

Sparks Elementary Implementation Plan Template (2025-2026)

School Site Name: Sparks Elementary

PART 1: COMPLETE AT THE BEGINNING OF THE YEAR

Historical Data/Reflection

Historical Quantitative Data			
	SY 22 - 23	SY 23 - 24	SY 24 - 25
Graduation Rate	N/A	N/A	N/A
Dropout Rate	N/A	N/A	N/A
Chronic Absenteeism Rate	32.8%	32.8%	28.4%
Suspension Rate	0.2%	0%	9.4%
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 each year. Student voices are being shared via surveys and Student Council feedback reports. The Asset and Needs Assessment surveyed 95.8% of the students from third through fifth grade. The data from the Assets and Needs Assessment shows that most students at Sparks Elementary feel generally safe and cared for, but many experience only a moderate sense of belonging and engagement. Less than half of students report having regular voice or choice in how they learn, and a significant portion do not consistently see their culture or background reflected in the classroom. Student engagement is strongest in hands-on and enrichment activities—especially afterschool programs—while engagement during the regular instructional day is more limited. Overall, the data

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	highlights a need to strengthen student voice, cultural relevance, and engaging learning opportunities during the school day while building on strong enrichment and supportive relationships. However, despite efforts, chronic attendance has increased by 4.9% indicating there were some changes in the year- Sparks Elementary is on their fourth principal for this school year. Frequent leadership turnover disrupts relationships, creates inconsistent expectations, and stalls initiatives, making it difficult to sustain student engagement activities like clubs, enrichment programs, and schoolwide events. This instability can lead to lower participation, a weaker school culture, and missed opportunities for meaningful engagement, even when students and families are eager to be involved. Stable leadership is essential for building trust, consistency, and student voice; without it, engagement efforts struggle to take root and require intentional rebuilding across the school community. We aim to improve school climate and increase English Learner and students with special needs participation at school events, programs and clubs.
Family Engagement	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) with five parents, School Site Council (SSC) with three parents, Families In Action (FIA) with 10 parent volunteers, and Community School Advisory Council (CSAC) with three parents. Additionally, regular Coffee with the Principal is held to invite more parent engagement. Each meeting is open to all parents to encourage more engagement. At all school committee meetings, parents are provided with bilingual hand outs and encouraged to use translation tools to hear the meeting in their native language. Additionally, translation is provided for those who do not have access to the translation app. ELAC meetings are hosted in the morning after drop offs. The School Site Council meetings are held in the afternoon after students are dismissed. The CSAC meetings vary and are held in both afternoon and morning times to best accommodate more parents and staff. Parents are also able to voice their concerns or highlights via our Asset and Needs Assessment survey. The Asset and Needs Assessment surveyed 36.9% of households at Sparks Elementary. The data from the Assets and Needs Assessment shows that families are eager to engage and see the school as a community hub, which aligns closely with the Community Schools model. To fully realize this vision, the school must expand consistent, culturally responsive, and relationship-driven family engagement opportunities that strengthen school climate, support enrichment, and connect families to student supports.
Staff Engagement	Staff engagement is continuing strongly as seen by their commitments to their students' success despite the constant change in leadership. Staff voices are being shared via our Asset and Needs Survey and with personal interviews with the Community School Site Specialist. The Asset and Needs Assessment surveyed

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	25% of school staff. The data from the Asset and Needs Assessment shows that staff at Sparks Elementary are a key asset in advancing the Community School model, actively supporting a positive school climate through trauma-informed and relationship-based practices, organizing and contributing to the the MTSS team practices by attending meetings to discuss student cases, academic interventions, counseling, and community partnerships, and planned enrichment and family events. Staff has been working with the Western Justice Center for summer professional development, building capacity and understanding of building community circles and inviting Western Justice Center staff to help promote belongingness. Additionally, staff took twelve students from 4th and 5th grade to participate in the Peer Mediation Invitational to learn more about peer mediating skills. While staff commitment and alignment to Community School principles are evident, many initiatives remain identified as future actions, indicating a need for stronger structures, coordination, and leadership stability to sustain engagement. Strengthening dedicated Community School systems, clarifying roles, and providing consistent support will allow staff efforts to move from individual initiatives to a cohesive, sustainable approach across all four Community School pillars. After following up with staff at the staff meetings, next steps include increasing use of the current SEL program (Second Step) to get a better understanding of what the program can offer and if additional programs are needed. Additionally, more professional development for staff is needed to maintain and improve restorative practices and increase positive school climate in the classroom setting.
Community Engagement	Community engagement is strong within the school's walls but is expanding. Our parent group partners with our school staff to provide a fun and colorful experience to the school. Sparks Elementary has developed a strong relationship with the Los Angeles County of Education, Baby to Baby, the Hilda Solis Office, Western Justice Center and Delhaven. These partnerships help meet the needs of our students and tackle barriers keeping the family from succeeding. The data from the Asset and Needs Assessment shows that Sparks Elementary has early foundations for community engagement through existing partnerships and strong family interest in school-connected activities; however, engagement efforts are currently fragmented and largely identified as future actions. Strengthening coordinated partnerships, expanding inclusive community events, and aligning resources to student and family needs will be essential next steps to fully implement the Community School model and position the school as a true hub for learning, support, and community connection.

