



PASO ROBLES JOINT UNIFIED SCHOOL DISTRICT

2025 - 2030

Strategic Plan

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Scan to view the complete strategic plan on your mobile device.

A QR code is located in the bottom right corner of the page, enclosed in a white border. It is intended for mobile devices to scan and view the complete strategic plan.

Strategic Planning Process



TIMELINE OF WORK

April 4-5, 2025

Strategic planning workshop

June 24, 2025

Board meeting (second read & approval)

October - November, 2025

Board workshop to present strategies, timelines, and deliverables/measures (first read)



May 27, 2025

Board meeting (first read & input)
Community & Staff Input Surveys

August - October, 2025

Staff conducted focus groups to draft strategies, timelines, and deliverables/measures
Community & Staff Input Surveys

January, 2026

Board meeting second read & approval of strategies, timelines, and deliverables/measures

1 Strategic Plan

A roadmap to guide PRJUSD effort through 2030

6 Goals, 19 Strategies, 47 Action Plans

Mapped to timelines and metrics

24 Action Planning Leads

PRJUSD staff devoted to gleaning insights and direction from key stakeholders

120+ Action Planning Meetings

Gleaning insights and direction from key stakeholders inside and outside PRJUSD

500+ Stakeholders Engaged

Strategic planning workshop participants, Action Planning Teams, Survey Respondants

Participants & Engagements



APRIL 2025 STRATEGIC PLANNING WORKSHOP PARTICIPANTS

Student Participants	
Alana Buller	PRHS
Olivia Madden	PRHS
Mariyah Ortiz	PRHS
Liam Clark	PRHS
Benjamin Parham	PRHS
Caylee Lamb	PRHS
Mekdes Siegrist	PRHS
Julio Pantoja	PRHS
Alessandra Ramirez	PRHS
Dylan Grennan	IHS

Student Participants, Continued	
Zakayla Ford	PRHS
Maye Rendon	PRHS
Laura Camacho	PRHS
Executive Cabinet	
Brad Pawlowski	Assistant Superintendent, Business Services
Erin Haley	Assistant Superintendent, Educational Services
Shauna Ames	Assistant Superintendent, Human Resources
Scott Buller	Chief Technology Officer
Rebecca Justice	Executive Assistant

Superintendent & Board of Trustees	
Jennifer Loftus	Superintendent
Jim Cogan	Trustee
Nathan Williams	Trustee
Laurene McCoy	Trustee
Kenney Enney	Trustee
Leo Castillo	Trustee
Joel Peterson	Trustee

APRIL 2025 STRATEGIC PLANNING WORKSHOP PARTICIPANTS

Parents	
Tracy Daughterman	Parent
Lauren Pickard	Parent
Adelita Hiteshew	Parent
Chris Cardenas	PRPE
Theresa Smith	CSEA
Community Partners	
Paul Sloan	PR City Council
Bill Britton	Cal Poly
Joe Irick	PR Housing Authority

Staff	
Stephanie Scholfield	Special Education Director
Leonor Buza	Director of Student Services
Ashley Aiello	District Nurse
Tasha Williams	College and Career Technician
JP Camsuzou	Transportation Manager
Deanna Lugo	Security Staff, LFJH
Kamal Traxinger	Information Technology Dept.
Jessie Wesch	Director of Food Services

Brannon Larson	Teacher, GS
Susan Delgado	Teacher, GB
Sandra Quada	Teacher, GB
Catherine Arce	Teacher, KK
Melissa Almquist	Teacher, MB
Allison Root	Tecaher, WP
Tracy Cagliero	Teacher, GB
Cyndi Steaffens	Teacher, WP
Brenda Matthyse	Teacher, PRHS
Shelby Lamendola	Teacher, PRHS
Jennifer Bedrosian	Teacher, PRHS

Merial DeCou	TOSA
Kara Turton	TOSA
Jennifer Thomas	Lead Psychologist
Kelly Steinbeck	Director of Maintenance & Operations
Kym Riner	Special Education Coordinator, District
Lindsey Ballinger	SES, GS
Megan Fletcher	Principal, PRHS
Monica Pafumi	Principal, VP
Maggie Tatman	Director of Curriculum & Instruction
Anthony Overton	Director of Curriculum & Instruction

ACTION PLANNING TEAM LEADS

Goal 1: Ensure Academic Excellence	
1.1	Maggie Tatman
1.2	Megan Cannon
1.3	Rachel Gustafson
1.4	Andrea Kittleson & Lori Jordan

Goal 2: Ensure Safe, Supportive School Communities	
2.1	Leonor Buza & Jen Thomas
2.2	Megan Healy & Jen Thomas
2.3	Rachel Gustafson & Stephanie Schofield & Megan Healy

Goal 3: Build Inclusive, Engaged School Communities	
3.1	Melissa Godsey & Gabby Clark
3.2	Gabby Clark & Heather Wahlberg
3.3	Heather Wahlberg

Goal 4: Recruit, Develop and Retain High Quality Staff	
4.1	Shauna Ames & Marcy Garcia
4.2	Kim Gaspar & Jessie Wesch
4.3	Trina Nichols & Kelly Stainbrook & Scott Buller
4.4	Scott Buller & Rebecca Justice

Goal 5: Ensure The District's Long-Term Fiscal Sustainability	
5.1	Brad Pawlowski & Sherrie Castellanos
5.2	Sherrie Castellanos & Melissa Godsey

Goal 6: Provide Safe, Modern Facilities	
6.1	Brad Pawlowski & JP Camazou & Britiany Baker
6.2	Kelly Stainbrook & Brad Pawlowski
6.3	Brad Pawlowski & Sherrie Castellanos

Defining the Work



PRJUSD's Strategic Plan has 6 Strategic Goals. Each of these Goals, in turn, has several strategies. The Strategies are supported by Action Plans, Milestones, and Metrics.



A desired outcome of the District.

Strategic Goals



Methods in which staff will achieve the Strategic Goal. Strategies are supported by Action Plans, Milestones, and Metrics.

Strategies



The detailed steps and/or resources needed to accomplish the Strategies.

Action Plans



The timeframe established for achieving the significant steps in the plan.

Milestones



The method used to measure our progress in meeting the intent of the identified Strategy.

Metrics

1 Strategic Plan

A comprehensive, long-term roadmap that defines an organization's specific goals, and actionable steps to achieve them.



6 Strategic Goals

Desired outcomes of the District.



19 Strategies

Methods in which staff will achieve the Strategic Goal. Strategies are supported by Action Plans, Milestones, and Metrics.



47 Action Plans

The detailed steps and/or resources needed to accomplish the Strategies.



The timeframe established for achieving the significant steps in the plan.

Milestones



The method used to measure our progress in meeting the intent of the identified Strategy.

Metrics

Student Data



6,284

All Students



4,304

Socio-Econ. Disadvantaged



913

Students with Disabilities



Mosaic Of



Students

1,296

English Learners

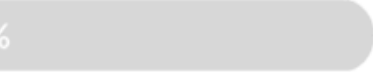
21%



24

Foster Youth

0.4%



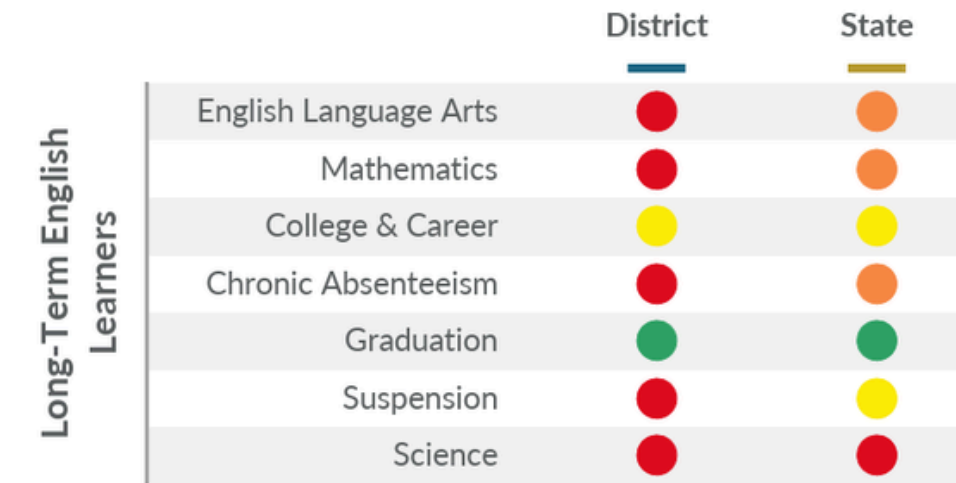
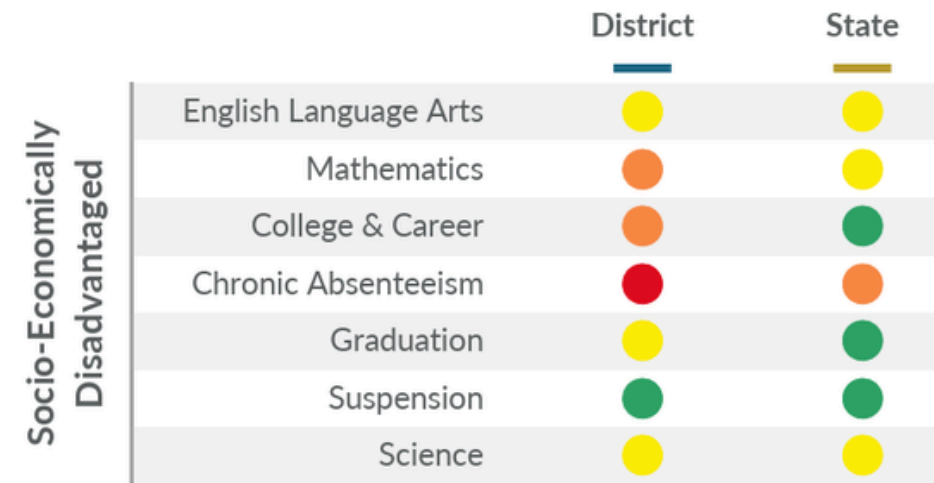
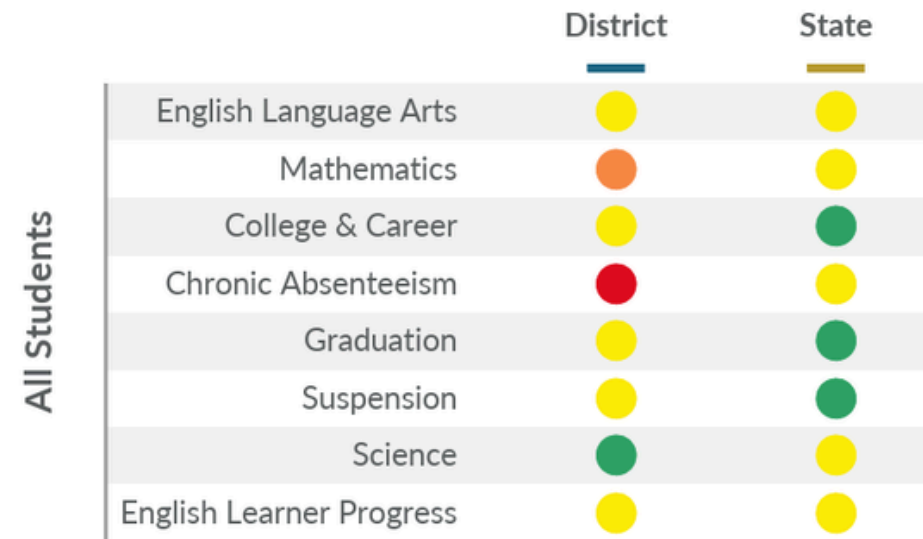
522

