LCAP Metrics_Assignments Goal 1

Improve Teaching and Learning

	Metric	2017-18 Target	Measure	Person Responsible	Baseline	Progress Update November 2017	Progress Update February 2018
1	**WJUSD 2017-2020 LCAP Goal 1 Metrics Summary**						
2	Teacher Credentialing	100% of teachers are appropriately credentialed and assigned.	Percent of teachers in correct assignments	Danyel Conolley	99.49% are appropriately credentialed and assigned	97% are appropriately credentialed and assigned	97% are appropriately credentialed and assigned
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.	Board Instructional Materials Sufficiency Resolution passed on 09/28/2017. 2015/16 SARC reports updated and Board approved 11/16/2017.
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	Stacy Spector	Instructional focus in progress	District instructional focus is developed.	Administrators are collecting evidence of the instructional focus by engaging in classroom walkthroughs
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.
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, and Restorative Practices. The Innovator Cohort (for technology practices) has also begun.	Professional Learning is underway for Balanced Literacy, Disciplinary Literacy, Math, Restorative Practices, and the Innovator Cohort (for technology practices).
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	in progress	in progress

	Metric	2017-18 Target	Measure	Person Responsible	Baseline	Progress Update November 2017	Progress Update February 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	In progress - end of year growth will be available in June 2018	In progress - end of year growth 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	38.5% of students Meet/Exceed Standard	In Progress - data will be available June 2018
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	27.8% of students Meet/Exceed Standard	In Progress - data will be available June 2018
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	Performance level of Orange for ELA (Low/Declined); Performance level of Orange for Math (Low/Maintained)	In Progress - data will be available November 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	Christina Lambie	Orange for EL Progress	Performance level of Orange with a Status of Medium and a Change of Declined	In Progress - data will be available November 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/ Ursula Ruffalo	128 Seals awarded	We will begin collecting data in Jan. 2018. ELS are making presentations in senior Eng and AP Span classes.	In progress
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LCAP Metrics_Assignments Goal 2

College and Career

Metric	2017-18 Target	Measure	Person Responsible	Baseline	Progress Update November 2017	Progress Update February 2017
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	Geovanni Linares	piloting with some students	CCGI is beginning to be implemented at all three high schools. Each site is working with seniors and ninth graders at this time	
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 have begun to review the graduation requirements of surrounding districts as a first step in the analysis of WJUSD graduation requirements.	District office staff continues to review the graduation requirements of surrounding districts as a first step in the analysis of WJUSD graduation 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	Data will be available in winter 2018 for 2016-17 school year	Data will be available in winter 2018 for 2016-17 school year
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	Vicka Llamas	Not all courses are aligned	Currently working on updating CTE Course outlines. District Advisory Committee has been formed to advise work needed to align pathways to industry sectors and identify industry certifications available to students	Most CTE course outlines have been revised with 2013 CTE Model Standards. WHS and PHS CTE teachers are evaluation 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.
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	Data will be available in Spring 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+	Data will be available in Spring 2018	Students will be taking their AP Tests in May of 2018
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	17.7% Ready - ELA; 4.5% Ready - Math (Spring 2017)	Data for the Spring 2018 test will be available in the Fall of 2018
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	An MOU has been proposed and is being developed in partnership with Woodland Community College. Plans are to have students dual enrolled in Fall 2018.	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.

	Metric	2017-18 Target	Measure	Person Responsible	Baseline	Progress Update November 2017	Progress Update February 2017
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/ Ursula Ruffalo	14.4% reclass rate	ELS are working on reclassification - re-CELDT - due by 12/15. CELDT can be used 17-18 prior to 1/31/18.	In progress
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/ Ursula Ruffalo	348 LTEL (7.6%); 304 AtRisk (6.4%)	ELS are working on reclassification - re-CELDT - due by 12/15. CELDT can be used 17-18 prior to 1/31/18.	In progress
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 -	Data will be available in Spring 2018	Data will be available in Spring 2018
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	Data will be available in Spring 2018
14	Increase the percentage of students meeting IEP goals and objectives.	Establish baseline data	# students meeting IEP goals	Geovanni Linares	no baseline data	Currently being calculated for December 1 CASEMIS report	
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	No update at this time	
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	Data on current opportunities being collected. Funding options for additional opportunities being explored.	
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	152 students are taking Odysseyware 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. Last year the program was used at CCHS and Adult School. 2017-2018 these online courses are offered at 4 sites.	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.
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 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.