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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 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 on the Community School Capacity Building Progress Gauge. While the Community School Site Specialist has a clearer understanding of the Community School's Model, the staff, students and families are still in the learning period. We had 25% of staff, 37% of parents and 96% of students participate in the Asset and Needs Assessment. Efforts to increase engagement include more hard copies of the survey as well as a higher presence at the morning drop off and dismissal time to capture more parents.	Sparks Elementary is still in the Visioning Phase on the Community School Capacity Building Progress Gauge. Presentations at ELAC, Coffee with the Principal and other meetings were held to share the updates of community school initiatives and how it coincides with the community school model. At these presentations, collaborative work and conversations were encouraged to get input from all stakeholders to identify goals. More work needs to be made to get more parents' input to get a genuine identification of goals. Asset mapping and LCAP mapping was conducted at the staff meeting while looking at the

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		5x5 California Dashboard data to identify strengths and areas of growth.
Collective Priorities: Setting Goals and Taking Action	This year's goals at Sparks Elementary have been aligned with LCAP and SPSA. These goals were shared with members of the Community School Advisory Council, including the interim principals, prior to the new permanent principal. Discussions around goals, action plans, and supporting data remained a central focus during the council meetings. Some goals included providing support for English Learners and using funds to support additional learning opportunities for students school wide.	Now that Sparks Elementary has an official principal, it has been easier to initiate the implementation for the goals detailed last year. As we plan for the new school year, we plan to modify the goals to re-establish a positive school climate among students and families. Additionally, councils have agreed to amplify efforts to increase support for English Learners and reduce chronic absenteeism.
Collaborative Leadership	Sparks Elementary is in the Visioning Phase on the Community School Capacity Building Progress Gauge. With Administration roles changing multiple times at the beginning of the year, consistency in collaborative leadership has been difficult to maintain. A Community School Advisory Council has been formed but the members are not consistently available for meetings. Meetings are held in English and Spanish. Additionally, all handouts are available in both languages as well. Accommodations include a space for young children and students to sit in while parents are in the meeting to help alleviate child care needs. Switching meetings days and times are considered in order to open it up for more stakeholders to attend.	Sparks Elementary is in the Visioning Phase on the Community School Capacity Building Progress Gauge. Adjusted days and times were made to open the Community School Advisory Council meetings to more parents and staff. More efforts need to be made to allow the members to collaborate more efficiently. Transparency is needed to provide more clarity on the school's actions to support the Community School framework and provide spaces for stakeholder voices.
Coherence: Policy and Initiative Alignment	Sparks Elementary has continued working toward collaborative efforts to achieve school goals and ensure alignment among LCAP, SPSA, and the Community School model objectives. Strengthening the Community School presence contributed to fostering this alignment. Current initiatives are focused on meeting the goals of the Implementation Plan set for the 2025-	Efforts to implement initiatives for the 2025 - 2026 community school goals were halted due to the complications of securing an official administrator. When the school was appointed their new permanent admin, implementation initiatives began being passed to meet the desires and requests of the Community School Advisory Council. Asset and Needs Assessment survey data was