Homeless

8.3%



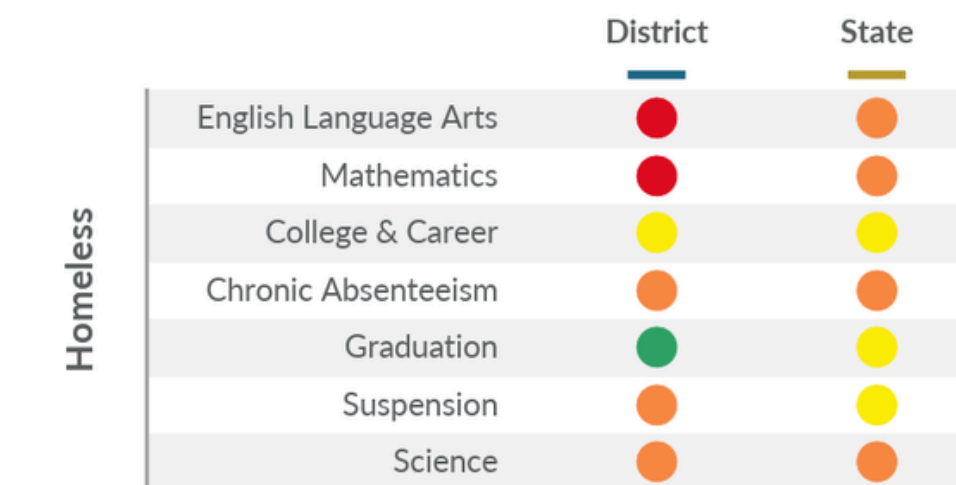
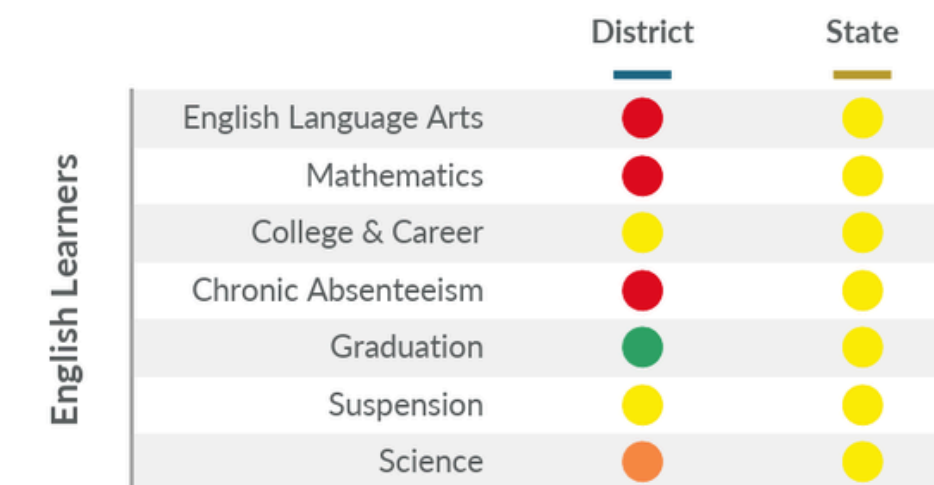
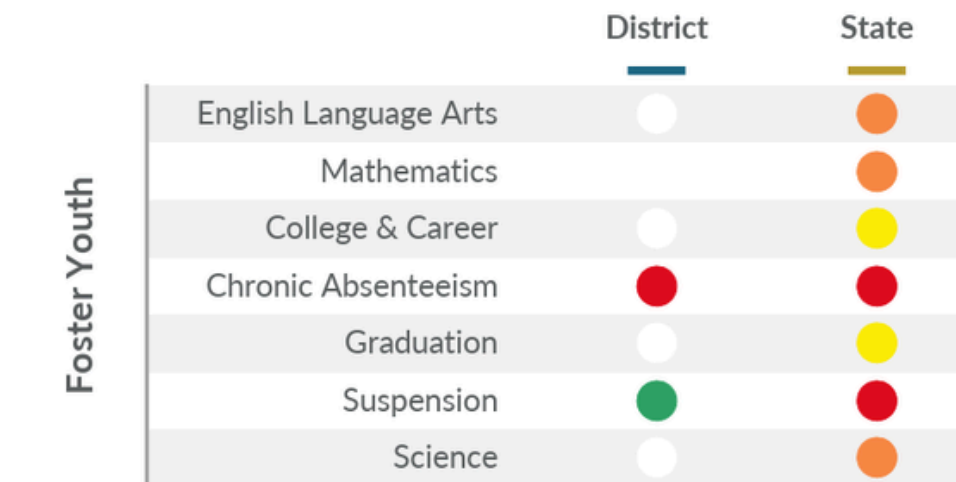
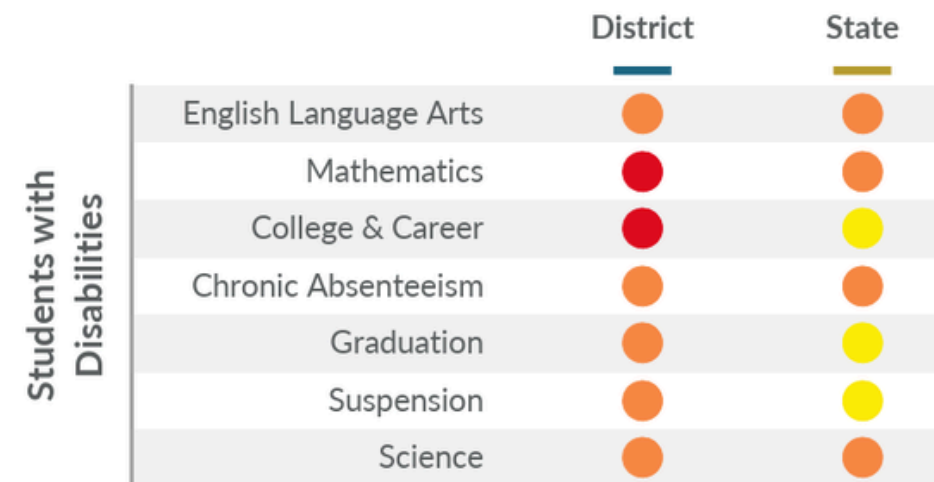
PRJUSD PERFORMANCE RELATIVE TO STATE PERFORMANCE



"Quickly compare how the local agency performed relative to the state."

Statewide Indicators

Lower ● ● ● ● ● Higher



Note: less than 11 students - data not displayed for privacy

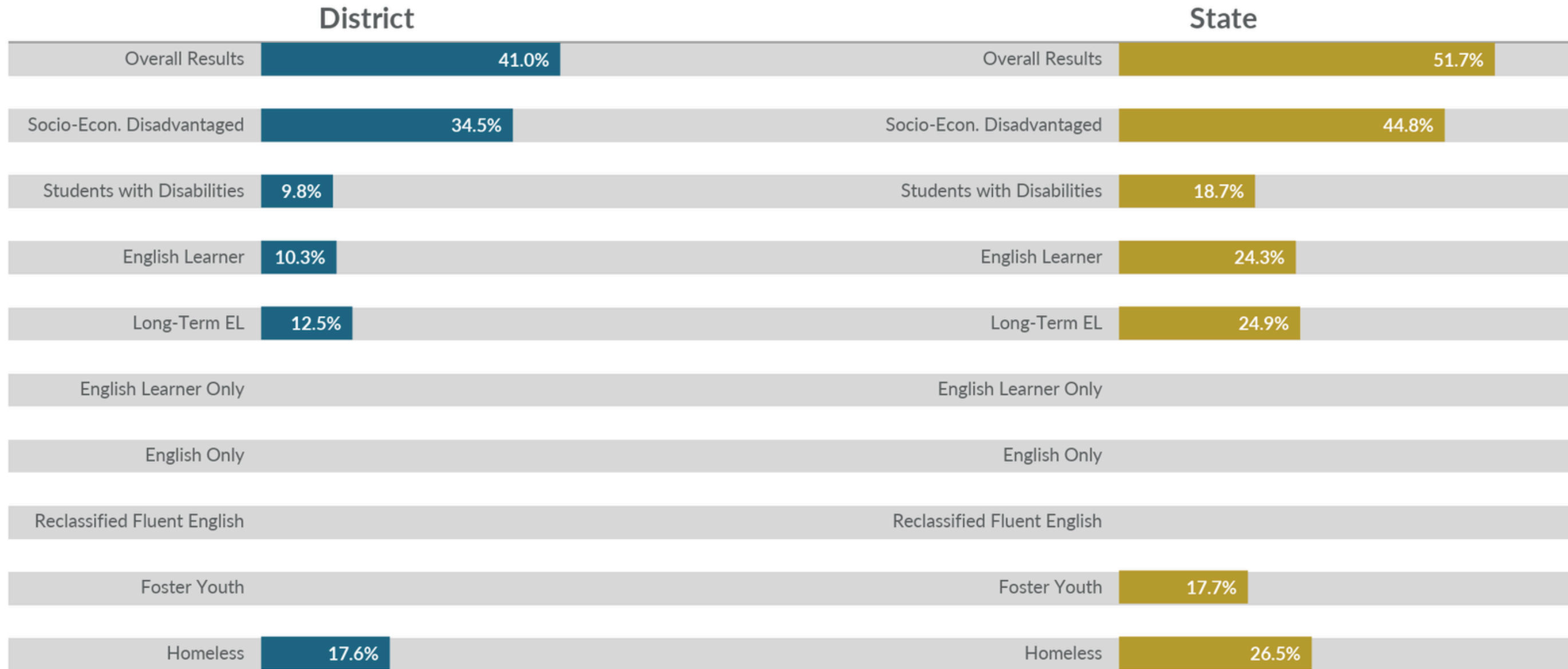
Data Source: 2025 California School Dashboard Data Files

Paso Robles Joint Unified

College & Career Readiness Results

By Student Group

■ District Results
■ Statewide Average



The bar charts above displays the percentage of high school graduates who are placed in the "Prepared" level on the College & Career indicator by student group.

2024-25

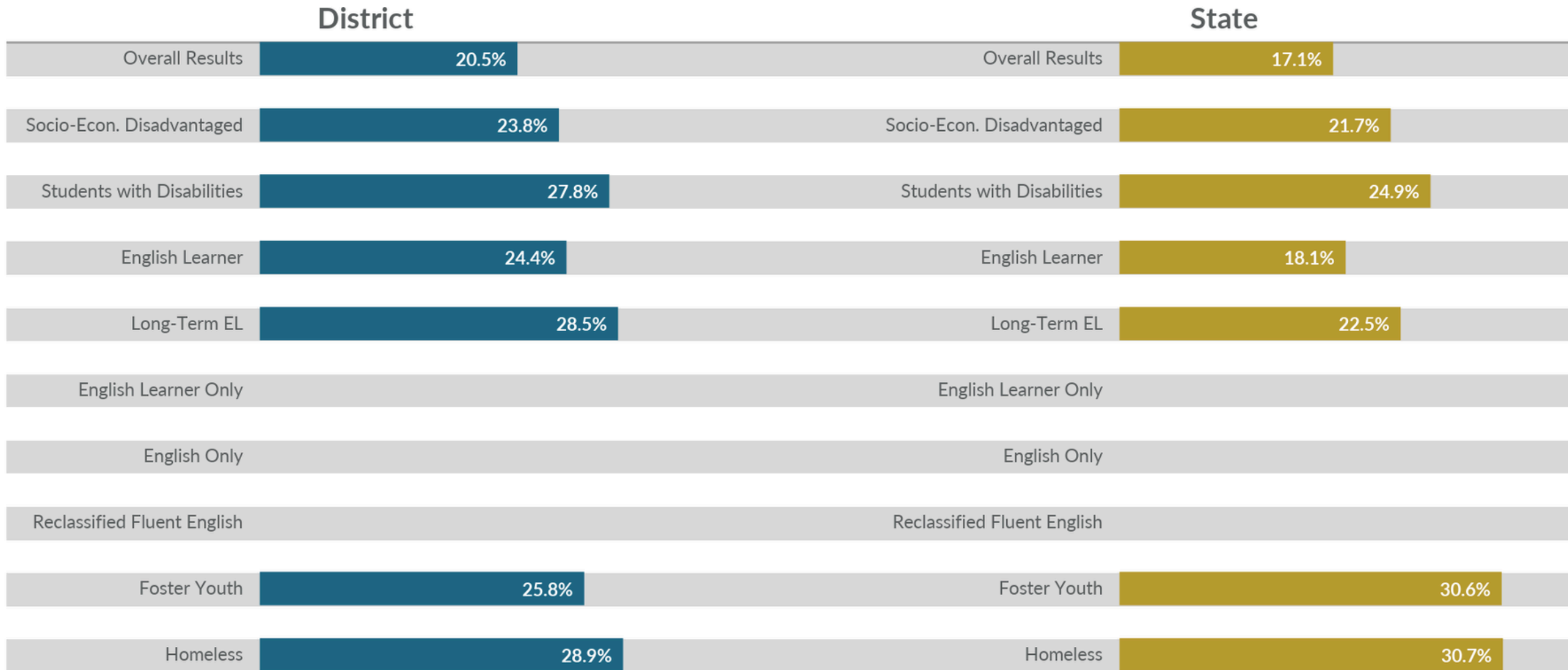
Data Source: 2025 California School Dashboard Data Files

Paso Robles Joint Unified

Chronic Absenteeism Results

By Student Group

■ District Results
■ Statewide Average



The **Chronic Absenteeism** state indicator shows how many students were absent for 10 percent or more of the total instructional school days each student was expected to attend.

2024-25

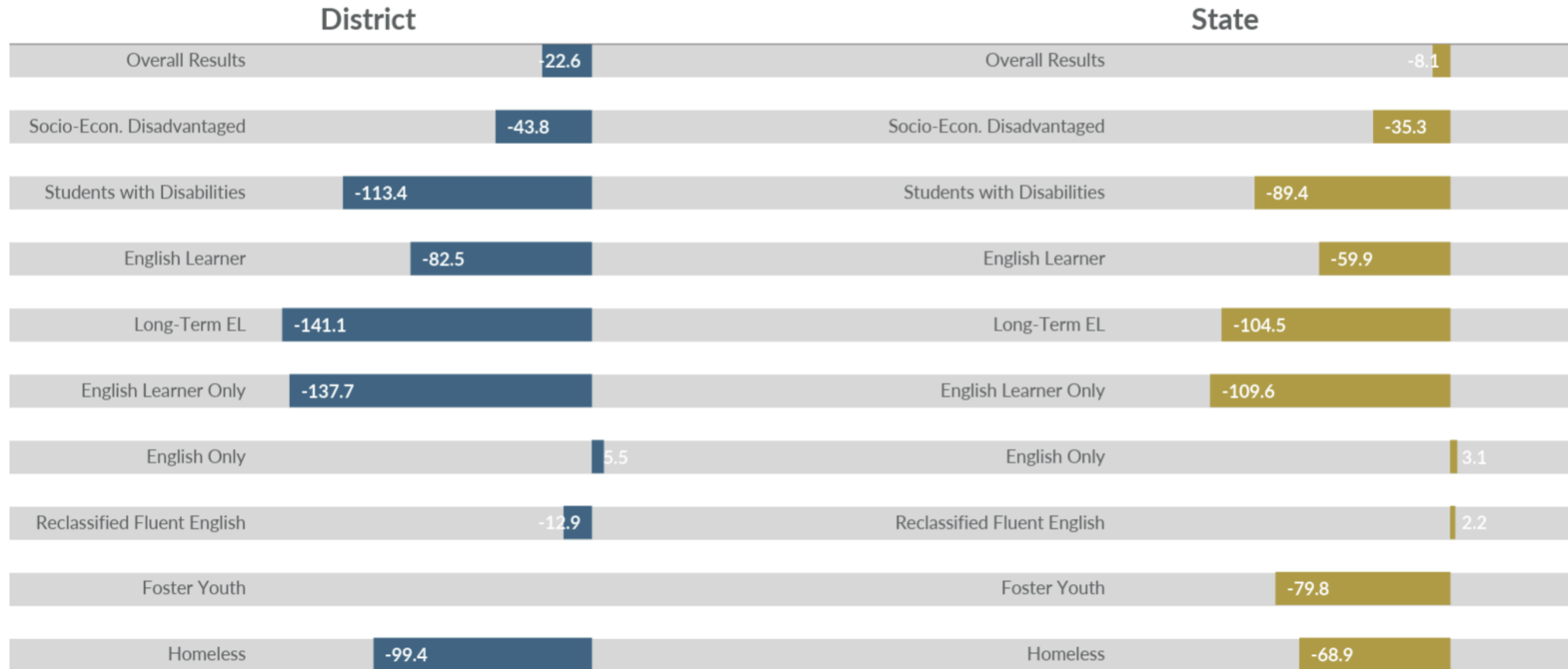
Data Source: 2025 California School Dashboard Data Files

Paso Robles Joint Unified

English Language Arts Results

Distance from Standard by Student Group

■ District Results
■ Statewide Average



Distance from Standard measures how many points above or below each student in grades 3-8 and 11 is from the lowest possible scale score within the Level 3 (i.e., Standard Met) on the Smarter Balanced Summative Assessments for English language arts and math. All the distances are then averaged for each local educational agency, school, or student group.

