

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Community Day School	1996107	October 27, 2020	November 9, 2020

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The School Plan for Student Achievement (SPSA) is a plan to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application and ESEA Program Improvement into the School Wide Program. CDS is identified as a comprehensive support and improvement.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

CDS school plan addresses both the academic and social emotional needs of students. The academic supports include materials and resources targeted to meet the specific needs of students. Social Emotional needs are met through individual meeting with the counselor and restorative implemented by the Social Worker.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The planning process for this SPSA/Annual Review and Update included the School Site Council (SSC) and English Learner Advisory Committee.

# **Paramount Community Day School**

## **School Site Council Meeting**

Minutes from the October 22, 2019 Meeting

- At 7:30 A.M., Dr. Rodriguez, CDS Principal, called the meeting to order online via Google Meet.
- Dr. Rodriguez introduced herself and welcomed everyone to the meeting. At that time, everyone introduced themselves: Mr. Lujan, Assistant Principal; Ms. Tracy Chavarria, school counselor; Mr. Douglas Weller, classroom teacher; Ms. Washington, school parent; and Jordan Washington, CDS student.
- Dr. Rodriguez reviewed the Community Day School Site Council Bylaws with the committee.
- Mr. Weller nominated Mr. Lujan for the position of Chairperson and Ms. Washington nominated herself for the Vice-Chairperson. No other nominations were made.
- Dr. Rodriguez suggested to select a Chairperson. Discussion was unanimous and all members in favor of Mr. Lujan being the chairperson.
- Mr. Weller suggested to vote for the Vice-Chairperson. Discussion was unanimous, all members voted in favor of Ms. Washington being the Vice-Chairperson.
- Mr. Lujan reviewed the CDS School Plan for Student Achievement. He went over each goal, the activities, and the funding sources.
- Goal #1: All students will need to exceed grade level standards in math and improve overall school attendance.
  - Ms. Washington asked how the students were going to be recognized for weekly perfect attendance, since the students are working from home.
  - Dr. Rodriguez answered that while normally on campus, students received weekly treats and special luncheons for the quarter and Semester. However, due to Covid-19, school staff is mailing food gift cards to students who have perfect attendance.
- Goal #2: All students will reclassify as fluent in English (RFEP) and all students will meet or exceed grade-level standards in English Language Arts.
  - Ms. Chavarria questioned the percentage of students passing the Language Arts courses with letter grades A-C.
  - Dr. Rodriguez explained that the percentage of students earning credits and passing the courses was higher based on the Semester Grade RASI Data.
- Goal #3: All parents will participate in their students' education at CDS.
- Goal #4: All students will graduate on time from high school and be prepared in both college and career.
  - Ms. Chavarria stated that the students participated in two virtual college fieldtrips to California State University of Long Beach on August 26, 2020 and to Cerritos College on October 19, 2020.
- Goal #5: Develop a safe and civil school in order to have a positive learning environment in which all students demonstrate respect toward staff and each other.

- Ms. Washington questioned the high percentage of student suspensions at CDS.
- Dr. Rodriguez stated that the suspension percentages dropped from the 2018-2019 school year to the 2019-2020 school year in all sub-groups.
- Dr. Rodriguez informed the SSC that CDS was one of the three schools in the PUSD which was placed on Improvement Plan due to the suspension rates being high.
- Dr. Rodriguez stated that the CDS administration is collaborating with Dr. Jeffrey, Director of Projects, to review approved support programs.
- There are programs that are being considered to help support CDS and lower school day suspensions.
- Funding will be determined once the support programs are selected for all three schools.
- There were no further questions about the CDS School Plan for Student Achievement.
- Ms. Chavarria motioned to end the School Site Council meeting at 8:26 AM. Mr. Lujan second it. All members voted in favor to end.
- Next School Site Council meeting is scheduled on Monday, October 26, 2020 at 7:30 AM.

### **Paramount Community Day School**

#### **ELAC Meeting**

October 22, 8:30 A.M.

Parent was not able to attend. Rescheduled for October 27, 2020 at 12:30 P.M.

### **Paramount Community Day School**

#### **School Site Council Meeting**

Minutes from the October 27, 2019 Meeting

12:00 P.M.-12:30 P.M.

