurses and a counselor will be trained to use a next-level service as an alternative to suspension for ATOD.
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Year 1 Strategic Plan Goals - Administrative Services

FOCUS AREA: AREA 3 – FACILITIES AND RESOURCES

Goal	Status	Evidence
<p>Area 3.1: Budget identified to begin construction of the following projects:</p> <ul style="list-style-type: none"> · PHS Security Cameras · PHS Pool · PHS Front Rejuvenation · PHS Klein Gym Floor Replacement · Grayson Portable Library Building and Landscape · Conduit and fiber to SpEd building · Phone upgrade 	<p>In Progress or Met YR 0</p>	<ul style="list-style-type: none"> · PHS Security Cameras - Completed · PHS Pool – Construction in progress · PHS Front Rejuvenation – Construction in progress · PHS Klein Gym Replacement – Gym floor project completed · Grayson Portable Library Building and Landscape – Project scheduled for Summer 2025 due to Manufacturer backlog · Conduit and fiber to SpEd building – Project completed · Phone upgrade – Project completed
<p>Area 3.1: Identify anticipated revenue streams for:</p> <ul style="list-style-type: none"> ● Capital Construction ● Deferred Maintenance ● Transportation ● Child Nutrition/Food Services ● Technology 	<p>In progress YR 1</p>	<p>Preliminary budgets have been reviewed. Further adjustments to the budgets will be made by Fiscal Services</p>
<p>Area 3.1: Implement a five year budget upon which to base future improvements in all areas.</p>	<p>In Progress YR 1</p>	<p>Preliminary budgets have been reviewed. Further adjustments to the budgets will be made by Fiscal Services</p>

<p>Area 3.2: Begin recruitment of Bond Oversight Committee (BOC) members.</p>	<p>Completed YR 0</p>	<p>Three applications received; continuing to recruit for all positions.</p> <p>Bond Committee has been set up and has already met four times.</p>
<p>Area 3.2: Access District sites to determine which sites could benefit from some “quick strike” projects such as landscaping, exterior paint or outdoor classroom.</p>	<p>In Progress YR 0</p>	<p>An outdoor classroom and landscape upgrades have been identified with the Grayson Library Project. Further such projects are TBD due to budgetary constraints</p> <p>Las Palmas logo has been repainted and we are adding vinyl window graphics across the front of the school and the cafeteria to add color and visual aesthetics.</p> <p>Installed vinyl window graphics at Del Puerto high school for aesthetic appeal.</p> <p>Added outdoor volleyball court at AVE, Grayson and NM for student activities.</p> <p>Added artificial turf at WG for a sitting area for the SPED students</p> <p>We have scheduled to re-strip all the LP asphalt parking lots and playground beginning in June.</p> <p>AVE will have the non-slip flooring in the kitchen replaced as soon as summer school ends.</p> <p>Grayson will have 3 staff restrooms remodeled this summer consisting of paint, patching walls, and installing new fixtures.</p> <p>DP will be getting a kitchen upgrade this summer.</p> <p>Walnut Grove baseball fields have been groomed and bleachers purchased. First game was held last week.</p>
<p>Area 3.2: Complete a site classroom audit to determine true classroom count and availability.</p>	<p>Completed YR 0</p>	<p>This will be completed as part of the Facilities Master Plan process through Teter Architects.</p>