2024-25

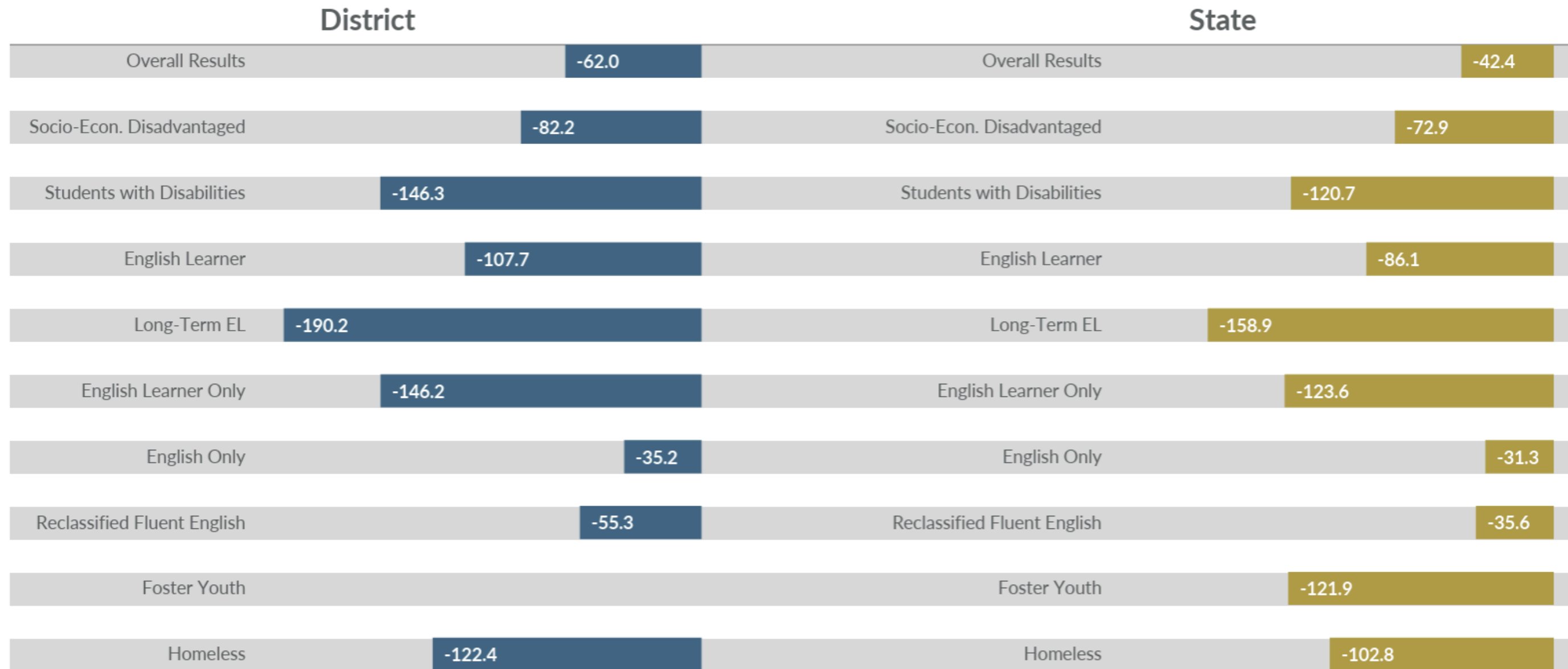
Data Source: 2025 California School Dashboard Data Files

Paso Robles Joint Unified

Math Results

Distance from Standard by Student Group

■ District Results
■ Statewide Average



Distance from Standard measures how many points above or below each student in grades 3-8 and 11 is from the lowest possible scale score within the Level 3 (i.e., Standard Met) on the Smarter Balanced Summative Assessments for English language arts and math. All the distances are then averaged for each local educational agency, school, or student group.

2024-25

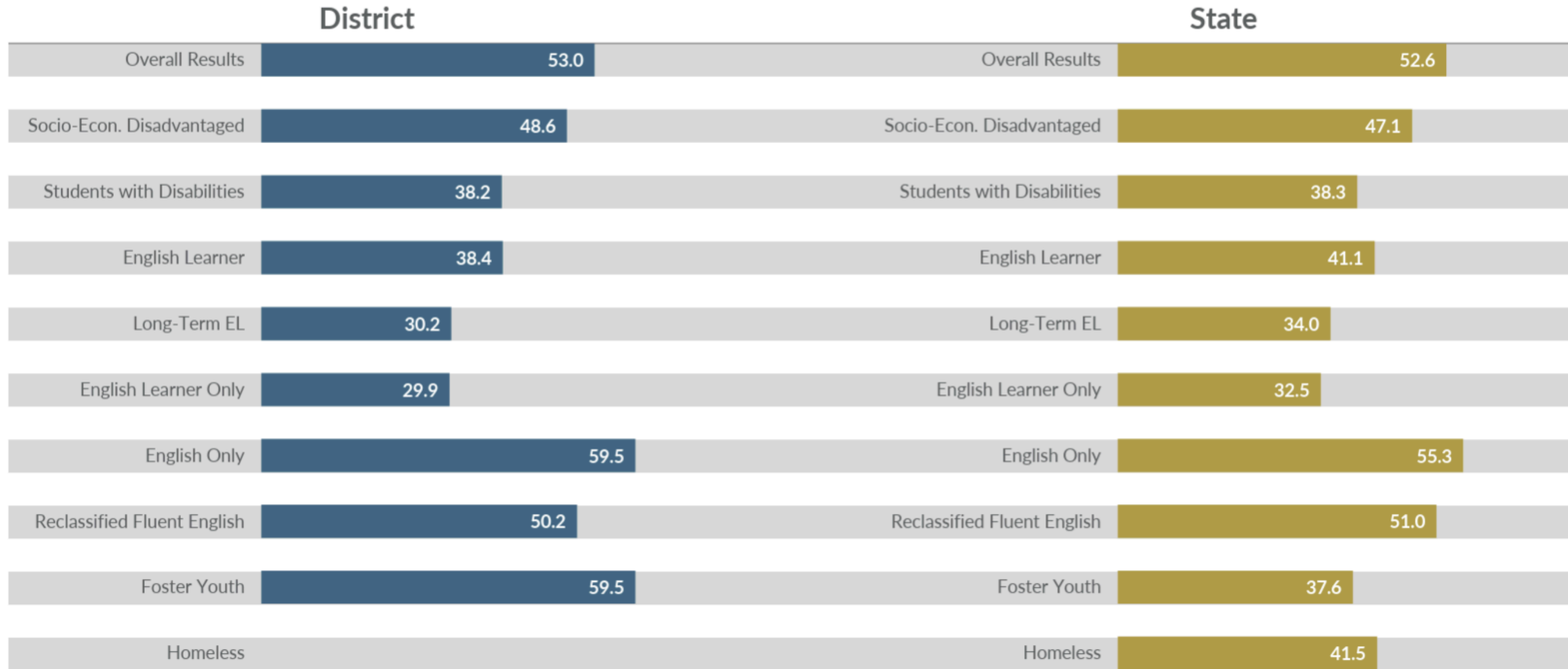
Data Source: 2025 California School Dashboard Data Files

Paso Robles Joint Unified

Science Results

Distance from Standard by Student Group

■ District Results
■ Statewide Average



The Science Indicator is calculated by converting each student's science assessment scale score into "Science Points" (0-100), averaging those for the school or district, and assigning a zero score for each student needed to bring the participation rate up to 95% if it falls below that threshold.

2024-25

Data Source: 2025 California School Dashboard Data Files

Paso Robles Joint Unified

The Plan



PRJUSD’s Core Values describe how we do business or go about making decisions. The following values were defined by the Strategic Planning Committee as being the foundational rules of engagement for staff and the Board of Trustees of PRJUSD.

Integrity

We uphold integrity and ethical responsibility by being trustworthy in all our actions, ensuring that every decision is made with honesty, fairness, and respect for our students, families, staff, and community.

Accountability

We hold ourselves accountable and act with reliability, ensuring that every commitment we make to students, families, and one another is met with consistency, transparency, and follow-through.

Collaboration

We believe collaboration is essential to student success, and we are committed to working together—with students, families, staff, and community partners—to achieve shared goals and create a lasting, positive impact for all learners.

Innovation

We embrace innovation by encouraging creativity, responsible risk-taking, and adaptability—encouraging new ideas and forward-thinking solutions that prepare students to prosper in a rapidly changing world.

Compassion

We cultivate empathy and kindness in all our interactions, striving to understand and support one another while creating an environment where every student, family, and staff member feels valued and cared for.

Belonging

We promote inclusion and belonging by embracing differences and ensuring that every student, family, and staff member feels respected, valued, and connected to our school community.



We promise to provide a safe, supportive environment where every student feels valued and empowered to discover their strengths, build resilience, and develop the knowledge, character, and confidence to thrive in their future.

PR
PASO ROBLES
JOINT UNIFIED SCHOOL DISTRICT



The Portrait of a Graduate was created by the Strategic Planning Team to describe the skills, knowledge, and attributes PRJUSD believes its students should possess upon graduation.



STRATEGIC GOALS

GOAL 1

STUDENT ACHIEVEMENT:
ENSURE ACADEMIC EXCELLENCE

STRATEGY 1.1:
Establish academic excellence through high-quality instruction

STRATEGY 1.2:
Enhance Career Technical Education (CTE) opportunities that are in alignment with industry demand and student interest

STRATEGY 1.3:
Promote student empowerment and leadership

STRATEGY 1.4:
Improve and align assessment systems and site and District plans to align with Our Promise

GOAL 2

STUDENT SAFETY:
ENSURE SAFE, SUPPORTIVE SCHOOL COMMUNITIES

STRATEGY 2.1:
Build strong connections and a sense of belonging among students, staff, and the community.

STRATEGY 2.2:
Implement comprehensive, proactive, and accessible mental health and emotional support systems.

STRATEGY 2.3:
Ensure safe, supportive, and inclusive school and classroom environments.

GOAL 3

BUILD INCLUSIVE, ENGAGED SCHOOL COMMUNITIES

STRATEGY 3.1:
Enhance communication systems

STRATEGY 3.2:
Promote inclusive and equitable parent and student participation

STRATEGY 3.3:
Ensure welcoming, supportive, and empowering school environments

STRATEGIC GOALS

GOAL 4

RECRUIT, DEVELOP AND RETAIN HIGH QUALITY STAFF

STRATEGY 4.1:
Attract, recruit, and retain a diverse and highly qualified staff in all employee categories (classified, certificated, management)

STRATEGY 4.2:
Foster a positive, supportive, and collaborative work environment

STRATEGY 4.3:
Invest in staff professional growth and development

STRATEGY 4.4:
Leverage Paso Robles community partnerships to enhance staff supports

GOAL 5

DISTRICT FINANCE:
ENSURE THE DISTRICT'S LONG-TERM FISCAL SUSTAINABILITY

STRATEGY 5.1:
Ensure fiscal responsibility and long-term sustainability

STRATEGY 5.2:
Enhance financial transparency, accountability, and strategic alignment

GOAL 6

DISTRICT FACILITIES:
PROVIDE SAFE, MODERN FACILITIES

STRATEGY 6.1:
Implement a strategic and equitable Facilities Master Plan (FMP)

STRATEGY 6.2:
Maintain safe, welcoming, and well-maintained school environments

STRATEGY 6.3:
Secure adequate and stable funding for District priorities.

STRATEGY 1.1

Establish Academic Excellence Through High-Quality Instruction

ACTION PLANS

1. Articulate a shared vision of high quality instruction - defining these characteristics in a tool that will serve as indicators or look for when providing feedback, planning for professional development, or supporting staff in general
2. Identify, curate, and distribute high quality evidenced-based instructional materials aligned with the core curriculum, ensuring easy access for educators
3. Implement targeted professional development aligned to evidenced based high quality instructional indicators, with a focus on iELD (integrated English Language Development) and UDL (Universal Design for Learning)
4. Establish a data-driven instructional coaching program
5. Ensure all staff have the core baseline knowledge needed to support emerging multilingual learners and that there are dedicated ELD teachers at the secondary level
6. Develop a plan for technology instruction, TK-12

METRICS FOR SUCCESS

1. Walkthrough data will show that 85% of classrooms are implementing at least 80% of the HQII components
2. Student engagement in setting and monitoring personal goals
3. More than one-year of growth for students not yet at grade level; at least one year of growth for students at/above grade level
4. Increase student proficiency on State tests across student groups by 5% annually, with an emphasis on all students reading at grade level by 3rd grade and increasing participation and success in Algebra I across student groups
5. Increase the percentage of students reclassified before junior high by 5%; Reduce the percentage of LTELs by 10% and ensure 60% of English Learners make a minimum of one-year's growth each year as measured by the ELPI
6. TK-12 Instructional Framework for Technology

STRATEGY 1.2

**Enhance Career
Technical Education
(CTE) Opportunities
Aligned With
Industry Demand and
Student Interest**

ACTION PLANS

1. Ensure current and future CTE pathways are aligned with local and regional industry sectors, making sure students gain relevant, in-demand skills for today's workforce. Programs will be designed to provide hands-on learning experiences that are integrated with core academics. Students will have opportunities to earn industry-recognized credentials and certifications that support successful transitions to employment, postsecondary education, apprenticeships, and advanced training
2. Develop a strategic approach to building industry and community partners
3. Create a formally recognized Early/Middle College Program with at least 2 recognized pathways, one for CTE and one for Cal-GETC courses
4. Increase the number of students completing pathways with intentional focus on underrepresented student groups

METRICS FOR SUCCESS

1. Annual CTEIG rubric scores will be obtained and monitored with the goal of improving scores with the Pathways the District is focused on maintaining or growing
2. Completion of 2 annual advisory meetings with industry partners, a CTE showcase, the production of Pathway Flowcharts, and the establishment of an Advisory Committee that includes local companies, community groups, and local government
3. Number of students, across all student groups, enrolled/graduating from the Early Middle College Program
4. Number of students, across all student groups, completing chosen Pathways, to include passing certification requirements

STRATEGY 1.3

Promote Student Empowerment and Leadership

ACTION PLAN

1. Develop and implement a comprehensive plan to amplify student voice and choice in instruction and campus life

METRICS FOR SUCCESS

1. Student Empowerment Plan
2. Number of students, across all student groups, participating in leadership activities or other student groups to include athletics and/or club involvement

STRATEGY 1.4

**Improve and Align
Assessment Systems
and Site and District
Plans to Align With
Our Promise**

ACTION PLAN

1. Implement a TK-12 assessment system that is norm and criterion referenced that addresses academic achievement and Social Emotional Learning so that students are assessed using a cohesive collection of research-based tools
2. Ensure accurate, equitable, clear assessment and grading practices exist across all grade levels
3. Align all district plans that impact student achievement and socio-emotional wellbeing in order to ensure cohesion and effective support of instructional excellence, expanded career pathways, and enhanced inclusive practices

METRICS FOR SUCCESS

1. Develop a comprehensive assessment plan that meets the requirements as defined by an assessment committee
2. Refine board policies, administrative regulations, and school report cards so that report cards more closely align to achievement reports
3. District and site plans will have a clear alignment to the Strategic Master Plan

STRATEGY 2.1

**Build Strong
Connections and a
Sense of Belonging
Among Students,
Staff, and the
Community**

ACTION PLAN

1. Develop and implement a comprehensive district-wide plan to utilize restorative practices across grades TK-12

METRICS FOR SUCCESS

1. Restorative Practices Implementation Plan
2. Decrease out-of-school suspensions, in-school suspensions, class suspensions, and referrals to law enforcement
3. Increase level of school connectedness felt by students as measured by the California Healthy Kids Survey (CHKS)

STRATEGY 2.2

**Implement
Comprehensive,
Proactive, and
Accessible Mental
Health and
Emotional Support
Systems**

ACTION PLAN

1. Staffing needs to increase mental health access for all
2. Increase access to outside mental health resources

Special Note: This Strategy is dependent upon supplemental funding through CYBHI.

