

# 2020–21 Every Student Succeeds Act Comprehensive Support and Improvement Prompts Form

The instructions for completing this form will begin on page 2.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Woodland Joint Unified School District	Danielle Sharp, Coordinator State and Federal Programs	<a href="mailto:Danielle.sharp@wjusd.org">Danielle.sharp@wjusd.org</a> 916-743-4827

## Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
Tafoya Elementary

## Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
---

As part of the WJUSD planning process, the district team consisting of Educational Services staff conducted a school-level needs assessment with Tafoya Elementary staff to review data. The data reviewed included data from the California School Dashboard: English Language Arts and Mathematics performance on Smarter Balanced Assessments, suspension rate, and chronic absenteeism. After reviewing the data, the team worked to analyze root causes, establish potential interventions to address the needs, and plan for stakeholder involvement in the development of the School Plan. The principal engaged in the same needs assessment with the leadership team, school staff, school site council, ELAC, and parent organizations. Interventions were examined based on research based effectiveness, and a research summary for chronic absenteeism was shared (Attendance Works, with documentation on each study), as well as the what work clearinghouse, which was used to identify research based strategies for suspension rate and school connectedness. Each stakeholder group reviewed the data, and participated in identifying change ideas for the SPSA, which were then written into the SPSA, and taken to ELAC, SSC, leadership, etc for review prior to approval.

In terms of resource inequities, one area of struggle for the school is to be able to provide sufficient intervention staffing. Additionally, Tafoya has a high minority population (81.9%), a high English Learner population (27.6%), and a high population of socioeconomically disadvantaged students (64.2%). The school also has a new principal, with the current principal in her second year with the school and the district.

These data suggest that the school has a need for improved school climate, with a need specifically for professional development and coaching to support students who have experienced trauma, to support the staff in meeting the needs of the students, who are high needs. Additional needs include improving playground interactions, which have contributed to a lack of feeling of safety amongst students and families. The district will provide financial support to the school for professional development, school climate improving programs and materials. Educational Services staff have continued to meet with the principal regularly to provide guidance and support for plan development and implementation, and have scheduled bimonthly check in with staff, in which plan implementation is reviewed, current data is analyzed, the plan is adjusted as needed, and stakeholder outreach is planned and discussed.

### **Monitoring and Evaluating Effectiveness**

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

The District Educational Services team has established regular bi-monthly checkpoints at which plan implementation will be monitored and evaluated. Metrics have been identified to gauge progress, including monitoring absenteeism, suspension rate, and survey data on school safety and connectedness. Specific data being monitored includes: chronic absenteeism rate, student engagement with distance learning, CHKS survey results, and suspension rate. Additionally, due to the pandemic, the site is developing a survey for parents and students to assess student wellbeing, connectedness, and safety. These results will be monitored throughout the year to provide input into the adjustment of the CSI plan. Regularly monitoring these metrics will allow the district and the school to evaluate progress towards meeting state expectations in suspension rate and absenteeism, and will allow the team to adjust the plan if efforts are ineffective. The school has identified professional development and job embedded coaching opportunities as primary action for improving student connectedness and climate.

The principal will continue to engage with the school community throughout the year, a minimum of 4 times. Groups engaged will be school site council, the PTA, ELAC and leadership. All groups are evaluating data, reflecting on impact, and contributing to the plan's improvement.