<p>Area 3.2: Using student projections, facilities assessment and budget information, complete facilities master plan.</p>	<p>First Draft completed</p> <p>YR 1</p>	<p>Preliminary budgets have been reviewed. Further adjustments to the budgets will be made by Fiscal Services. The facilities master plan is being developed by School Works Inc. School Works has already conducted walkthroughs of school sites and feedback has been collected from M/O, Custodial/Grounds, IT and Nutrition Services.</p>
<p>Area 3.2: Complete development of Bond Oversight Committee.</p>	<p>Met</p> <p>YR 1</p>	<p>The Bond Oversight Committee has been established and is meeting quarterly. Last met in October 2023</p>
<p>Area 3.3: Complete an assessment of maintenance, grounds and custodial staffing and determine budget availability to increase current staffing levels.</p>	<p>Partially Met and Ongoing</p> <p>YR 0</p>	<p>MOT and Cust/Grounds Managers have been hired that are funded out of the former Director of M&O position and one Custodial Supervisor Position; Two remaining custodial supervisor positions will be revised to one PHS Custodial Plant Supervisor and one Evening Custodial Supervisor; custodial organization is being overhauled and existing job descriptions revised accordingly; M&O and Grounds job classifications are being revised to industry standards; electrician and plumber are to be advertised and hired as soon as possible;</p> <p>Custodial Grounds Manager has been hired: Alfred Edgmon</p> <p>PHS Custodial Plant Supervisor has been hired: Ruben Estrada</p> <p>Evening Custodial Supervisor: Anthony Duran</p> <p>All existing job descriptions have been revised accordingly. All ground job classifications were revised to industry standards. A.E.</p> <p>Only the plumber position has been filled. Still looking to add a Maintenance II and a maintenance IV</p> <p>Currently scheduling the use of subs during the summer to complete projects and assist with overwhelming number of work orders.</p>

<p>Area 3.3: Collaborating with M/O staff, create a five year Deferred Maintenance (DM) plan that aligns with the anticipated revenue.</p>	<p>In Progress YR 1</p>	<p>Preliminary budgets have been reviewed. Further adjustments to the budgets will be made by Fiscal Services. M/O director has established a site by site list of projects for each school site.</p>
<p>Area 3.3: Complete a District wide energy assessment and implement an energy program to reduce energy usage; research grant monies available to support energy upgrades.</p>	<p>In Progress YR 1</p>	<p>District Utility Costs are reviewed monthly to identify anomalies. Work order requests are submitted to address needed irrigation repairs. Executive Director of Admin Services is engaging SiteLogIQ regarding the benefits of solar panels at Grayson ES and Rising Sun</p>
<p>Area 3.3: Implement yearly staff/parent surveys on site cleanliness. Plan for quarterly site cleanliness evaluations and make adjustments as needed.</p>	<p>In Progress YR 1</p>	<p>Quarterly Custodial Inspection Forms and Staff/Parent Surveys have been developed and are being reviewed by Custodial Leadership. Implementation is expected in January/February 2023.</p> <p>Custodial Inspection forms have been developed and will be utilized through the district. A.E.</p>
<p>Area 3.3: Complete a needs assessment in order to fully implement access control throughout all District facilities.</p>	<p>Met YR 1</p>	<p>The IT department has developed a priority list for access control implementation through the district. Implementation will occur as the budget allows.</p>
<p>Area 3.4: Review and update transportation information on PJUSD Parent Handbook for the coming school year.</p>	<p>Not met YR 0</p>	<p>Update to Parent Handbook First Student's office number to 209-862-2921</p> <p>Add to the Parent Handbook new transportation line phone number: Students who attend a school outside their attendance area may be eligible for transportation services in accordance with the Governing Board policy. Families can request bus transportation at 209-895-7779. The Transportation department will take requests and will notify families requesting bus transportation whether their requests are approved or denied.</p>
<p>Area 3.4: Create and maintain a list of students receiving transportation and tag them in Aeries (student information system) for tracking/emergency purposes.</p>	<p>Met YR 1</p>	<p>A list of students receiving transportation has been created and is also being tracked in Aeries</p>

