Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Jefferson Elementary School District	James W. Bridges Superintendent	SUPERINTENDENT@JSDTRACY.COM 209-836-3388

Goal 1

Goal Description

Pupil Outcomes: Ensure all students achieve at high levels and develop citizenship, leadership, and innovative thinking skills.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
2. Self reflection rating on Question 2 of the Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable ELs to access the CC academic content standards and ELD Standards (Local Indicator, Priority 2 Reflection Tool) Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability	Rating for Instructional Materials Aligned to academic standards and curriculum frameworks ELA: 5 ELD: 4 Mathematics: 5 Next Generation Science Standards: 3 History/Social Science: 4 2020-21	Rating for Instructional Materials Aligned to academic standards and curriculum frameworks ELA: 5 ELD: 4 Mathematics: 4 Next Generation Science Standards: 5 History/Social Science: 5 2021-22	Rating for Instructional Materials Aligned to academic standards and curriculum frameworks ELA: 5 ELD: 4 Mathematics: 3 Next Generation Science Standards: 5 History/Social Science: 5 2022-23	Data not Available	Rating for Instructional Materials Aligned to academic standards and curriculum frameworks ELA: 5 ELD: 5 Mathematics: 5 Next Generation Science Standards: 5 History/Social Science: 5
4A. The average of all 3rd - 8th grade student CAASPP scores in English Language Arts/Math meeting or exceeding standards	ELA: 58.40% Math: 45.61% 2019 CAASPP results	ELA: 51.96% Math: 36.14% 2021 CAASPP results	ELA: 54.81% Math: 44.98% 2022 CAASPP results	ELA: 60.21% Math: 51.72% 2023 CAASPP results	ELA: 60.40% Math: 57.61%
4E. Percentage of EL pupils who make progress toward English proficiency as measured by the ELPAC (CA School Dashboard)	59.9% 2019-20 CA School Dashboard	Progress data unavailable on CA School Dashboard. ELPAC Testing suspended in 2019-2020 school year due to COVID-19. In 2020-2021, 33.53% of ELs were Proficient, earning a Level 4 on	57.0% Fall 2022 Dashboard	57.1% Fall 2023 Dashboard	70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		overall performance on the ELPAC. In 2018-2019, 28.08% were Proficient. 2020-2021 CAASPP-ELPAC CDE Reporting Site			
4F. Percentage of English Learners who meet the Jefferson District standards to be redesignated as Fluent English Proficient.	11.5% 2020-2021 Dataquest	15% 2021-2022 SIS 2021-2022 Dataquest report is not available for EL students redesignated as Fluent English Proficient.	17% 2022-23 SIS	7.3% 2023-24 SIS	15%
Priority 7: Percentage of students participating in STEAM Electives	85% 2020-2021 SIS	85% 2021-2022 SIS	70% 2022-23 SIS	71% 2023-24 SIS	95%
Priority 7: Percentage of students participating in before/after school programs	0% 2020-2021 SIS	20% 2021-2022 SIS	68.5% Student LCAP Survey	Data not Available	30%
Priority 8: Percentage of students demonstrating 5 of 6 Fitness Standards Met	Grade 5: 78% Grade 7: 79% 2018-2019 PFT Data	No data available. PFT was not administered 2020-2021.	No data available. PFT was not administered 2022-2023.	Data not Available	Grade 5: 85% Grade 7: 86%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Instructional Aide Support** Provide instructional aide support to transitional kindergarten and	No	Fully Implemented	Almost all instructional aide positions are fully staffed.	District budget and site staffing lists.	$78,000.00	$169,892.45

