LCAP 2024-2027

Draft Goals

Goals 1-3

By the end of the 2026-2027 academic year, 100% of all general education classrooms will be led by teachers working collaboratively with their professional learning communities (PLCs) to provide common syllabi, common success criteria, and learning outcomes, and common assessments. Teachers will understand how to implement all accommodations and have consistent grading policies that allow for retakes and corrections of assessment for students to show mastery.

By the end of the 2026-2027 academic year, 90% of all 3rd graders within our district will demonstrate proficiency in reading at grade level as measured by district assessments. This will be achieved through best first instruction, targeted interventions, differentiated instruction, and ongoing progress monitoring to ensure continuous improvement and equitable opportunities for all students.

By the end of the 2026-2027 academic year, 80% of all 3rd through 8th grade students within our district will meet the math grade level standard and 50% will exceed the grade level standard as measured by state assessments. This will be achieved through best first instruction, targeted interventions, differentiated instruction, and ongoing progress monitoring to ensure continuous improvement and equitable opportunities for all students.

Goals 4-6

By the end of the 2026-2027 academic year, 90% of all English learners within our district will make one band of growth annually or maintain level 4 status as measured by state assessments. This will be achieved through best first instruction, targeted interventions, differentiated instruction, and ongoing progress monitoring to ensure continuous improvement and equitable opportunities for all students.

By the end of the 2026-2027 academic year, 85% of all 8th graders within our district will be proficient at writing arguments to support claims with clear reasons and relevant evidence as measured by district assessments. This will be achieved through best first instruction, targeted interventions, differentiated instruction, and ongoing progress monitoring to ensure continuous improvement and equitable opportunities for all students. -Not being focused on but most important as students move on in future, college readiness, and career readiness, based on ability to write.

By the end of the 2026-2027 academic year, JESD will expand its inclusion opportunities for students with special needs by transitioning to a co teaching model for mild to moderate students in grades 5th-8th. Students will learn the general education curriculum with supplementary aids and services as well as work on their Individualized Education Programs goals, in addition to having access to the general education curriculum and highly qualified teachers. This inclusive education will include: differentiated instruction, engaged learning, co-teaching and belonging to the greater school community.

Goals 7-9

By the end of the 2026-2027 academic year, the Positive Behavior Intervention Support (PBIS) framework will improve school climate (as reported by staff, students, and parents) by 25%.

By the end of the 2026-2027 academic year, expand the number of volunteer opportunities within our school district to ensure that every parent has access to a variety of volunteer opportunities in their student's school, thereby fostering greater parental involvement and community engagement.

By the end of the 2026-2027 academic year, establish standardized communication protocols for the district, school sites, and classrooms. These protocols will result in 90% of parents reporting satisfaction on the level of home to school communication from each of the district, school sites, and classroom teachers

Goals 10–12

By the end of the 2026-2027 academic year, ensure that less than 2% of students are considered chronically absent by coordinating the efforts of schools, families, and communities to develop more equitable educational opportunities for all students

By the end of the 2026-2027 academic year, enhance employee compensation, recruitment, training, and retention practices to align with the district's goals of fostering a credentialed, skilled, engaged, and stable workforce to drive organizational success.

By the end of the 2026-2027 academic year, all schools in the Jefferson Elementary School District will be rated 95% or higher on the Facility Inspection Tool

Goals 13

By the end of the 2026-2027 academic year, procure and implement up to date technology, comprehensive curriculum resources, and diverse elective materials aimed at enhancing the educational experience of students- staying current, and up to date