

LCAP Mid Year Update: Goal 2 Metrics*

As of March 24, 2023

Metrics

Metric	Baseline Spring 2021	LCAP Annual Update Spring 2022	November 2022 Update	March 2023 Update
Percent of students who have access to instructional materials and supplies.	100% of students have access to instructional materials.	100% of students have access to instructional materials.	100% of students have access to instructional materials.	100% of students have access to instructional materials.
Percent of students in both the Meets and Exceeds Standards level on SBAC English Language Arts	<p>The percentage of students at the Meets and Exceeds Standards level in Spring 2019 SBAC testing for ELA was 43.03%, which was an increase of 2.88%. On the Dashboard, the performance level is Yellow. Students are tested on SBAC in grades 3 - 8 and 11.</p> <p>The statewide percentage of students at the Meets and Exceeds Standards level for ELA was 51.1%.</p>	<p>For Spring 2021, only 11th grade students took the Smarter Balanced tests for ELA and Math. For ELA, the percentage of students at the Meets and Exceeds Standards level was 59%.</p> <p>The statewide percentage of students at the Meets and Exceeds Standards level for ELA was 58%.</p> <p>By student group, the percentage of students at the Meets and Exceeds Standards level was as follows: (* data not included when student group is less than</p>	<p>The percentage of students at the Meets and Exceeds Standards level in Spring 2022 SBAC testing for ELA was 37.38%.</p> <p>The statewide percentage of students at the Meets and Exceeds Standards level for ELA was 47.06%</p> <p>2021-22 performance (percentage of students at the Meets and Exceeds Standards level) for student groups was as follows:</p>	<p>There is no new data to report. Scores from the 2023 Smarter Balanced Summative administration for ELA and Math will be available in Fall 2023.</p>

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	<p>2018-19 performance (percentage of students at the Meets and Exceeds Standards level) for student groups was as follows: English Learners 6.68% African American students 30.67% Homeless youth 25.38% R-FEP(reclassified) students 53.55% Migrant students 30.7% Students with disabilities 9.9%</p> <p>*due to the COVID-19 pandemic, there is no data for SBAC in 2020.</p>	<p>10) English Learners 0% African American students * Homeless youth * R-FEP(reclassified) students 62% Migrant students 50% Students with disabilities *</p>	<p>English Learners 6.36% African American students 29.41% Homeless youth 31.49% Foster youth 18.18% R-FEP(reclassified) students 46.67% Migrant students 25.81% Students with disabilities 11.6%</p>	
<p>Percent of students in both the Meets and Exceeds Standards level on SBAC Math.</p>	<p>The percentage of students at the Meets and Exceeds Standards level in Spring 2019 SBAC testing for Math was 27.89%, which was a decrease of .64%. On the Dashboard, the performance level is Orange. Students are tested on SBAC in grades 3 - 8 and 11.</p> <p>The statewide percentage of students at the Meets and</p>	<p>For Spring 2021, only 11th grade students took the Smarter Balanced tests for ELA and Math. For Math the percentage of students at the Meets and Exceeds Standards level was 33%.</p> <p>The statewide percentage of students at the Meets and Exceeds Standards level for Math was 33%.</p> <p>By student group, the percentage of students at the Meets and Exceeds</p>	<p>The percentage of students at the Meets and Exceeds Standards level in Spring 2022 SBAC testing for Math was 24.21%.</p> <p>The statewide percentage of students at the Meets and Exceeds Standards level for Math was 33.38%.</p> <p>2021-22 performance</p>	<p>There is no new data to report. Scores from the 2023 Smarter Balanced Summative administration for ELA and Math will be available in Fall 2023.</p>

