

## Year 2 Strategic Plan Goals - Ed Services

### FOCUS AREA: AREA 1 - ACADEMIC ACHIEVEMENT

Goal	Status	Evidence
<p><b>Area 1.1:</b> By October 2024, train all certificated staff on the updated MTSS Resource Guide on the new support system and best practices for working with at-risk students.</p>	<p><b>In Progress</b></p>	<p>The development of a PJUSD MTSS Resource Guide will officially begin during the 2025/26 school year with the identification of essential standards in mathematics and English language development. The development of the Guide will occur over several years and will align with the identification of essential standards in all content areas, criteria for tiered intervention and acceleration, and assessments used to measure student progress toward developing proficiency in grade-level standards.</p>
<p><b>Area 1.1:</b> Begin implementation of the updated MTSS guide. Focus on refining Tier 1 supports across the district by creating videos &amp; refining resources.</p>	<p><b>In Progress</b></p>	<p>While the official development of the MTSS Guide will begin in the 2025/26 school year, Tier 1 instruction was a major focus for this school year with the pilot of the 95 Percent Core Phonics program, gradual release of professional development for select secondary teachers, implementation of three Walking and Talking Instruction days, and coaching and feedback to teachers, provided by site administrators, utilizing the PJUSD Learning Walk Tool.</p>
<p><b>Area 1.1:</b> Provide an ongoing commitment to train all new teachers and para educators on EL Master Plan document.</p>	<p><b>In Progress</b></p>	<p>The Coordinator of English Learners and Instructional Support has analyzed the PJUSD EL Master Plan and has determined revisions need to be made to the document to ensure a greater emphasis and focus on academic outcomes for English Learner and Long-term English Learner students. A 5-year EL Plan has been developed with initial implementation and training to commence with the 2025/26 school year.</p>
<p><b>Area 1.1:</b> Implement any structural changes needed for Designated &amp; Integrated ELD instruction.</p>	<p><b>Met</b></p>	<p>Both Creekside Middle School and Del Puerto High School piloted English 3D, a robust English language development program aligned with California's rigorous ELA/ELD Framework and content standards. Patterson High School piloted in the Spring and the Governing Board approved the adoption of English 3D. Furthermore, the Patterson High School master schedule has been redesigned for the 2025/26 school year to ensure all English Learner students receive daily English language development instruction, via English 3D, while also ensuring students have access to an A-G aligned college prep English class.</p>
<p><b>Area 1.2:</b> In August 2024, train, implement, and continuously monitor District Assessment Guide to ensure fidelity.</p>	<p><b>In Progress</b></p>	<p>A PJUSD District Assessment Calendar has been developed with the input of site administration and District Lead Teachers.</p>

<p><b>Area 1.2:</b> Increase collaboration among teachers to share best practices for utilizing benchmarks and assessments to inform instruction.</p>	<p><b>Met/Ongoing</b></p>	<p>Teachers have been provided time to score the district writing assessment, PAW, and have allocated time on Wednesdays to work in professional learning teams to implement the Professional Learning Communities process of looking at student results on team-developed common formative assessments.</p>
<p><b>Area 1.3:</b> Summer 2024, send new administration and additional site leaders to PLC conferences and determine how to expand PLCs districtwide.</p>	<p><b>Met/Ongoing</b></p>	<p>PJUSD has contracted with Solution Tree for the 2024/25 school year to provide professional development and coaching support on Professional Learning Communities (PLCs). Staff have received support during the Aug. 5 and Nov. 1 professional development days and in September, December, and April during Wednesday after-school professional development. Grayson Elementary, Del Puerto High School, and Patterson High School have PLC coaching contracts with Solution Tree for the 2024/25 school year.</p>
<p><b>Area 1.3:</b> PLCs will begin district wide during protected time.</p>	<p><b>Met</b></p>	<p>Time for Professional Learning Communities occurs on Wednesdays per the agreement with PJUSD and the Patterson Association of Teachers.</p>
<p><b>Area 1.3:</b> Using learning from implementation sites, create professional development opportunities for staff to develop their skills in data-driven decision making process through a PLC model.</p>	<p><b>Met</b></p>	<p>Solution Tree has provided professional development to PJUSD on PLCs as described above in Action 1.3. Additionally, all teachers will receive coaching, from a Solution Tree PLC Associate, on implementing, with fidelity, the PLC at Work process during weekly Wednesday collaboration time.</p>
<p><b>Area 1.4:</b> Begin implementation of new systems of equitable grading; develop a plan for training staff on equitable grading practices.</p>	<p><b>Not Started</b></p>	<p>Equitable grading has not begun at this time and is being delayed until the 2025/26 school year.</p>
<p><b>Area 1.4:</b> Develop a plan for involving families and community members in understanding and supporting equitable grading practices.</p>	<p><b>Not Started</b></p>	<p>Equitable grading has not begun at this time and is being delayed until the 2025/26 school year.</p>

<p><b>Area 1.4:</b> Continue the task force to monitor implementation and make suggestions for next steps.</p>	<p><b>Not Started</b></p>	<p>Equitable grading has not begun at this time and is being delayed until the 2025/26 school year.</p>
<p><b>Area 1.5:</b> Enact plan for increasing the number of students who graduate A-G ready from high school; including the use of technology for tracking student progress.</p>	<p><b>Met/Ongoing</b></p>	<p>Plan developed by the PHS administration in Spring of 2024 with initial implementation during the 2024/25 school year. Existing technology tools within AERIES are used to track student progress.</p>
<p><b>Area 1.5:</b> Develop a plan for involving families and community members in understanding and supporting the plan.</p>	<p><b>Met/Ongoing</b></p>	<p>PHS provided information to families on A-G coursework and how to ensure students are enrolled in classes that prepare them for UC/CSU requirements. For the 2025/26 school year, parent education events will be scheduled throughout the year to further equip parents with the knowledge and tools regarding A-G requirements.</p>
<p><b>Area 1.6:</b> Increase collaboration among teachers to share best practices for CTE programs.</p>	<p><b>Met/Ongoing</b></p>	<p>The Director of College and Career Readiness has set up monthly meetings with each CTE team to enhance collaboration among CTE teachers.</p>