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	kindergarten classes . TK-3rd grade based upon the District formula.						
1.2	**NGSS** Implement a Next Generation Science Standards (NGSS) aligned curriculum TK-8.Purchase curriculum, provide coaching, monitor/evaluate implementation, and on-going professional development.	No	Fully Implemented	Next Generation Science Standards (NGSS) aligned curriculum is being used in all classrooms.	Curriculum orders and teacher lesson plans.	$16,700.00	$9,676.90
1.3	**GLAD Strategies** Utilize GLAD strategies in all classrooms and provide on-going professional development. Provide professional development, on-going coaching, and monitor/evaluate implementation.	Yes	Partially Implemented	GLAD strategies are being used by teachers that have been trained. The District continues to struggle to find time to provide the 5 days of professional development required.	Staff PD survey, work with BGlad to schedule PD	$237,000.00	$5,000.00
1.4	**Profesional Development** Provide professional development to accelerate learning for students not meeting essential standards.	Yes	Partially Implemented	McRel: Classroom Instruction that Works Summer PD, on-going through District Instructional Leadership Team (DILT), Eureka Math PD for administrators and all math instructors.	McRel walkthroughs, DILT agendas, and math instructor lesson plans/observatio ns	$556,500.00	$148,575.48
1.5	**PLCs** Provide all school and district teams with time to collaborate in Professional Learning	Yes	Fully Implemented	All PLC teams are meeting weekly to develop common formative assessments,	PLC agendas/minute s, staff meeting agendas/minute	$623,000.00	$152,935.08

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Communities. Through a clear instructional vision and deliberate set of standards, grade level benchmarks, instructional strategies, and assessments all students will master the essential standards.			review classroom data, and plan interventions.	s, site leadership team meeting agendas/minutes, and District Instructional Leadership Team (DILT) agendas/minutes		
1.6	**Targeted Intervention** Develop targeted interventions for students not mastering the essential standards.	Yes	Partially Implemented	Intervention and ELD staff providing daily targeted interventions. Due to the teacher shortage no certificated staff have been added to the intervention program. MAPS testing is planned as a 2024-25 progress monitoring assessment.	Intervention schedules, student rosters, and outcome data.	$647,000.00	$117,580.30
1.7	**MTSS** Monitor and refine the Multi Tiered System of Supports district-wide. To ensure all students, including students with disabilities, are provided the supports and interventions necessary to successfully access and master the academic standards.	No	Fully Implemented	Each site has a PBIS team that meets monthly to review site data. The district also contracted with SCOE to provide training and support for each PBIS site team.	Site PBIS plans, meeting agendas/minutes, site data on rewards/interventions. Suspension and referral data.	$25,200.00	$6,300.00
1.8	**STEAM** Provide all students access to enrichment/advanced courses/activities that focus on real-world experiences utilizing Science,	No	Fully Implemented	All students 5-8 have access to STEAM electives. In addition, Monticello, Hawkins, and Jefferson are all offering	Master schedules, student rosters, and after school	$254,000.00	$142,568.40

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Technology, Engineering, Arts, and Mathematics (STEAM).			after school coding classes.	enrollment rosters.		
1.9	**ELD** Monitor and support classroom teachers' designated ELD instruction focusing on academic language development.	Yes	Partially Implemented	Hired a new position to help monitor EL student progress and program implementation.	Classified positions, administrator walk through notes, ELAC/DELAC agendas/minutes.	$50,000.00	$19,627.77
1.10	**Broad Course of Study** Broad Course of Study - Programs offered to low income students, English learners, Foster before and/or after school. Provide all students access to enrichment/advanced courses/activities that focus on real-world experiences utilizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) and music.	Yes	Partially Implemented	Monticello, Hawkins, and Jefferson are all offering after school coding classes.	After school enrollment rosters.	$60,000.00	$24,030.00
1.11	**Differentiation** Provide general education teachers with professional development on best first instruction and differentiation strategies to address the needs of students with disabilities.	No	Fully Implemented	McRel: Classroom Instruction that Works and staff meetings/PLC meetings.	PD rosters and agendas for PD days.	$30,000.00	$17,000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.12	**Individualized Academic Support** Provide special education resource teachers, aides, and support providers with professional development and additional curricular resources to better address the individualized needs of each student to meet grade level standards.	No	Planned	PD offered to all instructional aides by behaviorist (BCBAs) each Monday. The Special Education Department is planning for additional PD to ensure that all teachers are prepared to provide the most effective individualized academic support.	PD rosters and agendas for PD days.	$36,750.00	$15,725.00

