Superintendent's Report

2019-2020 SCHOOL YEAR

Dr. Jorge L. Arredondo
Superintendent of Schools
CONTINUING THE LEGACY OF EXCELLENCE

Since Dr. Jorge L. Arredondo arrived in Pharr-San Juan-Alamo ISD October 1, 2019 his goal was to "Continue the Legacy of Excellence" the district was known for at the state and national levels.

During his first 100 days he focused on building strong, collaborative and productive relationships with the entire PSJA Family to achieve success as a team.

He then embarked on updating the district's Vision and Mission, which will help create a Strategic Plan for the next three years, aligned to the community's goals for the district. Through Climate Surveys and Focus Groups, he gained insights to help move the district to the next level.

Goal Progress Measures

GOAL 1: The percent of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 46% to 55% by June 2023.

GOAL 2: The percent of students in grade 3 who perform at meets grade level or above on STAAR Mathematics will increase from 56% to 65% by June 2023.

GOAL 3: The percent of students in grades 5-8 who perform at meets grade level or above on STAAR Reading will increase from 45% to 55% by June 2023.

GOAL 4: The percent of graduates who are CCMR ready will increase from 70% to 80% by June 2023.
1. BOARD GOALS AND STUDENT ACHIEVEMENTS
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**Goal 1**
The percent of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 46% to 55% by June 2023.

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<tbody>
<tr>
<td>Performance after BM 2 (March 2020)</td>
<td>46%</td>
<td>48%</td>
<td>50%</td>
<td>52%</td>
<td>55%</td>
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**Goal 2**
The percent of students in grade 3 who perform at meets grade level or above on STAAR Math will increase from 56% to 65% by June 2023.

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<tr>
<td>Performance after BM 2 (March 2020)</td>
<td>N/A</td>
<td>53%</td>
<td>58%</td>
<td>60%</td>
<td>62%</td>
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**MET TARGET +6%**

GPM 1.1 The % of 3rd graders who reach above the 60th percentile by EOY will increase 25% to 34% by 2023.

BOY: N/A 18% 21% +3%

GPM 1.2 The % of 2nd graders who reach above the 60th percentile by EOY will increase 25% to 34% by 2023.

MOY: N/A 23% 22% -1%

GPM 1.3 The % of 1st graders who reach above the 60th percentile by EOY will increase 23% to 32% by 2023.

MOY: N/A 18% 21% +3%

GPM 1.4 The % of Kinder students who reach above the 60th percentile by EOY will increase 15% to 23% by 2023.

MOY: N/A 24% 25% +1%

**IN PROGRESS TO MEET TARGET**

GPM 2.1 proficiency in 3rd on Imagine Math BOY will increase from 7% to 16% by 2023.

BOY: N/A 7% --

GPM 2.2 proficiency in 2nd on Imagine Math BOY will increase from 33% to 42% by 2023.

BOY: N/A 33% --

GPM 2.3 proficiency in 1st on Imagine Math BOY will increase from 11% to 19% by 2023.

BOY: N/A 11% --

GPM 2.4 proficiency in K on Imagine Math BOY will increase from 1% to 10% by 2023.

BOY: N/A 1% --

*N/A = no common assessment for future growth*
Goal 3
The percent of students in grades 5-8 who perform at meets grade level or above on STAAR Reading will increase from 45% to 55% by June 2023.

<table>
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<tr>
<th>Class of 2018 Baseline</th>
<th>Class of 2019 Targets</th>
<th>Class of 2019 Actual</th>
<th>Class of 2020 Target</th>
<th>Class of 2020 MOY</th>
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<tr>
<td>45%</td>
<td>50%</td>
<td>52%</td>
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Performance after BM 2 for 5th & 8th (March 2020) and BM 1 for 6th & 7th (January 2020)

<table>
<thead>
<tr>
<th>Class of 2018 Baseline</th>
<th>Class of 2019 Targets</th>
<th>Class of 2019 Actual</th>
<th>Class of 2020 Target</th>
<th>Class of 2020 MOY</th>
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<tbody>
<tr>
<td>70%</td>
<td>72%</td>
<td>75%</td>
<td>78%</td>
<td>80%</td>
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* Lagging Indicators

Goal 4
The percent of graduates who are CCMR ready will increase from 70% to 80% by June 2023.