## Year 2 Strategic Plan Goals - Student Services

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

Goal	Status	Evidence
<b>Area 2.1:</b> Provide Comprehensive School Safety Plan (CSSP) training and support for annual safety review and update	<b>Met</b>	Training was provided for administrators in charge of the School Safety Plan on Nov. 19th: new laws and requirements were reviewed along with a new template.
<b>Area 2.1:</b> Maintain annual training and coaching for campus security, campus supervisors and yard duty	<b>Met</b>	All School Security and School Safety personnel have been trained per SB390. PBIS training was provided to the yard duty staff at LP, NM, and AVE. Yard Duty and Campus Security personnel will be trained in Restorative Practices during the 2025-26 school year.
<b>Area 2.1:</b> Conduct site safety assessments, review/evaluate safety protocols, and observe emergency drills	<b>Met</b>	Site safety teams were engaged in the development of their Safety Plans and the review and evaluation of safety protocols. Site administrators observed and documented emergency drills throughout the year. In addition, Shawn Groat from Navigate360 conducted School Site Risk Assessments at all campuses. These reports will be reviewed by site administrators in July 2025 to identify and address priority safety concerns.
<b>Area 2.1:</b> Provide training and support sites in training staff on response procedures and emergency preparedness	<b>Met</b>	Training was provided for administrators in charge of the School Safety Plan on Nov. 19th. During this training, it was discussed how to provide ongoing training to staff regarding emergency procedures and preparedness.
<b>Area 2.1:</b> Provide an annual presentation to the board on school safety, to include safety plan approval.	<b>Met</b>	All site School Safety Plans were completed, reviewed, and approved by the School Board in March 2025.
<b>Area 2.1:</b> Facilitate community forums at each school to review safety plans and related data.	<b>Met</b>	A meeting with the fire chief, SRO/police chief, and mayor occurred in February 2025 in which we reviewed School Site Safety plans and their recommendations were addressed.

<p><b>Area 2.2:</b> Sustain PBIS with fidelity as measured by the Tiered Fidelity Inventory (TFI) - (TFI 70% or higher, Tiers 1 &amp; 2)</p>	<p><b>Partially Met</b></p>	<p>TFI Baselines were collected in Fall 2024 across all sites for their corresponding Tiers; results from the Spring 2025 TFI assessments averaged: Tier 1:64% and Tier 2/3: 88%. Therefore, this goal was met for Tier 2/3 and we will continue to meet with sites to address their specific areas of growth in the 2025-26 school year.</p>
<p><b>Area 2.2:</b> Provide ongoing coaching to staff on SEL strategies (Utilizing SEL Inst. Coaches)</p>		<p>We no longer have SEL coaches and staff coaching is now provided by instructional coaches in the Ed Services Dept. Responsibility for this goal has shifted to Ed Services.</p>
<p><b>Area 2.2:</b> Implement PLUS Program at Creekside Middle School (CMS), consider options to consolidate existing programs with similar goals (e.g. (Where Everyone Belongs (WEB)), and sustain at PHS</p>	<p><b>Met</b></p>	<p>PLUS was implemented with great success at CMS for the 24-25 school year. Now we have thriving PLUS programs that are being implemented at both Creekside Middle School (CMS) and Patterson High School. At CMS, existing programs with similar purposes were successfully integrated into PLUS.</p>
<p><b>Area 2.2:</b> Explore elementary tools like Peacekeepers, provide written summary on fit and feasibility for the district</p>	<p><b>Partially Met</b></p>	<p>All primary Student Support Specialists (S3s) have received professional development on the Bullying Detective program with the plan to begin implementation in January 2025. Anti-Bullying Detective Teams were piloted at NM, LP, and AVE. NM had the most success with over an 80% success rate, we identified referral appropriateness and implementation fidelity as the main issues at the other two sites. We created a referral pathway visual for site admin and a pacing schedule of the program to ensure consistency and uniformity of the program across all sites next school year. We plan to train all primary S3s on the new uniform procedures during the S3 onboarding week in August 2025.</p>
<p><b>Area 2.2:</b> Annually update the district's policy and procedures to prevent and respond to bullying</p>	<p><b>Met</b></p>	<p>Board Policy updated to reflect changes in bullying prevention, response, and procedures were updated on 05/06/24.</p>
<p><b>Area 2.2:</b> Sustain staff training on bullying prevention and response, equity, restorative practices, and SEL.</p>	<p><b>Partially Met</b></p>	<p>Two district-wide professional development events have occurred to have staff at each site trained on Restorative Practices. All primary Student Support Specialists (S3) have received professional development on the Anti-Bullying Detective program with the plan to begin implementation in January 2025. Student Support Specialists have successfully implemented Restorative Storytelling across grades PK-3, with plans to expand up to 6th grade in January 2025.</p> <p>Restorative Storytelling expanded to 4th grade, we had issues with supplies arriving on time to implement our activities which led to no RS facilitation in the months of January and May. We plan to order supplies in bulk in August and January to curve that issue next school year.</p>

