

Year 3 Strategic Plan Goals - Ed Services

FOCUS AREA: AREA 1 - ACADEMIC ACHIEVEMENT

Goal	Status	Evidence
<p>Area 1.1: Monitor progress of the new support system and make adjustments as necessary.</p>	<p>In Progress</p>	<p>The Educational Services Team regularly monitors data for Tier I implementation (95% K-6), Tier II/III implementation (Corrective Reading 3-9; SIPPS @ AVE, NM, GY [K-3]).</p>
<p>Area 1.1: Expand support services to additional at-risk subgroups, as needed.</p>	<p>In Progress</p>	<p>Tier I support has been implemented across all K–6 elementary sites using the 95 Percent Group reading materials. In addition, SIPPS has been adopted as a Tier II/III intervention at Grayson, Northmead, and Apricot Valley to further strengthen literacy instruction and provide targeted support for students.</p>
<p>Area 1.1: Add additional Tier 2 support options (i.e. math labs) based on assessed needs and budgetary allowances. Focus on refining Tier 2 support across the district by creating videos & resources.</p>	<p>In Progress</p>	<p>The Coordinator of English Learners and Instructional Support has analyzed the PJUSD EL Master Plan and has made revisions to the document to ensure a greater emphasis and focus on academic outcomes for English Learner and Long-term English Learner students. Additionally, a PJUSD Language Acquisition Plan has been developed to guide all of PJUSD's efforts to increase outcomes for English Learner students.</p>
<p>Area 1.1: Evaluate implementation of the EL Master Plan using reclassification rates and student performance on ELPAC assessments.</p>	<p>In Progress</p>	<p>The Coordinator of English Learners and Instructional Support has developed and begun implementation of a robust PJUSD Language Acquisition Plan. Some changes made have been the evaluation and update of our reclassification criteria, implementation of new curriculum to support Long Term English Learners at the secondary level, a retraining of the curriculum used for Designated ELD at the elementary level, and the implementation of a progress monitoring assessment K-12, and.</p>
<p>Area 1.2: In August 2024, train, implement, and continuously monitor District Assessment Guide to ensure fidelity.</p>	<p>Met</p>	<p>A PJUSD District Assessment Calendar has been developed with the input of site administration and District Lead Teachers.</p> <p>A PJUSD District Assessment Calendar was developed for the current year with input from site administration and teachers, and planning has begun for the 2026–2027 calendar. We initiated work on</p>

<p>Monitor progress and adjust the use of benchmarks and other assessment tools as necessary.</p>		<p>creating a balanced transition between CFAs and DFAs in Math. This revision includes leveraging DnA Illuminate to store all assessment data, supporting PLC collaboration and data-driven decision-making.</p>
<p>Area 1.2:Increase professional development opportunities for staff to continue to improve their skills in utilizing benchmarks and assessments to inform instruction.</p>	<p>Met/Ongoing</p>	<p>We expanded DnA Illuminate training to help teachers effectively use Math CFA data within PLCs and strengthened collaboration around data analysis and best practices. Fall professional development focused on creating Math CFAs using DnA items, and PAW writing administered through DnA provided data that guided targeted spring writing instruction. Overall, we broadened professional development to further build staff assessment and instructional skills.</p>
<p>Area 1.3:Evaluate the effectiveness of the PLC model for data-driven decision-making and make any necessary changes.</p>	<p>Met/Ongoing</p>	<p>PJUSD contracted with Solution Tree for the 2025/26 school year to provide teacher teams and site administrators with on-site coaching on how to effectively implement the PLC at Work process to improve student achievement.</p>
<p>Area 1.3:Offer professional development opportunities for new staff to develop their skills in data-driven decision making process through a PLC model.</p>	<p>Met/Ongoing</p>	<p>PJUSD contracted with Solution Tree for the 2025/26 school year to provide teacher teams and site administrators with on-site coaching on how to effectively implement the PLC at Work process to improve student achievement.</p>
<p>Area 1.3: 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>Met/Ongoing</p>	<p>PJUSD contracted with Solution Tree for the 2025/26 school year to provide teacher teams and site administrators with on-site coaching on how to effectively implement the PLC at Work process to improve student achievement.</p>

