

	# de referencias	Tipos de referencias
Planeando la Carrera y el Aprendizaje	88	<ul style="list-style-type: none"> ● Aprendizaje en base a proyectos; ● Proporcionar una variedad de opciones de clase, incluso optativas; ● Educación artística y musical disponible para todos; ● Enfóquese en la primera mejor instrucción; ● Proporcionar un currículo multicultural ● Estudios étnicos ● Planeando una carrera, no solo la universidad
Mantenimiento, Reparación y Actualización de las Instalaciones	53	<ul style="list-style-type: none"> ● Reemplazar muebles viejos y dañados ● Continuar el programa de mantenimiento preventivo ● Instalaciones puestas al día ● Asegurar que las instalaciones estén limpias y seguras
Aprendizaje Profesional	44	<ul style="list-style-type: none"> ● Ofrezca PD en nuevos marcos y estándares ● Proporcionar tiempo de colaboración para los maestros ● Implementación efectiva de ciclos de investigación ● PD en el currículum social/emocional ● Proporcionar capacitación para paraprofesionales ● Tiempo de planificación para departamentos/niveles de grado y en todas las escuelas
Intervenciones y Apoyo Académico Específico	35	<ul style="list-style-type: none"> ● Continuar apoyando a PUENTE, AVID, Link Crew ● Más intervenciones en el nivel primario ● Dar mas apoyo para los salones ● Los maestros certificados brindan intervenciones

		<ul style="list-style-type: none"> ● Aumentar consejeros escolares ● Proporcionar servicios de tutoría después de la escuela y los sábados
Libros de Texto y Materiales	29	<ul style="list-style-type: none"> ● Ponerse al día con libros de texto y materiales ● Necesitamos Artes del Lenguaje Inglés/ Desarrollo del Idioma Inglés para los grados 7-12, también currículo de Ciencia e Historia-Ciencias Sociales para K-12
Apoyo para el Comportamiento	23	<ul style="list-style-type: none"> ● Crear alternativa para estudiantes de escuela intermedia ● Aumentar los servicios de asesoramiento escolar ● Centrarse en el desarrollo socioemocional ● Continuar construyendo relaciones con los estudiantes ● Detener el comportamiento de intimidación
Educación Especial	22	<ul style="list-style-type: none"> ● Proporcionar apoyo a maestros de educación general para estudiantes con necesidades especiales ● Mantener un personal adecuado ● Métodos alternativos de clasificación ● Inclusión
Alcance y Apoyo para padres y familias	21	<ul style="list-style-type: none"> ● Proporcione un ambiente acogedor ● Las escuelas como centros comunitarios ● Construir relaciones con las familias ● Invitar a los padres a la escuela y alentar una mayor participación de los padres
<p>Otras áreas de preocupación que reciben <20 referencias</p> <ul style="list-style-type: none"> ❖ Adelanto académico ❖ Énfasis en las pruebas ❖ Tecnología 		

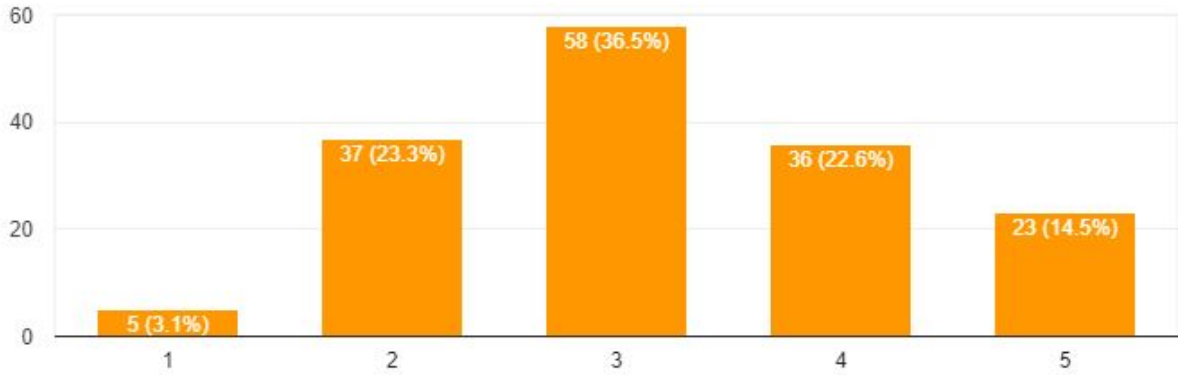
- ❖ Comunicación
- ❖ Actividades extracurriculares
- ❖ Calidad y retención del personal

