

Sparks Elementary Implementation Plan Template (2025-2026)

School Site Name: Sparks Elementary

Please note, the CSCIP is directly aligned to the end of year Annual Progress Report (APR). Completion of this document will facilitate completion of the APR at the end of the year.

PART 1: COMPLETE AT THE BEGINNING OF THE YEAR

Historical Data/Reflection

Historical Quantitative Data			
	SY 21 - 22	SY 22 - 23	SY 23-24
Graduation Rate	N/A	N/A	N/A
Dropout Rate	N/A	N/A	N/A
Chronic Absenteeism Rate	34.1%	32.8%	22.2%
Suspension Rate	0%	0.2%	0%
Expulsion Rate	N/A	N/A	N/A
College Going Rate (CGR)	N/A	N/A	N/A
A-G Completion Rate	N/A	N/A	N/A

Reflection on Engagement	
Topic	How would you describe the following areas at your school site? This type of data might come from interviews or focus groups. It might come from the levels of involvement of these groups that are part of the Community School Council. You may include quantitative data (such as survey data, workshop data, attendance data).
Student Engagement	Student engagement is believed to strengthen attendance and create a positive school climate. Student engagement at Sparks Elementary is growing. 48.7% of students reported feeling supported and cared for by the teachers and staff. This has allowed for a great deal in improvement between the two stakeholders. After speaking with staff and reviewing climate data both parents and staff feel strongly about a need for an increase for social and emotional support programs and community partnerships to support with student’s mental health. Students expressed an array of interests in school activities that include sports, art, robotics, dance, and music.

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Family Engagement	<p>Family engagement is crucial to build community within a school atmosphere. At Sparks Elementary family engagement is considered to be fairly high. There are multiple committees and groups that parents participate in: English Learner Advisory Committee (ELAC), School Site Council (SSC), Families In Action (FIA), and Community School Advisory Council (CSAC). According to the Needs and Asset Survey data, 64.6% of parents reported being somewhat involved with the school’s education decision making and 24.2% regularly volunteer at school. Additionally, 72.2% of parents reported being interested in family fun night events. More family engagement events will be planned for further growth in family engagement.</p>
Staff Engagement	<p>Staff engagement is generally strong as seen by their commitments to their student's success. According to the Needs and Asset Survey data 64.7% of staff believe the administration is effective in addressing non-academic barriers that could be impacting a student’s learning experience. However, despite the administration's efforts, 64.7% of staff believe that there is a high need for mental health organization support partnerships to help combat non-academic barriers. Additionally, 88.2% of staff has expressed a limited to moderate understanding and familiarity with Community Schools. This shows room for improvement to help teachers understand what a Community School is and how their Community School Site Specialist can support them.</p>
Community Engagement	<p>Community engagement is strong within the school’s walls. There is a strong parent group established on campus where parents bring their strengths to provide a fun and colorful experience to the school. Sparks Elementary has developed a strong relationship with the Los Angeles County of Education. The school’s goal is to continue to develop three more outside community partnerships by June 2026 to help combat mental health concerns, housing conflicts and provide parent workshops.</p>

Capacity-Building Strategies

Describe your team's overall progress in the nine capacity-building strategies as described in the [Capacity Building Strategies document](#). You can refer to your optional [self-assessment](#) and summarize the information you provided there. Which of the nine capacity building strategies did you find the most difficult to achieve? The easiest? Why?

The most difficult strategy to achieve has been **Strategic Community Partnerships**. While the grant was received prior to the school year starting, Sparks Elementary did not receive a Community School Site Specialist until two months into the school year. This created a delay in building relationships with the staff, students, and families. Additionally, parent participation in the needs and asset survey was limited therefore limiting the data on what partnerships were needed. However, when speaking with staff and administration, they have identified a strong need for mental

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health partnerships as well as social emotional support programs and partnerships. Understanding these needs allows the site specialists to know what resources are needed and what partnerships are imperative to seek out in the next year.

The easiest strategy to achieve has been **Collective Priorities: Setting Goals and Taking Action**. The leadership team was cooperative in assisting the distribution of the school’s needs and asset survey. Additionally, the data collected was reviewed and analyzed by the administrative leadership team as well as the Community School Site Advisory Council to identify gaps and areas for improvement. Additionally, these groups helped identify the next goals for the next school year and what they envision for the school.

Capacity Building Strategy	Beginning of year Reflection Please provide a brief overview	End of Year Reflection <i>(To be completed at the end of the year)</i> Please Provide a brief overview
Shared Understanding and Commitment	Sparks Elementary is in the visioning phase of the Shared Understanding and Commitment capacity strategy. Staff, students, and families are learning what a Community School is. Their understanding of the initiative is still vague and not yet fully comprehended.	According to the Community School Capacity Building Progress Gauge, Sparks Elementary has shifted to the Engaging Phase of the Shared Understanding and Commitment capacity strategy. Understanding of the Community School initiative has grown significantly. All stakeholders have a better understanding of the overall vision and how their site specialist can support them. There is still room for improvement to get more staff involved in learning about the program. Families are learning more about the program through Parent Square, social media, attending various leadership group meetings, and through the Community School's monthly newsletter. Additionally, we have a parent representative at the District Advisory Council who shares information with our site advisory council.
Collective Priorities: Setting Goals and Taking Action	Sparks Elementary is in the visioning phase of the Collective Priorities: Setting Goals and Taking Action capacity strategy. A district-wide Community School Survey was conducted to gather input from stakeholders. In addition, both LCAP (Local Control and	The administrative leadership team revisited and refined the school’s goals to ensure alignment with the LACAP and SPSA goals and to bring the newly assigned site specialist up to speed. These established goals were then shared with members of the newly formed Community School Advisory

