

School Year: 2020-2021

School Plan for Student Achievement (SPSA) Baldwin Elementary School

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Julia Baldwin	7027733	5-21-20	November 12, 2020

Purpose and Description

Schoolwide Program

As a result of the COVID-19 pandemic and under the guidance of the Santa Clara Public Health Department and the Santa Clara County Office of Education, Oak Grove School District closed its schools and transitioned to remote instruction on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a distance learning model in which students participated in activities at home, receiving instruction primarily through digital means. OGSD's SPSP plan is in alignment with goals set forth and approved by the Board of Trustees in our Local Control and Accountability Plan and Learning Continuity Plan for the 2020-21 School Year.

At Baldwin Elementary School, we believe that every student can achieve their potential. The fundamental aim of our educational programs is to ensure that each student possesses the competence and confidence that would guarantee success at the next level while building and maintaining their socio-emotional well being. This plan is our roadmap for building and sustaining a strong and effective instructional core in every classroom. It is our articulation of the vision for student learning outlined in our district's Five-year Strategic Plan.

Our focus on effective teaching, capable instructional leadership, strong relationships and the commitment to the socio-emotional development of our students, expresses our collective responsibility for student learning and motivates us all. Together in partnership with our families and community at large, we can ensure that every student reaches their full potential.

We work closely with stakeholders throughout the district and analyze student performance data on an ongoing basis. Six goals, outlined below, have been identified as the focus within our current three year LCAP plan to improve outcomes for all students.

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Goal 2 - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Goal 3 - We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Goal 4 - Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

Goal 5 - School and classroom environments support learning, creativity, safety, and engagement.

Goal 6 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

OGSD's efforts to solicit stakeholder feedback to inform stakeholders of the reopening plan for the 2020-21 school year, the use of federal categorical monies as it relates to the School Plan for Student Achievement and the Learning Continuity and Attendance Plan, began in June and continued regularly throughout the development process. OGSD's reopening plan explicitly identified research, survey and data collection as the first and foundational phase of planning. Engaging in outreach and surveying stakeholders has provided and continues to provide staff and administration invaluable input to inform the school's planning in Academics, Attendance, Engagement, Culture and Climate, Nutrition Services, and Public Health. In addition to surveys, beginning in June we also convened a Reopening Schools Taskforce with over 84 District Stakeholders.

Due to COVID-19 and the order to shelter in place, teachers needed to shift instruction to now be delivered in a digital format. This was mostly done through the use of google classroom where teachers were able to push out assignments both synchronously and asynchronously. They quickly adapted to using google meets as a way to both connect with students and families as well as deliver synchronous instruction. As we shifted to distance learning, it became apparent that the socio-emotional well being of our students and families needed to be at the center of our work. We needed to find ways to address these needs first and foremost. Teachers were participating in professional development and collaborating with their teammates to be able to continue to provide a rigorous and equitable education to all students. Great effort went into engaging students and making sure that they were all connected and participating in class with their peers.

In addition to classrooms shifting to an online platform, Baldwin also needed to move it's stakeholder meetings to a similar venue. Stakeholder meetings were held via google meets which afforded us the opportunity to continue to collaborate with and get input from all of our stakeholders.

Presentations to stakeholders included:

School Site Council

May 21, 2020

English Learner Advisory Committee (ELAC)

May 21, 2020

Baldwin Staff

May 19, 2020

The School Site Council approved the SPSA on May 21, 2020.

Resource Inequities

In the spring we realized there was an increased need to address learning loss as a result of the sudden school closure March 16, 2020. During this time, we discovered not all students had access to a device and an internet Hotspot, in addition the distance learning format had proved to be a challenge most particularly for students with disabilities and English Language learners.

During shelter in place, we quickly realized that teachers needed to learn how to use technology in a new way to not only support all students but specifically students with disabilities and our English Language Learners. Teacher completed weekly professional

development sessions to learn how to best meet the needs of their students in this new learning environment.

Based on our six goals outlined in this plan, some identified resource inequities to better support student needs for Baldwin include:

People: Mental health services to support students in need (Goal 3). Reading intervention and small targeted groups during daily instruction (Goal 1). English Learner Teacher Partner to support teachers and students (Goal 2).

Funding: Planning days (substitute release days) for teachers to plan lessons, collaborate and review student data (Goal 1). Technology (chromebooks, etc.) to master the 21st century skills of collaboration, communication, critical thinking, and creativity as well as increasing student mastery of core academic subjects (Goal 4). Positive Behavioral Interventions and Supports (PBIS) incentives to maintain a safe and caring environment (Goal 5). Instructional supplies and printed materials to support mastery of Common Core standards (Goal 1). Incentives to promote parent attendance at parent meetings (Goal 6).