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	2026 school year. These efforts include the Community School Site Specialist being present at all council meetings to increase alignment and increasing understanding. The CSSS is attempting to attend all six meeting for both ELAC and SSC. Additionally, the CSSS will attend the bi-monthly coffee with the principal.	shared with council members via a presentation. A summarized data handout was provided and presented to staff at the staff meeting and at the coffee with the principal. Wellness and Resource Center room tours were hosted by the Community School Site Specialist to share the resource with the students and teachers. In these tours, CSSS provided a small presentation to students on what is available to them and their families.
Staffing and Sustainability	Sparks Elementary is in the Visioning Phase on the Community School Capacity Building Progress Gauge. While the district has made strides in making an exception for the Community School Site Advisory temporary role, there is still no changes in the districts' ability to make the role permanent and beyond the 5-year grant. However, there are efforts being made to ensure staff are more informed of the Community School model and all the initiatives in place as well as including staff in collaboration with the goals and implementation process.	Sparks Elementary is in the Visioning Phase on the Community School Capacity Building Progress Gauge. There is still no indication from the district whether the community school site specialist role will remain in place after the grant. However, the community schools team has made a presentation to the school board to begin showcasing the efforts of the team and highlighting areas of success and areas of growth. The Sparks Elementary School Community School Site Specialist has worked to build community among school staff and do check-ins with teachers on community school initiatives. Efforts include community circles at staff meetings and requesting feedback via email to make it convenient for teachers and staff.
Strategic Community Partnerships	Sparks Elementary is in the Engaging Phase on the Community School Capacity Building Progress Gauge. Current partners are Boys and Girls Club, Baby2Baby, and Delhaven. Additional partnerships include Feed the Children and the Hilda Solis Office through Equity and Access office to help provide basic needs to families. Equity and Access also partners with Community School Site Specialists who are completing clinical hours for their Licensed Clinical Social Work credential. Through these hours the Sparks Elementary site specialist is able to provide more one on one social and emotional	Sparks Elementary is in the Engaging Phase on the Community School Capacity Building Progress Gauge. There has been an increase of community partnerships for supporting the students and families. A partnership with the Western Justice Center has been added to help bring restorative practices to the classroom and help increase school climate. My1of1 is another community partner that brings graphic design skills to students and helps students learn a new fun skill. Sparks Elementary Community School Site Specialist has met with individual students and groups of students to provide social and emotional support.

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	support to students. More community partnerships are being made as we continue to identify the needs of the school and families.	Additionally, she has met with groups of students to provide peer mediation and restorative circles to help resolve conflict amongst peers. Community partners are also being invited to the Community School Advisory Council to begin getting more input from community partners. Our search for continued partnerships is directly guided by our goal to increase school connectedness and climate with hopes to reduce chronic absenteeism.
Professional Learning	Professional development for staff in community schools, collaborative learning practices, and trauma-informed approaches currently being organized. Additional planning to provide these learning opportunities is essential for helping staff deepen their understanding of the community school model and its initiatives. Our new partnership with the Western Justice Center will help launch some of these training sessions.	The Western Justice Center has provided teachers and staff hands on support in facilitating community circles. Selected students were invited to the Peer Mediation Invitational that provided a first look at how students can help peers resolve problems. Additionally, the Kindness is Free program through the Boys and Girls Club, took 5th grade students to the Kindness Summit where students learned about being a positive impact on the community.
Centering Community Based Learning	Sparks Elementary is in the Visioning Phase on the Community School Capacity Building Progress Gauge. We are organizing teacher and staff led, enrichment clubs that focus on adding more learning opportunities through this new lens. Additionally, we are organizing partnerships with other departments within the district and programs outside the district to provide more curriculum support.	Sparks Elementary is in the Visioning Phase on the Community School Capacity Building Progress Gauge. The start of after-school clubs and community-based learning partnerships was delayed due to the absence of a permanent site administrator. Within the community school model, stable site leadership is essential for approving schedules, coordinating campus logistics, and executing partnership agreements. Limited decision-making authority during the transition period postponed program launch. With permanent administrative leadership now in place, the site has prioritized finalizing partnerships and initiating clubs aligned to student needs and community school goals. Future goals include having these actions ready in place for the next school year. We want to encourage teachers to participate in community

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		based learning and include students in decision making when regarding learning opportunities.
Progress Monitoring and Possibility Thinking	Data collection efforts were strengthened to establish baseline data for monitoring success and progress. Strategies included administering surveys via QR codes and tracking parent engagement through event sign-ups and sign-in sheets for activities such as council meetings and school events. Additionally, using incentives to encourage family participation proved effective in boosting both class and family engagement all around. The data results were shared with the Community School Advisory Council as well as staff at the staff meeting and parents at the Coffee with the Principal Meeting. After sharing the data across all stakeholders, we were able to identify a need for more professional development and family engagement opportunities.	Data was further collected by following up with families from the survey and phone calls to check in with parents. Results from the phone calls included reaching out to support staff such as the counselor if the parents identified a need for mental health support for their student. Additionally, we provided the family with resources based on their needs. At Open House we had the Resource Room open where we got to meet more families to help identify the areas of need. Parents identified a need for laundry support. CSSS will provide new street data at the Staff Meeting as well as the CSAC Meeting and school based meetings.

