LCAP Metrics Goal 1 2018/19

Improve Teaching and Learning

	Metric	2017-18 Target	Measure	Person Responsible	Baseline	2017-18	Progress Update November 2018
1	**WJUSD 2018-19 LCAP Goal 1 Metrics Summary**						
3	Instructional Materials	100% of students have access to board-adopted materials and instructional supplies as evidenced by SARC data and Board instructional materials sufficiency resolution.	Materials Sufficiency Resolution	Barbara Herms	100% of students have access	Board Instructional Materials Sufficiency Resolution passed on 09/28/2017. 2015/16 SARC reports updated and Board approved 11/16/2017.	This data is not available yet
4	School facilities maintained and in good repair	50% of sites have an exemplary rating	Facilities Inspection Tool (FIT)	Nick Baral	24% of sites have exemplary rating	0% of sites have an exemplary rating	In progress
5	Implement a common district instructional focus representing the application of 21st Century skills	Develop district instructional focus and provide training so that 100% of staff can articulate and provide an example of how their student learning targets and outcomes are tied to the district instructional focus.	Anedoctal evidence	Christina Lambie	Instructional focus in progress	Administrators are collecting evidence of the instructional focus by engaging in classroom walkthroughs	Administrators have participated in two days of classroom walkthroughs with a focus on math instruction; walkthroughs occurred on 9/19 (elementary) and 10/30 (middle)
6	Implementation of rigorous tasks aligned to academic content standards including the ELA/ELD Framework	50% of tasks are mostly or significantly aligned to the academic content standards including the ELA/ELD Framework, and at least 40% are at a Depth of Knowledge (DOK) level 3 or 4.	# of rigorous tasks	Christina Lambie	Not all learning is rigorous and aligned to standards	Site administrators have engaged in some data collection and calibration activities.	There is no data available yet
7	Percentage of staff participating in professional learning	Create a plan to provide professional learning opportunities for all staff	# of staff attending workshops	Christina Lambie	Professional learning offered doesn't meet the needs of all staff	Professional Learning is underway for Balanced Literacy, Disciplinary Literacy, Math, Restorative Practices, and the Innovator Cohort (for technology practices).	Professional development is underway for Balanced Literacy, Disciplinary Literacy, Math Practices, Restorative Practices, Innovator Cohort, History/Social Science Framework, and Ethnic Studies
8	Percentage of Professional Learning Communities (PLC) that analyze student work to implement best practices.	50% of PLCs are regularly collecting and analyzing student work to inform planning and practice at their school sites.	# of PLCs analyzing student work	Christina Lambie	current PLCs need refinement	PLCs at school sites include grade level teams, department teams, and school leadership teams. Teams collect and analyze student work as well as achievement and other data. Teams are provided collaboration time on Wednesday afternoons.	All elementary schools engage in academic conferences, starting in the fall. At academic conferences, PLC teams meet to discuss student achievement, behavior, and social-emotional outcomes.

	Metric	2017-18 Target	Measure	Person Responsible	Baseline	2017-18	Progress Update November 2018
9	Percentage of students who reach growth targets on iReady and NWEA in Reading and Math.	iReady: increase by 5% the # of students who achieve their growth target in Reading and Math. NWEA: increase by 5% the # of students that meet their projected growth in Reading and Math.	% of students meeting growth target	Christina Lambie	iReady - 45% in Reading, 47% in Math; NWEA - In Reading, 25% of 7th, 46% of 8th, 52% of 9th, 47% of 10th; In Math - 44% of 7th, 45% of 8th, 46% of 9th, 50% of 10th	iReady Reading: grade 2 - 55%, grade 3 - 39%, grade 4 - 59%, grade 5 - 53%, grade 6 - 54%; iReady Math: grade 2 - 54%, grade 3 - 40%, grade 4 - 55%, grade 5 - 48%, grade 6 - 60%; NWEA Reading: grade 7 - 36%, grade 8 - 51%, grade 9 - 56%, grade 10 - 54%; NWEA Math: grade 7 - 47%, grade 8 - 43%, grade 9 - 54%, grade 10 - 70%	In progress - growth reports will be available in June 2018
10	Increase percentage of students in both the Meets and Exceeds Standards level on SBAC ELA	5% growth over baseline	Percent of all students scoring Standard Met or Exceeded	Christina Lambie	40% of students Meet/Exceed Standard	In Progress - data will be available June 2018	40.2% of students met standard in ELA for 2017-18
11	Increase percentage of students in both the Meets and Exceeds Standards level on SBAC Math	5% growth over baseline	Percent of all students scoring Standard Met or Exceeded	Christina Lambie	28% of students Meet/Exceed Standard	In Progress - data will be available June 2018	28.5% of students met standard in Math for 2017-18
12	Show growth on the ELA and Math Academic Indicator (CA School Dashboard)	Performance level of Green for both ELA and Math, with a Status level of Medium and a Change level of Increased	CA School Dashboard	Christina Lambie	Yellow for ELA and Math	In Progress - data will be available December 2018	In Progress - data will be available December 2018
13	Show growth on the English Learner Progress Indicator (CA School Dashboard)	Performance level of Yellow with a Status of Medium and a Change of Maintained	CA School Dashboard	Maria Orozco	Orange for EL Progress	In Progress - data will be available December 2018	In Progress - data will be available December 2018
14	Increase the # of State Seals of Biliteracy awarded to students.	Increase by 10% the # of seals awarded to students receiving the State Seal of Biliteracy.	# of Seals Awarded	Maria Orozco	128 Seals awarded	138 Seals awarded	In progress

