



Local Control Accountability Plan 2019 Stakeholder Feedback Report

Woodland Joint Unified School District solicits input from stakeholders in several formal ways throughout the year, including but not limited to District English Learner Advisory Committee meetings, LCAP Collaborative Committee meetings, WJUSD Board of Trustees meetings, the LCAP Annual Input Survey, student focus groups, and the California Healthy Kids Survey.

Annual Input Survey

The 2019 Annual Input Survey opened on April 3, 2019 and was closed on April 19, 2019. The survey collected 180 responses. Responses came from parents/guardians, teachers, classified staff, management staff, community members, and others.

Current year (2019) 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)?

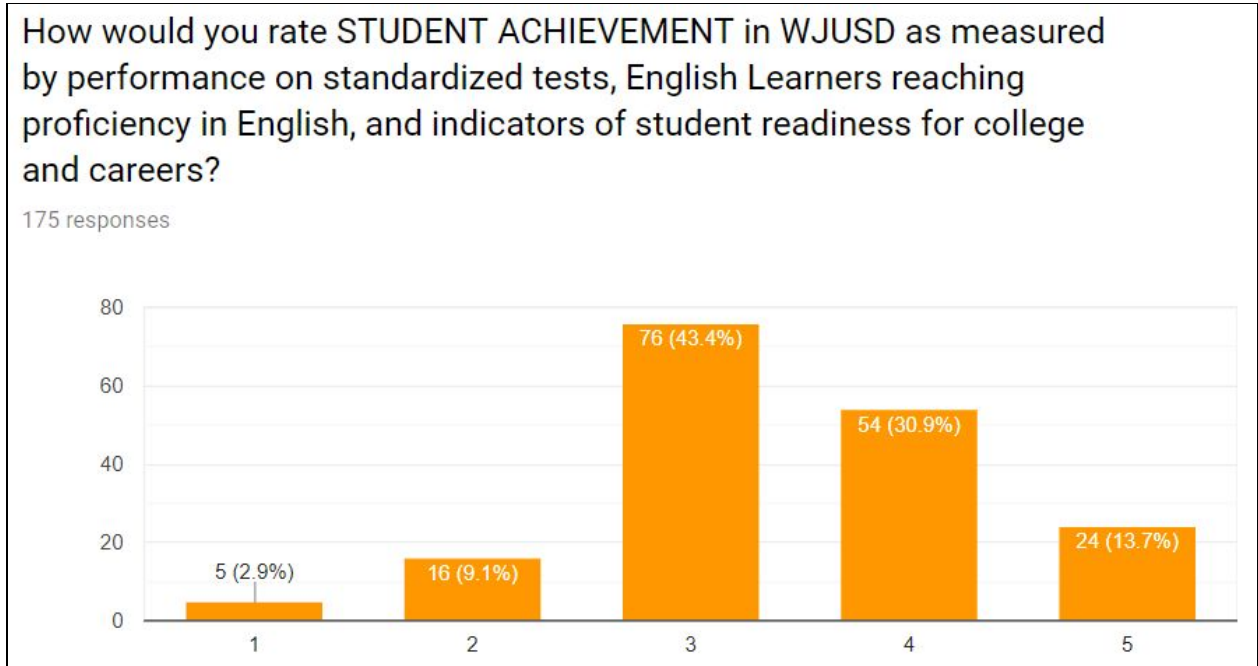
Narrative responses focused in a number of areas. The top areas of concern were: Interventions and Supports; Professional Development; Home-School Communication; Facilities Maintenance, Repair and Modernization; Opportunities for Parent Involvement; and Staffing Recruitment and Retention.

The results are listed below, in order of frequency:

Area of Concern	Types of references
Interventions and Supports	<ul style="list-style-type: none"> ● Focus on early intervention ● Provide small group intervention, after school, and summer school ● Provide academic and social-emotional supports ● Supports for English Learners and Special Education students
Professional Development	<ul style="list-style-type: none"> ● Provide training on... <ul style="list-style-type: none"> ○ student engagement, ethnic studies, trauma-informed care, guided reading, new curriculum, math, English Language Development, Multi-tiered systems of support (MTSS)
Home-School Communication	<ul style="list-style-type: none"> ● Provide weekly phone calls ● Update student grades in Aeries parent portal ● Invite and encourage parents to be involved ● Provide translation at all meetings ● Use social media proactively -- communicate about positive events
Facilities Maintenance, Repair, and Modernization	<ul style="list-style-type: none"> ● Campus beautification ● Modernize classrooms ● Improve and maintain facilities ● Improve blacktop and playgrounds
Opportunities for Parent Involvement	<ul style="list-style-type: none"> ● Offer opportunities for volunteers ● Offer variety of meeting times for working parents ● Offer events such as festivals and movie nights
Staffing Recruitment and Retention	<ul style="list-style-type: none"> ● Hire innovative teachers ● Provide more support staff, including paras and security ● Hire and retain effective staff ● Continue Rtl and EL specialist positions