Goals, Strategies, Expenditures, & Annual Review

Goal 1

All students will be proficient in meeting and/or exceeding all Common Core State Standards. All teachers are implementing Common Core standards, strategies, and materials.

Identified Need

With the implementation of CCSS and SBAC, we are finding that our students are showing gaps in foundational literacy skills and foundational math skills. We plan to focus our coaching on balanced literacy skills and foundational literacy skills. We also plan to provide professional development to our coaching staff regarding the new NGSS instructional practices. We are providing professional development for the new history and social studies adoption.

With Distance Learning, teachers will need more planning time and professional development in order to ensure that all CCSS standards are addressed and able to be taught in a virtual format.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standard for All Students	In ELA in 2019 overall our students are at 43% at standard. In Mathematics, our students are at 44% at standard.	increase the CAASPP SBAC percent of all students meeting or exceeding standards by 5% higher than the prior year in ELA and Math in grades 3-8.
CA Dashboard Overall Academic Performance Levels	In ELA in 2018 overall our students were in the yellow performance level. In Mathematics our students tested in the green level. In 2019, students overall ranked in the orange level in ELA (drop of 5 percentage points); yellow level in math (drop of 4 percentage points).	increase by one performance level on the CA Dashboard from the prior year in ELA and Math for all students in grades 3-8.
iReady Reading and Math	In 2019-20, Fall assessment shows that 33% of students are on track to be proficient at the end of the year in ELA; 22% in	Increase 5% more students predicted to be proficient on SBAC based on iReady mid-year Predicted

	<p>Math. Mid-year assessment shows that 59% of students are on track to be proficient at the end of the year in ELA; 41% in Math.</p> <p>Diagnostic Window 1 Fall 2020 READING: 39% MATH: 27%</p>	Proficiency Report
--	---	--------------------

Strategy/Activity 1 Professional Development

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Two Professional Development and common planning days for all teachers with a focus on common backwards mapping, collaborative planning and common assessment with the focus on needs supporting our English learners in accessing grade level standards will be provided.

All teachers will be provided ongoing PD in Writers’ Workshop.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$12,064	LCFF

Strategy/Activity 2 Reading Intervention/Support

Students to be Served by this Strategy/Activity

Students scoring more than one year below grade level in reading, English Language Learners, Special Education Students

Strategy/Activity

Reading Recovery and additional small group, Guided Reading will be provided to help students achieve proficient levels in reading.

Newsela provided for all teachers for classroom use.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$4,600	LCFF

Strategy/Activity 3

Teachers need more planning time to make sure all standards are addressed during Distance Learning in a virtual format. The new school schedule allows teachers the opportunity to use after-school time and Wednesdays to collaborate with colleagues, plan and attend professional development around virtual learning.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	

Goal 2

We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Identified Need

Less than 50% of our English Language Learners and students of color are reaching standard in English Language Arts and Math. This indicates a need for intensified professional development, coaching and collaboration around best practices.

During Distance Learning we recognized that our English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color had additional needs as it related to their academic achievement and socio-emotional development due to the constraints of being in shelter in place and needing to access curriculum in a digital environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for ELs, African American Students and Latino Students	<p>Math: EL: 18% African American: 16% Latino: 34%</p> <p>ELA: EL: 15% African American: 47% Latino: 34%</p>	increase the CAASPP SBAC percent of English Learners, African American students and Hispanic students meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-6.
ELPAC	15 out of 51 EL students tested (29%) made at least one year's growth from 2018-2019. 12 out of 72 English Language Learners (17%) scored at Level 4 in winter 2020.	We will increase our English learners at an overall level 4: Well Developed on the ELPAC by 5%.
EL Reclassification	17 out of 85 English Language Learners (20%) were reclassified in 2018. In the fall of 2019 another 4 out of 79 English Language Learners were reclassified.	We will increase our EL reclassification results by 2-5%.

Strategy/Activity 1 English Language Teacher Partner

Students to be Served by this Strategy/Activity

English Language Learners

Strategy/Activity

English Learner Teacher Partners (instructional coaches) will:

- support implementation of SEAL through coaching and unit development
- support implementation of integrated and designated ELD strategies with a focus on grades 4-6
- refine NGSS and history/social science implementation in grades TK-6
- oversee the English Proficiency initial and annual assessments (ELPAC)

- support identification and reclassification process for EL
- collaborate with other district TOSAs to support teachers to integrate best practices for English Learners across content areas.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$6,629	LCFF
\$18,710	Low Performing Students Block Grant

Strategy/Activity 2 Supporting the academic and socio-emotional needs of our English Language Learners and socioeconomically disadvantaged (SED) students.