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Engaging Educational Partners

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	- Yes - No	- Yes - No	- Surveys - One-on-one interviews - Focus groups - Visioning exercises - Meetings and forums - Other: (Write in)	- Surveys - One-on-one interviews - Focus groups - Visioning exercises - Meetings and forums - Other: (Write in)
Educators	- Yes - No	- Yes - No	- Surveys - One-on-one interviews - Focus groups - Visioning exercises - Meetings and forums - Other: (Write in)	- Surveys - One-on-one interviews - Focus groups - Visioning exercises - Meetings and forums - Other: (Write in)
Classified staff	- Yes - No	- Yes - No	- Surveys - One-on-one interviews - Focus groups - Visioning exercises - Meetings and forums - Other: (Write in)	- Surveys - One-on-one interviews - Focus groups - Visioning exercises - Meetings and forums - Other: (Write in)
Students	- Yes - No	- Yes - No	- Surveys - One-on-one interviews - Focus groups - Visioning exercises	- Surveys - One-on-one interviews - Focus groups - Visioning exercises

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			- Meetings and forums - Other: (Write in)	- Meetings and forums - Other: (Write in)
Family members	- Yes - No	- Yes - No	- Surveys - One-on-one interviews - Focus groups - Visioning exercises - Meetings and forums - Other: (Write in)	- Surveys - One-on-one interviews - Focus groups - Visioning exercises - Meetings and forums - Other: (Write in)
Community members	- Yes - No	- Yes - No	- Surveys - One-on-one interviews - Focus groups - Visioning exercises - Meetings and forums - Other: (Write in)	- 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 <i>(To be completed at the end of the year)</i>
The School-Wide Community School Needs and Asset survey was launched at the beginning of November. This gave them a platform to voice their concerns and identify barriers, areas of growth, and provide feedback to the school. To ensure equitable access, the survey was made public on various platforms as well as provided time with an iPad before school and after school. The survey was directly translated into Spanish. Using Google Forms for the survey also allowed those who needed a different language to automatically translate it in their preferred language. Basic needs supplies were provided through the Equity and Access office periodically for those that qualified for McKinney Vento or are	Prior to the long winter break, "Winter Care Packages" forms were sent home to all families to identify if families were in need of additional resources prior to the break in preparation. Packets were translated in Spanish and provided to all students. In 2024, 10 Care packages were requested. For 2025, 25 Families responded and got all inclusive packages for their families. These packages included: clothes, hygiene items, pantry food, hygiene items, baby care items, school supplies, and toys for the holidays. These Care packages provided data on what was a high need for families as we continued through the year. Of the 25 that requested a package, 96% were from our marginalized family groups including McKinney-Vento, students with disabilities, English Learners and low-income families. Results from this data were shared

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part of the Foster Youth program. Families who did not qualify for the McKinney Vento Program but were still in need of support due to low-income, sudden family changes, or other barriers, were provided continued support and access to the Wellness and Resource Center. Here they have open access to our food pantry, hygiene items, baby care items, clothes, school supplies, and various community resources. About 30% of the McKinney-Vento Families receive monthly fresh groceries as well as pantry items. Additionally, the Resource Room averages on four weekly visits from families in need.

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 continue to relate to providing the best academic support to students from these groups as well as creating a positive school climate to help motivate students and families.

with Staff and CSAC council members. In partnership with the Equity and Access department, families from marginalized groups have received additional resources through Feed the Children and God's Pantry through the Hilda Solis office.

Future steps include, conducting "Summer Care Packages" that will also be shared school wide but specifically targeting our marginalized groups. In addition, having the survey available earlier in the school year will help to get a more well-rounded response from families.

