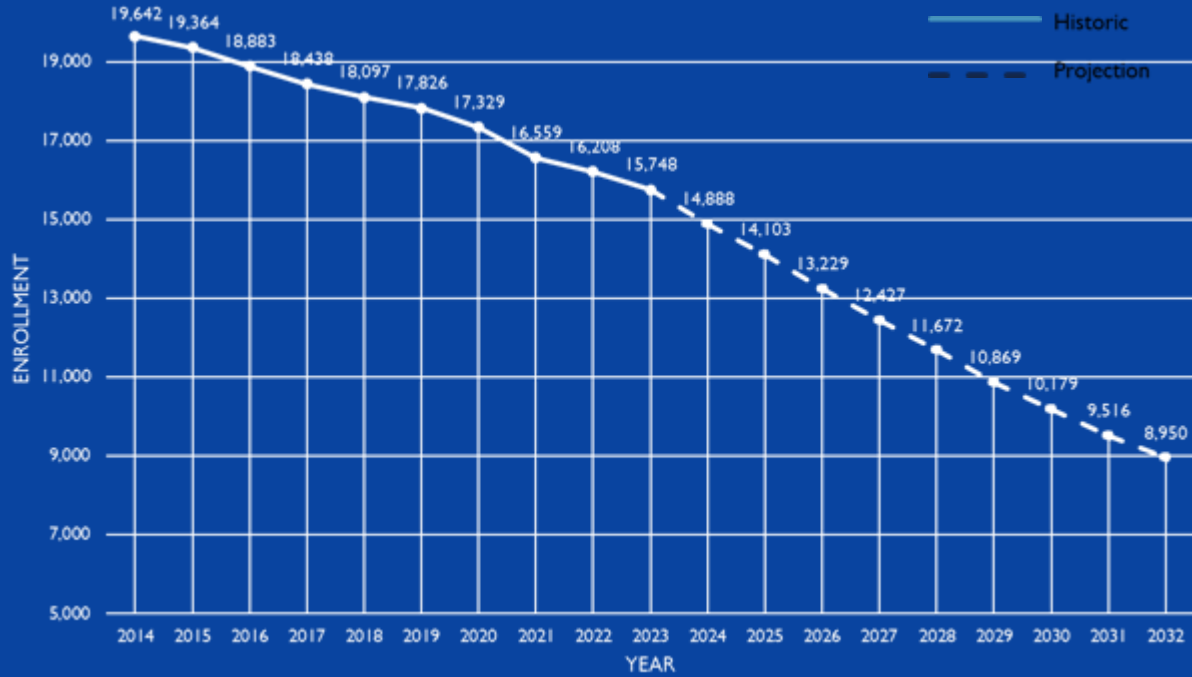


Reconfiguration Proposal

Sparks Elementary
Mr. Barraza, Principal
10/26/23



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



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





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%)





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



Sparks Elementary Proposed Reconfiguration Plan



- ❖ K-6 schools become K-5 and 6th grade students go to Sparks Middle School



How does Reconfiguration benefit
Sparks Elementary students?

Enhanced Programs



Larger grade-level sizes can offer:

- Lower frequency of participation in a combination class (K-5)
- Less strain on staff
 - Greater opportunities for professional collaboration
- Less strain on staff
 - Greater distribution of work
- Expanded access to programs such as:
 - Speech and Debate (6-8)
 - Science Olympiad (TK-8)
 - After School Clubs (TK-8)
 - Youth Cinema Project/Directing Change Award (Sparks MS)

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



Enhanced Programs



- Expanded Course Access
- All 6th 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)
- 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 Site-based student support programs (academic/behavioral/SEL supports)
- 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 Greet
 - 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.)
- 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



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?