LCAP Metrics_Assignments Goal 3

Equity and Access

	Metric	2017-18 Target	Measure	Person Responsible	Baseline	Progress Update November 2017	Progress Update February 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)	Current chronic Rate 5.5 as of November 2017	Current chronic Rate 6.4 as of February 2018
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 November 2017 95.7	Current ADA attendance rate as of February 2017 94.8
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 progress - data will be available in June 2018	In progress - data will be available in June 2018
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)	CHKS Student Survey Data will be available March 2018	CHKS surveys will be conducted in March 2018
6	Decrease the number of expulsions	The number of expulsions is 7	Expulsion data	Hector Molina	# of expulsions = 8	Current Expulsions (1)	Current Expulsions (1)
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	Data will be available in Spring 2018	Data will be available in Spring 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)	364 suspensions(Out and In School) as of 11/2017	683 suspensions(Out and In school) as of 3/2018

	Metric	2017-18 Target	Measure	Person Responsible	Baseline	Progress Update November 2017	Progress Update February 2018
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	All school sites are implementing school wide expectations and ways to reinforce positive student behaviors. Secondary sites are focusing on Restorative Practices implementation.	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.
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.
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
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	1050 hot spots provided
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	Data-based decision making has been a focus of training for administrators at Leadership Academy
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 counseling meetings/Continuum of Services K-12 Plans Discussions	Monthly Meetings-Summer School, Ethnic Studies, Human Trafficking Training

	Metric	2017-18 Target	Measure	Person Responsible	Baseline	Progress Update November 2017	Progress Update February 2018
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	August 2017: 50 paras attended Paraprofessional Institute. Ongoing opportunities to attend Nonviolent Crisis Intervention Training	Educational Services has provided at least 21 areas of job embedded professional learning opportunities

LCAP Metrics_Assignments Goal 4

English Learners

	Metric	Objective	Measure	Person Responsible	Baseline	Progress Update November 2017	Progress Update February 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/ Ursula Ruffalo	Orange	Performance level of Orange with a Status of Medium and a Change of Declined	Data will be available in November 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/ Ursula Ruffalo	Seals awarded = 128	We will begin collecting data in Jan. 2018. ELS are making presentations in senior Eng and AP Span classes.	In progress - 3.19.18 # of seniors automatically eligible due to passing AP Spanish/French exam and meeting all other criteria. WHS = 44 and PHS = 53. Writing exam administered in March and Interview in early April. Final results shared mid-April.
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/ Ursula Ruffalo	District rate = 14.4%	ELS are working on reclassification - re-CELDT - due by 12/15. CELDT can be used 17-18 prior to 1/31/18.	3.5.18 = 338 Total number of reclassification to date
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/ Ursula Ruffalo	LTELs = 348; AtRisk = 304	ELS are working on reclassification - re-CELDT - due by 12/15. CELDT can be used 17-18 prior to 1/31/18.	In progress -Afterschool ELD STEM program (10-12 weeks) March - May. 4 students were reclassified at WHS through the Alternative Reclassification process.

LCAP Metrics_Assignments Goal 5

Stakeholders Engagement

	Metric	2017-18 Target	Measure	Person Responsible	Baseline	Progress Update November 2017	Progress Update February 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	Gricelda Cardenas	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)
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		
4	Increase opportunities for parent learning through Parent University	Increase by 25% the number of opportunities for parent learning through Parent University	# of workshops	Gricelda Cardenas	# 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
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		
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	CHKS parent survey data available March 2018	Currently administering CHKS 17-18
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	Callie Lutz	some partnerships exist (United Way, Woodland Schools Foundation, Lions)	in progress	The district has engaged in a formal partnership to provide services to students with both Woodland Community College and the City of Woodland.
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, 31% of parents have Parent Portal accounts; at the secondary level, 69.5% of parents have Parent Portal accounts	Districtwide, 32% of parents have Parent Portal accounts

Metric	2017-18 Target	Measure	Person Responsible	Baseline	Progress Update November 2017	Progress Update February 2018
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	Callie Lutz	FB engaged users = 16,821; Twitter engagements = 292		