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	<p>Accountability Plan) and SPSA (School Plan for Student Achievement) surveys were administered to staff and community members to assess district priorities.</p> <p>However, the data collected through these instruments did not directly align with the Community School Model framework. While a preliminary list of Community School goals and priorities has been developed, its implementation has been postponed pending additional support from a designated school site specialist.</p>	<p>Council. Meeting notes and minutes were taken, shared with the leadership team, and recapped at the next meeting.</p> <p>Council members actively collaborated to generate ideas, develop initial plans, and begin prioritizing actions in alignment with stakeholder input. Discussions around goals, action plans, and supporting data are ongoing and serve as a central focus during council meetings.</p> <p>Looking ahead, future implementation strategies have been intentionally aligned with the LCAP and SPSA to ensure coherence across planning documents and to better address the evolving needs of the school community.</p>
Collaborative Leadership	<p>Sparks Elementary is in the visioning phase of the Collaborative Leadership capacity strategy. The administrator primarily makes leadership decisions with guidance from the Teacher on Special Assignment (TOSA) and the Counselor on Special Assignment (COSA). Share leadership is expressed in the ELAC and School Site Council Meetings with parents, but is limited to those groups.</p>	<p>According to the Community School Capacity Building Progress Gauge, Sparks Elementary is still in the visioning phase of the Collaborative Leadership capacity strategy. Collaborative leadership has been extended to include the Community School Site Specialist. Families are given more opportunities to participate in and share decision-making for their student’s school through the ELAC, CSAC and the SSC. Further collaboration between the leadership groups is growing as the school shifts into a Community School mindset. Meeting Agendas and minutes are shared within the groups as well as following group norms set by the group to ensure healthy communication and shared decision-making is in the process. Data is shared amongst the different advisory groups to review growth and strength areas.</p>
Coherence: Policy and Initiative Alignment	<p>Sparks Elementary is in the visioning phase of the Coherence: Policy and Initiative Alignment capacity strategy. There is limited alignment between school initiatives. School programs and organizations are run</p>	<p>Sparks Elementary is still working towards collaboration to achieve the school’s goals and ensure the LCAP, SPSA and the Community School model goals are aligned. Improving a Community School presence has helped to encourage</p>

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	<p>without a clear connection to the Community School Initiative and vision.</p>	<p>alignment. Currently, efforts are being made to address chronic absenteeism and what holistic supports are needed to improve students' attendance.</p>
<p>Staffing and Sustainability</p>	<p>Sparks Elementary is in the visioning phase of the Staffing and Sustainability capacity strategy. There is no Community School Site Specialist on site. Roles and responsibilities related to the Community School grant are set aside and not shared with staff in preparation for a sit specialist. Sparks Elementary is in the initial phases of implementation. Sustainability has yet to be discussed beyond the grant durrantion. The Community Schools role has yet to be articulated to staff and continues to be under development.</p>	<p>According to the Community School Capacity Building Progress Gauge, Sparks Elementary has shifted into the Engaging phase of the Staffing and Sustainability capacity strategy. Staffing structures and role definitions remain somewhat unclear. However, as the school continues to align its goals with the SPSA, LCAP and Community School Model, the role of the Community School Site Specialist is becoming more clearly defined to better support Sparks Elementary in implementing the Community School Model.</p> <p>While progress has been made, additional work is needed to fully shift the school's philosophy to shift from the engaging phase to the transformative stage. Continued collaboration and capacity-building will be essential to ensure a cohesive and sustainable transformation.</p>
<p>Strategic Community Partnerships</p>	<p>Sparks Elementary is in the visioning phase of the Strategic Community Partnerships capacity strategy. Sparks Elementary has both formal and informal partnerships. More formal community partnerships include Foothill Family Services, Enki, and the Boys and Girls Club. While Sparks Elementary has established a few community and donor partnerships, most of these relationships currently lack a structured set of shared goals. Additionally, engagement tends to be limited, with minimal ongoing collaboration or strategic alignment.</p>	<p>According to the Community School Capacity Building Progress Gauge, Sparks Elementary has shifted to the Engaging phase of the Strategic Community Partnerships. A new partnership has been established with the Los Angeles County Office of Education (LACOE) to address chronic absenteeism and to support the development of additional community partnerships. New collaborations have also been formed with Delhaven and the Office of Supervisor Hilda Solis, further strengthening the school's community network.</p> <p>In addition, existing partnerships with the Boys and Girls Club and the Classified School Employees Insurance Group have continued to grow, reflecting a deepening</p>

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		<p>commitment to collaborative support for students and families.</p> <p>School-wide efforts were made to communicate with students and families. Methods used were social media, physical paper handouts sent home a monthly newsletter and Parent Square posts.</p>
Professional Learning	Sparks Elementary is in the visioning phase of the Professional Learning capacity strategy. Sparks Elementary staff have had little to no professional development supporting community school-based practices, such as collaborative learning practices or trauma-informed practices.	There has been limited growth in professional development for staff in community schools, collaborative learning practices, and trauma-informed practices. Further planning for providing these learning opportunities is crucial for the staff to better understand the community school model and initiative.
Centering Community Based Learning	Sparks Elementary is in the visioning phase of the Centering Community Based Learning capacity strategy. Community-based learning has not been introduced to the staff. Classroom instruction has been determined by departments and individual teachers.	According to the Community School Capacity Building Progress Gauge, Sparks Elementary is still in the visioning phase of the Centering Community-Based Learning capacity strategy. Current instruction remains independently conducted and/or based on department decision-making. Teachers request more instruction on how to utilize this strategy in their daily teaching. Specific professional development time to do so would help motivate teachers to begin the implementation of this practice.
Progress Monitoring and Possibility Thinking	Sparks Elementary is in the visioning phase of the Progress Monitoring and Possibility Thinking capacity strategy. Current data collected for the progress of the Community School initiative is all qualitative from the administration leadership group. There is no further system in place to measure the progress of the Community School grant.	Data collecting efforts have improved to begin collecting baseline data for monitoring success and progress. Strategies used include surveys administered through QR codes. Additionally, Event sign-ups and sign-in sheets are used to measure parent engagement for events, council meetings, and more. Utilizing incentives for family engagement has been proven successful in motivating class and family participation.