<p>Area 1.4:Expand Implementation of new systems as prescribed by the district taskforce.</p>	<p>Not Started</p>	<p>Equitable grading has not begun at this time and is being delayed until the 2026/27 school year.</p>
<p>Area 1.4: Include collaboration among teachers to share their experience and best practices for equitable grading.</p>	<p>Not Started</p>	<p>Equitable grading has not begun at this time and is being delayed until the 2026/27 school year.</p>
<p>Area 1.4: Continue the task force to monitor implementation and make suggestions for next steps.</p>	<p>Not Started</p>	<p>Equitable grading has not begun at this time and is being delayed until the 2026/27 school year.</p>
<p>Area 1.5:Expand partnerships with local colleges and universities to provide additional support and resources.</p>	<p>Met/Ongoing</p>	<p>PHS has partnered with Modesto Junior College and expanded its dual-enrollment options for students by adding the following courses, allowing students to take them on the PHS campus: English, business and personal finance, logistics, sociology, and history.</p>
<p>Area 1.5: Implement our plan for involving families and community members in understanding and supporting students for college and/or career opportunities.</p>	<p>Not Started</p>	<p>School sites continued implementing PIQE, parent education events have been hosted on college and career opportunities for students, and the Director of Career Technical Education has planned a CTE parent education event in January, 2026 for parents of incoming freshman students.</p>

<p>Area 1.6: Evaluate the effectiveness of the plan for providing access to CTE programs for all secondary students and make any necessary changes.</p>	<p>Met/Ongoing</p>	<p>The Director of College and Career Readiness has set up monthly meetings with each CTE team to enhance collaboration among CTE teachers and works closely with the Educational Services and Fiscal Departments to discuss, plan, and apply for grant opportunities to expand and enhance CTE offerings and programs for students.</p> <p>We have also rec'd a grant from the Strong Workforce Program that will allow us to bring new equipment in for our CTE programs in the next two years.</p>
<p>Area 1.6: Develop a plan for involving families and community members in understanding and supporting the plan for providing access to CTE programs for all secondary students.</p>		<p>The Director of Career Technical Education, in close collaboration with the PHS and CMS staff, has developed CTE field trips in January, 2026 for all incoming freshman students, and has developed a parent education event for their families prior to students selecting their high school courses for the Fall of 2026.</p> <p>We have also rec'd a grant from the Strong Workforce Program that will allow us to hire a Middle School Ag Science teacher for 2025-26 as well as another grant from BEAM Bioeconomy that will allow us to convert a science room at CMS to a Stem Classroom.</p>

Year 2 Strategic Plan Goals - Student Services

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

Goal	Status	Evidence
Area 2.1: Provide CSSP training and support for annual safety review and update	Met	Safety Plan check-in meetings in October and December.
Area 2.1: Maintain annual training and coaching for campus security, campus supervisors and yard duty	Met	Three newly hired Safety Officers were trained in November per SB390. All security staff are scheduled for certification or recertification as necessary in CPI
Area 2.1: Conduct site safety assessments, review/evaluate safety protocols, and observe emergency drills	In Progress	Reviewed site safety protocols during review of the Comprehensive School Safety Plan.
Area 2.1: Provide training and support sites in training staff on response procedures and emergency preparedness	Met	Site administrators are in the process of reviewing site safety procedures and any updates that have been made to the safety plan .
Area 2.1: Provide an annual presentation to the board on school safety, to include safety plan approval.	In Progress	Safety Plans will go to the board for the February 2, 2026 meeting
Area 2.1: Facilitate community forums at each school to review safety plans and related data.	In Progress	A meeting with the fire chief, SRO/police chief, and mayor will be scheduled in January 2026 to review safety plans.