METRICS FOR SUCCESS

1. Number of students exiting services with all or many of the following: Reduction of symptoms, Decreased discipline referrals, Increased academic performance, Increased attendance

STRATEGY 2.3

Ensure Safe, Supportive, and Inclusive School and Classroom Environments

ACTION PLAN

1. District wide implementation of UDL (Universal Design for Learning) practices in grades TK-12
Increase access to outside mental health resources
2. Implement a district-wide plan to strengthen Positive Behavioral Interventions and Supports (PBIS) by engaging and empowering all staff members in consistent, data-driven practices that promote a positive and inclusive school climate
3. Provide safety training for staff

METRICS FOR SUCCESS

1. ELPAC scores (defined in 1.1.5)
2. CTE Pathway completion and certification pass rates
3. Decrease in student behavior referrals as measured by SWIS Suite Data. (defined in 2.1.1)
4. California Healthy Kids Survey (defined in 2.1.1)
5. Successful completion of safety training criteria and staff receiving certificates of completion

STRATEGY 3.1

Enhance Communication Systems

ACTION PLANS

1. Consolidate, standardize policies, and streamline oversight of social media accounts
2. Establish internal ParentSquare standards; provide internal & family-facing ParentSquare training
3. Develop and implement consistent School-to-Home Communication Guidelines
4. Conduct communication input surveys

METRICS FOR SUCCESS

1. Number of active district-affiliated social media accounts reduced from 75 to ≤ 35 by Year 3 with 100% of remaining accounts following governance policy by Year 4
2. 80% of families report “social media feels consistent and trustworthy” and answer “I know how to customize my ParentSquare notification settings” in an annual survey by Year 5
3. 75% of staff demonstrate correct ParentSquare use by Year 2 with 100% of ParentSquare “Alerts” being used for legitimate cases only by Year 2
4. By Year 3 all schools using district frequency and content guidelines
5. By Year 4 80% compliance with template use to allow for district branding
6. 80% of families “satisfied with district communication” by Year 3 and 80% of families agree “I receive consistent communication” by Year 5

STRATEGY 3.2

Promote Inclusive and Equitable Parent and Student Participation

ACTION PLANS

1. Increase access to childcare and create family friendly environments to promote engagement at after school events.
2. Improve student engagement.

METRICS FOR SUCCESS

1. Increased attendance and participation of diverse families at school events
2. Positive feedback from families on event accessibility and engagement
3. Stronger family-school partnerships through inclusive event design
4. Increase in student sense of belonging as measured by the California Healthy Kids Survey (CHKS)

STRATEGY 3.3

**Ensure Welcoming,
Supportive, and
Empowering School
Environments**

ACTION PLANS

1. Increase access and participation in the general education classroom environment for students with disabilities and emerging multilingual learners
2. Create learning opportunities and spaces for unstructured time
3. Ensure all school office environments provide welcoming, responsive, and family-centered service, ensuring that every parent and guardian feels respected, supported, and confident navigating school systems and processes

METRICS FOR SUCCESS

1. Increase on California Healthy Kids Survey (CHKS)
2. Decrease in behavior referrals
3. Communication measures will indicate high levels of satisfaction (defined in 3.1)
4. Customer Service Handbook
5. Percentage of staff completing annual training

STRATEGY 4.1

Recruit, Develop, and Retain a Diverse, Highly Effective, and Collaborative Staff Who Demonstrate Commitment to PRJUSD and Promote Excellence For All Students

ACTION PLANS

1. Expand job advertising and collect recruitment data
2. Competitive salaries and support for employees
3. Create a welcoming and positive culture
4. Analyze attrition rate to determine employee reasons for resignations
5. Increase & strengthen community building activities across all school sites

METRICS FOR SUCCESS

1. Increase fill rate of open positions posted after 2 weeks of flying by 20% from baseline by the end of year 2
2. Attrition rates (excluding retirement) will improve by 10% in year 2, and 15% in year 3 from baseline
3. Staff Culture and Climate Survey, Monthly teacher absenteeism (trend), Internal transfer request

STRATEGY 4.2

Foster a positive, supportive, and collaborative work environment

ACTION PLANS

1. Strengthen clear and concise communication amongst all employees
2. Increase opportunities for districtwide staff engagement opportunities that are inclusive of all employee groups

METRICS FOR SUCCESS

1. Develop a comprehensive District Directory that is readily accessible
2. Develop and communicate clear email expectations to all staff
3. Calendar regular District Leadership visits at all sites
4. Monitor staff attendance at events and professional development sessions

STRATEGY 4.3

**Invest in staff
professional growth
and development**

ACTION PLANS

1. Ensure every new staff member experiences training related to their position upon hire
2. Build and maintain internal talent through intentional leadership growth systems

METRICS FOR SUCCESS

1. Monitor the retention rates of new staff, mid-career staff, and high performing staff
2. New staff onboarding survey results as well as administrator and mentor feedback
3. By June 2030, all staff will have received job specific professional learning aligned to District priorities and both the District's onboarding model and ongoing professional learning model will be aligned to the Strategic Plan with updates made each year, as needed
4. Participation in leadership pathways and internal promotion percentages will be monitored

STRATEGY 4.4

**Leverage Paso Robles
Community
Partnerships to
Enhance Staff
Supports**

ACTION PLANS

1. Form committee(s) for community partnerships
2. Establish opportunities for staff to join other organizations' events

METRICS FOR SUCCESS

1. Monitor employee participation in events
2. Number of organizations willing to offer discounts to employees
3. Number of services organization partnerships established with formal MOUs along with the number of staff participating each year

STRATEGY 5.1

**Ensure Fiscal
Responsibility and
Long-Term
Sustainability**

ACTION PLANS

1. Optimize resource allocation to support enrollment and programmatic needs
2. Strengthen financial stability through diversified revenue streams and strategic budget planning

METRICS FOR SUCCESS

1. 80% of schools completing staffing reviews annually, with 100% by year 5 (ratio of Staff to Students by program type, number of staffing adjustments made based on demographic data)
2. 60% of budget decisions supported by data analysis, with 90% by year 5
3. Frequency of benchmarking updates
4. Staff retention rate compared to regional average
5. Number of grants applied for and awarded, along with the total amount of grant funding received annually
6. Number of active partnerships
7. 60% of external funding tracked centralized system, with 100% by year 5
8. Frequency of reporting on external funding outcomes

STRATEGY 5.2

**Enhance Financial
Transparency,
Accountability, and
Strategic Alignment**

ACTION PLANS

- 1. Increase financial transparency and stakeholder engagement
- 2. Integrate budget conversations in school culture

METRICS FOR SUCCESS

- 1. Number of dashboard views per month
- 2. Stakeholder satisfaction with dashboard usability and comprehension as measured by a stakeholder survey
- 3. Distribution rate (digital & print) for Budget in Brief
- 4. 75% of budget items shared before Board decisions, with 85% by year 5
- 5. Number of public comments received
- 6. 80% of sites submitting reports on time, with 100% by year 5
- 7. Accuracy of budget forecasts vs. actuals
- 8. Number of scenarios modeled annually
- 9. Number of stakeholder meetings held annually along with stakeholder satisfaction surveys

STRATEGY 6.1

Implement a Strategic and Equitable Facilities Master Plan (FMP)

ACTION PLAN

1. Develop and adopt a districtwide Facilities Master Plan (FMP) that equitably prioritizes safety, modernization, and growth projects — serving as the foundation for the General Obligation (GO) Bond program.

METRICS FOR SUCCESS

1. Facility Master Plan
2. Draft a high school project list that is approved by the Board
3. Launch a Facility Master Plan website

STRATEGY 6.2

**Maintain Safe,
Welcoming, and
Well-Maintained
School Environments**

ACTION PLAN

1. Implement a districtwide “Safe and Welcoming Schools” initiative that leverages GO Bond funding and ongoing operations budgets to ensure all campuses are clean, modernized, and secure.

METRICS FOR SUCCESS

1. Annual Safe & Welcoming Schools Report
2. Citizen Oversight Committee to review safety/modernization projects annually
3. Mid-cycle (2028) evaluation of safety and climate data to inform the next phase of bond projects

STRATEGY 6.3

Secure Adequate and Stable Funding For District Priorities

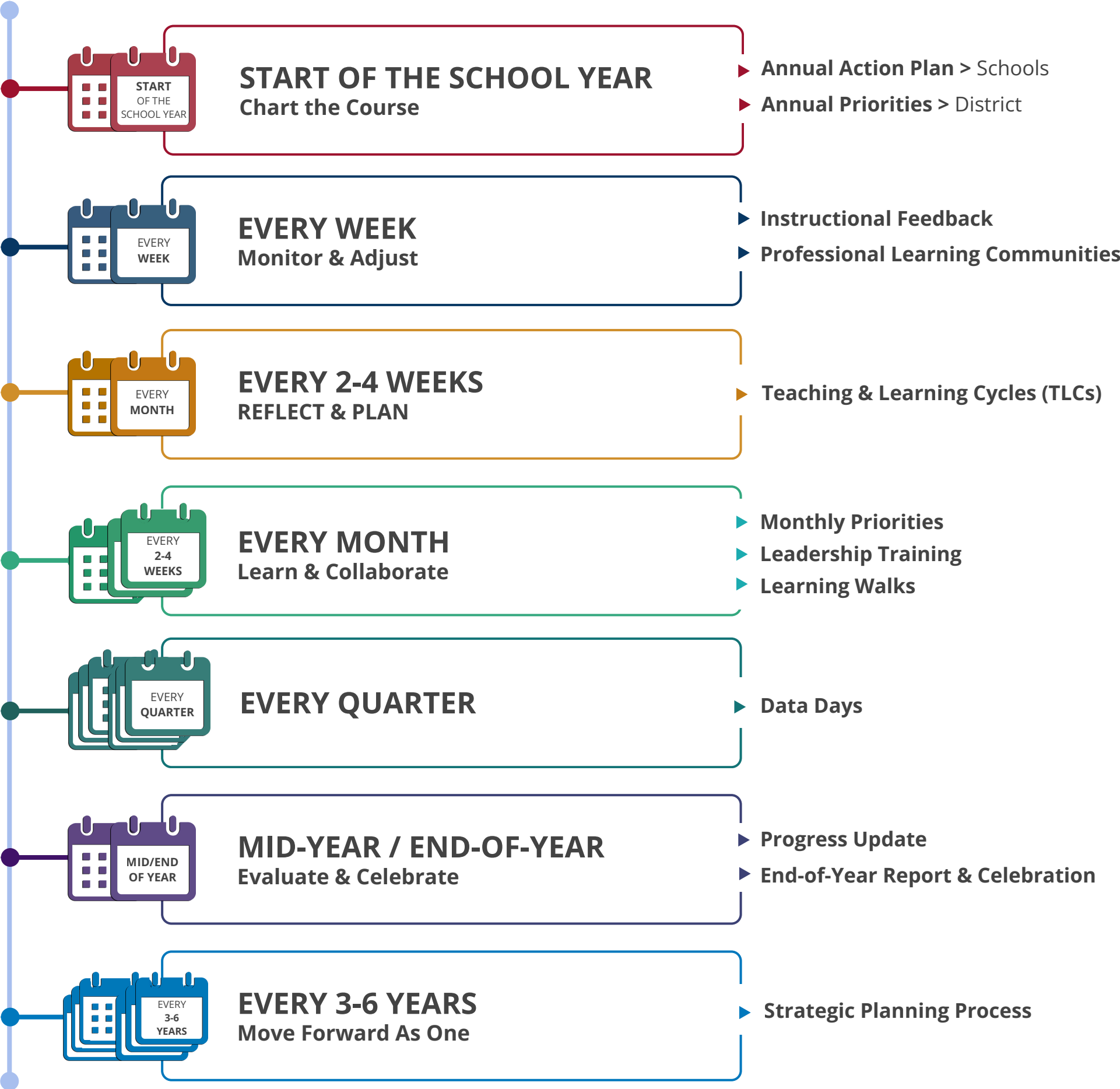
ACTION PLAN

1. Develop, pass, and implement a General Obligation (GO) Bond to ensure long-term, stable funding for facilities improvements and district priorities, with supplemental revenue from grants and partnerships

METRICS FOR SUCCESS

1. Develop a Board approved High School Project List (March 2026)
2. Board will take action on potential bond measure that aligns to the District's Strategic Plan and Facility Master Plan (May 2026)
3. A community vote on the general bond obligation measure will pass with at least a 55% approval rate (November 2026)

Roadmap for Disciplined Implementation



Action Plan 1.1.1: Articulate a shared vision of high quality instruction - defining these characteristics in a tool that will serve as indicators or look for when providing feedback, planning for professional development, or supporting staff in general.

2025-26

Development of High Quality Instructional Indicators and onboarding of district and school leadership.