<table>
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<tr>
<th>Class of 2018 Baseline</th>
<th>Class of 2019 Targets</th>
<th>Class of 2019 Actual</th>
<th>Class of 2020 Target</th>
<th>Class of 2020 MOY</th>
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<tbody>
<tr>
<td>73%</td>
<td>71%</td>
<td>71%</td>
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* Lagging Indicators

GPM 3.1 percent of students in 5th at meets on STAAR Reading will increase from 53% to 60% by June 2023.

GPM 3.2 percent of students in 6th at meets on STAAR Reading will increase from 26% to 30% by June 2023.

GPM 3.3 percent of students in 7th at meets on STAAR Reading will increase from 37% to 42% by June 2023.

GPM 3.4 percent of students in 8th at meets on STAAR Reading will increase from 42% to 47% by June 2023.

**100% Success with 2 Met and 2 in Progress to Meet, 0 Not Met**
2. SCHOOL BOARD RELATIONS
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- Hosted weekly Emergency School Board Meetings for transparency and communication during COVID-19 Crisis;
  - County and state health guidance,
  - Robust and creative E-learning,
  - Transparency and communication during COVID-19 Crisis.

- Live Broadcast of Emergency Meetings via Microsoft TEAMS and Live Q&A capabilities to field questions from the public.

- Weekly Board Committee Meetings also broadcasted live using Microsoft TEAMS, with recap available for staff who missed the meeting via the weekly MyPSJA Newsletter.

- Board Workshops held regularly to provide further insight about upcoming decisions in:
  - Accountability Progress Measures
  - Budget and Finance
  - Facilities and Construction
  - Safety and Security
  - Marketing and Recruitment
3. DISTRICT AND SCHOOL ORGANIZATION
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ELEMENTARY LEVEL

- Developed and aligned new adoption to revised ELAR/SLAR TEKS.

- Developed a District-Wide fluency progress monitoring process for PreK-5th Grades.

- Created collaboration between Academic Directors, Executive Officers and Campus Principals that led to district-wide cohesiveness, academic goal setting and progress monitoring.

- Developed elementary COVID-19 E-Learning curriculum platform for 5th-6th Six Weeks and Summer School.

MIDDLE SCHOOL LEVEL

A great emphasis was placed on teachers’ development and the building of specific teaching skills/strategies.

In order to accomplish this effort, middle school teachers were provided with professional development that was based on STAAR, TELPAS or instructional/academic data:

- After the Writing Benchmark 1, 7th grade writing teachers were trained on the 11 Minute Essay to move students who were at “Meets” level to the “Masters” level performance.

- Writing Effective Simple Sentence professional development was conducted after the Content Based Assessment data was analyzed.

- TELPAS Scores indicated that students Oral level proficiency was an area of great concern and a district-wide instructional strategy was developed for consistency of the practice of this skill. The strategy that was developed and implemented in all middle school classrooms was Think, Write, Pair, Share (Who is Doing the Talking?)
3. DISTRICT AND SCHOOL ORGANIZATION

MIDDLE SCHOOL LEVEL CONTINUES

- Level Questioning Training offered the teachers the ability to move from quantity questioning to quality questioning which allowed for the increase of rigor in all content classrooms.

- Training on Specific TEKS that were of concern was conducted after BM 1 in the area of Language Arts: Inferencing, Plot Development, Theme.

- English Language Proficiency Training was also conducted to build on the teacher understanding of the ELPS.

Understanding student progress measure was a strong focus in 2019-2020. All Campus Admin, ELA and Math teachers were trained to know and monitor student progress as measured by TEA.

Data disaggregation was intentional for teachers to monitor each students’ progress on Benchmark from STAAR 2019. Intervention and academies for were planned according to the student’s performance level needed to meet progress.

HIGH SCHOOL LEVEL

As of Fall of 2019 approximately 75% of re-testers met the standard for U.S. History and Algebra.

The Performance Level Descriptors curriculum was developed and rolled out in the five End-of-Course Contents (English I and English II and Biology were created this school year 2019-2020).
LIBRARY SERVICES

- All secondary and 80% of Elementary campuses received award-winning, nationally recognized author visits.