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As part of establishing collective priorities, schools plan and execute a needs and assets assessment process, engaging a majority of students, staff, families, and community members in identifying their top community school priorities and vision.

What groups were engaged in your school’s needs and assets assessment process and how were they engaged?

Stakeholder Group	engaged during the needs and assets assessment process		Process by which they were engaged	
	Beginning of Year	End of Year (complete at end of year)	Beginning of Year	End of Year (complete at end of year)
Administrators	<ul style="list-style-type: none"> ● Yes ● No 	<ul style="list-style-type: none"> ● Yes ● No 	<ul style="list-style-type: none"> ● Surveys ● One-on-one interviews ● Focus groups ● Visioning exercises ● Meetings and forums ● Other: Provided CSSS with laptops for morning drop off opportunities to complete the survey 	<ul style="list-style-type: none"> ● Surveys ● One-on-one interviews ● Focus groups ● Visioning exercises ● Meetings and forums ● Other: (Write in)
Educators	<ul style="list-style-type: none"> ● Yes ● No 	<ul style="list-style-type: none"> ● Yes ● No 	<ul style="list-style-type: none"> ● Surveys ● One-on-one interviews ● Focus groups ● Visioning exercises ● Meetings and forums ● Other: 3-5th grade teachers helped students complete surveys 	<ul style="list-style-type: none"> ● Surveys ● One-on-one interviews ● Focus groups ● Visioning exercises ● Meetings and forums ● Other: (Write in)
Classified staff	<ul style="list-style-type: none"> ● Yes ● No 	<ul style="list-style-type: none"> ● Yes ● No 	<ul style="list-style-type: none"> ● Surveys ● One-on-one interviews ● Focus groups ● Visioning exercises ● Meetings and forums ● Other: 3-5th grade teachers helped students complete 	<ul style="list-style-type: none"> ● Surveys ● One-on-one interviews ● Focus groups ● Visioning exercises ● Meetings and forums ● Other: (Write in)

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			surveys	
Students	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: (Write in) 	<ul style="list-style-type: none"> Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: (Write in)
Family members	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: (Write in) 	<ul style="list-style-type: none"> Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: (Write in)
Community members	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Yes No 	<ul style="list-style-type: none"> Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: (Write in) 	<ul style="list-style-type: none"> Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: (Write in)

How have you engaged historically marginalized student and family groups through your needs and assets assessment process (these groups might include: families or students from racially minoritized groups, experiencing homelessness, students in foster care, families/students with disabilities, low-income students/families, English learners, or newcomers, etc.)?

Beginning of year reflection	End of Year Reflection (To be completed at the end of the year)
<p>Please provide a brief overview</p> <p>At Sparks Elementary there are 50 families who identify as McKinney Vento (homeless) and five (5) students in the foster program. At the start of the school year, Sparks Elementary engaged with historically marginalized students and families through the school counselor. They received support resources and services from the district's Equity and</p>	<p>Please provide a brief overview</p> <p>We continued to support these families as a shared responsibility between the counselor and the Community School Site Specialist. The CSSS took time to call and check in with all the families upon their starting at the school. Some families reported needing basic needs supplies. Basic needs supplies were provided through the Equity and</p>

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<p>Access Office. Additionally, they had access to contact the counselor for any necessary support needed.</p> <p>Overlapping identities for these families include being English Learners and coming from low-income households. That being said, interventions were in place to support the English Learners, and communication between the school staff and the families ensured needs were met.</p>	<p>Access office periodically. Families who did not qualify for the McKinney Vento Program but were still in need of support due to low-income, were provided continued support and access to the Wellness and Resource Center. Here they have access to pantry food, clothes, school supplies, and various community resources.</p> <p>All families received access to the Community Schools Needs and Asset Survey to voice their concerns and identify barriers, areas of growth, and provide feedback to the school.</p> <p>Families from marginalized groups were also given opportunities to voice concerns at the various council groups and helped represent those who could not attend. Concerns shared revolved around English Learners' reclassification process and status, family engagement, and integrated support programs for students.</p> <p>In the years to come, our goal is to normalize the use of the Wellness and Resource Center to best support more families in need. We want to expand on the concerns of marginalized groups to find the best practices and programs for these families. Doing so would help bridge any gaps or barriers keeping the families from thriving and the students from being successful in school.</p>
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Goals and Actions

Your Community School Council goals can include a variety of topics across the community schools' pillars such as student attendance, health/mental health, after school and summer programming, learning recovery/acceleration strategies, school climate, authentic family engagement, educator retention, collaborative leadership, etc. At least one student-centered goal should be identified.