		Training of Trainers for Restorative Practice was held once during the 24-25 school year to have one RP coach at every site. There are two scheduled Restorative Practice training sessions for 2025-26, which will include new site administrators, new student support personnel including yard duties, school security, and new S3s.
<b>Area 2.2:</b> Implement the restorative practices roll-out plan	<b>Met</b>	Two sessions of Restorative Practices training and Training of Trainers were held once during the 24-25 school year to have one RP coach at every site completed. There are two scheduled Restorative Practice training sessions for 2025-26, which will include new site administrators, new student support personnel including yard duties, school security, and new S3s.
<b>Area 2.3:</b> Implement the restorative practices roll-out plan		THIS IS THE SAME AS 2.2
<b>Area 2.3:</b> Sustain elementary counselors to serve all sites	<b>Met</b>	There is one school counselor at every elementary site.
<b>Area 2.3:</b> Monitor access and use of wellness resources by students and staff	<b>Met</b>	<p>The Wellness Center, which is being utilized consistently by both students and staff, is thriving at Creekside Middle School. This successful model will be replicated at Patterson High School in the 25-26 school year. The district rolled out several staff and student wellness apps including, BrightLife Kids, Soluna, and the StopIt App. The Student Service department also distributed lending library books focused on positive school climate, staff, and student wellness to management personnel. A Wellness room for students has been created and sustained at LP, NM, and CMS. LP is focusing on opening its Staff Wellness room in the 25-26 school year. Staffing for a Wellness Coordinator at both Creekside Middle School and Patterson High School will continue to occur (pending School Board approval in June 2025) to continue providing sustainability for the centers. Construction for Patterson High and AVE's Wellness Center will be occurring during the 25-26 school year.</p> <p>At each monthly meeting for all Mental Wellness (Mental Health Clinicians, School Counselors, and S3) staff we provided training (self-injurious behavior, early signs of psychosis, Trevor Project (LGBTQIA+), how to access community resources for long-term, intense mental health needs).</p>

<p><b>Area 2.3:</b> Regularly conduct surveys and screeners to inform intervention planning, to include CHKS (California Healthy Kids Survey-annual), Covitality (biannual), and PLUS student survey (more than biannual); provide annual reports to the board and the community</p>	<p><b>Met</b></p>	<p>CHKS was conducted in November 2024; and CHKS, CSSS, and CPSS results were available and shared in Jan. 2025 with site administrators. Site administrators and School Counselors then used the data to create site-specific school climate goals. Goal progress is being monitored by the Director of Safe and Supportive Schools.</p> <p>The Covitality Screener could not be administered due to discontinuation of the screener.</p> <p>PLUS surveys were conducted three times throughout the school year across CMS and PHS.</p>
<p><b>Area 2.3:</b> Identify service gaps and develop solutions to address them</p>	<p><b>Met</b></p>	<p>A full-time elementary school counselor was hired for Grayson Elementary this school year. All elementary schools now have a full-time school counselor.</p> <p>Student Support Specialists (SSS) have been hired for school sites, including two district-wide SSS to support youth experiencing homelessness and youth in the foster care program.</p>
<p><b>Area 2.3:</b> Evaluate effectiveness and cost-benefit of programs</p>	<p><b>Met</b></p>	<p>Student Assistance Program curriculums were evaluated for effectiveness via Student Support Specialist pre/post data and the decision was made to sustain the use of <i>Tree House</i>, <i>A Window between Worlds</i>, and <i>SEL Harmony</i>. The secondary curriculum <i>Strong Teens</i> was discontinued, and replaced with School Connect.</p>
<p><b>Area 2.4:</b> Sustain SEL integration into PBIS (as measured by TFI companion)</p>	<p><b>Met</b></p>	<p>SEL Integration was measured by the TFI Classroom Walkthrough, and SEL criteria was integrated into the District Walk and Talk tool. Ed Services will be presenting it to stakeholders on June 6th 2025.</p>
<p><b>Area 2.4:</b> Implement and sustain attendance action plan for students and staff to include incentive programs</p>	<p><b>Met</b></p>	<p>Each site completed an action plan that included attendance goal setting and included incentives for students. Plans also included a focus on chronic absenteeism and conferencing. Sites are working on implementing incentives for staff.</p>
<p><b>Area 2.4:</b> Monitor site use of A2A data, tools, conferencing, and SART interventions</p>	<p><b>Met</b></p>	<p>Regular use of A2A is utilized by the attendance technicians, administrator, and attendance liaisons to schedule SART meetings, make phone calls, and meet with students.</p>
<p><b>Area 2.4:</b> Organize a district equity team, develop equity action plan</p>	<p><b>Not Met</b></p>	<p>The District is placing a temporary pause on the development of our Equity Plan and the formation of a District Equity Team. This decision is a strategic measure to ensure future efforts are responsive to the evolving educational landscape while maintaining our commitment to inclusive, student-centered learning environments. We remain dedicated to equity and will continue fostering respectful, supportive spaces for all students and staff.</p>