Students to be Served by this Strategy/Activity

English learners and socioeconomically disadvantaged (SED) students

Strategy/Activity

We will implement the Tiered reengagement strategies in order to connect with our families and students, provide support from our ELD IA’s in our virtual classrooms, use the Return to SEAL Toolkits provided by SEAL and implement Nearpod socio-emotional learning lessons.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District funded

Goal 3

We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Identified Need

Our students with disabilities tend to achieve proficiency at lower rates than our students without disabilities.

\$21,600	Low Performing Students Block Grant
----------	-------------------------------------

Strategy/Activity 2 Academic Support

Students to be Served by this Strategy/Activity

Students with identified disabilities.

Strategy/Activity

Continue to analyze the effectiveness of the intervention programs (e.g. READ 180, System 44, Math 180, Sonday, I-Ready) and implement with consistency and fidelity to support students with disabilities.

Provide professional development for IAs supporting Read 180 and System 44 to support the program with their special education teacher.

Utilize coaching support from Read 180 and System 44 to work with teachers based on need.

Provide i-Ready math supplemental materials for teachers and students.

Use of Newsela to access curriculum in the general education classroom (Least Restrictive Environment).

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$3,500	LCFF
\$584	Low Performing Students Block Grant

Strategy/Activity 3 Instructional Time

Students to be Served by this Strategy/Activity

Students with identified disabilities.

Strategy/Activity

In order to meet the learning needs of students with disabilities, RSP, Speech and Occupational Therapy services will be implemented outside of the general education classroom instructional minutes. These services will be provided after 12:30 pm and on Wednesdays. This will allow students to remain in their general education classroom with their peers and receive services at a different time. Our support staff team will also be meeting virtually weekly to check in on the socio-emotional well being of students with disabilities.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District funded

Goal 4

Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity.

Identified Need

As technology becomes a more and more significant part of everyday life, it's also apparent that it's here to stay in the world of education. Mobile devices, online solutions, and the plethora of apps for education are helping teachers and students deepen learning and collaborate in the classroom. However, this increasing use of technology can pose a challenge for students who don't have access to devices or an Internet connection at home. They're often left at a disadvantage in comparison to students with access to the wealth of information that technology offers, and in turn, the economic divide in education increases. In today's always-on world, no student should be put at a disadvantage because of difficulties accessing technology. English language learners' experience with technology can vary greatly from one student to the next. Some students may have never used a computer. We need to incorporate instruction in the use of technology into daily classroom instruction.

During Distance Learning, it became apparent that teachers were going to need to teach in a virtual format. Since this is new to most of our teachers, there is a need for ongoing professional development on the new platforms that they will need to incorporate to deliver instruction such as Google Classroom, Nearpod, Clever, Screencastify, Jamboard, etc. in order to meet the learning needs of all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

District Technology Survey: Daily Technology as an Instructional Tool	In 2018-19, 85% of students reported that they use technology daily as an Instructional Tool	95% of the students will use technology daily as an instructional tool to master the grade level technology standards.
SBAC Participation Rates	100% of eligible students took the Math and ELA SBAC in 2018.	We will continue to monitor to ensure that at least 95% of all students will participate in CAASPP Testing on the Chromebooks and laptops.

Strategy/Activity 1 Provide adequate number of devices

Students to be Served by this Strategy/Activity

All Students; Students with Disabilities

Strategy/Activity

Refresh, maintain and repair Chromebooks/laptops for a student 2-to-1 ratio in grades TK-5 and 1-to-1 ratio in grades 6-8 with carts and/or cases. Continue to supplement at an even higher ratio as funding allows.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,000	LCFF

Strategy/Activity 2

Ongoing Professional Development in technology.

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Provide ongoing PD in technology and the strategies necessary to teach students within the classroom, and in our Maker Space on this topic.

Strategy/Activity 3 Professional Development in Distance Learning

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

On Wednesdays, teachers will attend self directed professional development to meet their needs during distance learning. Our OGSD Ed Tech team created a professional development site for teachers to self select based on their needs. Teachers are also encouraged to use the Ed Tech office hours to gain additional support in their specific needs during this time.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District funded

Goal 5

School and classroom environments support learning, creativity, safety, and engagement.

Identified Need

For children to be successful at school, they need to attend regularly and feel safe and supported while attending. Students who do not perceive that they are cared for, treated with respect, or have a sense of belonging will either not come to school or have difficulty focussing on academic success.