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Area 2.2: Sustain PBIS with fidelity (TFI 70% or higher, Tiers 1 & 2)	Met/In Progress	Spring TFI was conducted in Spring of 2024, with the average score for Tier 1 being :64% and Tier 2: 78%. Follow-up TFI will be conducted districtwide in the Spring of 2025 to monitor progress on Action Plans.
Area 2.2: Provide ongoing coaching to staff on SEL strategies (Utilizing SEL Inst. Coaches)	Met/In Progress	Three SEL development was provided to all the Instructional Coaches, with 1 final Professional Development planned for Spring of 2026.
Area 2.2: Implement Peacekeepers or related support for student-led conflict resolution	Met/Ongoing	Conflict mediations are being led by support staff (Student Support Specialists, Wellness Facilitator and one School Counselor) at CMS. At PHS, conflict mediations are being led by the Wellness Facilitator. We plan to transition to a student-led model with plans to explore evidence-based programs in the Summer of 2026.
Area 2.2: Explore elementary tools like Peacekeepers, provide written summary on fit and feasibility for the district	Met/Ongoing	Anti-Bullying Detective was piloted at Northmead and Las Palmas with a total of 8 successful cases. Currently, 4 out of the 5 elementary schools implement this intervention on their sites. The coordinator at Walnut Grove is projected to be trained in Spring of 2026.
Area 2.2: Annually update the district's policy and procedures to prevent and respond to bullying	Met	Board Policy updates regarding bullying prevention, response, and procedures were updated on 05/06/24
Area 2.2: Sustain staff training on bullying prevention and response, equity, restorative practices, and SEL.	In Progress	One district-wide professional development event has occurred to train staff at each site to train on Restorative Practices in July 2025 and are in the process of rescheduling the Spring 2026 training. We received the Restorative Practice grant in October of 2025, to further our expansion of RP efforts in the district. Restorative Storytelling has been occurring monthly across all primary sites.
Area 2.2: Continue restorative practices implementation and expansion	In Progress	One district-wide professional development event has occurred to train staff at each site to train on Restorative Practices in July 2025 and are in the process of rescheduling the Spring 2026 training. We received the Restorative Practice grant in October of 2025, to further our expansion of RP efforts in the district. Restorative Storytelling has been occurring monthly across all primary sites.

Area 2.3: Sustain elementary counselors to serve all sites	Met	Our department was awarded the CYBHI Grant in an effort to sustain elementary counselor positions as well as other mental wellness support staff and a counselor was provided to Grayson via the Equity Multiplier grant.
Area 2.3: Sustain tiered mental health interventions	Met	Mental health interventions and support staff are at every site across Tier 1, 2 and 3. (Air horn noises)
Area 2.3: Monitor access and use of wellness resources by students and staff	In Progress	Wellness Centers for students are up and running at every site except Del Puerto and Walnut Grove due to lack of facility space. Planning for Staff Wellness spaces is ongoing as the focus this year has been on student wellness.
Area 2.3: Annually conduct CHKS, Covitality, PLUS student survey; provide annual reports to the board and the community	In Progress	CHKS was conducted across primary sites in November of 2025 and the secondary sites are projected to complete the CHKS in January of 2026. PLUS student survey was completed in Fall of 2025, and will be administered again in Spring of 2026. School Beat was screened and chosen as the replacement for CoVitality and was approved by Cabinet and PAT. We are planning to pilot with Las Palmas, Del Puerto and Apricot Valley in January of 2026.
Area 2.3: Identify service gaps and develop solutions to address them	Met	All site SSS have been trained on trauma-informed care to support any youth experiencing homelessness and youth in foster care program.
Area 2.3: Evaluate effectiveness and cost-benefit of programs	Met	Programs were explored and Be Good People was chosen as the curriculum for SSS across all sites, and we are sustaining the use of Tree House, A Window between Worlds and School Connect.
Area 2.4: Sustain SEL integration into PBIS (as measured by TFI companion)	Met	SEL integration is being monitored during Spring TFI companion walkthroughs and the addition of a metric in our District Walk and Talks that looks at School Climate.
Area 2.4: Monitor site use of A2A data, tools, conferencing, and SART interventions	Met	Regular use of A2A is utilized by the attendance technicians, administrator and attendance liaisons to schedule SART meetings, make phone calls, conduct home visits and meet with students.

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Area 2.4: Implement equity action plan and sustain district equity team functions	In Progress	Researching the best approach to roll out equity work. Also, how to find the time to fit it in and not impact team members more than they are currently.
Area 2.4: Facilitate quarterly equity action team meetings to monitor data related to fidelity of implementation of the districtwide equity action plan and intended outcomes	Not yet started	The Equity Action Team has yet to be established.
Area 2.4: Collaborate with other departments and local districts on culturally sustaining equity work	Not yet started	The Equity Action Team has yet to be established.
Area 2.4: Implement Parent Ambassadors program at pilot sites	Not yet started	Exploration of this program for fit and feasibility for the PJUSD district will occur in Spring 2026.
Area 2.5: Monitor fidelity of curriculum and intervention delivery	Met	My Healthy Futures, Our Healthy Futures, and Teen Intervene are being successfully implemented at all appropriate sites. The flowchart and referral form were shared with all site administrators.
Area 2.5: Review CHKS, Covitality, and discipline data to identify unaddressed risk factors and emerging trends	Met	Action Plans were completed by AP and counselors after reviewing CHKS data. SSS continues to conduct pre-assessments, mid-way checks and post-assessments. School Beat was chosen to replace CoVitality.
Area 2.5: Review CHKS, Covitality, and discipline data to identify unaddressed risk factors and emerging trends	Ongoing	CHKS was proctored at the elementary sites in November of 2025, and planned to be proctored at the secondary sites in January of 2026. Meetings to review discipline data pulled from STATS are occurring on a monthly basis between the Director of Child Welfare and Attendance and site administrators. School Beat was chosen as the replacement for Covitality.