Educational Services will develop the tools that describe our common definition of what high quality instruction looks like in PRJUSD.

Site leaders will receive training on all components of the tool and begin practicing how to use it to give instructional formative feedback.

2026-27

Begin training staff on High Quality Instructional Indicators, embed the language into classroom feedback forms, & gather baseline data to inform professional development needs.

Educational Services will ensure the site feedback form is aligned to the HQIIs and provide ongoing professional learning/coaching cycles for educators.

Site leaders will use the feedback form and the HQIIs, along with other resources like pacing guides and curriculum, to provide staff with actionable bite size feedback.

2027-28

Continue to provide training in the areas of the High Quality Instructional Indicators. Training needs will be determined based on data gathered from classroom observations.

Educational Services will review data gathered from feedback tool to determine District and site needs.

Site leaders will use trends gathered at the site level to determine site specific needs. This data should be included in the Site Needs Assessment process when developing the SPSA.

2028-29

Refine integration of the High Quality Instructional Indicators.

2029-30

Continue refinement and ensure sustainability.

Action Plan 1.1.2: Identify, curate, and distribute high quality evidenced-based instructional materials aligned with the core curriculum, ensuring easy access for educators.

2025-26

Map and align curriculum resources for Tier I and II;
Clean up shared drives, organizing by content areas

Educational Services will allocate TOSA time to this work.

Site leaders will ensure core adopted curriculum is used with fidelity at all Tiers of instruction.

2026-27

Train staff on resource platform and ensure clarity around implementing common tools, garner feedback. Begin to fill curricular gaps identified.

Educational Services will continue to allocate TOSA time to this work, offering opportunities to staff at large to provide input.

Site leaders will encourage staff to engage in the input process and promote use of resources.

2027-28

Continue usage, garner feedback, fill curricular gaps identified.

2028-29

Develop an annual review process.

Educational Services will consider a timeline for annual review and updates so that the system knows what to expect moving forward.

2029-30

Continue refinement and ensure sustainability.

Action Plan 1.1.3: Implement targeted professional development aligned to evidenced based high quality instructional indicators, with a focus on iELD and UDL.

2025-26

Launch foundational PD series specific to the High Quality Instructional Indicators.

Educational Services will begin researching and planning for future professional learning needs.

2026-27

All PD opportunities will pull language from HQIIs and be aligned to UDL/iELD

Educational Services will support the development of districtwide PL ensuring clear alignment with the HQIIs as well as iELD.

Site leaders will provide feedback to staff, pulling directly from the HQIIs. iELD will be a focus in all academic settings. All classroom observations will be through the lens of an EL.

2027-28

Launch Impact/Fellow Teacher Leadership Strand

Educational Services will develop a proposal for the Impact/Fellow Teacher Leadership Strand to present to Cabinet.

Site leaders will provide feedback in the plan development.

2028-29

Integrate into onboarding

Educational Services will work with other departments to support the Teacher Leadership Strand.

TBD

2029-30

Continue refinement and ensure sustainability.

TBD

Action Plan 1.1.4: Establish a data-driven instructional coaching program.

2025-26

Develop coaching model, identify early adopters and teacher leaders to pilot coaching.

Educational Services will read Student Centered Coaching, create resources needed to implement the model, and begin implementing 6-8 week cycles where able.

Site leaders will identify opportunities for coaching cycles and work with the TOSAs to coordinate.

2026-27

Ensure coaching cycles are happening at all sites, calibrate coaching data regularly to ensure equitable coaching at all sites.

Educational Services will support the design of a robust student centered coaching design creating a reporting system to Cabinet every 6-8 weeks.

Site leaders will recommend coaching cycles in a variety of scenarios - new teacher, new curriculum, unique challenge, etc. Coaching is not just for a teacher who is currently struggling.

2027-28

Use coaching data to define/refine PD topics

Educational Services will review data from coaching cycles to help define District and site specific PL needs.

Site leaders will receive this information for their specific sites to allow for site specific PL planning.

2028-29

Add peer mentor strand, integrate coaching data with evaluation trend data

Educational Services will develop a peer mentor strand model to present to Cabinet.

Site leaders will be consulted for feedback.

2029-30

Begin publishing annual impact reports

Educational Services will work with the PIO to create public facing impact reports that show the value of investing in coaching.

Site leaders will share this information, as appropriate, further supporting a coaching culture in PRJUSD.

Action Plan 1.1.5: Ensure all staff have the core baseline knowledge needed to support emerging multilingual learners.

2025-26

Revise reclassification criteria (should not be more stringent than EO peers)

Educational Services will review the reclassification criteria and take recommendations for revision to the DELAC and then to the Board of Trustees.

Site leaders will inform staff.

2026-27

District PD days will have a direct focus on supporting ELs and all teachers will know the levels and needs of the ELs in their classrooms.

Educational Serv will develop the PD as well as protocols to support reviewing EL data during Data Days. Staff will explore implications at the secondary level for ensuring dedicated ELD teachers.

Site leaders will lead Data Days quarterly with a focus on EL data. Secondary leaders will consider current ELD design and explore staffing designs with the support of Ed Services and HR.

2027-28

Review ELPI data for EL and LTEL students and adjust PD schedule, as needed. Implement dedicated ELD teachers at the secondary level.

Educational Services will work with secondary ELD teachers to refine the secondary ELD program.

Site leaders will provide explicit feedback and support in the dELD classrooms to ensure alignment with ELD program enhancements.

2028-29

2029-30

Action Plan 1.1.6: Develop a plan for technology instruction, TK-12

2025-26

Survey high school staff regarding instructional needs, begin pilot at elementary to replace teacher chromebook

Educational Services will work with IT to garner feedback and to pilot Chromebooks for possible replacement of iPads which are much more costly to sustain.

Site leaders will provide input and keep staff informed.

2026-27

Identify core skills taught at each grade level in an effort to create an instructional technology framework.

Educational Services will gather representatives from all grade levels to support the development of the instructional technology framework.

Site leaders will champion the development of this framework, communicating updates to staff as they are available.

2027-28

Determine when/where identified competencies can be taught organically as part of regular instruction. Identify resources/training needs of pilot staff.

Educational Services will develop training for staff specific to the Framework and work to integrate it into other core area pacing guides as appropriate.

Site leaders will look for intentional integration and to ensure students are getting exposure to skills as designed.

2028-29

Pilot technology instructional plan at each grade level, continuing to refine, as needed.

Educational Services will lead the pilot process with the support of IT.

Site leaders will stay abreast of all updates throughout the process.

2029-30

Move forward with full implementation to include the development of a 3 year staff training plan.

Educational Services will develop and present a 3-year training plan that ensures all staff have a full and thorough onboarding of the plan.

Site leaders will engage in the learning alongside their staff.

Action Plan 1.2.1: Ensure current and future CTE pathways are aligned with local and regional industry sectors, ensuring students gain relevant, in-demand skills for today's workforce. Programs will be designed to provide hands-on learning experiences, integration with core academics, and meaningful connections to business and community partners. Students will have opportunities to earn industry-recognized credentials and certifications that support successful transitions to employment, postsecondary education, apprenticeships, and advanced training.

2025-26

CTE staff will use the CTEIG Rubric to assess programs, conduct student interest surveys. 1-3 Focus Pathways: Cosmetology, Cybersecurity, LHS: Public Safety.

Educational Services will begin the process to ensure shared industry clusters with junior high and high school CTE staff.

Site leaders will review CTEIG findings and engage in forward planning conversations with staff.

2026-27

Refine Pathway descriptors to align with ind recognized cert/credentials. Id Pathways that need to retire (CTEIG rubric outcomes/student interest). Transition to 2-yr Pathway exp., where appropriate.

Educational Services will support site leadership in identifying Pathways/clusters that need to be added/retired based on CTEIG, local/regional industry sector/student interest (drone technology, etc.) and support the development of a long-term plan for junior high articulation in alignment with HS pathways.

Site leaders will work alongside Educational Services and site staff to engage in this work, taking a lead role in supporting transition and implementation work.

2027-28

Complete teacher training to ensure proficiency. Transition the remaining classes in the computer science pathway to a Game Design pathway for the 27-28 school year.

Educational Services will oversee facilitation of training needs and monitor the feedback of student surveys, pathway completion rates, and industry recognized credential passage rates to determine program adjustment needs.

Site leaders will continue to work alongside their staff and Educational Services to monitor the relevance of current pathways and plan for adjustments, as needed.

2028-29

Annual review of effectiveness of systems and technologies. Plan for ongoing teacher training to maintain proficiencies.

2029-30

Annual review and reflection with industry partners and CTE pathway leads.

Action Plan 1.2.2: Develop a strategic approach to building industry and community partners.

2025-26

Establish Advisory Committee

Educational Services will facilitate staff training and provide guidance for Advisory Committees.

Site leaders will attend Advisory Committees as able.

2026-27

Prior to student registration, host a CTE Open Showcase.
Create a student reporter position for each CTSO.

Educational Services will facilitate events and provide the CTE Chair with support to help identify and support the student reporters for each CTSO.

Site leaders at the high school will attend the CTE events and ensure support the CTE Showcase prior to the Registration period for the 27-28 school year.

2027-28

Ensure each pathway has a guest speaker quarterly; Publish a quarterly press release.

Educational Services will work with the site and the PIO to publish press releases.

Site leaders will ensure CTE staff are maintaining the level of guest speakers committed to and publishing press releases as requested.

2028-29

Ensure each pathway attends 2 industry tours/year
Get air time with an industry partner on local/county news/radio annually

Educational Services will facilitate industry tours with the input of CTE staff.

2029-30

Create common standards for students participating in internships with industry partners.

Educational Services will facilitate the development of the common standards work.

Action Plan 1.2.3: Create a formally recognized Early/Middle College Program with at least 2 recognized pathways, one for CTE and one for Cal-GETC courses.

2025-26

Obtain Board approval of the formation of an Early Middle College Program (December 2025). Identify/Enroll pilot students for year 2.

Educational Services will collaborate with SLOCOE and Cuesta to ensure required courses. Create course progression with existing courses and a minimum of 12 college units for both CTE and Cal-GETC

Site leaders will work alongside site counselors to develop systems and structures in alignment with an Early Middle College Program.

2026-27

Expand offerings to include 70% of Cal-GETC courses; ensure correct coding of participants in Aeries; Identify target student groups; create/dist materials; hold parent nights; Enroll students

Educational Services will support the development of Cal-GETC.

Site leaders at the high school will work with school counselors and the CCR Coordinator to identify target students and to support the rollout plan.

2027-28

Expand offerings to include 90% of Cal-GETC courses; continue recruitment and info nights.

Educational Services will continue to facilitate the development of the Early Middle College Program with the support of the site staff.

Site leaders will ensure the staffing model is aligned to the Early Middle College Model.

2028-29

Expand offerings to include 100% of Cal-GETC courses

2029-30

Action Plan 1.2.4: Increase the number of students completing pathways with intentional focus on underrepresented student groups.

2025-26

Explore master schedule implications for various student groups.

Educational Services will review master schedules from other high schools as it relates to CTE course access, evaluate the current junior high and high school schedule options to include Tutorial, review process for communicating prerequisites and advancement requirements for each pathway.

Site leaders will ensure counselors begin to record pathways in Aeries for individual students prior to start of 10th grade year.

2026-27

Work with teacher teams and labor partners to adjust the master schedules for grades 7-12 to ensure all students are able to equitably access all courses.

Educational Services will train teachers and counselors; support the staff to ensure dual enrollment opportunities; determine how the CE course fits into student schedules if using a semester course. Support CTE course/sequence modification to increase number of 2 year pathways; Adopt curriculum and course description for Career Exploration course.

Site leaders at the HS will ensure counselors partner with Ed Serv in this work and educate students/families on course options. 7-12 leaders will co-lead master schedule work.

2027-28

Implement new master schedule - All freshmen take Get Focused to Stay Focused/Health, allowing for dual credit and systematic career exploration. Class name TBD.

Educational Services will monitor the increase in access to CTE courses. Refine pathway flow charts with pre-reqs, dual credit opp, career path options, etc.

Site leaders will attend annual professional development related to CTE.

2028-29

Adjust Pathways as needed in alignment with student interest and local industry demands.

Educational Services will review enrollment and pathway/cluster completion rates, reporting out to the community and the Board of Trustees.

Site leaders will be lead facilitators in conversations specific to CTE at their sites.

2029-30

Action Plan 1.4.1: Implement a TK-12 assessment system that is norm- and criterion- referenced and that addresses academic achievement and Social Emotional Learning so that students are assessed using a cohesive collection of research-based tools.

2025-26

Assess current system.

Educational Services will take an inventory of assessment tools. Create a rubric to measure the effectiveness and potential fit of each assessment tool. Explore additional assessment tools, as needed. Survey staff and students on the perceived effectiveness and usability of each tool.

Site leaders will share information about site specific assessment tools.

2026-27

Update system, as appropriate.

Educational Services will determine if new tools are sought, identify clear criteria, and review potential programs for pilot and implementation.

Site leaders will provide input.

2027-28

Update the Assessment Roadmap yearly thereafter.

Educational Services Roll out to staff all assessment tools, whether the tools are new or not, with thorough training, schedules of administration, and expectations.

Site leaders will familiarize themselves with all assessment related information. APs/SEs will remain the Assessment Coordinators for the site.

2028-29

2029-30

Action Plan 1.4.2: Ensure accurate, equitable, clear assessment and grading practices exist.

2025-26

Establish baseline understanding of grading practices.

Educational Services will evaluate and share current grade distribution reports with site/district admin as well as site teaching staff.

Site leaders will determine how to share this information with their site.

2026-27

Create a committee to focus on current grading practices.

Educational Services will lead the committee meetings, compile educator input, making adjustments to report cards as needed. Ed Services will also develop training materials to be used with staff and parents.

Site leaders will support the work, to include helping build educator understanding where needed, as well as supporting parent understanding.

2027-28

Pilot recommendations at each grade level/department.

Educational Services will lead the pilot process and begin the process of parent education specific to understanding your child's grade.

Site leaders will work this education into their site parent engagement activities to help parents understand how to read their child's report card.

2028-29

Continue to pilot and refine practices while training/onboarding remaining staff.

Educational Services will create training for NTO as well as for new parents/TK/K parents - those who are new to understanding PRJUSD report cards.

Site leaders will share this information as appropriate.

2029-30

Implementation and fidelity measures developed.

Educational Services will develop a plan for fidelity checks.

Site leaders will engage in the fidelity check process.

