



Superintendent's Responses to Questions from the Local Control and Accountability Plan (LCAP) Collaborative Committee and District English Learner Advisory Committee (DELAC) for the LCAP Annual Review

June 2024

Goal 1: Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

How do the % numbers in the outcomes come about? (10%, 2%, etc...is it random?)

The 3 year outcome is created based on a few different factors, including how much growth or decline there has been in the past.

The reduction in music students in secondary, could it be related to personnel changes? How can how we treat educators be improved to reduce experienced teachers from leaving?

There have been personnel changes in the past two years, and that could have an impact on enrollment. Another major factor in the decline in music enrollment at secondary schools is the pandemic. The district's current 7th - 9th graders were in 4th - 6th grade during the pandemic, which is when foundational music instruction takes place. Many of these music classes were online during that time, and enrollment declined.

Teachers leave for multiple reasons, many of them personal including family responsibilities, relocations, etc...with our current music educators, we are finding ways to ensure that teachers are supported, collaborating across school sites and providing funds for teachers to meet and plan with each other.

How can we improve the graduation rate at Cache Creek?

We can improve the graduation rate at Cache Creek by improving attendance. In order to do that we need to provide an instructional program that focuses on more hands-on learning and

fewer packets, more practical and skill-based learning that leads to a career path would also greatly improve the outcomes for Cache Creek students.

Why are the graduation requirements so different from A-G?

There is a disconnect between the graduation rate and the A-G completion rate. During the Systemic Equity Review data analysis, the SER team found that for WJUSD high school students, English is the A-G area where students have the least success. As a part of the SER work, a Blueprint for Equity is being developed and that will inform our actions over the next few years, which will address this issue, among others.

Can we please add metrics that would indicate progress in elementary school?

The district is proposing to add metrics in goal 1 that will apply to elementary schools, including for visual and performing arts pathway awards, VAPA programs at elementary schools, and community events at all schools.

Why is the AP pass rate so low? Do we know why enrollment in AP classes is low? And what are we doing to increase enrollment?

AP exam credit is no longer universally accepted by UCs and CSUs, so many students are opting to not participate in the exams if they enroll in the courses. Those that do take the exams often struggle due to a mismatch between the content/instructional strategies in the classroom and the structure and content of the test.

Dual Enrollment opportunities are expanding in the district, and offer students a guaranteed means of earning subject-specific college credits if they pass the course. We are opting to invest and grow our dual enrollment programs/offerings rather than AP because of the greater benefit to students. Dual enrollment courses are free for students and give them college credit.

What happens in WJUSD when a high school senior does not graduate? What is the reason for the decrease in student graduation?

If a student does not graduate, they are offered the opportunity to complete the necessary credits during summer school in order to become a summer grad. If they are not able to complete the required credits during the summer session, they can complete their diploma requirements in one of the following ways:

- *If they are 18, they can enroll in Woodland Adult Education*
- *If they are an English Learner, they can return to their high school for a 5th year*
- *If they have an IEP, they can return to their high school for a 5th year.*

The decrease in our graduation rate in the last few years has a direct correlation to distance learning. A number of students did not earn credits, or earned very few credits, during distance learning, and as a result were off track for graduation when they returned to in person instruction. The further out we get from distance learning, the more our graduation rate should return to normal and/or increase.

What would we do to help students have interest in careers other than technical ones?

We offer career exploration courses in both of our middle schools that give students the opportunity to learn about and investigate careers in a wide variety of areas, not just the technical sectors. We offer pathways at our high schools that include culinary arts, emergency

medicine, early childhood education, criminal justice, and computer programming, in addition to our pathways in agriculture, animal sciences, automotive, and welding. We are also developing a pathway in robotics and expanding the early childhood education pathway to include students at Cache Creek High School.

Can GATE programming feed into a metric in this goal?

GATE programs are found in goal 2 and goal 4.

Ethnic Studies: Will new teachers need to be hired for the additional classes or will they likely be taught by current teachers?

Many of our teachers in several secondary departments have participated in our Ethnic Studies training, so will be able to teach Ethnic Studies courses.

Can/does proportionality include low-income as part of the metric outcome?

Yes, low income is included as a demographic. Low income is sometimes referred to as socioeconomically disadvantaged.

Goal 2: Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention in a safe, supportive, and inclusive environment.

Can we add to interventions? How can we increase classroom supports with metrics/actions? Can we increase the site funds for effective interventions (action 3)? Can we fund those at all schools by giving extra allocation?

The district is proposing to add funds using concentration dollars for schools with more than 55% unduplicated students. These funds are allocated for additional staffing in direct support of the instructional program.

What is (social-emotional learning) SEL screening?