<p>Area 3.4: Refine the use of Parent Square in communicating bus issues to parents.</p>	<p>Met YR 1</p>	<p>Our current transportation provider First Student has access to our Parent Square platform and has been communicating delays in a timely manner</p>
<p>Area 3.4: Implement a Transportation Request form through InformedK12 for new students needing transportation.</p>	<p>Not Met YR 1</p>	<p>Transportation Requests currently come through emails from the school sites or phone calls from parents. We will be working with our new transportation assistant to develop the InformedK12 request form.</p> <p>Will work with Neil Vento to create a form on the website. Informed K12 is only used internally.</p>
<p>Area 3.4: Align bus routes with qualifying distances.</p>	<p>Met YR 1</p>	<p>All bus routes have been reviewed and are aligned with qualifying distances.</p>
<p>Area 3.4: Develop a plan and timeline to support the formation of a District owned fleet of buses to include both diesel and electric buses.</p>	<p>In Progress YR 1</p>	<p>Actively working to have the lone bus in our fleet operational by the beginning of the 24-25 school year. We will need to identify the available funds for start-up costs of buses, bus drivers and maintenance</p>
<p>Area 3.5: Assess Information Technology (IT) staffing levels and structure and implement any required changes as budget permits</p>	<p>In Progress YR 0</p>	<p>This was held up due to issues that have now been resolved. With that resolution, we are working on a new organization chart that will address the needs in critical service areas.</p>
<p>Area 3.5: Working with educational partners, determine if current student technology meets current educational needs</p>	<p>First Draft Completed YR 1</p>	<p>Establishing an Education Specification Committee for Technology. First scheduled meeting is in December 2023</p>

<p>Area 3.5: Coordinate with Educational Services to review Student Data Privacy Policy</p>	<p>In Progress YR 1</p>	<p>IT is working on this project and implementing an Informed K12 form.</p> <p>We have joined CITE and 1EDTech organizations to help review and document apps used in the district. The app approved list is posted on the website and continues to be updated regularly.</p>
<p>Area 3.5: Review and update Network Disaster Recovery Plan</p>	<p>Not Met YR 1</p>	<p>New server infrastructure has been deployed. New cloud backup solution has been deployed. Network Security improvements have been made and continue to evolve.</p>
<p>Area 3.5: Collaborate with all educational partners on District wide website revision</p>	<p>Met YR 1</p>	<p>New website was launched in November 2023.</p>
<p>Area 3.5: Assess and improve network strength and security</p>	<p>Met YR 1</p>	<p>Hired a new network engineer to assess and strengthen our network.</p>
<p>Area 3.6: While continuing to work with CDE nutritional guidelines:</p> <ul style="list-style-type: none"> ● Increase the number of meals cooked from scratch 	<p>Met YR 1</p>	<p>Working in consultation with Sodexo, prepackaged meals have been eliminated and fresh produce options have increased</p> <p>We have eliminated pre packaged items, in turn increasing our made from scratch meals as well as utilizing locally grown fresh produce.</p>
<p>Area 3.6: While continuing to work with CDE nutritional guidelines:</p> <ul style="list-style-type: none"> ● Increase meal choices 	<p>In progress YR 1</p>	<p>Working in consultation with Sodexo, menus are being updated to provide increased meal options</p> <p>We have created a large number of new menu items, to be more in line with the students' tastes, all while staying in compliance with the CDE nutritional guidelines.</p>

<p>Area 3.6: While continuing to work with CDE nutritional guidelines:</p> <ul style="list-style-type: none"> ● Increase points of contact for Middle School and High School in order to reduce student wait period 	<p>In progress</p> <p>YR 1</p>	<p>Nutrition Services leadership is designing upgrades for PHS cafeteria using KIT Funding. This would include re-opening the snack bar area to accommodate daily deli sandwich requests.</p> <p>We are in the process of upgrading our eating facilities, making it a more inviting space for our students to come in to eat. We are also utilizing our mobile carts at PHS and CMS, creating one more point of access at each site to receive a meal.</p>
<p>Area 3.6: While continuing to work with CDE nutritional guidelines:</p> <ul style="list-style-type: none"> ● Increase staffing to support implementation 	<p>In progress</p> <p>YR 1</p>	<p>As of 11/30, all full time positions have been filled. The department continues to actively recruit for its sub pool to support absences and leaves.</p> <p>We have been able to hire a 3 hour employee for our elementary sites, making it possible to get all of our students through the serving line faster, giving them more time to eat. We are also in the process of hiring 2 Production Leads, who will assist in training as well as collaborate on menu items.</p> <p>Nutrition Services will continue to recruit substitutes to support the department as needed</p>
<p>Area 3.6: While continuing to work with CDE nutritional guidelines:</p> <ul style="list-style-type: none"> ● Propose low cost eating area upgrades 	<p>In Progress</p> <p>YR 1</p>	<p>Nutrition Services leadership is designing upgrades for PHS cafeteria using KIT Funding</p> <p>Working with our district construction department, we are looking at different avenues that we can take to improve our eating areas, making it a more inviting space for all of our students. This would include refreshing paint as well as furniture.</p>