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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.*

Community School Council Goals

SMART Goals	Rationale (Brief explanation of why the CSC has developed this goal)
Goal 1: Strengthen Community School Pillar- Expanded Learning Time and Opportunities by improving academic performance. By May 2026, academic performance will improve at Sparks Elementary as evidence by: 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).	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. 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. 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-

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	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.
Goal 2: Strengthen Community School Pillar- Integrated Student Supports by increasing community engagement and partnerships. By May 2026, community engagement and partnerships with increase as evidence by: 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	Based on the community school pillar, Integrated Student Supports, our goal is to increase mental health support 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. 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.
Goal 3: Strengthen Community School Pillars- Collaborative Leadership and Practices and Integrated Student Supports by increasing social and emotional support programs and overall	Based on the community school pillars, Collaborative Leadership and Practices and Integrated Student Supports, Sparks Elementary wants to increase community outreach and support

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holistic supports.

By **May 2026**, Sparks Elementary will improve overall holistic and social and emotional health of students as evidence by:

1. An **increase in access** to social emotional support programs such as SEL activities, push in services and school based counseling
2. A **5% decrease** in maladaptive behavioral events that relate to social and emotional distress such as: anxiety, peer conflict, etc.
3. A **5% increase** in positive school climate results and overall school atmosphere perception.

as well as collaborate with teachers, parents and staff to identify needs of students.

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 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.

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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	California Dashboard	2024: English Language Arts 61.2 points below standard Mathematics 56.3 points below standard English Learner Progress 40.2% students making progress	2025: English Language Arts 51.2 points below standard Mathematics 39.1 points below standard English Learner ELA 74.3 points below standard	English Language Arts 48 points below standard Mathematics 34 points below standard English Learner ELA 69 points below standard
	Community School Needs and Asset Survey	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: – No data was collected	Community School Needs and Asset Survey: 40% of caregivers reporting feeling involved in their student'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	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 and be supervised by a teacher. During the day, peer-to-peer tutoring will be provided for students who need additional support. The teacher will select the students. Additionally, coordinating with the neighboring middle school for peer tutors will expand on knowledge and connectedness.	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. 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. The initial tutoring club meeting will be organized to begin by October 2025 and progress will be tracked through May 2026. By December 2025, the club will have

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			provided tutoring services to ten (10) students who were referred to the club by their teacher.
English Learning Tutoring	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.	Bilingual Aid	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. 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. By December 2025, the intervention group will have provided academic support services to ten (10) students who were referred to the 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	Community School Site Specialist	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. Incentives will be provided to the parents or student (depending on the incentive) at the end of each month.

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	involved, Eagle Ticket rewards etc.		
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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 absenteeism and overall school attendance	2024 Aeries Analytics: Average attendance 92.16%	Aeries Analytics: Average attendance increased to 92.73%	Aeries Analytics: Average attendance 95%
	California Dashboard: measure end of year overall attendance and total of chronic absenteeism cases	2024 California Dashboard: 22.2% Chronic Absenteeism	California Dashboard: 27.2% Chronic Absenteeism	California Dashboard: 24% Chronic Absenteeism
	Attendance Intervention Group Effectiveness: Monitor individual students' attendance before intervention and after intervention	Attendance Intervention Group Effectiveness: Average Chronic Absentee's attendance- 79%	Attendance Intervention Group Effectiveness: Average Chronic Absentee's attendance- 84.83%	Attendance Intervention Group Effectiveness: Average Chronic Absentee's attendance- 85%
Family/Parent Engagement Participation	Family/Parent Engagement: measure of attendance of families at family engagement nights/events (Family Fun Nights, Parent Workshops, Resource Fairs, etc.)	Family/Parent Engagement Participation: 24%	Family/Parent Engagement Participation: 24%	Family/Parent Engagement Participation: increase to 24%
Number of Active Community Partnerships	Community Partnership Reports: Assess the impact of current and new	2 Moderately Active Community Partnerships (Enki and Foothill Family	10 Active Community Partnerships	Maintain 10 Active Community Partnerships

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	community collaborations on student and family success.	Services) and 2 Active Community Partnership (Boys and 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	A schedule of events will be finalized by the end of August 2025. The first event will be held by September 2025. A Family Engagement (Family Paint Night, Wellness and Resource Fair, Parent Workshops, etc.) event will be held bi-monthly. 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
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 on previous school year SART/SARB status as well as current attendance.	Counselor MTSS TOSA MTSS TEAM	Attendance reminders and letters will be sent home by September 2025. Intervention groups will be finalized and begin by September 2025. Intervention groups will meet monthly to every other month depending on availability

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			of Counselor. Attendance Improvement will 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 Community School Site Specialist	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". Attendance Improvement will be monitored monthly through May 2026.
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 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. Professional Development	Community School Site Specialist Student Family Services Counselor	Home visits will be scheduled and be conducted monthly as needed. The initial home visits will be scheduled by September 2025 and continue through May 2026. The CSSS will begin meeting with the students during school once a week to bi-weekly by September 2025. The CSSS will begin contacting parent's via telephone and or in person once a week to bi-weekly by September 2025. By June 2026, the Community School Site Specialist will have made a minimum of two (2) home visits for each student in the Tier 3 Attendance Intervention Group.

