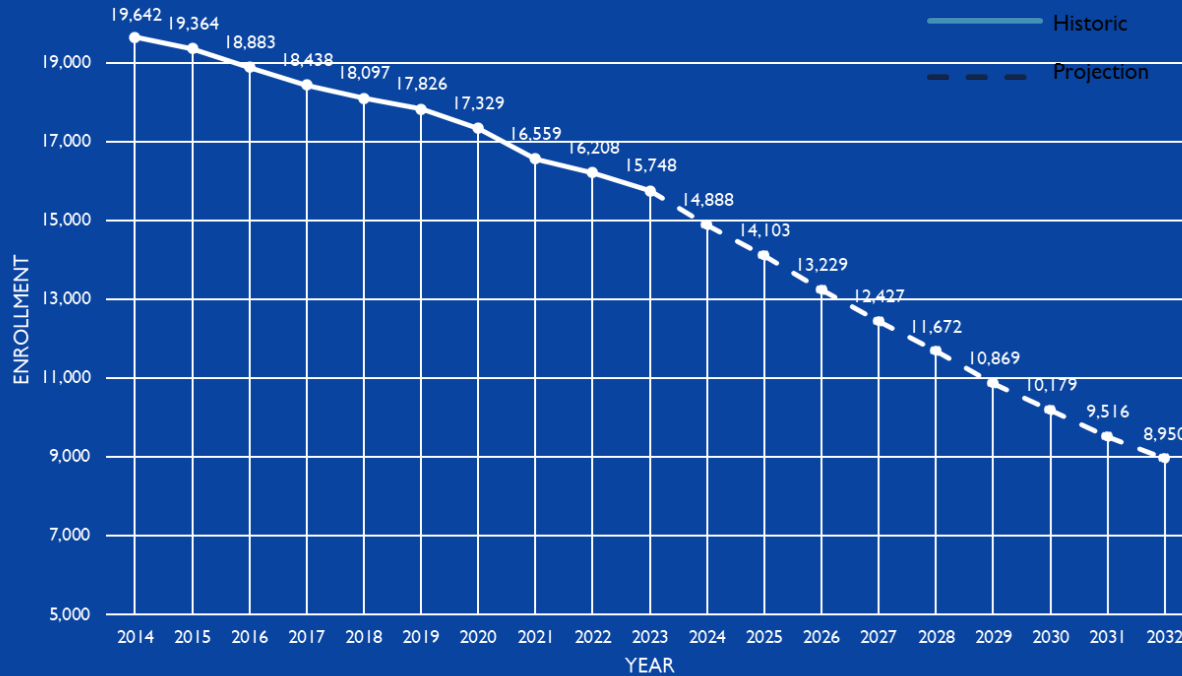


Reconfiguration Proposal

Baldwin Academy
10-30-20



HLPUSD 2014–2025 Historic* and Projected** Enrollment



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

**Projected enrollment provided by demographer through HLPUSD

Why Reconfigure

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

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





Community Input Data

3,027 Survey Responses

Top priorities

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

Most important to Student Success

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

Challenges

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



Additional Input from Community Meetings

227 Participants



Top priorities

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

Most important to Student Success

- Academics
- Dual Immersion
- Visual and Performing Arts

Challenges

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



Baldwin Academy Proposed Reconfiguration Plan



Workman Quad

- ❖ Move Del Valle students to Workman El
- ❖ Move Grandview K-5 students to Wing Lane
- ❖ K-6 schools become K-5 and 6th grade students go to Sierra Vista Middle School or Grandview based on current feeder pattern
 - Baldwin
 - Workman El
- ❖ Valinda becomes K-5, students grades 6-8 go to Grandview
- ❖ Sierra Vista and Grandview become 6-8



How does Reconfiguration benefit Baldwin Academy students?

Enhanced Programs



Larger grade-level sizes can offer:

- Lower frequency of participation in a combination class (K-5)
- Less strain on staff
 - Greater opportunities for professional collaboration
 - Less strain on staff
 - Greater distribution of work
 - Expanded access to programs

Grandview
Sierra Vista

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



Grandview College Preparatory

- Drama Club.
- ● Dance Club.
- ● Art Club.
- ● Community Service.
- ● Homework Club 4x a week after-school.
- ● Saturday C.U.B. Academy for attendance recovery, enrichment opportunities, and tutoring.
- Behavior Tier 1 Supports: Various: Student Store (Grizzly Bucks and Grizzly Card), Monthly Elem Awards Assemblies (K~5), STAR of the Week recognition (K~5), Progressive Discipline, SEL Assemblies, Monthly SEL Lessons (6th~8th), Lunch Bunch Room, Girl and Boy Empowerment Group with Pacific Clinics, Student Workshops
- Behavior Tier 2: Behavioral Supports (CICO, Behavior Contract, Weekly Progress Rpt & Check-In), Youth Court, Restorative Justice/Other Means of Correction, SART & SARB Contracts, Girl & Boy Empowerment Groups (Pacific Clinics), Pacific Clinics Parent Workshops (Pacific Clinics) with Certificate of Completion.
- MS Incentive Card & Student Store.

