



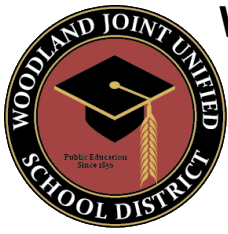
WOODLAND JOINT UNIFIED SCHOOL DISTRICT



2015-2016

STATE OF THE DISTRICT

Dr. Maria Armstrong, *Superintendent*



WJUSD BOARD OF EDUCATION AND SUPERINTENDENT



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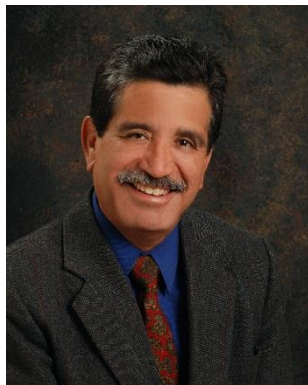
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Excellence for All

The Vision of the Woodland Joint Unified School District Board of Trustees is “Excellence for All.”

The WJUSD Strategic Actions and Local Control and Accountability Plan Implementation

The Strategic Planning process allowed for input on the values and expectations for students to thrive in the Woodland community, or anywhere in the world. During the Spring of 2015, sixty-four (64) students, parents, staff, community members, and elected officials participated in a five (5) day planning session to develop the Mission Statement, Priorities, Principles, Practices, and most importantly Commitments from stakeholders. The first three (3) Local Control and Accountability Plan (LCAP) goals are embedded into the three (3) Strategic Plan Priorities to provide focus and direction in the implementation of the Local Control and Accountability Plan. Using the text and research from the Four Disciplines of Execution, authors McChesney, Covey, and Huling found that with a limited number of goals, excellence can be achieved, but only “good” at some, if the goals are many. As we strive toward “Excellence for All” the Strategic Planning Committee respects the decision for emphasis on our students learning English, disproportionality, and parental engagement, and recognize all six (6) goals for implementation.

The Mission of the Woodland Joint Unified School District is to prepare and empower all students for a future of endless possibilities.

LCAP Goals

1. All students will be grade level proficient in literacy, numeracy and 21st Century skills.
2. Every student will graduate high school and be competitively college and career ready through a choice of pathways.
3. All students will be engaged and experience a safe, respectful and caring environment.
4. Increase parents’/guardians’ participation in their children’s education.
5. Eliminate disproportionality.
6. Improve the English proficiency and academic achievement of English learners.

Priorities

1. All students will be grade level proficient in literacy, numeracy and 21st Century skills.
2. Every student will graduate high school and be competitively college and career ready through a choice of pathways.
3. All students will be engaged and experience a safe, respectful and caring environment.

Principles

- We believe students benefit from highly challenging instruction with early supports to form a strong foundation for learning.
- We believe our students need to be provided real world experiences, technology and tools.
- We believe all students have the right to be academically and socially successful, and it is our job to provide them opportunities to realize that success.
- We believe students need to use their strengths, talents and interests to be successful.
- We believe parent, family and community engagement provides the foundation for student success.
- We believe the learning environment extends from home to school and requires respectful relationships among everyone involved.

Practices

- We will provide students the supports and opportunities they need to excel academically, socially, emotionally and physically.
- We will work with families and the community to develop, implement and support effective partnerships that improve student attendance, academic achievement and social success.
- We will provide effective, relevant professional development opportunities in collaboration with staff that support student learning needs and close achievement gaps.
- We will provide fiscal resources and accountability to ensure all students receive equitable access to instructional materials, technology, facilities and highly qualified staff.

Collective Commitments

Students:

- Engage in individualized support through school groups, school staff and student peers.
- Help to promote student-teacher relationships.
- Set a foundation for effective student engagement.
- Create connections to value individual students' skills through peer tutoring and assistance.
- Promote student engagement through extra-curricular activities.

Parents:

- Communicate parent needs to the school district.
- Identify a parent liaison for each school site.
- Create a district-wide PTA organization.
- Participate in school workshops, events and enrichment opportunities.

Classified Staff:

- Provide students and staff with a safe, respectful and caring environment.
- Engage in professional development to support our learning communities.
- Develop and foster an environment where all feel safe, heard, and valued.
- Support and foster individual student learning to ensure students graduate from high school and are college and career ready.
- Support student exploration to find their passion.

