



Local Control Accountability Plan 2018 Annual Input Survey Results

The 2018 Annual Input Survey opened on March 20, 2018. So far, the survey has collected 166 responses. Responses came from parents/guardians (57%), teachers (37%), classified staff (11%), management staff (4%), community members (18%), and others (5%). Many individuals identified themselves in several categories, i.e. parent and teacher, so the totals do not add up to 100%.

Current year (2018) results

The survey consists of a Likert-scale response (from 1 to 5) to four questions, as well as narrative responses. The questions focused on Student Achievement, Student Engagement, Basic Services, and Parent Involvement. In each area, respondents were asked:

- What should the district continue to do and build upon?
- What should the district stop doing?
- What should the district start doing (that it is not currently doing)?

Narrative responses focused in a number of areas. The top areas of concern were: Improving Teaching and Learning; Facilities Maintenance, Repair, and Upgrade; Professional Learning; Interventions and Targeted Academic Support; Textbooks and Materials; Behavioral Support; Special Education; and Outreach and Support for Parents and Families.

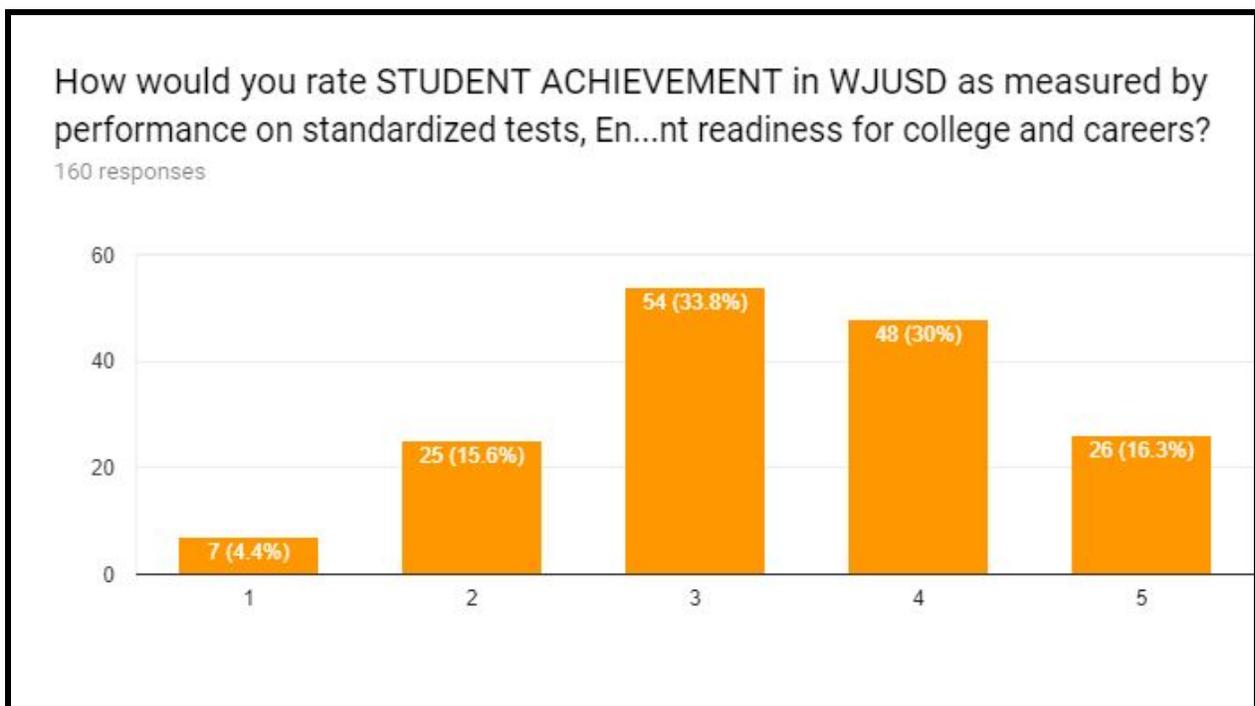
The results are tallied below, in order of frequency:

Area of Concern	# of references	Types of references
Improving Teaching and Learning	88	<ul style="list-style-type: none"> ● Project-based learning; ● Provide a variety of class options, including electives; ● Art and music education available to all; ● Focus on first best instruction; ● Provide multicultural curriculum ● Ethnic Studies ● Planning for career, not just college
Facilities Maintenance, Repair, and Upgrade	53	<ul style="list-style-type: none"> ● Replace old and damaged furniture ● Continue preventative maintenance program ● Update facilities ● Ensure facilities are clean and safe
Professional Learning	44	<ul style="list-style-type: none"> ● Offer PD in new frameworks and standards ● Provide collaboration time for teachers ● Effective implementation of inquiry cycles ● PD in social/ emotional curriculum ● Provide training for paraprofessionals ● Planning time for departments/grade levels and across sites
Interventions and Targeted Academic Support	35	<ul style="list-style-type: none"> ● Continue to support PUENTE, AVID, Link Crew ● More interventions at elementary level ● Push in support for classrooms ● Certificated teachers provide