Year 1 Strategic Plan Goals - Grants & Communications

FOCUS AREA: AREA 4 – Communications and Collaboration

Goal	Status	Evidence
<p>Area 4.1: Standardize identified communication practices, preferences, and procedures working with district leadership (Cabinet), school administrators, and district staff.</p>	<p>Met & Ongoing</p>	<p>ParentSquare has been identified as our district’s official primary mass communication method for parents, families, staff, and students. It is directly linked to our district’s student information system (SIS), Aeries, making it the most accurate and reliable source of communication for students, families, and staff. It also has an automatic transition feature that connects to the parent language preferences submitted in Aeries. Further communication practices, such as social media, crisis communication, and news media will be identified and outlined in conjunction with the development of the communications guide.</p> <p>The following practices, preferences, and procedures have been identified for the first edition of the PJUSD Communications Guide: District Logos, Approved Communication Platforms, Websites, Social Media, and Crisis Communication Protocols. These elements have been added to the first edition Communications Guide which will be published and available on the district’s website on the Communications Department page May/June 2024. Practices will continue to be standardized as they are further identified through review and refinement of the first edition Communications Guide.</p>
<p>Area 4.1: Assemble communications guide based on practices, preferences, and procedures identified and standardized.</p>	<p>Met & Ongoing</p>	<p>The development and implementation of the communications guide has begun. The initial section of the guide designates ParentSquare as our official digital communications platform, providing best practices and various uses for administrators, staff, and families. This step was crucial for maintaining consistent and secure messaging across the district. The guide will continue to cover subjects such as logos, branding, social media, and web standards as it is further developed.</p> <p>A first edition Communications Guide has been completed to include communication standards for the following procedures: District Logos, Approved Communication Platforms, Websites, and Social Media. A copy of this Guide will be published on the district’s website on the Communications Department page May/June 2024. This Guide will continue to be a work in progress as communication practices are identified, standardized, and refined. Additionally, the guide will add school elements such as logos to the guide in future editions.</p>

<p>Area 4.1: Present/Publish communication guide to School Board of Trustees/community</p>	<p>Met & Ongoing</p>	<p>The communication guide is still in its early development. When the guide is complete, it will be available for Board and community presentation</p> <p>The first edition Communications Guide will be published to the District's Website on the Communications Department page in May/June 2024. The document will also be shared with the School Board of Trustees via a weekly Board Update following the Guide's publishing.</p>
<p>Area 4.2: Develop communication audit/survey (including parents/guardians, staff, and students) to determine district communication effectiveness and preferences.</p>	<p>Met & Ongoing</p> <p>YR 0</p>	<p>Potential questions have been drafted however, a full communications audit/survey has yet to be developed. The communications department will work with the superintendent and cabinet to include a comprehensive survey targeted at specifically identified stakeholders (parents, staff, students), which will include a timeline for distribution, review, and analysis of the results.</p> <p>A communications survey has been developed and will be distributed to stakeholders in May 2024 during School Communications Week. The results of the survey will be evaluated and will help guide the district's communication practices in the upcoming school year.</p>
<p>Area 4.2: Launch PJUSD Promise Campaign</p>	<p>Met & Ongoing</p>	<p>The PJUSD Promise Branding Initiative is ongoing, with Promise and Strategic Initiative Posters distributed to all school sites and district offices for display in classrooms, offices, and public areas. The monthly Patterson Proud Awards are now PJUSD Promise Awards, featuring a special recognition plaque with the PJUSD Promise Challenge Coin engraving. We have also set up a district shop with updated apparel featuring PJUSD Promise branding. Lastly, our new website was developed and designed with the PJUSD Promise in mind, containing unique elements on each school page that link to the district's strategic plan. The district will continue to identify branding opportunities as well as additional promotional materials.</p>
<p>Area 4.2: Standardize branding guidelines to ensure consistency in messaging and visual identity across all platforms and materials working with district leadership (Cabinet), school administrators, and district staff.</p>	<p>Met & Ongoing</p>	<p>Brand standardization has begun with the launch of the district's new website, ensuring consistency across all sites. This work will be ongoing as the communication guide is developed, further outlining our district and school identities. PJUSD Promise Branding guidelines are available in the Communications guide that will be published to the District's Website on the Communications Department page in May/June 2024. Additional branding guidelines will be added to the Communications guide as they are further identified.</p>