Certificated Staff:

- Commit to ongoing professional development and refining our practices to continually improve student success.
- Commit to safeguarding time for collaboration with colleagues.
- Commit to actively engaging all families to support student success.

Woodland Joint Unified School District

- Commit, across all levels, to promote college and career readiness through appropriate placement, instruction and interventions.
- Commit to providing a safe, respectful and positive school environment.

School Administrators:

- Use the strategic plan to guide site decision making, policies and allocation of resources.
- Allocate resources to create safe and engaging school environments.
- Communicate the strategic plan priorities, principles and practices.
- Work with teachers, human resources, and educational services to ensure that professional development does not disrupt the school day.
- Build partnerships with families and the community to support the strategic plan.

District Administrators:

- Develop systems and support programs to meet the priorities of the strategic plan.
- Determine the focus for data collection to effectively analyze and monitor progress of student groups toward attaining overall goals.
- Collect feedback from various groups to identify needs and make changes to systems and services delivered based on that information.
- Coordinate and collaborate with community partners and other service providers to identify and implement ways to increase and maintain parent and community engagement.

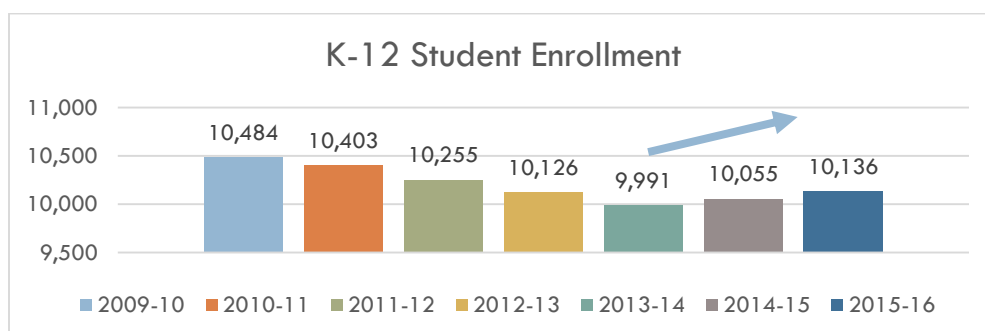
Community Partners:

- Support a safe, fun, vibrant, engaging, caring and respectful environment that increases all forms of social strengths and abilities.
- Provide training and experiential opportunities for youth, community members and school district staff.
- Provide youth workforce programs, internships and employment opportunities.
- Provide students with gang intervention support and develop youth and police force relationships.
- Increase college credit opportunities for high school students.
- Increase youth and family participation in city programs such as Commit to Fit.
- Coordinate faith-based organizations to promote youth engagement.

The WJUSD Priorities, Principles, Practices, and Commitments by all stakeholders provide an entry point for collaborative community engagement to continue the retention and growth of our district. Below illustrates the growth and retention of the students in our district:

Student Centered and Data Informed

The 2015-2016 school year marked an enrollment of 10,136 students as reported to the California Longitudinal Pupil Achievement Data System (CALPADS) annually each October.



Strategic Plan Priority #1: All Students will be grade level proficient in literacy, numeracy, and 21st Century skills.

Innovation in Curriculum and Assessments-ACCOMPLISHMENTS IN THIS AREA

The District is piloting online (web-based) curriculum in some secondary school classrooms. Some classrooms are using supplemental online texts. Additionally, online programs are being piloted which provide academic intervention to students at the elementary and middle school levels. At the middle school level, robotics and coding are taught in specific math classrooms. In these classrooms, students are able to make connections and develop their skills using real world applications.

Assessments are being piloted this year which will help teachers get timely information they can use to understand what their students need. Classrooms around the District are piloting the NorthWest Evaluation Association (NWEA) assessments starting this winter. Students take a diagnostic assessment using an online (web-based) system, and teachers are provided with the results quickly so that they can make adjustments to their teaching. More than 20 classrooms at the elementary and middle school levels are piloting a program called iReady, which provides diagnostic testing and instruction to help fill gaps in student learning.

We will provide students the supports and opportunities they need to excel academically, socially, emotionally, and physically.