Goal 2

Goal Description
Engagement: Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
3. Self reflection rating on Parent and Family Engagement (percent who agree): Building Relationships Seeking Input for Decision Making (JSD LCAP Parent Survey Question 3) Rating Scale: Strongly disagree Somewhat disagree *Neither agree or disagree *Somewhat agree	Please indicate how much you disagree or agree with the following statements: School staff effectively communicate with parents. 87% Agree The district encourages parental involvement. 89% Agree My child's school encourages parental involvement.	Please indicate how much you disagree or agree with the following statements: School staff effectively communicate with parents. 78% Agree The district encourages parental involvement. 83% Agree My child's school encourages parental involvement.	Please indicate how much you disagree or agree with the following statements: School staff effectively communicate with parents. 75.3% Agree The district encourages parental involvement. 67.1% Agree My child's school encourages parental involvement.	Student, parent, and staff surveys haven't been administered yet for 2023-24.	Please indicate how much you disagree or agree with the following statements: School staff effectively communicate with parents. 100% Agree The district encourages parental involvement. 100% Agree My child's school encourages parental involvement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
*Strongly agree *Unsure / NA (*Included in Agree %)	89% Agree The district offers parents a say in the decision-making process at the district level. 78% Agree I have been given different options or ways that I can be involved with the school, either at the school itself, at home, or in the community. 82% Agree 2020-21	76% Agree The district offers parents a say in the decision-making process at the district level. 69% Agree I have been given different options or ways that I can be involved with the school, either at the school itself, at home, or in the community. 72% Agree 2021-22	73% Agree The district offers parents a say in the decision-making process at the district level. 34.4% Agree I have been given different options or ways that I can be involved with the school, either at the school itself, at home, or in the community. 60.4% Agree 2022-23 JESD Family Engagement Survey		100% Agree The district offers parents a say in the decision-making process at the district level. 100% Agree I have been given different options or ways that I can be involved with the school, either at the school itself, at home, or in the community. 100% Agree
5A. School attendance rate- the percentage of pupils attending school daily on average	96.42% SIS, EOY, 2019 - 20	90.67% SIS, EOY, 2021-22	95.06% SIS, P2, 2022-23	95.20% SIS, Month 5, 2023-24	97.5%
5B. Percentage of students who are absent from school 10% or more for the total number of days that they are enrolled in school.	All Students Chronic Absenteeism Rate: 6.6% Black or African American: 7.0% American Indian or Alaska Native: 9.1% Asian: 3.0% Filipino: 1.8% Hispanic or Latino: 8.2% Native Hawaiian or Pacific Islander: 15.2% White: 6.2% Two or more races: 8.4% Socio-Economically Disadvantaged: 9.6% English Learners 4.4% Students with Disabilities: 11%	All Students Chronic Absenteeism Rate: 2.8% Black or African American: 6.8% American Indian or Alaska Native: 0% Asian: 1.9% Filipino: 0.9% Hispanic or Latino: 3.0% Native Hawaiian or Pacific Islander: 24.2% White: 1.8% Two or more races: 1.7% Socio-Economically Disadvantaged: 5.7% English Learners 2.6% Students with Disabilities: 6.7%	All Students Chronic Absenteeism Rate: 15.4% Black or African American: 19.8% American Indian or Alaska Native: 33.3% Asian: 11.3% Filipino: 9.2% Hispanic or Latino: 19.1% Native Hawaiian or Pacific Islander: 37.5% White: 12.1% Two or more races: 21.8% Socio-Economically Disadvantaged: 19.2% English Learners 17.7% Students with Disabilities: 28.9%	Data not available yet.	JSD's chronic absentee rate for all students and each student group will be 6.0% or less.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Foster Youth: 8.3% Homeless: * (does not meet min. required # students for reporting) 2019 Chronic Absenteeism CA Dashboard Indicator	Foster Youth: 0.0% Homeless: * (does not meet min. required # students for reporting) 2021-22 Chronic Absenteeism, Data Quest	Foster Youth: * (does not meet min. required # students for reporting) Homeless: 22.2% 2022-23 Chronic Absenteeism, Data Quest		