- Staff development took place in collaboration with content coordinators.

- MackinVia and Google Classroom (over 20 librarians are Google certified and have received Microsoft badges).

- Provided teachers and students with COVID e-learning projects relating to google classroom, google slides, MackinVia, MyOn, AudioBooks, eBooks and featured librarian read alouds through social media and e-learning district platform.

- TicToks- In collaboration with Communications Department our librarians motivate students by using TikTok, an innovative program that informs and inspires individuals through short videos.

MIGRANT SERVICES

- Provided Reading and/or Math tutors to 31 campuses based on migrant count and prioritized Domain III - C, D, and F campuses.

- Created, monitored and accumulated quarterly priority for service electronic progress monitoring that included a focus on academic needs to provide interventions, goals and outcomes for migrant students.

- The number of Migrant students at the Meets level on STAAR 2019-20 increased in Domain III Academic Achievement and Progress.

- Aligned department goals with overall district goals.

ADVANCED ACADEMICS

- The Advanced Academic Department revamped the Elementary UIL tournaments to make it user friendly.
3. DISTRICT AND SCHOOL ORGANIZATION

**Learning Supports**

- Screened 100% of 1st grade students for dyslexia. By snapshot in October 2019 there was a 90% increase of students identified with dyslexia.

- Developed an At Home Learning Plan and Service Tracker to track dyslexia student progress.

- With the rapid increase in dyslexia students, hired 10 dyslexia interventionist tutors to assist campuses with the most need.

- Provide ongoing training for service tutors on Certified Academic Language Practitioners (CALP) who will be attempting to acquire certification in Fall of 2020.

**Special Education**

- The department’s primary goal for 2019-2020 school year was to improve student achievement primarily in the area of reading and mathematics.

- Hiring two teacher strategists whose primary focus was assisting special education teachers with training on accommodations and strategies that would improve the students’ academic success.

- Student data indicated that we were on the right path to accomplish this goal, but because of COVID-19 data at this time incomplete.

- The plan when school reopens is to administer a benchmark to determine the most pressing academic needs of students with disabilities and to focus on those needs.
3. DISTRICT AND SCHOOL ORGANIZATION

The Counseling & Guidance Department was invited to present at various Conferences to share with other district counselors and administration on best practices and innovative procedures in getting students to be college ready, connected and complete.

- Middle School Counselors in collaboration with College Ready Department and CTE Program organized our first district-wide 8th grade College and Career Expo. The purpose was to engage students to learn about HS endorsements and pathways. Students participated in many hands-on demonstrations - 2,000 plus 8th graders attended.

Counselor Café for Teachers
- District-wide counselors provided workshop trainings for teachers every 6 weeks. The purpose of these trainings are to get teachers familiarize on topics outside of their content area and to help students with social emotional support. Counselors presented on topics such as: Building Positive Relationships with Students, CPS Reporting, Social Media, Safe to Speak App (Bullying), to name a few.

SEL & Wraparound Services
- Initial stages of development of the PSJA SEL & Wraparound Services. The purpose is a focus on the Whole Child and Wrap Around Services. In an aftermath of COVID-19, PSJA ISD will cultivate and design a framework with appropriate SEL and wraparound services to provide coordinated support for our students and families. Developed districtwide efforts in team identification, framework and professional development opportunities
3. DISTRICT AND SCHOOL ORGANIZATION

**South Texas College Graduates**
The Class of 2020 marked the largest South Texas College graduating class from PSJA ISD. There was a 24% increase from 452 to 548 seniors from the Class of 2019 to Class of 2020 earning an associates or college certificate from South Texas College.

**UTRGV Dual Credit Courses at PSJA ISD**
PSJA is the first district to collaborate with UTRGV and have adjunct staff teach college courses in the district: Biology & Spanish.

**PSJA Institutes**
The PSJA Institutes scaled from 1, with an enrollment of 230 students (2018-2019) to 8, with an enrollment of 1,323 students (2019-2020).