<b>Area 2.4:</b> Facilitate quarterly equity action team meetings to monitor data related to fidelity of implementation of the districtwide equity action plan and intended outcomes	<b>Not Met</b>	The District is placing a temporary pause on the development of our Equity Plan and the formation of a District Equity Team. This decision is a strategic measure to ensure future efforts are responsive to the evolving educational landscape while maintaining our commitment to inclusive, student-centered learning environments. We remain dedicated to equity and will continue fostering respectful, supportive spaces for all students and staff.
<b>Area 2.4:</b> Collaborate with other departments and local districts on culturally sustaining equity work (measured by meetings and cross-dept membership on equity team)	<b>Not Met</b>	The District is placing a temporary pause on the development of our Equity Plan and the formation of a District Equity Team. This decision is a strategic measure to ensure future efforts are responsive to the evolving educational landscape while maintaining our commitment to inclusive, student-centered learning environments. We remain dedicated to equity and will continue fostering respectful, supportive spaces for all students and staff.
<b>Area 2.4:</b> Explore Parent Ambassadors program (Modesto City Schools model), provide written summary on fit and feasibility for PJUSD	<b>Not Met</b>	Exploration of this program was reviewed and it was decided that we will not be moving forward due to district budget concerns and the cost of creating additional positions.
<b>Area 2.5:</b> Review/update the ATOD curriculum inventory	<b>Met</b>	ATOD curriculum was reviewed for effectiveness, and three-tiered intervention programs were chosen for districtwide use: <i>My Healthy Futures</i> , <i>Our Healthy Futures</i> , and <i>Teen Intervene</i> . The interventions were offered as an alternative to suspension for drug and alcohol-related offenses. The flowchart and referral form were shared with all site administrators, and the data indicates an 84% percent success rate in preventing recidivism.
<b>Area 2.5:</b> Monitor fidelity of curriculum and intervention delivery	<b>Met</b>	Student Support Specialists conducted pre-assessments to establish baselines for each student they provide support to; then, mid-way check-ins and post-assessments to monitor progress and effectiveness. District reports on success rates will be created over the summer and shared with the admin and cabinet to review effectiveness. The Director of Safe and Supportive Schools will also use the data to inform curriculum decisions for the 25-26 school year.
<b>Area 2.5:</b> Review CHKS, Covitality, and discipline data to identify unaddressed risk factors and emerging trends	<b>Met</b>	CHKS was conducted in November 2024; and CHKS, CSSS, and CPSS results were available and shared in Jan. 2025 with site admin. Site admin and School Counselors then used the data to create site-specific school climate goals. Goal progress is being monitored by the Director of Safe and Supportive Schools. The Covitality Screener will not be administered due to discontinuation of the screener. Monthly meetings with the Director of CWA and site admin were held to review STATS behavior data to analyze trends, areas of concerns, and areas of success regarding students and interventions.
<b>Area 2.5:</b> Support elementary sites in implementing PHASTjv	<b>Met</b>	Elementary school counselors or S3s have successfully implemented PHASTjv at all the elementary school sites. A couple of elementary school received several recognitions this year for their exemplary practices this school year.

<p><b>Area 2.5:</b> Sustain PHAST and PHASTjv at all secondary sites</p>	<p><b>Met</b></p>	<p>PHAST and PHASTjv Programs continue to be successfully implemented at all secondary sites, including Open Valley Independent Study. Creekside Middle School received several recognitions this year for their exemplary practices this school year.</p>
<p><b>Area 2.5:</b> Sustain targeted ATOD interventions, increase intervention use as alternative to suspension</p>	<p><b>Met</b></p>	<p>The ATOD (Alcohol, Tobacco, and Other Drugs) curriculum was evaluated for its effectiveness, resulting in the selection of three evidence-based programs for implementation across the district: <i>My Healthy Futures</i>, <i>Our Healthy Futures</i>, and <i>Teen Intervene</i>. During the current school year, 45 students participated in these programs as an alternative to suspension. Of those participants, 85% successfully maintained a drug- and alcohol-free lifestyle, demonstrating the positive impact of these interventions.</p>

## Year 2 Strategic Plan Goals - Administrative Services

**FOCUS AREA: AREA 3 – FACILITIES AND RESOURCES**

Goal	Status	Evidence
<p><b>Area 3.1:</b> Review actual revenue streams against the fiscal year budget and adjust projections accordingly.</p>	<p><b>In Progress</b></p>	<p>The Fiscal team has reviewed all our revenue streams in preparation for First Interim and has adjusted our projections accordingly. As the year goes by we will update again for Second Interim in March and End of Year in May.</p>
<p><b>Area 3.1:</b> Participate in the annual Board study session to clarify reasons for budget increases or shortfalls and their impact on facilities.</p>	<p><b>Not Scheduled Yet</b></p>	<p>Will work with Superintendent's office to schedule this study session.</p>
<p><b>Area 3.2:</b> Collaborate with Communications to add a Bond Projects web page to Facilities Department to provide timely updates on Bond Construction.</p>	<p><b>Not Started Yet</b></p>	<p>Working on developing a web page for newly adopted developer fees and bond information.</p>
<p><b>Area 3.3:</b> Continue to plan and construct projects on deferred maintenance list and adjust according to District priorities.</p>	<p><b>In Progress</b></p>	<p>Currently, the Facilities and Operations Department is undertaking several deferred maintenance projects including the Grayson Elementary Water Project, Upgrading Intrusion Systems at Apricot Valley Elementary and Walnut Grove Elementary, E Wing plumbing replacement at CMS, and painting and restriping parking lots. Additionally, Facilities and Operations will continue to construct projects on the deferred maintenance list including painting exterior and interiors of classroom buildings on a rotating schedule.</p>

<p><b>Area 3.3:</b> Implement energy upgrades as budget permits continue to research available grant funding.</p>	<p><b>In Progress</b></p>	<p>Facilities and Operations continues to work on the CalSHAPE Grant aimed at providing filter and HVAC services at all school sites. Additionally, the Grounds Department has begun the process of changing out current machines and will replace them with “green” equipment. Solar panel assessments have been conducted and the panels are scheduled to be fully operational by Fall of 2025.</p>
<p><b>Area 3.3:</b> Evaluate current custodial equipment, phasing out obsolete equipment; implement the use of higher technology and equipment in District facilities custodial processes. Evaluate current custodial staffing and increase as needed according to available budget.</p>	<p><b>Met/Ongoing</b></p>	<p>District Custodial/Grounds/Maintenance Teams were trained on IncidendiQ - work order technology that allows all of our Custodial/Grounds/Maintenance employees to submit work orders and communicate on the completion of the work orders to other employees. Additionally, the Grounds and Maintenance Departments have recently added two additional employees each to expand the departments.</p> <p>Equipment purchased by custodial staff:</p> <ul style="list-style-type: none"> <li>● 8 shop vacs</li> <li>● T90 Scrubber for Rising Sun</li> <li>● 14 inch scrubber for Performing Arts Center</li> <li>● 4 New Burnishers</li> </ul>
<p><b>Area 3.3:</b> Continue to convert additional sites to full access control as the budget allows.</p>	<p><b>In Progress</b></p>	<p>The district is currently evaluating sites with regard to conversion to access control and available funding for projects.</p>
<p><b>Area 3.4:</b> Continue working with existing transportation partners to refine the process of determining which students need transportation.</p>	<p><b>Met</b></p>	<p>At the beginning of the 24/25 school year, the district secured contracts with charter bus companies to ensure the lowest rates. The Transportation Department continues to work with school sites to determine when the company we contact for home-to-school bussing, First Student bus transportation, or district-owned vehicles can be used instead of charter buses. In the Spring of 2025, we established a contract with FirstAlt to provide transportation for unique transportation needs, e.g., transportation for foster youth to continue in their school of origin.</p>
<p><b>Area 3.4:</b> Develop a District Bus Driver Job Description.</p>	<p><b>In Progress</b></p>	<p>The district-owned bus has been certified. The next steps include developing a job description, hiring a bus driver, and scheduling a CHP Certification. The district plans to use the bus for field trips and athletic events beginning in September 2025.</p>