Please describe the top 3-5 goals for your community schools' initiative. *You do not need to have 5 SMART goals (3 goals are recommended), but space has been included if your CSC does choose to have more than 3 goals.*

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Community School Council Goals

SMART Goals	Rationale (Brief explanation of why the CSC has developed this goal)
<p>Goal 1: Strengthen Community School Pillar- Expanded Learning Time and Opportunities by improving academic performance.</p> <p>By May 2026, academic performance will improve at Sparks Elementary as evidence by:</p> <ol style="list-style-type: none"> 1. A 5% increase in students meeting grade-level benchmarks in core subjects. 2. A 10% increase in student participation in academic intervention support programs 3. A 3% increase in parent participation leadership groups such as English Learner Advisory Committee (ELAC), School Site Council (SSC), Families in Action (FIA) and the Community School Advisory Council (CSAC). 	<p>Based on the community school pillar, Expanded Learning Time and Opportunities, we hope to increase academic performance and shift focus to support students who are in need of additional academic support. With the opening of our Wellness and Resource Center we are able to care for the students' basic needs and now turn focus on the academic achievement of the student.</p> <p>The SPSA shares that students in various groups such as, English Learners, low socio-economic, students with disabilities, etc., are especially struggling with English Language Arts. This highlights students who are not making progress and staying stagnant with their overall knowledge and skills. After reviewing the data from the Needs and Asset survey and the California Dashboard, a need for academic support is prevalent.</p> <p>According to the Community School Needs and Asset Survey, 35.4% of families reported feeling very involved in their child's education, indicating a need to get more parents engaged with participation in the educational decisions being made to best support their students. Additionally, 64.7% of Sparks Elementary staff indicated a high need for after-school tutoring programs. The California Dashboard highlights that in 2024, Sparks Elementary students scored 61.2 points below the standard scores for English Language Arts and 56.3 points below the standard scores for Mathematics. It is crucial to foster peer-to-peer support and learning opportunities to build on the students' progress.</p>
<p>Goal 2: Strengthen Community School Pillar- Integrated Student Supports by increasing community engagement and</p>	<p>Based on the community school pillar, Integrated Student Supports, our goal is to increase mental health support</p>

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<p>partnerships.</p> <p>By May 2026, community engagement and partnerships with increase as evidence by:</p> <ol style="list-style-type: none"> 1. Establishing three new community partnerships to specifically support families with low barrier supports in: mental health, housing and parent workshops 2. A 10% increase in positive responses between parents and students on access to wellness resources for basic needs and mental health support. 3. A 5% decrease in chronic absenteeism 	<p>partnerships. Our student and family population struggles to follow through the intake process when referred to off-site counseling due to barriers such as lack of insurance, inability to drive to off-site offices, inability to answer phone calls due to work schedule or other barriers.</p> <p>When listening to parents, staff and students, there was a high need for mental health support for students. According to the Community School Needs and Asset Survey reports, 64.7% of Sparks Elementary staff have indicated a high need and request to prioritize community partnerships with mental health organizations. Doing so would help with low-barrier intake process and allow families to follow through with referrals. Additionally, we want to continue to work and meet families' basic needs by utilizing the Wellness and Resource Center and forming partnerships with community organizations that specialize in housing and providing parent support. Additionally, 56.6% of parents indicated a desire to participate in parent workshops and classes. Our goal is to increase community support for students and reduce chronic absenteeism caused by mental health and basic needs concerns using a multi-tiered support system.</p>
<p>Goal 3: Strengthen Community School Pillars- Collaborative Leadership and Practices and Integrated Student Supports by increasing social and emotional support programs and overall holistic supports.</p> <p>By May 2026, Sparks Elementary will improve overall holistic and social and emotional health of students as evidence by:</p> <ol style="list-style-type: none"> 1. An increase in access to social emotional support programs such as SEL activities, push in services 	<p>Based on the community school pillars, Collaborative Leadership and Practices and Integrated Student Supports, Sparks Elementary wants to increase community outreach and support as well as collaborate with teachers, parents and staff to identify needs of students.</p> <p>After reviewing data from the Community School Needs and Asset survey and speaking with staff, Social Emotional learning is needed for the students. 68% of families' would be interested in social and emotional learning programs for their students. Per teacher and staff input for LCAP priorities, ten (10) of the</p>

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<p>and school based counseling</p> <ol style="list-style-type: none"> A 5% decrease in maladaptive behavioral events that relate to social and emotional distress such as: anxiety, peer conflict, etc. A 5% increase in positive school climate results and overall school atmosphere perception. 	<p>18 (55.56%) of staff identified a need for SEL support as one of their top three priorities. This would help create a positive atmosphere and encourage appropriate behavior that aligns with the school’s expectations and preparing the students for life outside the classroom.</p>
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Measuring and Reporting Results

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation. Please provide baseline data, data for the 2022-2023 school year (Year 1) and your desired outcome for Year 2, on the indicators that are relevant to each of your developed goals.

SMART Goal 1: Strengthen Community School Pillar- Expanded Learning Time and Opportunities by improving academic performance.