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	opportunities will be presented at Staff Meetings to help teachers and staff learn restorative and trauma informed practices to address students with chronic absenteeism.		By October 2025 , the Community School Site Specialist will conduct the first Professional Development presentation to staff at a staff meeting.
Active Community Partnerships	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 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.	Admin & Community School Site Specialist	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. By June 2026 three new partnerships will be formed. This will bring our partnerships to a total of six.

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
Positive school behavior and belongingness reports	Community School Needs and Asset Survey Data: Measure overall perception of the school and its relationships with parents and students (3rd - 5th grade).	Community School Needs and Asset Survey Data: Feeling cared about by Staff/Teachers: 48.7% indicated they felt cared	Community School Needs and Asset Survey Data: Feeling cared about by Staff/Teachers: 65.2% indicated they felt cared	Community School Needs and Asset Survey Data: Feeling cared about by Staff/Teachers: Increase to 68%

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		about by Staff/Teachers Sense of Belongingness: 40.2% indicated they felt a part of the school	about by Staff/Teachers Sense of Belongingness: 55.1% indicated they felt they fit in at school	Sense of Belongingness: Increase to 53%
	California Healthy Kids Survey (CHKS): statewide data measurement to measure in detail 5th grade and up students' relationship with the school and staff.	School Connectedness- 83% indicated a positive sense of connectedness most of the time Social Emotional Learning Supports- 68% indicated a positive sense of social emotional learning and supports from the school staff most of the time Positive Behavior- 85% indicated engaging in positive behavior at school	School Connectedness- 73% indicated a positive sense of connectedness most of the time Social Emotional Learning Supports- 94% indicated a positive sense of social emotional learning and supports from the school staff, most of the time Positive Behavior- 96% indicated engaging in positive behavior at school	School Connectedness- 78% indication of a positive sense of connectedness most of the time 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 Positive Behavior- maintain a 96% to 97% indicated engaging in positive behavior at school

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	MTSS TEAM: Counselor Community School	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

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	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 tiered system, and identification of when a behavior intervention plan is needed.	Site Specialist School Psychologist MTSS TOSA	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.
Implement a Tiered Positive Behavior Interventions and Support (PBIS) Implementation and Store	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 Mantra.	Community School Site Specialist Families in Action (Parent Group) MTSS TOSA	Teachers will coordinate with CSSS to conduct the “On-Boarding” segments by September 2025 . 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 .
Social Emotional Learning (SEL) programs	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	Counselor Community School Site Specialist Community Partners MTSS TOSA Supporting Teachers	The counselor, with support from the MTSS Team, will develop SEL lessons and programs as needed until a formal program is identified. By October 2025 , the PBIS Aligned SEL Lesson plans will be ready for teachers to implement in the classroom.

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	school based on areas of need and high importance. 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.		
Student Check-in/Check-Out	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 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.	Administrative Personnel Counselor Community School Site Specialist Selected Teacher MTSS TOSA	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.
Student Leadership	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 Community School Site Specialist, the	Community School Site Specialist Certificated Staff	By September 2025, all student leadership roles will be filled and the first meeting will have taken place. 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. Positive school climate will be tracked through the CHKS survey by June 2026.

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	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.

The implementation of the CCSPP grant at Sparks Elementary has surfaced several significant challenges affecting the pace, coherence, and sustainability of community school initiatives. One of the most pressing challenges has been leadership instability. During the implementation period, Sparks Elementary experienced multiple changes in site administration, including operating under four different principals within a single school year. This frequent turnover disrupted relationship-building, delayed decision-making authority, and stalled or postponed key initiatives such as the organization of after-school clubs, expanded learning opportunities, and consistent coordination of family engagement events and partnerships. Efforts to launch and sustain expanded learning opportunities—such as Student Council leadership trips, cross-age tutoring with the middle school, English learner afterschool interventions, and the *My 1 of 1* graphic arts and entrepreneurship program—required ongoing recalibration as site priorities and approval processes shifted with each leadership transition. Without stable leadership, advancing collaborative leadership structures, maintaining consistent communication, and sustaining momentum across the four community school pillars required repeated rebuilding.