LCAP Metrics Goal 2 2018/19

College and Career

Metric	2017-18 Target	Measure	Person Responsible	Baseline	2017-18	Progress Update November 2018
1	**WJUSD 2017-2020 LCAP GOAL 2 Metrics Summary**					
2	Personalized learning plans for all students to have ownership and engagement in their college and career goals.	50% of 7th, 9th, and 12th grade students will participate in creating a personalized learning plan to develop their college and career goals.	CCGI data; # of plans	Jacob Holt	piloting with some students	In its first year of implementation, the district focused on students using California Colleges Guidance Initiative (CCGI) in two grades - 9th and 12th. As of Spring 2018, 91% of 9th graders and 53% of 12th graders had created personalized learning plans.	Counselors at each school have been meeting with grade level groups to complete activities, such as college and career interest surveys, 4 year plans, college applications and financial aid applications.
3	Graduation requirements represent UC/CSU admission and/or industry certification.	District staff, faculty, and stakeholder analysis and development of WJUSD graduation requirements that support a broad course of study, including UC/CSU and/or industry certification.	# of courses required by subject area	Jacob Holt	grad requirements not aligned to UC/CSU	District office staff continues to review the graduation requirements of surrounding districts as a first step in the analysis of WJUSD graduation requirements.	The CTE pathways have been aligned to industry standards and will be offering industry focused certification opportunities this year. The CTE departments will be reviewing their courses and looking for chances to revise the courses to align them to UC/CSU admission requirements.
4	Percentage of students completing UC/CSU A-G course requirements.	Increase by 5% the # of graduates that complete UC/CSU A-G requirements	# of grads meeting a-g	Jacob Holt	38% of grads completed UC/CSU in 2015-16	43% of grads completed UC/CSU requirements in 2016-17.	The district office will be conducting a thorough audit of the completion status of each component of UC/CSU requirements and identifying areas of greatest need of support for all students and targeted subgroups.
5	Number of pathways that result in certification in high demand, local industry sectors.	District analysis and development of a plan to align CTE courses with industry certification	# of pathways aligned	Crystal Grooms	Not all courses are aligned	Most CTE course outlines have been revised with 2013 CTE Model Standards. WHS and PHS CTE teachers are evaluating the pathways at their site with a needs assessment survey focusing on the 11 elements of a High Quality Pathway.	Most CTE course outlines (PHS 12/15, WHS 16/19 have been revised with 2013 CTE Model Standards. WHS and PHS CTE teachers are evaluating the pathways at their site with a needs assessment survey focusing on the 11 elements of a High Quality Pathway. This will support the work to align pathways with industry certifications and inform CTEIG and SWP funding opportunities. Currently there are 6 complete pathways at PHS and 9 complete pathways at WHS. Additionally middle school CTE programs are being developed to align with the 9-12 pathways.
6	Increase the number of students who are enrolled in AP courses and pass the course with a grade of C or better	10% growth over baseline for enrollment in AP courses and course passage with a C or better.	# of students enrolled and passing course	Jacob Holt	Not all students have access	Data will be available in Spring 2018	582 students were enrolled in an AP course in the 2016-17 school year