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)
Academic Performance	<p>California Dashboard</p> <p>Community School Needs and Asset Survey</p>	<p>2023: English Language Arts 50.8 points below standard</p> <p>Mathematics 56.3 points below standard</p> <p>English Learner Progress 52.1% students making progress</p>	<p>English Language Arts 61.2 points below standard</p> <p>Mathematics 56.3 points below standard</p> <p>English Learner Progress 40.2% students making progress</p>	<p>English Language Arts 60 points below standard</p> <p>Mathematics 55 points below standard</p> <p>English Learner Progress 41% students making progress</p>

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		Community School Needs and Asset Survey: 0%	Community School Needs and Asset Survey: 35.4% of families reported feeling very involved in their child's education	Community School Needs and Asset Survey: 38% families reporting feeling involved in their child's education
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Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
TOSA Intervention Groups	The Teacher on Special Assignment will meet regularly with a group of students identified for additional academic support. These academic intervention groups will be held after school so as not to interrupt regular instruction.	MTSS TOSA Academic TOSA	Initial groups will be formed based on teachers' assessment and cross referenced with low test scores. Intervention groups will begin by October 2025 and track progress through May 2026 . By December 2025 , the intervention group will have provided academic support services to ten (10) students whose teachers referred them to the TOSA.
Tutoring Clubs	The after-school tutoring club will be peer-to-peer tutoring for students who need minimal support with curriculum and homework. Students selected for this club will be teacher-referred. This club will meet weekly	One to two Title I tutoring teachers Community School Site Specialist Middle School CS Specialist	Meetings with the neighboring Middle School CS Specialist and supporting staff will be held by September 2025 . These meetings will focus on the club's goals, technical and logistical issues to ensure due process is met, and which students would be good candidates for tutoring the elementary students.

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	<p>and be supervised by a teacher.</p> <p>During the day, peer-to-peer tutoring will be provided for students who need additional support. The teacher will select the students.</p> <p>Additionally, coordinating with the neighboring middle school for peer tutors will expand on knowledge and connectedness.</p>		<p>A complete list of students in need of tutoring provided by Sparks Elementary teachers will be submitted by September 2025 for the TOSA and Community School Site Specialist to review.</p> <p>The initial tutoring club meeting will be organized to begin by October 2025 and progress will be tracked through May 2026.</p> <p>By December 2025, the club will have provided tutoring services to ten (10) students who were referred to the club by their teacher.</p>
<p>English Learning Tutoring</p>	<p>Tutoring will be available for English Learning students after school so as to not interrupt in class instruction. Tutoring will focus on preparing and teaching them skills so that they can be reclassified. This will be facilitated by a bilingual aid who will provide regular updates for the ELAC meetings.</p>	<p>Bilingual Aid</p>	<p>A complete list of English Learning students in need of tutoring developed by Sparks Elementary teachers will be submitted by the second week of August 2025 for the TOSA, bilingual aid and Community School Site Specialist to review.</p> <p>The initial tutoring session will be held by week four of August 2025. They will meet weekly to twice a week depending on the need of the students and availability of the bilingual aid. Progress will be tracked through May 2026.</p> <p>By December 2025, the intervention group will have provided academic support services to ten (10) students who were referred to the</p>

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			TOSA by the teacher.
Incentives for Parent Attendance and Participation in Leadership Groups: ELAC, SSC, FIA, CSAC	The Community School Site Specialist will provide incentives of activities and privileges for participating students, to participate in leadership groups to support their student's education. Incentives for participation can include but are not limited to: "Lunch dates" with their student, parent acknowledgment at monthly "Rise and Shine" assembly ("Parent of the month"), student's class rewards for most parents involved, Eagle Ticket rewards etc.	Community School Site Specialist	<p>By the second week of August a set schedule of meeting dates will be established by administration, TOSA, and the Community School Site Specialist for all leadership groups to ensure there is no overlap and that all meeting date requirements are met.</p> <p>Incentives will be provided to the parents or student (depending on the incentive) at the end of each month.</p>

SMART Goal 2: Strengthen Community School Pillar- Integrated Student Supports by increasing community engagement and partnerships.

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)
Chronic Absenteeism	Aeries Analytics: measure daily progress on chronic	2023 Aeries Analytics: Average attendance 93.26%	Aeries Analytics: Average attendance 92.16%	Aeries Analytics: Average attendance increased to 94%

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<p>Number of Active Community Partnerships</p>	<p>absenteeism and overall school attendance</p> <p>California Dashboard: measure end of year overall attendance and total of chronic absenteeism cases</p> <p>Family/Parent Engagement: measure of attendance of families at family engagement nights/events (Family Fun Nights, Parent Workshops, Resource Fairs, etc.)</p> <p>Attendance Intervention Group Effectiveness: Monitor individual students' attendance before intervention and after intervention</p> <p>Community Partnership Reports: Assess the impact of current and new community</p>	<p>2023 California Dashboard: 32.8% Chronic Absenteeism</p> <p>Family/Parent Engagement Participation: Establish Baseline</p> <p>Attendance Intervention Group Effectiveness: Establish Baseline</p> <p>1 Active Community Partnership</p>	<p>California Dashboard: 22.2% Chronic Absenteeism</p> <p>Family/Parent Engagement Participation: 24%</p> <p>Attendance Intervention Group Effectiveness: Average Chronic Absentee's attendance- 79%</p> <p>2 Moderately Active Community Partnerships (Enki and Foothill Family Services) and 2 Active Community Partnership (Boys and</p>	<p>California Dashboard: 20% Chronic Absenteeism</p> <p>Family/Parent Engagement Participation: 20% increase</p> <p>Attendance Intervention Group Effectiveness: Average Chronic Absentee's attendance increase to 85%</p> <p>6 Active Community Partnerships</p>
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	collaborations on student and family success.		Girls Club and LACOE)	
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Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Family/Parent Engagement Events	This is a Tier 1 method to support the entire school population. To increase family communication, bonding and overall togetherness Family Engagement events (i.e. family nights, parent workshops, wellness/resource fairs) will be organized monthly to bi-monthly.	Community School Site Specialist Administrative Personnel Supporting Staff	<p>A schedule of events will be finalized by the end of August 2025.</p> <p>The first event will be held by September 2025.</p> <p>A Family Engagement (Family Paint Night, Wellness and Resource Fair, Parent Workshops, etc.) event will be held bi-monthly.</p> <p>By June 2026 a total of six (6) Community School Family Engagement events will be hosted at Sparks Elementary. Attendance at each event will be logged via sign-in sheets and/or RSVP lists</p>
Tier 2 Attendance Intervention Groups	This will be a Tier 2 method to case manage students who are struggling with attendance. The students will meet monthly with the Counselor. Students selected will be based	Counselor MTSS TOSA MTSS TEAM	<p>Attendance reminders and letters will be sent home by September 2025.</p> <p>Intervention groups will be finalized and begin by September 2025.</p> <p>Intervention groups will meet monthly to every other month depending on availability of Counselor. Attendance Improvement will</p>