5C. Percentage of students in grades 7 or 8 who stop coming to school and who do not enroll in another school. Percentage of students who graduate middle school.	Middle School Dropout Rate: 0.13% Verified from Dataquest 2020-2021 Middle School Graduation Rate: 97% SIS, 2020-2021	Middle School Dropout Rate: 0.00% Verified from CALPADS Fall 1 Middle School Graduation Rate:96.5% SIS, 2021-2022	Middle School Dropout Rate: 0.00% Verified from CALPADS Fall 1 Middle School Graduation Rate:97.2% SIS, 2022-23	Data not available yet.	Middle School Dropout Rate: 0% Middle School Graduation Rate: 100%
6A. Student suspension rate- the percentage of pupils who are suspended at least once during the academic year	Student Suspension Rate: All Students: 2.4% Black or African American: 4.3% American Indian or Alaska Native: 9.1% Asian: 1.2% Filipino: 1.8% Hispanic or Latino: 2.3% Native Hawaiian or Pacific Islander: 2.9% White: 2.5% Two or more races: 3.8% Socio-Economically Disadvantaged: 3.7% English Learners: 1.3% Students with Disabilities: 5.4% Foster: 8.3% Male: NA Female: NA 2019 CA Dashboard Suspension Rate (Elementary District)	Student Suspension Rate: All Students: 0.5% Not able to pull other items from Data Quest 2020-2021 Suspension Rate, Data Quest	Student Suspension Rate: All Students: 2.3% Black or African American: 4.5% American Indian or Alaska Native: NPL Asian: 1.1% Filipino: 0.0% Hispanic or Latino: 3.3% Native Hawaiian or Pacific Islander: NPL White: 3.0% Two or more races: 1.7% Socio-Economically Disadvantaged: 3.4% English Learners: 2.1% Students with Disabilities: 2.7% Foster: 0.0% Homeless: 5.6% Male: NA Female: NA No Performance Level (NPL)	Student Suspension Rate: All Students: 2.8% Black or African American: 7.3% American Indian or Alaska Native: NPL Asian: 1.5% Filipino: 2.4% Hispanic or Latino: 3.2% Native Hawaiian or Pacific Islander: NPL White: 4.0% Two or more races: 3.1% Socio-Economically Disadvantaged: 5.1% English Learners: 4.0% Students with Disabilities: 4.3% Foster: 0.0% Homeless: 3.3% Male: NA Female: NA No Performance Level (NPL)	JSD's suspension rate for all students and each student group will be below 1.5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Indicator - 2019 (2018-2019 rates)		2022 CA Dashboard	2023 CA Dashboard	
6B. Student expulsion rate- the percentage of students who are expelled from the district during the academic year	0% 2019 Expulsion Rate, SIS	0% 2020-21 Expulsion Rate, Data Quest	0% 2021-22 Expulsion Rate, Data Quest	0% 2022-23 Expulsion Rate, Data Quest	0%
6C. Percentage of students, parents and teachers who feel the school is safe - based on survey results Percentage of students, parents and teachers who feel connected to school - based on survey results	Feel School is Safe Students: 78% Parents: 90% Teachers: 88% Feel Connected to School Students: 72% Parents: NA Teachers. NA 2019 -2020 CHKS	Feel School is Safe Students: 76.8% Parents: 47% Teachers: 57% Feel Connected to School Students: 72.6% Parents: NA Teachers. NA 2021 -2022 CHKS	Feel School is Safe Students: 58.9% Parents: NA% - No question Teachers: 86.5% Feel Connected to School Students: 46.4% Parents: 73.6% Teachers. 82.4% 2022-23 District Family, Student, Staff Engagement Surveys	Student, parent, and staff surveys haven't been administered yet for 2023-24.	Feel School is Safe Students: 90% Parents: 95% Teachers: 93% Feel Connected to School Students: 85% Parents: 90% Teachers. 90%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Stakeholder Engagement** Survey parents, students, and staff annually on school climate, engagement and safety.	No	Planned	Planned to go out at the end of February.		$4,200.00	$11,897.00
2.2	**School to Home Communication** Enhance and expand school to home communication utilizing email, text, social media, and websites.	No	Fully Implemented	The District, sites, and teachers are utilizing ParentSquare to send regular communications	ParentSquare reports	$42,600.00	$40,525.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				about family engagement opportunities.			
2.3	**Parent Involvement** Increase parental involvement by utilizing virtual formats for school meetings when appropriate.	No	Partially Implemented	The District has gone back to all in person meetings as the use of virtual formats did not lead to greater participation. Zoom is still being used for one on one parent meetings where the parents are unable to meet in person.		$4,000.00	$8,750.00