<p>Area 4.2: Train staff and educational partners on the PJUSD Promise communication strategy and branding guidelines, and empower them to effectively communicate/understand and support district materials and initiatives.</p>	<p>Met & Ongoing</p>	<p>A brief presentation of our PJUSD Promise was given at our New Classified Staff Orientation. This presentation introduced our newest teachers to our district's strategic brand and initiatives. Similar types of presentations and or trainings will continue as branding is ongoing.</p>
<p>Area 4.2: Implement district-wide Staff communications audit/survey (survey) to evaluate communication practices and preferences</p>	<p>Met & Ongoing</p>	<p>Potential questions have been drafted however, a full communications audit/survey has yet to be developed. The communications department will work with the superintendent and cabinet to include a comprehensive survey targeted at specifically identified stakeholders (parents, staff, students), which will include a timeline for distribution, review, and analysis of the results.</p> <p>A communications survey has been developed and will be distributed to stakeholders in May 2024 during School Communications Week. The results of the survey will be evaluated and will help guide the district's communication practices in the upcoming school year.</p>
<p>Area 4.2: Evaluate and adjust communication and branding efforts to ensure that it remains effective and relevant, considering communication audit findings and possible integration of new technologies and platforms where appropriate.</p>	<p>Met & Ongoing</p>	<p>The PJUSD Promise Branding Initiative is ongoing. Since the district's new brand is still in its first year, branding analysis will likely occur towards the end of the year. Implementation of the communications audit will be helpful in assessing the brand's effectiveness. New technologies assisting with the district's branding efforts, include the launch of the new website, which features various district branding elements.</p> <p>Brand evaluation will be conducted as part of the Communications Audit/Survey, which will be distributed in May 2024. The survey findings will be analyzed to inform Communications staff about the effectiveness of our branding efforts. Additionally, the implementation of the district's new website was the top priority for technology and platform integration. The communications department will continue to explore and adopt new technologies based on survey findings and platform exploration, integrating them where they best serve the district's needs.</p>
<p>Area 4.2: Present PJUSD Promise branding strategy and communication audit findings to School Board of Trustees/community.</p>	<p>Met</p>	<p>Branding efforts are still in the early phase of implementation. Board presentation will be provided as needed/requested at a later time when the brand has been further embedded into the district.</p> <p>Brand evaluation will be shared as part of the Communication Audit/Survey. This survey findings will be shared with the School Board of Trustees via a weekly Board Update following the Guide's publishing in May/June 2024.</p>