	Metric	2017-18 Target	Measure	Person Responsible	Baseline	2017-18	Progress Update November 2018
7	Increase the number of students in AP courses taking an AP test and who receive a passing score (3+)	80% of students enrolled in an AP course take an AP test and 55% of students receive a passing score on the AP test.	% of students taking AP tests and # receiving score of 3+	Jacob Holt	49% received 3+	Students will be taking their AP Tests in May of 2018	48% of the students that took an AP test passed the test with a score of 3 or better.
8	Increase the percentage of students demonstrating college preparedness as measured by EAP	25% of 11th graders are ready for college-level work in ELA and Math	% of students Exceeding Standard on SBAC ELA and Math	Jacob Holt	19% Ready - ELA; 7% Ready - Math	Data for the Spring 2018 test will be available in the Fall of 2018	Spring 2018 Data - 20.5% Ready - ELA; 6.5% Ready - Math
9	Increase the number of students dual and concurrently enrolled in community college classes.	Develop an MOU for enrollment course of study which includes a reporting/communication mechanism. Develop a baseline # of students dual enrolled.	# of students dual and concurrently enrolled	Jacob Holt	Does not exist	Dual enrollment MOU has been approved by WJUSD Board of Trustees. One class - College and Career Readiness Through Ag - has been approved. This course aligns with WCC course Ag 60.	The district office continues to work with teachers and WCC representatives to identify additional opportunities for Dual Enrollment.
10	Increase the District reclassification rate for English Learners.	1.2% over State Reclassification Rate as reported by CDE	Percent of EL students re-classified to FEP	Maria Orozco	14.4% reclass rate	16% reclass rate	In progress - this data will be available in Spring 2019
11	Decrease the number of Long Term English Learners	At-Risk: reduce by .5% of state average based on total Ever-EL. LTEL: reduce by 2.5% of state average based on total Ever-EL.	# of LTELs enrolled	Maria Orozco	348 LTEL (7.6%); 304 AtRisk (6.4%)	394 LTEL(8.2%);343 AtRisk (7.1%)	Data not available yet
12	Increase the cohort graduation rate of each high school.	Increase the cohort graduation rate at all high schools to 95%	Cohort Grad Rate	Jacob Holt	2015-16 rate: CCHS - 65.3%; PHS - 94.3%; WHS - 94.1	2016-17 rate: WJUSD - 88.3%; CCHS - 67.6%; PHS - 93.9%; WHS - 88.8%	2017-18 rate: WJUSD - 89.6%; CCHS - 69.7%; PHS - 92.4%; WHS - 93.5%
13	Decrease the number of middle school and high school dropouts.	Ensure that there are no middle school dropouts, and decrease the number of high school dropouts to 30.	# of dropouts	Hector Molina	middle school dropouts = 2; high school dropouts = 41	Data will be available in Spring 2018	2017-18 high school dropouts = 40
14	Increase the percentage of students meeting IEP goals and objectives.	Establish baseline data	# students meeting IEP goals	Geovanni Linares	no baseline data	The district does not have a system to track this metric. Goals are set and monitored through the IEP team meeting process. Data is not tracked districtwide that captures the number of goals being met, since they are developed on an individual student basis.	There is no data regarding this as it is not trackable at this time
15	Ensure that programs and services are developed and provided to unduplicated students.	Collect examples of evidence of programs and services that support unduplicated students.	Examples of evidence	Geovanni Linares	no baseline data	The district provides certain targeted supports for unduplicated students, including but not limited to: English Learner Specialists, Foster Youth and Homeless supports, Migrant Education Services, and wireless access points (internet access) for low income students.	The district continues to provide certain targeted supports for unduplicated students, including but not limited to: English Learner Specialists, Foster Youth and Homeless supports, Migrant Education Services, and wireless access points (internet access) for low income students.

	Metric	2017-18 Target	Measure	Person Responsible	Baseline	2017-18	Progress Update November 2018
16	Increase opportunities for all students to have meaningful participation in the Visual and Performing Arts.	District analysis and development of a plan to increase VAPA opportunities for all students K-12.	# and types of opportunities	Barbara Herms	VAPA classes are singletons	The district is developing a VAPA pathway within CTE with a focus on digital music arranging and composing. The development of this pathway, and eventual implementation, is being funded by a Specialized Secondary Programs grant. District teachers have begun the process of revising VAPA courses to align with the VAPA standards. This work will continue in 2018-19.	VAPA teachers are engaging in course revisions to ensure courses are aligned with VAPA standards
17	Increase opportunities for all students to learn through online platforms.	District identification and implementation of online coursework using multiple platforms to provide more opportunities for students to complete their graduation requirements.	# and types of courses available	Tina Burkhart	limited opportunities for online courses	95 students are enrolled in courses at PHS, WHS, CCHS and Adult School. A full catalog of Odysseyware courses is available. Currently, the program is primarily being used for credit recovery.	This data is not yet available
18	Increase the number of students who are Prepared on the College and Career Indicator	40% of students are Prepared on the CCI.	% of Students Prepared (CA School Dashboard)	Jacob Holt	34.7% of students are Prepared on the CCI	40.4% of all students are reported as prepared on the CCI. 17.5% of the English Learners, 28.9% of the Homeless Youth, 35.5% of the Socioeconomically Disadvantaged, 0% of Students with Disabilities, 59.3% of the Asian students, 36% of the Hispanic students and 47% of the White students are characterized as prepared on the CCI. 2018 data will be available in the Fall of 2018.	This data will be released in December of 2018