<p><b>Area 3.4:</b> Develop a District Bus Driver training and safety program.</p>	<p><b>Not met</b></p>	<p>The district is not in a position to establish its own bus transportation fleet at this time, for example, due to the cost of establishing the necessary infrastructure. Establishing a district bus fleet is still a goal for the future when increased enrollment supports the costs.</p>
<p><b>Area 3.4:</b> Implement a plan for the formation/construction of a District owned fleet of buses.</p>	<p><b>Not met</b></p>	<p>The district is not in a position to establish its own bus transportation fleet at this time, for example, due to the cost of establishing the necessary infrastructure. Establishing a district bus fleet is still a goal for the future when increased enrollment supports the costs.</p>
<p><b>Area 3.4:</b> Continue utilizing ParentSquare for transportation updates, refining process as needed.</p>	<p><b>Met</b></p>	<p>Parent Square is currently used to report all transportation updates. The District continues to work closely with First Student to get up-to-date notifications to keep all educational partners current with information. The district trained First Student personnel to send messages directly using Parent Square which has streamlined the parent notification process.</p>
<p><b>Area 3.5:</b> Continue to evaluate and implement year one plans</p>	<p><b>Met/Ongoing</b></p>	<p>Administrative Services continues to work on year one plans including:</p> <ul style="list-style-type: none"> <li>• Design standards for classroom furniture and equipment</li> <li>• Creating 5 Year Deferred Maintenance Plan</li> <li>• Creating and Maintaining Facility Master Plan</li> </ul> <p>Information Technology continues to work on priorities:</p> <ul style="list-style-type: none"> <li>• Disaster Recovery Plan Reviewed and Updated, Incident Response Plan Reviewed and Updated</li> <li>• Cybersecurity practices continue to improve, multiple security audits have been completed, security recommendations from audits have been implemented.</li> <li>• More servers have been moved to cloud hosting</li> <li>• Device Life-Cycle continues to be evaluated and defined</li> </ul>
<p><b>Area 3.5:</b> Test and Evaluate Network Disaster Recovery plan</p>	<p><b>Met/Ongoing</b></p>	<p>Technology Disaster Recovery Plan continues to be a priority</p> <ul style="list-style-type: none"> <li>• The plan was reviewed and revised in February 2025</li> <li>• Migrating Core Server Infrastructure to cloud-hosted solutions</li> <li>• Cloud Backup Solution has been implemented, tested, and hardened</li> <li>• Cloud Disaster Recovery for Critical System has been tested and working</li> <li>• Table Top Exercise completed in February 2025</li> </ul>
<p><b>Area 3.5:</b> Review effectiveness of Cyber Security systems</p>	<p><b>Met/Ongoing</b></p>	<p>Cyber Security Solutions are moving forward with positive improvements</p> <ul style="list-style-type: none"> <li>• Hired Information Technology Security Specialist</li> </ul>

		<ul style="list-style-type: none"> <li>• Enabled storage quotas for Staff and Students</li> <li>• Deployed Student MFA solution to all Secondary Students</li> <li>• Deployed Enterprise Password Vault to secure passwords for technology staff and systems</li> <li>• Updated Authorized Use Policy for Students and Staff</li> <li>• Added Annual Employee CyberSecurity Training</li> <li>• Deploying Role-Based Access to minimize access to critical systems</li> <li>• Deployed Windows 11 updates for all Windows computers</li> <li>• Work with Apple, Inc. on claiming domain and adding Entra Authentication to managed Mac devices</li> <li>• Partnered with Sacramento County Sheriff Cybersecurity Task Force to complete an internal scan of our network. Audit report findings have been addressed</li> <li>• Hired a 3rd party security firm to perform internal and external penetration tests. Audit reports are being addressed</li> <li>• Completed an audit review of our Google Workspace environment and implemented recommendations</li> </ul>
<b>Area 3.5:</b> Prepare plan to replace outdated technology as needed	<b>Met/Ongoing</b>	<p>Refresh device cycles are ongoing.</p> <ul style="list-style-type: none"> <li>• Redefining technology needs by position will help us determine the number of devices needed for our teams to be successful</li> <li>• Secondary students have received refreshed devices</li> <li>• New staff loaner devices have been received and deployed to elementary sites to support staff training days</li> <li>• New staff devices have been ordered and will be used to update aging staff devices</li> <li>• Windows 11 updates have been completed</li> <li>• Less than 30 classrooms are left to update to Viewsonic Viewboards</li> <li>• E-waste for 2025 has been collected and processed</li> <li>• Licensing renewals for services and products are being reviewed</li> </ul>
<b>Area 3.5:</b> Roll-out new completed and tested District website	<b>Met/Ongoing</b>	The district website was successfully launched in November 2023.
<b>Area 3.5:</b> Reduce dependency on 3rd-Party vendors	<b>In Progress</b>	Maintenance/Grounds/Custodial continues to reduce dependency on 3rd-Party vendors by strategically purchasing equipment for in-house repairs and maintenance. Equipment includes: a scissor lift, scaffolding, paint sprayer for striping parking lots and fields, grounds equipment (scraper and aerator), and a ticketing purchase system for the performing arts center.