Action Plan 1.4.3: Align all district plans that impact student achievement and socio-emotional wellbeing in order to ensure cohesion and effective support of instructional excellence, expanded career pathways, and enhanced inclusive practices.

2025-26

Review LCAP, SPSAs, EL/ML Master Plan, GATE Master Plan, Special Education Master Plan, Technology Master Plan, Prop 28 Plan, CCR Plan, Facility Master Plan, etc. with the purpose of ensuring alignment across all plans ultimately with the Strategic Master Plan.

Educational Services will develop a collaborative process for adjustments to plans if a need is identified, as well as ensuring an annual development plan is articulated.

Site leaders will work to align future SPSAs to the District Strategic Plan.

2026-27

Draft or revise plans so ensure alignment, sharing with all educational partners.

Educational Services will work to align District plans like the LCAP with the Strategic Plan.

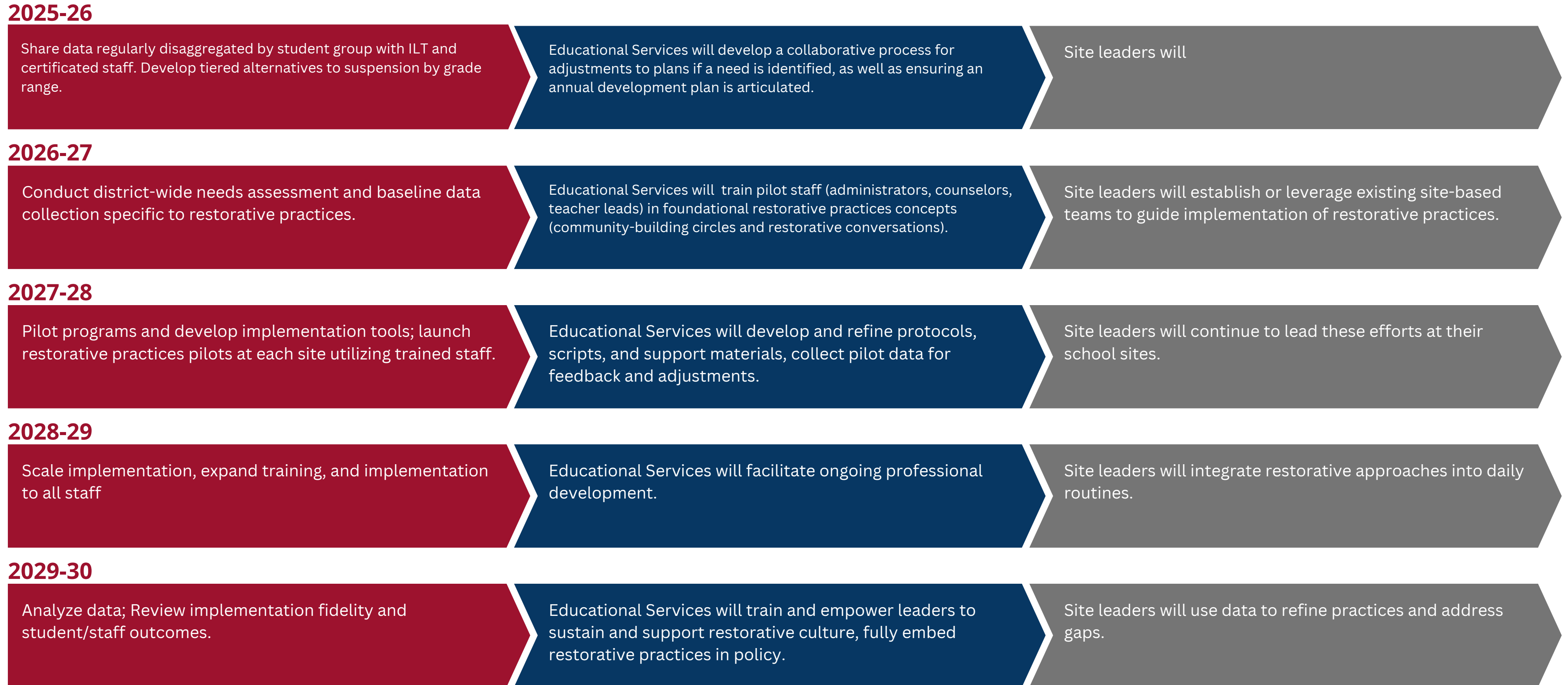
Site leaders will ensure site plans (SPSA, site PD plans, etc.) are in alignment with the Strategic Plan.

2027-28

2028-29

2029-30

Action Plan 2.1.1: Develop and implement a comprehensive district-wide plan to utilize restorative practices across grades TK-12.



Action Plan 2.2.1: Staffing needs to increase mental health access for ALL.

2025-26

Build out CYBHI systems.

Educational Services will work with the SLOCOE to develop systems and structures needed to begin CYBHI implementation, inform the Board of Trustees, and start to build community awareness.

Site leaders will become familiar with CYBHI.

2026-27

Continue to build out CYBHI systems to be ready for billing.

Ed Services will work with pilot teams to implement the first phase of CYBHI. The program will be expanded throughout the year as implementation allows. Health insurance information will be collected from all students as part of the enrollment process.

Site leaders will help educate parents, as needed.

2027-28

Begin collecting funds from CYBHI. Develop a masters of social work (MSW) job description; standardization of pre/post assessments templates for data tracking

Educational Services will work with Human Resources to create the job description.

Site leaders will support an assessment pilot, as needed.

2028-29

Develop associate level licensed mental health provider & supervisor stipend position descriptions

Educational Services will work with Human Resources to create the job description.

2029-30

Hire associate level mental health provider

Educational Services will work with Human Resources to recruit for the position. The MTSS Framework will be updated to include additional mental health providers.

Site leaders will utilize this MTSS Framework.

Action Plan 2.2.2: Increase access to outside mental health resources.

2025-26

Ensure Daybreak Teletherapy can be supported by IT (student devices and network); Obtain MOU with Daybreak.

Educational Services will lead launch meeting; Staff training on referral process and dashboard monitoring; staff/parent communication; develop SOPs.

Site leaders will identify private space that will be used for therapy sessions.

2026-27

Re-launch of services district wide; Monthly progress monitoring support with Daybreak Client Success Manager; Mid Year/EOY Fidelity Checks.

Educational Services will support implementation and monitor usage rates.

Site leaders at the secondary level will ensure dedicated private space for students to access mental health resources.

2027-28

Monthly progress monitoring support with Daybreak Client Success Manager; Mid Year/EOY Fidelity Checks.

Educational Services will continue to monitor usage rates.

Site leaders will provide input on usage practicality.

2028-29

Monthly progress monitoring support with Daybreak Client Success Manager; Mid Year/EOY Fidelity Checks.

Educational Services will continue to monitor usage rates.

2029-30

Monthly progress monitoring support with Daybreak Client Success Manager; Mid Year/EOY Fidelity Checks.

Educational Services will continue to monitor usage rates.

Action Plan 2.3.1: District wide implementation of UDL (Universal Design for Learning) practices in grades TK-12.

2025-26

Exploring UDL and how to incorporate it into our daily environment.

Educational Services will send a group of teacher leaders and TOSAs to UDL training. Share disaggregated student group data with site leaders and certificated staff (SWD, EL, LTEL, etc)

Site leaders will review disaggregated student group data with site leaders and certificated staff (SWD, EL, LTEL, etc)

2026-27

Building UDL capacity in the system.

Educational Services will embed UDL foundations into informal walk-through forms used by administrators; TOSAs will become UDL certified in order to support training grade level leads.

Site leaders will deliver one professional development experience from OpenAccess during a staff meeting.

2027-28

Teaching staff implement the monthly UDL focus in their learning environments.

Educational Services will embed the UDL lens in all PL opportunities - in both the learning experience and the application of the learning/transfer to the classroom.

Site leaders will deliver 3 professional development experiences from OpenAccess each year during staff meetings and/or professional development days, highlight a monthly UDL focus from the OpenAccess FlipKit in principals' "week-at-a-glance" communications and in staff meeting agendas.

2028-29

Assess current learning environments for UDL growth opportunities.

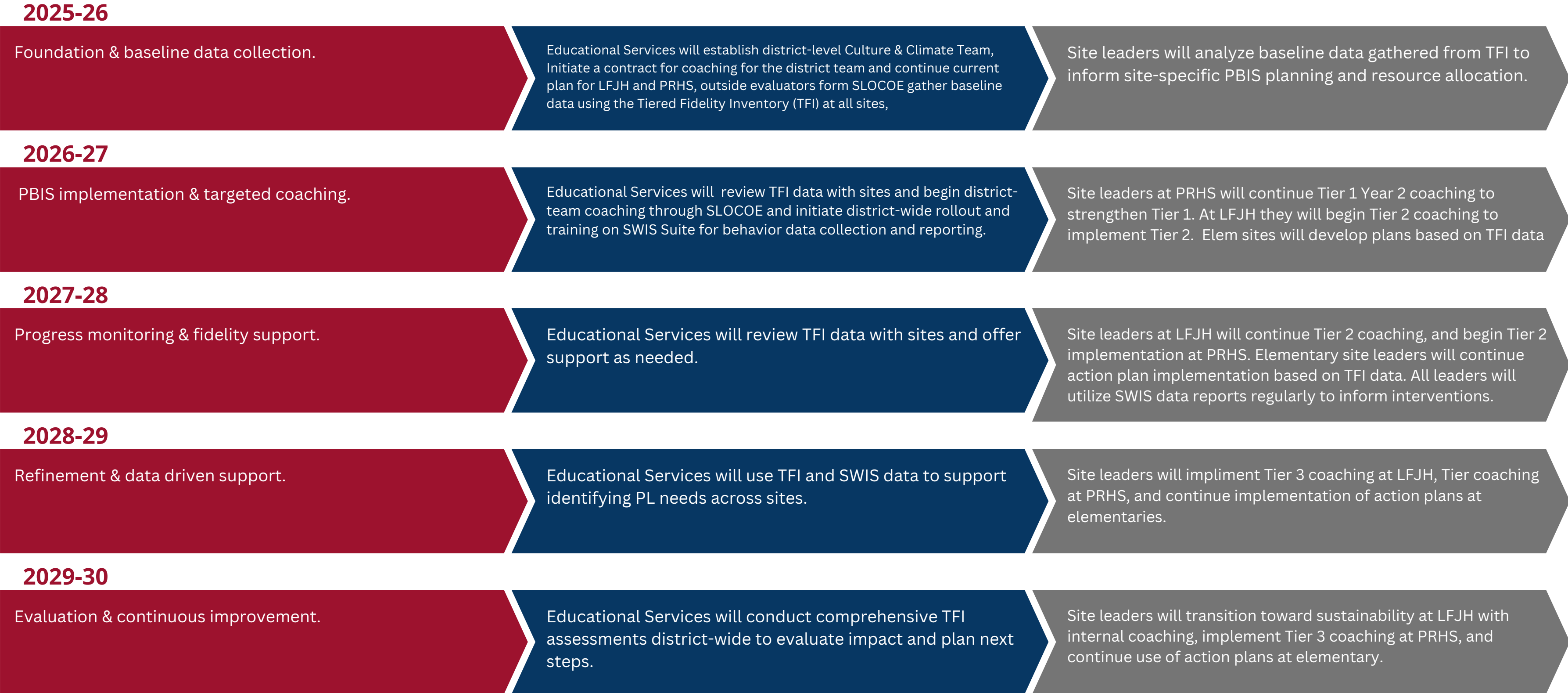
Educational Services will build resources to support site leaders; TOSAs will offer coaching cycles; Curate resources for District staff such as videos of local lessons, resources in pacing guides, etc.

Site leaders will continue delivering 3 professional development experiences from OpenAccess annually (staff meetings or PD days), continue highlighting a monthly UDL focus from the OpenAccess FlipKit in principals' weekly communications and staff meetings to reinforce consistent implementation.

2029-30

Site leaders will sustain the monthly UDL focus from the OpenAccess FlipKit in principals' "week-at-a-glance" communications and staff meeting agendas, Emphasize ongoing implementation and reflection of UDL strategies by teaching staff to support a fully embedded UDL culture.

Action Plan 2.3.2: Implement a district-wide plan to strengthen Positive Behavioral Interventions and Supports (PBIS) by engaging and empowering all staff members in consistent, data-driven practices that promote a positive and inclusive school climate.



Action Plan 2.3.3: Safety Training for staff.

2025-26

Annual safety training routine established.

Educational Services will schedule annual safety training for all site administrators in June/August and during the school year for site classroom and support staff and administrators hired mid-year.

Site leaders will engage in required training and ensure site staff engage in training as required.

2026-27

Annual safety training routine will continue as established; Fidelity checks will be created.

Educational Services will work with Human Resources and IT to develop a tracking process to ensure staff training dates are maintained.

Site leaders will follow up with staff who have not attended training, as needed.

2027-28

2028-29

2029-30

Action Plan 3.1.1: Consolidate, standardize policies, and streamline oversight of social media accounts.

2025-26

Initial inventory has been completed.

2026-27

Training has been conducted in person and is available via pre-recorded webinar. All site Facebook accounts have been moved under the umbrella of the PRJUSD Meta Business Portfolio.

Human Resources will support dissemination of information when onboarding staff.

Site leaders will work the dept chairs and athletic directors, or other appropriate staff to ensure alignment moving forward.

2027-28

All PTA/PTO accounts have been merged with their site Facebook account. All other accounts have been moved under the umbrella of the PRJUSD Meta Business Portfolio. 85% of accounts follow governance policy as measured by monthly randomized spot-checks.

The PIO will report to Cabinet.

Site leaders will help monitor and reinforce practices to maintain consistency.

2028-29

100% of accounts follow governance policy as measured by monthly randomized spot-checks.

The PIO will report to Cabinet.

2029-30

80% of families report “social media feels consistent and trustworthy” in an annual survey.

The PIO will conduct surveys and report to Cabinet.

Action Plan 3.1.2: Establish internal ParentSquare standards; provide internal & family-facing PSQ training.

2025-26

District ParentSquare Communication Guide has been created.

The PIO will publish the District PSQ Guide.

Site leaders will review PSQ guidance and seek clarification if needed.

2026-27

Staff training will be offered in person/available via pre-rec webinar. Tutorials for families to customize their PSQ notifications are available in person/ via pre-rec video. 100% of PSQ "Alerts" are legitimate use cases. 75% of staff demonstrate correct PSQ use in spot audits.