LCAP Metrics Goal 3 2018/19

Equity and Access

Metric	2017-18 Target	Measure	Person Responsible	Baseline	2017-18	Progress Update November 2018
1	**WJUSD 2017-2020 LCAP GOAL 3 Metrics Summary**					
2	Decrease the number of students who are chronically absent	8% of students are chronically absent	Chronic Absentee data	Hector Molina	9.6% chronic absence (as of March)	The rate of chronic absenteeism for 2016-17 was 12.9%	The rate of chronic absenteeism for 2017-18 was 15.2%
3	Increase the attendance rate for all schools	The district-wide attendance rate is 95.5%	Attendance rate	Hector Molina	94.14% districtwide attendance rate (as of March)	Current ADA attendance rate as of February 2017 94.8	Current ADA attendance rate as of November 2018 96.38
4	Increase the number of students in the Healthy Fitness Zone in all 6 standards	35% of tested students met all 6 standards on the Physical Fitness Test	Physical Fitness Test Results	Jacob Holt	In the 2016-2017 school year, 31% of tested students met all 6 standards on the Physical Fitness Test. In grade 5, 32% of the students met all 6 standards, in grade 7, 35.7% of the students met all the standards and in grade 9, 25.8% of the students met all six standards.	In the 2017-18 school year, 24.8% of 5th grade students met all 6 standards on the PFT. 28.5% of 7th graders met all 6 standards, and 23.4% of 9th graders met all 6 standards.	The Physical Fitness Test will be administered in March of 2019.
5	Increase student sense of safety and school connectedness across all school sites	Increase by 5% student sense of safety and sense of connectedness for all students surveyed	California Healthy Kids Survey	Hector Molina	Sense of safety: 78% (5th), 65 (7th), 51% (9th), 63% (11th); Sense of connectedness: 60% (5th), 58% (7th), 36% (9th), 44% (11th)	Sense of safety: 53% (7th), 50% (9th), and 53% (11th). Student sense of connectedness: 49% (7th), 37% (9th), and 40% (11th).	CHKS Surveys will be conducted in February 2019
6	Decrease the number of expulsions	The number of expulsions is 7	Expulsion data	Hector Molina	# of expulsions = 8	Current Expulsions (3) May 1, 2018	Current Expulsion-0
7	Ensure that the number of suspensions is proportionate to the population	The # of students with suspensions is proportionate to the population	Suspension data	Hector Molina	disproportionate for SpEd students and Hispanic students	Hispanic (4.6) SpEd (0.6)	This data is not available yet