During Distance Learning we noticed an increase in students who were having difficulty with anxiety, depression, a sense of disconnectedness and overall socio-emotional well being.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension and Expulsion Rates	There were 19 suspensions in 2018-19 There were 3 suspensions in 2019-2020 (In comparison: schools were closed in 2020 on March 13th; however, at that same time in 2019 there had been 6 suspensions)	Reduce number of suspensions by 10%
Attendance Rate	In 2018-19, Baldwin's attendance rate was 95.43% In 2019-2020, the attendance	Increase to a 98% attendance rate for each month August-June.

	rate was 95.09%.	
CA Healthy Kids Survey	74% of 2019-2020 5th graders responded that they feel safe at school most or all the time. This was an increase of 2% from the previous year.	Increase the percent of students reporting feeling safe within a positive school climate by 5% on the California Healthy Kids Survey.
Nearpod Usage	As of October 8th, 14 of our 19 teachers (including RSP) have been using the lessons in Nearpod.	We would like to see Nearpod being used in all 19 classrooms TK-6th grade and RSP.

Strategy/Activity 1 PBIS

Students to be Served by this Strategy/Activity

All Students, focus on Students with Disabilities

Strategy/Activity

Continue to implement, monitor, and provide professional development to staff on the main tenets and practices of (PBIS) Positive Behavioral Interventions and Supports.

Three days of Tier III training will be provided for all support staff and one general education teacher at all schools.

We have identified a PBIS Mentor to support the implementation through data analysis.

Provide individual and/or group counseling, as well as whole-class strategies as needed.

Provide professional development for all staff in Restorative Justice; strengthen Restorative Justice practices.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$250	LCFF

Strategy/Activity 2 Use of Socio-Emotional Instruction

Students to be Served by this Strategy/Activity

Due to Shelter in Place and Distance Learning, we are finding that more students are in need of social-Emotional support and mental health support. Teachers will implement Nearpod and other socio-emotional learning lessons on a weekly basis to provide this much needed support. In addition, the principal's Book of the Month will also touch on socio-emotional learning and identity strategies for students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District funded

Goal 6

We will actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions.

Identified Need

Parent involvement at the school site is important for the success of students. For many parents it is difficult to attend school functions and/or volunteer at the site. We need to provide as many varied opportunities as possible for parents to be informed and involved.

Due to the Shelter in Place order, we needed to find new ways in which to connect, engage and support our families during distance learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at School Functions	No baseline data available from 2018-2019. For 2019-2020, functions such as Literacy Night, Family Dance, Movie Night, Halloween Parade were attended to capacity. Fundraising events such as two Book Fairs, Family Dinner Nights, Kona Ice, Penguin Patch, and Charleston Wrap generated money throughout the year, with many families participating.	We will monitor attendance at School Functions this year through sign-ins as well as the parent survey.

	90% of parents agree or strongly agree that school encourages them to be an active partner in educating their child(ren).	
Attendance at Parent Meetings	<p>No baseline data available from 2018-2019.</p> <p>For 2019-2020, classrooms had an average of 90% attendance at Parent/Teacher conferences in the fall. School Site Council had an 80% attendance rate.</p> <p>There was over 90% participation/attendance at GATE Parent meetings.</p> <p>90% of parents agree or strongly agree that school encourages them to be an active partner in educating their child(ren).</p>	We will monitor attendance at Parent Meetings this year through sig- ins as well as the parent survey.

Strategy/Activity 1 Parent Opportunities

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Provide parents the opportunity to visit the classroom either before, during or after school for student presentations, Gallery Walks, or volunteer opportunities

Strategy/Activity 2 Communication

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

- Provide families information during
- Family Nights on Reading, Science, Math
 - GATE information nights about the program in grades 4-6
 - SEAL workshops and gallery walks about the strategies, curriculum and home connection

Communicate with parents via the School Web Page, Parent Web Page and Facebook, Marquee, Monthly Newsletter, Parent Square, phone, and email.

Strategy/Activity 3 Connecting and Supporting Families in Virtual Formats

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

All of our stakeholder meetings will be held in a virtual format through the use of google meets. The principal will send out weekly announcements to inform and connect with students and families through her Youtube channel. Our teachers have also formed a Family Engagement Committee that is planning monthly activities to engage our community during the time that we are in Shelter in Place. We are also tracking student engagement and using a tiered system to re-engage our students and families with the support of our teachers, principal, community liaisons through emails, phone calls and home visits.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District funded

Budget Summary

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0

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

\$72,937

Other Federal, State, and Local Funds

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$ 0

State or Local Programs	Allocation (\$)
Low-Performing Student Block Grant	\$40,894
LCFF	\$32,043

Subtotal of state or local funds included for this school: \$ 72,937

Total of federal, state, and/or local funds for this school: \$ 72,937