Physical Fitness teachers will be using a new app for Physical Fitness testing, using a tablet device. This app allows teachers to give immediate feedback to their students, while they are performing the exercises. Immediate feedback helps encourage students to meet the standards

Professional Learning for Teachers and Staff-ACCOMPLISHMENTS IN THIS AREA

This school year, the District has offered a number of professional learning opportunities for teachers, in the areas of Literacy, Numeracy, and Technology. Teachers have attended workshops such as Saturday Seminars and Dinner Series. In the area of Literacy, these trainings have focused on Close Reading, which is an instructional strategy that teaches students how to read increasingly complex text and respond to text-dependent questions. In the area of Numeracy, the trainings have focused on the Standards for Mathematical Practice. These new California standards require students to persevere and think creatively about solving problems. In the area of Technology, the District Technology Department has hosted training and coaching sessions for teachers. Over 200 teachers have participated in Technology professional learning, and there are more sessions planned for the rest of the school year.

We will provide effective, relevant professional learning opportunities in collaboration with staff, that support student learning needs and close achievement gaps.



The District has implemented a portal for professional learning for teachers and staff. The MyWJUSD Portal will provide all WJUSD employees the ability to schedule and manage professional learning activities to enhance job knowledge and technical skills. Using the portal, teachers and staff find and register for in-person workshops and trainings. Future plans include providing online courses through the portal. In order to support professional learning at each school site, the District is providing funding to each site under the Educator Effectiveness grant program. Each school will develop a plan to deepen the districtwide professional learning work. One of the priorities of the Woodland Joint Unified School District is to attract and retain highly qualified teachers, and increase salaries and benefits for employees. Great strides in the past eighteen (18) months have been made to negotiate early. In addition, we will be working to increase the substitute pay in a highly competitive market.

Strategic Plan Priority #2: Every student will graduate high school and be competitively college and career ready through a choice of pathways.

Expansion of Opportunity-**ACCOMPLISHMENTS IN THIS AREA**

The District is engaged with Woodland Community College (WCC) in a program called Dual Enrollment, which will allow all high school students to have the opportunity to earn college credits. Courses are taught by qualified WJUSD and WCC teachers on our high school campuses.

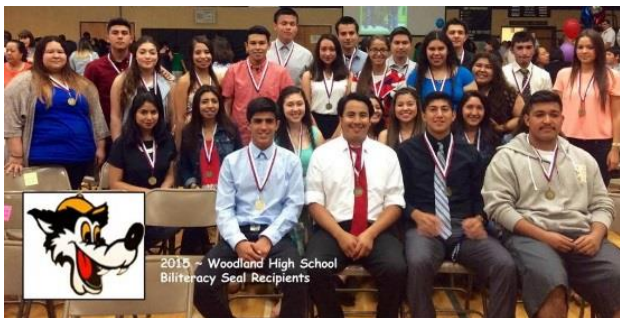
Advanced Placement (AP) courses provide rigorous coursework for high school students, with the opportunity to satisfy some college requirements if the student passes the Advanced Placement exam. High Schools in the District are looking at ways to increase enrollment in Advanced Placement courses by expanding the opportunities to enroll in this rigorous coursework for all students. We believe that WJUSD develops general education students into becoming AP students.

To prepare students who graduate and enter directly into post-secondary education, WJUSD will be offering Summer School sessions targeting the skills and concepts necessary to be college and career ready. We will be working with UC Davis and Woodland Community College to create successful transitions for students to be academically ready for their post-secondary endeavors.

We believe all students have the right to be academically and socially successful, and it is our job to provide them opportunities to realize that success.

Student Achievement-**ACCOMPLISHMENTS IN THIS AREA**

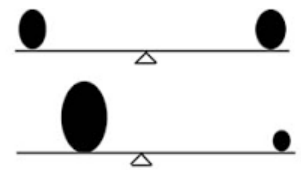
Each of our schools is noted for a “Specialized Program” (See page 9). The district is committed to strengthening the specialty programs for students to best fit their needs, and to explore and develop their talents. However, the district is also focused on providing a guaranteed curriculum at each school. It is extremely important to the WJUSD Board of Trustees that although each school has a specialized program, each student is also guaranteed a core curriculum aligned with state and federal standards. We will continue to align our offerings in the core subjects of English, Math, Science, History, and Physical Education, so students transition within our educational system smoothly, and their core subject learning is uninterrupted.