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	on previous school year SART/SARB status as well as current attendance.		be monitored monthly through May 2026 .
Attendance Improvement Acknowledgment	This is a Tier 2 method that will motivate and create inclusivity in the monthly assemblies. We will highlight students who may not have perfect attendance but are making strides to improve. Doing so will help the student's sense of belongingness.	Counselor TOSA Community School Site Specialist	<p>The Community School Site Specialist will collect a list of students who have had improvements in their attendance between the two intervention groups. The Community School Site Specialist will create award certificates and provide a small token or reward to the TOSA two (2) days prior to the day of the monthly assembly, "Rise and Shine".</p> <p>Attendance Improvement will be monitored monthly through May 2026.</p>
Tier 3 Attendance Intervention Groups and Holistic Support Home Visits	This is a Tier 3 method to support students with extreme chronic absenteeism. The intention of these home visits is to ensure the wellbeing of the student(s) as well as the overall well being of the family. Basic resources such as groceries, school supplies and/or clothing will be provided as well as handouts for local resources. While checking in, the	Community School Site Specialist Student Family Services Counselor	<p>Home visits will be scheduled and be conducted monthly as needed.</p> <p>The initial home visits will be scheduled by September 2025 and continue through May 2026.</p> <p>The CSSS will begin meeting with the students during school once a week to bi-weekly by September 2025.</p> <p>The CSSS will begin contacting parent's via telephone and or in person once a week to bi-weekly by September 2025.</p> <p>By June 2026, the Community School Site</p>

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	<p>Community School Site Specialist will build rapport and identify any barriers that are keeping the family from thriving. Additionally, the community school site specialist will conduct bi-weekly to weekly check-ins with students and families.</p> <p>Professional Development opportunities will be presented at Staff Meetings to help teachers and staff learn restorative and trauma informed practices to address students with chronic absenteeism.</p>		<p>Specialist will have made a minimum of two (2) home visits for each student in the Tier 3 Attendance Intervention Group.</p> <p>By October 2025, the Community School Site Specialist will conduct the first Professional Development presentation to staff at a staff meeting.</p>
<p>Active Community Partnerships</p>	<p>Maintain and strengthen existing community partnerships. Collaborating with existing partnerships, various workshops and/events will be hosted to outreach to families who can benefit from the partnerships. Along with current</p>	<p>Admin & Community School Site Specialist</p>	<p>By September 2025, the Community School Site Specialist will collaborate with existing partners to create a set schedule of workshops or events that will include community partners.</p> <p>By June 2026 three new partnerships will be formed. This will bring our partnerships to a total of six.</p>

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	<p>partnerships, the goal is to increase in partnerships. Our goal is to reach out to partnerships that specify support in areas such as housing, parent workshops, and low-barrier mental health support services.</p>		
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SMART Goal 3: Strengthen Community School Pillars- Collaborative Leadership and Practices and Integrated Student Supports by increasing social and emotional support programs and overall holistic supports.

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year
<p>Positive school behavior and belongingness reports</p>	<p>Community School Needs and Asset Survey Data: Measure overall perception of the school and its relationships with parents and students (3rd - 5th grade).</p> <p>California Healthy Kids Survey (CHKS): statewide data measurement to measure in detail 5th grade and up students'</p>	<p>Community School Needs and Asset Survey Data:</p> <p>0%</p> <p>CHKS:</p> <p>School Connectedness- 63% indicated a positive sense of connectedness</p>	<p>Community School Needs and Asset Survey Data:</p> <p>Feeling cared about by Staff/Teachers: 48.7% indicated they felt cared about by Staff/Teachers</p> <p>Sense of Belongingness: 40.2% indicated they felt a part of the school</p> <p>CHKS:</p>	<p>Community School Needs and Asset Survey Data:</p> <p>Feeling cared about by Staff/Teachers: Increase to 55%</p> <p>Sense of Belongingness: Increase to 50%</p> <p>CHKS:</p> <p>School Connectedness-</p>

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	relationship with the school and staff.	<p>most of the time</p> <p>Social Emotional Learning Supports- 68% indicated a positive sense of social emotional learning and supports from the school staff most of the time</p> <p>Positive Behavior- 85% indicated engaging in positive behavior at school</p>	<p>School Connectedness- 83% indicated a positive sense of connectedness most of the time</p> <p>Social Emotional Learning Supports- 94% indicated a positive sense of social emotional learning and supports from the school staff, most of the time</p> <p>Positive Behavior- 96% indicated engaging in positive behavior at school</p>	<p>Maintain 83% to 85% indication of a positive sense of connectedness most of the time</p> <p>Social Emotional Learning Supports- Maintain 94% to 95% indication of a positive sense of social emotional learning and supports from the school staff most of the time</p> <p>Positive Behavior- maintain a 96% to 97% indicated engaging in positive behavior at school</p>
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Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Multi-Tiered Systems of Supports Implementation	A revamped Multi-Tiered systems of support implementation will be completed and ready for the new school year. Included will be an updated Behavior Matrix, systems of supports and instructions for teachers to follow in order to utilize resources in a	MTSS TEAM: Counselor TOSA Community School Site Specialist School Psychologist MTSS TOSA	The MTSS team will meet in June 2025 to finalize details for the new school year. This will be provided to the staff and teachers prior to the beginning of the new school year and implemented throughout the school year. MTSS Team will meet monthly to ensure all practices are being implemented and assess any changes that need to be made.