Human Resources will support building understanding of new staff as part of the onboarding process. The PIO will create resources for Human Resource's onboarding purposes.

Site leaders will communicate that PSQ is the District's tool for parent communication, and will use Alerts for only emergency occasions.

2027-28

Clean-up Campaign has concluded. No other platforms are being used (ie. Smore, Remind, Band, etc.) as verified by randomized spot-checks.

The PIO will continue to conduct training, as needed.

Site leaders will help monitor and reinforce practices to maintain consistency.

2028-29

2029-30

Action Plan 3.1.3: Develop and implement consistent School-to-Home Communication Guidelines.

2025-26

District communication frequency guidelines for teachers, principals, athletics, and district is completed.

Site leaders will communicate expectations and adjust local practices as needed.

2026-27

Templates for newsletters, updates, and event notices have been created and distributed. Pilot at 2 schools has been completed. Guidelines have been refined.

The District Office team will utilize templates provided.

Site leaders will move toward utilizing the newsletter templates, built into PSQ, allowing for district branding and seamless updates to the website.

2027-28

Refined guidelines are being implemented at all sites.

All school sites will use provided templates and site leaders will spot check websites and various communication tools for consistency.

2028-29

2029-30

Action Plan 3.1.4: Conduct communication input surveys.

2025-26

Surveys in English, Spanish, and Mixteco have been developed

The PIO will explore options for Mixteco audio translation.

Site leaders will continue to ensure all at large communication is translated into Spanish and make a concerted effort to identify and support Mixtec speaking families at their sites.

2026-27

Survey is distributed to staff, students (6-12), and families
Analyze and publish results with action steps (Y2 -Y3).

Site leaders will be provided information and communication adjustments needed will be planned for future implementation.

2027-28

Re-run surveys with comparative reporting.

2028-29

Re-run surveys with comparative reporting.

2029-30

Re-run surveys with comparative reporting.

Action Plan 3.2.1: Increase access to childcare and create family friendly environments to promote engagement at after school events.

2025-26

Build childcare/parent engagement funds into all school and district plans to ensure access and participation in school and district events.

Site leaders will be thoughtful about SPSA development and setting aside funds specifically for parent engagement (childcare and food for evening events).

2026-27

Establish parent leadership committees including a variety of parent representation (DELAC, SpEd Parent Advisory, Mixteco Parent Advisory).

Educational Services will support sites by providing options/contact information for childcare support beyond what exists at the site.

Site leaders work to ensure childcare is provided at family engagement events like PTO/PTA/ELAC meetings, etc. Sites will consider the time of events and offer food if appropriate

2027-28

Monitor for improvement, share success stories and best practices.

Educational Services will work with the PIO to create success stories that can be used to highlight engagement efforts.

Site leaders will be expected to report out/highlight their efforts in PasoProud at least one time a year with photos and student/parent quotes.

2028-29

Monitor for improvement, share success stories and best practices.

2029-30

Monitor for improvement, share success stories and best practices.

Action Plan 3.2.2: Improve student engagement.

2025-26

Continue counselor training, counselors submit a plan for the students' development of their 4-6 year plans. Consider options for expanding elementary athletics through ELOP.

Educational Services will place 4 and 6 year plan templates on the District website; begin the process of identifying partners for after school athletics.

Site leaders will be thoughtful about SPSA development and setting aside funds specifically for parent engagement (childcare and food for evening events).

2026-27

Counselors collect/analyze data on current student engagement, disaggregated by demographics. (CHKS) Dept Heads identify opportunities/seek guest speakers in each of their content areas.

Educational Services will support site leaders in reviewing student engagement data and planning for opportunities to increase engagement levels, such as student input surveys.

Site leaders follow up with counselors and department heads regarding guest speakers and other engagement activities.

2027-28

Counselors develop targeted outreach strategies for identified students; Monitor CHKS survey data.

Educational Services will

Site leaders will monitor counselors' targeted outreach efforts and present findings to the Board of Trustees.

2028-29

Monitor for improvement, share success stories and best practices.

Educational Services will consider how to highlight school connectedness through the use of student created videos, etc.

Site leaders will promote engagement at all levels. Site leaders will monitor counselors' targeted outreach efforts and present findings to the Board of Trustees.

2029-30

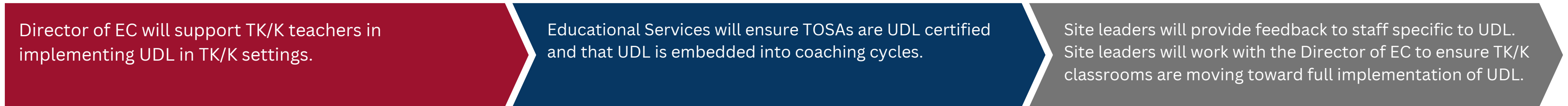
Monitor for improvement, share success stories and best practices.

Action Plan 3.3.1: Increase access and participation in the general education classroom environment for students with disabilities and emerging multilingual learners.

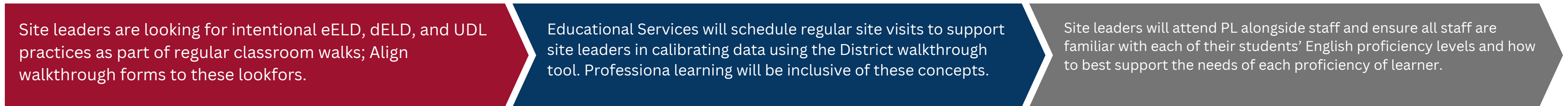
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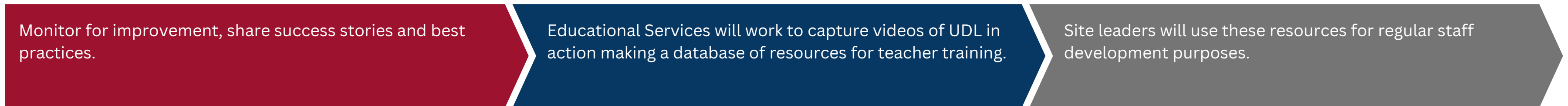
2026-27



2027-28



2028-29



2029-30



Action Plan 3.3.2: Create learning opportunities and spaces for unstructured time.

2025-26

Continue Trauma Invested Practices with Kristen Souers, inventory current materials, survey students interests.

Educational Services will continue to fund and facilitate the support provided by Kristen Souers for the 2026-27 school year.

Site leaders will report on current school needs with regard to trauma informed practices.

2026-27

Continue Trauma Invested Practices with Kristen Souers, purchase needed materials for unstructured activities, and provide PD for classified staff

Educational Services will review discipline data, staff survey data, and meet with site leaders to determine level of need for support. Differentiated support will be provided moving forward.

Site leaders will move toward differentiated support at the site level.

2027-28

Continue Trauma Invested Practices with Kristen Sours and continue PD for classified staff.

Educational Services will determine District needs for future training.

Site leaders will provide input into this decision.

2028-29

2029-30

Action Plan 3.3.3: Ensure all school office environments provide welcoming, responsive, and family-centered service, ensuring that every parent and guardian feels respected, supported, and confident navigating school systems and processes.

2025-26

Define districtwide customer services standards for school offices, clarify response time expectations, points of contacts for families, update school/site websites, provide families with information on how they will hear from the school/district and where to go if they need support.

Human Resources will create a Customer Service Handbook to use for staff training purposes.

Site leaders will ensure they are familiar with expectations and establish a culture that is in alignment with these expectations so that all families feel welcome.

2026-27

Work toward building staff capacity around customer services, communication, and de-escalation strategies. Improve signage and front office layout, where needed. Ensure multilingual resources are available in high traffic common areas.

Human Resources will provide annual training for staff.

Site leaders will be asked to monitor and follow up with staff if needed.

2027-28

Provide principals with tools to regularly review office climate and services, conduct a midcycle family feedback and adjust practices accordingly.

Human Resources will gather data from sites to report to the Board of Trustees.

Site leaders will present the findings to their staff and goal set as needed.

2028-29

Use data to address remaining inconsistencies across schools, share best practices and peer learning opportunities, integrate office service into site improvement planning.

2029-30

Review and update customer service handbook, institutionalize training for new hires, monitor trends in family satisfaction data, establish regular reporting on office service indicators

Action Plan 4.1.1: Expand job advertising and collect recruitment data.

2025-26

Collect data to determine most effective job advertising avenues. Develop a baseline fill rate for open positions based on data collection (Jan 26 - Dec 26) Develop advertising budget, Research hiring of international teachers using J1 VISAs.

Human Resources will share information with Executive Cabinet along with providing updates regarding staffing status throughout the hiring season.

Site leaders will attend interviews and provide follow up, as needed, within the time allotted so that viable candidates are contacted in a timely manner.

2026-27

Develop website for recruitment, Continue to collect data and adjust as needed to use the most effective job advertising avenues. Compare data on fill rates to metrics for success goals for 1/27 - 12/27.

Human Resources will work with the PIO to research and refine the District's recruitment website and efforts overall.

2027-28

2028-29

2029-30

Action Plan 4.1.2: Competitive salaries and support for employees

2025-26

Analyze salaries for any needed adjustments; Develop hiring pamphlet by 2/26 prior to “hiring season”.

Human Resources will work with Business Services to conduct a Salary Study, reporting to the Board of Trustees and then make recommendations as appropriate.

2026-27

Implement any salary changes or hiring incentives.

Business Services will develop a plan to fund any needed salary adjustments.

2027-28

Continue to analyze and adjust salaries based on district funding.

2028-29

Continue to analyze and adjust salaries based on district funding.

2029-30

Continue to analyze and adjust salaries based on district funding.

Action Plan 4.1.3: Create a welcoming and positive culture.

2025-26

Create a district standard/checklist for site/department onboarding and welcoming of new employees; Develop and implement onboarding satisfaction survey.

Human Resources will draft checklists and bring to Cabinet for input.

Site leaders will consider how they onboard new staff at their site beyond what is done for new staff at NTO as well as their regular staff meeting.

2026-27

Collect feedback on current staff events and culture and work on changes based on feedback; Create a stipend job description for implementation in year 3.

Human Resources will explore other school district with similar positions or supports to determine what this might look like in PRJUSD. A plan will be presented at Cabinet for consideration.

Site leaders will share best practices, revising site specific practices as needed.

2027-28

Develop and calendar events/items from plan developed in Year 2.

2028-29

Conduct new employee feedback survey to gauge effectiveness of these initiatives.

2029-30

Ongoing based on feedback.

Action Plan 4.1.4: Analyze attrition rate to determine employee reasons for resignations.

2025-26

Update exit interview. Take data on reasons for separation (baseline).

Human Resources will work with the IT Department to update this process, making it more likely that staff will complete it.

Site leaders will ask any departing staff member to complete the Exit Survey and if they would like an in-person Exit Interview. In-Person Exit Interviews must be scheduled with HR.

2026-27

Address most common reasons for resignations/attrition.

Human Resources will report this information to Cabinet and develop a plan with the input of various departments to address reasons for resignations that are not due to retirement or relocation.

Site leaders will be included in the information sharing and action planning process.

2027-28

Continue above

2028-29

Continue above

2029-30

Continue above

Action Plan 4.1.5: Increase & strengthen community building activities across all school sites.

2025-26

Explore fund sources for staff appreciation/awards/morale building activities. Implement team building activities during staff meetings.

Business Services will support site leaders when developing site budgets so that site leaders know what funds can be used for these purposes.

Site leaders will begin to create a calendar of events for the upcoming school.

2026-27

Encourage each site to have a site committee focused on planning activities related to staff relationships. Explore districtwide events beyond the Back to School Kickoff event, to celebrate and honor all staff.

Educational Services will add this topic to a Principals' Meeting Agenda at the beginning of the school year to explore how each site is finding success. The District Leadership Team will identify a 2nd District-wide event for the 2026-27 school year.

Site leaders determine if they are going to lead this work or form a small committee at their site.

2027-28

Continue above

The District Leadership Team will identify a 3rd District-wide event for the 2027-28 school year so that there are 3 events occurring each year.

Site leaders will continue their efforts at the site level and promote/attend District-wide events with staff.

2028-29

Continue above

2029-30

Continue above

Action Plan 4.2.1: Strengthen clear and concise communication amongst all employees.

2025-26

Develop a District directory that is easily accessible, develop a newsletter communication tool.

Human Resources will work with the IT Department to ensure the appropriate system is in place to develop a comprehensive directory. The PIO will work to ensure the Directory is on the website in a logical location.

Site leaders will support ensuring the accuracy of the Directory and will stay abreast of District communication by reading all District newsletters.

2026-27

Develop district email etiquette policy, Calendar and participate in employee meeting/visits

Human Resources will communicate the District's email etiquette policy as part of the onboarding process with new staff. It will also be communicated via email as part of introductory email. This email will be auto-generated by IT.

Site leaders will work with District Leadership to schedule an opportunity for various Executive Cabinet members to join a staff meeting at some point throughout the school year.

2027-28

Monitor access/reading rates of publications, gather input on staff feelings about District communication tools

The PIO will monitor access/reading rates of District publications.

2028-29

Continue above

2029-30

Continue above

Action Plan 4.2.2: Increase opportunities for districtwide staff engagement opportunities that are inclusive of all employee groups.

2025-26

Gather feedback about combining appreciation weeks; research/explore possible staff events.

Human Resources will gather staff input and bring input to Cabinet for further conversation.

Site leaders will be provided information gathered through input survey along with information about any events that may be planned as a result.

2026-27

Plan for professional development that is inclusive of multiple employee groups.

The District Leadership Team will strive to ensure District PL Days are inclusive of all employee groups, closing district and site offices as needed to support these efforts.

Site leaders will support these efforts and provide feedback and the level of effectiveness.

2027-28

Monitor staff engagement and feedback, adjusting as needed.

The District Leadership Team will report out feedback outcomes on a regular basis.

Site leaders will add feedback outcomes to staff meeting agendas to ensure clarity across the system.

2028-29

Continue above

2029-30

Continue above

Action Plan 4.3.1: Ensure every new staff member experiences training related to their position upon hire.

2025-26

Implement leadership orientation and institutes for new administrators Mentorship System which pairs new staff with trained mentors plus coaching cycles

Educational Services will work with Human Resources to build the infrastructure for this plan, beginning phase 1 in the current school year.

Site leaders will attend these meetings if they are a new leader or if the content would be appropriate for their individual learning needs.