<p><b>Area 3.6:</b> Complete an assessment of existing kitchen facilities and equipment and determine where upgrades are needed.</p>	<p><b>Not Started Yet</b></p>	<p>A new Director has been hired and started January 2025. Our first priority will be doing a needs assessment for each kitchen and using our KIT funds to get new equipment.</p>
<p><b>Area 3.6:</b> Implement cafeteria and student eating area design upgrades to create a more inviting environment.</p>	<p><b>In Progress</b></p>	<p>Completed repainting the interior of the PHS cafeteria. Continue to upgrade outdoor eating areas with shaded structures and umbrellas.</p>
<p><b>Area 3.6:</b> Continue to work with nutritional partners to improve and expand the food program.</p>	<p><b>In Progress</b></p>	<p>The new Director is very experienced on this subject and we anticipate she will be working on this project after she has been here a few months.</p>

# Year 2 Strategic Plan Goals - Grants & Communications

## FOCUS AREA: AREA 4 – Communications and Collaboration

Goal	Status	Evidence
<p><b>Area 4.1:</b> Implement and monitor: Begin implementing communication plan/guide and monitor its effectiveness through regular evaluations and assessments</p>	<p><b>Met / Ongoing</b></p>	<p>The second edition of the district’s Communications Guide was published in December 2024, expanding on the first edition with enhanced branding standards, updated social media guidelines, and new Crisis Communication protocols outlining roles and responsibilities. The guide continues to evolve as a resource to support effective staff and community communication.</p>
<p><b>Area 4.2:</b> 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><b>Met / Ongoing</b></p>	<p>In 2024–25, the Communications Team hosted five professional development sessions to support the PJUSD Promise communication strategy and branding guidelines. Trainings included crisis communications, website management, and social media (August); customer service and brand alignment for classified staff (November); branding, messaging, and design resources for school communicators (December); branding and professional ethics for new hires (January); and communication and engagement strategies for aspiring administrators (March). All sessions received positive feedback, and the team will continue to refine its training approach in 2025–26.</p>
<p><b>Area 4.2:</b> Implement district-wide <b>Parent/Guardian</b> communications audit/survey (survey) to evaluate communication practices and preferences</p>	<p><b>Met / Ongoing</b></p>	<p>The second communications survey was distributed May 2nd - May 16th. Survey results can be summarized by the following:</p> <ul style="list-style-type: none"> <li>• Total Stakeholder Responses: 212</li> <li>• Stakeholder Representation: Parent/Guardian (58%), Students (26%), Staff (26%), Community (7%)</li> <li>• Preferred Communication Channels: 1) Email, 2) ParentSquare, 3) Newsletter, 4) Social Media, 5.) School Website</li> <li>• Overall Communication Satisfaction Rating: 79% of respondents were satisfied or very satisfied with district communication methods</li> <li>• Crisis Communication Effectiveness: 80% of respondents felt our crisis communication was effective or very effective</li> </ul>

<p><b>Area 4.2:</b> 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><b>Met / Ongoing</b></p>	<p>Based on feedback from the first communications survey in June 2024, the district implemented several updates to its communication methods this school year. These include standardizing Crisis Communication through ParentSquare Smart Alerts, which use text features for urgent updates, and centralizing district Facebook accounts by creating a Meta Business portfolio. This ensures all official social media accounts are managed within the district’s business profile, distinguishing them from non-official accounts and allowing contributors to manage school accounts through the Meta Business Suite instead of personal profiles. The district will continue to update and adjust its communication methods based on the findings of the communications preferences survey distributed in May 2025.</p>
<p><b>Area 4.2:</b> Present PJUSD Promise branding strategy and communication audit findings to School Board of Trustees/community.</p>	<p><b>Met / Ongoing</b></p>	<p>The district’s Communications Guide is available on the Communications Department page of our website. Updated editions will be shared with trustees through weekly updates once they’re ready for publication. A presentation can be scheduled at the Board’s request.</p>
<p><b>Area 4.3:</b> 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><b>Met / Ongoing</b></p>	<p>PJUSD’s Student Services Department hosted Parent Education events on Attendance and Wellness, Behavioral Support, and Leadership and Housing Resources. Feedback showed high engagement and satisfaction, with strong ratings for topic clarity and relatability. Mental health emerged as a top area of interest, especially among Spanish-speaking families. Suggestions for improvement included offering child care, avoiding morning sessions, and using more interactive formats. Parents expressed a strong desire for continued sessions focused on emotional well-being and connection.</p>
<p><b>Area 4.3:</b> Evaluate event successes/areas of growth by gathering feedback from participants to ensure future improvement.</p>	<p><b>Met / Ongoing</b></p>	<p>PJUSD’s Student Services Department hosted Parent Education events on Attendance and Wellness, Behavioral Support, and Leadership and Housing Resources. Feedback showed high engagement and satisfaction, with strong ratings for topic clarity and relatability. Mental health emerged as a top area of interest, especially among Spanish-speaking families. Suggestions for improvement included offering child care, avoiding morning sessions, and using more interactive formats. Parents expressed a strong desire for continued sessions focused on emotional well-being and connection.</p>
<p><b>Area 4.3:</b> Review and update Parents tab on district website to incorporate relevant information and resources for parents.</p>	<p><b>In Progress</b></p>	<p>District IT Department has begun working on a demonstration video series for Aeries accounts to add to ParentSquare and has connected with the Communications Department to add to the Parents Tab, however, there were delays with the Aeries video series. We will need to reevaluate this initiative at a future date.</p>

