

LCAP Mid Year Update: Goal 3 Metrics*

As of March 24, 2023

Metrics

Metric	Baseline Spring 2021	LCAP Annual Update Spring 2022	November 2022 Update	March 2023 Update
Reclassification rate for English Learners	In 2020-21, there were 69 students reclassified, or 3%.	In 2020-21, a total of 102 students were reclassified. As of April 2022, 151 students have been reclassified for the 2021-22 school year.	Local data for the 2021-22 school year shows that 328 students were reclassified.	As of February 2023, 92 students have been reclassified for the 2022-23 school year.
Performance level on the English Learner Progress Indicator	<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>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</p>	<p>The English Learner Progress Indicator is not currently available.</p> <p>In Spring 2021, 1,957 students tested on the Summative ELPAC.</p> <p>Test results are below: Overall Performance Level 1 = 20.3% Level 2 = 34.6% Level 3 = 34.8% Level 4 = 10.3%</p> <p>Oral Language Level 1 = 13.8% Level 2 = 18.7% Level 3 = 41.2% Level 4 = 26%</p> <p>Written Language Level 1 = 38% Level 2 = 38%</p>	<p>The English Learner Progress Indicator will be available in December 2022.</p> <p>Districtwide Summative ELPAC results by level: Level 1 = 559 students, 27% Level 2 = 683 students, 32.9% Level 3 = 696 students, 33.6% Level 4 = 135 students, 6.5%</p>	The English Learner Progress Indicator shows that 50.7% of our English Learners are making progress toward English language proficiency.

*data is reported for selected metrics, where data is available

	<p>indicator.</p> <p>The levels of Student English Language Acquisition are as follows:</p> <p>ELs who progressed at least one level: 41.3%</p> <p>ELs who maintained level 4: 3.5%</p> <p>ELs who maintained levels 1 - 3H: 33.8%</p> <p>ELs who decreased at least one level: 21.2%</p>	<p>Level 3 = 19%</p> <p>Level 4 = 3.9%</p>		
<p>Number of long term English Learners (middle and high school only)</p>	<p>For 2019-20, the number and percent of long term English Learners is as follows:</p> <p>Douglass Middle = 48 (11%)</p> <p>Lee Middle = 45 (13.8%)</p> <p>Woodland High = 69 (9.9%)</p> <p>Pioneer High = 82 (10.4%)</p> <p>Cache Creek = 17 (29.8%)</p>	<p>For 2020-21, the number and percent of Long Term English Learners is as follows:</p> <p>Douglass Middle = 87 (55%)</p> <p>Lee Middle = 81 (79%)</p> <p>Woodland High = 92 (79%)</p> <p>Pioneer High = 140 (74%)</p> <p>Cache Creek = 13 (93%)</p> <p>**this data is to be reviewed with great caution as there was no SBAC data available in 2020-21 which is needed to accurately determine long term English learners and 2020-21 ELPAC was also administered online.</p>	<p>For 2021-22, the number and percent of Long Term English Learners is as follows:</p> <p>Douglass Middle = 137 (31.9%)</p> <p>Lee Middle = 86 (30%)</p> <p>Woodland High = 106 (15.5%)</p> <p>Pioneer High = 134 (16%)</p> <p>Cache Creek High = 14 (27.5%)</p>	<p>For 2022-23, the number and percent of Long Term English Learners is as follows:</p> <p>Douglass Middle = 100 (23.9%)</p> <p>Lee Middle = 65 (22.7%)</p> <p>Woodland High = 71 (11.8%)</p> <p>Pioneer High = 105 (13.5%)</p> <p>Cache Creek High = 29 (33%)</p> <p>*internal data</p>

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District rating of EL Roadmap Principles 1-4 on the self-assessment	Principle 1 = 2/4 Principle 2 = 2/4 Principle 3 = 2/4 Principle 4 = 2/4	Principle 1 = 2/4 Principle 2 = 2/4 Principle 3 = 2/4 Principle 4 = 2/4	Sites continue to receive professional development on the implementation of the EL Road Map and PLC. Strong focus on principle 2: effective EL instruction via PROMESA and EL RISE.	Sites continue to receive professional development on the implementation of the EL Road Map and PLC. Professional development has had a strong focus on Principle 2: Effective EL instruction via PROMESA and EL RISE.
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