		<p>interventions</p> <ul style="list-style-type: none"> ● Increase school counselors ● Provide tutoring services after school and on Saturdays
Textbooks and Materials	29	<ul style="list-style-type: none"> ● Update textbooks and materials ● Need English Language Arts/English Language Development for grades 7-12, also Science and History-Social Science curriculum for K-12
Behavioral Support	23	<ul style="list-style-type: none"> ● Create alternative for middle school students ● Increase school counseling services ● Focus on social emotional development ● Continue to build relationships with students ● Stop bullying behavior
Special Education	22	<ul style="list-style-type: none"> ● Provide support to general ed teachers for students with special needs ● Maintain adequate staffing ● Alternative grading methods ● Inclusion
Outreach and Support for Parents and Families	21	<ul style="list-style-type: none"> ● Provide a welcoming environment ● Schools as community centers ● Build relationships with families ● Invite parents to school and encourage more parent involvement
<p>Other Areas of Concern receiving <20 references</p> <ul style="list-style-type: none"> ❖ Academic Advancement ❖ Emphasis on Testing ❖ Technology 		

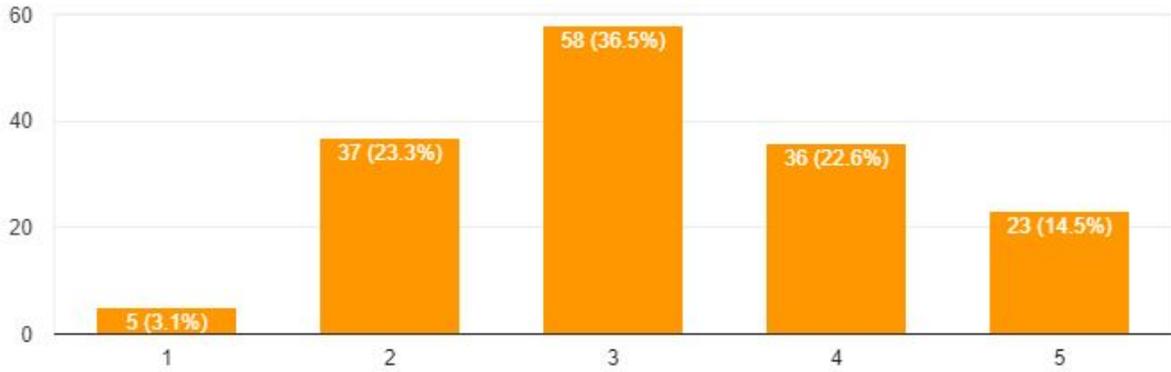
- ❖ Communication
- ❖ Extracurricular Activities
- ❖ Staff Quality and Retention

The Likert-scale questions asked respondents to rate the district using a scale of 1 to 5, with 1 being Excellent and 5 being Needs Improvement. The responses are below:



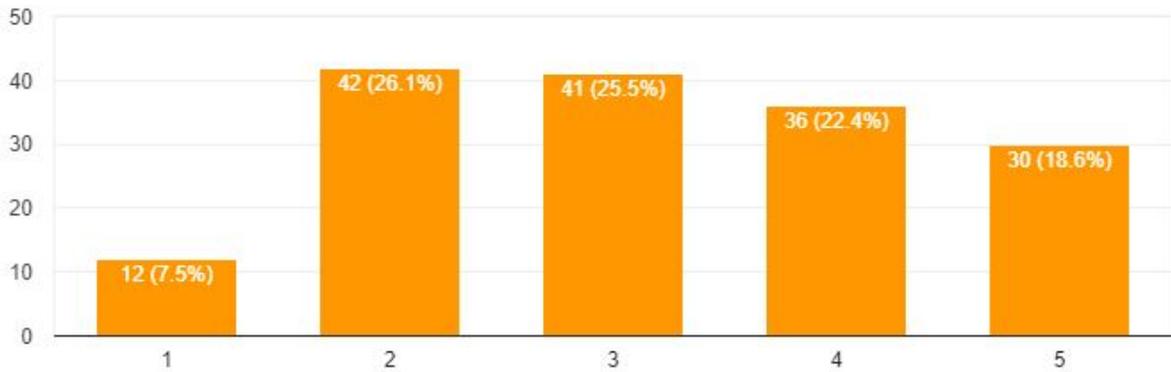
How would you rate STUDENT ENGAGEMENT in WJUSD as measured by school attendance, chronic absenteeis...es, and high school graduation rates?