Area 2.5: Support elementary sites in implementing PHASTjv	Met	All elementary schools are currently implementing PHASTjv, which is called PHAST Recruits.
Area 2.5: Sustain PHAST and PHASTjv at all secondary sites	Met	PHAST and PHASTjv Programs are currently being implemented at all secondary sites, including Open Valley Independent Study.
Area 2.5: Sustain targeted ATOD interventions, increase intervention use as alternative to suspension	Met	My Healthy Futures, Our Healthy Futures, and Teen Intervene continues to be implemented as the ATOD curriculum.

Year 2 Strategic Plan Goals - Administrative Services

FOCUS AREA: AREA 3 – FACILITIES AND RESOURCES

Goal	Status	Evidence
Area 3.1: Review actual revenue streams against the fiscal year budget and adjust projections accordingly.	In Progress	The Fiscal team reviews all revenue streams throughout the year to determine when the one time funds must be spent and see what grants we can apply for. We have applied for a few new grants this year to support improvements for our CTE-AG program as well as some Restorative Practice grants.
Area 3.1: Revise five year plan, adjusted to current revenue streams and District needs. Review this in the annual Board study session.	Not Scheduled Yet	The CBO will be working with the Superintendent during Spring 2026 to update a new five year plan to adjust for all ending 1x funding and determine best use of our funding sources for the years ahead. Once this is done we will host a board study along with the presentation of the 26-27 budget.
Area 3.2: Collaborate with Communications to add a Bond Projects web page to Facilities Department to provide timely updates on Bond Construction.	Met	Bond Projects web page is currently updated and operational. Continuing work on developing the web page for newly adopted developer fees. Developer Fee Justification Report is available on the web page.
Area 3.2: Update the five year student projection to adjust the master plan accordingly.	In Progress	Demographic study has been completed and Administrative Services is working on the updated Facilities Master Plan. The CBO has used this study to adjust our enrollment and ADA projections for First Interim 2025-26 reflecting the increase in enrollment and ADA for the subsequent 2 years.
Area 3.2: Review completed project construction Facilities master plan against	In Progress	Currently working on the updated Facilities Master Plan. Updating Deferred Maintenance Plan.

original plan and re-prioritize or adjust as needed.		
Area 3.2: Where appropriate take BOC members on tours of ongoing and completed construction projects.	Met	Bond Committee and the Board of Trustees have been offered tours of all new construction projects - PHS Pool, PHS Cosmetology, Almond Blossom Ground Breaking, Las Palmas Parking Lot.
Area 3.2: Prepare and present year three reports to the Board.	Met	The Financials have been presented three times each year. The update on construction projects was presented two times.
Area 3.3: Continue to plan and construct projects on deferred maintenance list and adjust according to District priorities.	In Progress	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.
Area 3.3: Implement energy upgrades as budget permits continue to research available grant funding.	In Progress	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 began the process of changing out current machines and will replace them with "green" equipment.
Area 3.3: Review and evaluate current facilities conditions and adjust deferred maintenance plans based on current priorities.	Met/Ongoing	Current Deferred Maintenance Plan is being updated and is scheduled to be available in the Spring of 2026.
Area 3.3: Review progress of energy plan and compare these upgrade's energy usage to year one to determine impact.	In Progress	Currently in the process of upgrading HVACs, transformers, and lighting to increase energy savings. In addition, reviewing a prospective from a company that may come and replace all lighting in all schools to generate additional electrically savings.