- Mr. Lujan opened the meeting on Google Meet at 12:00 P.M.
- Members in attendance: Dr. Rodriguez, CDS Principal; Mr. Lujan, Assistant Principal; Ms. Chavarria, counselor; Mr. Weller, teacher; Ms. Washington, CDS parent; Jordan Washington, CDS student.
- Mr. Lujan presented and reviewed the October 22 SSC Notes to the SSC committee.
- Mr. Weller motioned to approve the October 22, 2020 SSC Notes.
- Ms. Chavarria second the motion.
- No discussion by the members.
- All were in favor and the October 22, 2020 SSC Notes were approved.

- Mr. Lujan presented and reviewed the School Plan for Student Achievement (SPSA) to the SSC committee.
- Corrections made: Add School to the CDS Social Worker and correct the 40% suspension in Goal 5.
- Dr. Rodriguez informed the SSC committee that a Zoom meeting was scheduled on Wednesday, October 28 with Playworks to learn about their program which will support the CDS students with lowering suspensions.
- The amount of money was left empty in the SPSA Proposed Expenditures for this Strategy/Activity until the program is selected and approved.
- Ms. Chavarria motioned to adopt the CDS School Plan for Student Achievement (SPSA).
- Mr. Weller second the motion.
- No discussion by the members.
- All were in favor and the CDS School Plan for Student Achievement (SPSA) was adopted unanimously by the SSC at 12:13 P.M.
- Ms. Chavarria motioned to end the School Site Council meeting and Ms. Washington second it. All members voted in favor to end.
- Meeting adjourned at 12:14 P.M.
- Next meeting scheduled TBD.

**Paramount Community Day School**  
**ELAC Meeting**

October 27, 12:30 P.M.

Parent was not able to attend.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Typically, CDS students are placed due to overt behaviors at their comprehensive schools. The social-emotional and conflict resolution strategies were identified as a resource inequity.

## Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals.

# Goal 1

All students will meet or exceed grade level standards in math and improve overall school attendance.

## Identified Need

Currently, not all CDS students receive grades A – C as measured by semester grades in mathematics. The 2019-2020 A – C rate for second semester was 26%. Also, based upon the attendance rate of 52%, there is a need for CDS students to increase their attendance

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade Report	2019-2020 A – C rate for second semester was 26%.	By June of 2021, 100% CDS students will receive grades of A – C in Mathematics as measured by semester grades.
Attendance Report	2019-2020	By June of 2021, 100% of CDS students will increase their individual attendance by 10%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students will receive grades of A – C in Mathematics.

### Strategy/Activity

Teachers will receive support to assist students in improving their A – C grades by the following: 1. Administrators will meet with teachers at the end of 1<sup>st</sup> quarter and 3<sup>rd</sup> quarter to discuss the progress grades and interventions. 2. Administrators will monitor the implementation of effective instruction by using the Center for Educational Leadership 5D's and hold pre-conference classroom meetings, classroom visitations, and reflective conversations based on the Targeted Feedback Cycle. 3. Teachers will participate in professional development including building a positive culture, questioning strategies, and AVID strategies. 4. The school will provide additional personnel to support student achievement (Targeted Tutoring) and purchase resources and materials to support student understanding of the core content. This strategy will be implemented when full in-person instruction resumes, and physical distancing requirements have been lifted.

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
\$2,637	Title I – Professional Development, substitutes, and Extra Duty Hours
\$1,000	LCAP - Standard Alignment, Materials, and Equipment

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All CDS students will increase their individual attendance by 10% by June 2021.

### Strategy/Activity

CDS students will be recognized for perfect attendance on a weekly, monthly, quarterly, and at the end of the semester basis. The students will receive weekly treats, lunch with administration for the monthly perfect attendance, and quarter and semester celebrations will include a luncheon with teachers and administration. This strategy will be implemented when full in-person instruction resumes, and physical distancing requirements have been lifted.