One specialized program is Dual Language Immersion. The district started awarding the Seal of Biliteracy three years ago to recognize students who have studied and attained proficiency in two or more languages by high school graduation. Since the first year of implementation, 184 students have earned the Seal of Biliteracy.

The graduation rate for the 2013-14 school year (the most recent data) is 88.9%. Over the last three years, the District has met its graduation rate targets. The graduation rate for all students has increased by 1%, and the rate for students who are English Learners has increased by almost 6%.

To promote equity, one of the certificated staff/teacher commitments is to commit, across all levels, to promote college and career readiness through appropriate placement, instruction, and interventions. WJUSD has designated \$1.2 million dollars for Teachers On Special Assignment (TOSA), Response To Intervention (RTI), Multi-Tiered Systems of Support (MTSS) Teachers, and English Language Learner Specialists (ELLS), to provide coaching to the general classroom teacher at each school on effective and research-based strategies to use and embed in the daily lessons for students. This will provide more than the legal minimum of 45 minutes of targeted English Language Development. Instead, throughout the course of the day, the language development strategies will continue to promote college and career readiness through appropriate placement, instruction, and interventions.



Strategic Plan Priority #3: All students will be engaged and experience a safe, respectful, and caring environment.

Welcoming Environment-ACCOMPLISHMENTS IN THIS AREA

Classified staff had the opportunity in August to attend a training led by Families in Schools, an organization which promotes welcoming environments. Staff learned about parent engagement research and best practices, and explored strategies for enhancing and supporting a welcoming environment at their schools. We believe every bus driver, custodian, school secretary, and food service provider can have an emotional impact on a student's day. Therefore, it is important to provide professional learning opportunities for all staff in the appropriate methods of question and inquiry.

We believe the learning environment extends from home to school, and requires respectful relationships among everyone involved.

Student and Family Support-ACCOMPLISHMENTS IN THIS AREA

We believe that parents/guardians play a significant role in a student's development. WJUSD is proud to host a Parent University focused on how parents/guardians can navigate our educational system, and more importantly, how to advocate for their child, and the children of our community. Parents have been attending standing room only sessions. This is a testament to the notion that parents have, and will continue to be engaged, when purposeful opportunities are provided. We will continue to ask our parents/guardians what information they are interested in, to provide the best possible workshop or learning sessions for them. In addition, the Parent Institute for Quality Education sessions are provided in English, Spanish, and Punjabi languages.



We believe parent, family, and community engagement provides the foundation for student success.

The District has staffing positions which focus on student and family support. The Parent and Family Liaison works with families in need. A variety of workshops have been provided to support parents. Parents learn how to support the learning of their children both at home and at school. Workshops are focused on academic, behavioral, and social/emotional supports. So far this school year, the District has hosted Kinder Camp for Parents, Behavior Training, Conflict vs. Bullying, and Handwriting Without Tears. Future workshops include Computer Literacy and Drug Awareness.

Our data reflects a need to address the high number of suspensions, specifically the offenses that can be corrected without suspensions. However, if there is a viable suspension offense committed, there will be consequences of suspensions. The MTSS coach will work directly with schools in identifying Positive Behavior Interventions to use prior to suspension.

We will work with families and the community to develop, implement, and support effective partnerships that improve student attendance, academic achievement, and social success.

We have also implemented a districtwide program called School Climate Solutions, which is a web-based tool to improve school climate by creating safe and healthy school environments where children can thrive and reach their full potential. Our school site champions are promoting and utilizing School Climate Solutions to bridge the connection between home and school for positive school environments.



Student Engagement-ACCOMPLISHMENTS IN THIS AREA

A variety of programs have been implemented to increase student engagement in schools. The Gang Resistance Education and Training (GREAT) program is in place at all elementary schools. The GREAT program is supported by the District's School Resource Officers, and is designed to help teach students how to make good choices in their lives.

Good choices, such as choosing to attend school is the first step. Once in school we must ensure an engaging and challenging curricula. Challenging does not mean "more work" challenging means "meaningful and purposeful." Students must understand and determine the connection of what they are learning to their world, and the world outside of their scope or experience. Students want to know the "why do we need to learn this information" and "when am I going to ever use this information." So many of our students race out of our schools to get on the internet and learn what took place in the course of their time in school. The internet is a tool to access information, however, we must teach our students how to determine credible information, and more importantly, what to do with the information.