Las preguntas de la escala Likert les pidieron a los encuestados que califiquen al distrito usando una escala de 1 a 5, siendo 1 Excelente y 5 Necesitando Mejora. Las respuestas están a continuación:



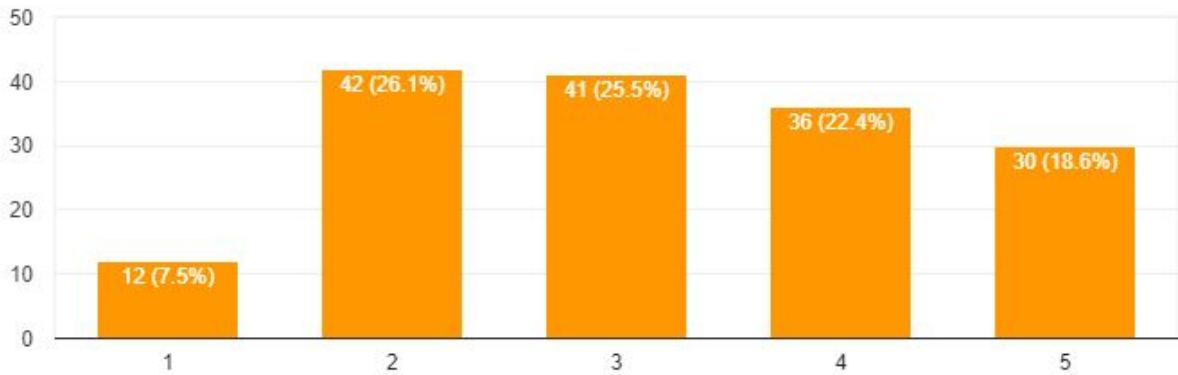
How would you rate STUDENT ENGAGEMENT in WJUSD as measured by school attendance, chronic absenteeis...es, and high school graduation rates?

159 responses



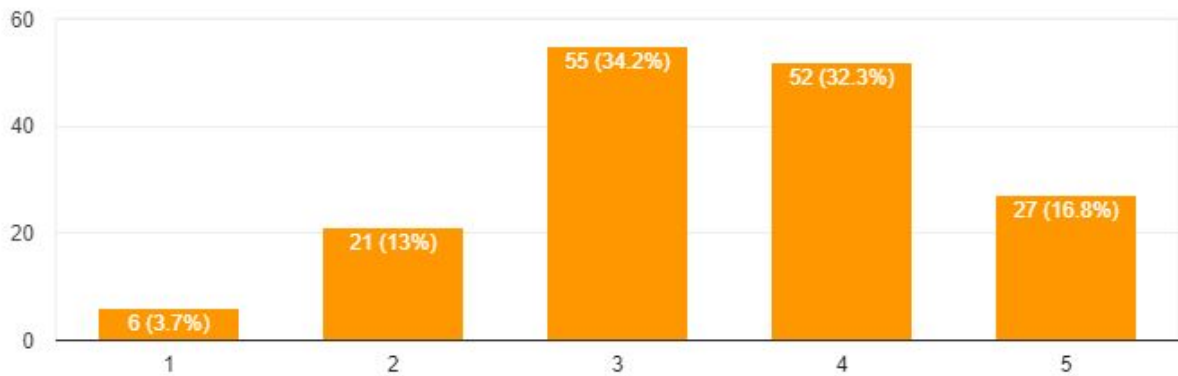
How would you rate BASIC SERVICES in WJUSD, as measured by assignment of fully credentialed teache..., well maintained, and in good repair.

161 responses



How would you rate PARENT INVOLVEMENT in WJUSD, as measured by evidence of parent input, involvement in 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.***