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
\$1,100	Per Pupil- Catering and Incentives
\$200	LCAP – Catering and Incentives

## Annual Review

### SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required.

# ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the school's closing down and students working online from home because of Covid-19, the SBAC was not administered to the students during the 2019-2020 school year. However, 82.6% of overall CDS students passed the mathematic courses and earned credit. Nevertheless, as for grades in mathematics, there was a 29.5% drop in the students receiving C and above. Attendance is still something that CDS students are struggling with as the number of Chronic Attendance students increased for all students. The teachers received support by meeting with the administration to review student progress quarterly. The administrators monitored the instruction by using the Center for Education Leadership 5D's. Furthermore, teachers participated in professional development, including, building positive culture, questioning strategies, and AVID Strategies. The school will provide additional school personnel and purchase additional resources and materials to support student understanding of core content.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

It was implemented as planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

CDS administration will continue to meet with CDS teachers and monitor the student grades A-C progress. In addition, CDS students will continue to be recognized for perfect attendance and school staff will meet with parents through the SART and SARB process in order to improve attendance.

## Goal 2

All students will reclassify as fluent in English and all students will meet or exceed grade-level standards in English Language Arts.

### Identified Need

Currently, not all CDS English Learner students are reclassified. In the 2019-2020 school year, 66.7% of EL students scored at Level 3 on the ELPAC. Additionally, 26.72% of overall CDS students received A-C grades as measured by semester grades for 2019-2020.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	2019-2020 School Year, 66.7% of EL students scored at Level 3 on the ELPAC	By June of 2021, all CDS English Learner students will move up a level on the ELPAC or be Reclassified.
Grade Report	2019-2020	By June of 2021, 100% all CDS students, including ELs, will receive grades of A – C in English Language Arts as measured by semester grades.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learners will move up a level on the ELPAC or be Reclassified.

#### Strategy/Activity

Administrators will provide professional development support that addresses the academic needs of English Learners in all content areas. Furthermore, the Language Assessment Assistant will meet with students to discuss ELPAC levels and the action steps they must demonstrate in class and on assessments to move into reclassification. This strategy will be implemented when full in-person instruction resumes, and physical distancing requirements have been lifted.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
\$3,433	Title I – Professional Development, Substitutes, Extra Duty Hours, and Materials
\$850	LCAP- Standard Alignment, Materials, and Equipment



# Annual Review

## SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the school's closing down and students working online from home because of Covid-19, the SBAC was not administered to the students during the 2019-2020 school year. In Language Arts courses, there was an 8.2% increase of overall CDS students who passed and earned credits from semester 1 from the 2018-2019 school year. However, there was a double digit drop both semesters with students earning A-C grades compared to the 2018-2019 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

It was implemented as planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Community Day School will continue with the same goal and strategies since all EL students did not Reclassify and the grades in English Language Arts did not improve. We need more time to effectively implement this goal with the CDS students.

## Goal 3

All parents will participate in their students' education at CDS.

### Identified Need

The Community Day School staff recognizes parents as partners in their students' education and encourages participation in parent meetings and trainings. Although the Title I Parent Survey results are positive, there is poor parent turn outs at Back to School, Open House, and other parent meetings. However, parents do attend individual conferences with school staff.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Meeting Sign in Sheet	2019-2020, 100% participated in individual parent meetings and school-wide parent meetings.	100% of parents participating in individual parent meetings and school-wide parent meetings.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

#### Strategy/Activity

Through meetings, administration will provide parents, students, teachers, and the counselor ongoing opportunities to discuss student achievement and college and career planning. Also, we will offer parents and students additional support and access to resources from the school social worker. This strategy will be implemented when full in-person instruction resumes, and physical distancing requirements have been lifted.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
\$2,592	LCAP – Catering, Postage, Substitutes, and Extra Duty Hours

## Annual Review

### SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parents are invited to be a part of their students' school experience through events and meetings such as Back to School, Open House, School Site Council, English Learner Advisory Council, and individual parent meetings. Parents are also regularly contacted by a variety of personnel through the telephone to update them on the progress of their students. On the annual parent survey, CDS parents have a positive view of the school. The data results include that 87% of parents strongly agree or agree that CDS is a safe place for their child. Additionally, 87% of parents strongly agree or agree that the school environment is caring and supportive. Furthermore, 87% of parents strongly agree or agree that teachers are responsive to concerns they bring.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

It was implemented as planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

CDS staff will continue to provide Schoology and Parent Vue trainings as well as Naviance workshops to assist with college and career planning.