<p><b>Area 4.3:</b> Collaborate with district partners to identify complementary education programs and parent/student resources.</p>	<p><b>Met / Ongoing</b></p>	<p>The district hosted five United Patterson (UP) Partner meetings in September, November, March, April, and May, bringing together community organizations to collaborate on shared initiatives and align resources with PJUSD programs. An exit survey from the final meeting showed that partners highly value networking, learning about district initiatives, and sharing resources. 96% felt their organization's voice is heard and valued. Feedback also highlighted interest in expanding participation, increasing networking time, accessing more resources, and exploring UP's broader impact through data.</p>
<p><b>Area 4.3:</b> Evaluate and adjust parent education programs to ensure that they remain effective and relevant, considering feedback from parents and staff</p>	<p><b>Met / Ongoing</b></p>	<p>PJUSD's Student Services Department hosted Parent Education events focused on Attendance and Wellness, Behavioral Support, and Housing Resources, with strong parent engagement and satisfaction. Mental health was a key area of interest, especially among Spanish-speaking families. Parents suggested offering child care, avoiding morning sessions, and using more interactive formats.</p> <p>The district's second communications survey, conducted May 2–16, received 212 responses. Top communication channels included email, ParentSquare, newsletters, social media, and school websites. Overall, 79% of respondents were satisfied with district communication, and 80% rated crisis communication as effective or very effective.</p>
<p><b>Area 4.3:</b> Present to the School Board of Trustees/community program successes and feedback findings.</p>	<p><b>Met / Ongoing</b></p>	<p>The Board of Trustees is notified of these events via weekly updates when the events occur. A presentation can be scheduled at the Board's request.</p>
<p><b>Area 4.4:</b> 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.</p>	<p><b>Met / Ongoing</b></p>	<p>Since May 30, PJUSD has published 468 social media posts, averaging a reach of 228.4K—up 16% from last year—with 58K interactions, a 58% increase. The age and gender demographics of followers remain consistent, with a majority being women aged 25–54.</p>
<p><b>Area 4.4:</b>Evaluate communication channels for effectiveness, best practices, and areas for improvement incorporating surveys and analytics to assist with evaluation and areas of improvement.</p>	<p><b>Met / Ongoing</b></p>	<p>Based on feedback from the last communications survey, requesting an expansion to Instagram, and data insights from the Meta Business Suite, the district has acquired an Instagram account in the Spring semester and will be working to integrate its use for the next school year with the goal to expand its social media reach to the younger age demographic (ages 18-24), which currently represents just 3% of followers on the district's Facebook account.</p>

<p><b>Area 4.4:</b> Implement identified areas of improvement utilizing feedback from educational partners, such as United Patterson.</p>	<p><b>In Progress</b></p>	<p>The district hosted five United Patterson (UP) Partner meetings in September, November, March, April, and May, bringing together community organizations to collaborate on shared initiatives and align resources with PJUSD programs. An exit survey from the final meeting showed that partners highly value networking, learning about district initiatives, and sharing resources. 96% felt their organization's voice is heard and valued. Feedback also highlighted interest in expanding participation, increasing networking time, accessing more resources, and exploring UP's broader impact through data.</p>
<p><b>Area 4.4:</b> 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><b>Met / Ongoing</b></p>	<p>This year, the district has evaluated and updated its communication channels as follows:</p> <ul style="list-style-type: none"> <li>● <b>Crisis Communication:</b> Transitioned from ParentSquare posts (email/preference-based) to ParentSquare Smart Alerts (text/override notifications).</li> <li>● <b>Social Media Oversight:</b> All official district social media accounts were claimed under the PJUSD Meta Business Portfolio, ensuring district oversight while providing appropriate access for content contributors and school site administrators.</li> <li>● <b>School Branding Training:</b> Conducted training for school communication staff to align messaging, formatting, professionalism, timing, and frequency with district brand standards.</li> <li>● <b>Intranet Launch:</b> Scheduled to launch in the second half of the school year, this internal staff portal on the district's website will provide easy access to important district resources and serve as a platform for staff feedback and suggestions.</li> <li>● <b>Instagram Launch:</b> A district-official Instagram account has been claimed and will be implemented in the second half of the school year.</li> <li>● <b>Social Media Management:</b> Evaluated the potential use of Hootsuite to support expanded platforms like YouTube and LinkedIn.</li> <li>● <b>Virtual Phone System:</b> Explored adding a ParentSquare virtual phone for improved oversight, accountability, and potential cost savings on phone services.</li> </ul> <p>While results from the Communications Preference Survey demonstrate an overall satisfaction with district communication methods (79%), the communications department will continue assessing and implementing these initiatives to enhance district communication standards as appropriate.</p>
<p><b>Area 4.4:</b> Present to School Board of Trustees/community communication channels relating to partner engagement, district successes, and feedback findings.</p>	<p><b>Met / Ongoing</b></p>	<p>Implementation and evaluation results of communication channels are shared with Trustees through weekly Board updates. A presentation can be scheduled upon the Board's request.</p>

<p><b>Area 4.5:</b> Hire a webmaster to regularly monitor the website and ensure it meets the district and educational partners' needs.</p>	<p><b>Met / Ongoing</b></p>	<p>A PJUSD Webmaster has joined the communications team, playing a key role in developing and maintaining the district and school websites. The Webmaster:</p> <ul style="list-style-type: none"> <li>● Maintains a weekly log of department and school site check-ins to ensure pages are up-to-date.</li> <li>● Facilitated the official claiming of Google webpages for all school sites and the district, ensuring full control over online presence and analytics.</li> <li>● Provides monthly website reports to district management, highlighting growth areas and identifying popular pages to better understand web visitor interests.</li> <li>● Assists with and conducts communications training for staff on website access, available tools, and the application of district standards to school and department websites.</li> </ul>
<p><b>Area 4.5:</b> Implement updates to the website, testing and refining, as needed.</p>	<p><b>Met / Ongoing</b></p>	<p>A PJUSD Webmaster has joined the communications team, playing a key role in developing and maintaining the district and school websites. The Webmaster:</p> <ul style="list-style-type: none"> <li>● Maintains a weekly log of department and school site check-ins to ensure pages are up-to-date.</li> <li>● Facilitated the official claiming of Google webpages for all school sites and the district, ensuring full control over online presence and analytics.</li> <li>● Provides monthly website reports to district management, highlighting growth areas and identifying popular pages to better understand web visitor interests.</li> <li>● Assists with and conducts communications training for staff on website access, available tools, and the application of district standards to school and department websites.</li> <li>● Developed district intranet to provide staff secure and easy access to important district resources and serve as a platform for staff feedback and suggestions.</li> </ul>
<p><b>Area 4.5:</b> Utilize analytics to regularly monitor and analyze effectiveness of communication efforts.</p>	<p><b>Met / Ongoing</b></p>	<p>The PJUSD Webmaster provides monthly website reports to district management, highlighting growth areas and identifying popular pages to better understand web visitor interests.</p>