2.4	**Social Emotional Learning** Provide a research based Social Emotional Learning program that promotes social emotional wellness.	No	Fully Implemented	All classrooms in the District promote social emotional wellness through weekly Second Step lessons.	Second Step implementation dashboard.	$10,000.00	$0.00
2.5	**Behavior Support** Provide classroom level behavior support and professional development.	No	Fully Implemented	JESD hired three full time BCBA (behaviorist) to support both general education and special education students.	Staffing charts	$81,000.00	$101,764.00
2.6	**MTSS to Reduce Discipline (Cost in 1.7)** Implement MTSS to reduce the number of discipline incidents in all school settings. (Funding in 1.7)	No	Fully Implemented	Each site has a PBIS team that meets monthly to review site data. The district also contracted with SCOE to provide training and support for each PBIS site team.	Site PBIS plans, meeting agendas/minutes, site data on rewards/interventions. Suspension and referral data.	$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.7	**Counseling Services** Provide counseling and supports to students/families that are in need.	No	Fully Implemented	Each site has Valley Community Counseling multiple days per week. In addition, our school psychologist provide additional counseling as well.	Confidential counseling logs.	$335,000.00	$162,636.00
2.8	**Campus Supervision** Provide training and support to all staff supervising students on the playground/cafeteria.	No	Fully Implemented	Campus aides were provided professional development on playground and cafeteria safety. In addition, each site has regular meetings with campus aides to provide additional support.	PD attendance logs	$2,800.00	$726.00
2.9	**Safe Playgrounds** Create a safe play environment, support healthy active kids, and provide recess and free play.	No	Partially Implemented	Sites are working to fully implement the Peaceful Playground program district-wide. The District has struggled to find extra custodial time in the summer to update all of the blacktops for Peaceful Playgrounds.		$3,000.00	$15,839.00
2.10	**School Climate (Cost in 1.4 & 1.7)** Provide research based professional development on improving school and classroom climate. (Funding in 1.7)	No	Fully Implemented	Each site has a PBIS team that meets monthly to review site data. The district also contracted with SCOE to provide training and support for each PBIS site team.	Site PBIS plans, meeting agendas/minutes, site data on rewards/interventions. Suspension and referral data.	$0.00	$0.00
2.11	**Attendance** Utilize community education around the importance of attendance,	No	Fully Implemented	Sites communicating with families the importance of school attendance,	Increase in attendance over 2022-23.	$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	annual Independent Study contracts, and SARB teams. (Funding in 3.1)			community education, and the use of the SARB process.			
2.12	**Safety Drills Cost in (3.1 and 3.7)** Ensure that all site safety plans are up to date, reviewed with staff, and regular monthly trainings are calendared/completed. Annual district-wide safety drills will be implemented and debriefed.	No	Fully Implemented	Leadership team meetings, professional development for administrators, updated safety plans, and regular safety drills.	Site safety drill logs and site safety plans.	$0.00	$0.00
2.13	**Cultural Celebrations** Develop additional instructional resources about cultural celebrations to provide better inclusion for all educational partners.	No	Planned	The curriculum department staff is all new this school year and have been working to respond to a Federal Program monitoring audit, developing a new EL plan, and facilitating a new math adoption. The curriculum department will work with staff and families later in the year to calendar out cultural celebrations and develop classroom materials for teachers.		$14,000.00	$0.00
2.14	**Chronic Absenteeism** The special education department will closely monitor attendance for students with disabilities and provide the necessary supports and	No	Partially Implemented	Attendance is reviewed prior to each annual/triennial IEP. Attendance is discussed when appropriate and	SIS Attendance Reports	$6,250.00	$1750.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	interventions to improve student attendance.			plans are developed to increase attendance. The District is working to improve the process to track special education students separately from all other groups for attendance.			