	Metric	2017-18 Target	Measure	Person Responsible	Baseline	2017-18	Progress Update November 2018
8	Decrease the total number of suspensions	The # of suspensions (in school and out of school) is 650.	Suspension data	Hector Molina	# of suspensions = 971 (as of March)	683 suspensions(Out and In school) as of 3/2018	644 suspensions(Out and In school) as of 11/16/18
9	Develop common agreements about district-wide consistent and effective Positive Behavior Interventions and Supports.	School teams identify practices which demonstrate evidence of what it looks like, feels like, and sounds like in a student-centered classroom. 50% of classrooms have examples of evidence consistently and regularly demonstrated.	Observation and anecdotal evidence	Gurpreet Kaur	Some consistent practices exist	Elementary and secondary sites are focusing on defining and building TIER II structures. Secondary sites have focused on providing PD opportunities for staff for Restorative Practices.	Elementary and secondary sites are continuing to build and strengthen Tier II structures. PD opportunities have been offered to elementary and secondary sites for Restorative Practices.
10	Ensure that operational systems provide equity and access to core and least restrictive environment for ELLs, students with special needs, and unduplicated students	50% of the practices that are identified as inequitable are eliminated and master schedules/programs/course and graduation requirements provide opportunities for all students access to UC/CSU A-G approved curriculum and learning opportunities that support their strengths and needs	Evidence of practices	Jacob Holt	Not all students have access to A-G	School sites are in the process of creating the master schedule. The master schedules are based on student interest and goals. The College and Career Articulation Team (CCAT) is reviewing the CTE course revisions, aligning the CTE pathways and approving Ethnic Studies courses.	The district office will be conducting a thorough audit of the completion status of each component of UC/CSU requirements and identifying areas of greatest need of support for all students and targeted subgroups.
11	Ensure access to extended learning opportunities	District analysis and development of a plan to develop internship opportunities aligned to career pathways and the interests of students	Documented plan	Geovanni Linares	No regular and ongoing opportunities for internships	Staff are collecting data on internship opportunities through a needs assessment; 11 students received a Harbor Freight Fellows scholarship which will provide an internship in their trade	No data is available yet.
12	Ensure 1:1 access in classrooms and at home.	All parents and guardians who qualify for wi-fi hot spots are provided with the devices	# of families receiving wifi support	Tina Burkhart	# of parents that received wifi = >1000	1050 hot spots provided	955 hot spots provided.

	Metric	2017-18 Target	Measure	Person Responsible	Baseline	2017-18	Progress Update November 2018
13	Provide a coherent data management system that allows for monitoring of student data	All decisions and planning will be made based upon the explicit use and analysis of data to inform teaching and learning	Data available	Christina Lambie	Data is available but doesn't always inform decisions	Data-based decision making has been a focus of training for administrators at Leadership Academy	The 4 Rs data analysis protocol (Research, Recall, Reflect, and Respond) has been used with Site Administrators, with Special Education staff, and with EL Specialists.
14	Counselors demonstrate evidence of practices that support students' social, emotional, academic, and behavioral needs	District analysis and development of a plan based upon the National Association of School Counselors to support students K-12.	Documented plan	Hector Molina	Counselors provide varying levels of support	Monthly Meetings- Summer School, Ethnic Studies, Human Trafficking Training	Counselors have been offered professional development opportunities through YCOE as well as WJUSD. The focus areas have been social emotional learning, SEIS, MTSS, trauma informed care as well as Restorative Practices.
15	Provide targeted professional learning of classified staff to support student learning goals	All classified staff receive job-embedded professional learning opportunities that support student learning goals.	# and types of professional learning opportunities	Gurpreet Kaur	Professional learning incl. classroom mgmt, PBIS, attendance, discipline	Educational Services has provided at least 21 areas of job embedded professional learning opportunities	Professional opportunities have been offered to paraprofessionals during the summer (i.e., Summer Para Institute) as well as inclusion in site wide training (i.e., Restorative Practices).

LCAP Metrics Goal 4 2018-19

English Learners

	Metric	Objective	Measure	Person Responsible	Baseline	2017-18	Progress Update November 2018
1	**WJUSD 2017-2020 LCAP GOAL 4 Metrics Summary**						
2	Show growth on the EL Progress Indicator	Performance level of Yellow, with a Status of Medium, and a Change of Maintained	CA School Dashboard	Maria Orozco	Orange	Data will be available in December 2018	Data will be available in December 2018
3	Increase the number of State Seals of Biliteracy awarded to students	Increase by 10% the number of seals awarded to students receiving the State Seal of Biliteracy	Seal of Biliteracy data	Maria Orozco	Seals awarded = 128	Seals awarded = 138	In progress
4	Increase the District reclassification rate for Els	1.2% over State Reclassification rate as reported by CDE	Percent of EL students re-classified to FEP	Maria Orozco	District rate = 14.4%	3.5.18 = 338 Total number of reclassification to date	In progress
5	Decrease the number of Long Term English Learners	At-Risk: reduce by .5% of state average based on total Ever-EL. LTEL: reduce by 2.5% of state average based on total Ever-EL.	CDE LTEL data	Maria Orozco	LTELs = 348; AtRisk = 304	394 LTEL(8.2%);343 AtRisk (7.1%)	Not available yet