<p>Area 3.3: Complete a District survey on sites' cleanliness and proposed areas of improvement.</p>	<p>In Progress</p>	<p>CHKS highlighted areas of improvement, most notably restrooms. Staff have worked to improve the appearance of restrooms (painting, replacing stall doors) as well as implementing systems to make sure the restrooms are stocked with appropriate products.</p>
<p>Area 3.3: Evaluate the impact on the access control system on the key control system and ability to track facilities and access.</p>	<p>Met</p>	<p>Access control has been maintained at current sites. Camera and video capabilities have been upgraded at all sites to help track access at facilities that do not currently have access control.</p>
<p>Area 3.4: Assess progress towards developing a District fleet.</p>	<p>In Progress</p>	<p>District will continue to evaluate the possibility of a district fleet.</p>
<p>Area 3.4: As budget permits and fleet is developed, begin to phase out District's reliance on transportation partners.</p>	<p>Not Started Yet</p>	<p>PJUSD bus has been certified and the district has hired a bus driver. Currently, the driver is undergoing the recertification process. The district anticipates the bus being available for use in the Spring of 2026.</p>
<p>Area 3.4: Create and prepare a parent survey to assess the effectiveness and service of our current transportation partners</p>	<p>Not Started Yet</p>	<p>District will continue to monitor cost vs. savings and use the current bus as a proof of concept.</p>
<p>Area 3.4: Provide a report to the Board on Transportation Plan progress.</p>	<p>Met/Ongoing</p>	<p>The Transportation plan is updated and presented to the board each Feb or March.</p>
<p>Area 3.5: Prepare a comprehensive report for the Board that outlines status of current student technology, network strength and security; potential cyber</p>	<p>Met/Ongoing</p>	<p>Technology Disaster Recovery Plan continues to be a priority</p> <ul style="list-style-type: none"> ● The plan has been written in Summer 2024 ● Core Server Infrastructure has been refreshed ● Begun deploying some server workloads to the cloud

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threats and protection level/drill status; effectiveness of new District webpage.		<ul style="list-style-type: none"> • Cloud Backup Solution has been implemented and tested • Cloud Disaster Recovery for Critical System is being designed • Table Top Exercise to test DRP being schedule for Q1
Area 3.6: Complete parent/student survey to determine overall satisfaction with the program.	In Progress	Needs assessment is currently ongoing with each school site. New combi ovens, tilt skillets, processing equipment, mixers and other misc equipment has been purchased and installed. We are currently waiting on our new food trucks for PHS and CMS as well as vending machines for PHS and CMS to allow students more access to nutritional meals around the school sites.
Area 3.6: Study metrics of student food choices from years one and two; improve and revise the program as needed.	In Progress	We have hired a consultant to come and and start working on this project. He will start in January 2026
Area 3.6: Begin kitchen upgrades if budget allows.	In Progress	Kitchen Upgrades are ongoing thanks to the KIT funds from the state. We are going to apply for another grant for ongoing serving line upgrades.
Area 3.6: Prepare and present findings to the Board	In Progress	We have been updating the board in weekly highlights, but we will plan to bring a presentation to the board in the spring of 2026