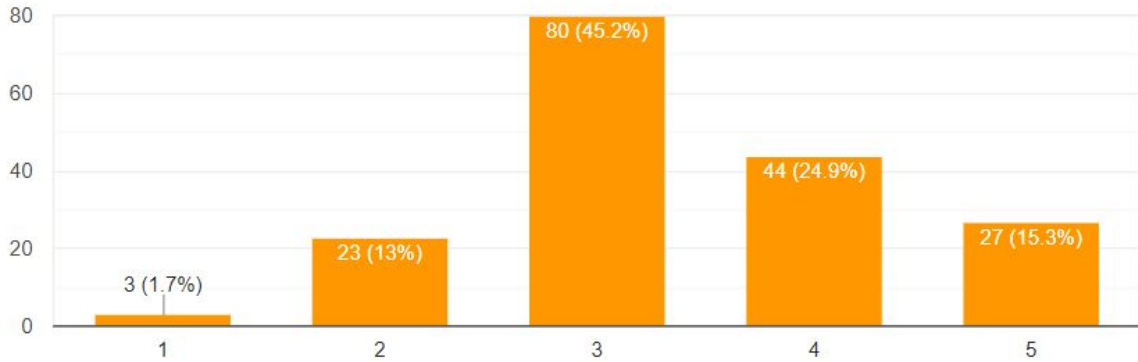
Textbooks and Materials	<ul style="list-style-type: none"> ● Update outdated curriculum ● Continue to provide technology such as chromebooks ● Provide instructional materials
-------------------------	---

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:



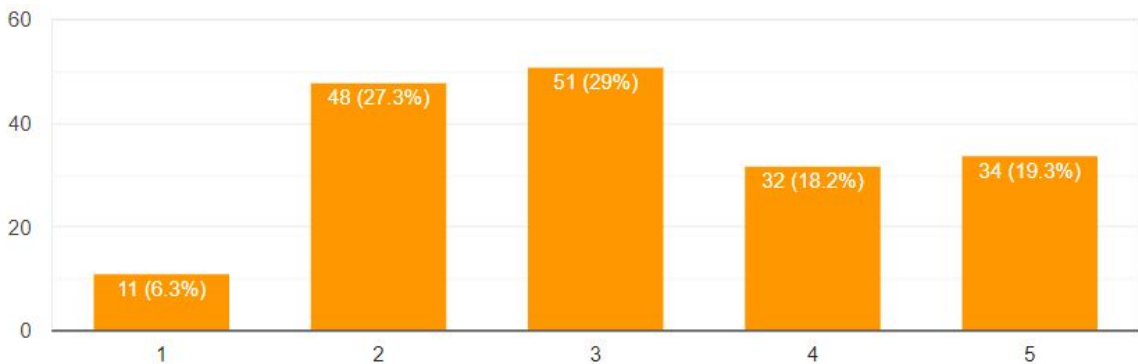
How would you rate STUDENT ENGAGEMENT in WJUSD as measured by school attendance, chronic absenteeism, dropout rates, D and F grade rates, and high school graduation rates?