<p>Area 4.3: Identify and assess parent/community needs to determine what topics and issues parents want to learn about to support their children, utilizing a variety of formats to cater to different learning styles and schedules.</p>	<p>In Progress</p> <p>YR 0</p>	<p>This will be incorporated as part of the district's communication audit, which is currently in development.</p> <p>LCAP stakeholder meetings have identified a desire for the district and schools to offer more parent education and engagement events. The district will collaborate with staff and educational partners to provide parent education events and complementary programs, and parent/student resources. The district will aim to host 3-4 of these types of events per year, evaluating their success by gathering feedback from exit surveys to ensure they remain effective and relevant.</p>
<p>Area 4.3: Collaborate with district leadership (Cabinet), school administrators, and community partners to host parent education events such as focus groups, Listening to Learn, ParentUniversity, Social Media Safety, and other identified events.</p>	<p>Met & Ongoing</p>	<p>Schools have organized No Excuses University (NEU) Parent Nights, formerly known as Parent University sessions. These gatherings invite parents to school campuses to explore various topics, including math, iReady, and Internet and Cell Phone Safety. These topics aim to assist parents in supporting their children's education. Additionally, the district collaborated with community partners to host a Human Trafficking 101 event for families and communities to learn about the harsh realities of human trafficking, how to recognize signs, and ways to prevent our children from becoming victimized in our community.</p>
<p>Area 4.3: Evaluate event successes/areas of growth by gathering feedback from participants to ensure future improvement.</p>	<p>Not Met</p>	<p>While schools hosted events for families, a district-wide assessment has not yet occurred.</p> <p>Exit surveys have been developed and will be implemented beginning in the 2024-25 school year.</p>
<p>Area 4.3: Review and update Parents tab on district website to incorporate relevant information and resources for parents.</p>	<p>Met & Ongoing</p>	<p>The Parents tab on the district's website has been updated to the Students & Families tab. With the launch of the district's new website, the page has been reviewed to include information and resources that will benefit families researching our district and schools.</p>
<p>Area 4.3: Collaborate with district partners to identify complementary education programs and parent/student resources.</p>	<p>Met & Ongoing</p>	<p>This will be incorporated as part of the district's communication audit, which is currently in development.</p> <p>The district collaborated with community partners to host a Human Trafficking 101 event for families and communities to learn about the harsh realities of human trafficking, how to recognize signs, and ways to prevent our children from becoming victimized in our community. The district has also partnered with Love Patterson for the annual community</p>

		volunteer event. This event included participation from Cabinet members, Administrators, staff, students, and families.
Area 4.3: Evaluate and adjust parent education programs to ensure that they remain effective and relevant, considering feedback from parents and staff	Not Met	While parent education programs have occurred, evaluation of those programs has not yet. Exit surveys have been developed and will be implemented beginning in the 2024-25 school year.
Area 4.3: Present to the School Board of Trustees/community program successes and feedback findings.	Not Met	Board presentation will be provided following full implementation of the feedback gathered from exit surveys.
Area 4.4: Utilize communication channels to highlight the achievements and successes of the district and its students to build/maintain a positive image and foster community support.	Met & Ongoing	Our district continues to utilize its communication channels, such as ParentSquare, Newsletters, Social Media, etc. to highlight the achievements and successes of the district, students, and staff.
Area 4.4: Evaluate communication channels for effectiveness, best practices, and areas for improvement incorporating surveys and analytics to assist with evaluation and areas of improvement.	Met & Ongoing	Our district has begun monitoring its Facebook analytics to monitor engagement, observe trends, and seek opportunities to improve. Further analytics will continue to be included in the future, including website and student information system analytics (i.e. ParentSquare).

<p>Area 4.4: Implement identified areas of improvement utilizing feedback from educational partners, such as United Patterson.</p>	<p>Met & Ongoing</p>	<p>Exit surveys were administered to United Patterson Partners at the conclusion of the final meeting of the previous school year and the first meeting of the current school year to gain feedback and identify potential areas for improvement. Based on these findings and recent partner attendance at quarterly meetings, United Patterson will undergo a revitalization process to build additional community support and expand our partnerships with the district and our community.</p> <p>United Patterson revitalization begun in Spring 2024 and has been a great success. Community partners have improved from 15-20 to nearly 50 partners, as indicated by regular meeting attendance at the January, March, and May meetings. Exit surveys will be provided at the final meeting in May and will help identified continued areas of improvement for the partnering network.</p>
<p>Area 4.4: Evaluate and adjust communication channels for effectiveness, utilizing surveys and feedback provided by community partners, and integrating new/alternative technologies and platforms where appropriate.</p>	<p>Met</p>	<p>This will be incorporated as part of the district's communication audit, which is currently in development</p> <p>A communications survey has been developed and will be distributed to stakeholders in May 2024 during School Communications Week. The results of the survey will be evaluated and will help guide the district's communication channel practices and need for new platforms/technologies in the upcoming school year.</p>
<p>Area 4.4: Present to School Board of Trustees/community communication channels relating to partner engagement , district successes, and feedback findings.</p>	<p>Met</p>	<p>Platform evaluation will be shared as part of the Communication Audit/Survey. This survey findings will be shared with the School Board of Trustees via a weekly Board Update following the Guide's publishing in May/June 2024.</p>
<p>Area 4.5: Implement a website plan based on expectations and best practices.</p>	<p>Met</p>	<p>District's new website was successfully launched on November 7, 2023.</p>