Year 2 Strategic Plan Goals - Communications

FOCUS AREA: AREA 4 – Communications and Collaboration

Goal	Status	Evidence
<p>Area 4.1: Evaluate and adjust communication guide to ensure that it remains effective and relevant, considering changes in technology and stakeholder preferences</p>	<p>Met / Ongoing</p>	<p>The district evaluates and updates its Communications Guide on a bi-annual basis to ensure continued alignment with evolving technologies, communication platforms, and stakeholder preferences. Following the initial release at the end of the 2023–24 school year, the Communications Guide was most recently updated in November 2025 to reflect the district’s launch of an official Instagram account and to incorporate a new Media Relations protocol section. These updates strengthen guidance for staff on platform use, public-facing communication, and interactions with media outlets. The Communications Guide remains a living document and will continue to be reviewed and refined based on emerging technologies, feedback, and district communication needs.</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>The Communications Department has provided ongoing training to support staff and partners in effectively communicating the PJUSD Promise and applying district branding standards, including training on crisis communications, social media, customer service, and branding expectations. During the 2025–26 school year, an additional website-focused training was added to support school and department staff in using school websites to communicate effectively with families. These efforts reinforce consistent, clear, and professional communication across the district.</p>
<p>Area 4.2: Implement district-wide Student communications audit/survey (survey) to evaluate communication practices and preferences</p>	<p>In Progress</p>	<p>The Communications Department distributed a districtwide Communications Preferences Survey in May 2025 to staff, students, parents/guardians, and community members to gather feedback on communication effectiveness, practices, and preferred platforms. The results are being reviewed to guide ongoing improvements to district communication strategies.</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>Based on ongoing feedback and results from the districtwide Communications Preferences Survey distributed in May 2025, the district continues to use ParentSquare Smart Alerts to deliver urgent and crisis-related text notifications to families. In response to parent feedback requesting expanded social media platforms, the district launched an official Instagram account at the start of the current school year to broaden outreach and engagement for a new generation of families.</p>
<p>Area 4.2: Present PJUSD Promise branding strategy and communication audit findings to School Board of Trustees/community.</p>	<p>Met / Ongoing</p>	<p>The district's Communications Guide is available on the Communications Department page of our website. The next edition will be shared with trustees through weekly updates once ready for publication. A presentation can be scheduled at the Board's request.</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>PJUSD's Student Services Department has hosted a series of Parent Education events focused on topics such as student attendance and wellness, behavioral supports, and leadership and housing resources. The district will continue collaborating with departments and staff to develop and promote additional parent education opportunities aligned with family and community needs.</p>
<p>Area 4.3: Evaluate event successes/areas of growth by gathering feedback from participants to ensure future improvement.</p>	<p>Met / Ongoing</p>	<p>Evaluation of the feedback provided by parents attending the Parent Education Events hosted by the Student Services Department is still in progress.</p>
<p>Area 4.3: Review and update Parents tab on district website to incorporate relevant information and resources for parents.</p>	<p>In Progress</p>	<p>A demonstration video series for Aeries accounts to be shared through ParentSquare and the Parents tab on the district website has been identified as a future resource. Development of this series has not yet begun and remains a work in progress.</p>

<p>Area 4.3: Collaborate with district partners to identify complementary education programs and parent/student resources.</p>	<p>Met / Ongoing</p>	<p>The district continues to host quarterly United Patterson partner meetings that bring together educational partners from across the community to collaborate on district and community initiatives and identify opportunities where programs and services align with and support PJUSD programs and resources.</p>
<p>Area 4.3: Evaluate and adjust parent education programs to ensure that they remain effective and relevant, considering feedback from parents and staff</p>	<p>Met / Ongoing</p>	<p>Evaluation of the feedback provided by parents attending the Parent Education Events hosted by the Student Services Department is still in progress.</p>
<p>Area 4.3: Present to the School Board of Trustees/community program successes and feedback findings.</p>	<p>Met / Ongoing</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>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.</p>	<p>Met / Ongoing</p>	<p>The district highlights student and district achievements through monthly Promise features, United Patterson graduate profiles, social media posts, website updates, and other communication channels to build and maintain a positive public image and foster community support.</p>
<p>Area 4.4: Evaluate and adjust communication channels for effectiveness, utilizing surveys and feedback provided by community partners, and integrating new/alternative</p>	<p>Met / Ongoing</p>	<p>The district continues to evaluate and adjust communication channels using survey results, analytics, and feedback from community partners. This year, efforts have focused on sustaining effective practices such as ParentSquare Smart Alerts for urgent messaging and expanding platforms, including the district's</p>

technologies and platforms where appropriate.		official Instagram account, to better meet community communication preferences. Ongoing review informs future adjustments and integration of new tools as appropriate.
Area 4.4: Present to School Board of Trustees/community communication channels relating to partner engagement , district successes, and feedback findings.	Met / Ongoing	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.
Area 4.5: Implement updates to the website, testing and refining, as needed.	Met / Ongoing	The district continues to implement, test, and refine website updates through the Communications Department to ensure district and school websites remain current, accurate, and aligned with district standards. Website performance and usability are reviewed using analytics, and staff receive ongoing guidance and support to improve website communication with families and the community.
Area 4.5: Utilize analytics to regularly monitor and analyze effectiveness of communication efforts.	Met / Ongoing	The district regularly monitors and analyzes communication efforts using analytics from Google, Meta, ParentSquare, and Smore to evaluate effectiveness and inform ongoing improvements.