# Year 2 Strategic Plan Goals - Human Resources/Ed. Services

## FOCUS AREA: AREA 5 - Employee Success and Leadership Development

Goal	Status	Evidence
<p><b>Area 5.1:</b> Begin implementation of the comprehensive professional development plan.</p>	<p><b>Met</b></p>	<ul style="list-style-type: none"> <li>• <b>Science of Reading Training:</b> Educational Services provided professional development through SCOE's Getting Reading Right training, with four out of four sessions completed for each grade-level cohort.</li> <li>• <b>Curriculum Training:</b> Focused sessions conducted for high school and middle school teachers (August), K-5 teachers (September), and 6th-grade teachers (October).</li> <li>• <b>New Hire Academy:</b> 72 new hires across three cohorts have completed five sessions, covering Aeries, iReady, curriculum, classroom management, MTSS, and PBIS.</li> <li>• <b>Blended Learning Academy:</b> Six sessions completed, addressing instructional technology tools and strategies, with participants reading <i>The Complete Guide to Blended Learning</i>.</li> <li>• <b>Science Collaboration:</b> Partnered with Fresno County Office of Education for classroom walkthroughs and planning meetings to enhance science instruction.</li> <li>• <b>CAASPP and Data Review:</b> Disaggregated assessment data shared with district administrators; staff trained in STATS data filters and Performance Matters (PM) system usage.</li> <li>• <b>iReady and Additional Assessments:</b> Administered iReady diagnostics for K-12 and STAR Spanish Reading for dual-language students; Interim ELPAC conducted for English learners.</li> <li>• <b>Assessment Tutorials:</b> PAW expectations video (83% completion rate) prepared teachers for fall and spring assessments. Math FIABs for grades 6-12 in fall, grades 3-12 in March 2025.</li> <li>• <b>Leadership Academy 2.0:</b> Focused on leadership development across sessions held in September, October, and December, and March.</li> <li>• <b>Professional Learning Communities (PLCs):</b> Training sessions held in partnership with Solution Tree, culminating in district-wide PD on November 1 and ongoing sessions through early 2025.</li> <li>• <b>Grayson Literacy Plan:</b> Development initiated with educational partner input; aligned with training in SCOE's Getting Reading Right, 95% Group, SIPPS, and Corrective Reading programs.</li> </ul>
<p><b>Area 5.1:</b> Increase the use of technology to support the implementation of the professional development plan and create new</p>	<p><b>Met</b></p>	<p>A PJUSD Professional Development Google Calendar is used to organize all district-wide professional development and a Google Sheet is used to track staff participation.</p>

As of June 2025

systems to keep track of employee progress.		
<b>Area 5.2:</b> Develop a plan for involving families and community members in understanding and evaluating educational programs.	<b>Met</b>	PJUSD has implemented the Parent Institute for Quality Education (PIQE) this year across multiple school sites. PIQE is a nonprofit organization dedicated to empowering families through education, fostering partnerships between parents, schools, and communities to support student success. PIQE provides training and workshops that equip parents with the tools and knowledge to actively engage in their children's education and advocate for academic achievement.
<b>Area 5.3:</b> Increase opportunities for teachers to provide feedback on the effectiveness of instructional support.	<b>Met</b>	Teachers provide feedback through professional development surveys and the data is analyzed to make necessary adjustments to future professional development.
<b>Area 5.3:</b> Evaluate coaching model and program effectiveness, revise as necessary.	<b>Met</b>	The PJUSD Coaching Cycle was developed, shared with staff, and implemented during the 2024/25 school year. Approximately 83% of teachers participated in at least one coaching cycle this year.
<b>Area 5.4:</b> By 9/1/24 identify if the district should continue an Aspiring Administrator or Teacher Program and implement the program.	<b>Met</b>	Fifteen participants successfully completed the Aspiring Administrator Program during the 2024-2025 school year. The program will be offered again in 2026-2027. The Aspiring Teacher Program was held during the 2023-2024 school year and will be offered again in 2025-2026.
<b>Area 5.4:</b> Expand opportunities as prescribed in Year 1 reflections.	<b>Met</b>	PJUSD offered a comprehensive leadership development program that included the District Leadership Academy, the Servant Leadership Institute and Educational Leadership Academy for selected leaders, targeted support for Aspiring Teachers and Aspiring Administrators, and individualized coaching through Tri Group one-on-one sessions for site administrators.
<b>Area 5.4:</b> Begin to utilize community partnerships with surrounding universities and junior colleges to provide training and leadership opportunities.	<b>Ongoing</b>	The District has community partnerships with several surrounding universities and colleges.  The District partnered with TriGroup, Inc. to provide one-on-one coaching and leadership development to all school site principals during the 2024-2025 school year. Principals will receive coaching through Gary Soto and Dr. Gauna for 2025-2026.

<b>Area 5.5:</b> Create opportunities for staff to provide feedback on the effectiveness of the staff code of conduct and training.	<b>In Progress</b>	The Code of Conduct is in the development stage.
<b>Area 5.5:</b> Monitor progress and adjust the staff code of conduct as necessary	<b>Not started yet</b>	Work on this item has not started yet.

# Strategic Plan Overview

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