## Goal 4

All students will graduate on time from high school and be prepared in both college and career.

### Identified Need

Only seventy-three percent of the eligible CDS students returned to their comprehensive schools for the fall semester.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CDS Spring List Recommendations	2019-2020, 73% of eligible students returned to their comprehensive schools.	By June 2021, 100% of eligible CDS students to return to their comprehensive schools.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All CDS students.

### Strategy/Activity

By June 2021, the counselor will provide guidance and support to all CDS students by developing their academic plans which include post-secondary education. The counselor will meet with the students and parents to create four-year plans geared to college and career readiness. In addition, the counselor will arrange the students in grades 9<sup>th</sup> – 11<sup>th</sup> to take the PSAT and the 12<sup>th</sup>-grade students to take the SAT. All CDS students will have an opportunity to attend a community college or a university visit with the counselor and a teacher. Next, the counselor will review students' transcripts and assist seniors with completing the online FASFA application. This strategy will be implemented when full in-person instruction resumes, and physical distancing requirements have been lifted.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)

Source(s)

\$3,558

LCAP – Substitute, Catering, Incentives, Materials, and Equipment

\$990

Per Pupil – Materials and Equipment

## Annual Review

### SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All CDS students attended at least one college visit during the 2019-2020 school year. On college visits, students were given a tour of the campus and had the opportunity of visiting the college commons as well as the athletic facilities. Furthermore, students who participated in Goals for Life or Ambassadors of Compassion worked with mentors assisting them in discovering a possible career path or learning skills needed to have a successful work life. Due to Covid-19 restrictions, not all students physically attended a college or university.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

It was implemented as planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be no changes to the goal. The CDS counselor will continue to work with the students by organizing and scheduling student meetings and college visits. College visits may occur virtually.

## Goal 5

Develop a safe and civil school in order to have a positive learning environment in which all students demonstrate respect toward staff and each other.

### Identified Need

Based upon the suspension data, there is a need to decrease the percent of unduplicated suspensions for CDS students. The total number of unduplicated suspensions for 2019-2020 was 40%. The subgroup data is as followed: 33% African American, 40% Hispanic, 36% English Learner, and 29% Special Education.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-12 Suspension Report	2019-2020, Total of unduplicated suspensions was 40%.	Decrease 25% of the unduplicated suspensions by June 2021.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will reduce the unduplicated suspensions by 25%.

#### Strategy/Activity

The principal, assistant principal, the dean of students, and teachers receive training in Safe and Civil in order to implement a social-wide positive approach to student behavior. Teachers meet weekly for collaboration to share effective strategies in building a positive classroom culture. Moreover, teachers will meet and greet students at the door every period, and contact parents regularly to inform them about positive student behaviors. The school social worker, counselor, and teachers will implement Restorative Practices through the implementation of Community Circles. All students will receive mentoring and additional program support in conflict resolution. This strategy will be implemented when full in-person instruction resumes, and physical distancing requirements have been lifted. A consultant will be used to support SEL and community-building.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
\$2,600	LCAP - Professional Developing Training/Subs, Incentives, Materials and Equipment
\$30,000	CSI Funds

## Annual Review

### SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The total suspension days remained the same for CDS as the previous year. However, there was a drop in the unduplicated number of suspensions for the African American and Special Education subgroups although there was slight increase for English Learners and a double-digit increase for Hispanics in these data. The teachers and administration were trained in Safe and Civil. The teachers greeted the students at the door every period daily. The counselor and school social worker held student conferences to provide support and guidance.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

It was implemented as planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to the goal. The administration and teachers will continue to practice Safe and Civil strategies and the social worker and counselor will continue to implement the Community Circles with students and teachers.

## Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

### DESCRIPTION

### AMOUNT

Total Funds Provided to the School Through the Consolidated Application (Title I Allocation)

\$ 6,070

**DESCRIPTION****AMOUNT**

Total Federal Funds Provided to the School from the LEA for CSI

\$ Activities that support the CSI activities will be funded through the district

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 6,070

**State, and Local Funds**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCAP Per Pupil	\$10,800 \$2,090

Total of federal, state, and/or local funds for this school: \$18,960