The PSJA Institutes, in partnership with professionals in the varied fields provided monthly activities for students to:

- Receive one-to-one mentorship from professionals in the field.
- Learn what it takes to receive the degrees needed to excel in the profession.
- Engage in special workshops,
- Job shadowing, and
- Internship opportunities
COLLEGE TRANSITION SERVICES

Scholarship and Grant Awards
The Class of 2020 has been awarded $70 million in scholarships and grants (Class of 2019 was awarded $44 million).

FAFSA/TASFA
During the pandemic, the department assisted over 200 seniors virtually with their financial aid applications, to reach 85% FAFSA/TASFA submissions.

Record Breaking National Scholarship Recipients
Class of 2020 made history by having 35 recipients that were awarded the competitive Dell Scholarship (Class of 2019 had 18 recipients). The students will receive $20,000, a brand-new laptop, and textbook credits to complete their post-secondary education.

Gates Scholars
Four seniors were awarded the Gates Scholarship this year (Class of 2019 had only 1 recipient).

They were selected from a pool of over 36,500 applicants from across the country.

The seniors will receive funds to pay their entire university career and post-graduate education.
3. DISTRICT AND SCHOOL ORGANIZATION

CAREER & TECHNICAL EDUCATION

- New STC Dual Credit Program in PSJA: 2nd DE Program in Region: Culinary Arts
- Increase in Industry Certifications: 2018-2019: 4% - As of March 2020: 20%
- Increase in CTE enrollment +100 students from previous year 2018-2019 = 8,379 & 019-2020 = 8,479
- Health Science certifications in partnership with Rio Grande Valley College: 75 phlebotomy, 34 EKG (1st cohort), and 18 CAN

COLLEGE FOR ALL

PSJA College for All Conference
- 7th Annual PSJA College for All Conference had 8 states participate, and over 400 participants, making it one of the largest conferences in PSJA.

PSJA Learning Tours
Over 30 Learning Tours with participants from different states visiting and learning about all the PSJA best practices focused on Early College, Dual Language, Early Childhood Program and more.

Project HEAL2 Nursing Program
Two students accepted to Texas A&M School of Nursing, seven to UTRGV and seven to STC’s Associates of Nursing program.
4. FAMILY AND COMMUNITY ENGAGEMENT
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**PSJA POLICE DEPARTMENT**

Through the development of the new PSJA Police Department there is an increase focus on safety and community engagement.

- It was recently awarded a School Safety & Security Grant from the Texas Education Agency in the amount of $528,827.

- The grant will be used to purchase and install SMART door-locking systems to secure exterior doors at all PSJA ISD high schools and select middle schools.

**PARENTAL ENGAGEMENT**

- Parental Engagement team has been providing outreach to families during the COVID-19 crisis to ensure students continue learning.

- Have been instrumental in PSJA Census Campaign efforts for the district and entire tri-city area.

- Continued to provide lessons and guidance virtually to parents for continuing education.

**COMMUNITY RELATIONS**

- Continue engagement of the PSJA Family in the process established to receive feedback for the new Vision & Mission for the district.

- Superintendent engaged with community during Learning Tours, and the incorporation of the #SuperSelfie Campaign and the new SuperChats Podcast series.
5. FINANCE
A-Superior FIRST Rating - Perfect Score

Participated in bond ratings call with Moody’s - District received a rating of Aa3
5. FINANCE

TIMELINE:

• Budget process was documented and shared with school board and district stakeholders.

• Required a formal budget calendar from the business office indicating specific dates of board workshops and key deadlines.

• Budget workshops have already been held on April 27, May 11, May 20.

• Additional meetings are scheduled for the remainder of May, June and July with a goal of having the budget completed by August 10.

Audit
Outside audit done by external audit firm was completed on time.

Audit was presented at a regular board meeting and management letter was presented at a board workshop.

District annual audit report showed no material weaknesses or significant deficiencies in internal controls over Federal Awards.

There were no audit findings that needed to be disclosed.

Fiscally Stable
Unassigned Fund Balance at FYE 8-31-2019 was $40,252,189 and is not expected to change significantly.

DID NOT CONTINUE BUSINESS AS USUAL

• Acted immediately at the beginning of the COVID-19 crisis to curb expenditures, other than payroll.