Year 3 Strategic Plan Goals - Human Resources/Ed. Services

FOCUS AREA: AREA 5 - Employee Success and Leadership Development

Goal	Status	Evidence
<p>Area 5.1: Evaluate the effectiveness of the comprehensive professional development plan and make any necessary changes.</p>	<p>Met/Ongoing</p>	<ul style="list-style-type: none"> ● Science of Reading Training: Educational Services provided professional development through SCOE's <i>Getting Reading Right</i> training for teachers who are implementing 95 Percent Group for the first time. Two of the four sessions have been completed for each grade-level cohort participating in the first year of implementing 95 Percent Group materials. ● New Hire Academy: Forty-five new hires across the district have completed academy sessions covering Aeries, i-Ready, curriculum implementation, classroom management, MTSS, and PBIS. ● Blended Learning Academy: Five sessions have been completed, with a focus on instructional technology tools and blended learning strategies. Participants engaged in professional reading using <i>The Complete Guide to Blended Learning</i>. ● Curriculum Training: Elementary sessions have centered on deepening implementation of 95 Percent Group, Corrective Reading, and SIPPS. Secondary sessions have focused on curriculum training across content areas, strategies for supporting diverse learners, and strengthening instructional practices. Designated K–12 teachers received additional training on curriculum and instructional strategies. ● i-Ready and Additional Assessments: i-Ready diagnostics were administered for grades K–8. Spanish teachers received training on <i>Evaluación Diagnóstica</i> for grades K–6. ● Assessment Training: Elementary and secondary teachers were trained on the new assessment platform DnA (Data and Assessments) for CFAs and PAWs. Designated ELD teachers received training on a new platform, Summit K12, to monitor English Learner progress. High school ELA and math teachers received training on the new MAP platform. ● CAASPP and Data Review: Disaggregated assessment data were shared with district administrators for review and planning. ● Grayson Literacy Plan: Progress monitoring continued for the Grayson Literacy Plan, aligned with training in SCOE's <i>Getting Reading Right</i>, 95 Percent Group, Corrective Reading, and SIPPS programs.

		<ul style="list-style-type: none"> ● PLC Solution Tree: Elementary and secondary sites received onsite coaching from Solution Tree representatives, with a focus on essential standards and the development and use of assessments.
Area 5.1: Increase the use of technology to support the implementation of the professional development plan and create new systems to keep track of employee progress.	Met/Ongoing	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 and focus.
Area 5.2: Continuously evaluate and make any necessary adjustments.	Met/Ongoing	PJUSD has committed to provide parents' platforms to provide input on our LCAP, our EL Master Plan, and our Migrant MEP. The purpose of these meetings is to be involved in the educational decisions made for their students. We currently hold parent advisory meetings 3-6 times a year for the following groups: District English Learner Advisory Committees (DELAC), District Advisory Committee (DAC), Parent Advisory Committee (PAC) for migrant families, and Dual Language Immersion Parent Nights. Additionally, a parent education event for families of incoming freshman students is scheduled for January, 2026.
Area 5.3: Evaluate the effectiveness of the instructional support plan and make any necessary changes.	Met/Ongoing	Teachers provide feedback through professional development surveys and the data is analyzed to make necessary adjustments to future professional development.
Area 5.3: Consider utilizing technology to support the implementation of the instructional support plan and to help track progress.	Met/Ongoing	PJUSD has continued implementing the coaching cycle established in the 2024–25 school year. Ongoing progress monitoring is being conducted to ensure strong implementation and consistent teacher support. At the end of the year, we will evaluate the effectiveness of the coaching cycle and identify areas for refinement.
Area 5.4: Evaluate the effectiveness of the training and leadership development plan and make any necessary changes.	Met/Ongoing	The Aspiring Administrator Program will take place January through May of 2025 and be held every other year. The Aspiring Teacher Program was held during the 2023-2024 school year and will also be held every other year.
Area 5.4: Increase the use of technology to support the	In Progress	This item is currently in progress.

implementation of the plan and tracking progress.		
Area 5.4: 25-26 Admin Induction	In Progress and Ongoing	The District is utilizing PJUSD administrators to serve as Induction mentors for our Assistant Principals in the process of getting and/or clearing their credential.
Area 5.5: Evaluate the effectiveness of the staff code of conduct and ensure a training program exists for new staff members.	In Progress	The Code of Conduct is in the development stage.
Area 5.5: Develop a plan for involving families and community members in understanding and supporting the staff code of conduct.	Not started yet	Work on this item has not started yet.

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 	