2026-27

Develop classified training and implement in order of priority

Educational Services will work with Human Resources to refine training plan for classified employees ensuring thoughtful training is scheduled throughout the Multiyear PL Plan.

Site leaders becoming familiar with the Multi-Year PL Plan, ensure appropriate staff attend, as required.

2027-28

Continue to implement and refine staff trainings based on feedback.

Educational Services will gather feedback throughout all PL sessions using a common rubric in order to refine PL opportunities in a systematic manner.

2028-29

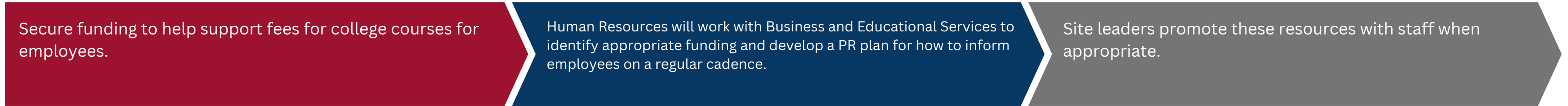
2029-30

Action Plan 4.3.2: Build and retain internal talent through intentional leadership growth systems.

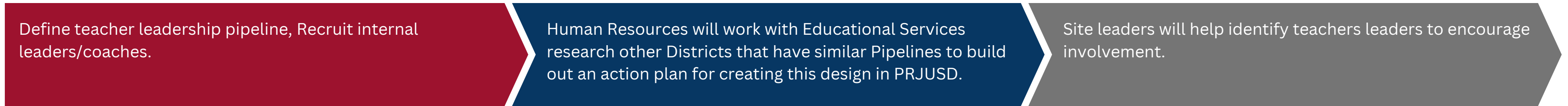
2025-26



2026-27



2027-28



2028-29



2029-30



Action Plan 4.4.1: Form committee(s) for community partnerships.

2025-26

Establish committee, secure budget, plan kick-off events, survey committee and staff on effectiveness. Build terms of reference guide to define the purpose, membership, and structure of the committee to ensure continuity.

The Superintendent's Office will create a structure for this work and begin reaching out to large community partners.

2026-27

Establish Committee, secure budget, plan kick-off events, survey committee and staff on effectiveness. Build terms of reference to define the purpose, membership, and structure of the committee to ensure continuity.

The Superintendent's Office will determine how to advertise and support large community partners who are invested.

2027-28

Build upon events and ensure participation, Revise budget as needed.

Continued efforts in this area.

2028-29

Build upon events and ensure participation, Revise budget as needed.

Continued efforts in this area.

2029-30

Reflect on data and measure the success of the goal to determine efficacy.

Continued efforts in this area.

Action Plan 4.4.2: Establish opportunities for staff to join other organizations/events.

2025-26

Identify 5-10 local service organizations, Create a Service Committee, Host "Community Partnership Roundtable"

The Superintendent's Office will identify initial partners in this work support the formation of a community partnership.

2026-27

4+ partnerships established, 100+ staff participants
Year 3: Increase partnerships by 25%, 150+ staff participants

The Superintendent's Office will promote opportunities for engagement through a variety of means.

Site leaders will advocate for staff involvement.

2027-28

Increase partnerships by 25%, 150+ staff participants

The Superintendent's Office will promote opportunities for engagement through a variety of means.

Site leaders will advocate for staff involvement.

2028-29

Continue to build upon relationships, measure impact through community surveys, increase staff participants by 15%

The Superintendent's Office will promote opportunities for engagement through a variety of means.

Site leaders will advocate for staff involvement.

2029-30

Assess staff involvement with the community with teacher surveys, create a long-term sustainability plan

The Superintendent's Office will develop a survey tool to gather formal input.

Site leaders will provide feedback.

Action Plan 5.1.1: Optimize resource allocation to support enrollment and programmatic needs.

2025-26

Review annual staffing ratios; Site-level infrastructure and resource reporting; Adaptive staffing models

2026-27

Review annual staffing ratios; Site-level infrastructure and resource reporting; Adaptive staffing models

Business Services will work with Human Resources to 80% of schools are completing staffing reviews by year 5. These will include ratio of staff to students by program type.

Site leaders engage in staffing reviews annually.

2027-28

Benchmark compensation and benefits; refine staffing models based on updated data

Business Services will work with Human Resources to develop an equity index for all schools. Staff retention rates will be reviewed and compared to the regional average.

Site leaders will provide input into the process.

2028-29

Benchmark compensation and benefits; refine staffing models based on updated data

Use of an equity index measure will be measured to determine implementation outcomes.

Site leaders will work alongside District staff to measure effectiveness and impact.

2029-30

Reassess strategic goals and update metrics

All departments will work to ensure 90%+ of budget decisions are supported by data analysis.

Site leaders will use

Action Plan 5.1.2: Strengthen financial stability through diversified revenue streams and strategic budget planning.

2025-26

Develop/update grant acquisition strategy; Maintain community partnerships; Roll out centralized external funding tracking system.

Business Services will present a plan for this strategy to Cabinet for input and refinement. The goal is to track the number of grants applied for/received and the total amount.

2026-27

Update grant acquisition strategy; Maintain community partnerships; Roll out centralized external funding tracking system.

Business Services will gather input from Cabinet at the BOY and MOY to determine adjustments that might be needed.

Site leaders will explore grant opportunities such as the Community Schools Grant to determine benefit for school community. Site leaders will implement a method to track school level grant application review.

2027-28

Evaluate grant acquisition outcomes, Deepen community partnerships and diversify revenue streams.

Business Services will develop SOPs to support grant acquisition practices so that all staff are aware of how/when it is appropriate to apply for a grant and what approval processes are required.

Site leaders will help ensure staff understand the process for applying for grants to include how to obtain approval in advance, when needed.

2028-29

Evaluate grant acquisition outcomes, Deepen community partnerships and diversify revenue streams

Business Services will report grant acquisition outcomes to the Board of Trustees on an annual basis.

2029-30

Reassess strategic goals and update metrics

Action Plan 5.2.1: Increase financial transparency and stakeholder engagement.

2025-26

Launch fiscal budget dashboard and “Budget in Brief” one-pages; Launch real-time budget tracking tools

Business Services will publish at least one Budget in Brief prior to the end of the 2025-26 school year and begin the launch of the budget tracking tools online.

Site leaders will read the Budget in the Brief in order to familiarize themselves with the District Budget at a high level.

2026-27

Launch fiscal budget dashboard and “Budget in Brief” one-pages; Launch real-time budget tracking tools

Business Services will publish a Budget in the Brief for the 1st Interim, 2nd Interim, and the Adopted Budget, and finish the online budget tracking launch.

Site leaders read the Budget in the Brief resources in order to stay abreast of District finances at a high level.

2027-28

Expand dashboard features based on feedback; Prepare multi-year budget forecast for 5 years

Business Services will gather feedback and adjust the dashboard accordingly.

Site leaders will continue to stay abreast of District finance at a high level by reading the Budget Briefs as they are published.

2028-29

2029-30

Conduct full review of all financial systems and tools; Plan next 5-year cycle based on outcomes and stakeholder input; Reassess strategic goals and update metrics

Business Services will work with the District PIO to develop a comprehensive survey to gather staff and community input.

Site leaders will provide input on next steps.

Action Plan 5.2.2: Integrate budget conversations in school culture.

2025-26

Hold stakeholder engagement sessions; train staff on budget literacy.

Business Services will lead these efforts, scheduling 3-4 sessions on the District calendar throughout the calendar year and create budget literacy tools to use to guide staff development.

Site leaders will attend required trainings and ensure appropriate staff attend required trainings, as appropriate. Site leaders will ensure site staff follow guidance provided.

2026-27

Hold stakeholder engagement sessions; train staff on budget literacy.

Business Services will continue the efforts as described above.

Site leaders will continue the efforts as described above.

2027-28

Conduct scenario planning with Board and stakeholders; Evaluate training effectiveness and adjust tools.

Business Services will use Board feedback to determine scenario planning.

Site leaders will evaluate their personal training needs as well as those of their staff, indicating on feedback surveys where potential learning opportunities exist.

2028-29

Conduct scenario planning with Board and stakeholders; Evaluate training effectiveness and adjust tools.

Business Services will use Board feedback to determine scenario planning.

Site leaders will evaluate their personal training needs as well as those of their staff, indicating on feedback surveys where potential learning opportunities exist.

2029-30

Plan next 5-year cycle based on outcomes and stakeholder input; reassess strategic goals and update metrics

Action Plan 6.1.1: Develop and adopt a districtwide Facilities Master Plan (FMP) that equitably prioritizes safety, modernization, and growth projects — serving as the foundation for the General Obligation (GO) Bond program.

2025-26

Phase 1 - Discovery, Analysis and Vision July 2025 - Dec 2025
Phase 2 - Concept Exploration and Development Dec 2025 - Feb 2026
Phase 3 - FMP Development and Documentation Feb 2026 - May 2026
Phase 4 - Website May 2026 - June 2026

Business Services will oversee the development of the FMP to include ensuring a robust level of staff and community involvement. Present the plan to the Board of Trustees for approval and maintain it as projects are completed.

Site leaders will refer to this plan when referencing projects at the site/district when working with staff and/or the school community.

2026-27

2027-28

2028-29

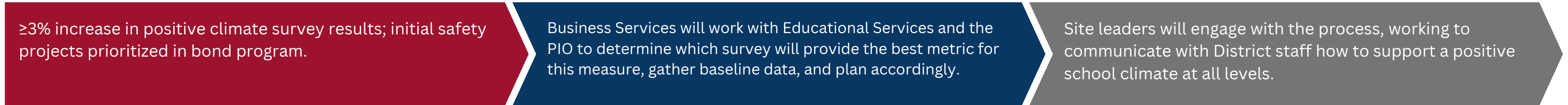
2029-30

Action Plan 6.2.1: Implement a districtwide “Safe and Welcoming Schools” initiative that leverages GO Bond funding and ongoing operations budgets to ensure all campuses are clean, modernized, and secure.

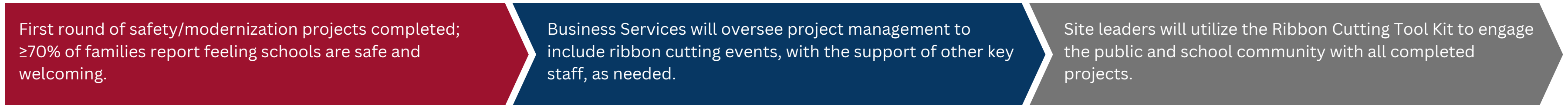
2025-26



2026-27



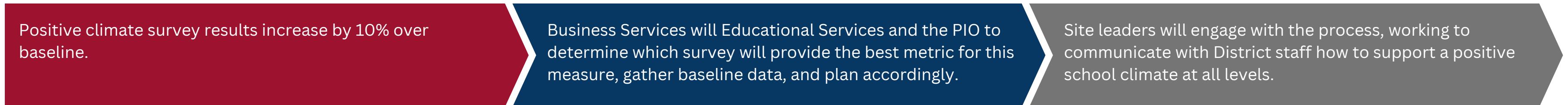
2027-28



2028-29



2029-30



Action Plan 6.3.1: Implement a districtwide “Safe and Welcoming Schools” initiative that leverages General Obligation Bond funding and ongoing operations budgets to ensure all campuses are clean, modernized, and secure.

2025-26

Research opportunity for placing a GO Bond on the ballot. Survey community for levels of support. Present findings to the Board of Trustees to determine next steps.

Business Services will present Bond history to the Board and community, create a polling tool, conduct poll, report out, and plan for next steps.

Site leaders will support keeping school staff and local community informed.

2026-27

Nov 2026 If approved by the Board of Trustees, GO Bond placed on the ballot. January 2027 - First round of bond projects launched.

Business Services will complete necessary paperwork and provide all needed information to the independent Bond Campaign Team.

Site leaders join the Bond Campaign during non-work hours.

2027-28

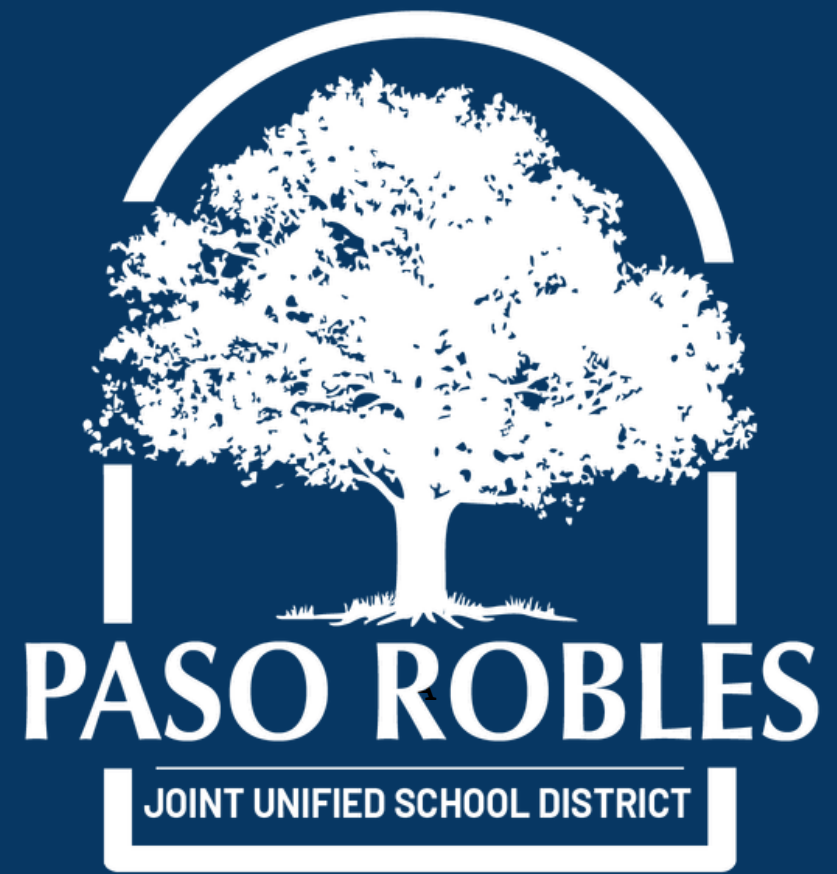
2028-29

2029-30

January 2030 - If GO Bond is approved, 50% of bond projects completed.

Business Services will provide direct oversight for all bond projects.

Site leaders, specifically those at the secondary level, will be closely involved in all planning phases.



Thank You!