LCAP Metrics Goal 5 2018/19

Stakeholder Engagement

	Metric	2017-18 Target	Measure	Person Responsible	Baseline	2017-18	Progress Update November 2018
1	**WJUSD 2017-2020 LCAP GOAL 5 Metrics Summary**						
2	Increase participation rate of parents at School Site Council/ELAC/PTA/Boosters to represent diversity of student demographics	Increase by 10% the number of parents who participate in SSC/ELAC/PTA/Boosters to represent diversity of student demographics	# and demographics of parent participants	Danielle Sharp	87% of parents attended a meeting; 42% attended PTA; 71% attended parent-teacher conference	Leadership workshops started at WHS. The following sites will start their Leadership program in the upcoming months: Beamer, Freeman, Prairie, and Tafoya. PIQE 9 week session started at Sci-Tech (25 parents) and at Dingle (39 parents)	The district provided training for all school site council members in September 2018
3	Develop opportunities for parents/families and community partners to participate in student-led demonstrations of proficiency	Every school site identifies opportunities for student-led demonstrations of proficiency	# of opportunities	Geovanni Linares	some schools have student-led conferences	Middle schools participate in student-led conferences, as a way for students to take the lead during parent conferences. Some 6th grade classrooms also do student-led conferences.	Middle schools participate in student-led conferences, as a way for students to take the lead during parent conferences. Some 6th grade classrooms also do student-led conferences.
4	Increase opportunities for parent learning through Parent University	Increase by 25% the number of opportunities for parent learning through Parent University	# of workshops	Danielle Sharp	# of workshops = 8	Second round of Parent Project Sr. and Loving Solutions started on 2/13/18. We currently have 101 parents registered for the 10 week course	Family Empowerment ran Parent Project and Loving Solutions sessions (both English and Spanish) in Fall 2018
5	Increase parent/family participation in programs for students with special needs	Create opportunities for parent/family participation in programs for students with special needs	# of programs	Geovanni Linares	no baseline data	Parent Empowerment provides trainings and parent workshops which are specifically targeted and responsive to the needs of parents and families of unduplicated pupils.	The Special Ed Department held two parent nights for parent input regarding SDC classes. In addition, a parent education night regarding Special Education was held in September 2018.
6	Increase parent/family satisfaction to "high" on Healthy Kids Survey, on key indicators	40% of parents strongly agree with the key indicators of school climate, student behavior, and parent involvement	CHKS data	Hector Molina	35% of parents agreed that the school promotes academic success	39% of parents agreed that the school promotes academic success for all students; 39% of parents agreed that the school allows input and welcomes parents' contributions	CHKS will be administered in Spring 2019
7	Increase number of community partnerships that represent the social, emotional, behavioral, and academic success of all students	Increase by 25% the # of community partnerships that represent the social, emotional, behavioral, and academic success of all students	# of partnerships	Christina Lambie	some partnerships exist (United Way, Woodland Schools Foundation, Lions)	The district has established a strong partnership with Woodland Community College, and now has an approved Memorandum of Understanding for dual enrollment. The district also has a strong partnership with United Way, and this year that partnership has been strengthened. The United Way will be providing the district with an AmeriCorps VISTA worker to oversee the Read to Succeed tutoring program, among other joint initiatives. The Woodland Lions have continued to support elementary reading programs by providing incentives to students. The district has also partnered with the City of Woodland to create the Summer at City Hall program for high school juniors and seniors.	Formal partnerships with United Way, Woodland Community College and City of Woodland have been established. We are working on establishing a formal partnership with Yolo Farm to Fork, as well as establishing a data sharing agreement with Woodland Community College.

	Metric	2017-18 Target	Measure	Person Responsible	Baseline	2017-18	Progress Update November 2018
8	Increase use of technology tools and applications by site staff to communicate with parents about student progress	Ensure that 100% of families have Aeries Parent Portal accounts. Ensure that 100% of students have Aeries Student Portal accounts and access them regularly.	# of active accounts	Christina Lambie	approx 200 families (about 2%) have portal accounts (during pilot)	Districtwide, 42% of secondary school parents have Parent Portal accounts	This year, for re-registration, families at Pioneer and Woodland High Schools, as well as at Zamora Elementary, were able to provide updated information and receive forms through the Aeries Parent Portal, instead of using paper emergency cards and forms.
9	Increase the number of hits on district website, parent portal, and social media. Develop district website with communication resources that provide for input and feedback on services and supports to students such as LCAP resources and tools.	Increase the # of webpage views, Engaged Users on Facebook, and Engagements on Twitter, by 20%	# of views, users, engagements		FB engaged users = 16,821; Twitter engagements = 292	As of April 2018, there are 21,242 Engaged Users on Facebook, as well as 1042 total people who have "liked" the WJUSD Facebook page.	There is no data yet available