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	<p>tiered system, and identification of when a behavior intervention plan is needed.</p>		
<p>Implement a Tiered Positive Behavior Interventions and Support (PBIS) Implementation and Store</p>	<p>Tier 1 MTSS intervention utilizing positive reinforcement and the newly updated Student Behavior Matrix. Students will be rewarded with Eagle Tickets for positive behavior inside the classroom as well as on the playground. Included in the PBIS implementation plan is the “Word of the Month” where students will be focused on a positive behavior word each month during the morning announcements and be provided with examples on how they can engage in the behavior to earn rewards. Additionally, we will conduct “On-boarding” tours to teach students appropriate behavior and learn the Student</p>	<p>Community School Site Specialist Families in Action (Parent Group) MTSS TOSA</p>	<p>Teachers will coordinate with CSSS to conduct the “On-Boarding” segments by September 2025.</p> <p>Students will be given opportunities daily to earn rewards and highlighted monthly at the “Rise and Shine” assembly for exemplary behavior following the word of the month. Once a month each class will be able to visit the Eagle Emporium to redeem prizes for their tickets earned. Program will launch August 2025 with progress being monitored through May 2026.</p>

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	Mantra.		
Social Emotional Learning (SEL) programs	<p>This Tier 2 MTSS intervention will be utilized to help provide SEL push-in lessons to students. Utilizing MOU partnerships and programs this can be implemented to increase efficiency. The Counselor and the Community School Site Specialist will work together to find best fit programs for the school based on areas of need and high importance.</p> <p>The PBIS Matrix will be aligned with SEL lesson plans for teachers to implement. Additionally, the Counselor will push-in to classes to implement some SEL as needed.</p>	Counselor Community School Site Specialist Community Partners MTSS TOSA Supporting Teachers	<p>The counselor, with support from the MTSS Team, will develop SEL lessons and programs as needed until a formal program is identified.</p> <p>By October 2025, the PBIS Aligned SEL Lesson plans will be ready for teachers to implement in the classroom.</p>
Student Check-in/Check-Out	<p>This Tier 2 MTSS intervention will be utilized to tend to students with higher behavior concerns who need more follow-up. The student will check-in</p>	Administrative Personnel Counselor TOSA Community School Site Specialist Selected Teacher MTSS TOSA	<p>Students who are in need of a check-in/check-out will be identified within the first three months and as needed. Once a student is identified, the student will receive twice daily check-ins.</p>

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	<p>at the beginning of the day with a trusted adult on campus and check-out with them upon dismissal. A daily progress report will be provided at Check-out for the school staff to sign-off on and to be sent home for parents/caregivers as well. This will be helpful to keep a close eye on progress of at risk youth and ensure they feel connected to a staff member at school.</p>		
<p>Student Leadership</p>	<p>Students from fourth and fifth grade will nominate class representatives and leadership roles to help improve student climate. Student Leadership will be responsible for creating school wide marketing and celebratory posters, social awareness events, supporting with the PBIS initiatives and leading the school with pride and positive behavior. Advised by the</p>	<p>Community School Site Specialist Certificated Staff</p>	<p>By September 2025, all student leadership roles will be filled and the first meeting will have taken place.</p> <p>Student Leadership will meet Bi-Weekly to Monthly to discuss upcoming events and work on projects. By June 2026, the group will have met at least 12 times.</p> <p>Positive school climate will be tracked through the CHKS survey by June 2026.</p>

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	Community School Site Specialist, the group will focus on building community and supporting all students.		
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Overall Reflection

To inform the improvement of the CCSPP grant program and inform future technical assistance priorities, please provide an overview of the most impending challenges during the implementation of the CCSPP grant. Please also describe any solutions you have developed to address them and additional supports or changes to the CCSPP program and technical assistance that could be useful. Please provide a one-half to one-page narrative for this prompt.

At Sparks Elementary, the implementation of the California Community Schools Partnership Program (CCSPP) grant this year has brought a renewed sense of hope and numerous opportunities for growth and learning. Despite these positive developments, the program faced some initial challenges.

Due to a delayed hiring process, I began my role as the Community School Site Specialist (CSSS) two months after the school year had started. This late start made it more difficult to establish early connections with students, families, and staff. Additionally, I entered the position with limited guidance and clarity regarding the specific responsibilities of the role.

Compounding this challenge, there was no formal introduction to the school community, which contributed to a lack of understanding among staff about the purpose and scope of the CSSS position. In the early months, much of my time was devoted to supporting student behavior interventions, as staff frequently turned to me for assistance in managing various situations.

Another challenge was that the goals that were provided from the initial implementation plan were vague and focused heavily on one aspect—building the Wellness Room. However, due to a delay in access to grant funding, little could be done to work towards that goal until January 2025. The administration team and I met to highlight the needs of the students and work with the limitation to begin the planning and organization aspect for the wellness room, so that way once funding did kick in, we could move quickly.

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Lastly, oftentimes there were moments of information overload. Especially since I started late, I often felt behind on learning about all the components of the Community School Model. Attending the monthly LACOE meetings and workshops helped to an extent to what each pillar or capacity-building strategy was, but it felt vague and lacked specific examples of how each concept could be approached with the various stakeholders.

