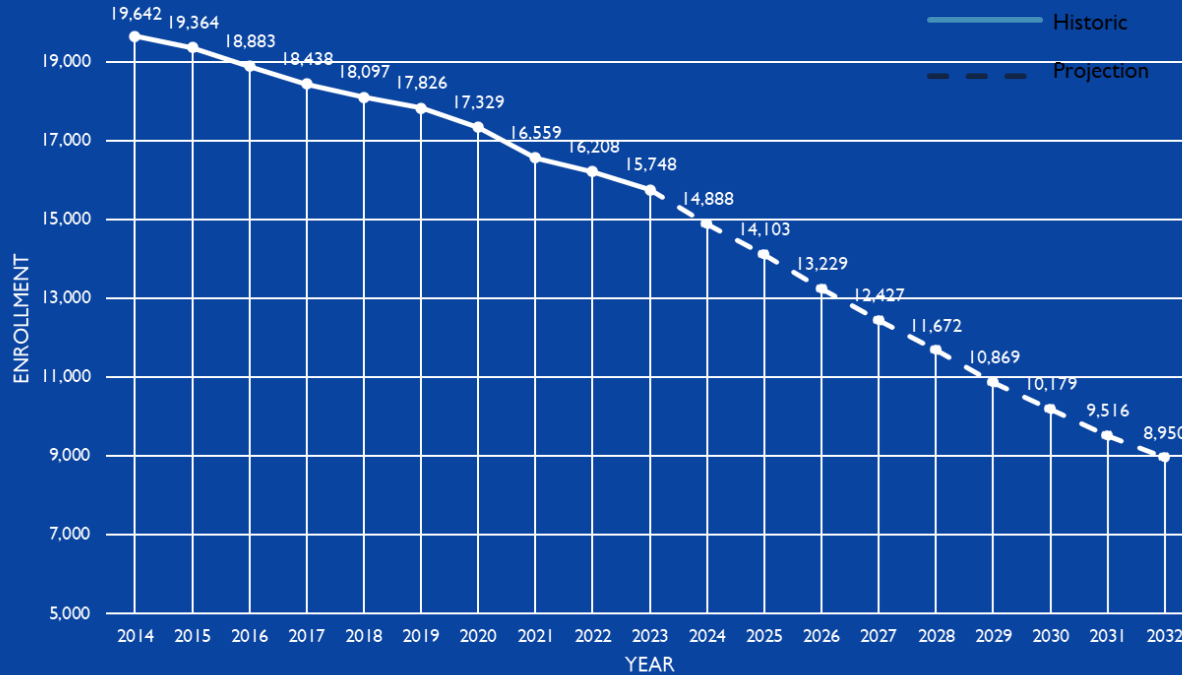


# Reconfiguration Proposal

CALIFORNIA ELEMENTARY  
Ms. De La Pena  
10/31/23



# HLPUSD 2014–2025 Historic\* and Projected\*\* Enrollment



\*Historic enrollment data available at the California Department of Education “Data Quest” web site: <https://dq.cde.ca.gov/dataquest/>

\*\*Projected enrollment provided by demographer through HLPUSD



# Community Input Data

## 3,027 Survey Responses

### Top priorities

- Academic Programs (2,472 or 82%)
- Distance from school to home (1,336 or 44%)
- Student Life and Extracurricular Activities (1,306 or 43%)
- Visual and Performing Arts (1,237 or 41%)

### Most important to Student Success

- STEM (1,492 or 49%)
- Visual and Performing Arts (1,202 or 40%)
- Sports (1,177 or 39%)
- Extracurricular Programs (1,127 or 37%)

### Challenges

- Class sizes (2,099 or 69%)
- School Culture (1,424 or 47%)
- Social Emotional and Mental Health (1,265 or 42%)



# Why Reconfigure

Strengthen quality and number of program offerings to students, such as

- Enhance Programs
- Reduce strain on staff
- Reduce the frequency that a student may be assigned to a combo class