The Technology Plan states that by 2017 each student will have access to an iPad in grades TK-2, and a Chromebook in grades 3-12. Students will be assigned an e-device as we would typically assign textbooks. Chromebooks and iPads are updated tools to access other learning tools. We believe that our students need to learn how to be responsible users of technological tools.

Facilities-ACCOMPLISHMENTS IN THIS AREA

The Woodland Joint Unified School District continues to seek how to overcome the challenges of aging facilities. The WJUSD Board of Trustees is committed to finding a short-term and long-term plan to incrementally modernize and tend to the repairs needed in facilities across our district.

At the beginning of this school year, the WJUSD Board of Trustees approved building a new elementary school in the Spring Lake area, a long awaited school for the District. Parents coming to or within our district will be afforded yet another option through our Open Enrollment process.

Special Board Workshops, and bi-monthly Board Agenda Items focus on the needs of our facilities. One of our Strategic Plan Practices states, "We will provide fiscal resources and accountability to ensure all students receive equitable access to instructional materials, technology, facilities and highly qualified staff."

Classrooms, blacktops, fields, and outdated alarm systems are all in need of repair or replacement. Our staff and students who use wheelchairs need smooth surfaces to move around campuses.

Equitable access to facilities means structurally safe environments, instructionally accessible environments, and environments that inspire students and staff to the highest levels of thinking. Our facilities worked well for an industrial age, and have outlived their function. It is time to rally around the notion that the children/students of Woodland Joint Unified School District, today and tomorrow, deserve the kind of learning environments that provide them with the preparation and educational experiences envisioned by the Board of Trustees, "Excellence for All."



GUARANTEED CORE CURRICULUM AND SPECIALIZED PROGRAMS

ELEMENTARY SCHOOLS

GUARANTEED CORE CURRICULUM: ELA / Math (*Science / *Art / P.E. / *History / *Music) *In Process

Beamer: Dual Language Immersion, Ballet Folklorico

Dingle: Arts, School Garden (UC Davis Project)

Freeman: Culturally Relevant Education - Dance Instruction, Ballet Folklorico

Gibson: Autism Spectrum Disorder Inclusion with Music and Ceramics Programs

Maxwell: Autism Spectrum Disorder Inclusion

Plainfield: Deaf and Hard of Hearing (DHH) Program (Agricultural/Gardening)

Prairie: Multi Language Development, Dual Language Immersion

Sci-Tech: Science and Technology

Tafoya: No Excuses University School

Whitehead: Horizon Program (Countywide Program)

Zamora: Autism Spectrum Disorder, Severely Disabled Mainstreamed Students

MIDDLE SCHOOLS

GUARANTEED CORE CURRICULUM: ELA / Math / Science / History **CO CURRICULAR:** Fine and Performing Arts / P.E. / STEM Program **SUPPORT PROGRAMS:** AVID / Strategic Class

Douglass: STEM Program with Robotics, AVID Program, Opportunity Class for 8th grade students, Peer Mediating

Lee: STEM Program with Robotics, AVID Program, Career and Technical Education pathway classes, Project SAFE, Leadership Development Day, Woodland Parks and Recreation afterschool program, Girls Academy, STRE@M Project for young ladies, and Summertime Wildcat Academy

HIGH SCHOOLS

GUARANTEED CORE CURRICULUM: ELA / Math / Science / History **CO CURRICULAR:** Fine and Performing Arts / P.E. / Stem Programs **SUPPORT PROGRAMS:** AVID / Strategic Class

Cache Creek: Alternative Credit Access-Online Program-Edgenuity, Achieve 3000, Concurrent Independent Study, All Leaders Must Serve (ALMS), and Northern California Construction Training Program (NCCT)

Pioneer: Cyber High Program, Career and Technical Education Program, AVID Program, Learning Center, Student Support Center, Math Center, Pioneer Opportunity Program, Freshman Seminar Class

Woodland: Career and Technical Education Program, AVID Program, Science Fair, La Semilla after school program, Enviro-Mentor Program, The Learning Center

WOODLAND ADULT EDUCATION

ADULT AND COMMUNITY PROGRAMS