Sierra Vista

- Beginning Band
- Advanced Band
- AVID
- Forensic Science
- Robotics
- Art
- Study Skills
- ASB/Leadership
- Science olympiad
- Speech & Debate
- Flag Football
- Volleyball
- Soccer
- B. Basketball
- G. Basketball
- Softball
- After school ASES
- Homework club (open to everyone)
- After-school intervention (by invitation only)
- Pull-out intervention (out of PE/advisory period, selected by the school).

Enhanced Programs



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

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

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



Resources and Safety

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



Culture and Climate



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

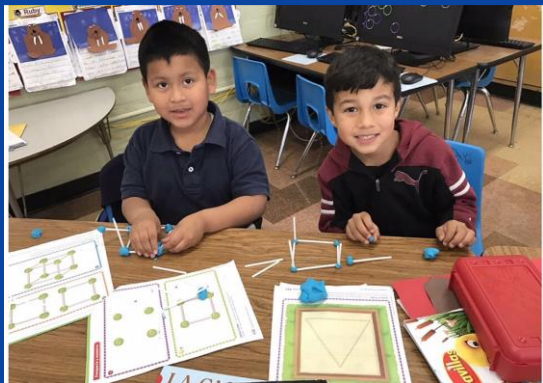




Next Steps

Continued Community Input: At schools, upcoming Board meetings

November 9 - brought to the Board for decision



Asset Management

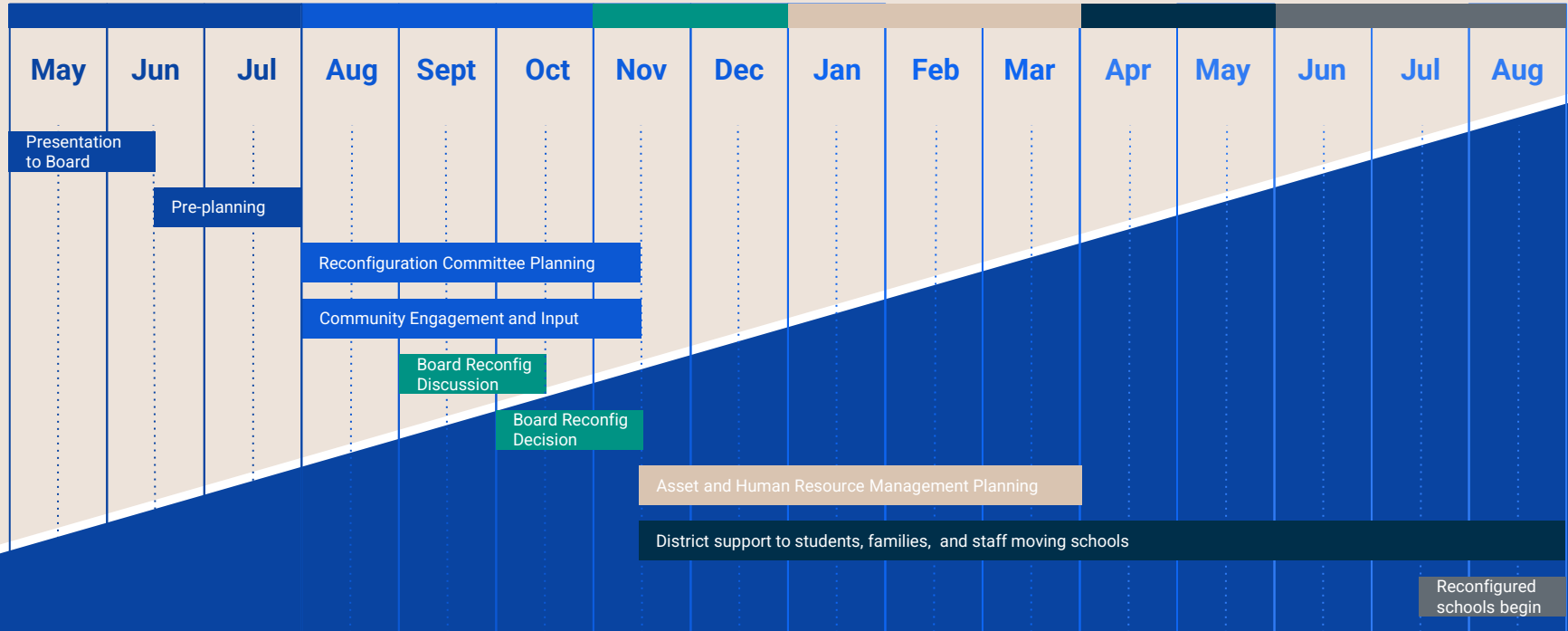
Assist families (Concierge or personalized service): Individual meetings with all impacted students' families. SFS will support families in placement at new school; if families prefer different placement, they will have priority prior to general Open Enrollment

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

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



Process Timeline 2023-2024





Discussion

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