<p>Area 4.5: Prioritize updates based on the level of impact they will have on meeting district and educational partners' needs.</p>	<p>Met & Ongoing</p>	<p>District and school website development were prioritized based on district department and school content priority. This will be an ongoing process executed by the District's new Webmaster.</p>
<p>Area 4.5: Implement updates to the website, testing and refining, as needed.</p>	<p>Met & Ongoing</p>	<p>Content migration from the district's previous site included an in-depth process of page evaluation, content review, page testing, etc. This will be an ongoing process excited by the district's new Webmaster.</p>
<p>Area 4.5: Utilize analytics to regularly monitor and analyze effectiveness of communication efforts.</p>	<p>Met & Ongoing</p>	<p>Web Analytics for the new website has been uploaded and review has begun, however, since the website was recently launched (11/7/23), meaningful data has not yet been generated.</p> <p>Monthly Web Analytic reports using data from GA4 and Search Console have helped to chart the progression of District Websites, User Demographics, and top performing pages. The data gathered from these reports, in conjunction with the implementation of new SEO strategies have helped to make top pages more visible and accessible.</p>
<p>Area 4.5: Develop a job description for a dedicated webmaster to regularly monitor the website and ensure it meets the district and educational partners' needs.</p>	<p>Met</p>	<p>The district's Webmaster was hired on October 23, 2023.</p>

Year 1 Strategic Plan Goals - Human Resources/Ed. Services

FOCUS AREA: AREA 5 - Employee Success and Leadership Development

Goal	Status	Evidence
<p>Area 5.1: Develop a comprehensive professional development plan for teachers, support staff, and administrators on district-wide initiatives for years 2-5.</p>	<p>Completed</p>	<p>The Educational Services department determined a comprehensive professional development plan based on baseline data from instructional walks that occurred at the beginning of the 2023/24 school year. The department finalized a plan to expand on this work for the 2024/25 school year and beyond.</p>
<p>Area 5.2: Define, identify, and audit district educational programs (PBIS, NEU, AVID, Core Curriculum, iReady, Go Guardian, Aeries).</p>	<p>In Progress and Ongoing</p>	<p>Core and Supplemental curriculum have been identified by the Educational Services department. Site administrators have been notified on what to implement for the 2024/25 school year. Audits of existing educational programs will continue in 2024/25 to determine which ones will best improve student outcomes.</p>
<p>Area 5.2: Determine success criteria of district educational programs including defining what effectiveness looks like (usage, improvement, fidelity, cost).</p>	<p>In Progress and Ongoing</p>	<p>The Educational Services department is reviewing program renewals and determining effectiveness based on usage, student improvement, and overall cost. Key programs have been identified and others not meeting the criteria above will not be reviewed after expiration date.</p>
<p>Area 5.2: Identify key stakeholders to discuss the effectiveness of educational programs; develop a plan for monitoring and evaluating the effectiveness of educational programs.</p>	<p>In Progress and Ongoing</p>	<p>The District Lead Teacher position has been revised to include teacher's input as we determine effectiveness of educational programs.</p>
<p>Area 5.3: Implement a coaching model at the elementary & secondary levels.</p>	<p>Completed</p>	<p>A coaching model was implemented at the elementary and secondary levels. Eighty one teachers were supported through coaching this year by instructional coaches.</p>