177 responses



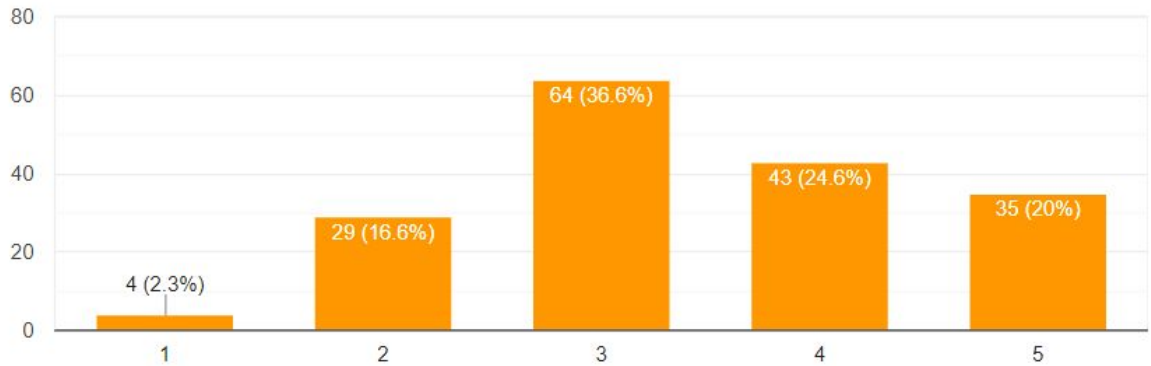
How would you rate BASIC SERVICES in WJUSD, as measured by assignment of fully credentialed teachers, access to instructional materials, and schools that are safe, well maintained, and in good repair.

176 responses



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

175 responses



Analysis

The LCAP for 2017-20, written in Spring 2017, focuses in several of the areas highlighted by the survey, including Interventions and Support (Goal 3), Providing Professional Development (Goal 1), Updating Textbooks and Materials (Goal 1), Opportunities for Parent Involvement (Goal 5) and Home-School Communication (Goal 5). As the district moves into the third 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.**

In 2017-18, the Annual Survey showed that the community supports

- **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.**

California Healthy Kids Survey 2019

The California Healthy Kids Survey was administered in February 2019, to students who are in 5th, 7th, 9th, and 11th grade. Response rates are as follows: 51% in 5th grade, 81% in 7th grade, 88% in 9th grade, 74% in 11th grade, and 100% in 11th grade at CCHS. Due to the low response rate for 5th grade, results will not be included.

School Connectedness*

I feel close to people at this school...I am happy to be at this school...I feel like I am part of this school...The teachers at this school treat students fairly...I feel safe in my school.

	7th	9th	11th	Alt 11th
Douglass Middle	67%			
Lee Middle	65%			
Pioneer High		52%	51%	
Woodland High		60%	45%	
Cache Creek High				63%

*average percent of respondents reporting “agree” or “strongly agree”

Caring Adult Relationships*

At my school, there is a teacher or some other adult...who really cares about me...who notices when I am not there...who listens to me when I have something to say.

	7th	9th	11th	Alt 11th
Douglass Middle	62%			
Lee Middle	68%			
Pioneer High		49%	60%	
Woodland High		61%	57%	
Cache Creek High				70%

*average percent of respondents reporting “pretty much true” or “very much true”

Meaningful Participation*

At school....I do interesting activities...I help decide things like class activities or rules...I do things that make a difference...I have a say in how things work...I help decide school activities or rules.

	7th	9th	11th	Alt 11th
Douglass Middle	30%			
Lee Middle	32%			
Pioneer High		23%	22%	
Woodland High		24%	22%	
Cache Creek High				20%

*average percent of respondents reporting “pretty much true” or “very much true”

School Perceived as Very Safe or Safe

How safe do you feel when you are at school?

	7th	9th	11th	Alt 11th
Douglass Middle	64%			
Lee Middle	64%			
Pioneer High		54%	52%	
Woodland High		63%	47%	
Cache Creek High				69%

Experienced any Harassment or Bullying, past 12 months

During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?...Your race, ethnicity, or national origin...Your religion...Your gender...Because you are gay or lesbian or someone thought you were...A physical or mental disability...You are an immigrant or someone thought you were.

	7th	9th	11th	Alt 11th
Douglass Middle	32%			
Lee Middle	41%			
Pioneer High		33%	25%	
Woodland High		29%	25%	
Cache Creek High				8%

Experienced Chronic Sadness/Hopelessness, past 12 months

Question: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

	7th	9th	11th	Alt 11th
Douglass Middle	30%			
Lee Middle	38%			
Pioneer High		35%	40%	
Woodland High		31%	36%	
Cache Creek High				30%

Considered Suicide, past 12 months

Question: During the past 12 months, did you ever seriously consider attempting suicide?