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	<p>Exceeds Standards level for Math was 39.73%.</p> <p>2018-19 performance (percentage of students at the Meets and Exceeds Standards level) for student groups was as follows: English Learners 3.85% African American students 13.3% Homeless youth 17.39% R-FEP(reclassified) students 31.1% Migrant students 22.6% Students with disabilities 6.88%</p> <p>*due to the COVID-19 pandemic, there is no data for SBAC in 2020.</p>	<p>Standards level was as follows: (* data not included when student group is less than 10)</p> <p>English Learners 3% African American students * Homeless youth * R-FEP(reclassified) students 30% Migrant students * Students with disabilities *</p>	<p>(percentage of students at the Meets and Exceeds Standards level) for student groups was as follows: English Learners 5.12% African American students 11.43% Homeless youth 20.37% Foster youth 0% R-FEP(reclassified) students 24.09% Migrant students 15.45% Students with disabilities 8.21%</p>	
<p>Performance level on the English Learner Progress Indicator</p>	<p>The English Learner Progress Indicator for the 2019 Dashboard reports on the percentage of English Learner students who make yearly progress towards English language proficiency or maintaining the highest level.</p>	<p>Due to the Covid-19 pandemic, there is no English Learner Progress Indicator for 2020 or 2021.</p>	<p>The ELPI has not yet been released. Districtwide Summative ELPAC scores by performance level: Level 1 = 559 students, 27% Level 2 = 683 students, 32.9% Level 3 = 696 students, 33.6%</p>	<p>On the 2022 California School Dashboard, the percentage of English Learners making progress is 50.7%.</p> <p>The number of EL students tested and included in the calculation is 1,565. The performance level is</p>

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	<p>For 2019, 44.9% of EL students in WJUSD made progress towards English language proficiency. The number of EL students tested and included in the calculation is 1,534. The performance level is Low for this indicator.</p> <p>The levels of Student English Language Acquisition are as follows:</p> <p>ELs who progressed at least one level: 41.3% ELs who maintained level 4: 3.5% ELs who maintained levels 1 - 3H: 33.8% ELs who decreased at least one level: 21.2%</p>		<p>Level 4 = 135 students, 6.5%</p>	<p>Medium for this indicator.</p> <p>The levels of English Language Acquisition are as follows:</p> <p>ELs who progressed at least one level: 49.3% ELs who maintained level 4: 1.5% ELs who maintained levels 1 - 3H: 32.2% ELs who decreased at least one level: 17.1%</p>
Number of schools implementing three lessons	All schools have time for Social-Emotional Learning on the daily/weekly schedule.	School sites have identified time to focus on social-emotional learning. The focus has been on	School sites are using the data from the October 2022 universal behavior screeners to identify and implement	School sites have used the data from the universal screeners to identify and implement

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focused on Social-Emotional Learning per month.		providing Tier I and II social-emotional supports in order to build and reinforce skills.	Tier I and II interventions to support the identified needs. At the elementary sites counselors have identified monthly focus areas (e.g., self-awareness, bullying prevention, self-management, etc) and are providing site-wide monthly lessons.	Tier I and II interventions to support the identified needs. At the elementary sites counselors have identified monthly focus areas and are providing site-wide monthly lessons.
Number of small groups offered in 6-8 week cycles supporting students' SEL needs at every site by every counselor.	In February 2021, counselors at seven elementary schools (Beamer, Dingle, Gibson, Maxwell, Plainfield, Tafoya, Whitehead) offered small group counseling on topics such as self-regulation, family challenges, and social skills/friendship.	Elementary counselors have done 129 small groups focused on various topics including self-regulation, social skills, grief and loss and growth mindset. Elementary and secondary counselors have been involved with site-wide review of universal behavior screeners in order to form groups that would best meet the needs identified.	There are 85 small groups being offered at the elementary and secondary school sites in 6-8 week cycles supporting students' SEL needs. The groups are focused on various topics including self-regulation, grief and loss, friendship, and anxiety coping skills.	There have been 146 small groups offered at the elementary and secondary sites in 6-8 week cycles supporting students' SEL needs. The groups are focused on various topics including social skills and self empowerment, managing stress and anxiety and self-regulation.
State target for the percent of students with IEPs receiving services in the regular early	The district's rate is 32.63%. (the state target is >35.9%)	Preschool Program Setting is not Separate Class: 86 Students; 53.42% Total SpEd Preschool Students: 161 Students"	Currently WJUSD has 141 Preschool aged students eligible for IEPs. Of those 141, 79 students receive their services in a regular education setting which is	Preschool Program Setting is not Separate Class: 101 Students; 54.59% Total SpEd Preschool Students: 185 Students

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childhood program			a rate of 56%	
State target for the percent of preschool students with IEPs attending a separate class, school, or facility	The district's rate is 52.54%. (the state target is <31.4%)	Preschool Program Setting is not Separate Class: 86 Students; 53.42% Total SpEd Preschool Students: 161 Students	We currently have 141 Preschool aged students who are eligible for an IEP. We have 46 students pending. Of the 141 eligible students 62 students receive their services in a separate setting outside of the general education setting. Currently 43.97% of WJUSD preschool students receive services in a separate setting.	Preschool Program Setting is Separate Class: 84 Students; 45.41% Total SpEd Preschool Students: 185

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