Goal 3

Goal Description
Conditions of Learning: Provide highly qualified staff, standards aligned curriculum, up to date technology, and modern school facilities that are maintained in good repair.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
1A. Percentage of teachers appropriately assigned and fully credentialed in the subject area(s) and for the students they are teaching	100% Teachers appropriately assigned 94% Teachers fully credentialed 2020-21, Williams Report to Board and SARC	100% Teachers appropriately assigned 98% Teachers fully credentialed 2021-22, Williams Report to Board and SARC	100% Teachers appropriately assigned 91.2% Teachers fully credentialed 2022-23, Williams Report to Board and SARC	91.9% Teachers appropriately assigned 83% Teachers fully credentialed 2023-2, District Credentialing Information	100% Teachers appropriately assigned 100% Teachers fully credentialed
1B. Percentage of students who have sufficient access to standards aligned instructional materials	100% 2020-21, Williams Report to Board and SARC	100% 2021-22, Williams Report to Board and SARC	100% 2022-23, Williams Report to Board and SARC	100% 2023-24, Williams Report to Board	100%
1C. Percentage of school facilities maintained in good repair or exemplary	100% 2020, FIT Report	100% 2021, FIT Report	98.25% 2022, FIT Report	No data available at this time.	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Technology Inventory- Number of Student Devices	2,900 Technology Inventory (Student Devices)	3,153 Technology Inventory (Student Devices) 1.7.2022	3,560 Technology Inventory (Student Devices) 3/30/23	3,527 Technology Inventory (Student Devices) 2/8/24	3,500

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**Core Basic Services** Provide the necessary staff to implement the core educational program.	No				$10,488,000.00	$5,757,462.00
3.2	**Coaching and Mentors** Utilize instructional coaching, additional work days, conferences, online and hourly professional learning to ensure all instructional staff have the tools to provide high quality instruction. Provide a district mentor for any teacher who does not yet have a preliminary credential.	No	Partially Implemented	JESD continues to provide mentors to all new teachers in the District. PD has been provided prior to the year on Eureka Math. Instructional coaches weren't implemented due to the current teacher shortage.	Mentor records and PD sign in sheets.	$260,000.00	$9,000.00
3.3	**Technology** Continue the 6 year life cycle repair/replacement for all technology devices, network equipment, servers, teacher laptops, projectors, document cameras and support staff computers.	No	Fully Implemented	JESD continues to full implement its 6 year life cycle for all technology.	Technology inventory.	$180,000.00	$76,331.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.4	**Maintenance Operations and Transportation (MOT)** The Director of MOT will walk all of the sites quarterly to develop a list of maintenance items to be completed. A focus of these walks will be on site safety and developing a calendar for maintenance items.	No	Partially Implemented	Director of MOT has walked all sites and developed a detailed list of maintenance items that need to be completed. Items have been prioritized and a timeline has been developed.		$850,000.00	$567,999.00
3.5	**Class Size Reduction (Cost in 3.1)** Reduce class sizes in 4th-8th grades. (Cost included in 3.1 Staffing)	No	Not Implementing	Due to increasing enrollment district-wide this has not been able to be implemented. It will be reviewed next year when CHES opens to see if it is feasible.		$0.00	$0.00
3.6	**Transportation (Cost included in 3.7)** Recruit, train, support, and retain high-quality, experienced Bustodians, Mechanics, and MOT staff to ensure consistent, reliable, and safe transportation.	No	Fully Implemented	JESD was able to hire/train two bus trainers. In 2023-24 JESD hired, trained and certified its first bus driver.	Classified staffing charts, bus routes, training logs and 45 day inspections.	$0.00	$0.00

Goal 4

Goal Description
Pupil Outcomes for students with disabilities: Ensure all students with disabilities make adequate yearly progress toward grade level standards.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Differentiation** Provide general education teachers with professional development on best first instruction and differentiation strategies to address the needs of students with disabilities.	No	Fully Implemented	McRel: Classroom Instruction that Works and staff meetings/PLC meetings.	PD rosters and agendas for PD days.	$30,000.00	$12,340.00
4.2	**Individualized Academic Support** Provide special education resource teachers, aides, and support providers with professional development and additional curricular resources to better address the individualized needs of each student to meet grade level standards.	No	Partially Implemented	PD offered to all instructional aides by behaviorist (BCBAs) each Monday. The Special Education Department is planning for additional PD to ensure that all teachers are prepared to provide the most effective individualized academic support.	PD rosters and agendas for PD days.	$36,750.00	$15,725.00
4.3	**Chronic Absenteeism** The special education department will closely monitor attendance for students with disabilities and provide the necessary supports and interventions to improve student attendance.	No	Partially Implemented	Attendance is reviewed prior to each annual/triennial IEP. Attendance is discussed when appropriate and plans are developed to increase attendance.	SIS Attendance Reports	$6,250.00	$1750.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				The District is working to improve the process to track special education students separately from all other groups for attendance.			