SEL screening is a questionnaire/survey that is filled out for each elementary student by their teacher, and by each secondary student. It is SAEBRS (Social, Academics and Emotional Behavior Risk Screener) at the elementary level and PASS (Pupil Attitudes toward School and Self) at the secondary level. These are universal social-emotional and behavior screeners that help to identify students who may be at risk for social-emotional and behavioral challenges and may need additional support. It also helps us to identify grade level or or school wide trends.

Is SEL provided to an entire school population 3X/month or to one grade or class?

It is done school wide during bullying prevention month or kindness month. It is done at the class level (varies site to site) otherwise.

Do all teachers utilize instructional materials and supplies?

Every classroom teacher uses instructional materials and supplies on a daily basis.

What happens during the year when a student is not on track to meet or exceed SBAC standards levels?

Students who are not making progress are provided with small group instruction that is differentiated to their level. At the elementary level, students use iReady online instruction 30 minutes per week in Reading and Math to work on any standards that they need additional support with.

Goal 3: Accelerate the academic achievement and English proficiency of each English learner through an assets-oriented approach and standards-based instruction.

What grades are the EL's who decreased at least one level (the 20.4%) in?

There are students at many grade levels who have decreased one level. There were no students at Kindergarten, 1st, 2nd, or 6th grade that decreased. Below is a table with this information.

Students who decreased a level on ELPAC	
Grade level	# of students
2nd grade	52
3rd grade	10
4th grade	32
5th grade	8
7th grade	7
8th grade	10
9th grade	5
10th grade	8
11th grade	3
12th grade	7

Do students have access to Duolingo or language programs at home?

The district does not provide access to Duolingo, but the product is free to use. In world language classes, there is language learning software that students use that is connected to the curriculum.

Can we please break the metric into two metrics? - 1. Reclassification for EL in elementary. 2. Reclassification for EL in middle to high school.

We can review how this data can be presented to see if we can break it up into elementary and secondary numbers.

Can we add shorter term local indicators of ELD progress?

We have added a metric for the ELPAC Interim assessments, which will be administered twice a year to all English learners. Teachers and EL Specialists will be able to use the results from the ELPAC Interims to monitor progress on English learner achievement.

How can we add daily or perhaps 3 days a week Science for elementary? This greatly helps ELPAC performance.

Science should be happening per the required instructional minutes. Site administrators can collect daily teaching schedules and monitor implementation of Science and Social Science. The district continues to focus on best first Tier 1 instruction via professional development, professional learning communities, instructional rounds, coaching and data review. All which will help better monitor our EL achievement and allow us to provide better instruction, and timely intervention.

What should you do as a district so that students can be reclassified sooner?

We can work on improving core instruction with scaffolds and embedding integrated ELD strategies. We can be deliberate about our ELPAC prep, using released test questions and the Interim ELPAC assessments in non-standardized ways.

Goal 4: Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community.

What happened to the youth master plan?

The Woodland Youth Plan was a collaborative effort between city officials, community leaders/organizations, the WJUSD Board of Trustees, our Superintendent and Educational Services staff. Each member organization of the design team will develop their own implementation strategies and actions, but all will align with the aspirations contained in the Woodland Youth Plan. The Woodland Youth Plan is now called the Woodland Community Call to Action.

Are there too many surveys?

We will review the number of surveys next year in order to determine if the number of surveys given is impacting participation.

Why is the director position unfilled?

The district has been unable to hire for this position.

Could we have closer alignment of actions and metrics? I only see Action 1 - community that has a metric.

There are several metrics that are aligned with actions, including the number of students who provide feedback through focus groups and through surveys.

Why did we invest so little of the budgeted money in this goal?

The differences in this goal between budgeted expenditures and estimated actual expenditures are due to a lack of staffing and professional development which did not cost as much as was expected.

Are we asking students why they don't feel they have "meaningful participation"? Maybe ask the student advisory council?

This is a great suggestion. We have conducted student focus groups in the past to find out more detail about student responses on the Healthy Kids Survey.

Are we tapping the same students for the student advisory council and the input to the student achievement survey? It would be nice to find a wider variety of inputs.

We are collecting student input in three different ways, through the Student Advisory Council, through focus groups, and through surveys. There may be some overlap of students.

Where do funds come from for special events/projects for special needs classrooms?

Each case manager has funding to support classroom events/projects and for materials and supplies. These funds are provided through the Special Education department to the school. Teachers work with their office coordinator to use the funds.

How much notice must a teacher (SPED) give to acquire extra funds for the year?

Teachers need to work with their office coordinator to use their funds. If they need additional funds, they would need to put in a request with enough time for review.