Concerns around sustainability further compound these challenges. Uncertainty regarding the continuation of the Community School Site Specialist (CSSS) role beyond the five-year grant period raises questions about the long-term maintenance of systems that currently support integrated student services, family partnerships, and collaborative leadership practices. Institutionalizing structures such as the Community School Advisory Council (CSAC), ongoing participation in district-level Community Schools Implementation Advisory Council (CSIAC) meetings, and routine coordination with staff and councils will require more permanent staffing pathways.

Data collection and engagement also presented challenges. While student participation in the Needs and Assets Assessment was strong, family participation remained limited, restricting the depth and representativeness of the data used to guide priority-setting and partnership development. Barriers such as competing work schedules, language access needs, and the time required to build trust—particularly with historically marginalized families—influenced engagement levels. Although staff commitment to the community school vision has been evident, many initiatives initially remained identified as future actions, underscoring the need for clearer role definition, shared systems, and coordinated

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implementation strategies to move from well-intentioned individual efforts to a cohesive, schoolwide approach.

In response to these challenges, Sparks Elementary implemented several adaptive solutions grounded in the four community school pillars. To strengthen collaborative leadership and visibility, the CSSS consistently attended and supported ELAC, School Site Council, Coffee with the Principal, staff meetings, and CSAC meetings at the site level, while also participating in CSIAC meetings at the district level. These efforts supported continuity during leadership transitions and ensured that community school priorities remained present in decision-making spaces.

To enhance active family and community engagement, Sparks Elementary expanded opportunities for connection through parent workshops, parent listening circles, and culturally responsive family events such as Día de los Muertos celebrations, Business Day, family picnics, and a schoolwide Resource Fair. Meeting accessibility was improved through bilingual outreach, flexible scheduling, and child-friendly spaces, helping to gradually increase family trust and participation.

Integrated student supports were significantly strengthened through the operation of a year-round Resource Room providing clothing, hygiene items, and pantry goods for students and families. Monthly donation distributions and fresh grocery support were coordinated through partnerships with Feed the Children, Baby2Baby, and the Hilda Solis Office. Mental health supports were expanded through Delhaven services for students and parents beginning in late January, while the Western Justice Center partnered with the school to implement restorative justice circles and classroom-based practices. Additional supports included the PBIS framework, the Eagle Emporium and Eagle Bucks incentive system, tiered attendance interventions, and targeted home visits to families of students experiencing chronic absenteeism to collaboratively address attendance barriers.

Expanded learning opportunities continued to grow despite implementation challenges. Student Council activities provided leadership development through field trips such as UCLA College Day, Peer Mediation Invitational experiences, and the Disney Imagination Campus Workshop. After-school clubs and interventions were organized to support academic growth and enrichment, including English Learner supports and creative skill-building through the *My 1 of 1* graphic arts program.

Looking ahead, additional supports at the CCSP program level would strengthen implementation at sites experiencing similar challenges. Targeted technical assistance focused on leadership transition planning, change management, and systems-building during periods of administrative instability would better equip schools to sustain momentum. Clearer guidance and advocacy for long-term sustainability of community school staffing roles beyond the grant period are critical. Finally, continued technical assistance in culturally responsive family engagement strategies, community partnership alignment, and integrated data systems would support deeper engagement, more equitable participation, and more effective scaling of the community school model at Sparks Elementary.

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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)	Yes		✓			
Mental health Screening and Services	Yes	✓	✓		✓	✓
Nutrition Services and Support	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
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	Yes	✓				
During School (learning pathways, differentiated instruction, lab times, etc.)	Yes	✓				✓
Teacher Leadership Development and Opportunities	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
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		✓			✓
PBIS or Other Schoolwide Positive Behavior Philosophy	Yes	✓	✓			✓
Practices that help prevent, reduce, and eliminate exclusionary	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
discipline (restorative practices, peer mediation, etc.)						
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	Yes		✓			
Performance Assessments (e.g., capstones, portfolios, etc.)	No					
Advisory System (advisor roles, classes, curriculum, etc.)	No					
Insert additional rows to include your local supports, practices, etc.	Student Success Study Team		✓			