159 responses



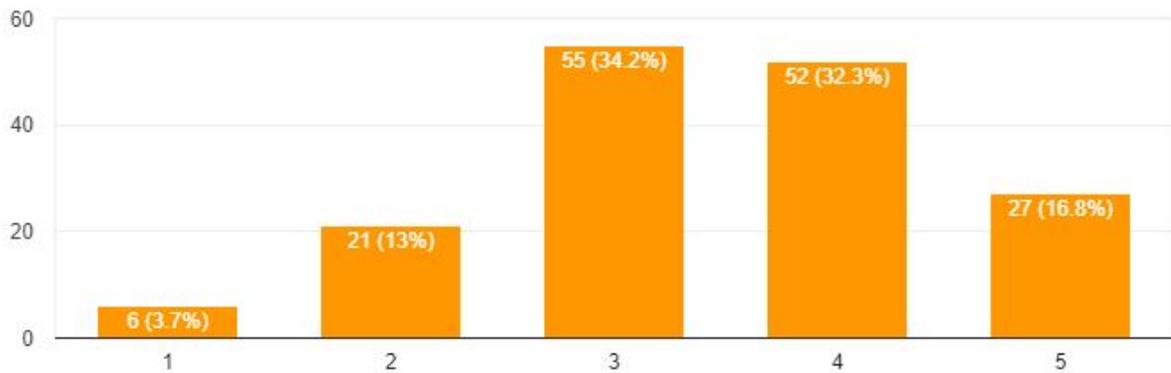
How would you rate BASIC SERVICES in WJUSD, as measured by assignment of fully credentialed teache..., well maintained, and in good repair.

161 responses



How would you rate PARENT INVOLVEMENT in WJUSD, as measured by evidence of parent input, involvement in decision making, and authentic participation?

161 responses



Analysis

The Annual Input Survey confirms what other data sources have shown during the 2017-18 school year, which is that Improving Teaching and Learning is an area of need for the Woodland Joint Unified School District. Data from the California School Dashboard aligns with the survey results, as well as with results from classroom walkthroughs and from surveys of site administrators. Overall, the results from these sources show that the district, in providing standards-aligned materials for ELA (K-6) and Math (K-12) has made progress in the implementation of the Common Core State Standards and the English Language Development Standards (aligned to ELA), but in many classrooms, the tasks that students are engaged in are not aligned to the depth and rigor of the standards. This lack of alignment between task, rigor, and standard, shows up in academic performance data. In order to progress forward into full standards

implementation, the district must continue to provide opportunities for **professional learning** for teachers, classified staff, and administrators which is grounded in best practice and focuses on rigorous, authentic tasks aligned to standard. In addition to providing professional learning opportunities, the district must also continue to implement policies and procedures which support the continued professional learning of teachers, classified staff, and administrators with a focus on improving instruction, through activities such as focused classroom walkthroughs, collaboration time, and peer coaching.

Other data sources, including the survey of school administrators for LCAP Local Indicator for Priority 2, show that providing **updated textbooks and materials** is an area of need. The district must make progress towards implementing standards-aligned instructional materials, coursework, and professional learning in the content areas of Science and History-Social Science. Additionally, the Facilities Inspection Tool confirms the LCAP Annual Input Survey results that show that **maintaining and updating facilities** is another high priority area.

Another area of need which shows up in both academic and discipline data on the California School Dashboard, and in the LCAP Annual Input Survey, is **Interventions and Targeted Academic Support**. The survey showed a focus for stakeholders on providing early interventions, as well as multiple opportunities for intervention, such as after school and Saturday options. In addition, survey respondents indicated support for interventions provided by certificated staff.

The LCAP for 2017-20, written in Spring 2017, focuses in several of the areas highlighted by the survey, including Improving Teaching and Learning, Providing Professional Learning, Updating Textbooks and Materials, and Interventions and Targeted Academic Support. As the district moves into the second year of the 3 year plan, the district will

continue to focus in the areas of concern which showed up in the LCAP Annual Input Survey.

Previous year results

In 2015-16, the Annual Survey showed that the community prioritized the following four areas and actions: ***College and Career Planning and Guidance, Multi-tiered System of Supports, Positive Behavior Intervention and Support, and Teacher Retention and Pay.***

In 2016-17, the Annual Survey showed that the community supports ***Expanding Enrichment Opportunities, Continuing Professional Learning Opportunities, Improving Home-School Communication, and College and Career Planning and Guidance.***