# Additional Input from Community Meetings

227 Participants



## Top priorities

- Class size
- Principal leadership
- Communication from the school site
- Academics
- Safety

## Most important to Student Success

- Academics
- Dual Immersion
- Visual and Performing Arts

## Challenges

- Transition of students to the new school (being embraced in the new culture and making new friends)
- Class sizes or overcrowding
- Increased traffic



# California Elementary Proposed Reconfiguration Plan



- ❖ **La Puente Quad: California Elementary**
- ❖ K-6 schools become K-5 and 6th grade students go to Sparks Middle School



# How does Reconfiguration benefit California students?

# Enhanced Programs



Sparks Middle will gain our 6th grade students

- Less strain on staff
  - Greater distribution of work
- Expanded access to programs such as:
  - Speech and Debate (6-8)
  - Science Olympiad (6-8)
  - After School Clubs (6-8)
  - Youth Cinema Project/Directing Change Award (Sparks MS)
  - C-Stem
  - Forensic Science
  - AVID
  - Leadership/ASB
  - Band
  - Acceleration Math and HS level math
  - Character and SEL lessons

- Increased Visual and Performing Arts support at ALL schools
  - Music and Art





# Enhanced Programs



California students will gain:

- Expanded Course Access
- All 6<sup>th</sup> graders will have access to Middle School electives and programs. Some examples include: STEAM, AVID, Career Technical Education (CTE), Band, Art, World Language, Computer Science, Robotics, Digital Art, Yearbook, Journalism, Athletics (Football, Volleyball, Cross Country, Softball, Basketball) Rallies, Dance Speech and Debate
- True MS Physical Education program
  - 1 period/day

Sample daily MS Schedule: 6 54-min period classes, daily

- Per 1: ELA
- Per 2: Math
- Per 3: HSS
- Per 4: Sci
- Per 5: PE
- Per 6: Elective



# Resources and Safety

- Access and Campus Safety
  - Facilities accommodations/upgrades for universal student access (eg ADA access/ramps, rails, etc.)
  - Enhanced safety/security measures and staff to support schools with safety concerns
- Student Wellness and Supports
  - Counselor for academic and social emotional support for all grade spans
  - All support staff from closed schools and some from reconfigured schools will provide additional support to academic needs and social-emotional development of students
  - Leadership Opportunities: AVID, ASB, College for kids workshops, Success Binders, Agendas
  - Site-based student support programs (academic/behavioral/SEL supports): Academic Supports: SFT meetings, Academic Intervention, Saturday Academy, Lunch Bunch, Homework Club, Behavioral/SEL supports: character and SEL lessons, MTSS structures, Saturday academy, lunch bunch, celebrations
- Foster Support
  - District Foster Liaison coordination with Social Worker and Foster family team to facilitate transitions
  - Community Forums: students, counselors, administrators, and teachers
  - Bridging Supports: Transition school visits
  - Onboarding: Case management for high priority students to support transition, PBIS venue trainings
- Special Education
  - Special Education is a service not a place, therefore services will follow students
  - Classes are broken down into lower elementary, upper elementary and middle school grades
  - The Special Education/SELPA administrators will facilitate transitions to site school sites
  - As California Children's Services (CCS) is a state agency, services will continue to be provided to students regardless of the sites the students are attending



# Culture and Climate



- Transition opportunities
  - Staff Meet and Greets
  - Campus Tours
  - Parent Info/Orientation Meetings
- School Site Leadership and Community Engagement
  - Strong, experienced administrative leadership at receiving schools
  - Potential Administrator support to schools affected by reconfiguration to ensure successful transition
  - PBIS, Character and Citizenship Development (Kindness Campaigns)
  - Parent leadership and engagement opportunities (Advisory Committees, SSC, Volunteerism, PTA/O/Booster, etc.)
  - Sparks: Parent Booster Club, School Site Council, English Language Advisory, Gate/Honors Advisory, Events Planning
- Intradistrict Transfer Option
  - Priority given to students attending schools being considered for closure before Open Enrollment period