<p>Area 5.3: Ensure coaches attend ongoing training on effective coaching techniques and culture/relationship building.</p>	<p>Completed</p>	<p>Instructional coaches attended ongoing training this year to build their capacity. Some of these training included: Fearless Coaching, Eureka Math, Rigor by Design, Getting Reading Right, and Building Thinking Classrooms.</p>
<p>Area 5.3: Conduct a needs assessment to determine the specific instructional support needs of teachers at each school site.</p>	<p>Completed</p>	<p>Conducted instructional walks at the beginning of the year to determine a baseline for instructional support. The last round of instructional walks occurred in May to measure progress.</p>
<p>Area 5.4: By 9/1/23 identify participants for the Aspiring Teacher Program and implement the program.</p>	<p>In Progress</p>	<p>The Aspiring Teacher Program was launched in January of 2024. Participants will complete the program in May of 2024 and be recognized at the May Board meeting.</p>
<p>Area 5.4: By August 2023, provide identified training to classified employees.</p>	<p>In Progress</p>	<p>All classified staff participated in a variety of training during the District-wide PD day on November 1st. There has also been CPR/First Aid, CPI and other mandated training provided to staff in need. CPI certification and recertification is provided monthly.</p>
<p>Area 5.4: By May 2024, evaluate the effectiveness of the training provided to classified employees.</p>	<p>In Progress and ongoing</p>	<p>November 1, 2023 professional development provided classified instructional staff three separate training session on 1) Supporting students in the general education classroom, 2) Handwriting developmental milestones and assessing students with autism to inform instruction, and 3) Behavioral strategies to support students including reinforcement systems, functions of behavior and replacement behaviors, proactive and reactive strategies, and data collection. A tool to evaluate classified training was developed in Spring 2024.</p>
<p>Area 5.4: Create a plan to expand leadership opportunities and training beyond the current offerings.</p>	<p>In Progress</p>	<p>District Leadership Academy, with Gary Soto, for all site administrators Servant Leadership Institute, Educational Leadership Academy, for selected leaders</p>

<p>Area 5.5: Create a district-wide task force to develop a new staff code of conduct that emphasizes positive relationships with students.</p>	<p>In Progress</p>	<p>The Task Force is in development and research on conduct codes is underway.</p>
<p>Area 5.5: Develop a training program for all staff on the new staff code of conduct.</p>	<p>Not started yet</p>	<p>This will occur after the Code of Conduct has been created.</p>

Strategic Plan Overview

<p>Focus Area 1: Academic Achievement</p> <ul style="list-style-type: none"> 1.1 multi-tiered system of support 1.2 benchmarks and assessment tools 1.3 data-driven decision-making teams 1.4 districtwide, equitable grading practices 1.5 college and/or career A-G 	<p>Focus Area 2: Student and Staff Safety and Wellness</p> <ul style="list-style-type: none"> 2.1 security needs 2.2 behavior support 2.3 comprehensive programs wellness 2.4 culturally relevant and inclusive classrooms 2.5 K-12 anti-drug/alcohol curriculum
<p>Focus Area 3: Facilities and Resources</p> <ul style="list-style-type: none"> 3.1 district budget aligned to Strategic Plan and LCAP 3.2 facilities Master Plan 3.3 safe and clean facilities 3.4 transportation plan 3.5 technology master plan 3.6 nutritious and appealing meal offerings 	<p>Focus Area 4: Communication and Collaboration</p> <ul style="list-style-type: none"> 4.1 internal and external strategic communication plan 4.2 communication efforts traditional and modern communication platforms 4.3 parent education 4.4 communication between the district and community 4.5 PJUSD websites
<p>Focus Area 5: Employee Success and Leadership Development</p> <ul style="list-style-type: none"> 5.1 professional development plan 5.2 effectiveness of educational programs 5.3 instructional support 5.4 leadership opportunities 5.5 staff code of conduct 	