	7th	9th	11th	Alt 11th
Douglass Middle	9%			
Lee Middle	15%			
Pioneer High		16%	13%	
Woodland High		11%	14%	
Cache Creek High				10%

Results by Race and Ethnicity (all schools)

Grade 7						
% of students	Hispanic/ Latino	American Indian	Asian	African American	White	2 or more races
School Connectedness*	64	73	78	63	73	63
Caring Adults in School**	61	69	71	60	73	60
Meaningful Participation**	28	54	34	30	37	28
Feeling Safe or Very Safe	63	69	68	79	68	62
Harassment***	22	8	54	44	30	24
Chronic Sad or Hopeless	34	23	25	39	27	35
Grade 9						
% of students	Hispanic/ Latino	American Indian	Asian	African American	White	2 or more races
School Connectedness*	56	53	67	33	59	55
Caring Adults in School**	53	33	57	33	57	55
Meaningful Participation**	22	23	32	17	26	22
Feeling Safe or Very Safe	57	57	74	45	58	58
Harassment***	22	36	42	33	29	24
Chronic Sad or Hopeless	34	50	30	33	31	33
Grade 11						
% of students	Hispanic/ Latino	American Indian	Asian	African American	White	2 or more races
School Connectedness*	47	40	45	31	52	48
Caring Adults in School**	56	53	63	64	65	56
Meaningful Participation**	21	22	27	11	27	20

Feeling Safe or Very Safe	48	40	42	30	52	52
Harassment***	16	0	23	30	20	20
Chronic Sad or Hopeless	38	40	29		45	37
Grade 11 CCHS						
% of students	Hispanic/ Latino	American Indian	Asian	African American	White	2 or more races
School Connectedness*	61					64
Caring Adults in School**	67					76
Meaningful Participation**	20					22
Feeling Safe or Very Safe	64					69
Harassment***	7					12
Chronic Sad or Hopeless	26					23

*Average % reporting "Agree" or "Strongly agree"

**Average % reporting "Pretty much true" or "Very much true"

***Harassment for reasons including: race, ethnicity, or national origin; religion; gender; sexual orientation; a physical or mental disability; and immigrant status

Cells are empty if there are less than 10 respondents.

Student Focus Groups

As of May 2019, Educational Services Directors and Coordinators have conducted 42 student focus groups, with additional groups scheduled to occur before the end of the school year. The student focus groups are a way to gather stakeholder input that is used typically in market research but has many benefits in educational research. Focus groups center specifically around the individual's experience, with the benefit of the group discussion, which results in a rich dialogue. Additionally, the facilitator of the focus group serves in a listening role, which is very different from traditional school- or district-based meetings, where staff are engaged in the discussion. The ability of individuals to share their thoughts and opinions without a response from staff is unique to the focus group

setting.

of focus groups by school (as of May 13, 2019)

School	# of focus groups	School	# of focus groups
Beamer	2	Tafoya	4
Dingle	3	Whitehead	1
Freeman	2	Zamora	1
Gibson	2	Douglass	6
Maxwell	1	Lee	6
Plainfield	1	Woodland	5
Prairie	1	Pioneer	5
Spring Lake	0	Cache Creek	2

In the student focus groups, students are asked questions related to the data in the Healthy Kids Survey, which shows that levels of student connectedness to school and levels of meaningful participation are low and/or declining. Listed below are the questions asked of students:

1. Many of our students say they don't feel they are a part of their school. Why do you think students feel this way?
 - a. Follow-up: What can we do to help more students feel they are a part of their school?
2. Few students say they do interesting activities at school. Why do you think they say that?
 - a. Follow-up: How can school be more interesting for you?
3. Many students say they never do things that make a difference. Why do you think they say that?
 - a. Follow-up: Have you done anything in school that made a difference?

Preliminary Analysis

Overall, staff observed that students were very open and honest, in their opinions about school. Staff observed also that students gave many concrete suggestions for improving student connectedness to school. Common themes for promoting student connections from the student perspective were:

- Increasing opportunities for student voice and choice
- Promoting friendships among students
- Increasing activities and clubs for student engagement
- Need to build relationships between adults and students

There were many bullying and harassment issues discussed, especially on the playground, and students suggested that more structured activities would help students have more positive interactions with other students. Some students report feeling lonely and left out, and needing encouragement from adults to make friendships with other students. Since positive relationships and social connections are important to overall well-being, these observations are consistent with the data from the Healthy Kids Survey, which shows that more than 30% of students surveyed have felt chronically sad or hopeless in the last 12 months.

As the final student focus groups are conducted in the coming weeks, the data collected will be analyzed in greater detail, and will be used to inform planning for 2019-20.