• Successful bond refunding in December of $40.6 million dollars in debt that resulted in present value savings of 15.54% or $5.6 million (savings shared with the state)

• Purchasing Implemented a process of reviewing data on all consultants and contracts scheduled to be approved by the board to justify the expenditure. This has led to cost savings in consultants and contracts.
6. FACILITIES
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Initiated the TASB Facilities Assessment; assessment will provide:
• Budgetary estimates of facility deficiencies for planning purposes
• A facility condition index to EACH facility for future capital needs
• Safety, Security, and Educational Adequacy for each District space

With 23 Construction Projects valued over $60 million dollars, implemented new structure to construction management to ensure the transparency of facility enhancements; provide Board Construction Updates; and Facilities Workshop for Stakeholder and Community Communication.

• Quickly streamlined food distribution and Standard Operating Procedures during COVID-19 closure.

• Ensured proper foundation and safety measurements were in place to extend and grow food distribution. Efforts led to capacity of meals being distributed from 3 meals a day provided to students to 7 meals a day offered:
  ◦ 166K meals distributed safely and securely over a 2-month span.

• Initiated "Grow With Us" Campaign and video series geared toward educating community on horticulture and its benefits.
  ◦ Initiative led to virtual competition for community gaining 'family garden toolkits'; allowing for family engagement.

• Added capacity to RGV’s Healthcare Coverage by hosting COVID-19 Testing sites in District Boundaries across all high schools, a first for Hidalgo County, in partnership with local health provider.
7. TECHNOLOGY AWARENESS AND IMPLEMENTATION
Provided training to 6,586 staff members, signaling an increase of 1,437 from the previous school year – a 28% increase.

All teachers used digital platforms to deliver instruction during the COVID-19 school closure (Google Classroom, Microsoft TEAMS, Class Dojo, Blackboard, etc.). Staff utilized available and previously purchased resources to communicate with students, parents, and the community.

All CIT’s were trained and supported throughout the school year.

CIT’s have played a critical role of supporting their campuses during the implementation of distance learning.

Purchased computer labs for every ES, MS, and HS campus at the start of the year to keep pace with this goal.

To meet the current needs, we are making a shift from static computer labs, to mobile student portable devices.

Acquiring student laptops provides students with access to countless resources and gives teachers flexibility to provide individualized instruction to meet the needs of diverse learners.

7. TECHNOLOGY AWARENESS AND IMPLEMENTATION

Goal 1: Increase the number of district staff participating in district instructional technology training by 10% by June 2020. – GOAL MET
- Provided training to 6,586 staff members, signaling an increase of 1,437 from the previous school year – a 28% increase.

Goal 2: Increase the implementation of technological instructional strategies in district classrooms by 15% by June 2030. – GOAL MET
- All teachers used digital platforms to deliver instruction during the COVID-19 school closure (Google Classroom, Microsoft TEAMS, Class Dojo, Blackboard, etc.).
- Staff utilized available and previously purchased resources to communicate with students, parents, and the community.

Goal 3: Support and train 100% of Campus Instructional Technologists in 2019-2020 school year. – GOAL MET
- All CIT’s were trained and supported throughout the school year.
- CIT’s have played a critical role of supporting their campuses during the implementation of distance learning.

Goal 4: Maintain and replace the instructional lab computers every three years in order to maintain the highest level of instruction. – GOAL MET
- Purchased computer labs for every ES, MS, and HS campus at the start of the year to keep pace with this goal.
- To meet the current needs, we are making a shift from static computer labs, to mobile student portable devices.
- Acquiring student laptops provides students with access to countless resources and gives teachers flexibility to provide individualized instruction to meet the needs of diverse learners.
7. TECHNOLOGY AWARENESS AND IMPLEMENTATION

- As a result of the COVID-19 school closure, the technology team mobilized to assist departments maintain an optimal level of service to our students, staff, parents, and the community. Several highlights are included below:
  - **Academics** - Collaboration to develop the e-Learning microsite to assist teachers with planning and ready-made resources. The e-Learning site was made to be compatible with smart phones, tablets, and computers. Monitoring of data to ensure all students were reached during school closure (provided critical data to all grade levels)
  - **Development of Instructional Technology Plan** - Established diverse committee tasked with creating a professional development plan for educators, students, parents, and the community. Utilized current inventory to distribute laptops to students and teachers who were in need of one
  - **Operations** - Created the Facilities Access Request (FAR Application) to ensure tracking the date/time of staff entering facilities. The process was developed to ensure the safety of our staff (health screening incorporated).
  - **Human Resources** - Assisted the process of contracts for all staff, and staff evaluations. Created new software solutions to meet the distance learning/collaboration environment.
  - **Finance** - Assisted with maintaining payroll practices during closure.