While these challenges created confusion or disruption to the Community School Model, it has provided a year of grace and learning for all at Sparks Elementary. As the year progressed, more staff and teachers better understood what a Community School is and how I can support them. While there is still room for growth in this area, plans are being made to start the next school year with intentions to be clear about the CSSS role, the school's goals for the year, and establish an even further understanding of the Community School Model across all staff and teachers. Additionally, having data from the Community School Needs and Asset Survey has allowed a clearer understanding of the needs of the students and families that have guided the planning process for the next school year. To combat the delay in receiving the data, I will be able to start collecting the data from the beginning of the school year. Doing so would allow ample time to truly analyze and get familiar with the needs of the families. This year was filled with information and exploration. More time will be dedicated to professional development and exploring real-life examples of how the grant is supporting their school sites. Thankfully, all the CSSSs were new to the position, and we were able to collaborate and support one another so that we could learn about the Community School Model together.

Despite the growth and humbling moments, I did my best to support the staff, students, and families. Our initial year with the grant was a massive learning year, but a great start to building a true community at Sparks. Based on the California Healthy Kids Survey, in 2024 64% of the students reported feeling connected to the school, while in 2025, we saw an increase to 83%. Additionally, in 2024 64% of students reported having a caring relationship with a school staff or teacher, and in 2025 we saw an increase to 82%. This dramatic shift in school atmosphere has provided the Sparks Elementary staff with new support and grace for each other; there can be positive change.

To help the progress to meet goals for the next school year, I recommend the following:

- Clear early on instruction for prioritizing duties and overall role expectations
- Accessible templates for the various reports and surveys that need to be completed with a clear timeline to help prioritize
- Continued coaching and shared learning opportunities on the Community School Model
- Twice a year check-ins with Community Schools Coordinator for CSSSs to ensure they are on track with individual goals and CS goals

I look forward to making this next year more impactful. To do so, we need beginner friendly and simplified instructions to guide us through the next year so that we have the opportunity to absorb all the information. We need more detailed movement rather than theoretical concepts. Lastly, we need to see not just examples of what our site can look like at the end of the five years but what it looks like at year one, year two, year

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three and so on. With the support of our team at Hacienda La Puente Unified School District and our connections with LACOE, we can turn our shared passion to support marginalized families into a reality.

Whole Child Supports

This section is aligned with the [Whole Child Supports Inventory](#)

To make progress toward SMART goals, your site may provide a range of whole child supports. For each area below, please identify the following:

- Write “Yes” in column A if the support was part of your CSCIP; **if yes in column A**, write “Yes” to all areas that apply in columns B through F,
 - Check the box in column B if you were already implementing a support and integrated into your community schools work,
 - Check the box in column C if you engaged with or expanded partnerships during the 2024-2025 school year
 - Check the box in column D if training or professional development in that area occurred during the 2024-2025 school year
 - Check the box in column E if you expanded your capacity to offer the support during the 2024-2025 school year
 - Check the box in column F if you are currently collecting data and tracking improvement for a support.

Supports	Are these whole child supports part of your community schools implementation plan?	If “yes” to the first column, how have you implemented these activities so far?				
		Previously implemented and integrate into the community school’s work	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
Health Screening and Services (vision, dental, hearing, neurological, physical health)	No					

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Supports	Are these whole child supports part of your community schools implementation plan?	If “yes” to the first column, how have you implemented these activities so far?				
		Previously implemented and integrate into the community school’s work	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
Mental health Screening and Services	Yes	✓	✓		✓	✓
Nutrition Services and Support	Yes				✓	✓
Academic Support (tutoring, specialist, etc.)	Yes	✓	✓			✓
Counseling Center	Yes	✓	✓			✓
Multi-Tiered System of Support	Yes	✓				✓
Coordination of Services Team (e.g., COST team)	No					
Before School (times/services)	No					
After School (times/services)	Yes	✓	✓		✓	✓
Summer Programs	No					
During School (learning pathways, differentiated instruction, lab times, etc.)	Yes	✓				✓

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Supports	Are these whole child supports part of your community schools implementation plan?	If “yes” to the first column, how have you implemented these activities so far?				
		Previously implemented and integrate into the community school’s work	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
Teacher Leadership Development and Opportunities	Yes					
Parent Leadership Development and Opportunities	Yes	✓				✓
Student Leadership Development and Opportunities	Yes	✓				
Shared Decision-Making Bodies that center the voices of students, families and community	Yes	✓	✓		✓	✓
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Yes	✓	✓			✓
Home Visits	Yes	✓	✓			✓
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	Yes		✓			

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Supports	Are these whole child supports part of your community schools implementation plan?	If “yes” to the first column, how have you implemented these activities so far?				
		Previously implemented and integrate into the community school’s work	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
PBIS or Other Schoolwide Positive Behavior Philosophy	Yes	✓				
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Yes		✓			
Programs and practices that teach social-emotional skills (e.g. mindfulness practices)	Yes	✓	✓			✓
Project-Based Learning	No					
Culturally-Sustaining Pedagogy	No					
Community-Based Curriculum and Pedagogy	No					
Personalized Learning Plans	No					
Performance Assessments (e.g., capstones, portfolios, etc.)	No					

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Supports	Are these whole child supports part of your community schools implementation plan?	If “yes” to the first column, how have you implemented these activities so far?				
		Previously implemented and integrate into the community school’s work	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
Advisory System (advisor roles, classes, curriculum, etc.)	No					
Insert additional rows to include your local supports, practices, etc.						