# Next Steps

Continued Community Input: At schools, upcoming Board meetings

November 9 - brought to the Board for decision



Asset Management

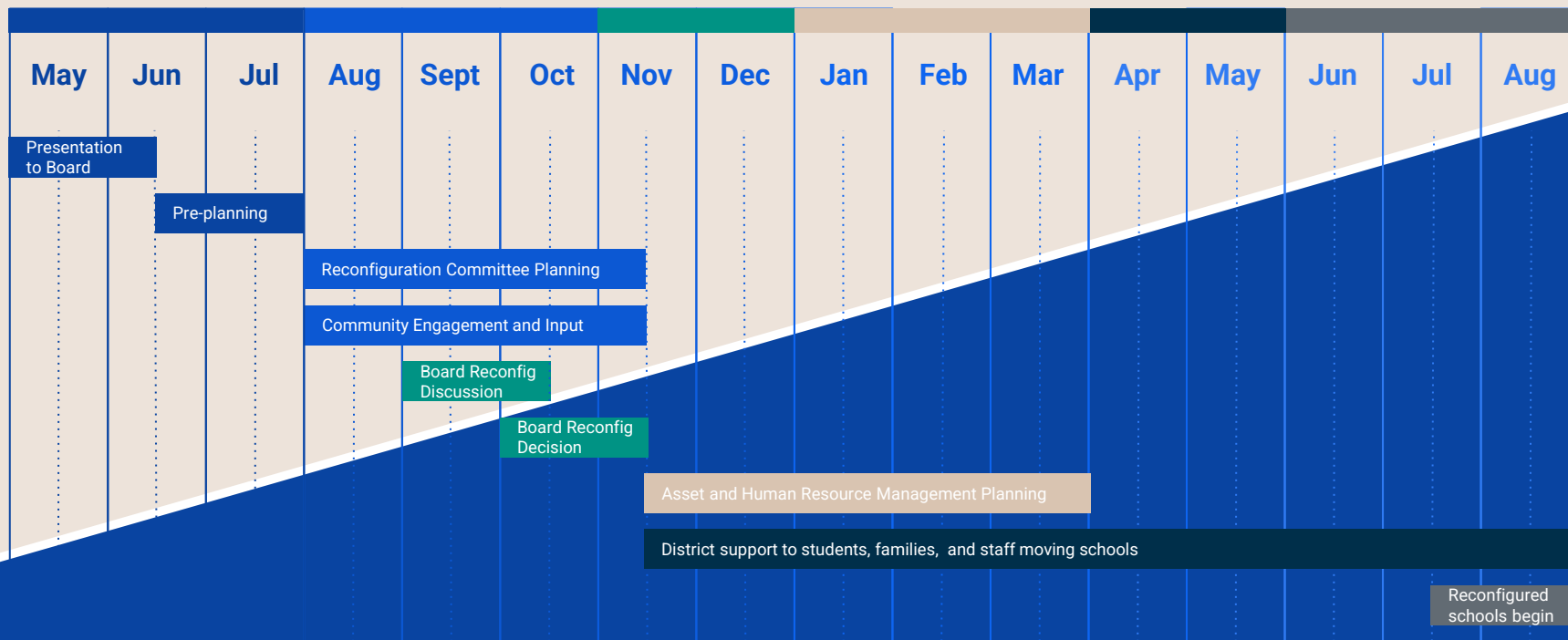
Assist families (Concierge or personalized service): Individual meetings with all impacted students' families. SFS will support families in placement at new school; if families prefer different placement, they will have priority prior to general Open Enrollment

Human Resources: There will be no layoffs due to reconfiguration. HR will work with labor management on new assignments. Will follow process outlined in CBA (see notes below)

Facility Preparations: Facilities will work to prepare receiving schools to accommodate growth in students; a committee including community representatives will be formed to determine new use of schools that will no longer house students



# Process Timeline 2023-2024



# Discussion



1. What are your top priorities in selecting a school?
2. What educational programs are most important to your student's success?
3. What challenges do you feel school reconfiguration or closure may affect your student?