In addition, the technology team was directed to find innovative solutions to increase student access to technology resources.
- Approval of equipping buses with wireless access for short-term and long-term use.
- Approval of purchase of student laptops to adapt to distance learning with the goal of providing this resource to every student in our district.
- Collaboration with the County of Hidalgo to create a wireless mesh network to provide free wireless access to students. This will be a collaboration with the Cities of Alamo, Pharr, and San Juan. We are taking the lead in the collaboration and development of this plan.
- Through innovative approaches, the technology team has been able to provide solutions to the needs surfaced through distance learning. We have been able to save money by creating solutions in house rather than purchasing them from vendors (Virtual board meetings, FAR Application, Weekly Achievements, Graduation Software, etc.)
8. HUMAN RESOURCES

- **TASB Staffing Study** - results due in June Position Management - currently evaluating options for implementation.

- **Quality of Teachers** - 1.4% of Teachers were on permits for 2019-2020 school year:
  - District-wide initiative for Bilingual/ESL teachers.
  - All Elementary vacancies are posted as Bilingual.
  - All Secondary English vacancies are posted as ESL.
  - Educator Certification list by Campus

- **Talent Recruitment**
  - Exclusive Virtual job fair held with UTRGV teacher graduates.
  - District virtual job fair scheduled for first week of June.
  - Teaching Texans Virtual Career Event (TxCEE sponsored state wide event)

- **ACTRGV** - exclusive partnership with TFA continues. We are the only district in Region One to have in-house alternative certification program.

- **Talent Retention**
  - Teacher Incentive Allotment - applied for grant to continue to recognize outstanding teaching talent via performance based pay.
  - Mentor Program Allotment - will be applying for $1,800 available to each mentor teacher to support first year teachers.

- **Director of Employee Relations** - introduced new position to address employee concerns and be more responsive to situations that may arise.
9. COMPENSATION AND BENEFITS

- **TASB Compensation Review** - pay plans will be reviewed and updated; proposal will be made in June-July.

- **Premium Pay Payouts** - to district employees including Substitute teachers/auxiliary staff. All employees, including hourly, continue to get compensation during COVID-19.

- **Working Couple Rate** - if both spouses are employed with the district, the insurance premium paid by the district is combined to assist with family coverage fee.

- **Insurance Consultant** - conducted RFP to work with consultant who will help us manage our medical costs and expenses in order to provide the best coverage for our employees.
10. STAFF MORALE/DISTRICT CULTURE
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- **District Centennial Celebration** - goal was to celebrate the legacy, tradition and history of PSJA ISD through community events to gather alumni, current students, staff members, retirees and the entire PSJA Family to celebrate this milestone.

- **Spirit of PSJA** - continuing to share the district's new leadership definition, the Spirit of PSJA applauds those staff members that exemplify its traits and helps nourish growth opportunities through workshops and trainings.

- **Learning Tours** - as part of the first 100 days, Superintendent Dr. Arredondo and District Administrators visited all 43 schools and various departments to learn more about the programs and meet all staff.

- **Mission & Vision Working Plan** - with the help of district stakeholders, through a structured listening tour which started January 2020, PSJA ISD is in the process of creating a new vision and mission that will strategically guide the district the next 100 years.

- **Faculty and Principal Superintendent Advisory Councils** - these two councils were created during the COVID-19 closure to gather feedback from teachers and principals on important developments, as well as future plans.
WE’RE IN THIS TOGETHER!

Thank you to our entire PSJA Family for their continued support as we work and learn from home during these unprecedented times. Our lives have been impacted by this pandemic, but our Spirit of PSJA remains as strong as ever! We will see this through together. Stay positive, stay healthy and above all stay PSJA strong!

#PSJASTRONG  #PSJATOGETHERAPART  WWW.PSJAIUSD.US